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In 1985 he defended his dissertation in Tbilisi and was conferred scientific degree of Candidate of philology. It is more than 30 years that associate professor D.N.Yunusov has been teaching English and studying the grammatical structure of English and Azerbaijani contrastively. During these years he has written five books and more than ninety scientific articles. This book is his fifth book. We hope that the guide will help the school children, students, teachers and those who are eager to learn English Grammar to get sufficient valuable information and to enlarge their grammatical knowledge. D.N.Yunusov is an editorial-board member of the journal "Education, Culture and Art".

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He is married and has got two children.

DUNYAMIN YUNUSOV A GUIDE TO ENGLISH GRAMMAR

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**A GUIDE
TO
ENGLISH GRAMMAR**





MINISTRY OF EDUCATION OF AZERBAIJAN REPUBLIC
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P r e f a c e

With the rapid advance of linguistic science, there has been a revolution in English Grammar. Traditional Grammar is now considered to be obsolete and to be dominated by dogma about what should and should not be said. New theories, or models of grammar are constantly being developed. Yet the facts of English usage remain and people need to know what the facts are. English Grammar is largely a matter of sentence construction. It is information that we can apply, consciously or unconsciously to form sentences that are acceptable as a whole or in detail.

Part One of this book will explain the features of morphology and syntax, it will briefly describe the grammatical system as a whole. The description will include much that is still valid in the old style of grammar, as well as innovations that seem likely to last.

Part Two will deal with the exercise system of both morphology and syntax. This part gives the readers as full guidance as possible on the appropriate use of any English grammatical forms and structures. This Grammar is, relatively, short. It aims at concentrating on frequently-used constructions. It'll also help the learners to use a language properly, of course, they will know the grammatical structures of the language and their meanings. But it should be stressed that they also have to know what forms of language are appropriate for given situations.

The book is intended primarily for the Azerbaijan University of Languages, the Universities of Khazar and Gafgaz, Baku Girls' University students and those who are interested in English Grammar. Here we offer you a new perspective on the subject, which relates grammatical structure systematically to meanings, uses and situations. In this way we hope you will

improve and extend the range of your communicative skill in the language. The book also supplies the essential information about grammatical forms and structures which you will need, and can therefore be used as a general reference book or sourcebook on English Grammar.

The exercises reflect an eclectic approach, not only because there are many affective ways of teaching language, but also because certain structures tend to lend themselves to one approach rather than another. The exercise contexts reflect realistic, typical language use and are relevant to the students' concerns, daily lives, and life experiences. This book has been worked out at the English Grammar Department of the University of Languages.

While writing this book we have based upon the outstanding grammarians' such as H.Sweet's, H.Palmer's, B.Strang's, R.Quirk's, S.Greenbaum's, O.Musayev's and others' works and used for what we are truly grateful. Finally, I thank my teachers, colleagues and family members for support and assistance in my various endeavors.

The author of this guide is also thankful in advance to those who are eager to give useful advice on this or that part of the book.

Author

Part I

English Grammar Rules

A Morphology

§1. Present Simple and its use position of time adverbs.

He / She	never	does	at 12.
	often	something	
They etc.	always	do	on Monday.

1. The simple present says that something was true in the past, is true in the present and will be true in the future. It is used for general statements of facts.

E.g.: a) Water consists of hydrogen and oxygen.

b) They kill most animals only for food.

c) The world is round.

d) Magnette attracts iron.

2. It is also used to express habitual or everyday activity.

E.g.: e) I study for two hours every night.

f) My classes begin at nine.

g) He always eats a sandwich for lunch.

3. Certain verbs are not used in the progressive tenses. With these verbs, the simple present may indicate a situation that exists right now, at the moment of speaking.

E.g.: h) I have only a dollar right now.

i) I don't recognize that man.

j) He needs a pen right now.

§2. Present Continuous. Simple Past Tense.

Regular and irregular verbs.

I	am	
He/She	is	listening to the teacher.
You/ We/ They	are	

The following are the main ways of referring to something which occurs at the present moment.

1. *temporary present (to express an activity happening now).*

E.g. Jack, it is raining!

The children are sleeping now.

They are living in a rented house at the moment.

2. *temporary habit:*

E.g. You are always complaining.

If a sentence contains “**when**” and has the simple past in both clauses, the action in the “**when clause**” happens first.

E.g. I stood under a tree when it began to rain.

First “*The rain began*”, second “*I stood under a tree*”.

Regular verbs: The Simple Past and Past Participle end in “-ed”. English verbs have four principal parts:

a) simple form; b) simple past; c) participle II; d) participle I.

Hope – hoped – hoped – hoping

Start – started – started – starting.

Irregular verbs: The Simple Past and Past Participle do not end in “-ed”. Some verbs have irregular past forms:

<i>Break –</i>	<i>broke –</i>	<i>broken –</i>	<i>breaking</i>
<i>Come –</i>	<i>came –</i>	<i>come –</i>	<i>coming</i>
<i>Find –</i>	<i>found –</i>	<i>found –</i>	<i>finding</i>
<i>Bend –</i>	<i>bent –</i>	<i>bent –</i>	<i>bending</i>
<i>Send –</i>	<i>sent –</i>	<i>sent –</i>	<i>sending</i>
<i>Cut –</i>	<i>cut –</i>	<i>cut –</i>	<i>cutting</i>
<i>Let –</i>	<i>let –</i>	<i>let –</i>	<i>letting</i>
<i>Be –</i>	<i>was, were –</i>	<i>been –</i>	<i>being</i>
<i>Go –</i>	<i>went –</i>	<i>gone –</i>	<i>going</i>

See: List of irregular verbs.

He is walking to work until his car is being repaired.

3. to express an activity happening around now, but not at the moment of speaking:

I am reading a good book by Henry James.

4. to express a planned future arrangement:

I am meeting Mrs. Brown at ten o'clock tomorrow.

By a past time happening, we mean a happening taking place in the past, but not necessarily in the present time. The past tense is used when the past happening is related to a definite time in the past, which may be shown by "*then*". It is used:

1. to express a finished action in the past:

E.g. We played tennis last Sunday.

John left two minutes ago.

The past simple is often used with past time expressions; "*last year*", "*last month*", "*five years ago*", "*yesterday morning*", "*in 1996*" etc.

2. to express actions which follow each other in speech:

E.g. James came into the room. He took off his coat and sat down on the bed. Suddenly he noticed somebody behind the curtain. He stood up and walked slowly across towards him.

§3. Mass (non-count) nouns and unit.

Some, any, a few, a little.

Mass nouns (sometimes called "*non-count*" nouns) typically refer to substances, whether liquid or solid: oil, water, butter, wood, leather, iron, rock, glass etc. Mass nouns are always singular: it makes no sense to "*count*" the quantity of a mass substance which is not naturally divisible into separate object. You can say:

There is some milk in the bottle.

There are two bottles of milk in the refrigerator.

but not:

There are some milks in the refrigerator.

There are two milks in the refrigerator.

Some nouns, we might argue, should “really” be count, because the “substance” is divisible into separate things: “furniture” consists of pieces of furniture, “grass” of separate blades of “grass”, “hair” of separate strands of hair (or hairs), “wheat” of separate grains of wheat. But psychologically we think of such things as indivisible when we use a mass noun.

Quite a number of nouns can be both count and mass. “Wood”, for instance, is count when it refers to a collection of trees, and mass when it refers to the material of which trees are composed:

E.g. We went for a walk in the woods.

In America many of the houses are made of wood.

Many food nouns are count when they refer to the article in its “whole” state, but are mass when they refer to the food in the mass, e.g. as eaten at table:

She baked a cake. → *Would you like some cake?*

We grow our own carrots. → *A good stew must contain carrot.*

I bought a dozen eggs. → *There's some egg left on the plate.*

So also a cheese/cheese, a potato/potato etc.

On the other hand, in many cases English has a separate count noun and separate mass noun referring to the same area of meaning:

Count:

a pig
a leaf
a loaf
a meal
a job (informal)
a vehicle

Mass:

pork
foliage
bread
food
work
traffic

Sometimes words which are usually mass nouns are converted into count unit nouns or count species nouns:

May I have two sugars in my coffee? (=two lumps of sugar)

Some of the best tobaccos are grown in Turkey. (=kinds of tobacco)

Occasionally the opposite happens: count nouns are converted into mass nouns after a noun of measure: a few square feet of floor, an inch of cigarette.

As with single objects, mass nouns can be subdivided by the use of nouns like part:

Part of the butter has melted.

In addition, there are many countable unit nouns, as we shall call them, which can be used to notionally subdivide a mass into separate "pieces". Piece and bit (informal) are general purpose unit nouns, which can be combined with most mass nouns:

*E.g. a piece of bread
a piece of paper
a piece of land*

There are also unit nouns which typically go with a particular mass noun:

<i>E.g. a blade of grass</i>	<i>a sheet of paper</i>
<i>a block of ice</i>	<i>a speck of dust</i>
<i>a pile of rubbish</i>	<i>a bar of chocolate</i>
<i>a lump of sugar</i>	<i>a load of hay.</i>

As with part nouns, unit nouns are linked to the other noun by "of".

One way to divide a mass into separate "*pieces*" is to measure it off into "*length*", "*weight*", etc.

Depth a foot of water, length a yard of cloth, weight an ounce of tobacco, a pound of butter, a ton of coal, area an acre of land, volume a pint of beer, a quart of milk, a gallon of oil, etc.

"*Some*" is chiefly used in affirmative sentences while "*any*" is used in negative and interrogative forms and in conditional clauses.

E.g. We spread down some wide blankets.

Do you see any sign of his appreciating beauty?

If you have any new books, show them to me please.

When used with nouns of material "**some**" and "**any**" have the meaning of indefinite quantity.

Now run along and get some candy.

"**Some**" not "**any**", is used in special and general questions expressing some request or proposal.

E.g. Do you want some water?

No, I don't want any water.

"**Any**" may be used in affirmative sentences with the meaning of "**every**".

E.g. Any student can do it easily.

"**Somebody**", "**someone**", "**something**", "**anybody**", "**anyone**", "**anything**" are compound pronouns. "**Somebody**", "**someone**" and "**something**" are used in affirmative sentences but "**anybody**", "**anyone**" and "**anything**" are used in negative and interrogative sentences and in conditional clauses.

E.g. I don't want anything.

Is there anything between him and Annette?

If anything happens, send us a telegramme at once.

"**A few**" and "**a little**" give a positive idea; they indicate that something exists, is present.

She has been here only two weeks, but she has already made a few friends. (positive idea: She has made some friends)

I am very pleased. I've been able to save a little money this month. (positive idea: I have saved some money instead of spending all of it)

"**Few**" and "**little**" (without "**a**") give a negative idea; they indicate that something is largely absent.

I feel sorry for her. She has few friends. (negative idea: She does not have many friends; She has almost no friends)

I have little money. I don't even have enough money to buy food for dinner. (negative idea: I do not have much money; I have almost no money)

§4. Past Tense with “ago” and questions with “How long ago”? Adjectives and Adverbs.

When the speaker thinks of an activity or state occurring at a specific time in the past, he uses past tense. Past time can be specified by an adverbial — single adverb, adverbial phrase, adverbial clause, “*an hour ago*”, “*two days ago*”, “*yesterday*”, “*in 1997*”, “*last night*” or by the context.

A phrase containing “ago”, which means “*back from now*”, will always be associated with the simple past or the past progressive.

E.g.: 1. *I telephoned George an hour ago.*

2. *He came to the museum last night.*

3. *We went to school together when we were boys so we saw each other every day.* (past time specified by the context).

Here the Simple Past can be used to refer to a single act, as in (1, 2), or to past habit, as in (3).

Time adverbials could answer the following types of question:

- a) Time - “*when*” adverbials are freely used with the past tense, with the past perfect tense, and with the *future tenses*. A special set of time adverbials can be used with the *Present Perfect*.
- b) “*Since - when*” adverbials are used with *Present Perfect* or *Past Perfect*.
- c) “*How long*” adverbials can be used with any tense.

E.g. *We stayed there for six weeks.*

We have stayed here for six weeks.

We go away every year for six weeks.

We shall stay there for six weeks.

Some adjectives express a condition or a quality of which there are degrees, in which case we may call them gradable. Adjectives like *less/least/more/most* complete and unique are not gradable; they are not normally compared, nor modified by “*very*”, “*too*” or “*enough*”.

Certain adjectives, that refer to shape (*round, tall*) or size (*big, narrow*) can only modify count nouns:

- a) Many adverbs in English are formed by adding “-ly” to the corresponding adjective.

Slow – slowly, quick – quickly, certain – certainly, careful – carefully, immediate – immediately.

- b) There are many special adverbs with no corresponding adjective form:

E.g. soon, here, there, often, seldom, ever, never

- c) Some words like “*fast*”, “*hard*”, “*late*”, “*next*”, “*last*”, “*first*”, “*right*”, “*wrong*”, “*early*”, “*straight*” etc. may be used as both adjectives and adverbs without any change of form.

He is a hard worker.

He works hard.

He is a quick runner.

He runs quickly.

He is a fast walker.

He walks fast.

Many adverbs of manner and some adverbs of degree are formed by adding “-ly” to the corresponding adjectives:

- 1) A final “y” changes to – “i”.

happy – happily

funny – funnily

- 2) A final “e” is retained.

extreme – extremely

Exceptions: *true – truly*

due – duly

whole – wholly

- 3) Adjectives ending in – “able”, - “ible” drop the final “e” and add “y”

capable – capably

sensible – sensibly

- 4) Adjectives ending in a “vowel + l”

beautiful – beautifully

final – finally

§5. Comparison of adverbs. *Going to do.*

The adverb is a part of speech which expresses some circumstance that attend an action or state. Some adverbs have degrees of comparison:

- a) If the adverb is a word of one syllable the comparative degree is formed by adding “-er” and the superlative by adding “-est”.

E.g. 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”.

*E.g. wisely – more wisely – most wisely
beautifully – more beautifully – most beautifully*

- c) Some adverbs have irregular forms of comparison.

*E.g. well – better – best much – more – most
badly – worse – worst little – less – least*

A number of adverbs have the same form as the corresponding adjectives.

*E.g. Daily newspapers are published daily.
Weekly newspapers are published weekly.
Quarterly newspapers are published quarterly.
A fast train travels fast.
This is hard work – We have to work hard.*

Many adverbs are gradable, can be modified by “very”, “so” and “too”, and can be compared. They include:

- a) most adverbs of manner (*clearly, carefully, well*).
- b) adverbs of frequency (*often, frequently, seldom*).
- c) adverbs of relative place (*near, far*).
- d) adverbs of relative time (*early, late, recently, soon*).

Comparison of adverbs at the same degree is expressed by “as ... as” to a lower degree by “not as/so ... as, or “less ... than”.

*E.g. Tom writes more neatly than I do.
He doesn't work as untidily as you do.*

As we know many adverbs are formed by the addition of the suffix – “*ly*” to an adjective.

E.g. Your writing is clear → You write clearly.

The addition of “*-ly*” results in “*ll*” when the base ends in “*l*”.

E.g. carefully, skillfully, coolly

Final “*-y*” after a consonant or vowel changes to “*i*”.

E.g. busy – busily day – daily happy – happily
dry – drily gay – gaily

However, in monosyllabic adverb “*dryly*” is also acceptable, and “*slyly*” is normal. Final “*e*” in the base, after consonant + “*i*”, is regularly omitted.

E.g. suitable – suitably; gentle – gently; simple – simply.
Otherwise, it is retained.

E.g. wise – wisely sole – solely

Except in: due – duly true – truly whole – wholly

“*Going to do*” can have either an animate or an inanimate subject, and may refer to an action or state that is or is not subject to human control.

E.g. He is going to stay at home tomorrow.

“*Going to do*” is typical of informal, conversational style. “*Going to do*” can replace “*will*” with a human subject, when emphasis is on the speaker’s present intention or preparations, as in: *I am going to play tennis this afternoon.*

Or when there are signs of what may happen in the future as in:

I feel dizzy. I think I am going to faint.

George is putting on weight. He is going to be quite fat.

Be careful. You are going to break that chair.

“*Going to do*” can also be used with an inanimate subject, as mentioned above, when there perceptible signs of what may happen in the future, as in:

Look at those clouds! There is going to be a storm.

"Just" in "*just going to do*" can mean either "*only*" or in the immediate future.

*E.g. I'll do it right away. I am just going to post your letter.
I'll do only that.*

§6. Requests and offers and "take"/"get"/"bring"/ "show" someone/something

A request or an order in indirect speech is expressed by an infinitive.

*E.g. She said to him: "Please open the window".
(Please do not open the window)*

*She asked him to open the window. (not to open
the window).*

The choice of the verb is determined by the character of the request (order). The verb "*to request*" is used in official style, chiefly in the passive voice. It introduces rather a veiled order than a request.

*E.g. The ticket collector said to the passenger:
"Produce your ticket."*

*The ticket collector requested the passenger to
produce his ticket. or*

The passenger was requested to produce his ticket.

Unemotional requests are usually introduced by the verb "*to ask*".

*E.g. He said to me: "Will you show the way to the
theatre?"*

He asked me to show the way to the theatre.

Emphatic requests are introduced by the verbs "*to implore*", "*to entreat*", "*to beseech*", "*to beg*".

E.g. She said to the visitor: "Do save my child".

She implored the visitor to save her child.

The person who makes "*an offer*" intends to do the action himself, and the action is an act of kindness.

E.g. He said to her: "Shall I fetch you a glass of water?"

She said: "Do, please ("No", don't trouble").

He offered to fetch her a glass of water and she accepted the offer (declined the offer).

The verbs **"take", "get", "bring"** are used to indicate that one person causes the second person to do something for the first person. One can cause somebody to do something for him or her by paying, asking, or forcing the person. The clause following **"get"** may be active or passive. Study the following:

Active

Subject+get (any tense) **+ object** (usually person) **+ verbs in infinitive**

Passive

Subject + get + object (usually thing) **+ verbs in participle II**

*E.g. Mary got John to wash the car. (John washed the car).
Mary got the car washed.*

§7. Present Perfect with "for" and "since"

The Present Perfect is formed by means of the Present (Indefinite) Simple of the auxiliary verb **"to have"** and **Participle II** of the notional verb. In the interrogative form the auxiliary verb is placed before the subject. In the negative form the negative particle **"not"** is placed after the auxiliary verb.

Positive	Interrogative	Negative
I have worked.	Have you translated?	I have <i>not</i> spoken.
You have done.	Has she played?	You have <i>not</i> done.
He/She has gone.	Have they worked?	He has <i>not</i> played.

The Present Perfect denotes a completed action connected with the present.

E.g. I am a little frightened for I have lost my way.

The Present Perfect denotes an action which began in the past, has been going on up to the present and is still going on. In this case either the starting point of the action is indicated or the whole period of duration.

The preposition "*for*" is used to denote the whole period of duration. "*Since*" is used to indicate the starting point of the action.

E.g. Where have you been since last Sunday?

We have known each other for seventeen years.

If the conjunction "*since*" introduces a clause, the verb in the clause is in the *Past Simple*.

E.g. Have you been alone, Florence, since I was here last?

Phrases of duration answer the question "*how long?*". "*For*" is generally not omitted when it comes first in the sentence.

E.g. For several years they have lived in poverty

or when it is used in negative sentences:

E.g. I haven't seen him for eight years.

**Have been doing, have just done, haven't done yet,
had better do.**

The Present Perfect Continuous (progressive) is formed by means of the present perfect of the auxiliary verb "*to be*" and Participle I of the notional verb (*have/ has been + going / doing*).

In the interrogative form the first auxiliary verb is placed before the subject. In the negative form the negative particle "*not*" is placed after the first auxiliary verb.

I have been working.

You have been speaking.

He has been doing.

Have you been doing?

Has he been speaking?

Have they been going?

I have *not* been reading.
You have *not* been speaking.
He has *not* been playing.

This tense is used to denote an action which began in the past, has been going on up to the present and is still going on.

E.g. I have been looking for my trousers for the last ten minutes.

I have been teaching at this school for 20 years.

The Present Perfect is frequently used with the adverbs "*just*", "*yet*". "*Just*" is used in the positive sentences, but "*yet*" is used in negative sentences.

E.g. I suppose, Mr. Black has not returned from town yet.

I have just finished my work.

Note: With "*just now*" the *Past Simple* is used.

Confer: He *came* home *just now*.
He *has just come* home.

"*Had better do*" is used without the particle "*to*".

E.g. You had better go to bed and leave the patient to me.

This expression belongs to colloquial English. "*Had better*" generally means the same as "*should*", in other words it is used to indicate:

- 1) *a recommendation, advice, or obligation* and
- 2) *expectation, used to indicate something that the speaker expects to happen.*

E.g. You had better see a doctor about this problem.
You had better study tonight.

§8. Past Continuous and Past Simple.

The Past Continuous is formed by means of the past simple of the auxiliary verb "*to be*" (*was/were*) and **Participle I** of the notional verb.

In the interrogative form the auxiliary verb is placed before the subject. In the negative form the negative particle "*not*" is placed after the auxiliary verb.

I was working. Were you reading? I was not reading
You were reading. Was she playing? You were not doing.
He was learning. Were they working? He was not playing.

The Past Continuous is used to denote an action which was going on at a definite moment in the past. The definite moment is indicated either by another past action expressed by a verb in the past simple.

E.g. When I returned home, my little daughter was sweeping the floor.

The definite moment is often not expressed, but understood from the situation.

E.g. He did not notice what was going on around him, he was reading.

The Past Continuous is used to denote a certain state or quality peculiar to the person at a given moment in the past.

E.g. He knew he was being scientific and restrained.

In this case, the general rule is:

1) **When+subject₁+simple past+subject₂+past progressive**
or

2) **Subject₁+past progressive+when+subject₂+simple past**

E.g. 1) When Mark came home, Julia was watching television.

2) Julia was watching television, when Mark came home.

The following construction is also possible, but it is not as common as the preceding one.

While + subject₁ + past progressive + subject₂ + past simple

E.g. While Julia was watching television Mark read a book.

§9. *Simple Future* used in requests, offers, and of “*must*” and “*can*”

The general theme in both the primary and secondary uses of the modal “*will*” is the same as the theme of the temporal “*will*”, namely “*futurity*”. In its primary uses, the modal “*will*” adds to the idea of futurity an expression either of volition or of confident certainty that a future event will take place.

“*Shall*” could not replace “*will*” in the following examples without change of meaning. “*Shall*” expresses:

- a) *an obstinate attitude on the part of the speaker with regard to his own actions:*

E.g. Please don't go.

I shall go if I want to.

- b) *decision or determination on the part of the speaker with regard to the future of someone else:*

E.g. You shall have whatever you want.

- c) “*Shall I*” replaceable by “*would you like me to*”.

E.g. Shall I call for you this evening?

I'll call for you this evening, shall I?

“*Will*” expresses:

- a) *a promise:*

E.g. You'll have your money tomorrow, I promise you.

- b) *an order:*

E.g. You will wait here till I return.

- c) *willingness on the part of the person referred to by the subject:*

E.g. George will help you. I'll answer the phone.

The modal “*will*” is used in questions:

- a) *making an offer:*

E.g. Will you have a piece of cake?

Have a piece of cake, won't you? (will you?)

- b) *issuing an invitation:*

E.g. Will / Won't you come inside?

c) *making a request:*

*E.g. Will you lend me your pen for a moment?
Lend me your pen for a moment will you?*

d) *giving a command:*

*E.g. Will you sit down! (falling intonation)
Sit down, will you? (falling intonation).*

"Must" expresses "obligation".

E.g. We must all keep together.

"Must" can be replaced by "have to" and in informal style, "have got to". "Have got to" suggests that the obligation is prescribed by someone or by a rule. But the future reference can be made stronger.

E.g. We'll all have to keep together.

"Can" may be the result of our ability, or of the permission that someone else has given us, or of the opportunities that circumstances provide.

I can = I am able to = I have the ability to.

E.g. I can use a typewriter perfectly now.

To refer a future ability, we should have to say:

E.g. I'll be able to use a typewriter perfectly after a few more lessons.

"Could" serves as a milder, more hesitant alternative for "can".

Come when you like. I could see you at any time.

You could go now if you like. Could I borrow your pen?

§10. Present Perfect + "just" + preview of contrast with Simple Past

In conversation and in narrative this type (I have lived in China) of example is often followed by statements or questions in which the speaker or writer moves back into past tense, thus:

I have lived in China (at some time in the past).

When did you live in China (at that time in the past)?

I have been to London. It was fantastic (at that time).

This move back into the past will even occur within one sentence.

E.g. I have been to countries where it was so hot that you could fry an egg on the sun – baked rock.

The *Present Perfect*, not the *Simple Past*, can be used with certain adverbials, while the *Simple Past*, not the *Present Perfect* can be used with others. *E.g.*

Present Perfect:

Just, till now, up to the present, in the last few years, since 1978, so far, yet;

Simple Past:

Just now, a moment ago, an hour ago, yesterday, last night, in 1965.

Either the present perfect or the simple past could occur in:

E.g. I have seen George Lamb today.

I saw George Lamb this morning.

But the *Present Perfect* is not acceptable with “*this morning*” if the morning has passed, nor with “*this afternoon*” if it is afternoon no longer.

§11. Present Perfect and Past Simple.

There is a special problem of past time reference in English: the question of how to choose between the use of the past tense and the use of the present perfect.

By a past time happening, we mean a happening taking place in the past but not necessarily in the present time. The past tense is used when the past happening is related to a definite time in the past, which we may call “*then*”.

In contrast, the present perfect is used for a past happening which is seen in relation to a later event or time. Thus the present perfect means “*past-time-related-to-present time*”.

E.g. He was in prison for ten years. (= now he is out).

He has been in prison for ten years. (=He's still there).

The past tense refers to a definite time in the past, which may be identified by:

- a) *a past time adverbial in the same sentence;*
- b) *the preceding language context;*
- c) *the context outside language.*

E.g. Mr. Black was born in 1948.

Joan has become engaged, it took us completely by surprise.

Did the postman bring any letters?

The past simple also implies a gap between the time referred to and the present moment.

E.g. His sister was an invalid all her life. (She is now dead)

His sister has been an invalid all her life. (She's still alive)

The Present Perfect may be noted:

- a) *state leading up to the present time:*
E.g. That house has been empty for ages.
- b) *indefinite event in a period leading up to the present time:*
E.g. Have you (ever) been to Florence?
- c) *habit in a period leading up to the present time:*
E.g. He has attended lectures regularly (this term).
- d) *past event with results in the present time:*
E.g. The taxi has arrived (it is now here).

§12. Frequent Gerund Construction.

If we put a possessive adjective or pronoun before the gerund, the gerund refers to the person denoted by the possessive adjective or pronoun.

E.g. He insisted on my / me reading it.

The following verbs and expressions can take Gerund construction:

Dislike	Propose	Understand
Dread	Recollect	Insist on
Fancy	Remember	Object to
Like	Save	It's no good / use
Mean	Stop	-
Mind	Suggest	Resent

E.g. He disliked me / my working late.

I object to his making private calls on his phone.

He resented my / me being promoted before him.

“Excuse”, “forgive”, “pardon” and “present” are not followed directly by the gerund but take either *possessive adjective / pronoun + gerund* or *pronoun + preposition + gerund*:

E.g. Forgive my / me ringing you up so early.

You can't present his/him spending his own money.

“Appreciate” usually requires a possessive adjective or passive gerund.

E.g. I appreciate your giving me so much of your time.

I appreciate being given this opportunity.

In very formal English the possessive case is used:

E.g. I do not remember my mother's complaining about it.

But it is much more usual to omit the **“'s”**.

E.g. I don't remember my mother complaining.

The verb **“mind”** is used chiefly in the interrogative and negative forms:

E.g. Would you mind my moving your car? = Would you object if I moved your car? (This is not a request but a polite query).

§13. Future Simple with **“if”** or **“when”** and Present Simple clause.

This **“future tense”** can be used in a conditional clause if emphasis is on the present plan.

E.g. If you leave at six tomorrow you'll be in Dublin by twelve.

Future simple is used in adverbial clauses of time after the conjunction "**when**".

E.g. When he returns my bag I'll send it to you.

It should be borne in mind that this use of the future simple occurs only in adverbial clauses of time and condition. In object and attributive clauses introduced by "**when**" and "**if**" the future simple may be used.

E.g. I wonder when he will give us an answer.

We are impatiently awaiting the day when our friends will return from their long journey.

"**When**" means "**at the time that**". We use it when we think that something is definitely going to happen.

E.g. When the door opens, I'll go in.

This means that I am certain or I am quite sure that the door is going to open.

"**If**" means perhaps it is going to happen, perhaps it is not, on condition that it does happen.

E.g. If the door opens, I'll go in.

This means that I am not certain that the door is going to open, but perhaps it will, and then I'll go in.

In other words "**if**" expresses a possibility that something will happen; "**when**" expresses what the speaker sees as certain to happen.

E.g. If I find your book, I'll send it to you.

When I get home, I'll have a bath.

§14. Common patterns with verb + him / her etc. + infinitive with / without "to".

The objective with the infinitive is a construction in which the infinitive is in predicate relation to a noun in the common case or a pronoun in the objective case. It is used:

- 1) after verbs denoting sense perception, such as "**to hear, to see, to watch to feel, to observe, to notice**" etc.

- E.g. I saw Brown enter the room.
She hasn't heard anyone call her.*
- 2) after verbs denoting mental activity, such as “*to know, to think, to consider, to believe, to suppose, to expect, to imagine, to find, to feel, to trust*” etc.
*E.g. Everybody expected her to enter the university.
I believe him to be a famous doctor.*
- 3) after verbs of declaring “*to pronounce, to declare, to report*”.
E.g. She declared him to be the most disobedient child.
- 4) after verbs denoting “*wish*” and “*intention*”; “*to want, to wish, to desire, to mean, to intend, to choose*”.
*E.g. I want you to come and dine with me.
She desired me to follow her upstairs.*
- 5) after verbs and expressions denoting “*feeling*” and “*emotion*”; “*to like, to dislike, to lose, to hate, cannot bear*”, etc.
*E.g. I dislike you to talk like that.
I hate him to be flogged.*
- 6) after verbs denoting “*order*” and “*permission*”: to order, to allow, to suffer, to have, etc.
E.g. She ordered her carriage to be ready early in the morning.
- 7) after verbs denoting “*compulsion*”: to make, to cause, to get, to have.
*E.g. Mother made the child obey her.
The noise caused her to awake.*

§15. Future in the Past.

Future in the past can be expressed by “*would*”, or optional “*should*” after “*I*” or “*we*”.

*E.g. The climbers were moving steadily up the final slope.
Soon they would see the summit.*

Occasionally, it occurs when the speaker wants to preserve the same verb that was used by the original speaker.

E.g. He asked me if there wasn't any hope that I would change.

Future in the past denotes an action which was future from the point of view of the past.

E.g. I felt sure they would be discussing the same problem when I called.

I wondered whether they would have reached the place by noon.

The rule of the sequence of tenses also holds good when a past tense is used in a subordinate clause to which other clauses are subordinated.

E.g. She says he knew they would never return.

Future in the past is generally observed in different subordinate clauses.

E.g. What he would do was of no importance. (subject clause)

The question was what he would do next. (predicative clause)

She had a sickening sense that life would go on in this way. (attributive clause)

§16. Past Perfect.

This tense is formed with "**had**" and the past participle.

Affirmative: *I had / I'd worked etc.*

Negative: *I had not / hadn't worked etc.*

Interrogative: *Had I worked? etc.*

Use:

- 1) The Past Perfect is the past equivalent of the Present Perfect.

E.g. When I arrived Ann had just left.

- 2) **The Past Perfect** can be used with "**since**"/"**for**" for an action which began before the time of speaking in the past and

- a) *was still continuing at that time or*
- b) *stopped at that time or just before it*
*E.g. Bill was in uniform when I met him. He **had been** a soldier for ten years / since he was seventeen.*
*Peter, who **had waited** for an hour/since ten o'clock, was very angry with his sister.*

3) **The Past Perfect** is also the past equivalent of the simple past tense, and is used when the narrator or subject looks back on earlier action from a certain point in the past.

*E.g. He met her in Paris in 1993. He **had last seen** her ten years before. Her hair **had been** grey then, now it was white.*

§17. Conditional clauses.

Conditional clauses have two parts: the "**if**"- clause and the main clause. In the sentence "**if it rains I'll stay at home**", "**if it rains**" is the "**if-clause**", and "**I'll stay at home**" is the main clause.

There are three kinds of conditional clauses. Each kind contains a different pair of tenses.

Conditional clauses type 1: probable.

The verb in the "**if-clause**" is in the present tense; the verb in the main clause is the future simple. It doesn't matter which comes first.

*E.g. **If he runs** he'll get there in time.*

*The cat will scratch you **if you pull** her tail.*

This type implies that the action in the "**if-clause**" is quite probable.

Instead of "**if + present + future, we may have.**"

a) **if + present + may / might** (possibility):

*E.g. **If the fog gets thicker**, the plane **may/might be** diverted.*

b) **if + present + may or can** (permission or ability):

*E.g. **If it stops snowing** we **can go** out.*

- c) *if+present +must, should* or any expression of command, request or advice:

E.g. If you want to lose weight you must / should eat less bread.

If you want to lose weight eat less bread.

- d) *if + present + another present tense:*

E.g. If you heat ice it turns to water ("will turn" is also possible).

§18. Passive Voice in Present Perfect and Past.

The passive of an active tense is formed by putting the verb "*to be*" into the same tense as the active verb and adding the past participle of the active verb. The subject of the active verb becomes the "agent" of the passive verb. The agent is very often not mentioned. When it is mentioned it is preceded by "*by*" and placed at the end of the clause.

E.g. This tree was planted by my grandfather.

Active: *They broke the window yesterday.*

Passive: *The window was broken (by them) yesterday.*

Active: *People have seen wolves in the streets.*

Passive: *Wolves have been seen in the streets.*

The Passive Voice is used :

- a) *when it is not necessary to mention the doer of the action as it is obvious "who he is / was / will be":*

E.g. The rubbish hasn't been collected.

- b) *when we are more interested in the action than the person who does it:*

E.g. The house next door has been bought (by a Mr. Jones).

If, however, we know Mr. Jones, we would use the active.

E.g. Your father's friend, Mr. Jones has bought the house next door.

- c) The passive is sometimes preferred for psychological reasons. The speaker may know who performed the action but wish to avoid giving the name. Tom, who suspects Bill of opening his letters, may say tactfully :
E.g. This letter has been opened! instead of
You've opened this letter!

§19. Reported speech.

There are two ways of relating what a person has said : direct and indirect.

In direct speech we repeat the original speaker's exact words :

E.g. He said: "I have lost my umbrella".

Direct speech is found in conversations, in books, in plays and in quotations.

In indirect (or reported) speech we give the exact meaning of a remark or a speech, without necessarily using the speaker's exact words.

E.g. He said that he had lost his umbrella.

There is no comma after "*say*" in indirect speech. "*That*" can usually be omitted after "*say*" and "*tell*" + *object*. But it should be kept after the verbs: "*complain*", "*explain*", "*object*", "*point out*", "*protest*" etc.

Indirect statements

Indirect statements are generally introduced by the verbs "*to say*", "*to tell*", "*to announce*" and in official style by the verb "*to inform*".

E.g. She said: "I am leaving for good".

She announced that she was leaving for good.

If the person is mentioned, the verb "*to tell*" is preferable.

E.g. She said to us: "I've received an interesting letter".

She told us she had received an interesting letter.

Indirect questions

Word order in an indirect question is the same as in a statement. An indirect "yes", "no" question is introduced by the conjunction "if" or "whether".

*E.g. I said to her: "Have you lived here long?"
I asked her if she had lived there long.*

An indirect "wh" question is introduced by the same interrogative words.

*E.g. I said to her: "Why don't you want this?"
I asked her why she didn't want that.*

Indirect orders and requests

An order (command) or a request in indirect speech is expressed by an infinitive.

*E.g. She said to him: "Open the window (do not open the window)".
She told him to open the window (not to open the window).*

*She said to him: "Please, open the window".
She asked him to open the window.*

The choice of the verb is determined by the character of the order (request). The verb most commonly used to introduce indirect orders is the verb "to tell", the verb "to order" is frequently used, occasionally also the verb "to command".

*E.g. The officer said to the soldiers: "Stop!".
The officers commanded the soldiers to stop.*

The verb "to request" is used in official style, chiefly in the passive voice.

*E.g. The ticket collector said to the passenger: "Introduce your ticket".
The ticket collector requested the passenger to introduce his ticket.*

Or The passenger was requested to introduce his ticket.

§20. Past Conditional

The verb in the “*if - clause*” is in the past tense; the verb in the main clause is in the conditional “*would + infinitive*”.

*E.g. If I had a map I would lend it to you.
(But I haven't a map)*

Type 2, like type 1, refers to the present or future and the past tense in the “*if - clause*” is not a true past but a subjunctive, which indicates unreality or improbability.

Type 2 is used:

1) *when the supposition is contrary to known facts:*

*E.g. If I lived near my office I'd be in time for work.
(But I don't live near my office)
If I were you I'd plant trees round the house.
(I am not you)*

2) *when we don't expect the action in the “if - clause” to take place.*

*E.g. If a burglar came into my room at night I'd scream.
(But I don't expect a burglar to come in)*

3) *instead of “if + simple past” we can have:*

a) *if + Past Continuous:*

E.g. If we were going by boat I'd feel much happier.

b) *if + Past Perfect:*

E.g. If he had taken my advice he would be a rich man now.

But the last use is very rare.

Conditional clauses type 3.

The verb in the “*if - clause*” is in the past perfect tense, the verb in the main clause is in the perfect conditional. The time is past and the conditional cannot be fulfilled because the action in the “*if - clause*” didn't happen.

E.g. If he had tried to leave the country he would have been stopped at the frontier.

(But he didn't try).

- 1) "Could" or "might" may be used instead of "would".

E.g. If we had found him earlier we could have saved his life. (ability)

If we had found him earlier we might have saved his life. (possibility)

- 2) We can use the *Past Perfect Continuous* in the "if - clause".

E.g. I was wearing a seat belt. If I hadn't been wearing one I'd have been seriously injured.

- 3) A combination of types 2 and 3 is possible.

E.g. If I had worked harder at school I would be sitting in a comfortable office now; I wouldn't be sweeping the streets.

- 4) "Had" can be placed first and the "if" omitted.

E.g. Had you obeyed orders this disaster would not have happened.

*Had I caught that plane I would have been dead.
(or I would have been killed).*

§21. The verbals

The verbals (*or non-finite forms of the verbs*) are three in number. 1) *The Infinitive*; 2) *The participle*; 3) *The Gerund*.

There is difference between the finite forms of the verb and the verbals, namely;

1) The finite forms of the verb have always a subject with which they agree in number and person. But the verbals do not agree with the subject in number and person.

I am a student.

I am writing.

He is a student.

He is writing.

I want to read this book.

She wants to read this book.

We enter the room laughing.

She entered the room laughing.

I saw them enter the room.

I saw her enter the room.

§23. The use of the Infinitive without the particle "to"

As a rule the infinitive is used with the particle "to". But there are cases when the infinitive is used without the particle "to".

- 1) after auxiliary verbs (*shall, will, do*).

E.g. I don't understand you.

We shall go on an excursion.

- 2) after modal verbs except the modal verb "ought" (*can, may, must* etc.).

E.g. I can read English.

You may use my pencil.

She must copy the text out.

But you ought to be more attentive.

- 3) after the following verbs expressing sense perception (*to see, to hear, to feel, to watch, to notice, to observe*).

E.g. Soon she saw several children enter the room.

I felt my heart jump.

I heard somebody sing in the next room.

Note: The verb "to be" after the verb "to feel" is used with the particle "to".

E.g. I felt this to be very true.

- 4) after the verb "to let".

E.g. Let us go home.

- 5) after the verb "to make" in the meaning of "mācbur etmāk".

E.g. What makes you think so?

- 6) after the verb "to know" in the meaning of "to see", "to observe". The verb "to know" never has this meaning in the present indefinite.

E.g. I have never known her pass our street.

- 7) after "to bid" (*bade – bidden*).

E.g. I knew that she would bid me take a taxi.

Note: After the verbs *"to hear"*, *"to see"*, *"to make"*, and *"to know"* in the passive voice the infinitive is used with the particle *"to"*.

E.g. They were seen to leave the house at 5 in the morning.

She was heard to sing a folk song.

She was never known to do a good action.

- 8) after the following expressions *"had better"*, *"would rather"*, *"would sooner"*, *"nothing"...* *"but"*.

E.g. You had nothing to do but obey.

- 9) in special questions after *"why"*.

E.g. Why not go there now?

- 10) after the verb *"to help"* may either be used with the particle *"to"* or without it.

E.g. Help me (to) translate it.

§24. The function of the Infinitive

The Infinitive has the following syntactical functions.

- 1) it is used as a subject:

E.g. To swim is my favourite sport.

It is pleasant to swim here.

- 2) as an object:

E.g. I like to read books in the original.

- 3) as a predicative:

E.g. My wish was to help her.

- 4) as part of a compound verbal predicate:

E.g. You must go there.

They began to pack up three things.

I intend to spend my summer vacation in the Caucasus.

- 5) as an attribute. As an attribute it can be used after abstract and class nouns, indefinite pronouns, ordinal numerals and the adjective *"last"*.

*E.g. This is a nice room to live in.
She was the first to enter the room.
She was the last to answer it.*

- 6) as an adverbial modifier of result (when the demonstrative pronoun “such or the same” and the adverbs “too”, “so”, “enough” are used in sentences).

*E.g. She is too young to understand it.
She was well enough to take such a long trip.*

- 7) as an adverbial modifier of purpose:

E.g. We have come here to study.

- 8) as part of a complex object in the construction objective with the infinitive:

*E.g. I want you to read this book.
She saw me enter the room.*

- 9) as part of a complex subject in the subjective infinitive construction:

E.g. He is said to leave Moscow.

§25. Constructions with the Infinitive

There are following constructions with the infinitive in Modern English.

1. The objective-with-the-infinitive construction.
2. The subjective infinitive construction. (nominative with the infinitive).
3. The for – to – infinitive construction.

The objective-with-the-infinitive construction

It is a construction in which the infinitive is in predicate relation to a noun in the common case, or a pronoun in the objective case. It has the function of a complex object in the sentence.

*E.g. I saw her enter the room. (What did I see?)
She heard the boy cry out. (What did she hear?)*

This construction is used:

- a) after verbs denoting sense perception “to hear”, “to see”, “to watch”, “to feel”, “to observe”, “to notice”:

E.g. I felt somebody put his hand on my shoulder.

We stood there watching the sun rise.

- b) after verbs denoting mental activity such as “to know”, “to consider”, “to expect, to believe”.

E.g. Everybody expected her to enter the University.

- c) after verbs denoting wish and intention, feeling and emotion “to want”, “to wish”, “to dislike”, “to love”, “to hate” and so on.

E.g. I want you to become a doctor. (What do I want?)

I dislike you to talk like that.

- d) after verbs expressing “order” and “permission” such as, “to order”, “to allow”, “to permit”...

E.g. He ordered his carriage to be ready early in the morning.

- e) after the verb “to make”:

E.g. She made me help her.

§26. The subjective infinitive construction

It is a construction in which the infinitive is in predicate relation to a noun in the common case or a pronoun in the nominative case. This construction has the function of a complex subject.

The subjective Infinitive construction is used with the following groups of verbs in the passive voice.

- 1) with verbs denoting sense perception “to see”, “to hear”, “to feel”:

E.g. She was seen to enter the room.

They were heard to laugh heartily.

2) *with verbs denoting mental ability such as "to think", "to know", "to consider", "to expect":*

*E.g. He was considered to be a great scientist.
She was known to be a capable woman.*

3) *with the verb "to make":*

E.g. The child was made to obey.

4) *with the verbs "to say", "to report":*

E.g. The meeting is reported to take place at the hostel.

5) *This construction is used with the verbs "to be sure", "to be likely", "to be certain":*

E.g. He is sure to go.

Note: *With the following verbs: "to seem", "to appear", "to happen", "to prove", "to turn out", the subjective infinitive construction is used in the active voice.*

E.g. He seemed to be 19.

We happened to meet in Shusha.

§27. The for – to infinitive construction

It is a construction in which the infinitive is in predicate relation to a noun or pronoun preceded by the preposition **"for"**. This construction can have different functions in the sentence.

It can be:

1) *subject (often with the introductory it):*

E.g. I sometimes think it is a shame for people to spend so much money this way.

2) *predicative:*

E.g. That was for him to find out.

3) *complex object:*

E.g. He waited for her to speak.

4) *attribute:*

E.g. There is nobody here for him to play with.

5) *adverbial modifier*:

a) *of purpose*

E.g. He stepped aside for me to pass.

b) *of result*

E.g. He spoke loud enough for you to hear.

§28. The Gerund

The Gerund is a verbal. It is formed by adding the suffix “*ing*” to the verb without the particle “*to*” and coincides in form with the participle I.

The Gerund has verb and noun characters. As a noun it may be used:

a) *as a subject*:

E.g. Crossing the river was a hard task.

b) *as an object (direct or prepositional)*:

E.g. I like making people happy.

At last we succeeded in getting tickets.

c) *as a predicative*:

E.g. The duty of all progressive people is fighting for peace.

In common with the noun the gerund can be preceded by a preposition and it can be modified by a noun in the possessive case or possessive pronoun.

E.g. Our work is devoted to building New Azerbaijan in our country.

He insisted on Sona's going there.

As a verb the gerund has voice and tense distinctions. The gerund has the following forms.

<i>Forms of Gerund</i>	<i>Active</i>	<i>Passive</i>
<i>Indefinite Gerund</i>	discussing	being discussed
<i>Perfect Gerund</i>	having discussed	having been discussed

The Indefinite gerund – expresses an action taking place at the same time with the action of the finite verb. It may refer to the present, past or future.

E.g. She told me of his living in Ganja.

The Perfect gerund expresses an action taking place before the action of the finite verb.

E.g. She told me of his having lived in Ganja.

Note: The Indefinite Gerund is often used instead of the Perfect Gerund after the prepositions “on”, “after”, “because”. The meaning of the preposition itself indicates that the action of the gerund takes place before the action of the finite verb.

E.g. After writing the letter I went to post it.

§29. The Function of the Gerund

The Gerund may be used in various syntactical functions :

1) *as a subject:*

E.g. Reading aloud is very useful.

Learning rules without examples is useless.

The Gerund used as a subject may follow the predicate. In these cases the sentence opens with the introductory “it” or with the construction “there is”.

E.g. It is no use going into every detail.

It is no use talking like that.

There is no use crying over spilt milk.

2) *as a predicative:*

E.g. The only remedy for such a headache as mine is going to bed.

My favourite sport is swimming.

3) *as part of a compound verbal predicate.*

E.g. She could not help crying.

She began sobbing.

She went on ironing.

In this function it is used after the verbs "*to begin*", "*to start*", "*to stop*", "*to go on*", "*to keep on*", "*to continue*", "*to finish*". The verbs "*to begin*", "*to start*" and "*to continue*" may also be followed by an infinitive.

E.g. *The mother was busy and her children continued working.*

4) as a direct object:

After the following verbs: "*to avoid*", "*to delay*", "*to mind*", "*to excuse*", "*to enjoy*", "*to like*".

E.g. *I enjoy listening to music.*

Don't you mind my opening the window?

5) as a prepositional object:

a) after the following verbs; "*to depend on*", "*to object to*", "*to thank for*", "*to prevent from*", "*to insist on*", "*to succeed in*", "*to devote to*" etc.

E.g. *We insisted on calling the doctor.*

She objected to going home.

Thank you for inviting me to the theatre.

b) after such adjectives and participles as: "*fond*", "*tired*", "*proud*", "*busy*", "*worth*", "*like*".

E.g. *She is fond of reading books.*

I am tired of writing.

The bird was busy feeding his young.

It looks like raining.

The goods are worth buying.

She is proud of having such brave sons.

6) as an attribute:

In this function the gerund is always used after the nouns of the type "*pleasant*", "*idea*", "*risk*", "*method*", "*way*", "*date*", "*chance*", preceded by a preposition (*of*).

E.g. *I don't like your method of teaching us.*

We like the idea of going there for your summer holiday.

7) *as an adverbial modifier of time:*

In this function the gerund is always preceded by the following prepositions: "*after*", "*before*", "*on (upon)*", "*in*", "*at*".

8) *as an adverbial modifier of manner. The gerund is used with the prepositions "by" or "without":*

E.g. We arrived in time by taking a taxi.

I entered the room without his seeing it. (How did I enter the room).

9) *as an adverbial modifier of cause:*

E.g. I could not speak for laughing. (Why could I not speak?)

§30. Construction with the Gerund

Like all the verbals the gerund can form predicative construction. It is a construction in which the gerund is preceded by a possessive case of the noun or possessive pronoun. That is called a construction with the gerund and it may have the following functions :

1) *as a complex subject:*

E.g. Your going there is useless.

2) *as a complex direct object:*

E.g. Do you mind my sitting here?

3) *as a complex prepositional object:*

E.g. I rely on Mary's coming in time.

The doctor insists on her going home.

Don't forget to bring the book before your leaving for Moscow.

4) *as a complex attribute:*

E.g. I don't like the idea of your leaving here.

5) *As a complex adverbial modifier of time.*

E.g. There is still much to be done before (on) her going home.

Don't forget to bring the book before your leaving for Moscow.

6) *As a complex adverbial modifier of cause.*

E.g. We postponed the meeting because of our teacher's being ill.

Note:

a) If the noun precedes the gerund, it can't be used in the possessive case.

E.g. I knew nothing about the window being open.

b) In Modern English there is a tendency to use the common case often with such nouns which are used in the possessive case.

E.g. Do you mind Sona (Sona's) helping us?

c) The use of the objective case of personal pronouns is not so common.

