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A PRACTICAL ENGLISH GRAMMAR II



**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA
MAXSUS TA'LIM VAZIRLIGI**

O'ZBEKISTON BADIY AKADEMIYASI

**KAMOLIDDIN BEHZOD NOMIDAGI MILLIY RASSOMLIK VA
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**A PRACTICAL ENGLISH
GRAMMAR II**

O'QUV- USLUBIY QO'LLANMA

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**A PRACTICAL ENGLISH GRAMMAR II o'quv -uslubiy qo'llanma//
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Ushbu o'quv uslubiy qo'llanma zamonaviy pedagogik texnologiyalar asosida tayyorlangan. Undagi grammatik mavzular mashqlar orqali mustahkamlanib talabalarning ingliz tilida gapirish ko'nikmalarini rivojlantirishni ko'zda tutilgan. O'quv qo'llanma oliy o'quv yurtlari tasviriy va amaliy san'at, san'atshunoslik hamda dizayn yo'nalishlarida tahsil oluvchi III-IY kurs talabalari uchun mo'ljallangan.

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PREFACE

SO'Z BOSHI

O'zbekiston Respublikasi Prezidentining 2012-yil 10-dekabrdagi "Chet tillarini o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ-1875-sonli qarori, ingliz tili kommunikativ kompetensiyasini shakllantirish maqsadi, Yevropa chet tillarini bilish darajalarini baholash me'yorlari, chet tili bo'yicha Yevropa tizimi bazaviy kompetensiyalari, O'zbekiston Respublikasi Oliy ta'limining chet tillari bo'yicha Davlat ta'lim standarti asosida ishlab chiqilgan bo'lib, ushbu qo'llanma Kamoliddin Behzod nomidagi Milliy rassomlik va dizayn instituti III va IV kurs talabalariga mo'ljallangan.

Mazkur o'quv-uslubiy qo'llanmaning maqsadi talabalarga ingliz tili grammatik qoidalarini turli mashqlar orqali mustahkamlab, kommunikativ kompetensiyani oshirishdan iboratdir.

O'quv-uslubiy qo'llanma 10 darsdan, qisqa grammatikaga oid qoidalardan va mashqlardan iborat.

Complex object

after the verbs to want, to expect, expressions should, like



Expresses the desire and the need (to want- to want, to wish/ to desire - wanting, to like-like, should.)

1. Usage of “to want”

We use the verb *want* to talk about wishes and needs, and give advice:

What do you *want* for dinner tonight? (wish or desire)

You *want to get your tickets soon before they're all sold out.*

(I advise you to)

With expresses

He **wanted** his students to note the colors of animals.

He **wanted** his students have noted color animals.

2. Expresses the assumption (to expect-expect to reply; to suppose-to believe)

WHAT TO EXPECT

Parents usually expect their children to be obedient.
Parents typically expect that their children will be obedient.

We believe it to be the best way out of this situation.
We believe that this will be the best solution in this situation.

I considered this situation to be essential.

Some verbs are followed by object+ infinitive without to: let, make, see, hear, feel, watch, notice and etc.

Why do not you let me go?

I hear her sing a lovely song.

Verbs of desire and construction *I/we/you/they/he/she **should like***.

*I **should like** waiter to bring me the cup of coffee.*

*They **wish** them to drove their pictures.*

Verbs, which express intellectual activity or request something.

*I **consider** this situation to be essential.*

*The workers **requested** the salary to be paid for them.*

*The inspector **would like** you to explain everything to him.*

✎ PRACTICE

1. Open the brackets, complete the Complex Object.

Example: We expected (she, come) at 5. – We expected her to come at 5.

1. Do you want (they, stay) at the hotel?
2. Would you like (I, show) you the sights of the city?
3. We expect (she, set) the table by the time we come.
4. I want (she, drove) my picture.
5. I don't want (they, be late) for dinner.
6. He expected (she, invite) him to the party.
7. They found (the lecture, be) boring.
8. I wish (my mother, buy) the dress by Saturday.
9. We considered (he, be) an honest person.
10. I know (he, learn) this poem by heart.

2. Make up sentences with Complex Object constructions

1. them/She/ to read/ wanted /that book.
2. I/ him/ expect / in a minute/ to come.
3. wishes / Jasur /to do / the work/ her/ at once.
4. well / to study/ Saida /The teacher expected.
5. to come/They/ him/ know/ in time.
6. this girl/ He/ to be/ believes/ his wife.
7. I/ this computer game/ find/ exciting/ to be.

8. her children/ to dance/ The Mother /likes.

3. Translate the sentences into Russian.

1. I know him to be a great scientist.
2. I want everybody to read it.
3. My mother expects me to study hard.
4. The teacher wanted us to learn sewing.
5. I'd like him to help me.
6. She wouldn't like them to be late.
7. They like her to play the piano.

To..., For..., So That... (PURPOSE)



We use to... to say why somebody does something (= the purpose of an action):

'Why did you go out?' 'To post a letter.'

A friend of mine phoned to invite me to a party.

We shouted to warn everybody of the danger.

We use to... to say why something exists or why somebody has/wants/needs something:

This wall is to keep people out of the garden.

The President has a team of bodyguards to protect him.

I need a bottle opener to open this bottle.

We use to... to say what can be done or must be done with something:

It's difficult to find a place to park in the city center. (= a place where you can park)

Would you like something to eat?

Have you got much work to do? (= work that you must do)

I get lonely if there's nobody to talk to.

Also: money/time/chance/opportunity/energy/courage etc. to (do something):

They gave us some money to buy some food.

Do you have much opportunity to practice your English?

I need a few days to think about your proposal.

For... and to...

Compare:

- *I'm going to Spain for a holiday.*

but *I'm going to Spain to learn Spanish, (not 'for learn Spanish', not 'for learning Spanish')*

We use for + noun (for a holiday) but to + verb (to learn). Some more examples:

- *What would you like for dinner?*

But *What would you like to eat? (not 'for eat')*

- *Let's go to the pool for a swim.*

but *Let's go to the pool to have a swim.*

Note that you can say ...for (somebody) to (do something):

• *There weren't any chairs for us to sit on, so we had to sit on the floor.*

You can use for -ing to say what the general purpose of a thing is.

To... is also possible:

- *This knife is only for cutting bread, (or ...to cut bread.)*

You can use What...for? to ask about purpose:

- *What is this switch for?*
- *What did you do that for?*

So that

Sometimes you have to use so that for purpose. We use so that (not to...):

when the purpose is negative (so that...won't/wouldn't):

- *I hurried so that I wouldn't be late. (= because I didn't want to be*

late)

- *Leave early so that you won't (or don't) miss the bus.*

with can and could (so that...can/could)

- *She's learning English so that she can study in Canada.*

- *We moved to London so that we could visit our friends more often.*

when one person does something so that another person does something else:

- *I gave her my address so that she could contact me.*

- *He wore glasses and a false beard so that nobody would recognise him.*

➤ PRACTICE

1. Complete the sentences.

1. But gradually as settlements grew into towns, as political independence was_____.

2. It is the same quality that there_____

3. The American painter even more than the American writer was affected _____.

4. With a few outstanding exceptions he never achieved the technical _____.

5. _____ to European painting seems naive, brusque, even awkward.

2. Put in, to or for.

1. I'm going to Samarkand _____ a holiday.

2. You need a lot of experience___ this job.

3. You need a lot of experience___ do this job.

4. We'll need more time___ make a decision.

5. I went to the dentist ___ a check-up.
6. I had to put on my glasses read the letter.
7. Do you wear glasses ___ reading?
- 8 I wish we had a garden ___ the children ____play in.

