

FARIDA ALLAHVERDIYEVA

Grammar Through Communication

BAKI – 2025

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INTRODUCTION

Grammar is the foundation of any language and plays a vital role in ensuring clear, effective, and confident communication. For anyone learning English, whether as a beginner or as someone looking to refine their existing skills, understanding grammar is a crucial step toward mastering the language. It is through grammar that words come together to form sentences, sentences convey meaning, and meaning creates connection.

This book is designed as a comprehensive yet accessible guide to help you navigate the complexities of English grammar with ease. It caters to learners of all levels, from those taking their first steps into the world of English to advanced learners aiming to perfect their language abilities. Each chapter has been carefully structured to introduce key grammar concepts with clear explanations, relatable examples, and practical exercises that enable you to apply what you've learned immediately.

Throughout this book, you'll find grammar presented in a logical and progressive manner. Starting with the basics, such as parts of speech and simple sentence structures, you will gradually build your knowledge and confidence as you delve into more advanced topics like verb tenses, conditional sentences, and modifiers. Along the way, you will also encounter tips, shortcuts, and strategies that make learning grammar not only efficient but enjoyable.

Why is grammar so important? Because it serves as the invisible thread that holds language together. A strong grasp of grammar allows you to:

- express your thoughts and ideas with clarity and precision, whether in writing or speaking.
- build a deeper understanding of vocabulary by learning how words function in different contexts.
- improve your reading comprehension by recognizing patterns and structures in text.
- adapt to various forms of communication, from casual conversations to formal presentations and academic writing.

This book isn't just about memorizing rules – it's about helping you see grammar as a tool for real-world communication. Whether you're preparing for exams, drafting professional emails, writing creatively, or engaging in everyday conversations, the skills you gain here will equip you to handle any situation with confidence.

By the time you complete this book, you'll not only have a solid grasp of English grammar but also the ability to use it effectively and naturally in your daily life. Remember, mastering grammar is not just about learning the rules but also understanding how to use them to express yourself and connect with others.

So, let's begin this exciting journey into the world of English grammar. Take it one step at a time, and you'll soon discover that grammar is not a barrier but a bridge that leads you toward fluency and success. Happy learning!

UNIT 1

NOTIONAL, FUNCTIONAL, AND FREE PARTS OF SPEECH

The problem concerning the essence of parts of speech and the principles of their allocation in various languages of the world is one of the most controversial problems of general linguistics. Statements on the question of what the distribution of words by parts of speech is based on are varied, but also contradictory. In the history of the ancient era, parts of speech were the subject of linguistic research. In ancient greek linguistics, the concept of parts of speech began to form, and all categories of language were closely considered with the categories of philosophy. The classification of parts of speech in ancient linguistics was compiled in close connection with the development of logic: parts of speech were identified with parts of a sentence and brought closer to members of a judgment. In English grammar, parts of speech are traditionally divided into categories based on their role and function in a sentence. Understanding these categories helps us analyze language more effectively and construct grammatically correct sentences.

Parts of speech can be classified into three major groups:

- Notional (lexical) parts of speech
- Functional (structural) parts of speech
- Free (independent) parts of speech

Notional parts of speech (lexical)

These are content words that carry the main meaning in a sentence. They answer the questions: who? What? Where? How? And contribute heavily to the message of the sentence.

Examples & Functions:

<i>part of speech</i>	<i>Description</i>	<i>examples</i>
Noun	names people, places, things	teacher, city, book
Verb	shows action or state	run, eat, is
adjective	describes nouns	beautiful, fast, blue
Adverb	modifies verbs, adjectives, adverbs	quickly, very, always
Numeral	shows number or order	one, second, hundred
Pronoun	replaces a noun	he, she, it, this

Functional parts of speech (grammatical/structural)

These words have little or no lexical meaning, but are essential for sentence structure and grammatical relationships. They are also called form words or grammatical words.

Examples & Functions:

part of speech	Description	examples
preposition	shows relation between words	in, on, under, between
conjunction	connects words, phrases, or clauses	and, but, because, although
article	defines a noun	a, an, the
particle	adds emphasis or mood	not, to (in 'to go')
modal verb	shows necessity, possibility, ability	can, must, should, may
auxiliary verb	helps form verb tenses	is, have, do, will

Free parts of speech (independent)

These are words or expressions that do not grammatically connect to the rest of the sentence and usually express emotions, reactions, or greetings.

Examples & Functions:

part of speech	description	examples
Interjection	expresses feelings or emotions	wow, oh, ouch, hey, alas

discourse
markers

manage conversation
flow

well, so, you know,
actually

Summary table

category	parts of speech included	function
notional	noun, verb, adjective, adverb, numeral, pronoun	main meaning/content
functional	preposition, conjunction, article, particle, modal verb	structure and grammar
free	interjection, discourse markers	emotion, attitude, conversation flow

Example sentence analysis

Wow! She quickly ran to the old house and opened the door.

- Wow! – interjection (free)
- She – pronoun (notional)
- Quickly – adverb (notional)
- Ran – verb (notional)
- To – preposition (functional)
- The – article (functional)
- Old – adjective (notional)
- House – noun (notional)
- And – conjunction (functional)
- Opened – verb (notional)
- The – article (functional)
- Door – noun (notional)

Understanding the division between notional, functional, and free parts of speech helps us better understand how English sentences are formed. Notional words carry meaning, functional words connect and support grammar, and free parts stand independently to express feelings and tone.

1. Categorize the words

[illegible]

1. She runs every morning. → _____
2. Oh! That was unexpected. → _____

3. They walked to the station. → _____
4. I saw a beautiful painting. → _____
5. And then he left. → _____

3. Fill in the blanks

1. _____! That really hurt my finger.
2. She sings very _____ in the choir.
3. The cat is hiding _____ the sofa.
4. They arrived late, _____ they missed the bus.
5. _____ you help me with this bag?

4. Match the group with its function

Group type	Function description
1. Notional	A. Expresses emotion or reaction
2. Functional	B. Creates structure and grammar
3. Free	C. Carries the main lexical meaning

5. Label each word.

Sentence:

Wow! She definitely can swim across the lake without fear-vay! O, şübhəsiz ki, qorxmadan gölün üstündən keçə bilər.

Word	Type
Wow!	Free
She	Notional

Definitely	...
Can	...
Swim	...
Across	...
The	...
Lake	...
Without	...
Fear	...

6. Create sentences.

Example: aha! She went to the store.

- 1 notional word: _____
- 1 functional word: _____
- 1 free word: _____

7. Multiple choice quiz.

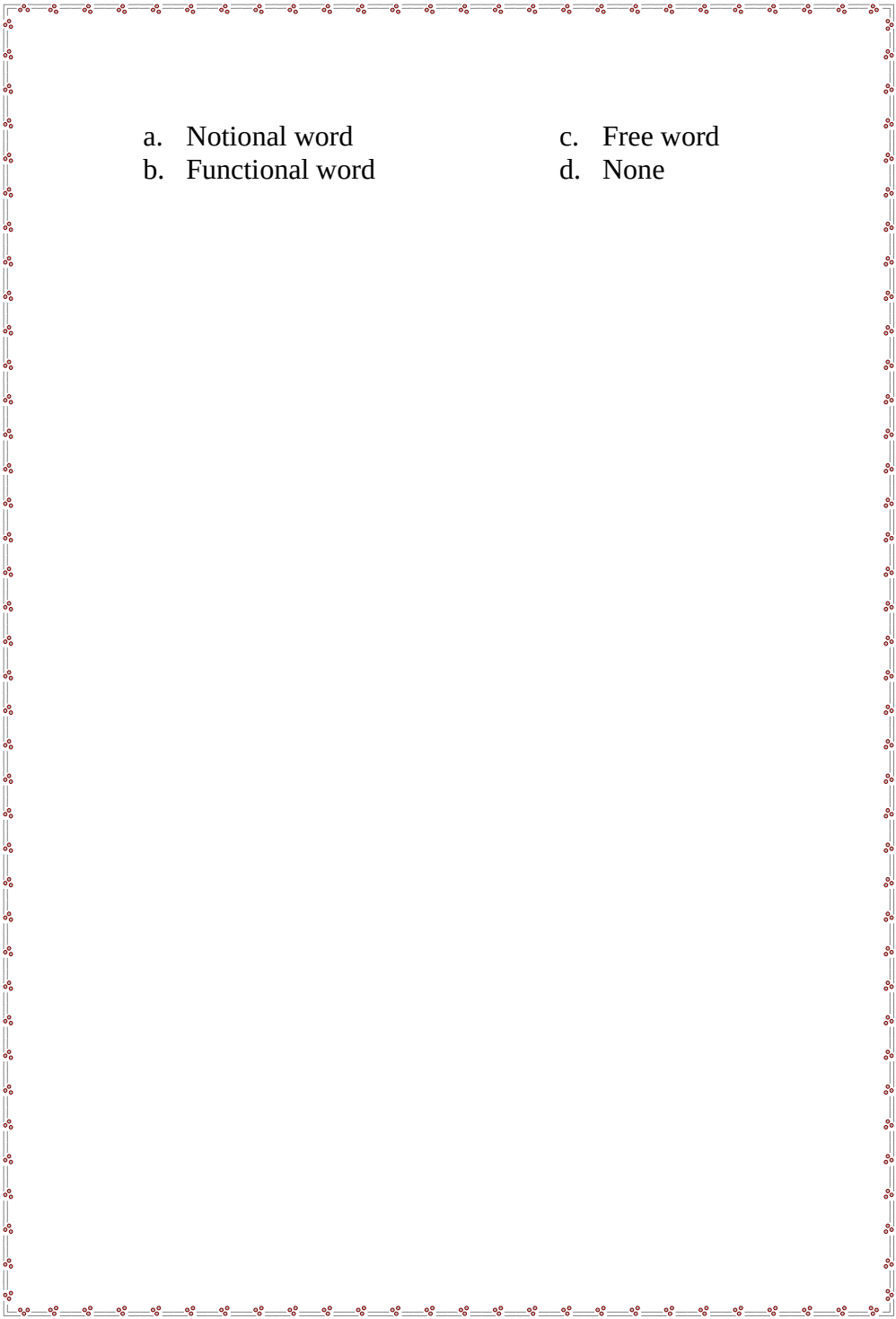
1. Which of the following is a functional part of speech?

- | | |
|------------|-----------|
| a. Book | c. And |
| b. Quickly | d. Hooray |

2. Which of these is a free part of speech?

- | | |
|---------|-----------|
| a. Must | c. Before |
| b. Wow | d. Blue |

3. 'always' is a(n):

- 
- a. Notional word
 - b. Functional word

- c. Free word
- d. None

UNIT 2

The Verb: General Notion

What is a verb?

A verb is a part of speech that expresses an action, a state, or an occurrence. It is one of the most important parts of a sentence because every sentence must have at least one verb to form a predicate.

Functions of verbs

- Express actions: run, write, eat
- Express states or conditions: be, seem, exist
- Express occurrences or events: happen, occur
- Express mental activities and feelings: think, believe, like

Types of verbs

A) main verbs (lexical verbs)

These verbs carry the main meaning of the sentence — they tell what the subject does or what happens.

Example:

- She runs every day. -*O hər gün qaçır.*
- I like pizza. -*Mən pizza xoşlayıram.*

B) auxiliary verbs (helping verbs)

Auxiliary verbs help the main verb by forming different tenses, voices, or moods.

Common auxiliaries: be, have, do

Modal auxiliaries: can, may, must, shall, will

Example:

- She is running now. -*O indi qaçır.*
- I have finished my homework. – *Mən ev tapşırıqlarımı bitirmişəm.*

Verb forms and their functions

- Tense — shows time of the action or state:
 - ✓ Present: I work -*Mən işləyirəm.*
 - ✓ Past: I worked – *Mən işlədim.*
 - ✓ Future: I will work -*Mən işləyəcəm.*
- Aspect — shows the nature of the action:
 - ✓ Simple: I work. *Mən işləyirəm*
 - ✓ Continuous (progressive): I am working – *Mən hal-hazırda işləyirəm.*
 - ✓ Perfect: I have worked. – *Mən işləmişəm.*
 - ✓ Perfect continuous: I have been working. -*Mən işləyirdim.*
- Voice — shows whether the subject performs or receives the action:
 - ✓ Active: She writes a letter- *O, məktub yazır..*

✓ Passive: The letter is written by her - Məktub onun tərəfindən yazılır.

• Mood — shows the attitude of the verb:

✓ Indicative (statement): He goes to school.

✓ Imperative (command): Go to school!

✓ Subjunctive (wish or hypothetical): If I were you...

Transitive vs. Intransitive verbs

Transitive verbs

• Verbs that require a direct object — something or someone who receives the action.

• Answer the question: what? Or whom? After the verb.

Example:

✓ She reads a book. (what does she read? A book)

✓ They built a house.

Intransitive verbs

• Verbs which cannot accept a direct object.

• The action does not transfer to an object.

Example:

✓ *He runs fast- O, sürətlə qaçır. (no object)*

✓ *They arrived late- Onlar gec gəldilər.*

summary table

aspect	Explanation	example
action verb	shows doing something	run, write, think
linking verb	connects subject to description	be, seem, become
auxiliary verb	helps form tense, voice, mood	have, will, can
tense	time of action	work / worked / will work
aspect	nature of the action	am working / have worked
voice	active or passive	writes / is written
mood	indicative, imperative, subjunctive	I am / be! / if I were
transitive	requires a direct object	she reads a book
intransitive	does not take a direct object	he runs

Exercises on general verb usage

Exercise 1: Point the verb(s) in every statement.

1. There are four seasons in a year.
2. She is reading a book.
3. They have arrived late.
4. We will visit Paris next year.
5. He became a doctor.

Exercise 2: Choose the correct verb form

1. She (walk / walks) to school every day.
2. I (am / is) very tired.
3. We (has / have) a big garden.
4. They (was / were) playing football.
5. He (go / goes) to work by bus.

Exercise 3: Match the verbs to their type

Verb	Type (action / state / process)
understand	
fall	
own	

cook

grow

Exercise 4: Fill in the blanks with a suitable verb

1. The baby _____ loudly at night.
2. We _____ happy to see you.
3. She _____ the guitar very well.
4. I _____ the bus to school.
5. They _____ flowers in their backyard.

Exercise 5: Rewrite the sentences using the correct verb tense

1. She (eat) breakfast at 8:00.
2. They (go) to the park yesterday.
3. I (be) tired last night.
4. He (have) a new phone now.
5. We (study) for the test tomorrow.

Exercise 6: Classify the verbs below into action, state, or process.

Words: love, become, eat, know, sleep, grow, feel, talk, break, seem

Action verbs	State verbs	Process verbs

Exercise 7: Choose whether the verb shows action, state, or process

1. She owns a car. – _____
2. He jumped over the fence. – _____
3. The plant is growing fast. – _____
4. I think she's right. – _____
5. They run every morning. – _____

UNIT 3

16 TENSE FORMS

**PRESENT
SIMPLE**



**PAST
SIMPLE**



**PRESENT
CONTINUOUS**



**PAST
CONTINUOUS**



**PAST
PERFECT**



**FUTURE
SIMPLE**



**FUTURE
PERFECT**



**FUTURE
PERFECT CON**



VERB TENSES: BASIC FORMS OF THE SIMPLE TENSE FORM

This unit focuses on the four main types of simple verb tenses used in English grammar:

Present simple tense

Past simple tense

Future simple tense

Future-in-the-past simple tense

Each of these tenses is used to express different times and situations, and they follow specific rules for their structure and usage.

The present simple tense form

The structure of the present indefinite tense depends on if it is used with a third person singular subject or with other types of subjects.

In this lesson, we will examine:

- How to build the present simple (for third-person subjects, other verbs, and the verb **to be**)
- Situations where the present simple is applied

Forms of the present simple tense form

It's essential to recognize the difference between third person singular (he/she/it) and other subjects (you/we/they)

when constructing the present simple, since the verb form changes depending on this:

- First-person singular: I walk
- Second-person singular: You walk
- Third-person singular: He/She/It walks
- First-person plural: We walk
- Second-person plural: You walk
- Third-person plural: They walk

The tense formation also shifts depending on whether the sentence is **positive**, **negative**, or a **question**.

Present simple with 3rd person singular subjects

Third person singular includes subjects like:

- He (e.g., David, Mark, etc.)
- She (e.g., Emily, Lisa, etc.)
- It (e.g., the car, the movie, etc.)

The structure of the verb changes depending on whether the sentence is affirmative, negative, or interrogative. In affirmative sentences, we add **-s** to the verb. In negative forms and questions, we use **does** or **doesn't** as auxiliary verbs.

Examples:

- He reads a magazine. (affirmative) (O qəzet oxuyur.)
- Does he read a magazine? (question) (O qəzet oxuyurmu?)

- He doesn't read a magazine. (negative) (O qəzet oxumur.)

In most cases, to form the present simple with third-person singular, **-s** is added to the base verb:

- play → plays
- watch → watches
- cook → cooks
- paint → paints

The verb ending in **o**, **ss**, **sh**, **ch**, **x**, or **z**, take **-es** to the verb:

- do → does
- teach → teaches

Verbs ending in **y** are changed into **I** and then added **-es**:

- study → studies
- reply → replies
- identify → identifies

Time adverbs used with the simple present tense form

The simple present tense is commonly used with the adverbs such as: always, usually, seldom, never, sometimes, often, frequently, generally, habitually, occasionally, once, twice, thrice etc.

Study the examples given below:

- *I drink a cup of coffee every morning. (not I am drinking a cup of coffee every morning.) - Hər səhər bir fincan qəhvə içirəm.*
- *My father never tells lies. - Atam heç vaxt yalan danışmır.*
- *I usually spend my evenings with my children. Axşamları adətən uşaqlarımla keçirirəm.*
- *My watch never keeps right time. - Mənim saatım heç vaxt düzgün vaxtı göstərmir.*

Who

It's important to mention that when using the question word **who** with the present simple tense, auxiliary verbs are usually not included:

- *Who enjoys classical music?- Kim klassik musiqidən zövq alır?*
- *Who drinks orange juice? - Portaqal suyu kim içir?*

Other subjects

For other present simple subjects (i, you, we, they), we don't add -s to the main verb. In negative sentences and questions, we use **do** or **don't**.

Example:

- *I walk to the park. - Mən parka piyada gedirəm. (statement)*
- *Do I walk to the park? - Parka piyada gedirəm? (question)*
- *I don't walk to the park. - Mən parka piyada getmirəm. (negative statement)*

Present indefinite 'to be'

The verb **to be** follows its own structure, different from regular verbs. The **third person singular** uses **is**, and instead of **do/does**, we use **am/is/are**:

- First-person singular: I am
- Second-person singular: You are
- Third-person singular: He/She/It is
- First-person plural: We are
- Second-person plural: You are
- Third-person plural: They are

Example:

- I am sleepy. (statement)
- Am I sleepy? (question)
- I'm not sleepy. (negative statement)

When do we use the present simple tense form?

1.Repeated events

The present simple is often used to describe regular actions or habits. Time expressions like **every morning, on Fridays, in the evening** are commonly used.

Examples:

- *I brush my teeth daily. - Hər gün dişlərimi fırçalayıram.*
- *Why don't you drink milk? - Niyə süd içmirsən?*
- *I rehearse the guitar every evening- Mən hər axşam gitarada məşq edirəm.*
- *I usually fly during summer break - Mən adətən yay tətilində uçuram.*
- *He teaches from tuesday to Friday. - O, çərşənbə axşamından cümə gününə kimi dərs deyir.*

2. *General facts*

This tense denotes universal truth.

Examples:

- *Ice melts at 0 degrees celsius.- Buz 0 dərəcə selsidə əriyir.*
- *She prefers blue clothes- O, mavi paltarlara üstünlük verir.*
- *I stay in madrid- Madriddə qalıram.*
- *Kangaroos cannot walk backward.- Kenqurular geriyə doğru yeriə bilmirlər.*
- *It's not illegal to own a pet snake in some countries- Bəzi ölkələrdə ev ilanına sahib olmaq qeyri-qanuni deyil.*
- *3 + 3 equals 6 (3+3 6-ya bərabərdir.)*

3. *Stative verbs*

Present simple is used with stative verbs to express conditions or situations, as they usually aren't used in continuous tenses.

Examples of stative verbs:

Existence: I am present; she survives. -*Mən burdayam. -O, həyatdadır.*

Wants and likes: I adore you; they desire us success.-*Mən sənə heyranam.-Onlar bizə uğur arzulayır.*

Possession: I own many shoes; Mike has a house.- *Mənim çox ayaqqabım var.- Maykın evi var.*

Verb denoting mental activities: She believes in fate; They recognize the voice. -*O, alın yazısına inanır. - Onlar səsi tanıyır.*

Verbs denoting sense perceptions: It tastes odd.- *Bu qəribə dad verir.*

Visual aspect: You seem sad; She appears fine.- *Sən kədərli görünürsən. -O, yaxşı görünür.*

4.Referring to future situations

The present simple can refer to the future, especially for timetables or fixed plans, and after certain time expressions (when, before, after, if, unless).

Fixed time:

- *The bus departs at 9:00 am. - Avtobus səhər saat 9:00-da yola düşür.*
- *Shall we attend the play tonight? - Bu axşam tamaşaya gedək?*
- *My internship begins on Monday - Mənim təcrübəm bazar ertəsi başlayır.*
- *He comes back tomorrow. - O, sabah qayıdır.*

Time words:

- *I'll call you when she finishes her work. - O, işini bitirəndə sənə zəng edəcəm.*
- *Wash your hands before you have dinner - Nahar yeməyindən əvvəl əllərinizi yuyun.*
- *I shall cook pillav after we get home. -Plovu evə çatandan sonra bişirərəm.*

If and unless:

- *If she wins the contest, he'll be excited. - O, müsabiqədə qalib gəlsə, həyəcanlanacaq.*
- *I won't support you unless you respect the rules. - Qaydalara hörmət etmədikcə sənə dəstəkləməyəcəyəm.*

5. Chronicles of previous events

If stories are used the past indefinite tense form, the present simple is sometimes used in anecdotes or dramatic stories to create a sense of immediacy or intensity.

Example of a narrative:

Something weird occurred yesterday. So, I was walking through the mall and a guy approached and asked for directions. Then he says he's being followed by strangers. I look around but see no one, and suddenly he sprints away. I still have no clue what happened.

-Dünən qərribə bir şey baş verdi. Beləliklə, mən ticarət mərkəzində gəzirdim və bir oğlan yaxınlaşdı və istiqamət soruşdu. Sonra onu tanımadığı adamların izlədiyini deyir. Ətrafa baxıram, amma heç kimi görmürəm və o birdən qaçıb uzaqlaşır. Nə baş verdiyindən hələ də xəbərim yoxdur.

Exercises:

I. Place the verb in brackets into the present simple tense.

1. He always (try) hard in his exams.
2. My friends (be) always the first ones to phone me.
3. Marking the homework (take) a lot of my time.
4. The children usually (play) at the local park.
5. My cousin usually (fix) anything that has broken in my house.

6. The school caretaker's duties (include) cutting the grass.
7. They (be) here already.
8. He (have) many things to do.
9. Simon must (remember) to do the homework.

II. Place the verb in brackets into the sentence to make it negative.

1. I (think) we should have left the uk.
2. She (do) what she is told.
3. John (like) flying.
4. The passengers (be) happy.
5. We (start) till 9am.
6. The garden (be) beautiful.
7. I (eat) red meat.
8. He (have) a job.
9. They (go) swimming often.
10. The manager (be) at work today.

III. Use the words in brackets to help you complete the questions. (do/does or is/are)

1. (he / need) any help?
2. (you / be) excited to see me?
3. (they / plan) to visit us in france?
4. (the computer / be) fixed now?
5. (we / be) nearly there?
6. (susan / feel) any better today?
7. (you / ever / drink) alcohol?
8. (they / arrive) at 7pm?
9. (mark / be) the best candidate for the job?
10. (she / believe) in god?

IV. Use the words in brackets to help you complete the questions.

1. (Why / she / take) the bus home every day?
2. (How / you / feel) about seeing the film?
3. (Why / he / be) so annoyed?
4. (Which / university / be) the best?
5. (Where / they / live) at the moment?
6. (When / the bus / arrive)?
7. (How / the weather / be) today in australia?
8. (Where / you / park) your car normally?
9. (Why / they / be) so late today.
10. (Which / film / you / want) to see?

V.Change the following sentences into interrogative and negative.

1. There is an apple-tree and a lot of cherry-trees in their garden.
2. There are some fruit-trees in my uncle's orchard.
3. There is a green park in front of our institute.
4. There is a shop behind our house.

VI. Make up sentences, using there is (are) according to the model.

Model:

The cat is on the mat.

There is a cat on the mat.

The dogs are in the park.

There are dogs in the park.

1. The garden is in front of the house.
2. The map is on that desk.
3. The birds are in the trees.
4. The book is in the teacher's hand.
5. The sofa is at the window.

Study the dialogues and present them in pairs.

In the morning

Getting up

Rena: Hey, wake up, Ali! Don't you hear the alarm-clock?

Ali: My, I'm so sleepy.

Rena: That's why you are always saying, lazy-bones. Now get out of bed quickly.

Rena and Ali get up and start dressing.

Ali: Oh, bother! Where are my socks?

Rena: How should I know? It's all because you throw your things about. (Anna also starts looking around.) There're your socks, under the chair. Be quick, or we'll miss the bus to school.

Ali: Don't worry. We have plenty of time.

Rena: you're forgetting that you need to brush your teeth, wash your hands and face, and fix your hair.

Ali: no, I don't.

Rena and Ali go to the kitchen where there is a wash-basin in the corner. They turn on the tap and start cleaning their teeth, washing their hands and faces with soap. Then they take towels and wipe their hands and faces dry. At last both rena and Ali are ready.

Rena: Now turn off the tap. Don't leave it running.

Ali: All right.

At breakfast

Mother: Now, children, sit down and be quick about it or breakfast will get cold.

Rena: And what is there for breakfast?

Mother: They're eggs, fish, potatoes and hot milk.

Ali: That's fine. I like fish, and eggs to

The mother puts the plates before the children.

Ali: Pass me the salt, rena.

Rena: Here you are.

Mother: Now, what do you want, rena? If you want anything just ask for it. Haven't you a tongue?

Rena: Yes, mother, but my arm is longer.

Mother: Oh, you mustn't talk like that!

Rena: Some bread, please.

Mother: Be a good girl. Here you are.

Ali: Can I have tea instead of milk? (making a face.) I don't like hot milk, I just hate it.

Mother: All right. Here's the tea and sugar.

Ali: Thank you, mother.

Mother: When will you be home from school?

Ali: Some time about two.

Rena: I'll be home early today. We have only four lessons.

On the way to school

Rena: Now we'll have to run half the way, and all because of you.

Ali: Oh, stop it. We'll just have to walk a bit faster. A little exercise on a fine day like this will only do you good. Look, there's muhammed. Hallo, muhammed!

Muhammed: Hallo! What's the hurry? We're not late, are we?

Ali: No fear.

Rena: That's what he's always saying. I'm afraid we are. Ali never puts his things together in good time, and that's why we have to run the whole way to school most mornings, if we don't want to be late.

Ali: There she goes!

Muhammed: Oh, don't quarrel over nothing. You just start early next time and that's all.

Rena: But as it happens it's too late every time to start early!

Muhammed: Wait a moment, I'll have a look at my watch and tell you what the exact time is. (looks at his watch.) It's twenty minutes past eight by my watch. We still have time.

Rena: Can we believe your watch?

Muhammed: It's a very good one. It's always right.

Vocabulary:

Lazy-bones – Someone who is lazy. *Jack is lazy-bones.*

Wipe – Clean or dry (something) by rubbing with a cloth, a piece of paper, or one's hand. *He wiped his hands with a towel.*

Instead of – in place of someone or something. *Today we had history instead of geography.*

To make a face (faces) – produce a facial expression that shows dislike or some other negative emotion, or that is intended to be amusing.

To do good – make a helpful contribution to a situation. *Fresh air will do you good. Some exercise will do good to peter.*

To put together – make something by assembling different parts or people. *He put together all his things.*

In good time – with no risk of being late.

Quarrel – a heated argument or disagreement, typically about a trivial issue and between people who are usually on good terms.

Idioms:

1. Break the ice – söhbətə başlamaq, gərginliyi azaltmaq
example: he told a joke to break the ice at the party.

2. Hit the books – dərsləri oxumağa başlamaq
example: I have a test tomorrow, so I need to hit the books tonight.

3. Under the weather – özünü pis hiss etmək
example: she didn't come to work because she was feeling under the weather.

4. Let the cat out of the bag – sirrI açıqlamaq
example: he let the cat out of the bag about the surprise gift.
5. Once in a blue moon – çox nadir hallarda
example: we only go to that restaurant once in a blue moon.
6. Piece of cake – çox asan bir şey
example: this math problem is a piece of cake.
7. Cost an arm and a leg – çox baha olmaq
example: that new phone cost me an arm and a leg.

Exercises:

I. Answer the following questions look for the answers in the text.

A.

- A) 1. Did Ali hear the alarm clock? 2. Was he sleepy? 3. Was there a wash-basin in the kitchen?
B) 4. Did rena call her brother a lazy-bones or a good boy? 5. Did the two children wipe their hands and faces with a towel or with a handkerchief? 6. Did they leave the tap running or did they turn it off?
C) 7. What did Ali say when rena woke him up? 8. Why couldn't Ali find the socks? 9. Why did Rena ask Ali to be quick? 10. What did the brother and sister do in the kitchen?

B.

- A) 11. Does Ali like fish and eggs? 12. Did Ali's mother pass him the salt? 13. Did Ali want an apple instead of milk?
B) 14. Did Ali ask Rena to pass him the salt or did he get it himself? 15. Did Ali make a face when he saw the milk or did he say, it is fine? 16. Was Rena going to be home from school at two o'clock or earlier than two?
C) 17. How did Ali get some salt? 18. What did mother say when Rena asked her for some bread? 19. Why did Ali make a face? 20. What did he get instead of milk?

C.

A) 21. Did the two children have to run half the way to school? 22. Did they meet Muhammed on their way to school? 23. Did Rena and Ali begin to quarrel?

B) 24. Did Rena think that they were late because of Ali or because of the alarm clock? 25. Does Ali put his things together in good time or goes he do it after breakfast when it is time to go to school? 26. Was it twenty minutes past eight or twenty minutes to eight by Muhammed's watch?

C) 27. What did Ali think of a little exercise? 28. Why do Rena and Ali have to run to school most mornings? 29. Why did Ali say, where does she go? 30. What was the time by Muhammed's watch?

VII. Fill in the missing parts of the dialogue with given words.

(that's fine; oh, bother; hey; there she goes; that's what.)

Nelly: ..., come here, victor.

Victor: What is it that you want to tell me?

Nelly: You must help us with the wall newspaper today. ... I want to tell you.

Victor: ...! But I can't. Why didn't you tell me about it in good time? I promised to go to the skating-rink with jim today.

Nelly: You never want to help us, you lazy-bones.

Victor: ...! Can't you understand that I've promised to go and I must go?

Nelly: I'm sure you can go an hour later. Jim will wait for you, won't he? I know Jim well, he won't be cross with you.

Victor: No, won't, if you tell him the reason. And if he waits for me, I'll be glad to help you.

Nelly: ...! I'll speak to jim, and you go to room 12.

VIII. Name:

A) find 5 things in a kitchen;

- B) 7 things you do in the morning;
C) 10 things people may have for breakfast.

The past indefinite tense form

It denotes simple facts in the past. The formation of this tense varies depending on whether it involves the verb *to be* or another verb, and whether the verb is regular or irregular.

To be and other verbs

for regular and irregular verbs (excluding *to be*), it is formed by the helping of the past form of the verb:

- **Affirmative:** They arrived early.- *Onlar tez çatdılar.*

For negative statements or questions, we use *did* or *did not*:

- **Negative:** They didn't arrive early.-*Onlar tez çatmadılar.*
- **Yes / no question:** Did they arrive early? -*Onlar tez çatdılar?*
- **Question word:** When did they arrive? -*Onlar nə vaxt çatdı?*

To be

When the verb *to be* is used, we employ *was* or *wasn't* for the first-person singular (i) and third-person singular (he/she/it):

- **Affirmative:** He was happy. -*O xoşbəxt idi.*
- **Negative:** He wasn't happy. -*O xoşbəxt deyildi.*

- **Yes / no question:** Was she happy?- *O xoşbəxt idi?*

- **Question word:** Why was she upset?- *O niyə dilxor idi?*

For plural subjects (we/they), we replace *was* with *were*:

- **Example:** They were excited. -*Onlar həyəcanlı idi.*

Regular and irregular verbs

When using the past simple tense, it is important to distinguish between regular and irregular verbs, as this affects how the verb is altered.

Regular verbs

They observe a predictable structure for making the past indefinite tense form. For verbs ending in a consonant or a vowel (except *e*), add *-ed* to the base form:

- **smile** = smiled
- **play** = played
- **visit** = visited
- **clean** = cleaned

For verbs ending in *-e*, simply add *-d*:

- **hope** = hoped
- **live** = lived
- **bake** = baked
- **save** = saved

For verbs that end in a consonant plus -y, replace -y with -I and then add -ed:

- **cry** = cried
- **study** = studied
- **apply** = applied
- **deny** = denied

Irregular verbs

Irregular verbs do not follow a specific pattern and must be memorized. Here are some examples:

- **drink** = drank
- **teach** = taught
- **sing** = sang
- **take** = took
- **read** = read
- **find** = found
- **build** = built
- **meet** = met
- **sleep** = slept
- **run** = ran
- **catch** = caught
- **give** = gave

In what cases can we use the past indefinite tense form?

1. Finished periods of time

Common phrases for indicating finished time include:

- *I watched the movie last night - Dünən gecə filmə baxdım.*

- *It rained heavily last week - Keçən həftə güclü yağış yağdı.*
- *We traveled to japan in 2017 - 2017-cı ildə yaponiyaya səyahət etdik..*
- *They finished the project two months ago - Onlar layihəni iki ay əvvəl bitirdilər.*
- *I visited the park in the morning - Səhər çağı parka baş çəkdim.*

In some cases, the finished time is implied, like in the following examples:

- *It was an amazing concert- O, möhtəşəm bir konsert idi.*
- *Did you enjoy the party?- Qonaqlıqdan zövq aldınız mı?*

2. **Longer past periods**

The past indefinite is used to denote actions that occurred over a long, completed period. These can either be specific or more general:

- *She lived in Paris for a decade- O, on il Parisdə yaşadı.*
- *They worked on the farm from 2005 to 2010- onlar 2005-2010-cu illərdə fermada işlədilər.*
- *He was an actor in the 80s - o, 80-cı illərdə aktyor idi.*

For more general periods of time, you might say:

- *I worked there for ages - mən orada uzun illər işlədim.*
- *We stayed in the city for quite a while- biz bir müddət şəhərdə qaldıq.*
- *They spent many years abroad- onlar uzun illərini xaricdə keçirdilər.*

3. **Exact details**

The past simple tense is commonly used to give precise information about an event. It details when, where, and how something occurred. Here's an example that starts with a present simple statement, followed by past simple to describe completed actions:

I feel drained today. I dropped the kids off at school at 7:30 am, then headed to work. I arrived early and spent the day completing tasks until 8 pm. It was a very exhausting day.

-Bu gün özümü çox yorğun hiss edirəm. Uşaqları səhər saat 7:30-da məktəbə apardım, sonra işə işə getdim. İşə tez çatdım və axşam saat 8-ə qədər tapşırıqları yerinə yetirməklə məşğul oldum. Bu, çox yorucu bir gün oldu.

4. **Narratives**

When telling stories, the past simple is often used to establish the time and describe the major events. It serves as a frame for the narrative, moving the story forward. Here's an example of how the past simple is used in storytelling:

It was a quiet evening. Jenny decided to paint the fence. As we approached the yard, we found the brushes scattered on the ground. We exchanged glances, puzzled and curious.

-Sakit bir axşam idi. Cenni hasarı rəngləməyə qərar verdi. Həyatə yaxınlaşanda fırçaların yerə səpələndiyini gördük. Təəccüblə və maraqla baxışdıq.

Exercises:

I. Fulfill the statements by putting the correct past simple form of the verbs in brackets:

1. He (arrive) after the discussion had ended.
2. I ... (notice) her in a blue jacket the day before.
3. He ... (stand) in the garden, waiting for me.
4. That young man ... (show) up about four weeks ago.
5. He ... (tend) to take a walk in the evenings.
6. Kelly ... (travel) to Chicago the previous day.
7. He ... (visit) the train museum the day before.
8. Where ... you ... (purchase) this TV set?
9. He ... not ... (step) out for a walk after 7 p.m.
10. ... all of you ... (create) such a loud disturbance?
11. ... the hen ... (produce) six eggs?
12. ... the baker not ... (open) his store yesterday?
13. Who ... the instructor ... (scold) in class yesterday?
14. Why ... you ... (speak) harshly to him?
15. Why ... the officers not ... (capture) the thieves?

II. Complete with appropriate forms of the verb and make simple past tense form:

Henry: What did you (you, do) last weekend? ... (you, stay) at home?

David: No, we ... (visit) my cousins in New York.

Henry: Really? ... (you, have) a nice time?

David: Yes! It ... (be) lovely! What about you? Where ... (you, go)?

Henry: Well, I ... (go) to the shopping center with my siblings Daisy and Kevin on Saturday. And guess what? We ... (see) the shooting of *planet wars* on the way there.

David: Planet wars? The famous series? Wow! ... (you, go) meet the stars?

Henry: Yes, we ... (do)! And I ... (take) some autographs and photos as well from them.

III. Change each of these sentences as instructed in the brackets:

1. All the children did their homework. (change to interrogative)
2. They splashed about in the puddles. (change to negative)
3. I didn't listen to the music. (change to interrogative)
4. Did the traffic move very slowly? (change to affirmative)
5. Why did she walk home from school? (change to affirmative)
6. You drove the car on the wrong side. (change to interrogative)
7. I gave the invitation card to all my friends. (change to affirmative)

V. Translate the sentences. Pick out antonyms and write them down according to the model.

Model: *early-late*

1. It was still **light** when ophelia left the house.
2. We get up very early not **to be late** for our classes.
3. It was **hard** to find good seats.
4. It is **easy** to get tickets for this performance.
5. Yesterday I got a **short** note from a friend of mine.
6. They went to the south for **a rather long** stay.
7. My friend always looks **happy**.
8. Why do you make **the poor** child unhappy?
9. I found myself in a **dark** room.
10. We found our seats quite **easily**.
11. They prepared the homework with **difficulty**.
12. It's too **hot** in july.
13. The night was **dark** and cold.

Dialogue

Study the following dialogue and present it in pairs.

Zarifa: Good morning, Pakiza!

Pakiza: Oh, it's you Zarifa! How nice that you have come.

Z: I haven't seen you lately and wanted to see you. What was the matter with you? Were you ill?

P: Yes, I had a nasty-cold. But now I'm perfectly all right, only the doctor doesn't let me go out. I have to slay at home for another week.

Z: Reading again! Whenever I come, I always find you sitting deep in a book.

P: Well, I enjoy reading books, you know.

Z: What a lot of books you've got!

P: Books are my hobby. I inherited it from my mother. She's got a fine collection of Azerbaijanian classics. Mother's got her own library in the study but these are books I've collected myself. I started a library of my own when I went to the institute. I've always been fond of English and American writers. That's why I chose the English department.

Z: I see you have got a complete set of Shakespeare. Have you read all his play?

P: Not all of them. Mainly his tragedies in translation. My English is still quite poor and I can't read Shakespeare in the original.

Z: And what are you reading now in the original?

P: The guns of boston by Eliza Carrington. Have you read it?

Z: No, I don't think I have. Is it a good book?

P: Very. And moving, too. Want to read it?

Z: Certainly. Have you finished with it?

P: Not yet. You can have it in three days' time if you like.

Z: Good. Now, I'm afraid I must be off. I've got an appointment. I hope you'll be all right soon.

P: Thank you, good bye.

Z: Good-bye, Pakiza. I'll drop in on sunday.

Vocabulary:

Accuse – to charge with the fault, offense, or crime (usually followed by of): he accused him of murder.

Embezzlement – the stealing of money entrusted to one's care

Seamy – unpleasant or sordid; low; disagreeable: the seamy side of life.

Shaggy – covered with or having long, rough hair.

Weep – to express grief, sorrow, or any overpowering emotion by shedding tears; shed tears; cry: to weep for joy; to weep with rage.

Broth – thin soup of concentrated meat or fish stock.

Scorn – open or unqualified contempt; disdain: his face and attitude showed the scorn he felt.

Port – a city, town, or other place where ships load or unload.

Proverbial – of, relating to, or characteristic of a proverb: proverbial brevity.

Hoarse – having a vocal tone characterized by weakness of intensity and excessive breathiness; husky: the hoarse voice of the auctioneer.

Thoroughly – in a thorough manner or degree; completely and carefully: we will review the data thoroughly.

Tablespoonful – the amount a tablespoon can hold.

Engage – to occupy the attention or efforts of (a person or persons): he engaged her in conversation.

Idioms:

1. Spill the beans – sirr açmaq

example: Don't spill the beans about the plan!

2. Burn the midnight oil – Gecə gec saatlara qədər işləmək.

example: She had to burn the midnight oil to meet the deadline.

3. Bite the bullet – Çətin bir şeyi qəbul etmək və etmək

example: I decided to bite the bullet and go to the dentist.

4. Break a leg – uğurlar arzulamaq

example: Break a leg in your performance tonight!

5. Hit the sack – yatmağa getmək

example: I'm really tired. I'm going to hit the sack.

6. Let someone off the hook – kimi isə məsuliyyətdən azad etmək

example: The teacher let him off the hook for being late.

7. Pull someone's leg – zarafatla aldatmaq

example: I was just pulling your leg. Don't be mad!

Exercises:

I. Write the corresponding forms of adjectives:

carefully; thoroughly; quietly; privately; slowly; really; selfishly; politely.

IV. Give 12 pairs of antonyms out of the given 24 words.

Healthy; right; behind; well; large; ask; hot; far; small; answer; boy; near; put on; girl; take off; cold; in front of; give; ill; wrong; low; receive; badly; high.

V. Give 7 pairs of synonyms of the following words:

Receive; in front of; several; wrong; spectacles; before; some; small; large; incorrect; little; get; big; glasses.

iv. Supply articles where necessary :

1. I got extremely tired and developed ... Severe headache. Individuals lacking enough ... Rest often suffer from ... Headaches.
2. She has just ... Mild headache.
3. My sibling had ... Terrible headache and came down with ... Heavy cold in ... Head. She caught it while playing outside.
4. The elderly lady became gravely sick. She had ... high fever.
5. The kid is suffering from ... Nasty cold in ... Head.
6. I phoned ... Neighborhood clinic and gave them ... Name and location of the patient.

V. Supply adverbs and prepositions where necessary:

1. ... evening I experienced a sharp ache ... My side and ... My leg.
2. You're dropping weight and appear unwell. Why not get checked by a doctor? It's important to look ... Your health, I told my neighbor.
3. She assumed it was a simple cold, but when her fever increased and her head pain worsened, she sent ... A doctor. He examined her tongue, checked ... Her pulse, listened ... Her chest and measured her temperature.

VI. Give the four forms of the following verbs:

Catch; eat; wake; bring; think; find; go; meet; say; hear; pay; check; examine; give

VII. Make these sentences interrogative:

1. Her sister has read a lot of books about Filatov's innovations in eye surgery.
2. This doctor has written many articles about the latest innovations in radio-active treatment.
3. She has been to the doctor's today.

VIII. Respond briefly with 'yes' or 'no' to each of the questions below:

1. Are you planning to visit the health center?
2. Are these people waiting in line to see dr. A.?
3. Is dr. A. currently seeing any patients?
4. Will dr. A. be on duty from 10 a.m. until the afternoon this Wednesday?
5. Is dr. B. operating from room 25 right now?
6. Was the doctor washing his hands as you stepped into the room?

The future simple tense form

The future simple tense is used to denote actions or events happen later. In this stage, we shall first search how to form this tense, covering affirmative, interrogative, and negative sentences for each form. After that, we'll examine when it is commonly used.

The future simple tense is made using:

- *Will*
- *Shall*

Note though that the future can also be discussed using going to, the present simple, and the present continuous.

Grammar rules for 'will' and 'shall'

Will and *shall* are formed in the following ways:

- **Affirmative:** subject + will + verb (*I will go.*)
- **Interrogative (yes/no):** will + subject + verb (*will you go?*)
- **Interrogative (wh/how):** question word + will + subject + verb (*where will you go? -sən hara gedəcəksən?*)
- **Negative:** subject + will + not (won't) + verb (*they won't go*)

They are both modal verbs (*must, should, can, ought to etc.*).

They therefore follow the same rules as all modal verbs:

1. *They are used with another verb in the base form i.e. Without 'to' (e.g. I shall go)*
2. *No 's' is added to the base verb for the third person (i.e. He will go, not he will goes).*
3. *We don't use it with 'do' in questions or negatives.*

Examples of expressing the simple future tense form

Will

To make the future simple tense, we use ‘*will + bare infinitive*’, with this moved to before the subject for questions. For the negative, we add in ‘not’.

In speech or informal writing we use contractions. *Will* becomes ‘*ll*’ and in the negative, we say *won’t*.

Affirmative:

- **I will see you later.**
(*Mən sənI sonra görəcəyəm.*)
- **She will be happy to come as well.**
(*O da gəlməyinə məmnun olacaq.*)
- **The school will accept his application.**
(*Məktəb onun ərizəsini qəbul edəcək.*)

Interrogative: yes / no questions

- **Will the government raise interest rates?**
(*Hökumət faiz dərəcələrini artıracaqmı?*)
- **Will you help me with this?**
(*Bununla bağlı mənə kömək edəcəksən?*)
- **Will we cook tonight?**
(*Bu axşam yemək bişirəcəyikmi?*)

Interrogative: ‘wh’ & ‘how’ questions

- **Why will you ask him about it?**
(*Niyə ondan bu haqqda soruşacaqsan?*)
- **Where will we go?**
(*Biz haraya gedəcəyik?*)
- **What price will the tickets sell for?**
(*Biletlər hansı qiymətə satılacaq?*)
- **What time will it start?**
(*Saat neçədə başlayacaq?*)
- **When will they arrive?**
(*Onlar nə vaxt çatacaqlar?*)
- **Who do you think the manager will employ?**
(*Səncə menecer kimi işə götürəcək?*)

- **How will the parcel be sent?**

(Bağlama necə göndəriləcək?)

Negative:

- **I will not be coming tonight.**

(Bu axşam gəlməyəcəyəm.)

- **They will not change their minds.**

(Onlar fikirlərini dəyişməyəcəklər.)

- **Taking his side will not do you any favours!**

(Onun tərəfini tutmaq sənə heç bir fayda verməyəcək!)

- **Why will they not reduce the price?**

(Niyə onlar qiyməti azaltmayacaqlar?)

Shall

Shall to discuss the future is less common and is mostly used in formal or legal writing or situations. It is created in much the same way as ‘will’ but using ‘*shall* + *infinitive*’ instead.

The negative contraction is *shan’t*.

Generally, ‘shall’ is used with *I* or *we* (*the first person*), while we would stick with ‘will’ for *you*, *s/he* and *they* (*third person*). However, there are times *shall* is used with the third person too, so it’s not a strict rule.

Affirmative:

- **I shall speak to you tomorrow.**

(Mən sabah səninlə danışacağam.)

- **We shall proceed with the transaction.**

(Biz əməliyyata davam edəcəyik.)

Interrogative:

- **Shall I speak to you tomorrow?**

(Mən sabah səninlə danışacağam?)

- **Shall we proceed with the transaction?**

(Biz əməliyyata davam edəcəyik?)

Negative:

- I **shall not speak** to you tomorrow (*I shan't...*) – *Mən sabah səninlə danışmayacağam.*

- We **shall not proceed** with the transaction (*We shan't...*) – *Biz əməliyyata davam etməyəcəyik.*

Using the future simple tense

The future simple tense is used in the following situations:

1) Spontaneous unplanned actions & decisions

- You're drunk, I'll get you a taxi home.

– *Sən sərxoşsan, mən sənə evə taksi çağırım.*

- I shan't be coming.

– *Mən gəlməyəcəyəm.*

- I'll have the plant-based burger, please.

– *Zəhmət olmasa, mənə bitki əsaslı burger gətirin.*

2) Predictions & assumptions

- I think it will rain this afternoon.

Fikrimcə, bu gün günortadan sonra yağış yağacaq.

- It will be the socialist party that wins the election next year.

– *Gələn il seçkiləri qazanan sosialist partiyası olacaq.*

- It's likely I'll be too tired to play football this afternoon.

– *Görünür, bu gün günortadan sonra futbol oynamaq üçün çox yorğun olacağam.*

3) Promises and threats

- I **shall** definitely **be** there on time.

– *Mən mütləq vaxtında orada olacağam.*

- She'll **kill** you if you don't help her with her job application!

Sən ona iş qəbul olunmada kömək etməsən, o səni öldürəcək!

- He promised he'll **not spend** the money.

– *O söz verdi ki, pulu xərcləməyəcək.*

4) Refusals

- I won't take that from you.
–*Mən bunu səndən götürməyəcəm.*
- We shan't accept your offer.
–*Biz təklifinizi qəbul etməyəcəyik.*
- The government won't change its policy.
Hökumət siyasətini dəyişməyəcək.

Exercises:

I. Put the verb in brackets into the suitable future form:

1. I (help) you finish the assignment.
2. She (be) here shortly.
3. They (arrive) at 8:00.
4. You (call) me the following week.
5. I (spend) the money carefully.
6. We (come back) as soon as we can.
7. It (rain) the next day.
8. Ralf (pay) the bill.
9. Amanda (win) this match.
10. Perhaps we (stay) at home.
11. They (make) some pastries.
12. I (bring) you along next month.
13. Ashley (remain) home tonight. It (be) extremely hot this summer.

II. Complete the sentences using the future simple tense form(will):

Jim visited a psychic to ask about what's coming. Here is what he was told:

1. You (make) a great deal of money.
2. You (go) on trips around the globe.

3. You (encounter) fascinating individuals.
4. Everyone (admire) you.
5. You (not / face) any difficulties.
6. Many people (serve) your needs.
7. They (guess) your desires.
8. There (not / remain) anything else to wish for.
9. All things (turn out) wonderfully.
10. But all this (come true / only) if you agree to marry me.

III. Complete the sentences using the appropriate form of the future construction (be going to, to be about to, to be on the point of) with the gerund form of the verb:

1. The dog needs a bath. We (wash) him.
2. I (visit) my grandparents this weekend.
3. We (have) dinner at a restaurant this evening. It's my mother's birthday.
4. Paul (play) basketball later today.
5. When (you / start) studying for the test?
6. My mum (not work) this week; she's on holiday.
7. What (you / do) this afternoon?

Dialogue

Study the dialogue and present it in pairs.

Hello, Gulchin, I'm glad to see you!

Hello, Sumbul, where are you coming from?

G: From the library.

S: What book have you got?

G: The silver ring by Mahmud. Have you read it?

S: Yes. It's one of the best books I've ever read. I was really interested in it. It's a jolly good book.

G: I went to the bookshop and wanted to buy it, but the bookseller told me that they didn't have it in stock, and advised me to go to the main shop. And there I was told that lately there had been such a heavy demand for that book that they didn't have it in stock either. And she told me that the book sold well.

S: But why do you want to buy it?

G: Oh, I wanted to keep it in my library. You know I spend a great deal of money on books. I have quite a good collection of books in my library.

S: I see. You'll really like the book. You know what I found the most interesting in it.

G: When and where was it?

S: You probably know from history that in december 1895, a prominent political figure and a large number of his associates were arrested.

G: Yes, yes, now I remember, and two years later, he was sentenced to three years of exile in a remote village in the eastern part of the country.

S: You're right. And one day the authorities came and searched his rooms.

G: How interesting! I'm mad about books. I'll finish it in a day, I think.

S: Fine.

Vocabulary:

Fairly – in a fair manner; justly or honestly; impartially.

Extract – to get, pull, or draw out, usually with special effort, skill, or force: to extract a tooth.

Utter – to give audible expression to; speak or pronounce: unable to utter her feelings; words were uttered in my hearing.

Correspondence – communication by exchange of letters.

Commit – to do; perform; perpetrate: to commit murder; to commit an error.

Facade – a superficial appearance or illusion of something: they managed somehow to maintain a facade of wealth.

Relic – a surviving memorial of something past.

Gendarme – a police officer in any of several european countries, especially french police officer.

Idioms:

1. Cry over spilled milk – keçmişdə olmuş şeyə görə peşman olmaq

example: It's no use crying over spilled milk.

2. Kill two birds with one stone – Bir işlə iki məqsədə çatmaq

example: By shopping on the way home, I killed two birds with one stone.

3. Let sleeping dogs lie – Köhnə mövzunu qaldırmamaq

example: Don't mention that argument again. Let sleeping dogs lie.

4. The ball is in your court – Qərar səndədir.

example: I've done my part, now the ball is in your court.

5. Hit the nail on the head – dəqiq bir şeyi demək

example: You hit the nail on the head with that answer.

6. Actions speak louder than words – Hərəkətlər sözlərdən daha vacibdir.

example: He promised to help, but actions speak louder than words.

Exercises:

- I. **Give synonyms for the following words:** wisdom; modesty; to go on; to appear; to become; close; till; to

start; to get; calm; free; famous; to walk; entire; to arrive.

II. Give antonyms of: cult; to continue; impossible; illegal; separate; useful; to remember; the beginning; small; inconvenient; to be busy; first.

III. Isolate the suffixes in the following nouns and adjectives: Add some other nouns and adjectives with the same suffixes: movement; correspondence; emancipation; democracy; freedom; independence; truth; economic; active; wonderful; friendly; illegally: noisy: international.

IV. Arrange in groups the words with the same prefix, add some other words with the same prefixes.

- illegal impossible
- incomplete inactive
- untrue.
- unproductive
- illiterate
- independence
- unfriendly

V. Give derivatives and state what parts of speech they are: interest; use; to differ; easy; possible; capable.

VI. Fill in the blanks with the correct tense of the verbs:

1. She was writing a letter when I saw her.
2. We were singing a song when our teacher entered the classroom.
3. When the doorbell rang, we were working in the garden.
4. The rain began to fall while we were watching the girls play volleyball.
5. My friend and I saw some beautiful dresses in the shop window when I arrived at the institute in the morning.

6. My sister wrote that book while she was living in Shusha.
7. A year ago, my friend couldn't speak a word of English.
8. Our knowledge of the language was very limited.
9. A student of English who always gets good teachers is lucky.
10. You can only be fond of the work you do if it is interesting.
11. We liked our holiday in Moscow last summer.
12. We walked all day without feeling tired.
13. They often climb the big mountains in the Caucasus.
14. My friend answers every question well.
15. The children bathe in the sea every day in summer.
16. Before the lesson, the monitor opened the window and closed the door.
17. David's good work always pleases our teacher very much.
18. At every lesson, the teacher questions the class on their homework.
19. For her holidays, my sister generally stays at the seaside in baku.

VII. Give the corresponding passive construction.

1. Our monitor asked her to take part in this work, but she refused.
2. She speaks English fluently.
3. They speak much of every new achievement in cosmic flights.
4. My nephew takes an interest in biology.
5. Nobody wondered at the excellent results of her work.
6. I have got some letters from a friend of mine this month.

The future indefinite tense form from the point of view of the past

The concept of expressing the future in the past refers to the idea of describing something you believed would occur in the future, but now that event is in the past. It typically applies when we talk about expectations, possibilities, or predictions made about events that have already occurred.

Forming the future in the past tense

Like the future simple tense, the future in the past has two forms:

- **Would/should + verb**

The negative is formed by adding -not. Examples with **would/should**:

- **I thought I would go with him to the concert.**

Düşünürdüm ki, onunla konsertə gedəcəyəm.

- **She told me that she should never forget about our friendship.**

O mənə dedi ki, o heç vaxt dostluğumuzu unutmayacaq.

Examples:

- **I thought that as soon as the class would start, I would understand everything – incorrect**

*Düşünürdüm ki, dərs başlayanda hər şeyi anlayacağam.
(incorrect)*

- **I thought that as soon as the class started, I would understand everything – correct**

Düşünürdüm ki, dərs başlayar- Başlamaz hər şeyi anlayacağam. (incorrect)

Dialogue

Study the following dialogue and present it in pairs.

Erica: Hey, Jane, where have you been hiding all this time?

Jane: Oh, me? I've just returned from Ghana.

Erica: Really! Did you have a great time?

Jane: Yes, it was wonderful. Why are you standing in the doorway? Come on in and let's chat.

Erica: You know, yesterday I heard a forty questions game on an English radio program. I think it's some kind of game, am I right?

Jane: Yes, forty questions is indeed a game, and it's quite popular in England as well.

Erica: How do you play it? Do you know the rules?

Jane: Sure! It's like this. I think of something, and then you try to guess what it is by asking up to forty questions. If you guess correctly within the forty questions, you win. If not, I win.

Erica: I get it. Is that all?

Jane: Yes, but there are a few things you should keep in mind. You can only ask general questions that can be answered with yes or no, and also alternative questions.

Erica: Now I understand.

Jane: Also, to make it easier, the person who thinks of the object or person will immediately say whether it's a person, animal, mineral, vegetable, etc. Now, would you like to try playing?

Erica: Sure, I'd love to.

Jane: Think of something, and I'll start asking questions.

Erica: And what should the first thing I think of be?

Jane: Anything you want! Let's make it an animal.

Erica: Alright. I've got something in mind. Go ahead and ask

your questions.

Jane: Is it a person or an animal?

Erica: It's an animal.

Jane: Does it have two legs or four?

Erica: Neither two nor four.

Jane: So, it must be an insect... Can we see it inside a room?

Erica: It's an insect, but we usually can't see it indoors.

Jane: Does it crawl, or can it fly?

Erica: It can do both.

Jane: How big is it?

Erica: That's not a yes or no question.

Jane: Oh, right! I forgot. Is it harmful to humans?

Erica: No.

Jane: Is it useful to humans in any way?

Erica: It's neither harmful nor useful.

Jane: Is it an ant?

Erica: No.

Jane: Is it a butterfly?

Erica: Oh, no!

Jane: Is it a grasshopper?

Erica: Yes, it's a grasshopper! You guessed it in eleven questions. Now, maybe you'd like to switch roles and answer the questions?

Jane: Yes, I'd love to. It looks like you're enjoying the game!

Erica: Yes, it's really fun.

Jane: Alright, let's keep playing then.

Vocabulary:

Coincidence – a striking occurrence of two or more events at one time apparently by mere chance: our meeting in Venice was pure coincidence.

Yell – to cry out or speak with a strong, loud, clear sound; shout: He always yells when he is angry.

Anger – rage, displeasure, indignation

Idioms:

1. Take it with a grain of salt – şübhə ilə yanaşmaq
back to the drawing board – yenidən başlamaq
example: Our plan didn't work. It's back to the drawing board.
2. Burn bridges – əlaqəni pozmaq
example: Don't burn bridges with former employers.
3. By the skin of your teeth – çox çətinliklə
example: He passed the exam by the skin of his teeth.

Exercises:

I. Comment on the compound and derivative words:

1. Mad: madness, to madden, a maddening mistake, a mad man.
2. Fat: fatness, to fatten, fattening food.
3. Glad: gladness, to gladden, gladdening news.
4. Sad: sadness, to sadden, a saddening idea.

II. Fill in the correct form of the verb (to tell, to say, to talk, to speak):

1. She ... not ... English very fluently at the moment.
2. My sister ... us interesting stories whenever we get together.
3. I had the feeling that she ... not ... the truth to me.
4. The teacher asked the students not ... During the lesson.
5. Could you ... me who wrote this article?
6. I ... not ... with her yet regarding the matter.
7. Strictly ..., you don't really know her at all.
8. She ... with her brother ... French so fluently.

III. Comment on the use of the perfect continuous tense form.

1. A newspaper reporter that a pupil of M. Akhundov had been using sleep treatment for various illnesses.
2. The doctor says that tomorrow the patient will have been sleeping for twenty-five hours.
3. She added that the next day doctors would have been treating him for a month. They have been waiting for such a long time now.
4. My sister has been playing the piano for two hours.
5. The baby had been sleeping for two hours when mother came.

IV. Complete the following sentences, using the future continuous or future perfect tenses:

1. Don't come between five and six, I
2. At this time tomorrow, my cousin
3. By the time you arrive, our team
4. Before you call me, I
5. They ... for a few hours tomorrow.

V. Fill in the blanks. Use required past tense forms.

Last night I (have) a very good time. I (sit) at the table in my office, doing my homework when Kate (call) on me. We (begin) to talk. It appeared that in the last few days she (read) for her exams and I (be) busy getting ready for my test in grammar. Suddenly we (hear) somebody knock at the door and I (run) to open it. It (be) my niece. We (be glad) to see her. It (appear) that professor M. (praise) her examination work and (plan) to send her to Moscow. She (receive) our congratulations. She (be) very glad to be such a success. Kate (ask) me to play the piano and (start) dancing. She (learn) a

new dance and she (dance) it very well indeed. My niece and I (ask) her to teach us to dance it, but we (practice) for nearly a whole hour before we (manage) it at last.

VI. Give the corresponding passive construction (two passive constructions if possible).

A)

1. Father promised his daughter a good present.
2. The collective farmer gave us some milk and advised us to have a good rest. They did not tell Kate's father the truth.
3. Mother forbids her children to walk along the railway near the station.
4. The students will show the delegation their hotel.
5. Grandmother was telling us funny stories all evening.
6. She taught her nephew two european languages in his childhood.

B)

1. Who has she given the money to?
2. Can we rely upon your mother's words?
3. When will they send for the doctor?
4. What is the guide showing to the pioneers?

UNIT 4

CONTINUOUS TENSES

I am
drawing.



**PRESENT
CONTINUOUS**

I was
playing.



**PAST
CONTINUOUS**

I will be
talking.