*E.g. I hope you will forgive me (my) disturbing you.
Excuse me rushing in like that.*

§31. The Gerund and the verbal noun

In the English language besides the gerund which has verb and noun characters, there is a pure verbal noun ending in "ing".

1) *The verbal noun may be used with an article.*

*E.g. She went on knocking at the door. (gerund)
I heard a knocking at the door. (verbal noun)*

2) *The verbal noun has neither tense nor voice distinctions.*

*E.g. Her quick understanding made it easy. (verbal noun)
Her understanding it quickly was unexpected. (gerund)*

3) *The verbal noun may be used in the plural.*

*E.g. All the sayings, doings, thinkings didn't affect me. (verbal noun)
The house was dusting. (gerund)*

- 4) *The verbal noun can't take a direct object. It takes a prepositional object with the preposition "of".*

E.g. The mentioning of her name made her angry.
(verbal noun)

I dislike mentioning his name. (gerund)

- 5) *The verbal noun has only a nominal character.*

E.g. The ringing of the telephone interrupted me.
(verbal noun)

Upon ringing my friend up his mother answered. (gerund)

§32. The Participle

The participle is a non-finite form of the verb which has verbal, adverbial and adjectival characters.

There are 2 participles in English. Participle I is formed by adding the suffix "**-ing**" to the verb.

E.g. to give – giving to lie – lying
to travel – travelling to study – studying.

Participle II of the regular verbs is formed by adding "**-ed**" to the verbs, but participle II of the irregular verbs is formed by changing the root vowel and adding "**en**", "**or**", "**d**", "**t**" or by changing the final consonant etc.

As an adjective or an adverb the participle has the functions of attribute and adverbial modifier.

E.g. The written letter is in my bag.

The participle has the following forms:

Forms of the Participle	Active	Passive
Participle I Indefinite	writing	being written
Participle I Perfect	having written	having been written
Participle II		written

Participle I Indefinite active and passive denotes an action taking place at the same time of the action of the main verb.

E.g. Hearing a noise we stopped talking.

Being written in pencil the letter was difficult to make out.

Participle I perfect active and passive denotes an action taking place before the action of the main verb.

E.g. Having written the letter I went to post it.

The rising sun was hidden by the clouds.

Pieces of broken glass were lying on the table.

Going home I met my friend.

Like the verb participle I can take a direct object.

E.g. Opening the letter he saw his sister.

Participle I and participle II can be modified by an adverb.

E.g. Laughing loudly she entered the room.

Deeply affected, Pavel stood up and left the room.

§33. The Function of the Participle

The Participle is used:

1) *as an attribute (participle I can be in preposition and in postposition).*

Participle I Indefinite passive is very seldom used as an attribute. Participle I perfect active and passive is not used as an attribute.

E.g. The rising sun was hidden by the clouds.

Pieces of broken glass were lying on the floor.

When an attribute participle phrase follows the noun which is equivalent to a whole attributive clause.

E.g. The man standing there is our teacher. = The man who is standing there is our teacher.

The question discussed at the meeting was very important. = The question that was discussed at the meeting was very important.

The fence surrounding the factory is newly painted. = The fence which is surrounding the factory is newly painted.

2) *as an adverbial modifier of time:*

*E.g. Having received a letter she felt cheerful.
Hearing a noise we stopped talking.*

3) *as an adverbial modifier of cause:*

*E.g. Having received no answer I wrote again / as
I hadn't received a letter I wrote again.
Not having understood the explanation of the
new grammar material it was difficult to do
exercises at home.*

4) *as an adverbial modifier of manner:*

*E.g. Talking about this question they began to
discuss it.*

5) *as a predicative:*

*E.g. I felt tired after the trip.
He is changed greatly.*

6) *as a part of a complex object.*

*E.g. I saw him talking to you.
I don't like people laughing.
The dog heard its name pronounced through the
door.*

7) *as a part of a complex subject.*

E.g. They were seen drawing.

§34. Constructions with the Participle

There are following predicative constructions with the participle.

- 1) *The objective participial construction.*
- 2) *The subjective participial construction.*
- 3) *The nominative absolute participial construction.*
- 4) *The prepositional absolute participial construction.*
- 5) *Absolute construction without a participle.*

I. The Objective participial construction

This is a construction in which the participle is in predicate relation to a noun in the common case or a pronoun in the objective case.

E.g. I heard her coming. I heard Ann coming.

The objective participial construction may be found:

- a) *after verbs denoting sense perception "to see", "to hear", "to find", "to feel":*

E.g. Then he looked out of the window and saw clouds gathering.

I heard my wife singing.

I found the boy grown.

- b) *after some verbs of mental activity such as "to consider", "to understand", "to mean", "to know", "to believe":*

E.g. They considered themselves prepared for the attack.

- c) *after verbs denoting wish, such as: "to want", "to wish", "to desire". In this case only participle II is used, participle I is not used:*

E.g. He wanted the letter written at once.

- d) *after the verbs "to have" and "to get". After these verbs only participle II is used:*

E.g. I had some books brought.

I had my coat shortened.

You can get your clothes made in Europe.

In the interrogative and negative sentences the auxiliary verb *"to do"* is used.

E.g. Why don't you have your hair washed?

II. The subjective participial construction

This is a construction in which the participle is in predicate relation to a noun in the common case or a pronoun in the nominative case.

E.g. She was seen writing something in the parlour.

This construction may be found :

- a) *with verbs denoting sense perception: "to see", "to hear", "to find", "to feel" etc.*

E.g. He was heard singing a folk song in the garden.

After other verbs we find out the subjective with-the infinitive construction:

- b) *with verbs of mental activity: "to consider", "to understand", "to mean", "to know", "to expect", "to believe" etc.*

E.g. He was known to be a famous doctor in the village.

- c) *with the verb "to make".*

E.g. He was made to leave the room.

III. The nominative absolute participial construction

This is a construction in which the participle stands in predicate relation to a noun in the common case or a pronoun in the nominative case, but the noun or pronoun is not the subject of the sentence. It is used in the function of an adverbial modifier.

- a) *as an adverbial modifier of time.*

E.g. The question being settled, we went home. (When did we go home?)

- b) *of cause.*

E.g. A knock had come to the door, and there being nobody else to answer it, Clara went out. (Why did Clara go out?)

- c) *of condition. (with verbs "permitting", "failing")*

E.g. Circumstance permitting, they will come to see us in summer.

- d) *of attendant circumstances:*

E.g. He turned and went, we, as before, following him.

IV. The prepositional absolute participial construction

It may be used with the preposition "with" and then is called the prepositional absolute participial construction.

It is in most cases used in the function of an adverbial modifier of attendant circumstances.

E.g. They were walking (at) on again with Hugh calmly drawing at his pipe.

He stood with his eyes fixed on her. (How did he stand?)

V. Absolute construction without a participle

In some cases the participle is omitted. If the noun or a pronoun is followed by a predicate expressed by an adjective, a prepositional phrase or an adverb, it formalizes absolute construction without a participle.

*E.g. Breakfast over, he went to his country house.
(When did he go?)*

§35. Modal verbs

Modal verbs show that the action indicated by the infinitive is considered as possible, impossible, probable, improbable, obligatory, necessary, advisable or uncertain. Modal verbs are called defective because they lack verbals and analytical forms. Besides they have the following peculiarities:


1. *They don't take "s" in the third person singular of the present simple tense.*
2. *All the modal verbs (except "ought" and sometimes "dare" and "need" are followed by the infinitive without the particle "to".*
3. *All the modal verbs (except "dare" and "need") form the negative and interrogative forms without the auxiliary "do".*
4. *All the modal verbs have two negative forms – a full one and a contracted one:*

should not – shouldn't
may not – mayn't

must not – mustn't
need not – needn't
dare not – daren't


These verbs are special group of verbs which can't be used without additional words, though they have a meaning of their own. Modal verbs have the following meaning in the sentence.

Can
Could

- 
- 1) physical or mental ability
 - 2) possibility
 - 3) doubt, astonishment

- E.g.*
- 1) *Can I talk to you like a man?*
 - 2) *Can I come in?*
 - 3) *She can't be Solmaz.*


May
Might

- 
- 1) permission
 - 2) supposition
 - 3) possibility
 - 4) reproach

to be permitted
to be allowed

- E.g.*
- 1) *May I ask you a question?*
 - 2) *He may not know me.*
 - 3) *You may be with him here.*
 - 4) *You might come a bit early.*

Must

- 
- 1) obligation
 - 2) command, request, prohibition
 - 3) probability or supposition

to be to
to be obliged to
to have to

- E.g.*
- 1) *I must see you.*
 - 2) *You must not speak to a prisoner.*
 - 3) *It must rain today.*

Shall
Should

- 1) compulsion or strict order
- 2) threat or warning
- 3) promise

E.g. 1) *He shall go off tomorrow.*
2) *You shall never see me again.*
3) *You shall be rich.*

Will
Would

- 1) intention, volition
- 2) persistence
- 3) request

E.g. 1) *"I will speak", – cried the man.*
2) *It's no use trying to open the door, it will not open.*
3) *Would you have another cup of tea?*

Ought (to)

- 1) obligation, duty
- 2) advisability
- 3) moral obligation

E.g. 1) *We ought not to visit her.*
2) *You ought to study your grammar better.*
3) *We ought to help the old.*

Need

→ necessity

E.g. *You needn't come so early.*
She needs a new over coat.
Need I tell you everything in detail?

Dare

→ to have the courage to do smth.

E.g. *How dare you go out?*
We dared to solve the problem.

§36. The verb "to be"

The verb "*to be*" belongs to the suppletive system. It takes its forms from different roots: "*am, is, are, was, were, been, being*".

The negative form of the imperative mood is formed by means of the auxiliary verb "*to do*".

E.g. "Don't be angry" – she said.

The verb "*to be*" is used:

- 1) *as a notional verb. It means "to exist", to take place, to happen, to go, to visit, to attend.*

E.g. Where have you been?

Now I am in the garden.

- 2) *as a semi-auxiliary:*

a) *as a link verb.*

E.g. Labour is a matter of honor in our country.

b) *as a part of a compound verbal predicate. In this case it acquires modal force.*

E.g. We are (not) to meet at nine o'clock sharp.

- 3) *as an auxiliary verb:*

a) *It forms the continuous tenses.*

E.g. The moon was shining on the snow.

We are discussing this plan now.

b) *to form the passive voice.*

E.g. The children were sent off to bed.

It's used in answer to a question and to form a disjunctive question. ("tag" question).

E.g. Are you a student? –Yes, I am.

He is a student, isn't he?

§37. The verb "to have"

- 1) *As a notional verb it means "to possess", "to hold", "to experience".*

*E.g. He had a beautiful dog.
Her hair had a white rose in it.*

2) *as a semi-auxiliary.*

a) It is used as a part of a compound verbal predicate when it acquires modal force. In this case the verb "to have" expresses "duty" or "necessity".

*E.g. She had to leave that village.
When did you have to run for the train?*

b) *In negative and interrogative constructions the auxiliary "to do" is used.*

*E.g. I didn't have to go there.
Did you have to make a very early start?*

3) *As an auxiliary verb. When it is used as an auxiliary meaning the verb "to have" is used to build up the perfect tenses.*

E.g. I have written.

It is used in answer to a question and to form disjunctive questions.

*E.g. Have you ever been there? –Yes, I have.
It hasn't been my fault, has it?*

§38. Mood

The verb is a part of speech which denotes process or action. It has the categories of person, tense, voice, aspect and mood.

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

3 Moods:

1) *The Indicative Mood.*

2) *The Imperative Mood.*

3) *The Subjunctive Mood.*

§39. The Indicative Mood

The Indicative mood shows that the action or state expressed by the verb is presented as a fact.

E.g. We study in the third course.

I had prepared my lesson by 8 o'clock yesterday.

The Indicative mood is also used to express real condition.

E.g. If I see him I shall give him the book.

§40. The Imperative Mood

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).

E.g. Write the (second) sentence on the blackboard.

Put the book on the table.

In forming the negative, the auxiliary verb "to do" is always used.

E.g. Do not make the mistake again.

The auxiliary verb "to do" may also be used in affirmative sentence to make the request more emphatic.

E.g. Do write it again.

Do be silent.

Do take the fountain pen.

A command addressed and plural is usually expressed by the help of the verb "to let".

E.g. Let him translate the sentence.

Let him go to help.

Let us go to the park.

§41. The Subjunctive Mood

The subjunctive mood shows that the action or state expressed by the verb is presented as non - fact, as something imaginary or desired.

E.g. I wish you were quiet.

Here my wish contradicts the state.

In reality you are not quiet. In modern English the subjunctive Mood has synthetic and analytical forms.

Synthetic forms of the subjunctive mood

The present subjunctive and the past subjunctive belong to the synthetic forms.

The present subjunctive mood

The present subjunctive mood represents an action as problematic, but does not contradict reality.

It is used to express "*order*", "*request*", "*suggestion*", "*supposition*" etc. In the present subjunctive the verb "*to be*" has the form "*be*" for all the persons singular and plural which differs from the corresponding form of the indicative mood: *I be, you be, he be, she be, we be, they be*. In all other verbs the third person singular does not take "*s*".

E.g. He have, he speak, he take, she go, he translate etc.

The present subjunctive is used:

1) *in conditional sentences:*

E.g. If the weather be fine tomorrow, we shall go to the country.

If in this heart a hope be dear,

That sound shall charm it forth again.

If in these eyes there lurk a tear,

T'will flow and cease to burn my brain. (G.G.Byron)

2) *in object clauses:*

E.g. I suggest that he do the work.

3) *in subject clauses:*

E.g. It is necessary that you be present at my birthday party.

4) *in adverbial clauses of concession:*

E.g. We'll start tomorrow though it rain.

5) *in poetry, in official documents, in scientific language and in some set expressions.*

E.g. Be it so! God forbid!

§42. The past subjunctive mood

The past subjunctive mood represents an action as contrary to reality. 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.

E.g. I wish he were here.

In all other verbs the forms of the past subjunctive coincide with the forms of the past indicative.

E.g. I spoke, he spoke, she spoke etc.

The past subjunctive is widely used in modern English and occurs not only in literature but also in colloquial speech.

See the diagram.

1) *It is used in simple sentences to express an unreal wish:*

E.g. If only he were free!

2) *in conditional clauses:*

E.g. If I were you I should think so.

3) *in adverbial clauses of comparison after "as if":*

E.g. She loves him as if he were her son.

4) *in object clauses after "to wish":*

E.g. I wish he were here.

5) *in attributive subordinate clauses after "it is high time":*

E.g. It is high time we went home.

§43. Analytical forms of the subjunctive mood

Analytical forms of the subjunctive mood are:

1) *The past perfect subjunctive mood.*

2) *The conditional mood.*

3) *The suppositional mood.*

I. The past perfect subjunctive mood

The forms of the past perfect subjunctive does not differ from the forms of the past perfect indicative.

E.g. If I had seen him I should have helped him.

The past perfect subjunctive is used in complex sentences such as:

1) *in conditional clauses (unreal II):*

E.g. If I had seen him I should have asked him.

2) *in comparative clauses after "as if", "as though":*

E.g. He speaks as if he had seen it himself.

3) *in object clauses after the verb "to wish":*

E.g. I wish they had participated in this competition a week ago.

The difference between unreal I and unreal II is: in conditional clauses expressing unreal I the tense of the subordinate clause is in the past subjunctive but the principal clause is in the past conditional.

II. The conditional mood

Before learning the conditional mood one must be aware of the conditional sentences. Conditional clauses may be of 3 types:

1) *sentences of real condition;*

2) *sentences of unreal condition – referring to the present or future;*

3) *sentences of unreal condition referring to the past.*

E.g. If he comes we shall go to the library.

If I have time I shall call you.

In sentences of real condition, the present simple is used in the conditional clauses, but the future indefinite is used in the principal clause.

In sentences of unreal condition II the past perfect subjunctive is used in the subordinate clause, but the past conditional is used in the principal clause.

E.g. If you had come we should have gone to the library.

The conditional mood expresses an unreal action. It has 2 tenses:

- 1) *The present conditional.*
- 2) *The past conditional.*

The present conditional is formed by means of the auxiliary verbs "*should*" (for the first persons singular and plural) and "*would*" (for the second and third persons singular and plural) + *infinitive*.

The present conditional refers to the present or future.

E.g. If he were here he would help you.

The past conditional mood is formed by means of the auxiliary verbs "*should*" or "*would*" + *perfect infinitive*. It always refers to the past.

E.g. If I had not been so busy I should have gone with you.

Adverbial clauses of condition containing the verbs "*had*", "*were*", "*could*", "*should*" are often introduced without any conjunction. In this case we find inversion.

E.g. Had I time I should do it

Were he here he would go with us.

III. The suppositional mood

The suppositional mood represents an action as problematic but not contradicting reality.

It has 2 tenses:

- 1) *The present suppositional.*
- 2) *The past suppositional.*

The present suppositional is formed by means of the auxiliary verb "*should*" (for all persons singular and plural) + *indefinite infinitive*.

E.g. It is possible that he should reach there in time.

The past suppositional is formed by means of the auxiliary verb "*should*" (for all the persons singular and plural) + *perfect infinitive*.

E.g. It is impossible that she should have thought so.

Both forms of suppositional mood is used:

- 1) in subject clause after "it is necessary", "it is possible", "it is doubtful" etc:

E.g. It is impossible that she should have said it.

It is necessary all should be present.

It is requested that you should open the door.

- 2) in object clause after the verbs "to order", "to suggest", "to insist", "to command", "to demand" etc:

E.g. They suggest we should go there now.

He demanded that the work should be done in time.

The doctor insists the patient should give up smoking.

- 3) in object clause expressing "joy", "sorrow", "surprise":

E.g. I am sorry you should think so.

I am surprised he should have done it.

- 4) in object clause after the verb "fear" with the conjunction "lest":

E.g. She fears lest she should be late.

She feared lest I should be mistaken.

Note: But if the conjunction "that" is introduced the verb "may" (might) is used.

E.g. My mother feared that I might get a letter from her.

- 5) in adverbial clause of purpose:

E.g. He closed the window that it should be so cold.

- 6) in conditional sentences:

E.g. If he should come tonight tell him to wait.

As seen above in the subordinate clause the auxiliary verb "should" is used, but in the principal clause either the indicative mood or the imperative mood is used:

- 7) in questions beginning "why":

E.g. Why should you think so?

Why should you have done it?

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§44. The Sentence

The sentence is the most important unit of speech that is characterized by the following features:

- 1) *it is built up words according to a definite syntactical pattern;*
- 2) *it expresses a more or less complete thought;*
- 3) *every sentence is distinguished by a definite communicative purpose;*
- 4) *every sentence has its own intonation.*

Therefore, the sentence is the main object of a grammatical structure of any language. A sentence may consist of a single word or of a combination of words.

E.g. Have you told Ann?" – "No". (Galsworthy)

According to their structure sentences are divided into simple and composite ones.

Simple sentences consist of at least one distinguished member or two principal parts.

E.g. The stars. The mystic shadowy water. (Dreiser).

Stroeve sighed a little and was silent. (Maugham).

Composite sentences consist of two or more clauses depending on the character of the relation between their clauses. They are divided into **compound** and **complex** sentences.

E.g. My poor mother was very proud of my gift, and she gave me a box of water-colours as a present. I don't know what happened to me. (Maugham).

Compound sentences are constructed by means of coordination of two or more clauses with each other.

E.g. He had not been in it before, but he never gave a glance at the room. (Maugham).

The flowers were in the window in a china vase; and there was a fine new counterpane on the bed. (Thackeray).

*Women are the instruments of my pleasure; I have no patience with their claim to be help-mates, partners, companions (Maugham).
He had not been in it before he never gave a glance at the room.*

Complex sentences consist of a principal clause and one or more subordinate clauses

E.g. The children, who are always house tell-tales, soon made him acquainted with the little story of the house and the family. (Thackeray).

Now, while the two were walking together, Pau Amma the Crab, who was next in the game scuttled off sideways (Kipling).

§45. Simple Sentence

The simple sentence is classified according to two principles:

- 1) *Communicative purpose.*
- 2) *Structure.*

The purpose of communication refers to the sentence as a whole and using a sentence we wish to have someone some piece of information. In according with the purpose of communication three or four sentence types are distinguished:

- a) *The declarative sentence.*
- b) *The interrogative sentence.*
- c) *The imperative sentence.*
- d) *The exclamatory sentence.*

a) The Declarative Sentence

The declarative sentence expresses a statement either in the affirmative or negative form. In a declarative sentence the subject usually precedes the predicate. If the verb is mono-transitive, the direct object immediately follows the verb. If the verb is ditransitive the indirect object is placed before the direct.

E.g. Strickland shrugged his shoulders.

He cared nothing about fame. (Maugham).

The word order in declarative sentence is direct. Sometimes the usual place of the subject and predicate verb is changed and there is inversion.

E.g. Now, there wasn't any bridge and there wasn't any ferry boat. (Kipling).

When a speaker wishes to deny the truth of something he uses the negative sentences containing one of the negative items "**not**", "**nothing**", "**nowhere**" etc.

E.g. "I don't want your bread" said the father.

*But I have **nothing** to go on. I **never** once saw Strickland at work. (Maugham).*

In declarative sentences the predicate-verb is mostly in the indicative mood, for its having a wide variety of tense and aspect forms in the active and passive voice.

E.g. He smiled dryly and pulled his head.

I am more than ever impressed by Stroeve's acute-ness. (Maugham).

The form **should (would) + infinitive** is used in sentences with an adverbial modifier of condition introduced by "**but for**"; "**except for**" which imply an unreal condition with an opposite meaning:

E.g. But for luck he would be still living alone.

On the whole the non-factual use of tenses is rather rare in simple declarative sentences, although they do occasionally occur:

E.g. Miss Dombey! Florence! I would die to help you. (Dickens).

I should like to speak to you.

b) The Interrogative Sentence

The interrogative sentence expresses a question, i.e. questions are typically sentences by which someone asks his hearer to give information. By virtue of general or special communication purpose questions are divided into "Yes", "No" and "Why" ones.

"Yes", "No" asks whether the relation between the subject and predicate is positive or negative. It requires an affirmative or negative answer, (*yes, of course, rather, no, not at all, etc.*).

E.g. Did he tell his father he was leaving? Not a word.

"Do you know Paris well?" I asked.

"No. We came on our honeymoon". (Maugham)

"Wh" question begins with an interrogative word (*who, what, when, etc.*) which shows that information is required. This question may refer to any part of the sentence.

E.g. Who's killed herself? (subject).

What have you done? (object).

*Why do you seek my acquaintance? I asked him.
(adv. mod. of cause).*

In English the interrogative word is placed at the head of the "Wh" question. Compare with Azerbaijani where the interrogative word is often placed in the middle of the sentence.

E.g. Siz harada yaşayırsınız?

Siz qələminizi hara qoymuşsunuz?

"Or" question indicates choice and therefore contains the conjunction "or". It does not differ from "Yes", "No" question in form.

*E.g. "Am I going to break the news to Mrs. Hopper
or are you?" he said.*

"Tag" question is a very short question which is attached to a statement and repeats its meaning. It is formed by means of repeating both the auxiliary and the subject of the preceding statement. If the statement is affirmative, the question is negative. If the statement is negative, the question is affirmative.

E.g. It's rather nice, isn't it?

You won't mind my going so, will you?

Such adverbs as *never, scarcely, hardly* make the statement negative.

E.g. You have never been there, have you?

She could hardly manage to do it, could she?

Interrogative sentences are formed by means of inversion - "*partial inversion*", when only the auxiliary or modal verb is placed before the subject, "*full inversion*" when the whole predicate verb precedes the subject. There is partial inversion in the following cases:

a) *when the predicate verb is in a compound (analytical) form.*

E.g. Are we going? Did you hear?

b) *when the predicate comprises a modal verb.*

E.g. "Can I come in?" he asked.

There is full inversion when the predicate verb is the verb "*to be*" or "*to have*" in a simple (synthetically) form.

E.g. "Has she sisters?" said Mrs. Gulliver.

"Is this man in town?" (Dickens).

There is no inversion in "*Wh*" questions in which the interrogative word is the subject or serves as an attribute to the subject.

E.g. What happened? I asked rather sharply. (subject)

*Who makes fame? Critics, writers, stockbrokers,
women. (subject)*

Whose sister is a doctor? (attribute to the subject)

The answer to those questions is often constructed as follows:

E.g. Who is speaking in the corridor? -Henry is.

Besides these cases when the indicative mood is used in interrogative sentences there are cases that the subjunctive mood forms are used too. In questions expressing astonishment or indignation two forms may be used.

a) *the analytical form "should + infinitive":*

E.g. Why should you and I talk about it?

How should I know?

Why should you suspect me?

b) *the present subjunctive coinciding with the bare infinitive:*

E.g. Why accuse everybody?

If the question is negative it expresses suggestion or invitation to a joint action.

E.g. Why not go there at once?

c) *the imperative sentence:*

The imperative sentence often expresses a command; it can also express an invitation, a request or a warning

E.g. Bring Strickland here, Dirk, I'll do my best for him. Get up Dirk. You are making yourself a perfect fool. (Maugham).

As we know commands are sentences which normally have no grammatical subject and whose verb is in the imperative mood. With reference to the first and third persons the imperative mood equivalent is used. In the following 2 examples *Have this seat* and *Be careful* only the predicate is stated. If the subject of an imperative sentence is absent, we assume it mostly "*you*" (2nd person), the person or persons addressed, since "*you*" occurs if we expand. *Have this seat* and *Be careful* to:

1) *You have this seat. Have this seat, will you?*

2) *Be careful. Be careful, will you?*

"*You*" before an imperative can suggest anger.

You get out. You take your hands off me.

Here "*you*" is always stressed, whereas in statements it is not. However, a subject other than "*you*" can be actually stated, as in:

Somebody take this seat.

All

Everybody



stand up, please.

In lively speech the imperative sentence may contain no verb, but only a noun, an adverb, a prepositional phrase, etc.

E.g. Forward to new victories. All aboard!

In the imperative mood if there is a subject expressed by a pronoun in set phrases there is inverted word order.

E.g. Mind you, this is your last chance. (Galsworthy)

d) Exclamatory Sentence.

Any of the above defined kinds of sentences (declarative, interrogative, imperative) may become emotional expressing joy, grief, astonishment etc. and thus turn into exclamatory sentence; this transition will be marked only by intonation.

Sometimes exclamatory sentences have a special structure, they begin with an exclamatory word (*what, how*). The word which is emphasized by the speaker is placed after the exclamatory word (except when the emphasized word is predicate of the sentence, which remains in its place after the subject: *How nice she sings!*

The exclamatory "*how*" (an adverb) emphasizes a verb: "*what*" (a pronoun) is used with reference to a noun.

*E.g. "What wonderful customs you have" said Mr.
Van Busche Taylor. (Maugham)
How fast I walked! (Bronte).*

Occasionally exclamatory sentences expressing wish or concession have an inverted word order.

*E.g. Long live the Azerbaijan Republic! (wish).
Be it so! (concession).*

Forms with *may* + inf. retain the old word order.

E.g. May you be happy!

In exclamatory sentences with "*if only*" express a wish and in past and past perfect subjunctives *would* + inf. and non-factual tense forms are used.

*E.g. If only it were true!
If only I had listened to my parents!
If only it would stop raining!*

If only I could stop him!

In exclamatory sentences expressing an emotional attitude of the speaker to real facts (surprise and disbelief) should + infinitive is used.

§46. The Compound Sentences

A compound sentence consists of two or more independent clauses connected by the way of coordination. A clause is a part of a compound sentence which has a subject and a predicate of its own.

The clauses may be connected :

- a) *syndetically; by means of coordinating conjunctions or conjunctive adverbs:*
- b) *asyndetically; without a conjunction or a conjunctive adverb.*

Types of coordination

We can distinguish the following types of coordination:

- 1) copulative coordination, expressed by the conjunctions, and, nor, neither...nor, not only...but (also). With the help of these conjunctions the statement expressed in one clause is simply added to that expressed in another.

E.g. The nieces were only listeners, nor could the aunt be said to be much more.

I rang and presently a waiter appeared.

He didn't tell me, neither did he seem offended.

(S. Maugham)

Not only has she spent the entire day digging in the stony ground behind the barn, but moreover, she had not been able to find the coffee can. (Caldwell)

- 2) disjunctive coordination, expressed by the conjunctions or, else, or else, either...or and the conjunctive adverb otherwise.

Disjunctive coordination indicates choice.

E.g. Is that historically true, Mr. Longman, or is it not? (B. Shaw)

French, either you travel as a gentleman, or you travel alone. (B. Shaw)

You'll either sail this boat correctly, or you'll never go out with me again. (T. Dreiser)

Slam the door or it doesn't shut. (Maurier)

- 3) adversative coordination expressed by the conjunctions **but**, **while**, **whereas**, and the conjunctive adverbs **nevertheless**, **still yet**, **however**. Adversative coordination denotes that the two ideas contradict each other.

E.g. That puzzled the Leopard and the Ethiopian, but they set off to look for the aboriginal Flora. (R. Kipling.)

Each time a man fell, it was with the firm belief that he would rise no more, yet he did rise again and again. (J. London)

There was not three feet deep, nevertheless Joe managed to loop out of the mud and swim across and then back.

- 4) causative-consecutive coordination, expressed by the conjunctions **for**, **so**, and conjunctive adverbs **therefore**, **accordingly**, **consequently**, **hence**. **For** introduces coordinate clauses explaining the preceding statement.

E.g. A little nervous and depressed he turned to retrace his steps, for all at once he felt himself very much of nobody. (T. Dreiser) (causative coordination).

Therefore, **so**, **consequently**, **hence** accordingly introduce coordinate clauses denoting cause, consequence and result.

E.g. There is not a cab to be got anywhere, so I want to have your carriage. (E. Voynich) (consecutive coordination)

Africa was where he had been happiest in the good time of his work, so he had come out here to start

again. (Hemingway) (consecutive coordination)

Cause and result may also be expressed by subordinate clauses. When *for* introduces the adverbial clause of reason, it has the meaning of "*because*".

E.g. He refused to take money, for he couldn't give any guarantees that the treatment would help.
(Carter) (adverbial clause of reason).

It was neither the intention nor the policy of the English commander to pursue his success, for he well knew that strong parties of the Americans would soon arrive. (Cooper) (adverbial clause of reason).

b) The part of a compound sentence may also be joined asyndetically. Asyndetical coordination is always marked by a (comma (,), a semicolon (;), or a colon (:)). The copulative coordination may also be inserted.

E.g. Beatrix sprang up too, she was in tears now.
(Thackeray)

He found her at the door, she had been listening there. (Thackeray)

She kissed his hand, Esmond felt tears upon it.
(Thackeray)

The wind blew, the clouds gathered, the rain fell, I looked, I called, no one answered.

He tucked up his front legs, he hopped on his back legs; he stuck out his tail for a balance weight behind, him and he hopped through the Darling Downs. (R. Kipling) ("*and*" is a copulative conjunction; the copulative coordination)

His father was a spare old man, his hand gnarled, after the work of a lifetime, silent and upright.
(S. Maugham)

§47. The Complex Sentence

The complex sentence consists of a principal clause and one or more subordinate clauses. The subordinate clause may either follow or precede the principal clause.

Clauses in a complex sentence may be linked in two ways:

- 1) *syndetically: by means of subordinating conjunctions or connectives.*

A conjunction serves as a formal element connecting separate clauses and has no syntactical functions in the subordinate clause. They are positionally less fixed than coordinating conjunctions and may be placed either at the beginning or in the middle of the sentence; thus subordinating conjunctions introducing subordinate clauses need not necessarily be between the elements they join.

("when" and "so...that" are conjunctions introducing adverbial clauses)

E.g. When she was gone, My Lady looked so sad and grave, that Harry asked the cause of her disquietude. (Thackeray)

("when" is a conjunction introducing adverbial clause)

E.g. He was in hospital still, but his wife who had been to see him said, he was swearing hard to kill Strickland when they let him out. (S. Maugham)

("if" is a conjunction introducing adverbial clause)

E.g. "If you are going to make yourself at home, why on you sit in an arm-chair?" I asked irritably (S. Maugham)

("that" is a conjunction introducing the object clause)

E.g. I expect that Shakespeare devised Yago with a gusto which he never knew...

("when" and "until" are conjunctions introducing adverbial clause)

E.g. When a woman loves you she's not satisfied until she possesses your soul.

(*"that"* is a conjunction introducing the subject clause)

E.g. *It seemed to me that I was on the threshold of a surprising adventure.*

(*"though"* is a conjunction introducing the adverbial clause)

E.g. *Though these pictures confused and puzzled me, I could not be unmoved by the emotion.*

A *connective* serves as a connecting link and at the same time has a syntactic function in the subordinate clause it introduces. Connectives are conjunctive pronouns (*who, what, whose, which, whoever, whatever, whichever*), conjunctive adverbs (*when, where, how, why, whenever, wherever etc.*), relative pronouns (*who, whose, which, that; as*), and relative adverbs (*when, where, how, why*).

(*"what"* introduces subject subordinate clause and has the function of an object)

E.g. *...what I have written about Charles Strickland must seem very unsatisfactory.*

(*"that"* introduces attributive clause and has the function of a subject)

E.g. *The days that had passed since I left Wellington seemed extraordinary and unusual.*

(*"which"* introduces attributive clause and has the function of a subject)

E.g. *This room, which served for studio, bedroom and sitting-room, was bare and dusty.*

(*"where"* introduces object clause and has the function of an adverbial modifier of place)

E.g. *I should like to see where you live, John.*

2) *Asyndetically (without a conjunction or connective).*

E.g. *I received your picture, he said and I confessed I thought it was a joke.*

I think the moment he reached Tahiti he felt himself at home.

I could swear I've lived, here before.

Now I know he isn't Tortoise at all.

The functions of subordinate clauses are similar to those of the parts of a simple sentence. Accordingly subordinate clauses are divided into subject, object, predicative, attributive and adverbial clauses.

E.g. Now what you need is plenty of exercises and plenty of sun. (subject clause)

This was exactly what the housekeeper was waiting in the hall to do. (predicative clause)

I had an idea that I had seen him before. (attributive clause).

Do you know that in Holland they grow tulips by the square mile. (object clause)

She didn't smile when she saw him. (S. Maugham) (adverbial clause of time).

I didn't smile for a while, for I was thinking. (adverbial clause of reason).

The similarity of the function of subordinate clauses to those of the parts of a simple sentence is stressed by the existence of synonymous constructions.

E.g. I forgot to post the letter which I wrote yesterday. (attributive clause).

I forgot to post the letter written by me yesterday. (participial phrase)

It seems that he is not in the habit of coming in time. (subject clause).

He seems not to be in the habit of coming in time. (subjective infinitive construction)

I like you so much because you are such a good cook. (adverbial clause of cause)

I like you so much for your being such a good cook (gerundial construction)

I could feel that room was rocking under my feet. (object clause)

I could feel the room rocking under my feet. (objective participial construction).

But although the functions of subordinate clauses are similar to those of the simple sentence, subordinate clauses cannot be identified with the parts of the sentence. By means of subordinate clauses we may express our thoughts in a more complete, a more detailed manner. Compare the following:

He told me of their arrival. (simple sentence)

1) *He told me that they had arrived.*

2) *He told me that they would arrive.*

3) *He was exhausted for want of sleep. (simple sentence)*

4) *He was exhausted because he hadn't slept the whole night.*

The relation of the subordinate clauses to the principal clause may be graphically represented as follows.

1)

I called on Mrs. Strickland

before I left.

I called on Mrs. Strickland before I left. (S. Maugham).

2)

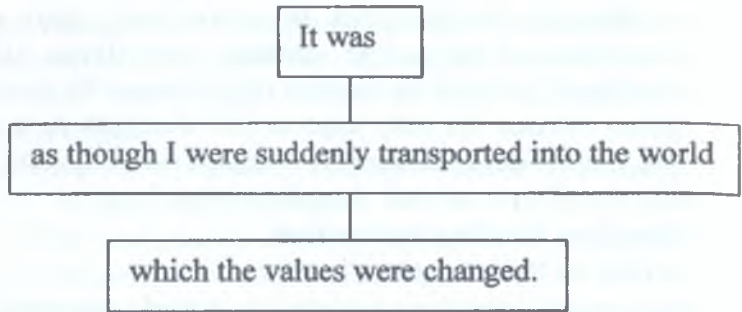
It seems strange even to myself

when I have described a man

who was cruel, selfish, brutal and sensual.

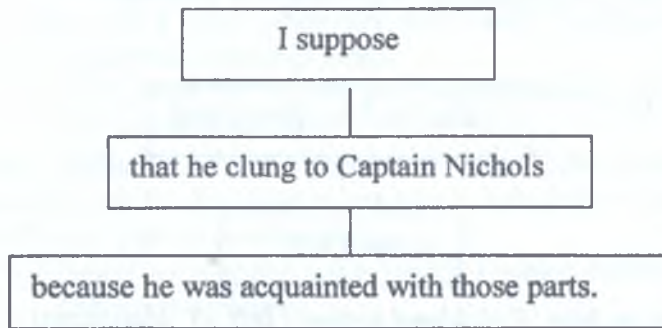
It seems strange even to myself when I have described a man who was cruel, selfish, brutal and sensual.

3)



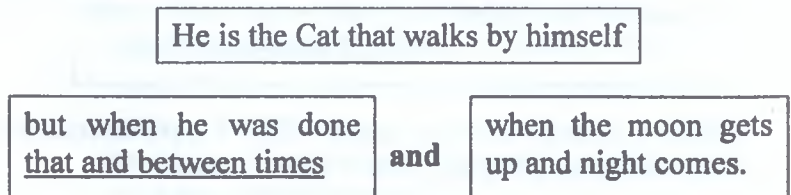
It was as though I were suddenly transported into the world which the values were changed.

4)



I suppose that he clung to Captain Nichols because he was acquainted with those parts.

5) In this complex sentence (4) the first subordinate clause is subordinated to the principal clause (1st grade of subordination) while the second clause is subordinated to the first subordinate clause (2nd grade of subordination).



E.g. But when he was done that and between times and when the moon gets up and night comes, he is the Cat that walks by himself. (S.Kipling)

In this complex sentence there are two homogenous clauses (two adverbial clauses of time) connected by the copulative conjunction "**and**". Homogenous clauses may be connected with each other by the same coordinating conjunctions that connect the homogeneous parts of a sentence (*and, but, or, etc*)

E.g. He understood that the beasts said what the birds said, what the fishes said and what the insects said. (K. Kipling).

§48. Subject Clauses

Subject clauses have the function of the subject to the predicate of the principal clause. In this case the principal clause has no subject, the subordinate clause serves as such.

E.g. Now what you want is plenty of exercise. (Cusack)

They are introduced by:

a) *conjunctions: that, if whether:*

E.g. It is said that I can remember nothing of all this Scintillation (S.Maugham)

b) *conjunctive pronouns: what, who, which:*

E.g. What he expected began. (J. London)
Who steals my purse, steals trash. (Shakespeare).
Which way to follow is for you to decide.

c) *conjunctive adverbs: when, where, how, why:*

E.g. How this death would affect Fleur had begun to trouble Soames. (G.Galsworthy)
Where he was going was home and yet he would have to learn the ways of home. (Abrahams).

d) *asyndetically.*

E.g. It was lucky she and Bossiney got on. (G.Galsworthy).

When a subject clause follows the principal clause introductory "*it*" is used in the principal clause.

E.g. It was singular that a woman of that age should flush so readily. (S. Maugham)

It was obvious that he had no special gifts. (S. M)

It meant that he had heard, some scandal about one of her friends. (S. Maugham).

Subject clauses are not separated from the principal clause by a comma except when we have two or more subject clauses coordinated with each other.

E.g. It cannot be said that they are without guide, but they have a tolerant respect for the law. (S. Maugham)

It must be remembered, that I was very young and I looked upon him as a middle aged man. (S. Maugham)

Who her mother was, and how she came to die in that forlornness were questions that often pressed on Eppiel's mind. (Eliot)

In subject clauses the subjunctive mood forms are used in complex sentences when introductory "*it*" is used in the principal clause. In this case subject clauses follow the principal clause, which is either impersonal or has no subject.

The predicate of the principal clause expresses some modality or some motive for performing the action denoted by the predicate in the subordinate clause. *Should + infinitive* or *present subjunctive* is generally used in this subordinate clause.

E.g. It's important that he should have what he wants. (A. Wilson).

It is necessary that he go there.

It is strange that he should have known it.

It was suggested that somebody should inform the police.

e) in exclamatory complex sentences:

E.g. *How wonderful that she should have such a feeling to you!*

If the principal clause expresses possibility (*it is probable, possible, likely*) *may, might* + infinitive is used.

E.g. *It is likely the weather may change.*

It is possible the key may be lost.

After the principal clause expressing time, "*it is time*", "*it is high time*", the past subjunctive is used.

E.g. *Besides, it's high time you settled down. (S. Maugham)*

§49. Predicative Clauses

Predicative clauses perform the function of a predicative. The link verb is in the principal clause. The predicative clause together with the link verb forms a compound nominal predicate to the subject of the principal clause.

Predicative clauses are connected with the principal clause in the following ways:

a) by means of conjunctions: *that, if, as if, whether, as.*

E.g. *All I can say is that Mako's brain seems to be crammed full of knowledge. (Abrahams).*

He looked just as he had looked ten years before. (Show).

b) by means of connectives: *who, which, what* (conjunctive pronouns) *where, when, how, why* (conjunctive adverbs):

E.g. *This was why he has thought of Bosinney. (Galsworthy)*

What I want to know is when you are going to get married. (London)

That's where he's been so artful. (Maugham)

And that's what I must do. (London)

All she wanted to know was who wrote letters to his wife. (Mitchell)

c) *asyndetically*:

E.g. The fact is the old lady believes Rebecca to be the weakest creature in the world. (Thackeray).

As a rule predicative clauses are not always separated by a comma, it is used if we have two or more predicative clauses coordinate with each other.

E.g. It seemed, as though our last stormy meeting was forgotten, but I was not in the mood to have it forgotten. (London).

In the predicative clauses after nouns expressing "wish, desire, proposal, doubt, hesitation, fear, apprehension" the forms *should + inf. or the present subjunctive* is used. After the last two nouns the conjunction "*lest*" is used.

E.g. The request was that the letter be discussed by the executive. (Morning Star).

Her fear was lest they should stay for tea. (H. Bronte)

The government's demand was that building workers should lose a penny an hour of their wage increase. (Morning Star).

In the predicative clauses joined by the link verbs *to be, to seem, to look, to feel, to taste, to smell, etc.* the *past subjunctive or non-factual past simple* is used.

In this case the clause has a comparative meaning and is accordingly introduced by the conjunctions *as if, as though*.

E.g. It was as though someone from outside were directing how to choose his words in order to rob me of any possible excuse. (G. Greene)

Her mind was as if a cyclone had gone through it.

§50. Object Clauses

Object clauses have the function of an object to the predicate of the principal clause. Object clauses may also refer to some verbals, to an adjective or to a word belonging to the part of speech expressing state.

E.g. I did not know where he was. (S. Maugham)
"...and I had to guess at what he meant." (S.M.)
Sooner or later he would marry some honest soul
in Holland and I felt sure he would be happy.
...I am astonished that at first sight I was bitterly
disappointed. (S. Maugham)
She was aware that someone else was there. (S.M.)

Object clauses are introduced by:

a) conjunctions *that, if, whether, lest*:

E.g. And Mr. Holt found that Harry would read and
write and possess the two languages of French
and English very well. (W.M. Thackeray)
Harry did not quite know whether he might kiss
her or no. (W.M. Thackeray).

The conjunction "*for fear*" introducing an object clause expresses an additional meaning of cause and the modal verb *may (might)* is used in the subordinate clause.

E.g. He is suspicious and jealous for fear anyone else
might want to share in his power. (Lawrence)

b) conjunctive pronouns *who, what, which*:

E.g. I do not know what her hold was on the Captain,
but I do not think it was love. (S. Maugham)
And finally they must consider who dragged the
body towards the house. (Sayers)

c) conjunctive adverbs *when, where, how, why*:

E.g. I could not imagine why Captain Nicholas had
married her. (S. Maugham).
I do not know how many of them there were. (S.M.)
She had. forgotten where she was. (Stevenson).
I wondered when the ultimatum would expire.

d) *asyndetically*:

E.g. I'll tell you I'm crazy about you. (Dreiser)
"I believe you will have to occupy your old
chamber" says my Lady. (Thackeray)

Object clauses are not separated by a comma from the principal clause. A comma may or may not be used if the object clause precedes the principal clause.

E.g. What vast wound that catastrophe had perhaps made in George's proud and upright spirit, I did not know (Murdoch)

About what was to come she reflected not at all.

What he would do next he didn't know. (J.London)

If we have two or more homogenous clauses they are separated from each other by a comma.

E.g. I suppose it was a very pretty example of the triumph of spirit over matter, and so my digression has at least the advantage of a moral. (S. Maugham)

Object clauses may be preceded by prepositions.

E.g. He was deeply displeased by what had occurred that day. (Bronte)

I'm sorry for what I said to you the other day.

I kept silence for a little while, thinking of what Strove had told me. (S. Maugham)

Object clauses are sometimes preceded by the introductory object "it". There are a few verbs that require "it" before a clause such as: *to take, to owe, will have, to get, to make, to put, to think etc.* Such object clauses are introduced by the conjunction "that".

E.g. Parsons would have it that freedom of soul and body were quite different things. (Galsworthy)

We took it for granted I'd go in for law. (Carter)

She owed it to her first teacher that she had a good pronunciation.

He made it clear once more that the missing books were to be got and brought to him.

You may rely on it that I shall give you a full account. (C. Doyle).

Prepositional Object Clauses

Sometimes the verb which governs the subordinate clause requires a preposition. In former times prepositions were freely used before the conjunction "*that*": *after that, before that, till that*, etc. But in the course of time "*that*" was dropped and the prepositions "*before*", "*after*", etc. became conjunctions. In Modern English there are few prepositions used before the conjunction "*that*" except *that, save that, but that*.

E.g. He forgot everything but that he was near her.

She knew nothing except that the people now shopped at Hanbridge. (Bennett)

In some cases the use of a clause after a preposition is rendered possible by the insertion of *it, that, this, the fact* or *the circumstances*. The *fact* and *the circumstance* are chiefly used in scientific prose:

E.g. Depend upon it that there is some mistake. (Austen)

I must reconcile myself to the fact my company will distress him for a long time.

When the word *fact* or *circumstance* acquires more independent meaning the subordinate clause may be regarded as an appositive attributive clause to the noun *fact* or *circumstance*.

E.g. He pointed to the fact that those plants are easily harmed by frost. (attributive appositive clause).

Very often prepositions which would be indispensable before nouns are not used before object clauses.

E.g. I insist he should come with us (on). (Bennett)

I am going to be careful what I do (of). (Hope)

In object clauses after verbs expressing order (*to order, to command, to give orders, to give instructions, to demand, to urge, to insist, to require*), request (*to request, to appeal, to beg*), suggestion (*to suggest, to recommend, to propose, to move, to advise*) either "*should + inf.*" or "*the present subjunctive*" is used, the first form being more common than the second.

E.g. Miss Post had suggested that the private file should be typed out neatly it would be easier for Miss Hairlie to read. (Stevenson)

He then turned to Alice, and before my very face proposed to her that she should fly with him.

I insist that you should mention their names and their good work at your report.

Con demanded that Andrew should return to the house with him to tea. (Cronin)

She did not suggest to Hurstwood that he come and see. (Dreiser)

The same form is used after the predicative adjectives *sorry, glad, pleased, eager, anxious*, etc.

E.g. I'm sorry she should take such needless trouble.

In object clauses after the verb "wish" we find past or past perfect subjunctive mood if the action is imaginary or contradicting reality.

E.g. He is young in mental vigour and courage. I wish we were all as young as he. (Galsworthy)

"I wish you had not put yourself to so much trouble" Stephen said. (Cronin)

After the verb "wish" we may use the subjunctive mood with modal phrases "could + inf.", *may (might + inf.)* if the desired action refers to the future.

E.g. I was wishing I might see you somewhere this morning and bring you out here. (Dreiser).

Don't you wish we could move up there too?

In object clauses after verbs expressing *fear* after the conjunction "that" or if the clause is joined *asyndetically* *may (might + inf.)* is used. After the conjunction "lest" the form *should + infinitive* is used.

E.g. Christine had feared she might not be met at all.

I'm very much afraid that I shouldn't be acceptable. (Snow)

The indicative mood is often used after expressions of fear when the subordinate clause is introduced by "*that*" and the cause of the fear is represented as an actual fact.

E.g. He fears he will be blamed.

We feared that we had lost our way in the darkness.

In indirect questions which begin with "*if*" or "*whether*" past subjunctive is used.

E.g. Now he began to question if there were not some truth in what Denny said. (Cronin)

Again he wondered whether he was going to come down with sickness. (Bellow)

§51. Attributive Clauses

An attributive clause serves as an attribute to some noun or pronoun in the principal clause. This noun or pronoun is called an antecedent. Attributive clauses are of two kinds:

a) *relative* and b) *appositive*:

E.g. She liked to play all the things he liked best. (Galsworthy). (attributive relative clause)

There are some men whose names are always shortened, Greene (attributive appositive clause).

Attributive clauses are introduced by:

a) *relative pronouns who, whom, whose, which, that, as*:

E.g. Then Ata had a baby and the old woman, who came up to help her through her trouble stayed, on.

A man whom he had deeply wronged told me that he felt a great pity for him. (Maugham)

A quick light step approached the room in which I was. (Dickens)

b) *relative adverbs where, when, why*:

E.g. Memory of the day when Fleur was born ... came to him sharply. (Galsworthy).

