

M. Tursunova

EASY ENGLISH

A GUIDE FOR UNIVERSITY STUDENTS

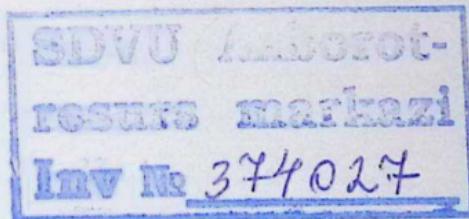


o'quv qo'llanma

42 Eng
T91

M. Tursunova

Easy English: A Guide for University Students



Samarqand davlat veterinariya meditsinası,
chorvachilik va biotexnologiyalar universiteti
Nashr matbaa markəzi, 2025

UO'K: 811.111

KBK: 81.432.1

Tuzuvchi: M. Tursunova. Easy English: A Guide for University Students (ingliz tilida). O'quv qo'llanma. – Samarqand: Samarqand davlat veterinariya meditsinasi, chorvachilik va biotexnologiyalar universiteti Nashr matbaa markazi, 2025. -280 b.

O'zbekiston Respublikasi Oliy ta'lif, fan va innovatsiyalar vazirligining 2025 yil 21 avgustdag'i 316-sonli buyrug'i bilan nashr etishga ruxsat berilgan (pўйхатга олиш рақами - 244903)

Mazkur o'quv qo'llanma ingliz tilidagi veterinariyaga oid terminlar asosida talabalarning nutqiylar kompetensiyalarini rivojlantirish metodikasini takomillashtirish hamda ingliz tilida grammatik qoidalar, mavzuga oid mashqlar va testlar, turli matnlardan iborat bo'lib, talabaning chet tilida erkin muloqot qilishiga, to'g'ri o'qishiga va yozishiga qaratilgandir. O'quv qo'llanma boshida grammatik qoidalar va mashqlar, oylar, xafta kunlari, vaqt ko'rsatilgan so'ngra 60840100-veterinariya meditsinasi ta'lif yo'nalishida tahsil olayotgan talabalar uchun mo'ljallangan o'quv dasturidagi 30 ta mavzuni qamrab oladi. Mavzuni mustahkamlash uchun berilgan mashq va topshiriqlar veterinariya meditsinasi ta'lif yo'nalishiga doir ilmiy matnlar asosida ishlab chiqilgan. Bundan tashqari o'quv qo'llanma talabalarga mustaqil ta'lif mavzulari bo'yicha ham foydali manba bo'lib xizmat qiladi.

Tuzuvchi: M.U.Tursunova

Taqrizchilar: Z.A.Ergasheva, F.Davronova.

ISBN: 978-9910-640-61-2

Verb Tenses in English Grammar

Introduction

There are three main verb tenses in English grammar: *present Simple* or *Simple present*, the *past Simple* or *Simple past* and the *future*. Each of these tenses also has a *continuous* or *progressive* aspect, a *perfect* aspect and a *perfect progressive*.

Verb tenses show us when an action takes place: in the *present*, *past* or *future*. Each of the three main tenses has a *progressive*, *perfect* and *perfect progressive* aspect which give us more information about the time, progression or completion of an action.

This table of tenses in English grammar provides an overview of the 12 different verb tenses with examples in the positive, interrogative or question form and Negative. You will also find tips on the usage of each tense and common Signal words to help you recognize the tenses. For a detailed lesson including exercises, click on the name of the tense.

Tense	positive/Negative/question	Usage	Signal words
Simple Present	<ul style="list-style-type: none">◦ P: He speaks.◦ N: He does not speak.◦ Q: Does he speak?	<ul style="list-style-type: none">▪ repeated/regular action in the present▪ general validity▪ actions happening one after the other▪ confirmed future actions (time table, schedule)	<p>always, every ..., never, normally, often, seldom, Sometimes, es, usually if-clause ty pe I (If I talk, ...)</p>

Tense	positive/Negative/question	Usage	Signal words
Present Progres- sive (Present Continuo- us)	P: He is speaking. N: He is not speaking. Q: Is he speaking?	action currently taking place action limited to a particular timeframe already planned or agreed-upon future action	at the moment, just, just now, Listen!, Look!, now, right now
Simple Past	P: He spoke. N: He did not speak. Q: Did he speak?	a single or repeated action in the past actions happening one after the other in the past a new action that interrupts an action that was already taking place	yesterda- y, 2 minutes ago, in 1990, the other day, last Friday if- clause ty- pe II (If I talked, ...)
Past Progres- sive (Past Continuo- us)	P: She was speaking. N: She was not speaking. Q: Was she speaking?	emphasis on the process of an action taking place in the past multiple actions taking place at the same time an action that was taking place when interrupted by a new action	as long as, while
Present Perfect	P: She has spoken. N: She has not spoken. Q: Has she spoken?	the result is emphasized action that lasts to the present moment action that has just	already, ever, never, not yet, so far, till

Tense	positive/Negative/question	Usage	Signal words
		been completed completed action with influence on the present an action that has never/once/more than once taken place up to the time of speaking	now, up to now, just
Present Perfect Progressive (Perfect Continuous)	P: She has been speaking. N: She has not been speaking. Q: Has she been speaking?	the action is emphasized (not the result) action that has lasted until the present time completed action with influence on the present	all day, for 3 years, since 1994, how long?, the whole week
Past Perfect	P: She had spoken. N: She had not spoken. Q: Had she spoken?	action taking place before a certain time in the past Sometimes interchangeable with past perfect progressive emphasizes only the fact that Something took place before a certain point in the past	Just, already, never, not yet, once, until that day if-clause type III (If I had talked, ...)
Past Perfect Progressive	P: She had been speaking. N: She had not been speaking. Q: Had she been speaking?	action before a certain point in the past Sometimes interchangeable with past perfect Simple emphasizes the	the whole day, all day, for, since

Tense	positive/Negative/question	Usage	Signal words
Progressive (Future Perfect)	N: She will not have been speaking. Q: Will she have been speaking?	future time emphasizes the length of the action	for ..., the last couple of hours
Continuous			

Present Simple Tense

Introduction

The *present Simple* is also called Simple present or *present tense*. We use it to talk about present actions and events that take place repeatedly or one after the other, facts, and future actions that are determined by a timetable or schedule. It is one of the most commonly used tenses in the English language.

Example



Anvar likes football. He is a forward. A forward tries to score goals for his team. Anvar plays football every Tuesday. His training starts at five o'clock. After school Anvar goes home, packs his bag, puts on his football shirt and then he goes to football training. He has to take the bus. The bus leaves at half past four.

Usage

We use the Simple present tense for:

- events that take place regularly or habitually with Signal words such as: *always, never, rarely, often*

Example:

He plays football every Tuesday.

- events that take place one after the other

Example:

After school Anvar goes home, packs his bag, puts on his football shirt and then he goes to football training.

- facts, or things that are generally valid

Example:

A forward tries to score goals for his team.

- future actions that are planned and predetermined (e.g. by a timetable or programme)

Example:

The bus leaves at half past four.

His training starts at five o'clock.

- static verbs and verbs of thought/memory

Example:

Anvar likes football.

He is a forward.

Present Simple Tense Conjugation in English

The conjugation of English verbs in the present Simple is relatively Simple. We add an *-s/-es* to verbs in the third person singular (he/she/it), otherwise the verb does not change. In positive sentences, we use the verb in its present form. In Negative sentences and questions, we use the auxiliary verb do or does in the third person singular. The main verb is used in it the infinitive form.

	positive	Negative	question
I/you/we/they	I speak	I <u>do</u> not speak	<u>Do</u> I speak?
he/she/it	he speaks	he <u>does</u> not speak	<u>Does</u> he speak?

Exceptions

To conjugate verbs in the third person singular in English grammar, we simply add an *-s* to the verb. However, There are a few exceptions to take note of:

- When the verb ends with an *-o, -ch, -sh*, we add *-es*.

Example:

do – he does

wash – she washes

- When the verb ends with a *consonant + y*, we change the *y* to *ie* before adding the *-s*. However, verbs that end in *vowel + y* simply take *-s*.

Example:

worry – he worries

(but: play – he plays)

- Modal verbs such as *can*, *may*, *might*, and *must* never take an *-s*. They remain the same in all forms.

Example:

he can swim

she must go

The Verbs **be** and **have**

be

The verb *be* is irregular in all its forms. In Negative sentences and questions, we do not use it with an auxiliary verb.

	Positive	Negative	Question
I	I am	I am not	Am I?
he/she/it	he is	he is not	Is he?
you/we/they	you are	you are not	Are you?

have

There are two versions of the verb *have* in the Simple present: *have* and *have got*. They are conjugated differently in positive, Negative and interrogative sentences.

	Positive	Negative	question
I/you/we/they	I have/I have got	I do not have/I have not got	Do I have?/Have I got?
he/she/it	he has/he has got	he does not have/he has not got	Does he have?/Has he got?

Usage of have got

Have got expresses possession/belonging in British English. This form is uncommon in American English.

Contractions

Contractions are a combination of certain pronouns, verbs and the word not. They are mostly used in spoken and informal written English. The table below

provides an overview of contractions in the present Simple using the verbs be, have and do.

long form	Contraction	Example
am (not)	...'m (not)	I'm (not) (not:)
Are	...'re	you're
are not	...'re not/... aren't	we're not/we aren't
Is	...'s	he's
is not	...'s not/... isn't	she's not/she isn't
Have	...'ve	they've
have not	...'ve not/... haven't	I've not/I haven't
Has	...'s	she's
has not	...'s not/... hasn't	he's not/he hasn't
do not	don't	you don't
does not	doesn't	it doesn't

To Note

In written English, the contracted form of are can only be used after pronouns, not after nouns, or names.

Example:

They're not interested in football.
(but not: football)

Signal Words

The following is a list of Signal words that indicate the *Simple present tense*:

- always, normally, usually
- often, Sometimes, seldom
- never
- every day/week/month/...

Exercises

Put the verbs in the correct *Simple Present* form.

1. Laylo (work) _____ in a language school.
2. She (be) _____ a teacher.
3. She (teach) _____ English.
4. Her students (come) _____ from all over the world.
5. Laylo usually (go) _____ to school by bus.

6. On the bus she (*have*) _____ time to correct a few tests.

Complete the sentences with the negation.

1. The children (*be/not*) _____ tired.
2. Karim (*have/not*) _____ any brothers or sisters.
3. I (*drink/not*) _____ milk.
4. She (*like/not*) _____ maths.
5. I (*be/not*) _____ from England.

Construct questions.

1. (*have/you/a dog*)
2. (*speak/they/English*)
3. (*be/ll/right*)
4. (*play/he/tennis*)
5. (*be/you/on holiday*)

Present Continuous Tense

Introduction

The present continuous, also known as the *present progressive* tense, is formed with the verb *be* and the present participle or -ing form of the main verb. We use this tense to talk about actions that are in progress at the time of speaking and temporary actions. We can also use the present progressive to talk about future arrangements and plans.

Example



Akobir is travelling around Australia. He is staying at a youth hostel in a little Australian town. The town is becoming more and more popular because of its beautiful beaches.

Akobir is meeting his friend Jamshid in town tonight. Jamshid is working there as a tour guide over the summer. Akobir is in the town centre now. Look! Akobir is taking a picture of another tourist.

Usage

We use the present continuous tense to describe:

- actions that are taking place at the present moment i.e. now

Example:

Look! Akobir is taking a picture of another tourist.

- predetermined plans or appointments that have been made for the near future

Example:

He is meeting his friend Jamshid tonight.

- actions that are only happening temporarily

Example:

Akobir is travelling around Australia.

Jamshid is working there as a tour guide over the summer.

- actions that are currently happening, but not at this very moment

Example:

He is staying at a youth hostel.

- situations that are changing

Example:

The town is becoming more and more popular because of its beautiful beaches.

Present Continuous Tense Conjugation in English

To form the present continuous in English, we use the conjugated form of the auxiliary verb be and the main verb in the gerund or ing form. The table provides and overview of the conjugation of verbs in positive, Negative and interrogative sentences in the present progressive tense.

	Positive	Negative	question
I	I <u>am speaking</u>	I <u>am not speaking</u>	<u>Am I speaking?</u>
he, she, it	he <u>is speaking</u>	he <u>is not speaking</u>	<u>Is he speaking?</u>
you, we, they	you <u>are speaking</u>	you <u>are not speaking</u>	<u>Are you speaking?</u>

Exceptions

Generally, the present participle is formed by add -ing to the infinitive form of a verb. However, There are a few exceptions:

- An -e at the end of the word is removed, but -ee, -oe and -ye remain unchanged.

Example:

come – coming
(but: agree – agreeing)

- The final consonant is doubled in words that have a short stressed vowel before the final consonant. However, -w, -x and -y are not doubled

Example:

sit – sitting
(but: fix – fixing)

- An -l as the final consonant after a vowel is always doubled in British English but not in American English.

Example:

travel – travelling (British), traveling (American)

- An -ie at the end of the word is replaced by a -y.

Example:

lie – lying

Contractions

Contractions are a combination of certain pronouns, verbs and the word not. They are mostly used in spoken and informal written English. The table below provides an overview of contractions in the present progressive using the verb be.

long form	Contraction	Example
am (not)	...'m (not)	I'm (not) (<i>not:</i>)
Are	...'re	you're
are not	...'re not/... aren't	we're not/we aren't
Is	...'s	he's
is not	...'s not/... isn't	she's not/she isn't

Contractions in written English

In written English, the contracted form of *are* can only be used after pronouns and not after nouns or names.

Example:

They're travelling around Australia.
(*but not:*)

Signal Words

Signal words can help us to recognize the tense in a sentence. The Signal words for the present progressive are:

- at the moment
- now, just now, right now
- Listen!
- Look!

Exercises

Put the verbs in the Present Continuous.

1. Barno (*do*) _____ the washing-up at the moment.
2. She thinks that her kids (*run*) _____ around in the garden.
3. But they (*play/not*) _____ in the garden.
4. Botir (*sit*) _____ in front of the TV.
5. He (*watch*) _____ a film.
6. Lobar (*lie*) _____ on the sofa.
7. She (*watch/not*) _____ TV.

Construct questions in the Present Continuous.

1. (*I/do/right/it*)
2. (*you/sleep*)
3. (*he/read/the paper*)

Past Simple Tense

Introduction

The past simple tense, also known as *the Simple past*, *the past tense*, expresses completed actions in the recent and distant past. It is the basic past tense in English grammar. We form this tense with the past Simple form of the main verb and the auxiliary verb do. The duration of an action is not important in the Simple past, instead, we emphasize when an action took place.

Example



Last month a girl from China joined our class. She came in, introduced herself, and began to talk about her country.

She showed us where she was from on a map. While she was talking about her home town, the school bell suddenly rang. If I spoke Chinese, I would love to go on a holiday to China.

Usage

The Simple past is the basic form of the past tense in English grammar, we use it for:

- actions that happened once or repeatedly in the past

Example:

Last month a girl from China joined our class.

She was from China.

She showed us where she was from on a map.

- actions that happened one after the other in the past

Example:

She came in, introduced herself, and began to talk about her country.

- a new action interrupting an action that was already taking place, together with the past progressive tense

Example:

While she was talking about her home town, the school bell suddenly rang.

- in the second conditional

Example:

If I spoke Chinese, I would like to go on holiday to China.

Simple Past Tense Conjugation in English

The conjugation of verbs in the Simple past is the same for all forms. We add -ed to the regular verbs, but the conjugations of irregular verbs have to be learned by heart. In Negative sentences and questions, the verb remains in the infinitive, and the auxiliary verb do is conjugated in the past tense – did. The table below shows examples of the conjugation of regular and irregular verbs in the Simple past in positive, Negative and interrogative sentences.

	positive	Negative	question
regular verb	He <u>played</u>	He <u>did</u> not play	<u>Did</u> he play?
irregular verb	He <u>spoke</u>	He <u>did</u> not speak	<u>Did</u> he speak?

Exceptions

Regular verbs are conjugated by adding -ed to the infinitive form of a verb. However, There are Some exceptions to this rule:

- When a verb ends with in -e, we only add -d.

Example:
love – loved (not: loved)

- The final consonant is doubled after a short stressed vowel.

Example:
admit – admitted

- The final consonant -t is always doubled after a vowel in British English but not in American English.

Example:
travel – travelled (British), traveled (American)

- A -y at the end of the word is replaced by an -i.

hurry – hurried
be in the Past Simple

The verb be is irregular. We use was for the first and third person singular and were for the second person and all plural forms. We don't need the verb do to conjugate Negative and interrogative sentences with be. We use not for Negative sentences and in interrogative sentences, we simply invert the verb and subject. See table below:

	positive	Negative	question
I/he/she/it	I was	I was not	Was I?
you/we/they	you were	you were not	Were you?

Signal Words

The past Simple is used to say when Something happened, so it is common to use it with expressions of time and adverbs of frequency.

- Time expressions: yesterday, last Friday, 2 minutes ago, in 1995, the other day and etc.
- Adverbs of frequency: always, often, Sometimes, rarely, never etc.
- 2nd/unreal conditional

Exercises

Put the verbs in the Simple Past.

1. Javohir (visit) _____ his grandparents last weekend.
2. Barno (arrive) _____ an hour ago.
3. We (go) _____ to Bobir's birthday party yesterday.
4. I (be) _____ on holiday last week.
5. She (see) _____ fire.

Complete the sentences in the Negative form.

1. I phoned Laylo last night. → I _____ Laylo last night.

2. You tidied up your room. → You _____ up your room.
3. Dilbar became an actress. → Dilbar _____ an actress.
4. We found the treasure. → We _____ the treasure.
5. He spoke Spanish. → He _____ Spanish.

Construct questions.

1. (you/dance) _____ at the party last night?
2. (she/do) _____ her homework?
3. (Ravshan/work) _____ at the post office?
4. (they/help) _____ you with the washing-up?
5. When (I/say) _____ that?

Past Continuous Tense

Introduction

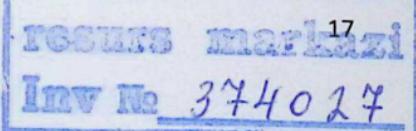
The past continuous tense, also called the *past progressive tense*, emphasizes a continuing or incomplete action in the past. We can use this tense to describe what was in progress at a specific moment in time in the past. It is formed with the auxiliary verb be, conjugated in the past (*was/were*), and present participle or *-ing* form of the main verb.

Example



Laylo was sitting on the beach at six o'clock yesterday. Her friend Jasur doesn't like being lazy. So while Laylo was relaxing on the beach, he was sailing.

Laylo was watching the sunset when Jasur passed by on his boat.



Usage

There are a few ways to use the past progressive tense in English grammar. We can use it to express:

- an action that was in progress at a specific time in the past

Example:

Laylo was sitting on the beach at six o'clock yesterday.

- two actions that were taking place at the same time

Example:

While Laylo was relaxing on the beach, Jasur was sailing.

- a past action that was interrupted by a second past action

Example:

Laylo was watching the sunset when Jasur passed by on his boat.

Conjugation of English Past Progressive Tense

To conjugate the past progressive tense, we use the past tense form of the auxiliary verb be and the main verb in its ing-form. The table below provides an overview of the conjugation of the past progressive tense in positive, Negative and interrogative sentences.

	positive	Negative	question
I / he / she / it	I <u>was speaking</u>	I <u>was not speaking</u>	<u>Was</u> I <u>speaking</u> ?
you / we / they	you <u>were speaking</u>	you <u>were not speaking</u>	<u>Were</u> you <u>speaking</u> ?

Exceptions

The present participle or -ing form is usually formed by adding -ing to the infinitive of the verb. However, There are a few exceptions to the rule.

- An -e at the end of the word is removed, but -ee, -oe and -ye remain unchanged.

Example:

come – coming

(but: agree – agreeing)

- For words that have a short stressed vowel before the final consonant, the final consonant is doubled, but not -w, -x and -y.

Example:

sit – sitting

(but: mix – mixing)

- An *-l* as the final consonant after a vowel is always doubled in British English, but not in American English.

Example:

travel – *travelling* (British)

traveling (American)

- An *-ie* at the end of the word is replaced with a *-y*.

Example:

lie – *lying*

Signal Words

Signal words can help you to identify which verb tense is being used in a sentence. The Signal words for the past progressive are:

- as long as, while

Exercises

Yesterday at ten o'clock, these people were right in the middle of doing Something. What were they doing?

Put the verbs in the *Past Progressive*.

1. Yodgor (*work*) _____ on his computer at 9 o'clock yesterday.
2. Laylo and Tohir (*have*) _____ dinner.
3. I (*read*) _____ an article in the newspaper.
4. The children (*watch*) _____ a film on TV at that time.
5. Madina (*chat*) _____ on the phone with a friend.

Put the verbs in the *Past Progressive*.

1. When I came into the living room, the cats (*sit*) _____ on the table.
2. I could tell by his eyes that he (*lie*) _____ to me.
3. We (*play*) _____ Monopoly when our neighbors rang at the door.
4. Surayyo (*listen*) _____ to the radio when she heard a strange noise in the garden.
5. I (*prepare*) _____ dinner yesterday when I noticed that the cooker (*work/not*) _____.

Write questions in the *Past Progressive*.

1. (*what/do/you*) _____ yesterday at six?
2. (*Barbo/practise*) _____ the piano when you came home?
3. (*who/talk/to you*) _____ when I saw you last night?

4. (what/discuss/they) _____ when she went over to them?
5. (type/she) _____ a message when you interrupted her?

Present Perfect Tense

Introduction

The present perfect tense connects the past with the present. Use this tense to emphasize the result of a past action, especially when the exact time of this action is not important. The present perfect is formed using a present form of the verb have and the past participle of the main verb. Be aware that many languages have a tense that is similar to the present perfect, however, the usage is probably different.

Example



Akobir loves football and plays very well. He has bought new trainers and now he plays even better than before.

Akobir is the team captain because he has never lost a match.

It looks like his team will win this match as well. Akobir has just scored a goal and the referee has not blown the final whistle yet. The other team has not scored a goal so far.

Usage

We use the present perfect tense to express:

- an action that has just been completed

Example:

He has just scored a goal.

When he scored the goal is not important.

- a completed action with influence on the present

Example:

He has bought new trainers and now he plays even better than before.

- an action that has never happened, or has happened once or several times up to the time of speaking

Example:

He has never lost a match.

The referee has not blown the final whistle yet.

The other team has not scored a goal so far.

Present Perfect Tense Conjugation in English

To conjugate the present perfect tense in English we use the present form of the auxiliary verb have and the past participle of the main verb. The table below provides an overview of the conjugation in positive, Negative and interrogative sentences.

	positive	Negative	Question
I/you/we/the y	I <u>have</u> <u>played/spoken</u> <u>n</u>	I <u>have</u> not <u>played/spoke</u> <u>n</u>	<u>Have</u> I <u>played/spoken</u> ?
he/she/it	she <u>has</u> <u>played/spoke</u> <u>n</u>	she <u>has</u> not <u>played/spoke</u> <u>n</u>	<u>Has</u> she <u>played/spoken</u> ?

Past participle

The past participle for regular verbs is formed by adding -ed to the base form of the verb. The past participle of irregular verbs is different and should be memorized.

Exceptions

There are few exceptions to take note of when conjugating the past participle of regular verbs:

- When a verb ends with -e, we simply add a -d.
Example:
love – loved (not: loveed)
- The final consonant is doubled after short stressed vowels.
Example:
admit – admitted
- The final consonant -l is always doubled after a vowel in British English but not in American English.
Example:
travel – travelled (British), traveled (American)
- A -y at the end of the word is replaced by an -i.
Example:
hurry – hurried

Contractions

Contractions are a combination of certain pronouns, verbs and the word not. They are mostly used in spoken and informal written English. The table below provides an overview of contractions in the present perfect tense using the verb have.

long form	contraction	example
Have	...'ve	they've
have not	...'ve not / ... haven't	I've not / I haven't
Has	...'s	she's
has not	...'s not / ... hasn't	he's not / he hasn't

Negated Contractions

In written English, we usually form contractions with a pronoun and an auxiliary verb, but not with a noun and an auxiliary verb.

Example:

*They've not played football.
(but not: The girl's've not played football)*

However, the contraction of *has* and *not*, can be used after nouns as well as pronouns. Except when the word already ends in *-s*.

Example:

*He's/The boy's played football.
(but not: football)*

Signal Words

Signal words can help us to recognize the tense in a sentence. The Signal words for the present perfect are:

- already, just, not yet
- ever, never
- so far, till now, up to now

Just, already and yet

We use the Signal words *just*, *already* and *yet* in different situations.

In positive sentences, we use *just* to say that Something has happened very recently.

Example:

*Have you read this book yet?
Yes, I've just read it.*

To say whether Something has happened or not, we use *already* and *yet*. *Already* is used in positive sentences, whereas, *yet* is used in Negative sentences and questions.

Example:

Have you read this book yet?

Yes, I've already read it./ No, I haven't read it yet.

Exercises

Write sentences in the *Present Perfect Simple*.

1. (you/dial/the wrong number)
2. (I/read/just/the book)
3. (they/answer/not/my question)
4. (he/speak/not/to me/yet)
5. (she/finish/her work/already)

Write questions in the *Present Perfect Simple*.

1. (you/be/to England/yet)
2. (How often/she/call/you)
3. (the kids/tidy up/their rooms)
4. (How often/you/travel/abroad)
5. (How many letters/he/write)

Present Perfect Continuous Tense

Introduction

The present perfect progressive tense, also *present perfect continuous*, expresses an action that begins in the past and lasts until a present or almost present moment. The timing of this action is not specified, instead, the result or process of the action is emphasized. The present perfect progressive is conjugated with the present form of have, the past participle of be and the present participle or -ing form of the main verb.

Example



Alibek has been repairing cars since he was sixteen years old. He has always wanted to be a mechanic. He has been working in this garage for ten years. As Alibek has been changing tires all morning, his clothes are dirty now.

Usage

The present perfect progressive is similar to the present perfect, but we use it to express a continuing or unfinished action, or emphasize the duration of an action. Here are the three main uses of the present perfect continuous:

- emphasize the duration, and not the result, of an action

Alibek has been repairing cars since he was sixteen years old. Example:

- express an action lasting from a point in the past until now, and possibly into the future (Since when?/How long?)

