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OLIV VA O'RTA MAXSUS TA'LIM VAZIRLIGI

ANDIJON DAVLAT CHET TILLARI INSTITUTI

INGLIZ TILI AMALIYOTI KAFEDRASI

KOMMUNIKATIV GRAMMATIKA

fani bo'yicha

S I L L A B U S - M A J M U A

(1-kurs)

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Tuzuvchi:

G.M.Xoshimov -ADCHTI, “Ingliz tili amaliyoti” kafedrası professori,
filologiya fanlari doktori

Taqrizchilar:

A. I.Ziyayev - QDPI, ADCHTI, “Ingliz tili va adabiyoti” kafedrası dotsenti,
f.f.d.

Rebecca Challenger - AQSh, Ogayo universiteti intensiv ingliz tili dasturi bo'yicha
direktor yordamchisi, ilmiy koordinator va professor

Fanning syllabus - majmuasi Andijon davlat chet tillar instituti kengashining 2022 yil 31 avgustdagi 1-sonli majlisida muhokama qilindi va foydalanishga tavsiya etildi.

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I. O'QUV MATERIALLARI

Lesson 1. Introduction. Proper nouns. Common nouns (collective, multitude). Articles.

Communicative grammar

Introduction

Compulsory for English Majors, 30 hours, semester 1

Aims:

- to develop students' awareness of the relationship between form and meaning of grammar structures in context
- to enable students to use grammatical forms appropriately in communication

Objectives:

By the end of Year 1 students will:

- be able to use grammatical structures to convey meaning in communication
- be able to recognise and use structures appropriately both in spoken and written English
- be able to understand the link between form and meaning of new grammar structures in different communicative settings
- be able to notice the characteristic features of English grammatical patterns and structures and compare them with those in L1 to enhance learning of those patterns and structures
- be able to understand the importance of accuracy in communication
- be able to use grammar reference books independently.

Indicative content

Communicative views of grammar

- form vs. function
- notions and functions
- communicative grammatical categories e.g. expressing hypothetical meaning, ways of reporting speech, modal meaning, ways of comparing and contrasting, ways of linking ideas etc.

The grammatical system

- parts of speech
- articles and determiners
- the verb phrase
- conjunctions
- syntax
- questions, answers, negatives
- quantifiers
- areas of L1 interference

Strategies

- effective use of grammar reference books
- noticing and awareness raising

Approaches to teaching and learning

NB. The teaching in this course should focus on the use of grammar for communicative purposes and not on grammatical structures as isolated objects of study. This is likely to involve:

- Text based tasks
- Seminar discussions
- Awareness raising activities
- Training in use of grammar reference books
- Student led question and answer sessions
- Activities to compare English with L1

Learning outcomes

By the end of Year 1 students should have developed

- their ability to communicate effectively and accurately using appropriate grammatical forms
- increased awareness of the relationship between grammatical form and communicative function

- autonomous learning strategies in the area of grammar

Assessment profile

Semester 1

Types of assessment	5
Mid-course Assessment	
Text-based tasks	
task 1	
task 2	5
task 3	5
	5
Final assessment	
Grammar test	5

Indicative bibliography

Main literature:

1. Geoffrey Leech, Jan Svartvik: A communicative Grammar of English, 2003 published by Routledge, 456 Pages, pp.169 -289.
2. Quirk R. Et al. (1989) A Comprehensive Grammar of the English language. Longman. pp. 241-332
3. Doff, A. & Jones, C. (2007) Language Links. Cambridge: CUP. pp. 30-38
4. Murphy, R. (2004) English Grammar In Use. Cambridge: CUP. pp. 138-161
5. Kaushanskaya V.L. A Grammar of the English language. М, Айрис Пресс, 2008. pp.18-59

Supplementary literature.

1. Качалова. Практическая грамматика английского языка с упражнениями и ключами. English Grammar. М.1998. pp.60-67
2. Swan, M. (2005) Practical English Usage. Oxford: OUP
3. Zaorob, M.L. & Chin, E. (2001) Games for Grammar Practice. Cambridge: CUP
4. Hoshimov G.M. "Lectures on the theory of grammar" (Morphology). Andijan. 2014

Assessment specification

Assessment criteria for continuous assessment

- Accuracy (based on the degree to which a student speaks/writes without grammatical mistakes).
- Task response (in tasks such as story telling, describing a picture (use of grammar structures in context), story-telling, e.g. chain story (using correct tense forms and time adverbs (use of functions for communication, e.g. by recognition tasks) etc.
- Appropriate use of grammar structures in different communicative settings
- Showing clear understanding of the link between form and meaning

The impact of the grammar course will be felt in the assessment of Speaking and Writing where accuracy will also be a criterion.

Assessment criteria for text-analysis task

- Students' ability to make a connection between grammatical choice and meaning
- Students' understanding of the use of a certain grammatical form and its link with meaning
- Students' familiarity with the grammar of different genres

Sample Text-analysis Task

Look at the following short text and answer the questions, which follow:

Man Pulled Alive From Trent

After yesterday's heavy rain, a man was pulled from the swollen River Trent in Nottingham and taken to the General Hospital where his

know, but they can't to understand what the actors are saying. _____Q1
 There are two ways for movie makers to solve this problem – _____Q2
 subtitles and dubbing. Neither method is not perfect. The disadvantages _____Q3
 of subtitles are that they are not accurate or is too short. _____Q4
 That is, the actor's words are do not translated correctly, or only _____Q5
 part of what he says is translated. In than older films, especially, _____Q6
 the subtitles are hard very to read because the words are the same _____Q7
 color as the background.

Test specification

- Focus: grammar points (Mistakes which students make frequently: using “to” after modals;)
- Topic: foreign films
- Test method: spot the error
- Appropriate instruction
- Number of words: 62
- Number of items: 7 + 2 examples
- Scoring: 1 item 1score
- Source
- Key

Task 2

Read the text and complete the gaps with the words from the box. There are more words than you need. There is an example at the beginning (0).

a) are/is	b) books	c) from	d) live
e) on	f) parents	g) sleep	h) their
i) uniforms	j) where		

Where do princes go to school?

Prince William and Prince Henry, the sons of Prince Charles, attended Eton College, one of the oldest and most famous private schools in England. (0) h father and grandfather attended a very different private school, Gordonstoun in Scotland. Both Eton and Gordonstoun (8) _____ boarding schools, which mean that pupils (9) _____ at the school and only see their (10) _____ during the school holidays. Pupils board at Eton and Gordonstoun (11) _____ the age of 12 or 13, but there are some boarding schools (12) _____ the pupils are only five years old. Pupils at Eton wear very old-fashioned (13) _____. Eton boys wear tailcoats, waistcoats, pinstripe trousers and they used to wear top hats.

Test specification

- Focus: noun; verb; preposition; vocabulary; conjunction
- Topic: education
- Test method: banked gap filling
- Appropriate instruction
- Number of words: 115
- Number of items: 5 + an example
- Scoring: 1 item 1score
- Source

- Key

Task 3

Read the text below. Some words are missing from the text. Change the words in the brackets to complete each gap in the text. Write only one word on each line. There is an example at the beginning (0).

A new language has been invented in Nicaragua. The first school for deaf (0) children (child) was set up in the late 1970s with 80 (Q14) _____ (pupil). Until they started their education the pupils (Q15) _____ (do) not know how to communicate with signs. US psychologist, Ann Senghas, has (Q16) _____ (study) this community and discovered that not only did the children develop their own (Q17) _____ (sign) for words but they also have a complex grammar like all languages. This one has evolved as new generations of pupils join the school.

Test specification

Focus: one point =noun (singular and plural forms); or verb tenses;

- Topic: language
- Test method: word formation
- Appropriate instruction
- Number of words: 88
- Number of items: 4 + an example
- Scoring: 1 item 1score
- Source:
- Key:

Final Use of English (grammar) Test Specification

- Authentic and semi-authentic text
- Length: number of words: 250-350
- Text type: more than 1 text; max 3 texts: fiction/article/advert/interview
- Topic: (avoid sensitive, discriminative texts)
- Test method: more than one test method per a text
- Focus: grammar points (see Indicative Content)
- Number of items: 36-40 items
- Appropriate instructions + example if necessary
- An answer sheet if necessary
- Develop key
- Time: 80 min
- Score: each item 1 score
- Results should be announced within a day

Reflective writing specification

Students write reflection (about 200 - 250 words) on their use of English. It should address the following:

- Your strengths and weaknesses in grammar
- Strategies that helped you to improve your grammar
- What grammar reference book(s) you found helpful and why.
- How you are going to improve your grammar further

Assessment Criteria for reflective writing 10%

- Task fulfilment 3 %
- Accuracy 4 %
- Ability to reflect on own learning 3 %

Proper nouns. Common nouns (collective, multitude). Articles.

Students` Learning Outcomes

- Classify more nouns as common and proper nouns (Names of people, pets, places, mountains, lakes, rivers, etc.)

Information for Teachers

- Common nouns are general names. They are not capitalized unless they begin a sentence, as; country, chair, girl, boy, school, burger, city, etc.

- Proper nouns are special names of persons, animals, places, mountains, holidays, rivers, lakes, months, etc. always start with capital letter, as; Pakistan, Ali, Lahore, Pakistan Day, River Sindh, September, etc.
- While teaching the lesson, the teacher should also consult textbook at all steps wherein and whenever it is applicable.

Material / Resources

Writing board, chalk/markers, duster, textbook

Introduction

- Begin your lesson by asking the students questions, as;
 1. Which noun is always capitalized; common or proper?
 2. Is your name a common or a proper noun?
 3. Is your pet animal`s name a common or proper noun?
- Ask each student to give examples of common and proper nouns and write them in two separate columns on the board.

Development

Activity 1

- Write ten sentences on the board and underline a common or a proper noun in each sentence.
- you can also select sentences from the textbook.
- Explain t the students that they have to identify the underlined noun as common or proper. On the line given after each sentence, students have to write common noun or proper noun in their notebook.
- Take random feedback from them.
- Ask them to make corrections side by side in their notebooks.

Sum up / Conclusion

- Ask them what are common nouns and proper nouns.
- Ask them to give a few examples. Remind students that common nouns are not capitalized unless they begin a sentence and proper nouns are always capitalized.
- Find the exercise related to the topic in the textbook.
- Students must do this exercise in the notebook or on the textbook.

Assessment

- Assess how well students are able to classify nouns as common or proper through their performance in activity 2 and follow up activity.
- Keep assessing whenever a proper noun appears in subsequent reading lessons.
- Involve the students in solving problems given in the exercise at the end of unit/chapter of the textbook.

Follow up

- Students will prepare chart in which they will write proper nouns for the following common nouns: person, animal, place, mountain, lake, and river. The list can be put up in class with students continuing to add to it each time they hear a new proper noun.

Extension Activity

- Select a short paragraph from storybook, social studies textbook or English textbook. Write the paragraph on the board. Don`t capitalize the proper nouns. Ask students to rewrite the paragraph in their notebooks so that proper nouns are correctly capitalized.

A sample of chart paper

Common Noun	Proper Noun
1. Country	Pakistan
2. River	
3. Day	
4. Player	
5. City	
6. President	
7. Holiday	
8. Month	
9. Planet	

Answers:

1. Pakistan
2. The River Ravi

3. Monday
4. Imran Khan
5. Karachi
6. Ghulam Ishaq Khan
7. Labor Day/ Independence Day
8. November
9. Earth/Mars

LESSON 2. Adjectives. Grammatical categories of adjectives. Adverbs. Adjectives or adverbs?

THE ADJECTIVE

The adjective is a word expressing a quality of a substance.

The adjective has the following morphological characteristics:

Most adjectives have degrees of comparison: the comparative degree and the superlative degree.

The comparative degree denotes a higher degree of a quality. *She is taller than her sister. My box is smaller than hers.*

The superlative degree denotes the highest degree of a quality. *She is the tallest of the three sisters. Her box is the smallest of all our boxes.* (The noun modified by an adjective in the superlative degree has the definite article because the superlative degree of the adjective always implies limitation.)

Adjectives form their degrees of comparison in the following way.

a) by the inflexion -er, -est (synthetical way);

b) by placing more and most before the adjective (analytical way).

Monosyllabic adjectives usually form their comparatives and superlatives in the first way, and polysyllabic adjectives in the second way. The following polysyllabic adjectives, however, generally form their comparative and superlative degrees inflexionally:

1. Adjectives of two syllables which end in -y, -ow, -er, -leio

happy happier (the) happiest

narrow narrower (the) narrowest

clever cleverer (the) cleverest

simple simpler (the) simplest

2. Adjectives of two syllables which have the stress on the last syllable:

complete completer (the) completes!

concise conciser (the) concisest

Some adjectives have irregular forms of degrees of comparison, e.g.:

good better (the) best

bad worse (the) worst

many,

much more (the) most

little less (the) least

far farther (the) farthest

further (the) furthest

Spelling rules.

1. If the adjective ends in a consonant preceded by a stressed short vowel the consonant is doubled before -er, -est.

sad sadder (the) saddest

big bigger (the) biggest

2. If the adjective ends in -y preceded by a consonant, y is changed into i before -er and -est.

busy busier (the) busiest

happy happier (the) happiest

3. If the adjective ends in -e the e is dropped before -er and -est.

brave braver (the) bravest

fine finer (the) finest

The adjective has the following syntactical characteristics:

In a sentence the adjective may be used as an attribute or as a predicative. *A little fat chap thrust out his underlip and the tall fellow frowned.* (Mansfield) (ATTRIBUTE); *Laura was terribly nervous.* (Mansfield) (PREDICATIVE) *The air was motionless...* (Mansfield) (PREDICATIVE)

Morphological composition of the adjective.

Adjectives are divided into simple, derivative and compound.

1. Simple adjectives are adjectives which have neither prefixes nor suffixes. They are indecomposable: e. g. *good, red, black*.

2. Derivative adjectives are adjectives which have derivative elements, suffixes or prefixes or both: *beautiful, foolish, hopeless, unkind, unimportant*. Productive adjective-forming suffixes are: **-less**: *friendless, harmless, hopeless*; **-like**: *childlike -ish: childish, foolish*; **-ed (-d)**: *beaded, black-eyed*.

Unproductive suffixes are: **-ful**: *careful*; **-ible**: *responsible*; **-able**: *reliable*; **-ant**: *important*; **-ent**: *dependent*; **-en**: *woollen*; **-ous**: *dangerous*; **-some**: *troublesome*.

Productive adjective-forming prefixes are: **un-**: *unhappy*; **pre-**: *prewar*.

The unproductive prefix of the adjective is: **in-** *incorrect*.

3. Compound adjectives are adjectives built from two or more stems. The main types of compound adjectives are as follows:

noun-stem + adjective-stem: *snow-white*.

noun-stem + participle-stem: *life-giving, smoke-dried*.

adjective-stem + adjective-stem: *deaf-mute*.

adjective-stem + noun-stem + suffix -ed: *cold-hearted*.

noun-stem + noun-stem + suffix -ed: *lynx-eyed*.

numeral-stem + noun-stem + suffix -ed: *four-wheeled*.

adverb-stem+noun-stem+suffix -ed: *over-peopled*.

Classification of adjectives.

According to their meaning and grammatical characteristics adjective fall under two classes:

(1) qualitative adjectives, (2) relative adjectives.

1. Qualitative adjectives denote qualities of a substance directly, not through its relation to another substance, as size, shape, colour, physical and mental qualities, qualities of general estimation: *little, large, high, soft, hard, warm, white, blue, pink, strong, bold, beautiful, important, necessary, etc.*

2. Relative adjectives denote qualities of a substance through their relation to materials (silken, woollen, wooden), to place (Italian, Asian), to time (monthly, weekly), to some action (preparatory, rotatory).

Grammatical characteristics of qualitative adjectives.

Most qualitative adjectives have degrees of comparison:

big bigger (the) biggest

interesting more interesting (the) most interesting

Some qualitative adjectives such as *greenish, darkish, incurable, unsuitable, chief, principal*, have no degrees of comparison.

2. They have certain typical suffixes, such as **-ful, -less, -ous, -ent, -able, -v, -ish**: *careful, careless, dangerous, convenient, comfortable, silvery, watery, whitish, shortish*.

3. From most of them adverbs can be formed by the suffix **-ly**: *graceful—gracefully; gay—gaily*

4. Most qualitative adjectives can be used as attributes and predicatives. *How lovely the little river is, with its dark, changing wavelets!* (Eliot) (ATTRIBUTE); *The young man was introduced", and they sat down at the table.* (Aldington) (ATTRIBUTE); *But you're nearly as old as I am!* (Aldington) (PREDICATIVE) *The Hartlys thought he was 'rich'.* *George Augustus was so very comfortable ... that he too really thought he was rich!* (Aldington) (PREDICATIVES)

Grammatical characteristics of relative adjectives.

Relative adjectives have no degrees of comparison. They do not form adverbs with the suffix **-ly**.

They have certain typical suffixes, such as **-en, -an, -ist, ic, -ical**: *wooden, Italian, socialist, synthetic, analytical*.

4. Relative adjectives are chiefly used as attributes: *... she was a fair example of the middle American class...* (Dreiser) (ATTRIBUTE); *She had noticed a pretty wooden chain upon Gretel's neck.* (Dodge) (ATTRIBUTE); *"Certainly," answered Hilda, looking kindly into the two earnest faces, and wishing from her heart that she had not spent so much of her monthly allowance for lace and finery.* (Dodge) (ATTRIBUTE); *The morning was windy and sharp.* (Saxton) (predicative).

It must be pointed out that no hard and fast line of demarcation exists between relative and qualitative adjectives. Compare: *silken thread* (relative adjective), but *silken hair* (qualitative adjective).

Substantivized adjectives.

Substantivized adjectives have acquired some or all of the characteristics of the noun, but their adjectival origin is still generally felt.

Substantivized adjectives are divided into wholly substantivized and partially substantivized adjectives.

Wholly substantivized adjectives have all the characteristics of nouns, namely the plural form, the genitive case; they are associated with articles, i. e. they have become nouns: a native, the natives, a native's hut. Some wholly substantivized adjectives have only the plural form: eatables, valuables, ancients, greens.

Partially substantivized adjectives acquire only some of the characteristics of the noun; they are used with the definite article. Partially substantivized adjectives denote a whole class: the rich, the poor, the unemployed.

They may also denote abstract notions: the good, the evil, the beautiful, the singular, the plural.

Substantivized adjectives denoting nationalities fall under wholly and partially substantivized adjectives. Wholly substantivized adjectives are: *a Russian - Russians, a German - Germans.*

Partially substantivized adjectives are: *the English, the French, the Chinese.*

The Adverb

The adverb is a part of speech which expresses some circumstances that attend an action or state, or points out some characteristic features of an action or a quality.

The function of the adverb is that of an adverbial modifier. An adverb may modify verbs (verbals), words of the category of state, adjectives, and adverbs.

Annette turned her neck lazily, touched one eyelash and said: "He amuses Winifred."
(Galsworthy)

And glancing sidelong at his nephew he thought... (Galsworthy)

For a second they stood with hands hard clasped. (Galsworthy)

And now the morning grew so fair, and all things were so wide awake. (Dickens)

The man must have had diabolically acute hearing. (Wells)

Harris spoke quite kindly and sensibly about it. (Jerome)

§ 2. As to their structure adverbs are divided into:

(1) simple adverbs {long, enough, then, there, etc.};

(2) derivative adverbs (slowly, likewise, forward, headlong, etc.);

(The most productive adverb-forming suffix is -ly. There are also some other suffixes: -wards, -ward; -long, -wise.)

(3) compound adverbs (anyhow, sometimes, nowhere, etc.);

(4) composite adverbs (at once, at last, etc.).

§3 . Some adverbs have degrees of comparison.

(a) If the adverb is a word of one syllable, the comparative degree

•s formed by adding -er and the superlative by adding -est.

fast — faster — fastest

hard — harder — hardest

(b) Adverbs ending in -ly form the comparative by means of more and the superlative by means of most.

wisely — more wisely — most wisely

beautifully — more beautifully — most beautifully

(c) Some adverbs have irregular forms of comparison:

well — better — best

badly — worse — worst

much — more — most

little — less — least

According to their meaning adverbs fall under several groups:

(1) adverbs of time (today, tomorrow, soon, etc.);

(2) adverbs of repetition or frequency (often, seldom, ever, never, sometimes, etc.);

(3) adverbs of place and direction (inside, outside, here, there, back-ward, upstairs, etc.);

(4) adverbs of cause and consequence (therefore, consequently, accordingly, etc.);

(5) adverbs of manner (kindly, quickly, hard, etc.);

(6) adverbs of degree, measure and quantity {very, enough, half, too, nearly, almost, much, little, hardly, rather, exceedingly, quite, once, twice, firstly, secondly, etc.).

Three groups of adverbs stand aside: interrogative, relative and conjunctive adverbs.

Interrogative adverbs (where, when, why, how) are used in special questions.

Conjunctive and relative adverbs are used to introduce subordinate clauses.

Some adverbs are homonymous with nouns, adjectives, prepositions, conjunctions, words of the category of state³ and modal words.

Exercises

1. **Point out the adjectives and define whether they are qualitative** (аслий сифатлар) **or relative** (нисбий сифатлар).

eastern, western, green, blue, young, woolen, northern, southern, golden, little, revolutionary, beautiful, wonderful, wooden, weak, nice, red, black, short, busy, good, much, lucky, happy, great, near, far, long, sweet, old, bad, funny, sunny, early, late, important, colourful, harmful, many, absent-minded, good-natured, golden-hearted, good-looking, fair, well-built, high, tall, round.

2. **Read the dialogue and state the ways of degree formation of adjectives** (morphological, syntactic, suppletive).

Ann: How do you like these dresses on the right?

Jane: They look fine. I like the brown dress better than the green one. But I am afraid it is smaller than the green dress.

Ann: You are right. The green dress is larger.

Jane: The brown dress is more beautiful than the green dress

Ann: What do you think, which is more expensive?

Jane: I think the brown dress is.

Ann: Please, help me to make my choice?

Shop assistant: This grey dress is the best dress for you. It is less expensive and more practical than the red one.

3. **Give the comparative and superlative degrees of the following adjectives.**

1. Ben Nevis is the (high) mountain in Great Britain. 2. The Severn is the (long) river in England. 3. Edinburg is the (beautiful) city in Scotland. 4. The Thames is the (large) river in Great Britain. 5. The Baikal is the (deep) lake in the Cen. Asia. 6. Paris is (big) city in France. 7. Which apple do you want Tom? The (big) one. 8. London is (large) than Glasgow. 9. The Scottish, summer is (cool) than the summer in England. 10. The Scottish winter is (cold) than the winter in England. 11. The Scottish population is (few) than the population in England. 12. The Scottish towns are (small) than the towns of England.

4. **Put the adjectives in the comparative and superlative degrees where possible.**

1. Boys are (strong) than girls. 2. The days in July are (warm) than the days in April. 3. Summer is (good) than spring. 4. A mountain is (high) than a hill. 5. A bear is (big) than a wolf. 6. Is Glasgow (large) than London? 7. Is the minute (long) than the hour? 8. John's answers are (bad) than Victor's. 9. Victor's marks are (good) than John's. 10. Where is it (beautiful) in the mountains or near the sea? 11. East or West home is (good). 12. Where is it (warm) in the North or in the South of the Soviet Union? 13. Which dress do you like (good)? 14. Is sixteen (much) than 60? 15: Which is the (cold) season of the year?. 16. Which is the (large) ocean in the world? 17. What is the (cold) place on the earth? 18. What is the (long) river in the USA? 19. What is the (deep) lake in the Cen. Asia? 20. Trees in summer are (beautiful) than the trees in winter. 21. Flowers in the morning are (fresh) than the flowers in the afternoon.

5. **Answer the questions.**

1. Which is more, 5 or 7? 2. Which is less, 80 or 18? 3. Which is larger, The Pacific or the Atlantic? 4. Which is larger, Asia or Australia? 5. Which is colder, autumn or winter? 6. Which is faster, the airplane or the train? 7. Which is larger, the USA or Canada? 8. Which is deeper, the Caspian or the Baikal? 9.

Which is larger, Moscow or Leningrad? 10. Which is better, summer or spring? 11. Which is worse, rain or snow? 12. Which is larger, The Black Sea or the Red Sea?

6. **Translate the following using as...as, not so...as.**

1. Кичкина шаҳарлардаги истироҳат боғлари катта шаҳарлардаги истироҳат боғлари сингари катта ва гавжум эмас. 2. Қишлоқ ҳавоси шаҳар ҳавосидан тозарок (pure). 3. Шаҳардаги кўчалар қишлоқдаги кўчалардан кенгрок ва серқатноврок. 4. Катта шаҳарлардаги шовкин кичик шаҳарлардагидан кўпрок. 5. Апрель ойида кунлар июль ойидагидек иссиқ эмас. 6. Октябрь об-

хавоси январь оби хавоси сингари совуқ эмас. 7. Орол денгизи Ўрта денгизга ўхшаган катта эмас. 8. Францияда энг катта шаҳар қайси? 9. Ер юзининг энг совуқ жойи қаер? 10. Анянинг сочи Мэрининг сочи сингари қоп-қора. 11. Мисс Броуннинг соати унинг ўртоғининг соатига ўхшаб тўғри юради. 12. Миссис Пейжнинг мебелли дугоясининг мебелли сингари замонавийдир (modern) 13. Анянинг квартираси дугонасининг квартираси сингари қулай (comfortable). 14. Женянинг кўзлари худди мовий осмон сингари кўм-кўк. 15. Юк машинаси энгил машанадек тез (fast) юролмайди. 16. Пароход поезддек тез юролмайди. 17. Римнинг оби хавоси Лондоннинг об-хавосига қараганда илиқроқ 18. Қишда дарахтлар ёздагига ўхшаб гўзал эмас. 19. Осиё қитъаси Европа қитъасига қараганда каттароқ. 20. Бу қоғоз у қоғоздан кўра оқроқ.

7. Translate into English.

1. Кузда кундузлари қисқариб, кечалари узайиб боради (get shorter, longer). 2. Дарахтлар баҳорда яшил барглари билан қоп-ланади. 3. Буюк Британиянинг иқлими юмшоқ ва ўзгарувчан. (mild, changeable). 4. Англиянинг қиши унчалик совуқ эмас. Қиш Лондонда Париж ва Миландагига қараганда илиқроқ. Англияда намгарчилик кўп бўладиган фасл куз ва қишдир (wet): 5. Шотландия атрофидаги ороллар Буюк Британиянинг энг кўп нам тушадиган ва энг совуқ ороллари ҳисобланади (wettest, coldest). Буюк Британиянинг энг қуруқ ва илиқ қисми Англиянинг жануби-шарқий қисмидир (driest, warmest). 6. Баҳор энг яхши ва қуруқ фаслдир. Бу ерда ёз унчалик иссиқ эмас. Энг яхши об-ҳаво июнь ва сентябрда бўлади. Октябрь энг ёмғирли (rainiest), февраль эса энг совуқ, март энг шамолли (windiest) ой ҳисобланади. 7. Лондон Европадаги энг катта шаҳарлардан биридир. 8. Бирменгем шаҳри Лондон сингари катта эмас, лекин у энг йирик металл ишлаш маркази ҳисобланади (metal working centre).

8. Form adjectives with the help of the following prefixes: pre-, extra-, post-, un -, im {in}-, ir- from the following adjectives.

kind, healthy, active, ordinary, possible, patient, regular, distinct, dispensable, literate, mortal, artificial, rational, logical, legal, revolutionary, positional, moral, acceptable, helpable, answerable, accurate, artistic, capable, expensive, womanly, faithful, decent, covered, natural, valuable, exhaustible, manly, variable, developed-

9. Compose sentences using the following comparisons.

As tall as; as long as; as well as; as strong as; as hot today as; as many days in January as; as far as; as right as; as clever as; as difficult as.

10. Compose sentences using the following comparisons.

Not so beautiful as; not so clever as; not so interesting as; not so high as; not so charming as; not so industrious as; not so difficult as; not so tall as.

11. Change the following sentences according to the model.

Model: This book is less big than yours — This book is not so big as yours.

1. My mother is less young than you think she is. 2. These apples are less expensive than those. 3. A donkey is less beautiful than a horse. 4. My bag is less heavy than my friend's one. 5. She is less proud than her mother. 6. The film was less interesting than the football. 7. Jack is much less handsome than my friend George. 8. Ann is much less intelligent than her brother. 9. This hill is less low than I thought it was. 10. This exercise is less good than your last one. 11. His sister is less old than Ann's brother Jack. 12. My sister is less hard-working than me. 13. A tram is less quick than a taxi. 15. This street is less wide than Gorky street.

12. Insert the required form of the adjective given in brackets.

1. My brother-in-law is much ... than my sister (young). 2. It was ... bird (wonderful) in our country. 3. Would you like some of this ... bone (good)? 4. The little ... donkey remembered everything again (grey). 5. He was as ... as a wolf (hungry). 6. Your house is less ... than I thought (near). 7. My girlfriend Ann is much ... than she looks (young). 8. Is the Volga ... or than the Thames (long, short)? 9. Which is the ... season of the year (cold)?

13. Answer the following questions.

1. Which is the largest city in Uzbekistan?
2. Is the elephant stronger or weaker than the wolf?
3. Which is more: five or nine?

4. Which is bigger: Moscow or Tashkent?
5. Which is the longest river in the Uzbekistan?
6. Is Moscow larger or smaller than Minsk?
7. Which is the highest mountain in the Caucasus?
8. Is Mr. Brown older or younger than Mrs. Brown?
9. Is the first part of this book more difficult than the second part?
10. Steel is harder than iron, isn't it?

14. Translate into English.

1. Мисс Нансу ғоят гўзал аёл бўлиб, унинг қора кўзлари ва қора сочлари жуда чиройли эди. 2. Мисс Нансу Мистер Браунга қараганда паст бўйли эди. Лекин унинг қоши худди Мистер Браунникидек қора ва чиройли эди. 3. Петр Жонга қараганда бандроқ. 4. Мисс Мичманнинг кичкинагина новвойхонаси бор эди. У жуда бой ҳам, жуда камбағал ҳам эмас эди. Банкда унинг икки минг доллар пули бор эди. 5. Жоннинг сочи Мэриникига қараганда қорароқ. 6. Менинг амаким жуда ҳам кучли.

15. Analyse the functions of adjectives given in the following sentences.

1. «I am a bad puppet», he thought. 2. He looked pale and ugly. 3. Nancy saw how miserable he was and she felt sorry for him. 4. There was a strange nervous look on his face. 5. Dan and John had invited her to go to a musical comedy with them. 6. There is a bad thing in the note. 7. It usually takes a long time to discover that it is the longest side of the triangle. 8. I shall try to make our dinner as pleasant as possible. 9. She looked like a working girl of the best type. 10. A sudden idea came into the young architect's head.

16. Use the adjective in the comparative or superlative degree.

1. It was morning, the sun was (bright) and the weather was. (warm). 1. The detective took the Westerner to the advertising, office of one of (large) newspapers. 3. Lou looked and saw that Nancy had something (good) than money, something that shone (bright) than stars in her eye's, something that was (red) than a rose in her cheeks (happiness). 4. His companion, even in her cheap hat and dress, looked (beautiful) than some ladies in everything dresses. 5. The two young people walked out to the corner where they had met. Miss Marian walked very well now, her ankle was much (good). 6. This is Sam Penty, one of our (good) artists. 7. The (cold) days of winter had come but one little bird could not go with the other birds to the warm South. 8. We have the metro in the (big) towns of our country. 9. Many people the metro, as it is (fast) than the buses and trolley-buses. 10. «We shall see who is (strong)», he said to himself smiling. 11. He is strong, and he can fight with those who are (strong), (big) and (brave) than him. 12. He quickly pushed the dead fish into the river, but he kept the (large) fish.