...the servant led me through a passage into a room with a fire where she left me alone. (Bronte)

c) *asyndetically*:

*E.g. They started at dawn, and the boy I sent with them did not come back till next day. (S. Maugham).
...She seemed to play all the things he liked best...
(Galsworthy).*

Attributive Relative Clauses

They can be restrictive and non-restrictive or descriptive.

1) An attributive relative restrictive clause limits and defines the antecedent more clearly. They are usually not separated from the rest of the sentence by a comma. Attributive relative restrictive clauses are introduced by:

a) *relative pronouns who, whose, which, that, as*:

*E.g. ...and I went to the train little house on Campden Hill which she now inhabited. (Maugham)
Frances flew to one of them and so she confused group that was collection the lawn. (E. Cooper)
Mrs. Fairfax wished she could find a little girl who would come and stay with her. (Bullet)*

b) *relative adverbs where, when, why*:

*E.g. That's just the place where I'm going to.
I remembered back to the day when a skinny young man had helped to carry their furniture back into the house after the eviction. (Carter)*

c) *asyndetically*:

*E.g. All the fishes he could find in all the sea he ate with his mouth so.
This was the moment you'd been looking forward to. (G. Greene)*

2) An attributive relative non-restrictive clauses give some additional information about the antecedent. They may be omitted without destroying the meaning of the sentence.

Attributive relative non-restrictive clauses are introduced by:

a) *relative pronouns who, which:*

E.g. ...and I wondered if she knew that those varied, hues, which fashion had imposed, upon her were due to the dreams of a poor painter. (S. Maugham)

The nurse looked at him with her calm kind eyes, which had seen all the horror and pain of the world, and yet filled the vision of a world without sin remained serene. (S. Maugham)

The next day the gentlemen of the guard, who had heard, what had befallen him, were more than usually kind to the child. (M. Thackeray).

b) *relative adverbs where, when, why:*

E.g. He ran through the birch wood, where the silvery trees based, themselves in the moonlight. (Mago de Roche)

They went side by side, hand in hand silently towards the hedge where the May flower both pink and white was in fool bloom. (Galsworthy)

Attributive relative non-restrictive clauses cannot be joined *asyndetically*, they are usually separated by a comma.

A subdivision of the attributive non-restrictive clause is the *continuative clause*, whose antecedent is not one word but a whole clause. Continuative clauses may stand at some distance. They are introduced by the relative pronouns "*which*", "*who*".

E.g. I explained to the lady how it was, who then rang a bell and called out William to show the coffee-room. (Dickens)

Whenever she came, which was of ten, she came quite noisily.

Attributive appositive clauses

Attributive appositive clauses disclose the meaning of the antecedent which is expressed by an abstract noun. They are not separated from the principal clause by a comma. They are introduced by the conjunction "*that*" (rarely "*whether*") or by conjunctive pronouns (*who, which, what*) and adverbs (*where, when, why, how*). Attributive appositive clauses are never joined asyndetically.

E.g. The passion that help Strickland in bandage was no less tyrannical than love. (S. Maugham)

I have a feeling that I shall do what my people want me to. (Galsworthy)

The lecture repeated the fact that he had mentioned previously.

The question who should do the work requires consideration.

*He was again tortured by the doubt whether or not he might venture to meet Antonia at the station
At last he had stumbled on the answer to the question which he had been asked a long time ago. (M. Wilson)*

The use of the subjunctive mood forms in the attributive clauses is determined by the lexical meaning of the words these clauses follow or refer to. In the attributive appositive clauses after the words "*order*", "*suggestion*", "*proposal*", "*desire*", "*wish*", "*doubt*", "*hesitation*", "*fear*", "*apprehension*" the forms *should* + *inf.* or the present subjunctive is used. After the last two nouns the conjunction "*lest*" is used.

E.g. He made the suggestion that everybody should take part in the conference.

She thought it an admirable suggestion that she should undertake all the arrangements. Whom do you suggest should it? (Cronin)

§51. Adverbial Clauses

Adverbial clauses refer to a verb, an adjective or an adverb of the principal clause in the function of an adverbial modifier.

*E.g. I thought so might a man look **when he had died under this torture.** (adverbial clause of time)*

His round eyes grew rounder still, and his brow pickered in desmay as he saw that she was angry. (S. Maugham) (adverbial clause of cause)

*But there was a solid force in Strickland that attracted the fat Dutchman against his will, so that he came back **moaning like a clumsy dog though he knew that his only greeting would be the blow he dreaded.** (S. Maugham) (adverbial clause of result, adverbial clause of comparison).*

*I should not have thought she liked me very much, **unless she had told me so.** (Dickens) (adverbial clause of condition).*

According to their meaning adverbial clauses are classified as: *adverbial clauses of time, place, cause (reason), purpose, condition, concession, result, manner, and comparison.* Adverbial clauses are joined to the principal clause by means of subordinating conjunctions; they are not joined to the principal clause asyndetically except sometimes adverbial clauses of condition.

Adverbial clauses of time

Adverbial clauses of time show the time of the action expressed in the principal clause. They are introduced by the conjunctions: *when, while, as, after, till, directly, as soon as, since, before, etc.*

*E.g. **When I want to see you, I'll know where you are.***

***I'll go there as soon as I have finished my breakfast.** (Dickens)*

***"You are tired"- he said and while I sit you walk about. Have my chair.** (H. Wells)*

Long after the lorry had gone...Lanny stood there, staring at nothing, thinking of nothing, feeling nothing. (P. Abrahams)

Sometimes adverbial clauses of time are joined by the conjunctions used correlatively: *no sooner ... than, scarcely ... when, hardly ... when*. The principal clause has inversion if the adverb is placed at the head of the sentence.

E.g. No sooner had the first stepped into the clearing than all the lights went out as if by magic.

I had hardly finished when Holms returned with the news that the boy was putting in the horse. (C.Doyle)

But the door had scarcely closed behind her before it opened again, and she came in to announce. (Dr. Colpus).

Adverbial clauses of place

Adverbial clauses of place show the place of the action expressed in the principal clause. They are introduced by the conjunctions “*where*” and “*wherever*”.

E.g. They had stopped to rest beneath a fingerpost where four roads met. (Dickens)

Subordinate clauses introduced by “*where*” indicate:

1) *the place where the action is going on:*

E.g. Coming into the Lounge from the far end he at once saw Fleur where he had left her. (Galsworthy)

2) *the place towards which the action is directed:*

E.g. Just drive me to where you took that lady the other night. (Galsworthy)

To indicate the direction “*to*” is sometimes added.

3) *the starting point of the action:*

E.g. From where he sat he could see a cluster of apple-trees in blossom. (Galsworthy).

To indicate the starting point “*from where*” is used.

Adverbial clauses of cause

Adverbial clauses of cause (reason) show the cause of the action expressed in the principal clause. Adverbial clauses of cause are introduced by the conjunctions *as, because, since, for fear (that), on the ground that, seeing that, considering that*.

E.g. I haven't put in all the beavers, because I can't draw beavers. (R. Kipling)

Remember that, because it's important. (R. Kipling)

I wish I could be of some service to you, for I dislike greatly to see a man hung up like a dog. (Cooper)

"What"! roared the tropper, stopping short as he was about to swallow his morsel, "ancient Genny!"

A subordinate clause introduced by "*since*" expresses that the reason given in the clause is clear from what has been said before.

E.g. And since it is always the unusual which alarms, Soames was alarmed. (Galsworthy)

"*As*" used when the subordinate clause gives a reason, the consequences of which are started in the principal clause.

E.g. As everything is all right I think I may leave. As the fog was collecting rapidly, it began to grow dark in earnest. (Stevenson)

Adverbial clauses of purpose

Adverbial clauses of purpose state the purpose of the action expressed in the principal clause. They are introduced by the conjunctions: *that, in order that, so that, lest*.

E.g. He got up cautiously, so that he might not wake the sleeping boy. (Cronin)

She looked steadily at her coffee lest she also should begin to cry. (Eliot)

Mr. Micawber impressed the names of the streets upon me that I may find my way back easily.

"*For fear*" is used with the meaning of "*lest*".

E.g. She dared not approach a window for fear he should see her from the street.

In adverbial clauses of purpose the use of the subjunctive mood or modal verbs depends on the conjunction introducing the clause. It is used:

After the conjunctions *that, so that, in order that, so, may, might + inf. or can (could) + inf.*

E.g. That night, after dinner, the dining-room was cleared for dancing, so that the guests might feel freedom and gaiety in the air. (Galsworthy)

I tell you this so that you may understand the situation.

After the conjunction "*lest*" *should+inf.*" is generally used.

E.g. She was going on tiptoes lest she should disturb him. The risers restrained, their perfume lest it should whip his senses. (Galsworthy)

Adverbial clauses of condition

Adverbial clauses of condition show the necessity for the realization of the action expressed in the principal clause. They are introduced by the conjunctions *if, unless, suppose, in case, on condition that, provided, etc.*

E.g. And if she did not kiss him she gave him both her hands, and then took one of his in both hands.

You will not succeed unless you (if you do not work) work at bar. Supposing he does not come what shall we do?

We shall go on condition (that) you go too.

I shall wait for you provided (that) you return not later than in an hour.

In conditional clauses of unreal condition the conjunction "*if*" can be omitted: in such case there is an inversion in the "*if*" clause. It is found when the predicate is expressed by "*was*", "*were*", "*had*", "*could*", or "*should*".

E.g. Were they absolutely hers it would be a passing means to enrich herself. (Hardy)
Should he come this way I will speak to him. (Bronte)
I should be myself were I once again among the heather in those hills. (Bronte)

Sometimes the principal clause is not expressed, then the "if" clause (unreal condition) denotes a wish and in the "if" clause the non-factual past simple or the past continuous or the past subjunctive is used.

E.g. If only Ann were with him and they could have a ride together. (Galsworthy)
If only it could always be spring. (Galsworthy)

When the adverbial clause of condition precedes the principal clause, it is usually separated by a comma. The comma is rarely inserted, when the adverbial clause follows the main clause.

E.g. If there is variety in wine, according to the old adage, what an amiable-natured character Dick's must have been. (Galsworthy)
If he had any anxiety about his boy, it was believed at once. (Galsworthy).
I could have done very well if I had been without the Murdstones. (Galsworthy).

In conditional clauses expressing real condition the indicative mood is used. But if it expresses unreal condition the subjunctive mood is used.

E.g. If I have offended you, I am sorry. (real condition)
Take an umbrella in case it rains. (real condition)
You wouldn't say so if you saw-her, Harry (O.Wilde)
(unreal condition).

In complex sentences containing an unreal condition the subjunctive mood is used in both the conditional clause and in the principal clause. In the "if" clause past or past perfect subjunctive, in the principal clause *should (would) + inf.* are used.

E.g. When I leave town now I never tell my people where I am going. If I did I should lose all my pleasure. Perhaps she would have felt happier and more rewarded if she had really loved that sick woman whom she had been nursing. (Essex)

There are three more types of conditional clauses with reference to the future.

- 1) in the first type "*should + inf.*" for all persons is used in the conditional clause and the future indefinite or the imperative mood in the principal clause.

E.g. If you should have news before morning, ring me up at once. (H. Johnson).

If he should return here send him to us at once.

If you should find another way, will you inform me?

In such conditional clauses there is inverted word order by dropping the conjunction "*if*".

E.g. Should Blanche be better, it may be possible for her husband to see her. (Maugham)

Such clauses are called clauses of *problematic condition* and may be rendered in Azerbaijani as "*işdir*".

- 2) in the second type "*would + infinitive*" for all the persons singular and plural is used in the conditional clause and "*should / would + infinitive*" or the indicative mood in the main clause. "*Would*" has the meaning of willingness.

E.g. You would only come to our place we'll be very glad (we should be very glad).

- 3) in the third type the past subjunctive of the modal verb "*to be+(to) inf.*" is used in the conditional clause and "*should/ would + inf.*" or the imperative mood in the principal clause.

E.g. If I were to die and I may die soon-it would be dreadful that you should always think mistakenly of me. (Trollope).

The modal verbs *can, will, may/might* are freely used in the non-factual past simple.

a) in principal clauses:

E.g. If I had gone overseas, instead of him I might have learned something. (Baum)

Had he discovered a gold mine, greater delight could not have shone upon his features. (Doyle).

b) in subordinate clauses:

E.g. If she could have been compressed to about three quarters of her actual with, she would have been very attractive. (Amis)

She felt if she could lose herself in her mother arms she would be able to endure the pain that was so intense. (Caldwell)

Adverbial clauses of concession

An adverbial clause of concession denotes the presence of some obstacle which nevertheless does not hinder the action expressed in the principal clause. They are introduced by the following conjunctions and connectives "though", "although", "as", "no matter how", "however", "whoever", "whatever", "whichever", "even if", "even though".

E.g. Though these pictures confused and puzzled me, I could.

I could not be unmoved by the emotion that was patient with them. (Maugham)

Even if Bart should be held up at the last moment, as he was last Sunday, she wouldn't let it upset her.

Whatever Dorin might say, it was a sign that the winter was nearly over and that spring was coming.

In adverbial clause of concession there is inversion where the predicative is followed by the conjunction "as".

E.g. Child as the boy was, he could understand everything. Barren as the ground was there, it will still yield some crops, if properly cultivated.

Inversion does not take place if the subject is a personal pronoun.

In adverbial clauses of concession the modal verb "may + inf." or the present subjunctive is used.

E.g. Whatever unfortunate entanglement my dear boy may have got into, I will reproach him with it after we are married. (Wilde)

When adverbial clause of concession is joined asyndetically, there is usually inversion.

E.g. Come what may, we shall remain here.

In the clauses introduced by "even if", "even though" past or past perfect subjunctive mood is used. But in the principal clause the form *should/would + inf.* is used.

E.g. They would never have taken your back, even if you dropped me on the rug. (Brand.)
Anyway, I am no actor, and if I were, that role wouldn't suit me. (M. Laurence).

Concessive meaning may be rendered by the indicative mood in the same patterns of clauses.

E.g. Cold as it is, we shall go out.
Tired as he was, he continued his work.

Adverbial clauses of result

Adverbial clauses of result denote the result of the action expressed in the principal clause. Very often adverbial clauses of result have an additional meaning of degree.

They are introduced by the conjunctions "so that" and "so ... that".

Adverbial clauses introduced by "so that" express more result and are separated by a comma, those introduced by the conjunction "that" with "so" in the principal clause comprise an additional meaning of degree. Such clauses are not separated from the principal clause by a comma.

E.g. He was so intent upon his own reflections that he was unconscious of my approach. (Dickens)

The wind had dropped, so that the slumbering warmth and murmuring of summer gathered full over the water. (Galsworthy)

Adverbial clauses of manner

Adverbial clauses of manner characterize in a general way the action expressed in the principal clause. They are usually introduced by the conjunction "*as*".

E.g. Mr. Tupman did as he was requested. (Dickens)
He spoke as it follows.

Adverbial clauses of comparison

They denote an action with which the action of the principal clause is compared. They are introduced by the conjunctions: *than, as, as...as, not so... as; as if, as though, the more...the more, the less...the less.*

E.g. Janet came running up the stairs as if the house were in flames. (Dickens)

When she woke early on Sunday morning the world sparkled as though it had been newly born. (Cusack)

There was now a pause as if something was expected.

Complex sentences where the principal and subordinate clauses are connected, by "*the more ... the more*", "*the less ... the less*" show a correlative increase, quantitative or qualitative, in both the principal and the subordinate clauses.

E.g. The more deeply he felt, the more dumb he had always been. (Galsworthy).

In adverbial clauses of comparison the subject "*it*" is often omitted.

E.g. I leave you to act as seems best. (as it seems best)

In clauses of comparison after the conjunctions "*as if*" "*as though*" past or past perfect subjunctive is used.

E.g. They walked together just as if they had done it scores of times before. (Essex)

She treated him in such a way as though he were her brother.

He nodded, but almost as if he didn't really see her.

If the action in the subordinate clause is presented as following the action in the main clause, "would + inf." is used.

E.g. He was whistling gaily as if his heart would break for.

Conjunctions Introducing Different Adverbial Clauses

Some of the conjunctions introducing adverbial clauses are polysemantic and can introduce different types of adverbial clauses.

The conjunction "as" may introduce *adverbial clauses of time, cause, manner, comparison and, concession.*

E.g. "This is grave news", she added, as we pushed our way to the exit. (adverbial clause of time)

As I didn't reply, she sighed and turned away to pull the curtains across the darkened windows. (Murdoch), (adverbial clause of cause)

"Do as I tell you" I said. (adverbial clause of manner)

Sally gave him a smile. It was as sweet and innocent as it had ever been. (Maugham) (adverbial clause of comparison).

Harmless as this speech appeared to be, it acted on the travellers distrust, like oil on fire. (Dickens) (adverbial clause of concession).

The conjunction *since* introduces adverbial clauses of time and cause.

E.g. I wanted to see you since you wanted to see me. (Murdoch) (adverbial clause of cause)

Ever since you appeared on the scene, you have for reasons which remain obscure to me, behaved, towards me with hostility. (adverbial clause of time)

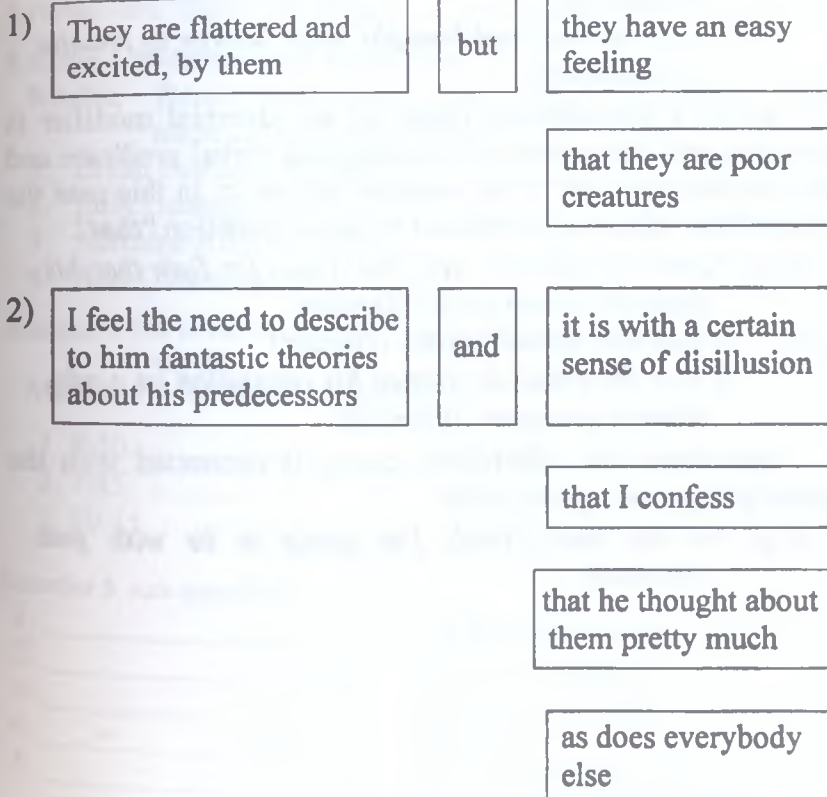
The Compound-Complex sentence

A compound-complex sentence is a sentence consisting of two or more coordinate clauses one of which at least has one or several subordinate clauses.

E.g. 1) *They are flattered and excited by them, but they have an easy feeling that they are poor creatures.*

2) *I feel the need to describe to him fantastic theories about his predecessors, and it is with a certain sense of disillusion that I confess he thought about them pretty much as does everybody else. (S. Maugham)*

The above sentences may be graphically represented as follows:



Emphatic complex sentences

In emphatic complex sentences at the head of the principal clause stands the introductory pronoun "*it*" followed by a compound verbal or nominal predicate and the emphasized part of the sentence follows the link-verb in the function of a predicative. In such case the subordinate clause is introduced by the pronouns "*who*" or "*which*" (sometimes "*that*").

E.g. It may that it was obscure consciousness of this that excited Strickland's sympathy. (S. Maugham)

It was still her hand which kept him from utter destitution. (C. Bronte)

It was anger that had seized Mrs. Strickland. (S. Maugham)

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

When a prepositional object or an adverbial modifier is emphasized, the predicate is a compound verbal predicate and the emphasized part of the sentence follows it. In this case the subordinate clause is introduced by the conjunction "*that*".

E.g. Fame was all very well, but it was for Syth that his splendid dream arose. (London).

It was then he had arisen. (Dreiser)

It was there that he gained his reputation as a missionary preacher. (Voynich)

Sometimes the subordinate clause is connected with the principal clause asyndetically.

E.g. It's the best friends I'm going to be with you. (Dreiser)

PART II

English Grammar Exercises

A. The Simple Sentence

Exercise 1. Write the missing words.

1. one, ... three, ..., ..., seven, ..., ..., ten;
2. two, four, ..., ..., ten;
3. one, three, ..., ..., nine;
4. ten, nine, ..., ..., five, ..., ..., one.

Exercise 2. Write *“they, her, his, my, he”* in the blanks.

1. That is Nadir. ... is my brother.
2. I am Fuad. This is ... sister, Kamala.
3. This is Elchin. ... brother is my friend.
4. Aytan and Ilhama are friends. ... are friends.

Exercise 3. Write questions and answers.

Model: Ramil Mammadov (Mr). What's his name? His name is Ramil Mammadov.

1. Elvan Pashayeva (Miss).?
2. Idris Ustaoglu (Mr).?
3. Nermine Aliyeva (Mrs).?
4. Afat Garalova (Miss).?

Exercise 4. Fill in the blanks with *“Good afternoon. Good evening. Good night”*.

Model: 13:30. Good afternoon!

- | | |
|----------------|----------------|
| 1. 8:30. | 4. 18:00. |
| 2. 7:45. | 5. 21:15. |
| 3. 10:15. | 6. 14:15. |

Exercise 5. Ask questions.

- | | |
|-----------|------------------------|
| 1. _____? | I'm fine, thank you. |
| 2. _____? | That's my father. |
| 3. _____? | She's ten years old. |
| 4. _____? | I'm twenty. |
| 5. _____? | My surname is Karimov. |

Exercise 6. Write the questions.

Model: What's your name? My name's Mary.

1. _____ ? My name's Dave.
2. _____ ? Her name's Sue.
3. _____ ? His name's Mike.
4. _____ ? Her name's Mastan.
5. _____ ? His name's Alabash.

Exercise 7. Write the following room numbers.

Model: 507 five oh seven

- | | |
|--------------|--------------|
| 1. 201 _____ | 4. 803 _____ |
| 2. 208 _____ | 5. 902 _____ |
| 3. 306 _____ | 6. 705 _____ |

Exercise 8. Write the following telephone numbers.

Model: 353 72 16 three five three seven two one six

1. 426 17 28 _____
2. 578 13 69 _____
3. 445 16 97 _____
4. 22 14 15 _____
5. 377 84 59 _____

Exercise 9. Make up the sentences.

Model: I am a student. He is a student.

1. We are students.

- | | |
|---------------|-----------------|
| a) he _____ | c) she _____ |
| b) they _____ | d) doctor _____ |

2. Elnara is my sister.

- | | |
|-------------------|-------------------|
| a) she _____ | c) notebook _____ |
| b) daughter _____ | |

3. This is my pen.

- | | |
|-------------------|------------------|
| a) friend _____ | c) brother _____ |
| b) notebook _____ | d) bag _____ |

4. He is Ramil Babayev.

- | | |
|--------------------------|-----------------|
| a) Elnara Abbasova _____ | c) Miss _____ |
| b) she _____ | d) doctor _____ |

Exercise 10. Write the answers.

Model: What's your name? (Elchin) My name is Elchin.

1. What's her name? (Sudaba) _____
2. What's his name? (Kanan) _____
3. What's your name? (Hasan) _____
4. What are their names? (Sevil, Aydan) _____

Exercise 11. Do the following exercises.

Model: Sabine (from France). I am Sabine. I'm from France.

1. Robert and Ann (from Britain).
2. Peter (Germany).
3. Bruno and Sylvia (Italy).
4. Aidane (Turkey).

Exercise 12. Write the nationalities of the following people.

Model: Eyyup is from Turkey. He is Turkish.

1. Dumon is from India.
2. Mary is from the States.
3. Jorge is from Spain.
4. Yoshimi is from China.
5. Ramon is from Africa.
6. Jack is from England.
7. Vasif is from Azerbaijan.

Exercise 13. Write the short forms of the sentences.

Model: We are friends. We're friends.

1. He is American.
2. We are not Russian.
3. It is a notebook..
4. She is from France.
5. It is not very big.

Exercise 14. Write the country.

Model: I'm Italian. I'm from Italy.

1. We're French.
2. She is Egyptian.
3. They are Russian.
4. Ken is Chinese.
5. He is Mexican.
6. Mike is American.

Exercise 15. Write the words in the correct order.

Model: is/old/cat/years/two /that. That cat is two years old.

1. your / what's / number / telephone.
2. tiger / from / is / Africa / this.
3. number / 316 12 11 / telephone / his / is.
4. it / where / from / is.
5. lion / an / it / African / is.

Exercise 16. Write questions and answers.

Model: Frank and Louis (from the USA). Where are Frank and Louis from? They are from the USA.

1. Sabine (from France).
2. Robert and Ann (from Britain).
3. Peter (from Germany).
4. Bruno and Sylvia (from Italy).
5. Aydan (from Azerbaijan).

Exercise 17. Write "a" or "an" where necessary.

... pencil, ... wall, ... eggs, ... oclock, ... desk, ... umbrella,
...dog, ... hen, ... fish, ... window, ... uncle, ...orange, ... man,
... girl, ... apple, ...rulers, ... classroom, ... boy, ... duck, ...
picture, ...box, ... blackboard, ... cars, ...flower, ... woman, ...
teacher, ... university, ... student, ... shirt, ... pens, ... banana,
... horse, ...elephant, ... egg, ... month, ... hour, ... friend, ...
house, ... car, ... Island, ... exercise, ... watch, ... union, ...
onion, ...milk, ... coffee, ... hotel, ... earring, ... bread, ...evil.

Exercise 18. Put "a", "an" or "the".

1. ... elephant is ... animal. 2. ... ant is ... insect. 3. ... octo-
pus isn't ... bird. 4. ... lion is ... wild animal. 5. ... cat is ... pet.

Exercise 19. Write the sentences with "a" or "an".

1. It's new pencil. 2. He's English teacher. 3. Are you ...
doctor? 4. Britain is ... island. 5. She's in ... restaurant. 6. My
father is waiter. 7. It's ... beautiful cat. 8. This is ... ticket for
the football match. 9. My mother is ... good cook. 10. English is
... easy language.

Exercise 20. Read the dialogue and do the exercise.

That's Akif. He is a student. That's Akif's sister. She's a
student, too. That's Ahmet. He's an engineer. That's his car.

Aytan: Good morning. I like your car.

Ahmad: Thank you. What's your name?

Aytan: Aytan.

Ahmad: Hello, Aytan. Is he your friend?

Aytan: No, he isn't my friend. He's my brother. His name's Akif.

Ahmad: Hello, Arif.

Akif: My name isn't Arif. It's Akif.

Ahmad: Hello, Akif.

Akif: What's your name?

Ahmad: I'm Ahmad Hasanov.

Aytan: Is that your car?

Ahmad: Yes, it is.

Akif: What's the name of your dog?

Ahmad: His name is Alabash.

Exercise 21. Right or wrong.

1. Aytan is a student. _____.
2. Ahmad isn't an engineer. _____.
3. Akif is Aytan's brother. _____.
4. Aytan is Akif's sister. _____.
5. What is Akif? _____.
6. What is Aytan? _____.

Exercise 22. Answer the following questions.

1. What's your name? 2. Are you a student? 3. Are you a teacher? 4. Where are you from?

Exercise 23. Write the nationality.

- | | |
|------------------|------------------|
| 1. Brazil _____ | 5. France _____ |
| 2. Britain _____ | 6. Germany _____ |
| 3. Egypt _____ | 7. Greece _____ |
| 4. Russia _____ | 8. Turkey _____ |

Exercise 24. Write the country.

- | | |
|-------------------|---------------------|
| 1. Italian _____ | 5. American _____ |
| 2. Japanese _____ | 6. Senegalese _____ |
| 3. Mexican _____ | 7. English _____ |
| 4. Spanish _____ | 8. Chinese _____ |

Exercise 25. Make plural.

girl, baby, day, box, piano, half, deer, man, foot, banana, city, key, bus, video, wolf, sheep, mouse, tooth, camera, lady, woman, glass, potato, thief, fish, child.

Exercise 26. Write "I, he, she, it, we, you, they" in the blanks.

1. ___ am a teacher. 2. ___ are boys. 3. ___ is a cat. 4. ___ are students. 5. ___ is a car. 6. ___ is a pretty girl.

Exercise 27. Write "am, is, are" in the sentences.

1. I ... Anna. 2. How ... you? 3. What ... your name? 4. My name ... Peter. 5. Tom is my brother. We ... twins.

Exercise 28. Fill in the blanks with "am, is" or "are".

1. Ahmad ___ a butcher. 2. I ___ a student. 3. She ___ a teacher. 4. It ___ a cat. 5. Nalan ___ a nurse. 6. You ___ a boy. 7. This ___ a

school. 8. That ___ a table. 9. She and I ___ friends. 10. I and he ___ brothers. 11. We and she ___ girls. 12. I ___ a woman. 13. They ___ men. 14. Henry and John ___ doctors. 15. They ___ windows. 16. We ___ students. 17. It ___ a duster. 18. You ___ a dentist. 19. I ___ a child. 20. He ___ a businessman. 21. You ___ barbers. 22. They ___ desks. 23. It ___ a desk. 24. Mary ___ an engineer. 25. John ___ a boy. 26. ___ she a doctor? 27. ___ they teachers? 28. I ___ a student. 29. ___ you a man? 30. ___ you women? 31. This ___ a good pen. 32. Mr. Jones ___ a man. 33. They ___ sisters. 34. The windows ___ open. 35. Today ___ Monday. 36. You and Ali ___ brothers. 37. We ___ busy. 38. This ___ a good exercise. 39. I ___ tired now. 40. The door ___ closed.

Exercise 29. Look at this family tree. Write a sentence.

Father: Mr. Vafadar

Mother: Mrs. Vafadar

Brother: Muhlis

Sister: Atika

Teacher: Mr. Alperen

Friend: Vugar

Dog: Garabash

a) Write the missing word.

Model: Hello. I am Adnan. And this is my brother. His name's Muhlis.

1. That's Mr. Alperen. ___ 's Adnan's teacher.
2. This is Vugar. ___ 's a friend from school.
3. Good morning, Mr. Vafadar. ___ 'm Adnan's teacher.
3. That's Adnan's mother. ___ name's ___.
4. Hello, ___ name's Muhlis.
5. How are ___?
6. That's Adnan's dog. ___ name's Garabash.

b) Complete the passage with the correct form of the verb "to be".

This ___ Adnan's family. Mr and Mrs Azizly ___ Adnan's father and mother. Atike ___ Adnan's sister. Muhlis and Atike ___ twins. Boncuk ___ the family's cat. Garabash ___ the family's dog.

Exercise 30. Complete the conversation.

Tim: Hello.

Ramin: _____.

Tim : How are you?

Ramin: _____.

Tim : This is my cat.

Ramin: _____.

Tim : Her name is Boncuk. And this is my dog.

Ramin: _____?

Tim : His name's Garabash.

Tim's father: Tim! Tim!

Ramin: _ ?

Tim: That's is my father.

Ramin: Good morning Mr. Clifford.

Tim's father: _____.

Tim : I must go. Good bye.

Ramin: _____.

Exercise 31. Write "he's, his, she's" or "her" in the sentences.

Qafqaz University Students' Union Membership	Qafqaz University Students' Union Membership
Name: Anar Aliyev	Name: Lucy Harper
Address: 28 Azadlig Street/Baku	Address: S.Park Avenue/
Tel: 456 18 24	London, S.E.9 Tel: 474 08 82
Place of Birth: Baku, Azerbaijan	Place of Birth: Sao Paulo, Brazil

- _____ Brazilian.
- _____ address in Brazil is 5, Park Avenue, London, S.E.9
- _____ Turkish.
- _____ surname is Aliyev.
- _____ telephone number is 74 08 82.
- _____ from Baku.
- _____ from Sao Paulo
- _____ address in Baku is 28, Azadlig Street.
- _____ surname is Harper.
- _____ telephone number is 456 18 24

Exercise 32. Write sentences.

a) **Surname:** Aliyev _____
First name: Fazil _____
From: Shaki / Azerbaijan _____
Job: Teacher _____
Age: 42 _____

b) **Surname:** Erdur _____
First name: Nasiba _____
From: Samsun _____
Job: Student _____
Age: 18 _____

Exercise 33. Write sentences

He/Canada/Canadian He is from Canada. He is Canadian.

1. They/Mexico/Mexican. _____
2. We/Brazil/Brazilian. _____
3. She/Holland/Dutch. _____
4. He/Italy/Italian. _____
5. John/The U.S.A/American. _____
6. You/Portugal/Portuguese. _____

Exercise 34. Complete the conversation with the sentences in the box.

My name is Linda.
I am from London.
Nice to meet you, Linda.
Where are you from?
What course are you in?

Mark: I am Mark. What is your name?

Linda: _____.

Mark: _____.

Linda: Nice to meet you ,too.

Mark: _____.

Linda: I am from Cambridge. What about you?

Tony: _____.

Linda: _____.

Tony: I'm in French course. Oh hi, John.

John: Nice to meet you, Linda.

Linda: Nice to meet you, too.

Exercise 35. Here is a part of letter from Dilara to Vafa. Write "*her, he's, his*" or "*she's*".

_____ a teacher. _____ husband, Vugar, is an engineer.
_____ in New York with Kamala and their son Ilgar. Rashad
is a good friend, too. _____ wife's name is Elnara. Elnara works
for Air France and _____ in France now with their son, Anar.

Exercise 36. Write the numbers in sentences.

Model: What's your favourite number?(8) **It's eight.**

1. What's your telephone number? (353 78 81)
2. What's her favourite number? (24)
3. What is his telephone number? (428 11 38)
4. What's her address? (53 Park Road)
5. What's your room number? (308)

Exercise 37. Fill in the blanks with "*colours*".

1. A lemon is ...
2. A piece of chalk is ...
3. Grass is ...
4. It is a ...
5. An apple is ... or ...
5. They are ...
6. A blackboard is ...
8. The sky is ...
9. A desk is ...
10. An orange is ...

Exercise 38. Answer the questions.

Olga, this is Nasiba. Nasiba is a student. She is Turkish.
Nasiba, this is Olga. Olga is a tourist. She is Russian.

1. What is Nasiba ? _____
2. What nationality is Nasiba ? _____
3. What is Olga? _____
4. What nationality is Olga? _____
5. What nationality are you? _____
6. What are you? _____

Exercise 39. Learn the following vocabulary.

nephew

brother-in-law

wife

man

father-in-law

sister

boy	son-in-law	mother
son	uncle-in-law	grandmother
uncle	step-brother	bride
husband	step-father	grand-daughter
brother	niece	sister-in-law
father	woman	mother-in-law
grandfather	girl	daughter-in-law
bridegroom	daughter	aunt-in-law
grandson	aunt	step-sister
grandchild	adopted child	step-mother
		cousin

Exercise 40. Write the sentences.

Model: Mary/Linda. Mary, this is Linda. Linda, this is Mary.

1. Bill / Victor _____
2. Jim / Tom _____
3. Anar / Ilgar _____
4. Nurlana / Ulker _____
5. Yasar / Emir _____

Exercise 41. Write the sentences.

Model: Mary/student/American. Mary is a student. She's American.

1. Mustafa / teacher / Turkish. _____.
2. Ahmad / engineer / Arabic. _____.
3. Albert / doctor / French. _____.
4. Julia / tourist / Brazilian. _____.
5. Yoko / doctor / Japanese. _____.

Exercise 42. Write the questions in the correct places.

What's her telephone number?	What's this?
Is it a book?	What's his address?
How old are you?	Where is it from?

Are you eighteen?

1. _____?

It is a cat.

2. _____?

It is seven-nine-eight-one-five-four.

3. _____ ?

No, it is not. It is a pen.

4. _____ ?

I am not. I am sixteen.

5. _____ ?

It is from Azerbaijan.

6. _____ ?

I am twenty.

7. _____ ?

It is 26, Ankara road.

Exercise 43. Ask questions to the answers.

1. _____ ? This is Etibar.

2. _____ ? No, I am not. I am Spanish.

3. _____ ? She's ten years old.

4. _____ ? It is 474 82 77.

Exercise 44. Ask and answer.

Model: Linda / tall / short. **Is Linda tall? No, she's short.**

1. Mary / sad / happy. _____.

2. Philip / present / absent. _____.

3. Victor / old / young. _____.

4. John / right / wrong. _____.

Exercise 45. Ask and answer.

Model: Mary / doctor / teacher **Is Mary a doctor?**

No, she is not. She is a teacher.

1. Fidan / present / absent _____

2. Elchin/ill/fine _____

3. Rashad / tourist / student _____

4. Yalchin / late / early _____

Exercise 46. Ask and answer.

Kubra/sisters/friends. Are you and Kubra sisters?

No, we are not. We are friends.

1. Linda/nurses/ doctors. _____.

2. John/brother and sister/friends. _____.

3. Julia/engineers/nurses. _____.
4. Elnara/secretaries/students. _____.

Exercise 47. Ask and answer.

You/American/Turkish Are you American?

No, I am not. I am Turkish.

1. Linda / sad / happy. _____.
2. Hayale / English / Turkish. _____.
3. Eldar / tourist / student. _____.
4. Huseyin / absent / present. _____.

Exercise 48. Ask and answer.

1. _____ ? I am eighteen.
2. _____ ? It is my book.
3. _____ ? 28, Azadlig Street, Baku.
4. _____ ? It is 422 16 48.

Exercise 49. Write "He, she, his, her, our, your, their" for the underlined words.

1. Ahmad Asar's father is in Baku now.
2. Rafael's mother is my mother's friend.
3. Elnara is my sister's best friend.
4. Elnara's father is a teacher.
5. Mustafa Kaya's students are in the class.
6. Olga and Flora's books are blue.

Exercise 50. Complete the conversation.

1. Anar: Vugar, this is Elchin__ a friend__ school.
Vugar: _____
Emir: _____
2. John : I am John.
Jack: _____ Jack.
John and Jack: _____ twins.
3. Mr. Alperen : I am a teacher.
Mr. Tath : _____ teacher.
Mr. Alperen and Mr.Tath: _____ teachers.
4. Ertogrul: This is my cat.
Cagri: _____ ?
Ertogrul: Her _____ Boncuk.

Exercise 51. Which is correct a, b or c?

1. A: Hello.

B: a) Hello. Pleased to meet you.

b) Good afternoon.

c) How do you do.

2. A: This is Mehmet. B: a) How do you do.

b) Hi. Pleased to meet you, Nadir.

c) Thank you, Nadir.

3. A: Are you two German? B: a) No, you are not.

b) No, I am not.

c) No, we are not.

4. A: How do you do. B:

a) How do you do.

b) Good, thank you.

c) Good afternoon.

5. A: Where are you from? B: a) From German.

b) From Germany

c) In Germany.

Exercise 52. Ask questions.

1. _____ ? That is Aysha.

2. _____ ? He is very well.

3. _____ ? No, I am not. I am German.

4. _____ ? It is my cat, Pamuk.

5. _____ ? He is my father.

6. _____ ? His name is Salih.

7. _____ ? No, you are not my father. You are my uncle.

8. _____ ? Your name is Firuza.

Exercise 53. Answer questions.

Firuza (sister/brother) Vugar



(friend) → Kamala (sister/brother) Yasin

1. Is Kamala Firuza's sister? _____

2. Is Yasin Vugar's brother? _____

3. Is Yasin Vugar's friend? _____

4. Is Firuza Vugar's sister? _____

5. Who is Yasin? _____

6. Who is Vugar? _____

7. Is Kamala Yasin's sister? _____

4. Is Yasin Firuza's brother? _____

Exercise 54. Change the following.

1. He is a dentist.

- a) We _____ b) doctor _____
c) my sister _____ d) engineer _____

2. This is my book

- a) Ahmad _____ b) pen _____
c) My sister _____ d) Turkish book _____

3. She is a Turkish student.

- a) We _____ b) students _____
c) Hasan _____ d) English _____

Exercise 55. How much is that? That's 95 pence.

How much is a cup of coffee? It's 25 pence.

a cup of tea (20p) How much is a cup of tea? It's 20p.

1. a piece of cake (45p) _____ ?
2. an egg sandwich (30p) _____ ?
3. a glass of orange juice (20p) _____ ?
4. a beef sandwich (40p) _____ ?

5p = five p or five pence, 20p = twenty p or twenty pence, 1 = a pound, 1.50 = one pound fifty (pence), 5 = five pounds

32p _____ \$25.12 _____
£100.00 _____
£256.60 _____
£325.28 _____
\$500 _____

B. Change from singular to plural.

1. I am a student. 2. The man is angry. 3. The city is big.
4. The book isn't easy. 5. This is my English book. 6. The baby is hungry. 7. The key is small. 8. He is a teacher. 9. She is a nurse. 10. The child is in the garden.

C. Make plural.

1. Where is that lady? 2. Do you want an apple? 3. The glass isn't clean. 4. I am Turkish. 5. That policeman is in the garden. 6. She has a book. 7. That window is open. 8. What is the name of that city? 9. What colour is his bicycle?

D. Change the following sentences into singular.

1. These are children. 2. Those are apples. 3. They are books.
4. They are boys. 5. They are girls. 6. They are cats. 7. These are books. 8. Those are pictures. 9. They are flowers. 10. We are engineers.

E. Change the following sentences into singular or plural.

1. You are a butcher. 2. We are small. 3. These are pencils.
4. You are students. 5. He is a man. 6. The book is open. 7. Those are umbrellas. 8. I am a barber. 9. They are women. 10. She is an engineer.

F. We use "have/has got" for:

***Possession:**

He has got ten books.
Have they got a car?
They have got five children.
She hasn't got three dresses.

***Illnesses:**

My father has got a cold.
Ahmet has got a headache.

descriptions:

He has got black hair, blue eyes and a small nose

***In British English "have got" is more common than "have" for possession.**

G. Fill in the points with "have got" or "has got".

1. I ... a car. 2. He ... eight books. 3. You ... five shirts.
4. Ali ... a cat. 5. We ... a chair. 6. Hassan ... two pens. 7. She ... four bags. 8. Neshe ... three dresses. 9. They ... ten cows.
10. Zeki ... a bicycle.

H. some / any

There are some apples in the basket.
There are some students in the classroom.
There is some milk in the bottle.

**We use "some" in positive sentences.
Some + countable / uncountable nouns.**

There isn't any milk in the bottle.
 There aren't any cats in the garden.
 Are there any books on the table? Yes, there are.
 Is there any milk in the bottle? No, there isn't.

We use any in negative and questions
Any table / uncountable noun

I. Write "he, we, they, his, her, our, your, their, it" for the underlined words.

1. Mr Brian's student is absent. _____
2. Michael's brother is my mother's friend. _____
3. Who is my mother's best friend? _____
4. Tom's father is a doctor. _____
5. Mrs Green's students are here. _____
6. My and friends' books are red. _____
7. What's the name of your brother's school? _____
8. You and I are at school. _____
9. You and he are good friends. _____
10. That's Smith's house. _____

J. Make questions according to the underlined words.

1. The fat girl is ugly. 2. Steve is a journalist. 3. His name is Bayram. 4. Cecil is in London. 5. Glenn is a doctor. 6. My name is Nazim. 7. Million people are here. 8. Hamlet is a play. 9. Her name is George Flite. 10. The parrot is green. 11. It is one o'clock. 12. She is Mrs. Snow. 13. That man is a porter. 14. This boy is a magician. 15. These women are gossips. 16. Jim is a goal-keeper. 17. Sam is nervous. 18. Lunch is at twelve o'clock. 19. Baldwin is an American writer. 20. Shakespeare is a playwright.

K. Answer the following questions.

1. Do you climb trees? Yes, I climb trees. / Yes, I do.
2. Do you play chess? / No, I don't.
3. Do you play tennis or football? _____
4. What do you do after breakfast? _____
5. Do you have breakfast every morning? _____
6. What do you have for breakfast? _____

L. Answer the following questions.

1. What time do you have breakfast? _____
2. Where does a nurse work? _____
3. Why do you come to school? _____
4. How do you go to school? _____
5. You play football, don't you? _____
6. Fatma eats apples, doesn't she? _____

M. The Simple Present Tense is used.

*** to talk about general facts which are true most or all the time.**

- Nick has his own room at Eton.

*** to talk about routine or frequency.**

- He goes home twice a term.

*** With verbs of emotion, (e.g. love, like, hate, want)**

-I don't want to go to university.

*** With verbs of thinking, (e.g. think, know, understand)**

-I think it can be a handicap to go to school like Eton.

M. a, an, the.

a book— we don't know which book. the book— we know which book.
--

We use "the" when it is clear which thing or person we are talking about.
--

It's dark in this room. Switch on the light. (=the light in this room).

There is a garden near here. Look, Aysha and Gulnara are running in the garden.

Houses are expensive. The houses in this street are very old.

Elshad has got *a* phone in his car. Elshad is talking on the phone.(= the phone in his car)

I don't like carrots.(= carrots in general)

Money is important.(= money in general)

We do not use "the" with plural countable nouns or uncountable nouns to talk about something in general.

Lions are dangerous.(= lions in general)

Life isn't easy. (= life in general)

Do you like cats?(cats in general)

Pass the salt please.(= salt on this table)

Take the money.(= money in my hand)

General	Particular
I like meeting people. Milk is good for you.	Who are the people outside? The milk is in the fridge.

O. Are these ideas general (G) or particular (P)?

1. Fish is good for you _____
2. The fish is in the fridge. _____
3. Children need love. _____
4. I know the children in that car _____
5. Young children enjoy playing _____
6. I like food. _____
7. I like good food _____
8. I like Chinese food _____

P. Choose the correct answer.

1. (the sugar or sugar?)

- a) _____ is bad for you.
- b) _____ is in the kitchen.

2. (the elephant or elephants)

- a) Look at _____ in this photograph.
- b) _____ live in Africa and India.

3. (the bread or bread?)

- a) I eat a lot of _____
- b) I like _____ in that shop.

4. (the English _____ or English people?)

- a) Who are _____ with Maria?
- b) _____ drink a lot of tea.

Q. Write "a, an" or "the" in the blanks.

1. There's ___ bird in ___ cage. 2. ___ old woman is writing on ___ sofa. 3. There's ___ cat on ___ sofa. 4. ___ man has got ___ moustache. 5. ___ young man is reading ___ book. 6. There is ___ map on ___ wall. 7. There's ___ alarm'clock on ___ wall.

Exercise 56.

A. Put "a, an" or "the" where necessary.

1. I have lunch at ... office. 2. My friend plays ... guitar. 3. Calal Bay teaches ... English. 4. There is ... student in ... classroom. 5. There is ... good programme on TV tonight. 6. They give us ... cakes and ... cup of tea. 7. ... ice-cream is better than ... glass of lemonade. 8. In my room ... table is in the corner. 9. He takes ... piece of chalk from ... room of the assistant. 10. She is ... unusual woman. 11. ... water in this glass is dirty. 12. ... climate in Ankara is not very good. 13. They need ... good light in this room. 14. ... light in this room is not good. 15. ... Kuwait is ... rich country. 16. ... Cuban oil is of high quality. 17. They read a lot about ... United Kingdom. 18. ... fifth Avenue buses are often crowded. 19. Mr. Smith lives on ... Fifth Avenue. 20. ... gold is ... expensive metal. 21. Rewrite ... article on ... England. 22. ... sugar is good in ... cup of tea. 23. ... Chinese language is difficult for ... adult. 24. ... gold in this earring is old. 25. There is ... exhibition at ... museum. 26. ... exit is at ... back of ... room. 27. He plays ... piano in ... morning and he plays ... basketball in ... afternoon. 28. He is only ... amateur at ... violin. 29. I like ... house among ... trees. 30. My room is on ... first floor.

B. Fill in the blanks with "a, an, the, some".

1. He has ___ pen on his desk. His pen is new. 2. Milan is ___ city in Italy. 3. Thank you very much for ___ letter. 4. Look at ___ sun. 5. I want ___ tea. 6. He is ___ Italian actor. 7. ___ bee is ___ insect. 8. I want ___ sandwich. 9. What's ___ capital of Germany? 10. They are in ___ United States.

C. Write "don't, doesn't, do" or "does" in the points.

1. We ... listen to the radio every night. 2. Those boys ... study at the library every night. 3. The men ... eat at the cafeteria every day. 4. My father and I ... speak French. 5. The teacher ... understand Italian. 6. My mother's aunt ... go to the cinema every weekend. 7. Mrs. Johnson ... do the housework every day. 8. His sister ... like horror films. 9. ... Mr. Brown go to the office every day? 10. How ... you come to school every day?

D. Write these sentences in the 3rd person singular.

1. You don't do your homework. 2. I want a glass of water. 3. We live in Istanbul. 4. I play tennis. 5. Do you speak English?

E. Write these sentences in the 1st person singular.

1. Does he eat breakfast at school? 2. He doesn't do his homework. 3. Torn answers all the questions. 4. He wants new shoes. 5. He doesn't read English books.

F. Write these words in the correct order.

1. at the weekend, lay, the table, I, often. 2. it, always, is, sunny, summer, in the. 3. does, she, on, always, Sundays, homework, her, do. 4. never, to, she, cinema, the, goes. 5. school, eight, at, o'clock, sometimes, go, I, to.

G. Write these sentences again.

1. The students are talking in the classroom (usually). 2. We are speaking Turkish during the English lesson (never). 3. Is he playing golf (ever)? 4. We are eating at a restaurant (once a week). 5. Ali is cleaning the blackboard (sometimes).

