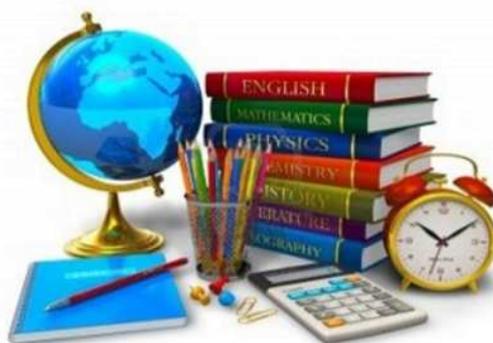


**Г.К. Кдырбаева, П.Б.Бахиева, Д.У.Исмаилова**

# **GRAMMAR AND VOCABULARY**

**(Fly High English 9)**

**Мектеп хәм академиялық лицей оқытыўшылары хәм оқыўшылары ушын  
(Инглис тили сабақлығы тийкарында топланған қосымша материаллар)**



**Нөкис – 2017**

**ЎЗБЕКСТАН РЕСПУБЛИКАСЫ  
ҲАЛЫҚ БИЛИМЛЕНДИРИЎ МИНИСТРЛИГИ**

**ЎЖИНИЯЗ атындағы НӨКИС МӘМЛЕКЕТЛИК  
ПЕДАГОГИКАЛЫҚ ИНСТИТУТЫ**

Г.К. Қдырбаева, П.Б.Бахиева, Д.У.Исмаилова

# **GRAMMAR AND VOCABULARY**

Мектепхәмакадемиклицейоқытыўшыхәмоқыўшыларыушын

(“FlyHighEnglish 9”

инглистилисабақлығытийкарындатопланғанқосымшаматериаллар)

Нөкис – 2017

## Дүзиушилер: Г.К. Кдырбаева, П.Б.Бахиева, Д.У.Исмаилова

Оқыу - методикалық қолланба мектепхәм орта арнаулы оқыу орынлары оқыушылары хәмоқытыушылары ушынарналған.

Заман талапларына сай тәриздеса бақ процессин сапалы шөл кемлестиріу мақсетинде ислеп шығылған бул методикалық қолланба, англис тили сабағын қосымша материаллар менен қызықлы хәм сапалы өткеріу ушын, сондай-ақ оқыушылар менен өзбетинше жұмыс салып барыу ушын нәтижелі қолланба болып табылады. Буннан тысқары, булоқыу –

методикалық қолланбада топланған грамматикалық хәм лексикалық шынығыулар оқыушылардың англис тилин терен тусиніу хәм сезіу бағдарлайды. Хәр бир бөлимде гитопланған шынығыулар тийкарғы мектеп сабақлығы болған «Fly High English 9» кітабын тийкарланған болып, ондағы темаларға арналған қосымша грамматикалық хәм лексикалық шынығыулар келтирилген.

Қолланбаның мақсети – тийкарғы сабақлықтан ажралмаған халдатил системаларын қосымша шынығыулар менен елдер аужландырыу, хәр бир бөлимде берілген жаңасөз курамы менен өзбетинше хәм сабақ процессиндешуғылланыу, англис тилин терен тусиніу хәм сезіу геүй ретиудени барат.

Қолланбада мектеп сабақлығы тийкарында топланған қосымша грамматикалық хәм лексикалық шынығыулар дани барат болып, бул шынығыулар хәр бир бөлимди еледетерен уйрениу ушынарнаулы турде ислеп шығылған.

### **ЖУАПЛЫ РЕДАКТОР:**

К.М. Коцанов - Әжинияз атындағы Нөкис мәмлекетлик педагогикалық институты филология илимлериниң кандидаты профессоры

### **ПИКИР БИЛДИРИУШИЛЕР:**

Д. А. Курбанбаев - Бердақ атындағы Қарақалпақ мәмлекетлик университетиниң англис филология кафедрасы, педагогика илимлериниң кандидаты  
Р.К. Рзаева - Әжинияз атындағы Нөкис мәмлекетлик педагогикалық институты англис тили кафедрасы үлкен оқытыушы.

Әжинияз атындағы Нөкис мәмлекетлик педагогикалық институты Оқыу-методикалық кеңеси (18-май 2017-жыл №8 санлы баянлама) мәжлиси қарары менен баспаға усыныс етилген.



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## Unit 1 Communications

<b>Grammar</b>	<b>Reported speech</b> <b>Short answers with “so/not”</b> <b>Prefix</b> <b>Compound nouns</b>
<b>Vocabulary</b>	New words Phrasal verbs

### Grammar: Reported and Direct Speech

We can report people’s words by using direct and reported speech.

**Direct speech** is the exact words someone said. We use quotation marks. In direct speech the whole words are kept and introductory verbs are used. *e.g. “I will be happy to visit them,” she said.*

**Reported speech** is the exact meaning of what someone said, but not exact words. We don’t use quotation marks in reported speech. In reported speech pronouns, verb tenses, time expressions are changed. *e.g. She said she would be happy to visit them.*

**Exercise 1** Choose the correct answer. Change the sentences from reported speech into direct speech.

e.g. She said that it was going to be a wonderful party. ‘It is going to be a wonderful party,’ she said. The correct answer is B.

1. She said that it was going to be a wonderful party.

- a) It was going to be a wonderful party
- b) It is going to be a wonderful party

2. They said that the teacher would check pupils’ work the following day

- a) The teacher will check pupils’ works tomorrow
- b) The teacher will check pupils’ works the following day

3. She told us that the new furniture had been delivered the day before.

- a) The new furniture was delivered yesterday
- b) The new furniture had been delivered the day before

4. He said that Michael was the best student he had ever taught

a) Michael was the best student I have ever taught

b) Michael is the best student have ever taught

**Exercise 2** *Change the sentences into direct speech and make a dialogue.*

*e.g. Lucy: I saw the accident from inside a shop across the street.*

... Lucy said that she had seen the accident from inside a shop across the street. She had been very shocked. She was nurse, so she had run outside to help. Claire said that it had happened very suddenly. They were lucky that no one had got hurt.

**Short answers with So/not**

**So** can be used in short answers to avoid repeating a clause after the following verbs: **believe, be afraid, expect, guess, hope, imagine, suppose, it seems/appears**. The negations are formed with **not**. *e.g. Are you a good friend? I think so (= I think I'm a good friend). Do they enjoy their holiday? I'm afraid not (= I'm afraid they don't enjoy their holiday).*

**Exercise 3** *Fill in the blanks with the phrases using the verbs given and "so/not"*

e.g. Lola: I **believe** so. I saw her at the library studying hard

Dilbar: Hello. It is Dilbar here.