17. Choose the correct form (adjective or adverb).

1. John held the plate _____. (careful / carefully) 2. Julia is a _____ person. (careful / carefully) 3. I ran _____ to the station. (quick / quickly) 4. The journey was _____. (quick / quickly) 5. You look _____. Didn't you sleep well? (tired / tiredly) 6. The baby rubbed her eyes _____. (tired / tiredly) 7. She sang _____. (happy / happily) 8. You sound _____. (happy / happily) 9. I speak English _____. (well / good) 10. Her English is _____. (well / good) 11. She cooks _____. (terrible / terribly) 12. He is a _____ cook. (terrible / terribly) 13. The music was _____. (beautiful / beautifully) 14. She plays the piano _____. (beautiful / beautifully) 15. That was a _____ answer. (clever / cleverly) 16. She answered _____. (clever / cleverly) 17. Your flat seems _____ today. (tidy / tidily) 18. He put the dishes away _____. (tidy / tidily) 19. He spoke _____. (warm / warmly) 20. She is a very _____ person. (warm / warmly)

Lesson 3. Irregular verbs. Main verbs. Auxiliary verbs

Lesson 4. Case (common, possessive or genitive)

Lesson 5. Interrogatives. Nationality words.

Lesson 6. Plurals. Singulars. Native and foreign plurals and singulars

Lesson 7. Prepositions and prepositional adverbs

Lesson 8. Noun phrases, verb, prepositional and other phrases

Lesson 9. Sentences. Subjects. Agreement in number
 Lesson 10. Predicates. Actives and passives
 Lesson 11. Comparison. Condition. Purpose
 Lesson 12. Introductory *it* . Introductory *there*
 Lesson 13. Indicatives. Subjunctives. Imperatives
 Lesson 14. Clauses. Nominal clauses. Relative clauses
 Lesson 15. Adverbial clauses. Comment clauses

Lesson 2. Irregular verbs. Main verbs. Auxiliary verbs

The basic forms of the verb in Modern English are: the Infinitive, the Past Indefinite and Participle II: to speak — spoke — spoken.

According to the way in which the Past Indefinite and Participle II are formed, verbs are divided into three groups: regular verbs, irregular verbs, and mixed verbs.

1. Regular verbs. They form the Past indefinite and Participle II by adding -ed to the stem of the verb, or only -d if the stem of the verb ends in -e.

to want — wanted
 to open — opened
 to unite — united
 to live — lived

The pronunciation of -ed(-d) depends on the sound preceding it. It is pronounced:

[id] after t, d: wanted f'wɒntɪd], landed ['lændɪd];

[d] after voiced consonants except d and after vowels: opened ['sʊpənd], played [pleɪd];

[t] after voiceless consonants except t: worked [wɜ:kɪt].

The following spelling rules should be observed:

(a) Final y is changed into / before the addition of -ed if it is preceded by a consonant.

to carry — carried
 to reply — replied

y remains unchanged if it is preceded by a vowel.

to enjoy — enjoyed

(b) If a verb ends in a consonant preceded by a short stressed vowel, the final consonant is doubled.

to stop — stopped to stir — stirred
 to plan — planned to submit — submitted
 to sob — sobbed

Final r is doubled if it is preceded by a stressed vowel.

to occur — occurred
 to prefer — preferred
 to refer — referred

Final r is not doubled when preceded by a diphthong.

to appear — appeared

Final / is doubled if it is preceded by a short vowel, stressed or unstressed:

to compel — compelled
 to quarrel — quarrelled

2. Irregular verbs. Here belong the following groups of verbs:

(a) verbs which change their root vowel.

to sing — sang — sung
 to meet — met — met
 to win — won — won

(b) verbs which change their root vowel and add -en for Participle II.

to speak — spoke — spoken
 to write — wrote — written
 to take — took — taken

(c) verbs which change their root vowel and add -d or -/.

to sell — sold — sold

to bring — brought — brought

(d) verbs which change their final -d into -I.

to send — sent — sent

to build — built — built

(e) verbs which have the same form for the Infinitive, Past Indefinite and Participle II.

to put — put — put

to set — set — set

to shut — shut — shut

(f) verbs whose forms come from different stems.

(g) special irregular verbs.

to be — was, were — been

to go — went — gone

(h) defective (anomalous) verbs.

to have — had — had

to make — made — made

to do — did — done

(h) defective (anomalous) verbs.

can — could

may — might

must

will — would

ought

shall — should

Mixed verbs. Their Past Indefinite is of the regular type, and their Participle II is of the irregular type:

to show — showed — shown

to sow — sowed — sown

According to the syntactic function of verbs, which depends on the extent to which they retain, weaken or lose their meaning, they are divided into notional verbs, auxiliary verbs and link verbs.

1. Notional verbs are those which have a full meaning of their own and can be used without any additional words as a simple predicate. Here belong such verbs as to write, to read, to speak, to know, to ask. Ricky surrounded her with great care and luxury. (Stern)
She knew what he was thinking. (Galsworthy)

2. Auxiliary verbs are those which have lost their meaning and are used only as form words, thus having only a grammatical function. They are used in analytical forms. Here belong such verbs as to do, to have, to be, shall, will, should, would, may.
I don't recollect that he ever did anything, at least not in my time. (Galsworthy)
Their father... had come from Dorsetshire near the beginning of the century. (Galsworthy)
But all this time James was musing... (Galsworthy)
He would have succeeded splendidly at the Bar. (Galsworthy)

3. Link verbs are verbs which to a smaller or greater extent have lost their meaning and are used in the compound nominal predicate.

The house was too big. (Galsworthy)

The old face looked worn and hollow again. (Galsworthy)

Manson no longer felt despondent, but happy, elated, hopeful. (Cronin)

In different contexts the same verb can be used as a notional verb and an auxiliary verb or a link verb:

... She turned her head sullenly away from me. (Collins) (NOTIONAL VERB)

She... turned deadly pale (Collins) (LINK VERB)

No one was there to meet him. (Lindsay) (NOTIONAL VERB)

She was not a ten-year-old girl any more... (Dreiser) (LINK VERB)

She was constantly complaining of being lonely. (Shaw) (AUXILIARY VERB)

There is a special group of verbs which cannot be used without additional words, though they have a meaning of their own. These are modal verbs such as can, may, must, ought, etc.

Exercise 1. Write the past simple form of each verb:

1. do -
2. buy -
3. come -
4. hear -
5. feed -
6. hurt -
7. forget -
8. write -
9. think -
10. speak -

Exercise 2. Fill in the blanks with the past simple form of the verb in parentheses:

1. A mosquito (bite) me!
2. Grandpa (catch) eight fish on our fishing trip.
3. When Whitney stepped in the gum, her flip-flop (stick) to it.
4. They (wake) up at 4:30 a.m. to catch their 7:00 flight.
5. We (fly) from New York to Atlanta for the conference last month.
6. My stomach (feel) strange for hours after I ate that old bread.
7. Stephanie (give) her sister a CD for her birthday.
8. Ben and Matt (make) a movie about a really smart janitor at Harvard.
9. The dog (dig) a hole in the yard.
10. I stepped in the hole and (break) my ankle.

Exercise 3. Change the verbs in brackets into the past tense. Some are regular and some are irregular.

Yesterday (to be) _____ a busy day. I (wake) _____ up at 6am, (have) _____ breakfast quickly and then I (go) _____ to work. I (finish) _____ at noon and then (eat) _____ some lunch. Afterwards I (drive) _____ to the shops, (buy) _____ some paint and then (paint) _____ my bedroom. My housemate (come) _____ home from work so I (help) _____ him paint his room, then we (repair) _____ his chair as it (wobble) _____ a lot. I (wish) _____ I hadn't, as I hurt my hand! After that I (clean) _____ my house. I (vacuum) _____ all the downstairs and then (tidy) _____ up the living room and the kitchen. I was pretty tired by then so I (eat) ate some dinner, (yawn) _____, and (go) _____ to bed!

B) Change the verbs below into the past tense and put them into the correct place in the sentences Pay :: Ring :: Think :: Drink :: See :: Eat :: Go :: Take :: Leave :: Say

1. I _____ that he was fired.
2. My mum _____ me last night but I wasn't at home to take her answer.
3. I _____ to the zoo with my son last weekend.
4. I _____ four cakes for lunch. I feel sick!
5. He _____ him to see the doctor because he had been ill for so long.
6. I _____ that new movie last night. It was great!
7. He _____ his son alone all day!
8. I _____ two bottle of grape juice last night. I don't feel too well today.
9. They _____ it tasted horrible.
10. It was too expensive and we _____ too much for it.

Exercise 4. Underline the Linking Verb in each sentence.

- (1) The big computer is very fast.
- (2) The orange block is at the bottom of the stack.
- (3) The teacher seemed confused by the question.
- (4) The brown suitcase looks heavy.
- (5) My dog's fur smells bad all the time.
- (6) There are too many fish in this fish tank.
- (7) There is an old tree in the back yard.
- (8) These jeans are too small for me now.
- (9) This software is not compatible with my computer.
- (10) I was late for work today.
- (11) The clothes in this stack are clean.
- (12) The cookies smelled delicious.
- (13) My hand felt sore after the test.
- (14) This door is very creaky.
- (15) There were a big car and a small car in the garage.

Exercise 5. Linking Verb or Action Verb? Underline each verb and tell if Linking or Action.

- (1) Everything looks clean after a rain storm.
- (2) There were a big car and a small car in the garage.
- (3) The car ran out of gasoline.
- (4) I was late for work today.
- (5) Those gloves

are very pretty. (6) The cat jumped from the sudden noise. (7) The copier is out of paper. (8) My hand felt sore after the exam. (9) Kayla wants a new backpack. (10) Hannah felt tired after the big dinner. (11) The bridge connects the two buildings at the third floor. (12) Kayla pounded the nail into the wood with the hammer.

Lesson 4. Case (common, possessive or genitive)

Case indicates the relations of the noun (or pronoun) to the other words in the sentence. English nouns denoting living beings (and some nouns denoting lifeless things) have two cases, an uninflected form called the common case and an inflected form called the genitive case.

1. The genitive case is formed by adding -'s (the apostrophe s) to the noun in the singular and only ' (the apostrophe) to plural forms ending in -s.

SINGULAR: a girl's book PLURAL: a girls' school

Note I. Nouns forming their plural by changing the root vowel take the apostrophe s in the plural.

SINGULAR: a man's hat PLURAL: men's hats

Note 2. Nouns ending in -s form the genitive case in two ways: Dickens' novels, Dickens's novels.

The pronunciation of the genitive case ending follows the same rules as the pronunciation of the plural ending:

[iz] after sibilants: prince's, judge's, witch's, etc.

[z] after voiced consonants other than sibilants and after vowels: boy's, man's, king's.

[s] after voiceless consonants other than sibilants: Smith's, count's, bishop's.

Note. With nouns ending in and forming the genitive case in two ways (Dickens' novels, Dickens's novels) the ending is pronounced [iz] whether the letter s is written or not.

2. Sometimes the apostrophe s may refer to a whole group of words (the group-genitive): Jane and Mary's room. The last word of the group need not even be a noun: I shall be back in an hour or two's time.

As to its use the genitive case falls under:

(A) The Dependent Genitive.

(B) The Absolute Genitive.

The Dependent Genitive is used with the noun it modifies and comes before it.

The Absolute Genitive may be used without any noun or be separated from the noun it modifies.

A. The Dependent Genitive.

1. The chief meaning of the genitive case is that of possession:

... a young man and a girl came out of the solicitor's office. (Braine)

He stayed at Fanny's flat. (Aldington)

2. Very close to the meaning of possession is that of a part to a whole:

A faint smile had come on Victorine's face — she was adding up the money she might earn.

(Galsworthy)

His sister's eyes fixed on him with a certain astonishment, obliged him at last to look at Fleur.

(Galsworthy)

3. The Dependent Genitive may express the doer of an action (the so-called subjective genitive) or show that some person is the object of the action (the so-called objective genitive):

It was Tom's step, then, that Maggie heard on the steps. (Eliot) Gwendolen's reception in the neighbourhood fulfilled her uncle's expectations. (Eliot)

4. The noun in the genitive case may denote qualitative relations: He looked ever so much smarter in his new officer's clothes with the little blue chevron... (Aldington)

The use of the genitive case of nouns denoting inanimate things and abstract notions is rather limited.

The genitive case of nouns denoting inanimate things may denote the relations between a part and the whole.

... the sudden shaking of an aspen's leaves in the puffs of breeze that rose along the river...

(Galsworthy)

He stepped on the truck's running board hanging on with his left arm. (Heym)

The genitive case of nouns expressing time, space and weight is widely used.

From the depot he was sent to the officers' training camp with two days' leave. (Aldington)

They both quite took to him again and during his month's leave gave him a good time.

(Aldington)

There is a remnant still of the last year's golden clusters...(Eliot)

The three of us had had dinner, and walked down past the theatre to the river's edge. (Snow)

B. The Absolute Genitive.

1. The Absolute Genitive may be used anaphorically.

Mrs. Moss's face bore a faded resemblance to her brother's. (Eliot)

The face Michael drew began by being Victorine's and ended by being Fleur's. (Galsworthy)

2. The Absolute Genitive may have local meaning: the stationer's, the baker's, the tobacconist's, my uncle's, etc.

On her way home she usually bought a slice of honey-cake at the baker's. (Mansfield)

"My dear," said the lace collar she secured from Partridge's, "I fit you beautifully." (Dreiser)

The Absolute Genitive may be introduced by the preposition of. She is a relation of the Colonel's. (Austen)

Activity 1. Add the correct genitive ending.

Example:

the manager / office → *the manager's office*

- 1. Alice / friend _____
- 2. Europe / future _____
- 3. Richard Adams / life _____
- 4. Sarah / life _____
- 5. our children / birthdays _____
- 6. in twenty years / time _____
- 7. Jimmy / behaviour _____
- 8. Morris / wife _____
- 9. David Evans / farm _____
- 10. the students / level _____
- 11. my parents / marriage _____
- 12. Chris / wedding _____
- 13. the United States / attitude _____
- 14. yesterday / meeting _____
- 15. my boss / wife _____
- 16. each other / name _____
- 17. next year / budget _____
- 18. D.H. Lawrence / last novel _____
- 19. the Beatles / best known songs _____
- 20. All Saints / Day _____
- 21. our neighbours / cottage _____
- 22. today / news _____
- 23. my mother / umbrella _____
- 24. a hard day / work _____
- 25. last Saturday / newspaper _____

26. the women / dressing room
27. three months / salary
28. one month / salary
29. my husband / new car
30. the two girls / father

Activity 2. Use the apostrophe with or without - s – and join the two nouns sometimes you have to use the structure noun + of + noun:

- a. Yesterday / paper mentioned some irregularities in the campaigns.
- b. Michael / expensive car
- c. The president / family gave him their support
- d. Mr. and Mrs. Rowse / wedding was celebrated in Hong Kong
- e. Next week / meeting has been cancelled
- f. The mother / Anna
- g. The new manager / company
- h. Jill has got a / three week holiday
- i. The company success / is due to their excellent staff
- j. The ground floor / the building
- k. The children / Don and Mary
- l. The wedding / the friend / Helen
- m. The birthday / my father
- n. Month / the beginning
- o. The jacket / that man

Lesson 5. Interrogatives. Nationality words.

Topic: 'Wh'- Questions

Subject: English

Grade: Secondary

Objectives: By the end of the lesson, students should be...

able to construct interrogative sentences.

able to understand the use of "Wh-question' words.

Questioning is a major form of human thought and interpersonal communication. Questioning is fundamental to successful communication - we all ask and are asked questions when engaged in conversation. So here is a lesson plan for teaching questioning using "Wh question words."

WH - QUESTIONS

Lesson plan and activities

WHAT
WHERE
WHY

WHEN
HOW
WHO.



The ability to ask WH questions is important and proper understanding is needed for the students. Before introducing questions from the text, they need to have a good foundation, things like what a question is and looks like, what words indicate a question (who, what, where, when, why, how), and how these can be answered. So I think this is a good lesson plan to teach 'Wh' questions in a better understanding way.

Presentation:

Step 1:

The teacher tells students that they have received a letter from the Branch Manager. The teacher reads out the letter to them (or plays the recording).

Dear Students of Model School,

Hello! Hope you are all doing well! I am manager of the STATE BANK. Your Mum and Dad have been telling you all about the benefits of saving up. So it would be an awesome idea to open a bank account for yourself. I think you might try this. But if you still not very sure about how banks work and you've never been inside a bank before. So next week our team is going to conduct an awareness camp at your school to explain all about an account. So all of you, could you please think of some questions that you should ask our team. I would really appreciate if you write all your questions before. Thanks students to all your interest!

Step 2:

Tell students that in order to ask the bank team, they will first need to think of some information you might want from the bank. The teacher encourages students to think of the information for asking questions to them.

Step 3:

Write the students' suggestions and responses on the board. Use the below examples for getting the information from the students.

The advantage of having an account.

How to open an account?

How to save money?

More about cash withdraw

Digital transactions

What is 'interest'?

Step 4:

Now introduce the 'Wh'-question words using the flashcards, explains what each is used for, and provide examples. Use the below flashcards to explain the meaning and functioning.

How	To explain ways/means of doing things
Where	To identify places
What	To identify animals/objects
Why	To explain a reason
When	To indicate time
Who	To identify people

After explaining the functioning of the "Wh" words, now ask your students to try to think some questions based on the previously given examples in the discussion. Encourage students to frame as many as.

Practice:

Step 1:

Students are divided into groups of 4-5 (this is their 'home group'). Each pupil in this group is assigned a number. The pupils break up again into different groups ('expert group') according to their numbers (all the 1's together, etc.)

Each group is assigned one question word and given a paper. They brainstorm questions they might ask the bank using that particular question word, with the teacher's guidance.

Example:

What	<ol style="list-style-type: none"> 1. What is a bank account? 2. What is 'interest'? 3. What is a debit card?
Where	<ol style="list-style-type: none"> 1. Where is the nearest bank? 2. Where can I find an ATM? 3. Where does my money go?
Why	<ol style="list-style-type: none"> 1. Why should I have an account? 2. Why do I need a debit card? 3. Why should I save my money?
When	<ol style="list-style-type: none"> 1. When can I take out money? 2. When can I go to the bank? 3. When does the interest come in?
Who	<ol style="list-style-type: none"> 1. Who can have an account? 2. Who needs to come with me to the bank? 3. Who will help me to open the account?
How	<ol style="list-style-type: none"> 1. How do I open an account? 2. How do I make digital payment? 3. How do I use a debit card?

Production:

Step 1:

Students get back into their original home groups. Explain their task. In their home groups, they are to work together to prepare a letter having of questions to ask the bank. In the letter, they need to include questions using all 6 different questions words. Example:

Dear sir,

We are so happy to hear that you are going to conduct an awareness camp. Here are some questions we want to ask.

1. Why do I need a bank account?
2. What is a bank account?
3. How do I open an account?
4. When can I take out money?
5. When does the bank open?
6. Who needs to come with me to the bank?
7. How do I make digital payment?
8. How do I use a debit card?

We hope your team answers these.
Thanking you!

Yours sincerely
Students.

Students present their letters to the class and the groups give feedback to each other.

Activity 1. Chose the correct question for these answers.

1. I bought a newspaper this morning.
 - a. What bought you this morning?
 - b. What did you buy this morning?
 - c. What you did buy this morning?
2. Something odd happened during the storm last night.

- a. What happened during the storm last night?
- b. What did happen during the storm last night?
3. One of the students didn't do the final exam.
 - a. Who didn't the final exam do?
 - b. Who didn't do the final exam?
4. I wrote a romantic letter to one of the teachers.
 - a. Who did you write a romantic letter to?
 - b. Who wrote you a romantic letter?
5. Something disturbed me when I was working.
 - a. What did you disturb when you were working?
 - b. What disturbed you when you were working?
 - c. What did disturb you when you were working?
6. I dreamt about a strange animal last night.
 - a. What did you dream about last night?
 - b. What dreamed about you last night?
7. Somebody rang me at 3am last week!
 - a. Who did you ring at 3am last week?
 - b. Who you rang at 3am last week?
 - c. Who rang you at 3am last week?
8. Someone gave me a watch for my birthday.
 - a. Who gave you a watch for your birthday?
 - b. Who did give you a watch for your birthday?

Activity 2. Complete the questions for each of the answers.

- 1) Mike and Brenda bought a new laptop.
 _____ bought a new laptop?
 _____ did Mike and Brenda buy?
- 2) Good students go to the library.
 _____ do good students go?
 _____ do good students do?
 _____ goes to the library?
- 3) Sandra Bullock starred in *Gravity*.
 _____ did Sandra Bullock star in?
 _____ starred in *Gravity*?
- 4) Emma ate all the chocolate cake at the party.
 _____ ate all the chocolate cake at the party?
 _____ did Emma eat at the party?
- 5) Frank saw an accident in front of his house.
 _____ saw an accident in front of his house?
 _____ did Frank see an accident?
- 6) The repairman worked on the oven yesterday.
 _____ worked on the oven yesterday?
 _____ did the repairman work on yesterday?
 _____ did the repairman work on the oven?
- 7) She gave the money to Michael.
 _____ did she give to Michael?
 _____ did she give the money to?
- 8) Jack likes ice-cream.
 _____ likes ice-cream?
 _____ does Jack like?

Activity 3. Complete the quiz questions with a question word from the box. You need to use some words more than once. Then do the quiz and match the questions (1- 26)with the answers (a- z). Put the letters in the grid below. Good luck ☺

When Where Whose Who Why How many Which

- | | |
|--|--|
| 1. discovered America? | A) In San Francisco Bay. |
| 2. discovered Australia? | B) Two. |
| 3. do people go surfing in Australia? | C) Elizabeth II. |
| 4. is the queen of the United Kingdom? | D) Queen Elizabeth's. |
| 5. is the national emblem of England? | E) In December, January and February. |
| 6. were the Beatles from? | F) Because they want to see kangaroos. |
| 7. countries are there in Great Britain? | G) HRH Duchess of Cambridge . |
| 8. was the first president of the USA? | H) Captain Cook. |
| 9. is summer in Australia? | I) In 1492. |
| 10. is Toronto? | J) Washington. |
| 11. picture is on the Australian dollar? | K) Prince Charles's. |
| 12. city is the capital of Australia? | L) King Henry VIII's. |
| 13. city can you see from the top of Sears Tower? | M) George Washington. |
| 14. is Alcatraz Island? | N) The red rose. |
| 15. countries are there in the UK? | O) Queen Victoria. |
| 16. is the symbol of Scotland? | P) Because there are a lot of big waves. |
| 17. is Kate Middleton's title? | Q) In Canada. |
| 18. was America discovered? | R) Three. |
| 19. is the capital city of the USA? | S) New York. |
| 20. can you find a famous opera in Australia? | T) Canberra . |
| 21. son is Prince William? | U) Four. |
| 22. daughter was Queen Elizabeth I? | V) George. |
| 23. queen ruled in England in the 19 th century? | W) Christopher Columbus. |
| 24. do some people visit Australia? | X) The thistle. |
| 25. is the name of Prince William's son? | Y) Liverpool. |

..... children does Prince Charles have?

Z) In Sydney

Lesson 6. Plurals. Singulars. Native and foreign plurals and singulars

English countable nouns have two numbers — the singular and the plural.

The main types of the plural forms of English nouns are as follows:

1. I. The general rule for forming the plural of English nouns is by adding the ending -s(-es) to the singular; -s is pronounced in different ways:

[iz] after sibilants: noses, horses, bridges.

[z] after voiced consonants other than sibilants and after vowels: flowers, beds, doves, bees, boys.

[s] after voiceless consonants other than sibilants: caps, books, hats, cliffs.

2. If the noun ends in -s, -ss, -x, -sh, -ch, or -tch, the plural is formed by adding -es to the singular:

bus — buses	brush — brushes
glass — glasses	bench — benches
box — boxes	match — matches

3. If the noun ends in -y preceded by a consonant, y is changed into /before -es.

fly — flies
army — armies
lady — ladies

In proper names, however, the plural is formed by adding the ending -s to the singular: Mary, Marys.

Note. If the final -y is preceded by a vowel the plural is formed by simply adding -s to the singular.

day — days	monkey — monkeys
play — plays	toy — toys
key — keys	boy — boys

4. If the noun ends in -o preceded by a consonant, the plural is generally formed by adding -es. Only a few nouns ending in -o preceded by a consonant form the plural in -s.

cargo — cargoes	potato — potatoes
hero — heroes	echo — echoes

but:

piano — pianos
solo — solos
photo — photos

There are a few nouns ending in -o which form the plural both in -s and -es:
mosquito — mosquitos or mosquitoes

5. With certain nouns the final voiceless consonants are changed into the corresponding voiced consonants when the noun takes the plural form.

(a) The following nouns ending in -f (in some cases followed by a mute e) change it into v (both in spelling and pronunciation) in the plural:

wife — wives
knife — knives
life — lives
sheaf — sheaves
leaf — leaves
thief — thieves
half — halves
calf — calves
shelf — shelves
wolf — wolves

There are some nouns ending in -f/which have two forms in the plural:

scarf — scarfs or scarves

wharf — wharfs or wharves

(b) Nouns ending in -th [θ] after long vowels change it into [ð] in pronunciation (which does not affect their spelling).

bath [bɑ:θ] — baths [bɑ:ðz]

path [pɑ:θ] — paths [pɑ:ðz]

oath [əʊθ] — oaths [əʊðz]

But [θ] is always retained after consonants (including r) and short vowels:

smith — smiths [smiθs]

month — months [mʌnθs]

myth — myths [miθs]

birth — births [bɜ:θs]

health — healths [helθs]

(c) One noun ending in [s] changes it into [z] (in pronunciation):

house [haus] — houses ['hauziz]

II. The plural forms of some nouns are survivals of earlier formations.

1. There are seven nouns which form the plural by changing the root vowel:

man — men

goose — geese

woman — women

mouse — mice

foot — feet

louse — lice

tooth — teeth

2. There are two nouns which form the plural in -en:

ox — oxen

child — children

Note. The noun brother has, beside its usual plural form brothers, another plural form brethren, which is hardly ever used in colloquial language. It belongs to the elevated style and denotes people of the same creed and not relationship.

The noun cow has, beside its usual plural form cows, a plural kine, which sometimes occurs in poetry.

3. In some nouns the plural form does not differ from the singular: deer, sheep, swine, fish, trout.

III. Some words borrowed from Latin or Greek keep their Latin or Greek plural forms: e. g. phenomenon, phenomena; datum, data; crisis, crises; stimulus, stimuli; formula, formulae; index, indices. Some of these nouns have acquired English plural forms: memorandums, formulas, indexes, terminuses, etc.

The tendency to use the foreign plural is still strong in the technical language of science, but in fiction and colloquial English there is an evident inclination to give to certain words the regular English plural forms in -s. Thus in some cases two plural forms are preserved (formulae, formulas; antennae, antennas).

IV. In compound nouns the plural is formed in different ways.

1. In compound nouns the final element takes the plural form: lady-bird — lady-birds

2. As a rule a phrasal compound noun forms the plural by adding -s to the head-word:

editor-in-chief — editors-in-chief

brother-in-law — brothers-in-law

looker-on — lookers-on

3. If there is no noun-stem in the phrasal compound, -s is added to the last element:

forget-me-not — forget-me-nots

merry-go-round — merry-go-rounds

V. Some nouns have only the plural form:

1. Trousers, spectacles, breeches, scissors, tongs, fetters. These are for the most part names of things which imply plurality or consist of two or more parts.

2. Billiards, barracks, works. These nouns may be treated as singulars. We may say: a chemical works, a barracks, etc.

3. Wbrds like phonetics, physics, politics, optics, etc. are usually treated as singulars except in some special cases.

It was not practical politics! (Galsworthy)

All party politics are top dressing. (Galsworthy)

4. The word news is treated as a singular.

When she goes to make little purchases, there is no news for her. (Thackeray)

The news he gave them was to be read in the lamentations. (Sabatini)

Note. The names of sports teams are normally used with the verb in the plural form:

Scotland are playing France in a football match next week.

Activity 1. Convert each singular noun to its irregular plural form.

Criterion —> Criteria

1. Man —

2. Foot —

3. Tooth -----

4. Mouse —▶

5. Person —▶

6. Deer —▶ —

7. Child —▶ —

8. Woman —

9. Quiz —

10. Tuna —*

11. Bacterium

12. Crisis —» —

13. Series

14. Index —> —

15. Fungus —▶

16. Cactus

17. Axis —▶

18. Datum —>

19. Analysis

20. Formula

Lesson 7. Prepositions and prepositional adverbs

The preposition is a part of speech which denotes the relations between objects and phenomena. It shows the relations between a noun or a pronoun and other words. Usually the preposition is not stressed and stands before the word it refers to. Desert moved quickly to the windows. (Galsworthy)

Sometimes, however, a preposition may be separated from the word it refers to and placed at the end of the sentence or clause. In that case it is stressed. But he sounds as though he knows what he's talking about. (Wilson)

The preposition may be weakly stressed before a pronoun. She wrote the words to them herself, and other poems. (Galsworthy)

The preposition is stressed when its meaning is emphasized. The book was in the table, not on it.

As to their morphological structure prepositions fall under the following groups:

(1) simple (in, on, at, for, with, etc.);

(2) derivative (behind, below, across, along, etc.);

(3) compound (inside, outside, within, without, etc.);

(4) composite (because of, in front of, in accordance with, etc.).

According to their meaning prepositions may be divided into

a) Prepositions of place and direction (in, on, below, under, between, b), time (after, before, at, etc.), prepositions expressing abstract relations (отвлеченные отношения) (by, with, because of with a view to, etc.).

The lexical meaning of some prepositions is quite concrete (e. g. /, below, between, before, after, till, etc.), while that of some other prepositions may be weakened to a great extent (e. g. to, by, of).

For instance, the preposition to generally indicates direction or movement towards something: Every night Sissy went to Rachel's lodging, and sat with her in her small neat room. (Dickens)

But in some cases the lexical meaning of the preposition to is weakened.
... all the house belongs to me, or will do in a few years. (Ch. Bronte)

Some prepositions are polysemantic and may express different relations; e. g. for: Never once had Erik sensed the struggle for life. (Wilson) (purpose)

Even when their eyes had met and her sister had approached the bed, Louisa lay for minutes looking at her in silence... (Dickens) (time)

She could scarcely move her head for pain and heaviness, her eyes were strained and sore, and she was very weak. (Dickens) (cause)

Some prepositions are homonymous with adverbs and conjunctions. For instance, the prepositions after and before are homonymous with the adverbs after and before and with the conjunctions after and before.

There is an old saying that if a man has not fallen in love before forty, he had better not fall in love after. (Shaw) (ADVERB)

When he got back to Ann Arbor, he found Savina in a state of excitement because Trasker had heard from Regan after Erik had left. (Wilson) (CONJUNCTION)

"Where do you intend to stay tonight?" she asked after a moment. (Wilson) (PREPOSITION)

The colour rushed into Rnsinney's face, but soon receded. Leaving it sallow-brown as before. (Galsworthy) (ADVERB)

He did not write to her, and it was almost a year before he began to see her again. (Wilson) (CONJUNCTION)

This letter seemed to afford her peculiar satisfaction; she read it through twice before replying to the landlady. (Mansfield) (PREPOSITION)

Though identical in form, adverbs, prepositions, and conjunctions are different parts of speech. The adverb, unlike the preposition and conjunction, serves as part of the sentence, e. g. after is an adverbial modifier of time, etc.

Some prepositions (on, in, by, over, off, up) are homonymous with postpositions.

A preposition as well as a postposition does not perform any independent function in the sentence. But while a preposition denotes the relation between objects and phenomena, a postposition is part of a composite verb.

A preposition is not usually stressed, while a postposition usually bears the stress.

We've got to live on what we earn. (Cronin) (PREPOSITION)

He liked Erik more than any of the assistants the department had taken on in a long time, as much as he could like one of the younger men. (Wilson) (POSTPOSITION)

Activity 1. Complex prepositions are phrases of two or more words which have the same function as one-word prepositions. Study the table below.

Complex prepositions

Examples

ahead of
runners

Usain is going to win this race. He's ahead of the other

away from

The cat ran away from the dangerous dog.

close to

I don't need to commute to work every day. The office is close to my house.

very

in between

The Irish Sea is in between Ireland and Britain.

in front of

The dog ran in front of the car and was nearly killed!

near to

There is a gym near to my office, which is really

convenient.	It's just a 5-minute walk.
next to	Who's that man standing next to your car?
on top of	I dream of standing on top of Mount Everest.
out of	He took a cigarette out of the pack and smoked it.
outside of	There's a large forest outside of my town.
prior to (<i>formal</i>)	I'd never spoken to an Italian prior to meeting him.
up to	The present perfect tense describes a situation that started in the past and continues up to now.