H. Put "always, sometimes, usually, never" in the blanks.

1. She doesn't like fish. She ___ eats fish. 2. I watch TV everyday. I ___ watch TV. 3. My father doesn't like Coke and Pepsi, he drinks water. My father ___ drinks Coke and Pepsi. 4. Do you ___ have a cold shower? 5. I ___ like classical music, but I like pop music a lot. I ___ listen to classical music. 6. I get up at 7 o'clock on Mondays, Tuesdays, Wednesdays, Thursdays, Fridays and Saturdays. I ___ get up at 7 o'clock. 7.

She leaves the house at 7.30 She ___ leaves before 7.30. 8. The bell rings at 9 o'clock every morning. It ___ rings at 9 o'clock.

I. Use "*too*" or "*either*" in your sentences.

Example: Tim doesn't live in a flat. (Jane)

Jane doesn't live in a flat, either.

1. Charles has got a bicycle. Sue 2. Charles hasn't got a job. Sue 3. She can't drive. He 4. Charles lives in a city. Bob 5. She doesn't live alone. Jim 6. I watch T.V. My father watches T.V, 7. We don't drink Coca-Cola, my father doesn't drink it, 8. Kate lives in Dover. Andy lives in Dover, 9. I can't speak German, my friend can't speak German, 10. I have got a sister. Aysha has got one,

J. Make sentences.

Do you like pop music?

Yes I do./ No, I don't.

classical music?

cats?

your job?

English class?

your hometown?

reading?

writing letters?

sitting in cafes?

walking around the town?

going to the cinema?

watching television at home?

K. What is his occupation?

1. He looks after sick animals. 2. He is a special policeman who finds out thieves, killers and smugglers, but doesn't wear a uniform. 3. He travels in space. 4. He sells fruit and vegetables. 5. He is good at painting. 6. He catches fish and sells them. 7. He cuts people's hair. 8. He prepares and sells medicine and toilet articles. 9. He fixed your car. 10. He teaches animals how to perform tricks. 11. He is the head cook in a restaurant. 12. He brings things like gold and diamonds, secretly into the country.

L. a lot of / a few / a little.

There is a lot of milk in the bottle.
There are a lot of apples on the tree.

-a lot of is used in positive sentences, with countable and uncountable nouns.

There are a few cats in the garden.
I have got a few books in my bag.

-a few is used with countable nouns.

There is a little water in the glass.
There is a little milk in the bottle.
She has a little tea in her cup.

-a little is used with uncountable nouns.

M. Write the correct form.

1. These are ... parents (I). 2. Is this ... car? (you). 3. I've got ... watch (you). 4. Do they like ... new house (she)? 5. Did you meet ... teacher (we)? 6. We like ... teacher (we). 7. He forgot ... keys (he). 8. She gave the letter to ... secretary (she). 9. Where is ... pen? (I) 10. Wear ... jacket (you)! 11. Whose camera is this? Is it ...? (you) 12. Excuse me, those are ... seats (we). 13. Is it ... suitcase or ...? (you/he). 14. They're not ... keys, they're.....(I/she). 15. The police asked me for ... address (I). 16. The cat wants ... dinner (it). 17. It wasn't ... mistake, it was ... (I/they). 18. ... car didn't work, so I used ... (I/he). 19. ... house is smaller than ... (we/they). 20. You know it's not ... money, it's ... (you/I)

N. Fill in the points with "I, you, he, she, it, my, your, his, me, you, him, us".

1. Mary is reading a book ... is listening to 2. The children are playing ... teacher is looking at 3. The boy is singing with his sister. People are looking at 4. My mother and I need a car. Please give ... to us. 5. The dog is in ... doghouse. There is some milk for 6. George is asking Mary some questions and ... is answering 7. Please make some coffee for ..., I am very thirsty. 8. The teacher is talking to the students but aren't listening to 9. I have got three letters. I am reading 10. We are dancing. ... parents are watching

O. Fill in the blanks with "much" or "many".

1. How ___ time do you need to answer these questions? 2. How ___ glasses of water do you drink a day? 3. How ___ cars are there in the gallery? 4. How ___ cheese did he buy yesterday? 5. How ___ times did I tell you about this matter? 6. How ___ stations did this train stop at? 7. How ___ paint do they need to buy? 8. How ___ tobacco did he buy? 9. How ___ money are you going to pay for this car? 10. How ___ glass did they have for the windows?

P. Put "a", "an" or "the" in the following blanks.

1. ... friend of theirs works at ... university in France. 2. ... old woman has ... umbrella. 3. ... young lady buys ... water melon. 4. He has ... uniform of ... European general. 5. ... hour is ... long time in ... underground train. 6. He is ... honest man. 7. They watch ... awful film. 8. He picks ... lovely flower and gives it to ... beautiful girl. 9. She drinks ... cup of tea and eats ... egg sandwich. 10. He sings ... song in ... new club. 11. Tom eats ... orange with ... cake. 12. ... European country is cold in winter.

Exercise 57. Write the words in the correct order using the table.

1 Who? Which? What?	2 Action What/ do.	3 Who? Which? What?	4 How?	5 Where?	6 When?
I	Come			to school	in the morning
I	Had	A very good seat			
The play	Was		Very interesting		
I	Didn't enjoy	It			
A young man	Was sitting			Behind me.	
They	Talk				

1. the films / I / enjoy / every / on / evening / TV.
2. the news / listen to / I / carefully
3. well / the man / the piano / played.
4. games / play / every day / in their room / the children / quietly.
5. quietly / the door / he / opened.
6. immediately / leaves / he.
7. a tree / in the / corner of the garden / he / plants.
8. before lunch / the letter / in his office / quickly / he / reads .
9. every week / a book / I / from the library / borrow.
10. the soup / spoils / the cook.
11. we / at home / stay / on Sundays.
12. there / a lot of people / are / at the bus stop.
13. she / beautifully / sings, music / I / like / very much / the / and / it.
14. a new school / built / they / in our village / last year.
15. the match / at four o'clock / ended.
16. she / a letter / from her / brother / last week / received.

Exercise 58. Write the plural forms of the following words.

I, you, he, she, it, this, is, are, that, book, child, table, key, flower, door, apple, bottle, box, umbrella, pen, class, dog, window, baby, chair, bag, match, pencil, fish, man, wall, sheep, ship, clock, picture, woman, desk, shirt, policeman.

Exercise 59. Answer the questions.

Where is Samsun? It is in the north of Turkey.

1. Where is Guba? _____.
2. Where is Shaki? _____.
3. Where is Baku? _____.
4. Where is Ganja? _____.
5. Where is Sumgayit? _____.

Exercise 60. Write the words.

812, 1.716, 22.543, 0.304, 23.003.

Exercise 61. Write the words.

a cup of tea (20p) How much is a cup of tea? It is 20p.

1. a piece of cake (45p) _____?
2. an egg sandwich (30p) _____?

3. a glass of orange juice (20p) _____?
4. a beef sandwich (40p) _____?
5. a shirt (&15.50) _____?

Exercise 62. Make plural.

1. I am a student. 2. The baby is hungry. 3. The key is small.
4. She is a nurse. 5. That woman is a tourist. 6. He is a lawyer.

Exercise 63. Change from singular to plural.

1. The child is in the garden. _____.
2. Where is that lady? _____.
3. Do you want an apple? _____.
4. The window is open. _____.
5. What colour is his bicycle? _____.

Exercise 64. Change.

Can I have a cup of coffee, please?

1. a glass of milk _____.
2. a piece of cake _____.
3. a packet of biscuits _____.
4. a cup of tea _____.

Exercise 65. Make singular.

1. These are children. 2. Those are apples. 3. They are books.
4. They are boys. 5. They are girls. 6. They are cats. 7. We are students. 8. You are boys.

Exercise 66. Read the passage and retell.

This is my family. We are in Istanbul. My father is tall and my mother is tall, too. He is an engineer. She is a housewife. We are happy. My sister is tall but I am short. My parents are old and we are young. My sister is a student. My brother is a soldier. He's twenty-one years old. He's short. We are Turkish.

Exercise 67. Make one sentence.

Model: He is an engineer. **He is a Russian engineer.**

1. She is a writer. She is from England. 2. He is a teacher. He's German. 3. It is a tiger. It is from Africa. 4. He is an actor. He is from France. 5. They are doctors. They are from Turkey.

Exercise 68. Ask questions for the underlined parts.

1. No, I am not a good student. 2. Yes, we are clever students. 3. That is Konul. 4. He is nearly three. 5. We are from Trabzon.

Exercise 69. Make up the sentence.

1. My friend, I, engineer. 2. Mahmud, mother, doctor (?) 3. What, his, father, name (?) 4. What, your, friend, name (?) 5. How, Mr. Naghi (?) 6. He/student (?)

Exercise 70. Write "what" or "who".

1. ... is this? This is Hasan. 2. ... is this? It is a book. 3. ... is his name? Veysal. 4. ... is that? That is Ertogrul.

Exercise 71. Read the passage and answer the questions.

Elnara Musayeva is a student. She's from Azerbaijan. She's seventeen years old. Fatma Dagdelen is a doctor. She's from Turkey. She's 26 years old. Mary White is a teacher. She's from England. She's 35.

1. Where is Elnara Musayeva from? _____.
2. What is the doctor's surname? _____.
3. How old is Mary? _____.
4. Is Fatma from Germany? _____.
5. What's Mary's surname? _____.

Exercise 72. Fill in the blanks with "have got" or "has got".

1. I ... a car. 2. He ... eight books. 3. You ... five shirts. 4. Ali ... a cat. 5. We ... chair. 6. Hasan ... two pens. 7. She ... four bags. 8. Nigar ... three dresses. 9. They ... ten cows. 10. Zeki ... a bicycle.

Exercise 73. How do we normally say these things in English?

- | | |
|-----------------------------|-----------------|
| 1. the car of my sister | my sister's car |
| 2. the mother of Elnara | |
| 3. the family of Elchin | |
| 4. the school of Vugar | |
| 5. the office of Azad | |
| 6. the TV of Hamlet | |
| 7. the book of Yalchin | |
| 8. the beds of the children | |
| 9. the house of my uncle | |

Exercise 74. Read the passage.

Ercan is seventeen years old. He is a student. He is from Aydin, Turkey. Ali is his brother. He is nineteen years old. He is a student, too. Alabash is his dog. It is three years old.

a) Ask questions.

1. He is seventeen years old.
2. He is from Aydin, Turkey.
3. Yes, he is a student.
4. It is a dog.
5. It is three years old.

b) Answer the questions.

1. Where is Ercan from?
2. Is Alabash from Germany?
3. Is Ali 15 years old?
4. Is Ercan 20 years old?
5. How old is Ercan?

Exercise 75. Complete the following sentences with "there's, there are, is there" or "are there".

1. ... a beach down here?
2. ... two cats and a dog in the garden?
3. ... a post office near here?
4. ... a good restaurant in this street?
5. ... a hospital in this town?
6. ... a lot of children in the street?
7. ... five trees in the garden?
8. ... a television in the flat?
9. ... a big basket on the table?

Exercise 76. Answer the following questions.

How many books are there in your bag?

There are ten books in my bag.

1. How many students are there in this room?
2. How many cats are there in this room?
3. How many tables are there in this room?
4. How many pencils have you got?

Exercise 77. Complete the following dialogue.

A: Hello!

B: _____

A: This is my sister Leyla.

B: _____

A: She is twelve.

B: _____

A: Yes, she is. She is in Anittepe High School.

B: _____

A: He is my brother, Hilmi.

B: _____

A: He is ten.

Exercise 78. Put these sentence in the correct order.

- | | |
|---------------------------|-------------------------------|
| (). It is in Azerbaijan. | (). I am fine, thanks. |
| (). OK, see you later. | (). Where are you? |
| (). Where is that? | (). Hello, Anna. |
| (). How are you? | (). Hi, Vugar. This is Anna. |
| (). I am in Shaki. | (). Good bye. |

Exercise 79. Read the following passage.

My favourite popstar is Fatih Kisabarmak. He is a good singer and a good saz player. He is a very good song writer, too. His song "Kilim" is my favourite song. Fatih is Turkish. This is a picture of Fatih's family. His wife is in the picture. Her name is Fatma. She is a housewife. She is Turkish, too. She has got a son. His name is Murat. Murat is a good student.

a) Answer the questions.

1. What is Fatih Kisabarmak's occupation?
2. Where is Fatih from?
3. What is the name of his wife?
4. What is his wife?
5. What is the name of his son?
6. What is his son?

b) Write "he, she, his, her, they".

1. Fatih is Fatma's husband.
2. Murat is a good student.
3. His song, 'Kilim' is my favorite song.
4. Fatih's wife is a housewife.
5. That is the picture of Fatih's family.
6. Fatma and Fatih are Turkish.

Exercise 80. Write the missing word.

1. Thank you ... the cake. 2. My favourite ... is milk and cake. 3. Tea? No, thanks, I ... milk. 4. I have a dog ... Alabash. Its ... is black and white. 5. This book is ... animals. 6. He is ... Istanbul, Turkey. 7. Fatih is Fatma's husband. Fatma is Fatih's 8. Murat is Fatih's son. Fatih is Murat's 9. I like ... house among ... trees. 10. My room is on ... first floor.

Exercise 81. Change.

1. What colour is his hair?

a) book ...; b) your ...; c) eyes ...; d) bag ...

2. I want some sweets.

a) a biscuit ...; b) eggs ...; c) hate ...; d) tea ...

3. What's your telephone number?

a) favourite pop star; b) she; c) food; d) vegetable.

Exercise 82. Ask questions for the underlined parts.

Model: The food is delicious. How is the food?

1. Ahmad is happy. 2. Baku is beautiful. 3. The dog is unhappy. 4. Mustafa is sad. 5. The question is difficult.

Exercise 83. Write the sentences again using "he, she, it, we, you, they, I, me, him, us, them" for the underlined words.

1. Ahmad's book is green. ... book is green. 2. Look at Mehdi. Look at ... 3. What colour is Janet's new dress? What colour is ... new dress? 4. Look at Jane's new dress. Look at 5. Mary and Kate are my friends ... are my friends. 6. Look at John and Tom. Look at ... 7. Give Mary an apple. Give ... an apple. 8. Are Tim's sisters in the room? Are ... in the room? 9. Look at my father's trousers. They are brown. Look at ... 10. Give me and my friends some sweets. Give ... some sweets.

Exercise 84. Make sentences.

1. am, student, a, I. 2. Jane, doctor, is, a. 3. name, is, Aysel, my. 4. girl, Aynur, is, a? 5. are, they, students? 6. black, cat, the, is. 7. you, boys, are. 8. not, Erdem, is, in the classroom. 9. not, a, am, farmer, I. 10. a, nurse, are, you. 11. your, is, name, what? 12. are, we, dentists. 13. a, Mr. Jones, is, lawyer. 14. today, Wednesday, is? 15. I, she, are, and, girls.

Exercise 85. Ask questions for the underlined parts.

1. He is from Paris. 2. She is nearly eleven. 3. They are German. 4. He is very well. 5. No, It isn't a pet. 6. Yes, I am a good student. 7. They are black and white. 8. That is Rosa Sanchez. 9. They are white. 10. She is Italian.

Exercise 86. Make questions for the underlined parts.

1. This car is unique. 2. Oliver is a bandit. 3. Our teacher is intelligent. 4. Jimmy is a merchant. 5. Linda is over there. 6. The students are clever. 7. My wallet is in my pocket. 8. The skirts are long. 9. Denis is absent now. 10. Betty is your niece.

Exercise 87. Answer these questions.

1. Are you a student? 2. What's your telephone number? 3. Where are you from? 4. What is your father? 5. What is your mother? 6. How many brothers/sisters have you got? 7. What is the name of your school? 8. How old are you? 9. What nationality are you? 10. What's your favourite colour?

Exercise 88. Fill in the blanks using "some" or "any".

1. I have met ___ people, but won't have ___ real friends yet. 2. Is there ___ water in the jug? 3. There are ___ cats in the garden but there aren't ___ cat. 4. Do you speak ___ foreign languages? 5. Have you got ___ brother? 6. There are ___ people there but I don't like ___ of them. 7. I don't put ___ money on the table. 8. I like ___ fruit but you don't like. 9. There aren't ___ shops near my house. 10. You can take ___ bus from the station. 11. I have bought ___ tea but I don't need ___. 12. We learned ___ new words in Russian. 13. I haven't seen ___ body in the street. 14. My sister has ___ pretty dresses. 15. There aren't ___ children in the garden now. 16. Maybe you learned ___ but I didn't learned. 17. Did you see ___ one outside? 18. Do you have ___ money to buy the ticket. 19. No, I haven't got ___ money. 20. We met ___ policemen on the corner. 21. Were there ___ students at school yesterday?

Exercise 89. Do as in the example.

Is the story interesting? Yes, it's an interesting story.

1. Are the problems easy? 2. Is the city big? 3. Is the man tall? 4. Is the song nice? 5. Is the dinner excellent? 6. Is the country beautiful? 7. Are the students intelligent? 8. Are the subjects difficult? 9. Is he a teacher of chemistry? 10. Is it a book on science? 11. Is it a job at night? 12. Is it a class in literature? 13. Is it a book on philosophy? 14. Is he a worker in a factory?

Oral Exercise 90.

A. Answer the following questions.

1. What time did you get up yesterday?
2. What did you do then?
3. Did you buy bread?
4. Who bought the bread?
5. Who prepared your breakfast?
6. What did you have for breakfast?
7. Did you drink milk?
8. What did you drink at breakfast?
9. Who set the table?
10. Did you have cheese?
11. What did you do after breakfast?
12. What time did you leave home?
13. Where did you go then?
14. How did you come to school?
15. Did you come to school by bus or by metro?
16. What did you do at school?
17. Did you have free time at school?
18. What did you do then?
19. What did you see at school?
20. Who did you see at school?
21. Where did you go then?
22. How did you go to Fuzuli square?
23. Who did you see there?
24. What time did Mr. Aliyev come to Fuzuli Square?
25. Did he say "Turkey and Azerbaijan one nationality but two countries"?
26. Were there foreign people there?
27. Did you see Paola and David there?
28. Which teachers did you see there?
29. Who did you see from Gafgaz University?
30. How long did Mr. Aliyev talk there?
31. Did you see Mr. Aliyev there?
32. What did you see there?

33. Did you see NIL Bookstore there?
34. What did you do there?
35. Who gave the speeches there?
36. How long did you stay there?
37. What was the weather like?
38. Did it rain?
39. What did people do when it started to rain?
40. Which teachers did you go to Fuzuli Square with?
41. How many people were there ?
42. What time did the celebration start?
43. How many students went to Fuzuli Square?
44. Were there students from the other universities?
45. What time did the celebration finish?
46. What did the people do after the celebration?
47. What did you learn at the meeting?
48. Where did you go-after the celebration?
49. Why did you come to school?
50. Were you hungry at school?
51. How long did you wait for the lesson?
52. Were you tired after the celebration?
53. Which teacher took your class?
54. What time did the teachers come to school?
55. How did you come to school?
56. What did you do during the lesson?
57. What did you learn at school?
58. What did your teacher ask you about the meeting?
59. What time did you leave school?
60. How long did it take to go home?
61. What time did you arrive home?
62. What did you do at home?
63. What time did you have dinner yesterday?
64. What did you have for dinner?
65. Did you do your homework?
66. What did you do after dinner?
67. What did you do before you went to bed?

68. What time did you go to bed?
 69. What did you plan to do for the next day?
 70. Was that day interesting to you?

B. Write the silent letter or letters in the following words.

write	listen	know	dumb
whole	half	people	could
Island	doubt	guard	honour
guilty	league	mustn't	bridge
father	knit	wrist	eight
hour	knowledge	sign	exhibit
palm	psychology	watch	castle
chalk	match	knee	knock
often	honest	wrist	should
knife	aisle	scissors	ghost
climb	whistle	although	vehicle
knight	wrestle	wrap	tongue
plough	Christmas	pitcher	column
wreck	tomb	campaign	limb
mosque	walk	talk	kneel
Wednesday	wrong	guest	sword
guarantee	answer	scene	wrote
thumb	through	comb	would
foreign	neighbour	receipt	debt
damn	design	kitchen	light

Exercise 91.

A. Fill in the blanks with "a, an, the" where necessary.

1. Do you know __ width of __ river? 2. __ book about philosophy is not good for you. 3. What is __ size of your coat? 4. Look! __ tall girl is running to __ front door. 5. __ English Cannel lies between __ France and __ England. 6. __ highest moutain in __ world is the Mount Everest in __ Himalayas. 7. __ cigarette is made of __ tobacco and __ paper. 8. Honesty is __ best policy. 9. My daughter wants apples __ with __ green colour. 10. Eifel Tower reminds us __ Republic of France.

11. __ geometry set contains __ ruler, __ pair of compasses, __ protractor, and __ pair of dividers. 12. Cyprus is __ large island in __ Mediterranean. 13. We make __ omlette with __ eggs. 14. It is not very hard for most of __ people in Baku. 15. __ schoolboy likes __ holidays.

B. Fill in the blanks with the correct prepositions (*on, at, in, of, with, for, about, without*).

1. What is the second day __ the week? 2. What do the Greens do __ Sunday? 3. It is time __ my music lesson. 4. Is she playing __ a spelling game? 5. He is running __ the 200 metres. 6. How do you spell your name __ English? 7. There are many interesting places __ the south __ Turkey. 8. The carpet is __ the table. 9. Tell me the total number __ the students __ your class. 10. She is writing a letter __ her friend __ her holiday. 11. I've got a bike __ black wheels. 12. I want coffee __ milk because I like black coffee.

C. Put the verbs in the correct tense.

a) Yesterday Tim ... (go) to school at nine o'clock. The first lesson ... (be) about the Romans. Tim ... (not like) the lesson very much, but he ... (work) hard. At four o'clock he ... (go) home. In the evening he ... (do) his homework. Then he ... (play) the guitar. He ... (not watch) television. There ... (be) no good programmes on television last night.

b) Tim and Tina ... (go) to Buck's house last Sunday. They ... (see) a lot of interesting things there. They ... (look) at the pictures in the house, and they ... (watch) the animals in the park. It ... (be) fun. They ... (walk) home at six o'clock.

c) Tony ... (see) a good film on TV last night. It ... (be) about a popstar. She ... (can) sing very well, but she ... (not want) to be a singer all her life. She ... (want) to be a great actress. She ... (have) a lot of problems.

D. Change the following sentences into negative.

1. He typed the letters yesterday. 2. They called him yesterday morning. 3. You cooked the dinner two days ago. 4. She

looked after the baby yesterday night. 5. I ordered soup and a piece of chicken. 6. We smoked many cigarettes last night. 7. He knocked at the door one hour ago. 8. She laughed at him last week. 9. They finished the lesson yesterday. 10. I was ill yesterday.

Exercise 92. A. Change into the Simple Past Tense using the expressions in the brackets.

1. He's present today (yesterday). 2. She is absent today (last Monday). 3. I am fine now (last night). 4. You are not well now (yesterday). 5. They are late (yesterday morning). 6. We are here (yesterday evening). 7. Are you hungry? (last night). 8. Is Bill busy? (yesterday). 9. Am I early this morning? (yesterday). 10. Is Carol at a convention? (two days ago). 11. I am not late (three days ago). 12. We are not at a restaurant (last week). 13. I am here (last year). 14. Are you sad this morning? (yesterday morning). 15. He watches a film every night (yesterday afternoon). 16. They ask many questions (last Tuesday). 17. We walk every day (yesterday). 18. She practices the organ (last night). 19. They discuss the subject (yesterday). 20. They play football every day (last week). 21. He needs new hats this year (last year). 22. He remembers her telephone number (yesterday). 23. I want a book (yesterday morning). 24. She visits me every month (last month). 25. I arrive early every morning (last Monday). 26. I wash my hands every day (yesterday). 27. He cleans the table every evening (last night). 28. They study English every day (last year). 29. You paint the room every year (last year). 30. He listens to music every night (last night). 31. We love that teacher (last year). 32. She explains the program to him every night (last night). 33. They repeat the dialogue every day (two days ago). 34. The lesson starts at 8.45 (yesterday). 35. He dances at every party (last year). 36. They receive many letters every day (last week). 37. She opens the windows every morning (yesterday morning). 38. He answers all the questions every lesson (last Tuesday). 39. He stays at home every (last) Sunday.

B. Write the present continuous tense of the verbs in brackets.

1. He ... (clean) the table now. 2. She ... (classify) the books. 3. Mother ... (chip) the potatoes. 4. The maid ... (sweep) the floor. 5. The students ... (sharpen) their pencils. 6. He ... (sip) his drink. 7. They ... (discuss) the problems of the company at the moment. 8. Mr. White ... (speak) on the telephone. 9. Christmas ... (draw) near. 10. The teacher ... (correct) the mistakes of his students now.

C. Fill in the blanks with suitable verbs.

1. Ali is thirsty. He is ... a glass of water. 2. It is very cold. I am ... my coat. 3. It is hot. Can I ... my jacket? 4. The birds are ... in the sky. 5. We are ... difficult questions. 6. Mary and Sue are artists. They are ... pictures. 7. Ethel is a singer. She is ... a song. 8. I am hungry. I am ... a sandwich. 9. The blackboard is dirty. I am ... it. 10. The students are ... their homework. 11. Who are you ... the letter to? 12. The children are hungry. Their mother is ... some biscuits to them. 13. He is ... like a fish. 14. My mother is in the kitchen. She is ... an omlette. 15. They are ... German.

D. Rewrite these sentences using "now".

1. I can make a paper boat. 2. Tom and Bill can't play baseball. 3. I can hold my breath. 4. I can collect postcards. 5. My father can speak French and English.

E. Complete the sentences by using the words in brackets.

1. He usually ... (come) home after school at 4 o'clock. 2. On Sundays we ... (have) breakfast at 10 o'clock. 3. Don't make noise. The baby ... (sleep) upstairs. She ... (sleep) for two hours every afternoon. 4. John is from England so he ... (know) English, but now he ... (speak) Turkish. 5. Mr. Smith ... (not/take) a taxi to his office every day. He usually ... (go) there by bus. 6. My mother usually ... (carry) her umbrella, but today she ... (not/carry) it because the sun ... (shine). 7. His friend ... (be) always early but today he ... (be) late for an hour. 8. I always ... (eat) jam for breakfast, but my sister ...

(not/eat). She usually ... (eat) marmalade. 9. John ... (drink) tea every night, but now he ... (drink) some milk. 10. That policeman usually ... (ride) a bicycle and ... (bring) letters. 11. My father usually ... (come) home at 6 o'clock every evening. 12. Tom ... (talk) to Jim on the phone now. 13. Mr. Brown ... (have) his lunch in a big restaurant every day, but now he ... (be) at home and he ... (have) his lunch. 14. In the evening the children usually ... (do) their homework, but this evening they ... (not/ do) their homework, because there ... (be) a cartoon on TV. 15. Jane usually ... (see) her friends at weekends. 16. Today ... (be) Saturday, and her friend Julia ... (give) a party in the afternoon. 17. Now Jane ... (look) in the mirror and ... (wear) her beautiful new dress, because her friends usually ... (wear) their expensive new dresses.

F. Rewrite as information questions using "when" or "what time".

1. The boys have breakfast at seven o'clock. 2. It is a quarter to ten. 3. I watch television after school. 4. Frances goes home at seven o'clock. 5. Peter and Edith go to school in the morning. 6. Ann usually studies before dinner. 7. Paul goes to French class on Monday. 8. I go to school after breakfast, but before lunch.

Exercise 93. Put the correct tense.

1. How often Tom .. (write) letters to his friend? 2. He usually ... (write) once a week. 3. Terry's father ... (write) some letters now. 4. He usually ... (write) letters on Sunday evening, but now he ... (phone) his friends. 5. My mother usually ... (carry) her umbrella but today she ... (not carry) because the sun ... (shine) brightly. 6. I always ... (eat) jam for breakfast. But my sister ... (not eat) jam. She usually ... eat (marmalade). 7. That postman usually ... (ride) a bicycle and ... (bring) letters. 8. Mr. Brown ... (have) his lunch in a big restaurant everyday, but now he ... (be) at home and ... (have) his lunch. 9. Mr. Sawyer ... (like) exciting stories, so in the evenings he ... (read) books. 10. Ted usually ... (sit) at the back of the class

but today he ... (sit) in the front row. 11. Jill's husband ... (get up) in the morning and ... (go) to work at 8 o'clock in the morning and ... (finish) his work at 6 o'clock.

Exercise 94. Put the correct tense (*simple present, present continuous*).

I always ... (wake) up early because I ... (have) a lot of homework. But my sister ... (not get) up early. For example, she ... (sleep) at the moment. I ... (be) in the bathroom and I ... (clean) my teeth. I always ... (comb) my hair in the morning ... you ever (study) in the morning? My sister often ... (do) her homework in the morning and my mother ... (get) angry. She never ... (work) in the evening. I ... (not understand) her.

Exercise 95. A. Write the correct form of the verbs, using the present simple or present continuous tense.

1. They ... (study) hard at their exams at the moment. 2. He usually ... (play) tennis on Wednesdays. 3. A lot of tourists ... (visit) this place each year. 4. I'm afraid ... I (not understand). 5. ... you (go out) tomorrow night? 6. Tom's not here, he ... (stay) with Pat this week.

B. Complete the sentence by using the words in brackets. (*Use the simple present or the present continuous tense*).

1. His mother ... (cook) breakfast at 8 o'clock every day. 2. Mr. and Mrs. Linke ... (live) in a flat. What ... Tom ... (do) now? 3. Mary is a secretary. She ... answer the phone. 4. He ... (do) his homework every night. 5. My father ... (go) to work every night. 6. They ... (write) some letters at the moment. 7. My friend and I ... (like) chicken sandwiches. 8. Look! A man ... (come). 9. Come here! What ... you ... (do) here? 10. Be quiet! The baby ... (sleep). 11. My family and I ... (make) our beds every day. 12. I think he ... (cry). 13. He ... (buy) bread at 8 o'clock every morning.

C. Complete the following sentences using simple present or present continuous.

1. What ... you ... (do) this summer? We ... (spend) a week with our friends in Greece. 2. Oil and water ... (not mix). Oil ...

(float) on top of water. 3. Why ... you ... (cook) those carrots? You ... (know), Helen only ... (eat) raw vegetables. 4. I ... not understand) what he ... (say) ... he ... (speak) English or German? 5. I ... (normally/go) to a keep fit class on Wednesday evenings but tomorrow I can't because I ... (work) late. 6. I ... (know) what you ... (mean) but I ... (not agree) with you. 7. We have a system in this house. I ... (do) the housework, he ... (cook) the meals, and we both ... (give) the orders. 8.... you ... (smell) gas? I ... (think)the new stove is leaking. 9. Look at Mary! She ... (drink) up her medicine, but I can see that she ... (hate) it. 10. John ... (seem) rather tired today. 11. It ... still ... (rain), but it ... (look) as if it will soon stop. 12. "Will you have some coke?" "I ... (prefer) tea, please." 13. ... you ... (see) this box? It ... (contain) matches. 14. After what has happened, you really ... (mean) to say that you still ... (believe) him? 15. The train ... still ... (stand) at the station ... you ... (think) we can catch it?

D. Fill in the blanks with "me, him, her, them, us, it".

1. Look at the boys. Look at ___. 2. Your friend is here. Give ___ a chocolate. 3. Look at ___, are these your books? 4. This is Big Ben. Look at ___. 5. Jane is in London. Send ___ a postcard. 6. My friend and I love crisps. Give ___ some crisps. 7. These are our books. Give ___ those books. 8. Her dress is new. Look at ___. 9. That is my favourite song. Please listen to ___. 10. He is a good guitarist. Listen to ___.

E. Fill in the blanks with "still" or "anymore".

1. Helen's ___ working in the bank. 2. She is ___ the worst student in the class. 3. I rarely see Henry ___. 4. He never comes to see us ___. 5. I ___ think that a Mercedes is the best car in the world. 6. They are ___ bitter enemies, even though there is no reason ___ for them to feel the way they do. They don't walk to school together ___. 8. John doesn't like him ___ but he is ___ with him. 9. We never see you at the school parties ___. 10. We ___ like her, but we decided not to see her. 11. They don't live in

Paris __. 12. We are __ good friends although I don't see them very often __. 13. It is __ raining. 14. Have you given up smoking? No, I __ smoke. 15. He __ plays tennis but he doesn't play football __.

F. Write the correct word (*who, which, what, when, where, why*).

1. ... are you going on holiday? We are going to Spain.
 2.... is going with you to the doctor? 3. ...did the film finish?
 4. ... are you coming back from Portugal? I want to meet you at the airport. 5. ... is knocking at the door? 6. ... car is yours? The blue one. 7. ... are my shoes? I can't find them. 8. ... do you want to do this evening? 9. ... jeans did you buy? 10. Your car is very old. ... don't you sell it?

G. Ask a question to the underlined words.

1. She knocked at the door before she came in. 2. She has got a terrible headache. 3. I wore my brother's blouse for the party. 4. Jim went to Paris by air. 5. I was on the bus number 4. 6. I slept early last night, because I was tired. 7. She came back half an hour ago. 8. It was bad.

Comparison of Adjectives

1. Equality or Positive Degree

so/as + adjective + as

* Ramin is 21 years old. Idris is 21 years old. (compare)
 Ramin is as old as Idris.

* I am thirty years old. You are thirty years old. (compare)
 I am as old as you are. Hasan is not as old as he looks.

as + much/many + noun + as

* I have five English books. Ali has five English books.

* I have as many English books as Ali has.

as black as a coal	as busy as a bee	as red as a rose
as cold as ice	as cunning as a fox	as sharp as a razor

2. Comparative degree

adjective - er + than

I am **fatter than** you. This look is **cheaper than** that book.

more + adjective + than

My book is **more expensive than** your book.

This flower is **more beautiful than** that flower.

Health is **more important than** money.

3. Superlative Degree

the adjective + est

Ali is **the oldest** student in our school.

This flower is **the most beautiful** in the flower shop.

Rules:

1. We use "*more*" or "*most*" before two syllable adjectives to form comparative or superlative degree.

old	older	the oldest
fat	fatter	the fattest
tall	taller	the tallest
large	larger	the largest
hot	hotter	the hottest

2. We use "*more*" or "*the most*" before two syllable adjectives to form comparative or superlative degree.

recent	more recent	the most recent
selfish	more selfish	the most selfish
honest	more honest	the most honest

3. Two syllable but ends in "*-er, -ow, -y*" get "*-er*" and "*-est*".

happy	happier	the happiest
pretty	prettier	the prettiest
narrow	narrower	the narrowest
lovely	lovelier	the loveliest
lazy	lazier	the laziest

4. Two syllable of some adjectives are used both in two ways.

clever /more clever/cleverer	the most clever/the cleverest
lovely /more lovely/lovelier	the most lovely/the loveliest

5. Three or more syllable adjectives normally get "more" and "most".

important	more important	the most important
expensive	more expensive	the most expensive
comfortable	more comfortable	the most comfortable

7. V-ing V-en more/most.

hurt	more hurt	the most hurt
worn	more worn	the most worn
frightened	more frightened	the most frightened
interesting	more interesting	the most interesting

7. Irregular.

good	better	the best
bad	worse	the worst
much } many }	more	the most
little	less	the least
far	farther } further }	the farthest } the furthest }

Exercise 96.

A. Write the comparative forms of the words in brackets.

1. My father is ... (old) than his father. 2. This doctor is ... (experienced) than the young one. 3. A story book is ... (interesting) than a history book. 4. My pencil is ... (short) than yours. 5. Our classroom ... (big) than Prep.C. 6. The post-office is ... (far) than the police station. 7. Jack is ... (intelligent) than George. 8. ... Exercise A is ... (easy) than Exercise 8. 9. I find mathematics lesson ... (difficult) than English lesson. 10. Travelling by plane is ... (enjoyable) than travelling by bus. 11. A lion is ... (dangerous) than a dog. 12. This black suitcase is ... (heavy) than the red one. 13. Pop music is ... (loud) than classical music. 14. Our exam questions were ... (difficult) than the other group. 15. His handwriting is ... (good) than his father's handwriting. 16. I speak English ... (bad) than my mother.

B. Chose the correct one.

1. This is the ... village to the town.
a) *near*; b) *nearer*; c) *nearest*; d) *the nearer*; e) *the nearest*
2. The Caspian Sea is ... lake in the world.
a) *large*; b) *the larger*; c) *the largest*; d) *larger*; e) *more large*
3. Tom is ... of all the boys in our class.
a) *serious*; b) *more serious*; c) *the most serious*; d) *the serious*
4. His first written test is ... than the last one.
a) *very bad*; b) *worse*; c) *as bad as*; d) *the worst*; e) *more badly*
5. He has ... free time than I have.
a) *much*; b) *more*; c) *most*; d) *better*; e) *best*
6. The old man was about sixty but he looked...
a) *young*; b) *youngest*; c) *very young*; d) *younger*; e) *so young*
7. Adil understood that money wasn't ... thing in the world.
a) *important*; b) *the most important*; c) *as important*; d) *the more important*; e) *more important*
8. This is ... picture I've ever seen in my life.
a) *beautiful*; b) *more beautiful*; c) *the most beautiful*;
d) *most beautiful*; e) *a more beautiful*
9. The earth is ... than the moon.
a) *large*; b) *largest*; c) *larger*; d) *more large*; e) *most large*
10. It is ... information we have obtained from Cosmos.
a) *last*; b) *the latest*; c) *later*; d) *late*; e) *a late*

C. Make up sentences using comparative form of adjectives.

Ex.: Baku, Sumgayit (large). Baku is larger than Sumgayit.

1. Istanbul, Ankara (large). 2. Azerbaijani grammar, English grammar (easy). 3. You, your English teacher (young). 4. My table, your table (small). 5. My coat, your coat (good). 6. Tea in my cup, tea in your cup (much). 7. My room, my sister's room (comfortable). 8. Science, Mathematics (difficult). 9. Turkish, French (important). 10. Lesson 2, Lesson 3 (interesting).

D. Write the superlative forms of the words in brackets.

1. The parrot is ... (lovable) bird among the birds. 2. Horror films are ... (enjoyable) for me. 3. My sister's room is ... (dirty) room in our house. 4. The cat is sleeping at the ... (warm) place.

5. August is the ... (hot) month of the year. 6. How did you solve ... (difficult) problem? 7. I can answer ... (easy) questions. 8. My father carried ... (heavy) bags. 9. Which is the ... (good) room of this house? 10. Who is ... (clever) student in your class? 11. The teacher asked the ... (short) question to her. 12. Gold is ... (valuable) metal. 13. They have ... (many) books. 14. He is ... (happy) boy in his family. 15. I saw the ... (bad) film last night. 16. January is the ... (cold) month of the year. 17. Where is the ... (old) desk in your classroom? 18. Why did you choose ... (dull) book?

E. Write the comparative or the superlative forms of the words in brackets.

1. This armchair is ... (comfortable) place to sit. 2. Do you know the ... (intelligent) animal? 3. She drives the car ... (slowly) her father. 4. Who is the ... (busy) person in your family? 5. A teacher is ... (cold) a student. 6. Which is ... (expensive) a car or a bike? 7. I study ... (hard) my sister. 8. Did you see ... (beautiful) cat in the street? 9. Tell me ... (funny) story you have read. 10. Watching television is ... (useful) listening. 11. What is ... (restful) activity? 12. Mary is ... (naughty) student in that class. 13. Chinese is ... (difficult) language to learn. 14. An orange is ... (sweet) a lemon.

Exercise 97.

A. Notice the quantifiers used with singular and plural verbs:

One	of	us you them	is qualified for the job.
None			
Either(one)			
Neither(one)			
Every one			
Any one			
Not one			
Everyone			
Anyone			
No one			

Both				
Some				
Several				
A few				
Many				
Most				
Twenty				
Few				
None				

"None" can take a singular or plural verb.

"A Few "means a small number -about 3 or 4.

"Few" means only a very small number but not less than one might expect.

"Several" means more than 2, but not many.

The modifying phrase beginning with "of" may sometimes be omitted when the context or situation is already known.

Everyone, anyone and *no one* are not followed by "of".

B. Complete the sentences below by filling one of appropriate quantifiers from the list below (*few, several, all, everyone, both, four, some, most, no one, neither*).

1. The whole company wants to have an office party. ... of the employees want to have an office party. 2. Stephen and Sally want to plan the party. Which of them wants to plan it? ... of them do. 3. Two or three of the employees plan to bring records. ... of the employees plan to bring records. 4. Almost all of the employees dance well. ... of the employees dance well. 5. Helen, Anette, Ben, and Paul are excellent dancers. How many of the employees are excellent dancers? ... of them are. 6. All of the employees are going to eat a lot of food. ... is going to eat a lot of food. 7. George and Catherine were going to clean up after the party. Now George can't come and Catherine can't come either. ... of them can come to the party. 8. There isn't one employee who wants to help clean up. ... wants to help clean up. 9. Not many of the employees want to

give money for the party ... of them want to give money for the party. Not everyone will have a good time at the party. ... of the employees probably won't have a good time.

C. Match the following words.

1 . daughter (n)	(.....) a) to desire, to wish for
2. envelope (n)	(.....) b) a metal object that is used for locking or unlocking.
3. house (n)	(.....) c) to get knowledge, a skill
4. job (n)	(.....) d) having a husband or wife
5. key (n)	(.....) e) a female child
6. learn (v)	(.....) f) the name that you share with other people in your family, (last name)
7. married (adj)	(.....) g) the work that you do regularly to earn money.
8. postcard (n)	(....) h) a card that you write a message on and send to somebody.
9. student (n)	(....) i) a building that is made for one family to live in.
10. surname (n)	(.....) j) the paper cover for a letter
11 . want (v)	(.....) k) a person who is studying at a college or university

D. Write a paragraph for each one.

1. What do you usually do on Sundays?
2. Say something about a TV program* you usually watch.
3. Say why you think school radio or TV programs are good or bad.
4. Which lessons do you like at school? Why? Which lessons don't you like? Why?
5. Describe an animal or bird you know about.
6. Are you afraid of some animals or birds? Why? Which ones?
7. Do you like books or programs about animals? Why? Why not?
8. Which animals and birds do you like? Why?

9. Do your parents sometimes take you to a hotel or a restaurant? When? Why?
10. Do you sometimes stay in a hotel? Do you like it? Why not?
11. Describe what happens when you check into and out of a hotel?
12. How do you feel when you come home after a holiday? Happy? Sad? Why?
13. Which games do you like? Why?
14. Which games don't you like? Why not?
15. Describe a game you can play or a game you like.

E. Write the correct form of the verbs in brackets (*the present & present continuous tense*).

1. She ... (go) to school everyday. 2. We ... (learn) English now. 3. The sun always ... (shine) in Egypt. 4. I ... (sit) on a chair and ... (eat) a banana. 5. Bad students never ... (work) hard. 6. It ... (rain) in winter. It ... (rain) now. 7. I ... (wake up) at seven and ... (have) breakfast at half past seven. 8. He generally ... (sing) in English but today he ... (sing) in French
9. (wear) a coat because the sun ... (not/shine). 10. The teacher ... (paint) at the blackboard when he ... (want) to explain something. 11. The sun ... (rise) in the east and ... (set) in the west. 12. Mother ... (cook) some food in the kitchen at present she always ... (cook) in the mornings. 13. Architects... (make) the plans of buildings. 14. I always ... (meet) you on the corner of this street. 15. The baby ... (cry) because it is hungry now. 16. I ... (spend) this weekend in Yalova. I ... (go) there nearly every week. 17. Where are you? I ... (sit) in the kitchen. What ... (you/do) there? I ... (help) my mother. 18. Why ... (you/wash) those clothes this morning? Because the sun ... (shine). I never ... (wash) clothes when there are clouds in the sky. 19. Where ... (you/go) now? I ... (go) to the theatre. I ... (go) tonight also but I ... (not/go) very often ... I (go) every week but tonight I ... (go) for the second time in 3 days. 20. Ships ... (travel) from Southampton to New York in four or five days.

F. Make sentences using “before” and “when”

1. I go to bed. I finish my homework. 2. She eats breakfast. She goes to class. 3. Aynur is angry. She shouts at her friends. 4. John usually asks for permission. He goes out. 5. He reads the text. He writes a summary.

G. Rewrite these sentences using “can”.

1. I am using my computer. 2. I am knitting a sweater for my mother. 3. Tom is riding his bicycle. 4. Tom and Mary are looking at their stamp album. 5. She is tying a scarf around her neck.

H. Join the sentences using “before” or “when”.

1. I have breakfast. Then I go to school (before). 2. She gets home. Then she watches TV (when). 3. I do my homework. Then I go out with my friends (before). 4. Bob gets up. Then he has a shower (when). 5. We have lunch. Then we go back to school (before). 6. School ends. Then Paul and Jane play in the playground (when). 7. Maria reads the paper. Then she goes to bed (before). 8. The teacher comes in. Then the lesson starts (when).

I. Rewrite these sentences using “before”.

1. I have my breakfast and then I go to school. 2. I play in the playground and then school starts. We work for two hours and then we have a break. I drink a glass of milk and then I eat my sandwiches. We sing a song and then we go home. I do my homework and then I watch television.

J. Rewrite these sentences using “when”.

1. Bob gets up. Then he has a shower. 2. School ends. Then Paul and Jane play in the playground. 3. The teacher comes in. Then the lessons start. 4. We get up. Then we have breakfast.

K. Fill in the blanks with “a little” or “a few”.

1. I have ... money in the bank. 2. She put ... bread on the table. 3. There is ... water in the pitcher. 4. There are ... books on the shelf. 5. There is ... butter on the plate. 6. I had ... time

to do it. 7. He played that piece of tunes ... 8. We had ... rain this year. 9. When did you last see Tim? ... days ago. 10. Have you got any money? Yes, ... 11. Mary's uncle died ... years ago. 12. Hurry! We have got ... time. 13. The village was very small. There were only ... houses. 14. I enjoy my life here. I have ... friends and we meet quite often. 15. There were ... people in the cinema.

L. Write "in, on, at" in the spaces.

1. I get up ... six o'clock. 2. Her birthday is ... September. 3. Kate's birthday is ... 22nd July. 4. We've got Biology ... Thursday. 5. ... which month is your birthday? 6. They usually do their homework ... the afternoon. 7. Do you go to school ... Saturday morning? 8. My birthday is ... the summer. 9. School starts ... 8.30. 10. ... which day of the week have you got science?

M. Fill in the blanks with "under, on, in, of, at".

1. Lankaran is ... the south coast ... Azerbaijan. 2. The teacher's room is ... the ground floor. 3. The man is ... the top ... the stairs. 4. The waste-paper basket is ... the door. 5. Where are my shoes? 6. They are ... the bed.

Exercise 98.

A. Put in "this, that, these" or "those".

1. (*The objects are near you*) ... table has got only three legs. 2. Please read ... poems. 3. ... blouse goes with ... skirt. 4. (*The objects are far from you*) ... shoes are new. 5. I see ... man clearly. 6. ... song is beautiful. 7. ... horses are big. 8. Say ... sentences two times.

B. Write "their" or "they're" in the blanks.

1. ... house is brown. 2. ... French. 3. Those are ... hand-bags. 4. This is ... classroom. 5. Are ... names Ali and Murad? 6. ... students ... not teachers. 7. ... note-books are green. 8. What are ... jobs? 9. ... son is an engineer. 10. ... hungry ... not cold.

C. Fill in the spaces using these words "in, for, at, to, about".

1. What do you do ... the weekend? 2. I go ... the disco on Saturdays. 3. Let's go out ... a drink. 4. Men like to talk ... sport. 5. The game starts ... six o'clock. 6. The tickets cost ... 4 pounds. 7. What do you do ... the summer holidays? 8. We go skiing ... the winter.

D. Answer with "so" or "neither".

1. She is going to the cinema. (I). 2. We can't play golf. (they). 3. I don't work hard. (she). 4. She can swim underwater. (we). 5. Mary speaks German well. (Kate).

K. Rewrite the following sentences a) using "too" and b) using "so".

1. Adil played and Orkhan played football. 2. Fatih is studying Biology and Ramazan is studying Biology. 3. My father has gone back to Germany and my uncle has gone back to Germany. 4. Elnur is making good progress and Kamal is making good progress. 5. Murad speaks well and Ahmad speaks well.

J. Write the correct form of the verbs in brackets. (the present & the present continuous tense).

1. John ... (travel) to England tomorrow. 2. On my way to work I generally ... (meet) many students. 3. Look! A man ... (run) after the bus. He ... (want) to catch it. 4. The sun ... (warm) the air and ... (give) us light. 5. What ... you (read) when you are on holiday? I ... (read) detective stories. Now I ... (read) Sherlock Holmes. 6. ... (you/speak) French? I only ... (use) a foreign language when I ... (travel) abroad. 7. My children ... (work) very hard. John ... (study) for an exam now. 8. John ... (swim) very well, but she ... (not/dive). 9. What music ... (you/play) next? Sheila ... (sing) a song by Schubert; she ... (sing) it very well. 10. Wood ... (float) on water but iron ... (not/float). 11. "... (you/understand) the present simple tense now?" I ... (do) an exercise on it at this moment and I ... (think) that I ... (know) how to use now. 12. These boys ... (play) in the garden every morning and usually ... (break)

something or ... (tear) their clothes or ... (cut) themselves.
13. She ... (not/work), she ... (swim) in the river. 14. ... (it/rain)? Yes, very hard. You can't go out yet. 15. Someone ... (knock) at the door ... (you/not/go) to answer it? 16. Where is Tom? He ... (lie) under the car. 17. What ... (you/ wait) for? I ... (wait) for my change.

Oral Exercise 99.