Lola: Oh, hi. How are you?

D: Fine, thanks. I'm phoning to ask about Gulnoza. I haven't seen her for ages. Is she busy?

L: I \_\_\_\_ (*believe*). I saw her at the library studying hard.

D: Did she fail her exams?

L: I \_\_\_\_ (*be afraid*). She'll have to take them again.

D: Are you doing anything at the weekend?

L: I \_\_\_\_ (*suppose*). I'll be at home

D: Can you go to Gulnoza's with me?

L: I \_\_\_\_ (*think*). I haven't got any other plans.

D: Will she be going anywhere?

L: I \_\_\_\_ (*expect*). She'll be at home.

D: See you at the weekend

L: Bye, see you

## Prefix

**Prefixes** are syllables which we add before certain words to form new words. The meaning of the new word depends on the prefix that has been used. *e.g. redecorate, international, prehistoric.*

**Exercise 4** Find the meanings of prefixes and make new words from these prefixes. *e.g. Re* means again. I reread the text to understand it clearly.

Anti-, over-, tele-, inter-, re-.

## Compound nouns

**Compound nouns** are nouns that are made of two or more parts. The noun+noun combination is one of the mostly used type of compound nouns, made by combining two nouns. *e.g. fax machine, phone card.*

**Exercise 5** Match the words in column A with the words in column B to make noun+noun combination.

*e.g. telephone card*

Column A		Column B
Telephone		room
Text		box
Telephone		message
Conference		number
Chat		card
Telephone		directory
Telephone		call

## Vocabulary: New words

**Exercise 6** Find the definitions of the noun+noun combinations in exercise 5

<b>Telephone card</b>	A plastic card used to pay for telephone services
	A listing of telephone subscribers
	A small enclosure housing a public telephone
	Digits assigned to a telephone
	Brief electronic message sent between mobile phones
	Part of a website where visitors can converse in typed messages
	A call between more than two people

## Phrasal verbs

<b>Call back</b>	telephone someone for the second time, or ring someone who rang you earlier
<b>Cut off</b>	stop from continuing the phone conversation because the connection broke
<b>Listen in</b>	secretly listening to a conversation
<b>Put down</b>	Put the part of the phone that you speak into back into its usual position

**Exercise 7** Fill the gaps with suitable phrasal verbs as the example.

- Client: Can I speak to Mr. Jones, please?  
Secretary: I'm afraid Mr. Jones is in a meeting  
Client: Ok, I'll call **back** later.
- Sarah: It is a very bad line, isn't it?  
Paul: Do you think someone is \_\_\_\_\_ on our conversation?  
Sarah: I think one of the kids must have picked up the extension upstairs. Jan, are you there? \_\_\_\_\_ the phone \_\_\_\_\_ please.
- Client: Could you \_\_\_\_\_ me \_\_\_\_\_ to Kate Parker, please?  
Recipient: May I ask? Who is calling?  
Client: It's David Brown. We were talking a few minutes ago but I got \_\_\_\_\_.

## Unit 2 The world of work

<b>Grammar</b>	<b>Conditional</b> <b>Adjective + preposition</b> <b>Suffix</b>
<b>Vocabulary</b>	New words Phrasal verbs



### Grammar: Conditional

Conditional clauses consist of two parts: **if clause (hypothesis)** and the **main clause (result)**. When the if clause comes before the main clause, the two clauses are separated with a comma. There are four types of conditionals: **Type 0, Type 1, Type 2, Type 3**.

**Zero conditional** is used to express general truth, scientific fact, definitions. *e.g. If water freezes, it turns into ice.*

Structure	
<b>If clause</b>	<b>Main clause</b>
<b>If/when + present simple</b>	<b>Present simple</b>

**Exercise 1** Match the items in column A with those in column B in order to make correct zero conditional sentences, as in the example.

e.g. If you don't water plants, they die

Column A		Column B
If you don't water plants	→	It stays fresh for longer
If you mix blue and yellow		It falls to the ground
If you put food in the fridge		It becomes water
If you drop something		They die
If it rains		Carbon dioxide is produced
If ice melts		The roads get slippery
If you burn fossil fuels		You get green

**Exercise 2** Rewrite the sentences using zero conditional.

e.g. If Tina passes her exams, she becomes a student.

1. Tina wants to be a student. Pass exams/ become a student
2. Tom wants to be a champion. Win the match/ become a champion
3. Alice wants to be a surgeon. Get medical knowledge/ become a surgeon
4. John is interested in repairing cars. Learn to repair cars/become a mechanic
5. Peter loves playing the piano. Play the piano/become a pianist

### Adjective+preposition

The structure **adjective+preposition** is used to make statements about person's attitude towards something. e.g. Justin is good at playing the piano. Some adjectives go with certain prepositions

Accustomed to	bored of	devoted to	guilty of
addicted to	concerned about	disappointed with	happy about
anxious about	content with	famous for	interested in
afraid of	dedicated to	fond of	proud of

**Exercise 3** Determine the prepositions that goes with adjectives.

Jason is anxious **about** his future and his career. He has always been popular \_\_\_ his friends and famous \_\_\_ his funny witty remarks. He is very kind \_\_\_ everyone and respectful \_\_\_ others. He is different \_\_\_ most nineteen-year-olds because he is so patient \_\_\_ other people. He is good \_\_\_ understand people's strength.

**Exercise 4** Underline the correct preposition

1. She is committed to/of/with improving her English.
2. He is involved with/in/about making the movie.
3. Nancy is concerned about/ of/ on being late.
4. The book is relevant on/to/ at us.
5. She is frightened of/from/on being alone at night.
6. Tim is content about/ at/with winning the second place.

**Suffix**

**Suffix** is a letter or a group of letters that is added to the end of letters that is added to the end of a word to change its meaning or to form a different word. e.g. *quickly*, *careful*, *musician*. The suffix **-ist** is added to the end of nouns, verbs and adjectives and describes "a person one who does an action". e.g. *chemist*, *artist*, *zoologist*.

**Exercise 5** Find the names of the professions ends with the suffix **-ist**.

e.g. Mr. Robert is skilled in languages. He is a linguist.