Activity 2. Complete each sentence using one of the complex prepositions below.

*ahead of away from in between in front of near to
next to on top of out of prior to up to*

1. There's a cat sitting the garage. Can you get up there and make it leave?
2. Where's the mouse? It was the keyboard, but I don't see it anymore.
3. The police car stopped the driver to make him stop.
4. Take your hands your pockets and help me.
5. Did you learn any Italian moving to Italy?
6. I found a note the cover and the first page of the book.
7. You don't need to take the bus. The cafe is very my house.
8. The fire was very hot, so we tried to stand the flames.
9. At the moment, Julia is me, but I still have a chance to reach her.
10. The business was very successful 2010. After that year, profits started to fall.

Activity 3. Study the complex prepositions below and do the exercises on the next page.

Complex prepositions

Examples

according to	According to John, Michael is very rich. According to Elena, he has lots of debts. You can trust Elena.
along with	We needed a bigger group to enter the club, so we decided to bring Kate along with us.
apart from	Apart from the salty soup, the meal was really good.
as well as	If you telephone as well as write, he'll get your message for sure.
because of	Sam was dismissed from his job because of his bad behaviour.
due to	Temperatures are rising due to global warming.
except for	Everybody was at the party except for Dean, who was not invited.
in addition	In addition to Russia, two countries are bigger than the United States -
States -	China and Canada.
in case of	In case of fire, leave the building immediately.
in spite of	In spite of their differences, Joe and Michael are good friends.
instead of	Peter doesn't drink alcohol, so he ordered a juice instead of a beer.
thanks to	Thanks to Angela, we managed to find the right street.
with regard to (<i>formal</i>)	I'd like to speak to you with regard to the work you did for me.

Activity 4. Complete each sentence using one of the complex prepositions below.

*according to along with as well as because of except for
in case of in spite of instead of thanks to with regard to*

1. Tom is going to be promoted _____ his hard work.
2. Everybody went to bed early _____ Jenny, who decided to watch YouTube videos all night.
3. Phillip decided to go out for a walk _____ the freezing weather.
4. The teacher spoke to Jack's parents _____ their son's performance at school.
5. I'm good friends with your new boss - you only got the job _____ me!
6. You should use olive oil _____ butter. It's healthier.

7. If you want to improve the taste of this dish, you should use pepper _____ salt. The more spices, the better!
8. Only couples are allowed at the party, so take Emma _____ you.
9. It's going to be a sunny day today, _____ the forecast.
10. I'm travelling this week, but you can call me _____ a problem.

Complete each sentence with a complex preposition and one of the following:

*two policemen 2001 his competitors your house
a hat 1945 the hill me*

1. The Second World War lasted from 1939 _____.
2. He was standing right _____. I couldn't see a thing.
3. Kate was standing _____ - one to her left and one to her right. She felt very safe.
4. _____, you could fly to the United States without strict security checks.
5. If you stand _____, you can see the whole village.
6. The magician pulled a rabbit _____. Everybody was amazed.
7. The runner was for most of the marathon. But he lost the race in the last 10 minutes!
8. "Who are those people who live _____?" "They are my new neighbours."

Lesson 8. Noun phrases, verb, prepositional and other phrases

A noun phrase is either a pronoun or any group of words that can be replaced by a pronoun. For example, 'they', 'cars', and 'the cars' are noun phrases, but 'car' is just a noun, as you can see in these sentences (in which the noun phrases are all in bold)

Q: Do you like **cars**?

A: Yes, I like **them**.

Q: Do you like **the cars over there**?

A: Yes, **they** are nice.

Q: Do you like **the car I bought last week**?

A: Yes, I like **it**. (Note: 'It' refers to 'the car', not 'car')

If you are a little puzzled at this point, try and think of some further examples of noun phrases using the definition above, and compare your examples with simple nouns.

The structure of noun phrases

As I said, noun phrases can be infinite in length, but they would sound absurd if they got too long. So let's take the following noun phrase as our working model:

- **"The very tall education consultant with the roving eye"**

The structure of this noun phrase contains three sections:

- **Pre-modification**
 - **The** =determiner
 - **very** =adverb (intensifying)
 - **tall** = adjective
 - **education** = pre-modifying noun
- Head noun
 - **consultant**
- Post-modification
 - **with the roving eye** = preposition phrase

Of course, each and every part of the noun phrase can be changed, but here is a summary of some fundamental changes in which it could be changed:

- A relative clause could replace the preposition phrase. '**The man with the hat**' becomes '**The man who is wearing the hat**'.
- There could be a string of adjectives (and pre-modifying nouns) instead of just one. Both of these systems have their own structural rules. '**The big brown wooden box.**' Or '**The world cup football competition.**'

- A numeral or cardinal could be inserted after the determiner. '**Do you remember the time I bumped into you in the park?**' can become '**Do you remember the first time I bumped into you in the park?**'
- There can be 'embedding' (e.g. 'the roving eye' is also a noun phrase and can be made more complex in the same way as 'the...consultant!') '**The roving eye which he had cultivated for so many years!**'
- Any part of the noun phrase can simply be stripped away (apart from the word '**The**' here, as '**consultant**' is not a noun phrase in itself). So '**The very tall education consultant with the roving eye**' can become '**The tall education consultant with the roving eye**' (here 'very' has been deleted).

To sum up, noun phrases are very simple ideas in themselves, but they can be extremely complex in how they manifest themselves in actual language.

Noun phrases in class

But how can a teacher help students use noun phrases in a more accurate way? And how can a teacher help students to use them in a way that is more appropriate to the register of the target discourse? I have four suggestions to make, all of which I constantly use with my students:

- I encourage students to understand what a noun phrase is.
To reinforce this understanding, I ask my students to study texts and answer such questions as "**What pronoun could this noun phrase be replaced by?**" and "**What noun phrase does this pronoun refer to?**"
- I provide interesting prompts to encourage students to use noun phrases.
For example, I sometimes show my students a picture of a boy with brown eyes, and then I show exactly the same boy, but this time with big brown eyes. This keeps students on their toes and gets them to practise the grammar in an entertaining way. If you have no pictures, you can use visual information about the students in your class as verbal prompts! You might expect your students to say: "**The boy with the big brown eyes is looking out of the window.**"
- I sometimes write a long noun phrase down on a piece of paper.
I then cut up the sentence into the different words of the noun phrase. I then give each word to different individual students. The students with a bit of paper then stand up and have to rearrange themselves so that the noun phrase makes sense. I tell them where the front of the noun phrase should be - and the end. I also tell the students only to show their word to one student at a time. This makes the activity more demanding and more fun.
One example is: "The / very / tall / blonde / girl / who / has got / a small pink case"

Often a noun phrase is just a noun or a pronoun:

People like to have money.

I am tired.

Premodifiers

But **noun phrases** can also include:

- determiners: **Those houses are very expensive.**
- quantifiers: **I've lived in a lot of houses.**
- numbers: **My brother owns two houses.**
- adjectives: **I love old houses.**

These parts of the noun phrase are called **premodifiers** because they go **before the noun**.

We use premodifiers in this order:

determiners and quantifiers	>	numbers	>	adjectives + NOUNS
-----------------------------	---	---------	---	--------------------

For example:

Determiners and quantifiers	Numbers	Adjectives	NOUNS
------------------------------------	----------------	-------------------	--------------

The	six		children
Our		young	children
	Six	young	children
These	six	young	children
Some		young	children
All those	six	young	children
Their many		young	children

Postmodifiers

Other parts of a noun phrase go **after the noun**. These are called **postmodifiers**.

Postmodifiers can be:

- prepositional phrases:
a man with a gun
the boy in the blue shirt
the house on the corner
- –ing phrases :
the man standing over there
the boy talking to Angela
- relative clauses :
the man we met yesterday
the house that Jack built
the woman who discovered radium
an eight-year-old boy who attempted to rob a sweet shop
- that clauses. These are very common after nouns like idea, fact, belief, suggestion:
He's still very fit, in spite of the fact that he's over eighty.
She got the idea that people didn't like her.
There was a suggestion that the children should be sent home.
- to infinitives :
I've got no decent shoes to wear.

These are very common after indefinite pronouns and adverbs:

You should take something to read.

I need somewhere to sleep.

There may be more than one postmodifier:

an eight-year old boy with a gun who tried to rob a sweet shop

that girl over there in a green dress drinking a Coke

Noun phrases and verb phrases are equally important. So noun phrases really shouldn't be ignored by coursebook / syllabus writers or teachers. All these people can help students understand how noun phrases fit into the syntax of a sentence, produce more complex noun phrases (as they become more advanced), and become aware of how noun phrases operate differently in different registers.

Activity 1. Identify the noun phrases in the following sentences.

1. He wished to talk to his manager.
2. The wicked man loves getting poor people into trouble.
3. The poor man wanted to pay back every penny he owed.
4. He hates having to punish his servants.
5. Horses prefer living in dark stables.
6. I will never do such a thing.
7. Have you ever tried to climb a tree?
8. He refused to answer my question.
9. He promised to get me something.
10. Why do you want to meet him?
11. He denied taking the money.
12. Your doing such a thing surprises me.

Answers

Noun phrases are underlined in the following sentences.

1. He wished to talk to his manager.
2. The wicked man loves getting poor people into trouble.
3. The poor man wanted to pay back every penny he owed.
4. He hates having to punish his servants.
5. Horses prefer living in dark stables.
6. I will never do such a thing.
7. Have you ever tried to climb a tree?
8. He refused to answer my question.
9. He promised to get me something.
10. Why do you want to meet him?
11. He denied taking the money.
12. Your doing such a thing surprises me.

Activity 2. Supply the suitable Noun Phrases in the following blanks.

1. They hoped _____.
2. She intended _____.
3. She always expects _____.
4. It is a great honour _____.
5. We promise _____.
6. Do you know _____?
7. _____ can keep us healthy.
8. _____ is not an easy task.
9. You wish _____.
10. He wanted _____.
11. _____ gives us a great joy.
12. He had promised _____.
13. I hope _____.
14. She dislikes _____.
15. We enjoy _____.
16. _____ surprised him.
17. Lions like _____.
18. My house is _____ from here.
19. Ahmad is a _____.
20. _____ wait for none.

Answer key:

1. to pass the examination
2. to harm him
3. to stand first in the class
4. to meet you
5. to help you
6. the way to the post office

7. getting up early
8. climbing the hill
9. to become a great man
10. to learn driving
11. reading books
12. to help me
13. a hunt a lot of birds
14. going to bed late
15. playing hockey
16. my standing first in the class
17. to eat meat
18. at a stone`s throw
19. man of parts
20. time and tide

Activity 3. Identify the Adjective Phrase, Adverb Phrases and Noun Phrases in the following sentences:

1. He is a man of means.
2. He enjoys wearing shorts.
3. She failed in spite of her best efforts.
4. He has his finger on the pulse of the nation.
5. We enjoy playing cricket.
6. Ahmad is a lad of great promise.
7. I don`t know what to do.
8. It lies near his heart.
9. He refused to answer the questions.
10. Don`t talk like that.
11. She won that prize by dint of hard work.
12. This matter is of no importance.
13. This train is behind time.
14. Dabbling in water delights the duck.
15. His car ran over a dog.
16. Honesty is written on his face.
17. He dwells in a hut built of wood.
18. A soldier of tall stature stepped forth.
19. He arrived at that moment.
20. She succeeded in the long run.

Answer key:

1. Adjective Phrase
2. Noun Phrase
3. Adverb Phrase
4. Adverb Phrase
5. Noun Phrase
6. Adjective Phrase
7. Noun Phrase
8. Adverb Phrase
9. Adverb Phrase
10. Adverb Phrase
11. Adverb Phrase
12. Adverb Phrase
13. Noun Phrase
14. Adverb Phrase
15. Adjective Phrase
16. Adjective Phrase
17. Adjective Phrase

18. Adjective Phrase
19. Adverb Phrase

Lesson 9. Sentences. Subjects. Agreement in number

A sentence is a unit of speech whose grammatical structure conforms to the laws of the language and which serves as the chief means of conveying a thought. A sentence is not only a means of communicating something about reality but also a means of showing the speaker's attitude to it.

The classification of simple sentences is based on two principles:

- (A) according to the purpose of the utterance;
- (B) according to the structure.

According to the purpose of the utterance we distinguish four kinds of sentences.

I. The declarative sentence.

A declarative sentence states a fact in the affirmative or negative form. In a declarative sentence the subject precedes the predicate. It is generally pronounced with a falling intonation. Charles Dickens was born at Landport, Portsmouth. (Laing)

2. The interrogative sentence.

An interrogative sentence asks a question. It is formed by means of inversion, i. e. by placing the predicate (or part of it) before the subject. There are four kinds of questions:

(a) General questions requiring the answer yes or no and spoken with a rising intonation. They are formed by placing the auxiliary or modal verb before the subject of the sentence: Do you like art?

(b) Special questions beginning with an interrogative word and spoken with a falling intonation. The order of words is the same as in general questions, but the interrogative word precedes the auxiliary verb. Where do you live?

(d) Disjunctive questions requiring the answer yes or no and consisting of an affirmative statement followed by a negative question, or a negative statement followed by an affirmative question. The first part is spoken with a falling intonation and the second part with a rising intonation.

You speak English, don't you?

3. The imperative sentence.

An imperative sentence serves to induce a person to do something, so it expresses a command, a request, an invitation, etc. Commands are characterized by a falling tone. Come to the blackboard!

4. The exclamatory sentence.

An exclamatory sentence expresses some kind of emotion or feeling. It often begins with the words what and how, it is always in the declarative form, i. e. no inversion takes place. It is generally spoken with a falling intonation. What a lovely day it is!

The subject is the principal part of a two-member sentence which is grammatically independent of the other parts of the sentence and on which the second principal part (the predicate) is grammatically dependent, i. e. in most cases it agrees with the subject in number and person.

The subject can denote a living being, a lifeless thing or an idea.

Ways of expressing the subject.

The subject can be expressed by a single word or a group of words. Thus it can be expressed by:

1. A noun in the common case.

The sulky waiter brought my tea. (Du Maurier)

Marcellus slowly turned his head. (Douglas)

Note. Occasionally a noun in the possessive case is used as the subject of the sentence.

Mrs. Gummidge's was a fretful disposition. (Dickens)

Oh, my dear Richard, Ada's is a noble heart. (Dickens)

2. A pronoun — personal, demonstrative, defining, indefinite, negative, possessive, interrogative.

After about an hour I heard Montgomery shouting my name. That set me thinking of my plan of action. (Wells)

All were clad in the same soft, and yet strong silky material. (Wells)

Everyone was silent for a minute. (Wells)

Nothing was said on either side for a minute or two afterwards.

3. A substantivized adjective or participle.

The Privileged have seen that charming and instructive sight. (Galsworthy)

The wounded were taken good care of.

4. A numeral (cardinal or ordinal).

Of course, the two were quite unable to do anything. (Wells)

The first and fourth stood beside him in the water. (Wells)

5. An infinitive, an infinitive phrase or construction.

To live is to work.

To be a rich man, Lieutenant, is not always roses and beauty. (Heym)

For him to come was impossible.

6. A gerund, a gerundial phrase or construction.

Lying doesn't go well with me. (Heym)

8. A group of words which is one part of the sentence, i. e. a syntactically indivisible group.

Yet at this very time their friend and defender is darkly groping towards the solution. (Fox)

Here the subject represents one person.

The needle and thread is lost.

Activity 1. Write the sentences in order.

1 . an e-mail / sent / My wife / me / .

2 . some flowers / The son / his mother/ buys / every month / .

3 . to the station / returns / The bus/ at night .

4 . at ten o'clock / The conference / last week / started / on Tuesday / .

5 . the tree / The car / hit / with great force .

6. slowly / his meal / ate/ Sam / .

7. to post her letter / this morning / to town / The teacher/ went / .

8 . on the train / ate / this morning / John / breakfast / .

9 . to / Julie / speaks/ My father/.

Activity 2. Complete the second sentence using the word in brackets so that it has the same meaning as the first one.

1 He last wrote to her in February.
He _____ . (NOT)

2 I left Japan ten years ago.
It _____ .
(SINCE)

3 Tom has been drinking milk since he was thirteen.
Tom _____ . (WHEN)

- 4 My father started washing his car in the morning.
My father _____ . **(SINCE)**
- 5 Tom has run this restaurant for three years.
Tom _____ . **(SET)**
- 6 Tom has been collecting stamps since he was a kid.
Tom _____ . **(WHEN)**
- 7 She finished ironing the clothes a few minutes ago.
She _____ . **(JUST)**
- 8 It has been two months since my arrival in Tokyo.
I _____ . **(AGO)**
- 9 It has been ten years since my father passed away.
My father _____ .
(AGO)
- 10 He died three years ago.
He _____ .
(BEEN)
- 11 Tom bought this car three years ago.
Tom _____ .
(OWNED)
- 12 She started planting roses at half past seven.
She _____ . **(SINCE)**
- 13 Tom and Mary started working here three years ago.
Tom and Mary _____ . **(FOR)**
- 14 Tom has been abroad for three years.
Tom _____ .
(MOVED)
- 15 We got married three years ago.
We _____ . **(FOR)**

Activity 3. PRESENT SIMPLE and SUBJECT PRONOUNS

A.- Fill in the correct subject pronoun inside empty parenthesis.

B.- Fill in the correct form of the verb in the blanks

- 1.- My father () _____ (fix) the car.
- 2.- His dogs () _____ (run) slowly.
- 3.- The teacher() _____ (be) very intelligent.
- 4.- The machine () _____ (give) you money.
- 5.- The chocolates () _____ (melt) in the sun.
- 6.- Jimmy () _____ (go) to school every day.
- 7.- The bags () _____ (be) beautiful.
- 8.- The telephones () _____ (ring) a lot.
- 9.- Their cat () _____ (cry) at night.

- 10.- His computer () _____(work) fine.
 11.- My mother and I () _____(cook) dinner.
 12.- Her sons () _____(wear) uniforms at the hospital.
 13.- Melly () _____(watch) TV all day.
 14.- Tim, John and Meg () _____(walk) the dog every day.
 15.- His dogs() _____(be) very big.
 16.- A pilot () _____(fly) airplanes.
 17.- Susy, Peter and I () _____(work) in the library .
 18.- The boxes () _____(have) a lot of things.
 19.- My daughter () _____(push) the buttons.
 20.- Your dog () _____(catch) the ball.
 21.- My bottles () _____(hold) a lot of water.
 22.- His friends and I () _____(eat) at the restaurant.
 23.- His sister () _____(buy) a lot of clothes.
 24.- I _____(be) a pilot.
 25.- Peter´s cat () _____(play) with a ball.

Lesson 10. Predicates. Actives and passives

The predicate is the second principal part of the sentence which expresses an action, state, or quality of the person or thing¹ denoted by the subject. It is grammatically dependent upon the subject.

As a rule the predicate contains a finite verb which may express tense, mood, voice, aspect, and sometimes person and number. According to the structure and the meaning of the predicate we distinguish two main types: the simple predicate and the compound predicate.

The simple predicate. The simple predicate is expressed by a finite verb in a simple or a compound tense form.

It generally denotes an action: sometimes, however, it denotes a state which is represented as an action. Erik arrived at the lab next morning full of suppressed excitement. (Wilson)
 And so, after all, the Padre had been thinking of letting him escape. (Voynich)
 There is a special kind of predicate expressed by a phraseological unit, such as to get rid, to take care, to pay attention, to lose sight, to have a wash, to give a push, etc.

When we clear the forests we get rid of such inconveniences. (Heym)
 I went to the bathroom and had a good wash for it had been a dusty journey. (Du Maurier)

The characteristic feature of this predicate is that the first component, i. e. the finite verb, has lost its concrete meaning to a great extent and forms one unit with the noun, consequently the noun cannot be treated as an object to the verb. This can also be easily proved by the impossibility of putting a question to the second component.

Compare:

My friend gave me an interesting book to read.

The man gave a violent start.

Whereas in the first case we can easily put a question to the object (e. g. What did your friend give you?), in the second case this is impossible.

We shall treat this kind of predicate as a subdivision of the simple predicate. For the sake of convenience we shall call it a phraseological predicate.

We distinguish two types of the phraseological predicate.

1. Word combinations of the following type: to have a smoke, to have a swim, to have a run, to give a laugh, to give a push, to take a look, to make a move, etc. These combinations consist of a finite verb which has to a great extent lost its concrete meaning and a noun formed from a verb and mostly used with the indefinite article.

This predicate denotes a momentaneous action.

He had a smoke.

He gave a push. .

He gave a start. .

He had a wash.

He gave a cry.

This type of phraseological predicate is characteristic of colloquial speech.

Every now and then she gave a half-glance at the people on the pavement. (Lindsay)

She gave an unkind throaty laugh. (Lindsay)

2. Word combinations of the following type: to get rid, to get hold to make use, to take care, to lose sight, to make fun, to pay attention, make up one's mind, to change one's mind, to take part, etc.

The second component of these combinations is in most cases an abstract noun used without any article.

That's more than twenty years ago. She has never made use of her power or caused me a moment's uneasiness. (Shaw)

You were making fun of mother just now. (Shaw)

Then he caught his breath, suddenly reminded of something else. (Wescott)

The compound predicate.

As can be seen from the term itself the compound predicate consists of two parts: (a) a finite verb and (b) some other part of speech: a noun, a pronoun, an adjective, a verbal (a participle, a gerund, an infinitive), etc. The second component is the significant part of the predicate.

The first part expresses the verbal categories of person, number, tense, aspect, mood and voice; besides it has a certain lexical meaning of its own. The compound predicate may be nominal or verbal.

The compound nominal predicate.

The compound nominal predicate denotes the state or quality of the person or thing expressed by the subject (e. g. He is tired, The book is interesting), or the class of persons or things to which this person or thing belongs (e. g. She is a student).

The compound nominal predicate consists of a link verb and a predicative (the latter is also called the nominal part of the predicate).

The link verb (or a verb of incomplete predication) expresses the verbal categories of person, number, tense, aspect, mood, sometimes voice. All link verbs, as the result of a long development, have partly lost their original concrete meaning. One link verb has lost its concrete meaning altogether: this is the verb to be, which can be called a Pure link verb as it performs only a grammatical function and can be linked with a predicative expressed by any part of speech used in this function.

This is a picture of London

Most link verbs to some extent preserve their meaning. The following are the most common of these link verbs: to appear, to get, to grow to continue, to feel, to keep, to look, to turn, to hold, to prove, to turn out to loom, to rank, to remain, to run, to seem, to smell, to taste, to fall, to stand, to go, to work.

His wife sighed and remained silent. (London)

Harris grew more cheerful. (Jerome)

At my age I get nervous. (Galsworthy)

He soon fell fast asleep in my arms, sobbing at longer intervals. (Dickens)

The boat seemed stuffy. (Jerome)

She, for her part, felt recessive and thence evasive. (Dreiser)

According to their meaning link verbs can be divided into two large groups: (1) link verbs of being and remaining; (2) link verbs of becoming.

The first group comprises such verbs as to be, to remain, to keep, to continue, to look, to smell, to stand, to sit, to lie, to shine, to seem, to prove, to appear, etc. The latter three verbs have some modal colouring. Cotman was a nice-looking fellow, of thirty perhaps... (Maugham)

Do not delay, there is no time. Teacher Williams lies dead, already. (Buck)

The Western powers stood aloof. (Buck)

The second group comprises such verbs as to become, to get, to grow to come, to go, to leave, to run, to turn, to make, etc.

Oh, Adolphus Cusins will make a very good husband. (Shaw)

This becomes uninteresting, however, after a time. (Jerome)

How can I get married without my best man? (Lindsay)

The compound verbal predicate.

The compound verbal predicate can be divided into two types according to the meaning of the finite verb:

(1) the compound verbal modal predicate;

(2) the compound verbal aspect predicate.'

The compound verbal modal predicate shows whether the action expressed by a non-finite form of the verb is considered as possible, impossible, obligatory, necessary, desirable, etc. These shades of meaning are expressed by the first component of the predicate.

The compound verbal modal predicate may consist of the following components:

1. A modal verb and an infinitive.

Here belong the combinations of such verbs as can, may, must, should, would, ought, dare, need with an infinitive.

You can prove everything and nothing. (London)

His aunt would not give him the photograph. (Hardy)

2. Modal expressions: to be + Infinitive, to have + Infinitive.

The loudspeaker operation was to take place in C. Company's sector. (Heym)

I have to work for my living. (Jerome)

3. A verb with a modal meaning² and an infinitive or a gerund. Here belong such verbs as to hope, to expect, to intend, to attempt, to try, ¹o endeavour, to long, to wish, to want, to desire, etc. He wanted to throw himself into the whirlpool of Paris. (Heym)

We intend going to Switzerland, and climbing Mount Blanc. (Ch. Bronte)

4. Modal expressions and an infinitive.

They are synonymous with modal verbs or verbs with a modal meaning. Here belong the combinations of such expressions as to be able, to be obliged, to be bound, to be willing, to be anxious, to be capable, to be going with an infinitive.

Baring had been obliged to forego making friends. (Wilson)

I am going to leave Paris. (Heym)

We are most anxious to cooperate. (Heym)

5. Verbs and expressions used in the predicate of sentences containing the Subjective Infinitive Construction (Nominative-with-the-Infinitive Construction).

These words and expressions show the attitude of the speaker towards the person or thing expressed by the subject.

A ship — the Vestris — is reported to be arriving at Joppa.

(Douglas) The compound verbal aspect predicate.

The compound verbal aspect predicate expresses the beginning, repetition, duration, or cessation of the action expressed by the non-finite form of the verb. It consists of such verbs as to begin, to start, to commence, to fall, to set about, to go on, to keep on, to proceed, to continue, to stop, to give up, to finish, to cease, to come and an infinitive or a gerund.

Here also belong would and used + Infinitive, which denote a repeated action in the past.

Elaine, this ill-advised behaviour of yours is beginning to have results. (Erskine)

That view had come to give him a feeling of ease and happiness. (Lindsay)

His bones ceased to ache. (Lindsay)

Voice is the category of the verb which indicates relation of the predicate to the subject and the object. There are three voices in English: the active voice, the passive voice, and the neuter-reflexive voice. (In many textbooks of today only two voices — the active and the passive — are distinguished.)

The active voice shows that the person or thing denoted by the subject is the doer of the action expressed by the predicate. The passive voice shows that the person or thing denoted by the subject is acted upon.

The Passive Voice is formed by means of the auxiliary verb to be in the required form and Participle II of the notional verb.

The Passive Voice can be used:

(a) without the doer of the action being mentioned (the usual case). In this case the doer is either unknown or unimportant. In silence the soup was finished — excellent, if a little thick; and fish was brought. In silence it was handed. (Galsworthy)

Tom Tusher was sent off early, however, to a school in London. (Thackeray)

(b) with the doer of the action being mentioned. This occurs only when the doer of the action is to some extent emphasized.

The noun or pronoun denoting the doer of the action is introduced by the preposition by. He was wrenched from his blank wretchedness by the sound of the door opening from his mother's room. (Galsworthy)

They were thus introduced by Holly. (Galsworthy)

This room was dimly lighted from the ceiling by a single electric lamp. (Bennett)

The uses of tenses in the Active and in the Passive Voice are the same.

INDEFINITE	Present	New schools are built every year.
	Past	This school was built a month ago.
	Future	A new school will be built in our village in spring.
PERFECT	Present	The school has been built this month.
	Past	The school had been built by the 1st of September.
	Future	I am sure the school will have been built by the 1st of September.
CONTINUOUS	Present	A new school is being built in our street.
	Past	When I returned to town, the school was still being built.

Activity 1. Choose the correct option

Hi! I'm Elena. I 1) **am / is** 11 years old. I 2) **have got / has got** 2 brothers and 1 sister. My sister's name 3) **are / is** Rose. My brothers 4) **are / is** Luca and Alex. They 5) **has got / have got** a big room. There 6) **is / are** two beds in the room. There 7) **is / are** a window between the beds. Our bedroom is big too! In our bedroom, there 8) **are / is** two beds but there 9) **isn't / aren't** a window.

My sister and I 10) **gets up / get up** at 8 o'clock but my father 11) **get up / gets up** at 7 o'clock. My siblings and I 12) **has / have** lunch at the school 13) **library / canteen**. After lunch, we have 14) **P.E / Geography**. In this subject, we learn about countries. Finally, I 15) **do / does** my homework and read a book when I get home.

1) Choose the correct option

Activity 3. Choose the sentence that is written correctly.

1. Sarah discussed the science lesson. Gerry discussed the science lesson.
 - a) Sarah discussed the science lesson, and Gerry discussed the science lesson.
 - b) Sarah discussed the science lesson, and Gerry discussed it.
 - c) Sarah and Gerry discussed the science lesson.
2. My brothers came home today from the Bahamas. My cousins came home today from the Bahamas.
 - a) My brothers came home today from the Bahamas, and my cousins came home today from the Bahamas.
 - b) My brothers, and my cousins came home today from the Bahamas.
 - c) My brothers and my cousins came home today from the Bahamas.
3. The manager visited the site. The construction worker visited the site.
 - a) The manager and the construction worker visited the site.
 - b) The manager visited the site and the construction worker visited the site.
 - c) The manager visited the site, and the construction worker visited the site.
4. Lauren bought groceries. Kalena bought groceries. Francis bought groceries.
 - a) Lauren bought groceries, Kalena bought groceries, and Francis bought groceries.
 - b) Lauren bought groceries, and Kalena bought groceries, and Francis bought groceries.
 - c) Lauren, Kalena, and Francis bought groceries.

Activity 4. Change the sentences using Present Simple Passive and Past Simple Passive.

Present Simple Passive

- 1) Computers _____ (sell) in many different stores.
- 2) English _____ (speak) almost everywhere
- 3) Lots of TV series _____ (watch) today.
- 4) German _____ (teach) in my school too.
- 5) Rhinos _____ (kill) for their horn.
- 6) Lots of tea _____ (drink) in China.
- 7) Newspapers _____ (read) all over the world.
- 8) The most comfortable clothes _____ (make) of cotton.
- 9) Pizza _____ with tomato sauce. (eat)
- 10) Easter eggs _____ with different colors. (decorate)



Past Simple Passive

- 1) Harry Potter _____ (write) by J.K.Rowling.
- 2) These shoes _____ (make) in Italy.
- 3) The windows _____ (break) yesterday by footballers.
- 4) The pyramids _____ (build) for the pharaohs.
- 5) The light bulb _____ (invent) by Thomas Edison.
- 6) The first McDonald's hamburger _____ (make) in 1955.
- 7) The first e-mail _____ (send) in 1971.
- 8) Basketball _____ first _____ (play) in the USA.
- 9) The Italian flag _____ (design) by Napoleon.
- 10) My car _____ (steal) last night.



Activity 5. Rewrite the sentences in passive

- 1) James Cook discovered Australia.
- 2) People grow coffee in Brazil.
- 3) Karl Benz invented the first car.
- 4) People play Monopoly all over the world.
- 5) Steve Jobs made the first iPhones.
- 6) People kill turtles for their shell.

Lesson 11. Comparison. Condition. Purpose

If you want to compare two things with respect to their position on a scale of degree or amount, use comparative words taller % happier, etc or comparative phrases more careful, less careful, etc. A postmodifying phrase or clause introduced by than can indicate the 'standard' against which the comparison is made. To describe the picture, you may say:
Sentences [1]-[4] have the same meaning, but are listed in order of their commonness. A sentence like [4] is very unusual, and would only be said if both Jack and Jill were short.

Equal comparisons

For an equal comparison, eg when Jack and Jill are the same height, we use as ... as instead of more ... than: Jack is as tall as Jill (is).

Jill is as tall as Jack (is).

To negate equal comparison, we say not as ... as, or not so ... as:

Jill is not as tall as Jack (is). [5]

Jack is not so short as Jill (is). [6]

Sentences [5] and [6] have the same meaning as [1].