A. Answer the following question orally.

1. You are from England/Spain/Japan/Greece/Egypt. What nationality are you?
2. You are Mexican/Russian/Spanish/American. Where do you come from?
3. What nationality are you?
4. Spell your name.
5. What does your father do?
6. What's your telephone number?
7. Tell me about your father.
8. Describe your room at home.
9. Do you write letters? When? Why?
10. Why do people write letters?
11. How do you feel when you get letters?
12. How much is your shirt / pen / pencil ?
13. How much is a chicken sandwich?
14. What time is it now?
15. What do you do in your spare time?
16. What do you like doing in your spare time?
17. Describe your best friend.
18. What do you do every day?
19. Tell me about your parents?
20. What do you do before you come to school?
21. What does your father / mother do on Sundays?
22. Do you smoke? Why? Why not?
23. Do you cook? What do you cook?
24. Do you like cooking? What do you like cooking? How?

25. What season / month is it now?
26. What are the seasons / months ?
27. What do you do in your living room / bedroom / kitchen?
28. What does your mother do in the living room / kitchen?
29. What are the names of the rooms in your house?
30. Describe your room at home.
31. What do you know about Buckingham Palace?
32. What could you do when you were 6 years old?
33. What did you do last night?
34. Can you cook tea? How?
35. Where does your family live?
36. Who is your favourite writer? Talk about him/her.
37. What do you know about Charles Dickens?
38. Tell me about your past life?
39. Did people drive cars one hundred years ago? What could they do?
40. What do you usually have for breakfast/dinner/lunch?
41. Compare a dog with a cat.
42. What do you do every afternoon?
43. What do you usually have for breakfast/lunch/dinner?
44. Do you smoke/drink cola/play football/read books/?
45. What is the past form of "have/leave/become/lose/come/hate/write/find/work/get/sell/buy/win/sell ?
46. Must we put on warm coats when it is hot? Why?
47. Must we turn on the light when it is light in the room?
48. When needn't you put on warm clothes? Why?
49. On which day needn't you come to school? Why?
50. Who needn't study English? Why?
51. Are you pleased when your teacher says that your paper is the best in the class?

Exercise 100.

A. Put the verb into the correct form using "*will*" or "*going to*".

Ex: A: Why are you turning on the television?

B: I'm going to watch the news.

1. A: Oh, I have just realized, I haven't got any money.
B: Don't worry, that's no problem. I ... (lend) you some.
2. The clouds are very black, aren't they? I think it ... (rain).
3. A: I've got a terrible headache.
B: Have you? Wait there and I ... (get) an aspirin for you.
4. A: Why are you filling that bucket with water?
B: I ... (wash) the car.
5. A: I've decided to re-paint this room.
B: Oh, have you? What colour ... you ... (paint) it?
8. A: I can't work out how to use this camera.
B: It's quite easy. I ... (show) you.

B. Write the correct form of "going to" or "will" to complete the dialogue.

Pat: What are you doing this weekend, Jan?

Jan: I ... (see) a new play tomorrow at the Royal Court Theatre - "Short, Sharp shock".

Pat: Have you got the tickets yet?

Jan: No, I ... (get) them this afternoon, actually. Would you like to come?

Pat: Oh, thank you, that would be nice.

Jan: O.K. ... (get) you a ticket, too.

Pat: Great. What time does it start?

Jan: Eight o'clock, but we ... all ... (meet) in the Green Cafe at 7.15.

Pat: O.K. I ... (meet) you in the cafe, but, er I ... (be) there about half-past seven.

Jan: That's fine.

Pat: Oh, one more touch. I've got no money at the moment. I ... (pay) for the ticket on Saturday, is that O.K.?

Jan: Yes, that's O.K. no problem.

Pat: ... you ... (eat) in the cafe, or just have a cup of coffee?

Jan: Just coffee, I think.

Pat: Look. we ... (go) to a restaurant after the show? I know a very good Chinese restaurant.

Jan: That 's a good idea. I ... (phone) the others and see if they want to come too.

Pat: Good, and then I ... (book) a table. Great! I ... (see) you tomorrow.

Jan: Yes, see you. Bye!

C. Make questions using the question-words in brackets.

1. She is going to be a teacher. What ... ?
2. They are going to be here. Where ... ?
3. He is going to stay at home tonight. When ... ?
4. We are going to visit him. Whom ... ?
5. I am going to drive very slowly. How... ? Who...?
7. Sara is going to see the film. What...?
8. She is going to eat lunch at work. What...? Where...?
9. Bob is going to go to the theatre with John. Where...? Whom...?
10. Barbara is going to write a report. What...?
11. I am going to see the doctor today. When ...? Whom...?
12. I am going to write a book. What...? Who....?
13. They are going to be thirty cars here. What...? How many...? Where?
14. The train is going to leave at nine o'clock. What...? When...?
15. He is not going to be here in June. When...? Where...?

D. Change into the future tense with "going to" using the expressions in the brackets.

1. He is a lawyer, (next year).
2. She goes to London, (next week).
3. They play basketball (tomorrow).
4. They are not here, (tomorrow afternoon).
5. You watch television, (tonight).
6. This student is a senior, (next year).
7. Those apples are ripe, (next month).
8. That girl is making a cake, (tomorrow).
9. They are doing the homework, (tonight).
10. The woman talks on the telephone, (tomorrow evening).
11. This man buys a car. (next week).
12. He eats two sandwiches (tomorrow morning).
13. The dentist is filling my teeth, (tomorrow evening).
14. Bill is

going to school, (tomorrow morning). 15. Carol is painting the chairs, (next Saturday). 16. She listens to music, (tonight). 17. She is practising the organ, (next Tuesday). 18. He does not drive fast, (tomorrow). 19. We don't drink coffee (tonight). 20. You are not eating meat, (next Sunday). 21. The students are learning English, (next year). 22. Nancy does not sing at a club, (tomorrow). 23. Jean visits him. (next month). 24. Peter is not playing the piano, (tonight)

G. What's going to happen? Read the following situations and write "going to" sentence for each.

1. Peter is sitting on the train. He is taking a newspaper out of his bag. Peter is 2. The zebra is dead and the tiger is standing over it. The tiger is 3. Paul is standing by the bath. The hot water is still running into it, but it's almost full. Paul is 4. Farhad Badalbayli, who is a great pianist, is walking onto the concert. Farhad Badalbayli is 5. There is a little bird with a broken wing in the box. Kate's bringing a cup of milk. Kate is 6. He took his brush and paints. He is standing by the wall. He is 7. Cindy looks for the telephone number of AIP and is standing by the phone. Cindy is 8. It is 8 o'clock. Your father is turning on the TV. He is

Part II

English Grammar Exercises

B. The composite-compound Sentence

Ex.1. Combine the simple sentences into compound sentences using various connectives as suggested in brackets.

1. The boat seemed likely to sink. He did not lose courage. He brought the boat safely to land (lakin, ancaq, amma). 2. She must have been away. Nobody answered the bell (madam ki, çünki). 3. At first he intended walking home. Then, because of the late hour, he decided to take the tram (lakin). 4. He is not persevering enough. He is not bright. He failed at the examination (habelə, həmçinin, eyni zamanda). 5. We urged him to take her advice. He persisted in doing things in his own way (bununla belə). 6. The weather was bad. It threatened to become worse. We stayed at home. We had no desire to be drenched by the rain (ona görə ki, çünki). 7. The proposed resolution could not be agreed upon. It had to be dropped (buna görə). 8. You are not acquainted with the facts. You would have changed your mind (əks təqdirdə). 9. He is seventy years old. His eyesight is excellent (lakin, ancaq). 10. He uses the laboratory. He has a good pronunciation (buna görə). 11. There were three men against him. He kept his courage to the last (bununla belə, lakin, amma). 12. The younger brother is always playing with his toys. The elder is busy working about the house (buna baxmayaraq).

Ex.2. Translate the following sentences into English paying attention to the use of coordination of the compound sentences.

1. Buludlar göyün üzünü bürümüşdü, lakin yağış qorxusu yox idi. 2. Gün batmaqda idi, lakin pambıq çölündə hələ qızgın iş gedirdi. 3. Hava çox soyuq idi, amma qar əlaməti görsənmiydi. 4. Onun bütün bədənini əsdi, ancaq başını qaldırmadı. 5. Ya sən oxu, ya o oxusun. 6. Solmazın cavabı hamının xoşuna gəldi, hətta müəllimi onu sinifdə təriflədi. 7. Həm qar yağır, həm də bərk külək əsirdi. 8. Dünənki gecədə həm dram dərnəyinin

tamaşası oldu, həm də xor deməyi çıxış etdi. 9. Nə mən vur-
dum, nə sən yıxıldın (Atalar sözü). 10. Mehdi hər zaman nəsi-
hət verir, lakin Züleyxa baxmırdı (S. Rəhimov). 11. Mən çox
axtardım, ancaq Raufu tapa bilmədim. 12. Mənim ürəyim söz-
lə doludur, ancaq danışa bilmirəm (Sabit Rəhman). 13. Hamı
işləyirdi, hətta balaca Fərhad da bizə kömək edirdi. 14. Qar-
daş, mənəi tək qoydun, amma mən səni tək qoymaram (Mir
Cəlal). 15. Oradan nə bir səs gəlir, nə də bir işıq görünürdü (Ə.
Əbülhəsən). 16. Onun bədənini gah üşütmə tutur, gah da hə-
rərət bürüyürdü (M. İbrahimov) 17. Həm ciddi hazırlaşmalıyıq,
həm də bunu heç kəs bilməməlidir (M. İbrahimov). 18. Firuzə
son kursda idi, amma bu dörd ildə onun kim olduğunu öyrəne
bilməmişdim (C. Cabbarlı). 19. Mən şoferi tələsdirdim, ancaq
o, qulaq asmadı (M.S. Ordubadi) 20. Gah o mənə qulaq asdı,
gah mən onu dinlədim. 21. Ya sən mənəi bu beladan qurtarma-
lısan, ya da mən özüm dərdimə dərman tapmahyam. 22. Bazar
günü idi, ancaq şəhərdə adam o qədər də çox deyildi (İ.Qa-
simov, H. Seyidbəyli). 23. Ya biz bu axşam yoldaşlarımızı zin-
dandan qurtaracağıq, ya da onlar bizi öldürəcəklər (M. İbrahi-
mov). 24. Tüstü Gülzarın gözlərini acıdırdı, amma o, əhəmiy-
yət vermirdi. 25. Sən onu tanımayırsan, amma o səni tanıyır
(H. Mehdi). 26. Biz çərçivəni taxmaq istədik, lakin ölçüsü düz
gəlmədi.

Ex.3. Translate the text into English paying attention to the use of
connectives in the compound sentences. Retell the text using the
same connectives.

Persi Bişi Şelli (Persy Bysshe Shelly) – böyük ingilis şair-
romantiki 1792-ci ildə Sasseksdə (Sussex) anadan olmuşdur.
O, varlı aristokrat bir ailədə boya-başa çatmış, İtonda (Eton) və
Oksfordda (Oxford) təhsil almışdır; ancaq buna baxmayaraq,
erkən yaşlarından o azadlığı müdafiə etmişdir. O, Oksfordda
təhsilini uzun müddət davam etdirə bilməmişdi, belə ki, o
«Ateizmin əhəmiyyəti» adlı ateistik pamflet yazdığına görə
oradan qovulmuşdur (Necessity of Atheism). Onun dünyaya
baxışı və buraxmış olduğu səhv atası – aristokrati hiddətləndir-
mişdi: o təkcə ateistik broşyuralar yazmaqla kifayətlənməmiş,

eyni zamanda, 16 yaşlı bir qızla ailə həyatı qurmuşdu. Həmin vaxt onun 19 yaşı var idi. Şelli İngiltərədə yaşaya bilmədi. Dövlət və cəmiyyət onu doğma vətənindən didərgin saldı (əvvəllər Bayronun başına gəlidiyi kimi). O, eyni zamanda, öz uşaqlarını tərbiyə edə bilmədi, ona görə ki, onu bu hüquqdan ateistik görüşləri üçün məhrum etmişdilər.

Şellinin ölümü (1822) faciəli təsadüf nəticəsində baş vermişdir, belə ki, o, İtaliyanın sahillərində güclü burulğanda batmışdır. (and, but, so, while, for, otherwise, or else).

Ex.4. Make up compound sentences according to the patterns.

otherwise
or
or else

Oblique mood forms of the type "*should/would be*", "*should/would have been*".

E.g. He must have followed the doctors prescriptions carefully otherwise he would not have recovered so soon.

1. She must still be away, otherwise she ...
2. The lecture has been cancelled, otherwise ...
3. They are at the conference at present, or ...
4. We were too busy last week, or else ...
5. Probably he did not know about the meeting, otherwise I'm sure ...
6. He described the way very accurately, or else ... could not have ...
7. I have been to the Tretyakov Gallery quite recently, otherwise ...
8. New evidence was supplied before the trial, or else ...
9. The number of students attending the seminar is quite considerable, otherwise ...
10. ..., or he would have failed at the exam.
11. It is good the operation was performed without delay, or else ...
12. ..., or else you may catch the flu.

Ex.5. Translate the following sentences paying attention to the use of coordination of compound sentences.

1. Çaqqal var gödən çıxarır, qurdun adı bədnamdır (Atalar sözü). 2. Cambulun nəğmələri əvvəllər ancaq Qazaxıstanda çox yayılmışdı, indi isə bunlar ölkənin hər tərəfində səslənir. 3. Ətraf sakitlik idi, bu sükutu yalnız suyun şırıltısı pozurdu. 4. Yarpızlı dərələrə sərin kölgə düşür, bütün günü səs-səsə vermiş cırcıramaların səsi zəifləyirdi. 5. Ayaz və şaxta getdikcə artır, çiskin və duman kəndi bürüyürdü (M. İbrahimov). 6. Mən oyanmışdım, yoldaşlarım isə hələ şirin yuxuda idilər. 7. Şiddətli xəzri əsdi, hər tərəfi qara buludlar bürüdü, hava bərk soyudu (M.S. Ordubadi). 8. Qar ağ pərdə kimi yer üzünü örtmüşdü, külək şiddətlə əsirdi (M.S. Ordubadi). 9. Mərdan getdi, ailənin sevinci, rahatlığı da onunla getdi (Mir Cəlal). 10. Radionun quran kimi oxumaq səsi gəldi, gurultulu alqışlar eşidildi (M. S. Ordubadi). 11. Uzaqlarda dənizin çökük səthi susur, dalgalar ahəngdar bir səslə quşların üstünə səpələnir, dənizə baxaraq mən də susuram (M. Qorki). 12. Qonşu otaqda zəng səsləndi, Firuzənin gülüşləri və mahnısı eşidildi (C. Cabbarlı). 13. Bu yerlərdən karvan keçməz, quş da uçmazdı (M. S. Ordubadi). 14. Axşam günəş dağlar başından aşır, gecə də öz çadırını qurmaq üçün tələsirdi. (Ə. Vəliyev) 15. Torpaq qızır, qar əriyir, çaylar bulanır. (S. Vurğun) 16. Dənizdə tufan qalxır, Xəzərin ağ köpüklü çılgın dalgaları sahili gəmirirdi (H. Mehdi). 17. Hər yanı qar bürümüş, evlərə, küçələrə, həyət-bacalara elə bil ağ örtük salınmışdı. 18. Biz addım-addım getdik; kəndin kənarında qırx yaşlarında, ucaboy, arıq bir adam gəlib bizə çatdı. (İ.S. Turgenev). 19. Bir azdan günəşlə üfüq arasında azca məsafə qaldı; boz səhra, silsilə ilə görünən qum təpələri və qarşıdakı qayahqların başı qıpqırmızı işığa qərq oldu (S. Rəhman). 20. Arabanın təkərləri şikayətlə cırıldayır, toz göyə ucalırdı; baba hey öskürərək başını yırğalayır. (M. Qorki). 21. Tezliklə onlar atları minib geri döndülər; Vera bir saat sonra hamı ilə görüşüb gəldiyi həmin arabaya mindi, yola düşdü. (S. Rəhman) 22. Lyonka qorxudan tir-tir əsərək, hasara yaxınlaşdı; hasarın dibi qalın qanqallıq idi. (M. Qorki) 23. O, yuxa-

rida yenə qapıya tərəf getdi, sonra pillə ilə aşağı düşməyə başladı; ayaqlarının altında pillələr cırıldayırdı (İ.S. Turgenev).

Ex. 6. Translate the text into English paying attention to the use of connectives in the compound sentences.

Günəş günorta yerində durmuşdu. İstinin şiddətli zamanı idi. Hava insanın üzünü yandırır, qızmış torpaq və daşların üstündə ayaq saxlamaq olmurdu. Bu sonsuz və bitməz-tükənməz atəş mənbəyi insanları cana gətirir, insanları tənənəfəs edirdi. Onun istisindən çöllərin otu quruyur, biçilib qurtarmamış zəmilərin sünbülləri ovulub yerə tökülürdü. Mal-qara özünü kölgəliyə verib, gövşəyir, quşlar budaqlarda gizlənir, itlər dilini bir qarış çıxararaq ləhləyirdi. Firidun vəlin üstündə idi. Sübhədən işləyən və istidən üzülüb təqətdən düşmüş öküzlər zorla hərəkət edirdilər. Firidun özü də bərk yorulmuşdu. Musa dayı, Səriyyə xala və uşaqlar da işləyirdilər. Onlar sovruq atır, taxılı xəlbirləyir, xırmanı təmizləyirdilər. Yeddi yaşlı Ayaz sovruq atan atasına kömək edirdi. Musa kişi məhəbbət və ümidlə dolu gözləri ilə ona baxır, fərəhlənirdi. Firidun yorğun halda tərdən islanmış öküzləri açaraq, ot bağlamalarından birini açıb onların qabağına tökdü. Sonra Firidun da, Musa kişi də taxıl tayasının dalına keçdilər (and, either... or, but, otherwise).

(M. İbrahimov)

Ex. 7. Join the following sentences by means of coordinate conjunctions and state the kinds of coordination (*copulative, disjunctive, adversative and causative-consecutive*).

1. The sky was blue and clear. The winds were silent. 2. The swallow's friends had gone away to Egypt. He had stayed behind. 3. It was raining hard. The wind was cold and piercing. 4. He didn't know I could read French. He never asked me to help him. 5. Please hurry, we shall be late. 6. Salim split the wood, His sister piled it. 7. The boys played games, mother sewed. Father read aloud. 8. The fence was already white-washed. Tom could play with the boys. 9. We called on him. He was not at home. 10. I could not make a report; I had not read the book.

Ex. 8. Find out the types of coordination between the clauses of compound sentences and state by what conjunctions they are connected.

1. He pressed the toy on button and the rocket flew up. 2. She did not tell me the truth, nor did she lie. 3. It was early afternoon, but very dark outside and the lamps had already been turned on (Murdock). 4. You'll either sail this boat correctly or you'll never go out with me again (Dreiser). 5. I cried for help, but nobody was there to help me. It was midsummer, yet it was rather chilly. 6. Put the key in its proper place, else you will lose it. 7. I didn't hear call that he said to my mind was elsewhere. 8. Everything is all right, so you needn't worry. 9. His eyes were bloodshot and heavy, his face a deadly white and his body bent as if with age. (Dickens) 10. It was high summer, and the hay harvest was almost over. (Lawrence)

Complex Sentences with Subject Clauses

Ex. 1. Analyze the connectives used to join the subject clauses and write them out under the following headings.

Number of sentence	Connectives			Asyndetic subordination
	Conjunctions	Conjunctive Pronouns	Conjunctive adverbs	

1. It is probably that you will very shortly hear from us again. (Doyle). 2. Where he was going was home, and yet, he would have to learn the ways of home. (Abrahams). 3. It was a pity Celia couldn't understand because he did want her to. (Abrahams). 4. One day after her first week's rehearsal what she expected came openly to the surface. (Dreiser). 5. It's funny how anxious these women are to get on the stage. (Dreiser). 6. It's doubtful whether they had even realized that Ann was bound to come 7. It's a grand thing when you see the working class in action (Lindsay). 8. It is the face of a woman with dark

hair and eyes and certainly a pale face but whether she is pretty or ugly as sin is more than I can say. (Greenwood) 9. It seemed to me I stood by the iron gate leading to the drive (Du Maurier) 10. Whoever was last there had other not had the time, or had forgotten to shut it. (Haggard). 11. Always a poor sleeper, it was doubtful if, altogether, he had more than half a dozen hours of rest. (Cronin) 12. Whatever she has told you is true, sir (Galsworthy).

Ex. 2. Complete the sentences adding subject clauses.

Model: It is clear that he is going to join us.

1. It is evident why... 2. It was doubtful whether ... 3. It is a most important question if... 4. It was of no importance when... 5. It is not decided yet who... 6. It was been arranged that... 7. When will it be announced where... 8. It has very lucky that ... 9. It is a matter of doubt how ... 10. It is not known what... 11. It is of no consequence whatever ... 12. It has been proved that...

Ex. 3. Paraphrase the sentences using subject clauses.

Model: It is possible for her to find it helpful.

It is possible that she should find it helpful.

1. It's high time for you to have a sharp lesson. 2. You go to her and point out to her how necessary it is for her to get a divorce from him 3. Ironical for Soams to come down here – to this house, built for himself. (Galsworthy) 4. Come and have a cup, Henry. It's nice of you to be back early. We've such capital news. (Cronin) 5. It is possible for her to find it helpful. (Christie) 6. But it's natural and rational for you to like it. (Dickens) 7. I still think it's time for us to get rid of them. (B.Shaw) 8. The others hung back. Jenny had returned and it was right for his mother to be the first to greet him. (Abrahams) 9. It is not right for him and Mrs. Donovers to sit there listening to that evidence. (Maurier) 10. It is wrong for him to complain. (Abrahams) 11. It is doubtful for her to enter the University. 12. It is impossible for us to work at this laboratory.

Ex. 4. Translate the following sentences into English.

1. Mənə aydın oldu ki, burada ancaq varlılar oxuyurlar. (İ.Şıxlı) 2. Əlbəttə burası məlum idi ki, Kələntər müəllim ona görə hər gün bura gəlib gedir. (Elçin) 3. Kərim kişinin yadına düşdü ki, Züleyxa xala həmin ördəkdən şorba bişirmişdi. (Elçin) 4. Qərara alındı ki, bütün qruppa səyahət etməyə birlikdə gedəcək. 5. Məlum həqiqətdir ki, siz bizdən tezliklə xəbər alacaqsınız. 6. Təəcüblü idi ki, dünən o yalnız idi. 7. Rikkardo və Qalli onlara Ovod haqqında hər şeyi danışdıqdan sonra qərara alındı ki, Rikkardo Ovoda məktub yazıb onu İtaliyaya dəvət etsin (E.L.Voyniç). 8.Qəribə idi ki, o heç bir şey gizlətmirdi. 9. Məlumdur ki, balina okeanlarda yaşayır. 10 Maraqlıdır ki, şagirdlərin bir neçəsi vaxtında çıxış edə bilməmişlər. 11. Qəribədir ki, o vaxtında buraya qayıda bilməyəcək. 12. Qərara alındı ki, onlar məsələni vaxtmda həll etsinlər. 13. Təəcüblüdür ki, siz imtahana vaxtında hazırlaşmamısmız. 14. Kim kol-xoza köməyə gəlibsə, o, mehmanxanada yer almalıdır. 15.Kim ki camaata xor baxır, elə bil, o, öz əli ilə öz gözlərini bağlayır, öz şamını söndürür.

Ex. 5. State what part of the sentence is emphasized by means of the emphatic it:

1. It was into the room that Soames went. (Galsworthy) 2.Then it is undoubtedly from him that the note comes, said I. (Doyle) 3. It was this that dispossessed Roger of his common sense, his prudence and his worldly wisdom. 4. So far the idea had not arisen that there might be a standard above the dialects, and it was not till the 15th century that southern influence began to supplant them in literary use. (Craigie) 5. It was very seldom that I uttered more than monosyllable in Dr. John's presence. (Ch. Bronte) 6. It was not the happiest of debuts that the young girl had made in the Jerry hands drawing-room. (Molesworth) 7. It is specially in a big family like ours that such an idea takes hold (Peacock) 8. It was over them that the great quarrel arose. (Doyle) 9. It was she who had stopped the car. (Galsworthy) 10. It is around such apposition that the grammatical system of the language is to a large extent built up. (Zandvoort) 11. But it

was at her lips – asking a question, giving an answer with that shadowy smile – that men looked. (Galsworthy) 12. It was Mrs. Stratton who was left with burning cheeks, hiding her embarrassment by lighting a fresh cigarette (Wilson)

Complex Sentences with Predicative Clauses

Ex. 1. Fill in the blanks with the appropriate connectives to join the predicative clauses.

1. He says Jewell did that during the twenty minutes she was there. That is ... she was so upset by Javinial (Ford). 2. The result is ... it is very difficult to induce the English public to buy and read plays (B.Shaw). 3. The fundamental trouble is ... men and women are different creatures, with different minds and different paths in life (Peacock). 4. That is ... makes Englishmen unpopular on the continent (B.Shaw). 5. It was ... we had been unconsciously driving towards danger instead of away from it. (G. Greene). 6. His arms felt ... they would come out of their sockets (Abrahams). 7. Well, that's ... it was (Ford). 8. All she wanted to know was ... he wrote letters to his wife (Mitchell). 9. All I can say is ... Marko's brain seems to be crammed full of knowledge (Abrahams). 10. The reason he wanted to be alone was ... he was very popular (Macken). 11. And this is Ashley meant when he wrote that war was not glory but dirt and misery (Mitchell). 12. It's exactly ... I felt an hour before Crafts made his revelations (B. Shaw). 13. And I think it's ... this generation is just wise enough to know that it is sick (Mansfield).

Ex. 2. Translate the following sentences into English using subject and predicative clauses.

1. Gerasimin heç yadma gəlmirdi ki, Mumu bircə dəfə də olsun onun qayıtmasını gözləməmiş olsun (İ.S.Turgenev). 2. Qəribə idi ki, polis Əzizbəyovdan çəkinir, ona yaxın düşməyə cəsarət etmirdi (H. Mehdi). 3. Bir ildən artıq olardı ki, mən onu görmürdüm. 4. Ancelikaya məlum idi ki, bu kişi keşis deyil (İ.Qasımov, H.Seyidbəyli). 5. İki saatdan artıq idi ki Qaraca qız

mağaranın içində uzanıb qalmışdı (S.S. Axundov). 6. Hamıya məlumdur ki, balina okeanlarda yaşayır. 7. Piri kişinin narazılığı bir də onda idi ki, Hüseynqulu ağa Qaraca qıza qaraçı libası geydirib, onu qonaqlıqlarda oynadırdı (S.S. Axundov). 8. Demokratların gücü ondadır ki, onlar partiyamızın ətrafında fəalları toplamağı bacarırlar. 9. Onun vəziyyəti elədir ki, bu axşam Bakıya qayıda bilməyəcəkdir. 10. Çovğunun ən pis cəhəti bu idi ki, bütün yolları, təkər izini örtüb itirmişdi (M. Cəlal). 11. Mehдинin arzusu bu idi ki, gec-tez yenə rəssamlığa qayıtsın (İ. Qasımov, H. Seyidbəyli). 12. Əsas şərtimiz budur ki, mən yaxşı dülgər olum, sən də, yaxşı bənnə (Əvəz Sadıq). 13. Yaxşısı budur ki, bundan sonra sözümüzə həmişə doğru çıxacaq. 14. Şərtimiz belədir ki, oxuduğumuz hər kitab haqqında öz qısa təəssüratımızı yazacağıq. 15. Altı aydan artıq idi ki, Puan-qay inqilabçı əsas ordusunda şücaətlə düşməne qarşı vuruşurdu (S.S. Axundov).

Ex. 3. Complete the sentences adding predicative clauses.

Model: The trouble is that he has lost your address.

1. The difficulty is that ... 2. The matter was that ... 3. The problem was that... 4. The question was that ... 5. The question was why (where when) ... 6. The problem was how (what, who, which). 7. The reason is that ... 8. The result was that ... 9. The trouble was how ... 10. What worried her most was ... 11. The fact is ... 12. The fact of the matter is ... 13. The government's demand was that ... 14. Her fear was ... 15. The original motion in the white paper was that ...

Ex. 4. Make up complex sentences with predicative clauses according to the patterns.

Pattern I	
Principal clause	Subordinate clause
subject expressing <i>order, proposal, request, desire, arrangement etc.</i>	<i>should + non perfect infinitive</i>
<i>E.g. His suggestion is (was) that the discussion should be postponed.</i>	

1. Our proposal is that ... 2. The order was ... 3. Their demand was ... 4. The chairman's decision is ... 5. Her request is ... 6. The teacher's recommendation is ... 7. The plan was ... 8. Our wish is ... 9. The commander's order was ... 10. The arrangement was. 11. Our common desire is ...

Pattern II

Principal clause	as if, as though	Subordinate clause. Oblique mood forms of the type <i>were, spoke, had been, had spoken</i>
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E.g. He looks (looked) as if he were (had been) ill.

1. She sounded as though ... 2. Doesn't he look as if ...? 3. It seemed ... 4. It was ... 5. His voice sounded ... 6. It looks ... 7. I feel ... 8. The girl does not look ... 9. Do you feel ...? 10. The old man looked ...

Ex. 5. Open the brackets using the required form of the verbs and state the type of subordinate clauses.

1. And honestly the kindest thing you could say about her that she (to have) nice hair (Mackon). 2. She looked as if she (can take) very good care of herself now (Wilson). 3. Kind as to the crew, all they knew was that I (to be appointed) to take the ship home (Conrad) 4. Cape Town? It was far away now. It seemed as though it (to be) in another world (Abrahams). 5. In the colleges of Canada and the United States the lectures are supposed to be a really necessary and useful part of the student's training. Other judgments were that the lectures (to be) of no importance (Leacock). 6. "Oh, I nearly forgot Fieta has been in here a number of times tonight. She sounded as though it (to be) really something importance, Lanny (Abrahams). 7. Her mind was as if a cyclone (to go) through it (Mitchell). 8. He was spreading a report that I was a Limburg and that the reason I didn't accommodate the people with a miracle (to be) because I (cannot) (Twain). 9. Sometimes when his fever was bad his face ran with sweat, but he never lost the clarity of his

thoughts. It was as though his illness (to be happening) to another person's body (G. Greene). 10. His suggestion was that colleges of education (to extend) the college day and improvise more accommodation.

Complex sentences with object clauses

Ex.1. Fill in the blanks with the appropriate connectives to join the object clauses.

1. I don't care to talk ... I've been. (Dreiser). 2. He said ... it was cold. 3. I don't know ... I said so in my letter (Cronin). 4. I took my eyes away; we didn't want to be reminded ... little we counted (G. Greene). 5. I have been uneasy all the afternoon ... they must think of us (Wells). 6. I found it hard to keep my mind ... the colonel was saying (G. Greene). 7. "Thank you"; Lanny said. "You have been really kind. It makes me feel terribly ashamed ... I said to you earlier this evening. (Abrahams). 8. I want to see ... I can get a place (Dreiser). 9. I was wondering ... you and your lady would step across and join my table (G. Greene). 10. He feared ... the disguise would be too thin and ... I would penetrate it (Carter). 11. I know now ... I was quite right in ... I fancied about him. His life is dreadful (Wilde). 12. You don't mean it pleaded Roberta, fearful ... this sudden contact should take too intimate and sentimental a twin too quickly (Dreiser). 13. I thought I was tied ... was left of a Bloomsbury square (G. Greene). 14. Of course Kenner did not believe ... he was writing (Parker). 15. After his meal Leonard felt quite inspired, ready ... the afternoon might bring (Cronin). 16. I began nervously to reflect ... I should do (Greenwood). 17. She must depend ... old jobs she could find (Parker). 18. I found it hard to keep my mind ... the colonel was saying (G. Greene). 19. I don't know ... I must do now.

Ex.2. Translate the following sentences into English using object clauses.

1. Qaraca qız gördü ki, Ağca xanım da skamyanın yanında oturub kitab oxuyur. (S.S.Axundov). 2. Mərdan xəyalında tutdu

ki, meydana getsin (M.Cəlal). 3. Axırda otaqların birinə girib gördülər ki, künce iki çuval qoyulmuşdur (Ə. Haqverdiyev). 4. Böyük vətən müharibəsi bir daha sübut etdi ki, sovet xalqı məğlubedilməzdir (Ə.Vəliyev). 5. Mən inanıram ki, onun özü də, sözü də, bütün işıqlı dünyanın hər yerinə gedir (S.Rəhimov). 6. El bilir ki, sən mənimsən, Yurdum, yuvam məskənim-sən (S.Vurğun). 7. Biz yaxşı bilirdik, qəhrəman adamın əli ən boş səhranı belə cənnətə döndərməyə qadirdir (Əvəz Sadıq). 8. Mən istərdim bilim ki, bu evdə yelkənli qayıq sürməyi bacaran bir adam tapırlarmı? (İ.Qasımov, H.Seyidbəyli). 9. Xahiş edirəm, özünüz ədalətli bir qərar qəbul edəsiniz (M.Süleymanov). 10. Mən istərdim ki, siz bizimlə şəhər kənarına gedəsiniz.

Ex. 3. Complete the sentences adding object clauses.

Model: Her sister made it quite clear that everybody understand the condition.

1. Say to it that ... 2. May I take it that ...? 3. Her uncle will have it that ... 4. I don't like it that ... 5. Her sister made it quite clear ... 6. She took it for granted ... 7. John thinks it possible ... 8. The girls found it strange ... 9. The man thought it unlikely ... 10. We considered it curious ... 11. They seemed it urgent ... 12. The committee considers it necessary ... 13. We found it unfortunate ... 14. I think it a pity ... 15. They considered it desirable ... 16. Don't you think it queer ...?

Ex. 4. Make up complex sentences with object clauses according to the patterns.

Pattern I	
Principal clause the verb to wish	Subordinate clause
	a) oblique mood forms of the type <i>were spoke, had been, had spoken</i>
	b) <i>would</i> + <i>non – perfect infinitive</i>
	c) <i>could</i> + <i>non perfect or might</i> + <i>perfect infinitive</i>

E.g. I wish (wished) she were (could be) in Moscow now.
I wish (wished) she had been (could have been) in Moscow then.

1. The children wished ... now. 2. My parents wish ... last summer. 3. The father wished the boy could ... 4. The patient wished he could have ... 5. She wished they might ... 6. I wish the girl might have ... 7. We wish you would ... 8. I wish I could ... 9. Do you wish ...? 10. You don't wish ... do you? 11. The parents wish that their son ... 12. Don't you wish you could ...? 13. Oh, how she wished she had not ...

Pattern II

Principal clause

Predicate expressing "fear".

Subordinate clause

- a) *that+indicative mood (often may)*
- b) *lest+should+non perfect-infinitive*

E.g. I am afraid (that) they (will) may be late.
I was afraid (that) they (would be) might be late.
I am (was) afraid lest they should be late.

1. The boy was nervous that ... 2. I was afraid the boy might ... 3. My daughter is afraid that ... 4. I fear that the lecture ... 5. The child feared that his grandfather ... 6. The girl was afraid ... 7. The woman was terrified lest ... 8. I worried that ... 9. You were not afraid we ..., were you? 10. Do you fear ...? 11. The girl was frightened that by any chance ...

Ex. 5. Open the brackets using the appropriate form of the verbs in object clauses and state what the components are connected by.

1. I found that he (not to seem) to be taking in what I (to say) (Christie) 2. You are angry with me because you clearly forgot it (to be) my birthday to day (Bennett). 3. I was wondering whether you and your lady (to step) across and (to join) my table (G. Greene). 4. They explained to him that they (to think) he (to be) someone they knew (Jerome). 5. I'll make a call and see if they (to cooperate) (Cronin). 6. He, however, waited,

knowing she presently (to open) (Bellow). 7. I said: I (not to do) care a hang whether it (to be) or whether it (not to be) (Jerome). 8. I thought at first he simply (to mean) he (to want) to be here and fire the servants himself (Ford). 9. He knew that just after Mike (to leave) the house, and before Mat (to start) John Lynch (to come out) from the path through the fir woods just above the light (to go) down the wood towards the beach (Strange). 10. She was startled that she (to do) it without knowing what she (to be doing) (Saxton) 11. Suddenly it occurred to me that he was interested genuinely in what Miss Hei (to say) (G. Greene).

Ex. 6. Define the kinds of subordinate clauses (subject, object, and predicative clauses).

1. I thought I'd speak to you about it ... (Dreiser). 2. That he loved her, on the other hand was clear as day (London). 3. "And that's what I must do" (London). 4. That's where he's been so artful (Maugham). 5. Whether he talked or not made little difference to my mood (Maugham). 6. What I do ask you is to love me and have faith in love (London). 7. She had not thought that was endangering her daughter's reputation. (Dreiser). 8. People were slandering a good man that she knew (Dreiser). 9. I wonder people can't mind their own business without interfering with mine (Dreiser). 10. Which I think was very fine of him (London). 11. ... the truth was that I'd already had a very stiff lesson in economics (Brained). 12. This was why he had thought of Bosinney (Galsworthy). 13. What impressed me most was Cypress Avenue (Braine). 14. "It wasn't personal what I felt", Kit protested (Lindsay). 15. I thought you might want to know (Dreiser). 16. You know whether she is a girl or not (Dreiser). 17. Did she tell him he shouldn't come any more? (Dreiser). 18. I hope you will realize that (Dreiser). 19. It was evident that he did not understand (London). 20. What I want to know is when you're going to get married (London) 21. I thought I must do something (Dreiser). 22. Mrs. Gerhardt saw that she was trembling (Dreiser) 23. It was known where Strickland was staying

(Maugham). 24. What I want to know is whether you have lost faith in me (London). 25. Tell them you want work (Dreiser). 26. I don't know what she will say to me (Wilde).
Ex. 7. Point out the object clauses and comment by what the components are joined.

1. Boss assured her that they would get along all right (Dreiser). 2. He wondered if it had been laptired (Dreiser) 3. I knew that Pegotty would come to me in my room (Dickens). 4. I wondered dimly if I might achieve something with Sally (Brains). 5. I am inclined to believe that Mrs. Carpenter was the guilty party (Christie). 6. I kept silence for a little while, thinking of what Strove had told me (Maugham). 7. She knew that often his eyes had become conscious that Winifred and he were alone (Galsworthy). 8. Who and what he was, Martin never learned (London). 9. I dislike what you call his trade (Murdoch). 10. "I am afraid I must be going Basil", he murmured (Wilde). 11. I suddenly remembered that I should offer my hand (Brain). 12. He knew that this girl liked – loved him really, brief as their contact had been (Dreiser). 13. I tell you I'm crazy about you (Dreiser). 14. Kane knew that he was deeply fascinated (Dreiser). 15. She knew what he was thinking (Galsworthy). 16. Strove asked him if he had seen Strickland (Maugham). 17. She had forgotten where she was (Stevenson). 18. You know how natives love to herd together (Maugham). 19. I do not know why Captain Nichols first left England (Maugham). 20. My mother answered she had that pleasure (Dickens). 21. I'm sure you put it here (Voynich). 22. I think I should like him very much (Maugham). 23. I'm astounded at what you've told me" (Lindsay). 24. Dr. Floyd was so right in what he said (Christie). 25. I think I'll get going (Salinger). 26. She said she might go there (Salinger). 27. I thought she'd use him to ease her boredom (Abrahams). 28 But she is in love with Makow, I tell you (Abraham). 29. That was before I knew, Sam (Abraham). 30. When she left him she knew that he

would come back (Dreiser). 31. She knew, in spite of herself that she wanted him to do so (Dreiser). 32. But now I know it can't be true (Abrahams).

Complex Sentences with Attributive Clauses

Ex. 1. Write down the following sentences taking into account the type of attributive clause (restrictive or non-restrictive) and find out the syntactical function of the pronoun.

1. She went to the ladies for whom she had worked. 2. Mrs. Fairfax wished she could find a little girl who would come and stay with her (Billet). 3. Boon answered that he would try to get her the information which she wanted (Lindsay). 4. Pyle was very earnest and I had suffered from his lectures on the Far East which he had known for as many months as I had years (G. Greeve). 5. Gorky prepared the way for a new culture which was bound to come with the establishment of Socialism (Fox). 6. Julia's room was set at the end of a corridor, at whose father and Mrs. Ponsouby slept (Gilbert) 7. He stepped across the threshold, and took up his stand just inside the door, which she quietly shut (Bullet). 8. The policeman he had stopped me moved to one side to let it (the ambulance) through (G. Green). 9. He handed her the carefully folded sheets on which he had written Michael's "thousand words" (Carter). 10. There are some men whose names are always shortened (G. Greene).

Ex. 2. Fill in the blanks with the appropriate connectives or join the attributive clauses asyndetically, giving variants wherever possible.

1. The village ... their families lived had been captured. 2. I saved such equipment ... could not be replaced. 3. There were times ... he had fancied that he had talent for painting. 4. He was the most impartial critic ... could be found. 5. My aim had been to write about the less accessible islands ... charms are not so wildly known. 6. I didn't hear all ... he said, for my mind was elsewhere. 7. Everything ... I did that evening took a long time. 8. He ... carried out a daily inspection, gave sent to

his fury. 9. The man of science ... the results of earlier students and applies his energies at the point ... they left off. 10. The plan was ... the best could be adopted. 11. Along the passage ... walls are bare as those of a tube went mother with children. 12. It is bad enough to have an afternoon nap disturbed by such a passage ... I've been forced to hear. 13. It is better than most medicines ... come in battles. 14. The man offered him a bit health sandwich ... he refused politely. 15. He had a dog at his house ... had a far better ear for music than he had. 16. The child stared out of the window murmuring to himself, to the automobiles, cows, trees, houses, and people ... floated past. 17. I remembered the night ... I had gone down to the mortuary with him. 18. She told me ... she missed me, of course, was ... I wanted to hear. 19. She looked to him much the same child ... he had met six years ago.

Ex. 3. Translate the following sentences into English using attributive clauses.

1. Elə ay olmazdı ki, ona mükafat verilməsin, adı qəzetdə, ya iclasda çəkilməsin (M.Cəlal). 2. Meşə elə səssiz idi ki, adamın qulağı cingildəyirdi (H. Mehdi). 3. Bizim vətənimizdə elə şəhərlər var ki, yaz başı yüz minlərlə tələbə imtahana hazırlaşır. 4. Xanpəri elə bir arvaddır ki, bu kənddə sözünün biri iki olmaz (Ə.Vəliyev). 5. Artıq biz elə bir dövrdə yaşayıırıq ki, xalqımızın kütləvi qəhrəmanlıq göstərməsi üçün hər imkan vardır. 6. Mən bir solmaz yarpağam ki, çiçəkləri bəzəyəm. Mən bir ölməz duyğuyam ki, ürəkləri gəzəyəm (C.Cabbarlı). 7. Mən hamam o Şeyx Şəbanı deyirəm ki, yolun qırağındakı məhəllə məscidinin qabağında əyləşib pineçilik edirdi (Ə.Haqverdiyev). 8. Yayın elə isti günü idi ki, gün adamı bişirirdi.

Ex. 4. Complete the sentences adding attributive clauses.

1. He had to defend his news before his colleagues ... 2. They had an arrangement ... 3. The travellers arrived at the town ... 4. The old man returned to the village ... 5. In the provincial museum they saw many relics of the patriotic war of 1812. 6. The textbook ... has at last been published.

7. He is not the kind of man ... 8. Give me the name of the student ... 9. Here is the book ... 10. We have done the best ... 11. I'll go anywhere ... 12. By the time ... 13. His room was in the corridor ... 14. He came very late ... 15. I remember the day ... 16. The secretary spoke very rudely ... 17. This is the same moot problem ...

Ex. 5. Complete the sentences adding an appositive attributive clause or a relative attributive clause.

1. He made the suggestion that ... 2. I have a feeling that ... 3. There is no reason why ... 4. The news that ... did not impress him. 5. There is very little hope that ... 6. He had the impression that ... 7. He didn't know how the fact that ... would ... 8. He expressed his doubts whether ... 9. They debated the question how ... 10. The problem when and where ... was to be settled by the commission. 11. The problem which ... was to be discussed the next day. 12. The proposal that ... was accepted with enthusiasm. 13. I don't like the idea ...

Ex. 6. Analyze the case of commas before the attributive clauses taking into account the type of clause (*restrictive, not-restrictive, appositive*).

1. He rose abruptly and clasped his hands, which were trembling. 2. From Adrian's room came the message that he was expected back at four o'clock (Galsworthy). 3. Girls who can stand in a line and look pretty are as numeral as laborers who can swing a pick (Dreiser). 4. Then, at the very last minute my father, who was the one to make the first move (Wilson). 5. I 'have a feeling that I shall do what my people want me to (Galsworthy). 6. We have got to make the best we can out of the circumstances that are forced on us (Maugham). 7. He had always lived with his friend in pairs, and they were such as she could not approve of Sayers. 8. She took her share of the meal, which nowadays she rarely did and several glasses of wine (Snow). 9. The policeman who had been sharing impassively at the floor, looked up (G. Greene). 10. He put the case, which was

very heavy, on the seat beside him (Innes). 11. Tom's brother, who lives in Birmingham, is an engineer (Hornsby).

Complex sentences with Adverbial Clauses

Ex.1. Define the nature of "*where*" and the type of the subordinate clauses with it.

1. The car which had passed him and lost him and then returned was just where it should have been, just where the player had desired it to be (Grimm). 2. No one knew where the fighting was (Mitchell). 3. Turning to the right she ran down the side garden path to where she had seen the face (Christie). 4. The doctor mopped his brow and cast a quizzical glance at the corner, where his wife sat along the chaplions (Mitchell). 5. But he isn't where she thinks he is (Christie). 6. Tupence had intended taking her for a walk but it was raining hard, so the two of them adjourned to the bedroom where Betty led the way to the bottom drawer of the bureau where her playthings were kept (Christie). 7. Dear Raymond knows that if only I know where he is or where he's going I don't worry quite so much (Christie). 8. That was where they walked up the slugh-smothered room (Hemingway). 9. Where the conference would be held didn't matter much.

Ex. 2. Complete the sentences and define the types of subordinate clause introduced by "*where*".

1. I didn't know where ... 2. I met her at the place where ... 3. I discoursed that the look was not where ... 4. The mother left the child where ... 5. Where she was waiting for me is ... 6. You should have gone to the town where ... 7. The difficulty was where ... 8. He walked straight into the hall where ... 9. I hoped I should find her where ... 10. The question was to where we would accommodate such a large group of tourists ... 11.... where I least of all expected to meet them. 12. "Where ... is what I'd like to know", said the girl in a worried tone. 13. Ask him where ... 14. It has not been decided yet where ...

Ex. 3. Write out the conjunctions used to join the adverbial clauses of time.

1. The earth floor shook a little as they passed (G. Greene). 2. When he entered the house she greeted him with a bright face (Jordon). 3. Well, put your other shoe on while Ted's reading to Sue (Carter). 4. I must get a shine before I see the minister (G. Greene). 5. After I had met her she told me about her past. 6. Roy looked over the northern country until he saw what he expected to see (Aldridge). 7. He'll stay till I come out (Aldridge). 8. She hangs up on me as soon as she recognizes my voice (Bellow). 9. Don't reckon I'll ever get back to Albany as long as I live (Saxton). 10. I haven't thought of any one or anything she stood helpless with the roasting-tin protesting (G. Greene). 11. For some days afterwards he had an uncomfortable sensation of guiltiness whenever he was in Miss Mason's presence (London). 12. No sooner had the first stepped into the clearing than all the lights went out as if by Magic (Folkien). 13. I had hardly finished when Holmes returned with the news that the boy was putting in the horse (Doyle). 14. But the door had scarcely closed behind her before it opened again, and she came in to announce; Dr Colpus (Bennet).

Ex. 4. Translate the following sentences into English using adverbial clauses of time.

1. Ağarzanın yarası bağlanıb qurtarmışdı ki, xəstəxana qapısında izdiham göründü. (M.Cəlal). 2. Lyonka beş addım atmışdı ki, kəskin bir hərəkətlə yenə də döndü (M.Qorki). 3. Hələ sözlərini bitirməmişdi ki, birdən-birə əllərini qısa paltosunun ciblərindən çıxartdı (A.Şaiq). 4. Motorlu qayıq sahildən yenicə aralanmışdı ki, ay yenə də qara buludların arxasında gizləndi. 5. Mehdi klüçənin başına çatmışdı ki, arxadan atəş səsləri eşidildi (İ.Qasimov, H. Seyidbəyli). 6. Melodiyamn ilk sədaları təzəcə dilə gəlmişdi ki, Dilarə ayağa qalxdı (Ə.Məmmədخانli). 7. O gündən ki, bizim Sarvan Kür üstünə ayaq basdı, bu sehirkar maşınların dillərinə qulaq asdı. (S.Vurğun). 8. Səlim sahilə yaxınlaşmışdı ki, çobanın suya atıldığını gördü.

Ex. 5. Open the brackets using the appropriate forms of the verb and define the adverbial clauses.

1. The bear came out as Roy (to speak), his large feet plopping on the hard snow as he (to make) straight for a small tree. As he (to stand) by it he (to straighten) up on his hind legs and then (to mark) the tree as high as he could reach with his paw. When he (to finish) they heard him suddenly take a savage bite at the trunk (Aldridge). 2. The mid-morning papers (to be delivered) in the store when Madge (to leave) the phone (Carter). 3. The children attempted to go in with her and only left her when she (to give) them each a penny (Galsworthy). 4. Fieta gazed long and steadily at the door after Sarie (to go out) (Abrahams). 5. "I won't take much of your time" he (to say) as he (to enter) (Bellow). 6. When did this fall occur? Where we (to stand) when it (to happen)? (Bellow) 7. After he (to go) Roberta (to turn) in a rather lorn and weary way and (to look) out the window after him (Dreiser). 8. That evening, before the shops (to close) in the rue Catinat Phuong (to buy) three more silk scarves (G. Greene). 9. I (to grow up) in Ludington before I ever (to come) to Chicago (Saxton) 10. Phuong (to rise) before I (to be) properly awake (G. Greene). 11. I had hoped against hope that he (to go) before she (to return) (G. Greene). 12. Aldne (to begin) chuckling with him before he (to get) the point of the joke (Carter). 13. There was obviously something queer about his demeanour. She had seen it before when he (to be) in Bob's company (Gordon). 14. The sea! He had taken her there once when she (to be) ill, and they had listened to the gruff old voice of the sea as it (to groan) and (to curse) (Abrahams).