1. Mr. Robert is skilled in languages.
2. Mrs. Brown is a good eye specialist.
3. John's father writes plays for the theatre.
4. Peter is a constructor of machines.
5. Alice writes articles for Newsweek
6. Tim practices archaeology

**Vocabulary: New words**

Flexi-time	a type of job start an hour earlier or finish later
Multilingual	able to communicate fluently in multiple languages
Multinational	involving more than two countries
overtime	extra hours
overworked	being subjected to too much work
self-employed	work for oneself
well-paid	have a good salary

**Exercise 6** Fill the blanks with the new words above.

Jack works in **multinational** company. He is \_\_\_ and works as an interpreter. He has \_\_\_ job but he works \_\_\_. He is \_\_\_ but his job is \_\_\_. Sometimes he is tired of his job and wants to run his own company and to be \_\_\_.

### Phrasal verbs

Carry out	<b>do or complete something, especially something important</b>
Get ahead	be successful in one's job
Hand over	give someone else responsibility or control
Pull together	works as a group in order to achieve something
Step down	leave one's job, especially so that someone else can do it
Take on	1) accept a particular job or responsibility; 2) begin to employ

**Exercise 7** Fill the gaps with suitable phrasal verbs as the example.

Jill has been **taken on** more and more responsibility at work. She has only \_\_\_ two years ago but she has already managed to \_\_\_ a very successful reorganization of office procedures. She has always been very good at getting people to \_\_\_ and at motivating them. She is someone who will really \_\_\_ and make a successful career. When the boss eventually \_\_\_, He'll \_\_\_ the running of the company to her.

### Unit 3 Education

<b>Grammar</b>	<b>Relative clause</b> <b>Time clause</b>
<b>Vocabulary</b>	New words Phrasal verbs



#### Grammar: Relative clause

**Relative clauses** are used to define or identify the noun that precedes them. It gives more information about a noun and always begins with relative pronouns and *relative adverbs*.

We use **relative pronouns** (who, whom, whose, which, that) to introduce relative clauses, which tell us more about people and things.

<i>Relative pronouns</i>	<i>Used for</i>	<i>Examples</i>
Who	People	He is the professor who gave a speech yesterday
Which	Things/animals	It is the book which I want to read

Which can refer back to a whole clause. *e.g. Joseph helped me do my homework. That was kind of him. Joseph helped me do my homework, which was kind of him.* There are two types of relative clause: *identifying* and *non-identifying*.

**An identifying relative clause** gives necessary information and is essential to the meaning of the main sentence. It is not put in commas. *e.g. The book which she gave me was interesting.*

**A non-identifying relative clause** gives extra information and is not essential to the meaning of the main sentence. It is put in commas. *e.g. Private schools, which are very expensive, are public schools in England and Wales.*

**Exercise 1** Complete the following sentences using your own ideas and appropriate relative pronouns.

*e.g. I like to read books which are very interesting.*

1. I like to read books.....
2. I want to be teacher...
3. If I could, I would invent a machine...
4. I like talking with people.....
5. I met a singer .....
6. I bought a mobile phone...
7. I have a friend...

**Exercise 2** Link the sentence in order to produce one sentence using relative pronouns. Identify if the clause is identifying or non-identifying.

*e.g. Mark is my classmate. He lives next door to me.*

Mark, who lives next door to me, is my classmate. (non-identifying).

1. Only 5 percent of the school population goes to private schools. Private schools are very expensive.
2. The school has its own school uniform. It is beautiful and comfortable.
3. Claire is taking math course after her lessons. The course is for gifted students.
4. What is the name of the professor? He teaches history in the university.
5. Our school library is on the second floor. It is very big and light.
6. Mark is my classmate. He lives next door to me.
7. The school canteen serves delicious meals. We have lunch every day.

8. Mr. Robert gives lecture at university. He writes poetry in his spare time.

**Time clauses: After and before**

The time conjunctions **before** and **after** introduce time clause and used to express the time of the action. Time clauses follow the rule of the sequence of tenses:

Main clause	Time clause
<b>Present/future/imperative</b>	Present simple or present perfect
<b>Past simple/past perfect</b>	Past simple/past perfect

e.g. You have a break after you finish writing.  
He passed an exam before he became a student.

When the time clause precedes the main clause a comma is used. Before you eat your meal, wash your hands.

If the subject of the main clause and time clause is the same, the subject of the time clause is omitted and **-ing** form is used after the conjunctions before and after.  
e.g. *After doing my homework, I play the piano. She feeds up her fish before going to school.*

**Exercise 3** Rewrite the sentences changing the time conjunctions before/after as in the example

e.g. He went to university after he left school. Before going to university, she left school.

1. He went to university after he left school. 2. She studied hard before she passed her exam. 3. I go to the party after I finish the housework. 4. Pupils take an exam before they attend grammar schools in the UK. 5. Before they receive a degree, they finish the course. 6. They became a graduate after they completed their first degree.

**Exercise 4** What do you do in a day? Write your own sentences using before/after.

**New words**

Discipline	To train someone by instruction and practice
Kindergarten	an educational institution for young children, usually between the ages 4 and 6
Literacy	the ability to read
Numeracy	the ability to count/ do basic math
Pass	to be successful in an examination or test by achieving a satisfactory standard
Primary	relating to the education of the children between the ages of about five and eleven

Qualifications	something such as a degree or a diploma that you get when you successfully finish a course of study
Secondary	relating to the education of children between the ages of 11 and 16/18
Skill	capacity to do something well; knowledge

**Exercise 5** Complete the gaps with suitable new words.

Education is a long process that not only provides us with basic (1) **skills** such as (2) \_\_\_ and (3) \_\_\_, but as essential in shaping our future lives. From the moment we enter (4) \_\_\_ as small children, and as we progress through (5) \_\_\_ and (6) \_\_\_ education, we are laying the foundations for the life of ahead of us. We must (7) \_\_\_ ourselves to work hard so that we can (8) \_\_\_ exams and gain the (9) \_\_\_ we will need to secure a good job.

### Phrasal verbs

Cross out	To draw a line through something that you have written usually because it is wrong
Hand in	to give a piece of written work to a teacher
Hand out	to give something to each person in a group of people
Read up on	read a lot about a particular subject in order to learn about it
Rub out	to remove writing from something by rubbing it with a piece of rubber or with a cloth
Work out	to do a calculation to get an answer to a mathematical question
Write out	write something again in a better or more complete way

**Exercise 6** Complete the teacher's commands during the lesson with suitable phrasal verbs in the table.

Mr. Adams says:

1. \_\_\_ these worksheets, please.
2. \_\_\_ what's written on the board.
3. \_\_\_ the answers without using a calculator
4. \_\_\_ any roughwork when you have found the answer.
5. \_\_\_ your homework tomorrow.
6. Do your essay in rough first and then \_\_\_ it \_\_\_
7. You must \_\_\_ mass media for the next lesson.