3. Complete these sentences using a suitable verb.

Example: The President has a team of bodyguards to protect him.

1. I didn't have enough time _____ the newspaper today.
2. I came home by taxi. I didn't have the energy _____
3. 'Would you like something _____?' 'Yes, please. A cup of coffee.'
4. We need a bag _____ these things in.
5. There will be a meeting next week the problem.
6. I wish we had enough money a new car.
7. I saw Halima at the party but we didn't have a chance _____ to each other.
8. I need some new clothes. I haven't got anything nice

9. They've just passed their exams. They're having a party _____
10. I can't do all this work alone. I need somebody _____ me.

Conditionals



What are conditionals in English grammar?

Rule: Sometimes we call them 'if clauses'. They describe the result of something that might happen (in the present or future) or might have happened but didn't (in the past).

They consist of two parts: the **if clause** (hypothesis) and the **main clause** (result). The **if clause** can come *before* or *after* the **main clause**. When it comes before the main clause, the two clauses are separate with a comma.

If you drive carefully, you won't have an accident.

or

You won't have an accident if you drive carefully.

They are made using different English verb tenses. There are four kinds. The main types of conditionals are: Type 0, Type 1, Type 2 and Type 3.

- **Type 0 Conditionals are used to express a general truth or scientific fact.**

We can use **when** (=whenever) instead of *if* in this case.

If-clause	Main clause
if + present simple	present simple
If/When you mix red and yellow, you get orange.	

- **Type 1 Conditionals (real present) are used to express real or probable situations in the present or future**

If-clause	Main clause
if + present simple/ present cont./ present perfect/ present perfect cont.	Future/imperative can/may/might/must should/could+present bear infinitive
If she studies hard, she will pass the exam.	
If I finish the project on time, I may take a few days off.	
If they are studying , I won't make any noise.	
If she hasn't cooked dinner, we will order a takeaway.	

Note: We can use when instead of if in **Type 1 Conditionals**.

If means that something may happen. **When** means that something will definitely happen.

If he calls, I'll tell him the news. (but he might not call)

When he calls, I'll tell him the news. (he will definitely call)

- **Type 2 Conditionals (unreal present) are used to express imaginary situations which are contrary to facts in the present and therefore, are unlikely to happen in the present or future. We can use were instead of was for all persons in the if clause. We can also use the structure**

If I were you... to give an advice

If-clause	Main clause
if + past simple would/could/might+ continuous	past present bare infinitive
If I had a lot of money, I would travel around the world.	
If we were earning more money, we could buy a house by the sea.	
If I were you, I would attend a computer course.	

- **Type 3 Conditional (unreal past) are used to express imaginary situations which are contrary to facts in the past. They are also used to express regrets or criticism.**

If-clause	Main clause
if + past perfect/ past perfect cont.	would/could/might + have + past participle
If I had gone to bed early, I would have caught the train.	
If they had invited us, we would have gone to the party.	
If he had been listening , he might have heard what the teacher said.	

PRACTICE

1. Make a zero conditional sentence using the words.

For example: water / boil / heat / to 100 degrees becomes Water boils if you heat it to 100 degrees.

1. ice / float / you / drop / it / in water
2. if / no / rain / the grass / not / grow
3. my daughter / eat / too much chocolate / she /get / sick
4. you / not / eat / you / die
5. iron / rust / it / get / wet

2. Put the verbs in brackets into the correct form to make conditional sentences type 0, 1 or 2.

1. If I _____ (be) a designer, I _____ (draw) some national dresses.
2. If you _____ (call/not) tonight, I _____ (watch) TV
3. I always _____ (feel) nervous if you _____ (can) live anywhere in the world?
4. When I _____ (finish) writing this essay, I _____ (cut) the cost of education.
5. Every day when I _____ (get) home, I _____ (read) it.
6. Where _____ (you/live) I _____(be) very excited.
7. If there _____ (be) no police or government, _____ (we/have) wars between nations?
8. If I _____ (be) president, we _____ (be/not) as far in debt as we are today.
9. If we _____ (travel) to Germany this month, I _____ (be) always very excited.

10. Whenever I _____ (travel), when I _____ (take) an exam. 11. If there _____ (are) no governments, what kind of animal _____ (you/be)?

12. If the government _____ (spend) less money, I _____ (research) the best options before buying tickets.

13. I can't wait to read this book. If I _____ (have) some free time today, I _____ (be) nervous because _____ (know) where you are.

2. Multiple choice - what is the correct answer?

1. If I had had enough money, I _____ that radio.

- a) bought b) would buy c) would have bought d) had bought

2. If it rains, you _____ wet.

- a) will get b) would get c) get d) had got

3. She would go to the Job Centre if she _____ a job.

- a) had wanted b) will want c) want d) wants

4. The dog _____ you if it hadn't been tied up.

- a) would bite b) will bite c) would have bitten d) bites

5. It _____ easy to paint pictures if you know how to.

a) would be b) would have been c) would has been d) was

6. If I come, I _____ you.

a) saw b) would see c) will see d) sees

7. She _____ pleased if you come.

a) would be b) would have been c) would has been d) was

8. If It _____ I would stay at home.

a) rains b) rained c) has rained d) had rained

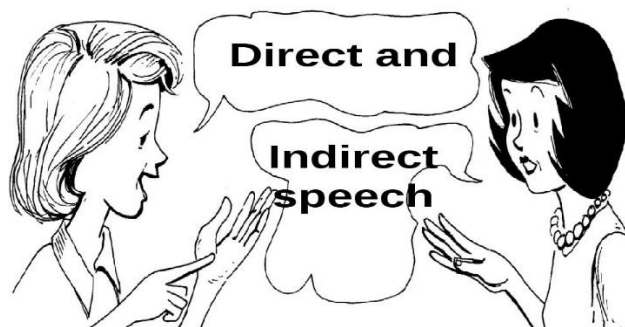
9. You will catch the train if you _____ earlier.

a) left b) leaves c) leave d) would leave

10. If he _____ thirsty, he would drink some water.

a) was b) had been c) is d) would drink

Direct and Indirect speech



Direct Speech

In direct speech, we convey the message of the speaker in his own actual words without any change to another person.

- **Indirect Speech**

In indirect speech, we convey the message of the speaker in our own words to another person.

- **Procedure of changing direct speech into indirect speech**

1. Remove comma and inverted commas.
 2. Put "that" between the reporting and reported speeches.(it is optional to put "that" between the reporting and reported speech)
 3. Change the 1st letter of reported speech into small letter except for "I"
 4. Change the pronoun of the direct speech according to the rules described in table 2
 5. Change the tense of the direct speech appropriately according to rules described in table 3.
 6. Change the words expressing nearness in time or places of the direct speech into its appropriate words expressing distance as per table 1
-

Rules for changing Direct into Indirect Speech

- **Change in Pronouns**

The pronouns of the Direct Speech are changed where necessary, according to their relations with the reporter and his hearer, rather than with the original speaker. If we change direct speech into indirect speech, the pronouns will change in the following ways.



Rules	Direct Speech	Indirect Speech
Simple Present Changes To Simple Past	"I always drink coffee", she said	She said that she always drank coffee.
Present Continuous Changes To Past Continuous	"I am reading a book", he explained.	He explained that he was reading a book
Present Perfect Changes To Past Perfect	She said, "He has finished his work"	She said that he had finished his work.
Present Perfect Continuous Changes To Past Perfect Continuous	"I have been to Spain", he told me.	He told me that he had been to Spain.
Simple Past Changes To Past Perfect	"Botir arrived on Saturday", he said.	He said that Botir had arrived on Saturday
Past Perfect Changes To Past Perfect (No	"I had just turned out the light," he explained.	He explained that he had just turned out the light.