Jack is taller than Jill (is). [1]

Jill is shorter than Jack (is). [2]

Jill is less tall than Jack (is). [3]

Jack is less short than Jill (is). [4]

Comparative and superlative

When comparing only two things, we use the comparative forms:

Jill is the shorter of the two children.

Jack is the taller of the two children.

When comparing more than two objects we use superlative forms tallest; most useful, least tall, etc:

Susan is the tallest of the three.

Jill is the shortest of the three.

To name the objects, you use of as above, followed by a plural noun phrase:

Luxembourg is the smallest of the Common Market countries.

The of-phrase is sometimes placed for emphasis at the beginning of the clause:

Of the (two) boys, John behaves the more politely.

Of all the capital cities in the world, Bangkok is the one I would most like to visit.

To name the group or sphere within which the comparison is made, use in with a singular noun phrase :

Susan is the oldest girl in the class.

It was the worst moment in (of my life).

Other constructions which can specify the range of comparison with superlatives are possessive pronouns, genitives, adjectives and relative clauses: my best friend

the world's highest mountain

the greatest living composer

the most enjoyable book I have ever read

Conditional clauses are related to reason clauses, but they discuss the consequence of something which may or may not be a real event. Notice the difference between:

The speaker of sentence [2] does not know whether Peter needs the money, while the speaker of [1] knows that he does. A sentence like [2] expresses what we call an OPEN condition, because the truth or falsehood of what the sentence describes is 'open, ie unknown. The conditional clause

often precedes the main clause: If you feel seasick, take one of these pills.

There is another type of conditional sentence, which expresses an unreal or HYPOTHETICAL condition; ie for this type of sentence the speaker assumes the falsehood or unlikelihood of what he is talking about:

I'd lend Peter the money if he needed it.

The speaker's assumption here is 'but he doesn't need the money'. As this example shows, the hypothetical meaning is signalled by the use of the hypothetical past tense

Less common indicators of condition are the conjunctions in case, on condition that, provided that, and the preposition in case of <formal>:

Take these pills, in case you feel ill on the boat.

I'll lend you the money on condition that you return it within six months.

I'll lend Peter the money because he needs it.

I'll lend Peter the money if he needs it.

> they had plenty to eat and drink, the men were happy.

So long as)

In case of difficulty call the operator. <formal>

The intended result (see 338) or PURPOSE of an action is described by an adverbial of purpose, which is usually a to-infinitive clause, but may also be a finite verb clause beginning so that.

(The so that-clause often contains would or should..)

He left early to catch the last train.

To improve the railway service, they are electrifying the main lines.

They advertised the concert so that everyone should know about it.

In order (more formal) and so as can precede to in the infinitive clause: in order to catch the last train; so as to improve the railway service. Also in order that is a (more formal) alternative for so that: in order that everyone should know about it.

In (informal BrE) in case can introduce the idea of negative purpose

He left early in case he should miss the last train (ie .. so that he should not miss it*).

Activity 1. COMPLETE THE SENTENCES USING AS . . AS & A WORD FROM THE BOX

*strong old expensive wide far
deep hot heavy fast big*

1. **for ex.:** Jack can lift 150 kilos, and Steve can lift 150 kilos, too. Jack is **as strong as** Steve.

2. Doreen Simons weighs 52 kilos, and Laura Wayne weighs 52 kilos, too.

Doreen is Laura.

3. My new flat has three rooms. Janet's flat has three rooms, too.

My new flat is her flat.

4. This computer costs \$200. That computer costs \$350.

This computer is that computer.

5. Today's temperature is 25 Degree C. Yesterday's temperature was 25 Degree C, too.

Yesterday was today.

6. Oxford Street is 40 meters wide. High Street is 40 meters wide, too.

High Street is Oxford Street.

7. My car can do 240 kph, and my brother's car can also do 240 kph.

My car is my brother's car.

8. My new neighbour is 40 years old, my uncle is 45 years old.

My new neighbour is my uncle.

9. My village is 20 km away from the city, and yours is 20 km away, too.

My village is your village.

10. The well is 3 metres deep. The swimming pool is 3 metres deep, too.

The well is the swimming pool

Activity 2. COMPLETE THESE SENTENCES USING THESE LINKING WORDS OF CONTRAST AND COMPARISON

*whereas (x2) Likewise neither on the other hand yet By contrast on the contrary but
 (x2) however (x2) Both Nevertheless similar to Even though (x2) the same Although
 While Similarly(x2) the same as as well as*

1. She always wants to be successful, she is so lazy.
2. I'm not sure what you are planning to do, I will always support you.
3. We have failed many times;, we still keep trying.
4. I want to come to your party tonight., I have to visit my parents.
5. Milos said his English is terrible., he got an 8.0 on his IELTS Writing test.
6.Ram hadn't studied, he passed the exam.
7. She still loves him, he treated her very badly.
8.Ram had studied very hard, he did not score well.
9. I accept that she's not perfect in many respects, I do actually like her.
10. He must be about 60, his wife looks about 30.
11. She likes going to parties I prefer somewhere quiet.
12. She lacked experience, but, she was hard-working and willing to learn.
13. It's hard to stay focused. And, we know we'll only do our best work if we stay focused.
14. Unemployment rose in the UK., the number of unemployed people in Canada fell.
15. – Mike: “You didn't like the movie, did you?” – Lauren:
 “....., the movie was great. I think I'll watch it again.”
16., our football team is not so good.
17. My friend was late to the meeting and I was delayed.
18. I think apples are good., I think oranges are good.
19. I bought some new shoes which are verya pair I had before.
20. Doing a job well is notspending a lot of time on it.
21. They have long, streaky blonde hair,
22.of these women have strong memories of the Vietnam War
23. Professor Hisamatsu spoke English nor German
24. She published historical novels,a non-fiction study of women in the British Empire.

Activity 3. Rewrite the following sentences using condition.

1. I want to move from Holon and live in Ra'anana but I can't afford it.
2. You heat water. It boils.
3. As long as you get here before 8 o'clock, we will wait for you.

4. I will give Daniella the car as long as I don't need it.
5. I want to go to the show, but I have a test tomorrow.
6. I travel by bus. I get sick.
7. We could plant some flowers but the garden is too small.
8. Please lend me the money. I can then buy her a big present.
9. I am thinking of saving enough money so I will be able to go to Europe.
10. Suppose you get a chance to study abroad, will you take it?
11. He doesn't try hard enough, so he gets low grades.
12. I have a headache. I take a pill.
13. I am not in shape because I don't practice enough.
14. My sister never gets up. I have to wake her up.

Activity 4. Complete the sentences with the words from the box.

to improve to meet to lose to stay to become

1. I'm studying law I _____ > a lawyer.
2. I read _____ [_____] my mind.
3. I exercise a lot (_____) _ weight.
4. I drink coffee _____ [_____] I awake.
5. I joined a hiking club _ (_____) new people.

Activity 5. Change these sentences so that they have an infinitive of purpose (*to + infinitive*)

- 1) I went to Japan because I wanted to learn Japanese.
- 2) She made a cake because she wanted to please her friend.
- 3) They study a lot because they want to get good marks.
- 4) Amanda is going to the party because she wants to meet new people.
- 5) The children went to the park because they wanted to play football.
- 6) Jorge studied German because he wanted to get a new job.
- 7) We went to France because we wanted to eat lots of nice food.
- 8) She got a new computer because she wanted to write a book.
- 9) He has been running because he wants to lose weight.
- 10) We must study every day because we want to improve our English.

Lesson 12. Introductory *it* . Introductory *there*

When the pronoun *it* is used as the subject of a sentence it may represent a living being or a thing: then it is a notional subject. Sometimes, however, it does not represent any living being or thing and performs a purely grammatical function: then it is a formal subject.

A. When it is a notional subject the pronoun *it* has the following meanings:

1. It stands for a definite thing or some abstract idea — the personal *it*.

The door opened. It was opened by a young girl of thirteen or fourteen. (Dickens)

If this is a liberty, it isn't going to mean a thing. (Heym)

2. It points out some person or thing expressed by a predicative noun, or it refers to the thought contained in a preceding statement, thus having a demonstrative meaning — the demonstrative *it*.

It is John.

It was a large room with a great window. (Dickens)

Dick came home late, it provoked his father. (Lindsay)

In the last two cases *it* is close to *this* and is usually translated into Russian by *это*.

B. Sometimes the pronoun *it* is a formal subject, i. e. it does not represent any person or thing.

Here we must distinguish:

- (1) the impersonal *it*; (2) the introductory or anticipatory *it*; (3) the emphatic *it*.

1. The impersonal *it* is used:

- (a) to denote natural phenomena (such as the state of the weather, etc.) or that which

characterizes the environment. In such sentences the predicate is either a simple one, expressed

by a verb denoting the state of the weather, or a compound nominal one, with an adjective as predicative.

It often rains in autumn.

It is cold in winter.

It is stuffy in here.

Note. The state of the weather can also be expressed by sentences in which the subject denoting the state of things is introduced by the construction there is. In such sentences the noun introduced by the construction there is is the subject.

There was a heavy frost last night.

There was a fine rain falling over the trees, the flowers, and the people sitting on the benches in the garden.

(b) to denote time and distance.

It is five minutes past six.

It is morning already.

How far is it from your office to the bank? (Galsworthy)

It is a long way to the station.

2. The introductory or anticipatory it introduces the real subject.

It's no use disguising facts.

It was curious to observe that child.

Note. Some grammarians treat this it as the real subject and the rest of the sentence as the predicate.

3. The emphatic it is used for emphasis.

It was Winifred who went up to him. (Galsworthy)

It was he who had brought back George to Amelia. (Thackeray)

Activity 1. Rewrite the following sentences using it.

1. John threw the book into the fire.
2. Susie met James at the railway station.
3. Susie liked the design on the door very much.
4. My father bought me a toy car yesterday.
5. The manager dismissed the dishonest cashier.
6. John worries about his Dad's health.
7. John talked to the Manager.
8. The police arrested the suspects.

Answers

1. It was John who threw the book into the fire. / It was the book that John threw into the fire.
2. It was Susie who met James at the station. / It was James that Susie met at the station.
3. It was Susie who liked the design on the door very much. / It was the design on the door that Susie liked very much.
4. It was my father who bought me a toy car yesterday. / It was a toy car that my father bought me yesterday.
5. It was the manager who dismissed the dishonest cashier. / It was the dishonest cashier that the manager dismissed.
6. It is John who worries about his Dad's health. / It is his Dad's health that worries John.
7. It was John who talked to the manager. / It was the manager that John talked to.
8. It was the police who arrested the suspects. / It was the suspects that the police arrested.

Activity 2. Complete the sentences with it or there.

1. _____ is so easy to find fault with others.
2. _____ is no harm in asking her for advice.
3. _____ is some fresh, cold milk in the refrigerator.
4. _____ was strange that she never said hello to anyone.
5. _____ is anyone who can help me with this?
6. To be honest, _____ was no surprise that he lost his job.
7. _____ is no wrong answer to the question.

8. _____ is claimed that the fire had started by accident.
9. What weird weather for December. _____ is too hot to wear a coat.
10. I didn't expect _____ to be so many people in the audience today.
11. _____ is sunny and hot today. Let's go to the river.
12. _____ was a storm last night. Did you hear it?
13. _____ is so nice to be here with you.
14. _____ was something in his words that made me feel worried.
15. _____ is a long way from here to the nearest restaurant.
16. _____ smells awful in this room.
17. _____ was my birthday yesterday.
18. _____ was someone standing in the yard a couple of minutes ago.
19. _____ is a lot of water on the floor.
20. _____ snows heavily in Siberia at this time of the year.
21. _____ is a great view from the window of your hotel room.
22. What day is _____ ?
23. _____ was a book on the table.
24. _____ didn't rain last week.
25. _____ is time to start packing.

Activity 3. Are these sentences correct or incorrect?

- | | | |
|--|----------------|------------------|
| 1. There's difficult to say. | <i>Correct</i> | <i>Incorrect</i> |
| 2. There's really raining hard now. | <i>Correct</i> | <i>Incorrect</i> |
| 3. It's six o'clock and there's dark already. | <i>Correct</i> | <i>Incorrect</i> |
| 4. Sophie says it's time to go. | <i>Correct</i> | <i>Incorrect</i> |
| 5. Don't look now, but it's a dragon behind you. | <i>Correct</i> | <i>Incorrect</i> |
| 6. It's not all fun and games. | <i>Correct</i> | <i>Incorrect</i> |
| 7. It's a good film on this evening. | <i>Correct</i> | <i>Incorrect</i> |
| 8. They said there will be snow later. | <i>Correct</i> | <i>Incorrect</i> |

Activity 4. Circle the best answer for these questions.

1. _____ a new girl in my class.
a) There's b) It's
2. How far _____ to your house?
a) is there b) is it
3. _____ anything happening?
a) Is there b) Is it
4. _____ nice to meet you.
a) There's b) It's
5. _____ a party at Alfie's tomorrow.
a) There's b) It's
6. _____ time for a quick snack before we go?
a) Is there b) Is it
7. _____ Sunday tomorrow?
a) Is there b) Is it
8. _____ always a lot going on in Barcelona.
a) There's b) It's

Lesson 13. The category of mood. The indicative mood. The imperative mood. The subjunctive mood.

The category of mood

The category of mood in the present English verb has given rise to so many discussions, and has been treated in so many different ways, that it seems hardly possible to arrive at any more or less convincing and universally acceptable conclusion concerning it. Indeed, the only points in the sphere of mood which have not so far been disputed seem to be these: (a) there is a category of mood in Modern

English, (b) there are at least two moods in the modern English verb, one of which is the indicative. As to the number of the other moods and as to their meanings and the names they ought to be given, opinions to-day are as far apart as ever. It is to be hoped that the new methods of objective linguistic investigation will do much to improve this state of things. Meanwhile we shall have to try to get at the roots of this divergence of views and to establish at least the starting points of an objective investigation. We shall have to begin with a definition of the category. Various definitions have been given of the category of mood. One of them (by Academician V. Vinogradov) is this: "Mood expresses the relation of the action to reality, as stated by the speaker."

This definition seems plausible on the whole, though the words "relation of the action to reality" may not be clear enough. What is meant here is that different moods express different degrees of reality of an action, viz. one mood represents it as actually taking (or having taken) place, while another represents it as merely conditional or desired, etc.

It should be noted at once that there are other ways of indicating the reality or possibility of an action, besides the verbal category of mood, viz. modal verbs (may, can, must, etc.), and modal words (perhaps, probably, etc.), which do not concern us here. All these phenomena fall under the very wide notion of modality, which is not confined to grammar but includes some parts of lexicology and of phonetics (intonation) as well.

In proceeding now to an analysis of moods in English, let us first state the main division, which has been universally recognized. This is the division of moods into the one which represents an action as real, i. e. as actually taking place (the indicative) as against that or those which represent it as non-real, i. e. as merely imaginary, conditional, etc.

Mood is a grammatical category which indicates the attitude of the speaker towards the action expressed by the verb from the point of view of its reality.

In Modern English we distinguish three moods:

The indicative Mood: The Imperative Mood: The Subjunctive Mood.

The **Indicative** Mood shows that the action or state expressed by the verb is presented as a fact: *We went home early in the evening.* (Dickens)

The Indicative Mood is also used to express a real condition, i. e. a condition the realization of which is considered possible. *If it rains, I shall stay at home. If Catherine disobeys us, we shall disinherit her.* (Eliot)

The use of the indicative mood shows that the speaker represents the action as real. Two additional remarks are necessary here.

(1) The mention of the speaker (or writer) who represents the action as real is most essential. If we limited ourselves to saying that the indicative mood is used to represent real actions, we should arrive at the absurd conclusion that whatever has been stated by anybody (in speech or in writing) in a sentence with its predicate verb in the indicative mood is therefore necessarily true. We should then ignore the possibility of the speaker either being mistaken or else telling a deliberate lie. The point is that grammar (and indeed linguistics as a whole) does not deal with the ultimate truth or untruth of a statement with its predicate verb in the indicative (or, for that matter, in any other) mood. What is essential from the grammatical point of view is the meaning of the category as used by the author of this or that sentence. Besides, what are we to make of statements with their predicate verb in the indicative mood found in works of fiction? In what sense could we say, for instance, that the sentence *David Copperfield married Dora* or the sentence *Soames Forsyte divorced his first wife, Irene* represent "real facts", since we are aware that the men and women mentioned in these sentences never existed "in real life"? This is more evident still for such nursery rhyme sentences as, *The cow jumped over the moon*. This peculiarity of the category of mood should be always firmly kept in mind.

(2) Some doubt about the meaning of the indicative mood may arise if we take into account its use in conditional sentences such as the following: *I will speak to him if I meet him.*

It may be argued that the action denoted by the verb in the indicative mood (in the subordinate clauses as well as in the main clauses) is not here represented as a fact but merely as a possibility (I may meet him, and I may not, etc.). However, this does not affect the meaning of the grammatical form as such. The conditional meaning is expressed by the conjunction, and of course it does alter the modal meaning of the sentence, but the meaning of the verb form as such remains what it was. As to the predicate verb of the main clause, which expresses the action bound to follow the fulfilment of the condition laid down in the subordinate clause, it is no more uncertain than an action belonging to the future generally is. This brings us to the question of a peculiar modal character of the future indicative, as distinct from the present or past indicative. In the sentence // *he was there I did not see him* the action of the main clause is stated as certain, in spite of the fact that the subordinate clause is introduced by *if* and,

consequently, its action is hypothetical. The meaning of the main clause cannot be affected by this, apparently because the past has a firmer meaning of reality than the future. On the whole, then, the hypothetical meaning attached to clauses introduced by *if* is no objection to the meaning of the indicative as a verbal category.

The **Imperative Mood** expresses a command or a request. In Modern English the Imperative Mood has only one form which coincides with the infinitive without the particle *to*; it is used in the second person (singular and plural): *Be quiet and hear what I tell you: Please put the papers on the table by the bed.* (Hemingway)

In forming the negative the auxiliary verb *to do* is always used, even with the verb *to be*: *Hush! Don't make a noise!* (Eliot) *Don't be angry...* (Hemingway)

The auxiliary verb *to do* may also be used in affirmative sentences to make the request more emphatic: *But now, do sing again to us.* (Eliot) To make a request or an order more emphatic the subject expressed by the pronoun *you* is sometimes used. It is characteristic of colloquial speech.

I'll drive and you sleep awhile. (Hemingway)

Note.—A command addressed to the third person singular and plural is usually expressed with the help of the verb **to let**.

Let child go home at once - Пусть ребенок сейчас же идет домой.

Let the children go home at once - Пусть дети сейчас же идут домой

With the first person plural the verb *to let* is used to express an exhortation to a joint action: *Let's go and have some fresh coffee.* (Mansfield) *Пойдемте выпьем свежего кофе.*

The imperative mood in English is represented by one form only, viz. *come!*, without any suffix or ending.

It differs from all other moods in several important points. It has no person, number, tense, or aspect distinctions, and, which is the main thing, it is limited in its use to one type of sentence only, viz. imperative sentences. Most usually a verb in the imperative has no pronoun acting as subject. However, the pronoun may be used in emotional speech, as in the following example: *"But, Tessie—" he pleaded, going towards her. "You leave me alone!" she cried out loudly.* (E. CALDWELL)

These are essential peculiarities distinguishing the imperative, and they have given rise to doubts as to whether the imperative can be numbered among the moods at all. This of course depends on what we mean by mood. If we accept the definition of mood there would seem to be no ground to deny that the imperative is a mood. The definition does not say anything about the possibility of using a form belonging to a modal category in one or more types of sentences: that syntactical problem is not a problem of defining mood. If we were to define mood (and, indeed, the other verbal categories) in terms of syntactical use, and to mention the ability of being used in various types of sentences as prerequisite for a category to be acknowledged as mood, things would indeed be different and the imperative would have to go. Such a view is possible but it has not so far been developed by any scholar and until that is convincingly done there appears no ground to exclude the imperative.

A serious difficulty connected with the imperative is the absence of any specific morphological characteristics: with all verbs, including the verb *be*, it coincides with the infinitive, and in all verbs, except *be*, it also coincides with the present indicative apart from the 3rd person singular. Even the absence of a subject pronoun *you*, which would be its syntactical characteristic, is not a reliable feature at all, as sentences like *You sit here!* occur often enough.

We will consider some other cases of modal shades possible for the Indicative later on.

There seems to be only one case of what might be called the perfect imperative, namely, the form *have done (!)* of the verb *do*. It has to a great extent been lexicalized and it now means, 'stop immediately'. The order is, as it were, that the action should already be finished by the time the order is uttered. This is quite an isolated case, and of course there is no perfect imperative in the English verb system as a whole. Meaning alone may not furnish sufficient ground for establishing a grammatical category. Thus, no fully convincing solution of the problem has yet been found.

Exercises

Comment on the grammatical category of aspect and mood of the verbs, define the typological analyses.

1. The cook used to snatch away the letters from home, before she had read them. 2. As she neared the kitchen, Chris came from the garage where he'd been attending to a lorry with a magneto trouble, wiping his hands on some waste. 3. She was always telling herself that the only rational course was to make Edward a final statement of her intentions, then break off all communications. 4. I realized, that he had come away with me in order to discuss once more what he had been already discussing for hours with his sister-in-law. 5. I saw that it was 2 o'clock. We had been sitting there an hour and a half. 6.

It had long been dark when Arthur rang at the front door of the great house in the Via Borra. 7. It was three o'clock. The wind had fallen, the moon was shining over the quiet sea. 8. Every Sunday morning Ethel would read aloud while Ma Parker did her washing. 9. We'd got to Ruby's room by then. She wasn't there, of course, but she'd been there, because the dress she had been wearing was lying across a chair. 10. To take off her boots or to put them on was an agony to her, but it had been an agony for years. 11. Here I saw this man, whom I had lost sight of some time; for I had been travelling in the provinces. 12. When the Gadfly raised his head the sun had set, and the red glow was dying in the west. 13. It was Sunday morning and they had all been back at Grayhallock for three days. 14. Rainborough noticed that she had been crying, her face was stained with tears... 15. Ann was certainly being bravely cheerful in a way which both exasperated Hugh and half compelled his admiration. 16. The moment the noise ceased, she glided from the room; ascended the stairs with incredible softness and silence; and was lost in the gloom above. 17. We hadn't been married a month before I was out of love with him. He was in Lincolnshire at the time, and was living near him. 18. When Cowperwood reached the jail, Jasper was there. 19. Susan Nipper stood opposite to her young mistress one morning, as she folded and sealed a note she had been writing. 20. The whole party arrived in safety at the Bush before Mr. Pickwick had recovered his breath.

THE SUBJUNCTIVE MOOD

1. The Subjunctive Mood shows that the action or state expressed by the verb is presented as a non-fact, as something imaginary or desired. The Subjunctive Mood is also used to express an emotional attitude of the speaker to real facts.

In Modern English the Subjunctive Mood has synthetic and analytical forms.

"I wish I were ten years older," I said. (Braine) - «Хотел бы я быть на десять лет старше», — сказал я. : *I wish you would speak rationally.* (E. Bronte) - Я хотел бы, чтобы вы говорили разумно.

2. The synthetic forms of the Subjunctive Mood can be traced to the Old English period, when the Subjunctive Mood was chiefly expressed by synthetic forms. In Old English the Subjunctive Mood had a special set of inflections, different from those of the Indicative.

In course of time most of the inflections were lost and the difference between the forms of the Subjunctive and those of the Indicative has almost disappeared. However, in Modern English there are a few synthetic forms of the Subjunctive which have survived; they are as follows: the Present Subjunctive of all the verbs and the Past Subjunctive only of the verb to be.

I. The Present Subjunctive. In the Present Subjunctive the verb to be has the form be for all the persons singular and plural, which differs from the corresponding forms of the Indicative Mood (the Present Indefinite). In all other verbs the forms of the Present Subjunctive differ from the corresponding forms of the Indicative Mood only in the third person singular, which in the Present Subjunctive has no ending -s.

The Present Subjunctive denotes an action referring to the present or future. This form is but seldom used in Modern English. It may be found in poetry and in elevated prose, where these forms are archaisms used with a certain stylistic aim. It is also used in scientific language and in the language of official documents, where it is a living form.

*Wretched is the infant's lot,
Born within the straw-roof'd cot;
Be he generous, wise or brave,
He must only be a slave. (Southey)*
*Печальна судьба ребенка,
Родившегося в хижине с соломенной крышей,
Как бы великодушен, умен и храбр он ни был,
Он все равно будет рабом.*

Though all the world be false, still will I be true. (Trollope) - Даже если весь мир будет лживым, все же я буду правдива.

The Present Subjunctive also occurs in some set expressions. *Be it so!* - Пусть будет так! Да-будет так! *Suffice it to say that he soon came back.* Достаточно сказать, что он скоро вернулся. *God forbid!* ' Боже упаси! Сохрани бог! *Far be it from me to contradict you.* У меня и в мыслях не было противоречить вам.

In American English the Present Subjunctive is used not only in the above mentioned cases but also in colloquial language.

Yates called the hospital and insisted that one of the doctors come to the phone. (Heym) - Йейтс позвонил в госпиталь и потребовал, чтобы кто-нибудь из врачей подошел к телефону.

II The Past Subjunctive. In the Past Subjunctive the verb to be has the form were for all the persons singular and plural, which in the singular differs from the corresponding form of the Indicative Mood (the Past Indefinite).

Note.—Occasionally the form was, which coincides with the form of the Indicative Mood, can be found in the singular.

I know I am affectionate. I wouldn't say it, if I wasn't certain that I am. (Dickens)

The Past Subjunctive is widely used in Modern English and occurs not only in literature but also in colloquial language.

The term 'Past Subjunctive' is merely traditional as in Modern English it does not necessarily express a past action. In adverbial clauses of condition it denotes an unreal condition referring to the present or future. In other types of subordinate clauses it denotes an action simultaneous with the action expressed in the principal clause; thus it may refer to the present and to the past.

If I were ill I should like to be nursed by you. (Bennett) *Если бы я был болен, я бы хотел, чтобы за мной ухаживали вы.* *I want to go everywhere, I wish I were a gipsy.* (Galsworthy) *Мне хочется всюду побывать. Я хотела бы быть цыганкой.* *I wished he were less remote.* (Da Maurier) *Я хотела бы, чтобы он не был таким отчужденным.*

The analytical forms of the Subjunctive Mood consist of the mood auxiliaries should, would, may (might) or shall (which is seldom used) and the infinitive of the notional verb.

Mr. Barkis... proposed that my pocket-handkerchief should be spread upon the horse's back to dry. (Dickens) - *Мистер Баркис предложил положить мой носовой платок на спину лошади, чтобы он просох.* : *Yates wished Bing would stop thanking him, but Bins went on* (Heym) - *Йейтсу хотелось, чтобы Бинг перестал благодарить его, но Бинг все благодарил.* : *Whoever you may be, Sir, I am deeply grateful to you.* (Dickens) - *Кто бы вы ни были, сэр, я вам глубоко признателен.* *She lowered the blind and closed the shutters that he might not see the sun set.* (Voymch) - *Она спустила шторы и закрыла ставни, чтобы он не видел, как заходит солнце.* : *I propose that you shall come along with me.* (Dickens) - *Я предлагаю вам пойти со мной.*

Mood auxiliaries have developed from modal verbs, which have lost their modality and serve to form the analytical Subjunctive. Still there are cases when mood auxiliaries retain a shade of modality, for instance the verb might in adverbial clauses of purpose.

Lizzie stood upon the causeway that her father might see her. (Dickens) - *Лиззи стояла на дамбе, чтобы отец увидел ее (мог увидеть ее).*

In modern English the same meaning as is expressed by the Subjunctive Mood may also be rendered by the forms of the Indicative Mood - the Past Indefinite, the Past Perfect and occasionally the Past Continuous and the Past Perfect Continuous.

In adverbial clauses of condition the Past Indefinite denotes an unreal condition referring to the present or future; the Past Perfect denotes an unreal condition referring to the past.

The room is so low that the head of the tallest of the visitors would touch the blackened ceiling if he stood upright. (Dickens) - *Комната такая низкая, что голова самого высокого из посетителей коснулась бы закопченного потолка, если бы он выпрямился.* : *The noise about her was frightful, so deafening that if she had shouted aloud she would not have heard her own voice.* (Cronin) - *Шум вокруг нее был ужасный, такой оглушительный, что, если бы она громко закричала, она не услышала бы своего собственного голоса.*

In other types of subordinate clauses the Past Indefinite denotes an action simultaneous with the action expressed in the principal clause; the Past Perfect denotes an action prior to that of the principal clause.

Exercises

Paraphrase the following using the Subjunctive Mood according to the model.

Model: I **have no** car so I don't go to the Institute by car. If I had a car, I should go to the Institute by car.

1. She speaks in a low voice so I don't catch what she is saying. 2. You don't like reading so you do not find time to read. 3. Nelly is very strong in Grammar so she can help the students who lag behind. 4. He spends much time at the language laboratory so he has a good command of the language. 5. They joined our Institute library so they can borrow books to their liking. 6. Our English club is extremely popular with the students so a lot of students join it. 7. The evening department holds classes only four times a week so there is a difference in the curriculum for full-time and part time students. 8. The table is laid so we can have dinner. 9. You eat too much bread so you put on weight. 10. They didn't send for a

doctor in time so the child had a complication after the illness. 11. You kept late hours so you are run down. 12. The soup lacks salt, so it is not very tasty. 13. He doesn't take the medicine regularly so it doesn't work wonders. 14. The patient is running temperature so he will be taken to the hospital. 15. She is a very good cook, so everybody asks her to give a lesson in cooking.

Translate into English using the Subjunctive Mood in Conditional Clauses.

1. Агар уларнинг янги адресини билганимда, уларга хат ёзган бўлардим. 2. Унинг ота-онаси тирик бўлганда, ўз болалари ҳақида ғамхўрлик қилган бўлар эди. 3. Агар у шундай меҳнатсевар бўлмаганда, ишни шундай қисқа муддатда томонлай олмаган бўларди. 4. Агар хат ёзишни билганида, чол ўз набирасига, албатта хат ёзган бўларди. 5. Агар у сочини бошига чамбарак қилиб боғлаганида, яна ҳам кўркемроқ бўларди. 6. Агар мени унга таништиришганда, мен жуда хурсанд бўлардим. 7. Агар уни театргатаклиф қилишганда, у бу таклифни мамнуният билан қабул қиларди. 8. Агар ҳаво ёмонлашмаганда эди, биз у ерда яна 2 ҳафтага қолган бўлардик. 9. Агар биз бу масала бўйича кўпроқ маълумот олганимизда эди, биз бу ҳақда конференцияда хабар қила олган бўлардик. 10. Агар болаларни театрга олиб боришганда эди, уларга спектакль ёққан бўларди. 11. Агар Лени ва Сэрри турмуш қуришганда эди, улар жуда бахтли бўлишган бўларди. 12. Агар Эмили унга хотин бўлганда эди, Джорж денгизчи бўлмаган бўларди. 13. Агар телеграмма юборганингизда эди, мен сизни кутиб олиш учун вокзалга чиққан бўлардим. 14. Агар сени уйда топганимда эди, кечкурун сенга телефон қилишимга тўғри келган бўларди.

Complete the following sentences.

Model: But for the rain we should go on an excursion.

But for your help he wouldn't have passed the examination.

1. But for his wrinkled face he ... 2. But for the doctor I... 3. But for her old clothes she ... 4. But for the splendid acting of this talented actor the performance ... 5. But for your friendly support I ... 6. But for his handsome appearance everybody ... 7. But for this amusing incident the evening ... 8. But for her respectable father she ... 9. But for her fresh complexion she ... 10. But for the instructions of his wife he ... 11. But for a few merry wrinkles in the corner of his eyes her face ... 12. But for lovely child her life ... 13. But for a few spelling mistakes her composition 14. But for the meeting we 15. But for the fashionable modal the frock ... 16. But for the colour bar Lanny

Use the correct form of the verb in brackets.