He has been working in this garage for ten years. Example:

- express completed actions with influence on the present

As he has been changing tires all morning, his clothes are dirty now. Example:

Present Perfect Progressive Tense

Conjugation in English

To conjugate the present perfect progressive we follow the rule: have/has + been + verb in the -ing form. The table below provides an overview of conjugations of the present perfect progressive in positive, Negative and interrogative sentences.

	Positive	Negative	Question
I/you/we/they	I <u>have been</u> speaking	I <u>have not been</u> speaking	<u>Have I been</u> speaking?
he/she/it	he <u>has been</u> speaking	he <u>has not been</u> speaking	<u>Has he been</u> speaking?

Exceptions

The present participle is generally formed by adding -ing to the base form of a verb. However, There are a few exceptions to this rule:

- An -e at the end of the word is removed, but -ee, -oe and -ye remain unchanged.

Example:

come – coming
but: agree – agreeing

- The final consonant is doubled in words that have a short stressed vowel before the final consonant. However, -w, -x and -y are not doubled.

Example:

sit – sitting
but: mix – mixing

- An -l as a final consonant after a vowel is always doubled in British English but not in American English.

Example:

travel – travelling (British)
travelling (American)

- An -ie at the end of the word is replaced with a -y

Example:

lie – lying

Contractions

Contractions are a combination of certain pronouns, verbs and the word not. They are mostly used in spoken and informal written English. The table below provides an overview of contractions in the present perfect progressive tense using the verb have.

long form	contraction	example
Have	...'ve	they've
have not	...'ve not/... haven't	I've not/I haven't
Has	...'s	she's
has not	...'s not/... hasn't	he's not/he hasn't

To Note

The contracted form of *have* is generally only used after pronouns.

Example:

They've been repairing cars in the morning.
(but not:)

However the contracted form of *has* is also possible after names and nouns, as long as they don't already end in -s.

Example:

He's/Alibek's not been repairing cars in the morning.

Signal Words

Signal words can help us to recognize the tense in a sentence. The Signal words for the present perfect progressive are:

- all day, the whole week
- for 4 years, since 1997, how long?
- lately

Exercises

Complete the sentences in the *present perfect progressive*.

1. Sevinch (*teach*) _____ English since 2008.
2. We (*look*) _____ for that document all day.
3. Mr Davlat (*speak*) _____ on the phone for two hours.
4. The students are exhausted because they (*take*) _____ a difficult test.
5. He (*live*) _____ here since he was a child.

Write questions in the *present perfect progressive*.

1. (*How long/we/wait/for her*)
2. (*How long/she/learn/English*)
3. (*How long/they/go out with each other*)
4. (*How long/you/exercise*)
5. (*How long/he/sit/There*)

Past Perfect Tense

Introduction

The past perfect tense, also *pluperfect tense*, is used for actions that took place before a certain point in the past. It is often used together with the Simple past tense. It is formed with the auxiliary verb had and the past participle of the main verb.

Example



Little Miss Bahora sat on her chair after she had made herself Some porridge.

She had not eaten much of her porridge when a spider frightened her away.

If the spider had not frightened her, she would have finished her porridge sitting on her chair.

Usage

The past perfect tense is common in written English and storytelling. We use it together with the Simple to express:

- actions that took place before a certain time in the past (emphasizes only the fact that Something took place before a certain point in the past)

Example:

Little Miss Bahora sat on her chair after she had made herself Some porridge.

She had not eaten much of her porridge when a spider frightened her away.

- the 3rd conditional

Example:

If the spider had not frightened her, she would have finished her porridge sitting on her chair.

Learn more about the difference between the Simple past and the past perfect or test your knowledge of the English past tenses.

Conjugation of English Past Perfect Tense

To conjugate the past perfect tense in English, we follow the rule: had + past participle. The table below shows the conjugation of positive, Negative and interrogative sentences in the English past perfect tense.

	positive	Negative	question
all forms			
are the same	I <u>had played/spoken</u>	I <u>had not played/spoken</u>	<u>Had I played/spoken?</u>

Past participle

Regular verbs are normally conjugated by adding -ed to the infinitive form of a verb. However, There are Some exceptions to this rule:

- Then a verb ends with in -e , we only add -d.

Example:
love – loved (not: loveed)
 □ The final consonant is doubled after a short stressed vowel.

Example:
admit – admitted
 □ The final consonant -l is always doubled after a vowel in British English but not in American English.

Example:
travel – travelled (British), traveled (American)
 □ A -y at the end of the word is replaced by an -l.

hurry – hurried

Contractions

Contractions are a combination of certain pronouns, verbs and the word not. They are mostly used in spoken and informal written English. The table below provides an overview of contractions in the past perfect tense using the verb had.

long form	contraction	example
Had	...'d	they'd
had not	...'d not / ... hadn't	I'd not / I hadn't

Negated Contractions

In written English, we usually form contractions with a pronoun and an auxiliary verb, but not with a noun and an auxiliary verb.

Example:

She'd not eaten much of her porridge.
 (but not:)

The negated contractions, in which the verb and *not* are combined, can always be used no matter what kind of word comes before them.

Example:

She hadn't eaten much of her porridge.
 The girl/Little Miss Bahora hadn't eaten much of her porridge.

Signal Words

Signal words help us to recognize which tense is being used in a sentence. The Signal words for the past progressive are listed below:

- just, already
- never, not yet

- until that day, once
- if-clause type III (If I had talked, ...)

To Note

Some of the Signal words for the *past perfect* are the same as those for the *present perfect*. The difference is that the Signal words for the *past perfect* refer to the past and not to the present.

Exercises

Form the *Past Perfect Simple*.

1. I/work →
2. she/paint →
3. we/listen →
4. you/speak →
5. they/find →

Complete the sentences in the *Past Perfect Simple*.

1. We ate cherries from the tree that my grandfather (*plant*) _____ many years before.
2. When we arrived, the show (*start/already*) _____.
3. We went to a place where I (*be/never*) _____ before.
4. The teacher wanted to know whether we (*read*) _____ the book.
5. Yesterday I met a friend that I (*see/not*) _____ for ages.

Complete the questions in the *Past Perfect Simple*.

1. (*your husband/make/dinner*) _____ when you got home?
2. (*Guli/finish/her homework*) _____ when she went out with her friends?
3. (*you/have/breakfast*) _____ when you started to work?
4. (*What/he/do*) _____ that made you so upset with him the other day?
5. (*she/move/to London/already*) _____ when she met her boyfriend?

Past Perfect Continuous Tense

Introduction

The past perfect continuous, also *past perfect progressive*, is used for actions that were in progress shortly before or up to a certain past time. It emphasizes the process of an action rather than the completion. It is similar to the present perfect progressive tense but is used to express past actions. We form this tense with *had + been + present participle* or *-ing* form of the main verb.

Example



I went to visit Nigina the other day. She had been practicing the flute for hours when I arrived.

Nigina looked very tired because she had been practising for so long.

The piece is very difficult and although Nigina had been practising it for a long time, she still hadn't mastered it.

Usage

We use the *past perfect progressive tense* to express the following:

- an action that started before a certain time in the past and was interrupted by a second action

Example:

Nigina had been practising for hours when Davlat knocked on the door.

- an action that started and ended before a certain time in the past but the effect of this action was still important at that moment

Example:

When I saw Nigina, she was tired because she had been practising all day.

- an action that started before a certain time in the past and wasn't completed at that time

Example:

She had been practising for a very long time, but she still hadn't mastered the piece.

Past Perfect Simple or Progressive?

Sometimes, we can use the past perfect instead of the past perfect progressive without completely changing the meaning of the sentence, instead, we change the focus of the sentence from the duration of an action to its completion.

Example:

Nigina had been practising for an hour.

Focus is on the duration of the action.

Nigina had practised for an hour.

Focus is on the completion of the action.

Past Perfect Progressive Tense

Conjugation in English

To conjugate the past perfect progressive tense in English grammar, we need the auxiliary verbs have and be in the past participle: had + been + present participle or -ing form of the main verb. The table below provides an overview of conjugations of the present perfect progressive in positive, Negative and interrogative sentences.

	positive	Negative	question
all forms			
are the same	I <u>had been speaking</u>	I <u>had not been speaking</u>	<u>Had I been speaking?</u>

Exceptions

The present participle is generally formed by adding -ing to the base form of a verb. However, There are a few exceptions to this rule:

- An -e at the end of the word is removed, but -ee, -oe and -ye remain unchanged.

Example:

come – coming

but: agree – agreeing

- The final consonant is doubled in words that have a short stressed vowel before the final consonant. However, -w, -x and -y are not doubled.

Example:

sit – sitting

but: mix – mixing

- An -l as a final consonant after a vowel is always doubled in British English but not in American English.

Example:

travel – travelling (British)

traveling (American)

- An -ie at the end of the word is replaced with a -y

Example:

lie – lying

Contractions

Contractions are a combination of certain pronouns, verbs and the word not. They are mostly used in spoken and informal written English. The table below provides an overview of contractions in the past perfect progressive tense using the verb *had*.

long form	contraction	example
Had	...'d	they'd
had not	...'d not / ... hadn't	I'd not / I hadn't

Negated Contractions

In written English, we usually form contractions with a pronoun and an auxiliary verb, but not with a noun and an auxiliary verb.

Example:

She'd not been practising for a long time.

(but not: *She not been practising for a long time.*)

Negated contractions, formed with an auxiliary verb and *not*, can be used after nouns as well as pronouns.

Example:

She hadn't been practising for a long time.

The girl/Nigina hadn't been practising for a long time.

Signal Words

Signal words can help us to recognize the tense in a sentence. The Signal words for the past perfect progressive are:

- " for ..., since ...

▪ the whole day, all day

To Note

The Signal words for the *past perfect progressive* are the same as those for the *present perfect progressive*. The difference is that the Signal words for the *past perfect progressive* refer to the past, not the present.

Past Perfect Continuous in Spoken English

We don't use the *past perfect continuous* often in spoken English – it is much more common in written texts. Therefore, native English speakers prefer to rephrase a sentence slightly in order to use Simpler tenses.

Example:

Nigina had been practising for hours when Davlat knocked on the door. (*past perfect progressive*)

Nigina was practising when Davlat knocked on the door. (*past progressive*)

If we leave out the duration of an action, we can use the *past progressive* instead of the *past perfect progressive*.

Exercises

Complete the sentences in the *Past Perfect Progressive*.

1. Lola needed a break because she (*study*) _____ all morning.
2. Jasmina (*learn*) _____ English for 12 years before she moved to England.
3. I did not go out last night because I (*work*) _____ all day.
4. Sarvinoz felt fit for the marathon because she (*train*) _____ a lot.
5. When I went to see Dilnoza, her secretary told me that she (*speak*) _____ on the phone for two hours.
6. You got sick because you (*eat*) _____ the whole time.
7. The musician (*live*) _____ in this town for ten years when he became director of the opera house.
8. We (*go*) _____ out with each other for two years before I met his family.
9. The passengers (*wait*) _____ for four hours before the ground staff could finally give them information on the delay of their flight.

10. I (drive) _____ in the wrong direction for an hour before I noticed my mistake.

Will + infinitive – Simple Future

Introduction

The future tense with will, also *Simple future*, is one way of talking about future events in the English language. We can use the Simple future with will to express a spontaneous decision, a prediction or a future event that cannot be altered. It is formed with the auxiliary verb will and the infinitive or base form of the main verb.

Example



- Oh, what a mess in here! Come on, I'll help you sort the files.
- It's okay, I'll do it tomorrow. It'll rain tomorrow anyway.
- You won't finish it in just one day.
- If I need help, I will tell you.

Usage

We can use the Simple future tense with *will* to express:

- a spontaneous decision

Example:

Come on, I will help you sort the files.

- an opinion, hope, uncertainty, or assumption regarding the future

Example:

You won't finish it in just one day.

It will rain tomorrow anyway.

- a promise

- I will do it tomorrow.
- the first conditional

Example:

If I need help, I will tell you.

Example:

Conjugation of English Future Tense with Will

The conjugation of the future Simple with *will* is the same for all forms. We simply follow the rule: *will* + *infinitive*. The table below provides an overview of the positive, Negative and interrogative conjugation of the English future Simple tense.

	Positive	Negative	question
--	----------	----------	----------

all forms are the same I will write I will not write Will I write?

Contractions

Contractions are a combination of certain pronouns, verbs and the word not. They are mostly used in spoken and informal written English. The table below provides an overview of contractions in the future tense using the verb *will*.

long form	contraction	example
Will	...'ll	they'll
will not	...'ll not / ... won't	I'll not / I won't

Negated Contractions

In written English, we usually use contractions after pronouns, but not after nouns.

Example:

He'll not finish it in just one day.

(but not: *He* not)

Negated contractions, which are a combination of an auxiliary verb and not, can always be used.

Example:

He won't finish it in just one day.

My colleague/Phil won't finish it in just one day.

Signal Words

Signal words help us to recognize the tense being used in a sentence. Below is a list of Signal words for the Simple future tense:

- I think
- probably
- perhaps

Exercises

Write positive sentences in the *future Simple (will)*.

1. (I/do/this/later)
2. (we/go shopping)
3. (the sun/shine)
4. (Shaxzod/call/you)
5. (they/be/There)

Complete the sentences in the *future Simple (will)*.

1. It (rain/not) _____ tomorrow.
2. I promise I (be/not) _____ late.
3. We (start/not) _____ to watch the film without you.
4. The bus (wait/not) _____ for us.
5. He (believe/not) _____ us.

Write questions in the *future Simple (will)*.

1. (what/learn/they)
2. (it/snow)
3. (when/you/get/home)
4. (she/forgive/me)
5. (what/say/he)

Be going to – Simple Future

Introduction

The future tense with going to, also *Simple future*, expresses a logical prediction for the future or an intention or plan which has already been decided. This tense is constructed with: be + going to + infinitive.

Example



Rayhona is going to meet a friend in town.

She has just looked out of the window. The sky is blue – it is not going to rain. So Rayhona is going to leave her umbrella at home.

Usage

Use the future with *going to* for:

- previously planned or prepared future action

Example:

Rayhona is going to meet a friend in town.

- logical conclusion regarding the future

Example:

The sky is blue – it is not going to rain. So Rayhona is going to leave her umbrella at home.

Conjugation of English Future Tense with *going to*

To conjugate the future with *going to*, we follow the rule: be + *going to* + infinitive. The table below provides an overview of positive, Negative and interrogative conjugations for the Simple future with *going to*.

	positive	Negative	question
I	I <u>am going</u> <u>to draw.</u>	I <u>am not going</u> <u>to draw.</u>	<u>Am I going</u> <u>to draw?</u>
you/we/they	You <u>are</u> <u>going</u> <u>to draw.</u>	You <u>are not going</u> <u>to draw.</u>	<u>Are you going</u> <u>to draw?</u>
he/she/it	He <u>is going</u> <u>to draw.</u>	He <u>is not going</u> <u>to draw.</u>	<u>Is he going</u> <u>to draw?</u>

Contractions

Contractions are a combination of certain pronouns, verbs and the word not. They are mostly used in spoken and informal written English. The table below provides an overview of contractions in the future with *going to*.

long form	contraction	example
am (not)	...'m (not)	I'm (not) (not:)
are	...'re	you're
are not	...'re not/... aren't	we're not/we aren't

long form	contraction	example
is	...'s	he's
is not	...'s not / ... isn't	she's not / she isn't

To Note

In written English, the contracted form of *are* can only be used after pronouns, not after nouns and names.

Example:

They're going to meet in town.
(but not:)

Signal Words

Certain expression can help us to recognize the tense being used in a sentence. Below is a list of expressions for the future with *going to*:

- in one year, next week, tomorrow

Exercises

Put the verbs in the *future Simple (going to)*.

1. Shaxboz (*sell*) _____ his house.
2. Our neighbours (*spend*) _____ their next holidays in the Caribbean.
3. I (*move*) _____ to another town.
4. My husband (*build*) _____ a tree house for the kids.
5. His friends (*learn*) _____ English.

Write questions in the *future Simple (going to)*.

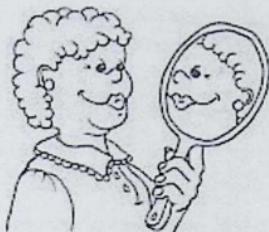
1. (*you/help/me*)
2. (*she/study/in Glasgow*)
3. (*they/paint/the room*)
4. (*he/apply/for that job*)
5. (*what/you/do*) _____ about this?

Future Continuous Tense

Introduction

The *future continuous tense*, also *future progressive tense*, expresses a continuing action that will be in progress at a future time. The future progressive tense in English grammar is formed with will + be + present participle or *ing-form*.

Example



Mrs Shaxzoda is getting ready for her bingo night. She goes There every Wednesday.

In an hour she will be sitting at her table with her friends. They will be talking. They will be playing bingo. And she will be seeing Mirzo, a good-looking pensioner she met There last week.

Usage

We use the English future progressive tense to:

- emphasizes the progression of an action in the future

Example:

In an hour she will be sitting at her table with her friends.

They will be talking. They will be playing bingo.

- express a future action that we expect to happen

Example:

And she will be seeing Mirzo, a good-looking pensioner she met There last week.

Conjugation of English Future Continuous Tense

To conjugate the future continuous tense we follow the rule: will + be + present participle or ing-form.

The conjugation is that same for all forms. The table below provides an overview of the future continuous tense in positive, Negative and interrogative sentences.

	positive	Negative	question
--	----------	----------	----------

all forms are I will
the same be sleeping I will not be sleeping Will I be sleeping?

Exceptions

The present participle is generally formed by adding -ing to the base form of a verb. However, There are a few exceptions to this rule:

- An -e at the end of the word is removed, but -ee, -oe and -ye remain unchanged.

Example:

come – coming
but: agree – agreeing

- A consonant that follows a short stressed vowel is doubled.
However, -w, -x and -y are not doubled.

Example:

sit – sitting
but: mix – mixing

- An -l as a final consonant after a vowel is always doubled in British English but not in American English.

Example:

travel – travelling (British)
traveling (American)

- An -ie at the end of the word is replaced with a -y

Example:

lie – lying

Contractions

Contractions are a combination of certain pronouns, verbs and the word not. They are mostly used in spoken and informal written English. The table below provides an overview of contractions in the future progressive with the verb *will*.

long form	contraction	example
Will	...'ll	they'll
will not	...'ll not / ... won't	I'll not / I won't

Negated Contractions

In written English, we usually use contractions after pronouns, but not after nouns.

Example:

Unfortunately, she'll not be sitting next to Mirzo.
(but not:)

Negated contractions, which are a combination of an auxiliary verb and not, can always be used.

Example:

Unfortunately, she won't be sitting next to Mirzo.

Unfortunately, the woman/Mrs Shaxzoda won't be sitting next to Mirzo.

Signal Words

Signal words can help us to recognize the tense in a sentence. The Signal words for the future progressive are:

- at 5 o'clock tomorrow
- this time next week

Exercises

Put the verbs in the *future progressive*.

1. At this time tomorrow, we (*fly*) _____ to New York.
2. At nine o'clock, the baby (*sleep*) _____.
3. Gavhar and Amir are on their way to California. They (*surf*) _____ this time tomorrow.
4. I (*give*) _____ a speech at my friend's wedding on Friday at seven.
5. You (*watch/probably*) _____ TV when I get home.

Put the verbs in the *future progressive*.

1. They (*dance/not*) _____ all night.
2. We are late, he (*wait/not*) _____ for us anymore.
3. She (*study/not*) _____ until midnight.
4. I (*prepare/not*) _____ everything for you any longer.
5. With your bad work ethic, you (*work/not/probably*) _____ for this company anymore next year.

Future Perfect Tense

Introduction

The future perfect tense in English grammar indicates that an action will have been completed by a certain future time. It is constructed with the auxiliary verbs will + have + past participle of the main verb.

Example



- Why is Anvar taking his bicycle apart?
- He will probably have noticed that his bike is broken.
- Oh no, we want to go on a bike ride in an hour.
- Don't worry, he will have repaired the bike by then.

Usage

We can use the English future perfect tense for:

- actions that will have been finished by a future time, usually with an expression of time

Example:

Don't worry, he will have repaired the bike by then.

- assumptions about something that has probably happened

Example:

He will probably have noticed that his bike is broken.

Conjugation of English Future Perfect Tense

To conjugate the future perfect tense, we follow the rule: *will + have + past participle*. The table below shows the conjugation of positive, Negative and interrogative sentences in the future perfect tense.

	positive	Negative	question
all			
for			
ms	I <u>will</u>		
are	<u>have played/sp</u>	I <u>will not have played/s</u>	<u>Will I have played/sp</u>
the	<u>oken</u>	<u>poken</u>	<u>oken?</u>
sam			
e			

Past participle

The *past participle* of regular verbs is formed by adding *-ed*.

The past participle of irregular verbs is the third verb form (see List of irregular verbs, 3rd column).

Exceptions

- When a verb ends with *-e*, we simply add a *-d*.
love – loved (not: *loveed*)
Example:
- The final consonant is doubled after a short stressed vowel.
admit – admitted
Example:
- The final consonant *-l* is always doubled after a vowel in British English but not in American English.
travel – travelled (British)
travelled (American)
Example:
- A *-y* at the end of the word is replaced with an *-i*.

Example:

hurry – hurried

Contractions

Contractions are a combination of certain pronouns, verbs and the word not. They are mostly used in spoken and informal written English. The table below provides an overview of contractions in the English future perfect tense.

long form	contraction	example
Will	...'ll	they'll
will not	...'ll not / ... won't	I'll not / I won't

To Note

In written English, we usually use contractions after pronouns, but not after nouns.

Example:

Unfortunately, she'll not be sitting next to Mirzo.

(but not:)

I'm afraid that he'll not have repaired his bike by then.

(but not:)

Negated contractions, which are a combination of an auxiliary verb and not can always be used.

Example:

I'm afraid that he won't have repaired his bike by then.

I'm afraid that the boy/Matthew won't have repaired his bike by then.

Signal Words

Certain expressions can help us to recognize the tense in a sentence. Some examples of Signal words or expressions for the future perfect are:

= by Monday, in a week

Exercises

Put the verbs in the *future Perfect Simple*.

1. When you come home, I (*cook*) _____ dinner for you.
2. They (*wash*) _____ the dishes by now.
3. He (*invite*) _____ her for a coffee.
4. In ten years' time the house (*fall*) _____ into ruin.
5. She (*leave*) _____ work for today.

Put the verbs in the *future Perfect Simple*.

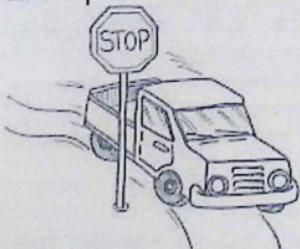
1. You (*finish/not*) _____ this work by the end of the work day.
2. Don't come round before 9 o'clock. I (*get up/not*) _____ by then.
3. They (*arrive/not*) _____ yet.
4. He (*forget/not*) _____ to lock the door.
5. We (*switch off/not*) _____ the TV.

Future Perfect Progressive Tense

Introduction

The future perfect progressive, also *future perfect continuous* is used to emphasize the progression and duration of an action up to a certain time in the future. When we use the future perfect progressive, we look back at a past action from a future point in time. This tense also expresses assumptions about that will likely have happened by a certain time. The future perfect progressive is formed with will + have + been + present participle or -ing form of the main verb.

Example



They recently changed the road signs here and now there has been an accident. The driver *won't have been paying attention*. The traffic is backed up for miles. The other cars *will have been waiting* for hours for the accident to be cleared. Now it seems that you are not paying attention anymore, you've gone right through the stop sign! In ten minutes, you *will have been driving* non-stop for six hours. We ought to stop for a break.

Usage

We can use the English future perfect progressive tense to:

- emphasize the length of an action in progress at a certain time in the future, usually with reference to the duration of the action

Example:

In ten minutes you will have been driving non-stop for six hours.

- express what we imagine or think is happening at a certain future or present time

Example:

The cars *will have been waiting* for hours for the accident to be cleared.

- express an assumption about what was happening at a certain time in the past.

Example:

There was an accident last week. The driver *won't have been paying attention* to the road signs.

To note:

When using the future perfect progressive in English, we usually include a reference to a specific time such as *next year, by this time, last week*.

Example:

By this time tomorrow, you will have been driving for 24 hours!

Conjugation of English Future Perfect Progressive Tense

To conjugate the English future perfect progressive tense, we follow the rule: *will + have, been + present participle* or *-ing form* of the main verb. The table below provides an overview of conjugations in the the positive, Negative and interrogative form.

The conjugation is the same for all forms.

	Positive	Negative	question
all forms are the same	I <i>will have</i> <i>been speaking</i>	I <i>will not have</i> <i>been speaking</i>	Will I <i>have</i> <i>been speaking?</i>

Exceptions

The present participle is generally formed by adding *-ing* to the base of a verb. However, there are a few exceptions to this rule:

- An *-e* at the end of the word is removed, but *-ee*, *-oe* and *-ye* remain unchanged.

Example:

come – coming

but: agree – agreeing

- The final consonant is doubled in words that have a short stressed vowel before the final consonant. However, *-w*, *-x* and *-y* are not doubled.

Example:

sit – sitting

but: mix – mixing

- An *-l* as a final consonant after a vowel is always doubled in British English but not in American English.

Example:

travel – travelling (British)

traveling (American)

- An *-ie* at the end of the word is replaced with a *-y*

Example:

lie – lying

Contractions

Contractions are a combination of certain pronouns, verbs and the word not. They are mostly used in spoken and informal written English. The table below provides an overview of contractions of *will* in the English future perfect progressive tense.

long form	contraction	example
Will	...'ll	they'll
will not	...'ll not / ... won't	I'll not / I won't

Negated Contractions

In written English, we usually form contractions with a pronoun and an auxiliary verb, but not with a noun and an auxiliary verb.

Example:

He'll not have been driving for six hours.

(but not:)

Negated contractions, formed with an auxiliary verb and *not*, can be used after nouns as well as pronouns.

Example:

He won't have been driving for six hours.

Exercises

Put the verbs in the *future perfect progressive*.