**FUTURE
CONTINUOUS**

THE CONTINUOUS TENSE FORMS

- Present progressive
- Past progressive

- Future progressive
- Future progressive in the past

Present progressive tense form structure

The present progressive tense describes an event or situation that is taking place right now, occurs regularly, and might persist into the future. To form this tense, using the auxiliary verb to be- am, is, are p1.

Example: She is dancing. -*O, rəqs edir.*

The negative form is formed by the helping of the negative particle -not.

Example: They are not working. -*Onlar işləmirlər.*

In the interrogative sentence -am is are- are placed before the subject.

Example: Are they speaking now? -*Onlar indi danışirlar?*

However, certain verbs are not typically used in progressive forms. These are usually stative verbs, which describe conditions or mental states rather than dynamic actions.

Examples:

✗ I am liking chocolate. → ✓ I like chocolate.

✗ **Mən şokoladı xoşlayıram.** → ✓ **Mən şokoladı xoşlayıram.**

✗ I am being tired. → ✓ I am tired.

✗ **Mən yorğun oluram.** → ✓ **Mən yorğunam.**

✗ I was hearing a noise. → ✓ I heard a noise.

✗ **Mən bir səs eşidirdim.** → ✓ **Mən bir səs eşitdim.**

We use the present progressive tense to describe:

- ongoing actions in the moment
- actions planned for the near future

Present progressive for ongoing actions

a) to describe what is happening right this second

example: *She is crying.* -*O, ağlayır.*

B) to describe actions occurring around the current time, even if not at this exact second. These are temporary actions.

Examples: Jessica is taking English lessons. -*Cessika ingilis dili dərsləri alır.*

Present progressive used for future meaning

The present progressive tense is not limited to current actions.

These future indicators could be expressions such as

tomorrow, next month, this weekend, in july, on Friday, etc.

To use the present progressive in this way, the action should already be arranged or decided upon before the moment of speaking. The person already has the intention and possibly even concrete arrangements.

For example: She isn't coming to work tomorrow, so they can go to visit their granny. -*O, sabah iş gəlmir, buna görə də onlar nənələrini ziyarət etməyə gedə bilərlər.*

Adverbs of time often paired with present progressive

there are several common time expressions that frequently appear with the present progressive tense. These include words like: now, at the moment, currently, today, still, at present, and others.

Example: She is collecting her books now. - *O, indi kitablarını yığır.*

Study the following dialogue and present it in pairs.

Shopping

Going out to shop

Mother: (entering.) Where are you going Anna ?

Anna : To the stationery shop, mother. I need a new ruler, an eraser, some soft pencils and an album for drawing. And I

haven't got any notebooks either. Maybe there is something that I should get for you?

Mother: Nothing in that line! You're the ones who do the writing, and I'm the one who does most of the cooking. So, what I want you to do is to go to the grocery shop and get a few things for me there. It won't take you out of your way? The grocery is next to the stationery shop.

Anna : Oh, I don't mind it a bit. I'll do all the shopping you want me. What shall I buy?

Mother: Just wait a minute. I'll first have a look into the larder. Tomorrow's Sunday and we want something nice for dinner.

She goes to the kitchen and soon returns.

Mother: Here I've put it all down for you it's a kilogram of flour, the best kind, half a kg of sugar, half a kg of butter and ten eggs. Then I think we haven't got any more fresh tomatoes left. Ask if they have tinned tomatoes on sale.

Anna : What about getting some fresh tomatoes if they have them on sale?

Mother: Get a kilogram then, but see to it that they are not spoiled.

Anna : I wonder how much it'll all come to.

Mother: Here's fifty cents. Be careful not to lose the money, and count the change. Now, run along or the shop may close.

Study the following dialogues and present them in pairs.

At the grocery shop

Shop assistant: Well, what can I do for you?

Anna : Here's a list of things that mother wants.

Shop assistant: Just let me have a look. So, it's a kilogram of flour at 4.60, half a kg of butter at 28cents? – that makes it 141

cents a kilogram of sugar and ten eggs. It looks as if somebody is going to make a cake.

Anna : No, it's going to be a meat pie. I say, have you got any tomatoes?

Shop assistant: What kind of tomatoes do you want? We have both tinned and fresh tomatoes on sale to-day.

Anna : How much are the fresh tomatoes?

Shop assistant: Four cents a kilogram.

Anna : I think I shall have? Six cents worth of fresh tomatoes. And how much does it all come to?

Shop assistant: Thirty seven cents.

The shop assistant weighs out the food-stuffs.

Shop assistant: Here you are. Let me help you put them in the bag. You're sure you don't need anything else?

Anna : Oh, I really don't know. Thank you and good-bye.

At the department store

Mother: What's up?

James: Father's going to buy me a bicycle!

Mother: Maybe you'll take Anna along to the shop too, and get her a pair of shoes. The old ones are no good.

Father: Surely. The only trouble is that I don't know what size shoe she wears. What if we get her a pair that'll be too small?

Mother: She can always try on a few pairs and get the one that'll be the right size for her.

Father together with James and Anna goes to the department store.

Father: Where do we go first-to get the shoes or the bicycle?

James: To get the bicycle.

Anna : To get the shoes.

Father: It's ladies first, James. You'll have to wait. So it's the shoe department.

After buying Anna a pair of new shoes they go downstairs to the department selling bicycle for teenagers.

Father:(to the shop assistant.) We'd like to see a bicycle for my son here.

Shop assistant: I can recommend this model, it's a new one.

James: Isn't it a beauty!

Shop assistant: It looks good, and it's excellent quality too.

Father: What is the price?

Shop assistant: 520 cent

Father: Well, James, how do you like it?

James: Oh, I'd like to have it.

Father: Where do I pay the money?

Shop assistant: Right there. Wait a moment, I'll get the bicycle ready for you.

vocabulary:

Larder – a room or place where food is kept; pantry

Tinned – coated or plated with tin

Weigh out – to be of the weight determined by such a weighing

Foodstuffs – a substance used or capable of being used as nutriment

Beverage – any potable liquid, especially one other than water, as tea, coffee, beer, or milk: the price of the meal includes a beverage

Idioms:

1. Cut corners – keyfiyyətsiz və ucuz yolla iş görmək
example: They cut corners when building the house and now there are problems.
2. Get cold feet – qorxmaq və fikrin dəyişmək
example: She got cold feet before the wedding.
3. Go the extra mile – əlavə səy göstərmək
example: She always goes the extra mile for her clients.

4. In hot water – problemdə olmaq
example: He found himself in hot water after missing the meeting.
5. Jump on the bandwagon – dəbdə olan bir şeyə qoşulmaq
example: Everyone is starting a podcast. I might jump on the bandwagon.
6. Speak of the devil – insanı danışarkən görmək
example: Speak of the devil! We were just talking about you.

exercises:

I. Answer the following questions. Look for the answers in the text.

- A.** A) 1. Was Anna going to the stationery shop? 2. Does Anna do most of the cooking? 3. Did she mind going to the grocery shop?
B) 4. Did Anna need a ruler and eraser or some ink? 5. Is the grocery next to the stationery shop or to the polyclinic? 6. Did: Anna's mother ask her to count the tomatoes or the change?
C) 7. What did Anna say when her mother asked her to go to the grocery? 8. What for did Anna's mother go to the kitchen? 9. What did she want Anna to buy? 10. What did Anna want to know?
- B.** A) 11. Did the shop assistant ask Anna to let him see the list of things her mother wanted? 12. Did they have any tomatoes on sale? 13. Were the tomatoes five cents a kilogram?
B) 14. Did Anna want flour at 4.60 or. At 3.10 a kilo-gram?' 15. Was Anna's mother going to make a cake or meat 'pie'? 16. Did Anna take six or eight cents' worth of fresh tomatoes?
C) 17. What did the shop assistant say on seeing Anna enter the shop? 18. What did he say when he learnt what Anna's mother wanted? 19. What kind of tomatoes did they have on

sale? 20. What did the shop assistant do with the foodstuffs?

21. What did he help Anna do?

C. A) 22. Did Anna's father know what size shoe she wore?

23. Could Anna try on a few pairs at the shop? 24. Did James and Anna go together with their father?

B) 25. Was father going to buy his son a bicycle or a new coat? 26. Did they go to the stationery shop or to the department store? 27. Did the shop assistant recommend them a new model of a bicycle or an old one?

C) 28. Why did Anna need a new pair of shoes? 29. Where did the children and father go first? 30. What was the quality of the bicycle the shop assistant showed them? 31. What did James say to show his father that he liked the bicycle?

VII. **Complete the dialogue using the suitable words from the list: (oh; let me guess; you're really; mine is not; the problem; honestly; just perfect; can i; I suppose; it's useless)**

— ..., that's a brand-new scooter you've got!

— Yes, my uncle got it for me two days ago.

— ..., you're really ...!

— Do you like it?

— It looks amazing! Does it ride well?

— ..., couldn't ask for better.

— ... How much it was?

— Around six hundred, I think.

— And what about yours?

— ..., it's ... anymore.

— Really? It looked quite new, only a couple of years old.

— ... Is, it's now too small for me. I gave it to my younger cousin. But I'll get a new one next month.

- ..., take a spin on mine if you want.
- ..., if that's okay with you!

VIII. Name:

- A) 3 kinds of shops
- B) 10 kinds of foodstuffs
- C) 15 things you can buy at a department store.

IX. Answer the following questions:

1. When does your mother usually do her shopping? Do you help her do it? Where is the nearest grocery shop? How many shop assistants work there? What does a shop assistant do with the foodstuffs you want to have? Where does your mother keep foodstuffs? Who does the cooking in your family?
2. Where do you go for a ruler or an eraser? Is there a stationery shop in your street? Do they always have albums on sale there? Does the shop assistant count or weigh out pencils, note-books, etc.?
3. What does a shop assistant usually say when you come up to him? What do you ask to find out the price of the flour or apples? What do you say when you want to know how much money you are to pay for the two or more things you are buying? What must the shop assistant give you if you have a ten-rouble note and want to have only seven (cents' worth of cheese?
4. What do you like more, a meat pie or an apple pie? Do you like your pie with fresh apples or with tinned ones? Do you like vegetables? Are tomatoes vegetables or fruit?
5. What size shirt do you wear? What do you do when your old shoes or coat are no good? What do you do with a

thing to find out if it's your size? Is your bag of good or of poor quality?

The past continuous tense form

It is used to denote actions or situations that were happening at a certain moment in the past and continued for some time, often when another event occurred.

It is formed by the helping of the past indefinite form of the auxiliary verbs – to be +p₁.

In questions, we place **was/were before the subject**, and for negative forms, we add **not** after was/were.

- She was not helping him at 2 o'clock yesterday.

O, dünən saat 2-də ona kömək etmirdi.

In the negative form the negative particle -not is placed after the auxiliary verb was, were.

When to use the past continuous tense form

Unfinished actions in the past

We use the **past continuous tense** to indicate that a longer action was in progress when it was interrupted by a shorter one. The interruption is typically expressed using by the **simple past tense**. This disruption may represent a real event or merely a momentary pause in time.

Examples:

- **I was reading a book when the lights went out.**
İşıqlar sönəndə mən kitab oxuyurdum.
- **When she entered the room, he was playing the piano.**
O otağa girəndə, kişi, piano çalırdı.
- **While they were driving to work, the engine suddenly stopped.**
Onlar işə gedərkən mühərrik qəfildən dayandı.
- **What were you doing when the fire alarm went off?**
Yanğın signalı çalanda sən nə edirdin?
- **I was talking on the phone, so I didn't notice the time.**
Mən telefonda danışırıdım, ona görə də vaxtın fərqi nə varmadım.
- **You weren't paying attention when the instructions were given.**
Təlimatlar verildəndə sən diqqət etmirdin.
- **While emma was cooking dinner, the power went out.**
Emma axşam yeməyi bişirərkən işıq söndü.
- **Liam was walking to school when it started snowing.**
Liam məktəbə gedərkən qar yağmağa başladı.
- **The kids were playing outside when it began to thunder.**
Göy guruldamağa başlayanda uşaqlar çöldə oynayırdılar.
- **A: what were you doing when you lost your keys?**
B: I was jogging in the park.

A: Açarlarını itirəndə nə edirdin?

B: Mən parkda qaçırdım.

Interruptions at a particular time

We use this tense to describe an action happening during an interruption at a particular time in the past. The exact moment doesn't show when the action started or ended, but simply when it was occurring.

Examples:

- **At 6 pm last night, I was eating dinner.**
Dünən axşam saat 6-da mən axşam yeməyi yeyirdim.
- **At midnight, we were still on the road.**
Gecə yarısı biz hələ yolda idik.
- **Yesterday at this time, I was sitting at my desk.**
Dünən bu vaxtda mən masamın arxasında otururdum.

Compare with simple past:

- I ate dinner at 6 pm. (The action started and finished at that time)
-Mən axşam yeməyini saat 6-da yedim. (Həmin vaxtda hər şey başa çatdı.)
- At that time yesterday, they were having dinner.
-Dünən o vaxtda onlar axşam yeməyini yeyirdilər.

Parallel activities in progress

the past continuous is also used when describing two simultaneous actions. This shows that both were ongoing at once.

Examples:

- They were eating, chatting, and enjoying themselves.
Onlar yeyirdilər, danışırdılar və əylənirdilər.
- She was cleaning the house while I was working on my assignment.
O, evini təmizləyərkən, mən isə tapşırığımı üzərində işləyirdim.
- While we were driving, they were singing in the back seat.
-Biz sürərkən, onlar arxa oturacaqda mahnı oxuyurdular.
- Was he studying while you were watching the movie?
-Sən filmi izlədiyən zaman o dərs oxuyurdu?
- What were they doing while you were waiting outside?
Sən çöldə gözləyərkən onlar nə edirdilər?
- Both Sarah and Michael were sleeping when the storm started.
Fırtına başladığında həm Sara, həm də Mixayel yatırdılar.
- While I was organizing the files, he was preparing the presentation.
Mən faylları düzənləyərkən, o təqdimat hazırlayırdı.
- Jason was taking notes while the professor was explaining the topic.
Professor mövzunu izah edərkən, Ceyson qeydlər aparırdı.
- While we were shopping, it suddenly started snowing.
Biz alış-veriş edərkən, qəfildən qar yağmağa başladı.
- Neither Emma nor Jake was paying attention during the meeting.
İclas zamanı nə emma, nə də ceyk diqqət yetirirdi.

Setting the scene in the past

Writers often use several past continuous verbs to paint a picture of a situation or mood at a certain moment in the past.

Example:

When I entered the classroom, some students were taking notes, a few were chatting quietly, the teacher was writing on the board, and others were looking at their textbooks. One student was asking a question, while another was daydreaming near the window.

Mən sinifə daxil olanda, bəzi tələbələr qeydlər aparırdılar, bir neçəsi səssizcə söhbət edirdi, müəllim lövhədə yazırdı və digərləri dərsliklərinə baxırdılar. Bir tələbə sual verirdi, digər biri isə pəncərə yanında xəyal qururdu.

Frequent actions that were annoying

We use **always** or **constantly** with the past continuous to express repeated or irritating past behavior. The feeling is usually negative, similar to **used to**, but with more emotion.

Examples:

- *She was always arriving late to class.*
O, həmişə dərsə gec gəlirdi.
- *He was constantly talking. Everyone found it annoying.*
O, daima danışırıdı. Hər kəs bunu narahatedici hesab edirdi.

Summary of common uses:

- With a time phrase (e.g., at 6 p.m. yesterday) to show a continuing action around that time.

-What were you doing at midnight? – I was still studying for my exam.

Sən gecə yarısı nə edirdin? – Mən hələ də imtahanım üçün hazırlaşırdım.

- *For actions interrupted by another (simple past shows interruption).*

-I was reading a book when the lights went out.

İşıqlar sönəndə mən kitab oxuyurdum.

- *To show a longer action happening when a shorter one occurred.*

-while I was cooking dinner, I burned my finger.

Mən şam yeməyi bişirərkən, barmağımı yandırdım.

- *To describe a past scene or setting (often used in stories).*

-The rain was pouring, the thunder was rumbling, and people were rushing for shelter.

Yağış yağırdı, göy guruldayırdı və insanlar sığınacaq tapmaq üçün tələsirdilər.

Verbs in the past continuous tense you cannot use

There is a category of verbs that aren't compatible with any continuous tense, including the past continuous. These verbs are referred to as **stative verbs** (or state-of-being verbs), and they express **states** or **conditions** rather than actions. These types of verbs describe states of being, emotions, or mental conditions rather than active processes. Here are a few commonly used stative verbs: (believe, dislike, hate, involve, know, like, love, need, prefer, realize, seem, understand, want)

Adverbs of time

These time adverbs indicate long-lasting actions or events, often used with continuous tenses. They highlight the **duration** or **frequency** of an action: (the entire time, always, all day/night, constantly, continuously and continually, forever, all the time, perpetually, all morning/afternoon/evening, for hours/days/weeks/months/years, all week/month/year, the whole time.)

Exercises:

I. Fill in the blanks with past continuous tense.

1. He an orange. (eat)
2. They hard. (work)
3. Suresh the traffic lights. (cross)
4. My grandmother us stories. (tell)
5. We the examinations. (take)
6. The girls the picture. (paint)
7. She her hair. (wash)
8. The children all night. (dance)
9. Sita a letter. (write)
10. Raja his homework. (do)

II. Change the given sentences into their negative and interrogative forms of past continuous tense form:

1. He was realizing his mistake.
2. She was listening to me.
3. They were playing well.
4. The dog was barking at the beggar.
5. Our team was winning the match.
6. The news was spreading like a jungle fire.
7. We were trying to catch a bus.
8. They were hurting themselves.

9. I was finding my purse.
10. Children were flying kites.
11. The wood cutter was felling a tree.
12. Birds were chirping on the trees.
13. I was flying kites.
14. The bee was sitting on a flower.

Study the following dialogues and present them in pairs.

At school

First day at school

David (coming up to the school building sees that Rebecca Martin, the new boy, is already there): hallo! You're rather early!

Rebecca: Hallo! You forget it's my first day. I wanted to come a bit earlier, but not that early. Something is wrong with my watch.

David: Let's go in. I'll show you around the school.

Rebecca: That's be jolly good of you. And what made you come so early?

David: I'm on duty to-day and have to see to it that there is ink in the inkpots, chalk and a duster.

Rebecca and David go into the school.

Rebecca: Now, look, it's really nice inside.

David: That's what I was saying all the time. That's the cloakroom to the right. This staircase in front of you will take you upstairs where we have most of the classrooms and the labs. The lavatory is next to the staircase.

Rebecca: Where's the library?

David: It's down here on the ground floor to the left.

The boys go upstairs.

David: And here's our classroom.

Rebecca: Let's go in. I want to see what it looks like. And who is our class master?

David: Adam Gilbert, the physics teacher.

The boys enter the classroom.

David: Oh, hallo, Jessica! (to Rebecca.) Jessica is our monitor.

Jessica: How do you do!

David: Jessica, this is Rebecca Martin. He's joining our form.

Jessica: How do you do, Rebecca.

Rebecca: How do you do. What are you writing there?

Jessica: I'm putting down the names of those who have brought books for the form library. When will you be bringing your books, David?

David: Tomorrow if I don't forget.

During the interval

David: How many lessons have you got to-day?

Venessa: We were to have five, but will have only four. Our teacher of English is ill.

David: So, you'll be home early, won't you?

Venessa: No. We shall have a short meeting after classes. You know there's a lot of prompting and cribbing going on in our class, and Isabelle Jackson said that we must put an end to it.

David: You're not among the prompters, are you?

Venessa: Oh, no. Not me. I don't believe in getting good marks that way. It's dishonest.

David: As the proverb goes, 'Honesty is the best policy'. Who are your star prompters?

Venessa: They are David Gomez and Emma Hemingway.

And Mia Williams always cribs homework from others.

We've already told them more than once that they should drop this bad habit.

David: The best way to make them drop this nasty habit is to draw cartoons on them in the wall newspaper.

Venessa: That is just what we are planning to do. Last month we had two cartoons on Sophia and George who often made cribs.

After school (school's out)

Harry: Are you heading the same way as me?

David: Yes, I am. How's everything going?

Harry: Pretty well. What did you think of the geometry test we had?

David: I found it quite tricky. I'm not too confident when it comes to solving problems.

Harry: Why didn't you tell me earlier? I'd be happy to give you a hand.

David: Thanks a bunch. I'll definitely take you up on that. Did they give much homework for tomorrow?

Harry: Quite a bit, actually. As you know, Fridays are always packed. We've got six classes, and none of them are easy. There's English with two exercises, algebra equations, physics problems, and a geometry theorem to memorize. Plus, my little sister is going to need help—she struggles with her maths homework.

David: Okay then, if it's alright with you, I'll drop by tomorrow evening.

Harry: Sounds good. I'll expect you then. See you!

Vocabulary:

Rather – in a measure; to a certain extent; somewhat: some of his poems are rather good.

In some degree: I rather thought you would regret it.

Duster – a person or thing that removes dust: A housekeeper who's a meticulous duster; The rags I use as dusters for the furniture.

Cloakroom – a room in which outer garments, hats, umbrellas, etc., may be left temporarily, as in a club, restaurant, etc.; checkroom.

Staircase – a flight of stairs with its framework, banisters, etc., or a series of such flights.

Lavatory – a room fitted with equipment for washing the hands and face and usually with flush toilet facilities.

Crib – a child's bed with enclosed sides; a stall or pen for cattle.

Exercises:

I. Answer the following questions. Look for the answers in the text.

A.1. Did Rebecca want to come a bit earlier? 2. Was anything wrong with the watch? 3. Did Rebecca have to see to it that there was chalk and a duster? 4. Are most of the classrooms and the labs upstairs or downstairs? 5. Is the lavatory next to the staircase or to the labs? 6. Is the boys' class master a teacher of history or a teacher of physics? 7. When did Rebecca come to school? 8. What did Rebecca say when David promised to show him around the school? 9. What made David come so early? 10. What does a student on duty have to do 11. Where is the cloakroom? 12. On what floor is the library? 13. Who is the monitor of the form?

B.14. Was Venessa to have three lessons? 15. Is there a lot of prompting and cribbing in Venessa's class? 16. Is Venessa among the prompters? 17. Is getting good marks with the help of prompting honest or dishonest? 18. Is prompting and cribbing a nasty or a good habit? 19. Did the class tell the prompters to drop their bad habit or to go on prompting? 20.

What did Isabelle Jackson say? 21. What proverb did David tell his sister? 22. What nasty habit has Mia Williams? 23. What is the best way to make prompters drop their nasty habit?

C.24. Was David coming Harry's way? 25. Is David good at solving problems? 26. Does David know the time-table? 27. Was the last test in geometry easy or difficult? 28. Did Harry have to do equations in algebra or in physics? 29. Is Harry's little sister good or bad at sums? 30. How was Harry getting along? 31. What subjects does Harry have on Fridays? 32. What homework had Harry for Friday? 33. What did David want to do next evening? 34. What did Harry say when he heard that David was coming to see him?

II. Fill in the missing parts of the dialogue.

(surely; jolly; that's fine; rather; so; as yet; gladly; oh bother; to see (to); (smth.is) wrong (with); to join; good (of smb.)
It is a fine Sunday morning. Vivian comes up to Simon's house and rings the bell. Nobody answers it. He tries again and then knocks at the door. It is opened by Simon.

S: Hallo, Vivian. Come in.

V: Hallo! Something is ... With this bell of yours.

S: Oh, I know. I must ... To it. It's ... Early as yet. What's the matter?

V: It's just that I've come to ask you to ... Us.

S: In what?

V: We're planning a walk to the woods. We always have a ... Good time out there.

S: ... I shall ... Come with you. But when and where do we meet?

V: In twenty minutes at the school gates.

S: ...! I haven't had breakfast ...

V: Well, just be quick about it and that's all. ... We are waiting for you. You are coming, aren't you?

S: It was jolly ... Of you to come. I'll be there in twenty minutes, you may be sure of that.

III. Name:

8 subjects children study at school; 10 things found inside a school building; 12 things son have in your classroom.

IV. Answer the following questions:

1. What must you do when you are on duty? Do you have to come to school a bit earlier on such days? What do you usually do if there is no duster and chalk? Do you put down the names of those who are absent?

2. Is your school a two-storey or a four-storey building? Do you know your school building well? Can you show people around it? Is the staircase in front of the entrance or to the right of it? Where do the schoolchildren leave their coats, caps and galoshes [gə'ləʃɪz]? How many labs are there in your school? How many classrooms are there on the ground floor?

3. What does your class master teach you? What subjects do boys and girls study in your form? Do you remember your timetable? Is your monitor a member of the komsomol or a pioneer? Are there prompters in your class?

4. What do you think of children who crib their homework from others instead of doing it at home? What do you do to put an end to prompting and cribbing in your school? Is it honest to use cribs or dishonest? Do you draw cartoons on schoolchildren who have nasty habits and get bad marks?

5. Did you have any tests last week? Was your last test in chemistry difficult? You help your class-mates who are poor at

solving problems, don't you? Do you do equations or sums in the 9th form?

The future progressive tense form

It is used to denote an activity that will be taking place at a specific point in the future. For example: She will be working in the yard all day long tomorrow. This means the action of dancing will be in progress for a duration at some future moment.

The construction for forming this tense is:

The affirmative sentence structure:

She (subject)+ will (future tense form of 'to be') + go (base-verb) + ing

Example:

- She will be going to school, at this time next week.
O, növbəti həftə bu vaxt məktəbə gedəcək.

Negative sentence structure:

Subject + future tense form of verb 'to be' + not + base verb + ing

Example:

- She won't be attending school at this time next week.
O, növbəti həftə bu vaxt məktəbə getməyəcək.

Interrogative structure:

Future tense form of verb 'to be' + subject + base verb + ing + question tag

Example:

Will she be going to school at this time next week?
O, növbəti həftə bu vaxt məktəbə gedəcəkmi?

Future continuous tense and common time expressions

The future continuous tense is commonly used with the following **time expressions**: while, when, this time tomorrow,

this time next week, in the afternoon, next month, next week, next year etc.

Exercises:

I. Fill in the blanks with the appropriate verbs in the given form.

It's Saturday, 2 o'clock in the afternoon, and the Johnson family is spending time together. Write what they will be doing at the same time next Saturday, using the verbs provided in brackets.

1. Mr. Johnson is fixing his bike in the garage. This time next Saturday, he _____ to the park. (ride)
2. Mrs. Johnson is baking cookies in the kitchen. This time next Saturday, she _____ a birthday cake for a party. (decorate)
3. Lily, their daughter, is playing with her dolls in the living room. This time next Saturday, she _____ an art class. (attend)
4. And her dad _____ a soccer match with his friends. (watch)
5. Jack, their son, is practicing his guitar. By the same time next Saturday, Jack _____ at a music recital. (perform)
6. Meanwhile, Mrs. Johnson _____ for groceries at the market. (shop)
7. Max, the family dog, is running around the yard. This time next Saturday, Max _____ in the park with other dogs. (play)
8. But we don't know yet what the neighbors _____ at that time. (do)

II. Use the statements in the negative form.

1. I haven't made any arrangements for tomorrow. (not go)
→ I _____ anywhere tomorrow.
2. The conference runs from 10 to 11 a.m. (not participate)
→ I _____ in the conference after 11.
3. There's nothing on my schedule this evening. (not work)
→ I _____ on anything tonight.
4. My friend is free to help you catch the 5:30 bus. (not drive)
→ he _____ anywhere tomorrow evening.
5. I just picked up my new glasses—no more contact lenses! (not wear)
→ I _____ lenses the next time you see me.
6. Feel free to stop by around noon. We aim to finish tidying up before then. (not clean)
→ we _____ when you arrive at noon.
7. Paper will likely be obsolete for reading by 2040. (not use)
→ people _____ paper for reading in 2040.
8. Try not to return home too late—I'd rather not stay up waiting. (not wait)
→ If you come home very late, I _____ for you.

Retell the following text.

Murder

There was a murder in a flat in central London last week. The body, lying on the floor, was found by the cleaner the following morning. The police were called and arrived soon afterwards. The door had been locked from the inside and the keys were found in the dead man's pocket. There were

french windows leading onto a balcony which was shared with the next flat. It was on the first floor, and an agile man could easily have climbed up onto it. There was an office block on the other side of the narrow street.

The man had been hit over the head with something heavy. The time of death was estimated at about 7.30 the previous evening. A photograph of a young girl on a beach was found next to the body. The picture was not very clear, but it might be a clue. The only other interesting thing found was a note written in capitals. It read -wait for me until dawn-the note and the envelope it had obviously been in were on the desk. The writer had been careful to leave no fingerprints on the letter, but there were two sets on the envelope. One belonged to the dead man. The others were checked, but there was no record.

The murdered man, who was called Michael Baines, had only moved in two days before, so the neighbours couldn't be expected to be much help. However, the ccu-pants of all the flats in the block were questioned, and shown copies of the photograph. None of them recognized the girl and none of them knew anything about the dead man. No one had been seen entering the flat since he ar-rived. No one had been working in the offices opposite after 6 p.m.

When the inspector in charge received all the reports that evening, he suddenly became suspicious of the man who lived next door to Baines. He said that he had been in all evening, but had been watching television and had heard nothing. The inspector sent a policeman round again with a different copy of the photograph. The policeman gave him the photograph to look at again while he quickly inspected the flat. He thanked him and left.

That evening Baines's neighbour was arrested for murder. How did the police know it was him? (see solution, next page)

Vocabulary:

Soon afterwards – directly, forthwith, instantly, promptly

Climb – to go up or ascend, especially by using the hands and feet or feet only: to climb up a ladder.

Obviously – in a way that is easy to see or understand; evidently; without subtlety

Suspicious – tending to cause or excite suspicion; questionable: suspicious behavior.

solution:

The police got the neighbour's fingerprints on the second copy of the photograph. These were the same as the other set on the envelope.

Exercise 1: In the story murder, find the English equivalents of the following words and phrases:

1. Murder
2. A body lying on the floor
3. Discovered by the cleaner
4. The police were called
5. Locked from inside
6. Windows overlooking the balcony
7. A balcony shared with the neighboring apartment
8. First floor
9. A nimble person
10. Dry
11. Hit on the head
12. The previous night
13. Next to the body

14. It could serve as evidence
15. A note written in capital letters
16. The writer was cautious
17. Fingerprints
18. There was no information
19. The apartment was moved into two days ago
20. Not expecting much help from the neighbors
21. The residents were questioned
22. The investigating officer
23. Protocol
24. Suddenly suspected a nearby resident
25. Was at home all evening
26. Another copy of the photo
27. Arrested for committing murder

Exercise 2: Check yourself if you understood the story murder correctly. Fill in the gaps with a word or phrase from the options.

1. There was a murder in a flat in central London...
 - A) a year ago
 - B) on Monday
 - C) last week
 - D) the previous night

2. The body was found ... After the murder.
 - A) immediately
 - B) a very long time
 - C) the following morning
 - D) the day

3. ... Had probably locked the door
 - A) the cleaner

- B) the murderer
- C) Michael Baines
- D) the police

4. Baines's flat had...

- A) its own balcony
- B) part of the balcony
- C) a balcony which was shared with the next flat
- D) no balcony

5. This balcony...

- A) was high up with a good view
- B) overlooked the garden
- C) overlooked an office block
- D) was on the other side of the street

6. There was found ... Written in capitals.

- A) a note
- B) a newspaper
- C) a piece of paper
- D) a pack of cigarettes

7. The fingerprints were found on...

- A) just the envelope
- B) the envelope and the letter
- C) just the photograph
- D) the table

8. ... Gave the police useful information.

- A) nobody
- B) Baines's friends
- C) the cleaner

The murderer

9. The inspector in charge ... All the reports.

A) threw away

B) received

C) lost

D) read aloud

10. The inspector in charge became suspicious of the man.

A) who worked in the office block

B) who was on the photograph

C) who came to see him

D) who lived next door to Baines

11. the neighbours said that he had been ... All the evening.

A) out

B) in

C) at the concert

D) in the restaurant

12. Baines's neighbour was given ... To look at.

A) a letter

B) the photograph

C) a newspaper

D) the report

13.... Baines's neighbour was arrested for murder.

A) in two days

B) much time later

C) that evening

Exercise 3: Answer the following questions.

1. What happened in central London last week?

2. Who was found the body by?

3. Was the police called afterwards?

4. Did the police arrive soon?

5. Had the door been locked from the inside?

6. Where were the keys found?
7. On which floor was the dead man's flat?
8. With what had the man been hit?
9. Was the time of death estimated?
10. What was found next to the body?
11. Where was the note found?
12. How was the note written?
13. The note was in an envelope, wasn't it?
14. Were there any fingerprints on the note or on the envelope?
15. Who did these fingerprints belong to?
16. What was the dead man's name?
17. When did he move in?
18. His neighbours didn't know him well, did they?
19. Were they questioned by the police?
20. Could the neighbours be much help for the police?
21. Did the inspector become suddenly suspicious?
22. Did the man say that he had been in all the evening?
23. What had he been doing all the evening?
24. Did the police give him a different copy of the photograph to look in?
25. Did this man take the photograph in his hands?
26. What did he leave on the photograph?
27. Were his fingerprints the same as on the other side of the envelope?
28. He was arrested for murder that very evening, wasn't he?
29. How did the police know who was the murderer?

The future progressive in the past

The future progressive in the past denotes an action that was anticipated to be taking place at a defined time in the past.

Formation:

Affirmative:

Subject + would/wouldn't + be + present participle (-ing)

Example:

- I knew she would be working on Saturday.
Mən bilirdim ki, o, şənbə günü işləyəcək.
- They promised they would be waiting for us at the restaurant.
Onlar söz verdilər ki, bizi restoranda gözləyəcəklər.

Negative:

Subject + wouldn't + be + present participle (-ing)

Examples:

- I knew he wouldn't be studying at that time.
Mən bilirdim ki, o, həmin vaxtda dərslər oxumayacaq.
- She said she wouldn't be attending the meeting.
O dedi ki, görüşdə iştirak etməyəcək.
- They promised they wouldn't be using the car tonight.
Onlar bu gecə maşını istifadə etməyəcəklərini vəd etdilər.

Question:

Would + subject + be + present participle (-ing)?

Examples:

- Would you be playing tennis this afternoon?
Bu gün günorta tennis oynayacaqsan?
- Would he be coming to the party later?
O sonra şənliyə gələcəkmi?
- Would they be working late tonight?
Onlar bu gecə gec saatlara qədər işləyəcəklərimi?

Adverbs with the future continuous in the past:

The same adverbs that are used with the future continuous tense can also be used with the future continuous in the past tense to describe the duration or timing of the action.

Example:

- Yesterday, I knew he would be studying all night for the exam.

Dünən, mən bilirdim ki, o, imtahan üçün bütün gecəni oxuyacaq.

- I was certain she wouldn't be attending the meeting at 3 pm.

Mən əmin idim ki, o, saat 3-də görüşə qatılmayacaq.

- They promised they wouldn't be using the car all day yesterday.

Onlar dünən bütün gün maşını istifadə etməyəcəklərini vəd etdilər.

UNIT 5

TYPES OF PERFECT VERB TENSES

- The present perfect form of the verb
- The past perfect form of the verb
- The future perfect form of the verb
- The future perfect of the verb (as expressed in the past)

The present perfect tense form

It is used in sentences to express an action that has occurred recently and still influences the present, or an experience from the past with no exact time mentioned. This tense shows a connection between the past and the present. The action occurred prior to the present moment, though the exact time is not specified, and usually, the result is more important than the action itself.

The present perfect form of a verb consists of two parts: the required form of the auxiliary verb **have** (in present tense)+ p₁. In the case of regular verbs, the past participle is created by simply attaching **-ed** to the root form of the verb — for example, *play* becomes *played*, *arrive* turns into *arrived*, and *look* changes to *looked*. However, irregular verbs do not follow this pattern and must be memorized individually.

To walk, present perfect

Affirmative	Negative	Interrogative
I have watched	I haven't watched	Have I watched?
You have watched	You haven't watched.	Have you watched?

He, she, it has watched	He, she, hasn't watched	Has he, she, it watched?
We have watched	We haven't watched	Have we watched?
You have watched	You haven't watched	Have you watched?
They have watched	They haven't watched	Have they watched?

Unfinished actions

This tense is also used when discussing actions, conditions, or habits that began in the past and are still happening now. It's commonly used to express how long something has lasted, and it usually requires *since* or *for*. Stative verbs are often used in these cases.

- *I've studied English since 2010.*
Mən 2010-cu ildən bəri ingilis dilini öyrənmişəm.
- *He's played the guitar for five years.*
O, beş il gitara çalıb.
- *We've been friends since childhood.*
Biz uşaqlıqdan bəri dost olmuşuq.
- *They've worked at that company for a long time.*
Onlar uzun müddətdə bu şirkətdə işləyiblər.

'since' and 'for'

Since is applied when referring to a **particular moment in the past** — like **at 2 o'clock, in 2004, on april 23rd, or last year**. It can also refer to a **specific action or situation** that happened earlier and is described using the past simple tense, such as *since I went to school* or *since I moved here*.

Examples:

- *I've been friends with sam since 1992.*
Mən 1992-cı ildən sem ilə dost olmuşam.
- *I've enjoyed chocolate since childhood.*
Mən uşaqlıqdan bəri şokoladı sevmişəm.
- *She has stayed here since this morning.*
O, bu səhərdən bəri burada qalıb.

For is used when talking about a **time span** — for example, a **couple of hours, several days, or one week.**

Example:

- *She's been sick for a whole week.*
O, bir həftə xəstə olub.

Finished actions

Real life events – this is about activities or incidents that happened during some point in a person's life. The exact time is not mentioned, and the individual must still be alive. Words like *ever* and *never* are commonly used in this context.

- *I have travelled to Italy.*
Mən İtaliyaya səyahət etmişəm.
- *They have eaten sushi several times.*
Onlar bir neçə dəfə suşi yeyiblər.
- *We have never climbed that mountain.*
Biz heç vaxt o dağa dırmaşmamışıq.

Unfinished time periods – these are situations where the time frame (this week, today, this month) is ongoing.

- *I haven't spoken to him this week.*
Bu həftə onunla danışmamışam.
- *She's written five emails today.*
O, bu gün beş e-poçt yazıb.
- *I've already visited the dentist twice this month!*
Bu ay artıq iki dəfə diş həkiminə getmişəm!

We do not use the present perfect with a completed time reference.

- not: ~~I have watched that movie yesterday.~~

Mən o filmi dünən izləmişəm.

Completed action with a present consequence

The present perfect often highlights something that happened not long ago, but still affects the present moment. In some situations, especially in American English, the past simple is also acceptable.

- *I've broken my phone (so I can't use it now).*
Mən telefonumu sıdırmışam (Ona görə də indi istifadə edə bilmirəm).
- *He's twisted his ankle (So he's resting today).*
O, ayağını burxub (Ona görə də bu gün istirahət edir).
- *They've forgotten their tickets (So they can't enter the event).*
Onlar biletlerini unudublar (ona görə də tədbirə daxil ola bilmirlər).

We also use this tense for **recent events**, even when the result is not obvious. It's useful for delivering news, and we frequently include words like *just / yet / already / recently*. American English often prefers the past simple in such cases too.

- *The president has signed a new bill.*
Prezident yeni bir qanun layihəsi imzalayıb.
- *I've just spoken to Alex.*
Mən elə indicə Alekslə danışmışam.
- *The school has recently hired a new teacher.*
Məktəb son vaxtlar yeni bir müəllim işə götürüb.

Been or gone

In the present perfect, we can use *been* or *gone* as the past participle of **-go**, but their meanings differ slightly.

Been suggests the person visited and has returned. This is often used when sharing life experiences.

- *I've been to Istanbul (I visited but now I'm back).*
Mən İstanbulda olmuşam (Getmişəm, amma indi qayıtmışam).

- *She has been to the gym today (She went and came back).*

O, bu gün idman zalında olub (Gedib və qayıdıb).

- *They have never been to South Africa.*

Onlar heç vaxt cənubi Afrikada olmayıblar.

Gone means the person went somewhere and is still there.

- *Where's Emma? She's gone to the library (she's still there).*

-Emma haradadır? O, kitabxanaya gedib.

- *Mark has gone to the conference (he's currently attending it).*

-Mark konfransa gedib.

Time adverbs used with the present perfect tense form

The present perfect tense is commonly used with the time expressions just, yet, already, since, for and so far.

- *We have not yet received the payment.*

Biz hələ ödənişi qəbul etməmişik.

- *He has already paid for the drinks.*

O, artıq içkilərin pulunu ödəyib.

- *I have just returned from work.*

Mən elə indicə işdən qayıtmışam.

Exercises:

- I. **Rewrite: make the present perfect (affirmative, negative, or interrogative)**

1. Have you owned a pet for three years?
2. Have you ever visited this place before?
3. Has it been pouring throughout the day?
4. Who did we forget to send an invitation to?
5. We still haven't heard that particular song.
6. He hasn't left his books behind.
7. Has she taken all the chocolate?
8. Have I made myself clear?
9. Who has he come across lately?
10. Have we already managed to complete it?
11. Has he ever studied latin before?
12. Did he decide to take a cab?
13. Has she gone to the library?

II. Rewrite: Insert the present perfect form of the verbs. State if the participle is regular or irregular.

Example:

Ida (look) **has been searching** for her glasses since morning.

She still hasn't found them. (regular / irregular)

the wind (blow) **has carried away** our garden chairs. Let's go get them. (irregular)

1. Charity (break) **has fractured** her leg on the slopes.
Call for help! (irregular)
2. The city (allow) **has permitted** people to set off fireworks every 4th of july. (regular)
3. The lake (freeze) **has turned solid**. We can now skate.
(irregular)
4. The sun (rise) **has come up**. Let's begin the day.
(irregular)

5. The army (battle) **has been fighting** the enemy for two weeks. The troops are exhausted. (regular)
6. The principal (introduce) **has presented** the new teacher. She seems kind. (regular)
7. Jeremy (see) **has discovered** other galaxies through his telescope. He shares them online. (irregular)
8. The judge (listen) **has reviewed** all the evidence. A verdict will follow. (regular)
9. The strawberries (spoil) **have gone bad**. They should've been chilled. (regular)
10. The doctor (write) **has authored** a book on disease prevention. It'll be out soon. (irregular)

III. Use the present perfect tense form to finish the conversations.

A: Have you come across Kim recently?

B:

A: Has Karl ever visited England before?

B:

A: How many different languages have you managed to pick up?

B:

A: Have you checked your inbox for my email?

B:

A: What's the reason behind Mary's tears? What has gone on?

B:

A: Where have you been hiding all this time?

B:

A: Look up. The sun has vanished.

B:

A: Have you gotten in touch with your grandmother?

B:

The grammatical structure of the past perfect tense form

The past perfect tense is distinct from both the simple past and the past continuous in terms of its structure and usage. It is used to show that a particular action was fully completed before another event occurred in the past. In essence, it highlights an activity that took place earlier than another past action.

To construct the past perfect tense, we place *had* before the past participle form of the main verb.

Examples:

- *I had completed the task.*

Mən tapşırığı tamamlamışdım.

- *She had left.*

O, getmişdi.

Subject pronoun	Affirmative sentence	Negative sentence	Interrogative sentence
I	I had made a decision.	I had not made a decision.	Had I made a decision?
You	You had made a decision.	You had not made a	Had you made a decision?

He/she/it	He had made a decision.	He had not made a decision.	Had he made a decision?
We	We had made a decision.	We had not made a decision.	Had we made a decision?
They	They had made a decision.	They had not made a decision.	Had they made a decision?

Understanding past perfect tense form

It is utilized to denote an event that occurred prior to another past action or moment. It emphasizes the sequence of events, indicating which action occurred first.

1. Actions completed before a specific past moment

This usage highlights that one event was finished prior to another event in the past. For example:

- *By the time the concert started, she had already left.*
Konsert başlayana qədər, o, artıq getmişdi.
- *They had completed the project before the deadline.*
Onlar layihəni son tarixdən əvvəl tamamlamışdılar.

2. Experiences up to a certain past time

The past perfect can express experiences or actions that occurred before a particular moment in the past. For instance:

- He had traveled to several countries before he turned 30.
O, 30 yaşı tamam olmamışdan əvvəl bir neçə ölkəyə səyahət etmişdi.
- I had never seen such a beautiful sunset until that day.
O günə qədər belə gözəl günbatan görməmişdim.

3. Actions with relevance to a later past event

This form is used when an earlier action has significance or impact on a subsequent event. Examples include:

- *She had studied french before moving to Paris, which helped her adapt quickly.*

O, Parisə köçməzdən əvvəl fransız dili öyrənmişdi, bu da onun tez uyğunlaşmasına kömək etdi.

- *They had prepared thoroughly, so the presentation went smoothly.*

Onlar yaxşı hazırlaşmışdılar, ona görə təqdimat problemsiz keçdi.

4. Stative verbs in the past perfect tense form

When expressing states or conditions that existed up to a certain point in the past, stative verbs are often used in the past perfect tense. For example:

- *He had known her for years before they started working together.*

O, işə başlamazdan illər əvvəl onunla tanış olmuşdu.

- *They had been friends since childhood before they lost contact.*

Onlar əlaqəni itirməzdən əvvəl uşaqlıqdan dost olmuşdular.

Just, already, never, ever, still, yet

The past perfect tense is frequently paired with certain adverbs. Words like **just**, **already**, **never**, **ever**, **still**, and **yet** typically come between the auxiliary verb **had** and the main verb's past participle.

- **Just** indicates that one action happened right before another action in the past.

Example:

- *The bus had just left when I reached the stop.*
Avtobus mən dayanacağa çatanda təzəcə çıxmışdı.
- **Already** shows that one event occurred earlier than another.

Example:

- **By the time sarah arrived, the meeting had already ended.**

Sara gələnə qədər iclas artıq bitmişdi.

- **Never** is used to emphasize that something did not happen up to a certain point in the past.

Example:

- ***Before moving to the city, maria had never experienced a busy lifestyle.***

Şəhərə köçməzdən əvvəl, maria heç vaxt məşğul həyat tərzini yaşamamışdı.

- **Ever** is used to talk about any time before the past perfect event.

Example:

- **This was the most exciting adventure he had ever gone on.**

Bu, onun indiyə qədər qatıldığı ən həyəcanverici macərə idi.

- **Still** is often used in negative sentences to show that an action was ongoing or not completed at a certain past point. It appears before the auxiliary verb **had**.

Example:

- **I still hadn't heard from her by the end of the day.**

Mən günün sonuna qədər hələ də ondan xəbər almamışdım.

- **Yet** is used in negative sentences, but it is placed at the end of the sentence.

Example:

- ***The team hadn't submitted their report yet when the manager asked for it.***

Menecer bu haqqda soruşanda, komanda hələ də hesabatlarını təqdim etməmişdi.

The time expressions already, for, since, and yet may be used in the past perfect simple, as they are in the present perfect simple. Remember the following rules for using other time expressions:

Use after, as soon as, the moment that, until before using the past perfect simple.

- **Examples:**

- *After the committee had reviewed all applications, they announced the shortlisted candidates.*

Bütün ərizələri nəzərdən keçirdikdən sonra, komitə seçilmiş namizədləri elan etdi.

- *As soon as the researchers had gathered sufficient data, they began analyzing the results.*

Tədqiqatçılar kifayət qədər məlumat toplamış olduqlarından onlar nəticələri təhlil etməyə başladılar.

- *The moment that the professor had concluded the lecture, students approached her with questions.*

Professor dərsi bitirdiyi anda, tələbələr ona suallarla yaxınlaşdılar.

- *She did not respond until the team had finalized the report.*

Komanda hesabatı tamamlamayana qədər o, cavab vermədi.

Use before, when, by the time before the past simple:

Example:

- *Before the seminar started, participants had registered online.*

Seminar başlamazdan əvvəl, iştirakçılar onlayn qeydiyyatdan keçmişdilər.

- *When the director arrived, the staff had already prepared the presentation materials.*

Direktor gələndə, işçilər artıq təqdimat materiallarını hazırlamışdılar.

- *By the time the meeting commenced, all attendees had received the agenda.*

Toplantı başladığı vaxt, bütün iştirakçılar gündəliyi almışdılar.

Exercises:

I. Fill in the blanks with the correct form of the verb, using either the simple past or the past perfect tense form.

1. When we ... to the stadium, the performance ... , so we missed the first two songs. (get, already start)
2. When we ... in Spain the airport management told us that they ... our luggage. (arrive, lose)
3. After I ... a large meal, I ... to feel sick. (have, start)
4. The shoes were very clean because I ... hours cleaning them. (spend)
5. It ... his first trip to india. He ... there several times before. (not be, be)
6. My neighbour told me that she ... a new car a month before. (buy)
7. Yesterday I ... downtown to see peter. I ... him for months. (go, not meet)
8. I ... matrix for the first time yesterday. I ... it before. (see, never see)
9. She ... him for very long when she ... to get married. (not know, decide)
10. When he ... the party was over. Everyone ... (arrive, already leave)

11. I was happy after I ... my first lesson as an instructor. (finish)
12. I visited the hospital where the ambulance ... my mother. (take)
13. Everyone ... the house by the time I ... home. (leave, come)
14. As soon as he ... the old clock on the wall it ... again (repair, break)
15. I ... a new car because my old one ... (buy, be steal)
16. The teacher asked me why I ... my homework. (not do)

II. Write the verbs in their correct past perfect simple form.

1. Before the guests arrived, sarah _____ (set) the table.
2. They _____ (never / see) such a beautiful view before that trip.
3. I _____ (not / finish) my book when the library closed.
4. After the kids _____ (clean) their room, they went outside to play.
5. We _____ (buy) the tickets before the concert was sold out.
6. The manager _____ (leave) the office when I got there.
7. He felt confident because he _____ (prepare) well for the exam.

Retell the following text .
A dog behaves badly

Mrs. Sam powell accompanied her husband to a prestigious conference in a major metropolitan area. They checked into an upscale hotel, arranged by her husband's employer for all the staff. Mrs. Powell recalled that her former schoolmate, Mrs. Stanley, resided in the same city. Perhaps I'll pay her a visit and reminisce about the past. I'll search for her name in the telephone directory, she mused.

On the first day at the hotel, Mrs. Powell had intended to spend her time writing letters, but she put them aside and phoned her old friend instead. Mrs. Stanley was thrilled to hear from her. Although she had initially planned to go shopping, she decided to postpone it. She eagerly urged Mrs. Powell to come over that very afternoon.

A taxi picked Mrs. Powell up at the hotel entrance. Due to a traffic delay caused by an accident, the journey was prolonged. Eventually, the driver pointed out an elegant, grand residence surrounded by meticulously maintained gardens. Mrs. Powell quickly extinguished her cigarette. She regretted not dressing more formally, wishing she had kept her fur coat on and worn gloves and a hat. As she made her way up the lengthy pathway to the house, an enormous dog suddenly appeared and nearly knocked her over. It resembles a lion, she thought. Although apprehensive, she courageously approached the front door. A domestic worker opened it, and the dog dashed inside alongside her.

The dog began to race wildly through the room, leaping onto exquisite furniture. At first, Mrs. Powell was

unsure whether to find the dog's antics amusing. However, when a lamp crashed loudly to the ground, she started to wish she had something to distract the animal. She wasn't fond of keeping dogs indoors and firmly resolved to reconsider ever owning one.

Mrs. Powell pondered whether the dog was trying to show off or if it was part of a joke she hadn't grasped. This behavior shouldn't be tolerated, she thought. The dog seemed to have taken full control of the room. Mrs. Stanley summoned her servant. Mrs. Powell sensed that her hostess was clearly annoyed by the dog's actions. She expected Mrs. Stanley to remove the animal, but instead, her friend serenely instructed the servant to tidy up the room and then bring some food for the dog. The servant returned with a meal consisting of sirloin steak and raw eggs. The dog devoured the dish quickly and barked for more. Again, the servant came back with another portion of meat, which the dog eagerly consumed, this time spilling some on the carpet. When the dog looked up expectantly, the servant apologized, explaining that there was no more fresh meat left. Mrs. Powell was shocked by the entire scene. She felt extremely uncomfortable and began searching for a polite reason to excuse herself. At 4:30, she said, I really must leave now. My husband will be expecting me. Her once-beloved classmate coolly bid her farewell. As Mrs. Powell reached the door, Mrs. Stanley asked, aren't you taking your dog with you? Mrs. Powell stared at her in astonishment. My dog? That's not my dog!

Exercises

III. Replace the words in brackets with their English equivalents from the renewed version of a dog behaves badly.

1. Mrs. Sam powell came with her husband (böyük şəhərə). They (dayandı) in a very nice hotel.
→ Mrs. Sam powell came with her husband to a _____. They _____ in a very nice hotel.
2. Mrs. Powell decided (ziyarət etmək) her old school friend Mrs. Stanley.
→ Mrs. Powell decided _____ her old school friend Mrs. Stanley.
3. She (telefonunu tapdı) in the telephone directory and the next day she (ona telefonla zəng etdi).
→ She _____ in the telephone directory and the next day she _____.
4. Mrs. Stanley was delighted. She (təxirə salındı) all she had planned and insisted on having Mrs. Powell that very afternoon.
→ Mrs. Stanley was delighted. She _____ all she had planned and insisted on having Mrs. Powell that very afternoon.
5. A taxi (maşına minmək) Mrs. Powell in front of her hotel.
→ A taxi _____ Mrs. Powell in front of her hotel.
6. Mrs. Stanley lived in a very beautiful house and Mrs. Powell _____ quickly _____ (siqareti _____ söndürmək).
→ Mrs. Stanley lived in a very beautiful house and Mrs. Powell quickly _____.
7. She wished she (daha zərif geyinmişdi).
→ She wished she _____.

8. When a servant opened the door (böyük it evə qaçdı).

→ When a servant opened the door, a _____.

9. It ran madly (otağın ətrafında) and jumped upon the furniture.

→ It ran madly _____ and jumped upon the furniture.

10. Mrs. Powell could tell that she was (əşəbiləşdi) at the _____ dog's _____ behaviour.

→ Mrs. Powell could tell that she was _____ at the dog's behaviour.

11. She was sure that Mrs. Stanley was going (keçmək) and have the dog put outside.

→ She was sure that Mrs. Stanley was going _____ and have the dog put outside.

12. (amma əvəzinə) Mrs. Stanley asked the servant (gətirmək) something _____ for _____ the _____ dog _____ to _____ eat.

→ _____ Mrs. Stanley asked the servant _____ something for the dog to eat.

13. The dog (tez udmaq) the food and barked for more.

→ The dog _____ the food and barked for more.

14. The servant apologized saying that (onda daha çox yoxdur) fresh meat.

→ The servant apologized saying that _____ fresh meat.

15. Mrs. Powell (axtarırdı) an excuse (tərk etmək).

→ Mrs. Powell _____ an excuse _____.

16. Her school friend asked her coolly at the door, are you going (itinizi buraxın) here?

→ Her school friend asked her coolly at the door, are you going _____ here?

IV. Answer the questions:

1. Where did Mrs. Sam powell go with her husband?
→ _____
2. Where did they check into?
→ _____
3. Whom did Mrs. Powell decide to visit?
→ _____
4. How did Mrs. Powell find her telephone-number?
→ _____
5. Was Mrs. Stanley delighted to see her old school friend?
→ _____
6. How did Mrs. Powell get to Mrs. Stanley's?
→ _____
7. Why did it take her long?
→ _____
8. In what house did Mrs. Stanley live?
→ _____
9. Mrs. Powell wished she had dressed up more, didn't she? Why?
→ _____
10. Who ran into the house when a servant opened the door?
→ _____
11. How did the dog behave?
→ _____
12. Was Mrs. Powell put out at the dog's behavior?
→ _____
13. She was sure that Mrs. Stanley was going to put the dog outside, wasn't she?
→ _____
14. What did Mrs. Stanley do instead?
→ _____

15. Did the dog eat up all the food?

→ _____

16. Why did Mrs. Powell begin looking for an excuse to leave?

→ _____

17. What did her old school friend ask her at the door?

→ _____

18. Why did Mrs. Powell look at her friend in amazement?

→ _____

19. Whose dog was it?

→ _____

How to form the future perfect tense form

It denotes actions that are expected to be finished before a specific moment in the future. This tense is made using **will/shall + have** + the past participle of the main verb.

Positive/affirmative: subject + helping verbs (shall/will + have) + third form of the verb + object.

- *I shall have done this work before she comes.*
Mən bu işi o gələndən əvvəl bitirmiş olacağam.
- *She will have slept before completing the task.*
O, tapşırığı tamamlamazdan əvvəl yatmış olacaq.
- *He will have dressed by the time you reach home.*
Sən evə çatana kimi o geyinmiş olacaq.

Negative: subject + shall/will + not + have + third form of the verb + object.

- *I shall not have done this work before she comes.*
Mən bu işi o gələndən əvvəl bitirməmiş olacağam.

- *She will not have slept before completing the task.*

O, tapşırığı tamamlamazdan əvvəl yatmamış olacaq.

- *He will not have dressed by the time you reach home.*

O, evə çatdığınız zaman geyinməmiş olacaq.

Interrogative: shall/will + subject + have + third form of the verb + object?

- *Shall I have done this work before she comes?*

Mən bu işi o gələndən əvvəl bitirmiş olacağam?

- *Will she have slept before completing the task?*

O, tapşırığı tamamlamazdan əvvəl yatmış olacaqmı?

- *Will he have dressed by the time you reach home?*

O, evə çatdığınız zaman geyinmiş olacaqmı?

Negative interrogative: shall/will + subject + not + have + third form of the verb + object?

- *Shall I not have done this work before she comes?*

Mən bu işi o gələndən əvvəl bitirməmiş olacağam?

- *Will she not have slept before completing the task?*

O, tapşırığı tamamlamazdan əvvəl yatmamış olacaqmı?

- *Will he not have dressed by the time you reach home?*

O, evə çatdığınız zaman geyinməmiş olacaqmı?

Some adverbs we can use with future perfect tense are:

- By the start of next year,
- By the close of this month,
- By the moment you get here
- By the time they finish,
- By the time the day ends.

Here are a few sample sentences that include time-related adverbs:

- *Why will you have completed all the lessons by tomorrow?*

Niyə sabaha qədər bütün dərsləri tamamlamış olacaqsınız?

- *Where will we have seen your brother by this evening?
Biz bu axşamadək qardaşınızı harada görmüş olacağıq?*

- *By the end of this month, I will have been employed at this store for five years.*

Bu ayın sonuna qədər mən bu mağazada beş il işləmiş olacağam.

- *I will have finished my studies by the time next month arrives.*

Növbəti ay gəldikdə, mən təhsilimi başa vurmuş olacağam.

- *When you return home, she will have already prepared dinner.*

Evinə qayıtdığında, o artıq yeməyi hazırlamış olacaq.

- *By the close of this month, I will have worked at this shop for five years.*

Bu ayın sonuna qədər mən bu mağazada beş il işləmiş olacağam.

- *I will have completed my education before next month begins.*

Növbəti ay başlamazdan əvvəl mən təhsilimi tamamlamış olacağam.

Retell the following text.

In a dilemma

Last week, David found himself in a difficult situation. He had promised to attend his friend Michael's engagement celebration on Friday, but then the chief executive officer invited him to a dinner that same evening. This put David in a tough spot – he either had to disappoint his old friend or risk offending the important man. I'm really in a tough spot, he said to miss Roberts, the typist. I have no idea what I should do.

Yes, miss Roberts agreed, I'm afraid I'm out of my element when it comes to social matters. Just last weekend, I was invited to a cocktail party in the middle of the afternoon, and I didn't know what to wear. Yes, it's a tricky situation, said David. At that moment, the accountant walked in. Oh, Mr. Cooper, said Miss Roberts, can you please help David sort out his dilemma? We've been thinking for ages about what he should do. And they explained the situation to Mr. Cooper. Yes, it's a complicated problem, isn't it? Said Mr. Cooper. Whenever I find myself stuck, I always like to sleep on it before making a decision. That's fine, said David, but it's already Thursday, and I need to reply to the ceo's letter today. In that case, Mr. Cooper said, pulling a coin out of his pocket, there's only one way to decide. We'll toss a coin. Heads means it's Michael, tails means it's the ceo. He tossed the coin into the air, and when it landed, it was tails up.

Exercises:

- I. There are a lot of modern colloquial English expressions in the text In a Dilemma. Try to remember them.**
- II. Complete the sentences for the text of the story In a Dilemma:**
 1. James found himself...
 2. He had promised to...
 3. The managing director invited James to dinner and this put James...
 4. I'm really up a...
 5. I am afraid, said miss clark, I am out of my depth when it comes to question of...

6. Last weekend I was invited to a cocktail party and I was at...
7. Mr. Brown, said miss clark, please come and...
8. It's a tricky situation, said Mr. Brown, when I'm in a jam about something, I always like to...
9. That's very well, but I must...
10. In that case there's only one thing to do. We must...
11. He span the coin into the air and...

III. Answer the questions:

1. Who found himself in a fix last week?
2. What had he promised to his friend arthur?
3. Who invited him to dinner?
4. Did it put James on the horns of a dilemma?
5. Did he want to disappoint his old friend?
6. Must he risk offending the managing director?
7. Whom did he tell about this problem?
8. Did he tell about it Miss Clark?
9. What is she?
10. Whom did they invite to sort out James's problems?
11. Mr. Brown found the situation tricky, didn't he?
12. When Mr. Brown was in a jam about something he always liked to sleep on it before he came to a decision, didn't he?
13. What did Mr. Brown always do before he came to a decision when he was in a jam about something?
14. James couldn't sleep on his problem because he had to answer the boss's letter that day, could he?
15. Why couldn't James sleep on his problem?
16. Who took a coin out of his pocket?
17. What did Mr. Brown take out of his pocket? Why?
18. Did he toss the coin up?

19. How did it come down?
20. What decision did James finally come to?

Future perfect in the past tense form

Future-perfect-in-past tense is an absolute-relative tense that involves three points in time in the past. The tense refers to a time that is in the future, relative to another point in the past, but is in the past relative to a point in its future. All of these time references are in the past with respect to the time of speaking.

Formation: should have, would have + participle ii

Examples:

- *She mentioned that she should have joined him on the trip to Berlin.*

O qeyd etdi ki, Berlindəki səfərdə ona qoşulmuş olacaqdı.