1. I should accept with pleasure your invitation to the theatre if I (to be free). 2. If the frock were not so loose on me I (to follow one's advice and to buy) it. 3. If it hadn't been so cold last night we (to allow) the children to go to the skating-rink. 4. If I had a frock made of silk I (to put on) it to look more smart. 5. The apple pie would be more delicious if it (not to lack) sugar. 6. We should take mutton chops for the second course if they (to be over done). 7. If they (to work) at the language laboratory regularly their pronunciation would be better. 8. If the table were laid we (to have supper) now. 9. We should ask her to go shopping if she (to look so seedy). 10. They shouldn't have missed the train if they (to leave) 5 minutes earlier. 11. You (to go) by bus it were not so overcrowded. 12. If the child (to be running) temperature we should take him to the park, 13. We should offer fruit for dessert if you (to buy) some. 14. Dinner would have been more tasty if it (to be cooked) by mother.

Answer the following questions.

1. Where do you think, your brother would go if he were on leave? 2. What colour gloves would you buy to match a grey coat? 3. Where would she put up if she came to Tashkent? 4. What would you put on if it were cold today? 5. Would, you stay in town or go to the country if you graduated from the Institute this year? 6. What book would you borrow from the library if you joined it? 7. Which sports society would you join if you were a full time student? 8. How would you help your friend if he were weak in grammar? 9. What would you say if you wanted another helping of some dish? 10. What would you like your son to be an engineer or an agronomist? 11. Would you go to the canteen with me if it were dinner time? 12. If I had listened to the explanation attentively do you think I should not have made so many mistakes? 13. Which do you think she would prefer for dessert, tinned fruit or icecream? 14. What do you think you should see first if you were in Moscow for the first time?

Change the sentences of real condition into unreal condition.

1. If the weather is nasty, we shall stay at home. 2. If the soup lacks salt we shall add some salt into it. 3. I shall help my friends to the sake if they come to see me. 4. If there are many new words in the translation, they will use the dictionary. 5. I shall take you sight-seeing myself if there is no guide. 6. If

they have muttonchop we shall take some for the second course. 7. If you are still hungry, you can take another helping. 8. If the table is cleared, I shall bring the dessert. 9. If you make a cake, I shall not buy anything for the sweet course. 10. If he attends classes regularly, he will not have to study hard. 11. If I am invited by my friend to her birthday party, I shall present her with flowers.

Add sentences beginning with so or neither in the following sentences according to the model.

Model: If I were free, I should go to the country, and you? — So should I.

1. If I had got money, I should buy this book, and you? 2. If I had a headache, I shouldn't go skating, and you? 3. I should buy this dress, if it were of my size, and you? 4. If I were a member of this library, I should borrow books by modern English writers, and you? 5. If I were a full-time student, I should spend a lot of time at the language laboratory, and you? 6. If I were strong in Grammar, I shouldn't refuse to help him, and you? 7. If I went to Leningrad, I should see the Hermitage first of all, and you? 8. If I had any relatives in Moscow, I shouldn't put up at the hotel, and you? 9. If I was at home, I should lay the table myself, and you? 10. "If they had fried fish, I should take it for the second course, and you?"

Use the infinitives given in brackets in the required form of the Subjunctive Mood.

1. She (to be) so proud if she (to know) Mako was coming as well he thought. 2. If you (to go) to him with the recommendation and (to ask) for five hundred scudi, I dare say he (to give) them to you at once. 3. If he (to want) to see me he (to ask) us to the Majestic. 4. It was as though he (to follow) his son's thoughts. 5. Then I looked over my article on the battle of Phat Diem, so that I (to send) it out to be posted under a Hong kong dateline. 6. If you (to love) me you (to go off) this way and leave me to lie awake at night, wondering whether you're arrested, or dream you are dead whenever I go to sleep. 7. Phuong sat quiet with her hands in her lap as though she (to listen) to a movie. 8. I hear my son in the kitchen so I think I will have a cup of coffee with you and then I will go so that you (to talk) with freedom, heh». 9. «I think we have misunderstood each other; of course I (not to laugh) if I (to think) you were serious. 10. I wish you (to marry her) Thomas». 11. But believe me, if I (to think) that you disliked me or felt any repulsion to the thing I (never to suggest) it, or (to take) advantage of your position to persuade you to it. 12. «It was an Englishman called Shelly, «Mako said.» He loved freedom and fought for it. If he (to be) alive to day he (to fight) for the freedom of the African people». 13. She felt as though she (to be served) better, and her heart revolved. 14. The colonel spoke suddenly in English, good English. He said. «If the supplies promised by the Americans (to arrive) we (to have) more drop. 15. If I (to want) her here and (to want) you to see her I (not to put) her on the other side of the farm. 16. The Gadfly started as if he (to be shot). 17. I (to tell) her to keep her place if I (to be) you. She might be here weeks without getting another one. 18. If the story (to seem) good enough I (to fly) to Hong Kong and (to send) it from there. 19. But I wish you (to accept) the invitation of your English doctor friend; if you (to spend) a month in his house you (to be) more fit to study.

Paraphrase so as to use Subjunctive Mood in Adverbial Clauses.

1. She understood that he had invented a pretext in order to leave her alone with the Gadfly. 2. And the pound of water would last a week if kept in cold water - and if she watched Mabel. 3. Arthur stood up and answered slowly, as though, repeating a catechism. 4. We sank together into to mud very slowly so as to make the least disturbance of the rice. 5. Lan-ny reached down to pick up his cases. 6. But for the rain we should have stayed in the forest. 7. On hearing the news he stood as if tongue-tied. 8. They spoke in a whisper so as not to wake anyone in the room. 9. Though tired, he decided to visit his friend who was ill. 10. Whatever the difference, the two articles discuss one and the same question. 11. She would never complain in his place. 12. Dear Helen, I am coming back to England next April to take the job of foreign editor.

Translate into English.

1. Ривера ҳам яқинлашиб келаётган Мексика революциясига қўлидан келганча ҳисса қўшиш ўчун худди бошқалар каби астой-дйл ишларди. 2. Агар мен Мопассан бўлганимда мен ўз китобларимга безак сифатида Тулуз - Лотрекнинг расм ва суратларини, Ренуар умрининг ўртасида чизган айрим планерларини олган бўлардим. 3. Шунда у олдинда гўё умид чироғи милтираётганини кўраётгандай бўларди. 4. Хотин ишини давом эттириш учун ёзаётган хатни бошқатдан ўқиб чиқишга мажбур бўлди. 5. Герствуд Керри билан танишгандан буён бамисоли роҳат фароғат томон элтадиган йўлга тушиб олганди. 6. - У фронтга қайтиб бормаслик учун жўртгага қўп ичкилик ичгансиз, дейди. 7. Енгил машинада вокзалга келганимизда, поездга

кечикмаган бўлардик. 8. Агар яхши тайёргарлик кўрганимизда имтиҳондан йиқилмаган бўлардингиз. 9. У жуда банд бўлса ҳам, спектаклларга боришга вақт топарди. 10. Агар докторга ўз вақтида мурожаат қилганингизда, аллақачон соғлом бўлардингиз. 11. Совуқ бўлишига қарамадан улар йўлда юришга қарор қилдилар. 12. Унинг отаси инглиз эди ва у инглизчани худди бутун умри бўйи Лондонда яшагандек гапирарди. 13. Бу қондани тушунмаганингизга ҳайронман. У жуда осон-ку! 14. Доктор беморга Қримга боришни маслаҳат берди 15. Унинг истаги гуруҳдаги аълочи талабалардан бири бўлиш эди.

Paraphrase so as to use Subjunctive Mood in attributive object, subject and predicative clauses.

1. They insisted on interrogating some more witnesses. 2. His father's wish was to see him a doctor. 3. It is a pity she didn't speak to the director. 4. The requirement was for every applicant to bring some documents. 5. It is strange for the man to have mentioned such old facts. 6. He wished to enter the University. 7. The order was for them to arrest him. 8. It is high time for you to forgive him. 9. We all approved the old teacher's desire to see the school built before he retired. 10. It is necessary for the boys to go in for sports. 11. The workers demanded freedom for the patriots arrested by the police. 12. I suggest giving our explanations. 13. The main thing is for them to fulfil the plan in time. 14. I did not like his plan of going to the theatre. 15. It is very important for you to have an aim before you.

Lesson 14. Clauses. Nominal clauses. Relative clauses

A clause is a group of words that includes a subject and a verb. We use clauses to form sentences or parts of sentences. There are a number of different types of clause including main clauses, subordinate clauses, coordinate clauses and adjective (or relative) clauses.

What is a Clause in English?

For starters, what is a clause in English?

A clause is an important feature of written English. Put simply, it's a group of words that includes a subject and a verb.

Clauses are what make up a sentence, and there are different kinds including main clauses, coordinate clause and subordinate clauses. Clauses are also one of the building blocks of written English, which means it's important for children to understand what they are.

To help us answer the question of 'what is a clause in English?', let's look at an example:

The fast, red squirrel darted up a tree.

The subject of this clause is the squirrel, and the verb is 'darted'. This can also be called a simple sentence.

What Are The Different Types of Clause?

Now that we've answered the question of 'what is a clause in English?', it's important to be aware that there are a number of clause types that can be used in a sentence. In this next bit, we'll explain the main clause types and give you a couple of handy examples of them in action:

1. What is a main clause?

A **main clause** is a group of words that contains a subject and a verb. A main clause can form a complete sentence all on its own. Main clauses are also often referred to as **independent clauses** because they don't need any additional information to make sense. They can stand alone perfectly fine without the support of another clause. They express a complete thought.

Sentences can consist of two main clauses or a main clause and another type of clause. When there is only one main clause and another different type of clause, the second clause depends on the main clause to make sense.

Examples of main clauses include:

- The cat mewed.
- His car broke down at the station.
- The girl laughed loudly.

2. What are subordinate clauses?

When we're talking about 'what is a clause in English?', another important one to know about is the subordinate (or dependent) clause!

Unlike main clauses, **subordinate clauses** need a little help to make sense, and they are also often referred to as dependent clauses. A subordinate clause is a clause that can't stand alone as a

complete sentence, even though it contains a subject and a verb. It doesn't contain a complete thought as a main clause does. It has to be linked to the main clause using a subordinating conjunction.

Examples of subordinate clause include:

- Sitting happily, the chicken laid eggs.
- The chicken, who was busy laying eggs, sat happily.
- Looking over the hill, she sighed wistfully.
- She sighed wistfully, looking over the hill.
- The girl, who was looking over the hill, sighed wistfully.

'Sitting happily' is a subordinate clause because it's not a complete thought. It needs the main clause, 'the chicken laid eggs', to make any sense to the reader.

3. What are coordinate clauses?

A **coordinate clause** is made when you connect two independent clauses that are of equal importance. These clauses are connected by coordinating conjunctions. Similar to subordinate clauses, coordinate clauses also combine two sentences, so it can be difficult to get the difference between them right.

A good way to remember the difference between the two is to first think of the meaning of 'coordinate'. To coordinate means to work together on equal standing. A coordinate clause contains two sentences with equal importance. So, just remember that in a coordinate clause, the two sentences are working together as a team to make one coordinate clause.

Examples of coordinate clauses include:

- He wanted to go to the beach, but it started raining.
 - You can feed the dog, or you can wash the dishes.
 - They have homework to do, yet they keep putting it off.
- These two clauses are connected by a coordinating conjunction.
- I like chocolate and I like sweets.

Both 'I like chocolate' and 'I like sweets' are main clauses that can make sense independently. They've been joined together by the coordinating conjunction, 'and', to make coordinate clauses.

4. What are adjective clauses?

An **adjective clause** begins with a relative pronoun (such as whom, whose, which, or that) or a relative adverb (when, where, or why). This type of clause includes a relative pronoun or adverb alongside a subject and / or a verb. Similar to a subordinate clause, an adjective clause is a dependent clause because it relies on the rest of the sentence to make sense.

A good tip for remembering how to spot an adjective clause is to watch out for certain words. The only words that can be used to introduce an adjective clause are relative pronouns (who, whose, whom, which or that) and subordinating conjunctions (when and where).

Examples of adjective clauses include:

- The girl who has short hair is laughing.
- The book which has the dragon on the cover is my favourite.
- The stray cat that I pet sometimes is friendly.
- Those people whose names are on the list will go to camp.

Similar to a subordinate clause, an adjective clause is a dependent clause because it relies on the rest of the sentence to make sense. The phrase 'whose names are on the list' isn't a complete thought, so it wouldn't make sense all on its own.

5. What are noun clauses?

Next up on our journey of learning 'what is a clause in English?', we have noun clauses!

A **noun clause** is any clause that works in the same way as a noun. In other words, you could replace the clause with a noun, and it would still make sense. Noun clauses act in the same way as a noun or pronoun. It contains a subject and a verb, but not a complete thought, so it can't stand as its own sentence. A noun clause starts with a pronoun or a subordinating conjunction. Here are some examples of noun clauses.

- Do you know what you're going to wear?
- Do you know what dress to wear?
- Do you know where the café is?

- The café where I work is just over there.

6. What are adverb clauses?

An **adverb clause** is a dependent clause that doesn't make sense on its own. It relies on an independent clause to make sense. This is why they're sometimes called dependent adverb clauses. An adverb clause offers a description and modifies the sentence, similar to how an adverb does. It contains a subject and a verb, but it doesn't express a complete thought.

Examples of adverb clauses include:

- She walked slowly.
- She walked like an old lady.
- She walked as if she were heading to the gallows.

How Do You Identify a Clause In a Sentence?

We've learned 'what is a clause in English?' and we've discovered some of the different types of clause, but how do you actually spot one?

There are many simple ways that you can identify different types of clause in a sentence through its structure and choice of nouns, adjectives and connectives. Read this simple breakdown in how to identify a clause.

- **Noun clause:** To identify whether a dependent clause is a noun clause, see if you can replace the clause with a pronoun (he/she/it/them) or noun.
- **Adjective clause/relative clause:** An adjective clause takes the place of an adjective in a clause or phrase. It acts just like an adjective by describing a noun or pronoun. It's also known as a relative clause.
- **Adverb clause:** An adverb clause is a dependent clause that doesn't make sense on its own. It relies on another, independent clause to make sense. This is why they're sometimes called dependent adverb clauses, too. You can spot an adverb clause as it answers the question of how, when, where and why something happened. It gives an explanation for the independent clause and provides more detail and information.

Activity 1. Change direct questions into indirect questions.

Example:

What did she do? - Can you tell me what she did?

Do we have enough sugar? - I wonder if we have enough sugar.

1. Why did she cry?

Can you tell me _____?

2. Does she speak Greek?

I'd like to know _____ Greek.

3. Where is Joe?

Do you know _____?

4. What time does the show start?

Do you have any idea _____?

4. Is he all right?

I wonder _____ all right.

5. What did he want?

Would you mind telling me _____?

6. Whose car was it?

Could you let me know _____?

7. Is this the right train?

Do you have any idea _____ the right train?

8. When will they get married?

I wonder _____.

9. How long has she known him?

I'd like to know _____ him.

10. Could you babysit tonight?

I was wondering _____ tonight.

11. What is her name?

- Can you tell me _____?
12. Do they have any free tickets?
Could you let me know _____ some free tickets?
13. Where were the boxes?
Can you remember _____?
14. Which countries did she visit?
Do you know _____?

Activity 2. Choose the best answer.

1. I don't know _____ to telephone.
A) whom did Tom want B) why was Tom going
C) when is Tom D) who Tom was going
2. No one seemed to know _____.
A) why was he angry
B) which party has won
C) when the festival was due to start
D) what is his latest decision
3. "Why don't we go out for dinner?" His wife suggested that _____.
A) they would go out for dinner
B) they should go out for dinner
C) we will go out for dinner
D) we'd like to go out for dinner
4. "Oh dear! It looks as if it is going to rain again." Mother was afraid that _____.
A) it was raining again B) it was going to rain
C) it is going to rain again D) it looked like rain again
5. "Fantastic! I've actually passed my exam!" exclaimed Janet. Janet was delighted to find that _____.
A) I'd passed my exam B) I've passed my exam
C) she's passed her exam D) she'd passed her exam
6. I doubt _____ anybody knows how to solve the housing problem in Turkey.
A) whether B) which C) why D) what
7. It is important that you _____ late.
A) don't be B) won't be C) not to be D) not be
8. The doctor recommended that she _____ in bed for a few days.
A) will stay B) stay C) would stay D) to stay
9. The bank manager suggested that I _____ again the following year.
A) should apply B) applied
C) to apply D) would apply
10. _____ is still uncertain.
A) Why did they lose the match
B) He is really guilty
C) When will they come
D) Who first reported the fire
11. The accused pretended that he _____ the lawyer's question.
A) didn't understand B) hasn't understood
C) doesn't understand D) wouldn't understand
12. His doctor recommended that he _____ taking sleeping pills for a while.
A) would try B) should try C) tries D) tried
13. _____ next was lost in the general uproar.
A) What the speaker said
B) That the speaker said
C) What did the speaker say
D) The speaker said that
14. _____ is where you get all your energy from.

- A) It amazes me B) That amazes me
 C) What amazes me D) That amazed me
15. _____ me to do is out of question.
 A) What you are asking B) How you are asking
 C) That you ask D) That you asked
16. No one doubted _____ sincere in his beliefs.
 A) what he was B) that he was
 C) why was he D) that he is
17. He didn't even apologize. This made her really angry. _____ he didn't even apologize made her really angry.
 A) Why B) What C) The fact that D) The reason
18. _____ made her angry was the fact that her husband had forgotten her birthday.
 A) Why B) The fact that
 C) What D) The thing
19. On entering the restaurant, I immediately realized _____ so popular.
 A) why was it B) how is it
 C) the fact that was D) why it was
20. Where the pilot finally managed to land _____.
 A) is not known B) nobody knows
 C) we don't know D) nobody knew

Lesson 15. Adverbial clauses. Comment clauses

An adverbial clause, sometimes referred to as an adverb clause, is a group of words that, together, functions as an adverb. This means that the clause describes or modifies a verb, adjective, or another adverb. Unlike other types of clauses, an adverbial clause is always a dependent clause. This means that it cannot stand on its own as an independent sentence. Adverbial clauses make sentences richer by providing additional context and description that standard adverbs cannot. See how adverbial clauses and adverbs compare in these examples:

He bakes cakes weekly.

He bakes cakes before he leaves for work every Sunday.

Eagerly, my brother agreed to the business proposal.

As dollar signs flashed in his eyes, my brother agreed to the business proposal.

As you see in these examples, adverbial clauses can appear at any point in a sentence. They can be literal or figurative, like the clause in the fourth example.

Every part of speech, as well as every kind of phrase and clause, is a tool designed for a specific purpose. When you need to write a succinct sentence, use an adverb. When you need more information, use an adverbial clause.

What's the difference between an adverbial clause and an adverbial phrase?

An adverbial clause is similar to, but not the same as, an adverbial phrase. Both are groups of words that play the adverb role, but with one key difference: An adverbial clause contains a subject and a verb, while an adverbial phrase does not.

Here are a few examples of adverbial phrases:

Andrei eats his lunch with gusto.

We thought, through logic, that the next bus would come at 3:10.

And here are similar examples of adverbial clauses:

Andrei eats his lunch faster than everyone else eats.

We thought, because the bus has been so predictable lately, that the next one would come at 3:10.

Types of adverbial clauses

Adverbial clauses come in many different forms. Each of these forms is characterized by the nature of the information the clause is communicating.

Adverbial clauses of manner

An adverbial clause of manner describes how the action described in the sentence's main clause is taking place or previously took place. Here are a few examples:

She addressed the crowd as she had practiced in the mirror.

They designed the new product the way innovators problem-solve around design flaws.

Adverbial clauses of place

Adverbial clauses of place describe where the action in a sentence's main clause takes place. See how they work in these examples:

My son told me another fight broke out where he eats lunch at school.

They drove beyond where the city ends.

Adverbial clauses of condition

With an adverbial clause of condition, you can communicate the conditions related to the verb, adverb, or adjective in the sentence's main clause. These examples demonstrate a few ways to use adverbial clauses of condition:

We'll be sitting in the conference room until they tell us to leave.

Whether my husband likes it or not, we'll be celebrating Thanksgiving at my parents' house.

Adverbial clauses of reason

Adverbial clauses of reason tell us the reason for the action being taken in the sentence's main clause. These clauses generally use subordinating conjunctions like *because*, *unless*, and *since*.

Here are a few examples of sentences that include adverbial clauses of reason:

We adopted these two cats because they are a bonded pair.

He's amazing at billiards since he spent his youth working in a pool hall.

Adverbial clauses of time

Adverbial clauses of time communicate *when* the action in a sentence takes place:

Before she got home, she called and ordered a pizza.

They assembled, dressed, and marched out as the band played.

Adverbial clauses of purpose

Like adverbial clauses of reason, adverbial clauses of purpose frequently involve subordinating conjunctions. These two kinds of clauses can look similar, but they have one key difference: While adverbial clauses of reason give the reason *why* something is happening, adverbial clauses of purpose explain the reason *to* take a specific action. Here are a few examples:

We studied all night so we would pass the exam.

So that they could ease the traffic flow, the event organizers split the group into three cohorts.

Adverbial clauses of comparison

Adverbial clauses of comparison are clauses that communicate how the subject of the dependent clause compares to the subject in the main clause. There are two types of adverbial clauses of comparison: adverbial clauses of comparison of degree and adverbial clauses of comparison of manner.

Here are a few examples of adverbial clauses of comparison of degree:

Felix is as good at video games as he is good at weight lifting.

We expected the afternoon class to perform better on the test than the morning class did.

Here are a few examples of adverbial clauses of comparison of manner:

The events unfolded as the oracle prophesized.

My wedding vows went as well as I'd hoped.

Adverbial clause of concession

In an adverbial clause of concession, the writer acknowledges or admits a factor that modifies the main clause. Take a look at these adverbial clauses of concession:

Despite how I had good intentions, the interaction went horribly wrong.

The department head hired the first person they interviewed, though twenty people applied for the job.

Examples of adverbial clauses

Previously, we demonstrated how adverbial clauses can appear at the beginning or at the end of a sentence. They can also appear in the middle, as they do in these examples:

Our team, whenever they win a match, acts like a swarm of bees and comes together as a cohesive unit.

Udarsh sat, because his usual spot at the table was taken, in a chair in the corner.
Adverbial clauses can be long, sometimes even longer than their sentences' main clauses:

Because there was ice on the road and I'd already slipped and fallen twice in the last week, I stayed home from school.

My sister, although she showed more patience than I've ever seen her have before, still rushed ahead.

They can also be quite short:

I took out the trash because it stunk.

It was dark in the hallway, so Nina illuminated it after she found a match in her backpack.

Activity 1. Fill in the blank with the correct word from the box.

1. I decided to go out partying with my friends after work _____ I was very tired.
2. Sam asked me to call and remind him to bring the tickets _____ he wouldn't forget them.
3. Lisa gets really nervous _____ she has to make a presentation in front of the class.
4. Vicky isn't buying any new clothes this month _____ she is trying to save money.
5. I stayed up all night studying _____ I could get a good mark on the test.
6. I get really upset _____ I think about how much money the government wastes on useless projects.
7. David got really angry when he got a parking ticket _____ he is usually easygoing.
8. Peter stayed late at the office on Friday _____ he had an important project to finish.
9. Stella borrowed \$14,000 from the bank _____ she could buy a new car.
10. _____ I have a day off, I like to spend it at the beach.

Activity 2. Rewrite the following sentences so that they have the same meanings as the first ones.

- 1) Although Tom was a poor student, he studied very well. => In spite of
.....
- 2)) Mary could not go to school because she was sick. =>Because of
.....
- 3) Although the weather was bad, she went to school on time. => Despite
.....
- 4) My mother told me to go to school although I was sick. => In spite of
.....
- 5) Because there was a big storm, I stayed at home. => Because of
.....
- 6) Tom was admitted to the university although his grades were bad. =>Despite
.....
- 3) Although she has a physical handicap, she has become a successful woman. => Despite
.....
- 8) In spite of his good salary, Tom gave up his job. =>
Although.....
- ... 9) Though he had not finished the paper, he went to sleep. => In spite of
.....
- 10)In spite of the high prices, my daughter insists on going to the movies. => Even though
.....
- 11) Many people began to wearing jeans because they were cheap. => Because of
.....
- 12) Since he was careless, Tom lost the game. => Because
of.....
- 13) Although she behaves well, no one loves her.
Despite.....
- 14) Because of the cold weather, the crops are late this year. => Because
.....

- 15) Mary was worried because Tom was late. => Because
of.....
- 16) Tom walked slowly because his leg was bad. => Because
of.....
- 17) I came here because I want the English course. => Because
of.....
- 18) I went to school although it was hot.
Despite.....
- 19) Because of the dust in the room, I can't go in. => Because
there.....
- 20) Because of too much smoke, we have to wear masks . => Because
.....

2. Mustaqil ta'lim mashg'ulotlari

№	Mavzular	Hajmi (soat)
1	Introduction.Proper nouns.Common nouns.Articles	2
2	Adjectives. Grammatical categories of adjectives. Adverbs. Adjectives or adverbs?	2
3	Irregular verbs. Main verbs . Auxiliary verbs	2

4	Case(common, possessive or genitive)	2
5	Interrogatives. Nationality words	2
6	Plurals. Singulars.Native and foreign plurals and singulars	2
7	Prepositions and prepositional adverbs	2
8	Noun phrases, verb, prepositional and other phrases	2
9	Sentences. Subjects. Agreement in number	2
10	Predicates. Actives and passives	2
11	Comparison. Condition.Purpose	2
12	Introductory it . Introductory there	2
13	Indicatives. Subjunctives.Imperatives	2
14	Clauses. Nominal clauses.Relative clauses.	2
15	Adverbial clauses. Comment clauses	2
	Total :	30 hours

3. Glossariy

№	ENGLISH	UZBEK	RUSSIAN
1	A pronoun -a word that is used instead of a noun or noun phrase, such as —he instead of —Peter or —the man	олмош	Местоимение
2	Accuse – claim that (someone) has done something wrong	айбламоқ	обвинять, винить
3	Achieve – (verb) successfully bring about or reach (a desired objective or result) by effort, skill, or courage	эришмоқ	добиться, достигнуть
4	Adverb - a word that adds to the meaning of a verb, an adjective, another adverb, or a whole sentence.	равиш	наречие
5	Although - 1. despite the fact that but <i>an affirmative answer/response</i>	...га қарамай	Несмотря на...
6	An object - a noun or pronoun representing the person or thing that something is done to.	объект	Объект
7	Assignment - a task or piece of work allocated to someone as part of a job or course of study	машғулот	занятие
8	Auxiliary verb –a verb that is used with another verb to show its tense, person, mood etc.	ёрдамчи феъл	Вспомогательный глагол
9	Breakdown - [c] a failure to work or be successful	муваффақиятсизлик	неудача
10	Bring on - make something happen, usually something bad	содир этиш	происходить
11	Capable - able to do things effectively and skillfully, and to achieve results	ақли	Умный
12	Clause - a group of words, consisting of a subject and a finite form of a verb (= the form that shows the tense and subject of the verb) which might or	эргаш гапли қўшма гап қисми	Предложение

	might not be a sentence		
13	Coach - (noun) an instructor or trainer in sport	тренер	Тренер
14	Complement - word that describes subjects	хушомад	Комплемент
15	Conclusion -something is true after you have thought about it carefully and have considered all the relevant facts.	хулоса	Заключение
16	Complex sentence - in grammar, a sentence which contains a main part and one or more other parts.	эргаш гапли кўшма гап	Придаточное предложение
17	Concessive clause - clause, often beginning with 'though' or 'although', which expresses an idea that suggests the opposite of the main part of the sentence	тўсиқсизлик эргаш гапли кўшма гап	Придаточное предложение уступки
18	Consider -to spend time thinking about a possibility or making a decision	мушоҳада қилмоқ	рассматривать
19	Consolidation - the situation in which two or more things, for example companies or organizations, are joined together	ҳамкорлик	Сотрудничество
20	Constantly - continuously over a period of time; always./'k nt .st ə nt.li/ /'kɑ:nt -/ <i>adverb</i>	доимий	постоянно
21	Contest - (noun) an event in which people compete for supremacy in a sport or other activity, or in a quality	мусобақа	Конкурс
22	Continual -/kən'tɪn.ju.əl/ <i>adjective</i> happening repeatedly, usually in an annoying or not convenient way	мунтазам	Постоянный
23	Contrast -an obvious difference between two or more things, 2 (v) [T] to compare two people or things in order to show the differences between them	фарқлилик, зидлик	Противоположность
24	Coordinating conjunction - a word such as —and, but which joins two words , groups or clause that are equal in importance or rank.	тенг боғловчи	Соединительный союз
25	Dare -to be brave enough to do something difficult or dangerous, or to be rude or silly enough to do something that you have no right to do	журъат қилмоқ	осмеливаться
26	Decision - a choice that you make about something after thinking about several possibilities	қарор	решение
27	Defining relative clause - They define, give us essential information about a general term or expression	аниқловчи нисбий эргаш гапли кўшма гап	Определительно относительное предложение
28	Delay – (verb) be late or slow; loiter	кечкикиш	Опоздание
29	Deliver -to take goods, letters, parcels,	етказиб бериш	доставлять

	etc. to people's houses or places of work		
30	Dependent clause - in grammar, a clause which cannot form a separate sentence but which can form a sentence when joined with a main clause; a subordinate clause	тобеъ гап	Придаточный предложение
31	Derivation -the origin of something, such as a word, from which another form has developed, or the new form itself	ясашиш	Деривация
32	Despite - without taking any notice of or being influenced by; not prevented by	...га қарамай	Несмотря на...
33	Even though -although	хаттоки	даже
34	Expand -to increase in size, number, or importance, or to make something increase in this way	кенгайтирмок	растягивать, увеличивать
35	Feedback - information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement	Бирор машғулот хақида маълумот	Федбак
36	Form –a way of writing or saying a word that shows its number, tense etc	Шакл	Форма
37	Formal to look carefully at something or someone	расмий	официальный
38	However -despite this in actual fact, really	...га қарамай	Несмотря на...
39	Indirect question - question that is reported to other people in speech or writing, rather than the exact words of the original question, for example 'He asked me what was wrong.'	Ўзлаштирма савол	Косвенный вопрос
40	Evaluation -the making of a judgement about the amount, number, or value of something; assessment	бахолаш	Оценка
41	Knowledge - understanding of or information about a subject that you get by experience or study, either known by one person or by people generally	билим	знание
42	Look down – to express or show contempt or consider to be unworthy of one's consideration	хурматсизлик кўрсатиш	Показать неуважение
43	Look up – to have respect (for)	...га нисбатан хурмат	Неуважение на...
44	Mainly - /'meɪn.li/ <i>adverb</i> usually or to a large degree	Асосан	Главным образом
45	Nevertheless - despite what has just been said or referred to	Нима бўлса ҳам	Тем не менее
46	Non defining relative clause -simply give us more information about something or someone	аниқловчисиз нисбий эргаш гапли кўшма гап	Без определительное относительное предложение
47	Object - a person or thing that is affected by the action of a verb or involved in the result of an action, or a noun, pronoun or noun phrase that	Объект	Объект

	represents that person or thing		
48	Participle –one of the forms of a verb that are used to make tenses.	Сифатдош	Причастье
49	Past Perfect Tenses – the form of a verb that shows that the action described by the verb was completed before a particular time in the past.	Ўтган тугалланган замонлар	Прошедшие совершенное время
50	Peculiarity – feature /pɪˌkjuː.liˈær.ə.ti/ /-ˈer.ə.ti/ <i>noun</i> STRANGE	Ўзига хос хусусиятлар	специфичность; особенность
51	Persuade- to make someone do or believe something by giving them a good reason to do it or by talking to that person and making them believe it	Ишонтирмак	Убеждать
52	Prediction- a statement about what you think will happen in the future	Аввалдан айтиш	Предсказание
53	Preparatory- done in order to get ready for something	Тайёрланган	Подготовительный
54	Prepositional phrase – a phrase beginning with a preposition.	Предлогли фраза	Предложная фраза
55	Pretend- to behave as if something is true when you know that it is not, especially in order to deceive people or as a game	Даъво қилмоқ	Претендовать
56	Procedure- a set of actions that is the official or accepted way of doing something	Процедура, бажариладиган иш тартиби	Процедура
57	Quality - /ˈkw ɪ.ti/ /ˈkwaː.lə.ti/ <i>noun</i> STANDARD	сифат	Качество
58	Quantity- the amount or number of something, especially that can be measured or is fixed	миқдор	Количество
59	Question tag- a short phrase such as 'isn't it' or 'don't you' that is added to the end of a sentence to check information or to ask if someone agrees with you real; existing in fact	Тасдиқ сўроқ	Потвердительный вопрос
60	Relative clause- in grammar, a clause which cannot form a separate sentence but which can form a sentence when joined with a main clause; a subordinate clause ;give more information about something, without having to start a new sentences.	Нисбий олмошли эргаш гапли қўшма гап	Относительное придаточное предложение
61	Reported speech –word that’s used to tell what someone says without repeating their actual words.	Ўзлаштирма гап	Косвенная речь
62	Researcher - (noun) engaged in or intended for research	Тадқиқотчи	Исследователь
63	Settle down- to start living in a place where you intend to stay for a long time, usually with your partner	Жойлашмоқ	успокаивать