Ex. 6. Make up complex sentences with adverbial clauses of time according to the patterns.

Pattern I

Principal clause

It is ...

since

Subordinate clause

a) *past simple*

b) *present perfect (non-continuous or continuous)*

E.g. a) It is two hours since I saw them last.

b) It is two hours since she has been in the room.

1. It is ten months since ... 2. It is over a year since ... 3. It is ages since ... 4. It is eight hours since ... 5. It is twenty minutes since ... 6. You've changed a lot. It is ten years since... 7. I ... since she ... in hospital. She is taking treatment and is slowly getting better.

Pattern II

Principal clause

It was ...

since

Subordinate clause

a) *past perfect*

b) *past simple*

E.g. a) It was eight hours since the children had left.

b) It was a long time since we discussed the matter.

1. It was ages since ... 2. It was a long while since ... 3. It was over twenty years since ... 4. It was some time since ... 5. It was nine hours since ... 6. The house was empty and cold. It was no less than ... since ... 7. The boy had grown into a young man and we could hardly recognize him. It was over three years since ... 8. What a pleasure it was to be out in the fresh air again! It was four months since ... 9. It ... since we moved to our new flat. 10 ... since he had returned from his last expedition to the Arctic.

Ex. 7. Make up complex sentences with adverbial clauses of time according to the patterns.

Pattern I		
Principal clause		Subordinate clause
Past perfect { scarcely hardly barely	when	
<i>E.g.</i> He had scarcely entered the room when the bell rang. Scarcely had he entered the room when the bell rang.		

1. Mary had hardly seen her mother enter when ... 2. ... when she cried. 3. The doctor had scarcely examined the patient ... 4. ... when the train arrived. 5. Scarcely had ... 6. The postman had barely knocked at the door ... 7. Hardly had the day broken ... 8. ... when the door was flung open. 9. We had hardly unfastened the parcel ... 10. ... when the boy awoke.

Pattern II		
Principal clause		Subordinate clause
<i>no-sooner + past perfect</i>	<i>than</i>	<i>Past simple</i>
<i>E.g.</i> He had no sooner entered the room than the bell rang.		

1. She had no sooner left the home ... 2. ... than they rushed out of the room. 3. No sooner had the teacher asked the question ... 4. No sooner ... than the cycle fell on the pavement. That was really a narrow escape. 5. The singer had no sooner appeared on the stage ... 6. ... than the pupils burst out laughing. 7. ... than the child went to sleep.

Ex. 8. Complete the sentences adding the principal clause or an adverbial clause of time.

1. ... as he sat alone at table. 2. Don't leave till ... 3. ... as long as he stays here. 4. Stuart was making the translation after

... 5.... before he had entered. 6. We were busy preparing the report while ... 7. ... while they are discussing the problem. 8. She has stayed at my parents' since ... 9. ... when he stops making such bad mistakes. 10. You can travel now that ... 11. ... when he had read the assignment. 12. It was some time since ... 13. She wept as ... 14. ... as she was putting on her coat. 15. They were still waiting for the girl while ... 16. He said he would return as soon as ... 17. She hadn't been there two weeks before ... 18. ... after they had left. 19. We've known each other since ... 20. ... before we knew where we were. 21. ... since she has been ill 22. You can ask him any question you like now that ...

Ex. 9. Fill in the blanks with the conjunctions *"because, for, since, as"*.

1. He refused to take money ... he couldn't give any guarantees that the treatment would help (Carter). 2. And ... I am married a childless, I wish to adopt her during my life and be queath her at my death whatever I may have to leave (Ch. Bronte). 3. If the Black Man had come alone they would have protested and made loud remarks but ... there was a white man with him they did not know how to react (Abrahams). 4. They had come straight from the plants ... the hands that carried the roses were grimed with toil (Carter). 5. Her father, indeed was always telling her that she only drank china tea ... it was a fashion (Galsworthy). 6. All Chenkin's relations and they were numerous ... marriage was common in the valleys ... had become welded into a hostile unit (Cronin). 7. She had walked some distance ... her shoes were worn to pieces (Ch. Dickens). 8. Why thought I, "does she not explain that she could neither clean her nails nor wash her face ... the water was frozen?" (Ch. Bronte). 9. He watched and waited until he feigned a wild rush, which he stopped midway, ... he had seen the glint of metal (London). 10. Never had there been so full an assembly, ... mysterious oily united in spite of all their differences, they had taken arms, against a common peril (Galsworthy).

Ex. 10. Translate the following sentences using adverbial clauses of cause and purpose.

1. Bu söhbət Lyonkamn bir də ona görə xoşuna gəlirdi ki, axırı tez-tez gülüşmə ilə qurtarırdı (M.Qorki). 2. O, signal ilə məni çağırırdı ki, vurulmuş ovu maşına gətirməkdə ona kömək edim. (Ə.Məmmədخانlı). 3. Xoşbəxt cavanlarsınız ki, belə dövrdə yaşayıb işləyirsiniz. (M.Süleymanov). 4. Hüseynqulu ağa Qaraca qızın dalınca nökrə göndərdi ki, gəlib oynasın (S.S. Axundov). 5. Qaraca qız bir müddət dayandı ki, görsün Ağca xanım yenə bağçaya çıxacaqmı? (S.S.Axundov). 6. Biz bağdan tez qayıtdıq, çünki yağış səpələyirdi. 7. Gəlmişəm ki, bir qədər də açıq danışaq (S. Rəhimov). 8. Təqsirin böyüyü səndədir ki, əvvəldən öz işlərini qaydaya salmamısan.

Ex. 11. Paraphrase the sentences using adverbial clauses of result.

Model: The child was looked after well enough by the others for her not to worry about him. The child was looked after so well that she did not worry about him.

1. He continued to sing with too much energy to hear the sound of wheels (Ch. Dickens). 2. She felt excited and happy enough this morning to include the whole world in the affection. (Mitchell). 3. She leaped to her feet, her heart hammering to wildly for her to sit still (Mitchell). 4. Melly's hands were shaking too much for her to read the letter (Mitchell). 5. He was too intent upon his reflections to be conscious of my approach (Ch. Dickens). 6. Mr. Rokes has been so polite as to place his sitting room at our disposal today (Ch. Dickens).

Ex. 12. Open the brackets using the appropriate form of the verbs.

1. They left it in the hall, so that it (not to seem) that they wanted to be asked to play or sing (Maugham). 2. And if necessary, strike a light blow so as to stun her no more so that, falling in the water, she (to draw) the more easily (Dreiser). 3. What do you say, De Jervis? Do you want everybody in the house knocked up so that their keys (to be tried)? (Gals-

worthy). 4. Judge not that yet (to be) not judged (Carter). 5. At your age I looked for hardship, danger, horror and death, that I (to feel) the life in me more intensely (B. Shaw). 6. Miss Osyth turned and ran, she ran lest she (to be seen) (Bennet). 7. Of course, there may not be a vacancy, and I don't want to put another person out of her place that I (to step) into it (Mulholland). 8. Now here's a form of receipt I've made out and, you must get her to sign that so that there (to be) no possible mistake (Priestly). 9. Roberta finally arranged with her mother to leave in order that she (to help) her no directly with her wages (Dreiser). 10. All insisted on refilling the glasses so that everybody (to drink) to Mrs. Cough's health, happiness and prosperity on the fields (Pritchard).

Ex. 13. Make up complex sentences with adverbial clauses of comparison according to the patterns.

Pattern I		
Principal clause		Subordinate clause
	<i>as if</i>	oblique mood forms of the type
	<i>as though</i>	<i>were, spoke (had been, had spoken)</i>
<p><i>E.g.</i> He speaks/spoke English so well as if he were a native. He looks/looked so pale as though he had been ill for some time.</p>		

1. He dances so well as if ... 2. Why do you keep whispering as if ... 3. He treated me so badly as though ... 4. ... as if he really thought so. 5. as if she had never seen me. 6. ... as though he were sick. 7. She ran so fast as if ... 8. ... as if nothing could induce her to. 9. The little girl behaved as if ... 10. ... as though I were a stranger. 11. I will act as if ... 12. The boy was stammering as if ...

Pattern II

Principal clause

as if
as though

Subordinate clause

E.g. He acts as if he is a coward.

He acted as if he was/were a coward.

1. He teaches them so well as if ... 2. ... as if he knew me.
3. She is reciting the poem in such a hurry as if ... 4. ... as though he has lived here for ages. 5. They were packing so hastily as though ... 6. ... as if he is deaf. 7. ... as if she does not know me. 8. Don't run so fast as if ... 9. She passed by without greeting me as if ...

Ex. 14. Translate the following sentences into English using adverbial clauses of condition.

1. Əgər iş belə getsə, bizim bir yerdə qulluq etməyimiz mümkün olmayacaq. 2. Yüz sənəti pis bilməkdənsə, bir sənəti mükəmməl bilmək yaxşıdır. (Atalar sözü). 3. Əgər həkim yara-lıya tez yardım göstərməsəydi onun vəziyyəti daha da pislə-şəcəkdi. 4. Sirkə nə qədər tünd olsa, öz qabını çatladar (Atalar sözü). 5. O razı olsa, başqaları razı olmaz (C. Cabbarlı). 6. İndi yaxınlaşsaq, daha aydın görərsiniz (S. Manafov). 7. Baltanı kim çıxartsa, pul da ona çatacaq (H. Mehdi). 8. İmkan olsa idi, Firudin onu oxudar, Təbrizə göndərərdi (M. İbrahimov). 9. Əgər sabah maşın gəlsə, yola düşərim. 10. Əgər bu deyilənlər düz-dürsə, niyə bizə əziyyət verirsən (S. Rəhimov).

Ex. 15. Paraphrase the sentences using adverbial clauses of condition according to the model.

Model: But for her help I shouldn't have finished the work in time. If it hadn't been for her help, I shouldn't have finished the work in time.

1. Carrie thought, "But for Hurstwood's laziness, he would find something to do" (Dreiser). 2. But for Kirby you would be

lying on the floor (Carter). 3. Martini said to Gemma, "I can't stand the way he (the Gadfly) behaves to you. But for the scandal it would make in querrel with him, I should call him to account for it. (Voynich) 4. Old Jolyon was not given to hasty decisions; it is probable that he would have continued to think over the purchase of the house at Robin Hill but for June's face that told him, that he would have no peace until he acted (Galsworthy).

Ex. 16. Complete the sentences adding the principal clause or an adverbial clause of concession using inverted word order wherever necessary.

1. Exhausted as he was (as was the man, as the man was) ... 2. The woman spoke calmly excited as ... 3. Coward though he was ... 4. Hard as the boy tried to break the pole ... 5. The blood would not stop, much as ... 6. Come what may ... 7. Try as they would ... 8. The tourists were not willing to change the plan hard as ... 9. Strange ... at first his arguments proved to be very reasonable. 10. Brave though he ... the hunter ... 11. Fear as the patient was ... 12. Experienced as the man was ... 13. Child that you are ... 14. Obstinate as she is ... 15. Timid as Carrie was ... 16. Cold as it was ... 17. Youth that he was ... 18. Wait as he did ...

General Revision of the complex sentences

Ex. 1. Analyze the following complex sentences.

1. Am I understand, Signora Rivares, that you wrote both sides of the controversy yourself? (Voynich). 2. She could only think that all of this was very fascinating, and wish that a portion of it might come to her (Dreiser). 3. What I want is to be paid for what I do (London). 4. He felt as if the ocean separated him from his past care, and welcomed the new era of life which was dawning for him (Thackeray). 5. Believe me, believe us, it is what is best for you (Murdock). 6. I don't believe there's a thing to eat in the house (Dreiser). 7. I cannot help thinking

there is something wrong about that closet (Dickens). 8. The horse stood where it was stopped (Galsworthy). 9. "This foolish wife of mine thinks I'm a great artist (Maugham). 10. A moth has just flown into my candle before I could stop it (Galsworthy). 11. Do you think he would trust us any more? (Dreiser). 12. As I heard the waves rushing along the sides of the ship, and roaring in my very ear, it seemed as if death were raging round this floating prison seeking for his pray (Irving). 13. Her eyes looked at the words she could not say (Dreiser). 14. We thought once that she was going to die (Dreiser). 15. My father died when I was a child (Voynich) 16. "I suppose he'll marry an American (Galsworthy). 17. "You'll meet him if you dine there" (Maugham). 18. She told me what had happened (Dickens) 19. When one loves one's art no service seems too hard (O. Henry). 20. He said I should give it you (Dreiser). 21. I guess you didn't try very hard (Dickens). 22. As he passed he thought that he recognized Jennie (Dreiser). 23. The tragedy of old age is not that one is old, but that one is young (Wilde). 24. My husband said he went to the club three or four nights a week to play badge (Maugham). 25. Your aunt was quite right in what she said of him (Wilde). 26. If June didn't like this she could have an allowance and live by herself (Galsworthy). 27. "I think you're very kind", she went on, even more bashfully; she realized now that he was still holding her hand (Dreiser). 28. I think you're a fine girl (Dreiser). 29. I think we called each other friends (Stevenson) 30. You remember how rude you were that first night we met here (Abrahams). 31. That was what I meant (Dickens).

Ex. 2. Define the type of subordinate clauses stating what the components are connected by.

1. In that small room he seemed even bigger than I remembered him (Maugham). 2. "Do you mean, then, that this thing – this feeling is quite irrevocable? (Voynich). 3. He was the first boy, who returned (Dickens). 4. Don't you think, I'm a pretty

nice man? (Dreiser). 5. You're sure you're not angry about it? (Dreiser). 6. He felt sorry to think that such deserving people must suffer so ... (Dreiser). 7. James Grant was a journey-man carpenter who did not always pay his bills and who owed Maria three dollars (London). 8. As the car crossed the zone of scattered dwellings that separated Oakland from Berkeley he kept a look out for a familiar two story buildings (London). 9. It was the Gadfly whose eyes sank first. (Voynich). 10. Don't you think I understand, Jennie? (Dreiser). 11. I think I'll take her. 12. I wish I could have her with me always (Dreiser). 13. I am jealous of everything whose beauty does not die. (Wilde). 14. That is the point about which I have to go to Rome (Voynich). 15. We arrived at the house in which I lived (Maugham). 16. What Davidson had done soon appeared. (Maugham). 17. That is what I was telling her when you came in (Maugham). 18. My mother knew what was in my mind (Braine). 19. I thought we could both paint there (Maugham). 20. They both talked as if they were in constant with the professional theatre (Braine). 21. They (women) think a man leave them only because he wants others (Maugham). 22. It gives you an old feeling as though someone were lying dead on the other side of the wall (Maugham). 23. There was another thing I liked in Mrs. Strickland (Maugham). 24. There is something else I noticed in your speech (London). 25. If it snows, they will not go on an excursion (Braine). 26. "Bobby dear, you don't mind if I sit on Joe's knee, do you? (Braine). 27. I'll love you till the day I die (Braine). 28. They said you would come out at four (Voynich). 29. He was afraid I should end in the water ... (Voynich). 30. That's what I was telling her when you came in (Maugham). 31. He was moving towards her when Martini caught him by the arm (Voynich). 32. When he was only seventeen he was earning excellent wages (London). 33. I must go, Padre, the students will be waiting for me (Voynich). 34. If you don't take care, he'll be getting transferred to china ... (Galsworthy). 35. I

was called there at ten the following morning and found out that Jack would be returning to the university in a couple of days ... (Braine). 36. I have written the letter, you may post it.

Ex. 3. Point out the complex sentences stating by what ways they are linked: syndetically or asyndetically.

1. He knew he had the bigger vision. (Dreiser). 2. Robert tells me you've been to New York. (Dreiser). 3. It would not be otherwise for she did not love him. (London). 4. I give him my hand of course because I couldn't help it. (Stevenson). 5. I only wish you would marry her and settle down. (Dreiser). 6. She wondered whether it would not be better to write Lester and explain everything. (Dreiser). 7. She had told him that she did not wish to do wrong. (Dreiser). 8. As the fog was collecting rapidly, it began to grow dark in earnest. (Stevenson). 9. I thought I'd better not tell him about her (Dreiser). 10. "I am afraid you're storing up trouble for yourself, Jennie" said her mother (Dreiser). 11. Since you invite me, I shall tell you all (Stevenson). 12. He turned his head slowly towards where I stood (Braine). 13. "Don't you think he is sure to find it out sometime?" (Dreiser). 14. Jon stood where she had left him (Galsworthy). 15. "I thought I'd say I was going with Mrs. Bracebridge" (Dreiser). 16. I looked where he pointed (Galsworthy). 17. Her fear was lest they should stay for tea (Bronte). 18. Whenever I looked at Susan, she gave me a frank full hearted smile (Braine). 19. "Do you think he might ever want to marry you?" asked her mother finally (Dreiser). 20. I know he loves me (Drieser). 21. The first thing Martin did next morning was to go counts both to Brissenden's advice and command (London). 22. As long as she did this all would be well (Braine). 23. Jennie realized that she had won (Dreiser). 24. Secretly he was pleased that Jennie should have this fine chance (Dreiser). 25. The waiter looked at suspiciously as I made my way upstairs (Maugham).

Ex. 4. Supply the beginning for each of the following ends of complex sentences.

1. ___ we found him laughing gaily. 2. ___ where they told us to go. 3. ___ before the telephone bell rang. 4. ___ who was my sister's teacher. 5. ___ if we had warmer weather. 6. ___ where we had put them the night before. 7. ___ after they had eaten their dinner. 8. ___ as a clever man does. 9. ___ as soon as she saw me. 10. ___ till I got to know him better. 11. ___ while Ruth climbed Maria's front steps. 12. ___ she gave me another long book. 13. ___ when I reached the Grand. 14. ___ when I wrote my first book. 15. ___ where the mail stopped. 16. ___ when I kissed your hand, and when you so piteously begged me "never do that again?" 17. ___ when he spoke to his client. 18. ___ thought I pressed him to remain. 19. ___ what I've been thinking. 20. ___ when I was young. 21. ___ if I have done anything, to offend, you. 22. ___ as they entered. 23. ___ as he watched her. 24. ___ what she will say to me.

Ex. 5. Point out the coordinate clauses and comment on the way they are joined.

1. The weather was warm and the people were sitting at their doors (Dickens). 2. He was dressed in grey and his breath was like ice (Wilde). 3. Her voice trembled a little, and I felt a brute even to hesitate (Maugham). 4. They want out of this room, their arms were around each other's waists ... (London). 5. I had promised one of the students to go to a meeting at his lodgings, and they would have been expecting me (Voynich). 6. James placed a piece of ham in his mouth, and June waited (Galsworthy). 7. It was a hot evening in June, and the windows stood wide open ... (Voynich). 8. It was early afternoon, but very dark outside, and the lamps had already been turned on (Murdoch). 9. Beauty has significance but I never knew its significance before (London). 10. His knees were trembling under him "he felt faint" and he staggered back to the bed ... (London). 11. Stars were sparkling out there over the rivers; the sky was frosty, clear and black (Galsworthy).

Ex. 6. Change the following complex sentences into compound sentences.

Example: As he turned, the dog started towards him. He turned and the dog started towards him.

1. She ought to be made to feel that a definite change had taken place, though no immediate break might occur. 2. She would not have lied, he knew that. 3. He was slowly moving on when he met his friend Nazim. 4. At nightfall when hope was about gone, I was picked up by a small brig which was bound for Alessa. 5. The flowers grow where the bridge crosses the stream. 6. Don't you think that Julia looks pretty when she wears a red dress? 7. I shall never forget the day when I met with an accident. 8. When I met with an accident I was unconscious for two hours. 9. As there was a terrible storm Tommy lost his boat the same night. 10. Though the captain spoke to me, I couldn't remember his name.

Ex. 7. Define the types of subordinate clauses.

1. He could see that the five – year old child had no conception of what it meant to him (Dreiser). 2. God will punish you, I'm afraid (Dreiser). 3. Nell had scarcely settled herself on a little heap of straw in the corner when she fell asleep (Dickens). 4. Scarcely had the words passed my lips when he had leaped to his feet ... (Stevenson). 5. I heard that he was too ill to see anyone (Voynich). 6. He said he'd made up his mind not to live with her any more (Maugham). 7. I thought Riccardo would be looking after from the books while he had been busy living life (London). 8. The matter was why they had changed their decision (Carter). 9. That's what I was telling her when you came in (Maugham). 10. Susan was already there when I reached the Grand (Braine). 11. The room looked as if it had not been lived in for years (Wilde). 12. Robert suggested that Lester should undertake the construction of the new buildings (Dreiser). 13. Robert was sure that Lester's easy going ways were reprehensible and bound to create trouble sooner or later!

(Dreiser). 14. When we came into Conley the rain had stopped (Braine). 15. Looking back, I realized that what I have written about Charles Strickland must seem very unsatisfactory (Maugham). 16. I wrote to Agnes as soon as Dora and I were engaged (Drickens). 17. And Lester had promised that her mother would share in it (Dreiser). 18. She knew that she ought to tell Lester about the child, but she strank from the painful necessity (Dreiser). 19. To Martini it seemed she gladly did some "frontier work" (Voynich). 20. I was to ask my way to such a place and just short of that I should see such another place (Drickens). 21. I hope you're not crying, are you, Jennie? (Dreiser). 22. On the first Sunday after he was taken there I was to go and to see him, and to have dinner with him (Dickens). 23. "We've never had lodger before" she said as she handed me my coffee (Braine). 24. Martin sugested that they should return immediately (Braine). 25. No sooner had I wiped one salt drop from my cheek than another followed (Bronte). 26. Never never had I loved Dora so deeply and truly as I loved her that night (Dickens). 27. Hardly had he settled down to study his letter than there was a knock on the door (Lindsay). 28. Scarce-ly had his hands touched her head when she sighed deeply (London). 29. To say truth, I had no sooner finished reading this little book in proof than I was seized upon by a distressing apprehension (Stevenson). 30. So my mother suspected, at least as she observed her by the low glimmer of the fire (Dickens). 31. I think there is something in your contention a great deal, in fact (London). 32. All night uncle George, I'll tell her, but it won't have an effect (Wilde). 33. But I'm sure he's not the man to go (Maugham). 34. If you like, we'll go there tomorrow (Maugham). 35. When I was in Germany I saw what the Russians were really like (Braine). 36. The Gadfly knew how he would make personal enemies (Voynich). 37. I do not know what they think (Christie). 38. I am afraid it is a big problem (Christie). 39. He was asleep almost before the solidier had

slipped back to his post (Voynich). 40. It was I who offended (Stevenson). 41. Dorian Gray grew pale as he watched her (Wilde). 42. I am going to tell you what is wrong (Braine). 43. Of course there were many things I was answered (Maugham). 44. It was Bosinney who first noticed her ... (Galsworthy). 45. It was James who saved the situation (Galsworthy). 46. When one loves one's art no service seems too hard (O. Henry). 47. But there are some things you can't talk about to anyone (Voynich). 48. I am sure, smoking hurts you (London). 49. I don't care who marries him (Thackeray). 50. There's something else I noticed in your speech (London). 51. This was not what he expected (Maugham). 52. "I am sorry you could not come to me on Tuesday evening" Montanelli said (Voynich). 53. When he looked back the woman had vanished also (Wilde). 54. The commonest thing is delightful if one only hides it (Wilde). 55. I just thought you might like to drive (Braine). 56. I would do it with pleasure, only I am too busy (Braine).

Ex. 8. Point out all the subordinate clauses stating the role of "that".

1. More and more, she became convinced that some misfortune had overtaken Paul (Cronin). 2. All that he had sought for and achieved seemed suddenly to have no meaning (Cronin). 3. It was always possible that they might encounter some one (Dreiser). 4. It was unfortunate that the patient was brought in during the evening (Heym). 5. It was there that the offensive was to begin more than monosyllables in Dr. John's presence (Bronte). 6. Carrie knew that he loved her (Dreiser). 7. It was not till she was quite close that he could believe her to be Less (Hardy). 8. Our attitude simply is that facts are facts (Leacock). 9. But the chief reason is that Mirah will desire to watch over you and that you ought to give her the guardianship of a brother's presence (Eliot). 10. Soames averted his eyes and became conscious that Winifred and he were alone (Galsworthy). 11. The poor girl is anxious that you should be at her wedding (Trollope). 12. She was aware that someone else was

there (Eliot). 13. You know quite well, Ariadne, that I have not an owner of pettishness in my disposition (Shaw). 14. I insist upon it that you tell me what you mean (Trollope). 15. The fortunate fact that the rector's letter did not require an immediate answer would give him time to consider (Hardy). 16. All that could be done had been done (Dreiser). 17. He had emotion fire, longings, that were concealed behind a wall of reserve! (Dreiser). 18. He stopped in the hope that she would speak (Dickens). 19. And then she had a nightmare conviction that she'd lost her sense of direction and was going the wrong way (Lindsay). 20. All that she dreams comes true (Dickens). 21. In a word, everything that goes to make life precious, that boy had (Twain). 22. Any evil that people say of him is false (Eliot). 23. She kept her back to the windows that he might not see her rising colour (Hardy). 24. He laughed so uproariously that the people sitting near us looked round... (Maugham). 25. Martin did not know that Ruth was unsympathetic concerning the creative joy (London). 26. But his chief trouble was that he did not know any editors, writers (London). 27. That Ruth had little faith in his power as a writer did not after her nor diminish her in Martin's eyes (London). 28. It is in the nature of a Forsyte to be ignorant that he is a Forsyte (Galsworthy). 29. I will prove to you that my love has grown ... (London). 30. I never suggested that we are unfitted (Voynich). 31. The Gadfly insisted that work should be finished by the middle of June ... (Voynich). 32. It's only right that you shouldn't disapprove of me.

Ex. 9. Define the types of subordinate clauses.

1. I am as happy today as you were twenty years ago (Wilde). 2. "Try to come early, so that I may have time to see you alone" (Voynich). 3. I wish the friends were younger chuck led Dr. Lanyon (Stevenson). 4. I wish I knew how to describe his smile (Maugham). 5. "I wish I had known of all this before" (Voynich). 6. "I wished you'd type it for me" he said (London).

7. I wish you'd come and see us oftener (Galsworthy). 8. I held it to his mouth as though he were a child (Maugham). 9. "I wish you wouldn't smoke any more", she whispered (London). 10. He spoke as though I were a child ... (Maugham). 11. He looked round the room and drew one hand across his forehead as if bewildered (Voynich). 12. If it weren't for the children I wouldn't mind anything (Maugham). 13. If I were you I'd go to night school (London). 14. If I hadn't more indigent than Sib, I'd do out of publishing tomorrow (Galsworthy). 15. If you had been this way a few months ago, it would have been different (London). 16. That was something he could not make Celia understand (Abrahams). 17. If Charles had been with me, things would have been different (Braine). 18. If I'd only waited, perhaps it would have gone all right (Maugham). 19. I don't know why you asked me to come, Fleur (Galsworthy). 20. We are in dreadful, dreadful danger, and you share it by remaining where you are (Stevenson). 21. "I think you can almost trust me by this time" (Voynich). 22. How could she say such things, just as they were going to part (Galsworthy)? 23. He merely thought it might be more convents to you (Maugham). 24. What must be must you know (Galsworthy). 25. Then he must have been nineteen when he ran away from home (Voynich). 26. I think we ought to be starting (Galsworthy). 27. "I knew I ought to have gone over myself" said Colonel (Maugham). 28. I ought to have insisted on your rest before you left Leghorn (Voynich). 29. You should never look at one woman when you're talking to another (Braine). 30. It's too late, sir, you should have thought of that before (Voynich). 31. You should have lived at a time when woman were chattels and men the master of slaves", said I (Maugham). 32. I swear to God I will never set eyes on him again (Stevenson). 33. Will you wait a minute while I look through the manuscript? (Voynich). 34. It's a cord I dare not throw away (Galsworthy). 35. "I must be here when she needs me", he repeated

(Maugham). 36 "Where shall you go when the seminary closes Padre?" (Voynich). 37. It was my whole business to find desolate corners, where I could camp without the fear of interruption... (Stevenson). 38. Gemma, there's a man downstairs who wants to see you (Voynich). 39. They kill me because they are afraid of me ... (Voynich). 40. He was asleep almost before the soldier slipped back to his past (Voynich) 41. The rich were my enemies I felt (Braine). 42. It was late afternoon before he came, out of her delirium ... (London). 43. A week of heavy reading had passed since the evening he first met Ruth Morse ... (London).

Ex. 10. Join the following sentences by means of coordinate conjunctions.

1. It was raining hard the wind was cold and piercing. 2. He didn't know I could read French he never asked me to help him. 3. The keepers protested the chief of the group did not want to listen to them. 4. Please hurry; we shall be late. 5. We called on him: he was not at house. 6. Dr. Harte was scarcely able to walk; he answered the call for help. 7. Some girls talk a great deal; they say nothing. 8. You may take the magazine; don't forget to bring it back. 9. Let us go at once; it is very late already. 10. It was a very hard time; the boy kept working all the time. 11. We at last found the right path after that our journey was easy. 12. Everyone said we could win the race; we were not sure of it. 13. The swallow's friends had gone away to Egypt he had stayed behind. 14. Ibrahim split the wood his sister piled it. 15. The boys played games, mother sewed, father read alone. 16. The fence was already whitewashed; Tom could play with the boys. 17. The signal was given, the steamer moved slowly from the dock. 18. I came home early, he remained to the end of the concert. 19. He will return from Ankara in June; his sister will stay there another month. 20. The doctor insisted urgently I should not give up smoking.

Ex. 11. Define the types of subordinate clauses.

1. That's what I was telling her when you came in. 2. I didn't hear what Harry said. 3. She belongs to the man we saw yesterday. 4. Which I think was very fine of him. 5. It was known where Strickland was staying. 6. I knew that Peggotty would come to me in my room. 7. I wondered dimly if I might achieve something with Sally. 8. That he has made a mistake is strange. 9. They laughed at what he said. 10. I'll ask him to find the man who disappeared. 11. The man who was here yesterday is a painter. 12. Whether they will come to day is not known yet. 13. The trouble is that I have lost his address. 14. I know the man whom you mean. 15. When we shall start is uncertain. 16. The question is whether they will be able to help us. 17. Our representative, whose letter I showed you yesterday, will return to Moscow at the end of the week. 18. The weather is not what it was yesterday. 19. He told us that he felt ill. 20. How this happened is not clear to anyone. 21. It is strange that he has made a mistake. 22. He asked us what we thought of it. 23. They laughed at what he said. 24. It is not known yet whether they will come today. 25. It is uncertain when we shall start. 26. I'll ask him to find out where they live. 27. He has just gone away saying that he will return in an hour. 28. It is important that he should return tomorrow. 29. I am afraid that will be late.

Ex. 12. Translate the following complex sentences into English.

1. O dedi ki, axşam qayıdacaq. 2. Sənin verdiyin kitab doğrudan da çox maraqlı idi. 3. Bu məsələnin təxirə salınmadan həll edilməsi vacib idi. 4. Məsələ belədir: sən gerek ya kursda qalasan, ya da məsuliyyətini bir qədər artırasan. 5. O mənə bildirdi ki, danışqlar artıq qurtarmışdı. 6. Meri deyirdi ki, onun lüğətini Con götürüb. 7. Məktubunu dünən sənə göstərdiyim nümayəndimiz sabah Moskvaya qayıdacaq. 8. Mübariz döyüşlərdən olan Stalinqrاد vuruşması qəhrəman Ordunun qələbəsi ilə qurtardı. 9. Çətinlik burasındadır ki, biz hələ işə heç başlamamışıq. 10. Məni dəvət edən o şəxs 10 ilə yaxın bizim küçədə yaşasa da, onu çox adam tanımırdı. 11. Biz limana çatan-da gəmi artıq taxıl ilə yüklənmişdi. 12. Mənim dostum, həkim

haraya məsləhət görmüşdüsə, oraya da getdi. 13. Qardaşım harada yaşayırsa, biz oraya getdik. 14. Müəllimimiz xəstə olduğu üçün biz iclası təxirə saldıq. 15. O elə oynayırdı ki, hamını valeh etdi. 16. O onu elə sevirdi ki, elə bil öz oğludur. 17. Onlar Dağüstü parka getdilər ki, Bakının füsunkar gözəlliyinə tamaşa etsinlər. 18. Saat doqquz olmasına baxmayaraq küçədə maşın görünmürdü. 19. Müəllim asta danışdı ki, şagirdləri onu yaxşı başa düşsünlər. 20. O bizim telefon nömrəmizi yazıb götürdü ki, zəng vura bilsin.

Ex. 13. State kinds of attributive clauses.

1. I have found the book that I was looking for. 2. I have seen the house where Samad Vurgun lived. 3. That happened in the year when she came to Baku. 4. The reason why he did is plain. 5. The letter that my brother received from his friend yesterday is very important. 6. The vessels which arrived at the port yesterday were built in Turkey. 7. We have received a letter which contains interesting information on the station. 8. The director and actor of the theatre who became old went on a pension. 9. The manager of our office who is a highly educated man, speaks several foreign languages. 10. Children who live by the sea usually begin to swim at an early age. 11. There is a student that we saw at the theatre yesterday. 12. A letter which is written in pencil is difficult to read. 13. The man that you are speaking about is in the next room. 14. This is the house that I used to live in. 15. The steamer that loaded the goods on will leave the port tomorrow. 16. The fact that he has not said anything surprises everybody. 17. The statement that the house was destroyed proved to be true. 18. He came to see me off which was very kind of him. 19. Real wages in our country are steadily rising, which means a steady increase in the purchasing power of the population.

Ex. 14. Define types of adverbial clauses.

1. As I was going down the road, I met your sister. 2. I like to spend my leave where I can shoot. 3. I went away because there was no one there. 4. You ought to write as I do. 5. He went

to the lecture early so that he got a good seat. 6. Though (although) it was only nine o'clock there were few people in the streets. 7. I gave him the text book so that (in order that) he might learn his lesson. 8. If I see him tomorrow I shall ask him about it. 9. I'll ring him up at once that he shouldn't wait for me. 10. If the weather is fine tomorrow, we shall go to the country. 11. He went out in spite of the fact that he had a bad cold. 12. She sat behind me so that I could not see the expression on her face. 13. You answer as if you did not know this rule. 14. He played so well that everybody admired him. 15. As there were no porters, we had to carry luggage ourselves. 16. Since you have finished your work you may go home. 17. After the agreement had been signed the delegation left Moscow. 18. We have not had any news from him since he left Moscow. 19. He went where the doctor sent him. 20. Wherever he went he was welcome. 21. Now that he is here, he can help you. 22. He walked quickly for he was in a great hurry. 23. He looked in the direction of the entrance door as if he were waiting for somebody.

Ex. 15. Follow the direction for exercise 14.

1. I shall write the letter immediately so that you may be able to read it before I hand it to the typist. 2. I shan't be able to buy this television set unless I win a large sum of money. 3. He drew a plan of the village so that she might be able to find his house easily. 4. Don't change your plans whatever happens. 5. He is older than he looks. 6. He ran so fast that he soon caught them up. 7. He described the town as if (as though) he had seen it himself. 8. He walked quickly for he was in a great hurry. 9. They walked slowly up the stairs as if they were carrying something heavy. 10. The book is not so interesting as you think. 11. The more time you spend in the Crimea, the sooner you will recover. 12. However busy he is he will find time to help us. 13. Don't believe him no matter what he says. 14. Late as it was, we decided to go there. 15. We packed the instruments carefully lest they should be broken during

transportation. 16. You may take this book so long as you don't keep it too long. 17. He won't finish his work in time unless he works hard. 18. He had hardly entered the classroom when the bell rang. 19. They had no sooner reached the station than it began to rain. 20. Immediately he received the telegram he started for Shusha. 21. While you are having dinner, I shall be reading the newspaper.

Ex. 16. Translate the following subordinate clauses into English.

1. Həkimin məsləhəti bu oldu ki, qardaşım müalicə üçün cənuba getsin. 2. Məsələnin bu şəkli düşməsi, çox maraqlı idi. 3. Biz fikirləşmirdik ki, bunu məhz o etmiş olar. 4. Con başa düşmədi ki, o niyə işi vaxtında qurtarmadı. 5. Onlar tələb etdilər ki, bütün sənədlər yenidən yoxlanılsın. 6. O məndən soruşdu ki, qardaşım harada işləyir. 7. O elə sürətlə danışdı ki, onu başa düşmək çətin idi. 8. Kitab elə maraqlı idi ki, mən onu bir gündə oxuyub qurtardım. 9. O, qapını səssizcə açdı ki, uşaqlar oyanmasın. 10. O, paltosunu geydi ki, ona soyuq dəyməsin. 11. Vaxtım olsa, mütləq sizə gələcəyəm. 12. Əgər siz qrammatikanı yaxşı bilsəniz, yarışda birinci yer tutacaqsınız. 13. Siz elə danışırırsınız ki, elə bil bu dünyada doğulmamısınız. 14. Biz bir neçə dəqiqə tez çıxsaq idik, qatara gecikməzdik. 15. Arzum budur ki, sən həmişə cavan olasan. 16. Sən elə danışırısan ki, elə bil körpə uşaqsan. 17. O, haranı işarə etmişdisə, mən oranı tuşladım. 18. Bizim qrupun tələbələri dedilər ki, üç gündən sonra Döyüş Şöhrəti muzeyinə gedək. 19. O, təklif etdi ki, biz imtahanlarımızı birlikdə hazırlayaq. 20. Mən bu sözləri eşitməsəydim, onun belə söz danışmasına inana bilməzdim.

Some keys to exercises Composite-compound Sentences

Exercise. 1.

1. The boat seemed likely to sink yet he did not lose courage and brought the boat safely to land. 2. She must have been

away, for nobody answered the bell. 3. At first he intended walking home but then, because of the late hour, he decided to take the tram. 4. He is not persevering enough, nor is he bright, therefore he failed at the examination. 5. We urged him to take her advice, yet he persisted in doing things in his own way. 6. The weather was bad more over it threatened to become worse, so we stayed at home, for we had no desire to be drenched by the rain. 7. The proposed resolution could not be agreed upon hence it had to be dropped. 8. You are not acquainted with the facts, otherwise you would have changed your mind. 9. He is seventy years old, however his eyesight is excellent. 10. He uses the laboratory, therefore he has a good pronunciation. 11. There were three men against him, however he kept his courage to the last. 12. The younger brother is always playing with his toys while the elder is busy working about the house.

Composite -Complex Sentences with Subject Clauses

Exercise 1.

Number of sentence	Connectives			Asyndetic subordination
	Conjunctions	Conjunctive pronouns	Conjunctive adverbs	
1	that	—	—	—
2	—	—	where	—
3	because	—	—	—
4	—	what	—	—
5	—	—	how	—
6	whether	—	—	—
7	—	—	when	—
8	whether	—	—	—
9	—	—	—	—
10	—	whoever	—	—
11	if	—	—	—
12	—	whatever	—	—

Exercise 3.

1. It's high time you had a sharp lesson (Bridge). 2. You go to her and point out to her how necessary it is that she get a divorce from him (Wells). 3. It is ironical that Soames should come down here – to this house built for himself. (Galsworthy) 4. "Come, and have a cup, Henry. It's nice you're back early. We've such capital news". (Cronin) 5. It's possible that she may find it helpful. (Christie) 6. But it's natural and rational that you should like it. (C. Dickens) 7. I still think it's time we got rid of them (B. Shaw) 8. The others hung back. Lanny had returned and it was right that his mother should be the first to greet him. (Abrahams) 9. It is not right that he and Mrs. Donovers should sit there listening to that evidence. (D. Maurier) 10. It is wrong that he should complain (Abrahams) 11. It is doubtful that she should enter the University. 12. It is impossible that we should work at this laboratory.

Composite -complex Sentences with Predicative Clauses

Exercise 1.

1. Why; 2. that; 3. that; 4. what; 5. as though; 6. as though; 7. how; 8. whether; 9. that; 10. that; 11. what; 12. what; 13. because.

Exercise 5.

1. had; 2. could; 3. was appointed (had been appointed); 4. were; 5. were; 6. were; 7. had gone; 8. was, could not; 9. were happening; 10. should extend.

Composite -complex sentences with object clauses

Exercise 1.

1. about what; 2. that; 3. that; 4. that; 5. how; 6. on what; 7. for what; 8. where (whether). 9. to what; 10. in what; 11. for

what; 12. on what; 13. on whatever; 14. in what; 15. for what; 16. on what; 17. on whatever; 18. on what; 19. what.

Exercise 5.

1. did not seem, was saying; 2. was; 3. would step, join; 4. had thought, was; 5. will cooperate; 6. would open; 7. didn't, was, wasn't; 8. meant, wanted; 9. left, started, had come out, had gone; 10. had done, was doing; 11. had said.

Composite -complex Sentences with Attributive Clauses

Exercise 2.

1. where (in which); 2. as; 3. when (-); 4. that (who); 5. of which (whose charms); 6. that (-); 7. that (-); 8. who; 9. where (-); 10. that; 11. of which (whose walls); 12. as; 13. which (that); 14. which; 15. who; 16. that; 17. when (-); 18. that, what; 19. as.

Composite -complex Sentences with Adverbial Clauses

Exercise 1.

"where" is a conjunction when it introduces adverbial clauses of place (sentences 1, 3, 5), "where" is a conjunctive adverb when it introduces a subject clause (sentence 9), a predicative clause (sentence 8), an object clause (sentences 2, 7), "where" is a relative adverb when it introduces an attributive clause (sentences 4, 6).

Exercise 5.

1. spoke, made, stood, straightened, marked, had finished; 2. were being delivered, left; 3. had given; 4. had gone out; 5. said, was entering; 6. were standing, happened; 7. had gone, turned, looked; 8. closed, bought; 9. grew up, came; 10. had risen, was; 11. would have gone, returned; 12. began, got; 13. was; 14. was, groaned, cursed.

Exercise 11.

1. He continued to sing with so much energy that he didn't hear the sound of wheels. (*Ch. Dickens*). 2. She felt so excited

and happy this morning that she included the whole world in the affection. (Mitchell) 3. She leaped to her feet, her heart hammering so wildly, she could not sit still. (Mitchell) 4. Melly's hands were shaking so much that she could not read the letter (Mitchell). 5. He was so intent upon his reflections that he was unconscious of my approach (Ch. Dickens). 6. Mr. Rokes has been so polite that he placed his sitting room at our disposal. (Ch. Dickens).

Exercise 12.

1. should not seem; 2. will draw; 3. can be tried; 4. be not judged; 5. might feel; 6. should be seen; 7. may step; 8. there's; 9. might help; 10. could drink.

Exercise 15.

1. If it were not for Hurstwood's laziness, he would find something to do. (Dreiser). 2. If it were not for Kirby, you would be lying on the floor. (Carter). 3. If it were not for the scandal __ (Voynich). 4. __ if it had not been for June's face, __ (Galsworthy).

REVISION EXERCISES

Exercise 1. Write the correct form of the verbs in brackets (*past simple, past continuous, past perfect and past perfect continuous tenses*).

1. My wife and I ... (talk) about you the other day.
2. When I ... (go) out the sun ... (shine).
3. I ... (read) a book when he ... (come) in.
4. Who ... (you/talk) to in the club last night when I ... (ask) you for a cigarette?
5. We ... (live) in France when the war ... (begin).
6. The fire ... (still/burn) at 6 o'clock this morning.
7. He ... (walk) across the bridge when his hat ... (blow) off.
8. He ... (work) all day yesterday.
9. I ... (open) the door just as Tom ... (ring) the bell.
10. We ... (walk) to the station when it ... (begin) to rain.
11. She ... (put) on her rain coat when it ... (start) to rain.
12. He ... (lose) his watch while he ... (see) the sights of the city.
13. The house ... (burn) fast, so we ... (break) a window to get out.
14. My sister ... (drop) two cups while she ... (wash up) last night; either of them ... (break).
15. He (teach) English for two months when he ... (live) in Germany and ... (work) as a journalist.
16. She ... (buy) her house last year.
17. She (cut) her finger while she ... (prepare) the dinner.
18. At 9 o'clock last night we ... (have) dinner with them.
19. The old man ... (sell) his house a week ago.
20. I ... (see) your friend yesterday. She ... (wear) a yellow coat and ... (carry) a red umbrella.
21. Tom and Helen ... (walk) home when they ... (hear) a strange noise.
22. As I ... (come up) to my house, I (see) it (be) on fire.
23. She ... (play) tennis when I ... (see) her.
24. They reached the village just as the sun ... (set).

25. He ... (drive) so fast she ... (overtake) all the cars.
26. My car ... (break) down when we ... (go) to Istanbul on the road.
27. Mrs. Brown ... (clean) the kitchen when her husband ... (appear) at the door.
28. When I first ... (meet) him he ... (work) in a restaurant.
29. The children were frightened because it ... (get) dark.
30. I was alone in the house at that time because Mr. Jones ... (work) in the garage and Mrs. Jones ... (shop).
31. Who ... (you/talk) to on the telephone as I came in? I ... (talk) to Mr.Pit.
32. Where ... (he/live) when you saw him last?
33. From the sounds it was clear that Mary ... (practise) the piano.
34. As she ... (climb) the ladder it ... (slip) sideways and she ... (fall) off it.
35. When I ... (hear) his knock I ... (go) to the door and (open) it, but I ... (not/recognize) him at first because I ... (not/wear) my glasses.
36. While the guests ... (dance) thieves ... (break) into the house and ... (steal) all the fur coats.
37. While you ... (play) the piano, I ... (write) a letter.
38. She ... (die) while she ... (run) after a bus.
39. I ... (lay) the table for dinner while you ... (wash) your hands.
40. Large crowds ... (wait) at the station when the Prime Minister came.
41. My servant ... (leave) me two weeks ago.
42. Columbus ... (discover) America more than 500 years ago.

Exercise 2. Write the correct form of the verbs in brackets (*present perfect continuous tense*).

1. I ... (live) here since 1968.
2. The cat ... (sit) in front of the fire since tea-time.
3. I ... (look) at this picture for 5 minutes, but I can't see you.

4. I am afraid you ... (look) at the wrong one.
5. I know you ... (talk) about grammar for the last half hour but I am afraid I ... (not) listening.
6. ... (you/wait) long for me?
7. Yes! I ... (stand) here in the rain for half an hour.
8. He ... (learn) English for 3 years but he can't even read a newspaper yet.
9. What ... (you/do) while I have been out? We ... (sit) here writing our homework, but it's not quite finished yet.
10. He ... (work) in the Post Office for years.
11. Lunch is not quite ready yet, although I ... (cook) all the morning.
12. She ought to stop work; she has a headache because she ... (read) too.
13. They are tired because they ... (work) in the garden since 9 o'clock.
14. Look! That light ... (burn) all night.

Exercise 3. Write the correct form of the verbs in brackets (*present simple, present continuous, present perfect and present perfect continuous tenses*).

1. I ... (not/see) you for a long time.
2. You must tell me what ... (you/do) since I last saw you. He ... (not/be) here since Christmas; I wonder where he ... (live) since then.
3. I ... (try) to learn English for years, but I ... (not/success) yet.
4. He ... (not/have) a holiday for 9 years, because he ... (be) too busy.
5. We ... (live) here for the last six months, and just ... (decide/move).
6. You ... (already/drink) three cups of tea since 3 o'clock.
7. I ... (wait) here for her since 7 o'clock and she ... (not/come) yet.
8. That book ... (lie) on the table for weeks ... (you/not/read) it yet.

9. Since you gave me your number I ... (phone) you four times and ... (not/find) you at home.
10. ... (you/to be) asleep all the morning? I ... (ring) the bell for the last twenty minutes.
11. She ... (work) so hard this week that she ... (not/have) time to go to the hairdresser's.
12. He ... (write) a novel for the last two years, but he ... (not/finish) it yet.
13. Mary ... (rest) in the garden all day because she ... (be) ill.
14. I ... (not/find) a wife, though I ... (look) for one ever since I was twenty.
15. John isn't in. He ... (go) to the pictures again although he ... (go) twice already this week.
16. They ... (not/speak) to each other since they quarrelled.
17. My watch ... (go) for three days and it ... (not/run down) yet.
18. He ... (lose) his books. He ... (look) for them all the afternoon but they ... (not/turn up) yet.
19. ... (you/ever/see) an alive rhinoceros? You ... (just/look) at the picture of one I shot in Africa last year.
20. Jack ... (go) to Switzerland for a holiday; I ... (never/go) there.
21. He ... (only/write) to me since he went away, but I ... (send) him four letters.
22. She ... (read) all the works by Dickens. How many ... (you/read).
23. I ... (sit) for my portrait for the last six months but the artist ... (not/finish) it yet.
24. You must wake her! She ... (sleep) soundly for ten hours.

Exercise 4. Write the correct form of the verbs in brackets (*present simple, past simple, present perfect tenses*).

1. She ... (go) away every weekend.
2. He ... (go) away last week.
3. No, he isn't here. He ... (just/go) out.
4. He ... (go) downstairs when I ... (meet) him.