Change In Tense)		
Past Continuous Changes To Past Perfect Continuous	"We were living in Paris", they told me.	They told me that they had been living in Paris.
Future Changes To Present Conditional	"I will be in Geneva on Monday", he said	He said that he would be in Geneva on Monday.
Future Continuous Changes To Conditional Continuous	She said, "I'll be using the car next Friday."	She said that she would be using the car next Friday.

- **Changes in Modals**

Rules	Direct Speech	Indirect Speech
CAN changes into COULD	He said, "I can drive a car".	He said that he could drive a car.
MAY changes into MIGHT	He said, "I may buy a computer"	He said that he might buy a computer.
MUST changes	He said, "I must work	He said that he had to

into HAD TO	hard"	work hard.
These Modals Do Not Change: Would, could, might, should, ought to.		
Would	They said, "we would apply for a visa"	They said that they would apply for visa.
Could	He said, "I could run faster"	He said that he could run faster.
Might	Javlon said, "I might meet him".	Javlon said that he might meet him.
Should	He said, "I should avail the opportunity"	He said that he should avail the opportunity.
Ought to	He said to me, "you ought to wait for him"	He said to me that I ought to wait for him.

• **Rules for conversion of Indirect Speech to Direct Speech**

To change from Indirect to Direct Speech, keep the rules of the Direct Speech are applied in the reverse order.

1. Use the reporting verb, "say" or "said to" in its correct tense.
2. Remove the conjunctions "that, to, if or whether" etc. wherever necessary.
3. Insert quotation marks, question mark, exclamation and full stop, wherever necessary.
4. Put a comma before the statement.
5. Write the first word of the statement with capital letter.

6. Change the past tense into present tense wherever the reporting verb is in the past tense.
7. Convert the past perfect either into past tense or present perfect as found necessary.

PRACTICE

Reported speech

1. Complete the sentences in the reported speech test.

Example: "I admire you." - She said she admired me.

1. It is too late." - I said it _____ too late.
2. "I have replied." - He claimed that _____.
3. "I met you yesterday." - Sam told me he had met me _____.
4. "I cannot come." - Mary explained that _____.
5. "I could fall down." - He was afraid _____ down.
6. "I will pay tomorrow." - He said he would pay _____.
7. "The Himalayas are the highest." - He knew that the Himalayas _____ the highest.
8. "I may lend you some money." - Bill promised _____ some money.
9. "I have been watching a film." - He replied that _____ a film.
10. "Malika must rest." - The doctor said Malika _____.
11. "I have not done it today." - I explained that I had not done it _____.
12. "If I was younger, I would accept it." - He thought that if _____ younger, he would accept it.

13. "I was with him last week." - Javlon admitted that _____ with him the previous week.
14. "You needn't change your shoes in our house." - She reminded me that I _____ my shoes in their house.
15. "I am calling my mum." - She said she _____ here mum.
16. "I will finish this picture tomorrow." - Dono supposed that she would finish _____ picture the next day.
17. "I would buy it." - She said _____ it.
18. "Gulshan used to be my friend." - He told us Gulshan _____ his friend.

Direct into indirect speech

2. Change the following sentences into indirect speech.

1. He said to me, 'You are very ambitious.'
2. He said to me, 'Your father has sent you a gift.'
3. Asad said, 'I am working against heavy odds.'
4. He said to me, 'I have often told you not to play with fire.'
5. 'You have done very badly,' remarked the teacher.
6. They wrote, 'It is time we settled the matter.'
7. The mother said, 'I am longing for my son's return.'
8. He wrote, 'I am unable to come just now because I am ill.'

9. She said, 'I left school long ago.'

10. I said to her, 'I have not seen him in years.'

Direct into indirect speech

3. Read the direct speech and correct errors in the indirect speech.

1. "I am not going to tolerate this anymore," said Saodat.
Saodat said she was not going to tolerate this anymore.
2. "You have always been my friend," said Akmal.
Akmalsaid I was always his friend.
3. "We never eat meat," claimed Bilol.
Bilol claimed that they had never eaten meat.
4. "Malika used to exercise every day," he said.
He said Malika had used to exercise every day.
5. "I wish I was twenty years younger," said Lola.
Lola said she wished she had been twenty years younger.
6. "Answer the phone!" he told me.
He told me I answered the phone.
7. "Where is Ali?" she asked me.
She asked me where was Ali.

8. "Don't shout at me anymore," he told me.
He told me I didn't shout at him anymore.

Past Modal Verbs



Could have, should have, would have

These past modal verbs are all used hypothetically, to talk about things that didn't really happen in the past.

Could have + past participle

1: **Could have + past participle** means that something was possible in the past, or you had the ability to do something in the past, but that you didn't do it. (See also **modals of ability**.)

- I could have stayed up late, but I decided to go to bed early.
- They could have won the race, but they didn't try hard enough.
- Julie could have bought the book, but she borrowed it from the library instead.
- He could have studied harder, but he was too lazy and that's why he failed the exam.

Couldn't have + past participle means that something wasn't possible in the past, even if you had wanted to do it.

- I couldn't have arrived any earlier. There was a terrible traffic jam (= it was impossible for me to have arrived any earlier).
- He couldn't have passed the exam, even if he had studied harder. It's

a really, really difficult exam.

2: We use **could have + past participle** when we want to make a guess about something that happened in the past. (See also **modals of probability**.) In this case, we don't know if what we're saying is true or not true. We're just talking about our opinion of what maybe happened.

Why is John late?

- He could have got stuck in traffic.
- He could have forgotten that we were meeting today.
- He could have overslept.

We can also choose to use **might have + past participle** to mean the same thing:

- He might have got stuck in traffic.
- He might have forgotten that we were meeting today.
- He might have got stuck in traffic.

Should have + past participle

1: **Should have + past participle** can mean something that would have been a good idea, but that you didn't do it. It's like giving advice about the past when you say it to someone else, or regretting what you did or didn't do when you're talking about yourself.

Shouldn't have + past participle means that something wasn't a good idea, but you did it anyway.

- I should have studied harder! (= I didn't study very hard and so I failed the exam. I'm sorry about this now.)
- I should have gone to bed early (= I didn't go to bed early and now I'm tired).
- I shouldn't have eaten so much cake! (= I did eat a lot of cake and now I don't feel good.)

- You should have called me when you arrived (= you didn't call me and I was worried. I wish that you had called me).
- John should have left early, then he wouldn't have missed the plane (= but he didn't leave early and so he did miss the plane).

2: We can also use **should have + past participle** to talk about something that, if everything is normal and okay, we think has already happened. But we're not certain that everything is fine, so we use 'should have' and not the present perfect or past simple. It's often used with 'by now'.

- His plane should have arrived by now (= if everything is fine, the plane has arrived).
- John should have finished work by now (= if everything is normal, John has finished work).

We can also use this to talk about something that would have happened if everything was fine, but hasn't happened.

- Lucy should have arrived by now, but she hasn't.

Would have + past participle

1: Part of the **third conditional**.

- If I had had enough money, I would have bought a car (but I didn't have enough money, so I didn't buy a car).

2: Because 'would' (and will) can also be used to show if you want to do something or not (volition), we can also use **would have + past participle** to talk about something you wanted to do but didn't. This is very similar to the third conditional, but we don't need an 'if clause'.

- I would have gone to the party, but I was really busy.
(= I wanted to go to the party, but I didn't because I was busy. If I hadn't been so busy, I would have gone to the party.)