- *He mentioned that he would have completed the project by that time.*

O qeyd etdi ki, həmin vaxta qədər layihəni tamamlamış olacaqdı.

- *They stated that I should not have finished the report by 5 p.m.*

Onlar bildirdilər ki, mən saat 5-ə qədər hesabatı tamamlamamış olacağam.

- *He pointed out that he would have finished all his assignments by next Friday.*

O, növbəti cümə gününə qədər bütün tapşırıqlarını bitirmiş olacağını vurğuladı.

- *Affirmative:*

I should have played tennis.

Mən tenis oynamış olacaqdım.

- *Question:*
Would you have played tennis?
Tennis oynamış olacagdın?
- *Interrogative:*
I shouldn't have played tennis.
Mən tenis oynamamış olacagdim.

Time expressions:

- By morning/evening/night
- By sunday/Monday/Wednesday
- By the next week/month/year
- By...o'clock

Retell the following text.

The babysitting task

I once considered myself a lifelong bachelor, and though I had a soft spot for children, I wasn't overly keen on babysitting. However, everything changed when I met my friend Richard and his wife. They shared with me the challenges of parenthood, explaining how their baby kept them so busy they couldn't enjoy their usual outings. There's a show we would love to attend, Richard said with a sigh, but... He shrugged his shoulders helplessly. The baby, his charming wife added with a smile. Richard then gave me a friendly pat on the back and said, a friend in need is a friend indeed. His wife continued to charm me with her mesmerizing eyes, and when I still didn't catch on, they laid it out for me plainly. What do you think? She asked cheerfully, we really need your help. That's when I realized what was being asked: I was going to babysit while they went out and enjoyed the night. Reluctantly, I agreed, and when the time came, I showed up at their place. Their excitement was evident as they quickly

prepared to leave. He's asleep, Richard's wife whispered. If you're lucky, he'll stay that way until we get back. They dashed out in a hurry, almost as if they were escaping an unpleasant obligation.

I was left alone with their infant, a baby boy named Alex. I checked on him, but as soon as I did, his eyes fluttered open. Panicking, I grabbed a drink from the cocktail cabinet and tried to relax. Before long, though, a loud cry from the crib startled me, causing me to spill my drink. I tried to calm him down with a friendly smile, but he wasn't having any of it. Following the instructions I had been given, I rushed to the kitchen and grabbed the baby bottle, but as soon as I presented it, he pushed it away and spilled the milk all over my best shirt.

Don't worry, little one, I said in an overly calm tone, despite the situation. Let's have some fun, I added, not realizing how true those words would turn out to be.

Exercises:

I. Find in the text the English equivalents for the following words and phrases:

- confirmed bachelor
- complained about
- still didn't understand
- they made it clear
- meaning
- to cut a long story short
- couldn't resist
- babysit
- kept my promise
- showed up at the appointed time
- in a hurry
- the crib, not counting the baby

- idled away the time
- abrupt end
- yell
- approached
- followed instructions
- rushed to the kitchen
- swiped away
- spilled
- never mind
- treat them like adults
- let's have fun

**II. Which of the following statements are incorrect?
Test yourself according to the text:**

1. I used to be a lifelong bachelor.
2. Richard and his wife complained about their colleagues.
3. Their baby was eight years old.
4. They wanted to see a play and asked me to babysit.
5. They directly asked me to take care of their baby.
6. I wasn't really interested in helping them.
7. I promised to babysit while they went out.
8. I didn't follow through on my promise.
9. I arrived late.
10. When I arrived, the baby was already awake.
11. I spent the evening reading a book.
12. The peaceful part of the evening ended when the baby woke up.
13. I hurried to the kitchen and grabbed the bottle.
14. The baby accepted the bottle.

III. Answer the questions:

1. Did I used to consider myself a lifelong bachelor?
2. What did I feel about babysitting?

3. Who did I meet one day that changed everything for me?
4. What did they share with me?
5. Did the baby prevent them from going out as they used to?
6. What show did they want to attend?
7. Did they ask me directly to babysit their baby?
8. What did I promise to do?
9. How old was their baby?
10. What was his name?
11. Did I arrive at the agreed time?
12. What was the baby doing when I arrived?
13. Did Richard and his wife hurry to leave? Why?
14. Where did I go first after they left? Why?
15. How did I spend my time before the baby woke up?
16. What brought an end to the calm part of the evening?
17. What did I give the baby when he started crying?
18. Did the bottle help calm him down?
19. What did I say after the baby refused the bottle?
20. And then the fun began, didn't it?

UNIT 6

THE PERFECT PROGRESSIVE TENSE FORMS

- The present perfect continuous
- The past perfect continuous
- The future perfect continuous
- The future perfect continuous in the past

The present perfect continuous tense form

It is used to express an activity that began in the past and is still happening at the moment of speaking.

Example:

- *I have been studying for a long time.*

Mən uzun müddətdir ki, oxuyuram.

This tense highlights an action that started earlier and is ongoing in the present. It is built using **has/have + been + Verb-ing (present participle)**.

In questions, **has/have** comes before the subject. To make a negative, add **not** after has/have.

- **Affirmative:** *She has been practicing the piano since morning.*

O, səhərdən bəridir ki, fortepiano çalır.

- **Interrogative:** *Has she been practicing the piano since morning?*

O, səhərdən bəridir ki, fortepiano çalır?

- **Negative:** *She has not been practicing the piano since morning.*

O, səhərdən bəridir ki, fortepiano çalmır.

When do we use the present perfect continuous?

We use it when we want to emphasize the **duration** or **ongoing nature** of an action that began in the past and continues up to now.

Unfinished actions

To express how long an ongoing activity has been happening, especially when it began in the past and is still continuing now, we often use the present perfect continuous tense. Time expressions like **for** and **since** are commonly included to indicate the duration.

Examples:

- *I've been studying french for three years.*
Mən üç ildir fransızca öyrənirəm.
- *He's been teaching at this school since 2010.*
O, 2010-cu ildən bəridir ki, bu məktəbdə dərs deyir.
- *We've been walking around the city for hours.*
Biz saatlardır ki, şəhər ətrafında gəzirik.

Although this use is close in meaning to the present perfect simple, **stative verbs** are not usually used in the continuous form.

Correct: I've known her for a long time.

Mən onu uzun zamandır tanıyıram.

Incorrect: I've been knowing her for a long time.

Mən onu uzun zamandır tanıyırdım.

For temporary habits or short-term situations

This tense is also used to describe **temporary behaviors or ongoing situations**, especially when we're talking about

something happening recently or around now — not necessarily focusing on the length of time.

- *I've been watching a lot of documentaries lately.*

Mən son vaxtlar çox sənədli filmlər izləyirəm.

- *They've been staying with friends while their house is being renovated.*

Onların evləri təmir edilərkən onlar dostları ilə qalırlar.

- *She's been eating out more than usual recently.*

O, son vaxtlar əvvəlkindən daha çox kənarda yemək yeyir.

This usage is similar to the present continuous tense when describing short-term routines, and sometimes either tense is acceptable.

For recently completed actions with present results

The present perfect continuous can also describe actions that **just stopped**, but still have visible or noticeable effects in the present. These sentences don't usually include exact time expressions.

- *I'm exhausted; I've been working all day long today.*

Mən çox yorğunam; bugün bütün günü işləyirəm.

- *He's been painting the house, so there's paint on his clothes.*

O, evi rəngləyir, ona görə də paltarlarında boya var.

- *It's been snowing since morning, and everything outside is white.*

Səhərdən bəridir ki, qar yağır, və hər şey bayırda ağ örpəyə bürünüb.

Common time expressions used with the present perfect continuous:

- **For** (e.g., for a few weeks)
- **Since** (e.g., since Monday)

- **Lately / recently**
- **All day, all week, the whole morning, etc.**

Here are time markers that can be used with this tense:
For – indicates a period of time.

Example:

- *I've been working at this company for two years.*
Mən bu şirkətdə iki ildir ki, çalışıram.

Since-this gives a starting point.

Example:

- *I've been living in this apartment since 2015.*
Mən bu mənzildə 2015-ci ildən bəridir ki, yaşayıram.

This week / month / year / today / all day-these expressions can be used for periods of time that are not finished.

Example:

- *He's been studying hard this week.*
O, bu həftə çox çalışaraq dərslər oxuyur.

Recently

Example:

- *We've been going to the gym recently.*
Son zamanlar biz idman zalına gedirik.

Exercises:

- I. Complete the sentences.**
1. My cat ... (sleep) all day.
2. A: ... Jim ... (do) ... exercise?
B: Yes, he He needs a rest.
3. It ... (rain) for several days.
4. I failed the test because I ... not ... (study) hard.
5. We ... (drive) for two hours.
6. Tracy and Tom ... (play) tennis for an hour.

7. A: I'm sorry I'm late. ... you ... (wait) ... a long time?

B: no, i ...

8. Where ... you ... (spend) ... your summer holidays?

9. Who ... (eat) ... my cookies?

10. A: you look tired. ... you ... (work) ... hard?

B: yes, I ...

11. I ... (think) about quitting my job.

12. Why ... you ... (get) up so early recently?

II. Complete the sentences by using the present perfect continuous tense of the verbs provided in brackets.

1. I _____ (study) from this morning.

2. Sam ... since yesterday. He is sick. (not eat)

3. They ...for a long time. Call them in now. (play)

4. My friends ...me to attend the party since yesterday. I have to go. (ask)

5. My father ... for the past two days. He has to rest now. (work)

6. She is tired. She ...since morning. (cook)

7. ...you ...? Your eyes are red. (cry)

8. John ...his medicines regularly. He is out of the critical stage of his illness. (take)

9. These children ...since morning. Please give them a break. (study)

10. ... Lily ...talking to her friend for the past two hours? Amazing! (talk)

III. Use the present perfect continuous form of the verbs in brackets to complete the sentences.

1. She ... (watch) too much television for an hour.

2. What ... you... (do) ?

3. Mary ... (feel) a little depressed.

4. It ... (wait) for two hours.
5. She ... (listen) to music for two hours.
6. ... she ... (write) the report since 7th August 2011?
7. I ... (meet) him since 2009.
8. They ... (complete) their work since Monday.
9. Kids ... (play) games for five hours.
10. They ... (come) to office since January 2012.

Retell the following text.

Is anyone here?

One weekend, I was staying at some friends' house. I wasn't feeling well on Sunday morning, so while they went out, I decided to stay in bed. A few minutes later, I heard an odd sound. I got up and checked the flat, but everything seemed fine. I returned to bed and quickly fell asleep, but I had a strange dream. I dreamed that someone was in the flat, moving things around. Each time something was moved, a peculiar noise followed.

After a while, I woke up, but I could still hear the noises from my dream. I was sure someone was really in the flat. I called out, is anyone there? But there was no answer. Feeling a bit uneasy, I checked the living room, but no one was there. I went to the kitchen, and still, there was no one. The noise came again, and I became even more convinced I wasn't alone. I called out again, but no one replied. I checked if anything had been moved, but everything was exactly as I had left it.

The noise came again, and this time, it seemed to be coming from the bathroom. I inspected the taps on the bath and sink, but they were tightly turned off. I wondered if the sound might be coming from the garden, so I went outside and looked around, but there was no one in sight. I went back

inside and listened, but for a few minutes, everything was silent. I started to think it was all in my head.

The noise came back, and I went to the bedroom to search for the source. I couldn't find anything making a sound, so I waited for the noise to return. Eventually, I realized the sound was coming from the clock. After watching it for a while, I decided it was broken and left it on the dressing table. Later, when my friends returned, I told them the whole story. They all laughed at me. Apparently, everyone knows that battery-powered clocks make strange noises sometimes, but I didn't!

Vocabulary:

- *Call out* – to shout loudly
- *Firmly* – tightly and strongly
- *Basin* – a large bowl or its content
- *Perhaps* – indicating possibility, but not certainty
- *Frighten* – to cause fear
- *Imagination* – the ability to think of new ideas
- *Puzzle* – something that confuses or baffles

Exercises:

I. Check your understanding of the story:

Fill in the blanks with the correct word from the options:

1. The writer first heard the noise...

- A) before he fell asleep
- b) after he fell asleep
- c) before he woke up
- d) after he woke up

2. He dreamt that ... Was moving things in the flat.

- a) everybody
- b) somebody

- c) nobody
- d) anybody
- 3. He looked in...
 - a) the kitchen and garden
 - b) the living room
 - c) two rooms and the garden
 - d) two rooms, but not the garden
- 4. He ... a noise.
 - a) really heard
 - b) didn't hear
 - c) just thought he heard
 - d) looked for
- 5. The clock belonged to...
 - a) him
 - b) his wife
 - c) his friends
 - d) the flat

II. Fill in the blanks with the appropriate pronouns:

- 1. I got up and looked around the flat, but ... was fine.
- 2. I dreamt there was ... In the flat.
- 3. He was picking things up and putting them down ... else.
- 4. Every time he moved ..., there was a funny noise.
- 5. I was sure there really was ... In the flat.
- 6. Is there ... There?
- 7. I looked in the living room, but there wasn't ... There.
- 8. I looked in the kitchen, but there wasn't ... There either.
- 9. I called out again, but ... Answered.
- 10. I looked to see if ... Had been moved, but ... Was as it was before.
- 11. Perhaps there was ... In the garden?
- 12. I went out and looked ..., but i couldn't see ...
- 13. I didn't hear ... For a few minutes.

14. I went into the bedroom and had a good look.

15. I found ... That was making a noise.

16. ... laughed at me.

17. ... knows that battery clocks make noises.

III. Answer the questions:

1. Where was the writer staying during the weekend?

2. Why did he decide to stay in bed?

3. What did he hear shortly after?

4. Did he fall asleep right away?

5. What did he dream about?

6. Was he still hearing the noise when he woke up?

7. Was he sure there was someone in the flat?

8. What did he call out?

9. Was there a reply to his call?

10. Did he feel scared?

11. What rooms did he search?

12. Did he search the garden?

13. What was making the noise?

14. What type of clock was it?

15. Did he believe the clock was broken?

16. Did he tell his friends about the situation?

17. Why did they laugh at him?

Structure and usage of the past perfect continuous tense form

The **past perfect progressive tense** (also called the past perfect continuous) is used to describe an activity that started in the past and continued up to another specific point in the past. It often emphasizes the *duration* of the activity or the fact that it was happening just before something else occurred.

This tense helps show that a past action was ongoing and either finished or was interrupted by another past event.

Form:

Had + been + present participle (verb+ing)

Example:

- *He had been drinking juice straight from the bottle when his sister walked into the room.*
Onun bacısı otağa daxil olanda, o, şüşədən birbaşa şirə içirdi.

Common time expressions:

Words such as **when**, **for**, **since**, and **before** are frequently used with this tense to show the relationship between events.

examples:

- *Clara had been jogging every morning until she injured her ankle.*
Klara ta ki, ayağını zədələyəənə qədər hər səhər qaçırdı.
- *The old machine had been operating without issues since the 1950s before it finally broke down.*
Köhnə maşın nəhayət qırılana qədər, 1950-ci illərdən bəridir, heç bir problem olmadan işləyirdi.
- *Daniel had been knocking on the door for several minutes before someone answered.*
Kimsə cavab verməzdən bir neçə dəqiqə öncə, Daniel qapını döyürdü.
- *They had been watching movies for hours yesterday before heading to bed.*
Onlar dünən yatmağa getməzdən əvvəl, saatlarla film izləyirdilər.
- *We hadn't been working much during that slow period last month.*
Biz keçən ayın o durğun dövründə çox işləmirdik.
- *Had you been paying attention when the teacher called your name?*
Müəllim adınızı çağıranda diqqət yetirirdinizmi?

When do we use the past perfect continuous tense?

To describe an ongoing past activity interrupted by another event:

Example:

- *She had been tidying the room when she discovered the lost photo album.*

O, itirilmiş fotoalbomu tapdığı zaman otağı təmizləyirdi.

To talk about something that continued up to a point in the past and had a visible effect:

Example:

- *When liam arrived home, he was completely soaked because he had been walking in the rain.*

Liam evə çatanda, o, tamamilə islanmışdı, çünki yağışda gəzirdi.

To express a long or incomplete past action leading up to another moment:

Example:

- *By the time the guests arrived, they had been preparing for hours but still weren't finished.*

Qonaqlar gəldiyi zaman, onlar saatlardır ki, hazırlıq görürdülər, amma hələ də bitirməmişdilər.

Exercises:

I. Select the correct form of the verb in past perfect progressive:

1. She was tired because she _____ all morning.

- A) had been cleaning
- b) cleaned
- c) was cleaning
- d) is cleaning

2. _____ long before you found your keys?

- A) Did you look
- b) Have you been looking
- c) Had you been looking
- d) Were you looking

3. They _____ in the garden when it suddenly started raining.

- A) had worked
- b) have been working
- c) had been working
- d) are working

II. *Read the sentences and mark them as true or false according to the use of past perfect continuous:*

- 1. She had been baking all day, so the kitchen was a mess.
- 2. I had cleaned the room before they arrived.
- 3. We had been studying hard, so we passed the test easily.
- 4. He had been eating dinner when the phone rang.

III. *Sentence ordering*

Rearrange the words to form grammatically correct sentences in past perfect progressive:

- 1. For / playing / had / he / hours / been / the piano
- 2. Reading / I / long / a / time / had / for / been
- 3. They / at / been / shop / had / working / the / since / morning
- 4. Had / been / running / the / they / when / arrived / train

IV. *Fill in the blanks using your own words.*

- 1. She _____ (write) her novel all year when it was finally published.

2. We _____ (paint) the fence for two days when it started raining.
3. I _____ (not sleep) well before i saw the doctor.
4. What _____ you _____ (do) before i called you?

V. Complete the sentences by changing the verb in brackets into the past perfect progressive tense.

1. The receptionist ... the applications for the interview. (accept)
2. The delivery boy... the parcel on time at the destination. (not/deliver)
3. Ben ... always ... in front of his teacher in his lecture. (nod)
4. ...Thomas friends always ... him in school? (annoy)
5. They ... much because of their friend's absence. (not/enjoy)
6. The stored water ... above the dam in the rainy season. (overflow)
7. When I saw him, he ...near the traffic signal on the highway. (beg)
8. She ...the water in the milk to give to the customers. (not/mix)
9. Her brother...always ...her from intruders. (protect)
10. They ... the overall budget of the party last night. (not/calculate)
11. We ... another chopper in our artillery. (include)
12. ...he ...from fever due to the change in the climate? (suffer)
13. I ... the freewheel of this machine yesterday. (change)
14. She ... anything to anyone about the incident. (not/explain)

VI. Choose the proper past perfect continuous form of the verbs given in brackets.

1. They ... (not/talk) when the phone cut out.
2. ...you ... (research) the problem for long when you found the solution?
3. Adam and Natalie ... (know) each other for years when they started dating.
4. I needed a change. I ... (live) in new york for a long time.
5. Sally ... (work) as a waitress for 5 years when she went back to university.
6. ... Toni and Julie ... (date) long when they broke up?
7. She ...already ... (see) that film in the cinema when they watched it on dvd.
8. I was so frustrated. I ... (write) my story for 2 weeks when i lost my notebook.

Retell the following text.

Mr. Smith's social mistake

Mr. Smith is quite a familiar name around washington because of the awkward mistakes he often makes in social settings. He enjoys attending various social events as he wants to make new friends and increase his network. Whenever he gets an invitation, he usually accepts—unless he is feeling unwell. Not long ago, he got an invitation to a fancy dinner event. Even though he didn't personally know the woman hosting it, he agreed to go. Secretly, he was proud because he thought people were beginning to see him as a sought-after guest. Upon arriving at the event hall, he noticed that nearly a hundred guests were present. He started mingling with others, talking to people whether they were familiar to him or not. However, it soon became clear that none of them were people he had met before—yet they all seemed to know each other.

At dinner, Mr. Smith was seated beside a graceful woman. Though she hadn't met him before, she tried to be kind and responded gently whenever he said something. Between the first and second courses, the woman leaned toward Mr. Smith and asked, do you notice the man with grey hair and glasses at the table's end?

Yes. Who might he be? Mr. Smith inquired.

He is the minister of internal affairs, she replied.

Oh, that's the minister? Said Mr. Smith. To be honest, i don't find anything admirable about him—even if he holds that office. The woman became noticeably stiff and stayed silent. Mr. Smith, however, continued talking despite her cold reaction. Frankly, I don't understand how he got the job unless he has a family connection somewhere.

She responded, it doesn't really matter whether you respect the minister or not. The president chose him because he believed he was fit for the role. As long as he performs well, that should be enough.

That's exactly the issue, insisted Mr. Smith. Only a fool would do the kind of things he does!

Sir, the woman said with dignity, do you know who i am?

No, said Mr. Smith.

I am his wife, she answered sternly.

Mr. Smith was shocked, but still tried to make the best of the situation. Madam, do you know who I am? He asked.

No, I don't, she replied.

Thank goodness! Exclaimed Mr. Smith and rushed away from the table.

Vocabulary:

- **Awkward** – uncomfortable or embarrassing
- **Mingle** – to move around and talk to different people

- **Event hall** – a place where a formal gathering happens
- **Sought-after** – wanted by many people
- **Graceful** – polite and elegant
- **Respond** – to reply or answer
- **Gently** – kindly or softly
- **Noticeably** – clearly, in a way that is easy to see
- **Sternly** – in a serious and strict manner
- **Embarrassed** – feeling awkward or ashamed
- **Admirable** – deserving respect or approval
- **Shock** – a sudden surprise
- **Connection** – relationship or association
- **Role** – a job or responsibility

Exercises:

I. Match the phrases from the updated story with their meanings:

1. Sought-after
 2. Awkward mistake
 3. Event hall
 4. Mingling with guests
 5. Stern reaction
 6. Feeling embarrassed
- a) talking with various people at a gathering
 - b) a popular person others want to be with
 - c) a large place for formal events
 - d) a serious or cold response
 - e) an uncomfortable social error
 - f) feeling uncomfortable or shy about something

II. Choose the correct answer based on the story:

1. Mr. Smith likes to go to social events because he wants to...

- a) eat free meals
 - b) be seen as popular
 - c) expand his group of friends
2. He accepted the invitation even though...
- a) he didn't feel well
 - b) he didn't know the hostess
 - c) it was too far away
3. He talked to people at the event...
- a) only if he knew them
 - b) even if he didn't know them
 - c) only after dinner
4. At dinner, he sat next to...
- a) the president
 - b) a strict host
 - c) a well-mannered woman
5. Mr. Smith insulted...
- a) the hostess
 - b) the minister of internal affairs
 - c) a random guest
6. The woman turned out to be...
- a) the hostess
 - b) the minister's assistant
 - c) the minister's wife
7. Mr. Smith felt...
- a) happy
 - b) proud
 - c) embarrassed
8. What did he say after learning her identity?
- a) I'm sorry
 - b) thank goodness!
 - C) nice to meet you!

The future perfect progressive tense form

It is used to describe actions that will have been in progress for a certain duration by a specified time in the future. This tense is formed with **will + have + been + verb-ing** (the present participle of the main verb).

When using this tense, we focus on a point in the future and think about the length of time that an activity will have been taking place by that point. The action can begin in the past, present, or future and is expected to continue up until the future moment.

Example:

By next summer, she will have been studying french for two years.

Affirmative

I will have been
analyzing the data

Negative

I won't have been
analyzing the data

Interrogative

Will I have been
analyzing the data?

It is used to describe actions that will have been in progress for a set amount of time by a specific point in the future. This tense emphasizes the **duration** of an activity, highlighting its continuous nature over a period, rather than indicating a sudden or one-time event. As a result, this tense can only be used with verbs that represent actions that occur over time. Some common examples include:

- working, studying, traveling, waiting, thinking, living, saving, etc.

To mark a specific point in the future, we use the preposition **by**, which allows us to show when the action will be completed. In sentences, the **by** phrase typically comes first,

followed by a comma. The second part of the sentence includes the future perfect continuous tense, and the duration of the activity is usually stated with **for**.

Example sentences:

- *She will have been working on the project for six hours by 5 p.m*

O, saat 5-ə qədər altı saat olacaqdır ki, layihə üzərində işləməkdə olacaq.

- *By the time they return, I will have been learning french for a year.*

Onlar qayıdana qədər, mən bir il olmuş olacaq ki, fransız dilini öyrənməkdə olacağam.

When do we use the future perfect continuous tense form?

1. To indicate how long an activity will have been happening before a specific moment in the future
example:

By the time she finishes her tenure, she will have been working at the oil institute for more than six months.
O, vəzifəsini bitirənə qədər, neft institutunda altı aydan çox işləməkdə olacaq.

This suggests that she will leave her job in the future, and by that time, her teaching period will exceed six months.

- Bu göstərirki, gələcəkdə o, işini tərk edəndə və o zamana qədər onun tədris etdiyi dövr altı aydan çox olacaq.

2. To describe the reason for an event happening in the future
example:

When Harry arrives at work, he will be exhausted since he will have been cycling for more than an hour.

Hari işə çatanda, onun yorğun olmağı onun bir saatdan çox velosiped sürməyi ilə əlaqədar olacaq.

This highlights that Harry's fatigue will be caused by the long cycling journey he will have completed by the time he reaches the office.

Bu, Harinin yorğunluğunun, ofisə çatana qədər tamamlayacağı uzun velosiped yolculuğu ilə əlaqəli olduğunu vurğulayır.

Exercises:

I. Supply the correct verb form in parentheses to complete the sentence.

1. Ben ... weight for three months. (not/lose)
2. She ... books since morning. (read)
3. He ... for two months. (not/travel)
4. We ... for two hours. (sing)
5. I ...an essay for one hour. (not/write)
6. ... my mom ...food for many years? (cook)
7. They...a bicycle for two hours. (not/ride)
8. He ...to learn the french language for three years. (try)
9. She... a job for five years. (not/do)
10. ...I ...till 2030? (win)
11. We ...these formal shirts for three months. (wear)
12. She ...early in the morning for a week. (wake)
13. I ...rent for ten months. (not/pay)
14. The butterfly ...for one hour. (fly)
15. We ...chess for two hours. (not/play)

II. Modify the verb to its appropriate tense:

1. He... (live) in this city for five years.
2. The milkman ... (bring) the milk since 2017.
3. He... (study) spanish for two months.
4. Jimmy ... (travel) around the world for five years.

5. He ... (go) to college daily.
6. We ... (take) breakfast since 10 o'clock.
7. The citizens... (pay) tribute to their national hero.
8. He ... (flatter) his boss.
9. His parents ... (fulfill) all of his wishes.
10. The host... (entertain) the guest for two hours.
11. The watchman... (keep) watch the whole night.

Retell the following text.

City or country life?

When William Evans turned 18, he said goodbye to his mother and left his small village for London. After a few days, he managed to find a job at a bank in the city center. He also found a small flat in the suburban area. Every morning, he woke up at 7 o'clock, left his flat by 7:30, and took the underground train to work. He disliked the long tube journey. Each day, he struggled to board the train and stood for 40 minutes. Sometimes, he read the newspaper, but most of the time he simply thought about his mother and his home in Wales.

After six months, he won some money in the football pools. He celebrated by going out to a pub with friends. They had a few beers and discussed his winnings. William decided to send some of the money home to his mother and spent the remaining money on a small red car. He was really proud of his purchase. He also bought a map of London and planned the fastest route to work. On the first day driving, he got up at 8 a.m. And left at 8:30. He reached the city center on time but spent a long time searching for a parking spot. Finally, he found one with a parking meter, though he was late for work. He had to return to the meter every two hours to add more coins.

The next day, he left earlier but still couldn't find a parking meter. He parked in a car park, which charged him for the entire day. On Wednesday, some roadwork delayed him, and he was stuck in traffic for 15 minutes. Once again, he arrived late. On Thursday, he faced a traffic jam for 20 minutes. The following day, the weather was freezing, and his car wouldn't start. After struggling for 15 minutes, he gave up, ran to the tube station, but was late again. His boss warned him to be punctual from now on. William was anxious about losing his job, so he made a determined effort to be on time. The next day, he left early, took the tube, but forgot it was Saturday, so the bank was closed. What did he do next? He sold the car, packed his belongings, and returned to his village in Wales.

Vocabulary:

1. **suburbs** – an area on the edge of a town or city where people often live, away from the busy center.
2. **mend** – to repair or fix something that is broken or damaged.
3. **determine** – to decide or influence what will happen in the future.
4. **boss** – a person who is in charge of a workplace or organization and tells others what to do.
5. **hill** – a small area of land that is higher than the surrounding land.
6. **unable** – not able to do something.
7. **punctual** – being on time; arriving at the expected time.
8. **car park** – an area where cars are parked, usually for a fee.
9. **traffic jam** – a situation in which there are so many cars on the road that movement is very slow or completely stopped.

10. **underground (tube)** – a subway system used for public transportation, especially in london.
11. **football pools** – a form of gambling based on predicting the outcome of football matches.
12. **winnings** – the money or prize received from winning something, especially gambling or competitions.
13. **parking meter** – a machine that takes payment for parking a vehicle in a specific place.
14. **map** – a diagram or representation of an area showing roads, buildings, and other features.
15. **cold snap** – a short period of very cold weather.
16. **celebrate** – to do something enjoyable in honor of an occasion or achievement.
17. **route** – a way or course taken to get from one place to another.
18. **stuck** – unable to move or progress, often because of an obstacle.
19. **exhausted** – feeling very tired or drained from physical activity or stress.
20. **commuter** – a person who regularly travels between home and work.

Exercises:

- I. **Find in the text the English equivalents of the following phrases:**
 - when William turned 18
 - left his small village
 - he worked in the city center
 - he found a small flat in the suburbs
 - every morning
 - took the tube to the city
 - hated the tube journey

- won some money
- decided to send money home
- spent the rest of the money on a car
- he was proud of it
- used the fastest route
- went by car
- reached the city center
- looked for a place to park
- was late for work
- put the car in a car park
- cost him for the day
- workmen were mending the road
- traffic jam
- a quarter of an hour
- was late
- tube station
- be on time
- was very worried
- lost his job
- took the tube
- sold the car
- took his things
- returned to his village

II. Fill in the blanks with appropriate prepositions, adverbs, or postpositions where necessary:

1. William said good-bye ____ his mother.
2. He left ____ his village and went ____ London.
3. William found a job ____ the city center.
4. He also found a flat ____ the suburbs.
5. He left his house ____ 7:30 and caught the tube ____ the city.
6. He hated the journey ____ the tube.

7. ____ six months, he won some money.
8. He sent some money ____ home ____ his mother.
9. He spent the rest ____ the money ____ a red car.
10. He was very proud it.
11. The first day, he drove around the city center looking ____ somewhere to park.
12. He was late ____ work.
13. The second day, he put the car ____ a car park.
14. It cost him for the day ____ the car park.
15. ____ Wednesday, he was 20 minutes late ____ work.
16. ____ Thursday, he sat ____ 20 minutes ____ a traffic jam.
17. The next day, he got up early, but the car didn't start ____ a quarter ____ an hour.
18. He gave up and ran down the tube station.
19. His boss told him he had to be ____ time ____ future.
20. The next day, he got up early and went ____ the tube, but it was Saturday and the bank was closed.
21. He sold his car, took his things ____ his flat, and went back his village.

III. Complete the sentences according to the text:

1. When William was 18, he...
2. Every morning, he got up...
3. He caught the tube...
4. After six months, he...
5. He decided to...
6. The first day, he reached the city center...
7. At last, he found a parking meter...
8. The second day, he put the car...
9. On Wednesday, some workmen...
10. On Thursday, he sat...
11. The next day was very cold and the car didn't start, and after a quarter of an hour, William...

12. His boss told him...
13. The next day, he got up early...
14. When he got to the bank...
15. William sold his car, took...

IV. Put the verbs given in brackets into the past indefinite tense form:

1. When William evans was 18, he ____ his village and went to London (leave, go).
2. After a few days, he ____ a job (find).
3. Every morning, he ____ up at 7 o'clock and ____ the tube to the city (get, catch).
4. He ____ work at 9 o'clock (begin).
5. Every day, he ____ to get onto the train and then ____ there for 40 minutes (fight, stand).
6. Sometimes, he ____ the newspaper, but he usually just ____ about his mother and the village (read, think).
7. He ____ some money on the football pools (win).
8. They ____ a lot of beer (drink).
9. He ____ the rest of his money on a little car (spend).
10. He also ____ a street map of London (buy).
11. He ____ round and round the city center (drive).
12. His boss ____ him to be on time in future (tell).
13. The next day, he ____ up early, ____ in by tube, but he ____ that it was Saturday (get, go, forget).
14. He ____ his things from his flat and ____ back to his village (take, go).

V. Answer the questions:

1. How old was William when he said good-bye to his mother?
2. Where did he go?
3. Did he find a job?
4. Where did he find it?

5. Did he find a flat in the suburbs?
6. What time did he get up and leave the house?
7. When did he begin work?
8. How did he get to work?
9. Did he like the tube journey?
10. After six months, did he win some money?
11. How did he spend his money?
12. Did he buy a car or a house?
13. What color was the car?
14. Was it easy to park in the city center?
15. Where did he park his car the first day?
16. Did he put the car in a car park on the second day?
17. How much did it cost him?
18. Why was William late for work on Wednesday and Thursday?
19. Why didn't the car start on Friday?
20. What did the boss tell him?
21. Was William determined to be on time? Why?
22. What happened on Saturday?
23. Did William sell his car?
24. Why did he sell it?

UNIT 7

THE PASSIVE VOICE

Every sentence in the English language is either written in the active voice or the passive voice. We must be aware and capable of writing sentences in both these voices.

The **passive voice** is employed when the emphasis is placed on the person or object that receives the action, rather than the one performing it. In other words, the subject of the sentence becomes the receiver of the action, instead of the one carrying it out.

Indefinite passive voices:

- Present indefinite
- Past indefinite
- Future indefinite

Continuous passive voices:

- Present continuous
- Past continuous

Perfect passive voices:

- Present perfect
- Past perfect
- Future perfect

The passive voice in the present simple tense:

Active voice sentences in the simple present or present indefinite tense can be converted into passive voice by following these steps:

1. Transform the object of the active voice sentence into the subject of the passive voice sentence.
2. Choose the correct auxiliary verb (is, are, or am) according to the subject in the passive voice sentence.
3. Use the past participle (third form) of the main verb.

4. Add by to indicate the agent (the doer of the action).
5. Place the original subject of the active sentence into the object position in the passive construction.
6. Retain any extra elements from the active sentence where necessary.

Examples:

- *I break a cup. A cup is broken by me. Mən fincanı sındırıram. Fincan mənim tərəfindən sındırılır.*
- *My mother beats me. I am beaten by my mother. Anam məni döyür. Mən anam tərəfindən döyülürəm.*
- *My mother loves me. I am loved by my mother. Anam məni sevir. Mən anam tərəfindən sevilirəm.*
- *We speak the truth. The truth is spoken by us. Biz həqiqəti danışırıq. Həqiqət biz tərəfindən danışılır.*
- *You boil eggs. Eggs are boiled by you. Siz yumurta bişirirsiniz. Yumurta siz tərəfindən bişirilir.*
- *They eat apples. Apples are eaten by them. Onlar alma yeyirlər. Alma onlar tərəfindən yeyilir.*
- *They read this book every day. This book is read by them every day. Onlar hər gün bu kitabı oxuyurlar. Bu kitab onlar tərəfindən hər gün oxunulur.*
- *You praise her very much. She is praised by you very much. Siz onu çox tərifləyirsiniz. O, sizi tərəfinizdən çox təriflənir.*
- *He kills a snake. A snake is killed by him. O, ilan öldürür. Ilan onun tərəfindən öldürülür.*
- *We play football in the afternoon. Football is played by us in the afternoon. Biz axşam futbol oynayırıq. Futbol bizim tərəfimizdən axşam oynanılır.*

To convert negative sentences in the **passive voice** in the **simple present** (or **present indefinite**) tense, follow these steps:

1. Change the object of the active sentence into the subject of the passive sentence.
2. Select the correct auxiliary verb (is, are, or am) based on the subject in the passive sentence.
3. Include not to indicate the negation of the sentence.
4. Use the past participle (third form) of the main verb.
5. Insert the word by to show the agent (the doer of the action).
6. Move the subject of the active sentence to the object position in the passive sentence.
7. Include any remaining words from the active voice sentence, if necessary.

Examples:

- *Active: she does not write a letter.*

Passive: a letter is not written by her.

(o, məktub yazmır. Məktub onun tərəfindən yazılır.)

- *Active: they do not clean the room.*

Passive: the room is not cleaned by them.

(onlar otağı təmizləmir. Otaq onlar tərəfindən təmizlənmir.)

- *I do not call the roll.*

The roll is not called by me.

(Mən zəngi çalmıram. Zəng mənim tərəfindən çalınmır.)

- *He does not teach them English.*

They are not taught English by him.

English is not taught to them by him.

(O, onlara ingilis dili öyrətmir. Onlara ingilis dili onun tərəfindən öyrədilmir.)

- *He does not like this house.*

This house is not liked by him.

(*o, bu evi bəyənmir. Bu ev onun tərəfindən bəyənilmir.*)

- *My brother does not repair those rooms.*

Those rooms are not repaired by my brother.

(*Qardaşım o otaqları təmir etmir. O otaqlar qardaşım tərəfindən təmir edilmir.*)

The passive voice of interrogative sentences in simple present tense or present indefinite tense can be formed by following these steps:

1. Use the helping verbs *is/are/am* according to the subject of the passive voice sentence.
2. Move the object of the active voice sentence to the subject position of the passive voice sentence.
3. Use the third form (past participle) of the verb.
4. Add the word *by* to indicate the doer of the action.
5. Place the subject of the active voice sentence as the object in the passive voice sentence.
6. Include any additional words from the active voice sentence, if necessary.
7. Finally, add a question mark *?* At the end to maintain the interrogative nature of the sentence.

Examples:

- *Active: Does she write a letter?*

Passive: Is a letter written by her?

(*O, məktub yazırmı? Məktub onun tərəfindən yazılırmı?*)

- *Active: Do they clean the room?*

Passive: Is the room cleaned by them?

(*Onlar otağı təmizləyirləmi? Otaq onlar tərəfindən təmizlənmirmi?*)

Examples:

- *Do you sell potatoes?*

Are potatoes sold by you?

(*Siz kartof satırsınız? Kartof sizin tərəfinizdən satılırmı?*)

- *Do you draw a map of Pakistan?*
Is a map of Pakistan drawn by you?
(Siz Pakistanın xəritəsini çəkirsiniz? Pakistanın xəritəsi sizin tərəfinizdən çəkilirmi?)
- *Does he sing the song?*
Is the song sung by him?
(O, mahnını oxuyurmu? Mahnı onun tərəfindən oxunulurmu?)
- *Do we help them in every way?*
Are they helped by us in every way?
(Biz onlara hər cür kömək edirik? Onlara bizim tərəfimizdən hər cür kömək edilirmi?)
- *Do they dislike me?*
Am I disliked by them?
(Onlar məni bəyənmir? Mən onlar tərəfindən bəyənilmirəm?)
- *Does his father punish him?*
Is he punished by his father?
(Onun atası onu cəzalandırırımı? O, atası tərəfindən cəzalandırılırımı?)
- *Does she pluck these flowers?*
Are these flowers plucked by her?
(O, bu çiçəkləri dərir? Bu çiçəklər onun tərəfindən dərilirmi?)

To construct **negative-interrogative sentences** in the **passive voice** of the **simple present tense** (also known as present indefinite), follow these steps:

1. Choose the correct auxiliary verb (is, are, or am) based on the new subject in the passive sentence.
2. Shift the object from the active sentence into the subject position of the passive construction.
3. Insert not after the auxiliary verb to form the negative.
4. Use the past participle (third form) of the main verb.
5. Add by to show who performs the action.

6. Place the subject from the active sentence into the object position of the passive sentence.

7. Add any remaining words from the active voice sentence if necessary.

8. End the sentence with a question mark ? To maintain the interrogative nature of the sentence.

Examples:

• Active: *Doesn't she write a letter?*

Passive: *Is a letter not written by her?*

(*O, məktub yazmırmı? Məktub onun tərəfindən yazılmırmı?*)

• Active: *Don't they clean the room?*

Passive: *Is the room not cleaned by them?*

(*Onlar otağı təmizləmir? Otaq onlar tərəfindən təmizlənmir?*)

Examples:

• Active: *Do you not sell potatoes?*

Passive: *Are potatoes not sold by you?*

(*Siz kartof satmırsınız mı? Kartof sizin tərəfinizdən*

satılmırmı?)

• Active: *Do you not draw a map of Pakistan?*

Passive: *Is a map of Pakistan not drawn by you?*

(*Siz Pakistanın xəritəsini çəkmirsiniz mi? Pakistanın xəritəsi*

sizin tərəfinizdən çəkilmir?)

• Active: *Does he not sing a song?*

Passive: *Is a song not sung by him?*

(*O, mahnı oxumur mu? Mahnı onun tərəfindən oxunulmur mu?*)

• Active: *Do we not help them in every way?*

Passive: *Are they not helped by us in every way?*

(*Biz onlara hər şəkildə kömək etmirik mi? Onlara hər şəkildə*

bizim tərəfimizdən kömək edilmirmi?)

Exercises:

I. Complete the sentences with the verbs in brackets.

1. Emails ... And received by most internet users. (send)
2. Information about goods and services (find)
3. Goods and services ... in e-shops. (buy)
4. Online newspapers and magazines ... , mostly by adult users. (read)
5. The internet ... For social networking, especially by young people. (use)
6. Telephone and video calls (make)
7. Videos and films (watch)
8. Listening and music streaming activities (carry out)
9. Hotel accommodation ... By travellers. (search for)
10. Financial transactions through internet banking (do)

II. Make questions in the passive to complete the dialogue with ken fry, the manager in kfp.

- How are fried potatoes made in KFP (Kentucky fried potatoes)?
- Interviewer: Your fried potatoes have just won the industry award for the best producer in the
- United states. What's behind your success?
- Ken fry: it's simple - The best potatoes, the best recipe and hard work.
- Interviewer: Where ... ? (your potatoes - grow)
- Ken fry: In our fields in washington.
- Interviewer: How ... ? (they - store)
- Ken fry: We put them in special textile bags.
- Interviewer: ... into small or big pieces? (your potatoes - cut)
- Ken fry: Machines cut them into very small pieces.
- Interviewer: ... first? (the potatoes - peel)

- Ken fry: Yes, of course. Otherwise they are a bit bitter.
- Interviewer: ... before you fry them? (they - cook)
- Ken fry: we don't cook them, we parboil them.
- Interviewer: ... in vegetable oil? (they - fry)
- Ken fry: We always fry them in the mixture of vegetable oil and butter.
- Interviewer: When ... ? (flavourings and salt - add)
- Ken fry: We only add salt, no flavourings.
- Interviewer: And ... before you fry them? (the salt - add)
- Ken fry: We add the salt after we fry the potatoes.
- Interviewer: And my last question. How often ... in your family? (Kentucky fried potatoes - eat)
- Ken fry: Do you really want to know? We never eat them. We prefer rice and pasta.

III. Use the words to make sentences in the passive voice.

1. produce / too much waste / in developed countries
2. cars / big cities / block
3. cover / plastic bags and bottles / beaches
4. on roads / find / millions of dead animals / every year
5. pollute / air / factories and vehicle exhausts
6. cut down / in south america and asia / rain forests

The past indefinite passive

The passive voice of the past indefinite tense is formed using the following helping verbs with the appropriate subject:

- **Was**
- **Were**

To convert an assertive sentence in the past indefinite tense into passive voice, follow these steps:

1. Change the object of the active sentence into the subject of the passive sentence.
2. Select the correct auxiliary verb—was or were—based on the new subject.
3. Use the past participle (third form) of the main verb.
4. Insert by to identify who performed the action.
5. Move the original subject of the active sentence into the object position.
6. Include any additional words from the active sentence, if needed, to complete the meaning.

Examples:

• *Active: She wrote a letter.*

Passive: A letter was written by her.

(O, bir məktub yazdı. Məktub onun tərəfindən yazıldı.)

• *Active: They cleaned the room.*

Passive: The room was cleaned by them.

(Onlar otağı təmizlədi. Otaq onlar tərəfindən təmizləndi.)

• *Active: I bought two watches.*

Passive: Two watches were bought by me.

(Mən iki qol saati aldım. İki qol saati mənim tərəfindən alındı.)

• *Active: He met me yesterday.*

Passive: I was met by him yesterday.

(O, məni dünən qarşıladı. Mən onun tərəfindən dünən qarşılandım.)

• *Active: Municipal court appointed him as invigilator of that project.*

Passive: He was appointed as invigilator of that project by the municipal court.

(Bələdiyyə məhkəməsi onu həmin layihənin imtahan rəhbəri təyin etdi. O, bələdiyyə məhkəməsi tərəfindən həmin layihənin imtahan rəhbəri təyin olundu.)

To change a **negative sentence** in the **simple past tense** (also called **past indefinite**) into the **passive voice**, follow these steps:

1. Move the object from the active sentence into the subject position in the passive sentence.
2. Choose the appropriate auxiliary verb—was or were—based on the new subject.
3. Insert not to reflect the negative form of the sentence.
4. Use the verb's past participle (third form).
5. Include the word **by** to indicate who carried out the action.
6. Shift the subject from the active voice into the object position in the passive voice.
7. Include any other remaining words from the active voice sentence if needed.

Examples:

- *Active: She did not write a letter.*

Passive: A letter was not written by her.

(o, məktub yazmadı. Məktub onun tərəfindən yazılmadı.)

- *Active: They did not clean the room.*

Passive: The room was not cleaned by them.

(onlar otağı təmizləmədilər. Otaq onlar tərəfindən təmizlənmədi.)

- *Active: She did not repair this pen.*

Passive: This pen was not repaired by her.

(O, bu qələmi təmir etmədi. Bu qələm onun tərəfindən təmir edilmədi.)

- *Active: I did not lead the procession.*

Passive: The procession was not led by me.

(Mən paradi idarə etmədim. Parad mənim tərəfindən idarə edilmədi.)

The passive voice of an interrogative sentence in the simple past tense or past indefinite tense is formed by following these steps:

1. Select either was or were as the auxiliary verb, depending on the new subject.
2. Place the object of the active sentence into the subject position in the passive form.
3. Use the past participle (third form) of the main verb.
4. Add by to introduce the doer (agent) of the action.
5. Change the subject of the active sentence into the object of the passive sentence.
6. Include any other words from the active voice sentence, if necessary.
7. Conclude the sentence with a question mark ? To maintain its interrogative form.

Examples:

• Active: Did she write a letter?

Passive: Was a letter written by her?

(O, məktub yazdımı? Məktub onun tərəfindən yazıldımı?)

• Active: Did they clean the room?

Passive: Was the room cleaned by them?

(Onlar otağı təmizlədilərmi? Otaq onlar tərəfindən təmizləndimi?)

• Where did he send that money order?

Where was that money order sent by him?

(O, həmin pul köçürməsinə haraya göndərdi? Həmin pul köçürməsi onun tərəfindən haraya göndərildi?)

• Did the president dismiss them from the service?

Were they dismissed by the president from the service?

(prezident onlari xidmətdən azad etdi? Onlar prezident tərəfindən xidmətdən azad edildimi?)

- When did she find the purse?

When was the purse found by her?

(O, çantanı nə vaxt tapdı? Çanta onun tərəfindən nə vaxt tapıldı?)

The passive voice of a negative-interrogative sentence in the simple past tense or past indefinite tense is formed by following this sequence:

1. Choose was or were based on the subject of the passive sentence.
2. Transform the object of the active sentence into the subject of the passive sentence.
3. Insert not after the helping verb to show negation.
4. Use the third form (past participle) of the main verb.
5. Add by to identify the person or thing performing the action.
6. Change the original subject of the active sentence into the object in the passive form.
7. Include any remaining parts of the sentence, placing them appropriately.
8. End the sentence with a question mark ? To preserve its interrogative nature.

Examples:

- Active: Didn't she write a letter?

Passive: Wasn't a letter written by her?

(O, məktubu yazmadımı? Məktub onun tərəfindən yazılmadımı?)

- Active: Didn't they tidy up the room?

Passive: Wasn't the room tidied by them?

(onlar otağı yığışdırmadılarımı? Otaq onlar tərəfindən yığışdırılmadıımı?)

• Did she not light two lamps?

Were two lamps not lit by her?

(O, iki lampanı yandırmadıımı? İki lampa onun tərəfindən yandırılmadıımı?)

• Why did he not invite me to dinner?

Why was I not invited by him to dinner?

(O, məni axşam yeməyinə dəvət etmədimi? Mən axşam yeməyinə onun tərəfindən dəvət edilmədimmi?)

• Did they not bury him in the dead of night?

Was he not buried by them in the dead of night?

(Onlar onu gecə yarısı basdırmadılarımı? O, onlar tərəfindən gecə yarısı basdırılmadıımı?)

• Did he not divorce her?

Was Jane not divorced from him?

(Ceyn onu boşamadımı? Ceyn onun tərəfindən boşandırılmadıımı?)

Exercises:

I. Complete the sentences with the given verbs.

1. People ... lamps and candles to get light, as there wasn't any electricity. (use)
2. A coach ... as an alternative to a car for transportation. (buy)
3. In the 1860s, bicycles ... together with horses. (ride)
4. A poor family ... a small and simple home. (build)
5. Rich aristocratic families ... luxurious palaces. (own)
6. In towns, men ... top hats and long-tailed suits. (wear)
7. A woman's dress ... to cover her legs. (design)
8. Girls from wealthy families ... in their homes. (educate)

9. Boys who were born into rich families ... to public schools. (send)
10. A poor child ... to take a job. (force)
11. Industrialization ... many fast changes in daily life. (bring)
12. A big need for goods and services (create)

II. Use the words to make sentences in the past simple passive.

1. tidy up / the room / not
2. on / sandwiches / the table / leave / some
3. empty / not / waste bin
4. with / coke / stain / the sofa
5. plates and forks / everywhere / leave
6. under / empty bottles / the bed / put
7. damage / flowers / some
8. fill / the kitchen sink / dirty dishes / with
9. not / most lights / switch off
10. close / the front door / not

III. Rewrite the sentences. Use the past simple passive.

1. We used this car for our trips during summer holidays.
2. They didn't clean the bird cages at all.
3. You could cut the branch off with this swiss knife.
4. Too many tourists annoyed me when I was in barcelona in August.
5. They didn't tell us what to do about it.
6. Cars killed a lot of pedestrians in big cities.
7. It companies increased profits by more than ten per cent last year.
8. He didn't expect us to help him with his homework.
9. The police did a lot, but it was not enough.

10. They didn't bring this laptop from Japan, I think.
11. People couldn't save many houses after the storm last week

Retell the following text.

A tall tale

In Britain, telling exaggerated stories is part of the culture. Imagine a hunter who once missed a tiger – each time he shares the tale, the tiger seems to grow bigger. Or someone who had to walk ten miles after their car broke down – later, it turns into fifteen! Fishermen also enjoy telling such stories. If they catch a fish but lose it, by the time they're home, the fish has magically grown in size. They often call it the one that got away!

What's common in these stories? There's never anyone else around to confirm the facts. That's why you can't make up stories about football games – thousands might have seen them!

Here's a special tale. You decide: Is it a tall tale or just a plain lie?

Mr. Hunt took up fishing about a year ago.

At first, he was doing quite well, catching several fish weekly and bringing them home for his wife to prepare. But over time, the number of fish he caught decreased. Since he had bragged about his early success, everyone kept asking him about his latest catches.

People would say things like:

You'll break the river's record soon!

By the end of the year, your wife will have cooked hundreds!

You've eaten so many fish, you might turn into one!

Mr. Hunt didn't want to admit that he hadn't been successful lately. Some weeks, he didn't catch anything. So, he came up

with a trick: On his way home, he bought fish from a local shop and pretended they were his own catch.

This little game lasted a few months. He continued sharing stories about his amazing catches. but one evening, his wife asked, did you really catch six fish last Saturday? Yes, he answered confidently. I thought so, she said. The fishmonger charged us for eight this week.

I. vocabulary match (find the English expressions in the text):

Match the Azerbaijani phrases with their English equivalents from the story:

1. nağıl –
2. ovçu pələngə atəş etdi, amma qaçırdı –
3. gəzməyə məcbur oldu –
4. qəzadan sonra –
5. balıqçı –
6. balıq tutdu, amma qaçırdı –
7. çəki və uzunluq artacaq –
8. bütün bu hekayələrin ortaq cəhətləri var –
9. şahidlər –
10. yalan –
11. balıq tutmağa başladı –
12. uğurlu oldu –
13. tədrisən –
14. uğurlarınızla öyünmək –
15. rekordu qırdı –
16. balıq kimi olacaqsan –
17. etiraf etmək istəmədi –
18. heç birini tutmadı –
19. evə gedərkən balıqçıdan almağa başladı –
20. bu bir neçə ay davam etdi –

21. mən belə düşünürdüm –
22. keçən şənbə günü –
23. səkkiz üçün bizdən pul aldı –

II. Comprehension quiz (choose the correct option):

1. What does the writer suggest Mr. Hunt's story might be?
A) completely true
b) just a joke
c) a made-up story
2. When did Mr. Hunt begin fishing?
A) in childhood
b) a year ago
c) recently
3. What did he do with the fish he caught?
A) gave them to friends
b) cooked them for himself
c) took them home for his wife to cook
4. What happened over time?
A) he caught more fish
b) he stopped fishing
c) he caught fewer fish
5. What did he do when he caught none?
A) bought fish from a shop
b) asked his friends for help
c) stayed at the river longer
6. How long did his trick continue?
A) a few days
b) a couple of weeks
c) a few months
7. How did his wife react?
A) she had no idea

- b) she figured it out
- c) she was surprised

III. Answer the following questions:

1. Are exaggerated stories popular in British culture?
2. What is the common feature of such stories?
3. Why can't you invent a story about a football match?
4. Is Mr. Hunt's tale a tall story or a lie?
5. When did he start fishing?
6. Was he good at it in the beginning?
7. Did he really catch several fish each week?
8. Why did he bring them home?
9. Did people ask him regularly about his fishing?
10. What kind of comments did they make?
11. Did Mr. Hunt admit that he wasn't catching fish?
12. What did he do instead of telling the truth?
13. For how long did he keep this up?
14. How did his wife find out?
15. What did she say to him about the fishmonger?

IV. Retell the story using these prompts:

1. Mr. Hunt started fishing about a year ago.
2. In the beginning, he was quite successful, and...
3. He brought his catches home for his wife to...
4. He proudly told others about his...
5. But slowly, he began to catch...
6. Since he didn't want to admit the truth...
7. On days he caught nothing, he...
8. This continued for...
9. Eventually, his wife began to...
10. She asked him if...
11. Mr. Hunt answered that...
12. But his wife responded, saying...

The passive voice of the future indefinite tense form

To convert a sentence from the **active voice** to the **passive voice** in the **simple future tense**, follow these steps:

1. Start by turning the object of the active sentence into the subject of the passive sentence.
2. Use **will be** or **shall be** as the helping verb, depending on the subject.
3. Place the past participle (third form) of the verb right after the auxiliary verb.
4. If needed, add -by to indicate who is performing the action.
5. Change the subject of the active voice into the object, following -by.
6. Keep any remaining parts of the sentence, such as time phrases or other complements, at the end.

Examples:

• **Active:** She will drive the car.

Passive: The car will be driven by her.

O maşını sürəcək. Maşın onun tərəfindən sürüləcək.

• **Active:** We shall support them.

Passive: They will be supported by us.

Biz onları dəstəkləyəcəyik. Onlar bizim tərəfimizdən dəstəklənəcəklər.

• **Active:** I shall type this application.

Passive: This application will be typed by me.

Mən bu ərizəni yazacağam. Bu ərizə mənim tərəfimdən yazılacaqdır.

• **Active:** His friends will save him.

Passive: He will be saved by his friends.

Onun dostları onu xilas edəcəklər. O, dostları tərəfindən xilas ediləcəkdir.

Future simple tense form – passive voice for negative sentences

To convert a negative sentence from the active voice into the passive voice in the future simple tense form, follow these steps:

1. Begin by changing the object of the active sentence into the subject of the passive sentence.
2. Choose the correct auxiliary verb – *will* or *shall* – based on the new subject.
3. Insert *not* after the auxiliary verb to express the negative form.
4. Then add the verb *be* to indicate the passive construction.
5. Use the past participle (third form) of the main verb.
6. If needed, include *by* to mention who is performing the action.
7. Change the subject of the active sentence into the object in the passive structure.
8. Add any extra words or time expressions from the original sentence at the end.

Examples:

• **Active:** I shall not touch these notes.

Passive: These notes will not be touched by me.

Mən bu qeydlərə toxunmayacağam. Bu qeydlərə mənim tərəfimdən toxunulmayacaq.

• **Active:** We shall not follow you.

Passive: You will not be followed by us.

Biz səni izləməyəcəyik. Sən bizim tərəfimizdən izlənilməyəcəksən.

Passive Voice in Future Simple Tense Form – Interrogative Sentences

To change an interrogative sentence in the simple future tense from active voice to passive voice, follow these steps:

1. Start the sentence with **will** or **shall**, depending on the subject in the passive form.
2. Turn the object from the active sentence into the subject of the passive sentence.
3. Place the auxiliary verb **be** right after *will* or *shall* to construct the passive form.
4. Use the **past participle** (third form) of the main verb immediately after *be*.
5. Include **by** to show the doer of the action, if it's necessary to mention.
6. Convert the subject of the active voice sentence into the object in the passive version.
7. Include any other parts of the original sentence (like time expressions or objects).
8. End the sentence with a **question mark (?)** to indicate it's a question.

Examples:

• **Active:** Shall we take tea?

Passive: Will tea be taken by us?

Biz çay içəcəyikmi? Çay bizim tərəfimizdən içiləcəkmiki?

• **Active:** Will she attend that meeting?

Passive: Will that meeting be attended by her?

O, iclasda iştirak edəcəkmı? Həmin iclasda onun tərəfindən iştirak olunacaqmı?

Passive Voice in Future Simple Tense – Interrogative Sentences with Negation

To transform a **negative-interrogative sentence** in the future simple tense from active to passive voice, follow these steps:

1. Begin with **will** or **shall**, depending on the subject in the passive structure.
2. Convert the object of the active sentence into the subject of the passive sentence.
3. Place **not** after the auxiliary verb to indicate negation.
4. Add the verb **be** to form the passive voice.
5. Use the **past participle** (third form) of the main verb.
6. Include **by** if it's necessary to mention the doer (*agent*).
7. Change the subject of the active sentence into the object in the passive form.
8. Include any additional parts of the original sentence, such as time or manner expressions.
9. End the sentence with a **question mark (?)** to reflect the interrogative nature.

Example:

• **Active:** Shall we not take tea?

Passive: Will tea not be taken by us?

Biz çay içməyəcəyikmi? Çay bizim tərəfimizdən içilməyəcəkmı?

Exercises:

I. Use the correct passive voice of the verbs in brackets to complete the sentences.

1. All aspects of your life _____ . (*monitor*)
2. Your heart rate _____ by a smart mirror in the bathroom. (*take*)
3. Your body weight _____ through floor-embedded scales. (*check*)
4. The kitchen assistant _____ to prepare your morning tea. (*set up*)
5. Your diet _____ according to your daily schedule. (*optimise*)
6. Groceries _____ online directly by your smart fridge. (*order*)
7. A 3D printer _____ to prepare your pizza. (*make*)
8. Solar technology _____ into construction materials to energize your home. (*build*)
9. Emotions _____ using sensors in your smartphone. (*analyse*)
10. And every service _____ based on your preferences. (*tailor*)

II. Choose and write the correct form of the verb in passive or active voice next to each sentence.

1. Manchester City **will be beaten** / **will beat** in this match.
2. Be careful, or you **will be bitten** / **will be biten** by the dog.
3. You **will ask** / **will be asked** someone if necessary.

4. The programme **will be broadcast / will broadcast** at 10:30.
5. A new university **will be founded / will be found** in this town.
6. This picture **will be hung / will be hanged** on the opposite wall.
7. You can't get lost — you **will be led / will be lead** by a guide.
8. The song **will be sung / will be sang** at the end of the ceremony.
9. Do you think Joyce **will marry / will be married** Charles?
10. Due to bad weather, the flight **will be canceled / will be cancelled**.
11. A new type of battery **will be introduced / will introduce** soon.
12. The prize **will be split / will be splitted** among four winners.

Present Continuous Tense Form – Passive Voice (Affirmative Sentences)

In the present continuous tense, the passive structure is formed using **is / are / am** followed by **being** to show that the action is currently in progress. These forms are used depending on the subject in the sentence:

- *is being*
- *are being*
- *am being*

To change an assertive sentence from active voice to passive voice in the present continuous tense, follow these steps:

1. Start by turning the object of the active sentence into the subject of the passive sentence.
2. Select the appropriate auxiliary verb (**is**, **are**, or **am**) to match the new subject.
3. Follow the helping verb with **being** to reflect the ongoing nature of the action.
4. Use the **past participle** (third form) of the main verb after *being*.
5. If it's necessary to mention the original subject (doer of the action), place *by* before it.
6. Convert the active subject into the object in the passive sentence.
7. Finally, include any other remaining words from the original sentence.

Examples:

- **Active:** She is constantly singing songs.
Passive: Songs are constantly being sung by her.
O elə hey mahnı oxuyur. Mahnı onun tərəfindən elə hey oxunulur.
- **Active:** She is burning those letters from morning till night.
Passive: Those letters are being burnt by her from morning till night.
O bu məktubları səhərdən axşama kimi yandırır. Bu məktublar onun tərəfindən səhərdən axşama kimi yandırılır.
- **Active:** We are buying tickets during the concert festival.
Passive: Tickets are being bought by us during the concert festival.
Biz konsert festivalı ərzində biletlər alırıq. Biletlər konsert festivalı zamanı bizim tərəfimizdən alınır.