## Unit 4 School and community

<b>Grammar</b>	Relative adverbs Passive Suffix -er, -or
<b>Vocabulary</b>	New words Phrasal verbs



### Relative adverbs

We use relative *adverbs* (when, where, why) to introduce the time, place, reason of the actions.

Relative adverb	Refer to	Example
When	Time	I'll never forget the day when I first went to school
Where	Place	The school where he studied is being reconstructed
Why	Reason	The reason why she failed her exams was that she didn't study hard

**Exercise 1** Complete the following sentences using your own ideas and the appropriate relative adverbs.

e.g. A library is a place where everybody can read books.

1. A library is a place .....
2. I'll never forget the day....
3. I can't understand the reason
4. This is the town...
5. I'll always remember the summer....
6. This is the reason.....

**Exercise 2** Link the sentence in order to produce one sentence using suitable relative adverbs and pronouns.

e.g. The city was beautiful. We spent our vacation there. The city, where we spent our vacation, was beautiful.

1. The city was beautiful. We spent our vacation there.
2. A café is a small restaurant. People can get a light meal there.
3. He invited us to the party. It was very kind of him.

4. There was a time. Dinosaurs dominated the earth then.
5. Susan visited her school. She studied there for 10 years.
6. I live in a town. It is situated in a valley.
7. Tim took his new shirt to the store. He'd bought it there.
8. The city was founded in 1790. It was deliberately planned as a national capital.
9. His flat is modern and spacious. He bought it two years ago.
10. Summer is the time of the year. The weather is the hottest then.

### Passive

**Passive** is used when the person who carries out the action is unknown, unimportant or obvious from the context. *e.g. My keys were stolen last night. (The agent is unknown), Rice is grown in India (The agent is not important), My car was serviced yesterday (It is obvious that mechanic serviced it).*

The structure: **To be + past participle**

Changing from active into passive

- a) The object of the active sentence becomes the subject in the passive sentence
- b) The active verb remains in the same tense but changes into passive form
- c) The subject of the active sentence becomes the agent, introduced with the preposition by or omitted

	Subject	Verb	object
<b>Active</b>	John	Wrote	a letter

	Subject	Verb	agent
<b>Passive</b>	A letter	was written	by John

### Exercise 3 Rewrite the sentences in the passive.

1. The principal holds social education on Wednesday afternoon.
2. In private schools the teachers make the pupils learn.
3. We use our voluntary hours well.
4. Pupils help all the elderly people in their street.
5. He gives a card to the teacher at the end of every lesson.

## The suffixes -er and -or

The suffixes *-er* and *-or* are added to the verbs and defines the position and profession of people. e.g. teach – teacher, read –reader, visit- visitor  
Mary teaches children. She works as a teacher at school.

**Exercise 4** *Change the verbs into nouns adding -er, -or and make sentences.*

e.g. sing - singer She sings classical songs. She is a famous singer.

Act, speak, write, direct, translate, singer, build, sail, manage.

## New words

**Exercise 5** *Answer the questions and learn new words which is used in questions.* Rate your ability to organize your time

Nº	Questions	often	sometimes	never
1	Do you <b>meet deadlines</b> for submitting work?			
2	Do you ever have to <b>request an extension</b> for your work?			
3	Do you spend hours <b>cramming</b> just before an exam?			
4	Do you <b>make a to do list</b> each week?			
5	Do you include <b>extra-curricular activities</b> when you plan your study line?			

## New words

<b>Meet deadlines</b>	complete your work by the official final day or time
<b>request an extension</b>	ask for more time beyond the deadline
<b>Cram</b>	try to learn a lot very quickly before an exam
<b>make a to do list</b>	make a list of things you should do
<b>extra-curricular activities</b>	outside of the subjects one is studying

## Phrasal verbs

<b>Catch on</b>	understand
<b>drop out</b>	leave school before you have finished a course
<b>get at</b>	try to express
<b>give in</b>	stop making an effort to achieve something

<b>keep up with</b>	stay at the same level
<b>sail through</b>	do something or deal with something very easily

**Exercise 6** Fill the blanks with suitable phrasal verbs.

1. You will never pass the exam if you just **give in** like that.
2. Belinda missed a few months of school because of illness and found it difficult to \_\_\_ her classmates.
3. John needs to \_\_\_ the school because of his mental problems.
4. The other kids were making fun of me, but I didn't \_\_\_ until I heard them laughing
5. Dave didn't understand what Miss Smith was getting \_\_\_ so he asked her to explain it again.
6. My teacher says that I should \_\_\_ the exam, But I'm not sure.

### Unit 5 Government and political structure

<b>Grammar</b>	-ing adjectives Definite article <b>the</b>
<b>Vocabulary</b>	New words Phrasal verbs

#### -Ing adjectives

There is a large group of adjectives which can have an -ing ending. The -ing ending is used on adjectives which describe a person, thing or situation. It answers the question **What kind?** e.g. It is a very tiring job.

**Exercise 1** Fill the gaps by using the suitable -ing adjectives from the box.

Annoying boring surprising confusing frightening amazing exciting relaxing
--

- 1.A: Did you enjoy the horror films? B: No. It was very **frightening**.
- 2.A: Mark is always biting his nails B: I know. It is an \_\_\_ habit
- 3.A: Do you like windsurfing? B: Yes. I find it very \_\_\_
- 4.A: Did you see the firework last night? B: Yes. It was an \_\_\_ display
- 5.A: Did you enjoy your holiday? B: Oh, yes it was very \_\_\_\_\_
6. A: Have you read that new book ? B: Yes. But it is very \_\_\_\_\_

## The definite article “the”

The definite article **the** is used with nouns when we are talking about something specific, that is when the noun is mentioned for a second time or is mentioned for a second time or is already known. e.g. I ate a banana. The banana is very sweet.