- I would have called you, but I didn't know your number.
(= I wanted to call you but I didn't know your number, so I didn't call you.)
- A: Nobody volunteered to help us with the fair
B: I would have helped you. I didn't know you needed help.
(= If I had known that you needed help, I would have helped you.)

We use past modals to speculate on past events. Here are some examples:

May have / Might have = something possibly happened (but we aren't sure if it did)

"They may have left early because of the holiday traffic." (= Maybe they left early...)

"They might have taken the train." (= Maybe they took the train.)

The negative form is "**might not have**":

"He might not have received the message." (= Maybe he didn't receive the message.)

Could have = something was possible in theory

"He could have become a doctor." (= He had the ability to become a doctor, but he didn't.)

The negative form is "**couldn't have**":

"He couldn't have seen you – it was too dark."

Can't have = something was not logically possible

"She can't have passed the exam – she didn't study at all!"

Must have = we are sure about something

"You must have known that we had a test today – the teacher sent us all a message."

Should have = something was a good idea (but didn't happen)

"You should have told me about the sale. I could have got some new shoes at a discount!"

Would have = something happened (or didn't happen) in the past as a result of something else

"If he had called me, I would have gone to the party."

PRACTICE

1. *Make the correct past modal form (use could have/would have/should have+past participle).*

1. I (buy) bread but I did not know we needed it. (past possibility).

2. We (invite) so many people to our party! I am worried that we won't have enough room for everyone. (past negative advice/regret).

3. I (start) saving money years ago! (past advice/regret).

4. We (join) you at the restaurant, but we couldn't get a babysitter.(past willingness).

5. The weather (be) any worse!(past negative possibility).

6. I (arrive) on time, even if I'd left earlier. There were dreadful traffic jams all the way. (past negative possibility).

7. They (win) the football match, but Anvar hurt his ankle.(past possibility).

8. Aziza (finish) the work, but she felt ill and had to go home.(past willingness).

9. Malika (leave) earlier. She missed her flight.(past advice/regret).
10. We (finish) the game, even if we'd wanted to. It was raining very hard and we had to stop.(past negative possibility).

2. Use one of the following past modal verbs to complete the sentences.

Must have - Might have - Should have - Can't have

1. Jalol _____ gone on holiday. I saw him this morning downtown.
2. Nobody answered the phone at the clinic. It _____ closed early.
3. I _____ revised more for my exams. I think I'll fail!
4. Sitara looks really pleased with herself. She _____ passed her driving test this morning.
5. I didn't know you were going to Komil's party yesterday. You _____ told me!
6. I can't believe Jasmina hasn't arrived yet. He _____ caught the wrong train.
7. I can't believe Jakhongir hasn't arrived yet. He _____ caught the

correct train.

8. Don't lie to me that you were ill yesterday. You _____ been ill - Davron said you were at the ice hockey match last night.

9. I don't know where they went on holiday but they bought Euros before they left so they _____ gone to France or Germany.

10. His number was busy all night - he _____ been on the phone continuously for hours.

11. It _____ been Murod I saw at the party. He didn't recognize me at all.

3. Choose the correct answer

1. If you wanted to stay in that hotel you ___ booked before!

could have

might have

should have

2. He ___ committed the crime, as he had both the motive and the opportunity.

can't have

could have

would have

3. If I had known about your accident, I ___ phoned you.

may have

should have

would have

4. She ___ attended the concert, but we aren't sure.

can't have

may have

should have

5. You ___ finished that book already! You only started reading it an hour ago.

can't have

might have

shouldn't have

6. I think they ___ got lost - surely they'd be here by now!

can have

must have

should have

7. Oh no! My phone isn't in my bag. I ___ left it on the train.

can have

might have

should have

8. She ___ been a lawyer but she decided to study accountancy instead.

could have

may have

might have

9. You ___ gone to his party - it was fantastic!

must have

should have

would have

10. I'm so sorry I woke you up. I ___ called you if I knew you were sleeping.

might not have

shouldn't have

wouldn't have

4. Read the dialogue below and find all modal verbs that are used

ALIYA: Hi TOLIB, have you finished your homework?

TOLIB: Oh hi ALIYA. No, I haven't.

ALIYA: The deadline is tomorrow you know so you have to submit it tomorrow.

TOLIB: I can't make it. I haven't even started it yet. Can we hand it in next week?

ALIYA: I don't know. You'll have to ask our teacher about that. I think you must finish it by tomorrow. She probably won't accept projects after tomorrow.

TOLIB: I've had so many other things to do. I couldn't even start it. I don't know what to do.

ALIYA: Don't worry. I'll help you. It's not very difficult. I finished it in

one day.

TOLIB: Really? Great!

ALIYA: First, you should read the article that she gave us. It's about the Mohican Civilization. Then, you have to design a poster for a play about them – the Mohicans – for the theatre.

TOLIB: Yeah I know but it looks a bit difficult...

ALIYA: Not at all. You don't have to make the poster from scratch and it doesn't have to be a work of art. There are lots of templates on the internet. You can just use one of those designs to make your own poster.

TOLIB: Well, I think I can do it. What title shall I use? Can you help me?

ALIYA: Yeah, I can give you some suggestions but you mustn't use the same title as anyone else in our class. You have to create your own title.

TOLIB: Okay, I can come up with something I guess.

ALIYA: Alright?

TOLIB: Yeah, I've got to go now and make a start on it. I'll follow the project guidelines like you said. Thanks, ALIYA!

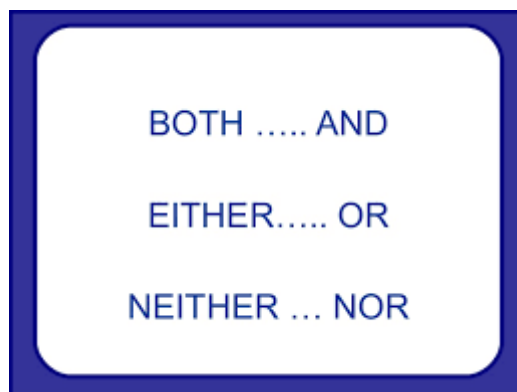
ALIYA: No problem. Good luck!

5. Decide if the statements are true or false according to the text

1. ALIYA has completed her project. _____
2. TOLIB has submitted his project. _____
3. TOLIB must ask his teacher if he can hand in the project after the deadline. _____
4. The poster must look great when it's finished. _____
5. TOLIB must design the entire poster by himself. _____

6. ALIYA can't help TOLIB with the poster in any way. _____

Both/neither/either



We use **both/neither/either** for *two* things. You can use these words with a *noun* (**both** books, **neither** book etc.).

For example, you are talking about going out to eat this evening. There are two restaurants where you can go. You say:

- ***Both** restaurants are very good. (not 'the both restaurants')*.
- ***Neither** restaurant is expensive.*
- *We can go to **either** restaurant. I don't mind. (**either**=one or the other, it doesn't matter which one)*

Both of... / neither of.../either of...

When we use **both/neither/either** + **of**, you always need **the .../ these/ those.../ my/ yours/ his/ Tom's....** (etc.). You cannot say '**both of** restaurants'. You have to say '**both of the** restaurants', '**both of those** restaurants' etc.:

- ***Both of these** restaurants are very good.*
- ***Neither of the** restaurants we went to was (or were) expensive.*
- *I haven't been to **either of those** restaurants. (= I haven't been to one or the other)*

You don't need **of** after **both**. So you can say:

- **Both** my parents are from London. or **Both of** my parents....

You can use **both of / neither of / either of + us/you/them**:

- (talking to two people) Can **either of you** speaking Spanish?
- I asked two people the way to the station but **neither of them** knew.

You must say '**both of**' before **us/you/them** (of is necessary):

- **Both of us** were very tired. (not '**Both us** were...')