Passive Voice – Negative Forms of the Present Continuous Tense

To convert a negative sentence in the present continuous tense into the passive voice, follow these steps:

1. Begin by changing the object of the active sentence into the subject of the passive sentence.
2. Choose the correct form of the auxiliary verb **is**, **are**, or **am** based on the new subject.
3. Place **not** after the auxiliary verb to maintain the negative meaning.
4. Add **being** to show the continuous nature of the action.
5. Use the **past participle** (third form) of the main verb.
6. If necessary, introduce *by* to mention the doer of the action.
7. Transform the original subject of the active sentence into the object in the passive sentence.
8. Include any remaining words from the original sentence, if applicable.

Examples:

- **Active:** They are not helping me now.
Passive: I am not being helped by them.
Onlar indi mənə kömək etmirlər. Mənə indi onlar tərəfindən kömək edilmir.
- **Active:** He is not blaming me for my crime.
Passive: I am not being blamed by him for my crime.
O məni cinayətimə görə günahlandırmır. Mən cinayətimə görə onun tərəfindən günahlandırılmıram.
- **Active:** She is not still reading the newspaper.
Passive: The newspaper is not still being read by her.
O hələ də qəzeti oxumur. Qəzet hələ də onun tərəfindən oxunulmur.

Passive Voice – Interrogative Sentences in the Present Continuous Tense Form

To convert an interrogative sentence in the present continuous tense form into the passive voice, follow these steps:

1. Start by selecting the correct form of the auxiliary verb (**is**, **are**, or **am**) based on the subject in the passive sentence.
2. Move the object of the active sentence to become the subject in the passive sentence.
3. Add **being** after the auxiliary verb to reflect the continuous aspect of the action.
4. Use the **past participle** (3rd form) of the main verb.
5. Include *by* to introduce the agent (the doer of the action), if needed.
6. Change the subject of the active sentence into the object in the passive voice.
7. Include any remaining elements from the original sentence, if applicable.
8. Place a **question mark (?)** at the end of the sentence to maintain its interrogative form.

Examples:

- **Active:** Are you publishing this book during this month?

Passive: Is this book being published by you during this month?

Sən bu ay ərzində bu kitabı nəşr etdirirsən? Bu kitab sənəin tərəfindən bu ay ərzində nəşr olunurmu?

- **Active:** Is he polishing your shoes?
Passive: Are your shoes being polished by him?

O sənin ayaqqabılarını təmizləyirmi? Sənin ayaqqabıların onun tərəfindən təmizlənirmi?

Transforming Negative-Interrogative Sentences in the Present Continuous Tense Form into Passive Voice

To change a negative-interrogative sentence in the present continuous tense into the passive voice, follow these steps:

1. Begin by selecting the correct form of the auxiliary verb **is**, **are**, or **am** based on the subject in the passive construction.
2. Turn the object from the active sentence into the subject of the passive sentence.
3. Add **not** after the auxiliary verb to make the sentence negative.
4. Insert **being** after the auxiliary verb to indicate that the action is ongoing.
5. Use the **past participle** (third form) of the main verb.
6. If necessary, add *by* to indicate the agent or doer of the action.
7. Convert the subject of the active sentence into the object of the passive sentence.
8. Finally, if there are any remaining words in the active sentence, include them at the end of the passive sentence.

Examples:

- **Active:** Are they not taking the examination now?
Passive: Is the examination not being taken by them?
Onlar indi imtahanı vermirlər? İmtahan indi onlar tərəfindən verilmirmi?
- **Active:** Are they not praising her now?
Passive: Is she not being praised by them now?

Onlar indi onu tərifləmirlər? O indi onlar tərəfindən təriflənilmir?

- **Active:** Is he not wearing new clothes?
Passive: Are new clothes not being worn by him?
O təzə paltarlar geyinmir? Təzə paltarlar onun tərəfindən geyinilmir?

Exercises

I. Write the correct forms or words next to each sentence.

1. German doesn't teach / isn't being taught in this school this year.
2. The finals are being played / are played today.
3. Be careful. This door is just painting / is just being painted.
4. Sad stories are being published / is being published nowadays.
5. Your car is checked / is being checked. We are working on it.
6. Bananas aren't grown / aren't being grown on our farm this season.
7. The new iPhones are sold / are being sold today for the first time.
8. The information is being sent by / with a computer.
9. A lot of modern art is showing / is being shown at this exhibition.
10. Look, hippos are fed / are being fed over there.
11. The same colours are being worn / are wearing at this party.

12. My colleague is investigated / is being investigated for fraud.

II. Complete the sentences with the verbs in brackets.

1. Look at that! A new supermarket ... in this street. (*build*)
2. Your car will be ready soon. It ... just (*wash*)
3. You can't see the horses, they ... now. (*feed*)
4. What's the problem? The film ... today. (*not-show*)
5. Wait a minute please. The dinner ... for you. (*prepare*)
6. Because of the fire, children ... at their classrooms. (*not-teach*)
7. I can't use my PC. A new operating system ... on it. (*install*)
8. The pool is now full of hair because swim caps ... in it. (*not-use*)
9. Christmas is coming and much more goods ... in shops. (*display*)
10. I'm sorry, it's 10 o'clock. Customers ... anymore. (*not-serve*)

III. Rewrite the sentences with the present continuous passive.

1. They aren't feeding the lions at the moment.
→ The ... at the moment.
2. Someone is speaking Spanish in this classroom.
→ Spanish ... in this classroom.
3. The red light is on because doctors are operating a patient.
→ The red light is on because a ...

4. They are putting books on shelves.
→ Books ... on shelves.
5. Look, they are killing the ants.
→ Look, the ...
6. Can you see that? The policemen are chasing a robber.
→ Can you see that? A ...
7. I don't know why they aren't cutting the trees today.
→ I don't know why the ... today.
8. They are writing a test in this lesson.
→ A ... in this lesson.
9. They aren't decorating the hall because Sam is ill.
→ The ... because Sam is ill.

Changing Assertive Sentences into the Passive Voice (Past Continuous Tense)

Steps to convert an assertive sentence in the past continuous tense into the passive voice:

1. **Object → Subject:** Change the object of the active sentence into the subject of the passive sentence.
2. **Auxiliary verb:** Use **was** or **were** depending on the subject of the passive sentence (which corresponds to the object in the active sentence).
3. **Indicating continuity:** Add **being** after the auxiliary verb to show the continuous nature of the action.
4. **Past participle:** Use the 3rd form (past participle) of the main verb.
5. **Agent of action:** Add **by** to indicate the doer of the action (optional).
6. **Object → Subject transformation:** Change the subject of the active sentence into the object in the passive sentence.

7. **Remaining elements:** Add any other parts of the active sentence if needed.

Samples:

- **Active:** He was cleaning the house at 2 o'clock yesterday.
- **Passive:** The house was being cleaned by him at 2 o'clock yesterday.
- **Active:** They were making coffee at that time yesterday.
- **Passive:** Coffee was being made by them at that time yesterday.

Passive Voice in Negative Sentences of the Past Continuous Tense

Steps to form the passive voice in negative sentences of the past continuous tense:

1. **Object → Subject:** Change the object of the active sentence into the subject of the passive sentence.
2. **Auxiliary verb:** Use **was** or **were** based on the subject of the passive sentence.
3. **Negation:** Add **not** after the auxiliary verb to indicate the negative form.
4. **Indicating continuity:** Insert **being** after the auxiliary verb to express the ongoing action.
5. **Past participle:** Use the 3rd form (past participle) of the main verb.
6. **Agent of action:** Add **by** to indicate the doer of the action, if necessary.
7. **Object → Subject transformation:** Convert the subject of the active sentence into the object in the passive sentence.

8. **Additional words:** Include any remaining words from the original sentence if applicable.

Examples:

- **Active:** I was not reading the book the whole day yesterday.
- **Passive:** The book was not being read by me the whole day yesterday.
- **Active:** The workers were not cleaning the office the long day yesterday.
- **Passive:** The office was not being cleaned by the workers the long day yesterday.

Interrogative Sentences in the Past Continuous Tense (Passive Voice)

Steps to convert interrogative sentences in the past continuous tense into the passive voice:

1. Begin with **was** or **were** based on the subject in the passive sentence.
2. Turn the object of the active sentence into the subject of the passive sentence.
3. Insert **being** after the auxiliary verb to reflect the continuous aspect of the tense.
4. Use the past participle (third form) of the main verb.
5. Include **by** to show who performed the action, if needed.
6. Change the subject of the active sentence into the object in the passive sentence.
7. Add any remaining words from the original sentence, if necessary.
8. End with a **question mark (?)** to make it interrogative.

Examples:

- **Active:** Was she playing the piano?
- **Passive:** Was the piano being played by her?

- **Active:** Were they discussing the plan?
- **Passive:** Was the plan being discussed by them?

Changing Negative-Interrogative Sentences in the Past Continuous Tense into Passive Voice

Steps:

1. Start with **was** or **were** according to the subject in the passive sentence.
2. Make the object of the active sentence the new subject in the passive voice.
3. Place **not** after the auxiliary verb to express negation.
4. Add **being** to reflect the continuous aspect of the tense.
5. Follow with the past participle (third form) of the main verb.
6. Include **by** to indicate the agent (if necessary).
7. Change the subject of the active sentence into the object in the passive construction.
8. Attach any remaining parts of the original sentence to complete the transformation.
9. End with a question mark ?

Examples:

- **Active:** Were they not buying bread?
- **Passive:** Was the bread not being bought by them?
- **Active:** Were they not discussing the project?
- **Passive:** Was the project not being discussed by them?

Exercises:

I. Transform the sentences into the past continuous passive voice (answers removed):

1. I had a feeling that someone was going through my phone.
→ I had a feeling that my phone ... by someone.

2. I couldn't use my car because it (service)
3. When we entered the lion pavilion, the lions ... just (feed)
4. We had to take a detour because the road surface (repair)
5. The kitchen was in a mess. Meals for thirty diners (cook)
6. The engine broke down because it (overload)
7. My PC slowed down when the new update ... on it. (install)
8. When the garages caught fire, our cars ... there. (not - park)
9. We stopped in front of the shop because new goods ... in the shop window. (display)
10. It was 10 o'clock and new orders ... anymore. (not - take)
11. I couldn't cross the road because the snow ... from it. (clear)
12. Harry forgot that the interview ... at three o'clock. (not - hold)

Transforming Sentences into the Present Perfect Passive Voice

In the passive voice of the **present perfect tense**, the auxiliaries **has** or **have** are followed by **been**. Which auxiliary you use depends on whether the subject is singular or plural. This structure is used to express actions that have been completed recently or have relevance to the present.

How to Transform Affirmative Sentences into the Present Perfect Passive:

1. **Object** → **Subject**: Change the object of the active sentence into the subject of the passive sentence.

2. **Auxiliary verb:** Use **has been** for singular subjects and **have been** for plural subjects.
3. **Past participle:** Use the third form (past participle) of the main verb.
4. **Agent (optional):** Add **by** + doer of the action if necessary.
5. **Subject → Object:** Change the original subject into the agent (introduced by **by**).
6. **Additional elements:** Include any other parts of the sentence if relevant.

Examples:

- Active: She has completed the report lately.
Passive: The report **has been completed by her** lately.
- Active: They have finished their homework.
Passive: Their homework **has been finished by them**.

Forming Negative Sentences in Present Perfect Passive:

1. **Object → Subject:** Change the object to subject.
2. **Negation:** Use **has not been** or **have not been** according to the subject.
3. **Past participle:** Use the third form of the verb.
4. **Agent (optional):** Add **by** + doer if needed.
5. **Subject → Object:** Original subject becomes agent.
6. **Additional information:** Include if necessary.

Example:

- Active: She has not invited me to the party.
Passive: I **have not been invited to the party by her**.

Forming Interrogative Sentences in Present Perfect Passive:

1. **Auxiliary:** Start with **has** or **have** depending on the new subject.

2. **Subject:** Turn the active object into the passive subject.
3. **Been:** Insert **been** after the auxiliary.
4. **Past participle:** Use the third form of the main verb.
5. **Agent (optional):** Add **by** + doer if needed.
6. **Agent transformation:** Change the original subject into the agent (after **by**).
7. **Remaining sentence parts:** Add if necessary.
8. **Question mark:** End with **?**.

Examples:

- Active: Has he composed a letter?
Passive: Has the letter **been composed by him**?
- Active: Have you examined my eyes?
Passive: Have my eyes **been examined by you**?

Forming Negative-Interrogative Sentences in Present Perfect Passive:

1. Use **has** or **have** according to the new subject.
2. Turn the active object into the passive subject.
3. Insert **not** after the auxiliary.
4. Add **been** to show completion.
5. Use the past participle of the main verb.
6. Include **by** + doer if necessary.
7. Change the active subject into the agent (after **by**).
8. Add any remaining parts of the original sentence.
9. Finish with a question mark.

Examples:

- Active: Have you not completed the assignment?
Passive: Has the assignment **not been completed by you**?
- Active: Has she not washed the dishes?
Passive: Have the dishes **not been washed by her**?

Exercise:

I. Complete the sentences with the verbs in brackets (present perfect passive):

1. The old roof _____. (repair)
2. Some inner walls _____. (move)
3. All the windows _____. (replace)
4. All the inner doors _____. (repaint)
5. A new exterior door _____. (buy)
6. A new bathroom _____. (build)
7. Central heating _____. (install)
8. Exterior walls _____. (insulate)
9. New plumbing systems _____. (use)
10. New floors _____. (lay)

II. Use the words to make sentences in the passive voice:

Example:

- Build / a new bridge
→ A new bridge has been built.
1. Improve / a lot of things
 2. Renovate / the townhall
 3. Add / some benches / in pedestrian areas
 4. In the park / create / a new pond
 5. Old trees / cut down
 6. Instead / plant / new trees
 7. A new zoo / near the town / open
 8. On the outskirts / build / a football stadium
 9. Install / computers / in the library
 10. In some public places / establish / a wifi network

Passive Structure of Sentences in the Past Perfect Tense Form

It is formed by using the helping verb **had been** with the

respective subject. Below are the rules and examples for changing active voice to passive in the past perfect tense.

Transforming Affirmative Sentences

To change an assertive sentence into passive voice:

1. Make the object of the active sentence the subject in the passive sentence.
2. Use **had been** as the auxiliary verb based on the subject of the sentence.
3. Apply the past participle (third form) of the main verb.
4. Include **by** to show the person or thing performing the action (optional).
5. Transform the subject of the active sentence into the object in the passive structure.
6. Add any remaining elements from the active sentence, if needed, to maintain clarity.

Examples:

• Active: You had taken my watch.
Passive: My watch had been taken by you.
Sən mənim saatımı götürmüşdün.
Mənim saatım sənin tərəfindən götürülüb.

• Active: He had planted a tree in the ground.
Passive: A tree had been planted in the ground by him.
O, torpağa bir ağac əkmişdi.
Torpağa ağac onun tərəfindən əkilmişdi.

• Active: We had prepared the project in the meeting.
Passive: The project had been prepared in the meeting by us.

Biz görüşdə layihəni hazırlamışdıq.
Layihə görüşdə bizim tərəfindən hazırlanmışdı.

Creating Passive Negative Sentences in the Past Perfect Tense Form

To change a negative sentence from active to passive in the past perfect tense, follow these steps:

1. Make the object of the active sentence the subject in the passive sentence.
2. Use **had not** as the auxiliary verb to express the negative form.
3. Insert **not** to indicate the negation.
4. Add **been** as an auxiliary verb to show the action is completed.
5. Utilize the past participle (third form) of the main verb.
6. Include **by** to indicate the doer of the action (optional).
7. Change the subject of the active sentence into the object in the passive sentence.
8. Include any other remaining words from the active sentence.

Examples:

• Active: They had not repaired the car.
Passive: The car had not been repaired by them.
Onlar avtomobili təmir etməmişdilər.
Avtomobil onlar tərəfindən təmir edilməmişdi.

• Active: He had not completed the assignment.
Passive: The assignment had not been completed by him.

O, tapşırığı tamamlamamışdı.

Tapşırığın onun tərəfindən tamamlanmamışdı.

Transforming Interrogative Sentences into Passive Voice in the Past Perfect Tense Form

To convert an interrogative sentence into passive voice in the past perfect tense, follow these steps:

1. Begin by using **had** with the subject of the passive sentence.
2. Change the object of the active sentence to become the subject in the passive construction.
3. Include **been** as the auxiliary verb to indicate that the action is complete.
4. Use the third form (past participle) of the main verb.
5. Optionally, add **by** to indicate the doer of the action.
6. Transform the subject of the active sentence into the object in the passive sentence after **by**.
7. Put any other remaining words in the appropriate position.
8. End with a question mark to show it is interrogative.

Examples:

• Active: Had she created this artwork?

Passive: Had this artwork been created by her?

O, bu əsəri yaratmışdımı?

Bu əsər onun tərəfindən yaradılmışdımı?

• Active: Had he selected a huge fish?

Passive: Had a huge fish been selected by him?

O, böyük balığı seçmişdimi?
Böyük balıq onun tərəfindən seçilmişdimi?

Transforming Negative-Interrogative Sentences into Passive Voice in the Past Perfect Tense Form

To change a negative-interrogative sentence into the passive voice in the past perfect tense, follow these steps:

1. Begin by using **had** with the subject of the passive sentence.
2. Switch the object of the negative-interrogative sentence to become the subject in the passive voice.
3. Add **not** to indicate the negative form.
4. Use **been** as an additional helping verb to show completion.
5. Use the third form of the verb.
6. Insert **by** to indicate the person or thing performing the action.
7. Change the subject of the active sentence to the object in the passive sentence.
8. Keep any extra words from the active sentence, if necessary.
9. Place a question mark at the end to maintain the interrogative form of the sentence.

Examples:

• Active: Had she not completed the project?

Passive: Had the project not been completed by her?

O, layihəni başa çatdırmamışdımı?

Layihə onun tərəfindən başa çatdırılmamışdımı?

• Active: Had they not repaired the car?
Passive: Had the car not been repaired by them?
Onlar maşını təmir etməmişdilər?
Maşın onlar tərəfindən təmir edilməmişdimi?

• Active: Had you not watched the movie?
Passive: Had the movie not been watched by you?
Siz filmi izləməmişdiniz?
Film sizin tərəfinizdən izlənilməmişdimi?

The Structure of the Future Perfect Tense in Passive Voice

In the future perfect tense, passive voice sentences are formed using the following helping verbs:

- **Will have been**
- **Shall have been**

Steps to convert an active sentence to passive in the future perfect tense:

1. Change the object of the active sentence to the subject of the passive sentence.
2. Use the correct helping verb: **will have been** or **shall have been**, depending on the subject.
3. Use the third form (past participle) of the main verb.
4. Add **by** (optional) to indicate the doer of the action.
5. Change the subject of the active sentence to the object in the passive sentence.
6. Include any remaining words from the active sentence.

Examples:

- Active voice: They will have repaired the car.

Passive voice: The car will have been repaired by them.
Onlar maşını təmir etdirmiş olacaqlar.
Maşın onlar tərəfindən təmir edilmiş olacaqdır.

• Active voice: John will have prepared the dinner.
Passive voice: The dinner will have been prepared by John.
Con naharı hazırlamış olacaq.
Nahar Con tərəfindən hazırlanmış olacaq.

The Structure of Negative Sentences in the Passive Voice (Future Perfect Tense Form)

To convert a negative active sentence into passive in the future perfect tense, follow these steps:

1. Change the object of the active sentence into the subject of the passive sentence.
2. Use **will** or **shall** depending on the subject of the passive sentence.
3. Add **not** to indicate the negative form.
4. Include **have been** to show completion in the passive voice.
5. Use the third form (past participle) of the verb.
6. Add **by** to identify the doer of the action.
7. Convert the subject of the active sentence into the object of the passive sentence.
8. Finally, include any remaining words from the active sentence.

Examples:

• Active voice: They will not have completed the assignment.
Passive voice: The assignment will not have been completed

by them.

Onlar tapşırığı tamamlamamış olacaqlar.

Tapşırıq onlar tərəfindən tamamlanmamış olacaq.

• Active voice: She will not have finished the work.

Passive voice: The work will not have been finished by her.

O işi bitirməmiş olacaq.

İş onun tərəfindən bitirilməmiş olacaq.

Transforming Interrogative Sentences into Passive Voice in the Future Perfect Tense Form

To convert an interrogative sentence from active voice to passive voice:

1. Use **will** or **shall** based on the subject of the passive sentence.
2. Make the object of the active sentence the subject of the passive sentence.
3. Include **have been** to express the completion of the action.
4. Use the third form (past participle) of the main verb.
5. Add **by** to identify the doer of the action (optional).
6. Change the subject of the active sentence into the object of the passive sentence.
7. Retain any remaining words from the active sentence.
8. Conclude with a question mark to show it is an interrogative sentence.

Examples:

• Active voice: Will you have finished your homework by tomorrow?

Passive voice: Will your homework have been finished by you by tomorrow?

Sən sabaha qədər ev tapşırığını bitirmiş olacaqsan?

Ev tapşırığın sabaha qədər sənin tərəfindən bitirilmiş olacaq?

• Active voice: Will they have solved the problem?

Passive voice: Will the problem have been solved by them?

Onlar problemi həll etmiş olacaqlarmı?

Problem onlar tərəfindən həll edilmiş olacaqmı?

Converting Negative-Interrogative Sentences to Passive Voice in the Future Perfect Tense Form

To convert a negative-interrogative sentence from active to passive in the future perfect tense, follow this process:

1. Begin with **shall** or **will**, depending on the subject of the new (passive) sentence.
2. Turn the object from the active sentence into the subject of the passive sentence.
3. Insert **not** after the auxiliary verb to indicate negation.
4. Follow with **have been** to express that the action will be completed.
5. Use the past participle form of the main verb.
6. Add **by** if you wish to mention who performed the action.
7. Turn the subject of the original sentence into the object in the passive form.
8. Include any additional parts of the original sentence.
9. Conclude with a question mark to maintain the interrogative format.

Examples:

• Active voice: Will she not have finished the assignment by tomorrow?

Passive voice: Will the assignment not have been finished by her by tomorrow?

O sabaha qədər tapşırığı bitirməmiş olacaqmı?

Tapşırıq sabaha qədər onun tərəfindən bitirilməmiş olacaqmı?

• Active voice: Will they not have completed the project?

Passive voice: Will the project not have been completed by them?

Onlar layihəni başa çatdırmamış olacaqlarmı?

Layihə onlar tərəfindən başa çatdırılmamış olacaqmı?

• Active voice: Will he not have repaired the car by next week?

Passive voice: Will the car not have been repaired by him by next week?

O gələn həftəyə qədər maşını təmir etməmiş olacaqmı?

Maşın gələn həftəyə qədər onun tərəfindən təmir edilməmiş olacaqmı?

Exercises:

I. Make the sentences passive.

1. Somebody will clean the windows.
2. Somebody will meet you at the airport.
3. Somebody will process your application.
4. Somebody will find your glasses.
5. Somebody will bring food.
6. Somebody will help you.
7. Somebody will steal that bicycle.

8. Somebody will take your order.
9. Somebody will write a new book.
10. Somebody will build a stadium.
11. Somebody will collect your luggage.
12. Somebody will explain the plan.
13. Somebody will wash the floor later.
14. Somebody will deliver a parcel.
15. Somebody will drink all the juice.

Retell the following story

The Glove

Michael clung to the edge of the windowsill with only his fingertips keeping him from falling, and after a brief pause, dropped quietly to the ground. He glanced around quickly. The house stood on the edge of town, well away from the main road. It was nearly two in the morning, and the darkness of the night was thick. The chances of encountering anyone at that hour were slim. All in all, he felt safe. As he crept quietly over the grass, he found himself amazed by his own bravery. In the distant past, he had committed burglaries before becoming a respectable jeweler in Brampton. But those days were long gone. He had lived a law-abiding life for ten years. The hand he used to scale the wall remained firm and unmoving, like a solid stone. His mind was clear enough to reflect calmly on the man he had just departed—Richard Strong—whose life now seeped away, leaving a growing scarlet blot on the floor. He hadn't meant to kill, but the situation had made it unavoidable. His troubles had started when an old acquaintance from prison had recognized him. Blackmail ensued. Michael's business was thriving, but the blackmailer's increasingly higher demands were draining him dry. Desperate to cope, he tried gambling, only to sink deeper into debt. Eventually, he found

himself staring at the brink of ruin.

In his desperation, he turned back to his old profession. Richard Strong was a retired solicitor, widely known as a collector of rare antiques. It was rumored that he owned gold jewelry of immense value. Michael saw an opportunity. At the time, he had been buying gold—old rings, pieces of jewelry—and selling them discreetly for a good profit. Breaking into Strong's house was an easy task. He knew which room contained the collection, and all he had to do was climb a drainpipe to reach a window. In Brampton, security measures against burglars were not considered necessary. Having stuffed his pockets with gold trinkets valued at a considerable fortune, Michael was on the verge of departing when he suddenly heard someone gasp behind him. He turned around and saw Strong standing in the doorway.

Michael! The word was the only sound that came from Strong. Michael had been clutching an ornate oriental knife, its craftsmanship intricate and detailed, and instinctively, he lunged at Strong. The act was completed. He quickly dragged the body back into the room, shut the door, turned off the light, drew the curtains, and left as quietly as he had entered—through the window. He felt no remorse.

I had no other choice, he convinced himself. He recognized me. It was this or prison. He recalled the look of surprise on Strong's face and even managed a faint smile. Truly, he believed he had no reason to feel guilty. Strong's death was necessary for his safety, and there was no alternative to what he had done. Besides, he was an old man. He didn't have many years left.

Feeling self-assured, he thought, who would suspect the respectable middle-aged jeweler of murder and theft? He had left no evidence behind. No one had seen him either entering

or leaving. The quiet, dark main street was empty when he entered his home through the side door. Living alone, he headed straight to his bedroom at the back of the house. Before turning on the light, he lowered the blinds and drew the heavy curtains shut. Then, he fumbled in his pocket, producing a glove.

He was caught off guard. He checked his pockets again, then rummaged through all his other pockets, feeling among the gold items without removing them. For some strange reason, he hesitated to look at them and wasn't planning to empty his pockets until he was ready to melt the gold in the small room behind his shop.

At last, he stopped searching and froze in the center of the room, his face a pallid mask of utter terror.

Exercises:

I. Translate the following words and phrases:

- Outskirts of the town
- The town of Brampton
- A respectable jeweler
- Distant days
- To intend
- To commit murder
- Troubles
- Old prison acquaintance
- Blackmail
- Prosperous
- Ever-increasing demands
- At his wit's end
- Antiques
- Ornaments of immense value

- Burglar
- To stuff his pockets
- A small fortune
- To utter a word
- To glance
- Oriental
- Curious craftsmanship
- To hear a gasp
- To lunge at
- To drag the body
- To draw back the curtains
- To feel remorse
- To reproach himself
- To feel safe
- Clew
- To pull down the blind
- To fumble in the pocket
- To search the pocket
- To abandon the search

II. Find the English equivalents of the following words and phrases from the text:

- Şəhərin kənarında
- Hörmətli zərgər
- Uzaq günlər
- Demək
- Qətl törətmək
- Çətinlik
- Həbsxanadan köhnə tanış
- Şantaj
- Çiçəklənən bir iş
- Daim artan tələblər

- O, məhv olmaq təhlükəsi ilə üz-üzə idi
- Nə edəcəyini bilmir
- Antikvar
- İnanılmaz dəyəri olan qızıl kilsə qabları
- Oğurluq
- Evə girmək
- Ciblərinizi doldurun
- Sözü tələffüz etmək
- Hırıltı
- Tətil
- Bədəni sürükləyin
- Pərdələri bağlayın
- Peşmanlıq hiss etmək
- Özünü müəzəmmət edin
- Buraxmaq
- Pərdələri aşağı salın
- Cibinizi axtarın
- Axtarışı dayandırın

III. Complete the sentences with a word or phrase from the options:

1. He was...
 - A) a policeman
 - B) a retired solicitor
 - C) a respectable jeweler
2. In the distant past, he...
 - A) committed burglaries
 - B) possessed antique gold ornaments
 - C) was a businessman
3. He intended to...
 - A) rob Richard Strong

- B) kill Richard Strong
- C) surprise Richard Strong
- 4. When he broke into the room, Mr. Strong was at home, and Michael had...
 - A) to leave the house
 - B) to commit murder
 - C) to ask for a cup of tea
- 5. When he returned home safely, he fumbled in his pocket and...
 - A) pulled out a glove
 - B) pulled out a newspaper
 - C) found much money
- 6. He got terribly frightened when he found...
 - A) both gloves
 - B) only one glove
 - C) much money
- 7. His face was a white mask of...
 - A) horror
 - B) happiness
 - C) shame

IV. Answer the questions:

1. In what town did Michael live?
2. What was his occupation?
3. Was his business successful?
4. What was his past occupation before he became a jeweler in Brampton?
5. How long ago did those days take place?
6. When did his troubles begin?
7. What followed after his troubles began?
8. Did the blackmailer's demands become more than Michael could handle?

9. Did Michael face ruin?
10. What did he do when he was desperate?
11. Who did he plan to rob?
12. Was Richard Strong a collector of antiques?
13. Did he own ancient gold ornaments of immense value?
14. Was breaking into Strong's house difficult? Why or why not?
15. What did Michael take from the room when he broke in?
16. Did he plan to kill Strong?
17. Was Michael looking at an oriental knife when he heard a gasp?
18. Did he react quickly and lunge at Strong?
19. What did he do with Strong's body?
20. Did Michael exit through the window or the door?
21. Did Michael feel remorse after the murder?
22. Why was Strong's death necessary for Michael?
23. Did Michael feel safe because he left no clues?
24. How did Michael return home?
25. What did he pull out of his pockets when he returned home?
26. Why did Michael get frightened when he found only one glove?
27. How did he appear when he realized the glove was missing?

UNIT 8

SEQUENCE OF TENSES

Sequence of tenses is a grammatical rule that determines how the tense in a subordinate clause changes based on the tense in the main clause. This rule is most commonly applied in complex sentences where the main verb is in the past tense, and the tense of the dependent clause must match or shift accordingly.

When the verb in the main clause is in the past tense, the verb in the subordinate clause typically undergoes backshifting (moved one step back in time).

Types of clauses affected by sequence of tenses

1. Reported speech (indirect speech)

In reported speech, when the reporting verb is in the past, the tense in the reported clause usually shifts one step into the past.

Direct speech

She said, 'I am tired.'

He said, 'I have finished.'

They said, 'We will go.'

I said, 'I was working.'

Reported speech

She said she was tired.

He said he had finished.

They said they would go.

I said i had been working

Backshift table:

Original tense	Shifted tense in reported speech
Present simple	Past simple
Present continuous	Past continuous
Present perfect	Past perfect
Past simple	Past perfect
Past continuous	Past perfect continuous
Future (will)	Would

Cases when tense does not shift

There are specific situations where backshifting is not required, even when the main verb is in the past.

- A) General or eternal truths – He said that water boils at 100°C. (Not ‘boiled’ — it’s always true.)
- B) Habitual actions still true – She said she gets up early every day. (The habit continues.)
- C) Unchanged future events – They told us the concert starts at 8 pm. (The schedule is still valid.)

3. Conditional sentences and sequence of tenses

Sequence of tenses plays a key role in conditional sentences, especially type 2 and 3.

Type of condition	Example
Type 1 (likely)	She said she will come if she has time.
Type 2 (unlikely)	She said she would come if she had time.

Type 3 (impossible)

She said she would have come if she had had time.

4. Changes in time expressions

When shifting to past in reported speech or narration, time expressions usually change too.

Direct speech

Today

Now

Yesterday

Tomorrow

Last week

Next year

Here

This

Reported speech

That day

Then

The day before

The next day

The week before

The following year

There

That

5. Modals in sequence of tenses

Some modal verbs change in the same way:

Direct (original)

Can

May

Will

Shall

Reported (shifted)

Could

Might

Would

Should

Note: some modals don't change:

- would, could, might, should, must (sometimes stays the same)

6. Common reporting verbs

These verbs are often used to introduce reported speech and affect sequence of tenses:

Verb	Example
Say	He said he was tired.
Tell	She told me she would come.
Ask	They asked if i had finished.
Promise	He promised he would help.
Think	I thought you knew the answer.
Believe	She believed he was guilty.

7. Additional examples in context

- He told me he had visited Paris twice.
- She said she was reading a new book.
- The teacher said the sun rises in the east.
- He said he would help us move the furniture.
- I believed you were telling the truth.

8. Literary and journalistic exception

Sometimes, especially in literature or news writing, writers intentionally avoid backshifting to keep statements immediate or relevant.

- The president said he is confident about the reforms.
- She said she loves poetry.

Grammatically allowed in specific stylistic or modern usage.

Summary: when to use sequence of tenses

Situation	Tense change?
Main verb in past	☐ usually yes
Stated fact is still true	☐ no shift
Scientific/general truth	☐ no shift
Reporting future event (unchanged)	☐ no shift
Literary/news style	☐ optional

Exercises:

Exercise 1 – complete with correct verb tense. (use past simple, past perfect, or past continuous)

1. When she arrived, they ____ (already / leave).
2. I ____ (watch) TV when the phone rang.
3. He ____ (not eat) anything before he came home.
4. They ____ (play) football when it started to rain.
5. She said she ____ (never / be) to Paris before.

6. The students ____ (finish) the exam when the bell rang.
7. We ____ (live) in London before we moved to Baku.
8. While he ____ (study), his friends were out.
9. The train ____ (leave) before we got to the station.
10. She ____ (write) emails all morning.

Exercise 2 – reported speech (rewrite the sentence) (use correct tense shift)

1. ‘I am tired,’ she said. →
2. ‘We have finished the project,’ they said. →
3. ‘He is playing football,’ John said. →
4. ‘I was reading when it happened,’ she said. →
5. ‘I will help you,’ he promised. →
6. ‘They went to the cinema,’ he told me. →
7. ‘I have never seen this movie,’ she said. →
8. ‘We are going to travel,’ they said. →
9. ‘I had finished my work,’ he said. →
10. ‘You look great,’ she told me. →

Exercise 3 – choose the correct tense

He said that he (is / was / has been) tired.
 She told me she (had seen / saw / sees) the movie.
 I knew that they (are / were / had been) happy.
 He asked if I (want / wanted / had wanted) coffee.
 We thought she (will come / would come / comes).
 They said they (have finished / had finished / finish) the task.
 I believed he (is / was / had been) honest.
 She mentioned that she (was reading / read / is reading) the book.

He explained that the train (leaves / left / had left) early.
 They knew that I (am / was / be) sick.

Exercise 4 – match parts A and B using correct tense

A:

1. He said that...
2. I didn't know...
3. She asked me if...
4. They explained that...
5. I wondered whether...
6. We heard that...
7. You told me that...
8. She didn't remember if...
9. The teacher said...
10. My friend told me...

B:

- A) ...they had missed the bus.
- B) ...he had already eaten.
- C) ...they were coming.
- D) ...she was busy.
- E) ...I had a pen.
- F) ...he would be late.
- G) ...he had left early.
- H) ...I could help.
- I) ...we should study.
- J) ...she had visited Rome.

Exercise 5 – fill in with past perfect or past simple

1. I ____ (wake up) after I ____ (hear) the alarm.
2. She ____ (go) to work after she ____ (have) breakfast.
3. When they ____ (arrive), we ____ (already/start).
4. I ____ (read) the book before I ____ (see) the movie.
5. He ____ (not call) me until he ____ (get) home.

6. The children ____ (finish) lunch before the bell ____ (ring).
7. I ____ (never/see) her before we ____ (meet) at the conference.
8. He ____ (fall asleep) after he ____ (watch) TV.
9. They ____ (leave) by the time we ____ (get) there.
10. We ____ (clean) the house before our guests ____ (arrive).

Exercise 7 – correct the mistakes (each sentence has an error in tense usage)

1. She told that she is tired.
2. I didn't knew you were here.
3. When we arrived, the movie has already started.
4. He asked me where do I live.
5. She said she will come later.
6. They didn't went to school yesterday.
7. I was gone to bed before he came.
8. He said he sees her yesterday.
9. She told me that she is being sick.
10. He asked if I have finished my work.

Exercise 8 – complete the reported speech

1. 'I am going to the library,' she said. → She said she ____.
2. 'We watched a movie,' they said. → They said they ____.
3. 'I will call you,' he promised. → He promised he ____.
4. 'I haven't eaten yet,' she said. → She said she ____.
5. 'He was sleeping,' she said. → She said he ____.
6. 'We are happy,' they said. → They said they ____.
7. 'I can help,' he said. → He said he ____.

8. 'You should try again,' she said. → She said I _____.
9. 'I saw him yesterday,' she said. → She said she _____.
10. 'We had met before,' they said. → They said they _____.

Exercise 9 – choose the best option

1. I knew that she (was / is / has been) tired.
2. They said they (will go / would go / go) to the party.
3. He told me he (did / had done / does) his homework.
4. She asked if I (can / could / will) come.
5. I thought you (are / were / had been) angry.
6. We believed they (have arrived / had arrived / arrived).
7. He said he (bought / has bought / had bought) a new car.
8. She wondered why he (left / had left / leaves).
9. They said they (don't like / didn't like / hadn't liked) the movie.
10. I asked if she (knows / knew / had known) the answer.

UNIT 9

DIRECT AND INDIRECT NARRATION

Direct speech

Direct speech presents the exact words spoken by a person.

Example:

- He said: I'm feeling unwell today.
O, bu gün özünü pis hiss etdiyini dedi.
- He said: I'm writing a letter at this moment.
O, bu an məktub yazdığını dedi.

Indirect speech

Indirect speech reports the message of the speaker without using their exact words.

Example:

- He mentioned that he was unwell that day.
O, həmin gün özünü yaxşı hiss etmədiyini qeyd etdi.
- He mentioned that he was writing a letter then.
O, o zaman məktub yazdığını qeyd etdi.

Changes in time adverbs and pronouns:

- Now becomes then, at that time
- Today becomes that day, tonight
- Tomorrow becomes the next day, the following day
- Yesterday becomes the day before yesterday, the previous day, the last day
- This becomes that
- These becomes those
- Here becomes there
- Soon stays the same

Changes in tense forms:

- The present indefinite becomes past indefinite
- The present continuous becomes past continuous
- The present perfect becomes past perfect
- The present perfect continuous becomes past perfect continuous
- The past indefinite (with an exact time) doesn't change.
- The past indefinite (without an exact time) becomes past perfect.
- The past continuous becomes past perfect continuous.
- The past perfect doesn't change.
- The past perfect continuous doesn't change.
- The future indefinite becomes future indefinite in the past.
- The future continuous becomes future continuous in the past.
- The future perfect becomes future perfect in the past.
- The future perfect continuous becomes future perfect continuous in the past.
- Past tense (universal truth) doesn't change.

Indirect statements (affirmative, stative)

When converting a direct speech declarative sentence to indirect speech, the following rules apply:

1. Omit commas and quotation marks.
2. Use the conjunction that.
3. Change pronouns according to the context.
4. Follow the sequence of tenses.

Example:

- He said: I was born in 1980.

O dedi: mən 1980-ci ildə doğulmuşam.

- He said that he was born in 1980.

O dedi ki, o, 1980-ci ildə doğulub.

If the verb to say has a direct object, use to tell instead of to say:

Example:

- She said to him: I am studying now. - O ona dedi: mən indi dərş oxuyuram.
- She told him that she was studying at that moment. - O ona dedi ki, o həmin vaxt dərş oxuyurdu.

Indirect questions

General questions

1. Replace to say with to ask
2. Use if/whether to introduce the question
3. The verb follows the if/whether conjunction
4. Change pronouns based on context
5. Maintain the sequence of tenses

Example:

- He said: Are you at home now?
O dedi: indi evdəsən?
- He asked if I was at home then.
O soruşdu ki, mən o zaman evdə idimmi?

Special questions

1. Replace to say with to ask
2. Interrogative pronouns and adverbs (like how, why, when, where) remain unchanged
3. The verb follows the interrogative pronoun or adverb
4. Change pronouns according to the context
5. Follow the sequence of tenses

Example:

- He said: Where are you?
O dedi: haradasan?
- He asked where I was.
O soruşdu ki, mən harada idim. (O, mənim harada olduğumu soruşdu).

Indirect imperative sentences

For imperative sentences, the following rules apply:

1. Replace to say with verbs like to ask, to beg, to order, to tell etc.

2. Convert the verb into the infinitive form.

Example:

• He said: Come here.

O dedi: buraya gəl.

• He asked to come there.

O oraya gəlməyimi xahiş etdi.

Greetings and farewells

1. When addressing sir/madam, use the word respectfully in indirect speech. Example:

• The monitor says to the teacher: Sir, the bell has rung.

Sınıf nümayəndəsi müəllimə deyir: cənab, zəng vurulub.

• The monitor respectfully tells the teacher that the bell has rung.

Sınıf nümayəndəsi hörmətlə müəllimə deyir ki, zəng vurulub.

2. Words like hello, yes, no are deleted in indirect speech.

Example:

You said to him: Yes, she is ill.

Sən ona dedin: bəli, o, xəstədir.

You told him that she was ill.

Sən ona dedin ki, o, xəstədir.

3. All right and well are removed when converting from direct to indirect speech.

Example:

• He said to me: All right, I will be on time at my work from tomorrow.

O, mənə dedi: yaxşı, sabahdan etibarən vaxtında işdə olacağam.

• He told me that he would be on time at the work from the next day.

O, mənə dedi ki, növbəti gündən etibarən vaxtında işdə olacaq.

4. Greetings like good morning, good evening, good day can either remain the same or be converted to greeted in indirect speech.

Example:

• She said: Good morning, Miss Nelly.

O, dedi: Sabahınız xeyir, xanım Nelli.

• She greeted Miss Nelly.

O, Miss Nellini salamladı.

5. Goodbye, farewell, and goodnight remain unchanged.

Example:

• He said: Goodbye.

O dedi: sağ ol.

• He said goodbye.

O sağollaşdı.

Special cases

• She said: Oh, I have a heartache.

O dedi: Ah, ürəyim ağrayır.

She said sadly that she had a heartache.

O kədərlə dedi ki, ürəyi ağrıyırdı.

• She said: Yes, you are absolutely right.

O dedi: Bəli, siz tamamilə haqlısınız.

She said positively that I was absolutely right.

O, müsbət şəkildə dedi ki, mən tamamilə haqlı idim.

• She said: Oh, New Year is coming.

O dedi: Oh, yeni il gəlir.

• She said gladly that the New Year was coming.

O, sevinclə dedi ki, yeni il gəlirdi.

• She said: No, you are wrong.

O dedi: Xeyr, sən yanlışsan.
She said negatively that I was wrong.
O, mənfi şəkildə dedi ki, mən səhv idim.

Exercises:

I. Change direct questions into indirect questions

1. My uncle said: 'Why did she leave?'
2. My mother said: 'Does he play soccer?'
3. His father said: 'Where did Sarah go?'
4. Jane said: 'What time does the meeting start?'
5. Andy asked: 'Is she feeling better?'
6. Teacher asked: 'What did they discuss?'
7. Jim said: 'Whose book is this?'
8. Student asked: 'Is this the correct answer?'
9. My cousin asked: 'When are they arriving?'
10. Their son asked: 'How long has he been here?'
11. Nelly asked: 'Can you help me with my homework?'
12. His sister asked: 'What is his favorite color?'
13. Her brother: 'Do they sell tickets online?'
14. His mother said: 'Where did you put my keys?'
15. Leo asked: 'Which movie did you watch?'

II. Change indirect questions into direct questions

1. Would you mind telling me how tall Jane is?
2. I was wondering if Joe could come with me.
3. I wonder what the weather will be like this weekend.
4. Can you tell me why you were late?
5. Do you know where Greg works?
6. I'd like to know if they are coming to the party.
7. Could you tell me why you didn't attend?
8. Do you have any idea how much this costs?
9. Do you know when they will finish?

10. I wonder what you plan to do next.
11. I'd like to know if Mary is available.
12. Could you let me know when Ben is coming?

III. Change this direct speech into reported speech

1. He said: 'She sings beautifully.'
2. They said: 'We went shopping today.'
3. She said: 'I'll call you later.'
4. The teacher said: 'I was reading a book when they arrived.'
5. The man said: 'I've never been to London.'
6. The woman said: 'I didn't like the movie.'
7. He said: 'Tom will join us later.'
8. She said: 'I haven't eaten lunch yet.'
9. She said: 'I can help you next week.'
10. They said: 'You need to study more.'

IV. Change the direct speech into reported speech. Choose the past simple of 'ask', 'say', or 'tell'

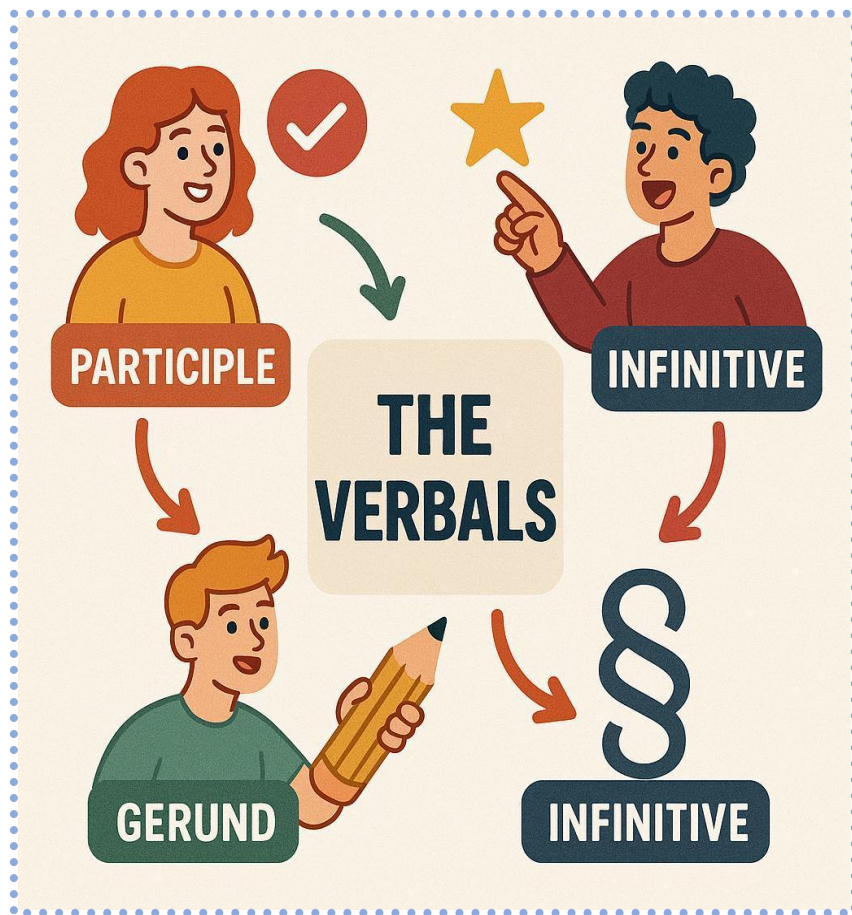
1. Stop right there!
2. I'll be back tomorrow.
3. Can you bring me a drink?
4. We moved to a new house last year.
5. Hurry up!
6. Could you show me how to do it?
7. Where do you work?
8. We went to the park and then had lunch.
9. I will help you at five o'clock.
10. What time is the meeting tomorrow?

V. Change to reported questions

1. He asked: 'Do you live near the beach?'

2. They inquired: 'Did you go to the meeting last week?'
3. She wanted to know: 'Will we meet at the restaurant?'
4. The policeman wondered: 'Do you have your ID?'
5. The manager asked: 'Can you finish the project by Friday?'
6. The coach wanted to know: 'Did you train this morning?'
7. He asked: 'Will we get the results soon?'
8. They inquired: 'Have you traveled to Asia before?'
9. She wanted to know: 'Is he at the office now?'
10. The workers asked: 'Will the factory be closed for repairs?'
11. The salesman asked: 'Did you find what you were looking for?'
12. The teacher asked: 'Have you completed your assignment?'
13. She wanted to know: 'Did you attend the seminar?'
14. The clerk asked: 'Do you need assistance?'
15. The captain asked: 'Have you checked the safety equipment?'
16. Sarah asked: 'Do I need to clean the room?'
17. They wanted to know: 'Can we go outside during lunch?'
18. The doctor asked: 'Do you feel better now?'
19. The flight attendant asked: 'Can you please fasten your seat belt?'
20. My dad asked: 'Will you visit us next weekend?'

UNIT 10



THE VERBALS

Infinitive, Gerund, and Participle

When the subject and predicate agree with each other, the verb is in the finite form. In contrast, the non-finite verb forms do not require agreement between the subject and predicate.

There are 3 verbals in modern English: the infinitive, the gerund, the participle.

The Infinitive

It is a verb form that is non-finite and is typically used with the word *to*.

Example:

- She wants to play game.
O, oyun oynamaq istəyir.

Historically, it evolved from the verbal noun but gradually transformed into a verb form. This is why the infinitive has both nominal and verbal characteristics.

Nominal features:

The infinitive can function as a subject, object, or predicative.

- **Subject:** To master English is difficult.
- **Object:** I like to master English.
- **Predicative:** My goal is to graduate from university.
- **Subject:** İngilis dilinə yiyələnmək çətinidir.
- **Object:** Mən ingilis dilini yiyələnməyi sevirəm.
- **Predicative:** Mənim məqsədim universiteti bitirməkdir.

Verbal features:

The infinitive also has six tense forms: four active and two passive.

- **Active voice:**

- Indefinite: to send
- Continuous: to be sending
- Perfect: to have sent
- Perfect continuous: to have been sending
- **Passive voice:**
 - Indefinite: to be sent
 - Continuous: to be being sent
 - Perfect: to have been sent
 - Perfect continuous: to have been being sent

Functions of the Infinitive

1. **Subject:**
It is necessary to go there. / To go there is necessary.
(Ora getmək vacibdir.)
2. **Object:**
I like to go to the library.
(Kitabxanaya getməyi xoşlayıram.)
3. **Subjective verb phrase (SVP):**
I went there.
(Mən ora getdim.)
4. **Complement of the noun phrase (CNP):**
My hobby is to go to the library.
(Mənim hobbim kitabxanaya getməkdir.)
5. **Complement of the verb modal phrase (CVMP):**
This includes modal verbs and verbs like *want, desire, wish, allow, permit, and intend.*
 - *We intended to go there.*
(Biz ora getməyə niyyət etdik.)
6. **Complement of verb + action phrase (CVAP):**
Used with verbs like *start, begin, go on, and continue.*
 - *She began to laugh.*
(O, gülməyə başladı.)

7. Attribute:

For expressions like *the first, the last* or nouns.

- *Jane is the first to arrive.*
(*Jane ilk gələndir.*)
- *I have no chance to lose.*
(*Mənim itiriləsi şansım yoxdur.*)

8. Adverbial modifier of result:

Commonly used with *too* and *enough*.

- *She is too young to wear black.*
(*O qara geyinmək üçün çox cavandır.*)

9. Adverbial modifier of attendant circumstances:

Often paired with *never*.

- *She left Baku never to return again.*
(*O Bakını heç vaxt qayıtmamaq üzrə tərk etdi.*)

10. Adverbial modifier of comparison:

Used with expressions like *as if* or *as though*.

- *She speaks as if to know English well.*
(*O elə danışır ki, sanki İngilis dilini yaxşı bilir.*)
- *She runs as though not to see us.*
(*O, sanki bizi görməmək üçün qaçır.*)

11. Adverbial modifier of purpose:

Used with *in order to*, *so as to*, and *stop*.

- *She stopped to drink some water.*
(*O biraz su içmək üçün dayandı.*)

12. Parenthesis:

Phrases like *to make a long story short* or *to tell the truth*.

- *To make a long story short, you are right.*
(*Qısasını desək, sən haqlısan.*)
- *To tell the truth, you are lazy.*
(*Doğrusunu desək, sən tənbəlsən.*)

The Bare (Unmarked) Infinitive

Normally, the infinitive is used with the particle *to*.

Example:

- *I want to go there.*
(*Mən ora getmək istəyirəm.*)

However, in some instances, the infinitive is used **without "to"**, which is known as the **bare infinitive**.

Cases where bare infinitive is used:

1. **After verbs denoting sense perception:**
See, observe, notice, feel, hear, watch
 - *I see them come.*
(*Mən onların gəldiyini gördüm.*)
 - *I felt my heart jump.*
(*Mən ürəyimin atdığını hiss etdim.*)
2. **After modal verbs:**
Can, could, may, might, must, shall, should, will, would (except have to, be to, ought to)
 - *She can speak French.*
(*O fransızca danışa bilir.*)
3. **After expressions like had better, would rather, would sooner:**
 - *You had better wear a jacket.*
(*Caket geyinsən yaxşı olardı.*)
4. **With make (to force or cause):**
 - *She makes me wash my hands.*
(*O, məni əllərimi yumağa məcbur edir.*)
5. **With know or see when referring to actions:**
 - *I have never known him pass our street.*
(*Mən onu heç vaxt bizim küçədən keçən görməmişəm.*)
6. **With let (used to give permission):**

- *Let him stay at home.*
(*Qoy, o evdə qalsın.*)

7. With the verb help:

After *help*, you can use either *to + verb* or just the verb.

- *She helped us do sums.*
- *She helped us to do sums.*
(*O tapşırıqlarımızı etməyə kömək etdi.*)

Exercises

I. Select the appropriate form of the infinitive verb from the provided options.

1. Jane will be ready ____ her idea about the project to the manager. (presenting)
2. Tina was happy ____ the examination cut-off. (clearing)
3. Tom was unfit ____ in the match. (playing)
4. The little boy was terrified ____ into the river. (jumping)
5. The convict was reluctant ____ the truth. (speaking)
6. The poor man didn't have money ____ food. (buying)
7. He didn't continue ____ for a long time. (work)
8. The mechanic has managed ____ my laptop. (fix)
9. There was nothing for him ____ for. (fighting)
10. The doctor said there was nothing ____ about the patient's health. (worry)
11. I am sorry ____ about your loss. (hearing)
12. The college has agreed ____ the final examination. (postponing)
13. Please remember ____ vegetables and fruits from the market. (buying)
14. Don't forget ____ the documents. (signing)

II. Choose the correct form (infinitive with or without *to*)

1. I can (speak) English.
2. We have (do) our homework.
3. You must (stay) at home.
4. I will (help) you.
5. He cannot (see) us.
6. My little sister learns (speak).
7. They want (go) to the cinema.
8. You should (ask) your parents.
9. I'd like (have) a dog.
10. May we (come) in?

The Infinitive Constructions in Modern English

In contemporary English, infinitive constructions can be categorized into three primary types:

1. The Objective Infinitive Construction
2. The Subjective Infinitive Construction
3. The For...to Infinitive Construction

The Objective with the Infinitive Construction

This construction involves the use of the infinitive in a predicate relationship with a noun (in the common case) or a pronoun (in the objective case). It is typically found in complex objects and occurs only after specific verbs. This construction appears in the following situations:

1. **Verbs denoting sense perception:** These include verbs such as *to watch*, *to see*, *to observe*, *to notice*, *to hear*, and *to feel*.
 - **Example:** I saw Mary sing a song.
 - Mən Merrini mahnı oxuyan gördüm.

2. **Verbs denoting mental activities:** These include verbs like *to know*, *to consider*, *to believe*, *to trust*, and *to regard*.
- **Example:** I believe this plan to be effective.
 - Bu planın effektiv olacağına inanıram.
3. **Verbs denoting wishes or intentions:** This includes verbs such as *to want*, *to desire*, *to intend*, *to try*, and *to wish*.
- **Example:** She wanted her brother to join the team.
 - O, qardaşının komandaya qatılmağını istədi.
4. **Verbs denoting orders or permissions:** These include verbs like *to order*, *to allow*, *to ask*, *to permit*, and *to beg*.
- **Example:** He asked them to submit the report by Friday.
 - O, onlardan hesabatı Cümə gününə qədər təqdim etməyi xahiş etdi.
5. **Verbs denoting compulsion:** These include verbs such as *to make* and *to force*, which often indicate an obligation or strong suggestion.
- **Example:** The teacher made the students read the passage aloud.
 - Müəllim tələbələri mətni yüksək səslə oxumağa məcbur etdi.

This structure is often employed to indicate actions or events that are indirectly connected to the subject.

Exercises:

I. Highlight the instances of the Objective with the Infinitive Construction.

1. We see them move to a small flat.
2. He saw a bricklayer lay a brick house.
3. Everybody saw my friend enter a two-storey house.
4. We saw a boy speak to his lodger.
5. I heard my friend ring the bell.
6. We hear them praise my two-room flat.
7. They heard our teacher read a play.
8. He heard a guest speak to the hostess.
9. The patient feels the nurse mother smooth his pillow.
10. He felt his friend smooth his bed-sheet.
11. I felt her dry her face with a towel.
12. I want you to draw the blinds.
13. She wanted him to spread the carpet on the floor.
14. Our teacher wanted us to master English.
15. We wanted the work to be done in time.
16. I make my son go to bed at once.
17. Mother made him water the flowers.
18. She let her son screw in a new bulb.
19. They let him leave for London.
20. I expect you to air the room.
21. We expected you to receive the guests in the sitting room.
22. Mother expects me to follow father's advice.
23. I'd like you to help me.
24. We'd like George to arrange everything by the time we come back.
25. I'd prefer it to be completed by the end of the day.
26. He has never seen anyone work as efficiently as her.

27. I believed him to be the right person for the job.
 28. She doesn't seem to care about the advice I give her.
 29. You wouldn't have anticipated me to act so quickly.
 30. She felt the wind blow softly against her face.

THE SUBJECTIVE WITH THE INFINITIVE CONSTRUCTION

It is A grammatical structure where the infinitive verb forms A predicate relationship with A noun or Pronoun in the nominative case. Usually employed in the passive voice, this construction indicates actions or states that are observed, reported, or anticipated. The structure reflects how the subject is associated with the action expressed By the infinitive.

1. Use in the passive voice:

In the **subjective with the infinitive construction**, the infinitive is used primarily in the passive voice, regardless of the verb in the sentence. The construction highlights the subject being acted upon, rather than the one performing the action.

Example:

- The book was expected to arrive By noon. -*kitabın günortaya kimi gəlməsi gözlənilirdi.*
- The decision was made to leave the premises.- *binani tərk etmək qərarı verildi.*

2. Expressions with modal meaning:

Certain expressions convey probability or certainty And are Commonly followed By the **subjective with the infinitive construction**. These expressions include to BE likely to, to BE certain to, And to BE sure to, Among others. They indicate actions or states that are believed or anticipated to happen.

Examples:

- She is likely to complete the task by the deadline.
– Ehtimal ki, o, tapşırığı son tarixə qədər yerinə yetirəcək.
- He is certain to succeed in his new role.
– Şübhəsiz ki, o, yeni rolunda uğur qazanacaq.

3. Synonym Pairs:

A set of verbs that imply similar meanings are often used in this construction to suggest that something happens or becomes apparent under certain conditions. These verbs include *to appear*, *to seem*, *to prove*, *to happen*, and *to turn out*. These are generally followed by the infinitive verb to express the expected or perceived outcome.

Examples:

- She appeared to have understood the instructions.
– Görünür, o, təlimatları başa düşmüşdü.
- The team turned out to be more efficient than expected.
– Komanda gözlənildiyindən daha təsirli oldu.

In sum, the subjective with the infinitive construction emphasizes the relationship between the subject and an anticipated or perceived action. It often conveys a sense of expectation, perception, or judgment about the subject's involvement in an action, making it a crucial structure for expressing various shades of meaning in both formal and academic language.

Exercises:

I. Point out the subjective with the infinitive constructions.

1. The new manager is said to work 12 hours a day.
2. The free market economy is said to be more flexible.
3. Three people are reported to have been injured in the explosion.

4. The strike is expected to end soon.
5. Firms are assumed to maximize their short-run profits.
6. The train was supposed to arrive at 7 o'clock.
7. The building is reported to have been damaged by fire.
8. The company is said to be losing a lot of money.
9. A small firm is likely to be specializing in one product.
10. A large firm is likely to have a diversified market structure.
11. The management seems to be moving in the right direction.
12. These students seem to have passed all their exams.
13. He is said to know 6 languages.
14. He was said to have been to many countries.
15. The people consider the climate to be very healthy.
16. Each of these machines is unlikely to have a similar capacity.

THE FOR-TO INFINITIVE CONSTRUCTION

This structure involves using the infinitive with *for* to express purpose or intention, linking it to a noun or pronoun in the appropriate case.

The *for-to* infinitive is often employed in specific syntactical functions to express various meanings, often in formal or academic contexts.

1. Complex subject:

In this case, the *for...to* infinitive construction serves as a subject, often emphasizing necessity or importance. It introduces an action or situation that is viewed as essential or required for the subject's condition or circumstance.

Examples:

- *For the students to pass the exam is crucial for their academic progression.*
– Tələbələrin imtahanadan keçməsi onların akademik inkişafı üçün çox vacibdir.
- *It is essential for the team to submit the report by tomorrow.*
– Komandanın hesabatı sabaha qədər təqdim etməsi vacibdir.

2. Complex object:

The construction can also appear in the complex object structure, where the infinitive is preceded by a noun or pronoun, indicating that the subject desires or expects a certain action to be performed by the object.

Examples:

- *I expect for you to complete the assignment by the end of the week.*
– Həftənin sonuna qədər tapşırığı tamamlamanızı gözləyirəm.
- *He asked for us to send the document promptly.*
– O, bizdən sənədi təcili göndərməyimizi istədi.

3. Complex predicative:

In this context, the *for...to* infinitive functions as a predicative, indicating the specific role or condition that is associated with the subject. It often expresses a goal, intention, or purpose.

Examples:

- *Her goal is for the team to improve their performance.*
– Onun məqsədi komandanın performansını yaxşılaşdırmaqdır.
- *His desire is for them to learn new skills.*
– Onun arzusu onların yeni bacarıqlar öyrənmələridir.

4. Complex attribute:

The *for-to* infinitive construction can also function as an attribute, often emphasizing a characteristic or quality of the noun it modifies. This usage is typically seen with specific determiners, such as *the first*, *the last*, or other identifying expressions.