*We use the:*

With	examples
nouns which are unique	the sun
the names of rivers, seas, mountain ranges, deserts, oceans, canals, groups of islands, countries when they include words such as state, kingdom, republic	The Nile, The Caspian Sea, the Alps, the Sahara Desert, The Atlantic, the Panama Canal, the Canary Islands, the USA
the names of cinemas, hotels, theatres, museums, newspapers, magazines, ships, organizations, galleries	the Globe, the British museum, the Times, the Tate gallery, the Mary Rose
Titles	the King, the prince of Wales
the adjective/adverbs in the superlative form	He is the tallest man in the world

*We don't use the:*

With	Example
proper nouns	Mary lives in Brighton
the names of countries, cities, streets, squares, bridges, parks, railway stations, mountains, individual islands lakes, continents	France, London, Oxford Street, Trafalgar Square, Tower Bridge, Hyde Park Victoria Station, Ben Nevis, Africa

**Exercise 2** Fill the blanks with definite article “the” or no article “-”

— Europe is the second smallest continent in **the** world and is home to one seven of \_\_\_ world’s population. \_\_\_ longest river there is \_\_\_ River Volga and \_\_\_ largest freshwater lake is \_\_\_ Lake Lodoga, in \_\_\_ north-western Russia. \_\_\_ highest mountain peak is \_\_\_ Mount Elbrus in \_\_\_ Caneasus Mountains. \_\_\_ Europe is bordered towards the north by \_\_\_ Arctic Ocean and \_\_\_ Black Sea, the west by \_\_\_ Atlantic Ocean and the east by \_\_\_ Asia.

**Exercise 3** Fill in **the** where necessary

- A: Did you see all the sights in \_\_\_ Paris?  
B: Yes, but **the** Eiffel Tower and \_\_\_ Louvre were my favourites.
- A: Do you buy a newspaper every day?  
B: Yes, I usually buy \_\_\_ Independent and my wife reads \_\_\_ Times.

3. A: What did you see on your tour today?  
B: \_ Buckingham Palace and \_ Houses of Parliament.
4. A: Which station are you meeting John at?  
B: \_ Waterloo Station. It's a big place.
5. A: Have you ever been to \_ Copenhagen?  
B: Yes. I think it is \_ prettiest city in Europe.

**Exercise 4** Fill the gaps with the given words in brackets, use Present Passive

e.g. The USA president **is elected** for four years.

1. The British Constitution \_\_\_\_ (not/write) in one document. Instead it \_\_\_\_ (make up) of state law, common law and conventions from the last 1000 years.
2. The government \_\_\_\_ (form) by the political party with the most MPs.
3. The prime minister's official residence is situated at 10 Downing Street in Central Asia.
4. Members of the Senate of the OliyMajlis \_\_\_\_ (elect) in equal quantity.
5. Sixteen members of the Senate of the OliyMajlis (appoint) by the President.
6. The USA president \_\_\_\_ (elect) for four years.

### New words

<b>Democracy</b>	a system of government in which leaders are chosen by the people
<b>Dictatorship</b>	a system of government in which one person rules the country
<b>Monarchy</b>	a state ruled by a king or queen
<b>Republic</b>	a state governed by representatives and president

**Exercise 5** Give examples for the types of government by naming the countries

e.g. The USA is a republic

### Phrasal verbs

<b>Bring in</b>	introduce
<b>clamp down</b>	do something to stop or limit a particular activity
<b>do away with</b>	abolish or get rid of
<b>stand for</b>	compete in an election for an official position
<b>stand up for</b>	defend something that you believe is important

**Exercise 6** Fill the gaps with suitable phrasal verb.

Interviewer: Why did you decide to **stand for** Parliament? Politician: I wanted to \_\_\_\_ laws that would lessen the divisions between the rich and the poor. I wanted to

\_\_\_\_\_ taxes for the poorest members of society and to \_\_\_\_\_ on rich people. In short, I wanted to do everything I could \_\_\_\_\_ the principles that I believed.

## Unit 6 Political parties

<b>Grammar</b>	<b>“We hope to” Third conditional Should Reporting questions</b>
<b>Vocabulary</b>	<b>New words Phrasal verbs</b>



### “We hope to”

**We hope to** is used to express that we want something to happen, with a sense of expectation that it might. e.g. We hope to become a member of the Labour Party.

### Exercise 1 Rewrite the sentences using “We hope to”

e.g. We hope to have our own school uniform

1. Have our own school uniform
2. Change some of the school rules
3. Take extra lessons after classes
4. Hold an intellectual competitions once a month
5. Organize more extra-curricular activities
6. Have a swimming pool in our school
7. Own a big resource center which is full of various kind of books

### Third conditional

*Third conditional* is used to express imaginary situations which are contrary to facts in the past. e.g. If I had been more careful, I wouldn't have made such a big mistake.

### The structure

<b>If clause</b>	<b>Main clause</b>
<b>If + past perfect/past perfect continuous</b>	<b>Would/could/might + perfect bare infinitive</b>

## **Exercise 2** Rewrite sentences using third conditional

e.g. Shahnoza didn't get me a birthday present. That is why I didn't get her one.  
If Shahnoza had given me a birthday present, I had got her one.

1. Shahnoza didn't get me a birthday present. That is why I didn't get her one
2. We didn't pay them on time because they made a mistake with our order
3. There was a traffic jam on the motorway so I was late for my interview.
4. The accident happened as a result of the driver's not paying attention to the road.
5. He didn't prepare for his exams as a result he failed.
6. She forgot to set an alarm so she wake up late.
7. Sarah didn't go to the concert with her friends because she couldn't persuade her mother to go.

### **Should**

The modal verb should is used to talk about obligation and duty, to give advice and to say what we think it is right for people to do. e.g. Pupils should wear school uniform. You should study hard. I think people should pay taxes on time.

**Exercise 3** The member of one of the political parties told about what people should do to protect the environment. Also give your opinions.

e.g. People should plant more trees.

- |   |                           |
|---|---------------------------|
| 1. Plant more trees.                    | 5. Take care of animals   |
| 2. Save natural resources               | 6. Behave themselves well |
| 3. Keep the streets clean               | 7. Avoid wasting water    |
| 4. Throw the garbage to the garbage bin | 8. Know one's duties      |

### **Reporting question**

**Reported questions** are usually introduced with the verbs **ask, inquire, wonder** or the expression **want to know**. The question mark is omitted. The verb tenses, pronouns and time expressions change as in statements. e.g. "Why did you vote for Labour Party?" Bob asked me. Bob asked me why I had voted for Labour Party. When the direct speech begins with a question word the reported question is introduced with the same question word. e.g. When did you enter Parliament? He asked. He asked me when I entered Parliament. When the direct questions begins with an auxiliary or a modal verb then the reported question begins with if or whether. e.g. Are you an honest politician? he asked. He asked if I was an honest politician.