1. They (*watch*) _____ TV all day.
2. In half an hour she (*work*) _____ for six hours without a break.
3. In two months I (*teach*) _____ English at this school for ten years.
4. Next week you (*live*) _____ in your new house for a year.
5. My friends (*lie*) _____ on the beach all holiday.

Write questions in the *future perfect progressive*.

1. (*How long/we/wait/for her*) _____ by now?
2. (*How long/they/run*)
3. (*How long/she/learn/English*)
4. (*How long/they/go out together*)
5. (*How long/he/do/this*)

Verbs in English Grammar

Introduction

Verbs are action words. They can describe an action (*swim*), an event (*snow*), a situation (*be*) or a change (*become*). The infinitive is the basic form of a verb and is often, but not always, preceded by *to*. There are 4 other forms of English verbs: Simple present, Simple past, past participle and present participle or -ing form. We also have to pay attention to the different types of verbs in English grammar, as they function differently.

Auxiliary Verbs

Introduction

The auxiliary verbs in English grammar, also called *helping verbs*, are the verbs *be*, *do*, *have* and *will*. We use auxiliary verbs to conjugate Negative sentences and questions in Simple tenses and to form the progressive and perfect tenses.

Auxiliary verbs can also stand alone as main verbs in a sentence.

The verb "be"

The verb *be* can be used as an auxiliary verb and as a main verb. *Be* is an irregular verb and has three different present conjugations, two past Simple forms and one past participle form.

Simple present:

I am
he/she/it is
we/you/they are

Simple past:

I/he/she/it was
we/you/they were

past participle:

been

Be is an auxiliary verb for progressive, also continuous, tenses and for the passive voice. We can recognize that *be* is an auxiliary verb in the following sentences because another verb – the main verb – always comes directly after it.

The present participle, or *-ing* form, of the main verb is used for progressive tenses and the past participle is used for the passive voice.

Progressive Forms with Be

present progressive:

I am *playing* football.
You/We/They are *playing* football.
He/She/It is *playing* football.

past progressive:

I/He/She/It was *playing* football.
You/We/They were *playing* football.

present perfect progressive:

He has been *playing* football.
He had been *playing* football.

past perfect progressive:

The Passive Voice

Simple present/past:

The house is/was *built*.

present/past perfect:

The house has/had been *built*.

future I:

The house will be *built*.

be as a main verb

Remember that *be* can also be a main verb. In this case, no other verb comes directly before or after it. When *be* is used as a main verb, no auxiliary verb is needed for Negative sentences or questions.

They are fifteen years old.

positive sentence:

They are not fifteen years old.

negation:

Are they fifteen years old?

question:

The verb "have"

The verb *have* can be used as an auxiliary verb and as a main verb. *Have* is an irregular verb and has two different present conjugations. The past Simple and past participle forms are the same.

Simple present:

I/we/you/they have
he/she/it has

Simple past:

had

past participle:

had

Have is used as an auxiliary verb for perfect tenses in the active and the passive voice.

Perfect Tenses: Active Voice

present perfect Simple:

I/You/We/They have played football.
He/She/It has played football.

past perfect Simple:

He had played football.

present perfect progressive:

I/You/We/They have been playing football.
He/She/It has been playing football.

past perfect progressive:

He had been playing football.

Perfect Tenses: Passive Voice

present/past perfect:

The house has/had been built.

have as auxiliary verb or main verb

To indicate possession, we can use *have* as a full verb or as an auxiliary verb. In British English, we generally use *have* as an auxiliary verb in combination with the *past participle* of the

full verb *get (got)*. Note that the form with *have got* is only possible in the present Simple.

I have a car.

as full verb:

I have got a car.

as auxiliary verb:

If we're using *have* as a full verb, we need the auxiliary verb *do* for negations and questions.

I do not have a car.

as full verb:

Do I have a car?

If we're using *have got*, then we don't need another auxiliary verb. (*Have* is already the auxiliary verb.)

I have not got a car.

as auxiliary verb:

Have I got a car?

The verb "do"

The verb *do* can be an auxiliary verb or a main verb. *Do* is an irregular verb, it has two present Simple forms, and a different Simple past and past participle form.

Simple present:

I/we/you/they do

he/she/it does

Simple past:

did

past participle:

done

We use *do* as an auxiliary verb for Negative sentences and questions in the *Simple present* and the *Simple past*. In these cases, the main verb is used in the infinitive form.

Auxiliary verb *do* in negations

Simple present:

I/You/We/They do not play football.

He/She/It does not play football.

Simple past:

I/You/He/She/We/They did not play football.

Auxiliary verb *do* in questions

Simple present:

Do I/you/we/they play football?

Does he/she/it play football?

Simple past:

Did he play football?

No auxiliary verb in negations and questions

The auxiliary verb *do* is not used for negations or questions in the following cases:

- The main verb is *be*.

Example:

I am not angry.

Are you okay?

- Another auxiliary verb (e.g. *have, be, will*) is already being used.

Example:

They are not sleeping.

Have you heard that?

- A Modal verb is being used (*can, could, may, might, must, ought to, shall, should, will, would*).

Example:

We must go now.

Can you repeat that, please?

- The question is asking for the subject.

Example:

Who sings that song?

do as main verb

Do can also be a main verb. Negative sentence and questions with *do* as the main verb still use *do* as the auxiliary verb.

positive sentence:

She does her homework every day.

negation:

She doesn't do her homework every day.

question:

Does she do her homework every day?

The verb "will"

The verb *will* is a Modal auxiliary verb. No -s is added to the third person singular and there are no past Simple or past participle forms. The contracted negation of *will not* is *won't*.

Example:

I will, he will

I will not = I won't

We use *will* for the future Simple and progressive tenses as well as the first conditional.

Example:

He will not play football. (future Simple)

He will have played football. (future progressive)

If he plays football, he will be tired. (first conditional)

Exercises

Decide which helping verb is needed.

1. Wait, we _____ help you.
2. He _____ watching TV right now.
3. I _____ not want to dance now.
4. _____ you got a car?
5. This sculpture _____ made by a famous artist.
6. I _____ be here tomorrow.
7. She _____ asked you a question.
8. When _____ you come home last night?
9. The kids _____ playing in the garden all day.

Decide if the underlined verb is being used as a helping verb or a full verb.

1. I saw a man who was reading a book.

- helping verb
- full verb

2. He has a nice haircut.

- helping verb
- full verb

3. What can I do for you?

- helping verb
- full verb

4. What have you done?

- helping verb
- full verb

5. We did not go on holiday last year.

- helping verb
- full verb

Modal Verbs

Introduction

The art lots of Modal verbs in English grammar. They are *can*, *could*, *may*, *might*, *must*, *need not*, *shall / will*, *should / ought to*. They express things like ability, permission, possibility, obligation etc. Modal verbs only have one form. They do not

take -s in the Simple present and they do not have a past Simple or past participle form. However, Some Modal verbs have alternative forms which allow us to express the same ideas in different tenses.

Example



Bahrom's father is a mechanic. He might retire soon, so he thinks Bahrom should work in the garage more often.

Bahrom can already change tires, but he has to learn a lot more about cars.

Bahrom must do what he is told and must not touch any dangerous equipment.

English Modal Verbs Conjugation

There are a few point to consider when using Modal verbs in a sentence:

- Modal verbs are generally only used in the present tense in English but we don't add an -s in the third person singular.
Example:
He must do what he is told.
(not:)
- Modal verbs do not take an auxiliary verb in Negative sentences and questions.
Example:
Max need not worry about his future.
Max must not touch any dangerous equipment.
Can Max change a tire?

- We always use Modal verbs with a main verb (except for short answers and question tags). The main verb is used in the infinitive without to.

Example:
Max can change tires.
(not: Max can to change tires.)

Usage

We use Modal verbs to express ability, to give advice, to ask for and give permission, to express obligation, to express possibility, to deduce and to make predictions.

Can/Could for Ability

Modal verb alternative form

can/could to be able to

We use *can* in Simple present.

Example:

Max can already change a tyre.

We can use the alternative form *to be able to* in all tenses (present, past, perfect, progressive and future).

Example:

In two years time, Max will be able to do everything in the garage.

We use *could* or the alternative form *was/were able to* in Simple past.

- We use *could* for general ability and with the verbs *feel, hear, see, smell, taste, remember and understand*.

Example:

Max's father could do everything in the garage.

Max's father could *remember* changing his first tire.

- We use *was/were able to* when we talk about Something specific in the past.

Example:

Was Max able to change the tire *yesterday*?

To Note

There is no difference between the Negative forms *couldn't* and *wasn't/weren't able to*.

Example:

Bahrom's father couldn't work in the garage alone.

Bahrom's father wasn't able to work in the garage alone.

Should/Ought to for Advice

We use *should/ought to* to give advice, make suggestions or say what is a good idea.

Example:

Bahrom should/ought to work more often in the garage.

To make suggestions about Something that has already happened we use *should/ought to + have + past participle*.

Example:

Bahrom shouldn't/ought not to *have played* computer games all day.

Can/could/may/might for Permission

Modal verb	alternative form
------------	------------------

can/could/may/might be allowed to

We use *can/could/may/might* to ask permission in Simple present. *Could* is more polite than *can*, and *may/might* is more polite than *could*.

Example:

Can/Could/May I leave my car here for repairs?

We usually only use *may* in questions with *I* and *we*. We only use *can* or *may*, but not *could*, to give permission.

Example:

Bahrom, you can/may change this tire.

We use *could* in conditional clauses and in *Simple past*.

Example:

Bahrom could change the tire if he wanted to.

Bahrom could/was allowed to leave early yesterday.

We can use *be allowed to* in all tenses.

Example:

Bahrom will be allowed to use the dangerous equipment soon.

Must/need not/should for Obligation

Modal verb	alternative form
------------	------------------

Must have to

mustn't be not allowed to

need not don't have to

should/ought to be supposed to/be expected to

We use *must* to say what is necessary and give orders or advice in a strong way. With *must*, the obligation is usually imposed by the speaker.

Example:

His father says, "You must do what you are told."

We use *have to* when the obligation is general (e.g. a rule or law), or we are expressing past or future obligation.

Example:

Bahrom is only 12 so he has to go to school.

Bahrom's father had to go to school too.

We use *mustn't/be not allowed to* to say what is not allowed or forbidden.

Example:

Bahrom *mustn't/isn't allowed to* touch any dangerous equipment.

We can use *should/be expected to* like *must* but it is weaker.

Example:

Bahrom *should/is expected to* study hard.

We use *need not/don't have to* when There is no obligation.

Example:

Bahrom *need not/doesn't have to* worry about his future.

May/might for Possibility

We use *may/might* to express possibility in the future. There is no difference in meaning between *may* and *might*. We don't usually use contractions with *may not* and *might not*.

Example:

Bahrom's father *might* retire soon.

Bahrom *may not* take over his father's garage.

May/can't/must/will/shall for Deduction

- We use *may/might* when we think Something is perhaps true, but we are not 100% sure.

Example:

Bahrom *may/might* not want to work in the garage forever.

We can replace *may/might* with could in positive sentences, but not with *can*.

Example:

Bahrom's father may/might/could retire soon, he is almost 60.

To speculate about Something in the past we use *may/might (not) + have + past participle*.

Example:

Bahrom's grandfather may/might have wanted to retire when he was 50.

- We use *can't* to express Something we are sure is untrue or impossible in the present.

Example:

Bahrom can't be retired, he's 12 years old. (*but not: Bahrom.*)

- We use *must* to express Something we are 100% sure is true in the present.

Example:

Bahrom's grandfather must be retired, he's 90 years old. (*but not: Bahrom.*)

To speculate about Something in the past we use *can't/must + have + past participle*.

Example:

- Bahrom's father must have worked very hard.
- We use *will* (*not*)/*shall* (*not*) when we make a prediction about the future, or when we are sure about Something in the future.

Example:

The car won't/shan't be ready tomorrow.
Max will/shall be a wonderful mechanic.

Offers/Requests

We can often choose between two Modal verbs with similar meanings when we ask questions or make requests. One form is more polite than the other.

Normal Form	Polite Form	Example
can (ability)	could	<u>Can</u> you repair this flat tire? <u>Could</u> you repair this flat tire?
can (permission)	may/might	<u>Can</u> we come in? <u>May/might</u> we come in?
shall*	should	<u>Shall</u> he pick the car up tomorrow? <u>Should</u> he pick the car up tomorrow?
will*	would	<u>Will</u> the car be ready tomorrow? <u>Would</u> the car be ready tomorrow?

*Will/Shall

We use *will* to make requests/ask Somebody to do Something. When we want to make a suggestion using the interrogative form in the 1st person (*I, we*), we use *shall*.

Example:

Bahrom, will you change that tire?
Change the tire, will you?
Shall I change that tire?

Alternative Forms

If we want to indicate a situation in the past, we have to use the alternative forms instead of the regular Modal verbs. The list below provides an overview of Modal verbs and their alternative forms, along with examples.

Example

Max's father took over the garage from his father. He did not have to worry about his future either. Bahrom's father also had to learn a lot and had to do what he was told. He was not allowed to touch dangerous equipment. He was expected to work in the garage often. However, Bahrom's father was not as talented as Bahrom and was not able to change tires until he was 15 years old.

List – Modal Verbs and Alternative Forms

Modal verb	alternative form	example sentence
Must	to have to	Bahrom <u>must</u> do what he is told. His father also <u>had to</u> do what he was told.
must not	not to be allowed to	Bahrom <u>must not</u> touch anything dangerous. His father <u>was not allowed to</u> touch anything dangerous.
can (ability)	to be able to/ could*	Bahrom <u>can</u> already change tires. His father <u>was not able to/couldn't</u> change tires.
can (permission)	to be allowed to/ could*	Bahrom <u>can</u> help in the garage at the age of 12. Bahrom's father <u>was allowed to</u> help at the age of 13.
need not	not to have to	Bahrom <u>need not</u> worry about his future. Bahrom's father <u>did not have to</u> worry about his future either.

Modal verb	alternative form	example sentence
should/ought to	to be supposed to/to be expected to/to be to	Bahrom <u>should</u> work in the garage more often. Bahrom's father also <u>was supposed to</u> / <u>was expected to</u> <u>to work</u> in the garage often.

Of course, we can also use the alternative forms (except for *could*) in other tenses.

Example:

Bahrom can change tires. = Bahrom is able to change tires.

* We use *could* and *was/were able* for the past of *can*. We use *could* for general ability and with the verbs *feel, hear, see, smell, taste, remember* and *understand*. We use *was/were able to* when we talk about something specific in the past. The Negative *couldn't* can be used in all three cases.

Example:

Bahrom's father could do everything in the garage.

Bahrom's father could remember changing his first tire.

Was Bahrom able to change the tire yesterday?

Bahrom's father couldn't work in the garage alone.

Gerund or Infinitive – English Verb Patterns

Introduction

Verb patterns in English grammar tell us whether to use the infinitive or the gerund after certain words. The infinitive is the basic form of the verb. Depending on the verb adjective or noun it follows, we can use the infinitive with or without *to* e.g. *(to) be, (to) have, (to) do*. The gerund is the -ing form of a verb. It acts as a noun in a sentence and follows certain verbs, prepositions and adjectives.

Infinitive

The infinitive is the basic form of the verb. We use the infinitive:

- * after certain adjectives

- It was *impossible* to go back.
- after certain nouns

Example:

- There was *no need* to get angry.
- after certain expressions

Example:

- I *would rather* stay at home.
- after certain verbs (with or without an object)
- We *might* stay at home.
- after certain verbs + question words

Example:

We didn't *remember* where to meet.

Example:

List of words followed by the infinitive

Here you can find a list of words followed by the infinitive with or without *to*.

Gerund

The gerund is also called the *ing-form* of a verb and is conjugated in the same way as the present participle. We use the gerund:

- as the subject of a sentence

Example:

- Cycling is good for your health.
- after certain prepositions

Example:

- Instead of studying for her exams, she went out every night.
- after certain adjectives with a preposition

Example:

- I am *interested in visiting* the museum.
- after certain nouns with or without a preposition

Example:

- There's no *point in waiting* any longer.
- after certain verbs with or without a preposition

Example:

I enjoy cooking.

List of words followed by the gerund

Here you will find a list of words that are followed by the gerund.

Read more ...

Infinitive or Gerund

Sometimes a word can be followed by either an infinitive or a gerund, but be careful because there is often a change in meaning.

No Change in Meaning

The following verbs can be followed by either the infinitive or the gerund without changing their meaning.

Example:

I started to read./I started reading.

- attempt
- begin
- bother
- cannot bear
- cease
- continue
- hate
- intend
- love
- prefer
- start

Same Meaning, Different Usage

The meaning of the following words also remains unchanged. The only difference is that we use the infinitive in sentences with an object, and the gerund in sentences without an object.

Word	infinitive (sentence with object)	gerund (sentence without object)
Advise	I advise <u>you to go</u> by bus.	I advise <u>going</u> by bus.
allow/permit	They do not allow <u>people to smoke</u> in the building.	They do not allow <u>smoking</u> in the building.
Forbid	The teacher has forbidden <u>his students to use</u> mobile phones in class.	The teacher has forbidden <u>using</u> mobile phones in class.

Change in Meaning

We can use the infinitive or the gerund after the following verbs, but the meaning changes.

Word	meaning with infinitive	meaning with gerund
forget/remember	refers to the future Remember <u>to switch</u> off the lights.	refers to the past Do you remember <u>losing</u> your first tooth?

Word	meaning with infinitive	meaning with gerund
go on	to start Something new After his studies he went on <u>to become</u> a teacher.	to continue doing the same thing He stopped reading, looked up a word and then went on <u>reading</u> .
Regret	to be sorry about what is about to be said I regret <u>to say</u> that you cannot come with us.	to be sorry about Something in the past I regret <u>saying</u> that I hated her.
Stop	to stop moving in order to do Something I stopped <u>to smoke</u> .	to quit doing Something I stopped <u>smoking</u> .
Try	to do Something complicated I tried <u>to solve</u> this riddle, but I couldn't.	to attempt Something (and see what happens) We tried baking the cake without flour, but it did not work.

Info

After verbs of sensation (*feel, find, hear, listen to, notice, see, smell, watch*) as well as *go/come*, we also use the infinitive. Sometimes and the *-ing* form at other times. This *ing*-form is, however, not a gerund in this case, but rather a *present participle*.

see: Participles

Exercises

Put the verbs correctly (Infinitive with/without *to*, or gerund).

1. Last week my friends and I were busy (*prepare*) _____ a surprise party for our friend Gulbahor.
2. She is very keen on (*travel*) _____ and had been abroad for some time.
3. So why not (*welcome*) _____ her on her return?

4. We asked her parents (*give*) _____ us the keys to her flat.
5. They liked our idea and offered (*help*) _____ us.
6. When Gulbahor arrived at the airport yesterday, she was a bit disappointed about none of us (*be*) _____. There and her parents pretended not (*know*) _____ anything.
7. But when she came home, she was happy (*see*) _____ everybody again.
8. Although she hates (*speak*) _____ in front of many people, we made her (*tell*) _____ us about her time abroad.

Participles

Present, Past and Perfect

Introduction

Participles are forms of verb that function as adjectives, nouns or as part of a compound verb tenses. There are three kinds of participles in English: present participle or *-ing* form, past participle and perfect participle. We can use participles to form participle clauses which shorten complex sentences.

Example



I often go walking in the countryside.

Yesterday, I watched some sheep grazing on the yard. At first they were only interested in grazing, but after a while they were just standing. There wagging their tails. Having eaten so much grass, they were full up. I saw them pooing on the grass!

Called by me, three sheep slowly came over. Having run around on the meadow all day, they were tired, but I seemed to be interesting for them.

Present Participle

Usage

The *present participle* is the *ing-form*. We use this form:

- as a continuous form in tenses (e.g. *past progressive*)

Example:

They *were just standing* There

- as an adjective

Example:

I seemed to be *interesting* for them.

- as a gerund

Example:

They were only *interested in grazing*.

- after verbs of sensation (*feel, find, hear, listen to, notice, see, smell, watch*) + object, in order to emphasize the progress of an action or a value judgement such as admiration or disapproval (see also table).

Example:

I *watched them grazing*.

illustrates the progress of an action (they were grazing the whole time)

I *saw them pooing* on the grass!

depending on accentuation, can express disgust or disapproval

- after *go/come*, in order to express an activity (see also table)
go dancing/shopping/swimming/walking/...

Example:

I often *go walking* in the countryside.

- in order to shorten an active clause that is attached to another clause that shares the same subject (see Participle Clauses)

Example:

The sheep were just standing There. *They were wagging their tails*.

→ The sheep were just standing There *wagging their tails*.

Infinitive or Present Participle

Some verbs can be used with either the *infinitive* or the *present participle*.

Words	meaning with infinitive	meaning with present participle
verbs of sensation + object: <i>feel, find, hear, listen to, notice, see, smell, watch</i>	the complete action was observed <i>Example:</i> I saw one sheep poo on the grass. I want to emphasize that I saw the entire action take place.	part of the action was observed <i>Example:</i> I saw one sheep <i>pooing</i> on the grass. I want to express that I caught it in the act of <i>pooing</i> on the grass.
<i>go</i> <i>come</i>	expresses the goal or purpose of an action <i>Example:</i> The sheep have <i>come to</i> see if I have food for them.	in connection with activities <i>Example:</i> Let's <i>go walking</i> to the meadow.

Conjugation

When conjugating the *present participle*, we must pay attention to a few irregularities:

Irregularity	example
-e at the end is removed but -ee remains unchanged	come – coming but agree – agreeing
final consonant after a short stressed vowel is doubled	sit – sitting
In British English, an -l as final consonant after a vowel is always doubled	travel – travelling
-ie at the end of a word becomes -y	lie – lying

Past Participle

Usage

The *Past Participle* is the third verb form in the tables of irregular verbs. We use this form:

- in the perfect tenses

Example:

they had *eaten* so much grass

- in the passive forms

Example:

They *were left* out on the meadow.

- as an adjective

Example:

They were only *interested* in grazing.

- when changing passive clauses into participle clauses

Example:

The sheep were called by me. They slowly came over to me.

→ *Called* by me, the sheep slowly came.

Conjugation

The forms for irregular verbs can be found in the third column of the verb tables. The *past participle* of regular verbs is conjugated by adding *-ed*, although there are a few exceptions to note:

exceptions when adding <i>ed</i>	example
if it already ends in <i>-e</i> , just add a <i>-d</i>	love – loved
the final consonant after a short stressed vowel and the final consonant <i>-l</i> after a vowel is doubled	admit – admitted travel – travelled
the final letter <i>-y</i> after a consonant becomes <i>-i</i>	hurry – hurried

Perfect Participle

Usage

We use the *perfect participle* to form participle clauses, when ...

- ... the action has already been completed before the other action begins.

Example:

They were full up because *they had eaten so much grass*.

→ *Having eaten so much grass*, they were full up.

- ... the action takes place over a longer period of time until another action.

Example:

They had been running around on the meadow all day long so that they were tired.

Having run around on the meadow all day long, they were tired.

Conjugation

The *perfect participle* can be used in both the active and the passive.

In the active, we form the *perfect participle* with *having + past participle*

Example:

Having run around on the meadow all day, the sheep were tired.

In the passive, we form the *perfect participle* with *having been + past participle*

Example:

Having been left on the meadow by the farmer, the sheep ran around all day.

Exercises

Write the participles for the following verbs.

	present participle	past participle	perfect participle
Work	<input type="text"/>	<input type="text"/>	<input type="text"/>
Go	<input type="text"/>	<input type="text"/>	<input type="text"/>
come	<input type="text"/>	<input type="text"/>	<input type="text"/>

Put the verb in the correct

form (*present participle, past participle or perfect participle*).

1. (prepare) _____ by the best cook in town, the meal was sheer poetry.
2. (study) _____ all day, her head was aching in the evening.
3. (lie) _____ on the sofa, they were watching TV.
4. (run) _____ five miles, he noticed that he had lost his keys on the way.
5. Before (leave) _____ the house, I always check if all lights are switched-off.

Passive Voice

Introduction

The passive voice emphasizes the person or thing that is affected by an action. In the passive voice, important information is moved to the front of a sentence, and the person or thing who performs the action is left off. In English grammar, we use the passive to avoid saying who or what performed an action. It is conjugated with the formula: form of be + past participle.

Example



A man was hit by a car. He was injured.

The man has been given first aid and now he is being taken to hospital.

Usage

With the passive, we emphasize what's happening. The focus is not on the person or thing that is responsible for the action.

Example:

A man was hit by a car.

He was injured.

The man has been given first aid and now he is being taken to hospital.

Conjugation of English Passive Voice

The passive voice in English grammar is formed with the auxiliary verb be and the past participle of the main verb. The form of be changes depending on the tense we are using. We can use the following formula, or rule, to conjugate the passive voice: subject + form of be + past participle
This chart provides an overview of the passive voice in all of the English tenses.

Tense	example sentence
<u>Simple Present</u>	The man <u>is taken</u> to hospital.
<u>Present Progressive</u>	The man <u>is being taken</u> to hospital.
<u>Present Perfect</u>	The man <u>has been taken</u> to hospital.
<u>Simple Past</u>	The man <u>was taken</u> to hospital.
<u>Past Progressive</u>	The man <u>was being taken</u> to hospital.
<u>Past Perfect</u>	The man <u>had been taken</u> to hospital.
<u>Future Simple (will)</u>	The man <u>will be taken</u> to hospital.
<u>Future Simple (going to)</u>	The man <u>is going to be taken</u> to hospital.
<u>Future Progressive</u>	The man <u>will have been</u> taken to hospital.
<u>Conditional I</u>	The man <u>would be taken</u> to hospital.
<u>Conditional II</u>	The man <u>would have been</u> taken to hospital.

Info

The tenses present perfect progressive and past perfect progressive do not exist in the passive. Instead we simply use the normal forms of the present perfect and past perfect.