Examples:

- *She was the first for the students to meet after the class.*
– Dərstdən sonra tələbələrin ilk görüşdüyü o idi.
- *He is the last for us to contact regarding the issue.*
– O, məsələ ilə bağlı əlaqə saxlayacağımız sonuncu şəxsdir.

5. Complex adverbial modifier of comparison:

This construction can also act as an adverbial modifier of comparison, highlighting the similarity between actions or events in a comparative sense. It is used with phrases like *as if* or *as though*, indicating a hypothetical or imagined scenario.

Examples:

- *She responded as if for her to know the answer all along.*
– O, elə cavab verdi ki, sanki cavabı həmişə bilirdi.
- *He spoke as though for him to have discovered the secret.*
– O, sanki sirri açmış kimi danışdı.

6. Complex adverbial modifier of result:

It is also used to express results, often with words like *too* or *enough*. It indicates that the subject's ability or condition is insufficient or excessive to perform the intended action.

Examples:

- *She is too young for them to understand the complexity of the issue.*
– Onların fikrincə, o, məsələnin mürəkkəbliyini başa düşmək üçün çox gəncdir.
- *He is not experienced enough for the project to be completed successfully.*
– O, layihəni uğurla başa çatdırmaq üçün kifayət qədər təcrübəli deyil.

7. Complex adverbial modifier of attendant circumstance:

This usage often involves an action that occurs under certain conditions or circumstances, particularly with words like *never*. The construction indicates that the action in question will not happen under certain conditions.

Examples:

- *She let never for us to find the solution of the problem.*
– O, heç zaman bizə problemin həllini tapmağa icazə vermədi.
- *He let never for the team to see him again.*
– O, komandanın onu bir daha görməsinə icazə vermədi.

In conclusion:

The *for-to* infinitive construction is a versatile structure that can function in various syntactical roles, including subject, object, predicative, attribute, and adverbial modifier. Its use often reflects a formal tone and can express conditions, necessity, or expectations in academic and professional contexts. By combining the preposition *for* with the infinitive verb, this construction allows for a nuanced expression of purpose, result, comparison, and circumstance.

Exercises

I. Identify the Function

Read the following sentences and identify the function of the **for-to infinitive** construction (*subject, object, predicative, attribute, adverbial modifier of comparison, result, or attendant circumstance*):

1. For the students to graduate with honors is the ultimate goal of the university.
2. She is the first for us to contact regarding the proposal.
3. He is too inexperienced for the committee to consider him for the position.
4. They spoke as though for them to understand the implications of the decision was obvious.
5. It is essential for us to maintain a high level of accuracy in our research.
6. The company is considering for their team to expand its operations internationally.
7. The teacher assigned the task for the students to complete by the end of the week.

II. Transform the Sentences

Rewrite the following sentences, replacing the **for-to infinitive** construction with an appropriate alternative construction that conveys the same meaning. Ensure that the sentence remains grammatically correct and semantically intact.

1. For the team to meet the deadline is crucial for the project's success.
2. She is the last for us to consult before finalizing the report.
3. The software is too advanced for most users to operate without guidance.

4. He responded as though for him to receive an award was inevitable.
5. For us to deliver the presentation successfully, we must prepare thoroughly.

III. Create Sentences

Construct five original sentences using the **for-to infinitive** construction in different syntactical roles. Each sentence should reflect a different function (*subject, object, predicative, attribute, adverbial modifier of comparison, result, or attendant circumstance*).

Example:

For us to understand the concept clearly is essential for progress in the course.

The Gerund: A Comprehensive Analysis

It is a non-finite verb form that plays a pivotal role in English grammar. It is created by adding the suffix **-ing** to the base form of a verb. For instance, the verb *to read* becomes *reading* in its gerund form. The gerund shares characteristics of both a verb and a noun, which is why it is often referred to as having a double nature: it retains the nominal (noun-like) function and verbal (verb-like) features.

The Nominal Character of the Gerund

As a noun, the gerund can function in various syntactic roles, such as subject, object, and predicative. Below are examples illustrating these uses:

1. **Subject:** The gerund functions as the subject in this sentence.
 - *Mastering English requires dedication and practice.*

- İngilis dilini mənimsəmək fədakarlıq və təcrübə tələb edir.
- 2. **Object:** Here, the gerund serves as the object of a verb.
 - *I enjoy reading books about history.*
 - Tarix haqqında kitabları oxumağı xoşlayıram.
- 3. **Predicative:** The gerund can also act as a predicative, which follows a linking verb like *is*, *are*, or *was*.
 - *My primary goal is mastering the English language.*
 - Mənim əsas məqsədim ingilis dilini mənimsəməkdir.

The Verbal Character of the Gerund

As a verb, the gerund can take on various tenses, both in the active and passive voices. The following are examples of the gerund in different tenses:

1. Active Voice:

- **Indefinite:**
 - *Reading is a valuable skill.*
 - Oxumaq dəyərli bir bacarıqdır.
- **Perfect:**
 - *I like having read the book.*
 - Mən kitabı oxumağı xoşlayıram.

2. Passive Voice:

- **Indefinite:**
 - *She didn't like being criticized openly.*
 - O, açıq şəkildə tənqid olunmağı sevmirdi.
- **Perfect:**
 - *We didn't remember having been invited to the party.*
 - Biz şənliyə dəvət olunduğumuzu xatırlamırdıq.

Functions of the Gerund

The gerund performs several specific functions within a sentence, which include but are not limited to:

1. **Subject:**
 - *Mastering English requires continuous effort.*
– İngilis dilini mənimsəmək davamlı səy tələb edir.
2. **Object:**
 - *She enjoys swimming in the ocean.*
– O, okeanda üzməyi xoşlayır.
3. **Predicative:**
 - *His passion is teaching.*
– Onun həvəsi müəllimlikdir.
4. **CVMP (can't bear, can't help, etc.):**
 - *She can't bear crying in front of others.*
– O, başqalarının qarşısında ağlamağa dözə bilmir.
5. **CVAP (start, stop, go on, etc.):**
 - *He started writing immediately after the meeting.*
– O, görüşdən dərhal sonra yazmağa başladı.
6. **Attribute:**
 - *This is a new method of learning for many students.*
– Bu, bir çox tələbələr üçün yeni öyrənmə üsuludur.
7. **Adverbial Modifier of Time:**
 - *Before reading, I made sure to review my notes.*
– Oxumazdan əvvəl qeydlərimi nəzərdən keçirdim.
8. **Adverbial Modifier of Manner:**
 - *They traveled in search of new opportunities.*
– Onlar yeni imkanlar axtarmaq üçün səyahət edirdi.
9. **Adverbial Modifier of Attendant Circumstances:**
 - *She entered without knocking on the door.*
– O, qapını döymədən içəri girdi.
10. **Adverbial Modifier of Condition:**
 - *He completed the assignment without cheating.*
– O, tapşırığı kələksiz yerinə yetirdi.

11. Adverbial Modifier of Cause:

- *The class was canceled for the teacher's being late.*
– Dərs müəllimin gecikməsi səbəbindən ləğv edildi.

12. Adverbial Modifier of Concession:

- *In spite of being tired, she finished the report ahead of the deadline.*
– O, yorğun olmasına baxmayaraq, hesabatı vaxtından əvvəl bitirdi.

Gerundial Constructions

The gerund can be part of more complex constructions, adding depth to its syntactic and semantic functions:

1. **Possessive Gerundial Construction:** The gerund can be modified by possessive pronouns (*my, your, his, her, etc.*), linking the action to the possessor.
 - *She appreciated his playing the piano.*
– O, onun pianoda ifa etməsini yüksək qiymətləndirdi.
2. **Pronouns with the Gerund:** Certain pronouns, such as *each, every, some, all, and both*, can be combined with a gerund to create gerundial constructions.
 - *I liked all of their singing during the concert.*
– Mən onların konsert zamanı oxuduqlarının hamısını bəyəndim.

The **gerund**, as a versatile non-finite verb form, plays a crucial role in English syntax. By exhibiting both **nominal** and **verbal** characteristics, it allows for complex sentence structures while maintaining clarity. Understanding the multifaceted uses of the gerund enhances comprehension and proficiency in both written and spoken English.

FUNCTIONS OF THE GERUND

1. Subject

Reading is my hobby.

It's necessary reading.

2. Object

I like reading.

3. Predicative

My hobby is reading.

4. CVMP

She can't bear her smiling.

5. CVAP

She has no chance of losing.

GERUNDIAL CONSTRUCTIONS

1. Complex subject

My reading is my hobby.

It's necessary my reading.

2. Complex object

I like my reading.

3. Complex predicative

Her hobby is her reading.

4. CVMP

She can't bear her smiling.

5. CVAP

She began her dancing.

Exercises:

I. In every sentence, find the gerund and explain how it functions both as a noun and a verb. Then, translate the sentences into Azerbaijani.

1. Speaking about ourselves is something we, as modern writers, strongly resist doing.
 - a. Gerund: _____
 - b. Noun characteristics: _____
 - c. Verb characteristics: _____
 - d. Azerbaijani translation: _____
2. He stopped typing and rushed into the bathroom. He began scrubbing himself quickly. He was already two minutes behind.

- Gerund: _____
Noun characteristics: _____
Verb characteristics: _____
Azerbaijani translation: _____
3. It may sound odd, but I can't stop feeling nervous.
Gerund: _____
Noun characteristics: _____
Verb characteristics: _____
Azerbaijani translation: _____
4. I dislike being deceived, and I believe that's what you're attempting.
Gerund: _____
Noun characteristics: _____
Verb characteristics: _____
Azerbaijani translation: _____
5. I feel considerable hesitation about sharing this personal story with you.
Gerund: _____
Noun characteristics: _____
Verb characteristics: _____
Azerbaijani translation: _____
6. As soon as she heard the noise, Nance ran to the door and Grand went to the window.
Gerund: _____
Noun characteristics: _____
Verb characteristics: _____
Azerbaijani translation: _____
7. He departed without settling the payment.
Gerund: _____
Noun characteristics: _____
Verb characteristics: _____
Azerbaijani translation: _____

8. Would you mind standing here for a short while?

Gerund: _____

Noun characteristics: _____

Verb characteristics: _____

Azerbaijani translation: _____

9. He refused having touched the container.

Gerund: _____

Noun characteristics: _____

Verb characteristics: _____

Azerbaijani translation: _____

10. Fast writing makes my hand ache.

Gerund: _____

Noun characteristics: _____

Verb characteristics: _____

Azerbaijani translation: _____

11. I remember noticing it on the desk.

Gerund: _____

Noun characteristics: _____

Verb characteristics: _____

Azerbaijani translation: _____

12. He was blamed for having crossed the border unlawfully.

Gerund: _____

Noun characteristics: _____

Verb characteristics: _____

Azerbaijani translation: _____

13. I didn't like my mother's getting involved in the matter.

Gerund: _____

Noun characteristics: _____

Verb characteristics: _____

Azerbaijani translation: _____

14. The boy used most of the night writing letters to his family.

Gerund: _____

Noun characteristics: _____

Verb characteristics: _____

Azerbaijani translation: _____

II. The use of gerunds after common verbs

Instructions: Build your own sentences by using gerunds after the following verbs: stop, finish, prevent, avoid, dislike, risk, deny, remember, postpone, enjoy, fancy, imagine, forgive, excuse, suggest, keep, mind, rely, regret, it needs (requires)

III. Point out the gerundial constructions stating their functions.

1. I insist on them joining our group.
2. He insisted on all prisoners of war being returned to their motherland.
3. The captain insisted on the boat being unloaded at once.
4. I hope I can rely on everything being done in a proper way.
5. The man's coming so early surprised us.
6. Scientists' working together and their sharing ideas with one another is of great advantage for science.
7. We looked forward to the contract being signed.
8. Excuse my interrupting you.
9. I wonder at your overcoming difficulties so easily.
10. He proposed our immediately telling the whole story.
11. We insisted on their delivering the goods immediately.
12. He objected to the ships leaving port in such stormy weather.

THE PARTICIPLE

It is one of the non-finite forms of the verb, meaning that it does not express person or number and cannot function as the main verb of a sentence on its own. It is used to convey additional information related to the action or subject of the sentence, often functioning similarly to adjectives or adverbs. There are two types of participles in modern English: Participle I and Participle II.

PART I: THE PRESENT PARTICIPLE

Formation:

The present participle is created by attaching -ing to the root form of a verb.

- Speak → speaking
- Travel → travelling

Grammatical features:

- Voice: present participle can be active (reading, talking) or passive (being read, being washed).
- Tense:
 - o Indefinite active: working, writing (indicates simultaneous or general action)
 - o Perfect active: having written, having seen (shows prior completion)
 - o Indefinite passive: being written, being cleaned
 - o Perfect passive: having been written, having been cleaned

Syntactic functions:

1. Attribute (pre- and post-position)
 - o A smiling woman entered the room. (pre-position)
 - Otağa gülümsəyən bir qadın girdi.
 - o The man walking across the field is my uncle. (post-position)

- Çöldən keçən kişi mənim dayımdır.
- 2. Adverbial modifier of time
 - o While walking to school, he met an old friend.
 - O, məktəbə gedərkən köhnə dostu ilə qarşılaşdı.
- 3. Adverbial modifier of cause
 - o Being tired, she went to bed early.
 - O, yorğun olduğu üçün tez yatdı.
- 4. Adverbial modifier of condition
 - o She wanted to tell a lie if discovered.
 - O, istəyirdi yalan danışsın, əgər tapa bilsə idi.
- 5. Adverbial modifier of concession
 - o Although being unprepared, he attempted the exam.
 - O, hazırlıqsız olsa da, imtahana cəhd etdi.
- 6. Adverbial modifier of manner
 - o She left the hall laughing loudly.
 - O, yüksək səsle gülərək zali tərk etdi.
- 7. Parenthesis (introductory expression)
 - o Generally speaking, your plan seems realistic.
 - Ümumiyyətlə desək, planınız real görünür.

PART II: THE PAST PARTICIPLE

Formation:

The past participle is generally formed by adding -ed to regular verbs (e.g., jump → jumped), while irregular verbs have their own distinct forms (e.g., take → taken, see → seen).

Characteristics:

- It does not indicate tense by itself and is always passive in meaning unless used with perfect tenses.
- It can be used with or without an auxiliary verb.

Syntactic functions:

1. Attribute
 - o The repaired machine works perfectly. (pre-position)

- Təmirdən çıxmış maşın ideal işləyir.
 - o The report submitted yesterday was approved. (post-position)
- Dünən təqdim olunan hesabat təsdiqlənib.
- 2. Adverbial modifier of condition or concession
 - o If found guilty, he will be imprisoned.
- Günahı sübut olunarsa, o, həbs olunacaq.
 - o Though injured, the athlete completed the race.
- İdmançı zədəli olsa da, yarışı başa vurdu.
- 3. Predicative
 - o The task is completed.
- Tapşırıq tamamlandı.

PARTICIPIAL CONSTRUCTIONS

These constructions combine participles with other sentence elements to function syntactically as a unit.

Objective participial construction

- Structure: noun/pronoun (object) + participle
- Function: used after verbs of perception (see, hear, watch, feel, etc.)

Example:

We saw them climbing the hill.

- Biz onları dağa dırmaşan gördük.

The passive causative

The passive causative is used to describe situations where someone arranges for something to be done by someone else, but the focus is on the action or result, not the person doing it. It's often used when we want to sound formal or when we don't care who actually performs the action.

Structure:

have / get + object + past participle (V3)

Examples:

Present tense:

I have my car washed every week. - Hər həftə maşınımı yuduzdururam. (= someone washes my car for me.)

Past tense:

She had the documents printed yesterday. - O, dünən sənədləri çap etdirdi. (= someone printed the documents for her.)

Future tense:

We'll get the house cleaned tomorrow. - Sabah evi təmizlətdirəcəyik. (= someone will clean the house for us.)

Modal verbs:

He should have his eyes tested. - O, gözlərini yoxlatmalıdır. (= someone should test his eyes.)

Difference between active causative And passive causative

Structure	Meaning	Example
Have + person + verb	You arrange for someone to do something	I had the plumber fix the sink.
Have + thing + V3	You arrange for something to BE done	I had the sink fixed.

When do we use it?

- When we want to emphasize the service, not who did it:
I had my house painted – Evimi rənglətdirmişdim. (We don't say who painted it.)

- When the subject is not the doer, but the one who arranges it:
She got her hair cut – O, saçını kəsdirirdi. (She didn't cut it herself – someone did it.)

More examples:

He got his phone repaired – O, telefonunu təmir etdirib.

We are having our kitchen remodeled – Mətbəximizi təmir etdiririk.

They had their wedding photos taken professionally – Onlar toy fotolarını peşəkar şəkildə çəkdiriblər.

You should get your blood tested – Qanınızı analiz etdirməlisiniz.

I'll have the report emailed to you – Hesabatı sizə elektron poçtla göndərəcəyəm.

Common verbs used in passive causative:

Cut, fix, repair, clean, paint, deliver, send, check, build, decorate

Grammar exercises on passive causative

Exercise 1 – Fill in the blanks with the correct form of the passive causative

Use: have / get + object + past participle

1. I _____ (have / cut) my hair yesterday.
2. She _____ (get / clean) her house every week.
3. We _____ (have / paint) our living room last month.
4. He _____ (get / repair) his car at the moment.
5. They _____ (have / install) a new air conditioner tomorrow.

Exercise 2 – Rewrite the sentences using passive causative

Example: The mechanic repaired my car. → I had my car repaired.

1. The cleaner cleaned our office.
2. The dentist checked her teeth.
3. A technician is fixing his laptop.
4. The tailor will alter my dress.
5. Someone has washed the windows.

Exercise 3 – Choose the correct option

1. I had my phone (repair / repaired / repairing) yesterday.
2. She gets her nails (do / did / done) every weekend.
3. We will have the documents (print / printed / printing) tomorrow.
4. He is getting his house (painted / painting / paints) now.
5. They had their luggage (carry / carried / carrying) by the porter.

Exercise 4 – Translate into English using passive causative

1. Mən saçımı kəsdirdim.
2. O maşınını təmir etdirdi.
3. Biz evi rənglətdirəcəyik.
4. Onlar şüşələri təmizlətdirmişdilər.
5. Sən dişlərini yoxlatdırdın?

2. Subjective participial construction

- Structure: noun/pronoun (subject) + participle
- Usually used in passive voice with verbs like hear, see, make, let, etc.

Example:

He was seen entering the library.

– Onu kitabxanaya daxil olarkən gördülər.

3. Nominative absolute participial construction (NAPC)

- Structure: noun + participle, separated by a comma

- Functions as a detached adverbial modifier.

Example:

The weather being cold, we decided to stay indoors.

– Hava soyuq olduğu üçün, biz evdə qalmağa qərar verdik.

4. Prepositional absolute participial construction (PAPC)

- Structure: with + noun/pronoun + participle
- Indicates attendant circumstances.

Example:

With the door left open, the cat ran outside.

– Qapı açıq qaldığından pişik çölə qaçdı.

Additional examples (new and contextualized):

1. Having completed the project, they went home.
– Layihəni bitirdikdən sonra, onlar evə getdilər.
→ Perfect active participle, indicating a completed action before another.
2. Not being aware of the rules, she made a mistake.
– Qaydalardan xəbərsiz olduğu üçün o, səhv etdi.
→ Negative participial phrase, showing reason.
3. The documents being printed, he waited by the printer.
– Sənədlər çap olunarkən o, printerin yanında gözlədi.
→ NAPC, independent clause giving additional info.
4. With her hands shaking, she signed the agreement.
– O, əlləri titrəyərək müqaviləyə imza atdı.
→ PAPC, indicates emotional or physical state.

Exercises:

I. Fill in the blanks with the proper present participle form of the verbs in parentheses:

1. (to observe) The unusual formation of clouds, the researcher took notes in his journal.

2. (to reach) The top of the stairs, she paused for a moment to catch her breath.
3. (to enter) The hall, the speaker noticed a sudden silence among the audience.
4. (to place) His suitcase on the shelf, he proceeded to take his seat.
5. (to understand) The complexity of the issue, she addressed the committee with caution.
6. (to complete) The experiment successfully, the students submitted their report.
7. (to return) From the library, she recalled the book she had forgotten to borrow.
8. He avoided joining the discussion, (to feel) unsure of his arguments.
9. (to complete) His tasks ahead of time, he left the office in a good mood.
10. (to push) The door slightly, she stepped inside the dimly lit room.
11. (to close) The file, he placed it neatly on the table and exited.
12. He spent several minutes (to examine) the figures in the report.
13. (to step) Into the lecture hall, he encountered his old professor (to leave) the room.
14. (to return) From the archaeological dig, she wrote an article summarizing her findings.
15. (to wake up), she rushed to check the time, fearing she had overslept.
16. (to puzzle) By the data, the researcher ran the test once more.
17. (to notify) In advance of the change, the participants arrived fully prepared.

II. Use the required form of the participle instead of the infinitive in brackets:

1. (taking) The documents to the meeting, she felt a sense of responsibility.
2. (knowing) His background in finance, I asked for his advice.
3. (barricading) The entrances, the team ensured no unauthorized entry.
4. (being tired) Of the repetitive dialogue, she left the theatre.
5. (finding) The door unlocked, he entered the house cautiously.
6. (hoping) To catch the early train, he left the house before sunrise.
7. (removing) All traces of his activity, he disappeared unnoticed.
8. (realizing) The file was missing, she retraced her steps.
9. (exhausted) By the long journey, he fell asleep immediately.
10. (spending) All his resources, he reconsidered his investment plans.
11. (visiting) The gallery, we were impressed by the contemporary art collection.
12. He injured his arm (doing) rock climbing.
13. The students (participating) In the workshop were awarded certificates.
14. They stood (waiting) For the final announcement.
15. (flipping) Through the journal, I came across an article by my colleague.
16. (thinking) He had made an error, he reviewed the entire chapter.

17. People (sleeping) In adjacent rooms were disturbed by the loud music.

18. (taking) The pen from the drawer, he began writing immediately.

19. (feeling) Overwhelmed, she asked for assistance.

III. Fill in the blanks with either the present participle or the past participle form of the verbs in parentheses.

Afterward, identify the function of the participle used:

Do you recognize the individual ... with the guest speaker?
(talk)

→ participial attribute (present participle)

1. The vehicle ... in the collision was towed away.
(damage)

→ participial attribute (past participle)

2. The researchers ... the anomaly are requesting further analysis. (investigate)

→ participial attribute (present participle)

3. Several delegates ... to the panel expressed dissatisfaction. (invite)

→ participial attribute (past participle)

4. Who are the candidates ... near the registration desk?
(wait)

→ participial attribute (present participle)

5. The items ... in this facility are intended for export.
(produce)

→ participial attribute (past participle)

6. The path ... the two buildings is under renovation.
(connect)

→ participial attribute (present participle)

7. The funds ... during the investigation were never recovered. (steal)

→ participial attribute (past participle)

8. I reside in a residence ... the central park. (overlook)
→ participial attribute (present participle)
9. There was a motorbike ... at the gate. (park)
→ participial attribute (past participle)

THE GLOVE – PART II

The second glove was nowhere to be found! He had discovered the pair while at Strong's residence and placed them on a table before hiding his stolen items. He was almost certain he had taken them with him when he hurriedly left, but now came the terrifying realization: one glove was missing—and inside it were his name and home address! The idea of going back to that house, especially the room where Strong's lifeless body remained, filled him with irrational dread. He could still picture the face of the dead man—an expression of eternal surprise frozen by death. The image made him let out a strangled cry.

Standing motionless in his room, his face pale and covered in cold sweat, he was paralyzed by uncertainty.

I can't do it, he whispered.

I just can't...

But then, the terrifying image of a gallows forced its way into his thoughts. During his criminal past, he had always been deeply afraid of being hanged. Now, that fear returned, stronger than ever. Slowly and fearfully, he stepped into the empty night streets. The journey back felt like a terrible dream. His imagination, disturbed by panic, made every shadow look like a ghost. At one point, he screamed when he saw a piece of paper in his way—it had seemed like a dead body at first glance.

Upon arriving at the house, shaking uncontrollably, he made his way to the window. The room appeared exactly as he had

left it: dim. He spotted something darker near the door—it seemed to be the glove. To find it, he needed light, but the switch was near Strong’s body. Gathering all his strength, he drew the curtains over the window and stepped cautiously across the room. His foot brushed against something soft, and he gasped in horror, heart racing. With shaking fingers, he found the light switch.

Suddenly, the room lit up.

There was Richard Strong lying on the floor. No matter how much he wanted to avoid looking, he couldn’t help but stare at the body. Slowly, he bent forward and reached for the knife handle.

Hands up! Raise your hands, you criminal!

The inspector who accompanied Michael to the police station was unusually talkative and seemed to have forgotten that a suspect is considered innocent until proven guilty. Still, based on the circumstances, his assumptions weren’t far-fetched.

Honestly, he said, Michael, you were the last person I would’ve suspected. If we hadn’t caught you in the room with the body and the stolen items, we wouldn’t have thought of you at all. Too bad you didn’t escape in time.

Michael didn’t say a word. Since his house was on the way to the station, he asked if he could pick up a coat—it was a cold, early morning.

Of course, replied the inspector, but we’ll come with you.

He unlocked the side door and led Michael into the hallway, two officers close behind. Michael was beginning to realize they weren’t going to take any risks. Just then, his foot touched something on the floor.

He bent down to pick it up—and suddenly felt dizzy.

The inspector turned on the light.

In Michael's hand was the missing glove—the one he had believed was still in the murder room!
Hey! One of the officers shouted, don't faint!
But it was too late—Michael collapsed to the ground.

Vocabulary

1. Missing – not found or lost
the second glove was missing.
İtkin, yoxa çıxmış
2. Appalling – causing shock or horror
here was the appalling fact...
Dəhşətli, qorxunc
3. Frozen into perpetuity – permanently fixed, especially due to death
With **a** look frozen into perpetuity **by** death.
Əbədi hala gəlmiş (ölüm səbəbilə)
4. Disordered imagination – confused or irrational thoughts
To his disordered imagination...
Qarmaqarışıq təxəyyül
5. Corpse – A dead Body
It seemed like **a** corpse.
Meyit, Cəsəd
6. Irresistibly – impossible to resist or avoid
drew his eyes irresistibly.
Qarşısızlınmaz şəkildə
7. Garrulous – talkative, chatty
the inspector was garrulous.
Çox danışan, sözbəxməyan
8. Accused – A person formally charged with a crime
An accused man is innocent until proven guilty.
Təqsirləndirilən şəxs

9. Loot – stolen goods
With the loot in your pockets...
Oğurluq mallar
10. Collapsed – fell down suddenly
Michael fell to the floor.
Yıxılmaq, huşunu itirmək

EXERCISES

I. Choose the best option:

1. The second glove was lost **and...**
A) in his coat pocket
B) it had his personal information inside
C) he had left it in **a** taxi
2. The idea of returning to Strong's house gave him...
A) relief
B) **a** feeling of religious joy
C) irrational terror
3. With hesitant steps, he walked into...
A) the hallway
B) the empty night streets
C) the police station
4. The journey **back** felt like **a...**
A) daydream
B) casual walk
C) nightmare
5. Once **at** the house, he noticed **a** dark object **and...**
A) immediately found the glove
B) realized he needed light
C) saw someone hiding there
6. The room was suddenly lit up, revealing...
A) **an** empty table

- B) Strong's lifeless body
- C) **a** window left open
- 7. Michael raised his hands because...
 - A) Strong's son pointed **a** revolver **at** him
 - B) the police arrived with sirens
 - C) he felt guilty
- 8. On the way to the station, Michael asked to...
 - A) speak to his lawyer
 - B) get **a** coat from home
 - C) go to the bathroom
- 9. At his house, his foot hit something that turned out to **be**...
 - A) **a** shoe
 - B) the missing glove
 - C) **a** handkerchief
- 10. After realizing what he found, Michael...
 - A) ran away
 - B) collapsed
 - C) shouted **at** the police

II. Complete the sentences:

- 1. The second glove was missing **and**...
- 2. Going **back** to the house terrified him because...
- 3. **He** walked through the dark street with...
- 4. Every shadow on the way appeared to him **as**...
- 5. At the house, he pulled the curtain **and**...
- 6. With trembling hands, he...
- 7. Suddenly, the door opened, **and**...
- 8. At the police station, the inspector acted **as though**...
- 9. At home, Michael asked permission to...
- 10. As he entered, he stepped on something **and** realized...
- 11. Overwhelmed, Michael...

III. Comprehension questions (for retelling):

1. What important item was Michael missing?
2. Did he believe he had taken the gloves with him originally?
3. What kind of feeling did the thought of returning bring?
4. How did he walk into the night?
5. What was the journey **back** to the house like?
6. What did he do upon arrival?
7. Did he cover the window?
8. Was he able to find the light switch?
9. What did he see once the room was lit?
10. Who entered the room, **and** what did he do?
11. Who took Michael to the station?
12. What did Michael request during the journey?
13. What did Michael find on the floor **at** home?
14. What happened after he recognized the glove?

UNIT 11



MODAL VERBS

Modal verbs and their functions

Auxiliary verbs known as modal verbs convey the speaker's attitude toward the action or event in a sentence. These verbs express meanings such **as** possibility, permission, necessity, **and** ability. Unlike regular verbs, modal verbs are always followed **by** the base form of the main verb **and** cannot stand alone.

Can – expressing ability, possibility, **and** permission

This is among the most commonly used modal verbs. It has several distinct meanings:

1. Ability or capability (mental or physical)
 - Present: indicates the ability to do something **at** the moment or generally.
Example: I can speak three languages. - Mən üç dildə danışa bilərəm.
 - Past: Could is the **past** form, used for general past ability.
Example: I could run five kilometers when I was younger.
- Gənc olanda beş kilometr qaça bilirdim.
- Future: **We** use **will be** able to because can doesn't express future time.
Example: I will **be** able to attend the meeting next week.
- Gələn həftə iclasda iştirak edə biləcəyəm.
For specific events in the past, we prefer was/were able to over could.
Example:
She was able to solve the puzzle before the time ended.
- O, vaxt bitməmiş tapmacanı həll edə bildi.

2. Possibility or impossibility

- Used for general possibilities or conditions.

Example:

It can **be** difficult to learn **a** new language. - Yeni bir dil öyrənmək çətin ola bilər.

Negative: That can't **be** true! - Bu doğru ola bilməz!

3. Permission

- Affirmative: grants permission.

Example: You can use my laptop. - Siz mənim laptopumdan istifadə edə bilərsiniz.

- Negative: denies permission.

Example: You can't enter this room. - Bu otağa girə bilməzsiniz.

- Interrogative: used for polite requests.

Example: Can I borrow your pen? - Qələminizi borc ala bilərəm?

4. Opportunity

- Describes chances in the present, past (using was/were able to), or future (using will **be** able to).

Examples:

o Present: We can leave early today. - Bu gün tez gedə bilərik.

o Past: We were able to leave early yesterday. - Dünən tezdən yola düşə bildik.

o Future: We'll **be** able to leave early tomorrow.

- Sabah tezdən yola düşə bilərik.

5. Supposition or doubt

Can or could may also express doubt or conjecture:

- Could it **be** raining already? - Artıq yağış yağa bilərmi?

- He couldn't have finished it so quickly. O, işi bu qədər tez bitirə bilməzdi.

Should – advice, obligation, **and** expectation

Should is often used to provide recommendations or express what is right or expected:

1. Advice
 - You should drink more water. - Daha çox su içməlisiniz.
2. Moral or social obligation
 - We should always tell the truth. - Biz gərək həmişə həqiqəti söyləyək.
3. Expectations
 - He should arrive by now. - O, indi gəlməlidir.
4. Unrealized past actions (Should + have + past participle)
 - Affirmative: indicates **a** desirable action that didn't happen.
You should have visited your grandmother. - Nənəni ziyarət etməli idin (gərək sən nənəni ziyarət edərdin).
 - Negative: indicates **an** undesirable action that happened.
You shouldn't have said that. - Bunu deməməli idin (gərək deməyəydin).

Would – past habits **and** politeness

Would has various functions:

1. Repeated past actions or habits
 - My grandpa would always tell stories **at** dinner. - Babam nəhərdə həmişə nağıl danışardı.
2. Polite requests
 - Would you like some coffee? - Bir az qəhvə istərdinizmi?
3. Refusal or unwillingness (negative form)
 - He wouldn't help us with the project. - Layihədə bizə kömək etmədi, ki etmədi (etmək istəmadi).

Will – future, certainty, **and** determination

Will is primarily used to talk about the future but can also show willingness or insistence.

1. Spontaneous decisions
 - I'll call her right now. - Mən ona indi zəng vuracağam.
2. Promises
 - I will always love you. - Mən səni həmişə sevəcəyəm.
3. Willingness
 - I'll carry the bags for you. - Çantaları sizin üçün daşıyacağam.
4. Certainty
 - That'll **be** your brother **at** the door. - Qapıdakı qardaşın olacaq.
5. Annoying habits
 - You will always leave the lights on! - Siz həmişə işıqları yanılı qoyacaqsınız!

Shall – formal suggestions **and** commands

While not as commonly used in modern English, shall still appears in formal writing **and** legal contexts.

1. Polite offers or suggestions
 - Shall we dance? - Rəqs edək?
2. Strong commands or promises
 - The guilty shall **be** punished. - Günahkar cəzalandırılmalıdır.

May / Might – possibility **and** permission

Both may and might suggest possibility. May is also used for formal permission.

1. Permission
 - May I enter the room? - Otağa girə bilərəmmi?
 - Yes, you may. - Bəli, girə bilərsiniz.

2. Possibility

- It may rain later today. - Bu gün yağış yağa bilər (bəlkə də bir azdan yağacaq).
- She might come to the party. - O, qonaqlığa gələ bilər.

3. Reproach (especially with might)

- You might have been more careful. - Siz daha diqqətli ola bilərdiniz.

4. Supposition or doubt (four tense forms)

- He might arrive soon. - O, tezliklə gələ bilər.
- He might **be** arriving now. - Bəlkə də o, indi gəlir.
- He might have arrived already. - O, artıq gəlmiş ola bilər.
- He might have been waiting for **an** hour. - Bəlkə də, o, bir saatdır ki, gözləyirdi.

Must – necessity, obligation, **and** logical deduction

Must conveys strong necessity or deduction:

1. Obligation

- You must wear **a** seatbelt. - Siz təhlükəsizlik kəməri taxmalısınız.

2. Prohibition (Mustn't)

- You mustn't smoke here. - Burada siqaret çəkməməlisiniz.

3. Strong advice

- You must read this book—it's amazing! - Siz bu kitabı oxumalısınız—bu, heyvətəmizdir!

4. Logical conclusion

- He must **be** at home now. - O, indi evdə olmalıdır (gərək ki, o, evdədir).
- He must have arrived already. - O, artıq gəlmiş olmalıdır (gərək ki, gəlmiş).

Have to – external obligation

Have to expresses necessity, especially obligations imposed **by** outside circumstances.

Tense forms:

- Present: I have to leave now. - Mən indi getməliyəm (getməli oluram).
- Past: I had to leave early yesterday. - Dünən tez getməli oldum.
- Future: I'll have to leave tomorrow. - Mən sabah getməliyəm (getməli olacam).

To be to – formal plans or orders

Often used in formal or scheduled contexts:

- I'm to meet him tomorrow. - Mən onunla sabah görüşəcəyəm (görüşməliyəm).
- The president is to arrive **at** noon. - Prezident günorta gəlməlidir.

Ought to – moral duty **and** advice

Similar in meaning to should, but slightly more formal.

- We ought to respect our elders. - Biz böyüklərimizə hörmət etməliyik.
- You ought to apologize. - Üzr istəməlisən (mənavi borc).

With past form (Ought to + have + P2)

- You ought to have told me the truth. - Mənə həqiqəti deməli idin.
- You ought not to have ignored her. - Ona məhəl qoymamalı idin.

Exercises:

I. Complete the sentences with **an** appropriate modal verb from the list:

(can, Could, should, must, may, might, will, would, have to, ought to)

1. Students _____ submit their assignments before the deadline.
2. You _____ have informed the teacher about your absence.
3. I _____ play the violin when I was seven.
4. HE _____ BE in his office now; the lights are on.
5. If you study harder, you _____ pass the exam with ease.

II. Rewrite the sentences using the modal verb given in brackets.

1. It's possible that she is working late. (might)
→

2. I am certain he is telling the truth. (must)
→

3. You didn't lock the door. That was careless. (should + have)
→

4. I wasn't allowed to go to the party. (Couldn't)
→

5. There is a rule to wear a uniform at school. (have to)
→

III. Each of the following sentences contains a modal verb error. Find and correct it.

1. HE must to leave early because he has a meeting.

→

2. You can to speak French fluently last year, right?

→

3. WE might have BE travelling at that time.

→

IV. Pair each modal verb function with the correct sentence. Write the letter of the sentence next to the relevant function.

- A) past ability
- B) present obligation
- C) strong advice
- D) past possibility
- E) permission

Sentences:

- 1. ____ I could ride a bike without training wheels when I was five.
- 2. ____ You must wear a helmet while entering the lab.
- 3. ____ You should see a doctor about that cough.
- 4. ____ She may have forgotten the appointment.
- 5. ____ You may leave early today.

V. Write two original sentences using the modal verb given in brackets.

1. (shall)
→ sentence 1:

→ sentence 2:

2. (would)

→ sentence 1:

→ sentence 2:

Addition

Exercise 1

Complete the statements with the appropriate modal verbs.

1. HE _____ play chess and drafts.
2. WE _____ park here; it's a no-parking zone.
3. _____ I spend more time with you?
4. They _____ come to the ceremony the day after tomorrow.
5. HE _____ drive a car very well.
6. WE _____ find the answer anywhere.
7. I _____ swim very fast.
8. _____ I open the window?
9. You _____ smoke in this building.
10. HE _____ draw the drawings carefully.

Exercise 2

Use the relevant form of the modal verb 'Could' in the affirmative and negative forms.

1. When he was in the village, he _____ run 5 miles without stopping.
2. _____ you bring me cappuccino, please?
3. They _____ write English well when they were young.
4. I'm sorry, I _____ hear what you said.

5. _____ you help me move this table?
6. WE _____ find the restaurant last night.
7. She _____ play the violin very well.
8. _____ you tell me the time, please?
9. I _____ solve that problem before.
10. They _____ come to the meeting yesterday.

Exercise 3

Fill in with may / might / could (possibility):

1. It _____ rain later, so take an umbrella.
2. She _____ be at home now.
3. They _____ arrive late to the party.
4. HE _____ know the answer to your question.
5. WE _____ go to the beach tomorrow if the weather is nice.
6. You _____ want to check your work again.
7. I _____ see you at the event next week.
8. The train _____ be delayed.
9. She _____ call you later.
10. HE _____ not come because he is sick.

Exercise 4

Complete the sentences with must / have to (obligation):

1. 'You _____ wear a seatbelt while driving.'
2. 'She _____ finish her homework before going out.'
3. 'WE _____ be at the airport two hours before the flight.'
4. HE _____ pay the bill before leaving.
5. They _____ study hard to pass the exam.
6. I _____ clean my room today.
7. You _____ not smoke inside the building.
8. She _____ attend the meeting this afternoon.

9. WE _____ leave early to catch the train.
10. HE _____ wear a uniform at work.

Exercise 5

Fill in the blanks with should / shouldn't (advice):

1. You _____ eat more vegetables.
2. HE _____ stay up too late.
3. They _____ exercise regularly.
4. She _____ call her parents more often.
5. I _____ forget to lock the door.
6. You _____ drive so fast.
7. WE _____ drink too much coffee.
8. HE _____ apologize for his mistake.
9. They _____ waste food.
10. She _____ speak louder in class.

Exercise 6

Fill in the blanks with will / won't (future certainty and refusal):

1. I _____ call you tomorrow.
2. She _____ be late for the meeting.
3. They _____ come to the party next week.
4. WE _____ finish the project on time.
5. HE _____ help us with the homework.
6. You _____ regret your decision.
7. The sun _____ rise at 6 AM tomorrow.
8. I _____ forget your birthday.
9. They _____ accept the offer.
10. She _____ answer the phone right now.

Exercise 7

Complete the sentences with would / wouldn't (polite requests and hypothetical situations):

1. _____ you like some coffee?
2. If I were you, I _____ take that job.
3. HE said he _____ come to the party.
4. I _____ help you if I had time.
5. She _____ never lie to her friends.
6. _____ you mind closing the window?
7. WE _____ go to the beach if it were sunny.
8. They _____ not agree with that decision.
9. I _____ love to visit Japan someday.
10. HE _____ answer the question if he knew the answer.

Exercise 8

Fill in with shall / should (suggestions and advice):

1. _____ we go for a walk?
2. You _____ see a doctor if you feel sick.
3. _____ I open the window?
4. They _____ start working on the project soon.
5. HE _____ apologize for being late.
6. _____ we invite them to the party?
7. You _____ try the new restaurant in town.
8. _____ I help you with that?
9. WE _____ leave early to avoid traffic.
10. She _____ take a break if she feels tired.

Exercise 9

Fill in with ought to / must / have to (strong advice and necessity):

1. You _____ tell the truth.

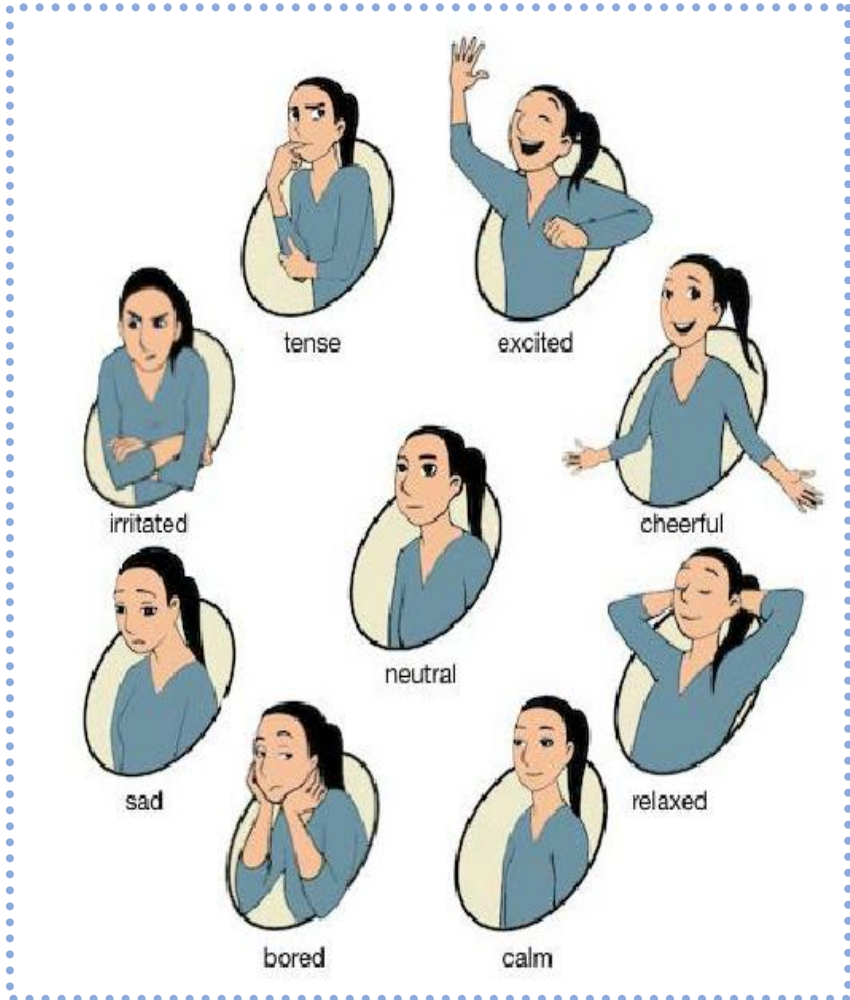
2. They _____ finish their work before leaving.
3. HE _____ be more careful with his money.
4. WE _____ follow the rules at school.
5. She _____ study harder for the exam.
6. You _____ see this movie; it's great!
7. I _____ get up early tomorrow.
8. They _____ attend the meeting without fail.
9. He _____ stop smoking for his health.
10. We _____ respect other people's opinions.

Exercise 10

Choose the correct modal verb:

1. You (must / can) wear a helmet when riding a bike.
2. She (may / should) arrive late because of traffic.
3. I (could / will) help you if you want.
4. They (must / might) be at home now.
5. He (should / can't) drive a car yet; he's too young.
6. We (shall / would) meet at 5 PM tomorrow.
7. You (have to / might) finish your homework before going out.
8. She (would / must) like some tea.
9. He (can / should) speak English very well.
10. They (won't / might) come to the party.

UNIT 12



THE CATEGORY OF MOOD

The concept of grammatical mood refers to the employment of various verb forms to convey the intended function of a sentence. In English, there are five principal grammatical moods: indicative, interrogative, imperative, conditional, and subjunctive. These moods enable verbs to indicate whether a sentence expresses a statement (indicative), a desire (subjunctive), a directive (imperative), a condition (conditional), or a question (interrogative).

The indicative mood is utilized when the speaker aims to convey information they consider to be true, including factual statements, personal opinions, or inquiries about facts. Thus, declarative sentences are typically framed using the indicative mood. This mood allows for the use of verbs in any tense.

Example:

- Paris is the capital of France. – Paris Fransanın paytaxtıdır.
- He was at the park yesterday. – O, dünən parkda idi.

The imperative mood is employed to issue commands or directions. It reflects the speaker's intention for an action to occur or for someone to carry it out. This mood is standard in imperative sentence structures:

- Sit down! – Əyləşin

To form this mood, the base form of the verb (infinitive without "to") is used. For negative commands, we combine the infinitive (without "to") with *do not* or *don't*:

- Do not sit down! – Əyləşməyin!

Example:

- Take your jacket off. – Gədəkçənizi çıxarın.
- Don't forget the tickets! – Biletləri unutmayın!

The interrogative mood is used to frame questions. It appears in interrogative sentence structures and typically requires an auxiliary verb such as *do*, *does*, *did*, *is*, or *are*, used alongside a main verb.

Example:

- Do you have the gift? – Hədiyyəniz var?
- Are you sure? – Əminsən?

The subjunctive mood is somewhat more complex, as it serves multiple functions. It is applied to express wishes, present suggestions or demands, and to consider hypothetical conditions. In this mood, the verb form often changes depending on the context and intent of the sentence. For instance, *have* may become *had*. A notable example of subjunctive mood involves the verb *to be*, which becomes *were* in situations expressing wishes or hypotheticals, regardless of subject-verb agreement.

Example:

- I wish I were famous (not was). – Kaş məşhur olaydım.

The conditional mood is predominantly used to show that the realization of one action depends on another event occurring. It is also applied to describe the circumstances under which something might take place. Typically, modal verbs assist in forming the conditional mood.

Example:

- If she had studied harder, she might have received better grades.
– Daha çox oxusaydı, bəlkə də daha yaxşı qiymətlər alardı.

Modal verbs also contribute to expressing mood in various sentence types:

1. **I wish** – **kaş** = now, today, tomorrow → past

Example:

- I wish I could see him now.
- Kaş ki, indi onu görə biləydim.

Yesterday, last week/month/year, ago, before → *could have* + P2

Example:

- I wish we could have met before.
- Kaş ki, biz əvvəllər qarşılaşmış olaydıq.

2. If only, oh that – bircə

Example:

- If only I could meet him tomorrow.
- Bircə onunla sabah rastlaşa bilsəydim.
- Oh that we could have solved this problem before.
- Kaş bu problemi əvvəllər həll edə bilsəydik.

3. As if, as though – sanki

Example:

- She speaks as if she could speak English well.
- O elə danışır sanki ingilis dilində yaxşı danışır.
- She speaks as though she could have learned English before.
- O elə danışır ki, sanki əvvəllər ingilis dilini öyrənə bilərdi.

4. If – əgər

Example:

- If he came now, he could help us.
- Əgər o indi gəlsəydi, bizə kömək edə bilərdi.
- If he had come yesterday, he could have helped us.
- Əgər o dünən gəlmiş olsaydı, bizə kömək etmiş olardı.

5. It's high time, it's about time, it's time – vaxtdır

Example:

- It's high time we could help our parents.
- Valideynlərimizə kömək etməyin vaxtıdır.

6. Even if, even though – hætta

Example:

- Even if I loved him now, I couldn't marry him.
– Hætta onu indi sevsəm belə, onunla evlənə bilməzdim.
- Even though I had loved him before, I couldn't have married him.
– Hætta onu əvvəllər sevmiş olsaydım belə, onunla evlənməzdim.

Exercises:

I. Go through the following sentences and identify the mood of the underlined verbs.

1. Finish this today.
2. Our car broke down.
3. It is better you finish the project by Thursday.
4. Where is their house?
5. My feet are paining.
6. I would sleep all day if I were a baby.
7. Do you like me?
8. Emmet drank a glass of water.
9. The teacher demanded that we keep quiet.
10. She will repay when she gets her salary.

II. Complete the sentences with the proper subjunctive mood form of the verbs provided.

1. If Alex (to sell) his old mobile, he (to buy) a new MP3 player.
2. We (to come) to the party if it (to start) at 8 o'clock.
3. The boy (to be) in the Olympic team if he (to train) harder.

4. If you (to click) the red button, you (to cancel) the download.
5. If they (to be) old enough, they (to play) in the school basketball team.
6. Maria (can understand) the text if her teacher (to mark) the important sentences.
7. Joe (to get) better marks if he (to improve) his grammar.
8. If we (to recycle) these cans, we (can reduce) rubbish.
9. If you (to change) your money at a bank, you (to save) commission.
10. If it (to snow) during the night, I (may go) snowboarding the next morning.
11. If I (to tell) you the circumstances, you (to understand) the situation.
12. I (to feel) so much stronger if I (to feel) that you (to be) at the back of me.
13. But for the circumstances, I (to think) I had been awakened by some nightmare.
14. Even if I (to know), it (to occur) to me as important enough to mention.
15. She (to keep) my house like a new pin, and I (to have) a son to carry on the business after me.

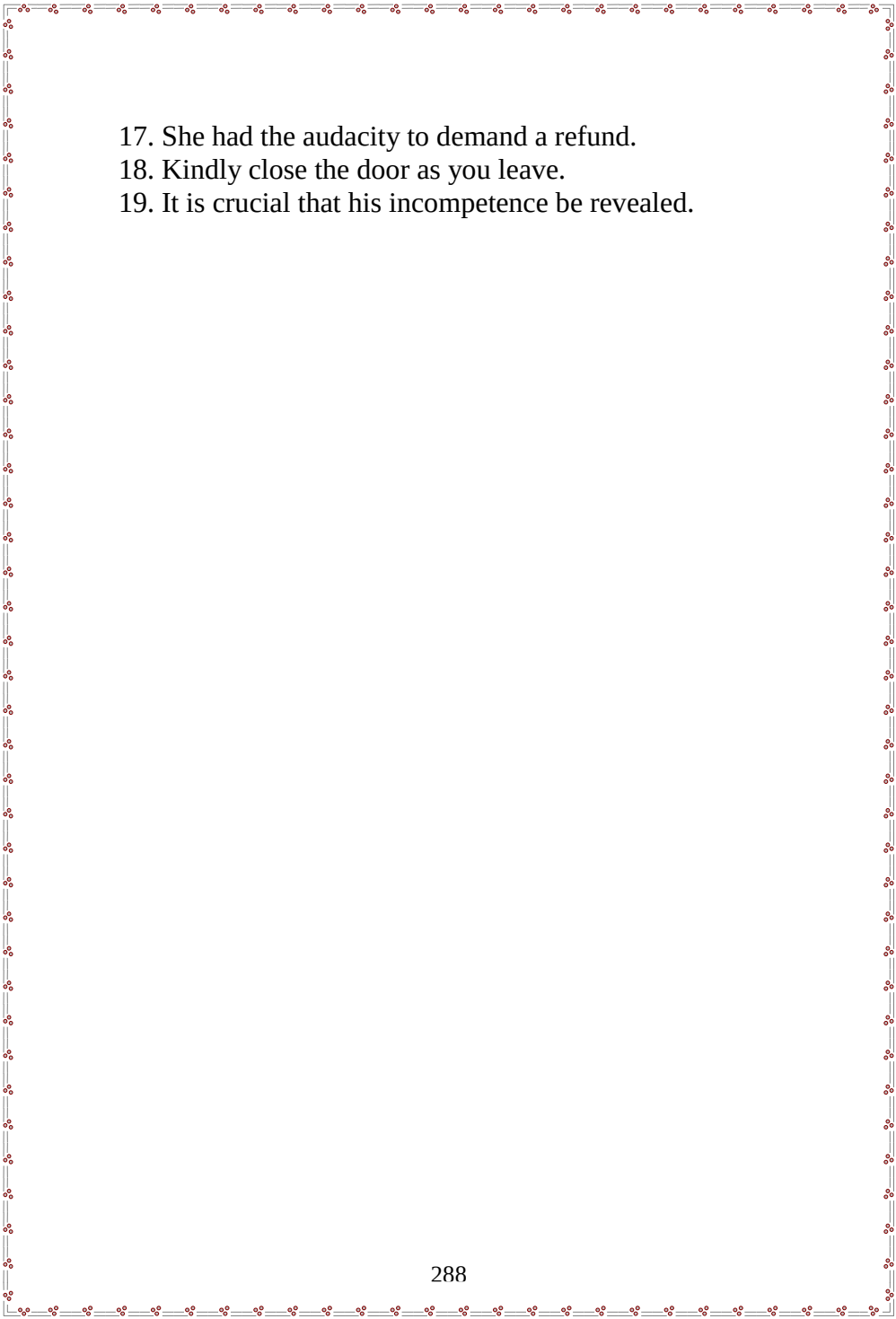
III. Point out imperative sentences and comment on their meaning.

1. How can I lose weight, doctor? Don't eat candy, and get more exercise.
2. Please bring me a glass of water. OK! Is that all?
3. What did you say? I can't hear you. Please turn the radio off for a minute.

4. Where's Dad? He's taking a nap. Please don't wake him up.
5. Shh! The baby is sleeping. Take off your shoes and don't make any noise.
6. It's a nice day. Let's not take the bus. Let's walk to the theatre.
7. Johnny isn't back home, and it's after ten o'clock. Don't worry. He's only a few minutes late.
8. I'm sorry. I didn't hear you. Please say that again.
9. Here's the hotel registration form. Please fill it out.
10. Maria, it's almost time to leave. I'm not ready. Call me in twenty minutes.

IV. Analyze the following sentences by identifying the verbs, their respective moods, and tenses. Provide detailed explanations for each.

1. The river flows beneath the bridge.
2. I will complete the task tonight.
3. He informed me that he had completed the task.
4. God grant you blessings!
5. I am hoping to receive a raise soon.
6. Please sit down.
7. I wish I had passed the exam.
8. I would prefer if you stayed until tomorrow.
9. I will have ample time tomorrow.
10. Be kind, dear child.
11. It has been raining since yesterday evening.
12. He takes immense pride in his work.
13. It is time for us to begin.
14. By this time tomorrow, I will have arrived at my home.
15. If I were in your position, I would keep it confidential.
16. Don't take it too seriously.

- 
17. She had the audacity to demand a refund.
18. Kindly close the door as you leave.
19. It is crucial that his incompetence be revealed.

UNIT 13



THE NOUN

A noun is a word that represents an entity or substance, encompassing a broad range of meanings. Nouns can refer to inanimate objects (e.g., table), book, living creatures (e.g., boy, girl), places (e.g., London, Baku), materials (e.g., gold, oil), or abstract concepts (e.g., love, hate). The noun is characterized by several grammatical categories, including:

- Number: indicating singular or plural forms.
- Case: indicating the syntactic or semantic relationship of the noun within a sentence.

1. Lexical category: This pertains to the meaning or concept expressed by the noun.
2. Lexico-grammatical category: This focuses on the function of the noun as an object in a sentence.
3. Grammatical category: For example, in the sentence The desk is black (İş masası qara rəngdədir), the noun desk serves as the subject, denoting the thing being described.

In English, nouns representing living beings are classified into two cases: the common case and the genitive case.

While gender is not a grammatical category in English, as it is rarely marked through inflections, there is one specific suffix used to express the feminine form of some nouns: -ess. Examples include:

- Actor – actress
- Host – hostess

Thus, gender distinctions in English are more lexical than grammatical. In many cases, these distinctions are reflected in different words or compound words rather than through morphological changes. For example:

- Father – mother
- Boy – girl

Nouns can also be classified based on their morphological structure into three main types:

- Simple nouns: These consist of a single root morpheme, without any prefixes or suffixes.
- Derivative nouns: These are formed by adding prefixes or suffixes to a base morpheme.
- Compound nouns: These consist of two or more morphemes combined together.

Classification of English Nouns Based on Meaning

English nouns can be categorized based on their meaning into two main types: proper nouns and common nouns.

Proper Nouns

Proper nouns refer to specific names assigned to individual entities, such as persons, places, or specific things. These include:

- Personal names: John, Mary
- Geographical names: London, Baku
- Names of days and months: Monday, January
- Names of streets, buildings, and newspapers: Main Street, The Times

Common Nouns

Common nouns are used to name general categories or classes of people, places, things, or ideas. These can be further subdivided into:

- Concrete nouns: These denote tangible, physical objects or beings, such as book, dog, or city.
- Abstract nouns: These refer to concepts, qualities, states, actions, or ideas, like freedom, happiness, or progress.
- Material nouns: These represent materials or substances, such as gold, water, or wood.

- Collective nouns: These refer to groups of people or things, like family, team, or flock.

Special Cases of Nouns

- Some nouns are singular in form but plural in meaning:
 - o Example: police, poultry
- Certain nouns can be both singular and plural:
 - o Example: family, crowd

Plural Forms of English Nouns

The general rule for pluralizing nouns in English is to add -s or -es to the singular form. However, there are several exceptions and specific rules based on the ending of the noun.

1. Basic rule: Add -s to the singular form.
 - o Example: book – books
2. Nouns ending in -s, -ss, -x, -sh, -ch, -tch: These nouns take -es in the plural.
 - o Example: brush – brushes
3. Nouns ending in -f or -fe: The -f or -fe changes to -ves in the plural.
 - o Example: wife – wives
 - o Some nouns keep the -f and just add -s.
 - ♣ Example: roof – roofs
4. Nouns that have a consonant before the -o ending: These nouns take -es in the plural.
 - o Example: hero – heroes
5. Nouns ending in -y:
 - o If the -y is preceded by a consonant, change -y to -i and add -es.
 - ♣ Example: fly – flies
 - o If the -y is preceded by a vowel, simply add -s.
 - ♣ Example: boy – boys

6. Personal names: The plural of personal names is formed by adding -s.
 - o Example: Mary – Marys
7. Nouns ending in -th: The plural of these nouns is formed by adding -s.
 - o Example: month – months
8. Irregular plurals: Some nouns change their root vowel in the plural form.
 - o Man – men
 - o Woman – women
 - o Foot – feet
 - o Tooth – teeth
 - o Goose – geese
 - o Mouse – mice
 - o Louse – lice
 - o Ox – oxen
 - o Child – children
 - o Person – people
9. Unchanging plurals: Some nouns do not change in the plural form.
 - o Example: deer, fish, sheep, swine
10. Foreign plurals: Nouns borrowed from Latin or Greek often retain their original plural forms.
 - Example: basis – bases, datum – data
11. Uncountable nouns: Certain nouns are always used in the singular and are considered uncountable. These include:
 - Example: news, information, advice, water
12. Nouns only in the plural: Some nouns have only plural forms, usually denoting items that are made up of two parts or items that naturally come in pairs.
 - Example: trousers, shorts, scales

13. Nouns denoting nationality: Nouns that end in -ese or -ss have the same form for both singular and plural.

- Example: Japanese – Japanese

This classification system not only helps understand how to form plurals but also provides insight into the diverse ways that English nouns are structured. The rules and exceptions offer an opportunity for learners to grasp the nuances of English grammar and enhance their proficiency.

The Grammatical Case Forms of English Nouns

In English grammar, case refers to the role a noun plays in relation to other elements in a sentence. English nouns generally exhibit two core case forms:

1. The basic (common) case
2. The possessive (genitive) case

The Basic Case

This is the unmarked form of a noun—it does not carry any extra ending or modification. It is used for most functions in a sentence, such as subject or object, and simply represents the noun without indicating any particular grammatical relationship.

The Possessive Case

Used primarily to show ownership or association, this form is created by attaching 's to singular nouns (e.g., the girl's book). When dealing with plural nouns that already end in -s, only an apostrophe is added (e.g., the teachers' lounge). However, for irregular plurals that do not end in -s (like men, children), the possessive is formed by adding 's (e.g., children's toys). Phonetically, the possessive ending is often pronounced as /ɪz/, though this may not be visibly marked in writing.

Interestingly, the pronunciation of possessive endings often mirrors that of regular plural endings, even though their functions differ.

- [ɪz] after sibilant sounds (e.g., prince's)
- [z] after voiced consonants and vowels (e.g., boy's)
- [s] after voiceless consonants (e.g., Smith's)

Compound Nouns

In compound nouns or word combinations, the 's is added to the final element in the compound.

- Example: the editor-in-chief's remarks

Possession with Two Nouns

When two people share possession of something, 's is added to the second noun in the sequence:

- Example: Tom and Mary's sister

If two people each have something separately, 's is added to both nouns, and the modified noun is pluralized:

- Example: Tom's and Sona's books

Types of Genitive Case

1. Dependent Genitive

This type of genitive appears directly before the noun it qualifies and forms a close unit with it. It functions similarly to an adjective by describing or identifying the noun.

Example: Jack's car

2. Absolute Genitive

The absolute genitive stands alone and does not directly accompany the noun it refers to. It is often used in expressions where the noun is understood from context, and appears in various constructions such as fixed phrases, ellipsis, or expressions of ownership.

This form is used in various contexts:

- Local meaning: This form can indicate location or place, such as in the baker's (meaning the baker's shop or the baker's place).

With the preposition of: The absolute genitive can be introduced by the preposition **of**.

♣ Example: He's a friend of my parents. (O mənim valideynlərimin dostlarından biridir.)

Avoiding repetition: Sometimes the absolute genitive is used to avoid repeating a previously mentioned noun.