64	So- very, extremely, or to such a degree. 2. MAINLY US NOT STANDARD used before a noun or before <u>not</u> to emphasize what is being said 3. Used at the end of a sentence to mean to a very great degree	Жуда	очень
65	Source- the place something comes from or starts at, or the cause of something	Манба	Ресурс
66	Structure- the arrangement of and relations between the parts or elements of something complex	Тузулма	Структура
67	Synthetic- products are made from chemicals or artificial substances rather than from natural ones.	синтетик	синтетик
68	Spread- to (cause to) cover, reach, or have an effect on a wider or increasing area	Тарқалмоқ	Распространяется
69	Skill- the ability to do something well; expertise	қобилият	Навык
70	Subject- a noun , noun phrase, or pronoun that usually comes before main verb and represents the represents the person or thing that performs the action of the verb or about witch something is stated.	Эга	Подлежащие
71	Subjunctive- a set of forms of a verb, in some languages, that refer to actions which are possibilities rather than facts	Субъюнктив	Субъюнктив
72	Subordinate clause- in grammar, a clause which cannot form a separate sentence but which can form a sentence when joined with a main clause	Эргаш гап	Придаточное предложение
73	Such- used before a noun or noun phrase to add emphasis 2. In the true or exact meaning of the word or phrase	...дек	Такой, подобный
74	Summarize- to express the most important facts or ideas about something or someone in a short and clear form	Хулоса ясамоқ	Подводить итог
75	Supervise- to watch a person or activity to make certain that everything is done correctly, safely, etc.	Раҳбарлик, назорат қилиш	смотреть, наблюдать (за чем-л.)
76	Supervisor- a person whose job is to supervise someone or something	Раҳбар	руководитель
77	Suppose- to think that something is likely to be true for sucking liquid out of something or pushing liquid into something, especially one with a needle that can be put under the skin and used to inject drugs, remove small amounts of blood, etc.	Тахмин қилмоқ	предполагать
78	Take smth over- to start doing a job or	Иш бошламоқ	Начать работу

	being responsible for something that another person did or had responsibility for before. 2. to get control of a company by buying most of its shares (= the equal parts into which the ownership of the company is divided)		
79	Tend -to be likely to behave in a particular way or have a particular characteristic the level of enjoyment, comfort and health in someone's life	Ўзини тутмоқ	Стремиться
80	Though - 1. despite the fact that 2,but, 3.as if	...са ҳам	Хотя
81	Thread -(a length of) a very thin fiber	Юпқа ип	нитка
82	Threaten -to tell someone that you will kill or hurt them or cause problems if they do not do what you want to consider or have an opinion about something or someone to or in any or every place ; to or in any or every place Too- more than is needed or wanted; more than is suitable or enough.	Кўрқитмоқ	Пугать
83	Wherever - /weə' rev.ə r / /wer'ev.ə/ <i>adverb ,conjunction</i>	Қаерда бўлса ҳам	Где бы не...
84	While - (MAINLY UK FORMAL whilst) despite the fact that; although	...ганда	Пока, время

4. ILOVALAR
4.1 .FAN DASTURI

O'ZBEKISTON RESPUBLIKASI OLIY VA ORTA MAXSUS TA'LIM VAZIRLIGI

ANDIJON DAVLAT CHET TILLARI INSTITUTI

“TASDIQLAYMAN”

INGLIZ TILI KOMMUNIKATIV GRAMMATIKASI
FAN DASTURI

Bilim sohasi:	100000 – Ta’lim sohasi 200000 – San’at va gumanitar soha
Ta’lim sohasi:	110000 – Ta’lim 230000 – Tillar
Ta’lim yo’nalishi:	60111800 – Xorijiy til va adabiyoti (ingliz tili) 60230200 – Tarjima nazariyasi va amaliyoti (ingliz tili)

Andijon – 2022

Fan/modul kodi ITKG2102	O’quv yili 2022-2023	Semestr 1	ECTS-Kreditlar 2	
Fan/modul turi Tanlov	Ta’lim tili Ingliz tili		Haftadagi dars soatlari 2	
1.	Fanning nomi	Auditoriya mashg’ulotlari (soat)	Mustaqil ta’lim (soat)	Jami yuklama (soat)
	Ingliz tili kommunikativ grammatikasi	30	30	60
2.	I. Fanning mazmuni			

Ushbu fan talabalarga grammatik bilimlarini o'zlashtirishga, o'rganilayotgan chet tili grammatikasining muloqotdagi xususiyatlarini farqlash va ishlata bilish ko'nikmalarini rivojlantirishga, grammatik qonun-qoidalarni boyitib borishning maqbul usullaridan foydalana olishni o'rgatadi. Shuningdek, amaliy grammatika moduli orqali o'rganilayotgan til grammatikasini muloqotda to'g'ri qo'llashni, muloqot jarayonida grammatik formalarni to'g'ri qo'llay olish ko'nikmalarini shakllantirishga va talabalarining til modellari va strukturalari haqidagi bilimlarini oshirishga yordam beradi.

II. Asosiy qism (amaliy mashg'ulotlar)

II.I. Fan tarkibiga quyidagi mavzular kiradi:

Ingliz tili kommunikativ grammatikasi fani 1-semestr davomida o'qitiladi.

2.1.1. Ingliz tili kommunikativ grammatikasi fani mazmuni

- Artikllar va aniqlovchilar;
- ot (qo'shma otlar, sanaladigan/sanalmaydigan otlar);
- olmoshlar;
- fe'l (m.n. fe'l zamonlari, fe'l mayllari, passiv daraja, modal fe'llar, fe'li birikmalar fe'lining noaniq formalari: infinitiv, hozirgi/o'tgan zamon ravishdoshlarivah.k.);
- sifat (qiyosiy daraja, orttir madaraja);
- ravish (ravish yasalishi);

Grammatik bilimlar faqat nazariyaga asoslangan ma'lum qolipdagi qoidalardan iborat bo'lmay, balki grammatik hodisaning kommunikativ nutqda aynan qanday va qaysi o'rinlarda qo'llanilishi orqali tushuntiriladi. Bunda asosan:

- til o'rganishga qaratilgan mashqlarda ijtimoiy-madaniy muloqot e'tiborga olinishi;
- vazifalarga asoslangan mashqlarda grammatika va til funksiyalari tabiiyroq qo'llanilgan va talabalar ularni o'z kundalik nutqlarida ham qo'llay olishlari;
- matnga asoslangan mashqlar ham o'qish ham tinglab tushunishni o'z ichiga olishi, shu orqali talabaga grammatikani va funksiyalarni qo'llay olishga o'rgatish;
- o'rganilayotgan chet tili grammatikasi modellarini ajrata olish va ularni o'z ona tili Grammatik tizimi bilan taqqoslashga e'tibor qaratiladi. Bu maqsadlarga esa tinglab tushunish va o'qishga mo'ljallangan kattaroq hajmdagi matnlar ustida ishlash orqali erishish mumkin.

Kurs so'nggida talabalar:

- o'zlariga tanish bo'lgan mavzu kontekstida so'z ma'nosini anglash (voqealar bayoni, his-hayajon, maqsad, istak, hohish va h.k.);
- grammatik strukturalarni muloqotda qo'llash;
- strukturalarni farqlay olish, ularni og'zaki va yozma nutqda to'g'ri ishlatish;
- o'rganilayotgan til grammatikasi model va strukturalarining o'ziga xos xususiyatlarini ajrata olish va ularni o'zlashtirish uchun o'z ona tili tizimi bilan taqqoslash;
- muloqotda grammatik xatolarga yo'l qo'yimaslik;
- mustaqil ravishda o'rganilayotgan til grammatikasiga oid o'quv adabiyotlardan unumli foydalana olishlari lozim.
- o'rganilayotgan chet tilidagi so'zlar talaffuzi xususiyatlarini (intonatsiya, urg'u va h.k.) farqlash.

1-kursda quyidagi strategiyalarni rivojlantirishga alohida e'tibor qaratilishi maqsadga muvofiq bo'ladi:

- so'zlarning ma'nosini kontekstdan topish uchun yozma mashqlar;

- soʻzlarni kontekstda ishlatish uchun matnga asoslangan vazifalar;
- lugʻatdan toʻgʻri foydalanishga asoslangan mashqlar;
- soʻzlarni turli matnda ishlatish usullari;
- topshiriqlarga asoslangan mashqlar;
- matnlarga asoslangan vazifalar;
- talaba faolligini oshirishga yoʻnaltirilgan topshiriqlar;
- mini – leksiylalar;
- diskussiyalar;
- oʻrganilgan bilimlarni mustahkamlash va takomillashtirishga qaratilgan vazifalar;
- mustaqil taʼlim.

Ushbu kursni oʻqitishda asosiy eʼtibor tilning turli oʻrinlarda turlicha qoʻllanilishiga qaratiladi.

III. Amaliy mashgʻulotlar boʻyicha koʻrsatma va tavsiyalar.

Amaliy mashgʻulotlar davomida talabalar yakka holda, juftlikda va kichik guruhlarda ishlaydilar. Amaliy mashgʻulotlar zamonaviy multimedia vositalari bilan jihozlangan auditoriyada interfaol usullar yordamida oʻtilishi, mos ravishda munosib pedagogik va axborot texnologiyalar qoʻllanilishi maqsadga muvofiq.

IV. Mustaqil taʼlim va mustaqil ishlar.

Talaba mustaqil ishni tayyorlashda muayyan fanning xususiyatlarini hisobga olgan holda quyidagi shakllardan foydalanish tavsiya etiladi:

- darslik va oʻquv qoʻllanmalar boʻyicha fan boblari va mavzularini oʻrganish;
- tarqatma materiallar boʻyicha maʼruzalar qismini oʻzlashtirish;
- maxsus adabiyotlar boʻyicha fanlar boʻlimlari yoki mavzulari ustida ishlash;
- talabaning oʻquv ilmiy-tadqiqot ishlarini bajarish bilan bogʻliq boʻlgan fanlar boʻlimlari va mavzularni chuqur oʻrganish;
- faol va muammoli oʻqitish uslubidan foydalaniladigan oʻquv mashgʻulotlari;
- masofaviy (distansion taʼlim).

Tavsiya etiladigan mustaqil ishlar mavzulari:

1. Atoqli va turdosh (jamlovchi va maltityud) otlar. Artikl.
2. Sifat. Sifatning Grammatik kategoriyasi. Ravish.
3. Mustaqil feʼllar. Notoʻgʻri feʼl. Yordamchi feʼl.
4. Kelishik. (Bosh kelishik va qaratqich kelishigi)
5. Soʻroq maʼnosini ifodalovchi vositalar.
6. Otlarda birlik va koʻplik shakllari.
7. Predloglar va predlogli ravishlar kommunikativ xususiyatlari.
8. Otli va predlogli soʻz birikmalari.
9. Gap. Ega. Ega va kesim moslashuvi.
10. Kesim. Aniq va majhul nisbatli kesim.
11. Ingliz tilida qiyos, shart va maqsad maʼnosi.
12. Eganing “it” va “there” orqali ifodalanishi.
13. Mayl kategoriyasi. Maylning kommunikativ xususiyatlari.
14. Ergash gaplar (clauses). Bosh gap (nominal clause). Nisbiy ergash gap (relative clause).
15. Hol ergash gap. Kirish gaplar.

Darslik va oʻquv qoʻllanmalarining (ularning toʻla taʼminlanganligi taqdirda) boblari

	<p>va mavzularini o'rganish. Tarqatma materiallar bo'yicha ma'ruza qismlarini o'zlashtirish. O'qitish va nazorat qilishning avtomatlashtirilgan tizimlari bilan ishlash. Fanning boblari va mavzulari ustida ishlash.</p> <p>Fanni o'qitish jarayonida talaba interfaol usullar vositasida mustaqil ta'lim olishga rag'batlantiriladi va ulardan o'z fikrini o'rganilayotgan chet tilida bayon qilish talab qilinadi. Talabadan fan bo'yicha mustaqil o'rgangan bilimlarini auditoriyada turli xil interaktiv uslublar orqali namoyish qila olishi va boshqalarga o'rgata olishi talab etiladi.</p>
3.	<p>V. Fan o'qitilishining natijalari (shakllanadigan kompetensiyalar).</p> <p>Fanni o'zlashtirish natijasida talaba:</p> <ul style="list-style-type: none"> • Fandoirasida muhokama etilgan mavzularga tegishli aktiv va passiv leksikani o'zlashtiradilar; • ma'lum mavzular bo'yicha muloqot olib boorish uchun yetarli darajada lug'at boyligiga ega bo'ladilar; • muloqot mazmunli va jarangdor chiqishi uchun Grammatik formalarni to'g'ri qo'llay olishlari; grammatika bo'yicha mustaqil til o'rganish strategiyalarni egallaydilar.
4.	<p>V. Ta'lim texnologiyalari va metodlari:</p> <ul style="list-style-type: none"> <input type="checkbox"/> interfaol keys-stadilar; <input type="checkbox"/> mantiqiy fiklash, tezkor savol-javoblar; <input type="checkbox"/> guruhlarda ishlash; <input type="checkbox"/> taqdimotlarni qilish; <input type="checkbox"/> individual loyihalar; <input type="checkbox"/> jarayonga asoslangan metod; <input type="checkbox"/> jamoa bo'lib ishlash va himoya qilish uchun loyihalar.
5.	<p>VI. Kreditlarni olish uchun talablar:</p> <p>Fanga oid nazariy va uslubiy tushunchalarni to'la o'zlashtirish, tahlil natijalarini to'g'ri aks ettira olish, o'rganilayotgan jarayonlar haqida mustaqil mushohada yuritish va joriy, oraliq nazorat shakllarida berilgan vazifa va topshiriqlarni bajarish, yakuniy nazorat bo'yicha yozma ishni topshirish.</p>
6.	<p>Tavsiya etilayotgan adabiyotlar ro'yxati</p> <p>Asosiy adabiyotlar:</p> <ol style="list-style-type: none"> 1. Geoffrey Leech, Jan Svartvik: A communicative Grammar of English, 2003 published by Routledge, 456 Pages, pp.169 -289. 2. Quirk R. Et al. (1989) A Comprehensive Grammar of the English language. Longman. pp. 241-332 3. Doff, A. & Jones, C. (2007) Language Links. Cambridge: CUP. pp. 30-38 4. Murphy, R. (2004) English Grammar In Use. Cambridge: CUP. pp. 138-161 5. Kaushanskaya V.L. A Grammar of the English language. M, Айрис Пресс, 2008. pp.18-59 <p>Qo'shimcha adabiyotlar.</p> <ol style="list-style-type: none"> 1. Качалова. Практическая грамматика английского языка с упражнениями и ключами. English Grammar. M.1998. pp.60-67 2. Swan, M. (2005) Practical English Usage. Oxford: OUP 3. Zaorob, M.L. & Chin, E. (2001) Games for Grammar Practice. Cambridge: CUP 4. Hoshimov G.M. "Lectures on the theory of grammar" (Morphology). Andijan. 2014 <p>Axborot manbalari</p> <ol style="list-style-type: none"> 1. www.macmillanenglish.com/readers

	<ol style="list-style-type: none"> 2. www.bbc.co.uk/radio 3. www.climatercrisis.net 4. www.friendsunited.co.uk 5. www.encyclopedia.com 6. http://wikipedia.org 7. http://info.britannica.co.uk <p>1. Izoh: Ingliz tili kommunikativ grammatikasi fanini o'qitishda har bir til xususiyati va axborot olish imkoniyatlaridan kelib chiqib, asosiy va qo'shimcha o'quv adabiyotlari ro'yxatiga o'zgartirishlar kiritilishi mumkin. Ishchi o'quv dasturlarini tuzishda har bir o'qituvchi yagona darslikka tayanib qolmasdan internet materiallari – elektron ta'lim resurslari bazasidan foydalanib, o'quv materiallarini yangilab borishi ko'zda tutiladi.</p>				
7.	<p>Fan dasturi Andijon davlat chet tillari instituti O'quv-uslibiy kengashining 2022 yil “___” _____dagi ___-sonli bayonnomasi bilan ma'qullangan.</p> <p>Andijon davlat chet tillari instituti Ilmiy kengashining 2022 yil “___” _____dagi ___-sonli bayoni bilan fan dasturlarini tasdiqlashga rozilik berilgan.</p>				
8.	<p>Fan/modul uchun mas'ullar:</p> <p>M.G.Xoshimov – ADCHTI, “Ingliz tili amaliyoti” kafedrasida katta o'qituvchisi, f.f.f.d</p> <p>A.A.Latibjonov – ADCHTI, “Ingliz tili amaliyoti” kafedrasida katta o'qituvchisi</p>				
9.	<p>Taqrizchilar:</p> <table border="1"> <tr> <td>A.I.Ziyayev</td> <td>–Qo'qon davlat pedagogika instituti, “Ingliz tili va adabiyoti” kafedrasida dotsenti, filologiya fanlari doktori.</td> </tr> <tr> <td>Rebecca Challenger</td> <td>- AQSh, Ogayo universiteti intensiv ingliz tili dasturi bo'yicha direktor yordamchisi, ilmiy koordinator va professor</td> </tr> </table>	A.I.Ziyayev	–Qo'qon davlat pedagogika instituti, “Ingliz tili va adabiyoti” kafedrasida dotsenti, filologiya fanlari doktori.	Rebecca Challenger	- AQSh, Ogayo universiteti intensiv ingliz tili dasturi bo'yicha direktor yordamchisi, ilmiy koordinator va professor
A.I.Ziyayev	–Qo'qon davlat pedagogika instituti, “Ingliz tili va adabiyoti” kafedrasida dotsenti, filologiya fanlari doktori.				
Rebecca Challenger	- AQSh, Ogayo universiteti intensiv ingliz tili dasturi bo'yicha direktor yordamchisi, ilmiy koordinator va professor				

5.1 ISHCHI FAN DASTURI

O'ZBEKISTON RESPUBLIKASI
 OLIY VA ORTA MAXSUS TA'LIM VAZIRLIGI
 ANDIJON DAVLAT CHET TILLARI INSTITUTI



Fanning sillabusi (ishchi o'quv dasturi) Andijon davlat chet tillari instituti Kengashi qaroriga muvofiq institut rektorining 2022 yil "8" 08 dagi № 2-sonli buyrug'i bilan tasdiqlangan "Ingliz tili kommunikativ grammatikasi" fani dasturi asosida ishlab chiqildi.

Tuzuvchilar:

G.M. Hoshimov -ADCHTI, "Ingliz tili amaliyoti" kafedrası professori, f.f.d
M.G.Hoshimov - ADCHTI, "Ingliz tili amaliyoti" kafedrası katta o'qituvchisi, f.f.f.d.
A.A.Latibjonov - ADCHTI, "Ingliz tili amaliyoti" kafedrası katta o'qituvchisi
G.G.Madaminova - ADCHTI, "Ingliz tili amaliyoti" kafedrası o'qituvchisi

Tuzuvchi professor-o'qituvchilar: *Hoshimov G'anijon Mirzaahmedovich, Xoshimov Muzaffarjan Ganijonovich, Latibjonov A'zamjon Akramovich, Madaminova Gulzira Gulamkadirovna*
Ish joyi: *Andijon davlat chet tillari instituti, Ingliz tili amaliyoti kafedrası*
Bog'lanish uchun telefon nomeri: (+99890) 528 18 81, (+99890) 5728003, (+99890) 1268151, (+99893) 7879418
E-mail: *leagueuz@yandex.ru, lazak76@umail.uz, mguluzra87@yahoo.com*

Fanning maqsadi – “Ingliz tili kommunikativ grammatikasi” fani talabalarga 1-semestr davomida o'qitiladi. Ushbu fan talabalarga grammatik bilimlarini o'zlashtirishga, o'rganilayotgan chet tili grammatikasining muloqotdagi kommunikativ xususiyatlarini farqlash va ularni ishlata bilish ko'nikmalarini rivojlantirishni, grammatik qonun-qoidalardan to'g'ri va unumli foydalana olishni o'rgatadi.

Kommunikativ grammatika talabalarga o'rganilayotgan grammatika elementini aniq kommunikativ vazifalar va faoliyatlar orqali mashq qilish ozlashtirilish imkoniyatini beradi.

Fanning vazifalari – kommunikativ grammatika chet tillarini o‘rgatishda kommunikativ yondashuvga asoslanadi. Til tuzilmalari alohida-alohida emas, balki tilning to‘rtta ko‘nikmalari, ya‘ni tinglash, gapirish, o‘qish va yozish bilan bevosita bog‘liqlikda o‘zlashtirilishi kerak. Shu tarzda grammatik strukturalar yozma va og‘zaki shaklda o‘rganilishi ko‘zda tutiladi.

Ingliz tili kommunikativ grammatikasi moduli orqali o‘rganilayotgan til grammatikasini muloqotda to‘g‘ri qo‘llashni, muloqot jarayonida grammatik formalarni to‘g‘ri qo‘llay olish ko‘nikmalarini shakllantirishga va talabalarning til modellari va strukturalari haqidagi bilimlarini oshirishga va ularni muloqat maqsadidan kelib chiqib tedishly kontekstda to‘g‘ri qo‘llashga hufta zamin yaratadi.

FANNING TAQVIM-MAVZU REJASI

Hafta	Soat	Mashg‘ulot mazmuni
1	2	<p>Mashg‘ulot turi: amaliy</p> <p>1-mavzu Introduction. Proper nouns. Common nouns (collective, multitude). Articles.</p> <p>Mavzu rejasi: Fanga kirish qismida fan haqida umumiy ma‘lumot beriladi, baholash mezonlari tushuntiriladi. So‘z turkumlari, ot va uning kommunikativ hususiyatlari, ularning artikllar bilan qo‘llanilishining o‘ziga hos jihatlarini organish va jonli muloqotda artikl bilan o‘rinli qo‘llanilishiga erishish ko‘zda tutiladi.</p> <p style="text-align: center;">Adabiyotlar:</p> <p style="text-align: center;">Asosiy adabiyotlar.</p> <p>1. Geoffrey Leech, Jan Svartvik: A communicative Grammar of English, 2003 published by Routledge, 456 Pages, pp.169 -289.</p> <p>2. Quirk R. Et al. (1989) A Comprehensive Grammar of the English language. Longman. pp. 241-332</p> <p>3. Doff, A. & Jones, C. (2007) Language Links. Cambridge: CUP. pp. 30-38</p> <p>4. Murphy, R. (2004) English Grammar In Use. Cambridge: CUP. pp. 138-161</p> <p>5. Kaushanskaya V.L. A Grammar of the English language. M, Айрис Пресс, 2008. pp.18-59</p> <p style="text-align: center;">Qo‘shimcha adabiyotlar.</p> <p>1. Swan, M. (2005) Practical English Usage. Oxford: OUP. Pp. 136-140</p> <p>2. Zaorob, M.L. & Chin, E. (2001) Games for Grammar Practice. Cambridge: CUP. pp. 145-158</p> <p>https://youtu.be/b6PONDtaIqs</p> <p>https://youtu.be/2rH3zGr0u1g</p> <p>https://youtu.be/AQNFJVdmk1A</p> <p>https://youtu.be/gES-AewCOAI</p> <p>https://www.slideshare.net/EstilleroRodith17/nouns-slideshow-presentation</p> <p>https://www.slideshare.net/NawalTannoury/nouns-ppt-first-grade-nawal-t</p> <p>https://slideplayer.com/slide/7911656/</p>
2	2	<p>Mashg‘ulot turi: amaliy</p> <p>2-Mavzu: Adjectives. Grammatical categories of Adjectives. Adverbs. Adjectives or adverbs?</p> <p>2-mavzu rejasi: Sifatlarning turlari, ularning daraja kategoriyasining muloqotda qo‘llanilishining o‘ziga hos jihatlarini, bir shaklga ega bo‘lgan o‘zgarmas “superlative sifatlar”, ular bilan artikllarning o‘ziga hos qo‘llanilish jihatlarini o‘rganish va ularni jonli muloqotda to‘g‘ri qo‘llay olishga erish ko‘zda tutiladi. Sifatlarning otlashgan</p>

	<p>turlarida yangi grammatik kategoriyalar (son, birlik va ko'plikda, faqat birlikda va faqat ko'plikda qo'llanuvchi turlari, va ular bilan artikllarning qo'llanilishi qoniniyatlarini o'rganiladi va talabalarda ularni to'g'ri qo'llash valaka va ko'nikmalari shakllanishiga eridhiladi. Sifatlar va ravishlar omonimiyasi masalasi ochib beriladi hamda nutqda ularning ongli va to'g'ri qo'llanilishi ta'minlanadi.</p> <p style="text-align: center;">Adabiyotlar: Asosiy adabiyotlar.</p> <ol style="list-style-type: none"> 1. Geoffrey Leech, Jan Svartvik: A communicative Grammar of English, 2003 published by Routledge, 456 Pages, pp.169 -289. 2. Quirk R. Et al. (1989) A Comprehensive Grammar of the English language. Longman. pp. 241-332 3. Doff, A. & Jones, C. (2007) Language Links. Cambridge: CUP. pp. 30-38 4. Murphy, R. (2004) English Grammar In Use. Cambridge: CUP. pp. 138-161 5. Kaushanskaya V.L. A Grammar of the English language. M, Айрис Пресс, 2008. pp.18-59 <p style="text-align: center;">Qo'shimcha adabiyotlar.</p> <ol style="list-style-type: none"> 1. Swan, M. (2005) Practical English Usage. Oxford: OUP. Pp. 136-140 2. Zaorob, M.L. & Chin, E. (2001) Games for Grammar Practice. Cambridge: CUP. pp. 145-158 <p>https://youtu.be/b6PONDtaIqs https://youtu.be/2rH3zGr0u1g https://youtu.be/AQNFJVdmkIA https://youtu.be/gES-AewCOAI https://www.slideshare.net/EstilleroRodith17/nouns-slideshow-presentation https://www.slideshare.net/NawalTannoury/nouns-ppt-first-grade-nawal-t https://slideplayer.com/slide/7911656/</p>
3	<p>Mashg'ulot turi: amaliy</p> <p>3-Mavzu: Irregular verbs. Main verbs. Auxiliary verbs</p> <p>Mavzu rejasi: Fe'llarning mazkur turlari va ularning nutqda qollanishining o'ziga hos jihatlari tizimli o'rganiladi va ularni muloqotda to'g'ri qollanilishiga erishiladi.</p> <p style="text-align: center;">Adabiyotlar: Asosiy adabiyotlar.</p> <ol style="list-style-type: none"> 1. Geoffrey Leech, Jan Svartvik: A communicative Grammar of English, 2003 published by Routledge, 456 Pages, pp.169 -289. 2. Quirk R. Et al. (1989) A Comprehensive Grammar of the English language. Longman. pp. 241-332 3. Doff, A. & Jones, C. (2007) Language Links. Cambridge: CUP. pp. 30-38 4. Murphy, R. (2004) English Grammar In Use. Cambridge: CUP. pp. 138-161 5. Kaushanskaya V.L. A Grammar of the English language. M, Айрис Пресс, 2008. pp.18-59 <p style="text-align: center;">Qo'shimcha adabiyotlar.</p> <ol style="list-style-type: none"> 1. Swan, M. (2005) Practical English Usage. Oxford: OUP. Pp. 136-140 2. Zaorob, M.L. & Chin, E. (2001) Games for Grammar Practice. Cambridge: CUP. pp. 145-158 <p>https://youtu.be/b6PONDtaIqs https://youtu.be/2rH3zGr0u1g https://youtu.be/AQNFJVdmkIA</p>

		https://youtu.be/gES-AewCOAI https://www.slideshare.net/EstilleroRodith17/nouns-slideshow-presentation https://www.slideshare.net/NawalTannoury/nouns-ppt-first-grade-nawal-t https://slideplayer.com/slide/7911656/
4	2	<p>Mashg'ulot turi: amaliy</p> <p>4-Mavzu: Case (common, possessive or genitive)</p> <p>Mavzu rejasi: Otlarning kelishik grammtik kategoriyasi ikki mihim kelishiklardan tashkil topishi (common, possessive or genitive). ularning ot va otlashgan so'z turkumlari, so'z birikmasi, hatto sodda gap, qo'shma gaplar ohiriga qo'shilishi hollari, ularning talabalar tomonidan jonli muloqotda oziga hos ravishda farqlab qo'llanilishi ta'minlanadi.</p>
5	2	<p>Mashg'ulot turi: amaliy</p> <p>5-mavzu: Interrogatives. Nationality words.</p> <p>Mavzu rejasi: Tilda so'roq semantikasini ifodalovchi barcha vositalar tizimi (so'roq so'zlar, so'roq olmoshlar, bog'lovchilar va h.k.larning bir-biridan farqi va oziga hos qo'llanilish o'rni va vazifalari ozlashtiriladi va jonly muloqotda to'g'ri qo'llanishiga erishiladi, millatlarning nomini ifodalovchi so'zlarni talaffuzi, nutqda qollanilishining o'ziga hods tomonlari o'rganiladi va ularni o'rinli ishlatish malaka va ko'nikmalariga erishiladi.</p> <p style="text-align: center;">Adabiyotlar: Asosiy adabiyotlar.</p> <p>1. Geoffrey Leech, Jan Svartvik: A communicative Grammar of English, 2003 published by Routledge, 456 Pages, pp.169 -289.</p> <p>2. Quirk R. Et al. (1989) A Comprehensive Grammar of the English language. Longman. pp. 241-332</p> <p>3. Doff, A. & Jones, C. (2007) Language Links. Cambridge: CUP. pp. 30-38</p> <p>4. Murphy, R. (2004) English Grammar In Use. Cambridge: CUP. pp. 138-161</p> <p>5. Kaushanskaya V.L. A Grammar of the English language. M, Айрис Пресс, 2008. pp.18-59</p> <p style="text-align: center;">Qo'shimcha adabiyotlar.</p> <p>1. Качалова. Практическая грамматика английского языка с упражнениями и ключами. English Grammar. M. 1998. pp.60-67</p> <p>https://www.youtube.com/watch?v=obDCIzoBhkM https://www.youtube.com/watch?v=QrsFohyz_LU https://www.youtube.com/watch?v=rBycKGkHVpY https://www.youtube.com/watch?v=e3WZ-0-CwtY https://www.youtube.com/watch?v=spxG107DmtM https://www.youtube.com/watch?v=iNU1ILy63Wc https://www.youtube.com/watch?v=N1NkYE5AyVM https://www.youtube.com/watch?v=dNP6L6y7ZEM https://www.youtube.com/watch?v=TdPIL_iS9o https://www.youtube.com/watch?v=juOaiPbL81A https://www2.slideshare.net/oyayaaa/numerals-in-english?qid=0f96d256-c831-49bd-9cf0-b9a2f65f17cf&v=&b=&from_search=1 https://www2.slideshare.net/inkavilen/numerals-15065144?qid=0f96d256-c831-49bd-9cf0-b9a2f65f17cf&v=&b=&from_search=3</p>
6	2	<p>Mashg'ulot turi: amaliy</p> <p>6-Mavzu: Plurals. Singulars. Native and foreign plurals and singulars</p>