**Exercise 4** Report the questions as in the example.

e.g. When were you elected as MP for Standford East? I asked him when you had been elected as MP for Standford East

1. When were you elected as MP for Standford East?
2. Why did you decide to stand for Parliament?
3. Did you introduce a bill in Parliament to clamp down on street crime?
4. How did you go ahead with your plans for social change?
5. Did the other members from your party support your plans?
6. What is the main aim of your party?
7. Does your party differ from other political parties?
8. What is your opinion about other political parties in our country?

**New words**

<b>Candidate</b>	a person who is standing for election
<b>Election</b>	the process of choosing by voting
<b>Parliament</b>	a group of elected representatives who vote the laws of a country
<b>Referendum</b>	A vote where all the people of a country are asked to vote on a single question
<b>Technocrats</b>	People with particular skills brought to run a country or organization

**Exercise 5** Fill the gaps with suitable new words

1. **Parliament** has passed a law forbidding the sale of cigarettes to adults.
2. It is almost time for the people of Britain to vote again and it is now only one month until the \_\_\_\_
3. All over the country \_\_\_\_ from all the major parties are knocking on doors asking people to vote for them.
4. Members of Parliament have called for a \_\_\_\_ so that the people of Britain can decide whether or not the country joins the "One Europe" organization.
5. The Prime Minister has appointed a group of \_\_\_\_ to run the government.

**Phrasal verbs**

<b>Back up</b>	Support
<b>Break away</b>	stop being part of a group because you disagree with them
<b>Carry out</b>	do something you have been told to do
<b>Enter into</b>	officially agreed to do something
<b>Go ahead</b>	start to do something

<b>Stand by</b>	continue to support
<b>Stand up to</b>	state opinions forcefully and refuse to change your mind
<b>Stick by</b>	continue to support

**Exercise 6** Fill the gaps with suitable phrasal verbs.

Interviewer: How did you **go ahead** with your plans for social change?

Politician: Well, although some other members of Parliament from my party \_\_\_ me \_\_\_, the more influential ones told me not to be too hasty. I learnt then that our party had \_\_\_ an agreement with the country's top business leaders.

I: Did you \_\_\_ those influential MPs?

P: Yes. I told them I wasn't in Parliament to \_\_\_ the wishes of big business

I: Did other MPs in your party still \_\_\_ you at this point?

P: Not all of them, but a few very good people did \_\_\_ me and we eventually decided to \_\_\_ and form our own new party

### Unit 7 Advertising and marketing

<b>Grammar</b>	<p><b>"I hope to"</b></p> <p><b>Second conditional</b></p> <p><b>The superlative form of adjectives</b></p>
<b>Vocabulary</b>	<p>New words</p> <p>Phrasal verbs</p>



#### **I hope to/ I hope not to**

**I hope**- If I hope for something, I want it to happen, but I'm not sure that it will happen. The negative form is I hope not. Hope is followed by to+infinitive. e.g. I hope to run my own company.

**Exercise 1** Write 10 things to hope or not hope to do in the future.

e.g. I hope to win the lottery. I hope not to fail the exams.

## Second conditional

*Second conditional* is used to express hypothetical conditions in the present and future and their hypothetical results in the present and future.

e.g. If I had money, I would buy a computer.

### Structure

If clause	Main clause
If + past simple /past continuous	would/could/might+ present bare infinitive

**Exercise 2** Rewrite the sentences using second conditional.

e.g. Jim is still studying. He can't go to the park. If Jill weren't still studying, he could go to the park.

1. Jim is still studying. He can't go to the park
2. Grace has a headache today. She can't go to work.
3. He doesn't know English. That's why he can't understand the foreigner.
4. It is raining. We can't go for a picnic.
5. The tickets are very expensive. We can't go to the concert.
6. Tom is very selfish that's why we won't become friends.
7. She doesn't watch TV, so she isn't aware of advertisements on TV.

**Exercise 3** What would you do if you were..... Complete the following sentences using your own ideas.

e.g. If I were a millionaire, I would travel around the world.

1. If I were famous.....
2. If I were a millionaire.....
3. If I were a teacher....
4. If I were a President.....
5. If I were a genius.....

## The Superlative

**The superlative form of adjectives** is used to compare one person or thing with more than two people or things in the same group. The superlative of one syllable adjectives is formed by adding **-est** and three or more syllables is formed with **most**.

Before the superlative form **the** is normally used. We normally use **of** or **in** after the superlative. e.g. It is the nearest shop. It is the most expensive restaurant.

**Exercise 4** Write the superlative forms of adjectives in the brackets and try to answer the questions.

1. Which is **biggest** planet in the solar system? Answer: *Jupiter*
2. Which is \_\_\_(long) river in the world?
3. Which is \_\_\_(old) university in England?
4. Which is \_\_\_(high) waterfall in the world?
5. Which is \_\_\_(small) country in the world?
6. Who is \_\_\_(famous) pop singer in the world?
7. Who is \_\_\_(intelligent) pupil in your class?
8. Which is \_\_\_(expensive) restaurant in your town?
9. Which is \_\_\_(popular) football team?
10. What is \_\_\_(interesting) book you've ever read?

**New words**

<b>Market leader</b>	The company or product with the biggest market share
<b>Market research</b>	collecting and studying information about what people want and need
<b>Market share</b>	The percentage of a market that a company has
<b>Sales figures</b>	the amount you have sold
<b>Sales forecast</b>	the amount you think you will sell in a future period
<b>Sales/marketing manager</b>	the person who runs the sales/marketing department

**Exercise 5** Fill the blanks with suitable new words

1. A **sales forecast** is what you think you are going to sell during a future period.
2. The marketing \_\_\_ will be responsible for all the activities in the marketing \_\_\_
3. Sales \_\_\_ tell you how much you have sold of a product
4. The market \_\_\_ is the company with the largest market \_\_\_ in a particular market
5. Market \_\_\_ gives you information about what people want, need and buy.