♣ Example: His performance is better than David's. (Onun məharəti Deviddən daha yaxşıdır.)

By understanding the structure and rules of the genitive case, learners can better grasp how possession and relationships between nouns are expressed in English grammar.

The genitive case is used:

1. With the nouns expressing time and distance: *An hour's drive*
2. With the names of countries and towns: *London's population*
3. With the nouns sun, moon, earth, river, world etc.
4. In some set-expressions: *to be at one's wit's end*

As a rule, the genitive case of English nouns denoting lifeless things is formed with the help of the preposition **of**: *the door of the room*

Countable and Uncountable Nouns

In English, nouns can be categorized into **countable** and **uncountable** types, depending on whether they represent objects that can be individually counted or those that cannot.

Countable Nouns

Countable nouns refer to individual items that can be counted. They represent distinct entities such as people, animals, places, or objects. These nouns can be used in both the singular and

plural forms and can be paired with numbers or the articles **a** or **an**.

Examples of countable nouns:

- **People:** teacher, student, doctor, child
- **Animals:** dog, cat, horse, bird
- **Objects:** book, table, car, apple
- **Places:** city, country, street, building
- **Ideas:** idea, suggestion, solution

For instance:

- There are three cars in the driveway. — *O yolda üç maşın var.*
- I bought an apple from the store. — *Mən o mağazadan alma almışam.*

Uncountable Nouns

Uncountable nouns refer to substances, concepts, or items that cannot be counted individually. These nouns usually represent a whole, a mass, or a collection of things, rather than individual, separable units. Uncountable nouns are always treated as singular and, therefore, require singular verbs.

Some categories of uncountable nouns include:

1. Abstract ideas and concepts:

- *Examples:* love, knowledge, freedom, happiness, education, information, advice
- *Example sentence:* Her knowledge of history is impressive. — *Onun tarix bilikləri heyranedicidir.*

2. Materials and substances:

- *Examples:* water, air, flour, sugar, oil, salt, gold, silver, cement
- *Example sentence:* Please pass the salt. — *Zəhmət olmasa, duzu ötürün.*

3. Weather-related terms:

- Examples: rain, snow, fog, wind, thunder, lightning, weather
- Example sentence: The weather is cold today.
— *Bu gün hava soyuqdur.*

4. Collective groups and collections:

- Examples: furniture, equipment, luggage, baggage, rubbish, clothing, jewelry
- Example sentence: The furniture in the room looks antique. — *Otaqdakı mebel qədim görünüür.*

5. Natural phenomena:

- Examples: air, oxygen, dust, sunshine, pollution
- Example sentence: There's too much pollution in the city. — *Şəhərdə həddindən artıq çirklənmə var.*

6. Activities or work-related terms:

- Examples: work, travel, research, homework, sleep
- Example sentence: He is busy with work today.
— *O bu gün işlə məşğuldur.*

7. Foods and beverages (when referred to in bulk or as a substance):

- Examples: butter, milk, cheese, rice, coffee, tea
- Example sentence: Would you like some coffee? — *Biraz qəhvə istəyərdinizmi?*

Special Considerations for Uncountable Nouns

- Uncountable nouns **cannot** be used with *a* or *an* because they refer to mass or abstract concepts.
- They also **do not** take plural forms.
- **Incorrect usage:** I bought a rice.

- **Correct usage:** I bought some rice. — *Mən biraz düyü aldım.*

Quantifying Uncountable Nouns

Although uncountable nouns cannot be counted individually, they can be quantified using certain expressions:

- **Some:** Can I have some water? — *Bir az su ala bilərəm?*
- **Much:** How much sugar do you need? — *Nə qədər şəkər lazımdır?*
- **A piece of:** He ate a piece of bread. — *O, bir tikə çörək yedi.*
- **A lot of:** She has a lot of homework. — *Onun çoxlu ev tapşırığı var.*
- **A bit of:** Can I have a bit of advice? — *Mən bir az məsləhət ala bilərəmmi?*

Summary

- **Countable nouns:** Individual items that can be counted (e.g., *book, dog, car*). These can be pluralized and take numbers or *a/an*.
- **Uncountable nouns:** Masses or concepts that cannot be counted (e.g., *water, advice, furniture*). They are always singular and do not take plural forms.

By understanding the distinction between countable and uncountable nouns, learners can more accurately use articles, plural forms, and quantifiers in their sentences.

EXERCISES:

I. For each of the following nouns, identify their morphological composition. Consider whether the noun is simple, derivative, or compound.

1. Lifeboat
2. Playground
3. Fingernail
4. Uncertainty
5. Dishwasher
6. Happiness
7. Workplace
8. Notebook
9. Friendship
10. Sunflower
11. Prejudgment
12. Loudspeaker
13. Homework
14. Glimpse
15. Repairman
16. Fireplace
17. Bookcase
18. Partnership
19. Weightlessness
20. Motorcycle
21. Unhappiness
22. Waterfall
23. Counterpart
24. Scarf
25. Highway

II. Put the noun in the genitive case

Rewrite the sentences, putting the nouns in the genitive case as needed.

1. The detective was intrigued by the behavior of the ...
employee. (manager)

2. They were discussing the ... offer at the meeting.
(company)
3. The scientist reviewed the ... research before the presentation. (team)
4. The ... argument seemed to have no clear conclusion.
(lawyer)
5. She was impressed by the ... abilities during the competition. (athlete)
6. The children enjoyed the ... toys they received on their birthday. (parent)
7. The ... habits of the workers were being analyzed for efficiency. (supervisor)
8. They were waiting for the ... decision on the proposal.
(committee)
9. He admired the ... talent in the painting. (artist)
10. The ... smile made her day brighter. (stranger)

III. For the following sentences, identify the type of noun (proper, common, collective, material, or abstract). Write the noun and its type.

1. The library was full of students reading books.
2. Water is essential for survival.
3. Creativity is a highly valued trait in any profession.
4. London is known for its iconic landmarks.
5. The team celebrated their victory after the match.
6. Joy filled the room during the holiday season.
7. The bottle was made of glass.
8. Friendship is the foundation of strong relationships.
9. The government has introduced new policies for the economy.
10. He offered some advice that helped me make a decision.

IV. Use the following words in sentences:

- **Money**
Example: She spent all her money on clothes during the shopping spree.
- **Proud**
Example: He felt proud of his team's victory at the tournament.
- **A stranger**
Example: The little boy was afraid to talk to a stranger in the park.
- **Be sure**
Example: I need to be sure that I locked the door before I leave.
- **As though**
Example: She seemed as though she had been ill for two weeks.
- **After a bit of thought**
Example: After a bit of thought, I decided to change my mind about the job offer.
- **An hour extra**
Example: I worked an hour extra last night to finish the project.
- **To gain one's point**
Example: He raised valid arguments to gain his point during the debate.
- **That is to say**
Example: She felt exhausted, that is to say, she needed a long rest.
- **In that way**
Example: If you organize your time in that way, you'll be more productive.

- **By the way**
Example: By the way, I heard you're planning a trip to Europe. Is that true?
- **For certain**
Example: I can't say for certain whether the meeting will take place tomorrow.
- **Westward**
Example: The explorers journeyed westward across the desert in search of treasure.
- **Eastward**
Example: The wind blew eastward from the coast, bringing cool air with it.
- **Exactly**
Example: That's exactly what I was looking for in the store.
- **Coincidence**
Example: It was pure coincidence that we met at the same restaurant in a different city.
- **Confused**
Example: She was confused by all the instructions given for the project.

UNIT 14



THE ARTICLE

Articles play a significant role in English grammar by helping to specify the noun in terms of definiteness or indefiniteness. They are part of the grammatical structure that defines whether a noun refers to something specific or something more general. To express specificity or generality, English employs two article types.

Types of Articles

1. The Indefinite Article: a / an

The indefinite articles **a** and **an** are used to refer to a noun that is non-specific, meaning it is one member of a larger group or category. Indefinite articles in English — **a** and **an** — are applied only to singular, countable nouns. The selection between the two depends not on spelling, but on pronunciation — specifically, the initial sound of the word that follows.

- **a** before words that start with a consonant sound.
 - Examples: *a cat, a dog, a book.*
- **an** before words that begin with a vowel sound.
 - Examples: *an apple, an orange, an hour.*

Note: Even if a word begins with a consonant letter, it may still require *an* if the first sound is a vowel (e.g., *an hour*), and vice versa.

Usage of Indefinite Articles:

1. To refer to something non-specific:

- Example: *I saw a bird outside the window. (The bird is not specific, just any bird.)*
Pəncərənin kənarında bir quş gördüm. (Quş spesifik deyil, sadəcə hər hansı bir quşdur).

2. To introduce something for the first time:

- *Example: I met a woman yesterday. (First mention of the woman, not specific.)*
Dünən bir qadınla tanış oldum. (Qadın haqqında ilk qeyd, konkret deyil).

3. To express “one” in number:

- *Example: I would like an apple and two bananas.*
Mən bir alma və iki banan istərdim.

4. To refer to a member of a group or class:

- *Example: She is a teacher. (Referring to any teacher, not a particular one.)*
O, müəllimdir. (Xüsusi bir müəllimə deyil, hər hansı bir müəllimə istinad edilir).

5. For jobs, nationalities, and religions:

- *Examples: He is a doctor, she is an American, John is an atheist.*
Kişi həkimdir, qadın amerikalıdır, Con ateistdir.

Plural Form: The plural form of *a* or *an* is **some**, which indicates an unspecified quantity greater than one:

- *Example: some apples, some chairs.*

2. The Definite Article: the

The definite article **the** is used to refer to a specific noun that both the speaker and the listener are familiar with. This article is used with singular and plural nouns alike, indicating that the noun is particular or unique in the context.

- **Pronunciation:** The pronunciation of *the* varies depending on the sound that follows it. It is pronounced [ðə] when followed by a consonant sound and [ði:] when followed by a vowel sound.
 - *Examples:*

- [ðə] – the car, the dog
- [ði:] – the apple, the elephant

The use of the definite article can also extend to specific classes or categories of things. For instance, when we refer to a particular group or member within a set, *the* is used:

- *Example: After biting me, the dog ran off. (Referring to a specific dog known to both the speaker and the listener.)*
Məni dişlədikdən sonra it qaçdı. (Həm danışanın, həm də dinləyicinin tanıdığı konkret itə istinad edilir).

In addition to its use with countable nouns, *the* can also be used with **noncount nouns** when referring to a **specific, known instance** of the noun:

- *Example: The water in the lake is cold. (Referring to a specific body of water.)*
Göldəki su soyuqdur. (Müəyyən bir su hövzəsinə aiddir).

Geographical Use of the

There are distinct rules regarding the use of *the* before geographical names:

- We use **the** with rivers, seas, oceans, and certain geographical areas.
 - *Examples: the Nile, the Sahara Desert, the Pacific Ocean.*
- However, we omit **the** with most countries, cities, and islands.
 - *Examples: France, Paris, Japan, Mount Fuji.*

Special Cases

- **Superlatives:**

The definite article is used with superlative adjectives to indicate the highest or lowest degree of quality.

- *Example: She is the smartest student in the class.*

O, sinfin ən ağıllı şagirdidir.

- **Nouns as adjectives (collective reference):**

The can also precede adjectives that represent a collective group, such as when referring to a category of people.

- *Example: We should respect the elderly.*

Biz yaşlılara hörmət etməliyik.

Special Cases for Articles

- **Articles with Noncount Nouns:**

Noncount nouns, which refer to things that cannot be counted (like *water*, *air*, or *furniture*), generally do not use articles unless referring to a specific instance.

- *Example: I need some advice. (Non-specific)*

Biraz məsləhətə ehtiyacım var.

- *Example: I drank the water. (Specific water)*

Suyu içdim. (Xüsusi su)

- **With Specific Meals:**

The article *the* is used when referring to a particular meal, but not when speaking about meals in general.

- *Example: I had the lunch you prepared. (A specific meal)*

Mən məhz sizin hazırladığınız naharı yedim.

- *Example: Lunch is at noon. (General reference)*

Nahar günortadır.

Articles serve a crucial function in clarifying whether a noun is specific or non-specific, whether it is being introduced for

the first time, or whether it is one among many. Understanding the correct usage of *the*, *a*, and *an* helps avoid confusion and ensures that the meaning of sentences is clear and precise. By following these rules, English speakers can more effectively communicate the intended level of specificity or generalization concerning nouns.

Exercises

I. Insert the correct definite or indefinite article (*a*, *an*, or *the*) in the blanks where applicable.

1. ___ laptop on the table is mine.
2. Do you have ___ umbrella? It looks like it might rain.
3. ___ Amazon is one of the largest rivers in the world.
4. She has been to ___ United States several times.
5. I have been to ___ Great Wall of China, and it was breathtaking.
6. ___ Eiffel Tower is in Paris.
7. I need ___ orange from the fridge.
8. I saw ___ amazing movie last night.
9. Have you ever been to ___ zoo in Berlin?
10. ___ sun is shining brightly today.
11. They are going to ___ beach later this afternoon.
12. I don't think he will make it in time for ___ meeting.
13. I have visited ___ Himalayas; it was an unforgettable trip.
14. She gave me ___ interesting book on history.
15. ___ Internet is an essential tool for modern communication.
16. We need to buy ___ new sofa for the living room.
17. I want to eat ___ apple.
18. ___ Pacific Ocean is the largest ocean on Earth.
19. I had to stay in ___ hospital for a few days.

20. It was ____ cold morning when we arrived at the station.

II. Complete the sentences with the correct article (*a, an, or the*).

1. We stayed in ____ beautiful hotel near the coast.
2. ____ London is the capital of ____ United Kingdom.
3. Could you please pass me ____ salt?
4. ____ movie we watched last night was fantastic.
5. ____ Sahara Desert is known for its extreme heat.
6. She has never been to ____ Italy.
7. ____ Christmas holiday is always a time of joy.
8. I want to visit ____ Eiffel Tower one day.
9. There's ____ problem with the internet connection.
10. We had ____ great time at the concert yesterday.
11. My brother is ____ engineer and my sister is ____ doctor.
12. He is waiting for ____ bus at ____ station.
13. We should go to ____ museum tomorrow.
14. I think ____ weather is going to improve later.
15. Have you ever traveled to ____ Australia?
16. They were playing ____ game when I arrived.
17. He made ____ delicious sandwich for lunch.
18. ____ history of the Roman Empire is fascinating.

III. Use the definite article to fill in the missing parts where needed.

1. She gave me ____ best advice I've ever received.
2. ____ book you gave me was excellent.
3. I've just heard ____ news; they are getting married!
4. They visited ____ Statue of Liberty when they were in New York.
5. She loves visiting ____ art galleries on weekends.

6. ____ President of ____ United States has a lot of responsibilities.
7. They traveled to ____ Alps for skiing.
8. ____ Mediterranean Sea is known for its clear waters.
9. The restaurant is located near ____ Central Park.
10. ____ Queen is visiting ____ hospital to meet patients today.
11. We have tickets to see ____ Lion King at ____ theater.
12. The earthquake struck near ____ coast of Japan.
13. I can't believe ____ weather today!
14. The car was parked outside ____ house.
15. We're planning to visit ____ Great Barrier Reef in Australia.
16. She won ____ gold medal in ____ competition.
17. I've never seen ____ Mona Lisa in person.

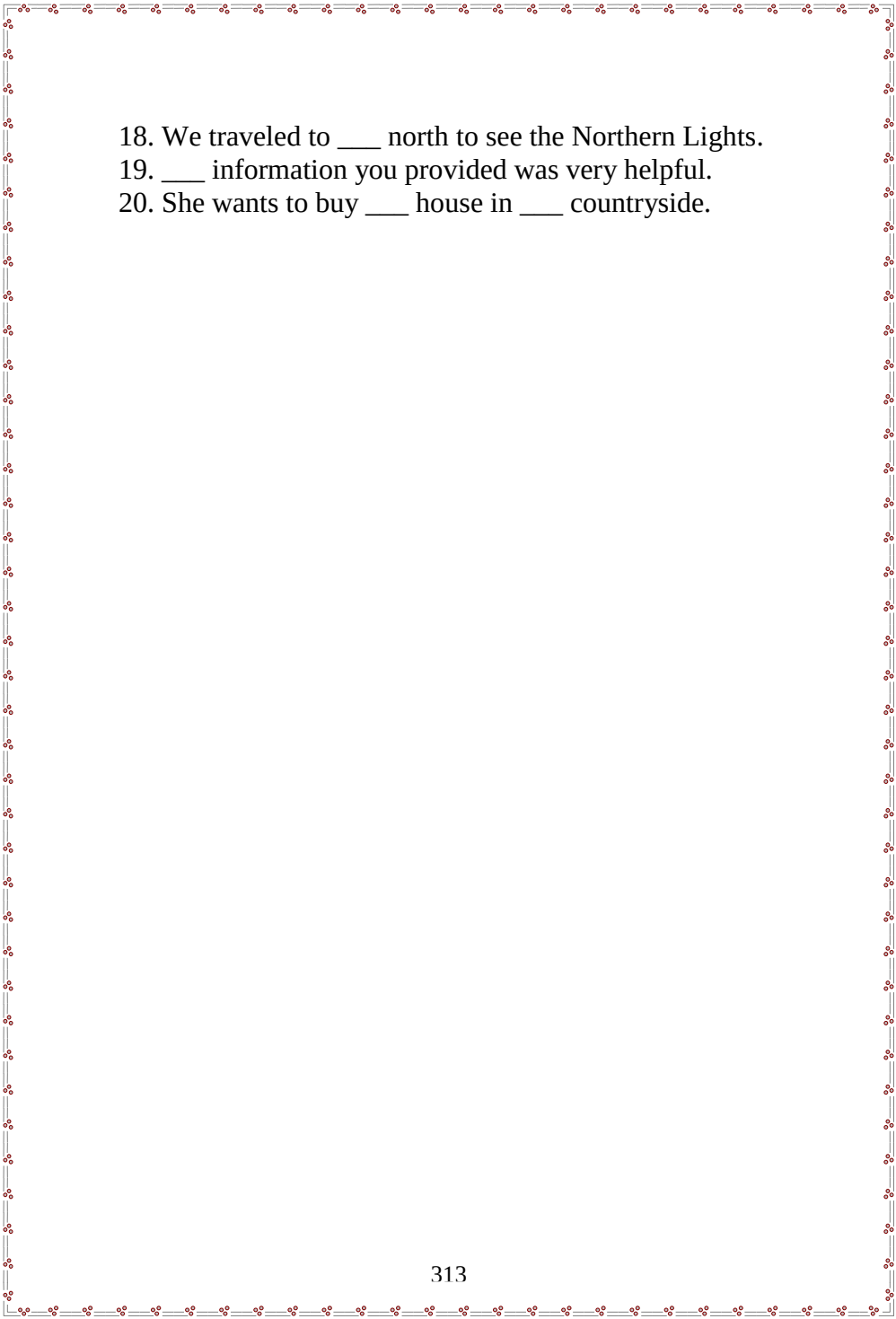
IV. Choose the correct article or leave the space blank.

1. I bought ____ apple, ____ orange, and ____ banana from the market.
2. We saw ____ deer in the forest during our hike.
3. ____ Mount Everest is located in Nepal.
4. They live in ____ United States, but they are from ____ Mexico.
5. She has ____ dog and ____ cat.
6. I'm thinking of getting ____ new phone next month.
7. ____ China is famous for its ancient culture.
8. He's studying to become ____ lawyer.
9. We went to see ____ Great Wall of China last year.
10. She's waiting for ____ bus at ____ stop.
11. ____ Moon shines brightly at night.
12. I have seen ____ advertisement for ____ new movie.
13. There is ____ nice park near my house.

14. He plans to visit ____ Italy this summer.
15. ____ Internet can be a source of valuable information.
16. The children are playing in ____ garden.
17. I have been to ____ London many times.
18. They walked to ____ beach for ____ afternoon swim.
19. It's ____ difficult problem to solve.
20. Have you ever been to ____ Italy? I heard it's beautiful.

V. Add the correct article (*a*, *an*, or *the*) in the blanks where needed.

1. She's planning to move to ____ new city next month.
2. He took ____ book and went to ____ park.
3. Have you ever been to ____ Great Wall of China?
4. ____ Earth revolves around ____ Sun.
5. I don't know why ____ book I wanted is out of stock.
6. They are visiting ____ museum to see ____ new exhibit.
7. ____ Pacific Ocean is the largest ocean in the world.
8. I heard that ____ movie we watched was based on ____ true story.
9. We visited ____ Italy last summer and it was amazing.
10. We had ____ opportunity to travel abroad for ____ first time last year.
11. I need to buy ____ new pair of shoes.
12. She gave me ____ best advice on how to solve the problem.
13. I'll see you at ____ airport tomorrow.
14. There was ____ loud noise outside my window last night.
15. I love to spend time with ____ family.
16. ____ Himalayas are known for their stunning beauty.
17. The company hired ____ consultant to improve its business strategies.

- 
18. We traveled to ____ north to see the Northern Lights.
19. ____ information you provided was very helpful.
20. She wants to buy ____ house in ____ countryside.

UNIT 15

NUMERALS IN ENGLISH GRAMMAR

In the study of English grammar, numerals play a critical role in expressing quantity, sequence, proportion, and frequency. They function within syntactic structures as determiners, modifiers, or even pronouns, facilitating precise and economical expression. This section aims to examine the various classifications of numerals, their grammatical properties, syntactic behavior, and usage conventions. Particular attention will be paid to the intersection between form and function, as well as distinctions between grammatical and lexical characteristics.

Classification of Numerals

Numerals in English can be categorized into the following principal types:

- **Cardinal numerals:** denote quantity (e.g., one, two, three).
- **Ordinal numerals:** indicate rank or sequence (e.g., first, second, third).
- **Multiplicative numerals:** express frequency of repetition (e.g., once, twice, three times).
- **Fractional numerals:** represent parts or divisions of a whole (e.g., half, one-third).

- **Collective numerals:** refer to units of measurement or grouped items (e.g., dozen, pair, score).

Cardinal Numerals: Quantitative Determiners

Cardinal numerals serve as the primary means of indicating countable quantity. They typically function as determiners within noun phrases.

Examples:

- Three participants submitted their reports. — Üç iştirakçı öz ərizələrini təqdim edib.
- Ten students were absent. — On tələbə iştirak etmirdi.

Syntactically, cardinal numerals precede the noun they modify and are not inflected for number. They may also function pronominally:

- Of the applicants, only five were selected.

Ordinal Numerals: Indicators of Sequence

Ordinal numerals designate position or order within a sequence. They differ from cardinal numerals both in form and function.

Examples:

- She placed third in the competition. — O, yarışmada üçüncü olub.
- This is the twenty-second chapter. — Bu iyirmi ikinci fəsildir.

Unlike cardinals, ordinals can occur with definite articles and function adjectivally within noun phrases:

- The first respondent provided detailed answers. — İlk cavabdeh ətraflı cavablar verdi.

Multiplicative Numerals: Expressions of Frequency

Multiplicative numerals indicate how many times an event or action occurs. The most common forms are:

- once (1 time)
- twice (2 times)
- thrice (3 times; archaic/formal)
- "X times" for all numbers greater than three

Examples:

- The experiment was conducted twice. — Sınaq iki dəfə aparılıb.
- They met three times during the term. — Onlar semestr ərzində üç dəfə görüşdülər.

Fractional Numerals: Proportional References

Fractional numerals represent parts of a whole, often used in both colloquial and formal contexts. They typically consist of a cardinal numerator and an ordinal denominator.

Examples:

- One-half of the population is urban. — Əhalinin yarısı şəhərlidir.
- Three-quarters of the class passed. — Sınıfın dördə üçü keçdi.

Fractions may act as subjects or complements and agree with singular or plural verbs depending on context.

Collective Numerals: Set Quantifiers

Collective numerals describe grouped quantities and are frequently used in commercial and informal registers.

Examples:

- A dozen eggs were purchased. — Onlarla yumurta alındı.
- She owns several pairs of shoes. — Onun bir neçə cüt ayaqqabısı var.

These numerals often combine with measurement units and can imply approximation or standardized quantities.

Syntactic Functions of Numerals

Numerals can fulfill various syntactic roles within sentences, functioning as determiners, heads of noun phrases, or post-determiners. They can also serve as modifiers within compound constructions:

- **As determiners:** Numerals usually precede the noun and act as determiners to specify exact quantity.
Example: Five students attended the lecture. — Mühazirədə beş tələbə iştirak etdi.
- **As post-determiners:** When combined with other determiners like articles or demonstratives.
Example: The last two questions were difficult. — Son iki sual çətin idi.

- **As pronouns:** Numerals may stand alone in the noun phrase.

Example: Only three remained. — Cəmi üçü qaldı.

- **In compound noun phrases:** Numerals function as modifiers.

Example: A three-week seminar. — Üç həftəlik seminar.

Numerals often co-occur with quantifiers and adjectives, and their syntactic position affects sentence meaning and emphasis.

Morphological Characteristics

From a morphological perspective, English numerals are relatively stable and exhibit limited inflectional variation. Their regular forms, however, are subject to lexical derivation and compounding:

- **Cardinal numerals:** Generally do not inflect for number or case. Exceptions include plural expressions such as "hundreds" or "thousands" used idiomatically.
Example: Thousands of people attended. — Minlərlə adam iştirak etdi.
- **Ordinal numerals:** Are typically formed from cardinal bases with morphological modifications: one → first, two → second, three → third, etc.
- **Hyphenation:** Compound forms (twenty-one, thirty-five) and their ordinal counterparts (twenty-first) are written with hyphens.

- **Lexicalization:** Some numerals become part of fixed expressions or idioms.

Example: catch-22, seventh heaven.

Morphologically, numerals also contribute to compound adjectives and nominal modifiers, influencing the structure and clarity of noun phrases.

Usage Conventions and Orthographic Norms

- Spell out numbers from one to ten in formal prose; use numerals for higher values.
- Maintain consistency within categories (e.g., avoid mixing "4 cats and eleven dogs").
- Use numerals for dates, times, addresses, percentages, and statistical data.

Examples:

- Nine participants completed the survey. — Doqquz iştirakçı sorğunu tamamladı.
- The response rate was 87.5%. — Cavab dərəcəsi 87,5% təşkil edib.

Summary

Numerals constitute a unique grammatical category with both lexical and syntactic significance. They facilitate quantitative precision and support a wide array of communicative functions in academic, professional, and casual discourse. A solid grasp of numeral types and their uses enhances grammatical competence and contributes to effective language instruction and analysis.

Exercises on Numerals in English Grammar

1. Identify the type

Classify each numeral in the following sentences as cardinal, ordinal, fractional, multiplicative, or collective.

- A) She arrived third in the competition.
- B) He gave me a dozen eggs.
- C) We visited Paris twice last year.
- D) Only one-third of the applicants were selected.
- E) They planted five trees in the backyard.

2. Fill in the blanks with appropriate numerals

Use suitable numerals to complete the sentences.

- A) He has visited this museum _____ times.
- B) _____ of the cake was eaten before the party started.
- C) The _____ floor of the building has a rooftop garden.
- D) We saw _____ lions at the zoo.
- E) A _____ of students raised their hands.

3. Correct the hyphenation

Rewrite these numerals with correct hyphenation.

- A) twenty-one
- B) thirty-five
- C) one hundred and twenty-three
- D) sixty-nine
- E) ninety-seventh

4. Convert words to numerals and vice versa

Write the following numbers as words and words as numerals.

- A) 47
- B) eighty-two
- C) 109
- D) nineteen
- E) 235

5. Sentence rewriting with ordinals

Rewrite the following sentences using ordinal numerals.

- A) She is in position number 4.
- B) This is my apartment number 11.
- C) He finished in place number 1.
- D) The event will happen on the 3rd day of the month.
- E) She lives on floor number 6.

6. Choose the correct form

Select the correct numeral form from the options.

- A) I've seen that movie (once / one / first).
- B) We ate (third / three / three times) as much as they did.
- C) The (fifteen / fifteenth / fifteenth) chapter is my favorite.
- D) He spent (hundreds / hundred / hundredth) of dollars on books.
- E) They own (two / pair / double) of those cars.

7. Identify syntactic function

For each sentence, identify the syntactic function of the numeral (determiner, post-determiner, pronoun, modifier).

- A) Five students passed the test.
- B) The last two questions were difficult.
- C) Only three remained.
- D) A five-day workshop was conducted.
- E) The next four meetings are canceled.

8. Fractions in context

Use fractional numerals to describe portions of a whole in real-world scenarios.

- A) Describe how much of a pizza was eaten.
- B) Indicate how much time you spent studying compared to leisure.
- C) Express how many books you read out of your reading list.

- D) Use fractions to describe water consumption.
E) Express sports scores or percentages using fractions.

9. Collective numerals application

Fill in the blanks with appropriate collective numerals.

- A) He bought a _____ of socks.
B) We need a _____ of pencils for the test.
C) A _____ of birds flew overhead.
D) She picked a _____ of flowers from the garden.
E) They drank a _____ of milk each.

10. Error correction

Each of the following sentences contains an error involving a numeral. Identify and correct it.

- A) I have two dozens of pens.
B) She was the thirty two guest to arrive.
C) He visited the site one time.
D) There are five hundreds students in the hall.
E) One-fourths of the class were late.

UNIT 16



THE PRONOUN

Pronouns

Pronouns are words used in place of nouns to avoid repetitive use of the same noun in sentences. Pronouns are classified into seven categories:

- **Personal pronouns:** I, you, he, she, it, we, you, they, me, you, him, her, it, us, you, them, mine, yours, his, hers, its, ours, yours, theirs
- **Demonstrative pronouns:** this, these, that, those
- **Interrogative pronouns:** who, whom, which, what
- **Relative pronouns:** who, whom, that, which, whoever, whichever, whomever

- **Indefinite pronouns:** all, another, any, anybody, anyone, anything, each, everybody, everyone, everything, few, many, nobody, none, one, several, some, somebody, someone
- **Reflexive pronouns:** myself, yourself, himself, herself, ourselves, yourselves, themselves
- **Intensive pronouns:** myself, yourself, himself, herself, ourselves, yourselves, themselves

Personal Pronouns

Subject Pronouns: These include *I, we, he, she, they*, or *who* and are used to represent the subject of the sentence. They indicate the individual or thing that is carrying out the action. Usually, subject pronouns are placed at the start of a sentence, preceding the verb.

Object Pronouns: These pronouns (*me, us, him, her, them*, or *whom*) replace the object of the verb. They typically appear after a verb or preposition.

Possessive Pronouns: These pronouns show ownership and are used instead of repeating the noun. Examples:

1. **Mine** – That house is prettier than mine. (*O ev mənimkindən gözəldir.*)
2. **Yours** – Your kids are better at math than yours. (*Onun uşaqları riyaziyyatda sizinkindən daha yaxşıdır.*)
3. **His** – This is not my car, it's his. (*Bu mənim maşınım deyil, onunkudur.*)
4. **Hers** – I took my boyfriend to the party; she took hers. (*Mən sevgilimi qonaqlığa aparmışdım, o da özününkünü aparmışdı.*)

5. **Its** – The cat chased its tail. (*Pişik quyruğunu qovaladı.*)
6. **Ours** – That house is yours, and this one is ours. (*O ev sənindir, bu da bizimdir.*)
7. **Yours** – We'll call our parents; you call yours. (*Biz valideynlərimizi çağıracağıq, siz özünüzlə çağırın.*)
8. **Theirs** – The motorcycles are theirs. (*Motosikllər onlarınkıdır.*)

Reflexive Pronouns

Reflexive pronouns are used when the subject and object in a sentence refer to the same entity. These pronouns end with *-self* for singular and *-selves* for plural subjects. Examples:

1. **Myself** – I decided to treat myself to a nice meal. (*Qərara gəldim ki, özümü gözəl bir yeməklə əzizləyim.*)
2. **Yourself** – You should be proud of yourself for all your hard work. (*Bütün zəhmətinizə görə özünüzlə fəxr etməlisiniz.*)
3. **Himself** – He injured himself while playing basketball. (*Basketbol oynayarkən o, özünü zədələdi.*)
4. **Herself** – She taught herself to play the guitar. (*O, gitara çalmağı özü öyrəndi.*)
5. **Itself** – The cat groomed itself after eating. (*Pişik yeməkdən sonra özünə qulluq etdi.*)
6. **Ourselves** – We are going to challenge ourselves by running a marathon. (*Biz marafon qaçmaqla özümüzə meydan oxuyacağıq.*)
7. **Yourselves** – Help yourselves to the snacks in the kitchen. (*Mətbəxdə qəlyanaltılara qonaq olun.*)

8. **Themselves** – They need to focus on themselves before helping others. (*Başqalarına kömək etməzdən əvvəl onlar özlərinə diqqət yetirməlidirlər.*)

Intensive (Reflexive) Pronouns

Intensive pronouns are used to **emphasize** a noun or pronoun within the sentence. Though they appear the same as reflexive pronouns, their role is different — they serve to emphasize rather than reflect.

Examples:

1. **Myself** – I myself cannot believe I did this. (*Mən özüm də bunu etdiyimə inana bilmirəm.*)
2. **Yourself** – You yourself admitted you didn't want to come. (*Sən özün də gəlmək istəmədiyini etiraf etdin.*)
3. **Himself** – He himself repaired the car. (*O, maşını özü təmir etdi.*)
4. **Herself** – She herself cooked the dinner. (*Axşam yeməyini o, özü bişirdi.*)
5. **Itself** – The computer itself turned off. (*Kompüter özü söndü.*)
6. **Ourselves** – We ourselves decided to take a short break. (*Biz özümüz qısa fasilə vermək qərarına gəldik.*)
7. **Yourselves** – You yourselves should be proud of your achievements. (*Siz özünü nailiyyətlərinizlə fəxr etməlisiniz.*)
8. **Themselves** – They themselves couldn't believe they had won. (*Onlar özləri də qalib gəldiklərinə inana bilmirdilər.*)

Demonstrative Pronouns

Demonstrative pronouns are used to refer to specific objects, people, or places.

- **This** – This book belongs to me. (*Bu kitab mənə məxsusdur.*)
- **These** – These are my keys. (*Bunlar mənim açarlarımdır.*)
- **That** – That is your house over there. (*Oradakı sənin evidir.*)
- **Those** – Those are their cars. (*Onlar o adamların maşınlarıdır.*)

Interrogative Pronouns

Interrogative pronouns are used to form questions, referring to an unknown subject or object.

- **What** – What is your favorite color? (*Ən sevdiyiniz rəng hansıdır?*)
- **Which** – Which one do you want? (*Hansıni istəyirsən?*)
- **Who** – Who is attending the meeting? (*Görüşdə kim iştirak edir?*)
- **Whom** – Whom did you call? (*Kimə zəng etdin?*)
- **Whose** – Whose shoes are these? (*Bu kimin ayaqqabılarıdır?*)

Indefinite Pronouns

Indefinite pronouns refer to unspecified persons or things and can be singular, plural, or both.

- **Singular:** another, anybody, anyone, anything, each, everybody, everyone, everything, nobody, no one, one, somebody, someone
- **Plural:** both, few, many, several
- **Singular/plural:** all, any, more, most, none, some

Examples:

- **Subject:** Nobody knows what to do. (*Heç kim nə edəcəyini bilmir.*)
- **Object:** She was speaking to someone on the phone. (*O, telefonda kiminləsə danışdı.*)

Other uses:

- **Unknown person:** I saw somebody sneaking around. (*Gördüm ki, kimsə gizlicə ətrafa baxır.*)
- **General amount:** Most of the students left, but several of them are still here. (*Tələbələrin çoxu getdi, amma bir neçəsi hələ də buradadır.*)
- **Totality or absence:** We tried everything, but nothing worked. (*Hər şeyi sınadıq, amma heç nə alınmadı.*)

Relative Pronouns

In English, the relative pronouns are **which**, **that**, **who**, and **whom**. These words can also function as other parts of speech. A relative pronoun represents the antecedent. A clause beginning with a relative pronoun answers questions such as *which one? how many? or what kind?*

- **Who:** refers to a person (subject)
- **Whom:** refers to a person (object)
- **Which:** refers to an animal or thing
- **What:** refers to a nonliving thing
- **That:** refers to a person, animal, or thing

Relative clauses are typically introduced by relative pronouns, and the relative pronoun can function as a possessive pronoun, an object, or a subject.

When relative pronouns introduce **restrictive relative clauses**, **no comma** is used to separate the clause from the main sentence.

Exercises:

I. Use a possessive pronoun in the gap in each sentence based on the word(s) in parentheses.

1. The book is (John)
2. I think we should go in (the boy's car)
3. That house is (Kathy)
4. Do you hear the telephone? I think it's (my telephone)
5. I'm sure it's (the computer that belongs to my sister and me)
6. Look at that car. It's (Mary and Peter)
7. That dog over there is (Henry)
8. Those bicycles are (Jack and Peter)
9. No, that one is (you)
10. Yes, that one is (I)

II. Identify and underline each reflexive pronoun, and circle each intensive pronoun in the following sentences.

1. The puppy frightened itself upon observing its own shadow.
2. You, yourselves, are capable of leading the singing tonight.
3. He purchased a computer for himself at the garage sale.
4. I, myself, forgot to bring the luggage.
5. They cast their votes for the unfamiliar candidate on their own.
6. You allowed yourself to indulge in too much chocolate.
7. Bonita composed the music playing in the background by herself.
8. We will master the new dance on our own.

9. Did you, yourself, make progress in the rankings after the first round of play?
10. They allocated ample time for themselves to reach the arena.
11. He personally assured us that it would not rain during our picnic.
12. The train, by itself, appeared to stop abruptly.
13. We made a promise to ourselves that we would watch that movie on Friday night.
14. You have visited Virginia many times by yourself.

III. Underline each reflexive pronoun and circle each intensive pronoun.

1. I myself decided to change my major after much consideration.
2. The baby amused itself by playing with a spoon.
3. You yourselves should take credit for the success.
4. He hurt himself while trying to lift the box.
5. The mayor herself attended the fundraiser.
6. They themselves handled the entire renovation.
7. We taught ourselves how to use the software.
8. Did you yourself see the incident occur?
9. The cat cleaned itself thoroughly after dinner.
10. I promised myself I would finish this by Friday.
11. She herself admitted that she was wrong.
12. You should allow yourself time to rest.
13. The computer rebooted itself during the update.
14. We ourselves forgot to lock the door.
15. They rewarded themselves with a nice vacation.

IV. Circle each demonstrative pronoun and underline each indefinite pronoun.

1. That was the most exciting performance of the night.
2. Nobody was able to identify the strange noise.
3. These are the files we need to review before the meeting.
4. Everyone in the team gave their best effort.
5. This is clearly not the correct procedure.
6. All were satisfied with the final decision.
7. Several of the guests stayed late to help clean up.
8. Those were chosen as finalists by the jury.
9. Each of the students received a certificate.
10. Somebody left their phone on the table.
11. Many were surprised by the announcement.
12. This needs to be returned to the sender immediately.
13. Both understood the risks involved in the mission.
14. Few were prepared for the sudden change in weather.
15. That remains one of the most debated topics.

V. Underline the indefinite pronouns in the following paragraph. There are 8 in all.

I went on another trip last week. Few have visited the park I saw because everyone visits Yellowstone. I saw something moving in the woods, but could not see it clearly. Then there was more movement and everybody saw it. It could have been a bear or maybe just the wind. Nobody could figure it out, but we had many guesses. The scenery there was gorgeous; one could see for miles. Anybody would love that one view of the valley because nothing on earth is more beautiful.

UNIT 17



THE ADJECTIVE

Adjectives are words that express the qualities or conditions of nouns.

Examples include: enormous, silly, yellow, fun, fast.

They function by modifying nouns, but they do not modify verbs, adverbs, or other adjectives.

Example:

- My cake should have sixteen candles. – Mənim tortumda on altı şam olmalıdır.

Degrees of Adjectives

Adjectives appear in three different forms, which are referred to as degrees:

- Absolute
- Comparative
- Superlative

Absolute adjectives describe a noun without any comparison.

Example:

- This book is interesting. – Bu kitab maraqlıdır.

Comparative adjectives are used to compare two or more items. For most adjectives with one syllable, the comparative form is made by adding **-er** (or just **-r** if the word ends in **e**). Some two-syllable adjectives also take **-er**, especially those ending in **-er**, **-le**, **-ow**, **-ure**, or **-y** (for **-y**, change it to **-ier**). For adjectives with three or more syllables, the word **more** is used before the adjective.

Examples:

- A cooler guy – Daha soyuqqanlı oğlan
- The book I read yesterday was more interesting than the one I read today. – Dünən oxuduğum kitab bu gün oxuduğum kitabdan daha maraqlı idi.

Superlative adjectives are used to show that something has the highest or lowest degree of a certain quality. One-syllable adjectives become superlatives by adding **-est** (or just **-st** if they already end in **e**). Similar to comparatives, some two-syllable adjectives use **-est**, especially those ending in **-y** (change **-y** to **-iest**). For adjectives with three or more syllables, the word **most** is placed before the adjective. Usually, the definite article **the** is used with superlative adjectives.

Examples:

- She is the kindest person I know. – O, tanıdığım ən mehriban insandır.

- That was the most difficult question on the test. – Bu imtahanda o, ən çətin sual idi.

Types of Adjectives

Adjectives can be divided into different categories based on their functions when used in a sentence. The different types of adjectives are:

- Possessive adjectives
- Interrogative adjectives
- Demonstrative adjectives
- Compound adjectives

Possessive Adjectives

These adjectives, like possessive pronouns, are used to show or represent possession of a quality.

Example:

- My, your, his, her, their, its, whose, etc.

Interrogative Adjectives

An adjective that is used to modify a noun or a pronoun by asking a question is called an **interrogative adjective**. There are only a few adjectives that can be termed as interrogative adjectives. They are: **whose**, **what**, and **which**.

Demonstrative Adjectives

Demonstrative adjectives are mainly used to describe the position of a subject (a noun or pronoun) in space or time.

This, **that**, **these**, and **those** are the demonstrative adjectives.

Compound Adjectives

Compound adjectives consist of two or more adjectives that are combined together to form an adjective that can be used to

modify the subject.

Some examples of compound adjectives are: **cotton-tailed**, **curly-haired**, **absent-minded**, **happy-go-lucky**, etc.

Morphological Classification of Adjectives

Adjectives may be classified into the following groups according to the morphological structure:

- Simple
- Derivative
- Compound

There are no added prefixes or suffixes in simple adjectives:

good, green, large

Derivative adjectives take suffixes and prefixes.

SUFFIXES

-able, -ible

-Al, -ial

-ful

-ic

-ical

-ish

-ive, -ative

-less

-Eous, -ious, -ous

-y

-un

EXAMPLES:

comfortable, readable, incredible

comical, normal, musical, industrial

beautiful, harmful, peaceful, wonderful

classic, economic, heroic, romantic

alphabetical, political

british, childish, irish, foolish

active, alternative, creative, talkative

endless, motionless, priceless, timeless

anxious, dangerous, famous

angry, busy, wealthy, windy

happy – unhappy

-in

complete-incomplete

-ir

regular – irregular

-im

possible – impossible

-il

legal – illegal

Substantivization of adjectives

The substantivization of adjectives consists of making an adjective assume the functions of a noun in a sentence or sentence. When the adjective is substantiated, it is also accompanied by direct modifiers, such as articles, numeral adjectives, possessives, demonstratives, etc.

Example:

- The young – *gənclər*, the beautiful – *gözəllər*, the invited – *dəvətlilər*, the English – *ingilislər*

Exercises:

I. Complete each sentence by selecting the correct form (positive, comparative, or superlative) of the adjective indicated in brackets.

1. He is ... (rich) than his neighbours.
2. The brides were much ... (young) than the grooms.
3. He is too ... (intelligent) to be taught.
4. He is ... (clever) than I thought him to be.
5. When the old woman became ... (strong), she began to move about.
6. He is much ... (good) now.
7. The offer was too ... (good) to be true.
8. He fishes with ... (great) success than I do.
9. Shakespeare is the ... (great) playwright in English.

10. The ... (bad) thing of all was that his son was rude to him.

11. Jane was the ... (good) player of the two.

II. Insert the correct articles before the substantivized adjectives, where applicable.

1. He learned the difference between ... poor and ... rich.
2. The rich of this village are responsible.
3. The young at heart are always a joy to be around.
4. The elderly are beginning to demand their rights.
5. She had taken great care with her appearance – her dress, blending with her skin tone, seemed to draw attention to the green of her eyes.
6. His face turned pale. The discolored blood beneath her unhealthy complexion appeared to be a strange purple.
7. The sky displayed a light, radiant blue, yet despite the early hour of the afternoon, a veil of mist was beginning to settle over the vivid grass.
8. His eyes, though large and blue, had a blue that was extremely faint, giving them a somewhat fatigued look.
9. I take pride in my hair. It's black – a real black, not a dark brown.
10. In the west, the sun resembled a droplet of burning gold, gradually nearing the edge of the world.

UNIT 18

ADVERB

What is an adverb?

A word that describes a verb, adjective, or another dverb.

Types of adverbs

Manner

Place

Time

Degree

Frequency

Examples in sentences

She sings beautifully.
He is waiting outside.

I will go later.
It is very hot.

Where adverbs go in a sentence



THE ADVERB

An adverb functions to modify or describe a verb, adjective, another adverb, a determiner, a clause, a preposition, or even a full sentence.

Its role is to qualify or modify the meaning of a verb.

Formation of Adverbs

Adverbs are commonly created by adding the suffix **-ly** to an adjective:

- **Adjective → Adverb**
- Dangerous → dangerously
- Careful → carefully
- Nice → nicely
- Horrible → horribly
- Easy → easily
- Electronic → electronically

Irregular Adverb Forms

Some adjectives undergo a different transformation when becoming adverbs:

- **Adjective → Adverb**
- Good → well
- Fast → fast
- Hard → hard

Special Rules

- When an adjective ends in **-y**, the **y** is replaced with **-i** before adding **-ly**:
→ happy → happily
But for some adjectives like **shy**, the form remains **shyly** without dropping the **y**.
- If an adjective ends in **-le**, the **-le** is replaced with **-ly**:
→ terrible → terribly

- If an adjective ends in **-e**, just add **-ly**:
→ safe → safely

Important Clarification

Not every word that ends in **-ly** is an adverb:

- Some **adjectives** end in **-ly**:
friendly, silly, lonely, ugly
- Some **nouns** end in **-ly**:
ally, bully, Italy, melancholy
- Some **verbs** end in **-ly**:
apply, rely, supply

Also, adjectives that end in **-ly** typically do not have corresponding adverbs.

Categories of adverbs

manner	degree	frequency	time	place
tactfully	just	always	now	below
knowingly	very	usually	soon	between
sadly	quite	normally	usually	above
seriously	rather	sometimes	always	behind
happily	enough	often	later	through

manner	degree	frequency	time	place
unexpectedly	extremely	rarely	today	around
meticulously	too	never	for a year	so forth

Comparing Adverbs

Much like adjectives, many adverbs express degrees of comparison. Some adverbs, called flat adverbs, maintain the same form as their adjective equivalents in comparative and superlative structures. Nonetheless, it's generally better to choose adverbs or verbs that convey a stronger and more precise meaning than to rely on such comparisons.

- **Absolute (positive) form:**
→ He smiled warmly. - O, hərarətlə gülümsədi.
→ They handed me a hastily written note. - Onlar mənə tələsik yazılmış bir qeyd verdilər.
- **Comparative form (for adverbs ending in -ly): use more before the adverb:**
→ He smiled more warmly than the others. - O, digərlərindən daha hərarətlə gülümsədi.
→ The more hastily written note held the key. - Daha tələsik yazılmış qeyd açar oldu.
- **Superlative form: use most before the adverb:**
→ He smiled most warmly of all. - O, hamıdan çox hərarətlə gülümsədi.
→ The most hastily written note on the desk went

unnoticed. - Stolun üstündəki ən tələsik yazılmış qeyd diqqətdən kənarda qaldı.

Exercises:

I. Complete the sentences by using the appropriate form of the words given in brackets.

1. He looked at me ... when I interrupted him. (angry)
2. Marty and Judith are ... married. (happy)
3. I lost the game because I had been playing ... It was even ... than last season's game. (bad, bad)
4. The boss is always ...-informed. There's not much you can hide from him. (good)
5. My French isn't very ... But I can understand him ... if he speaks ... (good, perfect, slow)
6. The film was ... I haven't seen one as ... as that before. (terrible, bad)
7. Sue was ... upset about losing her job. (terrible)
8. Expensive hotels are often ... than ... ones. (comfortable, cheap)
9. They discussed ... technical matters in the meeting. (high)
10. Do you want to pay ...? (separate)
11. They have to work ... for a living, but if you look at other people, they ... work at all. (hard, hard)
12. The children behaved ... so they were allowed to go to the party. (good)
13. It's the ... painting in the whole exhibition. (valuable)
14. I ... drove my car into the river. It was pretty (near, close)
15. The cook prepared an ... lunch for the guests. (excellent)
16. She had ... money to spend than last year. (little)
17. ... Paris is quite a ... city. (obvious, love)

18. Jerry is the ... student in my whole class. (bad)
19. The man became ... when the guard asked him to leave. (violent)
20. The exam was ... easy. (surprising)

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

1. John carried the dish _____. (careful / carefully)
2. Julia has a ____ personality. (careful / carefully)
3. I hurried ____ towards the station. (quick / quickly)
4. The trip was _____. (quick / quickly)
5. You appear _____. Didn't you get enough rest? (tired / tiredly)
6. The child rubbed her eyes _____. (tired / tiredly)
7. She performed the song _____. (happy / happily)
8. You seem _____. (happy / happily)
9. I use English _____. (well / good)
10. Her English skills are _____. (well / good)
11. She prepares food _____. (terrible / terribly)
12. He is known as a ____ chef. (terrible / terribly)
13. The music was _____. (beautiful / beautifully)
14. She plays the piano _____. (beautiful / beautifully)
15. That was a ____ answer. (clever / cleverly)
16. She answered _____. (clever / cleverly)
17. Your flat seems ____ today. (tidy / tidily)
18. He put the dishes away _____. (tidy / tidily)
19. He spoke _____. (warm / warmly)
20. She is a very ____ person. (warm / warmly)

UNIT 19

THE CONJUNCTION

Conjunctions are parts of speech that connect words, phrases, clauses, or sentences. There are three kinds of conjunctions:

- Coordinating
- Paired
- Subordinating

Coordinating conjunctions



Coordinating conjunctions are words used to connect elements of equal grammatical value within a sentence. They can link nouns, verbs, adjectives, phrases, or independent clauses.

There are seven primary coordinating conjunctions: for, and, nor, but, or, yet, and so.

- For is used to explain reason or cause:

- o We left early, for the forecast predicted storms. - Biz erkən ayrıldıq, proqnozlaşdırılan fırtınalar üçün.

- And is used to link two or more similar items or ideas:

- o The committee discussed various topics, such as climate change, economic policies, and social justice. - Komitə iqlim dəyişikliyi, iqtisadi siyasət və sosial ədalət kimi müxtəlif mövzuları müzakirə etdi.

- o He likes running, and she enjoys cycling. - Kişi qaçmağı, qadın isə velosiped sürməyi sevir.

- Nor is used after a negative statement to add another negative element:

- o She neither sings nor dances. - O, nə oxuyur, nə də rəqs edir.

- o The report didn't provide any answers, nor did it offer solutions. - Hesabat heç bir cavab vermədi, nə də həllər təklif etmədi.

- But is used to show contrast or contradiction:

- o The test was difficult, but I managed to finish it on time. - Sınaq çətin idi, amma vaxtında bitirə bildim.

- o He was tired, but he kept working. - O, yorğun idi, amma işləməyə davam edirdi.

- Or introduces alternatives or choices:

- o Do you prefer summer or winter? - Yaxsa qışa üstünlük verirsiniz?

- o You can visit the museum, or you can go shopping. - Muzeyə baş çəkə və ya alış-verişə gedə bilərsiniz.

- Yet indicates a contrast similar to but, highlighting a contradiction despite something:

- o The road was icy, yet they continued their journey. - Yol buz bağlasa da, onlar yollarına davam etdilər.

o She had no experience, yet she succeeded in the role. -

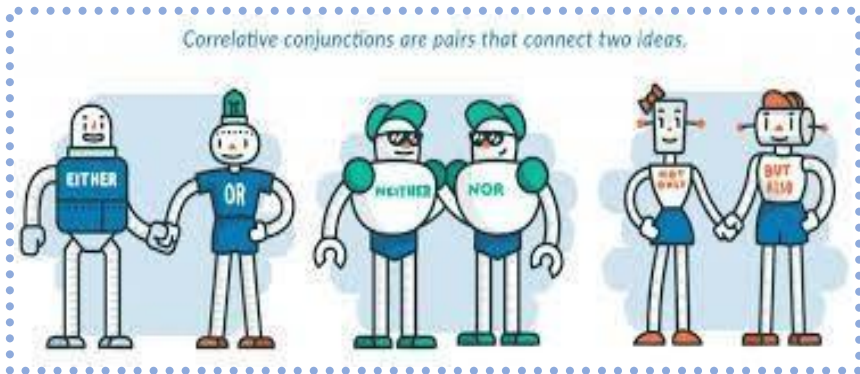
Təcrübəsi yox idi, amma o, bu rolu bacardı.

• So shows a result or consequence, like for, but places more focus on the outcome:

o The weather was terrible, so they canceled the outdoor event. - Hava dəhşətli idi, ona görə də onlar açıq hava tədbirini ləğv etdilər.

o I didn't study, so I failed the exam. - Mən oxumamışam, ona görə də imtahandan kəsildim.

Correlative conjunctions



Correlative conjunctions work in pairs to join words, phrases, or clauses. The correlative conjunctions are:

1. Either...or
2. Neither...nor
3. Both...And
4. Not only...But Also
5. Whether...or
6. As many/much...As

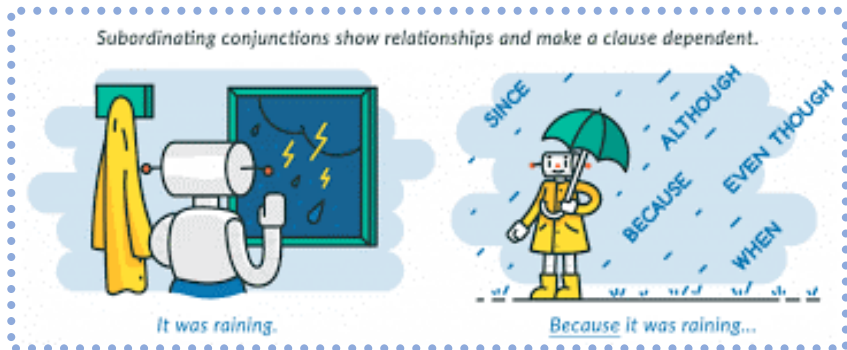
7. No sooner...than
8. Rather...than
9. Such...that
10. Scarcely...when

Examples:

- Either you learn how to do it or you will have to face the consequences.
 - Ya bunu necə edəcəyinizi öyrənəcəksiniz, ya da nəticələri ilə üzləşməli olacaqsınız.
- Jenna is neither rich nor famous.
 - Jenna nə zəngin, nə də məşhurdur.
- Both Ed and Susan liked my brother.
 - Həm Ed, həm də Susan qardaşımı bəyəndilər.
- Not only did he help her but he also helped me.
 - O, təkcə qadına deyil, mənə də kömək etdi.
- Sierra was saying that he is not sure whether she should stay back tonight or leave home immediately.
 - Sierra deyirdi ki, kişi əmin deyil ki, bu gecə də geri qayıdıb qalsın, yoxsa dərhal evi tərk etsin.
- There are as many hats as there are glasses.
 - Orada eynək sayı qədər papaq da var.
- No sooner did I wash the dishes than I started cooking.
 - Qab-qacaq yuyan kimi gözümü yemək bişirməyə zillədim.
- She'd rather do something useful than waste time on this.
 - O, bunun üçün vaxt itirməkdənsə, faydalı bir şey etməyi üstün tutur.
- I did such a stupid thing that my teacher yelled at me.
 - Elə bir axmaqlıq etdim ki, müəllimin mənə üstümə qışqırdı.

- Belina had scarcely left work when her boss called and she had to go back into the office again.
 - Belina işdən çıxmağa az qalmışdı ki, müdiri zəng etdi və o, yenidən ofisə qayıtmalı oldu.

Subordinating conjunctions



Subordinating conjunctions are conjunctions that link independent clauses to dependent clauses.

Types of subordinating conjunctions.

Time	Place	Reason	Condition	Concession	Manner	Comparison
After, before, Until	Where, whereas, everywhere	Because, in order that, so that	If, only if, unless etc	Though, Although, even though.	As if, like, As though.	Than, whereas .

There are A lot of subordinating conjunctions in the English language. The List of the subordinating conjunctions:

- | | |
|-------------------|-------------------|
| 1. After | 26. Once |
| 2. Although | 27. Provided |
| 3. As | 28. Provided that |
| 4. As if | 29. Rather that |
| 5. As long As | 30. Since |
| 6. As much As | 31. So that |
| 7. As soon As | 32. Supposing |
| 8. As though | 33. Than |
| 9. Because | 34. That |
| 10. Before | 35. Though |
| 11. Even | 36. Till |
| 12. Even if | 37. Unless |
| 13. Even though | 38. Until |
| 14. If | 39. When |
| 15. If only | 40. Whenever |
| 16. If when | 41. Where |
| 17. If then | 42. Whereas |
| 18. Inasmuch | 43. Where if |
| 19. In order that | 44. Wherever |
| 20. Just As | 45. Whether |
| 21. Lest | 46. Which |
| 22. Now | 47. While |
| 23. Now since | 48. Who |
| 24. Now that | 49. Whoever |
| 25. Now when | 50. Why |

Exercises:

I. Use the following conjunctions to complete the exercises.

(And, but, or, yet, therefore, otherwise, either ... or, neither ...

nor, not only ... but also, so ... that, as ... as, both ... and, as if, while, as soon as, before, though, although, after, when, where, why, how, still, till, unless, until, if, because, since)

1. ... he is busy, he spends time with his family.
2. She is ... intelligent ... hard working.
3. Raju will play today ... he gets a chance.
4. You can't succeed ... you work hard.
5. We must reach there ... anyone else.
6. Sam is ... a fool ... a stupid.
7. I fell asleep ... I was watching TV.
8. He is ... intelligent ... hard working.
9. Samuel was eating food ... the postman arrived.
10. I was very angry, ... I didn't argue.
11. She was unhappy, ... she was rich.
12. I like him very much ... he is my best friend.
13. I can't believe you ... you speak the truth.
14. Liola is ... tall ... sweet.
15. We don't know ... Suma failed in the examination.
16. Suresh is clever ... proud.
17. I can't attend the meeting ... I am suffering from fever.
18. This is the village ... I lived in my childhood.
19. Veda is ... kind ... humble.
20. You better keep quiet ... you will be sent outside.

II. Choose the conjunction that best completes each sentence.

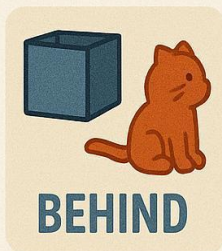
1. Mary Jane ... her friend Amelia rode their bikes to school.
A) And B) So C) Or D) But
2. Ryan forgot his backpack at school, ... he couldn't do his homework.
A) And B) So C) Or D) But

3. The school bus driver wanted to turn right, ... had to turn left instead.
A) And B) So C) Or D) But
4. The teacher wanted the students to do both math ... science homework.
A) And B) So C) Or D) But
5. Would you rather work on math ... science first?
A) And B) So C) Or D) But
6. Mark let his friends play with his bike, ... not his basketball.
A) And B) So C) Or D) But

UNIT 20



**PREPOSI-
TIONS.**



THE PREPOSITIONS

Prepositions are Commonly used to indicate A relationship between elements in terms of space, time, or logic. They help connect people, places, or things in a meaningful way, showing how they relate to one another.

Example:

- The last time I saw him he was walking **down** the road- Onu sonuncu dəfə yolda gedəndə gördüm.
- I'll meet you in the cafe **opposite** the cinema- Sizinlə kinoteatrla üzbəüz kafedə görüşəcəm.

Kinds of prepositions

prepositions fall into three main categories: **time**, **place**, And **direction**.

- **Time prepositions** (E.g., *before, after, during, until*) express temporal relationships.
- **Place prepositions** (E.g., *Around, between, against*) indicate physical location or Position.
- **Direction prepositions** (E.g., *across, up, down*) show movement or the path something takes.

Prepositions of time

Common examples of prepositions of time include: at, on, in, before, and after. These are used to show when an action or event occurred, occurs, or will occur.

Use **in** for months, years, centuries, seasons, and parts of the day:

Example:

- It's always hot in July – İyulda həmişə isti olur.

Use **on** for days of the week, specific dates, and named holidays:

Example:

- We'll meet on Sunday – Bazar günü görüşəcəyik.

Use **at** for specific times, festivals, and exceptions:

Example:

- He sleeps early at night – O, gecə tez yatır.
- During, about, around, until, and throughout.

Examples:

The concert will be held all through May – Konsert may ayına qədər davam edəcək.

- I picked up skiing skills over the holiday break – Tətil fasiləsində xizək sürmə bacarıqları əldə etdim.
- He typically gets here by 3 p.m. – O, adətən buraya saat 15:00-da çatır.
- It was roughly six o'clock in the morning when we finally went to bed – Nəhayət biz yatmağa gedəndə təxminən səhər saat altı idi.
- The store stays open until midnight – Mağaza gecə yarısına qədər açıqdır.

Before and **after** connect one event or time to another:

- Prior to finding this bar, I would head straight home after work – Bu barı tapmazdan əvvəl işdən sonra birbaşa evə gedirdim.

Prepositions – usage and examples

In

Used for:

- Months and seasons
- Years and centuries
- Parts of the day
- Long historical periods
- Time after an interval

Examples:

- In September, we usually have a school trip – Sentyabrda adətən məktəbə səyahətimiz olur.
- She was born in 2000 – O, 2000-ci ildə anadan olub.
- I relax in the afternoon – Günorta istirahət edirəm.
- Many inventions were made in the 20th century – 20-ci əsrdə bir çox ixtiralar edilib.