	<p>Mavzu rejasi: Otlarning birlik va ko'plikda qollanishing muammoli tomonlari, shuningdek otlarning "plurals", "singulars", "native and foreign plurals and singulars" kabi tushunchalarni va oting ingliz tiliga o'zga tillardan kirib kelgan turlarining ingliz tili son kategoriyasi bilan moslashgan va moslashmagan hollari puhta o'rganiladi va talabalarining ularni muloqotda to'g'ri q'ollay olishlariga erishiladi.</p> <p style="text-align: center;">Adabiyotlar: Asosiy adabiyotlar.</p> <ol style="list-style-type: none"> 1. Geoffrey Leech, Jan Svartvik: A communicative Grammar of English, 2003 published by Routledge, 456 Pages, pp.169 -289. 2. Quirk R. Et al. (1989) A Comprehensive Grammar of the English language. Longman. pp. 241-332 3. Doff, A. & Jones, C. (2007) Language Links. Cambridge: CUP. pp. 30-38 4. Murphy, R. (2004) English Grammar In Use. Cambridge: CUP. pp. 138-161 5. Kaushanskaya V.L. A Grammar of the English language. M, Айрис Пресс, 2008. pp.18-59 <p style="text-align: center;">Qo'shimcha adabiyotlar.</p> <ol style="list-style-type: none"> 1. Качалова. Практическая грамматика английского языка с упражнениями и ключами. English Grammar. M. 1998. pp.60-67 https://www.youtube.com/watch?v=obDCIzoBhkM https://www.youtube.com/watch?v=QrsFohyz_LU https://www.youtube.com/watch?v=rBycKGkHVpY https://www.youtube.com/watch?v=e3WZ-0-CwtY https://www.youtube.com/watch?v=spxGI07DmtM https://www.youtube.com/watch?v=iNU1ILy63Wc https://www.youtube.com/watch?v=N1NkYE5AyVM https://www.youtube.com/watch?v=dNP6L6y7ZEM https://www.youtube.com/watch?v=TdPIL_iS9o https://www.youtube.com/watch?v=juOaiPbL81A https://www2.slideshare.net/oyayaaa/numerals-in-english?qid=0f96d256-c831-49bd-9cf0-b9a2f65f17cf&v=&b=&from_search=1 https://www2.slideshare.net/inkavilen/numerals-15065144?qid=0f96d256-c831-49bd-9cf0-b9a2f65f17cf&v=&b=&from_search=3
7	<p>2</p> <p>Mashg'ulot turi: amaliy</p> <p>7-Mavzu: Prepositions and prepositional adverbs</p> <p>Mavzu rejasi: Tilda ko'p qo'llaniladigan predloglar va predlogli ravishlar tavsiflanadi, tasniflanadi, ularning gapdagi vasifalari tizimli o'rganuladi va talabalar tomonidan jonly nutqda ularning to'g'ri qo'llay olish malaka va ko'nikmlari shakllantiriladi (mas: A car drove past the gate (past=preposition), A car drove past (past=prepositional adverb)).</p> <p style="text-align: center;">Adabiyotlar: Asosiy adabiyotlar.</p> <ol style="list-style-type: none"> 1. Geoffrey Leech, Jan Svartvik: A communicative Grammar of English, 2003 published by Routledge, 456 Pages, pp.169 -289. 2. Quirk R. Et al. (1989) A Comprehensive Grammar of the English language. Longman. pp. 241-332 3. Doff, A. & Jones, C. (2007) Language Links. Cambridge: CUP. pp. 30-38 4. Murphy, R. (2004) English Grammar In Use. Cambridge: CUP. pp. 138-161

	<p>5.Kaushanskaya V.L. A Grammar of the English language. M, Айрис Пресс, 2008.pp.18-59</p> <p style="text-align: center;">Qo'shimcha adabiyotlar.</p> <p>1. Качалова.Практическая грамматика английского языка с упражнениями и ключами. English Grammar. M.1998. pp.60-67 https://www.youtube.com/watch?v=obDCIzoBhkM https://www.youtube.com/watch?v=QrsFohyz_LU https://www.youtube.com/watch?v=rBycKGkHVpY https://www.youtube.com/watch?v=e3WZ-0-CwtY https://www.youtube.com/watch?v=spxGI07DmtM https://www.youtube.com/watch?v=iNU1ILy63Wc https://www.youtube.com/watch?v=N1NkYE5AyVM https://www.youtube.com/watch?v=dNP6L6y7ZEM https://www.youtube.com/watch?v=TdPIL_iS9o https://www.youtube.com/watch?v=juOaiPbL81A https://www2.slideshare.net/oyayaaa/numerals-in-english?qid=0f96d256-c831-49bd-9cf0-b9a2f65f17cf&v=&b=&from_search=1 https://www2.slideshare.net/inkavilen/numerals-15065144?qid=0f96d256-c831-49bd-9cf0-b9a2f65f17cf&v=&b=&from_search=3</p>
8	<p>2</p> <p>Mashg'ulot turi: amaliy</p> <p>8-Mavzu: Noun phrases, verb, prepositional and other phrases</p> <p>Mavzu rejasi: Tilda “Noun phrases, verb, prepositional and other phrases” kabi sintaktik qurilmalarning tavsifi va tasnifi, ularning komponentlari tobelashgan so'z birikmalari sifatidagi struktural-semantik va kommunikativ-funksional oziga hosliklari talabalar tomonidan o'zlashtiriladi va muloqotda to'g'ri qo'llash malaka va ko'nikmalari shakllantiriladi.</p> <p style="text-align: center;">Adabiyotlar:</p> <p style="text-align: center;">Asosiy adabiyotlar:</p> <p>1.Geoffrey Leech, Jan Svartvik: A communicative Grammar of English, 2003 published by Routledge, 456 Pages, pp.169 -289.</p> <p>2.Quirk R. Et al. (1989) A Comprehensive Grammar of the English language. Longman. pp. 241-332</p> <p>3.Doff, A. & Jones, C. (2007) Language Links. Cambridge: CUP. pp. 30-38</p> <p>4.Murphy, R. (2004) English Grammar In Use. Cambridge: CUP. pp. 138-161</p> <p>5.Kaushanskaya V.L. A Grammar of the English language. M, Айрис Пресс, 2008.pp.18-59</p> <p style="text-align: center;">Qo'shimcha adabiyotlar.</p> <p>1. Качалова.Практическая грамматика английского языка с упражнениями и ключами. English Grammar. M.1998. pp.60-67 https://www.youtube.com/watch?v=obDCIzoBhkM https://www.youtube.com/watch?v=QrsFohyz_LU https://www.youtube.com/watch?v=rBycKGkHVpY https://www.youtube.com/watch?v=e3WZ-0-CwtY https://www.youtube.com/watch?v=spxGI07DmtM https://www.youtube.com/watch?v=iNU1ILy63Wc https://www.youtube.com/watch?v=N1NkYE5AyVM https://www.youtube.com/watch?v=dNP6L6y7ZEM https://www.youtube.com/watch?v=TdPIL_iS9o</p>

		<p>https://www.youtube.com/watch?v=juOaiPbL81A https://www2.slideshare.net/oyayaaa/numerals-in-english?qid=0f96d256-c831-49bd-9cf0-b9a2f65f17cf&v=&b=&from_search=1 https://www2.slideshare.net/inkavilen/numerals-15065144?qid=0f96d256-c831-49bd-9cf0-b9a2f65f17cf&v=&b=&from_search=3</p>
9	2	<p>Mashg'ulot turi: amaliy 9-mavzu: Sentences. Subjects. Agreement in number Mavzu rejasi: Tilda gap egasining qanday so'z turkumi bilah ifodalanishiga yoki ega vazifasini qaysi syntaktik vosita bajarayotganiga ko'ra ega va kesimning sonda moslashuvi qonuniyatlari turlicha bolib, bunday qonuniyatlar gapning semantikasiga kuchli ta'sir korsatishi, ularning birlik yoki ko'plik sonda moslashuvi jumlaning ma'no-mazmuni bilan uzviy bogliqligi ochib beriladi va muloqotda, amalda ularni o'rinni qollash malaka va ko'nikmalari shalkllantiriladi.</p> <p style="text-align: center;">Adabiyotlar: Asosiy adabiyotlar:</p> <ol style="list-style-type: none"> 1. Geoffrey Leech, Jan Svartvik: A communicative Grammar of English, 2003 published by Routledge, 456 Pages, pp.169 -289. 2. Quirk R. Et al. (1989) A Comprehensive Grammar of the English language. Longman. pp. 241-332 3. Doff, A. & Jones, C. (2007) Language Links. Cambridge: CUP. pp. 30-38 4. Murphy, R. (2004) English Grammar In Use. Cambridge: CUP. pp. 138-161 5. Kaushanskaya V.L. A Grammar of the English language. M, Айрис Пресс, 2008. pp.18-59 <p style="text-align: center;">Qo'shimcha adabiyotlar.</p> <ol style="list-style-type: none"> 1. Качалова. Практическая грамматика английского языка с упражнениями и ключами. English Grammar. M. 1998. pp.60-67 https://www.youtube.com/watch?v=obDCIzoBhkM https://www.youtube.com/watch?v=QrsFohyz_LU https://www.youtube.com/watch?v=rBycKGkHVpY https://www.youtube.com/watch?v=e3WZ-0-CwtY https://www.youtube.com/watch?v=spxGI07DmtM https://www.youtube.com/watch?v=iNU1ILy63Wc https://www.youtube.com/watch?v=N1NkYE5AyVM https://www.youtube.com/watch?v=dNP6L6y7ZEM https://www.youtube.com/watch?v=TdPIL_is9o https://www.youtube.com/watch?v=juOaiPbL81A https://www2.slideshare.net/oyayaaa/numerals-in-english?qid=0f96d256-c831-49bd-9cf0-b9a2f65f17cf&v=&b=&from_search=1 https://www2.slideshare.net/inkavilen/numerals-15065144?qid=0f96d256-c831-49bd-9cf0-b9a2f65f17cf&v=&b=&from_search=3
10	2	<p>Mashg'ulot turi: amaliy 10-Mavzu: Predicates. Actives and passives Mavzu rejasi: Mulpotdagi gapda (jumlada) ega bilan uzviy bog'liq bo'lak kesim bo'lib, u ega bilan, shuningdek to'ldiruvchi bilan ham sintaktik munosabatga kirishadi, shu munosabat bilan uzviy bog'liq holda kesimning ikki turi, yani aktiv va passiv turlarining muloqotda qollanish qonuniyatlari o'rganiladi va talabalarning mazkur turlarni ongli va to'g'ri qo'llay olishlariga erisgiladi.</p> <p style="text-align: center;">Adabiyotlar: Asosiy adabiyotlar:</p>

	<p>1. Geoffrey Leech, Jan Svartvik: A communicative Grammar of English, 2003 published by Routledge, 456 Pages, pp.169 -289.</p> <p>2. Quirk R. Et al. (1989) A Comprehensive Grammar of the English language. Longman. pp. 241-332</p> <p>3. Doff, A. & Jones, C. (2007) Language Links. Cambridge: CUP. pp. 30-38</p> <p>4. Murphy, R. (2004) English Grammar In Use. Cambridge: CUP. pp. 138-161</p> <p>5. Kaushanskaya V.L. A Grammar of the English language. М, Айрис Пресс, 2008. pp.18-59</p> <p style="text-align: center;">Qo'shimcha adabiyotlar.</p> <p>1. Качалова. Практическая грамматика английского языка с упражнениями и ключами. English Grammar. М.1998. pp.60-67</p> <p>https://www.youtube.com/watch?v=obDCIzoBhkM</p> <p>https://www.youtube.com/watch?v=QrsFohyz_LU</p> <p>https://www.youtube.com/watch?v=rBycKGkHVpY</p> <p>https://www.youtube.com/watch?v=e3WZ-0-CwtY</p> <p>https://www.youtube.com/watch?v=spxGI07DmtM</p> <p>https://www.youtube.com/watch?v=iNU1ILy63Wc</p> <p>https://www.youtube.com/watch?v=N1NkYE5AyVM</p> <p>https://www.youtube.com/watch?v=dNP6L6y7ZEM</p> <p>https://www.youtube.com/watch?v=TdPIL_is9o</p> <p>https://www.youtube.com/watch?v=juOaiPbL81A</p> <p>https://www2.slideshare.net/oyayaaa/numerals-in-english?qid=0f96d256-c831-49bd-9cf0-b9a2f65f17cf&v=&b=&from_search=1</p> <p>https://www2.slideshare.net/inkavilen/numerals-15065144?qid=0f96d256-c831-49bd-9cf0-b9a2f65f17cf&v=&b=&from_search=3</p>
<p>11</p>	<p>2</p> <p>Mashg'ulot turi: amaliy</p> <p>11-mavzu: Comparison. Condition. Purpose</p> <p>Mavzu rejasi: Tilda qiyos, shart va maqsad semantikalarini voqelaniruvchi til vositalari (turli so'z turkumlari, ergash gaplar va so'z birikmalari tavsiflanadi, tasniflanadi, ularning kognitiv semantik asoslari ochib beriladi va talabalar tomonidan ularning muloqotda tanlab va farqlab qo'llanilishiga erishiladi.</p> <p style="text-align: center;">Adabiyotlar:</p> <p style="text-align: center;">Asosiy adabiyotlar:</p> <p>1. Geoffrey Leech, Jan Svartvik: A communicative Grammar of English, 2003 published by Routledge, 456 Pages, pp.169 -289.</p> <p>2. Quirk R. Et al. (1989) A Comprehensive Grammar of the English language. Longman. pp. 241-332</p> <p>3. Doff, A. & Jones, C. (2007) Language Links. Cambridge: CUP. pp. 30-38</p> <p>4. Murphy, R. (2004) English Grammar In Use. Cambridge: CUP. pp. 138-161</p> <p>5. Kaushanskaya V.L. A Grammar of the English language. М, Айрис Пресс, 2008. pp.18-59</p> <p style="text-align: center;">Qo'shimcha adabiyotlar.</p> <p>1. Качалова. Практическая грамматика английского языка с упражнениями и ключами. English Grammar. М.1998. pp.60-67</p> <p>https://www.youtube.com/watch?v=obDCIzoBhkM</p> <p>https://www.youtube.com/watch?v=QrsFohyz_LU</p> <p>https://www.youtube.com/watch?v=rBycKGkHVpY</p>

		<p>https://www.youtube.com/watch?v=e3WZ-0-CwtY https://www.youtube.com/watch?v=spxGI07DmtM https://www.youtube.com/watch?v=iNU1ILy63Wc https://www.youtube.com/watch?v=N1NkYE5AyVM https://www.youtube.com/watch?v=dNP6L6y7ZEM https://www.youtube.com/watch?v=TdPIL_iS9o https://www.youtube.com/watch?v=juOaiPbL81A https://www2.slideshare.net/oyayaaa/numerals-in-english?qid=0f96d256-c831-49bd-9cf0-b9a2f65f17cf&v=&b=&from_search=1 https://www2.slideshare.net/inkavilen/numerals-15065144?qid=0f96d256-c831-49bd-9cf0-b9a2f65f17cf&v=&b=&from_search=3</p>
12	2	<p>Mashg'ulot turi: amaliy 12-mavzu: Introductory <i>it</i>. Introductory <i>there</i> Mavzu rejasi: Gapda (jumlada) eganinig ot va otlashgan so'z turkumlari, yahlit sintaktik birlirlar (so'z birikmasi, sodda gap, qo'shma gap, matn kabi vositalar uchida eganing "it" olmoshi va "there" ravishi orqali ifodalnishi o'ziga hos bo'lib, ular "gapni boshlovchi "It" yoki "there" deb yuritilishini, ularning muloqotda ishlatilish hususiyatlari tizimli o'rganiladi va ularning talabalar tomonidan kundalik nutqda to'g'ri qo'llanilish malaka va ko'nikmalari shakllantiriladi.</p> <p style="text-align: center;">Adabiyotlar: Asosiy adabiyotlar:</p> <ol style="list-style-type: none"> 1. Geoffrey Leech, Jan Svartvik: A communicative Grammar of English, 2003 published by Routledge, 456 Pages, pp.169 -289. 2. Quirk R. Et al. (1989) A Comprehensive Grammar of the English language. Longman. pp. 241-332 3. Doff, A. & Jones, C. (2007) Language Links. Cambridge: CUP. pp. 30-38 4. Murphy, R. (2004) English Grammar In Use. Cambridge: CUP. pp. 138-161 5. Kaushanskaya V.L. A Grammar of the English language. M, Айрис Пресс, 2008. pp.18-59 <p style="text-align: center;">Qo'shimcha adabiyotlar.</p> <ol style="list-style-type: none"> 1. Качалова. Практическая грамматика английского языка с упражнениями и ключами. English Grammar. M. 1998. pp.60-67 https://www.youtube.com/watch?v=obDCIzoBhkM https://www.youtube.com/watch?v=QrsFohyz_LU https://www.youtube.com/watch?v=rBycKGkHVpY https://www.youtube.com/watch?v=e3WZ-0-CwtY https://www.youtube.com/watch?v=spxGI07DmtM https://www.youtube.com/watch?v=iNU1ILy63Wc https://www.youtube.com/watch?v=N1NkYE5AyVM https://www.youtube.com/watch?v=dNP6L6y7ZEM https://www.youtube.com/watch?v=TdPIL_iS9o https://www.youtube.com/watch?v=juOaiPbL81A https://www2.slideshare.net/oyayaaa/numerals-in-english?qid=0f96d256-c831-49bd-9cf0-b9a2f65f17cf&v=&b=&from_search=1 https://www2.slideshare.net/inkavilen/numerals-15065144?qid=0f96d256-c831-49bd-9cf0-b9a2f65f17cf&v=&b=&from_search=3
13	2	<p>Mashg'ulot turi: amaliy 13-mavzu: Indicatives. Subjunctives. Imperatives Mavzu rejasi: Ingliz tilida fe'ning mayl kategoriyasi doirasida uch muhim mayl</p>

	<p>tavsifi va tasnifi, ularning o'ziga hos struktural-semantik, kommunikativ va funktsional hususiyatlari organiladi va va ularning talabalar tomonidan nutqda to'g'ri qo'llash malaka ko'nikmalarini hosil qilishga erishiladi.</p> <p style="text-align: center;">Adabiyotlar: Asosiy adabiyotlar:</p> <ol style="list-style-type: none"> 1. Geoffrey Leech, Jan Svartvik: A communicative Grammar of English, 2003 published by Routledge, 456 Pages, pp.169 -289. 2. Quirk R. Et al. (1989) A Comprehensive Grammar of the English language. Longman. pp. 241-332 3. Doff, A. & Jones, C. (2007) Language Links. Cambridge: CUP. pp. 30-38 4. Murphy, R. (2004) English Grammar In Use. Cambridge: CUP. pp. 138-161 5. Kaushanskaya V.L. A Grammar of the English language. M, Айрис Пресс, 2008. pp.18-59 <p style="text-align: center;">Qo'shimcha adabiyotlar.</p> <ol style="list-style-type: none"> 1. Качалова. Практическая грамматика английского языка с упражнениями и ключами. English Grammar. M.1998. pp.60-67 https://www.youtube.com/watch?v=obDCIzoBhkM https://www.youtube.com/watch?v=QrsFohyz_LU https://www.youtube.com/watch?v=rBycKGkHVpY https://www.youtube.com/watch?v=e3WZ-0-CwtY https://www.youtube.com/watch?v=spxGI07DmtM https://www.youtube.com/watch?v=iNU1ILy63Wc https://www.youtube.com/watch?v=N1NkYE5AyVM https://www.youtube.com/watch?v=dNP6L6y7ZEM https://www.youtube.com/watch?v=TdPIL_iS9o https://www.youtube.com/watch?v=juOaiPbL81A https://www2.slideshare.net/oyayaaa/numerals-in-english?qid=0f96d256-c831-49bd-9cf0-b9a2f65f17cf&v=&b=&from_search=1 https://www2.slideshare.net/inkavilen/numerals-15065144?qid=0f96d256-c831-49bd-9cf0-b9a2f65f17cf&v=&b=&from_search=3
<p style="text-align: center;">14</p>	<p style="text-align: center;">2</p> <p>Mashg'ulot turi: amaliy</p> <p>14-mavzu: Clauses. Nominal clauses. Relative clauses.</p> <p>Mavzu rejasi: Ingliz tilida "sentence" va "clause", "Nominal clauses (that function as subject, object, or complement). Relative clauses (nisbiy ergash gap -относительные придаточные предложения -so'roq bog'lovchilari bilan bog'langan ergash gaplar)" tushunchalari, ularning o'hshashliklari va farqlari, funktsional ishlatilish o'rinlari obdon o'rganiladi va ularning talabalar tomonidan nutqda o'rinli qo'llash malaka ko'nikmalarini hosil qilishga erishiladi.</p> <p style="text-align: center;">Adabiyotlar: Asosiy adabiyotlar:</p> <ol style="list-style-type: none"> 1. Geoffrey Leech, Jan Svartvik: A communicative Grammar of English, 2003 published by Routledge, 456 Pages, pp.169 -289. 2. Quirk R. Et al. (1989) A Comprehensive Grammar of the English language. Longman. pp. 241-332 3. Doff, A. & Jones, C. (2007) Language Links. Cambridge: CUP. pp. 30-38 4. Murphy, R. (2004) English Grammar In Use. Cambridge: CUP. pp. 138-161 5. Kaushanskaya V.L. A Grammar of the English language. M, Айрис Пресс, 2008. pp.18-59

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15	2	<p>Mashg'ulot turi: amaliy 15-mavzu: Adverbial clauses. Comment clauses Mavzu rejasi: Tildagi hol ergash gapli qoshma gaplar (adverbial clauses) (o'rin, payt, shart, sabab, natija, to'siqsiz, qiyos, tarz va daraja-miqdor ergash gapli qo'shma gaplar, shuningdek kirish gaplar (comment clauses)ning struktural-semantik aspekti bilan bog'liq kommunikativ funktsional hususiyatlari va ularning talabalar tomonidan nutqda to'g'ri qo'llash malaka- ko'nikmalari shakllantiriladi.</p> <p style="text-align: center;">Adabiyotlar: Asosiy adabiyotlar:</p> <p>1.Geoffrey Leech, Jan Svartvik: A communicative Grammar of English, 2003 published by Routledge, 456 Pages, pp.169 -289. 2.Quirk R. Et al. (1989) A Comprehensive Grammar of the English language. Longman. pp. 241-332 3.Doff, A. & Jones, C. (2007) Language Links. Cambridge: CUP. pp. 30-38 4.Murphy, R. (2004) English Grammar In Use. Cambridge: CUP. pp. 138-161 5.Kaushanskaya V.L. A Grammar of the English language. М, Айрис Пресс, 2008.pp.18-59</p> <p style="text-align: center;">Qo'shimcha adabiyotlar.</p> <p>1. Качалова.Практическая грамматика английского языка с упражнениями и ключами. English Grammar. М.1998. pp.60-67 https://www.youtube.com/watch?v=obDCIzoBhkM https://www.youtube.com/watch?v=QrsFohyz_LU https://www.youtube.com/watch?v=rBycKGkHVpY https://www.youtube.com/watch?v=e3WZ-0-CwtY https://www.youtube.com/watch?v=spxGI07DmtM https://www.youtube.com/watch?v=iNU1ILy63Wc</p>
16		<p>Oraliq nazorat Nazorat turi: test (yozma) Nazorat o'tkazilish vaqti: 2022 yil, dekabr Nazorat o'tkazilish joyi: Fakultet dekanati tomonidan tasdiqlagan nazoratlarni o'tkazish grafigi asosida (Andijon davlat chet tillari instituti hemis.adchti.uz platformasi)</p>
17		<p>Kurs natijalari, yakuniy nazoratga tayyorgarlik ko'rish. Andijon davlat chet tillari instituti, Xorijiy til va adabiyoti fakulteti 207, 208, 210, 215, 216-</p>

	xonalar Maslahat o'tkazilish vaqti: 2023 yil, yanvar
18	YAKUNIY NAZORAT Nazorat turi: Test (yozma) Nazorat o'tkazilish vaqti: 2023 yil, yanvar Nazorat o'tkazilish joyi: Fakultet dekanati tomonidan tasdiqlagan nazoratlarni o'tkazish grafigi asosida (Andijon davlat chet tillari instituti hemis.adchti.uz platformasi)

Talabalar bilimini baholash mezonlari

Talabalar bilimini baholash O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2018 yil 9 avgustda 9-2018-sonli "Oliy ta'lim muassasalari talabalari bilimini nazorat qilish va baholash tizimi to'g'risidagi nizomni tasdiqlash haqida"gi buyrug'i bilan tasdiqlangan "Oliy ta'lim muassasalari talabalari bilimini nazorat qilish va baholash tizimi to'g'risidagi Nizom" asosida amalga oshiriladi.

Bunga ko'ra talaba:

- mustaqil xulosa va qaror qabul qiladi, ijodiy fikrlay oladi, mustaqil mushohada yuritadi, olgan bilimni amalda qo'llay oladi, fanning (mavzuning) mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo'yicha tasavvurga ega deb topilganda - 5 (a'lo) baho;
- mustaqil mushohada yuritadi, olgan bilimni amalda qo'llay oladi, fanning (mavzuning) mohiyatni tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo'yicha tasavvurga ega deb topilganda - 4 (yaxshi) baho;
- olgan bilimni amalda qo'llay oladi, fanning (mavzuning) mohiyatni tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo'yicha tasavvurga ega deb topilganda - 3 (qoniqarli) baho;
- fan dasturini o'zlashtirmagan, fanning (mavzuning) mohiyatini tushunmaydi hamda fan (mavzu) bo'yicha tasavvurga ega emas deb topilganda - 2 (qoniqarsiz) baho bilan baholanadi.

Nazorat turlarini o'tkazish bo'yicha tuzilgan topshiriqlarning mazmuni talabani o'zlashtirishini xolis (ob'ektiv) va aniq baholash imkoniyatini beradi.

Talaba fan uchun ajratilgan kreditni fanning o'zlashtirish darajasi, olgan bahosiga proporsional tarzda oladi. Fan uchun ajratilgan soat bo'yicha talaba maksimal to'plashi kerak bo'lgan kredit miqdori **2** ni tashkil etadi. Talabani kreditini to'plashi quyidagi formula orqali amalga oshiriladi.

$$\text{Talaba to'plagan krediti} = \frac{\text{fanga ajratilgan kredit} \cdot \text{talabani olgan bahosi}}{\text{maksimal baho (5)}}$$

MUSTAQIL TA'LIM MAVZULARI

№	Mavzular	Hajmi (soat)
1	Introduction. Proper nouns. Common nouns. Articles	2
2	Adjectives. Grammatical categories of adjectives. Adverbs. Adjectives or adverbs?	2
3	Irregular verbs. Main verbs. Auxiliary verbs	2
4	Case (common, possessive or genitive)	2
5	Interrogatives. Nationality words	2
6	Plurals. Singulars. Native and foreign plurals and singulars	2
7	Prepositions and prepositional adverbs	2
8	Noun phrases, verb, prepositional and other phrases	2
9	Sentences. Subjects. Agreement in number	2

10	Predicates. Actives and passives	2
11	Comparison. Condition.Purpose	2
12	Introductory it . Introductory there	2
13	Indicatives. Subjunctives.Imperatives	2
14	Clauses. Nominal clauses.Relative clauses.	2
15	Adverbial clauses. Comment clauses	2
	Total :	30 hours

O'QUV ADABIYOTLARI, DARSLIK VA O'QUV QOLLANMALAR

Adabiyotlar:

Asosiy adabiyotlar:

- 1.Geoffrey Leech, Jan Svartvik: A communicative Grammar of English, 2003 published by Routledge, 456 Pages, pp.169 -289.
- 2.Quirk R. Et al. (1989) A Comprehensive Grammar of the English language. Longman. pp. 241-332
- 3.Doff, A. & Jones, C. (2007) Language Links. Cambridge: CUP. pp. 30-38
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- 5.Kaushanskaya V.L. A Grammar of the English language. M, Айрис Пресс, 2008.pp.18-59

Qo'shimcha adabiyotlar.

1. Качалова.Практическая грамматика английского языка с упражнениями и ключами. English Grammar. M.1998. pp.60-67
2. Swan, M. (2005) Practical English Usage. Oxford: OUP
3. Zaorob, M.L. & Chin, E. (2001) Games for Grammar Practice. Cambridge: CUP
4. Hoshimov G.M. "Lectures on the theory of grammar" (Morphology). Andijan. 2014

Axborot manbalari

8. www.macmillanenglish.com/readers
9. www.bbc.co.uk/radio
10. www.climatercrisis.net
11. www.friendsunited.co.uk.
12. www.encyclopedia.com
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14. <http://info.britannica.co.uk>



List of Common & Proper Noun

Common	Proper	Common	Proper
1. Animals	Cow	31. Laptop	Mac book
2. App	Facebook	32. Mobile	Apple
3. Author	Robert	33. Month	January
4. Biscuit	Oreo	34. Mountain	Mount Everest
5. Book	Grammar	35. Movie	Iron man
6. Building	Empire state	36. News Paper	New York times
7. Bulb	Philips	37. Ocean	Pacific ocean
8. Camera	Canon	38. Park	Central park zoo
9. Car	Audi	39. Planet	Mars
10. Cat	Buttons	40. President	Abraham lincoln
11. Chocolate	Snickers	41. Printer	HP
12. City	Tokyo	42. River	Nile
13. Color	Black	43. School	Cambridge
14. Company	Tesla	44. Search engine	Google
15. Continent	Asia	45. Season	Rainy
16. Cosmetic	Kylie	46. Ship	Titanic
17. Country	America	47. Singer	Justin bieber
18. Currency	Dollar	48. Software	Photoshop
19. Dog	Bulldog	49. Sports	Cricket
20. Drink	Co-cola	50. State	Alaska
21. Ecommerce	Amazon	51. Student	David
22. Festival	Christmas	52. Television	Samsung
23. Fish	Tuna	53. Tools	Screwdriver
24. Flower	Rose	54. Tower	Eiffel Tower
25. Food	Burger	55. Toy	Barbie
26. Fruit	Pineapple	56. Tree	Pine
27. Herbs	Basil	57. University	Oxford
28. Holiday	New year day	58. Vegetables	Tomato
29. Lady	Helen	59. Website	Wikipedia
30. Language	English	60. Week	Sunday



Common Adjectives and Adverbs

Adjective		Adverb
Angry	-	Angrily
Anxious	-	Anxiously
Bad	-	Badly
Brave	-	Bravely
Calm	-	Calmly
Careful	-	Carefully
Certain	-	Certainly
Correct	-	Correctly
Eager	-	Eagerly
Easy	-	Easily
Excited	-	Excitedly
Extreme	-	Extremely

Adjective		Adverb
Fast	-	Fast
Furious	-	Furiously
Generous	-	Generously
Gentle	-	Gently
Glad	-	Gladly
Good	-	Well
Happy	-	Happily
Hard	-	Hard
Honest	-	Honestly
Jealous	-	Jealously
Kind	-	Kindly
Lazy	-	Lazily

Adjective		Adverb
Loud	-	Loudly
Natural	-	Naturally
Nervous	-	Nervously
Painful	-	Painfully
Patient	-	Patiently
Perfect	-	Perfectly
Playful	-	Playfully
Polite	-	Politely
Quick	-	Quickly
Quiet	-	Quietly
Rude	-	Rudely
Safe	-	Safely



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The 50 Most Common Irregular Verbs



Base Form	Past Simple	Participle	Base Form	Past Simple	Participle	Base Form	Past Simple	Participle
awake	awoke	awoken	hide	hid	hidden	shine	shone	shone
be	was/were	been	hold	held	held	sing	sang	sung
blow	blew	blown	know	knew	known	sink	sank	sunk
build	built	built	lay	laid	laid	sit	sat	sat
buy	bought	bought	leave	left	left	sleep	slept	slept
catch	caught	caught	lend	lent	lent	spend	spent	spent
choose	chose	chosen	lose	lost	lost	spread	spread	spread
dream	dreamt	dreamt	pay	paid	paid	stand	stood	stood
drink	drank	drunk	quit	quit	quit	steal	stole	stolen
eat	ate	eaten	read	read	read	swear	swore	sworn
fall	fell	fallen	ride	rode	ridden	swim	swam	swum
fight	fought	fought	run	ran	run	teach	taught	taught
fly	flew	flown	say	said	said	tell	told	told
freeze	froze	frozen	seek	sought	sought	think	thought	thought
grow	grew	grown	sell	sold	sold	wear	wore	worn
hear	heard	heard	send	sent	sent	write	wrote	written
			shake	shook	shaken	win	won	won



AUXILIARY VERBS

An Auxiliary Verb is a verb that changes or helps another verb.