After **neither of...** a singular or a plural verb is possible:

- **Neither of the children** wants (or want) to go to bed.

You can also use **both/neither/either** alone:

- I couldn't decide which of the two shirts to buy. I liked **both**. or I liked **both of them**.)
- 'Is your friend British or American?' '**Neither**. She's Australian.'
- 'Do you want tea or coffee?' '**Either**. I don't mind.'

You can say: **Both... and...**:

- **Both Sara and** Abdullah were late.
- I was **both** tired **and** hungry when I arrived home.

Neithernor....:

- **Neither Ali nor** Omer came to the party.
- She said she would contact me but she **neither** wrote **nor** phoned.

Either... or....:

- I'm not sure where he's from. He's **either** Arabic **or** Italian.
- **Either** you apologise **or** I'll never speak to you again.

Compare **either/neither/both** (two things) and **any/none/all** (more than two):

- There are **two** good hotels in the town. You can stay at **either** of them.
- There are **many** good hotels in the town. You can stay at **any** of them.
- We tried **two** hotels. **Neither** of them had any rooms. / **Both** of them were full.

- *We tried a lot of hotels. None of them had any rooms. / All of them were full.*

PRACTICE

1. Complete the sentences with “neither...nor”.

Example: *Komil doesn't lie to his friends. Akmal doesn't either.*


(neither...nor)

Neither Komil nor Akmal lie to their friends.

1. Farkhod likes helping his friends. So does Lola. (both...and)
2. Harry used to date Anora. Or was it Markhabo? (either...or)
3. We should learn to accept our weaknesses and our strengths. (not only...but also)
4. He never listens to or advises his friends when they have a problem.
(neither...nor)
5. I've betrayed your trust. I've betrayed your love for me. (not only...but also)
6. He felt disappointed. He felt misunderstood. (both...and)
7. Botir isn't very considerate. Neither is Tolib. *(neither...nor)*
8. A true friend is someone who is caring and loving. (both...and)
9. Rasul should apologise or leave. (either...or)
10. Rustam and Javlon didn't keep her secret. *(neither)*

ACTIVE AND PASSIVE VOICE

Active and Passive Voice



Active Form:
The professor **teaches** the students.

Passive Form:
The students **are taught** by the professor.

Transitive verbs have both *active and passive* forms:

active		passive
The hunter killed the lion.	>>	The lion was killed by the hunter.
Someone has cleaned the windows	>>	The windows have been cleaned

The passive forms are made up of the verb *be* with a *past participle*:

	<i>be</i>	past participle	
English	is	spoken	all over the world
The windows	have been	cleaned	
Lunch	was being	served	
The work	will be	finished	soon
They	might have been	invited	to the party

We sometimes use the verb *get* to form the passive:

*Be careful with the glass. It might **get** broken.*

*Peter **got** hurt in a crash.*

If we want to show the person or thing doing the action we use *by*:

*She was attacked **by** a dangerous dog.*

*The money was stolen **by** her husband.*

We can use the *indirect object* as the subject of a passive verb:

active		passive
I gave him a book for his birthday	>>	He was given a book for his birthday.
Someone sent her a cheque for a thousand euros	>>	She was sent a cheque for a thousand euros.

We can use *phrasal verbs* in the passive:

active		passive
They called off the meeting.	>>	The meeting was called off .
His grandmother looked after him.	>>	He was looked after by his grandmother.
They will send him away to school.	>>	He will be sent away to school.

Some verbs very **frequently used in the passive** are followed by the **to-infinitive**:

be supposed to	be expected to	be asked to
be scheduled to	be allowed to	be told to

*John **has been asked to** make a speech at the meeting.*

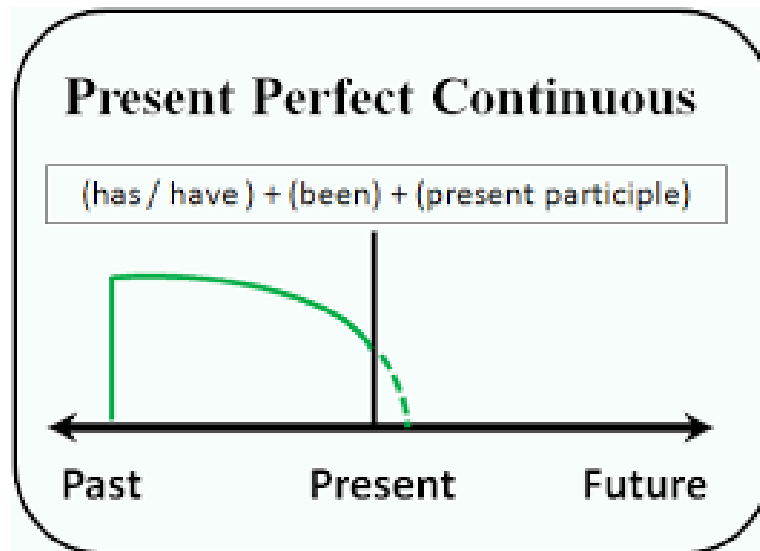
*You **are supposed to** wear a uniform.*

*The meeting **is scheduled to** start at seven.*

1. Choose the correct tense (Active or passive)

1. They often _____ music. (listen to)
2. She _____ an e-mail at the moment. (read)
3. These cars _____ in Japan. (produce)
4. Alan _____ Geography. (teach)
5. German _____ in Austria (speak)
6. Lots of houses _____ by the earthquake last month.(
destroy)
7. Henry Ford _____ the assembly line in 1976. (invent)
8. The bus driver _____ before week. (hurt)
9. You _____ your workbooks now. (open)
10. Houses _____ few months ago. (build)
11. Boys _____ soccer every weekend. (play)
12. This room _____ blue now. (paint)
13. Cricket _____ in Australia every summer. (play)
14. I _____ a prize by president right now. (give)
15. We _____ our homework last Sunday. (do)
16. You _____ dolphins here before two weeks. (see)
17. The report _____ last Friday at 5 o'clock. (complete)
18. They _____ a song yesterday at 5.00. (sing)
19. A letter _____ to her a month ago. (write)
20. The bike _____ at the moment. (repair)

Present perfect continuous tense
(also called the present perfect progressive)



How good are you at the Present Perfect Continuous tense? It's not a very common tense, and often it's not taught in classes, but we do use it sometimes and it's very good to know how to make it, and to recognise it when other people use it.

Luckily, it's very easy to make. Here's the **positive** (it's the present perfect of 'be' + verb -ing):

Positive

I have been walking

you have been running

he has been cooking

Positive Short Form

I've been walking

you've been running

he's been cooking

she **has been swimming**
it **has been raining**
we **have been studying**
they **have been sleeping**

she's **been swimming**
it's **been raining**
we've **been studying**
they've **been sleeping**

To make the **negative**, just add 'not':

Negative

I have **not** been **walking**
you have **not** been **running**
he has **not** been **cooking**
she has **not** been **swimming**
it has **not** been **raining**
we have **not** been **studying**
they have **not** been **sleeping**

Negative Short Form

I haven't been **walking**
you haven't been **running**
he hasn't been **cooking**
she hasn't been **swimming**
it hasn't been **raining**
we haven't been **studying**
they haven't been **sleeping**

Try making the positive and negative forms here

Can you guess how to make the **question** form of the present perfect continuous? It's not very difficult - just put 'have' or 'has' before the subject:

'Yes / No' Questions

have I been walking?
have you been running?
has he been cooking?
has she been swimming?
has it been raining?

have we been studying?

have they been sleeping?