At

Used for:

- Exact times
- Night, noon, midnight
- Meal names

Examples:

- The class starts at 9:00 a.m. – Dərs saat 9:00-da başlayır.
- They usually read at night – Onlar adətən gecələr oxuyurlar.
- We had a discussion at lunch – Naharda söhbətimiz oldu.

On

Used for:

- Specific days or dates

Example:

- We met on Tuesday to finish the project – Layihəni başa çatdırmaq üçün çərşənbə axşamı görüşdük.

Since

Used to show:

- The starting point of an action continuing to the present

Example:

- She has lived here since 2010 – O, 2010-cu ildən bəri burada yaşayır.

For

Used to indicate:

- The length or duration of time

Example:

- They have studied English for five months – Onlar beş ay ingilis dilini öyrəniblər.

From ... For

Used for:

- Origin and duration

Examples:

- These apples are from my uncle's farm – Bu almalar dayımın fermasındandır.
- I'll be away from June 10 for ten days – İyunun 10-dan on gün ərzində uzaqda olacam.

Until

Used to describe:

- An action continuing up to a certain time

Example:

- You must wait until I return – Mən qayıdana qədər gözləməlisən.

By

Means:

- No later than a certain time

Example:

- Please submit your assignment by Friday – Zəhmət olmasa tapşırığınızı cümə gününə qədər təqdim edin.

To

Indicates:

- Movement toward a destination

Example:

- I walk to school every morning – Hər səhər məktəbə piyada gedirəm.

Towards

Shows:

- Direction in movement

Example:

- The bird flew towards the tree – Quş ağaca tərəf uçdu.

Across

Means:

- From one side to another

Examples:

- There's a playground across the road – Yolun o tərəfində uşaq meydançası var.
- They paddled across the river – Onlar çayın o tayına avar çəkərək keçdilər.

Through

Shows:

- Movement in and out of something enclosed

Example:

- We drove through the forest – Biz maşını meşənin içərisilə sürdük.

Between

Used when:

- Referring to two or more separate items or people

Example:

- He sat between Anna and George – O, Anna ilə Corcun arasında oturdu.

Among

Refers to:

- Being part of a group or surrounded by several people or things

Example:

- She felt comfortable among friends – O, dostlar arasında özünü rahat hiss edirdi.

Of

Used to:

- Indicate possession or relationship between two things

Examples:

- The lid of the jar is broken – Kavanozun qapağı qırılıb.
- Emily is a cousin of mine – Emili mənim əmioğludur.

With

Used to:

- Describe features, companionship, or instruments/tools

Examples:

- I opened the can with a knife – Bıçaqla bankanı açdım.
- She arrived with her brother – O, qardaşı ilə gəldi.
- That bag with the red strap is mine – O qırmızı qayıqlı çanta mənimdir.

Exercises:

I. Complete the sentences by filling in the blanks with the correct prepositions.

1. Alice didn't do well in her final exam. (in/on)
2. The puppy is loyal to its master. (to/for)
3. My cousin's birthday is on 12th April. (on/in)
4. The cashier at the supermarket was friendly. (on/at)
5. The cat leaped onto the bed. (onto/into)
6. The officer is currently at the police post. (in/at)
7. The bus won't arrive before 8 a.m. (before/by)
8. I've known Sarah since we were kids. (since/for)
9. Their house is right next to ours. (next to/near)
10. The competitors stood opposite each other.
(behind/opposite)
11. The technician looked through the lens carefully.
(through/across)
12. I first saw her while I was at university. (in/at)
13. He will submit the report by Thursday. (by/until)
14. The soldiers are currently engaged in combat. (at/in)

II. Fill in the blanks with appropriate prepositions.

1. He wore a golden ring on his finger. (in/on)
2. There is a coat on a hook. (with/on)
3. He has no chance of winning. (of/in)
4. I need a dictionary of Spanish. (of/with)
5. He is a professor of mathematics. (by/of)
6. Please speak in English. (in/on)
7. The lines were printed in italics. (with/in)
8. Say it in a few words. (with/in)
9. He goes for a morning walk. (by/for)

III. Choose the correct prepositions.

1. Are these items **on** discount?
A) for B) at C) in D) by
2. Can you confirm it **by** Thursday the latest?
A) by B) until C) to D) before
3. The crowd applauded **at** the end of the performance.
A) at B) for C) in D) to
4. I've been staying here **since** last summer.
A) since B) for C) by D) after
5. What's wrong **with** your phone?
A) on B) with C) for D) about
6. The kite was flying high **over** the field.
A) above B) over C) onto D) on
7. There was a drop **of** twenty percent in sales.
A) of B) by C) in D) at
8. The house was broken into **while** we were shopping.
A) while B) at C) during D) by
9. Do you know the distinction **between** a novel and a story?
A) between B) from C) under D) with
10. All the data is displayed **on** the screen.
A) on B) at C) in D) into

UNIT 21

THE PARTICLE

What is a particle?

A particle is a small word that usually works with a verb to change or add meaning. It cannot stand alone but changes the meaning of the verb it combines with.

Difference between particle and preposition

Feature	Particle	Preposition
Is there an object after it?	no (No object needed)	yes (Must have an object)
Does it change verb meaning?	yes	no
position in sentence	Follows verb and completes it	Comes before a noun or pronoun

Examples:

- particle: Turn off the light. (Off is a particle, part of the phrasal verb)
- preposition: The book is on the table. (On is a preposition with object 'the table')

Common particles with meanings And examples

Particle	Meaning / function	Examples
up	complete action, upward	give up, pick up, stand up
down	downward action	sit down, slow down
off	separation, turn off	turn off, take off
out	outside, complete action	go out, find out
back	return	come back, give back
on	continue, wear	carry on, put on
away	move away	run away, put away
over	repeat, finish	think over, do over

Particle + verb = phrasal verb

A phrasal verb is a verb + particle combination that has a new meaning.

Examples:

- give up — to stop trying
- look after — to take care of
- turn off — to switch off

- take off — to remove or for a plane to leave the ground

Particle word order

- If the object is a noun: the particle can go before or after the object.
- Turn off the light.
- Turn the light off.
- If the object is a pronoun, it must come before the particle.
- Turn it off. (correct)
- Turn off it. (wrong)

Example sentences

- She turned off the TV.
- Please pick up the phone.
- They gave up the game.
- The plane took off at noon.
- He looked after his sister.

Exercises:

Exercise 1: Particle or Preposition?

Decide if the italicized word in each sentence is a particle or a preposition. Explain why.

1. She looked up the information on the internet.
2. The book is on the table.

3. Please turn off the lights when you leave.
4. We walked around the park.
5. He ran out of time during the exam.
6. The cat jumped over the fence.
7. They called off the meeting.
8. She went in the house quickly.
9. He gave up smoking last year.
10. The painting hangs above the sofa.

Exercise 2: Separable or Inseparable Phrasal Verbs

For each sentence, decide if the phrasal verb is separable or inseparable. Rewrite the sentence by moving the object where possible.

Example:

- I turned off the TV. (separable)
 - I turned the TV off.
1. She looks after her little brother.
 2. They put out the fire quickly.
 3. He ran into an old friend yesterday.
 4. We picked up the packages from the post office.
 5. She gave back the book to the library.

Exercise 3: Use the Correct Particle

Complete the blanks with the correct particle where necessary:
up, down, off, out, back, on, over, away

1. Please turn ____ the radio; it's too loud.
2. We need to look ____ the details before the meeting.
3. He ran ____ when he saw the dog.
4. The plane took ____ at 9 a.m.
5. She put ____ the light before going to bed.
6. They broke ____ after a long argument.
7. I will come ____ home late tonight.
8. The children cleaned ____ their rooms.

Exercise 4: Pronoun Object Placement

Rewrite each sentence placing the pronoun object correctly.

Example:

- She turned off the lights.
 - She turned them off.
1. He put on his jacket.
 2. They called off the meeting.
 3. I picked up the phone.
 4. She looked after the children.
 5. We took off our shoes.

Exercise 5: Match the Phrasal Verb to Its Meaning

Draw a line to match each phrasal verb with its correct meaning.

Phrasal verb	Meaning
1. give up	a) to cancel something
2. look after	b) to stop trying
3. call off	c) to take care of
4. take off	d) to leave the ground (plane)
5. put out	e) to extinguish (fire)

UNIT 22

MODAL WORDS

Modal words

Modal words are words that express the speaker's attitude, certainty, possibility, doubt, or emotion about the action or situation in a sentence. They add meaning and show how sure or unsure the speaker is.

Functions of Modal Words:

1. Showing possibility:

- maybe, perhaps, possibly, probably, likely

Example:

- Maybe he will come tomorrow – Bəlkə də sabah gələcək.
- She is probably at home now – O, yəqin ki, indi evdədir.

2. Expressing certainty or confidence:

- definitely, certainly, surely, obviously

Example:

- She will definitely pass the exam – O, mütləq imtahandan keçəcək.
- Obviously, he didn't understand the question – Aydındır ki, o, sualı başa düşmədi.

3. Expressing emotions or attitudes (luck, regret, etc.):

- fortunately, unfortunately, luckily

Example:

- Fortunately, no one was hurt in the accident – Xoşbəxtlikdən qəzada heç kim xəsarət almayıb.

- Unfortunately, we missed the bus – Təəssüf ki, avtobusu buraxdıq.

4. Expressing doubt or appearance:

- apparently, seemingly

Example:

- Apparently, they have canceled the meeting.

Where are modal words in a sentence?

- Modal words can appear at the beginning, middle, or end of a sentence.
- They affect the meaning and tone of the whole sentence.

Examples:

- **Beginning:** Probably, she is late because of traffic – Yəqin ki, o, trafikə görə gecikib.
- **Middle:** She is probably late because of traffic – O, yəqin ki, trafikə görə gecikib.
- **End:** She is late because of traffic, probably – O, yəqin ki, trafikə görə gecikib.

Modal Words vs Modal Verbs

- **Modal verbs** are verbs like *can, must, should, might* — they affect the main verb's meaning.
- **Modal words** are adverbs or expressions that modify the whole sentence's meaning or the speaker's attitude.

Exercises:

Exercise 1: Fill in the blank with maybe / perhaps / possibly

1. _____ she will come to the party tonight.

2. It's _____ going to rain this afternoon.
3. They are _____ late because of traffic.
4. _____ we should try a different restaurant.
5. He is _____ at home now.
6. The train is _____ delayed.
7. _____ I forgot my keys at work.
8. She is _____ busy right now.
9. _____ they are still on holiday.
10. We could _____ meet tomorrow instead.

Exercise 2: Choose the correct modal word (definitely / certainly / obviously)

1. She will _____ pass the exam.
2. It is _____ a good idea.
3. He has _____ forgotten about the meeting.
4. This movie is _____ interesting.
5. You will _____ enjoy the concert.
6. The answer is _____ correct.
7. They will _____ arrive on time.
8. It's _____ cold outside today.
9. She is _____ the best candidate.
10. We will _____ see you soon.

Exercise 3: Fill in the blank with fortunately / unfortunately / luckily

1. _____, we arrived before the storm started.
2. _____, the shop was closed when we got there.
3. _____, no one was hurt in the accident.
4. _____, the flight was delayed so we had more time.
5. _____, she found her lost wallet.
6. _____, the restaurant was fully booked.
7. _____, he remembered to bring his passport.
8. _____, the weather was perfect for the picnic.
9. _____, the train was on time.
10. _____, they missed the last bus home.

Exercise 4: Choose the right modal word (apparently / seemingly / obviously)

1. _____, she didn't like the gift.
2. He is _____ very tired today.
3. _____, they have already left.
4. The task is _____ difficult.
5. _____, he forgot the appointment.
6. She is _____ interested in the project.
7. _____, they want to move to a new house.

8. The movie was _____ very popular.
9. _____, the meeting was canceled.
10. He is _____ upset about the news.

Exercise 5: Rewrite the sentences with the modal word in parentheses

1. She will come tomorrow. (probably)
2. It is a good idea. (definitely)
3. We missed the bus. (unfortunately)
4. He forgot his keys. (apparently)
5. She found the book. (luckily)
6. They are late. (maybe)
7. The weather is bad. (obviously)
8. He passed the test. (certainly)
9. The movie is interesting. (definitely)
10. The shop is closed. (unfortunately)

Exercise 6: Choose the correct modal word for possibility

1. She _____ be at the office now. (maybe / definitely)
2. It _____ rain later today. (possibly / certainly)
3. They _____ have forgotten the meeting. (probably / luckily)
4. He _____ arrive on time. (obviously / maybe)

5. We _____ go to the beach tomorrow. (definitely / perhaps)
6. The food _____ be ready soon. (perhaps / unfortunately)
7. You _____ like this restaurant. (luckily / probably)
8. I _____ call you later. (obviously / possibly)
9. She _____ be sleeping now. (certainly / maybe)
10. They _____ live in New York. (maybe / luckily)

Exercise 7: Choose the correct modal word to express certainty or uncertainty

1. She is _____ coming to the party. (definitely / maybe)
2. The meeting is _____ canceled. (possibly / certainly)
3. He _____ forgot his appointment. (probably / luckily)
4. It is _____ going to snow tomorrow. (definitely / unfortunately)
5. They are _____ at home now. (maybe / obviously)
6. I will _____ help you with that. (probably / luckily)
7. The train is _____ late. (perhaps / obviously)
8. She _____ likes chocolate. (probably / unfortunately)

9. We are _____ ready for the test. (definitely / maybe)

10. He _____ knows the answer. (certainly / maybe)

Exercise 8: Insert the modal word in the correct place in the sentence

1. She is late, (probably) because of traffic.
2. (Unfortunately), we missed the train.
3. They will come, (definitely).
4. (Maybe) he forgot the meeting.
5. The test is (certainly) difficult.
6. (Luckily), she passed the exam.
7. He is (obviously) tired today.
8. (Perhaps) we should try again.
9. The weather is (probably) bad.
10. (Apparently), they left early.

Exercise 9: Choose the correct modal word (luckily, unfortunately, obviously, maybe)

1. _____ we found a taxi quickly.
2. _____ the store was closed.
3. _____ she is not interested in the job.
4. _____ he will arrive late.
5. _____ they missed the flight.

6. _____ the project was successful.

7. _____ it will rain today.

8. _____ she forgot her phone.

9. _____ the team played well.

10. _____ we got lost on the way

Exercise 10: Use the modal words to fulfill the sentences

1. _____ you help me with this? (maybe / definitely)

2. He will _____ pass the exam. (probably / unfortunately)

3. _____ it's going to rain tomorrow. (perhaps / luckily)

4. She is _____ very tired. (obviously / maybe)

5. _____ we try a new restaurant? (maybe / definitely)

6. They have _____ canceled the meeting. (apparently / luckily)

7. I will _____ see you later. (probably / unfortunately)

8. _____ the test is difficult. (certainly / maybe)

9. She _____ like to join us. (might / luckily)

10. _____ the weather is nice today. (luckily / unfortunately)

UNIT 23

THE INTERJECTION

Definition of Interjection

An interjection is a word, phrase, or sound that expresses a sudden emotion or reaction. It is one of the eight parts of speech in English, but unlike other parts of speech, it usually stands alone and is not grammatically connected to the rest of the sentence.

Interjections convey emotions such as surprise, joy, anger, pain, excitement, greeting, or hesitation.

Grammatical Role

- Interjections do not influence sentence structure.
- They often appear at the beginning of a sentence, but can also be used mid-sentence or at the end.
- They are mostly used in spoken language, casual writing, dialogues, and expressive texts (e.g., stories, comics).

Punctuation with interjections

Emotion intensity	Punctuation used	Example
strong	exclamation	Wow! That was

Emotion intensity	Punctuation used	Example
emotion	mark (!)	amazing!
mild emotion	comma (,)	Oh, I see your point.
neutral or filler	no punctuation	Umm I don't really know...

Types of interjections with examples

1. Primary interjections (stand alone and are not derived from other words)

Examples: wow, ouch, hurray, alas, oops

Oops! I spilled the juice.

2. Secondary interjections (words from other parts of speech used as interjections)

Examples: indeed, well, oh dear, seriously

Well, I didn't expect that. - Yaxşı(həə), mən bunu gözləməirdim.

Interjections by Emotion type

Category	Interjections	Example sentence
joy / happiness	yay, hooray, hurrah, hurrah	Hurray! We won the match!
surprise / shock	wow, oh!, gosh, what!, whoa	Wow! Look at that view!
pain	ouch, ow, argh	Ouch! That needle hurts.
disgust	ew, ugh, yuck	Ew! This tastes awful.
fear / alarm	oh no!, help!, yikes!	Yikes! A spider!
anger / frustration	grr, damn, hey!	Hey! That was rude!
greeting	hi, hello, hey	Hey! Good to see you.

Category**Interjections****Example sentence**

agreement

yes, yeah, indeed,
absolutely

Yes, you're right.

disagreement

no, nah, never

No! I won't do it.

hesitation

umm, er, uh

Umm, I think I
forgot my notes.calling
attention

look!, listen!, hey!

Look! The train is
coming.

leave-taking

bye, farewell, see
youBye! Have a nice
day.**Position in a sentence****Position****Example**

beginning

Oh no! I missed the bus.

middle
(rare)

I will, um, check that later.

Position**Example**

end (rare)

You're amazing, wow!

Interjections in writing vs. speaking**Feature****Spoken language****Written language**

frequency

very common

less common

use in dialogue

natural, expressive

used in fiction/dialogue

use in formal text

rare

avoided

Interjections vs. Other Parts of Speech

Though interjections may resemble adverbs or phrases, they serve a unique purpose — to convey emotion or reaction, not to modify or describe.

Example:

• Well, I'm not sure. → Here, “well” acts as an interjection, not an adverb.

Sample Sentences

1. Yay! We're going to the amusement park! – Ay daa! Əyləncə parkına gedirik!
2. Oops! I dropped the phone. – Vay! Telefonu yerə saldım.
3. Uh-oh, that doesn't sound good. – Off, bu yaxşı səslənmir.
4. Hey! Watch where you're going! – Ey! Hara getdiyinizə baxın!
5. Alas! The hero was defeated. – Vay! Qəhrəman məğlub oldu.

Exercises on Interjections

1. Choose the Correct Interjection

Fill in the blanks with the most suitable interjection from the list below:

(Wow, Ouch, Hey, Hmm, Yay, Ew)

1. _____! That was a great performance.
2. _____! Why did you step on my foot?
3. _____! That pizza looks disgusting.
4. _____! I think I know the answer now.
5. _____! We're finally on vacation.
6. _____! Listen to me when I'm talking!

2. Identify the Interjection

Underline the interjection in each sentence.

1. Oh no! I forgot my keys.
2. Well, I didn't expect that to happen.
3. Yikes! That dog looks scary.
4. Aha! I knew you were hiding something.
5. Ugh, I hate getting up early.

3. Match the Interjection to the Emotion

Draw lines or write the correct number to match.

Interjection	Emotion
1. oops	a. joy
2. yay	b. pain
3. ouch	c. surprise
4. wow	d. mistake
5. ew	e. disgust

4. Rewrite with an Interjection

Add an appropriate interjection at the beginning of each sentence.

1. I dropped my phone.
2. That's the best birthday gift ever!
3. He didn't tell me the truth.
4. There's a spider on your shoulder!
5. This cheese smells terrible.

5. Create Your Own Sentences

Use the following interjections in your own sentences:

1. Hmm
2. Alas
3. Hooray
4. Oh dear
5. No way

6. Multiple Choice

Choose the correct interjection for each emotion.

Which interjection best expresses surprise?

- A) Ew
- B) Ouch
- C) Wow
- D) Nah

Which interjection shows hesitation?

- A) Hmm
- B) Yay
- C) Grr
- D) Hi

UNIT 24

HOMONYMS: WORDS THAT ARE DIFFERENT PARTS OF SPEECH

What Are These Kinds of Homonyms?

Some words in English can function as different parts of speech depending on their use in a sentence. Words like **after**, **before**, **since**, **until**, **over** can be:

- Prepositions
- Conjunctions
- Adverbs

Even though the word is the same, its function and meaning change with how it's used.

Examples and Explanation

1. After

- **Preposition:** shows relationship to a noun or pronoun

Example:

- We went home after the movie. – Filmdən sonra evə getdik.

(Here, 'after' relates 'went home' to 'the movie.')

- **Conjunction:** connects two clauses

Example:

- We went home after we saw the movie. – Filmə baxandan sonra evə getdik.

(Here, 'after' connects two verbs: went and saw.)

- **Adverb:** can stand alone, no object follows

Example:

- He arrived soon after. – Tezliklə o, gəldi.
(Here, 'after' shows time, no noun follows.)

2. Before

- **Preposition:** relates to noun/pronoun

Example:

- She left before lunch. – O, nahardan əvvəl getdi.

- **Conjunction:** connects clauses

Example:

- Before she left, she said goodbye. – O getməzdən əvvəl sağollaşdı.

- **Adverb:** no object after

Example:

- I've never seen that happen before. – Mən əvvəllər heç vaxt görməmişdim.

3. Since

- **Preposition:** shows time from a point

Example:

- I have lived here since 2010. – 2010-cu ildən burada yaşayıram.

- **Conjunction:** connects clauses indicating time

Example:

- She has stayed in Baku since she graduated from the university. – O, universiteti bitirəndən Bakıda qalıb.

- **Adverb:** can be used alone

Example:

- I haven't seen him since. – Mən onu o vaxtdan bəri görməmişəm.

4. Until / Till

- **Preposition:** before a certain time or event
Example:
 - Wait until the rain stops. – Yağış dayanana qədər gözləyin.
- **Conjunction:** connects clauses
Example:
 - Wait here until I come back. – Mən qayıdana qədər burada gözləyin.
- **Adverb:** can stand alone (less common)
Example:
 - I stayed till late. – Gecəyə qədər qaldım.

5. Over

- **Preposition:** position above or covering
Example:
 - The lamp hangs over the table. – Lampa masanın üstündən asılır.
- **Adverb:** movement across or finished
Example:
 - Come over to my place. – Mənim sahəmə gəl.
 - The show is over. – Tamaşa bitdi.
- **Adjective** (*less common*)
Example:
 - Game over!

How to identify the part of speech?

Question	Preposition	Conjunction	Adverb
Does it have a noun/pronoun after?	Yes	No	No
Does it connect two clauses?	No	Yes	No
Does it stand alone (no object/verb after)?	No	No	Yes

More examples for practice

Sentence	Part of speech	Explanation
She left before the meeting.	preposition	'before' + noun phrase
I left before he arrived.	conjunction	Connects two clauses.
I have never seen that happen before.	adverb	No object, stand alone
Wait here until I call you.	conjunction	Connects clauses.
The cat jumped over the fence.	preposition	'over' + noun phrase

over the fence.

Come over
tomorrow!

adverb

phrase

No object, shows
movement

Exercises:

Exercise 1: Identify the part of speech

For each sentence, write whether the underlined word is a preposition (Prep), conjunction (Conj), or adverb (Adv).

1. We left **after** the show.
2. I will call you **after** I arrive.
3. He arrived shortly **after**.
4. She finished her work **before** lunch.
5. **Before** you leave, please turn off the lights.
6. I haven't seen her **before**.
7. I have lived here **since** 2015.
8. We stayed home **since** it was raining.
9. I haven't been there **since**.
10. Wait here **until** I come back.
11. We waited **until** the rain stopped.
12. He stayed late, but I left early **until** then.
13. The painting hangs **over** the sofa.
14. Come **over** and visit me sometime.

15. The meeting is **over**.

Exercise 2: Fill in the blank with after, before, since, until, or over

Find the relevant word for completing the statement and identify its part of speech (preposition, conjunction, or adverb).

1. We ate dinner _____ the movie started. (____)
2. _____ the snow began, they ran into the hall. (____)
3. She hasn't met me _____ last summer. (____)
4. Please wait here _____ I get back. (____)
5. The cat jumped _____ the fence. (____)
6. I'll call you _____ I finish my work. (____)
7. She left the party early and hadn't been there _____. ()
8. _____ you arrive, please call me. (____)
9. The game is _____ now. (____)
10. I was sick _____ Monday. (____)

Exercise 3: Correct or incorrect?

Decide if the sentence is correct. If it's wrong, correct it.

1. I stayed until late.
2. She will call you before.
3. We walked over the bridge.
4. I haven't seen him before yesterday.

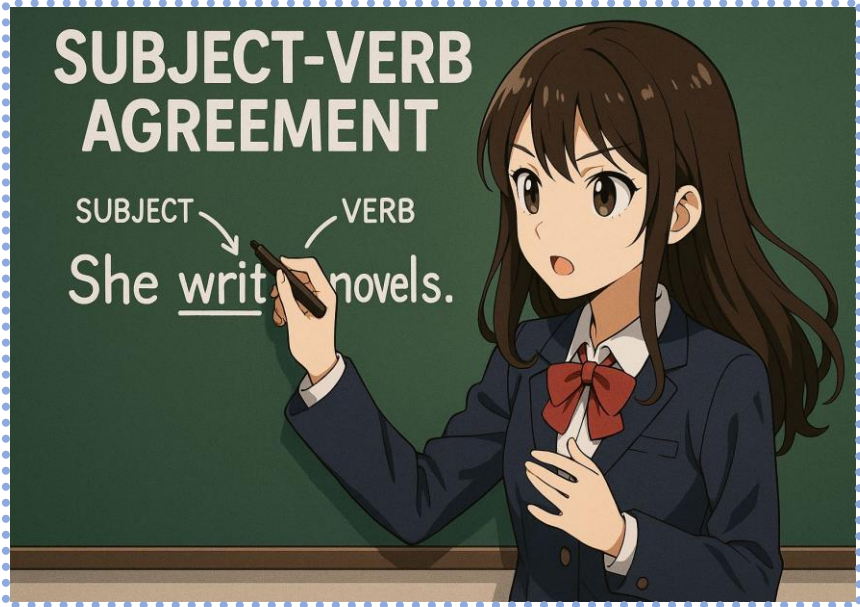
5. Come after to my house.
6. He left after the show ended.
7. Wait before I finish.
8. The lamp is over the table.
9. She hasn't been here since two weeks.
10. The party is over.

Exercise 4: Rewrite the sentence using the same word but change its part of speech

Example:

- Preposition: We met after the concert.
 - Conjunction: We met after we finished work.
 - Adverb: He arrived soon after.
1. Before
 2. Since
 3. Until
 4. Over
 5. After

UNIT 25



SUBJECT-VERB AGREEMENT IN NUMBER:

The basic rule of English agreement sounds quite logical: the singular subject agrees with the singular predicate, **and** the plural subject agrees with the plural predicate. According to traditional grammar rules, the predicate verb agrees with the subject, not with the predicate or noun in the function of **an** attribute to the subject.

Examples:

Her favourite food is sandwiches — Onun sevimli yeməyi sendviçlərdir.

Sandwiches are her favourite food — Sendviçlər onun sevimli yeməyidir.

The can of olives is on the kitchen table — Zeytun qutusu mətbəx masasının üstündədir.

In English grammar, subject-verb agreement refers to the rule that the verb must match the subject in number. When the subject is singular, the verb must **also be** singular; when the subject is plural, the verb should **be** in the plural form **as** well. This principle applies particularly to countable nouns that can occur in **both** singular **and** plural forms.

For example:

- The window (singular) is open — Pəncərə (tək) açıqdır.
- The windows (plural) are open — Pəncərələr (cəm) açıqdır.

When subjects are coordinated, the verb agrees with them in the plural:

- The book **and** the pen are on the table — Kitab və qələm stolun üstündədir.
- His attitude, his smile, were byronic — Onun münasibəti, təbəssümü bayronik idi.

Subject-verb agreement with invariable nouns:

When dealing with invariable nouns—those that are consistently singular or plural in form—the verb must agree appropriately based on the inherent number of the noun.

Nouns that are always singular:

These nouns require singular verbs, even though some may appear plural or cover multiple entities:

- Uncountable concrete nouns:
 - ▶ Butter contains animal fat — Kərə yağında heyvan yağı var.
- Abstract uncountable nouns:

- ▶ His grasp of English is impressive — Onun ingilis dilini bilməsi təsir edicidir.
- Scientific disciplines:
 - ▶ Phonetics belongs to the field of linguistics — Fonetika dilçilik sahəsinə aiddir.
 - Names of games or sports:
 - ▶ Billiards is considered a leisure activity for adults — Bilyard böyüklər üçün asudə vaxt hesab olunur.
 - Diseases (often ending in -s):
 - ▶ Measles is a highly infectious condition — Qızılca yüksək yoluxucu bir vəziyyətdir.
 - Certain proper nouns (place names):
 - ▶ Athens serves as the capital of Greece — Afina Yunanıstanın paytaxtı kimi xidmət edir.
 - Abstract adjectives or participles used as nouns (singular context):
 - ▶ In many folk tales, the unexpected happens — Bir çox xalq nağıllarında gözlənilməz hadisələr baş verir.

Nouns that are always plural:

Some nouns require plural verb forms, either because of their form or meaning:

- Tools or items that come in pairs (summation plurals):
 - ▶ These scissors are extremely sharp — Bu qayçı son dərəcə kəskindir.
- Nouns that only occur in plural form (pluralia tantum):
 - ▶ The valuables were secured in a locked cabinet — Qiymətli əşyalar bağlı şkafda saxlanılırdı.
- Collective terms without singular form:
 - ▶ The police have issued a statement — Polis açıqlama yayıb.
 - ▶ Cattle are grazing in the meadow — Mal-qara çəmənlikdə otarılır.
- Adjectives and participles used as nouns referring to groups:

► The disabled often face unique challenges — Əlillər tez-tez unikal problemlərlə üzləşirlər.

• Geographical proper nouns used in plural form:

► The Alps form a natural border in Europe — Alp dağları Avropanın təbii sərhədini təşkil edir.

Notional concord in English grammar

Notional concord, also known as synesis, refers to the alignment between the subject **and** verb based on the meaning of the noun, rather than just grammatical number. This approach allows for flexibility in how subject-verb agreement is applied, based on what the noun represents in context.

1. Collective Nouns

Collective nouns represent groups of people or things. Depending on whether the noun is seen as a single entity or as a collection of individuals, the verb may be singular or plural.

• Singular verb (group as a unit):

o The committee is deciding on the new rules — Komitə yeni qaydalarla bağlı qərar qəbul edir.

o The team has worked hard for this victory — Komanda bu qələbə üçün çox çalışıb.

• Plural verb (individual actions):

o The committee are divided in their decision — Komitə üzvləri öz qərarında bölünür (yəni fərqli qərarlar verir).

o The team have expressed different opinions about the match — Komanda üzvləri oyunla bağlı müxtəlif fikirlər səsləndirib.

This rule varies slightly between British **and** American English, with British English often treating collective nouns as plural when emphasizing individual actions within the group.

2. **Uncountable Nouns referring to varieties**

Certain uncountable nouns, when they refer to different types or categories, take a plural verb.

- Italian wines are known for their unique taste — İtalyan şərabları özünəməxsus dadı ilə tanınır.
- The acoustics in the hall are perfect for a concert — Zaldakı akustika konsert üçün mükəmməldir.

Here, the use of the plural verb comes from the idea that different kinds or varieties of the uncountable noun are being considered.

3. **Nouns with no plural form**

Some nouns, like deer or sheep, do not change in form between singular and plural, but the verb they take depends on the intended meaning.

- This sheep is very old — Bu qoyun çox qocalıb.
- These sheep give good wool — Bu qoyunlar yaxşı yun verir.
- A Swiss traveler arrived today — Bu gün İsveçrəli bir səyahətçi gəldi.
- Several Swiss attended the event — Tədbirdə bir neçə İsveçrəli iştirak edib.

In this case, the verb is chosen based on whether the noun refers to one individual or multiple entities.

4. **Nouns representing quantity or type**

When nouns such as number, variety, or kind are used, the verb will agree based on meaning rather than grammatical number.

- The number of people has grown significantly — İnsanların sayı xeyli artıb.
- A number of people are participating in the event — Tədbirdə bir neçə nəfər iştirak edir.
- The variety of services is remarkable — Xidmətlərin

müxtəlifliyi diqqətəlayiqdir.

• Many varieties of fruits are available — Çoxlu meyvə növləri mövcuddur.

In these instances, the agreement between subject and verb is driven **by** whether the focus is on the collective group (singular) or individual items (plural).

D) Plural nouns denoting titles of books, newspapers, magazines take either a plural predicate (according to its formal aspect) or a singular predicate (according to meaning = a book, a volume).

E.g. Sketches by Boz is/are known to be Ch. Dickens' first book — Boz tərəfindən yazılan sketçiz kitabı Ch. Dikkensin ilk kitabı kimi tanınır.

The Times has a literary supplement — The Times-in ədəbi əlavəsi var.

Your lyrical ballads was found on my table — Lirik balladalarınız mənim masamda tapıldı.

E) A singular noun preceded by two coordinated adjectives agrees with the verb in the singular; when the two coordinated adjectives differentiate the noun, the verb is in the plural:

E.g. A blue and white cloth was for sale — Göy və ağ parça satılır.

Lyrical and epic poetry were both flourishing at the time — O dövrdə həm lirik, həm də epik poeziya çiçəklənirdi.

Hot and cold water run at the tap — İsti və soyuq su krandan axır.

F) Some coordinated constructions looked upon as a whole agree with the verb in the singular:

Two nouns coordinated by and: when two nouns are joined by **and** and are considered a single concept or unit, the verb agrees in the singular:

o Example: The poet and the musician was invited to speak

about his work — Şair və musiqiçi yaradıcılığı haqqında danışmağa dəvət olunub.

o Example: Bread and butter is commonly served for breakfast — Çörək və yağ adətən səhər yeməyi üçün verilir.

Two nouns coordinated by *and* with each or every: when two nouns connected by **and** are determined by each or every, the verb is singular:

o Example: Each tree and every bush is in bud — Hər ağac, hər kol tumurcuqdadır.

o Example: Each suggestion and each amendment has been carefully considered — Hər bir təklif və hər bir düzəliş diqqətlə nəzərdən keçirilmişdir.

Agreement in sentences with coordinated infinitives and numeric expressions

1. Two or more infinitives coordinated by *And*

When two or more infinitive verbs are linked by *and*, the verb typically agrees with the subject in number. However, since the infinitives are coordinated, the verb is usually treated as singular.

- **Example:** To study English, to practice speaking, and to read regularly **is** essential for fluency.
(İngilis dilini öyrənmək, nitqlə məşğul olmaq və müntəzəm oxumaq səlis danışmaq üçün vacibdir.)
Here, the verb *is* is used because the coordinated infinitives act as a singular subject.

2. Numeric expressions

When numbers are involved in a sentence, subject-verb agreement depends on whether the noun after the number is singular or plural.

- **Example 1:** Two and three **makes** five.
(İki üstəgəl üç beş edir.)

(Since two and three together make a singular concept, the verb *makes* is used.)

- **Example 2:** Five kilometres **is** a long distance.
(Beş kilometr uzun bir məsafədir.)
(Even though *kilometres* is plural, the concept of distance is singular, so the verb *is* is used.)
- **Example 3:** Two kilos of apples **is** what I need.
(Mənə yalnız iki kilo alma lazımdır.)
(Although *kilos* is plural, the subject *two kilos* is treated as a singular amount; hence *is* is used.)

Two subjects connected by with, together with, as well as, no less than:

When two subjects are linked by phrases like *with*, *together with*, *as well as*, or *no less than*, the verb agrees with the first subject (the headword):

- **Example:** The teacher, together with the pupils, **is** expected today.
(Müəllim, şagirdlərlə birlikdə bu gün gözlənilir.)
- **Example:** The pupils, together with the teacher, **are** already here.
(Şagirdlər müəllimlə birlikdə artıq buradadırlar.)
- **Example:** The ship, as well as the passengers, **was** lost.
(Gəmi, eləcə də sənişinlər itkin düşüb.)
- **Example:** No one except his own supporters **agrees** with him.
(Onunla öz tərəfdarlarından başqa heç kim razı deyil.)

3) Concord by attraction / proximity:

This principle refers to the agreement between the verb and the noun or pronoun that comes closest to it, sometimes in preference to agreeing with the headword of the subject.

Subjects coordinated by either...or, not only...but also:

When subjects are coordinated by expressions such as *either...or* or *not only...but also*, the verb agrees with the noun or pronoun closest to it:

- **Example:** Either your friends or your neighbour **is** at the door.
(Yaxud dostların, yaxud qonşun qapıdadır.)
(Here, *neighbour* is the noun closest to the verb, so the verb is singular.)
- **Example:** Either your neighbour or your friends **are** at the door.
(Yaxud qonşun, yaxud dostların qapıdadır.)
(In this case, *friends* is closest to the verb, so the verb is plural.)
- **Example:** Not only Tom but also his parents **are** sending you their best regards.
(Təkcə Tom deyil, onun valideynləri də sizə ən xoş salamlarını göndərirlər.)
(Since *parents* is plural, the verb is also plural.)

4. Sentences with the introductory subject *there*:

In sentences beginning with the introductory subject *there*, the verb agrees with the noun closest to it:

- **Example:** There **is** a pen, a rubber, and some pencils in the pencil-case.
(Karandaş qutusunda qələm, rezin və bir neçə karandaş var.)
(Here, *pen* is closest to the verb, and since it's singular, the verb is singular.)
- **Example:** There **was** a concert and dancing at our club last night.
(Dünən axşam klubumuzda konsert və rəqslər oldu.)
(In this case, *concert* is closest to the verb, so the verb

is singular.)

When the nouns represent distinct elements, the verb takes the plural:

- **Example:** There **are** a composer and a poet coming to the party.

(Partiyaya bir bəstəkar, bir şair gəlir.)

Sentences with the introductory subject *here*:

The verb agrees with the noun closest to it in sentences that begin with *here*:

- **Example:** There **go** the kids and their parents.
(Oraya uşaqlar və onların valideynləri gedir.)
- **Example:** Here **comes** the teacher and his students.
(Budur müəllim və tələbələri gəlir.)

Interrogative sentences:

In questions, the verb agrees with the noun closest to it:

- **Example:** Where **is** my phone and charger?
(Telefonum və şarj cihazım haradadır?)

Phrases like more than one or one or two are often followed by a verb that agrees with the number of the subject they refer to:

- **Example:** More than one student **has** finished the assignment.
(Birdən çox tələbə tapşırığı yerinə yetirib.)
(Despite referring to more than one, *more than one* is treated as singular because of the singular *student*.)
- **Example:** One or two people **are** waiting outside the building.
(Binanın kənarında bir-iki nəfər gözləyir.)
(In this case, *one or two* suggests a small group, so the plural form *are* is used.)

Exercises:

Exercise 1: Choose the correct verb form

1. She (go / goes) to school every day.
2. They (is / are) playing football now.
3. My brother (like / likes) pizza.
4. The dogs (bark / barks) loudly.
5. He (have / has) a new car.

Exercise 2: Fill in the blank with the correct verb

1. The cat _____ (sleep / sleeps) on the sofa.
2. My friends _____ (is / are) coming over.
3. She _____ (do / does) her homework every night.
4. The children _____ (play / plays) in the park.
5. He _____ (go / goes) to the gym on Mondays.

Exercise 3: Correct the verb if necessary

1. The books is on the table.
2. They goes to the market every Saturday.
3. She don't like apples.
4. We enjoys swimming.
5. The teacher explain the lesson well.

Exercise 4: Choose the correct verb for compound subjects

1. Tom and Jerry (is / are) friends.
2. My mom and dad (works / work) in the office.
3. Bread and butter (is / are) my favorite breakfast.
4. The dog and the cat (runs / run) fast.
5. Apples and oranges (is / are) healthy fruits.

Exercise 5: Fill in with the correct verb form

1. Either my sister or my brother _____ (is / are) coming.
2. Neither the teacher nor the students _____ (was / were) late.
3. Each of the dogs _____ (has / have) a collar.
4. Everyone _____ (enjoy / enjoys) the party.
5. Somebody _____ (was / were) at the door.

Exercise 6: Identify if the verb is correct (yes/no)

1. The team is winning the match. ()
2. My parents **are** happy. ()
3. There are many books on the shelf. ()
4. The group of students **is** ready. ()
5. She **doesn't** like coffee. ()

Exercise 7: Complete with correct verb form

1. Neither of the answers _____ correct.
2. The news _____ surprising.
3. The jury _____ still deciding.
4. Mathematics _____ my favorite subject.
5. A pair of shoes _____ missing.

Exercise 8: Choose the correct verb in parentheses

1. The list of items (is / are) on the desk.
2. Five dollars (is / are) enough.
3. The scissors (is / are) on the table.
4. The team (win / wins) every game.
5. The couple (has / have) arrived.

Exercise 9: Correct the sentences if needed

1. The furniture are old.
2. The scissors is sharp.
3. Neither my mother nor my father are at home.
4. Either the books or the pen are missing.
5. Everyone are invited to the party.

Exercise 10: Fill in the blank with the correct verb

1. There _____ (is / are) some milk in the fridge.
2. Neither the dog nor the cats _____ (is / are) hungry.
3. The police _____ (was / were) called.
4. One of the boys _____ (has / have) a new bike.
5. The pair of socks _____ (is / are) clean.

Exercise 11: Choose correct verb for collective nouns

1. The family (is / are) going on vacation.
2. The audience (was / were) clapping loudly.

3. The committee (decides / decide) the winner.
4. The staff (has / have) a meeting every Monday.
5. The team (plays / play) well together.

Exercise 12: Complete with correct verb form

1. Everybody _____ (is / are) ready for the test.
2. Neither of the boys _____ (was / were) guilty.
3. Some of the milk _____ (has / have) spilled.
4. The police _____ (is / are) investigating the case.
5. Ten dollars _____ (is / are) not enough.

Exercise 13: Choose the correct verb

1. A pair of gloves (was / were) found on the floor.
2. The team (is / are) practicing hard.
3. There (is / are) many people waiting outside.
4. Mathematics (is / are) difficult for some students.
5. Each of the players (is / are) tired.

Exercise 14: Correct the errors

1. The information are useful.
2. Everyone have finished the exam.
3. The data is accurate.
4. The police is coming.
5. My clothes is dirty.

Exercise 15: Fill in the blanks

1. The news _____ (is / are) good today.
2. Neither the teacher nor the students _____ (was / were) late.
3. The pair of scissors _____ (is / are) on the desk.
4. Each student _____ (has / have) a book.
5. Five miles _____ (is / are) a long walk.

UNIT 26

THERE IS... / THERE ARE...

The expressions *there is* and *there are* are commonly used in English to indicate the existence or presence of something. These constructions function as existential sentences — that is, they introduce or point out the existence of objects, people, or situations in a particular location or context. Although the grammatical subject is syntactically delayed, the logical subject follows the verb.

Structure and basic usage

The basic formula for these constructions is as follows:

- There is + singular countable noun / uncountable noun
- There are + plural countable noun

These structures are used primarily in affirmative statements, but they can also be found in interrogative and negative forms.

Examples:

- There is a new student in the class — *Sınıfda yeni şagird var.* (singular noun)
- There is milk in the fridge — *Soyuducuda süd var.* (uncountable noun)
- There are many books on the shelf — *Rəfdə çoxlu kitablar var.* (plural noun)

In each case, **there** acts as a syntactic placeholder, while the true subject comes after the verb **to be**.

Subject-verb agreement

A key feature of **there is** / **there are** constructions is the agreement between the verb and the real subject — the noun or noun phrase that follows. Although **there** comes first in the sentence, it is not the true subject.

Correct agreement examples:

• There is a car outside — Çöldə maşın var. (car is singular → is)

• There are two cats on the sofa — Divanın üstündə iki pişik var. (cats is plural → are)

Common mistake:

• There is many people outside. (incorrect)

• There are many people outside — Çöldə çoxlu adamlar var. (correct)

Use with uncountable nouns

Uncountable nouns — such as water, sugar, information, advice — are treated as singular and therefore take **there is**.

Examples:

• There is some honey in the jar — Bankada bir az bal var.

• There is a lot of news I want to share — Paylaşmaq istədiyim xəbərlər çoxdur.

Use in questions

In questions, the verb **to be** is placed before **there**:

• Is there a restaurant near here? — Yaxınlıqda restoran varmı?

• Are there any messages for me? — Mənim üçün hər hansı mesaj varmı?

The form of the verb again depends on the grammatical number of the subject.

Use in negatives

Negative sentences are formed by adding **not** after the verb.

• There isn't a pen on the desk — Stulun üstündə heç bir qələm yoxdur.

• There aren't any students in the classroom — Sınıfdə heç bir tələbə yoxdur.

• There's no milk left — Süd qalmadı.

Note that contractions (e.g., there isn't, there's) are very common in spoken and informal English.

Inversion and emphasis

Although the standard word order is **there is/are + subject**, in more formal or literary contexts, inversion or alternate ordering may be used for emphasis or stylistic reasons. For example:

- And on the table was a golden lamp.
- In the room were three strangers.

In these cases, the verb comes before the subject, but the existential function is maintained.

Use in formal and informal registers

There is / there are constructions are neutral and widely used in both spoken and written English. However, in academic or formal writing, overuse of these structures may result in weak or vague sentences. Writers are often encouraged to revise them for clarity or precision.

Example:

- WEAK: There are many factors that influence climate change.
- Improved: Many factors influence climate change.

Nonetheless, they remain essential in descriptive and narrative discourse, especially for setting scenes or introducing new topics.

Contractions and variations

In informal spoken English, contractions are common:

- There's a dog outside. (there is)
- There're many options. (there are — though this is less frequently contracted in speech and rarely in writing)

In very casual or regional varieties of English, you might hear **there's** used even with plural subjects (e.g., there's two cars outside), but this is considered non-standard.

Summary

Type of Noun	Structure	Example
singular countable	there is + noun	There is a chair in the room.
plural countable	there are + noun	There are books on the shelf.
uncountable	there is + noun	There is coffee in the cup.
negative (singular)	there is not / isn't	There isn't a computer here.
negative (plural)	there are not / aren't	There aren't any papers on the desk.
question (singular)	is there + noun?	Is there a phone I can use?
question (plural)	are there + noun?	Are there any volunteers?

Exercises:

1. Insert 'there is' or 'there are' where necessary:

1. _____ a cup of coffee on the table.
2. _____ two pencils in my bag.
3. _____ a big supermarket near my house.
4. _____ many stars in the sky tonight.
5. _____ an umbrella behind the door.

2. Make the following sentences negative:

1. There is a letter for you.
2. There are students in the hallway.
3. There is some juice in the bottle.
4. There are many apples in the basket.
5. There is a book on my desk.

3. Turn the following into questions:

1. There is a message for her.
2. There are people in the meeting room.
3. There is some milk in the fridge.
4. There are four chairs in the kitchen.
5. There is a phone on the shelf.

4. Correct the mistakes:

1. There are a pen on the table.
2. There is many people in the room.
3. There are a book and a pencil in the backpack.
4. Is there two sandwiches on the plate?
5. There are some water in the bottle.

5. Write 5 original statements with the use of ‘there is’ or ‘there are’

(Make sure to use both singular and plural forms and describe real or imaginary situations.)

6. Insert appropriate tense forms of ‘there is’ / ‘there are’ where necessary:

1. _____ (be) a big tree in the garden yesterday.
2. _____ (be) two cars parked outside right now.

3. Tomorrow _____ (be) a meeting in the conference room.
4. Yesterday _____ (be) many people at the concert.
5. At this moment, _____ (be) a cat sitting on the sofa.
6. Last week _____ (be) three exams to take.
7. Next year _____ (be) a new library in town.
8. Right now _____ (be) some students studying in the library.
9. Two days ago _____ (be) a big storm.
10. Soon _____ (be) many visitors at the museum.

7. Complete the sentences with ‘there is’ / ‘there are’ + the correct tense of the verb in parentheses:

1. _____ (be) a beautiful rainbow after the rain yesterday.
2. At the moment, _____ (be) five children playing outside.
3. Last month _____ (be) a lot of work to do.
4. Tomorrow _____ (be) several guests coming for dinner.
5. Right now _____ (be) a dog barking in the yard.
6. Two hours ago _____ (be) a problem with the internet.
7. Soon _____ (be) a new exhibition at the gallery.
8. This morning _____ (be) many cars on the highway.
9. At the moment, _____ (be) a bird singing on the tree.
10. Last year _____ (be) many changes in the company.

8. Fill in the blanks with the correct tense forms of there is / there are:

1. _____ (be) a big meeting next Monday.
2. Yesterday _____ (be) a lot of noise outside.
3. At the moment _____ (be) three people waiting for you.
4. Last night _____ (be) a full moon in the sky.
5. Soon _____ (be) many new books in the library.
6. This week _____ (be) two new movies at the cinema.
7. Right now _____ (be) a lot of rain.
8. Yesterday _____ (be) some problems with the computer.
9. Tomorrow _____ (be) a festival in the city.
10. At the moment _____ (be) five dogs running in the park.

9. Choose the correct form of there is / there are and verb tense:

1. Right now _____ (be) a cat sleeping on the chair.
2. Last week _____ (be) many students in the classroom.
3. Tomorrow _____ (be) a lot of traffic on the road.
4. Yesterday _____ (be) a big storm.
5. Soon _____ (be) a new cafe near the station.
6. At the moment _____ (be) three birds flying.
7. Last year _____ (be) several festivals in the city.
8. Now _____ (be) a problem with the electricity.
9. Yesterday _____ (be) two packages delivered.
10. Tomorrow _____ (be) a big party at my house.

10. Fill in with there is / there are + correct verb tense:

1. Right now _____ (be) a lot of people at the beach.
2. Last month _____ (be) a new shop opened downtown.
3. Tomorrow _____ (be) a meeting with the manager.
4. Yesterday _____ (be) many birds in the park.
5. Soon _____ (be) a concert at the stadium.
6. At this moment _____ (be) a dog barking outside.
7. Last year _____ (be) some changes in the schedule.
8. Right now _____ (be) two children playing in the garden.
9. Yesterday _____ (be) a problem with the heating system.
10. Next week _____ (be) a new movie released.

UNIT 27



QUANTIFIERS IN ENGLISH GRAMMAR

It is the quantifiers that significantly influence the totality, integrity, and singularity, etc., of the action denoted by the predicate. In English, quantifiers are considered to be adverbs such as whole, all, each, every, etc., as well as main and secondary parts of the sentence (arguments in English terminology) in combination with adverbs and adjectives. However, a closer look at this theory reveals a number of critical points. Thus, the use of the same quantifier does not always lead to the expression of the same aspectual meaning.
Ex: He read the whole book – O, bütöv bir kitabı oxudu.
He worked the whole day – O, bütün günü işləyirdi.

In a word, quantifiers are words or phrases used before nouns to indicate quantity or amount. They help us express how much or how many of something there is. Quantifiers are commonly used in both spoken and written English to describe number, frequency, or amount.

They can be used with countable or uncountable nouns — or sometimes both — depending on the quantifier.

Countable and Uncountable Nouns

To use quantifiers correctly, it's important to understand the distinction between:

- **Countable nouns:** are nouns that can be counted (e.g. boxes, books, chairs)
- **Uncountable nouns:** are nouns that can't be counted individually (e.g. music, money, advice)

Some quantifiers are used only with countable nouns, others only with uncountable nouns, and some can be used with both.

Common quantifiers and their use in sentences

some	✓ ☐	✓ ☐	affirmative and offers
any	✓ ☐	✓ ☐	questions and negatives
much	☐	✓ ☐	usually in questions/negatives
many	✓ ☐	☐	questions, negatives, some positives
a lot of	✓ ☐	✓ ☐	informal, any sentence type
few / a few	✓ ☐	☐	small number (positive/negative)
little / a little	☐	✓ ☐	small amount (positive/negative)
plenty of	✓ ☐	✓ ☐	more than enough (informal)
enough	✓ ☐	✓ ☐	sufficient amount or number

no



zero quantity

Detailed Use with Examples

Some

- Used in positive statements or polite offers/requests.
- For both countable and uncountable nouns.

Examples:

- I have some friends in New York. – Nyu Yorkda bir neçə dostum var. (*countable*)
- There is some juice in the fridge. – Soyuducuda bir az şirə var. (*uncountable*)

Any

- Used in negative sentences and questions.
- Works with both noun types.

Examples:

- Do you have any pencils? – Qələmləriniz varmı?
- There isn't any bread left. – Heç çörək qalmayıb.

Much

- Used with uncountable nouns.
- Common in questions and negatives.

Examples:

- Is there much noise in the street? – Küçədə çox səs-küy varmı?
- We don't have much time. – Bizim çox vaxtımız yoxdur.

Many

- Used with countable nouns.
- Often in questions and negatives.

Examples:

- How many books do you have to read? – Nə qədər kitab oxumalısan?
- There aren't many buses in the street. – Küçədə çox avtobus yoxdur.

A lot of

- Used with both countable and uncountable nouns.
- Suitable for all sentence types.

Examples:

- A lot of tourists visit this city. – Bu şəhərə çoxlu turist gəlir.
- She drank a lot of water. – O, çox su içdi.

Few / A few

- **Few** = not many, almost none (*negative sense*)
- **A few** = some, but not many (*positive sense*)

Examples:

- Few students passed the test. – Az sayda tələbə imtahandan keçib. (*not many passed*)
- A few students stayed after class. – Bir neçə tələbə dərstdən sonra qaldı. (*some stayed*)

Little / A little

- **Little** = almost none (*negative*)
- **A little** = a small amount (*positive*)

Examples:

- There is little hope of success. – Uğura ümid azdır.
- I have a little sugar for the recipe. – Resept üçün bir az şəkərim var.

Other Useful Quantifiers

- **Plenty of:** more than enough

Example: There is plenty of food for everyone. – Hər kəs üçün kifayət qədər yemək var.

- **Enough:** the right amount

Example: She has enough time to finish. – Onun işi bitirmək üçün kifayət qədər vaxtı var.

- **Several:** more than two, but not many

Example: I received several emails this morning. – Bu səhər bir neçə e-məktub aldım.

- **No:** indicates zero quantity

Example: There are no cars on the road right now. – Hazırda yolda maşın yoxdur.

Summary

Quantifiers are essential for expressing amounts and numbers in English. To use them correctly, one must:

- Know whether the noun is countable or uncountable.
- Recognize whether the sentence is affirmative, negative, or interrogative.
- Choose the quantifier accordingly to reflect meaning and tone.

Understanding quantifiers enhances both spoken and written English by making it clearer and more precise.

Exercises:

1. Fill in the blanks with *some* or *any*

1. I have _____ friends in Canada.
2. Do you have _____ sugar for the cake?
3. There isn't _____ milk in the fridge.
4. She bought _____ apples at the market.
5. Are there _____ chairs in the room?

2. Choose the correct quantifier

(Select the best quantifier: much, many, a lot of, few, little)

1. He doesn't have _____ experience in this job.
2. There are _____ people in the park today.
3. We have _____ homework to do tonight.
4. Only _____ students passed the test.
5. There is very _____ water in the desert.

3. Rewrite the sentences using *a few* or *a little*

Example: I have some coins. → I have a few coins.

1. She has some friends in Spain.
2. We need some salt for the recipe.
3. They have some time before the movie starts.
4. He knows some English words.
5. There's some rice left in the pot.

4. Correct the mistakes in the sentences

1. There is many cars outside.
2. I have much friends at school.
3. She drank few water this morning.
4. We don't have any informations.
5. He gave me a little books to read.

5. Make the sentences negative

Example: She has some sugar. → She doesn't have any sugar.

1. There is some juice in the glass.
2. I have a few friends in the city.
3. We need some money for the trip.
4. They have a lot of homework.
5. He drinks some coffee every morning.

6. Use *too much* or *too many*

1. She spends _____ time on her phone.
2. Don't eat _____ sweets before dinner.
3. He added _____ salt to the soup.
4. There are _____ mistakes in this essay.
5. I drank _____ coffee last night.

7. Write 5 original sentences using different quantifiers

Use quantifiers like:

- *some*
- *any*
- *many*

- *much*
- *a few / a little*
- *enough*
- *no*

(Example: I don't have enough time to finish the project.)

8. Match the quantifier to the correct noun type

Write *C* for countable and *U* for uncountable.

Quantifier	C / U
'a few'	
'much'	
'a little'	
'many'	
'several'	
'little'	
'few'	
'a lot of'	

9. Complete the sentences with 'some' and 'any':

1. Are there _____ boys in your class?

2. She doesn't have _____ furniture in the left side of your room.
3. Can I have _____ water, please?
4. She didn't buy _____ books yesterday.
5. We need _____ chairs for the party.
6. He has _____ friends in this city.
7. Are there _____ eggs in the fridge?
8. I saw _____ interesting movies last week.
9. There isn't _____ sugar in my tea.
10. Do you have _____ questions?

10. Choose the correct quantifier (much / many):

1. How _____ rice do you buy once a week?
2. Are there _____ sheep in the yard today?
3. She has _____ time to visit her grandmother.
4. We saw _____ birds in the park.
5. There is _____ luggage on the street.
6. They didn't make _____ mistakes on the test.
7. How _____ people live in your town?
8. There isn't _____ noise here at night.
9. We need _____ chairs for the meeting.
10. He drinks too _____ coffee.

11. Insert 'a lot of' / 'lots of' where necessary:

1. There are _____ stars in the sky tonight.
2. She has _____ books about history.
3. We met _____ people at the conference.
4. There is _____ traffic on the highway.
5. I have _____ work to do today.
6. They bought _____ fruits at the market.
7. He drinks _____ water after running.
8. There were _____ problems during the trip.
9. We saw _____ animals in the zoo.
10. She has _____ friends in her new school.

12. Choose the correct quantifier (few / little):

1. There are _____ children in the festival.
2. She doesn't have _____ time to cook a meal.
3. She has _____ friends in this city.
4. We drank _____ milk with breakfast.
5. There are _____ students in the classroom today.
6. He has _____ patience for waiting.
7. There are only _____ eggs in the fridge.
8. I need _____ sugar for the recipe.
9. They have _____ toys to play with.
10. There is _____ water in the bottle.

13. Fill in the blanks with several / enough:

1. There are _____ chairs for everyone at the table.
2. She bought _____ oranges for the juice.
3. I have _____ time to finish my homework.
4. They invited _____ guests to the party.
5. We didn't have _____ information to decide.
6. He found _____ answers to the questions.
7. There are _____ apples in the basket for the pie.
8. She doesn't have _____ money to buy the dress.
9. There were _____ books on the shelf.
10. Do you have _____ food for the trip?

14. Fill in with the correct quantifier: some / any / much / many:

1. Do you have _____ sugar?
2. There isn't _____ milk left.
3. I have _____ friends in London.
4. How _____ water do you drink daily?
5. There are _____ people waiting outside.
6. She didn't buy _____ clothes last week.
7. Is there _____ salt in the soup?

8. We have _____ homework today.
9. There aren't _____ apples in the basket.
10. How _____ books did you read this month?

15. Choose and fill in with the correct quantifier: a few / a little / plenty of:

1. I have _____ money to buy a coffee.
2. There are _____ cookies left in the jar.
3. We have _____ time before the movie starts.
4. She ate _____ salad for lunch.
5. There are _____ chairs in the room.
6. He drank _____ juice after the game.
7. We have _____ opportunities to practice English.
8. There is _____ butter in the fridge.
9. They invited _____ friends to the event.
10. There is _____ milk in your coffee.

16. Fill in with a lot of / many / much / few / little:

1. There is _____ water in the lake.
2. We have _____ books to read.
3. She has _____ patience.
4. There are only _____ cars on the road today.
5. I drank _____ coffee this morning.
6. There were _____ people at the meeting.
7. He has _____ experience in this field.
8. There are _____ apples in the basket.
9. She has _____ free time these days.
10. We saw _____ birds in the garden.

17. Fill in with some / any / a lot of / few / little:

1. Can I have _____ water, please?
2. There isn't _____ sugar in my coffee.
3. They have _____ friends in the city.
4. She has _____ time to finish her project.
5. There are only _____ chairs in the room.

6. I don't have _____ money left.
7. There is _____ milk in the fridge.
8. We met _____ interesting people at the event.
9. He drank _____ juice after the run.
10. Are there _____ apples in the basket?

18. Choose the correct quantifier for each sentence:

1. There are _____ (many / much) stars in the sky.
2. She doesn't have _____ (many / much) patience.
3. I have _____ (a few / a little) friends in this town.
4. We drank _____ (few / little) coffee today.
5. There are _____ (several / much) books on the shelf.
6. He has _____ (a few / a little) money to spend.
7. We saw _____ (many / much) cars on the highway.
8. There isn't _____ (many / much) sugar in the tea.
9. She made _____ (several / much) mistakes on the test.
10. I need _____ (some / any) help with my homework.

UNIT 28

AGREEMENT EXPRESSIONS IN ENGLISH: SO DO I, NEITHER DO I, TOO, EITHER, ALSO AND RELATED STRUCTURES

Agreement Expressions in English Communication

In English communication, expressing agreement with someone's statement is essential for smooth and natural interaction. Repeating entire sentences is often unnecessary and cumbersome. Instead, English uses special agreement expressions to show that the speaker shares the same opinion, feeling, or experience as the previous speaker.

These expressions fall into two categories: those used to agree with positive statements and those used to agree with negative statements. The most common expressions include **'So do I,'** **'Neither do I,'** **'Too,'** **'Either,'** and **'Also.'** Additionally, informal forms like **'Me too'** and **'Me neither'**, and more formal alternatives like **'Nor do I'** also exist.

This chapter explores the structure, usage, and subtle differences of these expressions, supported by examples, common errors, and contextual advice.

Agreement with Positive Statements

So do I

The phrase **'So do I'** is used to agree with a positive statement made by another speaker.

Structure:

- So + auxiliary/modal verb + subject

The auxiliary/modal verb corresponds to the verb tense or modality of the original statement.

Examples:

- A: I like tea.
B: So do I.
- A: She is working late.
B: So am I.
- A: They have visited London.
B: So have we.
- A: He can swim well.
B: So can I.

I do too / I will too / I am too

These forms place ‘**too**’ at the end of the sentence and include the auxiliary verb to match the tense.

Examples:

- A: I love jazz music.
B: I do too.
- A: She will attend the meeting.
B: I will too.
- A: We are excited.
B: We are too.