**Phrasal verbs**

<b>Hire out</b>	allow people to use for a short time in exchange for money
<b>Run into</b>	reach a particular level
<b>Set up</b>	start a company or organization
<b>Set-up(n)</b>	business arrangement
<b>Spin-off(n)</b>	extra business in some way related to an earlier successful business
<b>Start up</b>	create a business or other organization

**Exercise 6** Fill the gaps with suitable phrasal verbs.

Jim Benson(1)**started up** his own business in his first year at university. He (2)\_\_\_ a small company(3) \_\_\_ bicycles to other students. He was very successful and claims that his profits (4)\_\_\_ thousands of euros a month, a lot of money for a student. As a(5) \_\_\_, he used to sell cycling clothes and equipment to the students and that also was a good earner for him. I was really happy with that(6) \_\_\_says Jim “as I loved cycling myself”

## Unit 8 Industry and services

**Grammar** Have something done  
Should+have+object+  
past participle  
It is worth  
Wish

**Vocabulary** New words  
Phrasal verbs



### Have something done

We use **have+object+past participle** to say that we have arranged for someone to do something for us. e.g. I have my shoes cleaned. Tom has his car repaired.

**Exercise 1** Write sentences using *have something done*.

e.g. Jack/fence/paint. Jack has the fence painted.

- |                        |                       |
|------------------------|-----------------------|
| 1. Jack/fence/paint    | 5. Jane/nails/paint   |
| 2. Melanie/photos/take | 6. Susan/hair/ cut    |
| 3. Paul/tooth/fill     | 7. Tim/homework/do    |
| 4. Helen/floor/mop     | 8. Meg/the room/clean |

The structure **should have+ object+past participle** is used to give somebody an advice. e.g. My car was broken down. You should have it repaired.

**Exercise 2** What should they do? Give advices using *should have*.

e.g. Their house is very cold. Installing central heating would help. What should they do? They should have the central heating installed.

1. Their house is very cold. Installing central heating would help. What should they do?
2. Our house is small. We need to build an extension. What should we do?
3. The grass has grown too high. It needs cutting. What should they do?

4. John's suit is dirty. It has to be dry-cleaned. What should he do?
5. Their roof has a hole in it. What should they do?
6. The flowers in the garden are dying. What should he do?
7. The kittens are meowing. They must be hungry. What should they do?
8. Tom's bicycle has broken. What should he do?

The expression "**it is worth**" is used to express that the action is deserving to do. It is followed by -ing form. e.g. It is worth producing gold

**Exercise 3** Make sentences using the given words. Write why it is worth/ it is not worth doing these things.

e.g. It is worth visiting the city because there are a lot of historical places in it.

- |                |                        |
|----------------|------------------------|
| 1. Visit city  | 6. Listen to the radio |
| 2. Read books  | 7. Play computer games |
| 3. Watch films | 8. Tell lies           |
| 4. Grow trees  | 9. Chat with friends   |
| 5. Study a lot | 10. Laugh at people    |

### Wish

The structure **wish+past simple/past continuous** is used when we want to say that we would like something to be different in the present. e.g. I wish I had a car. The structure **wish+past perfect** is used to express regret that something happened or didn't happen in the past. e.g. I wish I had passed my exams

**Exercise 4** Rewrite the sentence using wish

e.g. I wish I could play a musical instrument.

- |  |                                    |
|--|------------------------------------|
| 1. I can't play a musical instrument.        | 4. Tim is selfish                  |
| 2. I didn't study more when I was at school. | 5. She wastes her money on jewelry |
| 3. Our neighbours left the door unlocked     | 6. She didn't clean her bedroom    |

### New words

<b>Key industry</b>	the most important industry in country
<b>Nationalized industry</b>	industry which were once privately owned, but now belong to the state
<b>Primary industry</b>	Industry involved in the production of raw materials

<b>Secondary industry</b>	industry involved in the manufacture of goods
<b>Service industry</b>	industry which don't make products but offer a service such as banking, insurance and transport

**Exercise 5** Fill the gaps with suitable new words

1. Oil is one of the **key industries** which are essential to the country's economy.
2. \_\_\_ have become more important in the last decades.
3. Coal mining is one of the most important \_\_\_
4. Workers in \_\_\_ are to get a 3 % pay rise.
5. \_\_\_ rely on the ready supply of raw materials.

**Phrasal verbs**

<b>Go down</b>	become lower in level
<b>Go up</b>	Increase
<b>Keep down</b>	stop the number, level or size of something from increasing
<b>Look up</b>	Improve
<b>Pick up</b>	improve after a bad period

**Exercise 6** Fill the gaps with the suitable phrasal verbs.

1. Cotton producing is **going up** rapidly.
2. Importing steel products \_\_\_\_\_ for a few years.
3. Business was down at the beginning of the year, it is \_\_\_ now.
4. Government promises to \_\_\_ inflation.
5. The economic situation is definitely \_\_\_: exports have increased and unemployment is down.

**Unit 9 Globalization and Uzbekistan**

<b>Grammar</b>	<b>Acronyms</b> <b>See somebody do/</b> <b>see somebody doing</b> <b>it+takes+somebody+</b> <b>time+to infinitive</b>
<b>Vocabulary</b>	New words Phrasal verbs



## Acronyms

**Acronym** is an abbreviation formed by letters taken from a word or series of words, that is itself pronounced as a word. e.g. NATO North Atlantic Treaty Organization, radar radio detection and ranging.

**Exercise 1** *What these acronyms stand for? Choose from the words in the box. Use each word only once.*

e.g. CST Central Standard Time

1.BBC 2.CST 3.DVD 4.NASA 5.UFO 6.VAT

Added Administration Aeronautics British Broadcasting  
Central Corporation Digital Disc Flying National Object  
Space Standard Tax Time Unidentified Value

## See somebody do/ See somebody doing

The **-ing form** is used after the verbs see, hear, listen to, notice, watch, feel to describe an incomplete action, that is to say that somebody saw, heard etc. only a part of the action. e.g. I saw him writing a letter.

Bare infinitive is used after the verbs see, hear, listen to, feel, notice, watch to describe a complete action that somebody saw from the beginning to end. e.g. I saw him write a letter.

**Exercise 2** *Put the verbs in brackets into the correct infinitive and the -ing form.*

1. A: How do you know Tim is at home?  
B: I saw him \_\_\_ (*cut*) the grass as I was driving home.
2. A: How do you know that man stole the watch?  
B: I saw him \_\_\_ (*put*) it in his pocket and leave the shop without paying
3. A: Colin is good at speaking in public, isn't he?  
B: Yes. I heard him \_\_\_ (*make*) a speech last month. It was excellent.
4. A: Is John here today?  
B: Yes. I heard him \_\_\_ (*talk*) on the phone as I walked past his office
5. A: Your hair looks great today  
B: Thanks. I watched the hairdresser \_\_\_ (*dry*) it.
6. A: I walked past the lake yesterday.  
B: So did I. I stood for a moment to watch some children \_\_\_ (*feed*) the ducks.