Active to Passive

This is what happens when we change the active voice into the passive:

- The direct object of the active sentence becomes the subject of the passive sentence.
- The subject of the active sentence is removed or added after a *by* at the end of the sentence.
- The auxiliary verb *be* is added in its conjugated form.
- The past participle of the main verb is placed after *be*.

	subject	verb	object
active	A car	hit	the man.
passive	The man	was hit	(by a car)

Table of English Tenses in Active and Passive

The following chart provides an overview of English tenses in the active and passive voice.

tense	active	passive
Simple Present	Someone <u><i>injures</i></u> the man.	The man <u><i>is injured</i></u> (by Someone).
Present Progressive	Someone <u><i>is injuring</i></u> the man.	The man <u><i>is being injured</i></u> (by Someone).
Present Perfect	Someone <u><i>has injured</i></u> the man.	The man <u><i>has been injured</i></u> (by Someone).
Simple Past	Someone <u><i>injured</i></u> the man.	The man <u><i>was injured</i></u> (by Someone).
Past Progressive	Someone <u><i>was injuring</i></u> the man.	The man <u><i>was being injured</i></u> (by Someone).
Past Perfect	Someone <u><i>had injured</i></u> the man.	The man <u><i>had been injured</i></u> (by Someone).
Future I (will)	Someone <u><i>will injure</i></u> the man.	The man <u><i>will be injured</i></u> (by Someone).
Future I (going to)	Someone <u><i>is going to injure</i></u> the man.	The man <u><i>is going to be injured</i></u> (by Someone).

tense	active	passive
Future II	Someone <u>will have injured</u> the man.	The man <u>will have been injured</u> (by Someone).
Conditional I	Someone <u>would injure</u> the man.	The man <u>would be injured</u> (by Someone).
Conditional II	Someone <u>would have injured</u> the man.	The man <u>would have been injured</u> (by Someone).

Passive from an active sentence with 2 objects

When an active sentence has two objects, either one of the objects can become the subject in the passive sentence.

	subject	verb form	direct object	indirect object
Active	Someone	has given	first aid	to him.
passive (personal passive)	He	has been given	first aid	(by Someone).
Passive	First aid	has been given	to him	(by Someone).

Subject and Object pronouns

When constructing a passive sentence from an active sentence with two objects, we have to pay special attention to pronouns. If the object of the active sentence is a pronoun and this pronoun is used as the subject of the passive sentence, we must change it from an object pronoun into a subject pronoun.

Active Voice	Object Pronoun	Subject pronoun	Passive Voice
He hit <u>me</u> with his car.	Me	I	<u>I</u> was hit (by his car).
He hit <u>you</u> with his car.	you	You	<u>You</u> were hit (by his car).
He hit <u>her</u> with his car.	her	She	<u>She</u> was hit (by his car).
He hit <u>him</u> with his car.	him	He	<u>He</u> was hit (by his car).
He hit <u>it</u> with his car.	it	It	<u>It</u> was hit (by his car).
He hit <u>us</u> with his car.	us	We	<u>We</u> were hit (by his car).
He hit <u>them</u> with his car.	them	They	<u>They</u> were hit (by his car).

Passive from an active sentence with no object

Verbs of speech and thought are often used without an object, because they simply introduce a dependent clause. Some typical verbs of speech and thought are: *agree, announce, assume, believe, claim, consider, declare, expect, feel, find, know, mention, say, suppose, think, and understand*.

We often use the pronoun *it* for this impersonal form.

Example:

People say that this corner is an accident black spot.

→ *It is said* that this corner is an accident black spot.

However, in English we can also make the subject of the dependent clause into the subject of the passive sentence, and then add on the dependent clause as an infinitive construction.

Example:

They say this corner is an accident black spot.

→ *This corner is said to be* an accident black spot.

Exercises

Type the verbs in the correct tense, in the passive.

1. I don't have to go to the newsstand because the paper (*deliver*) _____ to our house every day.
2. When Kamola went to school, she (*pick up*) _____ by her parents every day.
3. You need not clean the bathroom.
It (*clean/already*) _____ by Someone else.
4. Relax! From now on everything (*do*) _____ for you.
5. When I came home, dinner (*cooked/not*) _____ yet.

Change the active sentences into passive sentences. Use the same tense as in the active sentence.

1. He invents silly things.
→
2. I am reading a book.
→
3. She has signed the contract.
→
4. A car hit me.
→
5. My neighbors will take care of my plants.
→

Construct sentences in the impersonal passive.

1. They think that he earns a lot of money.
→
2. Visitors say that these museums have wonderful exhibits.
→
3. Everybody knows that this sculpture is the artist's greatest work.
→
4. The police assume that the arrested man has robbed the bank.
→
5. Experts suppose that this jewelry belonged to Cleopatra.
→

Nouns and Articles

Introduction

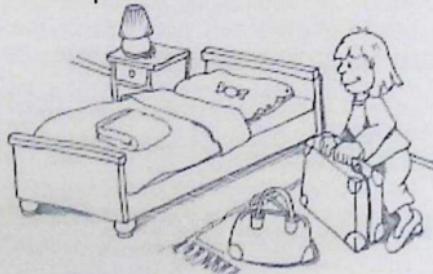
Nouns are words that describe beings (*woman/dog*), places (*park, restaurant*) and things (*telephone, book*). They can be the subject or object in a sentence and are often used with either the indefinite article (*a/an*) or the definite article (*the*). There are different kinds of nouns in English, for example, singular and plural nouns, countable and uncountable nouns, and collective nouns.

Articles

Introduction

Articles are words that precede nouns. There are two kinds of articles in the English language. The indefinite articles *a/an* and the definite article *the*. We use the definite article with previously-mentioned nouns and the indefinite articles with nouns that are mentioned for the first time. There's also a list of nouns that we typically use with no article.

Example



Ms Vazira is a businesswoman. She is in a hotel room. There is a bed, a carpet and a bedside table in *the* room.
On *the* bedside table There is a bedside lamp.
Ms Vazira has got two pieces of luggage: a suitcase and a handbag. *The* suitcase is very heavy.

The Indefinite Article

The indefinite article in English is *a/an*. We use the indefinite article:

- to talk about Something unspecified

Example:

Ms Vazira is in *a* hotel room.

Some hotel room

It is not specified exactly which hotel room she is in.

- to mention Something in a text for the first time (*introductory*)

Example:

There is *a* bed, *a* carpet and *a* bedside table.

Ms Vazira has got two pieces of luggage: *a* suitcase and *a* handbag.

- in job titles

Example:

Ms Vazira is *a* businesswoman.

To Note

If the following word begins with a vowel or silent *h*, we use *an* instead of *a* to make it sound better:

Example:

an apple (*not: a*-apple)

an hour (*not: a*-hour)

The vowel *u* at the beginning of a word is Sometimes pronounced [ʌ] and Sometimes [ju]. When pronounced [ʌ], we use *an*. When pronounced [ju], we use *a*:

Example:

an umbrella (*but: a* university)

The Definite Article

The definite article in English is *the*. We use the definite article:

- to talk about Something specific

Example:

There is a bed, a carpet and a bedside table in *the* room.

a certain room, i.e. the one she is in

- when we have already mentioned Something or assume it to be already known

Example:

Ms Vazira has got two pieces of luggage: *a* suitcase and a handbag. *The* suitcase is very heavy.

To Note

Usually we pronounce the definite article [ðə]. If the following word begins with a vowel sound, however, we pronounce the definite article [ði].

No Article

We generally don't use any article for:

- plural nouns that refer to general people/things (*but: for specific people/things we use an article*)

Example:

Businesswomen travel a lot.

(*but: The businesswomen that I know travel a lot.*)

Hotels are very expensive.

(*but: The hotels in this area are affordable.*)

- the names of towns, streets, squares, parks

Example:

Ms Vazira is in *Dublin*. Her hotel is in *Merrion*

Street between *Fitz Square* and *Merrion Park*.

- the names of countries (except for *the Netherlands* those containing *Kingdom, Republic, State, Union*)

Example:

Dublin is in Ireland.

(*but: Miami is in the USA. We go to the Netherlands every summer.*)

- the names of continents and lakes

Example:

Ireland is a country in Europe.

Lake Baikal is the largest freshwater lake in the world.

- the names of days and months (except when specified)

Example:

She travelled to *Ireland* in *May*. She arrived on *Monday*.

(*but: She arrived on a rainy Monday.*)

- with adverbs of time such as *next/last*

Example:

She left *last Monday* and is coming back *next Wednesday*.

- meals

Example:

The hotel serves breakfast between 8 and 10 o'clock.

- languages that a person knows

Example:

Ms Vazira speaks English.

- institutions such as *school, university, hospital, prison* (but not when we are talking about one particular school, university etc.)

Example:

The children go to school.

(but: Her son and my daughter go to the school at the end of the street.)

- in certain expressions with *bed, class, home, work*

Example:

go to bed

be in class

after work

come home

- materials (e.g. paper, wood, water, milk, iron), but only when generalizing (if we're talking about one particular thing, we have to use an article.)

Example:

Paper is made of wood.

We need to buy milk.

(but: Where is the paper for the printer?)

- abstract nouns i.e. things that you can't touch, in a general context

Example:

Life is complicated.

Hope dies last.

What's on TV today?

(but: We never eat dinner in front of *the TV*.)

- expressions with *go by* + means of transport

Example:

Did she get to the hotel by bus or by taxi?

- expressions with *play* + sport (but not: *play* + musical instrument)

Example:

He plays tennis.

(but: She plays the piano.)

- Titles and departments used with verbs like *be, become, elect, appoint*

Example:

When was Barack Obama elected President?

She was appointed Executive Director.

- We don't usually use articles with parts of the body or personal objects. Instead, we use possessive determiners (my, your, ...).

Example:

I put my hand in my pocket.

The children are brushing their teeth.

Exercises

Put the correct indefinite article. Decide whether you need to use *a* or *an*.

1. Barno would like to have (*a/an*) _____ pony.
2. Could you give me (*a/an*) _____ example?
3. Jahon found (*a/an*) _____ lucky penny today.
4. Doctors recommend at least (*a/an*) _____ hour of exercise, three times a week.
5. At home, we have (*a/an*) _____ huge television.

Put the correct article. Decide whether you need to use *the* or *a*.

1. Akobir always wants to have (*the/a*) _____ biggest portion.
2. Sarvar is looking for (*the/a*) _____ job.
3. Guli's maths teacher asked her if she had (*the/a*) _____ right answer to the equation.
4. Jaxon has two brothers. (*the/a*) _____ older one is called Qahramon.
5. On the train, There was (*the/a*) _____ man who was snoring very loudly.

Plural Nouns

Introduction

Nouns in English grammar can be used in their singular or plural form. We use singular nouns when There is just one of Something, and plural nouns when There is more than one. Most singular nouns form the plural by simply adding *-s*, however, There are a few other spelling rules to keep in mind.

Example



the banknotes
the coins

Spelling Rules

For most nouns, we simply add an s to make the plural.

Example:

a car – two cars

Exceptions

- If the noun ends with a unvoiced consonant (-s, -ch, -x, -z), we add -es.

Example:

a box – two boxes

But: z at the end of a noun is doubled.

a quiz – two quizzes

- If the noun ends with a consonant + -y, then the y becomes -ie when adding -s.

Example:

a city – two cities

But: a -y after a vowel doesn't change!

a boy – two boys

- If the noun ends with -o, we often add -es.

Example:

a tomato – two tomatoes

But: after nouns that end with *vowel* + -o, abbreviations and nouns that originate from foreign languages, we only add -s.

Example:

a radio – two radios

vowel + -o

a piano – two pianos

comes from Italian

a kilo – two kilos

abbreviation

- For many nouns that end with *-f* or *-fe*, we change the *-f* to a *-y* and add *-es*.

Example:

a wolf – two wolves

a knife – two knives

a wife – two wives

(but e.g.: a roof – two roofs)

Irregular Plural Endings

Some nouns have special plural forms that need to be learned separately. Below is a list of common English nouns with irregular plural endings:

Example:

a man – two men

a woman – two women

a child – two children

a mouse – two mice

a foot – two feet

a person – two people

No Plural Ending

Some nouns have the same form in the plural as they do in the singular. For example:

- Some nouns whose singular form ends with *-s* (e.g. *crossroads, headquarters, means, series, species, Swiss*)

Example:

a species – two species

- means of transportation that end with *craft*

Example:

an aircraft – two aircraft

- certain animals (e.g. *deer, fish, salmon, sheep, trout*)

Example:

a sheep – two sheep

Exercises

Put the nouns in the plural form.

1. My little brother got lots of new *(toy)* _____ for his birthday.
2. I heard that Indonesia has lots of beautiful *(beach)* _____.
3. I am going to make two *(cup)* _____ of tea, one for you and one for me.
4. Jaxon's father has two mobile *(phone)* _____.
5. Jaxon's father also has three different *(watch)* _____.

Put the nouns in the plural form.

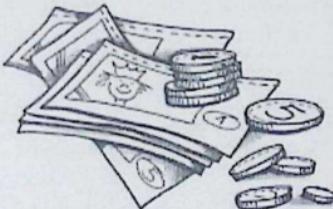
1. Tohir is invited to two birthday *(party)* _____ this week.
2. Rayhon's family has got three *(dog)* _____.
3. The summer holidays begin in three *(day)* _____.
4. The farm next door grows lots of *(potato)* _____.

Countable and Uncountable

Nouns

Introduction

Nouns in English grammar can be either countable or uncountable. Countable nouns refer to individual things and we can use them in the singular or plural (e.g. *coin/coins*). Most nouns in the English language are countable. Uncountable nouns, also known as *mass nouns*, refer to things we consider a whole or mass and cannot be counted (e.g. *money*). Many abstract nouns (e.g. *happiness*) are uncountable in English.



Mamur and his sister Sarvinoz are shopping. They need *milk, apples, and bread*.

Sarvinoz wants to make a cake tomorrow. She needs 6 *eggs*, 400 grams of *flour*, a block of chocolate and Some strawberries.

At the checkout, Mamur doesn't have any *money*, just a few *coins* in his pocket – oops!

Countable Nouns

- Most English nouns are *countable nouns*. This means they can be used in both the singular and the plural.

Example:

An *apple* a day keeps the doctor away.
Apples are healthy.

- We can put numbers and indefinite articles in front of *countable nouns*.

Example:

one banknote, *two* banknotes
one coin, *two* coins
a cake
a sister

- We cannot use *singular countable nouns without articles* or possessive pronouns(a/the/your).

Example:

I saw *your* sister yesterday.
(not:)Can you give me *a* hand?
(not:
However, we can use *plural countable nouns* alone.

Example:

Did you buy apples? Yes, but I forgot to buy strawberries.

- We can use Some/any/(a) few/many with *plural countable nouns*.

Example:

We need *Some* apples.
I don't have *any* eggs.
There are *a few* strawberries in the fridge.
Mamur doesn't have *many* coins.

- Some collections of *countable nouns* have a corresponding *uncountable noun*which describes them as a whole/mass.

Example:

suitcases, bags, trunks = baggage
tables, chairs, couches = furniture

peaches, bananas, apples = fruit (*but: one vegetable, two vegetables*)

socks, dresses, t-shirts = clothes

Uncountable Nouns

- Some English nouns are *uncountable nouns*. This means they only have one form. Most uncountable nouns are singular, but some are plural see below singular/plural uncountable nouns.

Example:

I drink milk everyday.

Milk is healthy.

(not: are)

My trousers are too big.

(not: use)

- We cannot usually put numbers in front of *uncountable nouns*.

Example:

money

(not:)

milk (not: /)

bread (not: one-bread/)

- We can use many *uncountable nouns* without an article or possessive pronoun.

Example:

We need *flour* and *chocolate* to make a cake.

(not: ...)

Can you buy *milk* on the way home?

(not:)

- We use *Some/any/little/much* with *uncountable nouns*.

Example:

We can buy *Some bread* at the bakery.

We don't have *any milk*.

There's a *little flour* in the pantry.

Mamur doesn't have *much money*.

- Materials, liquids, and collections are often *uncountable nouns*.

example:

materials – paper, wood, gold, glass etc.

liquids – water, milk, oil, coffee, etc.

collections – furniture, luggage, traffic etc.

Counting Uncountable Nouns

Although we can't count uncountable nouns themselves, we can use different units, such as *a bottle/grain/glass/loaf/piece/kilo/gram of*, to count them. Here, we are counting the units rather than the actual uncountable nouns.

Unit	Uncountable Noun	Example
a glass of	milk/water/juice	Can I have <i>a glass of milk</i> and <i>2 glasses of water</i> , please?
a cup of	tea/coffee	I can't drink more than <i>2 cups of coffee</i> a day.
a slice of	cake/pizza/bread	Molly eats <i>2 slices of bread</i> for breakfast every morning.
a piece of	bread/paper/information/advice/chewing gum/equipment/furniture/luggage/news	Lola forgot to tell them <i>an important piece of information</i> . Nozim stood on <i>a piece of chewing gum</i> .
a loaf of	bread	He went to the bakery to buy <i>a loaf of bread</i> .
a bottle of	water/wine/beer	There were <i>39 bottles of beer</i> in the cellar.
a jar of	honey/jam/peanut butter	Paul bought <i>2 jars of honey</i> .

Unit	Uncountable Noun	Example
a block of	chocolate/gold	<i>A block of chocolate a day keeps the doctor away.</i>
a can of	cola/soft drink	<i>I remember when a can of cola cost \$0.50!</i>
a gram/kilo of	chicken/flour/rice/butter	<i>We need half a kilo of chicken and 250 grams of rice.</i>
a litre of	milk/water/oil	<i>Mamur drinks three litres of milk a week.</i>
a grain of	sand/salt/rice	<i>It's impossible to count all the grains of sand on the beach.</i>
a spoon of	sugar	<i>A spoon of sugar helps the medicine go down.</i>
a bowl of	pasta/cereal/yogurt	<i>I had a bowl of pasta for lunch.</i>

Countable and Uncountable Nouns

Some nouns have both a countable and an uncountable form. The countable form usually refers to Something more specific and the uncountable form to Something more general.

Countable	Meaning	Uncountable	Meaning
I'm just ducking out to buy <i>a paper</i>	a paper = a newspaper	Her necklace was made of <i>paper</i> .	paper = material
I have been to Ireland	... times =	Hurry up! we	much time =

Countable	Meaning	Uncountable	Meaning
three <i>times</i> .	how often	don't have much <i>time</i> .	in general
I've got a <i>hair</i> in my mouth.	a hair = one strand of hair	Michael died his <i>hair</i> blue.	hair = all the hairs on his head
She has a <i>business</i> in South Africa.	a business = a company	Let's get down to <i>business</i> .	business = commercial activity
How many <i>countries</i> are in the European Union?	a country = a nation	I grew up in the <i>country</i> .	country = outside of the city
I like this <i>work</i> by Turner.	a work = a piece of art	They don't want to go to <i>work</i> .	work = a job

Singular/Plural Uncountable Nouns

Some uncountable nouns are used in plural and Some are used in singular.

- Singular uncountable nouns are used with verbs in the third person singular.
Here is a list of common singular uncountable nouns: *advice, bread, chewing gum, equipment, fun, furniture, grass, information, knowledge, luck, luggage, money, milk, news, pasta, poetry, progress, rain, research, rice, snow, traffic, travel, weather, work, ...*

Example:

money – Money *makes* the world go around.

(not:)

milk – The milk *has* gone sour.

(not:)

news – The news *was* wonderful.

(not:)

- Plural uncountables are used with verbs in the plural.

Here is a list of common plural uncountable nouns: *clothes, remains, thanks, groceries, glasses, jeans, scissors, trousers/pants*

Example:

clothes – His clothes *are* too big.

(not:)

groceries – The groceries *were* expensive..

(not:)

Exercises

Decide if the sentences are correct or incorrect.

1. There are Some chairs and tables in the kitchen.
 - correct
 - incorrect
2. We need Some new furnitures for our kitchen.
 - correct
 - incorrect
3. Two breads, please.
 - correct
 - incorrect
4. That's an important information.
 - correct
 - incorrect
5. He saw three rare birds on his last bird watching trip.
 - correct
 - incorrect
6. I saw a lot of bird migrating south.
 - correct
 - incorrect

Complete the sentences with a, an, or nothing (-).

1. Ravshan bought _____ dress in the sales.
2. I need _____ milk.
3. Sarvinoz has _____ new furniture.
4. Have you ever seen _____ elephant?
5. We ate _____ sweets for breakfast.

Possessive Nouns

Introduction

The possessive case expresses ownership. It shows that a relationship of possession between two nouns. To form the possessive case, we add -'s or Sometimes just an apostrophe (') to a noun. We can also use the preposition of to express possession.

Example



This is Oybek's budgie. The budgie's name is Pirat. Pirat's feathers are green. Jim keeps Pirat in his room so that his parents' cat cannot reach him. In a week's time Oybek is going on holiday to England's south coast and I am looking after Pirat. Pirat has a funny habit: when you open the door of his cage, he starts whistling a children's song.

Possessive 's in the Singular

To express that Something belongs to a person, animal or country, we use the possessive 's.

Example:

This is Oybek's budgie.
The budgie's name is Pirat.

Oybek is going on holiday to England's south coast.

In English, we also add the possessive 's if the noun already ends with s.

Example:

Pirat's feathers are green.

The possessive 's is also used in time expressions.

Example:

in a week's time

Possessive 's in the Plural

In the plural, we only use the possessive 's with irregular plural forms.

Example:

He can whistle children's songs.

If it's a regular plural form that just ends with s, we simply add an apostrophe.

Example:

Oybek keeps Pirat in his room so that his parents' cat cannot reach him.

Possessive case with “of”

We use the possessive form with of mostly for inanimate objects.

Example:

When you open the door of his cage, ...

To Note

If we're referring to an inanimate thing that has a clear connection to people, then we can also use the possessive 's.

Example:

Australia's economy
the economy of Australia

Exercises

Put the correct genitive form in the plural.

1. Sardor has two brothers. Mother said Sardor is not allowed to take his (*brother*) _____ toys without asking.
2. The (*woman*) _____ national football team won a great victory on Saturday.
3. The zookeeper did his round and put food in all the (*animal*) _____ cages.
4. The first day of the summer holidays is the school (*child*) _____ favorite day of the year.
5. Muborak has lots of friends. Two of them have their birthday on the same day. Muborak is buying a dress for her (*friend*) _____ joint birthday party.

Pronouns

Introduction

Pronouns are words that used in place nouns. There are six different kinds of pronouns in English: *personal pronouns*, *possessive pronouns*, *reflexive pronouns*, *relative pronouns*, *demonstrative pronouns* and *indefinite pronouns*. The pronoun we use depends on the role it plays in a sentence.

personal pronouns		possessive pronouns		reflexive pronouns
subject form	object form	attributive	substantive	
I	Me	my	mine	myself
you	You	your	yours	yourself
he	Him	his	his	himself
she	Her	her	hers	herself
it	It	its	its	itself
we	Us	our	ours	ourselves
you	You	your	yours	yourselves
they	Them	their	theirs	themselves

Personal Pronouns

Introduction

We use personal pronouns to replace nouns. We use them to refer to people and things that have already been mentioned. They reflect person, number and gender. Personal pronouns can be the subject or object of a sentence, although they have different forms.

Example



I've got a girlfriend. She is very nice and I love her very much. I've also got a guitar and I'd like to play a song on it for her right now:

Even it is raining, you make me feel so good.

Yeah, yeah!

Girl, we are the perfect couple.

Do you love me as much as I love you?

Yeah, yeah!

Usage

- Personal pronouns in the third person replace a previously mentioned noun.

Example:

I have got a girlfriend. She is very nice and I love her very much.

To avoid misunderstandings, it should always be clear which noun we are replacing (in case of doubt, it's better just to repeat the noun).

- The pronoun *it* can also be used in impersonal constructions.

Example:

It's raining.

- Personal pronouns in the first person are used when we're talking about ourselves.

Example:

I have got a girlfriend.

We are the perfect couple.

- When we're addressing other people, we use the personal pronoun in the second person.

Example:

Do you love me as much as I love you?

Personal Pronoun as Subject or Object

There are two kinds of personal pronouns: subject pronouns and object pronouns. The table below shows an overview of English subject and object pronouns.

	singular			plural				
	1st person	2nd person	3rd person	1st person	2nd person	3rd person		
subject	I	you	he	she	it	we	you	they
object	Me	you	him	her	it	us	you	them

- We use subject pronouns to replace the subject. The subject of the sentence is normally the person or thing that is performing the action.

Example:

I'd like to play a song.

You make me feel so good.

- We use object pronouns to replace the the object. The object is the person or thing that is the direct recipient of the action.

Example:

I love her.

- We also use object pronouns after prepositions.

Example:

I'd like to play a song on it for her right now.

Gender

Gender in English is Simple, people are *he* or *she* and things are usually *it* but There are Some exceptions. When we think animals have a personality, or we have a connection with them, for example pets, we can say *he* or *she*.

Example:

I've got a cat. Her name is Mouse.

When the gender of the animal is not known or the animal is not thought to have a personality we use *it*.

Example:

Be careful, There's a bee! It flew in through the window.

We can use *she* for cars, ships and countries, however, most people use *it*.

Example:

*Look at that old sailing boat in the harbour,
isn't it/she beautiful!*

Exercises

Replace the subject-pronouns with the correct object-pronouns.

1. The last piece of chocolate is for *(you)* _____.
2. These maths exercises are too difficult for *(I)* _____.
3. We are moving tomorrow. Can you help *(we)* _____?
4. Sardor's favourite book is "Treasure Island." Can you read it to *(she)* _____?
5. Today, Javlon saw two elderly ladies struggling with their heavy shopping bags. So he went to help *(they)* _____.

Choose the correct personal pronoun. Decide if the sentence needs a subject-pronoun or an object-pronoun.

1. Jasur likes to play football, so his parents gave _____ a brand new football for his birthday.
2. Timur lives next door to Javlon. Often _____ play football together.
3. Charos loves her grandmother very much. She wants to visit _____ tomorrow.
4. My family and I like to swim. In the summer _____ go to the beach most weekends.
5. Last night I watched a scary film alone. It really scared _____.

Possessive Pronouns and Determiners

Introduction

Possessive pronouns indicate possession or belonging. There are two kinds of possessive pronouns in English grammar. Possessive determiners, also called *possessive adjectives* (*my/your* etc.), come before a noun, whereas, possessive pronouns (*mine/yours* etc.) replace a noun.

Example



My name's Sevara and I'm looking for my hat. My dad says There's one in the wardrobe, but it's his, not mine. My mum has also got a hat. Look! The dog's wearing hers.