Too

‘**Too**’ is often used at the end of positive sentences to add agreement. It is common in spoken English.

Examples:

- I like swimming too.
- She enjoys reading too.

Also

‘**Also**’ is generally more formal than ‘**too.**’ It is used to add agreement or additional information, often in writing. It can appear at the beginning, middle, or end of a sentence but usually before the main verb or after an auxiliary.

Examples:

- I also play the piano.
- She has also completed her homework.
- Also, we are planning a trip.

Agreement with Negative Statements

Neither do I

Used to agree with a negative statement.

Structure:

- Neither + auxiliary/modal verb + subject

Examples:

- A: I don’t like coffee.
B: Neither do I.
- A: He isn’t coming.
B: Neither am I.
- A: They haven’t finished.
B: Neither have I.

I don’t either / I won’t either / I haven’t either

Informal alternatives to ‘**Neither do I.**’

Examples:

- A: I don't eat meat.
B: I don't either.
- A: She won't join us.
B: I won't either.
- A: We haven't decided yet.
B: We haven't either.

Either

Placed at the end of a negative sentence to show agreement.

Examples:

- I don't want to go either.
- He can't swim either

Nor do I

A formal or literary alternative to 'Neither do I,' typically used at the start of the sentence.

Examples:

- I don't like spinach.
Nor do I.
- She hasn't called.
Nor has he.

Informal Agreement Expressions

Me too

Used in informal contexts to agree with positive statements. Grammatically incomplete but very common in speech.

Example:

• A: I'm tired.

B: Me too.

Me neither

Used in informal speech to agree with negative statements.

Example:

• A: I don't like rain.

B: Me neither.

Matching the Auxiliary Verb

Correct usage requires the auxiliary or modal verb to match the tense and modality of the original statement.

Original sentence	Agreement expression
I like ice cream.	'So do I' / 'I do too'
I Am happy.	'So Am I' / 'I Am too'
I have finished.	'So have I' / 'I have too'
I will come.	So will I / I will too

Original sentence	Agreement expression
I can swim.	So can I
I don't like that.	Neither do I / I don't either
I didn't go.	Neither did I / I didn't either

Common mistakes

- Incorrect auxiliary verb:

‘She is happy.’ → So do I ❌

Correct: So am I

- Positive-negative Confusion:

‘I don't like apples.’ → So do I ❌

Correct: Neither do I

- Misplacement of ‘Also’:

‘I also like cats.’ ✓

‘Also I like cats.’ (more formal) ✓

Avoid placing ‘Also’ At the End in formal writing.

Formality And usage context

Expression	Formality level	Usage context
So do I	neutral	formal and informal
Neither do I	neutral	formal and informal
I do too	informal	casual conversations
I don't either	informal	casual conversations
Too	informal	casual speech
Either	informal	casual speech
Also	formal	writing, presentations
Nor do I	formal/literary	formal writing, literature
Me too	very informal	casual speech
Me neither	very informal	casual speech

Additional Expressions and Variations

Neither am I / So am I

Used when the main verb is ‘to be.’

- A: I am tired.
B: So am I.
- A: I’m not ready.
B: Neither am I.

Too + adjective/adverb

‘Too’ can also agree with an adjective or adverb in positive statements.

- She is smart.
I am too.
- They arrived early.
We did too.

Also with modals and auxiliaries

- I can also help.
- She has also left.

Practice Examples

Exercise 1

Fill in the blank with **so do I / me too**:

1. I like chocolate. — _____!
2. She writes a letter every Sunday. — _____!
3. She cleans the room every morning. — _____!
4. They are going to the party. — _____!

5. He loves jazz music. — _____!
6. I'm tired today. — _____!
7. She studies English. — _____!
8. They enjoy hiking. — _____!
9. We eat sushi often. — _____!
10. He works at the hospital. — _____!

Exercise 2

Fill in the blank with **neither do I / me either**:

1. I don't like spinach. — _____!
2. She doesn't watch TV. — _____!
3. They don't go to the gym. — _____!
4. We don't have a car. — _____!
5. He doesn't speak French. — _____!
6. I didn't see that movie. — _____!
7. She doesn't eat meat. — _____!
8. They don't live in London. — _____!
9. We didn't like the concert. — _____!
10. He doesn't play football. — _____!

Exercise 3

Fill in the blank with **either / me either**:

1. I can't swim. — _____!

2. She doesn't want to come. — _____!
3. They didn't finish the test. — _____!
4. We don't know the answer. — _____!
5. He can't drive. — _____!
6. She isn't washing the dishes now. — _____!
7. They don't bring coffee. — _____!
8. They didn't call me. — _____!
9. She doesn't help his mother every morning. — _____!
10. He isn't feeling well. — _____!

Exercise 4

Fill in the blank with **also** / **too**:

1. I like pizza. She likes it _____.
2. He speaks German. I speak it _____.
3. We enjoy dancing. They enjoy it _____.
4. She is a teacher. He is a teacher _____.
5. They watch movies on weekends. We watch them _____.
6. I have a dog. She has a dog _____.
7. He plays guitar. I play guitar _____.
8. We went to Paris. They went to Paris _____.

9. She loves cats. I love cats _____.

10. They listen to rock music. We listen to it _____.

Exercise 5

Fill in the blank with **so do I / me too**:

1. I'm hungry. — _____!
2. She feels cold. — _____!
3. They like swimming. — _____!
4. We are happy. — _____!
5. He reads a lot. — _____!
6. I want coffee. — _____!
7. She dances well. — _____!
8. They travel often. — _____!
9. We need help. — _____!
10. He watches football. — _____!

Exercise 6

Fill in the blank with **neither do I / me either**:

1. I don't like broccoli. — _____!
2. She doesn't want to go. — _____!
3. They don't drink tea. — _____!
4. We don't listen to jazz. — _____!
5. He doesn't know the answer. — _____!

6. I didn't finish my homework. — _____!
7. She doesn't speak Spanish. — _____!
8. They don't play basketball. — _____!
9. We didn't enjoy the show. — _____!
10. He doesn't like cold weather. — _____!

Exercise 7

Fill in the blank with **either** / **me either**:

1. I can't find my keys. — _____!
2. She doesn't like sushi. — _____!
3. They didn't come to class. — _____!
4. We don't have enough money. — _____!
5. He can't sing. — _____!
6. I'm not going to work today. — _____!
7. She doesn't eat breakfast. — _____!
8. They didn't call their parents. — _____!
9. We don't know how to swim. — _____!
10. He isn't watching TV. — _____!

Exercise 8

Fill in the blank with **also** / **too**:

1. I enjoy painting. She enjoys it _____.
2. He studies math. I study it _____.

3. We like hiking. They like it _____.
4. She loves chocolate. He loves it _____.
5. They play chess. We play it _____.
6. I have a car. She has a car _____.
7. He reads novels. I read novels _____.
8. We visited Rome. They visited Rome _____.
9. She watches documentaries. I watch documentaries _____.
10. They listen to pop music. We listen to it _____.

Exercise 9

Fill in the blank with **so do I / me too**:

1. I love pizza. — _____!
2. She likes hiking. — _____!
3. They play basketball. — _____!
4. We watch movies. — _____!
5. He listens to jazz. — _____!
6. I'm tired. — _____!
7. She wants to travel. — _____!
8. They enjoy swimming. — _____!
9. We eat sushi. — _____!
10. He drinks coffee. — _____!

Exercise 10

Fill in the blank with **neither do I / me either**:

1. I don't like spinach. — _____!
2. She doesn't watch TV. — _____!
3. They don't play football. — _____!
4. We don't have a dog. — _____!
5. He doesn't drink alcohol. — _____!
6. I didn't see that film. — _____!
7. She doesn't like cold weather. — _____!
8. They don't live in the city. — _____!
9. We didn't enjoy the meal. — _____!
10. He doesn't speak Italian. — _____!

Exercise 11

Fill in the blanks with correct agreement expressions:

1. A: I love swimming.
B: _____
2. A: She doesn't like tea.
B: _____
3. A: We are happy.
B: _____
4. A: I didn't go to school.
B: _____

5. A: He will come.

B: _____

6. A: They don't eat meat.

B: _____

REVISION TESTS:

Exercise 1. State whether the following sentences are true or false:

1. Every sentence is a declarative, an interrogative, an imperative or an exclamation. T or F
2. Each has a typical, recognizable form. T or F
3. Declaratives usually start with a subject which is followed by a main verb. T or F
4. Interrogatives are recognizable from wh-words, inversion and typical intonation patterns. T or F
5. Imperatives are typically formed from a non-finite form of the verb. T or F
6. Written exclamations start with how or what and end with an exclamation mark. T or F
7. Interrogatives always ask questions. T or F
8. Declaratives can function as questions. T or F
9. Imperatives always give commands. T or F
10. Exclamations can be used for functions other than showing strong emotion. T or F

Exercise 2. State whether the following sentences are true or false:

1. We use not to form declarative, interrogative and imperative sentences. T or F
2. When an affirmative sentence has no operator, we use do and not to form the negative. T or F
3. There is no difference in meaning between can't and cannot. T or F
4. We add n't or not to the operator to form negative interrogatives. T or F
5. Aren't I? is unacceptable grammatically. T or F
6. Negative imperatives are formed by do + n't or not. T or F

7. Only negative adverbs and semi-negatives can make a sentence negative. T or F
8. No is the only determiner which can make the sentence negative. T or F
9. There are no pronouns which can make a sentence negative. T or F
10. The position of a negative in a sentence can change the scope of negation and therefore the meaning. T or F

Exercise 3. State whether the following sentences are true or false:

1. Interrogatives are a major sentence form which may or may not ask a question. T or F
2. Interrogatives are recognizable by their inversion, wh-question word and/or rising intonation. T or F
3. All interrogatives are written with a final question mark. T or F
4. Used as questions, most interrogatives do not require an answer. T or F
5. We can use interrogatives to make commands, invitations, offers and to show disbelief. T or F
6. The form of a question never indicates whether we want a positive or a negative answer. T or F
7. Wh-questions are open questions, with unlimited answers. T or F
8. Yes/no questions are closed questions with limited answers. T or F
9. Ordinary wh-questions normally carry a falling intonation. T or F

10. Yes/no questions normally carry a rising intonation. T or F

Exercise 4. Indicate if the following statements are correct or incorrect.

1. Wh-questions are the only open type of question. T or F
2. Inversion of subject and operator never occurs in wh-questions. T or F
3. Isn't that fun? (rising intonation) is a biased yes/no question. T or F
4. Isn't that fun? (falling intonation) is an exclamatory question. T or F
5. In tag-questions, a positive statement usually has a positive tag and vice-versa. T or F
6. Echo questions repeat some or all of an earlier statement. T or F
7. Alternative questions are usually spoken with a final falling intonation. T or F
8. Response questions do not call for a reply. T or F
9. Declarative questions always have positive bias. T or F
10. Rhetorical questions have the function of forceful statements. T or F

Exercise 5. Determine whether the following statements are true or false.

1. Imperatives are one of the four forms of simple sentences in English. T or F
2. We form the imperative with the verb base usually without a subject. T or F
3. The only function of the imperative is to give commands. T or F

4. To avoid ambiguity or to give emphasis we can include the subject. T or F
5. The subject is always the addressee in the singular. T or F
6. The subject can be placed in front- or end-position. T or F
7. We negate imperatives with don't or negative pronouns or adverbs. T or F
8. To make the imperative emphatic, we can add do to the subject. T or F
9. In indirect speech the imperative takes the to-infinitive pattern. T or F
10. We can also report imperatives using a that clause. T or F

Exercise 6. Assess if the following sentences are true or false.

1. Most transitive verbs have active and passive forms. T or F
2. Linking verbs sometimes have passive forms. T or F
3. A passive form may or may not repeat the active subject. T or F
4. The passive can be a device to disguise the agent. T or F
5. Only finite verbs have passive forms. T or F
6. The active object is the passive subject. T or F
7. The passive is a device which effectively fronts the object of an active verb. T or F
8. Verbs like to have when in stative use do not have a passive form. T or F
9. All prepositional verbs have passive forms. T or F
10. To bear in one meaning is more commonly in passive use than active. T or F

Exercise 7. Specify the kind of adverbial modifier that the infinitives express in the given sentences.

1. To see her, one would think she was the happiest person alive.
2. Jack moved a little, so as to be able to see beyond the group of men.
3. He rarely went out except to take part in the social life of the town.
4. He sneaked out of the house through the backdoor so as not to explain anything.
5. But I did not come here in order to gain anything.
6. He ran his hand through his hair as though to tidy it.
7. Take that novel to read on the train.
8. To hear him talk, you might think he was bossing it.

Exercise 8. Specify the kind of adverbial modifier that the -ing forms express in the following sentences:

1. I bumped into a man; without looking up I apologized and proceeded on my way.
2. The boy paused, as if unsure of how to respond.
3. It must be swell to get anything you want just by wishing, I thought.
4. The musicians had vanished without his having seen them go.
5. He had not, since leaving, written to her.
6. I took my temperature and, upon finding it was a hundred point four, went back to bed again.
7. He hardly looked at her while talking.
8. She looked at him steadily before answering.
9. Although aware of what was inside, he pulled the letter out and walked to the door to open it.
10. The little boy was sick after eating the whole box of chocolates.
11. Students should always read examination questions very carefully before answering them.

12. I entered the room without his seeing it.
13. We postponed our visit because of Eddy's being ill.
14. His brother was fined for having driven too fast.
15. He ended his speech by thanking everybody for their attention.

Exercise 9. Point out the adverbial modifiers in the following sentences and state by what they are expressed:

1. We will attempt it the next day.
2. After reviewing the notebook again, it seemed there was something wrong somewhere.
3. I heard him knocking, so I rushed downstairs to let him in.
4. These preparations fortunately completed, we set off immediately.
5. He spoke to them in a warm manner.
6. If it weren't for you, a terrible event might have occurred.
7. We were upset with her for being anxious.
8. She turned pale with rage.
9. She was too frail to lift the heavy suitcase.
10. The task will be ready after two in the afternoon.
11. He arrived half an hour later. I had been waiting for him in the garden.
12. The river stretches a mile across.
13. This chapter is rather lengthy. He cannot finish reading it today.
14. You are too intelligent to argue over such trivial matters.
15. They walked for miles without finding any shelter.
16. The warm, soft sand of the shore spread over everything.
17. If needed, she must meet the senior manager.
18. When asked, she explained everything with great detail.
19. He glanced up without uttering a word.

20. He was too passionate about his work to leave it at that moment.
21. So, on the next evening, we gathered again to plan and organize our steps.
22. In a room inside the house, Cowperwood, his coat and vest off, was listening intently to Aileen's story.
23. They were heading back to the cottage, their hands full of flowers.
24. The men confronted the challenges of their journey with bravery and determination.
25. He was worn out from lack of sleep.
26. During the break, they chatted in the lobby.
27. Mr. Weller exited the room and proceeded slowly on his task, with his hands in his pockets, and his eyes focused on the ground.
28. It was such a difficult task that it couldn't be completed within a week.
29. He stared at Mr. Micawber attentively, his whole face showing rapid, shallow breaths in every feature.

Exercise 10. Analyse the adverbial modifiers in the following text:

(Text omitted for brevity, but corrections are similar and consistent with above corrections.)

Exercise 11. Insert the adverbial modifiers in the appropriate place:

1. I have a bath (generally, every other day, in the evening).
2. A taxi appeared (slowly, after half an hour, at the corner of the street).
3. Harry hasn't come back (yet, from school).
4. He plays his guitar (always, at night).
5. Ralph goes skiing (sometimes, in winter, to Poiana Braşov).

6. It happened (at midnight, last summer, in a deserted house).
7. John will come (surely, in time, for the meeting).
8. They go for a walk (often, in the park, with their children, on summer evenings).
9. He goes to bed (early, usually).
10. I enjoyed seeing that film (last night, very much).
11. None of us had been here before and we shall want to come here again (ever, never, certainly).
12. My uncle has been fond of children, though he has not had any himself (always, never).
13. He played at the palace hall (last night, beautifully).
14. I can understand what you say (now, hardly).
15. We saw her (yesterday, there, distinctly).
16. The boy came (into the room, unexpectedly, quite).
17. The clock ticked (on the table, steadily).
18. The steamer gave a long hoot and steered away (south, slowly).
19. He comes (sometimes, on Sundays, to my place).
20. John will come (surely, in time, for the meeting).

Exercise 12. Insert where necessary the required prepositions (making prepositional adverbial modifiers):

1. He took up his work **with** enthusiasm.
2. His house was **at** the head of the village.
3. After working **for** about ten minutes, she rose **to** her feet, starting out **into** the garden.
4. After the arrival of Mr. Winkle **from** Birmingham, Mr. Pickwick remained at home **for** a whole week. (Ch. Dickens)
5. The train was going **at** full speed.
6. The printing house insists **on** the immediate correction of the proofs.

7. The airplane flew **at** a very great height, glistening **like** beautiful steel birds **in** the afternoon sunshine.
8. There is not much **about** me that could possibly interest you.
9. I'm sorry, but I really cannot agree **with** you.
10. Her mother never complained **about** her behaviour.
11. She came to stay **at** our house **for** two months.
12. The pyramids were built **by** the Egyptians **with** very primitive tools.
13. The boy was taller than his father **by** five inches.
14. We stopped running **from** sheer exhaustion.
15. We were wet **from** the rain.
16. The boxer delivered a powerful blow **with** his left hand.
17. The workers went on strike **because of** the reduction of wages.
18. The train was delayed **because of** the snow storm.
19. The delay was **due to** the bad weather.
20. Because he had lost his key, he climbed **into** the house **through** an open window.
21. Will you visit any museums **during** your stay in France?
22. He will see you **at** the station and then come back **by** a taxi.
23. John was born **on** the 3rd **of** February **in** a small village surrounded **by** vineyards.
24. **In** autumn people who live **in** the north watch robins gather **in** their backyard, or swallows settle **on** the hundreds **of** the telephone wires.
25. The boy knows many poems **by** Shelley **by** heart.
26. **Without** your help I couldn't have solved the problem.
27. What's the matter? I've heard a shout **for** help.

Exercise 13. Identify the type of adverbial modifiers:

16. Because of the lies she told, nobody wanted to have anything to do with her.
17. He is not able to explain what happened because of his state of confusion.
18. John's coming back would remind Mary of the old times she has always loved him because of his qualities.
19. He was upset, though calm and on top of the situation.
20. If tired, please rest as much as you can.
21. They stopped to ask for indications for fear of having got lost.
22. We ran in order to catch the bus.
23. They were too far away to come back home.
24. He kept silent instead of answering the questions.
25. Apart from her luggage, she took nothing else.
26. Everybody was happy except for Mary.
27. Men are always careless as regards women's feelings.
28. In addition to painting, he could play the violin.
29. She took care of two old people besides her parents.
30. The more she tried, the better she felt.

Exercise 14. Rephrase the sentences so as to replace adverbial clauses by corresponding adverbial modifiers:

1. He cannot be considered a winner because he has never managed to overcome his fear.
2. He asked her to stay not that he couldn't do without her, but because he was too lazy.
3. As everybody wanted to see them, they had to change their programme.
4. It was because he speaks defiantly that all his friends have left him.
5. No matter how hard it rains, he still goes running.
6. Tired as he was, he still helped us.
7. Put on your coat in case you get cold.

8. So long as you don't trust me, we can't be friends.
9. We must hurry lest we should be late.
10. Insofar as his private life is concerned, the press doesn't know much.
11. For all I, she may be guilty of negligence.

Evaluation Questions:

1. How are words linked together in an English sentence?
2. What roles does a noun phrase play in a sentence?
3. What are the syntactical features of the subject?
4. What are the syntactic properties of the direct object?
5. What are the syntactic features of the indirect object?
6. What are the syntactic attributes of the prepositional object?
7. List the various types of prepositional objects.
8. What is the structure and function of the verb phrase in English?
9. How many different types of subject-predicate agreement exist in English? Provide examples.
10. What are the syntactic characteristics of an adjective phrase?
11. What are the key syntactic features of an adverbial phrase?
12. How many categories of adverbial modifiers are present in English?
13. What are the different kinds of complex constructions in English? Discuss them briefly.
14. What are the defining characteristics of complex constructions?
15. Explain the accusative + infinitive construction in detail.
16. Explain the accusative + present participle construction in detail.

17. Provide an in-depth explanation of the nominative + infinitive construction.

UNCOUNTABLE NOUNS

ingiliscə

accommodation

advice

air

air-conditioning

alcohol

anger

art

art

asphalt

attraction

awareness

bacon

baggage

beauty

beer

behavior

biology

blood

blood

bread

azərbaycan dilində tərcüməsi

yaşayış yeri

məsləhət

hava

kondisioner

spirtli içki

qəzəb

incəsənət

sənət

asfalt

cazibə

şüur

donuz pastası

yüklər

gözəllik

pivə

davranış

biologiya

qan

qan

çörək

breakfast	səhər yeməyi
business	iş, biznes
business	biznes
butter	kərə yağı
butter	kərə yağı
cabbage	kələm
caffeine	kofein
cash	nağd pul
cereal	səhər yeməyi (düyü, yulaf)
chemistry	kimya
chocolate	şokolad
clothing	geyim
coffee	qəhvə
comfort	rahatlıq
commerce	ticarət
community	icma
confidence	inam
confusion	qarışıqlıq
content	məzmun
courage	cəsarət
dirt	çirk, torpaq
doubt	şübhə
dust	toz

education	təhsil
electricity	elektrik
electricity	elektrik
energy	enerji
entertainment	əyləncə
equipment	avadanlıq
fire	od
flour	un
food	yemək
food	yemək
freedom	azadlıq
furniture	mebel
furniture	mebel
garlic	sarımsaq
grace	nəzakət
happiness	xoşbəxtlik
happiness	xoşbəxtlik
hate	nifrət
health	sağlamlıq
home	ev
homework	ev tapşırığı
honey	bal
hope	ümid

information	məlumat
information	məlumat
intelligence	zəka
iron	dəmir
jewellery	zərgərlik
jewelry	zərgərlik
juice	şirə
kindness	nəzakət, yaxşılıq
knowledge	bilik
land	torpaq
language	dil
laughter	gülüş
laughter	gülüş
life	həyat
light	işıq
literature	ədəbiyyat
love	sevgi
mail	poçt
mathematics	riyaziyyat
meat	ət
medicine	dərmanlar
milk	süd
money	pul

music	musiqi
news	xəbər
noise	səs
oil	neft, yağ
patience	səbir
peace	sülh
pollution	çirklənmə
power	güc
rain	yağış
rice	düyü
salt	duz
shopping	alış-veriş
snow	qar
software	proqram təminatı
speed	sürət
sport	idman
sugar	şəkər
tea	çay
technology	texnologiya
traffic	trafik
transportation	nəqliyyat
trouble	çətinlik
trust	etibar

truth

həqiqət

unemployment

işsizlik

violence

zorakılıq

water

su

weather

hava şəraiti

wine

şərab

work

iş

yoga

yoga

Basic verbs that require a gerund

verb

tərcüməsi

admit

etiraf etmək

advise

məsləhət vermək

allow

icazə vermək

anticipate

əvvəlcədən hiss etmək

appreciate

təqdir etmək

avoid

qaçmaq

verb**tərcüməsi**

begin

başlamaq

can't help

özünü saxlaya bilməmək

celebrate

qeyd etmək

consider

nəzərdən keçirmək

complete

tamamlamaq

delay

təxirə salmaq

deny

inkar etmək

detest

nifrət etmək

discuss

müzakirə etmək

dislike

xoşlamamaq

enjoy

zövq almaq

verb**tərcüməsi**

escape

qaçmaq

excuse

üzr istəmək

fancy

arzulamaq

finish

bitirmək

forgive

bağışlamaq

hate

nifrət etmək

imagine

təsəvvür etmək

involve

əhatə etmək

keep

davam etmək

like

xoşlamaq

love

sevmək

verb**tərcüməsi**

mention

qeyd etmək

mind

etiraz etmək

miss

darıxmaq

postpone

təxirə salmaq

practice

məşq etmək

prefer

üstün tutmaq

quit

tərk etmək

recall

xatırlamaq

recommend

təvsiyə etmək

report

bildirmək

resent

incimək

verb

tərcüməsi

resist

müqavimət göstərmək

resume

davam etdirmək

risk

risk etmək

start

başlamaq

stop

dayandırmaq

suggest

təklif etmək

Basic verbs that require an infinitive

verb

tərcüməsi

agree

razılaşmaq

aim

məqsəd qoymaq

appear

görünmək

verb**tərcüməsi**

arrange

təşkil etmək

ask

soruşmaq, xahiş etmək

attempt

cəhd etmək

begin

başlamaq

care

önəm vermək

choose

seçmək

claim

iddia etmək

decide

qərar vermək

demand

tələb etmək

deserve

layiq olmaq

desire

arzulamaq

verb**tərcüməsi**

expect

gözləmək

fail

uğursuz olmaq

forget

unutmaq

get

əldə etmək (to ilə bəzi hallarda)

happen

təsadüfən olmaq

hesitate

tərəddüd etmək

hope

ümid etmək

intend

niyyət etmək

learn

öyrənmək

like

xoşlamaq

love

sevmək

verb**tərcüməsi**

manage

bacarmaq

mean

nəzərdə tutmaq

need

ehtiyacı olmaq

offer

təklif etmək

plan

planlaşdırmaq

prepare

hazırlamaq

pretend

rola girmək, göstərmək

promise

söz vermək

propose

təklif etmək

refuse

rədd etmək

remember

xatırlamaq

verb

tərcüməsi

seem

elə görünmək

start

başlamaq

swear

and içmək

tend

meyilli olmaq

threaten

hədələmək

try

cəhd etmək

volunteer

könüllü olmaq

wait

gözləmək

want

istəmək

wish

arzulamaq

would
like

istərdim

△□ verbs that take both a gerund and an infinitive

verb	with gerund	with infinitiv
remember	keçmişi xatırlamaq	etməyi unutmamaq
forget	keçmişi unutmaq	etməyi unutmaq
stop	bir işi dayandırmaq	başqa bir iş üçün dayanmaq
try	sınamaq (eksperiment)	cəhd etmək (çətin bir işi)
regret	peşman olmaq (keçmişə görə)	təəssüf hissi ilə xəbər vermək

Set expressions with quantity/portion/measure (with translations)

1. a piece of — bir parça
2. a slice of — bir dilim
3. a cup of — bir fincan

4. a glass of — bir stəkan
5. a bottle of — bir butulka
6. a jar of — bir banka
7. a loaf of — bir çörək (bir baş çörək)
8. a handful of — bir ovuc
9. a bunch of — bir dəstə, qrup
10. a pack of — bir paket
11. a box of — bir qutu
12. a carton of — bir karton
13. a can of — bir banka (metal)
14. a drop of — bir damcı
15. a plate of — bir boşqab
16. a bowl of — bir qab (dərin boşqab)
17. a bag of — bir kisə
18. a bar of — bir hissə (şokolad və s.)

19. a stick of — bir çubuq (kərə yağı, şam)

20. a pinch of — bir çimdik (duz və s.)

21. a spoonful of — bir qaşiq dolusu

22. a teaspoon of — bir çay qaşığı

23. a tablespoon of — bir yemək qaşığı

24. a liter of — bir litr

25. a kilo of — bir kiloqram

26. a pound of — bir funt

27. a ton of — bir ton

28. a bunch of — bir dəstə, qrup

29. a pile of — bir yığın

30. a stack of — bir yığın (kitab və s.)

31. a bundle of — bir bağlama

32. a heap of — bir yığın (tullantı və s.)

33. a mass of — bir kütlə, yığın

34. a flock of — bir quş sürüsü
35. a herd of — bir mal-qara sürüsü
36. a pack of — bir sürü (it və s.)
37. a swarm of — bir sürü (arı və s.)
38. a troop of — bir ordu, dəstə (hərbi və s.)
39. a colony of — bir kolonya, qrup (arı, qarışqa)
40. a group of — bir qrup
41. a crowd of — bir izdiham, qrup
42. a team of — bir komanda
43. a pair of — bir cüt
44. a couple of — bir neçə, cüt
45. a series of — bir sıra
46. a range of — bir çeşid, sıra
47. a set of — bir dəst, qrup
48. a collection of — bir kolleksiya

49. a batch of — bir partiya (məhsul və s.)
50. a quantity of — bir miqdar
51. a number of — bir çox
52. a proportion of — bir nisbət
53. a portion of — bir hissə
54. a segment of — bir seqment, hissə
55. a fraction of — bir fraksiya, hissə
56. a piece of — bir parça
57. a section of — bir bölmə
58. a slice of — bir dilim
59. a bit of — bir az
60. a touch of — bir az, toxunuş
61. a dollop of — bir qaşiq (xüsusilə krem, yağ)
62. a scoop of — bir qaşiq (dondurma və s.)
63. a drop of — bir damcı

64. a streak of — bir zolaq, iz
65. a breath of — bir nəfəs
66. a glimpse of — bir baxış, görünüş
67. a flash of — bir parıltı, an
68. a ray of — bir şüa (günəş, işıq)
69. a wave of — bir dalğa
70. a hint of — bir ipucu, az miqdar
71. a whiff of — bir qoxu, iz
72. a dash of — bir az (məhlul, dad üçün)
73. a pinch of — bir çimdik
74. a lick of — bir az (rəng və s.)
75. a drop of — bir damcı
76. a gallon of — bir qalon
77. a barrel of — bir barrel
78. a cupful of — bir fincan dolusu

79. a handful of — bir ovuc dolusu
80. a pinch of — bir çimdik (duz, ədviyyat)
81. a measure of — bir ölçü
82. a load of — bir yük, çoxluq
83. a breath of — bir nəfəs
84. a flash of — bir parıltı
85. a streak of — bir iz, zolaq
86. a burst of — bir partlayış, atəş
87. a tide of — bir axın
88. a sea of — bir dəniz (çoxluq mənasında)
89. a bed of — bir yataq (çiçək və s.)
90. a field of — bir sahə
91. a piece of cake — asan iş (idiom)
92. a grain of truth — bir dənə həqiqət
93. a lump of — bir topa, topaça

94. a patch of — bir parça (yer, sahə)
95. a block of — bir blok, kütlə
96. a slab of — bir parça (daş, ət və s.)
97. a chunk of — bir parça, hissə
98. a clump of — bir topa, yığın
99. a strand of — bir sap, tel
100. a thread of — bir iplik, xət
101. a wave of — bir dalğa
102. a band of — bir zolaq, qrupu
103. a cord of — bir kord (odun ölçüsü)
104. a chain of — bir zəncir, ardıcılıq
105. a line of — bir xətt, sıra
106. a row of — bir sıra (evlər, insanlar)
107. a fleet of — bir donanma, qrup
108. a pack of lies — yalan dolu (idiom)

109. a bout of — bir tutma, hücum
110. a round of — bir raund, mərhələ
111. a dose of — bir doz
112. a blast of — bir partlayış, səs
- 113.
114. a spark of — bir cıgır, alov
115. a flash of inspiration — ani ilham
116. a glimpse of hope — ümid işığı
117. a touch of class — bir az zəriflik
118. a drop in the ocean — çox az (idiom)
119. a grain of salt — şübhə ilə yanaşmaq (idiom)
120. a slap of — bir yumruq, zərbə
121. a roll of — bir rulon (kağız, film)

Common verbs with prepositions

verb + preposition	meaning / usage	example sentence
agree with	to have the same opinion	I agree with you.
apologize for	express regret	She apologized for the mistake.
apply for	request something officially	He applied for the job.
ask for	request	She asked for help.
believe in	trust in existence or value	Do you believe in ghosts?
belong to	be owned by	This book belongs to her.
care about	think something is important	I care about my family.

**verb +
preposition**

meaning / usage

**example
sentence**

care for

look after

She cares for
her
grandmother.

complain
about

express
dissatisfaction

He complained
about the
service.

consist of

be made up of

The team
consists of five
people.

depend on

rely on

It depends on
the weather.

dream about

think during sleep

I dreamed about
flying.

dream of

desire

She dreams of
being a singer.

focus on

concentrate on

Focus on your
goals.

**verb +
preposition**

meaning / usage

**example
sentence**

forgive for

pardon

I forgave him
for the mistake.

get rid of

eliminate

Get rid of those
old shoes.

hear about

learn news

Did you hear
about the
accident?

hear from

receive
communication

I haven't heard
from him.

insist on

demand firmly

He insisted on
paying.

laugh at

mock

Don't laugh at
others.

look at

view

Look at the sky.

look for

try to find

I'm looking for

**verb +
preposition**

meaning / usage

**example
sentence**

look after

take care of

my keys.

She looks after
her baby.

look
forward to

anticipate

I look forward
to the holidays.

object to

oppose

They objected
to the new
rules.

pay for

give money for

He paid for the
meal.

participate
in

take part in

She participated
in the race.

prevent
from

stop from
happening

It prevents him
from sleeping.

protect from

defend

Sunscreen
protects your

**verb +
preposition**

meaning / usage

**example
sentence**

skin from
sunburn.

provide with

supply

They provide us
with equipment.

rely on

depend on

You can rely on
her.

succeed in

achieve something

He succeeded in
passing the test.

suffer from

be affected by

She suffers
from asthma.

talk about

discuss

We talked about
the problem.

talk to

speak with

She talked to
the teacher.

think about

consider

I'm thinking

**verb +
preposition**

meaning / usage

**example
sentence**

think of

remember/imagine

about quitting.

Think of a
number.

translate
into

change language

Translate this
into English.

wait for

stay until
something happens

Wait for me!

worry about

feel concerned

Don't worry
about it.

work on

spend time on a
task

She's working
on her essay.

write about

describe in writing

He writes about
history.

More advanced combinations

verb + preposition

example

abide by

You must abide by the law.

account for

He couldn't account for his
absence.

adjust to

I'm adjusting to the new job.

aim at

He aimed at the target.

base on

The movie is based on a true story.

benefit from

You'll benefit from this program.

comment on

She commented on the report.

compare with/to

Compare this with that one.

concentrate on

Concentrate on your work.

cope with

She can't cope with the stress.

**verb +
preposition**

example

deal with

We must deal with this issue.

experiment with

They're experimenting with
chemicals.

interfere with

Don't interfere with my work.

invest in

He invested in real estate.

lead to

This may lead to conflict.

refer to

He referred to your comment.

result in

The storm resulted in flooding.

specialize in

She specializes in neurology.

subscribe to

I subscribe to the magazine.

vote for

I voted for the new leader.

**verb +
preposition**

example

warn about

He warned us about the danger.

Set expressions used with definite articles

1. at the moment — hazırda, bu dəqiqə
2. in the morning — səhər
3. in the afternoon — günorta
4. in the evening — axşam
5. on the way — yolda
6. by the way — bu arada, söz düşmüşkən
7. in the end — nəticədə, sonunda
8. for the time being — hazırda, indiyə qədər
9. on the whole — ümumilikdə, ümumiyyətlə
10. to the point — mövzuya uyğun, məntiqi
11. at the latest — ən gec

12. in the long run — uzun müddətdə, nəticədə

13. at the beginning — başlanğıcda

14. at the top — üstündə, ən yuxarıda

15. at the bottom — altında, ən aşağıda

16. in the middle — ortasında

17. at the same time — eyni vaxtda

18. on the contrary — əksinə

19. in the meantime — bu arada, arada

20. at the earliest — ən tez

21. at the latest — ən gec

22. in the light of — nəzərə alınaraq

23. on the grounds of — əsasən, səbəbi ilə

24. in the event of — halında, təqdirdə

25. in the course of — əsasında, vaxt ərzində

26. on the basis of — əsasən, əsasında

27. in the face of — qarşısında, üzərinə
28. in the hope of — ümidində
29. on the condition that — şərtlə ki
30. at the risk of — risk altında
31. in the absence of — olmadığı halda
32. on the occasion of — fürsətdən istifadə edərək
33. in the presence of — var olduğu halda
34. in the neighbourhood of — təxminən
35. on the strength of — gücünə əsaslanaraq
36. in the interests of — mənafeyinə görə
37. on the point of — əldə etmək üzrə
38. at the mercy of — iradəsinə təbə
39. at the expense of — xərci hesabına
40. on the edge of — kənarında
41. in the grip of — təsiri altında

42. at the invitation of — dəvəti ilə
43. on the threshold of — eşikdə
44. in the wake of — ardınca
45. at the back of — arxasında
46. on the part of — tərəfindən
47. in the process of — prosessində
48. at the call of — çağırışı ilə
49. in the region of — təxminən
50. on the subject of — mövzusunda
51. at the sight of — görün kimi
52. in the spirit of — ruhunda
53. on the trail of — izi ilə
54. at the hands of — əlinə keçərək
55. in the teeth of — qarşısında
56. on the understanding that — anlaşması ilə

57. at the best — ən yaxşı halda
58. in the cold light of day — sakit şəkildə
59. on the face of it — görünüşdə
60. at the drop of a hat — bir anlıq qərarla
61. in the dark — qaranlıqda, məlumatsız
62. on the double — tez, dərhal
63. at the end of the day — nəticədə
64. in the nick of time — son dəqiqədə
65. on the move — hərəkətdə
66. at the foot of — ayağında
67. in the public eye — ictimaiyyətin gözü qarşısında
68. on the warpath — qəzəblənmiş halda
69. at the heart of — mərkəzində
70. in the trenches — döyüşdə, əzələsində
71. on the rocks — çətin vəziyyətdə (əsasən münasibətlər)

72. at the crack of dawn — gün doğanda
73. in the pink — sağlam, yaxşı vəziyyətdə
74. on the level — dürüst, doğru
75. at the drop of — ani olaraq
76. in the same boat — eyni vəziyyətdə
77. on the off chance — ümid edərək
78. at the end of one's tether — səbrin sonuna çatmaq
79. in the heat of the moment — anın təsiri altında
80. on the fiddle — aldatma, saxtakarlıq
81. at the mercy of — tamamilə başqasının əlinə keçmək
82. in the spotlight — diqqət mərkəzində
83. on the record — rəsmi olaraq
84. at the same time as — eyni zamanda
85. in the know — məlumatlı, xəbərdar
86. on the road — yolda (səyahətdə)

87. at the drop of the hat — ani olaraq
88. in the driver's seat — nəzarətdə, liderlikdə
89. on the up and up — dürüst, şəffaf
90. at the drop of a dime — tez və dərhal
91. in the bag — əldə edilmiş, zəmanətli
92. on the fly — ani olaraq
93. at the helm — liderlikdə olmaq
94. in the pipeline — hazırlıq mərhələsində
95. on the clock — iş vaxtında
96. at the helm — nəzarətdə olmaq
97. in the long haul — uzun müddət ərzində
98. on the level — dürüst və açıq
99. at the forefront — öndə olmaq
100. in the lap of luxury — rahat, zəngin həyat şəraitində
101. on the back burner — gecikdirilmiş, ikinci plana atılmış

102. at the risk of — risk altında olmaq
103. in the public interest — ictimaiyyət maraqları naminə
104. on the cards — ola biləcək, ehtimal olunan
105. at the eleventh hour — son dəqiqədə
106. in the good books — məmnuniyyət qazanmış
107. on the house — pulsuz (kafə, restoranlarda)
108. at the double — tələsik, tez
109. in the balance — hələ qərarsız, risk altında
110. on the blink — işləməmək (texnika üçün)

Set expressions with indefinite articles (a/an)

№	expression	translation (az)
1	a blessing in disguise	gizli bir xeyir
2	a dime a dozen	çox yayılmış, adi şey

№	expression	translation (az)
3	a piece of cake	çox asan iş, sadə
4	a storm in a teacup	kiçik məsələni böyütmək
5	a pain in the neck	bezdirici, başağrısı
6	a drop in the ocean	çox az, təsirsiz
7	a shoulder to cry on	dəstək verən, arxalanılan insan
8	a breath of fresh air	təravətli nəfəs, yeni və xoş şey
9	a shot in the dark	ehtimallı guess, təxmin
10	a tough nut to crack	çətin problem, həll olunması çətin məsələ
11	a matter of time	zaman məsələsi

№	expression	translation (az)
12	a means to an end	məqsədə aparan vasitə
13	a rule of thumb	təcrübəyə əsaslanan ümumi qayda
14	a change of heart	fikrini dəyişmək
15	a slip of the tongue	söz səhvi, səhv danışmaq
16	a big deal	böyük əhəmiyyət
17	a long shot	uğursuzluq ehtimalı yüksək olan cəhd
18	a blessing and a curse	həm müsbət, həm mənfi tərəfi olan şey
19	a taste of your own medicine	özündən görmək, ədalət görmək
20	a rough diamond	tərbiyəsiz amma yaxşı xüsusiyyətləri olan insan

№	expression	translation (az)
21	a grain of truth	azacıq həqiqət
22	a wake-up call	xəbərdarlıq, oyandırıcı hadisə
23	a golden opportunity	böyük fürsət
24	a narrow escape	çətinliklə qurtulma
25	a far cry	çox fərqli, uzaq məsafə
26	a false alarm	yalancı xəbərdarlıq
27	a close call	az qalmış fəlakət
28	a new leaf	yeni başlanğıc, dəyişiklik
29	a short fuse	əsəbi, tez qıcıqlanan
30	a dirty look	pis baxış, incitici baxış

№	expression	translation (az)
31	a soft spot	zəif nöqtə, həssaslıq
32	a raw deal	haqsızlıq
33	a red flag	xəbərdarlıq əlaməti
34	a grey area	qeyri-müəyyənlik, aydın olmayan məsələ
35	a guilty pleasure	gizli zövq
36	a perfect storm	çox pis hadisələrin üst-üstə gəlməsi
37	a heavy heart	kədərli olmaq
38	a leap of faith	inamla atılan addım
39	a silver lining	pis vəziyyətdən müsbət tərəf
40	a slip of the pen	yazı səhvi

№	expression	translation (az)
41	a mixed blessing	həm faydalı, həm də zərərli şey
42	a necessary evil	zəruri pislik
43	a losing battle	itiriləcək mübarizə
44	a clean slate	yeni başlanğıc, təmiz lövhə
45	a tall order	çətin tapşırıq
46	a dead end	çıxış yolu olmayan vəziyyət
47	a sore point	həssas mövzu
48	a big ask	böyük tələb
49	a white lie	yüngül yalan
50	a safe bet	etibarlı seçim

№	expression	translation (az)
51	a knee-jerk reaction	refleks cavab
52	a ballpark figure	təxmini rəqəm
53	a level playing field	bərabər şərtlər
54	a night owl	gecə aktiv olan insan
55	a jack of all trades	hər şeyi az-az bilən insan
56	a square peg in a round hole	yersiz insan
57	a moot point	əhəmiyyətsiz məsələ
58	a double-edged sword	həm faydalı, həm zərərli şey
59	a flash in the pan	qısa müddətli uğur

№	expression	translation (az)
60	a skeleton in the closet	gizli qalmalı sirr
61	a frog in one's throat	boğazda quruluq hissi
62	a chip on the shoulder	inciklik, kūsülü olmaq
63	a feather in one's cap	fəxr ediləsi uğur
64	a pat on the back	tərif, təşviq
65	a slap in the face	təhqir, xəyanət hissi
66	a thorn in one's side	davamlı problem
67	a wolf in sheep's clothing	yalançı, gizli niyyətli insan
68	a cat nap	qısa yuxu

№	expression	translation (az)
69	a wild goose chase	mənasız axtarış
70	a man of his word	sözünün adamı
71	a bundle of nerves	əsəbi insan
72	a breath away	çox yaxın, bir addımlıq məsafədə
73	a stone's throw	çox yaxın məsafədə
74	a world of difference	böyük fərq
75	a grain of salt	ehtiyatla qəbul etmək
76	a flicker of hope	ümid işığı
77	a moment of truth	həqiqət anı

№	expression	translation (az)
78	a penny for your thoughts	fikrini soruşmaq üçün ifadə
79	a shot at glory	şöhrət üçün cəhd
80	a fool's errand	mənasız və vaxt itkisi olan iş
81	a stroke of luck	uğurlu təsadüf
82	a match made in heaven	mükəmməl uyğunluq
83	a bitter pill to swallow	qəbul etməsi çətin vəziyyət
84	a rude awakening	qəfil və sərt realılıqla qarşılaşma
85	a slap on the wrist	yüngül cəza
86	a bone to pick	mübahisə mövzusu

№	expression	translation (az)
87	a clean break	tamamilə yeni başlanğıc
88	a word to the wise	ağıllı insan üçün xəbərdarlıq
89	a new dawn	yeni başlanğıc
90	a passing phase	keçici vəziyyət
91	a dog's life	çətin və pis həyat
92	a stone-faced expression	ifadəsiz, soyuq üz ifadəsi
93	a pipe dream	reallaşması mümkün olmayan arzular
94	a wet blanket	əyləncəni pozan insan
95	a backhanded compliment	tərif kimi görünən tənqid

№	expression	translation (az)
96	a case in point	nümunə
97	a second wind	əlavə enerji və motivasiya
98	a losing streak	ardıcıl məğlubiyyətlər
99	a nervous wreck	çox əsəbi insan
100	a golden rule	əsas qayda

Expressions with to make

1. to make a decision — qərar vermək
2. to make a mistake — səhv etmək
3. to make a difference — fərq yaratmaq
4. to make an effort — səy göstərmək
5. to make a phone call — zəng etmək
6. to make a plan — plan qurmaq
7. to make progress — irəliləmək

8. to make a suggestion — təklif vermək
9. to make a promise — söz vermək
10. to make a deal — razılaşmaq
11. to make a choice — seçim etmək
12. to make a wish — arzu etmək
13. to make a list — siyahı hazırlamaq
14. to make noise — səs-küy salmaq
15. to make money — pul qazanmaq
16. to make fun of — gülmək, lağa qoymaq
17. to make a difference — fərq yaratmaq
18. to make an appointment — görüş təyin etmək
19. to make a complaint — şikayət etmək
20. to make a move — addım atmaq
21. to make a mess — dağınıq yaratmaq
22. to make a mistake — səhv etmək
23. to make an excuse — üzr gətirmək

24. to make a habit — vərdiş yaratmaq
25. to make a point — nöqtə qoymaq, fikir bildirmək
26. to make a start — başlamaq
27. to make a discovery — kəşf etmək
28. to make an impression — təəssürat yaratmaq
29. to make an offer — təklif etmək
30. to make an arrangement — razılaşmaq
31. to make a statement — bəyanat vermək
32. to make a contribution — tövhə vermək
33. to make an announcement — elan etmək
34. to make an attempt — cəhd etmək
35. to make an observation — qeyd etmək
36. to make an apology — üzr istəmək
37. to make an impact — təsir göstərmək
38. to make a reservation — rezervasiya etmək

39. to make a comeback — qayıtmaq
40. to make a fuss — böyük səs-küy yaratmaq
41. to make an excuse — üzr gətirmək
42. to make a living — dolanmaq
43. to make a plan — plan qurmaq
44. to make a call — zəng etmək
45. to make peace — sülh yaratmaq
46. to make a list — siyahı hazırlamaq
47. to make a joke — zarafat etmək
48. to make a complaint — şikayət etmək
49. to make a statement — bəyanat vermək
50. to make a mistake — səhv etmək

Expressions with to do

1. to do homework — ev tapşırığını etmək
2. to do the dishes — qabyuyan işlərini etmək
3. to do a favor — xidmət etmək

4. to do business — biznes etmək
5. to do the laundry — paltar yumaq
6. to do research — araşdırma aparmaq
7. to do exercise — idman etmək
8. to do the shopping — alış-veriş etmək
9. to do damage — zərər vermək
10. to do the cleaning — təmizlik etmək
11. to do well — uğur qazanmaq
12. to do harm — zərər vermək
13. to do a job — iş görmək
14. to do the cooking — yemək bişirmək
15. to do a test — test etmək
16. to do your best — əlinizdən gələni etmək
17. to do the ironing — ütüləmə etmək
18. to do a project — layihə hazırlamaq
19. to do a favor — xidmət göstərmək

20. to do the math — riyaziyyat etmək
21. to do the gardening — bağçılıq işləri görmək
22. to do business with — birlikdə iş görmək
23. to do a presentation — təqdimat etmək
24. to do the cleaning up — təmizləmə işi görmək
25. to do damage control — zərərin qarşısını almaq
26. to do a workout — idman məşqi etmək
27. to do a dance — rəqs etmək
28. to do a task — tapşırıq yerinə yetirmək
29. to do the paperwork — kağız işlərini görmək
30. to do a favor for someone — kimsə üçün xidmət göstərmək
31. to do the dishes — qab yumaq
32. to do the shopping — alış-veriş etmək
33. to do business — biznes aparmaq

34. to do good — yaxşılıq etmək
35. to do harm — zərər vermək
36. to do your hair — saçınızı yığmaq
37. to do a deal — razılaşma əldə etmək
38. to do your nails — dırnaq baxımı etmək
39. to do the cooking — yemək bişirmək
40. to do your makeup — makiyaj etmək
41. to do your taxes — vergi ödənişini etmək
42. to do a favor — xidmət etmək
43. to do your laundry — paltar yumaq
44. to do a course — kurs keçmək
45. to do your best — əlinizdən gələni etmək
46. to do a presentation — təqdimat etmək
47. to do research — araşdırma aparmaq
48. to do the cleaning — təmizlik etmək
49. to do a good job — yaxşı iş görmək

50. to do a project — layihə hazırlamaq

Expressions with to take

1. to take a break — fasilə vermək

2. to take a chance — şans etmək

3. to take a look — baxmaq

4. to take a seat — oturmaq

5. to take a shower — duş qəbul etmək

6. to take a photo — foto çəkmək

7. to take a walk — gəzintiyə çıxmaq

8. to take action — hərəkətə keçmək

9. to take care of — baxmaq, qayğı göstərmək

10. to take notes — qeyd aparmaq

11. to take part in — iştirak etmək

12. to take responsibility — məsuliyyət daşımaq

Set expressions with ‘to have’

№	expression	azərbaycan dilində mənası
1	to have a good time	yaxşı vaxt keçirmək
2	to have a look	baxmaq, nəzər salmaq
3	to have a drink	ichki içmək
4	to have a rest	istirahət etmək
5	to have a chat	söhbət etmək
6	to have a shower	duş qəbul etmək
7	to have a meal	yemək yemək
8	to have a nap	qısa yuxu (siesta) etmək
9	to have a break	fəsilə vermək
10	to have a party	məclis keçirmək
11	to have a problem	problem yaşamaq
12	to have an idea	ideya, fikir sahibi olmaq
13	to have a headache	baş ağrısı olmaq
14	to have a cold	soyuqdəymə olmaq

№	expression	azərbaycan dilində mənası
15	to have a fever	hərərət, qızdırma olmaq
16	to have a baby	uşaq doğmaq
17	to have a conversation	söhbət etmək
18	to have a question	sual vermək
19	to have a dream	yuxu görmək; arzu etmək
20	to have a chance	fürsəti olmaq
21	to have a look at	bir şeyə nəzər salmaq
22	to have a feeling	hissə sahib olmaq
23	to have a laugh	gülmək, əylənmək
24	to have a seat	oturmaq (dəvətnamə olaraq)
25	to have a discussion	müzakirə etmək
26	to have a swim	üzmək
27	to have a lesson	dərs keçmək/almaq
28	to have a good sleep	yaxşı yatmaq

№	expression	azərbaycan dilində mənası
29	to have a look around	ətrafa baxmaq
30	to have a bite	bir az yemək, dişləmək
31	to have a go	cəhd etmək
32	to have a chat with someone	kimsə ilə söhbət etmək
33	to have an appointment	görüşü olmaq
34	to have a seat	oturmaq (dəvətnamə kimi)
35	to have a good time	yaxşı vaxt keçirmək
36	to have a word with someone	kimsə ilə qısa danışmaq
37	to have a craving	çox istəmək (adətən yemək üçün)
38	to have a pet	ev heyvanı saxlamaq
39	to have a drink with someone	kimsə ilə içki içmək
40	to have a bad day	pis gün keçirmək

№	expression	azərbaycan dilində mənası
41	to have a good day	yaxşı gün keçirmək
42	to have a close call	təhlükədən az qalmaq
43	to have a hard time	çətin vaxt keçirmək
44	to have second thoughts	tərəddüd etmək, fikrini dəyişmək
45	to have the time of your life	həyatda ən yaxşı vaxtı keçirmək
46	to have an impact	təsir göstərmək
47	to have a sense of humor	yumor hissi olmaq
48	to have a crush on someone	kiməsə vurulmaq, aşiq olmaq
49	to have a bad habit	pis vərdişi olmaq
50	to have a habit of doing something	bir işi etmək vərdişi olmaq

Verbs not used with prepositions (before their direct objects)

a

- answer: She answered the question.
- approach: He approached the stranger.
- affect: The weather affects my mood.
- announce: They announced the decision.
- acknowledge: She acknowledged her mistake.
- assist: He assisted the manager.
- access: I can't access the database.
- appreciate: I appreciate your help.
- attack: They attacked the castle.

c

- contact: Please contact the office.
- consider: Have you considered my offer?
- consult: She consulted a lawyer.

- confess: He confessed the truth.

- cost: That coat cost me \$200.

d

- discuss: We discussed the issue.

- demand: They demanded an explanation.

- declare: The government declared a state of emergency.

- desire: He desires success.

- deny: She denied the accusation.

e

- enter: They entered the room.

- enjoy: He enjoys football.

- escape: They escaped the fire.

- examine: The doctor examined the patient.

- explore: We explored the cave.

f

- follow: She followed the guide.

- face: You must face the truth.

- forget: I forgot my keys.

- forgive: Please forgive me.

- feed: She fed the baby.

g

- get: He got a new phone.

- give: He gave me the book.

- grab: Grab the opportunity.

- guess: Guess the answer.

- greet: He greeted the guests.

h

- help: I helped my sister.

- hold: She held the baby.

- handle: He handled the situation well.

• hug: He hugged his mom.

• hear: I heard a strange noise.

i

• inform: She informed me of the change.

• inspire: Her story inspired many people.

• influence: This book influenced me a lot.

• involve: The plan involves risk.

• invite: We invited them to the party.

j

• join: He joined the club.

• justify: Can you justify your decision?

l

• leave: I left the room quietly.

• like: I like this movie.

• love: She loves chocolate.

- lack: He lacks experience.

m

- marry: She married a dentist.
- mention: Did he mention the issue?
- miss: I miss my old friends.
- meet: We met the director yesterday.
- monitor: The teacher monitored the students.

o

- obey: Children must obey their parents.
- observe: She observed the stars.
- order: He ordered a pizza.
- overcome: They overcame the difficulty.
- offend: He offended the guest.

p

- phone: I phoned my mom.

- prefer: I prefer tea.
- pardon: Pardon my interruption.
- protect: He protected his family.

r

- reach: We reached the station.
- respect: I respect her opinion.
- resist: He resisted temptation.
- recognize: I recognized his voice.
- remind: Please remind me later.

s

- serve: He served the food.
- support: We support your idea.
- surprise: The gift surprised me.
- scold: She scolded the child.
- satisfy: The food satisfied us.

t

- tell: Tell me the truth.
- take: He took the keys.
- teach: She teaches English.
- trust: I trust you.
- thank: I thanked him.

u

- use: Can i use your phone?
- understand: I understand the question.
- undertake: They undertook the mission.

w

- watch: Watch the news.
- want: I want ice cream.
- win: We won the game.
- wish: I wish you luck.

- welcome: They welcomed the guests.

IRREGULAR VERBS

base form	past simple	past participle	tərcümə
1. arise	arose	arisen	baş qaldırmaq , meydana çıxmaq
2. awake	awoke	awoken	oyanmaq
3. be	was/were	been	olmaq
4. bear	bore	borne/born	daşımaq, doğmaq
5. beat	beat	beaten	döymək
6. become	became	become	olmaq, çevrilmək
7. begin	began	begun	başlamaq
8. bend	bent	bent	əymək

base form	past simple	past participle	tərcümə
9. bet	bet	bet	mərc etmək
10. bite	bit	bitten	dişləmək
11. bleed	bled	bled	qanamaq
12. blow	blew	blown	üfəlmək
13. break	broke	broken	sındırmaq
14. bring	brought	brought	gətirmək
15. broadcast	broadcast	broadcast	yayımlamaq
16. build	built	built	tikmək
17. burn	burnt/burned	burnt/burned	yanmaq, yandırmaq

base form	past simple	past participle	tərcümə
18. buy	bought	bought	almaq
19. catch	caught	caught	tutmaq
20. choose	chose	chosen	seçmək
21. cling	clung	clung	yapışmaq
22. come	came	come	gəlmək
23. cost	cost	cost	qiyməti olmaq
24. creep	crept	crept	sürünmək
25. cut	cut	cut	kəsmək
26. deal	dealt	dealt	məşğul olmaq
27. dig	dug	dug	qazmaq

base form	past simple	past participle	tərcümə
28. do	did	done	etmək
29. draw	drew	drawn	çəkmək
30. dream	dreamt/dreamed	dreamt/dreamed	yuxu görmək
31. drink	drank	drunk	ichmək
32. drive	drove	driven	sürmək
33. eat	ate	eaten	yemək
34. fall	fell	fallen	düşmək
35. feed	fed	fed	yemləmək
36. feel	felt	felt	hiss etmək
37. fight	fought	fought	döyüşmək

base form	past simple	past participle	tərcümə
38. find	found	found	tapmaq
39. flee	fled	fled	qaçmaq
40. fling	flung	flung	atmaq, atıb tullamaq
41. fly	flew	flown	uçmaq
42. forbid	forbade	forbidden	qadağan etmək
43. forget	forgot	forgotten	unutmaq
44. forgive	forgave	forgiven	bağışlama q
45. freeze	froze	frozen	donmaq
46. get	got	got/gotten	almaq

base form	past simple	past participle	tərcümə
47. give	gave	given	vermək
48. go	went	gone	getmək
49. grow	grew	grown	böyümək
50. hang	hung	hung	asmaq
51. have	had	had	sahib olmaq
52. hear	heard	heard	eşitmək
53. hide	hid	hidden	gizlənmək
54. hit	hit	hit	vurmaq
55. hold	held	held	tutmaq
56. hurt	hurt	hurt	zədə vermək

base form	past simple	past participle	tərcümə
57. keep	kept	kept	saxlamaq
58. kneel	knelt	knelt	diz çökmaq
59. knit	knit/knitte d	knit/knitte d	toxumaq
60. know	knew	known	bilmək
61. lay	laid	laid	qoymaq
62. lead	led	led	idarə etmək, aparmaq
63. lean	leant/leane d	leant/leane d	söykənmə k
64. leap	leapt/leape d	leapt/leape d	tullamaq
65. leave	left	left	tərk etmək

base form	past simple	past participle	tərcümə
66. lend	lent	lent	borc vermək
67. let	let	let	icazə vermək
68. lie (uzanmaq)	lay	lain	uzanmaq
69. light	lit/lighted	lit/lighted	işıqlandırmaq
70. lose	lost	lost	itirmək
71. make	made	made	etmək, yaratmaq
72. mean	meant	meant	nəzərdə tutmaq
73. meet	met	met	görüşmək
74. mistake	mistook	mistaken	səhv etmək

base form	past simple	past participle	tərcümə
75. mow	mowed	mown/mowed	biçmək
76. overcome	overcame	overcome	üstəlmək
77. pay	paid	paid	ödəmək
78. put	put	put	Qoymaq
79. quit	quit	quit	tərk etmək
80. read	read (red)	read (red)	Oxumaq
81. ride	rode	ridden	minmək
82. ring	rang	rung	zəng etmək
83. rise	rose	risen	qalxmaq

base form	past simple	past participle	tərcümə
84. run	ran	run	Qaçmaq
85. say	said	said	demək
86. see	saw	seen	görmək
87. sell	sold	sold	Satmaq
88. send	sent	sent	göndərmək
89. set	set	set	Qoymaq
90. sew	sewed	sewn/sewed	tikiş çəkmək
91. shake	shook	shaken	siləlmək
92. shed	shed	shed	tökmək
93. shine	shone	shone	Parıldamaq

base form	past simple	past participle	tərcümə
94. shoot	shot	shot	atəş açmaq
95. show	showed	shown	göstərmək
96. shrink	shrank	shrunk	kiçilmək
97. shut	shut	shut	bağlamaq
98. sing	sang	sung	Oxumaq
99. sink	sank	sunk	Batmaq
100.sit	sat	sat	Oturmaq
101.sleep	slept	slept	Yatmaq
102.slide	slid	slid	sürüşmək
103.smell	smelt/smelled	smelt/smelled	qoxlamaq

base form	past simple	past participle	tərcümə
104.speak	spoke	spoken	danışmaq
105.spend	spent	spent	sərf etmək
106.spin	spun	spun	fırlanmaq
107.spit	spat	spat	tüpürmək
108.split	split	split	bölmək
109.spoil	spoilt/spoiled	spoilt/spoiled	korlamaq, şirnikləşdirmək
110.spread	spread	spread	Yaymaq
111.spring	sprang	sprung	tullanmaq
112.stand	stood	stood	dayanmaq

base form	past simple	past participle	tərcümə
113.steal	stole	stolen	Oğurlama q
114.stick	stuck	stuck	yapışmaq
115.sting	stung	stung	sancmaq
116.stink	stank	stunk	pis qoxmaq
117.strike	struck	struck	Vurmaq
118.string	strung	strung	tellərlə bağlamaq
119.strive	strove	striven	çalışmaq, əzm göstərmək
120.swim	swam	swum	üzmək
121.swing	swung	swung	yəllənmək

base form	past simple	past participle	tərcümə
122.take	took	taken	götürmək
123.teach	taught	taught	öyrətmək
124.tear	tore	torn	Cırmaq
125.tell	told	told	demək
126.think	thought	thought	düşünmək
127.throw	threw	thrown	Atmaq
128.underst and	understood	understood	baş düşmək
129.wake	woke	woken	oyanmaq
130.wear	wore	worn	geyinmək

base form	past simple	past participle	tərcümə
131.weave	wove	woven	toxumaq
132.weep	wept	wept	Ağlamaq
133.win	won	won	qazanmaq
134.wind	wound	wound	bükmək, dolamaq
135.withdra w	withdrew	withdrawn	geri çəkmək
136.write	wrote	written	Yazmaq

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