5. "Where is Mr. Green?" "He ... (go) out ten minutes ago."
6. This boy ... (never/see) the sea.
7. ... (you/see) my bag? I ... (lost) it. I ... (see) you yesterday. You ... (sit) in the café.
8. He ... (already/write) a lot of letters, but his sister ... (not write) many.
9. He is busy now. He ... (write) a letter.
10. I ... (hope) he ... (get) better now, I ... (hear) he ... (have) a bad cold last week.
11. I ... (usually/not/take) sugar in my tea.
12. ... (you/see) a good film lately?
13. He ... (live) in England since 1970.
14. When I last ... (see) him he ... (live) in London.
15. He ... (sit) in the garden when the storm ... (break).
16. ... (you/go) to the cinema last night? No, I ... (not/be) for three weeks.
17. I ... (hear) the news last night, but I ... (not/hear) today.
18. ... (you/read) that book yet? No, I ... (only/just/begin) it.
19. I ... (see) that you ... (buy) a new flat. How much ... (you/pay) for it?
20. When I ... (see) fire he ... (sit) in a chair.
21. I suppose you ... (hear) the latest news. John ... (marry) that horrible Jackson girl yesterday.
22. The sun ... (shine) for the last half hour and the wind ... (drop).
23. He ... (already/write) two letters this morning.
24. He ... (write) a lot of letters yesterday.
25. She ... (give) me a present for my next birthday.
26. We ... (not/play) tennis together since last May.
27. I ... (go) away last weekend.
28. ... (you/see) my fountain-pen? I ... (lose) it.
29. I ... (learn) English for the last two years and now I ... (study) Russian, too.
30. When water ... (boil) the liquid ... (change) to a vapour that ... (be called) steam.

31. He ... (study) chemistry for three years and then ... (give) it up.
32. Jack (never/wash) behind his ears, he ... (say) the soap ... (get) into his eyes.
33. My wife ... (not/come) home yet. She ... (never/come) home before midnight and last night she ... (not/get) in till 2 o'clock.
34. At present he ... (read) an English novel, it is the third English novel he ... (read) this year.
35. When ... (your train/leave)? ... (you/pack) your bags yet? Here are some sandwiches I ... (make) you for the journey.
36. She ... (see) the sea. She ... (want) to go last but she ... (have) no money.
37. ... (you/speak) to my sister yesterday? No, I ... (not/see) her for a long time. I ... (can) not remember when I last ... (see) her.

Exercise 5. Write the correct form of the verbs in brackets (*present simple & present continuous tenses*).

1. She ... (go) to school everyday.
2. We ... (learn) English now.
3. The sun always ... (shine) in Egypt.
4. I ... (sit) on a chair and ... (eat) a banana.
5. Bad students never ... (work) hard.
6. It ... (rain) in winter. It ... (rain) now.
7. I ... (wake up) at seven and ... (have) breakfast at half past eight.
8. He generally ... (sing) in English but today he ... (sing) in French. I ... (wear) a coat because the sun ... (not/shine).
9. The teacher ... (paint) at the blackboard when he ... (want) to explain something.
10. The sun ... (rise) in the east now it ... (set) in the west.
11. Mother ... (cook) some food in the kitchen at present she always ... (cook) in the mornings.
12. Architects ... (make) the plans of buildings.
13. I always ... (meet) you on the corner of the street.

14. The baby .. (cry) because it is hungry now.
15. I ... (spend) this weekend in Yalova I ... (go) there nearly everywhere.
16. Where are you? I ... (sit) in the kitchen. What ... (you/do) there? I ... (help) my mother.
17. Why ... (you/wash) those clothes this morning? Because the sun ... (shine) I never ... (wash) clothes when there are clouds in the sky.
18. Where ... (you/go) now? I ... (go) to the theatre. I ... (go) tonight also but I ... (not/go) very often. I ... (go) every week, but tonight I ... (go) for the second time in 3 days.
19. Ships ... (travel) from Southampton to New York in four or five days.
20. John ... (travel) to England tomorrow.
21. On my way to work I generally ... (meet) many students.
22. Look! A man ... (run) after the bus. He ... (want) to catch it.
23. It ... (be) very cold now. ... (you/think) it ... (freeze)?
24. The sun ... (warm) the air and ... (give) us light.
25. What ... (you/read) when you are on holiday? I ... (read) detective stories. Now I ... (read) Sherlock Holmes.
26. ... (you/speak) French? I only ... (use) a foreign language when I ... (travel) abroad.
27. My children ... (work) very hard. John ... (study) for an exam now.
28. John ... (swim) very well, but she ... (not/dive).
29. What music ... (you/play) next? Sheila ... (sing) a song by Schubert; she ... (sing) it very well.
30. She ... (not/work), she ... (swim) in the river.
31. Wood ... (float) on water but iron ... (not/float). "... (you/understand) the present simple tense now?" "I ... (do) an exercise on it at this moment and I ... (think) that I ... (know) how to use now."
32. ... (it/rain)? Yes ... (it/rain) very hard. You can't go out yet.

33. These boys ... (play) in the garden every morning and usually ... (break) something or ... (tear) their clothes or ... (cut) themselves.
34. Someone ... (knock) at the door ... (you/not/go) to answer it?
35. Where is Tom? He ... (lie) under the car.
36. What ... (you/wait) for? I ... (wait) for my change, the boy ... (just/get) it.

Exercise 6. Rewrite the following sentences (*relative clauses, passive voice, reported speech, if, after, before, too, enough, comparison*).

1. Nobody could find the correct answer.
The correct answer
2. Tom said: "Can we go to the cinema next week, Hasan?"
Tom asked Hasan
3. Most students in class don't work very hard but Mary does.
Mary works
4. This film is boring but the film I watched last night wasn't.
The film that I watched yesterday was this film.
5. Tom got 9 from the first test. He got 6 from the second and 4 from the third.
a) The second exam was ... difficult ... the first one.
b) The third exam was ... difficult one.
c) The second exam was ... difficult ... the third one.
6. First she bought some magazines. Then she went through the passport control.
..... before
7. They built this beautiful house last year.
This beautiful house
8. The trucks weren't allowed to cross the bridge. They weighed more than ten tons.
The trucks
9. This restaurant is very cheap. The other restaurant in Istanbul is not so cheap.
This is in Istanbul.

10. This is a very happy day. I have never been so happy in my life.
This is in my life.
11. The glass isn't dirty. Your mother is washing it.
The glass
12. My sister said: "I have no fish tonight".
My sister said that
13. My son starts school in September. He will be five years old next month.
My son
14. Someone has stolen her jewels.
Her jewels
15. We use this room only for special occasion.
This room
16. The children fed the monkeys at the zoo.
The monkeys
17. Someone stole Susan's suitcase.
Susan's suitcase
18. "How long have you been abroad?"
Tom asked me
19. "Do you still smoke?"
The doctor asked the woman
20. "Don't hurry, you have plenty of time."
The teacher told the students
21. "What time did you leave home?"
Tom asked Mary
22. "My sister broke the vase."
He thought
23. "How often do you go to the cinema?"
The interviewer asked me
24. American people like George Washington. He was the first president of the USA.
American people

25. Eight years ago, I wrote a lot of letters. Now, I talk on the telephone instead of writing.
Eight years ago, I
26. I last saw him a week ago.
..... since
27. Don't run in school. Is it not right?
a) You
b) Running
28. No other animal is as big as the blue whale.
The blue whale
29. She can't reach the tree. She is very short.
She tree.
30. The baby is only six months old. He can't walk yet.
The baby walk.
31. Kevin prefers camping to staying at a hotel.
Kevin would rather
32. I have to write letters, but I hate it.
I hate
33. They were still painting the shop when I passed yesterday.
The shop
34. Am I allowed to leave my suitcase here?
Will they let me
35. We must go or we'll be late.
If
36. I am afraid I haven't got time to listen to you.
I wish
37. Let's go to the cinema.
Why
38. Why didn't you make an appointment earlier?
The doctor asked her

Exercise 7. Put the correct tense of the verbs in brackets.

1. I ... (see) Carol at the party last night. She ... (wear) a really beautiful dress.
2. "Who wrote the play "Hamlet"?" — "I don't know who it ... (write) by."

3. I know she doesn't play the piano anymore but she (play) it when she was young.
4. He prefers (travel) by train.
5. He wishes he (not have) any brothers.
6. This is a photo of our school trip to Paris. When the photo ... (take) we (visit) the Eiffel Tower.
7. When ... his bike ... (stole)?
8. your father ... (pay) the bill yet?
9. Who ... penicillin (discover) by?
10. English (speak) all over the world.
11. "Let's ... (go) to a restaurant."
12. I wish I ... (speak) fluently.
13. He told me he ... (must) prepare for the exams very hard the day before.
14. If I ... (be) you, I wouldn't hitch-hike.
15. (hitch-hike) is dangerous.
16. If Tom gets a high mark, his father (buy) him a computer.
17. This is my friend. This isn't the first time she ... (be) to Istanbul. She (visit) us last year.
18. Last weekend, Mr. Watson ... (cycle) along the sea shore when he suddenly ... (find) an old bag which ... (be) full of money.
19. Before the detective ... (unwrap) the parcel, he ... (look) at the postmark on it.
20. Cindy ... (take) to a secret place by the kidnappers and then the kidnappers ... (arrest).

Exercise 8. Put into the reported speech.

1. The teacher asked the students: "Did you watch the programme which was about dolphins last night?" 2. Tina asked Barbara: "What will you wear for dinner tomorrow?" 3. "Do you have enough money to buy that camera?" Tom asked Bill. 4. "Don't put your dirty clothes in your closet"; my mother told me. 5. "I may be late because I have a lot of things to do", she

told me. 6. "Is there anything we can do for you, Sally?" her friends asked. 7. She said: "Don't forget to call me, Bill." 8. "Have you read any good books lately?" the teacher said to me.

Exercise 9. Use the correct tenses or forms.

Dear Michael,

Finally Tom and I are in Turkey. We ... (enjoy) our holiday in Eastern Turkey very much. The weather ... (be) very cold, since we ... (come) here but they ... (say) it ... (be) normal for this time of the year. We ... (travel) in the East for two weeks now. Three days ago we ... (fly) to Erzurum and we ... (meet) by our friends. In Erzurum we ... (see) some beautiful buildings which ... (build) in the 12th century by Selcuk Turks. From Erzurum we ... (follow) a road through mountains which finally ... (take) us to Mountain Agri, Turkey's highest mountain. The view of the mountain ... (be) wonderful. Tom ... (want) to see Southern coasts of Turkey, too. We ... (plan) ... (go) to that part of Turkey next week. We ... (tell) that there ... (be) many interesting places in Southern Turkey. Oh, Michael! Why ... you ... (not come) with us? Tom and I ... (miss) you so much!

Love, Julie.

Exercise 10. Rewrite the sentences without changing the meaning.

1. We aren't allowed to run in school corridors.
Teachers don't let
2. We are given two hours' homework every night.
I wish
3. Rizvan scored a lot of goals, but he couldn't get the golden score.
Although
4. This shirt is too dirty for me to wear.
This shirt isn't
5. No one I know is nicer than him.
He is

6. A Boing 747 holds more passengers than a DC 10.
A DC 10 holds
7. We have a large garden, but our neighbours have got a larger garden.
Our garden isn't

Exercise 11. Complete these sentences using relative clause.

1. I drove a car. This is the car
2. I was reading a book. Where is the book
3. His ideas are very interesting. I know a student
4. Her eyes were blue. I met a girl
5. Mary bought a sweater. I didn't like the sweater

Exercise 12. Join the following sentences with relatives.

1. You don't know my sister. She lives in Italy. 2. I'm thinking of a girl. Her hair is black. 3. Do you know the man? He lives in that house. 4. This book is about a group of footballers. Their plane fell on an island. 5. Did you spend the money? It was in your pocket.

Exercise 13. Complete the sentences with the correct preposition.

1. You must not look ... when you are at the exam.
2. She saw her father's car ... the other cars in the park.
3. Look at those clouds ... the mountain. How beautiful they are!
4. Don't go ... the forest at night. It may be dangerous.
5. If you tie this ribbon ... the parcel, it will be nicer.
6. I stood ... the trees and looked ... to see the birds and other animals in the forest.
7. You mustn't walk ... the road when the red light is on.
8. That's funny to see the people ... us at the top of the tower.
9. Look ...! We're flying ... Istanbul at the moment.

Exercise 14. Rewrite the passage in the Passive Voice.

1. They must modernise this town.
This town
2. They are building a new library.
A new library
3. A famous person will open it in a few months' time.
It in a few months' time.

4. They have completed most of it.
Most of it
5. A famous architect designed the building.
The building

Exercise 15. Complete the sentences.

1. I answered the questions after
2. Whatsince she went to England?
3. The student who
4. I dropped the plate while
5. Although the wind was strong.....

Exercise 16. Complete the passage with *can't-must-might*.

So who has eaten the cake? It be John because he is out. It be Kate as she likes cakes but she is on a diet. Itbe your father either, he doesn't like strawberry cake. It Helen, she has got crumbs on her mouth!

Exercise 17. Make one sentence.

1. I went to see my cousin. His cousin is in the country (*relative*). 2. A girl fainted. She was standing behind me in the queue (*relative*). 3. Don't drink any more of that cold cake. You will be ill (*if*). 4. We sat down. The waiter brought us the menu (*after*). 5. Dr. Christian Bernard lives in South Africa. He performed the first heart transplant operation (*relative*).

Exercise 18. Write the passive form of these sentences.

1.The storm destroyed the small fishing village. 2. Someone was making the coffee when I walked in the kitchen. 3. Translators have translated that book into many languages. 4. The University has given Peggy a scholarship. 5.When can we send these old books? 6. They feed the seals at the zoo twice a day. 7.They didn't teach me how to do this. 8.Someone delivered this parcel yesterday. 9. Someone was watching the buildings. 10. The oil company has offered my brother a very good job.

Exercise 19. Make one sentence using the words in brackets.

1. Jack wasn't feeling good. He went to school (*although*).
2. He didn't thank me. I helped him a lot (*however*). 3. Did you see the house? He was born there (*relative*). 4. The coffee was bitter. I couldn't drink it (*so ... that*). 5. Everybody was quiet. I thought they all went to sleep (*so ... that*). 6. I can't understand why Tom doesn't wear glasses. He is very short-sighted (*relative*). 7. Mr. Brown may get his summer holidays this week. He may take his family to the seaside (*if*). 8. Mary may leave the house without permission. Her mother will be angry (*if*). 9. The children were picking flowers. I saw them in the park (*relative*). 10. The boy was crying outside the shop. He lost his bike (*relative*). 11. First the thief broke the window. Then he entered the house (*after*). 12. First I was very poor. Then I worked hard and became rich (*before*). 13. I am saving up. I want to buy a car (*to*). 14. They took the patient to the hospital. They operated him there (*relative*). 15. "Zaman" costs 1000 AzM. "Azerbaijan" costs 2000 AzM (*compare*). 16. Mr. Brown parked the car. Then he saw the parking sign (*after*). 17. I washed my sweaters. My sister opened the door (*while*). 18. I may be busy tomorrow. I can't come with you (*if*). 19. Both John and Jill have twenty English books (*as ... as*). 20. Yesterday the ice was thick. We could go skating (*enough*).

Exercise 20. Put the following sentences into reported speech.

1. "Can you work when the radio is on?" he said to me. 2. She said to John: "Please, wait for me in this room and don't make noise." 3. Susan said to Zeynep: "What's the climate like in your country? Does it rain a lot?" 4. Mr. Brown said to his wife: "I won't eat tonight I am not hungry. I just want to have coffee." 5. I said to my friend: "How do you feel after a holiday?" 6. The teacher said: "When did you learn to swim, Bob?" 7. "Sit down or you will be punished girls" Tom said. 8. Mary said to her brother: "Don't forget to take the letter to the Post Office, please". 9. Mary said: "Are you hungry, Margaret?" 10.

John said to his friend: "How long does it take you to come to school?" 11. The teacher said to us: "Have you all understood me?" 12. Richard said to the shopkeeper: "What's of that bicycle?" 13. The teacher said to us: "Write your names at the top of your papers". 14. Mr. Green said: "Don't sit on my bed, Tim". 15. He said to me: "Be careful and don't break the vase". 16. He said: "Why didn't you wait for me, Bill?" 17. She said to me: "What must I do if the lights go out?"

Exercise 21. Match the sentences in columns.

A	B
1. If I have time	a) she'll buy that dress.
2. If Mary has enough money	b) we'll go for a walk.
3. If they study well enough	c) he won't feel well.
4. If it doesn't rain	d) they'll get a good mark.
5. If John doesn't rest	e) I'll go shopping.

Exercise 22. Report the following sentences.

1. "Be careful. There is a lot of traffic in the street" (the policeman to the driver). 2. "You must do all the exercises today" (my teacher to me). 3. "I'll do my best to finish it by tomorrow" he said. 4. "I went shopping with my sister" he said. 5. "Can you solve this problem?" (Jane to Jack).

Exercise 23. Complete the sentences.

1. Kate will go to the party if... 2. I'll do my shopping if ... 3. If Richard promises to drive carefully ... 4. Tom can work much harder if.... 5. If John wishes to attend university.....

Exercise 24. Fill in the blanks with "must, mustn't, should, may, might, can, have to, needn't".

1. I am not sure, but it snow, it is very cold outside.
2. I have put on too much weight. I go on a diet.
3. Drivers obey the traffic rules.
4. You study tonight because you're going to take a rest.
5. People drink alcohol when they drive.

6. He live in Bristol, but he doesn't anymore.
7. If you have a headache, you watch TV.

Exercise 25. Join the sentences using a relative pronoun.

1. Finally Brown decided to retire. Richard has been sharing an office with him. 2. The old house was finally sold. They finally had lived in it for 50 years. 3. Mary noticed that her school friend was wearing the ring. She has lost it five years ago. 4. He proudly showed me round his house. He had paid 100.000 for it. 5. Godfrey decided to become an actor himself. His parents had been in theatre. 6. Do you remember the day. We first met on that day. 7. An orphan is a child. His/her parents are dead. 8. Unfortunately I wasn't at home in the evening. You telephoned then. 9. 1945 was the year. The second world war ended in that year.

Exercise 26. Fill in the blanks with "*who, which, whose, where, when*".

1. The place ... the Philip's family went for a holiday was on the south coast of Wales. 2. The village ... they chose was very pretty. 3. The people ... live there are mostly fisherman. 4. The old lady ... cottage they stayed in was very kind. 5. Ben and Jesse ... have already come from different countries became friends in the village. 6. These were people ... they had met there the year before. 7. The weather ... was mixed while they were on holiday became clear. 8. It was the first few days ... the weather was really bad, but after that it was quite good.

Exercise 27. Complete the sentences with the correct form of the verb.

1. If I (have) a lot of money, I (buy) a new bike.
2. If they (tell) their mother, perhaps she (can/help).
3. If he (study) harder, he (pass) his exams.
4. I (eat) so many sweets if I (be) you.
5. You (be) healthier if you (give up) smoking.
6. They (come) to see us if they (have) a car.
7. If I (be) you, I (take) an aspirin.
8. If you (join) a club, you (make) new friends.

Exercise 28. Write the correct prepositions.

John Adam's lived himself an old house the mouth of a river, where he photographed animals. John was a hunchback. first the village people were afraid him but soon got used him. However, no one found that John was a kind man who loved animals.

Exercise 29. Complete the following sentences.

1. The teacher would be angry..... . 2. Your dress would look better 3. If I were you..... . 4. If it doesn't rain next week..... . 5. If Mary works hard 6. If they had a car 7. If we were in the USA 8. I would be able to speak English fluently..... . 9. This is the hospital where 10. While I was washing my car..... . 11. My father left home after..... . 12. The story was so boring..... . 13. I went to the chemist's 14. My mother told me not..... . 15. Don't disturb me..... . 16. What when the guests came? 17. He asked me how often..... . 18. He looked very tired. However 19. A: "I have a terrible cough". B: "You had better..... . "

Exercise 30. Report the dialogue between the detective and Mr. Brown.

Detective: Are you feeling better now, Mr. Brown?

Mr. Brown: I think, I am okay.

Detective: Tell me what can you remember about the attack?

Mr. Brown: I left my office late yesterday.

Detective: What was the time when you left your office?

Mr. Brown: It was almost 10 o'clock.

Detective: Are you sure about that?

Mr. Brown: Yes, I checked the time.

Detective: Can you describe the man who attacked you?

Mr. Brown: No, it was dark outside.

APPENDIX №1

IRREGULAR VERBS

Infinitive	Past Tense	Past Participle
1. to abide [ə'baɪd] – dözmək, qalmaq, yaşamaq	abided, abode	abided, abode
2. to arise [ə'raɪz] – qalxmaq, meydana gəlmək	arose [ə'rouz]	arisen [ə'ri:zn]
3. to awake [ə'weɪk] – oyanmaq, ayılmaq	awoke	awoken
4. to backbite ['bæk'baɪt] – qeybət etmək, dalınca danışmaq	backbitten	backbitten
5. to backslide ['bæk'slɪd] geriye sürüşmək	backslid	backslid
6. to be [bi:] – olmaq	was [wɒz]; were [wə:]	been [bi:n]
7. to bear [beə] – doğmaq, dözmək	bore [bo:]	born [bo:n]
8. to become [bi'kʌm] – olmaq	became [bi'keɪm]	become [bi'kʌm]
9. to befall [bi'fɔ:l] – baş vermək, vəqə olmaq	befell	befallen
10. to beget [bi'get] – törətmək, doğurmaq	begot, (arch.) begat	begotten
11. to begin [bi'ɡɪn] – başlamaq	began [bi'ɡæn]	begun [bi'ɡʌn]
12. to behold [bi'həld] – baxmaq, görmək	beheld	beheld
13. to bend [bend] – əymək	bent [bent]	bent [bent]
14. to beseech [bi'si:tʃ] – yalvarmaq, yola gətirmək	besought, beseeched	besought, beseeched
15. to beset [bi'set] – əhatə etmək	beset	beset
16. to bespeak [bi'spi:k] – qabaqcadan bildirmək	bespoke	bespoke, bespoken
17. to bestride [bi'straɪd] – at belində oturmaq	bestrode	bestriden
18. to bet [bet] – mərc gəlmək	bet, betted	bet, betted

19. to bid [bɪd] – buyurmaq, əmr etmək
20. to bind [baɪnd] – bağlamaq
21. to bite [baɪt] – dişləmək
22. to bleed [bli:d] – qanamaq
23. to bless [bles] – xeyir-dua vermək
24. to blow [blou] – üfəlmək, əsmək
25. to break [breɪk] – sındırmaq
26. to breed [bri:d] – yetişdirmək, böyütmək
27. to bring [brɪŋ] – gətirmək
28. to broadcast [brɔ:dka:st] – yayımlamaq
29. to browbeat [broubi:t] – hədələmək, qorxutmaq

30. to build [bɪld] – tikmək
31. to burn [bə:n] – yandırmaq, yanmaq
32. to burst [bə:st] – parçalamaq, partlatmaq
33. to bust [bʌst] – qırmaq, həbs etmək
34. to buy [baɪ] – almaq
35. to cast [ka:st] – atmaq, tullamaq
36. to catch [kætʃ] – tutmaq
37. to chide [tʃaɪd] – danlamaq
38. to choose [tʃu:z] – seçmək
39. to cleave¹ [kli:v] – aralanmaq
40. to cleave² [kli:v] – sadıq qalmaq
41. to cling [klɪŋ] – yapışmaq

bade, bid
bound [baʊnd]
bit [bɪt]
bled [bled]
blessed
blew [blu:]
broke [brʊk]
bred
brought [brɔ:t]
broadcast
browbeat [ˈbroubi:t]

built [bɪlt]
burnt [bə:nt]
burst
bust, busted
bought bɔ:t]
cast
caught [kɔ:t]
chided, chid
chose [tʃouz]
cleaved, clove, cleft
cleaved, clove
clung

bidden, bid
bound [baʊnd]
bit [bɪt]; bitten [bɪtn]
bled [bled]
blessed, blest
blown [bloun]
broken [ˈbrʊkən]
bred
brought [brɔ:t]
broadcast
browbeaten
[ˈbroubi:tn]
built [bɪlt]
burnt [bə:nt]
burst
bust, busted
bought [bɔ:t]
cast
caught [kɔ:t]
chided, chid, chidden
chosen [ˈtʃouzn]
cleaved, cloven, cleft
cleaved
clung

42. to come [kam] – gəlmək
43. to cost [kɒst] qiyməti/dəyəri olmaq
44. to countersink [ˈkaʊntəˈsɪ:nk] – üzə çıxmaq
45. to creep [kri:p] – sürünmək, iməkləmək
46. to crow [krau] – banlamaq
47. to cut [kʌt] – kəsmək
48. to deal [di:l] – əlaqəsi olmaq
49. to dig [dɪg] – qazmaq
50. to dive [daɪv] – cummaq (suya)
51. to do^{1,2} [du:] – etmək
52. to draw [dru:] – çəkmək
53. to dream [dri:m] – arzulamaq
54. to drink [drɪŋk] – içmək
55. to drive [draɪv] – sürmək, qovmaq
56. to dwell [dwel] – yaşamaq, ömür sürmək
57. to eat [i:t] – yemək
58. to fall [fɔ:l] – düşmək
59. to feed [fi:d] – yedirtmək
60. to feel [fi:l] hiss etmək
61. to fight [faɪt] – vuruşmaq
62. to find [faɪnd] – tapmaq
63. to flee [fli:] – qaçmaq, xilas olmaq
64. to fling [flɪŋ] – atmaq, tullamaq
65. to floodlight [flʌdlaɪt] – işıqlandırmaq

came [keɪm]
cost [kɒst]
countersank
crept
crowed, (arch.) crew
cut [kʌt]
dealt
dug [dʌg]
dived; (US) dove
did [dɪd]
drew [dru:]
dreamt [dremt]; dreamed [dri:md]
drank [dræŋk]
drove [drouv]
dwelt
ate [et]
fell [fel]
fed [fed]
felt [felt]
fought [fɔ:t]
found [faʊnd]
fled
flung
floodlighted, floodlit

come [kam]
cost [kɒst]
countersank
crept
crowed
cut [kʌt]
dealt
dug [dʌg]
dived
done [dan]
drawn [dru:n]
dreamt [dremt]
drunk [drʌŋk]
driven [ˈdrɪvn]
dwelt
eaten [ˈi:tn]
fallen [ˈfɔ:lɪn]
fed [fed]
felt [felt]
fought [fɔ:t]
found [faʊnd]
fled
flung
floodlighted, floodlit

66. to fly [flaɪ] - uçmaq	flew [flu:]	flown [floun]
67. to forbear [ˈfɔːbeə] - səbr etmək	forbore	forborne
68. to forbid [ˈfɔːbɪd] - qadağan/yasaq etmək	forbade, forbade	forbidden
69. to forecast [ˈfɔːkɑːst] - qabaqcadan xəbər vermək	forecast, forecasted	forecast, forecasted
70. to foresee [ˈfɔːsi:] - gələcəyi görmək	foresaw	foreseen
71. to foretell [ˈfɔːtel] - gələcəkdən xəbər vermək	foretold	foretold
72. to forget [fəˈget] - unutmaq	forgot [fəˈɡɒt]	forgotten [fəˈɡɒtn]
73. to forgive [fɔːɡiːv] - bağışlamaq, əfv etmək	forgave	forgiven
74. to forsake [ˈfɔːseɪk] - tərk etmək	forsook	forsaken
75. to forswear [ˈfɔːswɛə] - imtina etmək	forsook	forsook
76. to freeze [friːz] - donmaq	froze	froze
77. to gainsay [ˈɡeɪnsɛɪ] - etiraz etmək	gainsaid	gainsaid
78. to get [get] - əldə etmək	got [ɡɒt]	got [ɡɒt]
79. to gild [ɡɪld] - bəzəmək	gilded, (arch.) gilt	gilded, (arch.) gilt
80. to gird [ɡɜːd] - qurşanmaq	girded, girt	girded, girt
81. to give [ɡɪv] vermək	gave [ɡeɪv]	given [ˈɡɪvn]
82. to go [ɡoʊ] - getmək	went [went]	gone [ɡɒn]
83. to grind [ɡrɪnd] - üyütmək	ground	ground
84. to grow [ɡroʊ] - böyümək	grew [ɡruː]	grown [ɡroun]
85. to hamstring [ˈhæmstriŋ] - şikəst etmək	hamstringed, hamstrung	hamstringed, hamstrung
86. to hang [hæŋ] - asmaq	hung [hʌŋ]	hung [hʌŋ]
87. to have [hæv] - malik olmaq	had [hæd]	had [hæd]
88. to hear [hɪə] - eşitmək	heard [hɜːd]	heard [hɜːd]

89. to heave [hiːv] - qaldırmaq	heaved, hove	heaved, hove
90. to hew [hjuː] - kəsmək, çapmaq	hewed	hewed, hewn
91. to hide [haɪd] - gizlətmək	hid [hɪd]	hidden [ˈhɪdn]
92. to hit [hɪt] - vurmaq	hit	hit
93. to hold [hould] tutmaq	held [held]	held [held]
94. to hurt [hɜːt] - incitmək	hurt	hurt
95. to inlay [ˈɪnleɪ] - mozaika ilə örtmək	inlaid	inlaid
96. to input [ˈɪmpʊt] - informasiyanı kompüterə daxil etmək	input, inputed	input, inputted
97. to inset [ɪnset] - salmaq, taxmaq	inset	inset
98. to interweave [ɪntəwiːv] - toxumaq (naxış)	interwove	interwoven
99. to keep [kiːp] - saxlamaq	kept [kept]	kept [kept]
100. to ken [ken] - bilmək, başa düşmək	kenned, kent	kenned
101. to kneel [niːl] - diz çökmək	knelt; (esp. US) kneeled	knelt; (esp. US) kneeled
102. to knit [mt] - toxumaq	knitted, knit	knitted, knit
103. to know [nou] - bilmək	knew [njuː]	known [noun]
104. to lay [leɪ] - qoymaq	laid	laid
105. to lead [liːd] - rəhbərlik etmək	led [led]	led [led]
106. to lean [liːn] - söykənmək	leant, leaned	leant, leaned
107. to leap [liːp] - hoppanmaq	leapt, leaped	leapt, leaped
108. to learn [ləːn] - öyrənmək	learnt [ləːnt]	learnt [ləːnt]; learned [ləːnd]
109. to leave [liːv] - tərk etmək	left [left]	left [left]

110. to lend [lend] - borc vermək	lent [lent]	lent [lent]
111. to let [let] - icazə vermək	let [let]	let [let]
112. to lie [lai] - yalan danışmaq	lay	lain
113. to light [lait] - yandırmaq	lit [lit]	lit [lit]
114. to lose [lu:z] - itirmək	lost [lost]	lost [lost]
115. to make [meik] etmək	made [meid]	made [meid]
116. to mean [mi:n] mənə daşımaq	meant [ment]	meant [ment]
117. to meet [mi:t] - rast gəlmək	met [met]	met [met]
118. to miscast [ˈmɪsˈkɑːst] - aktyora müvafiq rol vermək	miscast	miscast
119. to misdeal [ˈmɪsˈdi:l] - səhv paylamaq	misdealt	misdealt
120. to mishear [ˈmɪsˈhiə] - səhv eşitmək	misheard	misheard
121. to mishit [ˈmɪsˈhɪt] - hədəfi vura bilməmək	mishit	mishit
122. to mislay [ˈmɪsˈleɪ] - yerini unutmaq	mislaid	mislaid
123. to mislead [ˈmɪsˈli:d] - azdırmaq	misled	misled
124. to misread [mɪsˈri:d] - səhv oxumaq	misread [mɪsˈred]	misread [mɪsˈred]
125. to misspell [ˈmɪsˈspel] - hərfi səhv demək	misspelt, misspelled	misspelt, misspelled
126. to misspend [ˈmɪsˈspend] - boş yerə sərf etmək	misspent	misspent
127. to mistake [ˈmɪsˈteɪk] - səhv buraxmaq	mistook	mistaken
128. to misunderstand [ˈmɪsˈʌndəstænd] - səhv başa düşmək	misunderstood	misunderstood
129. to mow [mou] - biçmək (ot)	mowed	mown, mowed
130. to outbid [ˈaʊtbɪd] - qiyməti qaldırmaq	outbid	outbid
131. to outdo [aʊtdu] - üstün olmaq	outdid	outdone

132. to outdrive [aʊtˈdraɪv] - üstələmək, geridə qoymaq	outdrove	outdriven
133. to outfight [aʊtˈfaɪt] - qalib gəlmək	outfought	outfought
134. to outgrow [aʊtˈɡrou] - boyda ötüb keçmək	outgrew	outgrown
135. to output [aʊtˈput] - istehsal etmək	output, outputted	output, outputted
136. to outrun [aʊtˈrʌn] - arxada qoymaq	outran	outran
137. to outsell [aʊtˈsel] - satıb qurtarmaq	outsold	outsold
138. to outshine [aʊtˈʃaɪn] - kölgədə qoymaq	outshone	outshone
139. to overbid [ouvəˈbɪd] - çox yalvarmaq	overbid	overbid
140. to overcome [ouvəˈkʌm] - dəf etmək	overcame	overcome
141. to overdo [ouvəˈdu] - söylə işləmək	overdid	overdone
142. to overdraw [ouvəˈdro:] - bankdan pul götürmək	overdrew	overdrawn
143. to overeat [ouvəri:t] - çox yemək	overate	overeaten
144. to overfly [ouvəˈflaɪ] - üzərindən uçmaq	overflew	overflown
145. to overhang [ouvəˈhæŋ] - təhlükə yaratmaq	overhung	overhung
146. to overhear [ouvəˈhiə] - gizlicə dinləmək	overheard	overheard
147. to overlay [ouvəˈleɪ] - üstündə uzanmaq	overlaid	overlaid
148. to overpay [ouvəˈpeɪ] - artıq pul ödəmək	overpaid	overpaid
149. to override [ouvəˈraɪd] - üstünə çıxmaq	overrode	overridden
150. to overrun [ouvəˈrʌn] - aşib-daşmaq	overran	overrun
151. to oversee [ouvəˈsi:] - göz qoymaq, izləmək	oversaw	overseen
152. to overshoot [ouvəˈʃu:t] - hədəfə dəyməmək	overshot	overshot
153. to oversleep [ouvəˈsli:p] - çox yatmaq	overslept	overslept
154. to overtake [ouvəˈteɪk] - qabaqlamaq	overtook	overtaken
155. to overthrow [ouvəˈθrou:] - devirmək	overthrew	overthrown

156. to partake [pa:teik] – birgə iştirak etmək	partook	partaken
157. to pay [peɪ] – ödəmək	paid	paid
158. to plead [pli:d] – çağırmaq (<i>kəməyə</i>)	pleaded; (US) pled	pleaded; (US) pled
159. to prepay [pri'peɪ] – əvvəlcədən ödəmək	prepaid	prepaid
160. to prove [pru:v] – sübut etmək	proved	proved; (US) proven
161. to put [put] qoymaq	put [put]	put [put]
162. to quit [kwɪt] – çıxıb getmək	quit, quitted	quit, quitted
163. to read [ri:d] - oxumaq	read [red]	read [red]
164. to rebind [ribaɪnd] – yeni cild çəkmək	rebound	rebound
165. to rebuild [ribiɪld] – yenidən tikmək	rebuilt	rebuilt
166. to recast [rika:st] – yenidən düzəltmək	recast	recast
167. to redo [ri:du] – yenidən etmək	redid	redone
168. to rehear [rihiə] – işə ikinci dəfə baxmaq	reheard	reheard
169. to remake [rimeɪk] – düzəltmək, dəyişdirmək	remade	remade
170. to rend [rend] – ayırmaq, qoparmaq	rent	rent
171. to repay [ripeɪ] – qaytarmaq (<i>borc</i>)	repaid	repaid
172. to rerun [ri:ran] – kinofilmi təkrar göstərmək	reran	rerun
173. to resell [ri:sel] – alıb-satmaq	resold	resold
174. to reset [ri:seɪt] – yerinə salmaq	reset	reset
175. to resit [ri:si:t] – təkrar oturmaq	resat	resat
176. to retake [riteɪk] – yenidən almaq	retook	retaken
177. to retell [ritel] – təkrar danışmaq	retold	retold
178. to rewrite [ri:raɪt] – yenidən yazmaq	rewrote	rewritten
179. to rid [rid] – xilas etmək	rid	rid

180. to ride [raid] - atla getmək	rode [roud]	ridden ['ridn]
181. to ring [riŋ] – zəng çalmaq	rang	rung
182. to rise [raɪz] - qalxmaq	rose [rouz]	risen ['rɪzn]
183. to run [rʌn] - qaçmaq, yüyürmək	ran [ræn]	run [rʌn]
184. to saw [sɔ] – mişarlamaq	sawed	sawn; (US) sawed
185. to say [seɪ] – demək	said [sed]	said [sed]
186. to see [si:] – görmək	saw [sɔ:]	seen [si:n]
187. to seek [si:k] – axtarmaq	sought	sought
188. to sell [sel] – satmaq	sold [sould]	sold [sould]
189. to send [send] - göndərmək	sent [sent]	sent [sent]
190. to set [set] - batmaq (<i>günəş haq.</i>)	set [set]	set [set]
191. to sew [sju:] – tikmək	sewed	sewn, sewed
192. to shake [ʃeɪk] – silkələnmək	shook [ʃuk]	shaken [ʃeɪkn]
193. to shear [ʃiə] – qırmaq (<i>qoyun</i>)	sheared	shorn, sheared
194. to shed [ʃed] – tökmək (<i>yarpaq</i>)	shed	shed
195. to shine [ʃaɪn] – parlamaq	shone [ʃɔn]	shone [ʃɔn]
196. to shit [ʃɪt] – batırmaq, sıçmaq	shitted, shat	shitted, shat
197. to shoe [ʃu:] – nal vurmaq	shod	shod
198. to shoot [ʃu:t] - (tufəng) atmaq	shot [ʃɒt]	shot [ʃɒt]
199. to show [ʃəʊ] – göstərmək	showed	shown, showed
200. to shrink [ʃrɪŋk] – geri çəkilmək	shrank, shrunk	shrunk
201. to thrive [ʃraɪv] – qırışmaq	thrived, shrove	thrived, thriven
202. to shut [ʃʌt] – örtmək	shut [ʃʌt]	shut [ʃʌt]
203. to sing [sɪŋ] - nəğmə oxumaq	sang [sæŋ]	sung [sʌŋ]

204. to sink [sɪŋk] – batmaq
 205. to sit [sɪt] – oturmaq
 206. to slay [sleɪ] – öldürmək
 207. to sleep [sli:p] – yatmaq
 208. to slide [slaɪd] – sürüşmək
 209. to sling [slɪŋ] – tullamaq, asmaq
 210. to slink [slɪŋk] – xəlvəti getmək
 211. to slit [slɪt] – uzununa kəsmək
 212. to smell [smel] iyləmək, iylənmək
 213. to smite [smaɪt] – zərbə endirmək
 214. to sow [sou] – səpmək
 215. to speak [spi:k] – danışmaq
 216. to speed [spi:d] – ötür keçmək
 217. to spell [spel] – sözü hərflərlə demək
 218. to spend [spend] – xərcləmək
 219. to spill [spɪl] – axmaq, dağılmaq
 220. to spin [spɪn] – fırlanmaq
 221. to spit [spɪt] – şışə taxmaq
 222. to split [splɪt] – yarmaq
 223. to spoil [spɔɪl] – xarab etmək
 224. to spotlight [spɒtlaɪt] – işıqlandırmaq
 225. to spread [spred] – yaxmaq (yağ)
 226. to spring [sprɪŋ] – hoppanmaq
 227. to stand [stænd] durmaq

sank [sæŋk]
 sat [sæt]
 slew
 slept [slept]
 slid
 slung
 slunk
 slit
 smelt [smelt]
 smote
 sowed
 spoke [spouk]
 sped
 spelt
 spent [spent]
 spilt, spilled
 spun, (arch) span
 spat; (esp. US) spit
 split
 spoilt [spɔɪlt]
 spotlit, spotlighted
 spread
 sprang
 stood [stud]

sunk [sʌŋk]
 sat [sæt]
 slain
 slept [slept]
 slid
 slung
 slunk
 slit
 smelt [smelt]
 smitten
 sown, sowed
 spoken ['spoukən]
 sped, speeded
 spelt, spelled
 spent [spent]
 spilt, spilled
 spun
 spat; (esp. US) spit
 split
 spoilt [spɔɪlt]
 spotlit, spotlighted
 spread
 sprung
 stood [stud]

228. to stave [steɪv] – dəlmək, deşmək
 229. to steal [sti:l] oğurlamaq
 230. to stick [stɪk] – sancmaq, vurmaq
 231. to sting [stɪŋ] – vurmaq, çalmaq
 232. to stink [stɪŋk] – pis iylənmək
 233. to strew [stru:] – atmaq, səpmək
 234. to stride [straɪd] – addımlamaq
 235. to strike [straɪk] – vurmaq
 236. to string [strɪŋ] – dartmaq, çəkmək
 237. to sublet ['sʌblɪt] – icarəyə vermək
 238. to swear [swɛə] – and içmək (allaha)
 239. to swear [swɛə] – and içmək
 240. to swim [swɪm] – üzmək
 241. to swing [swɪŋ] – yellənmək
 242. to take [teɪk] – götürmək
 243. to teach [ti:t] öyrətmək
 244. to tear [teə] – cırmaq
 245. to tell [tel] demək
 246. to think [θɪŋk] – fikirleşmək
 247. to thrive [θraɪv] – tərəqqi etmək
 248. to throw [θrou] atmaq, tullamaq
 249. to thrust [θrʌst] – itələmək, dürtmək
 250. to tread [tred] – addım atmaq

staved, stove
 stole [stoul]
 stuck
 stung
 stank, stunk
 strewed
 strode
 struck [strak]
 strung
 sublet
 swore
 swore [swɔ:]
 swam [swæm]
 swung
 took [tuk]
 taught [tɔ:t]
 tore [tɔ:]
 told [tould]
 thought [θɔ:t]
 thrived, thrive
 threw [θru:]
 thrust
 trod

staved, stove
 stolen ['stoulən]
 stuck
 stung
 stunk
 strewed, strewn
 stridden
 stricken ['strɪkn] struck
 [strak]
 strung
 sublet
 sworn
 sworn [swɔ:n]
 swum [swʌm]
 swung
 taken ['teɪkn]
 taught [tɔ:t]
 torn [tɔ:n]
 told [tould]
 thought [θɔ:t]
 thrived, (arch) thriven
 thrown [θroun]
 thrust
 trodden, trod

251. to unbend [ʌnbend] – düzəltmək (əyri əşyanı)	unbent	unbent
252. to underbid [ʌndəˈbɪd] – daha ucuz qiymətə 1. təklif etmək	underbid	underbid
253. to undercut [ʌndəˈkʌt] – kəsmək	undercut	undercut
254. to undergo [ʌndəˈɡəʊ] – məruz qalmaq	underwent	undergone
255. to underlie [ʌndəˈlaɪ] – əsasını təşkil etmək	underlay	underlain
256. to underpay [ʌndəˈpeɪ] – az haqq vermək	underpaid	underpaid
257. to undersell [ʌndəˈsel] – ucuz qiymətə satmaq	undersold	undersold
258. to understand [ʌndəˈstænd] – başa düşmək, anlamaq	understood [ʌndəˈstud]	understood [ʌndəˈstud]
259. to undertake [ʌndəˈteɪk] – təşəbbüs etmək	undertook	undertaken
260. to underwrite [ʌndəˈraɪt] – qol çəkmək	underwrote	underwritten
261. to undo [ʌnˈdu] – açmaq (qıfıl)	undid	undone
262. to unfreeze [ʌnˈfriːz] – donu açmaq (şaxta)	unfroze	unfrozen
263. to unsay [ʌnˈseɪ] – deməmək	unsaid	unsaid
264. to unwind [ʌnˈwaɪnd] – açmaq (yumagı)	unwound	unwound
265. to uphold [ʌpˈhəʊld] – təsdiq etmək	upheld	upheld
266. to upset [ʌpˈset] – pozmaq (kefi)	upset	upset
267. to wake [weɪk] – ayılmaq	woke, (arch) waked	woken, (arch) waked
268. to waylay [weɪˈleɪ] – güdmək	waylaid	waylaid
269. to wear [weə] – geyinmək	wore [wɔː]	worn [wɔːn]
270. to weave [wiːv] – toxumaq	wove, weaved	woven, weaved
271. to wed [wed] – evlənmək	wedded, wed	wedded, wed
272. to weep [wiːp] – ağlamaq	wept [wept]	wept [wept]

273. to wet [wet] – işəmək	wet, wetted	wet, wetted
274. to win [wɪn] – qalib gəlmək	won [wʌn]	won [wʌn]
275. to wind [waɪnd] – burulmaq	wound [waʊnd]	wound [waʊnd]
276. to withdraw [wɪðdrɔː] – dartmaq	withdrew	withdrawn
277. to withhold [wɪðhəʊld] – imtina etmək	withheld	withheld
278. to withstand [wɪðˈstænd] – tab gətirmək	withstood	withstood
279. to work [wɜːk] – işləmək	worked, wrought	worked, wrought
280. to wring [rɪŋ] – bərk sarımaq	wrung	wrung
281. to write [raɪt] – yazmaq	wrote [raʊt]	written [ˈrɪtn]

APPENDIX №2

Table 1
The verb "to read" in all tense forms
The Active Voice

Forms Tenses	Simple	Continuous	Perfect	Perfect Continuous
Present	I read He reads We read	I am reading He is reading We are reading	I have read He has read We have read	I have been reading He has been reading We have been reading
Past	I read He read We read	I was reading He was reading We were reading	I had read He had read We had read	I had been reading He had been reading We had been reading
Future	I shall/will read He will read We shall/ will read	I shall be reading He will be reading We will be reading	I shall have read He will have read We shall have read	I shall have been reading He will have been reading We shall have been reading
Future in the Past	I should/ would read He would read We should read	I should be reading He would be reading We should be reading	I should have read He would have read We should have read	I should have been reading He would have been reading We should have been reading

The verb "to read" in all tense forms
The Passive Voice

Forms Tenses	Indefinite	Continuous	Perfect	Perfect Continuous
Present	I am read He is read We are read	I am being read He is being read We are being read	I have been read He has been read We have been read	— — —
Past	I was read He was read We were read	I was being read He was being read We were being read	I had been read He had been read We had been read	— — —
Future	I shall/will be read He will be read We shall be read	— — —	I shall have been read He will have been read We shall have been read	— — —
Future in the Past	I should be read He would be read We should be read	— — —	I should have been read He would have been read We should have been read	— — —

Table 2
Irregular Plural Nouns

The nouns in irregular plural forms:		
a) man - men woman - women	child - children ox - oxen	mouse - mice louse - lice goose - geese
Some nouns that end in "o" add "es" to form the plural.		
b) echoes, heroes, potatoes, tomatoes. Some nouns that end "o" add only "s" to form the plural.		
c) autos kilos memos	photos pianos radios	solos videos zoos
Some nouns that end in "o" add either "es" or "s" to form the plural.		
d) mosquitoes/mosquitos, volcanoes/volcanos, zeroes/zeros.		
Some nouns that end in "f" or "fe" are changed to "ves" in the plural.		
e) calf-calves half-halves knife-knives	leaf-leaves life-lives loaf-loaves	shelf-shelves self-selves thief - thieves
Some nouns that end in "f" simply add "s" to form the plural.		
f) belief - beliefs, chief-chiefs, cliff-cliffs, roof-roofs.		
Some nouns have the same singular and plural form. (One deer is... Two deer are)		
g) deer, fish, means, series, sheep, species.		
Some nouns that English has borrowed from other languages have foreign plurals.		
h) criterion - criteria phenomenon - phenomena	k) formula-formulae/formulas vertebra-vertebrae	
i) cactus - cacti/cactuses syllabus-syllabi/syllabuses stimulus-stimuli	l) analysis-analyses basis-bases crisis-crises oasis-oases	
j) datum-data medium-media bacterium-bacteria	m) appendix-appendices index-indices	

Table 3
Irregular Plural Nouns

a) Singular noun possessive form: The girl Tom My wife A lady Thomas	The girl's Tom's My wife's A lady's Thomas's/Thomas'	To show possession add an apostrophe (') and ('s) to a singular noun: The girl's book is on the table.
		If a singular noun ends in "s" there are two possible forms: 1) Add an ('s) Thomas's book. 2) Add only (') Thomas' book.
b) Plural noun possessive form: The girls Their wives The ladies The men My children	The girls' The wives' The ladies' The men's My children's	Add only an apostrophe to a plural noun that ends in "s": The girls' books are on the table. Add an apostrophe and "s" to plural nouns that don't end in "s": The men's books are on the table.

Table 4
Using nouns as modifiers

a) The soup has vegetables in it - It is vegetable soup. b) The building has offices in it - It is an office building.	NOTICE: When a noun is used as a modifier it is singular.
c) The test lasted two hours - It was a two hour test. d) Her son is five years old - She has a five year old son.	When a noun used as a modifier is combined with a number expression the noun is singular and a hyphen (-) is used.

Table 5
Count and Noncount Nouns

a) I bought a chair – Sam bought three chairs. b) We bought some furniture. INCORRECT: We bought a furniture. INCORRECT: We bought some furnitures.	Chair is a count noun; chairs are items that can be counted. Furniture is a noncount noun. In grammar furniture can't be counted.
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Singular – Plural

Count Noun	Singular A chair One chair	chairs two chairs some chairs a lot of chairs many chairs	A count noun: 1) may be preceded by "a, an" in the singular; 2) takes a final "s, es" in the plural.
Noncount Noun	Furniture Some furniture A lot of furniture Much furniture		A noncount noun: 1) is not immediately preceded by "a/an" 2) has no plural form; does not take a final "s, es".