Usage

We use possessive determiners with nouns to indicate possession. Possessive pronouns replace previously mentioned nouns.

Example:

My name is Polly and I am looking for my hat. (Polly's name/hat) – *determiner*

This one is not mine. (Polly's hat) – *pronoun*

Table of English Possessive Pronouns and Determiners

Possessive determiners accompany a noun (the thing being possessed), possessive pronouns replace it. The chart below shows an overview of possessive pronouns and determiners in singular and plural.

	Singular			plural		
	1st person	2nd person	3rd person	1st person	2nd person	3rd person
determiner	my	your	his her its	our	your	their
pronoun	mine	yours	his hers its	ours	yours	theirs

- Determiners come before a noun.

Example:

I am looking for my hat.

My mum has also got a hat.

- Pronouns are used alone, without a noun.

Example:

My dad says There is one in the wardrobe, but it's his, not mine.

My mum has also got a hat. Look! The dog is wearing hers.

Exercises

Replace the subject-pronouns with the correct possessive pronouns.

1. I have lost (*I*) _____ keys.
2. Did you brush (*you*) _____ teeth?
3. Anvar and Laylo like to ride (*they*) _____ bikes.
4. Sevinch is looking for (*she*) _____ favourite top.
5. We would like to sit at (*we*) _____ usual table please.

Replace the subject pronoun with the correct independent possessive pronoun.

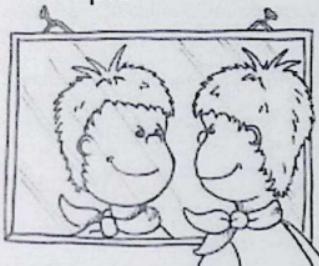
1. Anvar bought a new car yesterday.
It's (*he*) ____ now.
2. It seems that we have the same jacket. Is
this (*I*) ____?
3. I parked my car right outside. Where did you
park (*you*) ____?
4. I can't find Sevara and Shaxzod's house. Which one
is (*they*) ____?
5. In the cinema: "We are looking for our seats. Are
these (*we*) ____?"

Reflexive Pronouns in English Grammar

Introduction

Reflexive pronouns end in *-self* or *-selves*. We use them when the subject and object of a verb are the same. There are nine reflexive pronouns in the English language: *myself, yourself, himself, herself, itself, oneself, ourselves, yourselves, themselves*.

Example



Jonibek is a small boy, but he can already dress himself. There is a mirror in his room. He hung it up himself, with a little help from his dad.

He often looks at himself in the mirror and likes talking to himself.

Usage

We use reflexive pronouns when the subject and the object are the same.

Example:

He often looks at himself in the mirror and likes talking to himself.

The subject and object here are the same person.

After all, he could have been looking at Someone else and could be proud of Someone else.

Example:

He often looks at his dad and likes talking to him.

We also use reflexive pronouns to express that Someone did Something alone without anyone else's help.

Example:

Larry is a small boy, but he can already dress himself.

In his room, There is a mirror. Larry hung it up himself.

Reflexive verbs are not very common in the English language. Verbs that are typically reflexive in other languages are not reflexive in English. The following verbs, for example, are not reflexive in English: *feel, concentrate, relax, meet*.

Example:

Larry feels good. (*not:*)

There are a few verbs which are usually followed by reflexive pronouns. The most important ones are listed in the following table.

Verb	Example
behave oneself	<i>Behave yourselves</i> at Grandma and Grampa's house this weekend.
cut oneself	Alex <i>cut himself</i> while he was chopping onions for dinner.
dry oneself	In the morning I wake up, have a shower, <i>dry myself</i> , get dressed and leave the house.
enjoy oneself	Amy <i>enjoyed herself</i> at the party that night.
express oneself	Art is the only way I can <i>express myself</i> .
hurt oneself	Be careful! I don't want you to <i>hurt yourself</i> .
introduce oneself	Let me <i>introduce myself</i> , my name is Bond – Akobir Bond.

List of reflexive pronouns

singular			Plural				
1st person	2nd person	3rd person	1st person	2nd person	3rd person		
Myself If	yourself elf	himself elf	herself elf	itself lf	ourselves es	Yourselves ves	themselves ves

To Note

In the singular, the reflexive pronoun is formed with *-self*, in the plural with *-selves*.

Example:

I can see *myself* in the mirror.

We can see *ourselves* in the mirror.

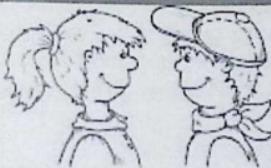
In the second person, we have to indicate whether we're talking to one person or several people.

Example:

You can be proud of *yourself*. (one person)

You can be proud of *yourselves*. (several people)

Info



In English, the reflexive pronouns are not used to indicate a reciprocal relationship. In this case, rather, we use *each other*.

Example:

We see *each other*.

(not: We see ourselves.)

Exercises

Put the correct reflexive pronoun.

1. I don't need any help. I can do it _____.
2. Eldor fixed his bike all by _____.
3. Barno and Sarvar got a little lost one day on their way back from school. But they found the right way home all by _____.
4. Dilbar got a very good Davlat on her English test. She was very pleased with _____.

5. We had to ask _____ if this was the right thing to do.

Put the correct reflexive pronoun.

1. The teacher said to the class: "I would like you to do the exercises _____."
2. There's no need to shut the garage gate. It does that all by _____.
3. Charos and Anora are sisters. Yesterday, they made their lunchboxes _____.
4. Tim's mum said to him: "I won't help you to clean your room this time. You have to do it _____."
5. At the wedding reception, There was a buffet where we could just help _____.

Relative Pronouns in English Grammar

Introduction

Relative pronouns introduce relative clauses. The relative pronouns in English grammar are *who*, *whom*, *whose*, *which* and *that*. The pronouns we use depends on what we want to refer to and what type of relative clause we are using. *Who*, *whom*, *whose* and *that* are for people and animals and *which*, *whose* and *that* are for things.

Example



Yesterday we were visited by a man who wanted to repair our washing machine.

The man, who was in a hurry, forgot to put the handbrake on. So the car, which was parked on a hill, slowly rolled down the street. It crashed into a traffic sign that stood on the street. A woman whose children were playing outside called the police. Our neighbour, whom the woman accused, has a similar car.

Table of English Relative Pronouns

The chart below provides a Simple overview of the different relative pronouns in English grammar and their usage.

relative pronouns	usage	example
Who	subject/object (people)	Yesterday we were visited by a man <u>who</u> wanted to repair our washing machine. The man, <u>who</u> was in a hurry, forgot to put the handbrake on.
Which	subject/object (not people)	The car, <u>which</u> was parked on a hill, slowly rolled down the street.
whose	possession (all)	A woman whose children were playing outside called the police.
whom	object (people) especially in non-defining relative clauses very formal (in colloquial speech, <i>who</i> is preferred)	Our neighbour, whom the woman accused, has a similar car. (<i>in colloquial speech</i> : Our neighbour, <i>who</i> the woman accused, ...)
That	subject/object (all) in defining relative clauses (<i>who/which</i> are also possible)	The car crashed into a traffic sign <u>that</u> stood on the street.

Subject Pronoun or Object Pronoun?

The relative pronouns *who/which/that* can replace a subject or an object. To figure out whether *who/which/that* is a subject pronoun or an object pronoun, we pay attention to the following:

- If the relative pronoun *who/which/that* is followed by a verb, then it is a subject pronoun.

Example:

The man, *who* was in a hurry.

The car, *which* was parked on a hill.

A traffic sign *that* stood on the street.

- If the relative pronoun *who/which/that* is followed by an article, noun or pronoun, then it is an object pronoun. In this case, *who* can be replaced with *whom*.

Example:

Our neighbour, *who the car* belonged to./ Our neighbour, to *whom the car* belonged.

The car *which the man* had parked on a hill.

A traffic sign *that Someone* had put on the street.

Info

When we use a relative pronoun with a preposition, the preposition normally comes at the end of the sentence.

Example:

The police did not know *who the car* belonged to.

The only exception is the rather formal relative pronoun *whom* – in this case, the preposition comes before the pronoun.

Example:

The police did not know *to whom the car* belonged.

Exercises

Put the correct relative pronoun.

1. The man _____ came first in the 100-metre race broke the world record.
2. At the zoo, There is a parrot _____ can talk to the people.
3. Do you know the woman _____ son is a famous actor?
4. I really like the suit _____ you bought for the wedding!
5. It was my brother _____ I entrusted with looking after my baby.

Put the correct relative pronoun.

1. Did you see the car _____ was driving much too fast?
2. It was very sad to see the bird _____ wing was broken.
3. Today, I saw the woman _____ always helps grandma with her shopping.
4. Do you like the new plants _____ I bought for the living room?
5. I was offered a job by the manager of the company, _____ I met at the interview.

Choose the correct relative pronoun.

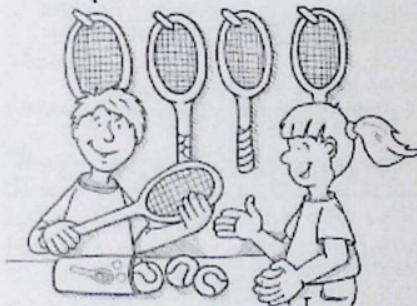
1. Look at that dog _____ is chasing its own tail!
2. Bahora and Anora are two sisters _____ faces look very much alike.
3. This is the newest phone _____ you can buy in the shops.
4. Charos Hamidova was the name of the girl _____ he wanted to give a valentine's present to.
5. I need Someone _____ can fix my washing machine.

Demonstratives in English Grammar

Introduction

This/that/these/those are demonstratives. We use them to indicate a particular noun (person or thing). We use *this/that* with singular countable nouns and *these/those* with plural countable nouns. *This/these* are used to indicate things close to the speaker or things that are happening now, whereas *that/those* indicate things further away in distance and time.

Example



Girl: I'd like to buy a tennis racket. Mine broke this week and I have an important match this weekend. Why is this racket so much more expensive than those ones on the wall?

Shop assistant: Those ones over There are for beginners. This one here is better quality and is for advanced tennis players.

Girl: I'll take this one then. I had my first tennis lesson when I was five. That night I dreamt of being a famous tennis player, and I've been playing ever since.

Usage

We use *this/that* for nouns in the singular and *these/those* for nouns in the plural.

Example:

this tennis racket here – that tennis racket over There
these tennis rackets here – those tennis rackets over There

Demonstratives can be used for place or time.

Place

If demonstratives are referring to a place, we use *this/these* for Something that is located closer to the speaker (here) and *that/those* for Something that is located further away from the speaker (There).

Example:

Why is this racket so much more expensive than those ones on the wall?

Time

If demonstratives are referring to a time, we use *this/these* for a time period that isn't yet past (e.g. the week/month/year that we're still in). Within this time period, however, the demonstrative pronoun can refer to Something that has already happened, or Something that hasn't happened yet.

Example:

My tennis racket broke this week. (*already happened*)
I have an important match this weekend. (*hasn't happened yet*)

The demonstratives *that/those* are used for a time period that is already past, or one that is further in the future (e.g. another week, another month in the past or the future).

Example:

I had my first tennis lesson *when I was five*. That night I dreamt of being a famous tennis player.

Demonstratives without Nouns

If we want to use demonstratives without nouns, we usually have to replace the noun with the words *one* (singular) or *ones* (plural).

Example:

this/that racket → this/that one
This one here is better quality.
these/those rackets → these/those ones
Those ones over There are for beginners.

Exercises

Choose the correct demonstrative pronoun.

1. I really like _____ restaurant!
2. I prefer _____ glasses to _____ ones over There.
3. _____ chair is a lot more comfortable than _____ one.
4. Would you rather have _____ strawberries or _____ peaches?
5. For the price of _____ video game you can buy three of _____ classic boardgames.

Choose the correct demonstrative pronoun.

1. I hope that _____ summer will be nicer than _____ weeks of rain we had last year.
2. _____ boys over There challenged _____ boys here to a football match.
3. I like _____ film a lot more than _____ one they showed last week.
4. You can't compare _____ football teams from the fifties and sixties to _____ teams of today.
5. _____ meal tastes so much better than _____ one we had two weeks ago.

Indefinite Pronouns in English Grammar

Introduction

Indefinite pronouns in English grammar include *Something* /*Somebody*, *anything*/*anybody*, *everything*/*everybody* and *nothing*/*nobody*. We use indefinite pronouns to speak generally about *Something* rather than mentioning a specific person, place or thing.

Example



I am lost. Nothing looks familiar. Everything looks different. There's nobody in the street. I'd really like to ask Someone. I'm sure anyone could help me to get back to the city centre. But There isn't anyone here I could ask. It seems that everyone's disappeared.
I think I heard Something. Is There anyone There? I would do anything to get back to the city centre.

Usage

Things or People

To refer to things, we use the indefinite pronouns that end in -*thing*.

Example:

everything, Something, anything, nothing

For people, we use the indefinite pronouns that end in -*body* or -*one*.

Example:

everybody/everyone, Somebody/Someone,
anybody/anyone, nobody/no one

Difference between *every*-, *Some*-, *any*-, *no*-

Indefinite pronoun	Usage	example
everything	every individual in a	<i>Everything</i> looks different.
everybody/everyone	group, all together	It seems that <i>everyone</i> has disappeared.
Something	an	I would really like to ask <i>Someone</i> .
Somebody/Someone	unspecified person or thing	I think I heard <i>Something</i> .
anything	one random person of a	I am

indefinite pronoun	Usage	example
anybody/anyone	group, one random thing	sure <i>anyone</i> could help me to get back to the city centre. I would do anything to get back to the city centre.
	in Negative sentences, in the sense of nothing/nobody	But There isn't anyone here I could ask.
	in questions whether There is Something/Something	Is There <i>anyone</i> There?
nothing nobody/no one	not one single thing or person	<i>Nothing</i> looks familiar. There is <i>nobody</i> in the street.

Nothing/nobody or anything/anybody

Instead of *nothing/nobody/no one* we can also
use *not anything/anybody/anyone*.

Example:

Nothing looks familiar.
I don't see *anything* that looks familiar.
There is nobody here I could ask.
There *isn't* anyone here I could ask.

Everything/everybody or anything/anybody

For foreign learners of English it is Sometimes difficult to
know whether to use *any-* or *every-*.

If we are referring to any person or thing from a group, we
need to use *any-*. To help us remember this rule, we can
imagine various people or things and put an *or* in between
them.

Example:

Anyone could help me: the man *or* the woman *or* the
child *or* the old lady.
I will do *anything* if you help me: I will give you money *or* I
will help you do the washing up *or* I will go to the cinema
with you.

However, if we truly mean every single individual or the entire
group together, we have to use *every-*. To help us remember

this rule, we can imagine various people or things and put an *and* in between them.

Example:

Everyone has disappeared: the man *and* the woman *and* the child *and* the old lady.

I will do *everything* if you help me: I will give you money *and* I will help you do the washing up *and* I will go to the cinema with you.

Indefinite pronouns + *they*

The indefinite pronouns that end in *-body/-one* indicate a person. If we replace these pronouns with personal or possessive pronouns we use the third person plural.

Example:

I would really like to ask *Someone* if *they* knew the way.

Everybody should know *their* way home.

However, the indefinite pronouns that end in *-thing* do not refer to people and are therefore replaced with the pronoun *it*.

Example:

Nothing looks the way *it* used to.

Adjectives and Adverbs

Introduction

Adjectives give us more information about a noun or pronoun. We can use them to describe colour (*red*), shape (*square*), origin (*English*), size (*big*), material (*glass*) or age (*young*). Some adjectives are derived from nouns and verbs while other adjectives can be graded to express comparison. Adverbs give us more information about verb, adjectives or other adverbs. Adverbs can express manner (*slowly*), time (*yesterday*), frequency (*often*) or degree (*very*).

Comparative and Superlative Adjectives in English Grammar

Introduction

Comparative adjectives, such as *bigger* or *better*, compare two nouns. We can use them to express that a person or thing

has less or more of Something. Superlative adjectives, such as *biggest* or *best*, compare one person or thing against a whole group. We can use superlatives to express that a noun has more of Something than everything else in that group. Regular comparative and superlative adjectives are formed with the suffixes *-er/est* or the adverbs *more/most*. The irregular forms have to be learnt by heart.

Example



This clown's funny. He's the funniest clown I have ever seen.
The clown's got a big nose. His nose is much bigger than mine.

Usage

Adjectives describe nouns.

Example:

This clown is *funny*.

The clown has got a *big* nose.

Adjectives also have comparative forms.

Example:

His nose is much *bigger* than mine. (comparative)

He is the *funniest* clown I have ever seen. (superlative)

Adjective Order

We use adjectives before nouns and after the verb *be*. We can use more than one adjective to describe things.

- We usually put opinion adjectives (*beautiful, funny, nice, ugly* etc.) before fact adjectives (*small, young, pink, plastic* etc.).

Example:

The clown has an *ugly red* nose.

- Sometimes we use more than one fact adjective. We usually put fact adjectives in the same order.

Example:

The clown has a *big red plastic* nose. (not: T

The table shows you the correct order for adjectives.

Opinion	Size and Shape	Age	Colour	Origin	Material	Noun
Funny	Old			American		clown
	round		red		plastic	nose
Beautiful	slim	young		Irish		man
	tall		green	Japanese		trees

Comparisons with basic adjectives

An adjective's basic form is used for Simple description of nouns, and also in comparisons using the phrases *as ... as*.

- Simple description of nouns

Example:

The clown is funny.

- as ... as*

Example:

You are *as funny as* the clown.

I know *as many jokes as* the clown.

- not as ... as / not so ... as*

Example:

I am *not as funny as* the clown.

I am *not wearing as much make-up as* the clown.

- less ... than*

Example:

I am *less funny than* the clown.

Formation of English Comparative and Superlative Adjectives

Comparative using *er/est*

We form the comparative adjectives of most single and two-syllable adjectives by adding the suffix *-er*. The Superlative form is constructed with the suffix *-est*. The table below provides an overview of single and two-syllable adjectives in the basic, comparative and superlative form.

	basic form	comparative	superlative
--	---------------	-------------	-------------

all single-syllable adjectives	clean	cleaner	the cleanest
two-syllable adjectives that end in <i>y</i>	easy	easier	the easiest

Exceptions when adding *er/est*

- We add *-r/-st* to adjectives that end in *-e*.

Example:

- late – later – the latest (not: lateer – the lateest)
- A *-y at the end of an adjective* becomes an *-i*.

Example:

- easy – easier – the easiest
- The final consonant is doubled in adjectives that end with a consonant after a short stressed vowel.

Example:

hot – hotter – the hottest

Comparative using *more* and *most*

The comparative form of multi-syllable adjectives is constructed with *more* and the basic form of the adjective. Whilst the superlative form is constructed with *most* and the basic form of the adjective. The table below provides an overview of multi-syllable adjectives in the basic, comparative and superlative form.

	basic form	comparative	superlative
--	---------------	-------------	-------------

all multi-syllable adjectives (except two-syllable ones ending in <i>-y/-er</i>)	difficult	more difficult	the most difficult
---	-----------	-------------------	-----------------------

Comparative using *er/est* or *more/most*

Some two-syllable adjectives can be formed with either *-er/-est* or *more/most*. These include primarily two-syllable adjectives that end in *-er*.

Example:

clever – cleverer – the cleverest
clever – more clever – the most clever

Table: Irregular Comparative Forms of Adjectives

The table below lists the most common irregular comparative and superlative adjectives.

adjective	comparative	superlative
Good	better	the best
bad/ill	worse	the worst
little (few)	less	the least
little (small)	smaller	the smallest
much/many	more	the most
far (in space or time)	further	the furthest
far (in space)	farther	the farthest

Adjectives That Can't Be Compared

Some adjectives are gradable and Some are non-gradable.

- We can modify gradable adjectives to express different levels.

Example:

The clown yesterday was *funny*, but the clown on TV is funnier and the one from last week was *the funniest*.

- Non-gradable or extreme adjectives do not have a comparative or superlative form because they mean *very funny*, *very big* etc. Or because they express Something which cannot be graded *dead* or *pregnant*.

Example:

The clown is *hilarious* (very funny). *not*:

The clown has a *huge* (very big) red nose. *not*:

I think the clown is *pregnant*. *not*:

Some common extreme adjectives include: *empty*, *full*, *alive*, *dead*, *pregnant*, *perfect*, *unique*, *round*, *square*, *awful*, *excellent*, *terrible*, *horrible*, *chemical*, *digital*, *domestic*, *immortal*, *starving*, *brilliant*, *gigantic*, *ultimate*, *ancient*, *complete* etc.

Exercises

Complete the comparative forms of the adjectives.

	comparative	superlative
Dark	<input type="text"/>	<input type="text"/>
Nice	<input type="text"/>	<input type="text"/>

	comparative	superlative
Heavy	<input type="text"/>	<input type="text"/>
beautiful	<input type="text"/>	<input type="text"/>
Bad	<input type="text"/>	<input type="text"/>

Put the correct form of each adjective (positive, comparative or superlative).

1. This house is (*high*) _____ than the television tower.
2. That's the (*good*) _____ song the musician has released so far.
3. The journey is almost as (*long*) _____ by car as it is by train.
4. My dog is the (*clever*) _____ dog of all.
5. She is (*happy*) _____ with her new job than with her old one.
6. Some of the (*intelligent*) _____ people have studied at this university.
7. You are as (*funny*) _____ as a clown.
8. To me There isn't a (*pleasant*) _____ pastime than a walk along the beach.
9. He is not as (*rich*) _____ as everyone believes him to be.
10. That was the (*big*) _____ burger I have ever eaten.

Put the words in the correct order.

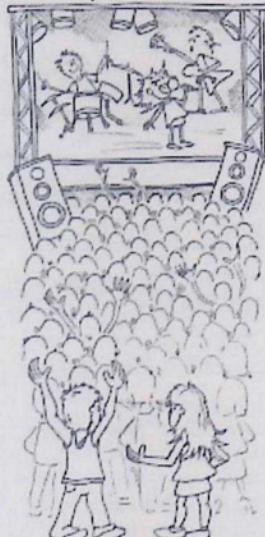
1. Blue house big a.
2. Hat old an woolen.
3. Italian beautiful a woman.
4. Cotton short a skirt green.
5. Pair of shoes old ugly an purple.

Adverbs in English Grammar

Introduction

Adverbs give us more information about verbs, adjectives or other adverbs. Adverbs can express manner (*slowly*), time (*yesterday*), frequency (*often*) or degree (*very*).

Example



The band on stage is playing fantastically good songs. The girl is singing extremely well and the audience is clapping along loudly.

The band is standing directly in front of the audience and they are playing one song immediately after the other. They are trying hard to entertain the audience and There is hardly anybody in the audience who is not completely thrilled.

Usage

We use adverbs to describe:

- verbs

Example:

The audience is clapping along *loudly*.

How is the audience clapping along? – *loudly*

- adjectives

Example:

The band on stage is playing *fantastically* good songs.
How good are the songs? – *fantastically* good

- other adverbs

Example:

The girl is singing *extremely* well.
How does the girl sing? – *extremely* well

Adverb Formation

General Rule

Many adverbs are derived from adjectives. To form them, we simply take the adjective and add the adverb ending *-ly*.

Example:

loud → *loudly*

Exceptions

- For *true*, *due*, and *whole*, we remove the *e* before adding *-ly*.

Example:

true → *truly*

- A *-y* at the end of the adverb changes to *-i*.

Example:

happy → *happily*

- If an adjective ends with a *consonant + le*, the *le* is removed before adding *-ly*.

Example:

sensible → *sensibly*

- If an adjective ends with *-ll*, we simply add a *-y*. However, adjectives ending in *-l* take the *-y* ending.

Example:

full → *fully*

(but: final → *finally*)

Adjectives ending in *-ic*

Adjectives that end in *-ic* form the adverb using *-ally* (exception: *public* → *publicly*).

Example:

fantastic → *fantastically*

Irregular Constructions

The adjectives *difficult*, *good* and *public* have irregular adverb forms. They are formed in the following way: as well as all adjectives that end in *-ly*, have irregular adverb constructions. For the former three adjectives, the adverbs are constructed in this way:

adjective	adverb
-----------	--------

Good	well
------	------

Public	publicly
--------	----------

difficult	with difficulty
-----------	-----------------

Adjectives that end in *-ly* also form irregular adverbs. In this case, we use the phrase *in a ... way/manner*, or we use a similar adverb.

Example:

friendly → in a friendly way/in a friendly manner

likely → probably

The adjective and adverb forms are the same for the following words: *early, hourly, daily, monthly, yearly*.

Example:

a yearly concert → We go to the concert yearly.

For more information about adjectives and adverbs that are the same, or the difference between adverbs and adjectives see: Adjective or Adverb.

Comparative Forms of Adverbs

Some English adverbs also have comparative and superlative forms. The formation and usage of these adverbs is the same as comparative and superlative adjectives:

- We use *-er/-est* to form the comparative of single-syllable adverbs, and of adverbs which have the same form as their adjectives. Note that the usual spelling rules apply: *-y* at the end of a word changes to *-i*, *-e* at the end of word is left out)

Example:

hard – harder – the hardest

late – later – the latest

early – earlier – the earliest

- We use *more/most* to form the comparative of all adverbs that end in *-ly* (except for adverbs whose form is the same as the adjective; see above).

Example:

happily – *more* happily – the *most* happily

Irregular Comparatives

We have to learn the following irregular comparative forms by heart.

adverb	comparative	superlative
well	better	the best
badly	worse	the worst
ill	worse	the worst
little	less	the least
much	more	the most
far (in space and time)	further	the furthest
far (in space)	farther	the farthest
late (in time)	later	the latest

Exercises

Construct adverbs out of the adjectives.

1. quiet →
2. wild →
3. whole →
4. funny →
5. good →

Turn the underlined adjective into an adverb, and type the adverb in the space.

1. Your English is perfect. You speak English _____.
2. I am so healthy because I eat _____.
3. Bobir is a friendly boy. He greets everybody _____.
4. My dad is an early bird, he gets up _____ every day.
5. One question in the test was so difficult, I could only answer it _____.

Choose the correct comparative form of the adverb.