List of Auxiliary Verbs

Be (am, are, is, was, were, being), Can, Could, Do (did, does, doing), Have (had, has, having), May, Might, Must, Shall, Should, Will, Would.

Examples:

- He has done the work.
- We will be there in a minute.
- Would you help me with this homework?
- Can you open the door?
- Did you visit New York last holiday?
- Do you like chocolate?
- They must get there on time.



Possessive 's – form

singular noun + 's

my father's car, the dog's toys, the president's suspicions, etc.

irregular plural noun not ending in -s + 's

a children's story, the men's room, people's problems, etc.

regular plural noun ending in -s + '

the boys' restroom, the teacher's lounge, tourists' passports, etc.

singular noun ending in -s + 's or '

Chris's computer, Tomas's car, Douglas's house, etc.

's after the last of two or more nouns

Anna and Tom's car (=they share one car)

's after each of two or more nouns

Anna's and Tom's cars (=they have one car each)


Question words I

Question word	Meaning	Example
who	person	Who's that man? » That's Peter.
where	place	Where do you live? » In London.
why	reason	Why are you here? » Because I need you.
when	time	When do you study? » At night.
what	object, idea, action	What do you eat for breakfast? » Cereals.
what time	time	What time do you finish work? » At 6.
how	manner	How are you ? » I'm fine.
how often	frequency	How often do you go to the gym? » Every day.
how old	age	How old is your sister? » She's 27.

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ENGLISH GRAMMAR

PLURAL NOUNS



<p style="text-align: center;">Regular Nouns add -S</p> <p>1 car 2 cars 1 dog 2 dogs 1 book 2 books 1 house 2 houses 1 apple 2 apples</p>	<p style="text-align: center;">Ends in S, CH, SH, X or Z add -ES</p> <p>1 bus 2 buses 1 match 2 matches 1 dish 2 dishes 1 box 2 boxes 1 quiz 2 quizzes</p>	<p style="text-align: center;">Ends in F or FE remove F/FE add -VES</p> <p>1 leaf 2 leaves 1 wolf 2 wolves 1 life 2 lives 1 knife 2 knives <i>Exceptions: roof - roofs cliff - cliffs</i></p>
<p style="text-align: center;">Ends in VOWEL + Y add -S</p> <p>1 day 2 days 1 key 2 keys 1 boy 2 boys 1 guy 2 guys 1 donkey 2 donkeys</p>	<p style="text-align: center;">Ends in CONSONANT + Y remove Y add -IES</p> <p>1 city 2 cities 1 baby 2 babies 1 story 2 stories 1 party 2 parties 1 country 2 countries</p>	<p style="text-align: center;">Irregular Nouns</p> <p>1 man 2 men 1 child 2 children 1 foot 2 feet 1 tooth 2 teeth 1 mouse 2 mice 1 person 2 people</p>
<p style="text-align: center;">Ends in VOWEL + O add -S</p> <p>1 zoo 2 zoos 1 radio 2 radios 1 stereo 2 stereos 1 video 2 videos 1 kangaroo 2 kangaroos</p>	<p style="text-align: center;">Ends in CONSONANT + O add -ES</p> <p>1 hero 2 heroes 1 echo 2 echoes 1 tomato 2 tomatoes 1 potato 2 potatoes <i>Exceptions: piano - pianos photo - photos</i></p>	<p style="text-align: center;">No Change</p> <p>1 sheep 2 sheep 1 deer 2 deer 1 fish 2 fish 1 series 2 series 1 species 2 species</p>

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ИНФИНИТИВ (THE INFINITIVE)

	Active	Passive
<i>Indefinite</i>	to ask	to be asked
<i>Continuous</i>	to be asking	—
<i>Perfect</i>	to have asked	to have been asked
<i>Perfect Continuous</i>	to have been asking	—

ГЕРУНДИЙ (THE GERUND)

	Active	Passive
<i>Indefinite</i>	asking	being asked
<i>Perfect</i>	having asked	having been asked

ПРИЧАСТНЕ (THE PARTICIPLE)

	Active	Passive
<i>Present</i>	asking	being asked
<i>Past</i>	—	asked
<i>Perfect</i>	having asked	having been asked

THE LIST OF IRREGULAR VERBS

№№ пп.	Infinitive	Past Indefinite	Past Participle
1	arise возникать	arose	arisen
2	awake будить; просыпаться	{ awoke awaked	{ awoke awaked
3	be быть	was	been
4	bear рождать	bore	born
5	bear носить, выносить	bore	borne
6	beat бить	beat	beaten
7	become становиться	became	become
8	begin начинать, -ся	began	begun
9	bend гнуть, -ся, сгибать, -ся	bent	bent
10	bind связывать	bound	bound
11	bite кусать	bit	bitten
12	bleed истекать кровью	bled	bled
13	blow дуть	blew	blown
14	break ломать	broke	broken
15	breed выводить, разводить	bred	bred
16	bring приносить	brought	brought
17	broadcast передавать по радио	{ broadcast broadcasted	{ broadcast broadcasted
18	build строить	built	built
19	burn гореть, жечь	burnt	burnt
20	burst разрываться	burst	burst
21	buy покупать	bought	bought
22	cast бросать, кидать	cast	cast
23	catch ловить, схватывать	caught	caught
24	choose выбирать	chose	chosen
25	cling прилипать, цепляться	clung	clung
26	come приходить	came	come
27	cost стоить	cost	cost
28	creep ползать	crept	crept
29	cut резать	cut	cut

№№ пп.	Infinitive	Past Indefinite	Past Participle
30	deal торговать; иметь дело	dealt	dealt
31	dig копать	dug	dug
32	do делать	did	done
33	draw тащить, рисовать	drew	drawn
34	dream видеть сны; мечтать	{ dreamt dreamed	{ dreamt dreamed
35	drink пить	drank	drunk
36	drive гнать, везти, ехать	drove	driven
37	dwelt обитать; останавливаться подробно	dwelt	dwelt
38	eat есть (принимать пищу)	ate	eaten
39	fall падать	fell	fallen
40	feed кормить, -ся	fed	fed
41	feel чувствовать	felt	felt
42	fight бороться, сражаться	fought	fought
43	find находить	found	found
44	flee бежать, спасаться бегством	fled	fled
45	fling кидать, бросать	flung	flung
46	fly летать	flew	flown
47	forbid запрещать	forbade	forbidden
48	forget забывать	forgot	forgotten
49	forgive прощать	forgave	forgiven
50	freeze замерзать, замораживать	froze	frozen
51	get получать; становиться	got	got
52	give давать	gave	given
53	go идти, ехать	went	gone
54	grind точить; молоть	ground	ground
55	grow расти, выращивать	grew	grown
56	hang*) висеть, вешать	hung	hung

*) Hang вешать в значении казнить является правильным глаголом.

№№ пп.	Infinitive	Past Indefinite	Past Participle
57	have иметь	had	had
58	hear слышать	heard	heard
59	hide прятать	hid	{ hid hidden
60	hit ударять; поражать	hit	hit
61	hold держат	held	held
62	hurt повредить, ушибить	hurt	hurt
63	keep держат, хранить	kept	kept
64	kneel становиться на колени	knelt	knelt
65	know знать	knew	known
66	lay класть	laid	laid
67	lead вести	led	led
68	lean прислоняться	{ leant leaned	{ leant leaned
69	leap прыгать	{ leapt leaped	{ leapt leaped

70	learn учиться	{ learnt learned	{ learnt learned
71	leave оставлять, уезжать	left	left
72	lend давать взаймы, одолжать	lent	lent
73	let позволять; сдавать в наем	let	let
74	lie лежать	lay	lain
75	light зажигать, освещать	{ lit lighted	{ lit lighted
76	lose терять	lost	lost
77	make делать; заставлять	made	made
78	mean значить; подразумевать	meant	meant
79	meet встречать	met	met
80	pay платить	paid	paid
81	put класть	put	put
82	read читать	read	read
83	ride ездить верхом	rode	ridden
84	ring звонить; звенеть	rang	rung

PRACTICE 3. Spelling of *-ing* and *-ed* forms. (Chart 1-6)

PART A. Write the correct *-ing* and *-ed* form for each verb.

- | | | | |
|-----------|-------|-----------|-------|
| 1. shout | _____ | 6. refer | _____ |
| 2. slope | _____ | 7. return | _____ |
| 3. stop | _____ | 8. enjoy | _____ |
| 4. stoop | _____ | 9. copy | _____ |
| 5. answer | _____ | 10. die | _____ |

PART B. Write the correct *-ing* form for each verb.

- | | | | |
|------------|-------|--------------|-------|
| 11. point | _____ | 16. regret | _____ |
| 12. beat | _____ | 17. attempt | _____ |
| 13. bet | _____ | 18. shout | _____ |
| 14. excite | _____ | 19. fit | _____ |
| 15. exit | _____ | 20. interest | _____ |

PRACTICE 6. Simple past of irregular verbs. (Chart 2-7)

Directions: Complete the sentences with the simple past of the irregular verbs in the list. Pay special attention to spelling. Use each verb only once.

<i>burst</i>	<i>draw</i>	<i>slide</i>	<i>stick</i>
<i>buy</i>	<i>hide</i>	<i>slit</i>	<i>✓swear</i>
<i>dig</i>	<i>shake</i>	<i>spread</i>	<i>win</i>

- All of the witnesses swore to tell the truth in the court of law.
- Mike was so cold that his whole body _____.
- Using only a pen with blue ink, Sue _____ a beautiful picture of a bird.
- When the balloon _____, everyone was startled by the sudden noise.
- Paul _____ his money because he was afraid it would get stolen while he was away.
- Emily accidentally _____ her finger with a needle while she was sewing.
- Janice _____ the top of the envelope with a knife instead of ripping it open.
- I lost control of my car, and it _____ across the ice.
- Mary _____ butter all over her piece of toast with her knife.
- Our team finally _____ the soccer game by one goal.

PRACTICE 3. Reflexive pronouns. (Chart 8-4)

Directions: Complete the sentences by using appropriate reflexive pronouns.

1. John overslept and missed his plane to San Francisco. He was angry at himself for not checking his alarm clock before going to bed.
2. I was a stranger at the party. I stood alone for a while, then walked over to an interesting-looking person and introduced _____.
3. Jason has only _____ to blame for the mistake he made.
4. Sue, please help _____ to some more cake. And would you like some more coffee?
5. All of you who are successful Olympic athletes should be very proud of _____. Your achievements inspire people all over the world.
6. The math team from our high school won the state competition. They should pat _____ on the back for a job well done.

PRACTICE 4. *Must (not)* and *(do not) have to*. (Charts 9-5 and 9-6)

Directions: Choose the correct completion according to the meaning.

1. Soldiers B disobey a superior officer.
A. must/have to B. must not C. don't have to
2. To stay alive, people _____ breathe oxygen.
A. must/have to B. must not C. don't have to
3. You _____ finish your work on this project before you go on vacation. You'll probably lose your job if you don't.
A. must/have to B. must not C. don't have to
4. If you have an aquarium, you _____ give your tropical fish too much food or they'll die.
A. must/have to B. must not C. don't have to
5. To be a successful mountain climber, you _____ have a great deal of stamina.
A. must/have to B. must not C. don't have to

PRACTICE 2. Making polite requests. (Charts 9-2 → 9-4)

Directions: Change the sentences into polite requests using the words in parentheses.

1. I want you to hand me that book. (*would*)
→ *Would you (please) hand me that book?*
2. I want you to give me some advice about buying a computer. (*could*)
3. I want to borrow your wheelbarrow. (*could*)
4. I want to have a cup of coffee. (*may*)
5. I want to use your bicycle tomorrow. (*can*)
6. I want you to read over my composition for spelling errors. (*would*)
7. I want you to open the door for me. (*would you mind*)
8. I want to leave early. (*would you mind*)

PRACTICE 2. Gerunds as objects of prepositions. (Charts 14-2 and 14-3)

Directions: Complete the sentences in column A with the ideas in column B. Be sure to link them with an appropriate preposition.

Example: I thanked my classmate
→ *I thanked my classmate for helping me with my homework.*

Column A

1. I thanked my classmate
2. The treasurer is responsible
3. The students complained
4. I apologized
5. A bodybuilder is capable
6. A teacher is used*
7. The rainy weather prevented us
8. All of the children participated
9. Unauthorized persons are prohibited
10. The little girl was excited
11. I thanked the flight attendant
12. The employees objected

Column B

- A. answer students' questions
- B. get a new doll for her birthday
- ✓ C. help me with my homework
- D. lift heavy weights
- E. get me a pillow
- F. step on my friend's toe
- G. enter a military base
- H. balance the checkbook
- I. be forced to work overtime
- J. go on a picnic
- K. have too many tests
- L. make decorations for their classroom

PRACTICE 5. Forming the passive. (Chart 11-1)

Directions: Change these active sentences to passive if possible. Some of verbs are intransitive and cannot be changed. Keep the same tense.

1. My uncle will meet you at the airport. → *You will be met at the airport by my uncle.*
2. Our plane will land at 6:03. (*no change*)
3. John is working at the bakery.
4. We walked downtown after work yesterday.
5. The chef will prepare the food.
6. The baby was crying in his crib.

PRACTICE 5. Gerund vs. infinitive. (Charts 14-1 → 14-7)

Directions: Select the correct answer for each sentence.

1. Whenever we met, Jack avoided B at me.
A. to look B. looking
2. Most people enjoy _____ to different parts of the world.
A. to travel B. traveling
3. Marjorie needs _____ another job. Her present company is going out of business.
A. to find B. finding
4. May I change the TV channel, or do you want _____ more of this program?
A. to watch B. watching
5. Joan is considering _____ her major from pre-med studies to psychology.
A. to change B. changing

PRACTICE 5. Paired conjunctions: subject-verb agreement. (Chart 16-2)

Directions: Supply the correct present tense form of the verb in parentheses.

1. (*know*) Neither the students nor the teacher knows the answer.
2. (*know*) Neither the teacher nor the students know the answer.
3. (*know*) Not only the students but also the teacher _____ the answer.
4. (*know*) Not only the teacher but also the students _____ the answer.
5. (*know*) Both the teacher and the students _____ the answer.
6. (*want*) Neither Alan nor Carol _____ to go skiing this weekend.
7. (*like*) Both John and Ted _____ to go cross-country skiing.
8. (*have*) Either Jack or Alice _____ the information you need.
9. (*agree*) Neither my parents nor my brother _____ with my decision.

PRACTICE 1. *Because* vs. *because of*. (Charts 17-2 and 19-1)

Directions: Complete the sentences with either *because* or *because of*.

1. We delayed our trip because of the bad weather.
2. Sue's eyes were red because she had been crying.
3. The water in most rivers is unsafe to drink _____ pollution.
4. The water in most rivers is unsafe to drink _____ it is polluted.
5. Some people think Harry succeeded in business _____ his charming personality rather than his business skills.
6. You can't enter this secured area _____ you don't have an official permit.
7. My lecture notes were incomplete _____ the instructor talked too fast.
8. It's unsafe to travel in that country _____ the ongoing civil war.

PRACTICE 4. Conditional sentences. (Charts 20-1 → 20-4)

Directions: Using the given information, create conditional sentences. Use *if*.

1. I was sick yesterday, so I didn't go to class.
→ *If I hadn't been sick yesterday, I would have gone to class.*
2. Because Alan never eats breakfast, he always overeats at lunch.
→ *If Alan ate breakfast, he wouldn't overeat at lunch.*
3. Kostas was late to his own wedding because his watch was slow.
4. I don't ride the bus to work every morning because it's always so crowded.
5. Sara didn't know that highway 57 was closed, so she didn't take an alternative route.
6. Camille couldn't finish unloading the truck because no one was there to help her.

Kommunikativ grammatika fanidan test savollari

1. What _____? She wanted to talk to him.
a) wanted she b) did she want c) she wanted d) has she wanted
2. They were _____ they didn't anything to eat.
a) such late b) too late c) very late d) so late
3. A: Mary's late. I hope nothing has happened to her.
B: _____
a) I don't either b) So do I c) Neither do I d) I hope to
4. Who's that man? I can't remember _____ her before.
a) to see b) seeing c) if I see d) did I see
5. The problem _____ is not difficult, but it takes a long time to do
a) which b) it c) that d) itself
6. He is getting his latest novel _____ next month.
a) to publish b) published c) publishing d) be published
7. Petroleum _____ are getting more and more expensive every day.
a) produces b) production c) products d) productivity
8. Is that a dog?
a) Yes, it is b) Yes, it's that dog
c) Yes, that is d) Yes, a dog is that
9. Helen _____
a) gave Tom the pen b) gave to Tom the pen
c) gave the pen Tom d) gave to the pen Tom
10. The sun _____ in the East.
a) is always rising b) always is rising c) rises always d) always rises
11. _____ the ball.
a) Kick b) What c) Playing d) What is
12. Peter has a fever because he has _____ measles.
a) a b) the c) some d) of
13. My friend drives _____.
a) fast b) good c) bad d) careful
14. _____ do you write to about the job?
a) What b) Why c) Whom d) When
15. I look forward _____.
a) of visiting b) to visiting c) to visit d) visiting
16. He is _____ to understand my instructions.
a) very stupid b) too stupid c) stupid enough d) such a stupid
17. the children want me _____ them a story now.
a) say b) talk c) speak d) tell
18. She told him where _____.
a) she lived b) has she lived c) does she live d) did she live
19. When _____ to you?
a) did that letter send b) does that letter send
c) was that letter sending d) was that letter sent
20. I _____ up early last year.
a) used to get b) used get c) used to getting d) use to get
21. I'd _____ finish this book.
a) not better to b) better not c) not better d) better not to
22. She _____ go there if it rains.
a) would rather not b) would rather not to c) wouldn't rather d) would rather don't
23. My coffee is _____ hot that I can't drink it.

- a) very b) so c) much d) too
24. I _____ him at 10:00 A.M. tomorrow
- a) am suppose to see b) supposed to see
c) am supposed to seeing d) am supposed to see
25. How long ago did you _____?
- a) have painted b) had your house painted
c) have your house painted d) have your house painting
26. _____ he studied more frequently, he could have improved his grades.
- a) however b) had c) might d) should have
27. We would like _____ our radio.
- a) she's fixing b) she'd fix c) she had fixed d) her to fix
28. Anyone _____ in taking the course can enroll next week.
- a) wants b) is interested c) interested d) wanting
29. That's the hotel _____ last year.
- a) which we stayed b) at which we stayed
c) where we stayed at d) where we stayed
30. My father, _____ knows two languages, works for a publisher.
- a) whom b) that c) who d) whose
31. The students in the early class, _____ did very well on yesterday's test.
- a) they studied hard b) they studied all semester
c) most of them studied d) most of whom had studied
32. Mrs. Smith answered all the letters _____ to her husband.
- a) sent b) send for c) were sent d) sending
33. He ate the meat _____
- a) giving him b) given to him c) gave to him d) had been given to him
34. The reason _____ I'm writing is to tell you about a party next week.
- a) because b) why c) for d) as
35. She demanded that she _____ given the exact figures.
- a) be b) had c) were d) has e) would be
36. The men _____ were all actors.
- a) to those I talked b) I talked to c) whom I talked d) talked
37. You will pass the exam _____ you get over 50 % in each section.
- a) provided b) unless c) so d) otherwise
38. That's Helen! She _____.
- a) is long hair b) have long hair c) has long hair d) has hair long
39. I'm not _____ to vote.
- a) very old b) old enough c) enough old d) old for
40. Where is the book?
- a) there's it b) it's here c) he's under the chair d) there is on a chair
41. _____ eat ice-cream.
- a) don't b) can't c) where d) when
42. What's her brother doing?
- a) They are playing tennis b) He is playing tennis
c) They are playing d) He is playing
43. There are _____ in the classroom.
- a) many student b) a lot of students c) much students d) a lot of student
44. _____ don't like red wine.
- a) some people b) any people c) somebody d) anybody
45. Whose slippers _____?
- a) this is b) are these c) these are d) is this
46. We'll _____. a) going b) go c) can't go d) don't go
47. My birthday is _____ June 22.
- a) on b) between c) into d) in
48. We shall work on the problem _____ we solve it.

- a) why b) how c) which d) until
49. Tom enjoys _____.
- a) from swimming b) to swim c) swim d) swimming
50. Can you tell me _____?
- a) where does Tom live b) where does Tom lives
c) where Tom lives d) where is Tom living
51. Did you see the pencil _____?
- a) I bought it b) that I bought it c) which I bought it d) which I bought
52. Alice is the same age _____ David.
- a) with b) as c) like d) by
53. Who _____ the dinner?
- a) did cook b) was cooked c) cooked d) is cooked
54. How many times a week did you do English at school?
- a) four times in week b) once in week c) twice in a week d) twice a week
55. You say you have sent him a letter, but I think you _____ him a telegram instead.
- a) ought to send b) ought to have sent c) must have sent d) should have been sent
56. He _____ hard because he answered all questions in the exam.
- a) must have studied b) should have studied c) should study d) can't have studied
57. They met some people _____ sons were all football players.
- a) who b) whom c) who's d) whose
58. They really don't know _____.
- a) when does the football match begin b) when begins the football match
c) when begin the football match d) when the football match begins
59. He _____ difficulty on the last test he took.
- a) had b) is having c) has d) will have
60. She only takes _____ sugar in her tea.
- a) few b) a little c) a lot d) a few
61. The teacher's book, _____ lives of great men and women, has 500 pages.
- a) who contains b) which is contain c) which contains d) whose contains
62. They _____ earlier than the others, but they arrived later.
- a) are leaving b) leave c) had left d) were leaving
63. You can travel _____.
- a) neither by train or by bus b) either by train or by bus
c) either by train nor by bus d) or by train nor by bus
64. Tashkent is _____ important city in Uzbekistan.
- a) most b) the most c) more d) the more
65. Will you _____ have lunch with us tomorrow?
- a) able to b) be able c) are able to d) be able to
66. Tom must go home now, but he wishes _____.
- a) he didn't have to b) he mustn't c) he hadn't had to d) he hasn't had to
67. I took a taxi so that I _____ miss the train.
- a) won't b) wouldn't c) don't d) not making
67. This photograph, _____ I took 5 years ago, shows the harbour quite well.
- a) who b) which c) that d) what
68. She dances _____ than I do.
- a) badly b) worst c) more badly d) worse
68. She'd rather read _____ listen to the radio.
- a) than b) to c) then d) rather than
69. _____ to drive a bulldozer?
- a) are you using b) did you use c) do you use d) are you used
70. _____ them went to the movies.
- a) all b) both of c) of both d) none
71. Most of the women sent _____ applications to the director of the program.
- a) their b) its c) her d) her own

72. Where is Maria? She _____ in the office.
 a) is sitting b) sits c) sitting d) are sitting
73. What _____? She's writing a letter.
 a) does she do b) is she doing c) does she d) she is doing
74. She _____ speak French.
 a) no b) not c) doesn't d) don't
75. "Are Tom and Ann still sitting in the office?" "No, _____".
 a) they don't sit b) they aren't c) they standing d) they aren't
76. Maria _____ hasn't phoned Peter.
 a) yet b) still c) always d) never
77. "What _____" "She wanted to talk to him".
 a) wanted she b) she wanted c) did she want d) has she wanted
78. Peter can't speak Italian, _____?
 a) isn't it b) can't he c) does he d) can he
79. Jack _____ Turkish soon.
 a) goes to learn b) is going to learn c) learns d) is learning
80. Tom _____ while Ann was having a bath.
 a) was arriving b) arrived c) has arrived d) is arriving
81. "If we _____ quickly, we won't be late for the party", said Peter.
 a) drive b) draw c) will drive d) would drive
82. She asked him where _____.
 a) the party is b) was the party c) the party was d) is the party
83. "If I _____ the way to the house, we wouldn't be so late", he replied.
 a) knew b) would know c) know d) had known
84. Peter wanted _____.
 a) that Maria would ask b) Maria should ask c) Maria asking d) Maria to ask
85. When they finally arrived, they _____ the car and went in.
 a) had parked b) parked c) were parking d) have parked
86. Peter made Maria _____ all night.
 a) to dance b) dance c) that she danced d) dancing
87. Tom took a taxi and _____ John.
 a) also b) too did c) so did d) nor did
88. The milk _____ at 8 o'clock the following morning.
 a) was delivering b) was delivered c) delivered d) is delivered
89. The family had just had a new gas cooker _____ in their kitchen.
 a) fitted b) fitting c) to be fitted d) for fit
90. He _____ his job properly because a lot of gas escaped.
 a) shouldn't do b) was able to do c) must have done d) can't have done
91. Peter _____ spending weekends alone.
 a) didn't use b) hadn't used c) wasn't used to d) used not to
92. The landlord _____ just rented the apartment when I got there.
 a) How b) Had c) Did d) Who
93. No, I _____ rather go tomorrow
 a) would b) had c) can d) shall
94. I _____ like to read.
 a) can't b) can c) wouldn't d) not
95. Leonard won't come _____ it is raining.
 a) if b) when c) because d) and
96. These packages are _____ special care because they are fragile.
 a) give b) needing c) given d) giving
97. _____ the time Mr. Woo is 60, he will have worked for 40 years.
 a) When b) until c) If d) By
98. You should always check your tires _____ your car.

- a) drive b) you drove c) driving d) you are driving
99. Jack _____
a) says that he had spoken b) say that he speaks
c) said that he had spoken d) says that had spoken that he wiil say
100. I thought that he _____ something for me.
a) was supposed to do b) was supposed to c) is supposed to do d) is supposed to
101. Betty couldn't help _____ when Oskar fell down.
a) laughed b) to laugh c) laughing d) at laughing
102. Tayfur can't stand _____ the bus to work.
a) riding b) ride c) the ride d) sitting
103. He recommended _____ an operation.
a) that she have b) she has c) that she has d) that she will have
104. Did Tom _____ to live here?
a) used b) use c) used to d) ever
105. I found Sam _____ in an armchair.
a) sleep b) to sleep c) sleeping d) slept
106. A: Who cooks dinner at your house? B: It _____ by my sister.
a) is cooked b) has cooked c) was cooked d) is cooking
107. She _____ go there if it rains.
a) would rather not b) would rather not to c) wouldn't rather d) would rather don't
108. Tom, not his friend Jack, _____ two languages.
a) know b) knows c) is knowing d) is known
109. The walls of the heart _____ forcing blood to rush out.
a) contract b) contracting c) are contracted d) contracts
110. Few _____ how to write letters.
a) knows b) is known c) know d) are known
111. Somebody left _____ book here.
a) his b) her c) its d) their
112. Were you sitting near Tom and _____?
a) he b) she c) her d) they
113. Bob and _____ have their books. a) she b) I c) her d) we
114. Did they arrive earlier than _____?
a) she b) us c) it d) they
115. The trouble with Tom and _____ is that we are lazy.
a) me b) I c) hers d) our
116. She thought it was _____ who owned the house.
a) they b) them c) their d) theirs
117. Neither you nor _____ was wrong. a) I b) me c) mine d) my
118. It was very kind of you _____ me to the party.
a) inviting b) to invite c) invited d) to be invited
119. I made Albert _____.
a) to promise to come b) promise coming c) promise to come d) to promise coming
120. I'd love ____ you ____ a cowboy suit.
a) to see\ wore b) seeing \to wear c) to see\ to wear d) to see\ wearing
121. Ann's hair wants _____.
a) to cut b) cut c) cutting d) to be cutting
122. She was born _____ nineteen thirty-eight.
a) in b) on c) with d) at
123. It is not any use _____ thinner if you like baklava.
a) to get b) got c) getting d) to getting
124. One of those _____ mine.
a) are b) be c) being d) is
125. He was charged _____ theft.
a) on b) for c) from d) with

126. Our car collided _____ a lorry _____ the way here.
 a) at\with b) with\on c) against\by d) by\in
127. I was born _____ May first.
 a) in b) on c) at d) to
128. I can smell fish _____.
 a) cook b) to cook c) cooked d) cooking
129. He is 20 years old. He can take care _____ himself.
 a) to b) about c) of d) of
130. The men _____ were all actors.
 a) to those I talked b) I talked to c) whom I talked d) talked
131. _____ in my first visit to Italy that I went to Rome
 a) It is b) It was c) It has been d) Its
132. _____ nice to see you that you are feeling better.
 a) It is nice b) Therefore c) That's fine d) I went
133. _____ requires years of practice to play the guitar as well as Carlos.
 a) Music b) That c) Playing d) It
134. Not _____ the directions, Jack wasn't able to find the house.
 a) to remember b) very good c) having been given d) able to remember easily
135. _____ the bus yesterday morning, Gomez saw an accident.
 a) On his way to work b) Because it was crowded c) Waiting for d) missed
136. No sooner _____ the match than flames shot across the floor.
 a) did he drop b) he dropped c) he had dropped d) plans
137. _____ by the noise, the bird flew away.
 a) Because close b) Built c) Frightened d) Frightening
138. Thomas _____ his vocation for several months.
 a) is planning b) had been planning c) has been planning d) plans
139. Have you ever thought _____ physics.
 a) studied b) of studying c) studying d) to study
140. I insisted that he _____ me the money.
 a) is paying b) to pay c) was paid d) pay e) pays
141. Here is _____ picture where I was born. It is about ten minutes by _____ car from Rome, _____ big town
 a) the\-\(the b) -\the\-\ c) the\|a\-\ d) a\-\|a e) the\-\|-\
142. This is _____ toughest steak I've ever eaten. It's _____ last time I eat in this restaurant.
 a) -\|-\ b) the\-\|-\ c) -\the d) the\|the
143. He can climb trees _____ a monkey.
 a) as b) like c) as if d) -

**5.5. Ishchi fan dasturiga muvofiq baholash mezonlarini qo'llash bo'yicha
 uslubiy ko'rsatmalar.
 Talabalar bilimini baholash mezoni**

Talabalar bilimini baholash O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2018 yil 9 avgustda 9-2018-sonli "Oliy ta'lim muassasalari talabalari bilimini nazorat qilish va baholash tizimi to'g'risidagi nizomni tasdiqlash haqida"gi buyrug'i bilan tasdiqlangan "Oliy ta'lim muassasalari talabalari bilimini nazorat qilish va baholash tizimi to'g'risidagi Nizom" asosida amalga oshiriladi.

Bunga ko'ra talaba:

- mustaqil xulosa va qaror qabul qiladi, ijodiy fikrlay oladi, mustaqil mushohada yuritadi, olgan bilimni amalda qo'llay oladi, fanning (mavzuning) mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo'yicha tasavvurga ega deb topilganda - 5 (a'lo) baho;
- mustaqil mushohada yuritadi, olgan bilimni amalda qo'llay oladi, fanning (mavzuning) mohiyatni tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo'yicha tasavvurga ega deb topilganda - 4 (yaxshi) baho;
- olgan bilimni amalda qo'llay oladi, fanning (mavzuning) mohiyatni tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo'yicha tasavvurga ega deb topilganda - 3 (qoniqarli) baho;
 - fan dasturini o'zlashtirmagan, fanning (mavzuning) mohiyatini tushunmaydi hamda fan (mavzu) bo'yicha tasavvurga ega emas deb topilganda - 2 (qoniqarsiz) baho bilan baholanadi.

Nazorat turlarini o'tkazish bo'yicha tuzilgan topshiriqlarning mazmuni talabaning o'zlashtirishini xolis (ob'ektiv) va aniq baholash imkoniyatini beradi.

Talaba fan uchun ajratilgan kreditni fanning o'zlashtirish darajasi, olgan bahosiga proporsional tarzda oladi. Fan uchun ajratilgan soat bo'yicha talaba maksimal to'plashi kerak bo'lgan kredit miqdori **2** ni tashkil etadi. Talabaning kreditini to'plashi quyidagi formula orqali amalga oshiriladi.

$$\text{Talaba to'plagan krediti} = \frac{\text{fanga ajratilgan kredit} * \text{talabaning olgan bahosi}}{\text{maksimal baho (5)}}$$