For 'wh' questions put the question word first:

'Yes / No' Questions

what **have I been doing?**

where **have you been running?**

what **has he been studying?**

why **has she been working** today?

how long **has it been raining?**

how long **have we been watching** this film?

how long **have they been living** here?

PRACTICE

1. Choose present perfect simple or continuous

1. I _____(not/do) the housework yet.
2. They _____(study) very hard recently.
3. She _____(promise) to help many times.
4. He _____(clean) the kitchen. Everything is sparkling clean.
5. She _____ (write) her essay and _____(send) it to her professor.
6. He _____(see) the film 'The King's Speech' about six times.
7. We _____ (paint) our living room. I think it looks a lot better.
8. She _____ (take) French lessons lately.

**Che
ck
Sho
w**

9. It _____(not/rain) for three hours! Only about one hour.

10. Lola _____(leave).

2. Choose present perfect simple or continuous 1

1. (they/arrive)_____ already?

2. Lola _____(run) 2000 metres today.

3. I _____(clean) all morning - I'm fed up!

4. How long _____(you/know) Simon?

5. I _____(drink) more water recently, and I feel better.

6. Sorry about the mess! I _____ .

7. How many times _____ (you/take) this exam?

8. He _____ (eat) six bars of chocolate today.

9. Sojida _____ (cook) dinner. Let's go and eat!

10. The students _____ (finish) their exams. They're very happy.

11. The baby's face is really dirty. What _____ (he/eat)?

12. Imona is exhausted these days. She _____(work) too hard recently.

13. Tokhir _____ (never/be) abroad.

14. I _____ (wait) three hours already!

15. (you/finish)_____ your homework yet?

16. How long _____ (you/be) a lawyer?
17. I _____ (read) your book all day. It's very interesting, but I'm only on chapter 2.
18. She _____ (drink) ten glasses of water!
19. I _____ (have) my dog for sixteen years.
20. Help I _____ (lose) my wallet. How can I get home?

Past Perfect Tense



The **past perfect**, also called the pluperfect, is a verb tense used to talk about actions that were completed before some point in the past.

We were shocked to discover that someone **had graffitied** “Tootles was here” on our front door. We were relieved that Tootles **had used** washable paint.

The past perfect tense is for talking about something that happened before something else. Imagine waking up one morning and stepping outside to grab the newspaper. On your way back in, you notice a mysterious message scrawled across your front door: Tootles was here. When you’re telling this story to your friends later, how would you describe this moment? You might say something like:

I turned back to the house and saw that some someone named Tootles **had defaced** my front door!

In addition to feeling indignant on your behalf, your friends will also be able to understand that Tootles graffitied the door at some point in the past *before* the moment this morning when you saw his handiwork, because you used the **past perfect** tense to describe the misdeed.

The Past Perfect Formula

The formula for the past perfect tense is **had + [past participle]**. It doesn't matter if the subject is singular or plural; the formula doesn't change.

When to Use the Past Perfect

So what's the difference between past perfect and simple past? When you're talking about some point in the past and want to reference an event that happened even earlier, using the past perfect allows you to convey the sequence of the events. It's also clearer and more specific. Consider the difference between these two sentences:

We were relieved that Tootles **used** washable paint. We were relieved that Tootles **had used** washable paint.

It's a subtle difference, but the first sentence doesn't tie Tootles's act of using washable paint to any particular moment in time; readers might interpret it as "We were relieved that Tootles was in the habit of using washable paint." In the second sentence, the past perfect makes it clear that you're talking about a specific instance of using washable paint.

Another time to use the past perfect is when you are expressing a condition and a result:

If I **had woken up** earlier this morning, I would have caught Tootles red-handed.

The past perfect is used in the part of the sentence that explains the condition (the if-clause).

Most often, the reason to write a verb in the past perfect tense is to show that it happened before other actions in the same sentence that are described by verbs in the simple past tense. Writing an entire paragraph with every verb in the past perfect tense is unusual.

When Not to Use the Past Perfect

Don't use the past perfect when you're not trying to convey some sequence of events. If your friends asked what you did after you discovered the graffiti, they would be confused if you said:

I **had cleaned** it off the door.

They'd likely be wondering what happened next because using the past perfect implies that your action of cleaning the door occurred *before* something else happened, but you don't say what that something else is. The "something else" doesn't always have to be explicitly mentioned, but context needs to make it clear. In this case there's no context, so the past perfect doesn't make sense.

How to Make the Past Perfect Negative

Making the past perfect negative is simple! Just insert **not** between **had** and [**past participle**].

We looked for witnesses, but the neighbors **had not seen** Tootles in the act. If Tootles **had not included** his own name in the message, we would have no idea who was behind it.

How to Ask a Question

The formula for asking a question in the past perfect tense is **had** +

[subject] + [past participle].

Had Tootles **caused** trouble in other neighborhoods before he struck ours?

Common Regular Verbs in the Past Perfect Tense

Infinitive	Past Perfect	Negative
to ask	had asked	had not asked
to work	had worked	had not worked
to call	had called	had not called
to use	had used	had not used

Common Irregular Verbs in the Past Perfect Tense

Infinitive	Past Perfect	Negative
to be	had been	had not been
to have	had had	had not had
to do	had done	had not done
to say	had said	had not said
to get	had gotten*	had not gotten*

to make	had made	had not made
to go	had gone	had not gone
to take	had taken	had not taken
to see	had seen	had not seen
to come	had come	had not come

*The past participle of “to get” is “gotten” in American English. In British English, the past participle is “got.”

PRACTICE

1. Complete the below sentences with suitable words (auxiliary verbs or past participle verb form) so as they represent Past Perfect Tense in positive form.

1. The mechanic _____ my bike before I reached the workshop. (fix)
2. She _____ the marathon. (win)
3. He _____ all his money. (spend)
4. The queen _____ the golden crown. (wear)
5. The old sailor _____ many oars. (utilize)
6. The student _____ many hours before the exam started. (study)
7. The farmer _____ wheat last year. (grow)
8. We _____ her yesterday. (visit)
9. The patient _____ consciousness before the doctor’s arrival. (regain)
10. I _____ my work before you came. (finish)

2. Complete the below sentences with suitable words (auxiliary verbs or past participle verb form) so as they represent Past Perfect Tense in positive form.

1. I _____ read the book twice.
2. She had _____ her book to the library. (give)
3. The Cow had _____ in the field _____ the dusk.
(graze)
4. They _____ arrived on time for the meeting.
5. He had already _____ the authorities about the incident.
(inform)
6. When she opened the door she remembered that she _____ left her purse in the car.
7. He had _____ the needy whenever it was possible for him. (help)
8. They _____ hidden the treasure deep in the ocean.
9. He had _____ his soft skills. (improve)
10. They had _____ the priest for a supper. (invite)
11. She had _____ beautifully in the concert. (sing)
12. I had _____ for ten hours that night. (sleep)
13. The flight _____ left before they _____ at the airport.
(arrived)
14. Children had _____ to school after the bus _____.
(go, arrive)
15. She _____ finished cooking _____ she started washing clothes.

16. We _____ apologized for our mistake.

17. We had _____ the boarding passes before _____ the plane. (collect, board)

18. The children had _____ for an extended play time. (request)

19. The train had _____ on time. (arrive)

20. He _____ finished his studies.

Future Perfect Tense



Future Perfect Tense is used to express an action, expected to be completed before a certain time in the future.

The Future Perfect Tense is formed by putting “will have” before the past participle of the verb.