1. The little girl can shout (loudly) _____ than her big brother.
2. She works (well) _____ than her colleagues.
3. In this picture, you are the one that smiles (happily) _____ of all.
4. I cook (badly) _____ than he does.
5. After ten years he loved his wife even (much) _____ than at the beginning of their relationship.

Prepositions in English Grammar

Introduction

Prepositions are short words that link nouns and pronouns to other words. They can express position/place (e.g. *under the table*) and time (e.g. *on Monday*) as well as many other things (e.g. *by train*). Prepositions are usually placed before a noun. On this page, you will find a comprehensive list of prepositions, tips on usage and examples in real English.

Example



The weather was so nice on Tuesday that Anvar decided to leave his car at the car park and walk home after work.

Table: Prepositions of Time

The following table provides an overview of the most common prepositions of time in English grammar along with information on usage and examples.

Preposition	Usage	Example
after	later than a certain point in time	after school
as of/from	the time or date Something begins	I'm on holiday as of/from tomorrow.
ago	a certain time or date in the past	two years ago
at	night-time referring to the	at night at the weekend

Preposition	Usage	Example
	weekend (but AE: on)	(am. Engl.: on the weekend)
	certain times (when?)	at half past nine
	Public holidays (Without a day)	at Christmas, at Easter
before	before a certain time or date	before 2004
by	in the sense of <i>at the latest</i>	I will be back by 6 o'clock.
	before/up until a certain point in time	By 11 o'clock I had read five pages.
during	within a period of time	during the summer holidays
for	during a certain period of time (compare: <i>since</i>)	for two years
from ... until/ till/to	when Something begins and ends	from Monday until/till/to Friday
	months/seasons	in August / in winter
	a section of the day	in the morning
in	specific years	in 2006
	approximate time (when?)	in an hour, in the past, in the future
	Weekdays	on Monday
on	Dates	on 16th May
	Public holiday (with a day)	on Easter Monday
Past	for times of day (on the clock)	ten past six (6:10) (am. Engl. auch: ten after

Preposition	Usage	Example
	(AE also: <i>after</i>)	six)
Since	starting at a certain point in the past (compare: <i>for</i>)	since 1980
To	for times of day (on the clock) (AE also: <i>before, of, till</i>)	ten to six (5:50) (AE also: ten before/of/till six)
until/till	in the sense of <i>how much longer</i> <i>Something will last</i>	He is on holiday until/till Friday.
Above	higher than Something else, but not directly over it	The castle stands above the town.
Across	to get to the other side	to walk across a bridge to swim across a lake
Against	in opposition to	Barcelona is playing against Manchester tonight.
	in contact with Something, either supported by it or colliding with it	Mavluda stood with his back against the wall.
At	in the sense of <i>next to, in front of, by</i> sitting at a table (for a meal) at an event	at the door, at the station at the table at a concert, at the party
	a place where people do a certain activity (see films, learn, work)	at the cinema, at school, at work

Preposition	Usage	Example
	visit/appointment	at sb's house, at the doctor's
Behind	located directly behind	There is a beautiful garden behind the house.
Below	under Something, but above the floor/ground	The fish are below the surface.
Between	between two things/objects	The train doesn't stop between Sheffield and Leeds.
by, next to, beside	located very close to	Barno is standing by/next to/beside the car.
From	from/out of a place	a flower from the garden
In	room, building, street, town, country book, newspaper, etc. car, taxi picture, world	in the kitchen, in hospital, in London, in Ireland in the book in the car, in a taxi in the picture, in the world
Into	to enter a room or a building	to go into the kitchen/house
in front of	located directly before/in front of	There are two men in front of the house.
Near	not far away	The school is near here.
On	Attached located by a river on a flat surface on a side (left, right) on a floor/storey (of a	the picture on the wall London lies on the Thames. on the table on the left on the first floor

Preposition	Usage	Example
	building)	
	public transportation	on the bus, on a plane
	television, radio, internet	on TV, on the radio, on the internet
Onto	up on to Something	to jump onto the table
Over	when Something else is covered	Put a jacket on over your shirt!
	in the sense of <i>more than</i>	over 16 years of age
	to get to the other side (also <i>across</i>)	to walk over a bridge
	to cross a high obstacle	to climb over a wall
Through	edges above, below, and on both sides	to drive through a tunnel
To	to a person, to a building	to go to the cinema
	to a place, to a country	to go to London/Ireland to go to the USA
	to bed	to go to bed
	to work	to go to work
Towards	in the direction of Something (but not all the way There)	to go 5 steps towards the house
Under	under Something, but on a floor/surface	The bag is under the table.

Table: Prepositions of Place and Movement

The following table provides and overview of the most common prepositions of place and prepositions of movement in English grammar along with information on usage and examples.

Other Important Prepositions

The following table provides and overview of common important prepositions in English grammar along with information on usage and examples.

Preposition	Usage	Example
About	for subjects, in the sense of <i>about what</i>	We were talking about you.
At	for ages	She learned Russian at 45.
	the creator, author, etc.	a book by Davlat T.
By	increase/climb, decrease/sinking	Prices have risen by 10 percent.
	travel in a vehicle	by car, by bus
	to show purpose or intention	flowers for Barno
For	because/a result of Something	She spent 5 years in prison for fraud.
From	the person bringing it is mentioned	a present from Barno
Of	possessive case for things	a page of the book
On	to travel (foot, horse)	on foot, on horseback
	in the company of Someone/Something	with my parents, with a friend
with	having Something	a woman with red hair
	indicating a	The scratch was

material/instrument used to do Something

treated with an anticeptic.

Exercises

Type the correct prepositions into the spaces.

1. Ivan lives _____ a small house.
2. He has been living here _____ 2005.
3. _____ his house, There is a hotel.
4. It was built three years _____ Ian's uncle, who is an architect.
5. _____ the hotel There is a bus stop.
6. The people staying _____ the hotel can get on the bus here to go _____ the city centre.
7. When they come back, they can get off the bus _____ the other side _____ the street.
8. _____ winter, Ian also goes _____ bus quite often.
9. He only uses his car _____ the weekends or when he goes shopping _____ Thursdays.
10. _____ his workplace, where has been working _____ four years, he usually goes _____ foot.

Sentence Structure

Introduction

Sentence structure, also known as *syntax* or *word order*, is the way nouns, pronouns, verbs and other words are arranged in a sentence according to English grammar rules. Here, we explain different types of sentences and clause in English grammar.

Word Order in English Sentences

Introduction

Word order, also known as syntax, refers to the way nouns, verbs and other words are placed in a sentence. The general word order in English sentences is subject-verb/predicate-object.

Example

The dog is catching the ball.



There are some languages where word order doesn't matter: the subject (*the dog*) or the object (*the ball*) can come first in the sentence.

In English, however, we can't change the word order, because then it would mean that the ball is the one doing the catching.



The ball is catching the dog.

Word Order

Positive and Negative sentences

In English, the usual order of sentence components is:
subject – predicate – object – place – time.

	subject	predicate	object	place	time
positive sentence	Many people	Walk	their dogs	in the park	on Sundays.
Negative sentence	Many people	do not walk	their dogs	in the park	on Sundays.

*If the sentence has more than one object, we normally put the indirect object before the direct object.

Example:

My dog has brought me the ball.
Sardor gave his dog a present.

However, if we use the indirect object with a preposition, we put the indirect object after the direct object.

Example:

My dog has brought the ball to me.
Sardor gave a present to his dog.

Dependent clauses

This order is also maintained in dependent clauses, but we usually add an introductory word called a *conjunction* before the subject. (see also Conjunctions)

Example:

Many people walk their dogs in the park on
Sundays because they don't have the time during the week.

To Note

In theory, every English sentence should begin with a subject – but then lengthy texts would sound very boring. In order to make texts more varied and interesting, we sometimes put the time or the dependent clause at the beginning of the sentence instead.

Example:

On Sundays, many people walk their dogs in the park.
As they do not have to go to work at the weekend, many people walk their dogs in the park on Sundays.

Negative Sentences

Introduction

Negative sentences are created by placing an auxiliary verb and *not* before the main verb. The auxiliary verb depends on the tense we are using. We use *do + not* in Simple tenses, *be + not* in progressive tenses, *have + not* in perfect tenses and *have + be + not* in perfect progressive tenses. To negate the verb *be* and all Modal verbs, we simply add *not*.



The boy is from England, but the girl *is not* from England. They *are not talking* because she *doesn't speak* English. They *have not got* a dictionary.

Negation of Modal Verbs and “be”

We don't use auxiliary verbs with Modal verbs or with *be* when it is a main verb.

To negate a Modal verb we put *not* between the Modal verb and the main verb. In spoken and informal speech we usually use the contracted form.

Example:

I can't speak Spanish.

When we use *be* as a main verb in the Simple present or Simple past, we simply put *not* after the form of *be*. In spoken and informal English we usually use a contraction.

Example:

He is from England, but she is not from England.

He's from England, but she's not/isn't from England.

	pronoun	full form	contraction
Simple present	I	I am not	I'm not
	you, we, they	you are not	you're not/you aren't
	he, she, it	he is not	he's not/he isn't
Simple past	I, he, she, it	I was not	I wasn't
	you, we, they	you were not	you weren't

Negation with “do”

We use *do + not* before the main verb to negate all other verbs in the *Simple present* or the *Simple past*.

Example:

We speak English. → We do not speak English.

Note that main verb is conjugated in the infinitive/base form – only the auxiliary verb *do* is conjugated. We use *does* for the third person singular in the *Simple present* but *do* for all other persons and *did* for all forms in the *Simple past*.

Example:

They speak English. → They do not speak English.

He speaks English. → He does not speak English.

They spoke English. → They did not speak English.

The contracted forms of *do + not* are listed in the table below. They are preferred in spoken language:

Example:

They do not speak English. → They don't speak English.

	pronoun	full form	Contraction
Simple present	I, you, we, they	I do not	I don't
	he, she, it	he does not	he doesn't
Simple past	all forms	I did not	I didn't

Negation with “be”, “have” and “will”

Progressive, perfect and future tenses as well as sentences in the passive voice already have an auxiliary verb. To negate them, we simply put *not* between the auxiliary verb and the main verb.

Example:

They *are speaking* English. → They *are not speaking* English. (*present progressive*)
 They *have spoken* English. → They *have not spoken* English. (*present perfect Simple*)
 They *will speak* English. → They *will not speak* English. (*future Simple*)
 English *is spoken* in that country. → English *is not spoken* in that country. (*passive voice*)

We can also use contractions for the negated forms of *have* and *will*:

full form	Contraction
I have not spoken.	I haven't spoken./I've not spoken.
She has not spoken.	She hasn't spoken./She's not spoken.
We had not spoken.	We hadn't spoken./We'd not spoken.
They will not speak.	They won't speak./They'll not speak.

English is not spoken There. English isn't spoken There.

Negation with “have”

When the verb *have* indicates belonging or possession, There are two possible ways to construct the negation.

We can use the verb *have* with the auxiliary verb *do*, following the regular negation pattern for the Simple present.

Example:

They *have* a dictionary. → They *do not have* a dictionary.

There is also the form *have got*. For the negation in this case, we don't use *do*, instead we put *not* between *have* and *got*.

Example:

They *have got* a dictionary. → They *haven't got* a dictionary.

Exercises

Simple present – write the negation.

1. They live in Bukhara. →
2. We are hungry. →
3. She has a dog. →
4. He works a lot. →
5. I have lunch at one o'clock. →

Simple past – write the negation.

1. We went to school yesterday. →
2. The bus stopped at the bus stop. →
3. He saw you. →
4. They were old. →
5. Mel had a sister. →

Mixed tenses – write the negation.

1. Chris was watching a film. →
2. He will have played the piano. →
3. They would have waited for you. →
4. I have written a letter. →
5. She is going to play with you tomorrow. →

English Question Formation and Word Order

Introduction

Questions, also called *interrogative sentences*, allow us to get information. They generally follow the pattern: *wh* + auxiliary verb + subject + main verb. There are a few different types of questions in English grammar. Closed or yes/no questions don't use a question word (i.e. *what*) and can only be answered with *yes* or *no*. Open questions, or *wh* questions, use a question word and can be answered freely. We use indirect questions in reported speech or to be polite.

Example



Do you like ice-cream?

How often do you eat ice-cream?

Have you had an ice-cream today?

What is your favourite kind of ice-cream?

Question Formation in English Grammar

Questions with an auxiliary verb

When forming questions, we often need the help of an auxiliary verb. In compound tenses, the passive, and Modal verbs, we take the auxiliary verb or Modal verb that is already in the sentences, and move it in front of the subject.

Example:

I have had an ice-cream today.

→ *Have you had an ice-cream today? (present perfect)*

The ice-cream is made with milk.

→ *Is the ice-cream made with milk? (passive in the Simple present)*

Ice-cream men can eat ice-cream every day.

→ *Can ice-cream men eat ice-cream every day? (Modal verb in the Simple present)*

However, as positive sentences in the *Simple present* or the *Simple past* don't already have an auxiliary verb, we use *do* as our auxiliary verb.

Example:

I like ice-cream.

→ *Do you like ice-cream?*

Verb Conjugation in Questions

Only the auxiliary verb *do* is conjugated in questions. In the *Simple present*, we use *does* for the

third person singular and *do* for all other persons and in the *Simple past* we take *did* for all persons. The main verb remains in its basic form or infinitive form.

Example:

He *eats* an ice-cream every day.

→ *Does he eat* an ice-cream every day? (*Simple present – 3rd person singular*)

She *ate* an ice-cream yesterday.

→ *Did she eat* an ice-cream yesterday? (*Simple past*)

Questions without an Auxiliary Verb

We don't use an auxiliary verb for questions in the *Simple present/past* when the main verb *be*. In this case, we simply invert the subject and verb positions to form the question,

Example:

I *am/was* addicted to ice-cream.

→ *Are/Were* you addicted to ice-cream?

When a question word is also the subject of a question, we don't use an auxiliary verb. This is known as a subject question, it happens when we ask who/what is performing the action. Be careful, that the verb is in the third person singular.

Example:

What *tastes* delicious? The ice-cream *tastes* delicious.

(but: *What does* the ice-cream *taste like*? The ice-cream *tastes like strawberries*.)

Who *eats* ice-cream every day? Barno and Phil *eat* ice-cream every day.

(but: *Who do* Barno and Phil *eat* ice-cream *with*? Barno and Phil *eat* ice-cream *with Lorrie*.)

Questions with "have"

In the case of questions that use the verb *have*, There are two possibilities. One option is to use the *do* along with the main verb *have*. This is the official method, and more commonly used in American English.

Example:

My mom *has* an ice-cream machine.

→ *Does your mom have* an ice-cream machine? (*American English*)

For questions about possession/belonging, though, it's more common in British English to use the construction *have got*, in which *have* takes on the function of the helping verb, and is placed before the subject.

Example:

My mum *has got* an ice-cream machine.

→ *Has your mum got an ice-cream machine? (British English)*

Types of Questions

Yes/No Questions

Yes/no questions are questions without a question word: we can only answer them with *yes* or *no*. For questions of this sort, the auxiliary verb comes at the beginning of the sentence. If the question's main verb is *be*, then *be* comes at the beginning of the sentence.

Example:

Do you like ice-cream?

Have you had an ice-cream today?

Is this your ice-cream?

Wh Questions

We construct wh questions exactly like yes/no questions, except we add the question word to the beginning of the sentence, before the auxiliary verb.

Example:

How often do you eat ice-cream?

What is your favourite kind of ice-cream?

In questions with a preposition, the preposition usually comes at the end of the sentence.

Example:

Who is the ice-cream for?

Common Question Words

question word	usage	example
who	subject, object (person)	Who gave you the book? Who did you give the book to? Who did you see?
what	subject or object, if it's not a person	What is it?

question word	usage	example
what kind/sort/type of ...	no predetermined selection	What did you see? What are you doing?
what day/colour/...		What kind of clothes do you usually wear?
which	predetermined selection	What day is it today?
whose	belonging/possession	Which car do you like better – the red one or the blue one?
where	place (location, direction)	Whose car is it?
where ... from	place (origin)	Where is the station? Where are you going?
when	point in time	Where are you from?
how	Manner	When did you have breakfast?
		How are

question word	usage	example
you?		
How did you get home last night?		
how old/much/long	for more detail	How old are you? How much is it?
why	reason for an action	Why are you so late?
what ... for	purpose of an action	What do you need this for?

Who or Whom?

In colloquial language, *who* is commonly used both as subject and object. In formal language, however, it is still considered more correct to say *whom* when referring to the object of a sentence.

Example:

Who did you see?
→ *Whom* did you see?

If we use *whom* in a sentence with a preposition, the preposition often comes before the word *whom*.

Example:

Who did you give the book to?
→ *To whom* did you give the book?

Exercises

Put the correct question word.

1. _____ have you been? – In my room.
2. _____ did you say? – Nothing.
3. _____ do you have to get up in the mornings? – At seven o'clock.
4. _____ did you get there? – By bus.
5. _____ is the author of the novel? – Mirzo Dickens.

Yes-no questions – Use the words in parentheses to construct questions that can be answered with "yes" or "no".

Use the *Simple present*.

1. (he/speak/English)
2. (you/be/thirsty)
3. (you/hear/the music)
4. (you/have/a guitar)
5. (the car/be/broken)

Ask for the underlined part of the sentence.

1. The children are going to school.
→
2. Anora wrote a letter.
→
3. She called him because she missed him.
→
4. He can tell us Something about it.
→
5. My jacket is over There.
→

Question Tags

Introduction

Question tags, also *tail questions*, transform regular declarative clauses into questions. We use them to invite a response or confirmation from the person we are speaking to. Question tags are formed by adding an auxiliary verb and repeating the subject of the main clause as a pronoun. It's important to know which auxiliary verb to use and whether the tag should be positive or Negative.

Example



Your dog is very big, *isn't he?*
His name is Fluffy, *isn't it?*
He just wants to play, *doesn't he?*
He doesn't bite, *does he?*
You have already fed him, *haven't you?*
You got him from the animal shelter, *didn't you?*

Usage

- We use *question tags* when we expect our conversation partner to confirm what we're saying.

Example:

- Your dog is very big, *isn't he?*
- For positive sentences we use the short form (contraction) of the negation. For Negative sentences, we use the positive form.

Example:

He just wants to play, *doesn't he?*
He doesn't bite, *does he?*

Formation

be or auxiliary verb

- If the verb in the sentence is a form of *be*, we use this same form in the *question tag*.

Example:

Your dog *is* very big, *isn't he?*

To Note

In the Negative *question tag* for *I am*, we use *are*.

Example:

- *I am clever, aren't I?*
- If the sentence includes an auxiliary verb or a Modal verb, we use that auxiliary/Modal verb in the *question tag*.

Example:

You *have* already fed him, *haven't you?*

The dog *can't* talk, *can he?*

- If the verb in the sentence is not *be* and There is no auxiliary/Modal verb, then we use the appropriate form of *do* for the *question tag*.

Example:

He just *wants* to play, *doesn't he?*

You *taught* him to behave, *didn't you?*

Pronouns

We always use *pronouns* in the *question tag*. The name or noun in the sentence is replaced by the corresponding pronoun in the *question tag*.

- For people and other living beings whose gender we know, we use *he/she* for the singular and *they* for the plural.

Example:

Your dog is very big, isn't he?

We already know that it's a male dog.

- For everything else, we use *it* for the singular.

Example:

His name is Fluffy, isn't it?

Here we're not talking about the animal but rather about the name. A name is not a living being, so here we use *it*.

- If the sentence already has a pronoun for the subject, we use this same pronoun in the *question tag*.

Example:

He doesn't bite, does he?

You have already fed him, haven't you?

Exercises

Add the question tags.

1. You want to go on holiday, _____?
2. Mirzo will help us, _____?
3. Maryam has a little lamb, _____?
4. You are the new student, _____?
5. They have cleaned the windows, _____?
6. Their parents are divorced, _____?
7. The door has been locked, _____?
8. You speak English, _____?
9. He moved abroad, _____?
10. You were There, _____?

Write in the Question Tags.

1. I don't have to go There, _____?
2. You did not tell him a lie, _____?
3. They are not watching TV right now, _____?
4. It will not rain tomorrow, _____?
5. She is not going home yet, _____?
6. He would not do this, _____?
7. I won't see you again, _____?
8. We have not been here before, _____?
9. She wasn't surprised, _____?
10. We cannot do this together, _____?

Short Answers

Introduction

We use short answers in English grammar to respond to *yes/no questions*, or to agree with a statement. Positive short answers are formed with *yes + subject + auxiliary verb*, and Negative answers with *no + subject + negated auxiliary verb*.

Example



- Have you got a girlfriend?
- Yes, *I have*.
- Is she nice?
- Yes, *she is*.
- Do you see each other very often?
- No, *we don't*.
- Does she live in the same town as you?
- No, *she doesn't*.
- Can I meet her one day?
- Yes, *you can*.

Usage

Answering an *yes/no* question with just the word *yes* or *no* can sound rude. On the other hand, answering a *yes/no* question with a full sentence is repetitive and can sound unnatural. In the English language, we use short answers to respond to *yes/no* questions in a neutral and natural manner.

Example:

Have you got a girlfriend? – *Yes, I have*.

Have you got a girlfriend? – *Yes*.

Sounds rude, or like the person does not want to answer the question.

Have you got a girlfriend? – *Yes I have got a girlfriend*.

Sounds repetitive and unnatural.
We can also use short answers to agree or disagree with statements.

Example:

My girlfriend is beautiful. – Yes, she is./No, she isn't.

Formation of Short Answers in English Grammar

To form short answers, we use the formula: *yes/no + subject + auxiliary verb*. We take the auxiliary verb from the question or statement.

Example:

Is she nice? – Yes, *she is*. (not:)

Contractions in positive short answers are not possible.

Does she live in the same town as you? – No, she doesn't.

It's common to use contractions in Negative short answers.

If there is no auxiliary verb, and the main verb is not *be* or a *Modal verb*, we use *do* in the short answer.

Example:

They love cakes. – Yes, they do./No, they don't.

Changing the Pronouns

Since short answers respond to questions, we sometimes have to change the pronoun in the short answer. This happens with the pronouns *I*, *you*, and *we*.

Example:

Can *I* meet her one day? – Yes, *you can*.

The person asking uses the *I* form, so the conversation partner has to use the *you* form when he or she replies.

When the person asking uses the pronoun *you*, the person answering has to change it to either *I* or *we*, depending on the context.

Example:

Have *you* got a girlfriend? – Yes, *I have*.

Do *you* see each other very often? – No, *we don't*.

If the question begins with "Are *you* ...?", then the short answer needs to replace *are* with *am* (if the question is referring to only one person).

Example:

Are *you* in love? – Yes, *I am*./Yes, *we are*.

Exercises

Complete the short answers for the following questions.

English Vocabulary Numbers

Cardinal Numbers

Introduction

Cardinal numbers are basic numbers. We use them to count and to indicate how much of Something There is.

Writing of Cardinal Numbers

1	one	11	eleven	21	twenty-one	31	thirty-one
2	two	12	twelve	22	twenty-two	40	forty
3	three	13	thirteen	23	twenty-three	50	fifty
4	four	14	fourteen	24	twenty-four	60	sixty
5	five	15	fifteen	25	twenty-five	70	seventy
6	six	16	sixteen	26	twenty-six	80	eighty
7	seven	17	seventeen	27	twenty-seven	90	ninety
8	eight	18	eighteen	28	twenty-eight	100	one hundred
9	nine	19	nineteen	29	twenty-nine	1,000	one thousand
10	ten	20	twenty	30	Thirty	1,000,000	one million

Tens

In British English we put an *and* between the hundreds and the tens (110). If There are no tens (2,001), we put the *and* before the single digits. We can leave the *and* out in American English.

Example:

110 – one hundred and ten

(*American English*: one hundred ten)

1,250 – one thousand, two hundred and fifty

(*American English*: one thousand, two hundred fifty)

2,001 – two thousand and one

(*American English*: two thousand one)

Hundreds

We put *a* or *one* before the number 100, but only at the beginning of a number (*a* is colloquial).

Example:

100 – a hundred/one hundred

2,100 – two thousand, one hundred

Thousands and Millions

The same rule applies for *a* and *one* with thousands and millions as with hundreds.

Example:

1,000 – a thousand/one thousand

201,000 – two hundred and one thousand

To note:

Thousands are separated by commas in English.

Example:

57,458,302 – fifty-seven thousand, four hundred and fifty-eight thousand, three hundred and two

One Billion, Trillion etc.

The words *billion*, *trillion* etc. refer to different numbers in different languages. In English, *one billion* has 9 zeroes and *one trillion* has 12 zeroes.

Example :

one million = 1,000,000 (6 zeroes)

one billion = 1,000,000,000 (9 zeroes)

one trillion = 1,000,000,000,000 (12 zeroes)

one quadrillion = 1,000,000,000,000,000 (15 zeroes)

one quintillion = 1,000,000,000,000,000,000 (18 zeroes)

Exercises

Write the words as numbers.

1. eleven →
2. ninety-nine →
3. four hundred and thirty-two →
4. six thousand →
5. eight →

Write the numbers as words.

1. 20 →
2. 62 →
3. 3 →
4. 17 →
5. 300 →

Ordinal Numbers

Introduction

We use ordinal numbers to say the date or to put things into order.

The Ordinal Numbers

1 st	First	11 th	eleventh	21 st	twenty-first	31 st	thirty-first
2 nd	Second	12 th	twelfth	22 nd	twenty-second	40 th	fortieth
3 rd	Third	13 th	thirteenth	23 rd	twenty-third	50 th	fiftieth
4 th	fourth	14 th	fourteenth	24 th	twenty-fourth	60 th	sixtieth
5 th	fifth	15 th	fifteenth	25 th	twenty-fifth	70 th	seventieth
6 th	sixth	16 th	sixteenth	26 th	twenty-sixth	80 th	eightieth
7 th	seventh	17 th	seventeenth	27 th	twenty-seventh	90 th	ninetieth
8 th	eighth	18 th	eighteenth	28 th	twenty-eighth	100 th	one hundredth
9 th	ninth	19 th	nineteenth	29 th	twenty-ninth	1000 th	one thousandth
10 th	tenth	20 th	twentieth	30 th	thirtieth	1,000,000 th	one millionth

Writing the Ordinal Numbers

To write ordinal numbers we just add *th* to the number:

Example:

four – fourth
eleven – eleventh

Exceptions

- one – first
- two – second
- three – third
- five – fifth
- eight – eighth
- nine – ninth
- twelve – twelfth

In larger numbers, we only change the last numeral to an ordinal number:

Example:

421st = four hundred and twenty-first
5,011th = five thousand and eleventh

Numerals

To turn numerals into ordinal numbers we add the last two letters of the written number to the numeral.