Table 6
Noncount Nouns

Notice in the following: <i>most noncount nouns refer to a "whole" that is made up of different parts</i>	
a) <i>I bought some chairs, tables and desks. In other words, I bought some furniture.</i>	in a) "furniture" represents a whole group of things that is made up of similar but separate items.
b) <i>I put some sugar in my coffee.</i>	in b) "sugar" and "coffee" represent whole masses made up of individual particles or elements.
c) <i>I wish you luck.</i>	in c) "luck" is an abstract concept an abstract "whole" It has no physical form; you can't touch it. You can't count it.
d) <i>Sunshine is warm and cheerful.</i>	in d) phenomena of nature, such as "sunshine" are frequently used as non count nouns.
e) Noncount: Ann has brown hair. Count: Tom has a hair on his jacket. f) Noncount: I opened the curtains to let in some light. Count: Don't forget to turn off the lights before you go to bed.	Many nouns can be used as either noncount or count nouns, but the meaning is different; e) hair, f) light.

Table 7
Expression of Quantity

An expression of quantity (<i>one, several, many and much</i>) may precede a noun. Some expression of quantity are used only with count nouns; some only with noncount nouns, some with either count or noncount nouns.		
Expression of quantity	Used with count nouns	Used with noncount nouns
<i>One</i> <i>Each</i> <i>Every</i>	<i>One apple</i> <i>Each apple</i> <i>Every apple</i>	— — —
<i>Two</i> <i>Both</i> <i>A couple of</i> <i>Three</i> <i>Few</i> <i>Several</i> <i>Many</i> <i>A number of</i>	<i>Two apples</i> <i>Both apples</i> <i>A couple of apples</i> <i>Three apples</i> <i>A few apples</i> <i>Several apples</i> <i>Many apples</i> <i>A number of apples</i>	— — — — — — — —
<i>Little</i> <i>Much</i> <i>A great deal of</i>	— — —	<i>A little rice</i> <i>Much rice</i> <i>A great deal of rice</i>
<i>Not any/no</i> <i>Some</i> <i>A lot of</i> <i>Lots of</i> <i>Plenty of</i> <i>Most</i> <i>All</i>	<i>Not any/no apples</i> <i>Some apples</i> <i>A lot of apples</i> <i>Lots of apples</i> <i>Plenty of apples</i> <i>Most apples</i> <i>All apples</i>	<i>Not any/no rice</i> <i>Some rice</i> <i>A lot of rice</i> <i>Lots of rice</i> <i>Plenty of rice</i> <i>Most rice</i> <i>All rice</i>

Table 8
Using “a few” and “few”
“a little” and “little”

A few	a) She has been here only two weeks but she has already made a few friends (<i>positive idea – She has made some friends.</i>)	“A few” and “a little” give a positive idea; they indicate that something exists, is present as in a) and b)
A little	b) I am very pleased. I’ve been able to save a little money this month. (<i>positive idea– I have saved some money instead of spending all of it</i>)	
Few	c) I feel sorry for her. She has (very) few friends (<i>negative idea – She doesn’t have many friends; she has almost no friends.</i>)	“Few” and “little” (without a) give a negative idea; They indicate that something is largely absent. “Very+(few, little)” make the negative idea stronger, the number/amount smaller.
Little	d) I have (very) little money. I don’t even have enough money to buy food for dinner (<i>negative idea–I don’t have much money. I’ve almost no money.</i>)	

Table 9
The Definite Article

The Definite Article is used:		
1.	before concrete things:	Where is the book?
2.	before thing unique:	When we went out the moon was shining.

3.	before the nouns having the function of an adverbial modifier of place:	It was very dark in the forest .
4.	before the particularizing attribute:	Pass me the salt please.
5.	before the opposition if a famous person is meant:	Dreiser, the famous American writer, died at the age of 74.
6.	after the words " <i>one of</i> ", " <i>some of</i> ", " <i>many of</i> ", " <i>each of</i> ", " <i>most of</i> ":	Give me one of the books .
7.	before the superlative degree of the adjective:	This is the most difficult task of all.
8.	before the substantivized adjectives:	The old don't understand the young .
9.	before the nouns expressing social class of people:	The workers are demanding their wages.
10.	before the nouns expressing generic sense:	The dog is a friend of mine.
11.	before the names of persons denoting the whole family:	I haven't seen the Browns since I came here.
12.	before the names of persons modified by a particularizing attribute:	He was again the Charles she used to know years ago.
13.	before the names of some countries:	Has he gone to the Ukraine ?
14.	before the names of oceans, seas, rivers and mountain chains:	Did you go to the Black Sea ? The Urals are not very high.
15.	before the names of cardinal points:	Have you ever been to the South ?
16.	before the names of ships, hotels and English newspapers:	He reads " the Guardian " regularly.

Table 10
The Indefinite Article

<i>The Indefinite Article is used:</i>		
1.	before the nouns using as a part of a compound nominal predicate:	He is a doctor .
2.	after the construction " <i>there is</i> ":	There is a vacant seat here
3.	before a descriptive attribute:	He has a deep knowledge of this subject.
4.	before opposition, if it is not mentioned the famous person:	Mr. Brown, an engineer at our factory, spoke at the meeting yesterday.
5.	if the noun has the meaning of " <i>one</i> ":	Wait a minute , he'll come back soon
6.	if it is an exclamatory sentence:	What a nice day it is today!
7.	after the words " <i>such</i> ", " <i>quite</i> ", " <i>rather</i> ", " <i>most</i> " (<i>in the meaning of very high exceedingly</i>):	He is quite a young man .
8.	before an ordinal numeral:	We heard a shot then a second & a third .
9.	in the expressions of " <i>a little</i> " and " <i>a few</i> ":	I have got a little time . Tell me a few words

Table 11
No Article

<i>No Article is used:</i>		
1.	before abstract nouns:	Snow is white.
2.	before proper nouns:	Baku is the capital of Azerbaijan Republic.
3.	before the words " <i>next</i> " in the meaning of " <i>future</i> " and " <i>last</i> " in the meaning of " <i>past</i> ":	Last year I rested here.
4.	before the nouns expressin addressing:	How old are you, young man .
5.	before the nouns of subject:	I like history .
6.	before the nouns using in columns, titles, advertisement and telegrams:	Azerbaijan Delegation will arrive here tomorrow.
7.	before the nouns " <i>mother</i> ", " <i>father</i> ", " <i>uncle</i> ", " <i>aunt</i> " of the same family:	Has mother come back yet?
8.	before the nouns expressed by " <i>rank</i> ", " <i>title</i> " and " <i>profession</i> ":	Captain Abbasov will help you.
9.	before the nouns " <i>advice</i> ", " <i>information</i> ", " <i>money</i> ", " <i>hair</i> " and " <i>fruit</i> ":	I need advice badly.
10.	in some set-expressions " <i>in time</i> ", " <i>at home</i> ", " <i>at night</i> ", " <i>by bus</i> ", " <i>by heart</i> ", " <i>from year to year</i> ", " <i>from head to foot</i> " etc.:	I will go to town by train.

Table 12
Pronouns

	Classification of pronouns	Samples
1.	Possessive: a) dependent. b) independent	my, your, his, her, its, our, your, their mine, yours, his, hers, its, ours, yours, theirs
2.	Personal:	I, you, he, she, it, we, you, they
3.	Demonstrative:	This-these, that-those, the same, such
4.	Interrogative:	Who (whom), whose, which, what Who is this man? What is his name?
5.	Relative:	Who (whom), whose, which, that
6.	Conjunctive:	Who (whom), whose, which, what I wonder what they are speaking about.
7.	Reflexive:	Myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
8.	Reciprocal:	Is he angry with himself? Each other, one another. They were angry with each other.
9.	Negative:	No, no one, nobody, nothing, none, neither Nobody has ever seen it.
10.	Indefinite:	Some, any, all, both, each, other, another, one. Each of them did his share.

Table 13
Degrees of comparison

Positive degree:	Your book is as interesting as mine. That coat is twice as dear as this one.
Comparative degree:	This room is smaller than that one. This is a more interesting book.
Superlative degree:	This river is the longest river in our country –It is the most interesting book
Irregular degrees of adjectives:	Good – better – best Bad – worse – worst Little – less – least Much, many – more – most
Double degrees of adjectives:	They went still farther , to the farthest end of the forest.
“much” (far) “still” as a means of increasing degrees:	Today I feel much (far) better than yesterday.

Table 14
Numerals

1. Cardinal numerals:	1265 words (<i>one thousand two hundred and sixty five words</i>) to take the 134 bus, on page 305, in 1996 (<i>in nineteen ninety six</i>).
2. Ordinal numerals:	The 42 nd day (<i>the forty second day</i>) January 16, 1999. (<i>January the sixteenth, nineteen ninety nine</i>)
3. Decimal fractional numerals:	1/5 ton. (<i>one fifth of a ton</i>). 0,5 (<i>oh point five</i>). 3,215 (<i>three point two one five</i>).

Table 15
The Subjunctive Mood

In the principal clause – subjunctive I.	In the subordinate clause conditional I.
I shouldn't (wouldn't) worry. He would help you.	If they kept in touch with me – If I were you. If he knew how. If he were here now.
I should (would) have done it long ago. He wouldn't have bothered you.	If I had had time. If you had explained everything in time.
In the principal clause – indicative mood.	In subordinate clauses of object and comparison subjunctive II.
I wish. She speaks.	You knew it. I were you. As if she knew them. As if she were afraid.
You knew it. I were you. As if she knew them. As if she were afraid.	He had come yesterday as if she had seen it herself.

Table 16
Subject-Verb Agreement

Singular Verb:

a) The news is interesting. b) The United States is big. c) The Philippines consists of more than 7. 000 islands. d) The United Nations has its headquarters in New York. e) Sears is department store. f) Mathematics is easy for her. Physics is easy for her too.	Sometimes a noun that ends in “s” is singular. In (a): news – it (not they) In (b): The United States – it (not they) Note: Fields of study, as in (f) that end in “-ics” take singular verbs.
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g) Eight hours of sleep is enough. h) Ten dollars is too much to pay. i) Five thousand miles is too far.	Expressions of " <i>time</i> ", " <i>money</i> " and " <i>distance</i> " usually take a singular verb.
Plural Verb:	
j) Those people are from Canada. k) The police have come.	" <i>people</i> " and " <i>police</i> " take plural verbs.
Singular Verb:	Plural Verb:
i) English is spoken in many countries. n) Chinese is his native language.	m) The English drink tea. n) The Chinese have an interesting story.
	o) The poor have many problems. p) The rich get richer.
	In (l) English = language. In (m) the English = people from England.

Table 17
Reported Speech

Reported speech refers to using a noun clause to report what someone has said. No quotation marks are used. Notice the changes in the verb forms from quoted speech to reported speech in the following examples.	
a) She said: "I watch TV every day".	She said (that) she watched TV every day.
b) She said: "I am watching TV".	She said she was watching TV.
c) She said: "I have watched TV".	She said she had watched TV.
d) She said: "I watched TV".	She said she had watched TV.
e) She said: "I will watch TV".	She said she would watch TV.
f) She said: "I am going to watch TV".	She said she was going to watch TV.
g) She said: "I can watch TV".	She said she could watch TV.
h) She said: "I may watch TV".	She said she might watch TV.
i) She said: "I might watch TV".	She said she might watch TV.
j) She said: "I must watch TV".	She said she had to watch TV.
k) She said: "I have to watch TV".	She said she had to watch TV.
l) She said: "I should watch TV".	She said she should watch TV.
m) She said: "I ought to watch TV".	She said she ought to watch TV.
n) She said: "Watch TV".	She told me to watch TV.
o) She said: "Do you watch TV?"	She asked me if I watched TV.

General Guidelines on Tense Usage in a Noun Clause

1. If the reporting verb (the main verb) is in the past, the verb in the noun clause will usually be in a past form.
2. When the reporting verb is simple present, present perfect, or future, the noun clause verb is not changed.
3. When the reported sentence deals with a general truth the present tense is retained even in formal English.

Table 18
Using the Subjunctive in Noun Clauses

a) The teacher demands that we be on time. b) I insisted that they pay me the money. c) I recommended that she not go to the concert. d) It is important that they be told the truth.	In (a) be is a subjunctive verb. The subjunctive is used in a noun clause that follows certain verbs and expressions. In these sentences, the subjunctive verb is used only in its simple form. It does not have present, past or future form; it is neither singular nor plural. Negative: not+simple form as in c). Passive: simple form of b) + past participle, as in d).
e) I suggested that she see a doctor. f) I suggested that she should see a doctor.	"Should" is also possible after "suggest" and "recommended" .

**Common verbs and expressions followed by the Subjunctive
in a noun clause**

Demand (that)	Suggest (that)	It is important (that)
Insist (that)	Recommend (that)	It is necessary (that)
Request (that)	Advise (that)	It is essential (that)
Ask (that)	Propose (that)	It is imperative (that)
		It is vital (that)

Table 19
Using Paired (Correlative) Conjunctions:
"both...and", "not only...but also"
"either...or", "neither...nor"

a) Both my mother and my sister are here. b) Not only my mother but also my sister is here. c) Not only my sister but also my parents are here. d) Neither my mother nor my sister is here. e) Neither my sister nor my parents are here.	Two subjects connected by "both ... and" take a plural verb. When two subjects are connected by "not only ... but also" , "either ... or" or "neither ... nor" , the subject that is closer to the verb determines whether the verb is singular or plural.
f) The research project will take both time and money. g) Yesterday it not only rained but (also) snowed. h) I'll take either history or physics next quarter. i) That book is neither interesting nor accurate.	Notice the parallel structure in the examples. The same grammatical form should follow each word of the pair. In (f): both + noun + and + noun . In (g): not only + verb + but also + verb . In (h): either + noun + or + noun . In (i): neither + adjective + nor + adj .

Table 20
Summary list of words to introduce adverbial clauses.
Subordinating conjunctions of:

Time	Cause and Effect	Opposition	Condition
after	because	even though	if
before	since	although	unless
when	now that	though	only if
while	as	whereas	whether or not
as	as/so long as	while	even if
by the time that	in as much as		providing /provided that
since	so that		
until	in order that		in case that
as soon as			in the event that
once			
as/so long as			
whenever			
every time that			
the first/last/next time that			
1. I will leave before he comes.	1. He went to bed because he was sleepy.	1. Though he was old he could walk quickly.	1. If it rains, the streets get wet.
2. We stayed there until we finished our work.	2. Since he is not interested in classical music, he decided not to go to the concert.	2. Although the weather was cold, nobody wanted to go home.	2. If he were here right now, he would help us.

Table 21
False (contrary to fact) in the Past

a) If you had told me about the problem, I would have helped you.	In (a): In truth, you did not tell me about it.
b) If they had studied, they would have passed the exam.	In (b): In truth, they did not study. They failed the exam.
c) If I hadn't slipped on the ice, I wouldn't have broken my arm.	In (c): In truth, I slipped on the ice. I broke my arm. NOTE: The auxiliary verbs are almost always contracted in speech.

**False (contrary to fact)
in the Present/Future**

d) If I taught this class, I wouldn't give tests.	In (d): In truth, I won't teach this class.
e) If he were here right now, he would help us.	In (e): In truth, he is not here right now.
i) If I were you, I would accept their invitation.	In (f): In truth, I am not you.

Table 22
Verb Forms Following "wish". Verb Form in "true" sentence

A "wish" about the future:	a) She will not tell me.	I wish that she would tell me.	"Wish" used when the speaker wants reality to be different to be exactly the opposite. Verb forms similar to those in conditional sentences are used. "Wish" is followed by a noun clause. The use of "that" is optional. Usually it is omitted in speaking.
	b) He isn't going to be here.	I wish he were going to be here.	
	c) She can't come tomorrow.	I wish she could come tomorrow.	
A "wish" about the present:	d) I don't know French.	I wish I knew French.	
	e) It is raining right now.	I wish it weren't raining right now.	
	f) I can't speak Japanese.	I wish I could speak Japanese.	
A "wish" about the past:	g) John didn't come.	I wish John had come.	
	h) Mary couldn't come.	I wish Mary could have come.	

**Using "would" to make wishes
about the Future**

a) It is raining. I wish it would stop. (I want it to stop raining).	"Would" is usually used to indicate that the speaker wants something to happen in the future. The wish may or may not come true (be realized)
b) I am expecting a call. I wish the phone would ring. (I want the phone to ring).	
c) It's going to be a good party, I wish you would come. (I want you to come).	In (c) and in (d): I wish you would... is often used to make a request.
d) We are going to be late. I wish you would hurry. (I want you to hurry).	

Table 23
Linking Verbs

a) The soup smells (linking verb) good (adjective). b) This food tastes delicious. c) The children feel happy. d) The weather became cold.	Other verbs like "be" that may be followed immediately by an adjective are called linking verbs. An adjective following a linking verb describes the subject of a sentence. Common verbs that may be followed by an adjective: "feel", "look", "smell", "sound", "taste", "appear", "seem", "become", "get", "turn", "grow", "continue", "keep", "hold", "prove", "loom", "rank", "remain", "run", "stand", "lie", "sit", "go", "die", "marry", "return", "leave" .
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Appendix 3

Grammatical differences between British English and American English

№	BRITISH	AMERICAN
3.1.	The present perfect is used for an action in the past with a result now <i>E.g.</i> 1) I've lost my watch. Have you seen it. 2) Mr. Brown isn't in his office. He has gone out.	The present perfect or past simple can be used. 1) I've lost my watch. Have you seen it? or 2) I lost my watch. Did you see it? Mr. Brown isn't in his office. 1) He has gone out. 2) He went out.
3.2.	The present perfect is used with "just", "already" and "yet". <i>E.g.</i> 1) I'm not hungry. I've just had dinner. 2) What time is he leaving? He has already left. 3) Have you finished your work yet?	The present perfect or past simple can be used. I am not hungry 1) I've just had dinner or 2) I just had dinner. What time is he leaving? 1) He has already left or 2) He already left. Have you finished your work yet? or Did you finish your work yet?
3.3.	The present perfect is used with "ever" and "never" for a period that continuous until now. <i>E.g.</i> 1) Have you ever ridden a horse? 2) I don't know who she is. I've never seen her before.	The present perfect or past simple can be used Have you ever ridden a horse? or Did you ever ride a horse? I don't know who she is. I've never seen her before or I never saw her before.

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3.4.	have a bath/have a shower <i>E.g.</i> She had a shower two hours ago.	take a bath/take a shower She took a shower two hours ago.
3.5.	"Will" or "shall" can be used with "I"/"we". <i>E.g.</i> I will/shall be late this evening.	"Shall" is unusual. I will be late this evening.
3.6.	The questions "Shall I?" and "Shall we...?" are used to ask for advice etc. <i>E.g.</i> Which way shall we go?	"Should I...?" and "Should we...?" are used to ask for advice etc. Which way should we go?
3.7.	You can use "needn't (do)" or "don't need to do" <i>E.g.</i> 1) We needn't hurry or 2) We don't need to hurry.	"Needn't" is unusual. The usual form is "don't need to". We don't need to hurry.
3.8.	After "demand", "insist", "suggest", "offer", etc. you can use "should". <i>E.g.</i> 1) I demanded that he should apologise. 2) We insisted that something should be done about the problem.	The subjunctive is normally used. "Should" is unusual after "demand", "insist", "suggest", "offer" etc. I demanded that he apologise. We insisted that something be done about the problem.
3.9.	Many verbs ending in "-ise" in British English (apologise, specialise etc.) are spelt with "-ize"	apologize, organize, specialize, etc.

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	in American English. E.g. The principal <i>organised</i> a new party for the classes.	The principal <i>organized</i> a new party for the classes.
3.10.	British speakers say " <i>to/in hospital</i> " (without " <i>the</i> ") E.g. Three people were injured and taken to hospital.	American speakers say " <i>to/in the hospital</i> ". Three people were injured and taken to the hospital.
3.11.	Nouns like " <i>government</i> ", " <i>team</i> ", " <i>family</i> " etc can have a singular or plural verb. E.g. The team <i>is/are</i> playing well.	These nouns normally take a singular verb in American English. E.g. The team <i>is</i> playing well.
3.12.	"At the weekend"/"at weekends". E.g. Will you be here at the weekend?	"On the weekend"/"on weekends". Will you be here on the weekend?
3.13.	in a street. E.g. Do you live in this street?	on a street. E.g. Do you live on this street?
3.14.	"different from" or "different to" E.g. It was different from (or "to") what I'd expected.	"different from" or "different than". It was different from /or "than"/ what I'd expected.

3.15.	write to somebody E.g. Please write to me soon.	write (to) somebody (with or without "to") Please write (to) me soon.
3.16.	The verbs in this section " <i>burn</i> ", " <i>spoil</i> " etc. can be regular or irregular E.g. She burnt her left arm yesterday. She burned her left arm yesterday.	The verbs in this section are normally regular. She burned her left arm yesterday.
3.17.	The past participle (participle II) of " <i>get</i> " is " <i>got</i> ". E.g. Your English has got much better. = Your writing has become much better.	The past participle of " <i>get</i> " is " <i>gotten</i> ". Your English has gotten much better.
3.18.	" <i>Have got</i> " is also an alternative " <i>to have</i> ". E.g. I've got two brothers. = I have two brothers.	" <i>Have got</i> " = " <i>have</i> " (as in British English) I've got two brothers.
3.19.	travel → travelling/travelled cancel → cancelling/cancelled E.g. He travelled all over the world.	travel → traveling/travelled cancel → canceling/canceled He traveled all over the world.

Appendix 4

The most used English abbreviations

Aa

1. **A** * annual * illik, hər ilki
2. **AAAL** * American Academy of Arts and Letters * Amerika İncəsənət və Ədəbiyyat Akademiyası
3. **AAS** * associate in applied science * tətbiqi elmlər sahəsində elmi işçi
4. **AB** * Bachelor of Arts * Humanitar elmlər bakalavırı (ABŞ)
5. **ABC** * American Broadcasting Company * Amerika Radioverilişləri Şirkəti
6. **abt** * about * təqribən, təxminən
7. **a/c** * account * hesablama, sayma, haqq-hesab
8. **AC** * ante Christum * *lat.* bizim eradan əvvəl
9. **ACE** * American Council on Education * Amerika Təhsil Şurası
10. **ACLS** * American Council of Learned Societies * Amerika Elmi Cəmiyyətlər Şurası
11. **AD** * Anno Domini * *lat.* bizim era
12. **ADB** * Asian Development Bank * Asiya İnkişaf Bankı
13. **addl.** * additional * əlavə, əlavə verilən
14. **adds.** * address * ünvan
15. **adt., advt.** * advertisement * elan, bildiriş, reklam
16. **adj.** * adjective * sifət
17. **adv.** * adverb * zərflər
18. **aff.** * affirmative * təsdiq, müsbət
19. **alt.** * alternation * dəyişmə, variant
20. **a.m.** * ante meridiem * *lat.* günortaya qədər, səhər saatları
21. **an** * above-named * yuxarıda göstərilən
22. **anon** * anonymous * adsız, imzasız, naməlum

23. **ans.** * answer * cavab
24. **APA** * American Philological Association * Amerika Filologiya Cəmiyyəti
25. **app.** * appendix * əlavə, qoşma
26. **appl.** * applied * tətbiqi, təcrübi
27. **approx.** * approximately * təxminən, təqribən
28. **art.** * article * məqalə
29. **asf.** * and so forth * və sair, və ilaxır, və i.a.
30. **asp.** * as soon as possible * mümkün qədər tez
31. **asst.** * assistant * köməkçi, yardımçı
32. **attn.** * attention * diqqət, fikir
33. **auth.** * author * müəllif

Bb

34. **bdg.** * building * bina
35. **B.Ed.** * Bachelor of Education * pedaqoji elmlər bakalavri
36. **betn.** * between * arasında
37. **bkt.** * bracket * mötərizə
38. **Bl.** * Bachelor of Law * hüquq bakalavri
39. **bl.** * bilateral * iki tərəfli, iki üzlü
40. **B.Litt.** * Bachelor of Letters * ədəbiyyat bakalavri
41. **BM** * Bachelor of Medicine * tibb bakalavri
42. **Bmus** * Bachelor of Music * musiqi bakalavri
43. **bo** * body odour * tər iyi (bədənin)
44. **bot.** * botany * botanika
45. **biol.** * biology * biologiya
46. **BP** * British Petroleum * Britiş Petrolium
47. **bpl.** * birth place * anadan olma yeri
48. **BR** * book of reference * soraq / arayış kitabçası
49. **Br** * British * ingilis, britaniyalı
50. **brig.** * brigade * briqada
51. **Brit** * Britain * Böyük Britaniya

- 52. **Bros** * brothers * qardaşlar
- 53. **BS** * Bachelor of Science * təbiyyat elmləri bakalavrn (ABŞ)
- 54. **BST** * British summer time * ingilis yay vaxtı
- 55. **BTC** * Baku-Tbilisi-Ceyhan * Bakı-Tbilisi-Ceyhan
- 56. **btto** * brutto * brutto (çəki)

Cc

- 57. **C** * Celsius, centigrade selsi * yüzdərəcəli hərarət şkalası üzrə
- 58. **c.** * centimetre * santimetr
- 59. **c.** * century * əsr
- 60. **Can.** * Canada * Kanada
- 61. **capt.** * captain * kapitan
- 62. **cath.** * catholic * katolik
- 63. **cbcm.** * cubic centimetre * kub santimetr, s^3
- 64. **cbm.** * cubic metre * kub metr, m^3
- 65. **CD** * Civil Defence * mülki müdafiə
- 66. **CD** * Corps Diplomatique * diplomatik korpus
- 67. **CEC** * Central Executive Committee * Mərkəzi İcraiyyə Komitəsi
- 68. **cen.** * central * mərkəzi
- 69. **cert.** * certificate * şəhadətnamə
- 70. **CET** * Central European Time * Mərkəzi Avropa vaxtı
- 71. **cf.** * confer * müqayisə et
- 72. **ch.chap.** * chapter * fəsil
- 73. **chem.** * chemistry * kimya
- 74. **chm.** * chairman * sədr
- 75. **ckw.** * clockwise * saat əqrəbi üzrə
- 76. **co.** * company * kompaniya (sənaye, ticarət və s.)
- 77. **conj.** * conjunction * bağlayıcı
- 78. **col.** * colonel * polkovnik
- 79. **coll.** * colloquial * danışiq

80. cy * currency * valyuta

Dd

81. d. * date * tarix

82. DB. * daybook * gündəlik

83. dbl. * double * iki dəfə artıq, ikiqat

84. dct. * document * sənəd

85. D.D. * Doctor of Divinity * İlahiyyat doktoru

86. dec. * deceased * mərhum

87. Dec. * december * dekabr

88. deg. * degree * dərəcə

89. Dem. * Democrat * demokrat

90. demo * demonstration * nümayiş

91. dep. * departure * yola düşmə

92. dft. * defendant * müttəhim, cavabdeh

93. DG * Director General * baş direktor

94. DM * Deutschmark * alman markası (pulu)

95. DPh., DPhil * Doctor of Philosophy * fəlsəfə doktoru

96. Dr. * debtor * borclu, debitor

97. dupl. * duplicate * surət (sənədin ikinci nüsxəsi)

98. dz. * dozen * düjün (on iki ədəd)

Ee

99. E. * East * Şərq

100. EAEC * European Atomic Energy Community *
Avropa Atom Enerjisi Cəmiyyəti

101. E.C. * Executive Committee * İcraiyyə komitəsi

102. e.c. * exempli cause * *lat.* məsələ, misal üçün

103. ed. * edited by * nəşr olunmuş

104. Edm. * Master of Education * pedaqoji elmlər magistri

105. educ. * education * təhsil, tərbiyə, ədəb

106. EE * Early English * erkən ingilis dili

107. e.g. * exempli gratia * *lat.* məsələ, misal üçün

108. **etc.** * et cetera * *lat.* və ilaxır
 109. **excl.** * exclamation * nida
 110. **exx.** * examples * nümunələr, misallar

Ff

111. **F.** * Fahrenheit * Farenqeyt cədvəli / şkalası ilə
 112. **f.** * feminine * qadın
 113. **f.** * foot * fut
 114. **f.a.c.** * fast as can * təcili
 115. **F.B.A.** * Fellow of the British Academy * Britaniya akademiyasının üzvü
 116. **Feb.** * february * fevral
 117. **fed.** * federal * federal
 118. **FE** * Far East * Uzaq Şərq
 119. **FIDE** * Federation Internationale des Échecs * *fr.* Beynəlxalq Şahmat Federasiyası, FIDE
 120. **FIFA** * Federation Internationale de Football Associations * Beynəlxalq Futbol Assosiyaları Federasiyası, FIFA
 121. **Fig.** * figurative * məcazi
 122. **FL** * falsa lectio * *lat.* variant
 123. **Fla.** * Florida * Florida (ABŞ-da ştat)
 124. **fn.** * footnote * haşiyyə, qeyd
 125. **FOC** * free of charge * pulsuz, müftə, məccani
 126. **fol.** * following * növbəti, gələcək, sonrakı
 127. **for** * foreign * xarici, əcnəbi
 128. **fp** * freezing point * donma nöqtəsi
 129. **Fr.** * father * ata
 130. **fr.** * franc * frank (pul vahidi)
 131. **Fr.** * French * fransız
 132. **fr.** * from * dan, dən
 133. **Fri** * Friday * cümə, cümə günü

134. **f.v.** * folio verso * *lat.* əks tərəfində (səhifənin, vərəqin, kitabın)
 135. **FYI** * for your information * məlumatınız olsun ki, ərz olsun ki

Gg

136. **g.** * gramme * qram
 137. **GA** * General Assembly * Baş Məclis (BMT-nin)
 138. **gal.** * gallon * qallon
 139. **GB** * Great Britain * Böyük Britaniya
 140. **GCE** * General Certificate of Education * kamal attestatı
 141. **gds.** * goods * mallar
 142. **Gen.** * General * general
 143. **genl.** * general * ümumi
 144. **Ger.** * German * alman, german
 145. **geog.** * geography * coğrafiya
 146. **Gk.** * Greek * yunan
 147. **GM** * General Manager * baş direktor
 148. **gov.** * governor * qubernator, hakim, başçı
 149. **govt.** * government * hökumət
 150. **G.P.O.** * General Post Office * Baş Poçt İdarəsi
 151. **gr.** * grade * 1. dərəcə, 2. növ, çeşid
 152. **gr.** * gross * qros (12 düjün, 144 ədəd)
 153. **grad.** * graduate * diplomlu mütəxəssis
 154. **gr.wt.** * gross weight brutto * malın tara ilə birlikdə çəkisi
 155. **gram.** * grammatical * qrammatik
 156. **G.S.** * General Staff * ümumi qərargah
 157. **gt.** * great * böyük, görkəmli, ulu
 158. **GT** * gross ton * ingilis tonu (1016 kq)
 159. **gtd.** * guaranteed * zəmanət / təminat verilmiş

160. GUAM * Georgia, Ukraine, Azerbaijan, Moldova *
Gürcüstan, Ukrayna, Azərbaycan, Moldova – GUAM

Hh

- 161. h. * hour * saat
- 162. h. * hundred * yüz
- 163. ha. * * hektar
- 164. h.a. * hoc anno * *lat.* bu / cari il
- 165. h&c. * hot and cold * isti və soyuq (su)
- 166. H.C. * House of Commons * İcmalar Palatası
(İngiltərədə)
- 167. hdbk. * handbook * soraq / arayış kitabçası
- 168. h.e. * hic est * *lat.* yəni; daha doğrusu
- 169. HF * high frequency * yüksək tezlik
- 170. hgt. * height * hündürlük, yüksəklik
- 171. hist. * history * tarix
- 172. H.L. * House of Lords * Lordlar Palatası
- 173. HM * his/her Majesty * əlahəzrət
- 174. Hon. * Honorary * hörmətli, möhtərəm
- 175. hosp. * hospital * xəstəxana, hospital
- 176. HP * high pressure * yüksək təzyiq
- 177. hp. * horsepower * at gücü (qüvvət ölçüsü vahidi)
- 178. HQ * Head Quarters * baş qərargah
- 179. HR * House of Representatives * Nümayəndələr
Palatası (ABŞ Konqresinin)
- 180. HS. * High School * orta məktəb
- 181. HT. * High tension * yüksək gərginlik
- 182. Hz. * hertz * hers

Ii

- 183. i. * inch * düym
- 184. i. * island * ada
- 185. ib., ibid * ibidem * *lat.* oradaca

186. **id.** * idem * *lat.* həmin
187. **ID** * Identification * şəxsiyyət vəsiqəsi
188. **ID** * Intelligence Department * Kəşfiyyat Şöbəsi
189. **IDA** * International Development Association * Beynəlxalq İnkişaf Assosiasiyası
190. **IDP** * internally displaced persons * məcburi köçkünlər
191. **i.e.** * id est * *lat.* yəni, daha doğrusu
192. **illus.** * illustration * şəkil, rəsm
193. **imp.** * imperative * inadlı, təkidli
194. **inc.** * incorporated * Korporasiya kimi qeyd olunmuş
195. **incl.** * including * daxil edilməklə
196. **ind.** * independent * müstəqil, sərbəst
197. **inst.** * instant * cari (bu ayın) rəsmi məktubda
198. **interj.** * interjection * nida
199. **intl.** * international * beynəlxalq
200. **Interpol** * International Police * Cinayət Axtarışı üzrə Beynəlxalq Polis Təşkilatı, İnterpol
201. **IOC** * International Olympic Committee * Beynəlxalq Olimpiya Komitəsi, BOK
202. **IOJ** * International Organization of Journalists * Beynəlxalq Jurnalistlər Təşkilatı, BJT
203. **IOU** * I owe you * Mən sizə borcluyam
204. **IPA** * International Phonetic Alphabet * Beynəlxalq fonetik əlifba
205. **i.q.** * idem quod * *lat.* habelə, həmçinin
206. **IRC** * International Red Cross * Beynəlxalq Qırmızı Xaç Cəmiyyəti
207. **Ital.** * Italian * italyan
208. **it.** * italics * kursiv
209. **ITC** * International Trade Center * Beynəlxalq Ticarət Mərkəzi
210. **ITV** * Independent Television * müstəqil televiziya (Böyük Britaniyada)

211. IUS * International Union of Students * Beynəlxalq
Tələbələr İttifaqı, BTİ

Jj

212. j. * judge * hakim
213. J.A. * Judge Advocate * hərbi prokuror
214. Jan. * January * yanvar
215. Jap. * Japan * Yaponiya
216. jct. * junction * qovuşuq
217. jnt. * joint * birləşmiş, vahid
218. jr. * junior * kiçik, balaca
219. Ju. * June * iyun
220. Jul. * July * iyul
221. juv. * juvenile * azyaşlı

Kk

222. kg. * kilogramme * kiloqram
223. KIA * killed in action * döyüşdə həlak olub
224. km. * kilometre * kilometr
225. K.O. * knock out * *id.* nokaut
226. kv. * kilovolt * kilovolt

Ll

227. L. * length * uzunluq
228. lab. * laboratory * laboratoriya
229. Lat. * latin * Latin dili
230. lat. * latitude * *cog.* en, en dairəsi
231. lb. * libra * *lat.* funt
232. L.C. * Law Court * məhkəmə
233. LC * letter of credit * akkreditiv
234. l.c. * loco citato * *lat.* sitat gətirilmiş yerdə
235. ldg. * lodging * mənzil
236. Ldn * London * London (şəhər)

237. **LEA** * Local education authority * yerli təhsil orqanı
 238. **leg.** * legal * açıq, leqal
 239. **lgth.** * length * uzunluq
 240. **lh.** * left hand * sol əl
 241. **L.H.D.** * Doctor of the Humanities * humanitar elmlər doktoru
 242. **l.l.** * loco laudato * *lat.* göstərilən yerdə
 243. **L.L.D.** * Doctor of Laws * hüquq doktoru
 244. **LMT** * local mean time * yerli vaxt
 245. **LS.** * left side * sol tərəf
 246. **lt.** * lieutenant * leytenant
 247. **ltd.** * limited * məhdud səlahiyyətli (şirkət)
 248. **lx.** * lux * lüks (ışıq şiddəti vahidi)

Mm

249. **M.** * mass * kütlə
 250. **m.** * meridian * *coğ.* meridian
 251. **m.** * metre * metr
 252. **m.** * mile * mil
 253. **m.** * million * milyon
 254. **m.** * minute * dəqiqə
 255. **m.** * masculine * kişi
 256. **M.A.** * Master of Arts * humanitar elmlər magistri
 257. **Ma.** * Minnesota * Minnesota (ABŞ-da ştat)
 258. **Mar.** * march * Mart
 259. **maths.** * mathematics * riyaziyyat
 260. **max.** * maximum * maksimum
 261. **mdnt.** * mid night * gecə yarısı
 262. **med.** * medicine * tibb, tibb elmi
 263. **mem.** * member * üzv
 264. **memo** * memorandum * yaddaş məktubu, memorandum
 265. **messrs.** * messieurs * *fr.* ağalar, cənablar

- 266. **met.** * metropolitan * paytaxt
- 267. **Mex.** * Mexico * Meksika
- 268. **mg.** * milligramme * milligram
- 269. **mgr.** * manager * müdir, menecer
- 270. **mgt.** * management * idarə etmə
- 271. **MIA** * missing in action * itkin düşüb
- 272. **mil.** * military * hərbi
- 273. **min.** * minimum * minimum
- 274. **mk.** * mark * nişan, marka, seriya
- 275. **mm.** * millimetre * millimetr
- 276. **M.O.** * Mail order * poçt vasitəsilə sifariş
- 277. **Mon.** * Monday * bazar ertəsi
- 278. **M.P.** * meeting point * ərimə nöqtəsi
- 279. **M.P.** * member of parliament * parlament üzvü
- 280. **Mr.** * mister * cənab, ağa
- 281. **Mrs.** * mistress * xamm
- 282. **MS.** * manuscript * əlyazısı
- 283. **mt.** * mountain * dağ
- 284. **m.v.** * market value * bazar dəyəri
- 285. **M.V.** * motor vessel * teploxod
- 286. **myth.** * mythology * mifologiya

Nn

- 287. **n.** * noon * günorta
- 288. **N.** * north * Şimal
- 289. **n.** * note * qeyd, kağız, haşiyyə
- 290. **N.A.** * North America * Şimali Amerika
- 291. **NAC** * North Atlantic Council * Şimali Atlantika Şurası, NATO şurası
- 292. **NAS** * National Academy of Science * Milli Elmlər Akademiyası
- 293. **nat.** * national * milli

294. NATO * North Atlantic Treaty Organization * Şimali Atlantika Müqavilə Təşkilatı, NATO
295. nav. * naval * hərbi-dəniz
296. nav. * navigation * naviqasiya
297. N.B. * nota bene * *lat.* xüsusi diqqət yetir
298. NE * north-east * şimal-şərq
299. neg. * negative * mənfi
300. Neth. * Netherlands * Niderland
301. Nov. * November * noyabr
302. nr. * near * yaxın, yaxınlığında
303. N.S. * new series * yeni seriya
304. n.s. * not signed * imzalanmayıb
305. NS * new style * yeni üslub
306. NU * name unknown * ad məlum deyil
307. NV * nonvoting * səs verməyən
308. NW * North-West* şimal-qərb
309. N.Y. * New York * Nyu York

Oo

310. Obj. * object * tamamlıq
311. Obl. * oblong * uzunsov
312. obs. * observation * müşahidə, nəzarət
313. Oc. * ocean * okean
314. Oct. * October * oktyabr
315. O.D. * Officer of the Day * növbətçi zabıt
316. O/D * on demand * tələbə görə
317. O.E.D. * Oxford English Dictionary * Oksford İngilis dili lüğəti
318. OEEC * Organization for European Economic Cooperation * Avropa İqtisadi Əməkdaşlıq Təşkilatı
319. O.K. * Okay * hər şey qaydasındadır, düzdür, doğrudur
320. O-level * ordinary level * orta müvəffəqiyyət (imtahan qiyməti)

321. **Op.cit.** * opus citatum * *lat.* sitat gətirilmiş əsər
 322. **OPEC** * Oil producing and Exporting Countries * Neft istehsal və ixrac edən Ölkələr Təşkilatı, OPEK
 323. **opp.** * opposite * qarşı, əleyhinə, zidd
 324. **opt.** * optional * məcburi / vacib olmayan, könüllü
 325. **O/R** * on request * xahiş ilə
 326. **ord.** * order * sifariş, əmr
 327. **org.** * organization * təşkilat
 328. **orig.** * original * 1) orijinal, 2) ilkin, 3) həqiqi
 329. **OSCE** * Organization for Security and Cooperation in Europe * Avropada Təhlükəsizlik və Əməkdaşlıq Təşkilatı, ATƏT
 330. **O.U.** * Oxford University * Oksford Universiteti

Pp

331. **p.** * page * səhifə
 332. **p.** * part * hissə
 333. **p.** * **pawn** * piyada (şahmatda)
 334. **p.** * penny * pens
 335. **p.** * pole * qütb
 336. **p.** * post * poçt
 337. **p.a.** * per annum * *lat.* hər il, ildə
 338. **P.A.** * power of attorney * etibarnamə
 339. **P.A.** * Press Agency * mətbuat agentliyi
 340. **PA** * private account * *amer.* şəxsi hesab
 341. **PACE** * the Parliamentary Assembly of the Council of Europe * Avropa Şurası Parlament Assambleyası, AŞPA
 342. **pam.** * pamphlet * həcv, pamflet
 343. **p&l.** * profit and loss * qazanc və ziyan
 344. **par.** * paragraph * maddə, bənd
 345. **part.** * particular * xüsusi
 346. **pat.** * patent * patent
 347. **p.c.** * per cent * faiz

- 348. **pd.** * paid * ödənilib
- 349. **P.D.** * per diem * hər gün, gün ərzində
- 350. **P.D.** * Police Department * polis idarəsi
- 351. **PE** * physical education * fiziki təlim
- 352. **pen.** * peninsula * yarımada
- 353. **per.** * period * dövr, müddət
- 354. **pet.** * petroleum * neft
- 355. **P.G.** * paying guest * kirayənişin
- 356. **P.G.** * postgraduate * aspirant
- 357. **Ph.D.** * Doctor of Philosophy * fəlsəfə doktoru
- 358. **phon.** * phonetic * fonetika
- 359. **pk.** * park * park
- 360. **pkg.** * package * bağlama, qablaşdırma
- 361. **P.M.** * paymaster * kassir, xəzinədar
- 362. **p.m.** * post meridiem * *lat.* günortadan sonra
- 363. **P.M.** * Prime Minister * baş nazir
- 364. **pl.** * plural * cəm
- 365. **polit.** * political * siyasi
- 366. **pos.** * positive * müsbət
- 367. **poss.** * possible * mümkün olan, ehtimal edilən
- 368. **pot.** * potential * potensial
- 369. **P.O.W.** * prisoner of war * hərbi əsir
- 370. **p.p.** * pages * səhifələr
- 371. **pr.** * pair * cüt
- 372. **pr.** * price * qiymət
- 373. **pref.** * preface * müqəddimə
- 374. **pres.** * president * 1. Prezident, 2. Sədr
- 375. **prep.** * preposition * söz önü
- 376. **prof.** * professor * professor
- 377. **pron.** * pronoun * əvəzlilik
- 378. **P.S.** * post scriptum * *lat.* haşiyyə
- 379. **pub.** * public * ictimai

Qq

- 380. qu. * question * sual
- 381. Q.E.F. * quod erat faciendum * *lat.* elə bunu etmək tələb olunurdu
- 382. qr. * quarter * 1. dördə bir, rüb; 2. kvartal, üçaylıq
- 383. qt. * quantity * miqdar, say, kəmiyyət
- 384. Qu. * Queen * kraliça, kral arvadı
- 385. q.v. * qued vide * *lat.* bax

Rr

- 386. r. * river * çay
- 387. rd. * road * yol
- 388. rec. * receipt * qəbz
- 389. rec. * recording * səsyazma
- 390. ref. * reference * sitat, dəlil
- 391. reg. * region * rayon, vilayət
- 392. rep. * repair * təmir
- 393. res. * residence * iqamətgah
- 394. resp. * respectively * müvafiq olaraq
- 395. rly. * railway * dəmir yolu
- 396. R.S.V.P. * repondez, s'il vous plait * *fr.* lütfən, cavab verin

Ss

- 397. S. * saint * müqəddəs
- 398. s. * second * saniyə
- 399. S. * South * cənub
- 400. S.A. * sex appeal * cinsi / şəhvani cazibədarlıq
- 401. Sat. * Saturday * şənbə günü
- 402. sc. * sacle * şkala
- 403. s/c * self-contained * muxtar
- 404. S.C. * Supreme Court * Ali Məhkəmə
- 405. ScD * Doctor of Science * təbiyyat elmləri doktoru

- 406. sch. * school * məktəb
- 407. sci. * science * elm
- 408. SD. * special delivery * təcili çatdırma
- 409. SE * South East * cənub-şərq
- 410. sec. * second * saniyə
- 411. secy * secretary * katib, nazir
- 412. sel. * selection * seçmə, seçilmə
- 413. Sen. * Senate * Senator
- 414. Sept. * September * Sentyabr
- 415. sgd. * signed * imzalanıb
- 416. sh. * shilling * şilling
- 417. Sl. * sea level * dəniz səviyyəsi
- 418. s.n. * sine nomine * *lat.* adsız, adı göstərilmədən
- 419. snr. * senior * yaşlı, yuxarı (sınıf)
- 420. soc. * society * cəmiyyət
- 421. sp. * special * xüsusi
- 422. ss. * scilicet * *lat.* yəni
- 423. str. * street * küçə
- 424. sta. * station * stansiya
- 425. sub. * substitute * əvəz, əvəzetmə
- 426. sup. * supplement * əlavə
- 427. svc. * service * xidmət
- 428. sw * short waves * qısa dalğalar
- 429. syst. * system * sistem

Tt

- 430. T. * temperature * temperatur
- 431. t. * time * zaman, müddət
- 432. t. * ton * ton
- 433. T.B. * tuberculosis * vərəm
- 434. TC * teachers college * müəllimlər seminariyası
- 435. tec. * detective * xəfiiyə
- 436. tel. * telegram * teleqram

- 437. **temp.** * temporary * müvəqqəti
- 438. **ter.** * territory * ərazi
- 439. **Th.D.** * Doctor of Theology * ilahiyyat doktoru
- 440. **t.h.i.** * time handed in * təqdim etmə vaxtı
- 441. **Thurs.** * Thursday * cümə axşamı
- 442. **tit.** * title * titul, başlıq
- 443. **t.o.** * turn over * çevirin
- 444. **transp.** * transportation * daşıma, göndərmə
- 445. **ts.** * this * bu
- 246. **TS** * top secret * tamamilə məxfidir
- 447. **tx.** * tax * vergi

Uu

- 448. **u.c.** * upper case * baş hərf
- 449. **U.K.** * United Kingdom * Birləşmiş Krallıq
- 450. **UNDP** * United Nations Development Program * BMT İnkişaf proqramı
- 451. **UNESCO** * United Nations Educational, Scientific and Cultural Organization * BMT-nin Təhsil, Elm və Mədəniyyət Təşkilatı, YUNESKO
- 452. **UNGA** * United Nations General Assembly * BMT Baş Məclisi
- 453. **UNICEF** * United Nations International Children's Emergency Fund * BMT-nin Uşaqlara Beynəlxalq Yardım Fondu, YUNİSEF
- 454. **USA** * United States of America * Amerika Birləşmiş Ştatları

Vv

- 455. **V.** * victory * Qələbə
- 456. **v.** * volume * həcm, cild
- 457. **val.** * value * dəyər
- 458. **V.C.** * Vice-Chairman * sədr müavini

259. **VCR** * video cassette recorder * videomaqnitofon
 460. **v.** * verb * fəl
 461. **vi.** * verb intransitive * təsirsiz fəl
 462. **vr.** * verb reflexive * qayıdış fəli
 463. **vt.** * verb transitive * təsirli fəl
 464. **V.I.P.** * very important person * yüksək vəzifəli şəxs
 465. **VS** * versus * *lat.* qarşı, əleyhinə
 466. **v.v.** * vice versa * *lat.* tərsinə, əksinə

Ww

467. **w.** * warden * 1) gözetçi, nəzarətçi; 2) direktor; 3) rektor (kollecdə); 4) dekan
 468. **w** * week * həftə
 469. **W.** * West * Qərb
 470. **w.** * wife * arvad
 471. **Wash.** * Washington * Vaşinqton
 472. **WB** * Weather Bureau * hava bürosu
 473. **w.c.** * water closet * ayaqyolu, tualet
 474. **wd.** * word * söz
 475. **wed.** * Wednesday * Çərşənbə
 476. **w.e.f.** * with effect from * qüvvəyə minən
 477. **w/f** * weather forecast * hava proqnozu
 478. **WH** * White House * Ağ Ev
 479. **wk.** * week * həftə
 480. **wrnt.** * warrant * 1) zəmanət; 2) səlahiyyət, ixtiyar; 3) order
 481. **wt.** * weight * çəki
 482. **WW I** * World War I * I Dünya müharibəsi
 483. **WW II** * World War II * II Dünya müharibəsi

Xx

- 484. **x.** * experimental * eksperiment
- 485. **Xmas** * Christmas * milad günü / bayramı
- 486. **Xpr.** * without privileges * imtiyazsız
- 487. **Xr.** * without rights * hüquqsuz
- 488. **Xw.** * without warrants * zəmanətsiz, təminatlı

Yy

- 489. **y.** * yard * yard (91, 44 sm)
- 490. **y.** * year * il
- 491. **YB.** * year book * salnamə
- 492. **yr.** * younger * kiçik
- 493. **YS** * young soldier * gənc əsgər

Zz

- 494. **z.** * zero * sıfır
- 495. **z.** * zone * zona
- 496. **ZPG** * zero population growth * sıfır əhali artımı
- 497. **ZST** * Zone Standard Time * zona vaxtı
- 498. **zool.** * zoology * zoologiya

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