POSITIVE FORM (+) : Subject + WILL + HAVE + V3 (third form of

main verb – past participle)

NEGATIVE FORM (-) : Subject + WILL + NOT + HAVE + V3 (third form of main verb – past participle)

QUESTION FORM (?) : WILL + Subject + HAVE + V3 (third form of main verb – past participle)

POSITIVE(+) | **NEGATIVE(-)** | **POSITIVE QUESTION (?)**

Recall the **future perfect tense formula** and solve the exercise.

Subject + will+ have + V3 + object.

1. Put the verbs in Future Perfect Tense.

1. I _____ a Londoner for five and a half years by next September.
(be)
2. By Tuesday Javlon _____ these novels by O’Henry. (finish)
3. Next year is Farkhod and Komila’s 10th wedding anniversary. They _____ happily married for ten years. (be)
4. Malika thinks the film _____ by the time she gets to Farkhod’s. (to start)
5. They _____ the plans by then. (to finish)
6. Before his holiday Tom _____ all his money. (to spend)
7. The train _____ by the time the couple get to the station. (to leave)
8. I _____ dinner by then. (cook)
9. I _____ my chemistry homework before Jalola comes home.
(finish)
10. Fozil _____ his operation by August and should be much fitter. (have)

11. Before Lobar arrives, I _____ dinner. (finish)
12. Jakhongir _____ this document by 7pm o'clock this afternoon. (translate)
13. Halima _____ this awesome doll by her daughter's birthday. (make)
14. Sardor _____ his lesson by tomorrow. (not/learn)
15. This test is so arduous, that I _____ it in a day's time. (not/complete)
16. You _____ over half a thousand words when you finish this English book (learn).
17. The commission _____ to a definite decision in a month. (come)
18. I won't see Malika on the 1st of August since I _____ to the South by that time. (go)

2. Multiple choice

1. The farmer _____ the crop until November.

will have sown

will sow

will be sowing

2. The passengers _____ their destination.

have been reached

reached

will have reached

3. She _____ the exam by the end of this year.

will have passed

passed

have passed

4. I _____ *rice until 8 o'clock.*

will have cooked

cooked

have cooked

5. The mechanic _____ *my car.*

will has fixed

will have fixed

will be fixing

6. Tolib _____ *his favorite novel.*

have purchased

will purchase

will have purchased

7. She _____ *an essay until 10 o'clock.*

have written

will have written

will write

8. I _____ *a lot of seeds in my garden.*

have planted

will have planted

will plant

9. We _____ *the match until tomorrow evening.*

will have played

played

have played

10. He _____ his duty diligently.

will perform

will have performed

has performed

11. Timur _____ the meal until 2 o'clock.

will have eaten

will eat

eaten

12. I _____ my assignment.

will have completed

completed

will complete

GLOSSARY

Accent

a mark (acute, grave or circumflex) placed above a vowel or the second letter of a diphthong to indicate the musical pitch at which the accented syllable was pronounced.

Accidence

the area of grammar dealing with endings.

Accusative

the usual case of a direct object; many prepositions take the accusative.

Active

the form of a verb most commonly used when the subject of the sentence performs the action or has his/her/its/their state described.

Adjective

a word describing, identifying or saying something about a noun, with which it agrees in gender, number and case.

Adverb

a word which describes or changes the meaning of a verb, an adjective or another adverb.

Agent

the person who causes in action

Agree with

have the same gender, case and number as.

Antecedent

the noun, pronoun or clause to which a relative pronoun refers back.

Aorist Tense

the tense of a verb which refers to something that happened in the past. E.g. 'I did this'. Distinguish between this past tense and the imperfect ('I was doing'), the perfect ('I have done'), and the pluperfect ('I had done').

Aspect

the term referring to the distinction between two ways in which a verb can convey time.

Cardinals

Numerals

Case

the form of a noun, pronoun, adjective or article that shows the part it plays in a sentence; there are six cases; nominative, vocative, accusative, genitive, dative and locative.

Clause

a section of a sentence in which there are at least a subject and verb.

Common

either masculine or feminine in gender, according to meaning.

Comparative

the form of an adjective or adverb that makes it mean 'more', 'rather' or 'too': more wise (wiser), rather wise, too wise.

Complement

a word or phrase which describes the subject of the verb and completes the description; it is used with verb such as 'I am' and 'I become' which cannot take an object.

Compound Verb

a verb formed by adding a prefix to a simple verb

Concessive Clause

a clause usually beginning in English with the word 'although' or 'though'.

Conditional Clause

a clause usually beginning in English with the words ;if', 'if not' or 'unless'.

Conjugate

give the different forms of a verb.

Conjunction

a word used to join clauses, phrases or words together.

Consonant

a sound, or letter representing a sound, that is used together with a vowel.

Construction

the way in which a clause is constructed grammatically.

Contraction

the process by which two vowels or a vowel and a diphthong standing next to each other in adjacent syllables are united into a single vowel or diphthong.

Dative

the case of an indirect object; among the many meanings of the dative are 'to', 'for' 'with' and 'by'; many prepositions take the dative.

Declension

there are a number of patterns according to which Greek nouns change their endings; we call these declensions.

`Decline

go through (or, more literally, down) the different cases of a noun, adjective or pronoun, in order.

Definite Article

in English 'the'.

Deictic

deictic (noun: deixis) is used of words or expressions which 'point' to some feature of a situation. Pronouns, and words of place, and time. Tell us such things about a situation as who is involved in it, and where it takes place.

Deliberative

showing that a thought process about a possible action is going on: what am I to do?

Deponent

the passive form of a verb when that form is active in meaning.

Diaeresis

two dots placed over the second to two adjacent vowels which are to be pronounced separately.

Dialect

this term refers to the different forms of Greek used in different areas of the Greek world. The chief dialects that occur in literature are Aeolic, Doric, Ionic and Attic

Diminutive

a word formed from another to express diminished size, e.g. 'hillcock' from 'hill'

Diphthong

the union of two vowels pronounced as one syllable (or, more properly, one vowel followed by a glide into a second vowel).

Direct Speech

the words actually used by the speaker.

Dual

in Greek, nouns or adjectives representing two people or things, and verbs with two people or things as their subject, can adopt a special form which is known as the dual.

Enclitic

a short word which cannot stand alone but has to follow another word, onto which it throws back its accent. 'Enclitic' means 'leaning on.'

Ending

a letter or letters added to the stem (or modification of the stem) of verbs, nouns and adjectives, in order to mark tense, changes in the plural: dish, dishes.

Feminine

one of the three Greek genders.

Finite Verb

a verb with a personal ending, as opposed to infinitives and participles.

Future Perfect Tense

the tense of a verb that refers to something in the future at a stage after it has happened. In Greek this is a rare form - many verbs do not possess it - and it appears in the middle or passive (indistinguishable from each other in appearance).

Gender

the class in which a noun or pronoun is placed in a grammatical grouping; in Greek, these classes are masculine, feminine and neuter and common.

Genitive

the case that shows possessions; among its many meanings, the dominant one is 'of'; in Greek it is also the case of separation; many prepositions take the genitive.

Gerund

a verbal noun. Greek uses the neuter singular of the definite article followed by the infinitive to supply this.

Gerundive

a verbal adjective which expresses the idea of obligation: this is (requiring)-to-be-done (i.e. this must be done).

Imperative

the parts of the verb that express a command: do this!

Imperfect Tense

the tense which expresses continuous or repeated or incomplete action in the past.

Impersonal Verb

a verb introduced in English by the word 'it'. (e.g., 'it is raining'), and in Greek used impersonally in the 3rd person singular.

Indefinite Article

in English, 'a' or 'an'; there is no indefinite article in Greek, though enclitic τις can serve as an equivalent.

Indefinite Construction

the English word 'ever' added to the end of another word brings out the force of this construction. Compare 'Pericles, who says that, is mad' (specific) with 'Whoever says that is mad' (indefinite).