- first = 1st
- second = 2nd
- third = 3rd
- fourth = 4th
- twenty-sixth = 26th
- a lone hundred and first = 101st

Usage

Date: We use ordinal numbers to say the date.

Example:

Today is the eleventh of June.

The concert is on the seventeenth of January.

Order and lists: We use ordinal numbers to put things in an order or when making lists/enumerations.

Example:

We live on the fifteenth floor.

First, wash the rice. Second, put it in a saucepan. Third, add water. Fourth, cook for 10 minutes.

Titles: In titles (e.g. kings and queens), ordinal numbers are written as Roman numerals. In Spoken English, we add the definite article before the ordinal number:

Example:

Mirzo II – Mirzo the Second

Edward VI – Edward the Sixth
Henry VIII – Henry the Eighth

Roman Numerals

Symbol	I	II	III	IV	V	VI	VII	VIII	IX	X
Value	1	2	3	4	5	6	7	8	9	10

Exercises

Write the cardinal numbers as ordinal numbers (in words).

1. twelve →
2. one →
3. thirty-five →
4. ten →
5. two →

Write the date as a word.

1. Nov3 → Today is the _____ of November.
2. Feb01 → Today is the _____ of February.
3. July15 → Today is the _____ of July.
4. April22 → Today is the _____ of April.
5. Oct30 → Today is the _____ of October.

Titles: write the roman numerals as ordinal numbers in words.

1. Henry VIII → Henry the
2. Elizabeth I → Elizabeth the
3. Louis XIV → Louis the
4. Ivan V → Ivan the
5. Alexander IV → Alexander the

Time

Telling the time in English

There are two common ways to tell the time in English. The first version in the table below (*analogue*) is based on an analogue clock – we usually use this version with time increments of five minutes. The second version (*digital*) is based on a digital clock and is often more exact.

24 Hour	Analogue	Digital
6:00	six o'clock	six o'clock
6:05	five past six	six oh five*
6:15	a quarter past six	six fifteen

24 Hour	Analogue	Digital
6:20	twenty past six	six twenty
6:30	half past six	six thirty
6:31	twenty-nine minutes to seven	six thirty-one
6:45	a quarter to seven	six forty-five
6:50	ten to seven	six fifty

* for the minutes from zero to nine we say *oh* plus the minutes.

Past/To

In British English, we use *past* and *to* with 5 minute increments of time.

Example:

It's twenty *past* eleven.

It's twenty *to* twelve.

We use *minutes to/past* for increments of time between 5 minute divisions.

Example:

It's nineteen *minutes past* eleven.

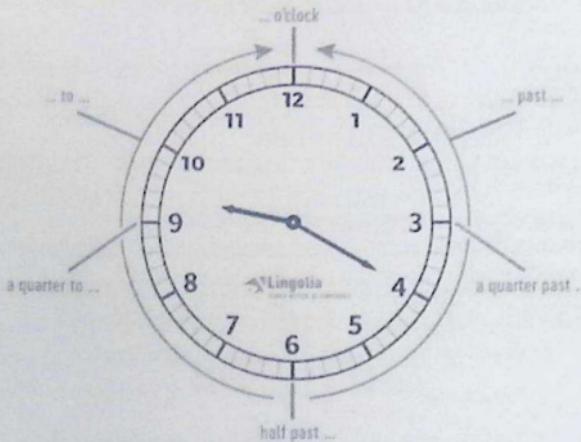
It's twenty-one *minutes to* twelve.

We only use the expression *o'clock* on the hour.

Example:

It's eleven *o'clock*.

It's twenty past eleven. (*not: past*)



The 12 Hour Clock

In everyday spoken English, we use the 12 hour clock. Through context, it is usually clear what time of day we are referring to.

Example:

I always wake up at 6 o'clock.

It would be unusual to wake up at 6 o'clock in the evening

We use the expression *in the morning/afternoon/evening* or *at night* to avoid misunderstandings.

Example:

I usually wake up at 6 o'clock *in the morning*.

He finishes work at 6 o'clock *in the evening*.

The train leaves at six o'clock *in the morning* and arrives at twenty past one *in the afternoon*.

We can also use *am* (Latin: *ante meridiem* = before midday) or *pm* (*post meridiem* = after midday) after the time. This is more formal.

Example:

departure: 6 am

arrival: 1:20 pm

Is it twelve o'clock in the morning or evening?

Some people find twelve o'clock confusing. Look at the examples below.

Example:

12:00 → midday/noon → twelve pm → twelve noon

00:00 → midnight → twelve am → twelve midnight

The 24 Hour Clock

The 24 hour clock is not very common in English. We use it in timetables, programmes and official documents/announcements.

Example:

The train leaves at 21:05.

Reception is open from 8:00 – 18:00.

Useful Vocabulary with Time Words

Expression	Example
a moment ago	He left <i>a moment ago</i> .
Now	What is Laylo doing <i>now</i> ?
in a moment	I'll answer that question <i>in a moment</i> .

Expression	Example
Soon	Michael and Madeline will be here <i>soon</i> .
Later	I'll call you <i>later</i> .
sooner or later	The truth will come out <i>sooner or later</i> .
Never	Ruby has <i>never</i> seen snow.
Always	I <i>always</i> brush my teeth before bed.
Expression	Example
in ten minutes	The train leaves <i>in ten minutes</i> .
in fifteen minutes	I'll be home <i>in fifteen minutes</i> .
in three quarters of an hour	Dinner will be ready <i>in three quarters of an hour</i> .
in half an hour	Her ran 10 km <i>in half an hour</i> .
in an hour	School finishes <i>in an hour</i> .
in two hours	The shops closes <i>in two hours</i> .
two hours ago	I got here <i>two hours ago</i> .
after three hours	He was tired <i>after three hours</i> of writing.

Exercises

Write the time in the digital format.

1. 7:55 →
2. 9:13 →
3. 12:01 →
4. 8:43 →
5. 11:32 →

Convert the time from analogue to digital.

1. it's five past ten → it's
2. it's quarter past two → it's
3. it's half past nine → it's
4. it's twenty to twelve → it's
5. it's quarter to one → it's

Dates

Introduction

There are different ways to say and write the date in British and American English.

Saying the Date

There are two different ways to say the date in English:

- first the day (ordinal number), then the month
here, we say *the* before the day and *of* before the month.

Example:

5 October 2004 – the fifth of October, two thousand and four

- first the month, then the day (ordinal number)
In British English we say *the* before the day (in American English we can leave out *the*.)

Example:

October 5, 2004 – October (the) fifth, two thousand and four

We use *it's* to say the date in a sentence.

Example:

It's the fifth of October today.

Asking About The Date

To ask about the date we can say:

Example:

What's the date today?

What date is it today?

Writing the Date

We can write the date with words and numbers or just with numbers. We write the date *day + month + year*.

Example:

5 January 2016

We can write the day as an ordinal number.

Example:

5th January 2016

We can put a comma between the month and the year. This is common when the date is part of a sentence.

Example:

The baby was born on 5^(th) January, 2016.

We can also write the date using just numbers. We use a slash (/), a dot (.) or a dash (-) to separate the numbers.

Example:

5/1/16

5.1.16

5-6-16

Writing the Date in American English

In American English, We write the date *month + day + year*

Example:

January 5^(th), 2016

Compare the date in British and American English.

Example:

5-1-16 → 5 January 2016 (British English)

5-1-16 → May 1 2016 (American English)

Months

The months (and their abbreviations) are listed below:

1. January (Jan)
2. February (Feb)
3. March (Mar)
4. April (Apr)
5. May
6. June
7. July
8. August (Aug)
9. September (Sep)
10. October (Oct)
11. November (Nov)
12. December (Dec)

Days of the Week

The days of the week (and their abbreviations) are listed below:

Weekdays

Monday (Mon)

Tuesday (Tu, Tue, Tues)

Wednesday (Wed)

Thursday (Th, Thu, Thur, Thurs)

Friday (Fri)

Weekend

Saturday (Sat)

Sunday (Sun)

Public/Bank Holiday

25th December, 1st January, ...

To Note:

Months and days are always written with capital letters.

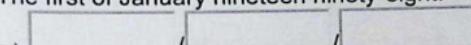
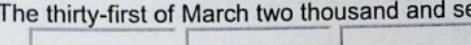
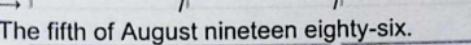
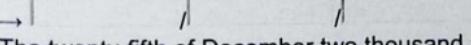
Example:
My sister was born on Thursday, 5 August, 1986.

Useful Vocabulary with Time Words

Word/Expression	Example
Today	<i>Today</i> is Monday.
Tomorrow	<i>Tomorrow</i> is Tuesday.
the day after tomorrow	<i>The day after tomorrow</i> is Wednesday.
Yesterday	<i>Yesterday</i> was Sunday.
the day before yesterday	<i>The day before yesterday</i> was Saturday.
the other day	I met him on the train <i>the other day</i> .
this week/month/year	<i>This week</i> has been very cold.
next week/month/year	I'm going to Spain <i>next month</i> .
last week/month/year	She finished studying <i>last year</i> .
in a week/month/year	Michael has an exam <i>in a week</i> .
a week/month/year ago	We moved to Manchester <i>two years ago</i> .
ages ago	The last Harry Potter book came out <i>ages ago</i> .

British English

Write the day in numerical form, use the British style (day/month/year).

1. The first of January nineteen ninety-eight.
→ 
2. The thirty-first of March two thousand and seventeen.
→ 
3. The fifth of August nineteen eighty-six.
→ 
4. The twenty-fifth of December two thousand and two.
→ 

5. September the 12th nineteen seventy-two.
→ / /

Write the date the way it is spoken (use *the ... of ...*).

1. November19 → Today is _____.
2. February28 → Today is _____.
3. July13 → Today is _____.
4. April02 → Today is _____.
5. October30 → Today is _____.

American English

The dates below are written in the American style. Choose the correct option.

1. 12/01/2016 →
 - Jan12
 - Dec01
2. 08/07/2020 →
 - Aug07
 - July08
3. 03/10/1981 →
 - March10
 - Oct03
4. 05/01/1851 →
 - Jan05
 - May01
5. 11/12/2015 →
 - Nov12
 - Dec11

Texts for reading

Introduction

My full name is Dalerxon Samedjonov. I'm 18 years old. I was born and raised in the ancient city which is named Samarkand. I graduated from school №52 and now I study at Samarkand state university of veterinary medicine, livestock and biotechnologies. I am the first year student at the faculty of economics. Moreover I'm studying in the best learning center which is called INNOVATIVE.

About friend

Hi, Furqat!

It's been a while since we have been in touch. How has your semester been?

I wanted to send you an email update to you let you know how things have been going during my semester abroad here in Málaga, Spain. I've already been here for six weeks, and I feel like I am finally adapting to the culture. I'm also speaking the language more fluently.

I arrived during the first week of September. The weather has been very nice. Even though it's October, it's still rather sunny and warm. In fact, I went to the beach and swam in the Mediterranean Sea earlier today.

I am living with a very welcoming host family. I have my own private bedroom, but we eat breakfast, lunch, and dinner together. On Sundays, we eat a big home-cooked paella for lunch. In Spain, lunch is usually the biggest meal of the day. It's also very common for the people to take a midday nap right after a big meal. I am actually just waking up from my nap right now!

On weekdays, I take classes at the local university. There, I met several native Spanish speakers. They have been very kind and patient with me. At first, I struggled to comprehend their Spanish, but now I understand most of our conversations. They have commented that my Spanish has improved a lot since we first met. Now, I am more confident to use the language in other places like stores and restaurants.

I am so glad that I decided to spend the semester here in Spain. We have an extended weekend coming up, so a group of my friends and I are going to travel to France for four days. It's so easy and inexpensive to travel internationally in Europe. I love it!

I look forward to hearing from you soon. Like I said, don't hesitate to stay in touch more often. Perhaps you could even come to visit! What do you think?

Best wishes,
Sarvar

Did you understand the text?

- 1) Why is Sarvar writing to Furqat?
 - a) To give Furqat travel advice
 - b) To update Furqat about life abroad
 - c) To wish Furqat a happy birthday
 - d) To offer Furqat a job in Spain
- 2) How long has Sarvar been out of the country?
 - a. One week
 - b. One month
 - c. Six weeks
 - d. Six months
- 3) Based on the letter, Málaga is most likely located:
 - a. On the coast
 - b. In the mountains

c. In a valley

d. In Madrid, the capital

4) The best definition of "paella" is:

a. A frozen beverage

b. A common meal

c. A sweet dessert

d. A small snack

5) What does Sarvar do from Monday to Friday?

a. Offer English lessons

b. Go out with friends

c. Travel internationally

d. Take college classes

6) Where does Sarvar plan on traveling during the extended weekend?

a. Spain

b. France

c. England

d. Germany

Veterinary medicine.

Veterinary medicine is the branch of medicine that deals with the prevention, management, diagnosis, and treatment of disease, disorder, and injury in non-human animals. The scope of veterinary medicine is wide, covering all animal species, both domesticated and wild, with a wide range of conditions that can affect different species. Veterinary medicine is widely practiced, both with and without professional supervision. Professional care is most often led by a veterinary physician (also known as a veterinarian, veterinary surgeon, or "vet"), but also by paraveterinary workers, such as veterinary nurses, veterinary technicians, and veterinary assistants. This can be augmented by other paraprofessionals with specific specialties, such as animal physiotherapy or dentistry, and species-relevant roles such as farriers. Veterinary science helps human health through the monitoring and control of zoonotic disease (infectious disease transmitted from nonhuman animals to humans), food safety, and through human applications via medical research. They also help to maintain food supply through livestock health monitoring and treatment, and mental health by keeping pets healthy and long-living. Veterinary scientists often collaborate with epidemiologists and other health or natural scientists, depending on type of work. Ethically, veterinarians are usually obliged to look after animal welfare. Veterinarians diagnose, treat, and help keep animals safe and healthy.

Degrees of veterinary medicine.

Veterinarians can earn several types of degrees, differing by country and involving undergraduate or graduate education. In the United States, schools award the Doctor of Veterinary Medicine degree (DVM). This degree is also awarded

in Bangladesh, Canada, Ethiopia, Hungary, Iran, Malaysia, Nig

eria, Pakistan, Philippines, South

Korea, Thailand, Tobago and Trinidad. Other countries offer a degree equivalent to the North American DVM. In the United Kingdom and countries which have adopted the undergraduate system of higher education, a bachelor's degree is equivalent to a DVM (after five or six years of study). In the US, a four-year DVM degree such as Bachelor of Veterinary Science, Bachelor of Veterinary Medicine or Bachelor of Veterinary Medicine and Surgery follows a four-year undergraduate degree (eight years of study after high school). In Ireland, the Veterinary Medicine Programme at the University College Dublin awards the Bachelor of Veterinary Medicine (MVB). At the University of Edinburgh, the degree is BVM&S (Bachelors of Veterinary Medicine and Surgery, and the University of Glasgow, the degree awarded is the Bachelor of Veterinary Medicine & Surgery (BVMS). Some veterinary schools offer a degree enabling the recipient to practice veterinary medicine in their home country but does not permit the individual to take a licensing examination abroad; for example, veterinary schools in Afghanistan offer only the Bachelor of Science (BS) degree. Although Ethiopia awards a Doctor of Veterinary Medicine degree, it is not recognized in the US or Western Europe. Nearly every country requires an individual with a veterinary degree to be licensed before practicing. Most countries require a non-national with a veterinary degree to pass a separate licensure exam for foreign graduates before practicing.

My working day.

I usually start my day with getting up and doing all things that everybody does in the morning: washing, having breakfast, etc. Also, I got used to gather my learning tools: pencils, exercise-books, text-books in the morning. Then I

usually go to the university. Fortunately, father takes a car every morning and he often picks me up and drives me to the doors of our university building.

And soon the lectures and lessons begin... We have from 2 to 4 lectures every time, depending on day. I like studying in the university more than in the school because in university it is mostly allowed to miss some lectures (of course, later you should take a summary from your mate and copy it). So, a student is much more free, than pupil is.

After the lessons I usually return home where I have dinner and start thinking about my ways of spending the rest of the day. Very often I go to my friend's places. During the early autumn and summer I often go to the sports ground or on the beach. I also like visiting different sports events, for example, soccer matches of "Luch" in Russian championship. So, the world is full of enjoyable things to do.

On returning home I usually start doing my homework (perhaps, it is the most dull part of the day). Having finished it, I open a book and read it or watch TV. At last, I go to the bed.

Of course, I would like to tell you more about myself and my working day, but, unfortunately, my time is rather limited and I have got a lot of homework to do. Generally, now you know about my working day enough.

My hobby.

My hobby My hobby is reading. I read whenever I have free time. I read many kinds of book such as history books, science books, Sometimes, it is novel and popular magazines. Reading has a lot of advantages. First, reading is a cheap way to get information and entertainment. Moreover, you can keep a book forever and read it many more times. Thus, reading is a convenient way for me to acquire a wonderful source of knowledge. Furthermore, reading book will

contribute to my vocabulary expansion. The more I read, the more words I exposure to, and they will inevitably make their way to my mind. That, Therefore, also helps to improves my memory. When I read a book, I have to remember its plot, characters' name, events so that my memory will become much better. Additionally, reading book is the best way to set my mind at rest after a hard and gruelling day. These are Some reasons why I am so into reading. And I think, anyone always sticking with their computer should step away from it for a little while, crack a book and replenish their soul for a moment.

What topics does the veterinary medicine degree covers?

Veterinary medicine is the medical profession at the interface between animals and people. Although a majority of veterinarians provide medical care for pets and food animals, professional activities of veterinarians also include preventing the transmission of zoonotic diseases from animals to humans, wildlife preservation and conservation, and public health. The broad, comparative training veterinarians receive in the biological sciences prepares them to care for a wide range of animal species, and uniquely positions them to serve as valuable team members in the promotion of human health and protection of the food supply.

Within the global community, public awareness of the interrelatedness of animal and human health is increasing, as illustrated by emerging programs, such as the One Health Initiative, which recognize the synergy and potential benefits of promoting collaboration among physicians, veterinarians, and other scientific health professionals to develop global strategies to advance healthcare. Changing trends in pet ownership, the increasing value placed upon the bond between humans and animals, and the role of that bond in promoting human health, including mental health and well being, are also significant.

The role of veterinarian.

Veterinarians are the doctors of the animal world. They use their skills to evaluate patients, make diagnoses, and treat a wide range of conditions.¹ For most people, the role of a veterinarian consists of maintaining their pet's (or pets') health: Wellness exams, vaccinations, dietary recommendations and the occasional surgery or treatment of an injury. The role of a veterinarian includes these, to be sure, but there are other important functions performed by veterinarians that can go unnoticed by most of those who rely on their veterinarian to perform the above functions.

The veterinary doctor does indeed care for the health of animals in that they diagnose, treat, and research medical conditions and diseases of pets, livestock, and other animals. Veterinarians in private clinical practices treat the injuries and illnesses of pets and other animals with a variety of medical equipment, including surgical tools and x-ray and ultrasound machines. They provide treatment for animals that is similar to the services a physician provides to treat humans.

Shopping

Maftuna is at the grocery store, getting ready for a house party. She has a list of what she needs with her as she goes along. The first section she comes has produce. Maftuna sees apples, bananas, cherries, grapes, and strawberries. She checks her list: 6 apples, 1 bag of cherries, 1 bag of grapes and 2 cartons of strawberries.

Maftuna gets her items and looks the bananas. They are on sale for much cheaper than they are normally. She picks 3 bananas. Next are vegetables. She sees potatoes, carrots, tomatoes, onions, mushrooms, and salad in bags. She checks her list: 5 pounds of potatoes, 6 carrots, 4 tomatoes, 2 onions and 4 mushrooms.

As she is putting her items into her cart, Maftuna checks the many bags of salad and chooses 2 of them. She pushes her

cart ahead. The next section is meat and dairy. She sees meat, fish, cheese, eggs, and milk. She checks her list: 2 fish (salmon), 1 block of cheese (cheddar), 1 dozen eggs and 2 gallons of milk.

She looks at the meat that is on sale and chooses a 5-pound roll of hamburger. She gets the rest of the items in that section. She still needs rice, bread, salt, sugar, and flour. She gets: 2 bags of rice, 4 loaves of bread, a 2-pound bag of sugar and a 2-pound bag of flour.

Maftuna then realizes that she has forgotten Something. She runs back and gets 1 container of salt and then rushes to the checkout. She puts her groceries into her car and leaves.

Did you understand the text?

1) What item did Maftuna pick up on sale in the fruits and vegetables section?

- a) Six apples
- b) Three bananas
- c) Four mushrooms
- d) Two bags of salad

2) Which item did Maftuna buy 5 pounds of in the meat and dairy section?

- a) Five pounds of meat
- b) Five pounds of fish
- c) Five pounds of cheese
- d) Five pounds of milk

3) How much bread did Maftuna get while she was shopping at the grocery store?

- a) Two loaves of bread

- b) One loaf of bread
- c) Four loaves of bread
- d) Three loaves of bread

4) What item did Maftuna have to go back for at the end of her shopping trip?

- a) one dozen eggs
- b) a bag of cherries
- c) a block of cheese
- d) one container of salt

My university

Samarkand State University of Veterinary Medicine Livestock and Biotechnologies was originally established in 1929 in order to advance the region's agricultural sector and safeguard animal health. It is officially recognised by the Ministry of Higher Education and the Science and Innovation of the Republic of Uzbekistan. The university is situated in the ancient city of Samarkand in southeastern Uzbekistan. The university is comprised of seven faculties: Faculty of Veterinary Prevention and Treatment, Faculty of Veterinary Diagnostics and Food Safety, Faculty of Zoo-Engineering, Faculty of Biotechnology, Faculty of Economics, Faculty of Agrotechnology, and the Faculty of Standardisation and Processing of Products. Each faculty is divided into different departments, which offer a wide range of both undergraduate and graduate degree programmes. Outside the classroom, students benefit from experiential learning opportunities, including internships, fieldwork, and partnerships with industry stakeholders. Throughout the academic year, students engage in research across disciplines, exploring advancements in biotechnology,

genetics, and animal husbandry to enhance productivity, sustainability, and animal welfare.

Veterinary pharmacy.

Increasingly, pharmacists and pharmacy technicians are processing prescriptions for animals. Animals are not small humans, and providing care and medication to them requires training and education to keep them safe and avoid medication misadventure. This continuing education activity clarifies differences in pharmacokinetics and pharmacodynamics in animals, and spells out the implications for medications, their doses, and their dosage forms. It also reviews drugs, foods and other substances that are toxic to animals, and animal poison control help. It discusses common diseases in the America's favorite companion animals: cats and dogs. Finally, it identifies references that are helpful to pharmacy staff and pet owners. INTRODUCTION Pet owners often visit the veterinarian's office for routine check-ups and acute or chronic medical problems, and traditionally most pet owners received the medication they needed from the vet. The number of pet prescriptions seen in community pharmacies has increased for several reasons. In Some cases, the driver is cost. Veterinarians can save inventory carrying costs for rare, seasonal, compounded, or expensive medications by forwarding prescriptions to pharmacies instead of stocking them. This frees extra funds for better diagnostics and surgical equipment.

Problems of veterinary sanitatation, hygiene and ecology.
Modern technologies for the production of livestock products are of particular importance in compliance with sanitary and hygienic requirements, technological standards, directives and rules for keeping animals, which are

summarized in a number of scientific publications. It is known that under the conditions of providing agricultural animals with nutrients and biologically active substances, issues regarding the optimization of systems and methods of their maintenance are key. Taking this into account, today the main tasks of hygiene remain the protection of animal health by rational methods of keeping, care and operation, providing comfortable living conditions, preventing the occurrence of stress and animal diseases, protecting the environment from pollution by livestock waste. Solving these tasks at the current stage of development is not possible without innovative options for their maintenance, care and feeding. But no less important is the selection of animals with high genetic potential. Modern engineering and innovative technologies issue Over the past ten years, scientists and practitioners of agricultural animal hygiene have made a significant breakthrough in the development of the agricultural sector, optimized the parameters of the microclimate of premises for keeping different species and age groups of animals, which are laid down in the norms of technological design of livestock enterprises, as well as the development of practical approaches to the management of livestock industries.

Accommodation.

There are many different places that people stay when they are travelling. Below is a list of Some of the most common types. A **hotel** has many rooms where people stay when they are travelling. They can vary in price, facilities, and standards, with Some being quite expensive and luxurious and others being cheap and very basic. **B&Bs** (short for **Bed and Breakfast**) are much smaller than hotels. They can be situated above a pub or even in Someone's home. Breakfast is included in the room's price; that's why it is called a **B&B**. **Vacation rentals** (US) or **holiday lets** (UK) are flats or

houses rented out exclusively for holiday use. Guests have private use of the home and all its facilities. A **guest house** is a small, private place where people can stay temporarily, similar to a hotel, but usually smaller and cosier. It's often a part of a larger house or property run by the owner or host. People stay in guest houses for short-term accommodation, like during vacations or business trips. A **homestay** is a type of accommodation where one stays in a room in Someone's home. The purpose of a homestay is for the traveller to learn more about the local culture and to experience family life firsthand, so most homestay guests have meals with the family and get to know them on a more personal level. A **resort** is a hotel with a pool, restaurants, shops, and other recreational facilities. Meals and entertainment are included in the price of the accommodation. A **lodge** or a **cabin** is a small house in the mountains or the country, usually with more than one bedroom and cooking, dining, and outdoor facilities. A **cabin** often refers to a place that is smaller and in a more remote area than a lodge. A **youth hostel** is a cheaper type of accommodation, usually favoured by young people trying not to spend much money. Guests usually share large rooms called **dormitories** with several other people. **Motels** are similar to hotels but are designed for travellers with their own vehicles, so they are usually situated at the side of a motorway or busy road, and they always include parking facilities.

Historical monuments.

The historical monuments of Uzbekistan have attracted Western travellers for centuries. From Marco Polo to the Great Game spies, Uzbekistan was always at the heart of the intrigue, its cities the routers of the great interchange between East and West that we call the Silk Road. Historical Samarkand is often the first stop for visitors to Uzbekistan – with the exception of capital Tashkent which serves as a

transport hub. The high-speed train from Tashkent to Samarkand takes two hours, halving the time it takes to drive between the two cities. Samarkand was the capital of Amir Timur, a 14th-century master general who built an empire spanning Central Asia and Persia. The Registan complex of mosque and madrasahs (Islamic schools), decorated with ceramic tiles and presided over by an obviously un-Islamic lion, are at the heart of Samarkand. From here, you can branch out to the enormous Bibi Khanum mosque, or instead visit the striking Gur Emir mausoleum of Timur himself, which would inspire the Taj Mahal, built by Timur's descendants of the Mughal dynasty.

The Registan was medieval Samarkand's commercial centre. In the 15th century, under the auspices of Ulugh Beg, the astronomer-king and Timur's grandson, it became Samarkand's educational centre as well, when he built a splendid madrasah (from the viewing platform, it's the building to your left) where he taught astronomy. At the time, the Ulugh Beg madrasah was known as one of the best universities of the Muslim world.

Common diagnostics in veterinary medicine.

There are a number of diagnostic tests that can be used to pinpoint the cause of your pet's symptoms. Today our Thornton vets explain Some of the diagnostic tests available to help us determine the underlying causes of various health concerns in pets.

Pet Care: Diagnostic Tests

Diagnostic testing is a crucial part of health care for both humans and animals. With our pets, these tests can become even more vital. This is because our pets are unable to tell us how they are feeling, where they are experiencing pain or discomfort and what kind of pain they feel. Diagnostic testing can help your vet determine the cause of your pet's

symptoms quickly so that treatment can get started without delay.

Here, our vets share Some of the types of diagnostic testing for pets that can be used to diagnose and monitor your pet's health.

Blood Tests

Along with helping to diagnose specific conditions, blood work is also a part of routine diagnostics to monitor your pet's overall health. They are used to evaluate a variety of health issues including organ function, electrolyte levels, blood cell counts, and more. Blood tests can be done as part of your pet's annual checkup or when you are concerned about symptoms your dog or cat is showing. Annual blood tests are especially important for older pets, as they are more susceptible to certain diseases and health conditions. One of the benefits of blood tests is that a large amount of information can be gathered from a quick and simple blood test.

Veterinary diagnostic laboratory

The Veterinary Diagnostic Laboratory is a full-service, all-species lab that helps veterinarians across Illinois and beyond get to the bottom of their patients' problems.

And it's a whole lot more. Staffed by more than 20 faculty specialists and more than 70 technical staff members, the Veterinary Diagnostic Laboratory plays an integral role in all aspect of the college mission:

Educating veterinary students and master's/PhD students about diagnostic methods

Researching new and better ways to detect disease, and supporting the biomedical research community with sample analysis and interpretation of data across species

Serving the public by rapidly identifying infectious agents, toxins, parasites, and other threats to animal and human health

The Veterinary Diagnostic Laboratory is part of the College of Veterinary Medicine and also the diagnostic laboratory of record for the Illinois Department of Agriculture. Its clients include not only veterinary practitioners serving animal owners but also public health officials, law enforcement, and wildlife/conservation organizations around the world.

Holidays.

There is a number of holidays in the USA which are celebrated every year. Here are some of them.

The 1st of January is New Year's Day. People do not go to bed until after midnight on December 31. They like to see "the old year out and the new year in". Many people give parties on New Year's Eve. Memorial Day, or Decoration Day, is dedicated to those who fought in the War of Independence, in World War I or in World War II.

The 4th of July is Independence Day. It is the biggest national holiday in the USA. The Declaration of Independence was proclaimed in Philadelphia on July 4, 1776, when the American colonies were fighting for independence against England.

On the 11th of November There is Veteran's Day. It is dedicated to those who fell in the two World Wars.

Thanksgiving Day is on the fourth Thursday in November. In the autumn of 1621, the Pilgrim Fathers celebrated their first harvest festival in America and called it Thanksgiving Day. Since that time it has been celebrated every year.

Christmas is celebrated on the 25th of December. People usually stay at home in Christmas time, and spend the day with their families.

News of Science and Technology

In recent years, science and technology have made significant progress, transforming the way we live, communicate, and solve problems. One of the most exciting developments is in the field of artificial intelligence (AI). New AI models are becoming more advanced, helping doctors diagnose diseases, assisting students with their studies, and even creating art and music.

Another major breakthrough is in space exploration. NASA and private companies like SpaceX are planning missions to the Moon and Mars. In 2024, NASA's Artemis program took an important step toward returning humans to the Moon for the first time since 1972. At the same time, scientists discovered new exoplanets that may be capable of supporting life.

Technology is also improving how we protect the environment. Innovations in renewable energy, such as solar panels and wind turbines, are becoming more efficient and affordable. Researchers are working on ways to reduce plastic waste by creating biodegradable materials and recycling technologies.

In medicine, researchers are developing new vaccines and treatments using genetic engineering and nanotechnology. These advances may help cure diseases that were once thought to be untreatable.

Overall, the news of science and technology shows how quickly our world is changing. These innovations give us hope for a better future and show the power of human creativity and discovery.

Diagnosis of animal diseases.

Advances in Animal Disease Diagnosis: Infectious animal diseases caused by pathogenic microorganisms such as

bacteria, fungi, and viruses threaten the health and well-being of wildlife, livestock and human populations, limit productivity and significantly increase economic losses to each sector. Pathogen detection is an important step for the diagnosis and successful treatment of animal diseases as well as control management in farm and field conditions. The conventional techniques employed to diagnose pathogens in livestock species are time-consuming and sometimes give inconclusive results. On the contrary, molecular techniques have the potential to diagnose known pathogens/conditions quickly, reliably, and unequivocally as well as for novel pathogen detection. New advances in diagnostics and vaccine design using genomics have developed powerful new methods that have also set the stage for the enhanced diagnosis, surveillance, and control of infectious diseases. High-throughput sequencing (HTS), for example, uses the latest DNA sequencing platforms in the detection, identification, and detailed analysis of both pathogen and host genomes.

This book will explore some key opportunities in the context of animal health, such as the detection of new microorganisms and the development of improved diagnosis of emerging or re-emerging diseases and other clinical conditions, viz. biosensors, nanotools, and omics technologies.

Details comprehensive knowledge on the latest molecular techniques for animal disease diagnosis and management
Examines how DNA-based diagnostic techniques will assist international efforts to control the introduction of exotic diseases into new geographic areas
Describes the latest molecular assays for the rapid and accurate detection of pathogens

Helps in working towards meeting the global challenge for sustainable food production and the eradication of poverty With new biotechnological developments, this fully updated book is a treasure trove of the latest information in animal and medical science

Veterinary biotechnology.

Animal biotechnology is a branch of biotechnology in which molecular biology techniques are used to genetically engineer (i.e. modify the genome of) animals in order to improve their suitability for agriculture, industrial, or pharmaceutical applications.

Examples of animal biotechnology include transgenic carp that are larger than regular carp, cloning of genes to increase dairy cow milk production, and the production of pigs for human organs.

Already, AI—including “machine learning”—is being used in veterinary medicine to detect, delineate, or classify certain features in radiograph, ultrasound, CT, and MRI images. As explained in a March 2022 JAVMA article on AI, this is possible because much of the data, including the related reports, are in digital form.

To enhance production and productivity of livestock sector through biotechnological interventions in nutrition, breeding, genetics and by-products etc. A career as a veterinary technologist requires a minimum of a four-year bachelor's degree in veterinary technology or a related field. Subjects that may be studied in a four-year veterinary technology program include anatomy of animals, animal handling, animal pharmacology and surgical nursing . The core principle of biotechnology involves harnessing biological systems and organisms, such as bacteria, yeast, and plants, to perform specific tasks or produce valuable substances. Biotechnology had a significant impact on many areas of

society, from medicine to agriculture to environmental science. Biotechnology has a proven safety record and benefits farmers, consumers and the environment by producing more food per acre while conserving water and reducing the need for chemicals, pesticides, and tilling. Biotechnology can also enhance the nutritive value of foods to improve overall nutrition and health.

Time.

Time is one of the most important aspects of human life. It is something we all have in common, no matter where we are from, how old we are, or what we do. Each person has 24 hours in a day, and it is up to us how we choose to spend those hours. Time cannot be seen or touched, yet it affects everything we do. It is often said that time is our most valuable resource, because once it is gone, we can never get it back.

Time plays a key role in every part of our lives. It helps us organize our day, make plans, and set goals. Without time, it would be impossible to function in a modern world. We depend on it to catch a bus, attend a class, or meet a deadline. It gives structure to our daily routine and helps us move forward.

But time is more than just clocks and calendars. It is deeply connected to how we experience life. Moments of happiness, sadness, excitement, and fear all exist within time. We remember our past, live in the present, and dream about the future. Time connects these stages and teaches us important lessons. It teaches us patience, helps us heal, and reminds us to appreciate the now — because it will soon become a memory.

People often talk about "wasting time" or "saving time." In truth, time cannot be saved or stored. We can only manage it wisely. Many successful people say that learning how to

manage time is one of the most important skills. By using time well, we can achieve our goals, reduce stress, and live a more meaningful life.

Modern life, however, can make us feel like there is never enough time. We are always rushing — to work, to school, to finish tasks. That's why it is important to pause. Sometimes and reflect. What are we spending our time on? Is it helping us grow? Are we spending enough time with the people we love?

In conclusion, time is both simple and complex. It never stops, and it treats everyone equally. That is why we must use it wisely. We cannot control time, but we can control how we use it. Every moment counts.

Education system.

The education system of Uzbekistan has undergone significant changes since the country gained independence in 1991. Today, education is considered a priority area of development, and many reforms have been introduced to improve its quality and accessibility.

Education in Uzbekistan is divided into several stages. The first stage is preschool education, which is optional but becoming increasingly popular. The government has been investing in kindergartens and early childhood development programs to ensure that children are better prepared for school.

The second stage is general secondary education, which is mandatory and free of charge. It lasts for 11 years and is divided into primary education (grades 1–4), middle school (grades 5–9), and upper secondary education (grades 10–11). After completing grade 9, students have the choice to continue in general education or enter vocational schools, colleges, or lyceums.

Vocational education is designed to give students practical skills in various fields such as technology, agriculture, or services. Lyceums usually prepare students for higher education and offer advanced subjects.

After secondary education, students can apply to higher education institutions, such as universities, academies, or institutes. Admission is competitive and based on national entrance exams. In recent years, the number of universities has grown, including international branches and private institutions, which offer more diverse programs and modern teaching methods.

Higher education is offered in three levels: Bachelor's degree (usually 4 years), Master's degree (2 years), and Doctoral studies. Many universities are now working to meet international standards and participate in academic exchange programs with foreign institutions.

The government of Uzbekistan has also focused on improving digital education, introducing online platforms, and distance learning, especially during the COVID-19 pandemic. New textbooks, updated curricula, teacher training programs, and international cooperation have all contributed to the modernization of the system.

In conclusion, the education system of Uzbekistan is developing rapidly. While there are still challenges such as unequal access in rural areas and the need for more qualified teachers, great progress has been made. With ongoing reforms and support, Uzbekistan aims to create a modern, inclusive, and competitive education system for future generations.

Biotechnology in livestock production.

Biotechnology in animal production is widely used to increase not only the number of population of livestock animals to meet the requirement for world demand of

animal products but also for endangered species to enhance the propagation and sustaining the current levels of biodiversity and genetic diversity.

Livestock production is expected to grow tremendously in line with the projected demand for animal products. Therefore, the methods of livestock production must change to allow for efficiency and improvement in productivity. Biotechnology is important if the world is to respond to the pressure to produce more food from animals for the ever-growing human population. In general, biotechnology in livestock production can be categorised as the biological, chemical and physical techniques that influence animal health (survival), nutrition, breeding and reproduction. These techniques have been applied mostly in developed countries but their application in Africa is minimal due to reasons related to economic growth such as poor infrastructure, technical and educational capacity. However, Africa can still benefit from tailor-made technologies that simplify complex techniques into applicable form through strategic packaging. Public concerns on food safety, environment and ethics are issues that cannot be ignored.

The technology has been used to produce tuberculosis-resistant cattle, SLICK cattle for warmer climates, the first gene-edited calf with reduced susceptibility to Bovine Viral Diarrhea (BVD), and gene-edited polled calves. Genome editing will also obtain coat color variants better suited to warmer climates for dairy cattle, remove major milk allergen beta-lactoglobulin protein from cattle, and produce Porcine Reproduction and Respiratory Syndrome (PRRS) virus-resistant pigs. In terms of commercialization, Dr. Van Eenennaam shared that gene-edited red sea bream and pufferfish are two products of gene editing that are available in Japan.

In many countries, Dr. Van Eenennaam said that Simple edits (e.g., without the use of any DNA template) are not treated any differently than conventional breeding. This is because There is no foreign DNA involved, Therefore, considering it a non-GMO. Dr. Van Eenennaam said, "The fate of this technology in livestock breeding programs is very much dependent on developing a risk-based regulatory framework that is shared amongst countries that trade animal products."

Animal science and biotechnology.

Journal of Animal Science and Biotechnology is an open access, peer-reviewed journal that encompasses a wide range of research areas including animal genetics, reproduction, nutrition, physiology, biochemistry, biotechnology, feedstuffs and animal products. The journal publishes original and novel research articles and reviews mainly involved in pigs, poultry, beef cattle, cows, goats and sheep, but the studies involving aquatic and laboratory animal species that address fundamental questions related to livestock are also welcome.

Animal biotechnology is a branch of biotechnology in which molecular biology techniques are used to genetically engineer (i.e. modify the genome of) animals in order to improve their suitability for agriculture, industrial, or pharmaceutical applications.

Here are eight fascinating examples of using biotechnology in animals.

Spider Goats. ...

Mutant Chickens. ...

Flies With Strange Faces. ...

Special Pigs. ...

Glowing Animals. ...

Supersized Salmon. ...

Self-Destructing Mosquitoes. ...

Cows That Make Safer Milk.

Various biotechnology methods are used in improving the breeding stock of animals. These include artificial insemination (AI), embryo transfer (ET), in-vitro fertilization (IVF), somatic cell nuclear transfer, and the emerging technology on somatic cell nuclear transfer.

In animal nutrition, the biotechnology can improve the plane of nutrition through protection of protein, aminoacids (Walli, 2005; Yadav and Chaudhary, 2010) and fat (Shelke et al., 2011), use of enzymes to improve the availability of nutrients from feed and to reduce the wastage of the feed and fodder, prebiotics

Sport.

Sport plays an important role in our lives. It is not just about competition or winning medals — it is also about health, discipline, teamwork, and having fun. People of all ages and backgrounds take part in sports, either professionally or just for enjoyment.

From a young age, children are encouraged to be physically active. Schools offer physical education classes to teach students the importance of exercise and a healthy lifestyle. Regular physical activity helps to build strong muscles and bones, improves coordination, and supports mental well-being. It can also prevent many health problems, such as obesity, heart disease, and stress.

There are many different types of sports, from individual sports like swimming, tennis, and gymnastics to team sports like football, basketball, and volleyball. Each sport requires different skills, but all of them help develop qualities like determination, patience, and cooperation.

Sport also brings people together. International competitions like the Olympic Games, the FIFA World Cup, and regional

tournaments such as the Asian Games unite nations and promote cultural exchange. Athletes become role models, inspiring millions of people through their talent, hard work, and dedication.

In Uzbekistan, sport is becoming more and more popular. The country supports young athletes through special schools and sports academies. Uzbek sportsmen and sportswomen have shown great results in sports like boxing, wrestling, judo, and football. For example, Uzbek boxers have won many medals at international competitions. The government continues to invest in new stadiums, sports centers, and training programs to support the development of sport across the country.

Besides professional sports, There is a growing interest in fitness and a healthy lifestyle. More people are jogging in parks, going to the gym, or taking part in yoga and aerobics classes. This shows that sport is not just for athletes — it is for everyone.

In conclusion, sport is an essential part of a balanced life. It improves physical and mental health, teaches important life values, and connects people around the world. Whether you are playing for fun or for a gold medal, sport has the power to change lives for the better.

Professions.

Choosing a profession is one of the most important decisions in a person's life. A profession is not just a job — it is something that defines how we spend most of our time, how we contribute to society, and how we grow as individuals. There are thousands of professions in the world, and each plays an important role in making society function.

Some people dream of becoming doctors or teachers, while others want to be engineers, artists, or businesspeople. Every profession requires certain skills, education, and personal

qualities. For example, a doctor must be responsible, caring, and able to work under pressure. A teacher must be patient, creative, and good at explaining things. An engineer needs to be good at math and problem-solving.

In modern society, new professions are appearing every year, especially in the field of technology. Jobs like software developer, data analyst, and digital marketer didn't exist a few decades ago. This shows that the world is changing, and people need to be flexible and ready to learn new things throughout their lives.

It is also important to choose a profession that suits your interests and talents. If you enjoy working with people, you might become a psychologist, a social worker, or a customer service manager. If you prefer working with your hands, you might become a mechanic, a chef, or a carpenter. The most satisfying jobs are often those that combine your skills, passions, and values.

In Uzbekistan, the government supports students in choosing their future professions by offering career guidance in schools and expanding educational opportunities in universities, colleges, and vocational schools. There is a high demand for skilled workers in areas like healthcare, education, construction, and information technology.

No matter which profession you choose, it is important to do your job with honesty, responsibility, and dedication. Every profession has value, and all types of work deserve respect. Even small contributions can make a big difference in the lives of others.

In conclusion, professions shape our lives and the world around us. A good profession not only provides income, but also helps a person feel useful and fulfilled. That's why choosing the right profession is a step toward a happy and successful future.

Advantages of animal biotechnology.

There are various reasons why genetic engineering of animals is carried out...

For research and testing purposes – adding or deleting genes from organisms enables scientists to study how genes function, the effects of gene mutations, how genetic diseases occur, and how to treat them.

To create medically valuable synthetic proteins more economically, and in sufficient quantities.

To create animals that could be possibly used in the future for Xenotransplantation – that is, for providing replacement organs and tissues to human patients. For example, organs like hearts and kidneys can be harvested from genetically modified pigs. As these modified pigs carry a human protein regulating complement, the chances of organ rejection are reduced.

To create more productive and disease-resistant farm animals – for example, cows that produce more milk, pigs that produce leaner bacon, sheep that produce more wool, and animals born without inherited conditions like hip dysplasia. Scientists at Nexia Biotechnologies have introduced the silk protein gene of a silk-producing spider into a goat's genetic makeup to create transgenic goats capable of producing milk containing the silk protein. Silk fiber can be extracted from this milk and used for various purposes, including making bullet-proof vests and medical sutures.

To save endangered species – Chinese geneticists are carrying out experiments to clone the panda.

Veterinary science.

Veterinary Sciences is an international and interdisciplinary scholarly open access journal. It publishes original that are

relevant to any field of veterinary sciences, including prevention, diagnosis and treatment of disease, disorder and injury in animals. This journal covers almost all topics related to animal health and veterinary medicine. Research fields of interest include but are not limited to: anaesthesiology, anatomy, bacteriology, biochemistry, cardiology, dentistry, dermatology, embryology, endocrinology, epidemiology, genetics, histology, immunology, microbiology, molecular biology, mycology, neurobiology, oncology, ophthalmology, parasitology, pathology, pharmacology, physiology, radiology, surgery, theriogenology, toxicology, virology.

Protein and minerals.

Protein and minerals, both are key nutrient for healthy body. Firstly, Proteins consist of smaller units known as amino acids. There are approximately 20 distinct amino acids that can combine in various ways. Your body employs these to create new proteins, like those found in muscles and bones, as well as other substances such as enzymes and hormones. Additionally, your body can use these amino acids for energy. Certain amino acids are produced by your body – There are 11 of these, referred to as non-essential amino acids. On the other hand, your body is unable to produce 9 amino acids, which are classified as essential amino acids. It's crucial to ensure you consume sufficient amounts of these essential amino acids to support your body's functions. Secondly, Minerals consist of elements or parts found in food that the body needs for growth and proper functioning. These essential Minerals are divided into two main types: micro and macro or trace Minerals. The quantity of Minerals required by the body doesn't necessarily reflect their importance. There's a collection of 20 chemicals or Minerals essential for various human biological processes. Trace Minerals: Trace Minerals, also referred to as micro Minerals,

are required in minimal quantities. The roster of these trace elements encompasses iron, iodine, copper, manganese, fluoride, zinc, cobalt, and selenium. However, an overconsumption of these trace minerals can result in mineral toxicity, which may lead to various health problems such as nausea, diarrhea, and discoloration, among others. In addition, Macro Minerals: The body requires macro minerals in substantial amounts. Notable examples of macro minerals include calcium, chloride, sodium, potassium, magnesium, phosphorus, and sulfur. These minerals play a crucial role in metabolism and the overall functioning of the human body. Since the body does not synthesize these elements, it is necessary to acquire them from various sources, such as dietary intake and supplements. A deficiency in macro minerals can negatively affect human physiology.

Dehydration.

Dehydration occurs when you use or lose more fluid than you take in, and your body doesn't have enough water and other fluids to carry out its normal functions. If you don't replace lost fluids, you will get dehydrated.

Anyone may become dehydrated, but the condition is especially dangerous for young children and older adults.

The most common cause of dehydration in young children is severe diarrhea and vomiting. Older adults naturally have a lower volume of water in their bodies, and may have conditions or take medications that increase the risk of dehydration.

This means that even minor illnesses, such as infections affecting the lungs or bladder, can result in dehydration in older adults.

Dehydration also can occur in any age group if you don't drink enough water during hot weather — especially if you are exercising vigorously.

You can usually reverse mild to moderate dehydration by drinking more fluids, but severe dehydration needs immediate medical treatment.

Risk factors.

Anyone can become dehydrated, but certain people are at greater risk:

Infants and children. The most likely group to experience severe diarrhea and vomiting, infants and children are especially vulnerable to dehydration. Having a higher surface area to volume area, they also lose a higher proportion of their fluids from a high fever or burns. Young children often can't tell you that they're thirsty, nor can they get a drink for themselves.

Older adults. As you age, your body's fluid reserve becomes smaller, your ability to conserve water is reduced and your thirst sense becomes less acute. These problems are compounded by chronic illnesses such as diabetes and dementia, and by the use of certain medications. Older adults also may have mobility problems that limit their ability to obtain water for themselves.

People with chronic illnesses. Having uncontrolled or untreated diabetes puts you at high risk of dehydration. Kidney disease also increases your risk, as do medications that increase urination. Even having a cold or sore throat makes you more susceptible to dehydration because you're less likely to feel like eating or drinking when you're sick.

People who work or exercise outside. When it's hot and humid, your risk of dehydration and heat illness increases. That's because when the air is humid, sweat can't evaporate and cool you as quickly as it normally does, and this can lead to an increased body temperature and the need for more fluids.

To prevent dehydration, drink plenty of fluids and eat foods high in water such as fruits and vegetables. Letting thirst be your guide is an adequate daily guideline for most healthy people.

CONTENTS

Verb Tenses in English Grammar	3
Simple Present Tense	7
Present Progressive Tense	12
Simple Past Tense	14
Past Progressive Tense	18
Present Perfect Tense	20
Present Perfect Progressive Tense	24
Past Perfect Tense	26
Past Perfect Progressive Tense	30
Will + infinitive – Simple Future	34
Be going to – Simple Future	36
Future Progressive Tense	38
Future Perfect Tense	41
Future Perfect Progressive Tense	44
Verbs in English Grammar	47
Auxiliary Verbs	47
Modal Verbs	52
Gerund or Infinitive – English Verb Patterns	59
Participles – Present, Past and Perfect	63
Passive Voice	68
Nouns and Articles	74
Articles	74
Plural Nouns	78
Countable and Uncountable Nouns	81
Possessive Nouns	87
Pronouns	89
Personal Pronouns	90
Possessive Pronouns and Determiners	93
Reflexive Pronouns in English Grammar	95
Relative Pronouns in English Grammar	98
Demonstratives in English Grammar	101
Indefinite Pronouns in English Grammar	103
Adjectives and Adverbs	106
Comparative and Superlative Adjectives in English Grammar	106
Adverbs in English Grammar	111
Prepositions in English Grammar	116
Sentence Structure	122
Word Order in English Sentences	122

Negative Sentences	124
English Question Formation and Word Order	127
Question Tags	133
Short Answers	136
Numbers	139
Cardinal Numbers	139
Ordinal Numbers	141
Time	143
Dates	147
Texts for reading	150
Contents	182

Tuzuvchi: M. Tursunova

Easy English: A Guide for University Students
(ingliz tilida)

O‘quv qo‘llanma

Samarqand davlat veterinariya meditsinası, chorvachilik
va biotexnologiyalar universiteti Nashr matbaa markazi

Nashr-matbaa faoliyatini amalga oshirish uchun O‘zbekiston
Respublikasi Prezidenti administratsiyasi huzuridagi Axborot va
ommaviy kommunikatsiyalar agentligi tomonidan 10.05.2024 y. №
273109 va 24.05.2024 y. № 283607-sonli tasdiqnomalar berilgan



Direktor
Muharrir
Tex. muharrir

J.Shukurov
L.Xoshimov
A.Umarov

ISBN: 978-9910-640-61-2



Bosishga ruxsat etildi 02. 12. 2025 yil.
Qog‘oz bichimi 60x84 1/16.
Times New Roman garniturası.
Shartli hisob tabog‘i – 11,5. Nashriyot hisob tabog‘i – 11,0
Adadi 10 nusxa. Buyurtma № 02/11

Samarqand davlat veterinariya meditsinası,
chorvachilik va biotexnologiyalar universiteti

Nashr matbaa markazida chop etildi.

Samarqand sh., Mirzo Ulug‘bek k., 77

Tel. 93 359 70 98