Indicative

usually refers to a verb when it makes a statement or asks a question. With reference to Greek, the word usually indicates that the verb is not in the imperative, subjunctive, optative, infinitive or participle.

Indirect Command

the reporting of an actual (direct) command e.g. Do this! (direct speech, direct command): She instructed him to do this (indirect command).

Indirect Object

the noun or pronoun indirectly affected by the verb, at which the direct object is aimed.

Indirect Question

the reporting of an actual (direct) question, e.g. What are you doing? (direct speech, direct questions): I asked her what she was doing (indirect command).

Indirect Statement

the reporting of someone's words, e.g. I have done this (direct statement): He said that he had done this (indirect statement)

Infinitive

the form of a verb that means 'to do something'.

Interjection

a sound, word or phrase standing outside the grammatical structure of the sentence and expressing an emotion such as distress, joy or disgust.

Intransitive Verb

a verb which does not take a direct object.

Irregular Verb

a verb that does not follow the set pattern and either belongs to a small class of verbs or has its own individual forms.

Jussive

Giving and order.

Locative

the case which tells us where something is happening.

Macron

a line above a vowel indicating that it is long.

Main Clause

the clause which is the basic grammatical unit of a sentence 'Although I love her, she still avoids me.' 'She still avoids me' makes sense on its own, while 'although I love her' does not. Thus 'she still avoids me' is the main clause, and 'although I love her' is a subordinate clause.

Masculine

one of the three Greek genders.

Middle

a term applying to certain Greek forms. The middle often has a reflexive quality. However, a number of verbs have a middle form but an entirely active meaning.

Mood

the grammatical form of a verb which shows whether it is in the indicative, subjunctive, optative or imperative.

Negative

expressing denial, refusal or prohibition. In English, the words 'no' or 'not' are generally used.

Neuter

one of the three genders.

Nominative

the case of the subject of a sentence or (usually) of the complement of a verb.

Noun

a word that names or denotes a person or thing.

Number

the state of being either singular or plural or dual.

Numerals

numbers; these are either cardinals (1, 2, 3) or ordinals (1st, 2nd, 3rd) or adverbs (once, twice, three times).

Object (direct)

a noun or its equivalent acted upon by a transitive verb.

Optative

a Greek mood of the verb which does not express statements but such concepts as 'would', 'might', 'if only!' It is also used in the indefinite construction and in certain subordinate clauses. It is also used in the indefinite construction and in certain subordinate clauses. It is more remote than the subjunctive in either likelihood or time.

Parse

to give a full grammatical description of a word: for verbs this means to give the person, number, tense, mood, voice and meaning.

Particle

Greek particles, short words which never change, can connect clauses and qualify - and colour - words, phrases or clauses.

Participle

an adjective formed from a verb (it can still take an object). In Greek, participles are either present, future, aorist or perfect.

Part of Speech

a grammatical term identifying the function of a word: noun, adjective, pronoun, verb, adverb, preposition, conjunction, interjection.

Passive

when the verb is in the passive form, the subject of the verb does not perform the action but experiences it.

Perfect Tense

the tense of a verb that refers to a completed action, the effects of which still continue in the present; in English the word 'have' or 'has' is generally used. The Greek perfect may often be translated by the present.

Person

a term identifying the subject of a verb: 1st person - I (singular), we (plural); 2nd person - you (both singular and plural); 3rd person - he, she, it (singular), they (plural); dual - both of you (2nd person), both of them (3rd person).

Personal Pronoun

a pronoun that refers to a person, e.g. I, you.

Phrase

a self-contained group of words which does not contain a finite verb: I walked through the city.

Pluperfect Tense

the tense that means 'had', referring to a past state resulting from a completed action: the flower had bloomed.

Plural

of nouns and other parts of speech, referring to more than one.

Positive

not negative; (of adjectives) not comparative or superlative.

Possessive Pronoun

a pronoun, in an adjectival form, that shows possession, belonging to someone or something.

Prefix

a syllable or word added to the beginning of another word.

Preposition

a word that stands (almost always) in front of a noun or pronoun to produce an adverbial phrase. It expresses a spatial, temporal or logical meaning. In Greek it is followed by the accusative, genitive or dative.

Present Tense

the tense of a verb that refers to something happening now.

Principal Parts

the forms of a verb that must be learnt to give access to all its parts.

Pronoun

a word that stands instead of a noun (person or thing), e.g. 'it' used in place of 'the tree'.

Protasis

the 'if...' or 'unless...' clause of a conditional sentence.

Reduplication

the process by which verbs beginning with a single consonant (but not ρ) form a prefix in the perfect, pluperfect and future perfect by adding that letter followed by an ε at the beginning.

Reflexive Pronoun

a word referring back to the subject of the main verb and indicating that the action of the verb is performed on its subject. The reflexive pronoun never appear in the nominative.

Regular Verb

a verb that follow in its forms.

Relative Pronoun

a pronoun that introduces a subordinate clause, identifying the person or thing mentions in the main clause.

Sentence

a group of words with a subject and a verb, that can stand on its own to make a statement, ask a question, give a command or express a wish.

Sequence of Tenses and Moods

the principle according to which the use of a certain tense in the main clause determines whether the subjunctive or the optative should be used in a subordinate clause.

Singular

of nouns and others parts of speech, referring to just one.

Stem

the part of a noun, adjective or verb to which endings are added.

Subject

in a clause or sentence, the noun or pronoun that causes the action of the verb or has his/her/its/their state described.

Subjunctive

a verb form that is used, among many other functions, to express doubt, unlikelihood or possibility; it is less remote than the optative in either likelihood or time. Words such as 'may', 'might' and 'should' can indicate a subjunctive in English.

Subordinate Clause

a clause which depends on another clause (usually the main clause) of the sentence in which it stands. In the sentence, 'He is an author who is easy to understand', the clause 'who is easy to understand' describes the author. The clause would not make sense on its own thus it is subordinate.

Superlative

the form of an adjective or adverb that makes it mean 'most' or 'very'.

Syllable

part of a word that forms a spoken unit, usually a vowel sound with consonants before and/or after

Syntax

the area of grammar dealing with constructions.

Tense

the form of a verb that shows when the action takes place: present, future, perfect, etc.

Terminations

the endings of nouns, adjectives and verbs that show their case, number, gender, tense, person etc.

Tragedy

the tragic plays of the three great Attic poets of the fifth century BC, Aeschylus, Sophocles and Euripides.

Transitive Verb

a verb used with a direct object either expressed or understood, e.g. 'pick apples' or 'pick till you are tired'.

Verb

a word that describes an action.

Vocative

the case by which one addresses or calls to someone.

Voice

the set of forms of a verb that show the relation of the subject to the action, i.e. (in Greek) active, middle or passive.

Vowel

a sound, or letter representing a sound, that can be spoken by itself.

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**A PRACTICAL ENGLISH GRAMMAR II o'quv -uslubiy qo'llanma//
Tuzuvchi-muallif: dots. F.T.Xoldarova. – T. MRDI. 2020. 70 bet.**

Ushbu o'quv uslubiy qo'llanma zamonaviy pedagogik texnologiyalar asosida tayyorlangan. Undagi grammatik mavzular mashqlar orqali mustahkamlanib talabalarning ingliz tilida gapirish ko'nikmalarini rivojlantirishni ko'zda tutilgan. O'quv qo'llanma oliy o'quv yurtlari tasviriy va amaliy san'at, san'atshunoslik hamda dizayn yo'nalishlarida tahsil oluvchi III-IY kurs talabalari uchun mo'ljallangan.