The structure **it+takes+somebody+time+to-infinitive** is used to talk about how much time is spend to do something. e.g How long does it take you to go to school? It takes me fifteen minutes to go to school.

**Exercise 3** Make questions and answer them with *it takes me ..... to do....*

e.g. How long does it take you to do your homework? It takes me three hours to do my homework.

- |                 |                      |                        |
|-----------------|----------------------|------------------------|
| 1.do homework   | 4.talk on the phone  | 7.comb hair            |
| 2.eat dinner    | 5.do shopping        | 8.read a newspaper     |
| 3.have a shower | 6.prepare an omlette | 9.Make a cup of coffee |

### New words

<b>Employment rate</b>	The percentage of people who don't have jobs
<b>Exports</b>	Products sent from one country to another to be sold
<b>Imports</b>	Products brought to one country from another country
<b>Standard of living</b>	Level of wealth, comfort and access to goods
<b>Unemployment rate</b>	The percentage of people who don't have jobs

**Exercise 4** Fill the gaps with suitable new words in the table

Many hope globalization will raise the(1)**standard of living** in developing countries. Advocate of globalization cite an increased (2)\_\_\_ in countries that have been integrated into the world economy. Critics, however worry that the(3) \_\_\_ will, in fact, increase. The promise of globalization is that old protective barriers against trade will give way to a freer flow of(4) \_\_\_ and(5) \_\_\_.

### Phrasal verbs

<b>Bring about</b>	Make something happen
<b>Carry out</b>	Do something that need to organized and planned
<b>Come up with</b>	Think of an idea, plan
<b>Go without</b>	Live without something you need or usually have
<b>Wipe out</b>	Remove or destroy

**Exercise 5** Fill the gaps with suitable phrasal verbs

- No one should have to **go without** clean water to drink.
- Illiteracy has been nearly \_\_\_ there.
- We need to tell management our ideas if we expect to \_\_\_ any policy changes.
- They need to \_\_\_ new plan to shelter the homeless.
- It is time the president \_\_\_ her plan to vaccinate all school-age children

## Appendix

### 1. Acronym

Acronym is a word formed from the initial letters or groups of words in a set phrase or series of words and pronounced as a separate word, as OPEC from Organization of Petroleum Exporting Countries, radar from radio detection ranging, or loran from long-range navigation.

### 2. Adjective + preposition

Adjectives + preposition is used to make statements about a person's attitude towards something. e.g. Justin is responsible for the project. Some adjectives are followed by particular prepositions. That is speaker tends to use one particular preposition after an adjective. Adjective + preposition combinations can be followed by gerunds. e.g. He is capable of winning a gold medal. The list of

About/At	From/For	Of	On/To	With
Anxious about	Appropriate for	Afraid of	Dependent on	Comfortable with
Angry at	Different from	Capable of	Kind to	Content with
Bad at	Good for	Fearful of	Nice to	Effective with
Enthusiastic about	Famous for	Fond of	Open to	Good with
Good at	Responsible for	Guilty of	Polite to	Ill with
Happy about	Separate from	Independent of	Relevant to	Patient with
Optimistic about	Sorry for	Proud of	Rude to	Popular with
Sad about	Suitable for	Respectful of	Responsible to	Reckless with
Sorry about	Thankful for	Suspicious of	Similar to	Skillful with

most commonly used adjective + preposition combinations

### 3. Compound nouns

Nouns of more than one word are called compound nouns. They are formed as follows:

Noun+noun	Police officer
Noun+verb	carwash
Verb+noun	cookbook
Adjective+noun	Greenhouse

-ing form + noun	swimming pool
adverb+noun	Overtime
noun+adverb	runner-up
verb+adverb particle	Breakthrough

#### 4. Conditionals

Conditionals are clauses introduced with **if**. The main types of conditionals are: **Type 0, Type 1, Type 2, Type 3**. Conditional clauses consists of two parts: **the if-clause (hypothesis)** and **the main clause (result)**.

When the if clause comes before the main clause, the two clauses are separated with a comma. When the main clause comes before the if-clause, then comma isn't necessary. e.g. If we get tickets, we will go to the concert. We will go to the concert if we get tickets.

Zero conditionals (general truth)

If clause	Main clause
If+present simple	Present simple

They are used to express something which is always true.  
e.g. If ice melts, it becomes water.

First conditionals (real present)

If clause	Main clause
If+ present simple/present continuous, present perfect/present perfect continuous,	Future/imperative Can/may/might/must/should/could+ Present bare infinitive

They are used to express real or very probable situations in the present or future. e.g. If we finish earlier, we will have a rest.

Second conditionals (unreal present)

If clause	Main clause
If+past simple/past continuous	Would/could/might+ present bare infinitive

They are used to express imaginary situations which are contrary to facts in the present and unlikely to happen in the present or future, also used to give advice. e.g. If I had money. I would travel around the world.

### Third conditionals (unreal past)

If clause	Main clause
If+past perfect/past perfect continuous	Would/could/might+perfect bare infinitive

They are used to express imaginary situations contrary to facts in the past, also used to express regrets or criticism. e.g. If I had studied hard, I would have passed the exam.

### 5. Definite article The

The is used with singular and plural nouns, and countable and uncountable nouns to talk about something specific or when the noun is mentioned for a second time or is already known. e.g. *Can you pass me the salt, please? I bought a book. The book is very interesting.*

#### The is used:

with	Examples
nouns which are unique	the earth
names of rivers, seas, oceans, islands, canals, deserts, mountain ranges, groups of islands/states	the Mississippi, the Pacific, the USA, The Sahara desert, the Alps
names of cinemas, hotels, theatres, museums, newspaper/magazines, organizations, galleries, ships	The Odeon, The Globe, The Louvre, The UN, The Times, The Bounty
titles	The Queen

#### The is not used

with	Examples
names of countries, cities, streets, individual mountains, lakes, continents	England, Paris, Regent Street, Malta, Everest, Asia, Lake Ontario
names of bridges, parks, squares, stations	London Bridge, Hyde Park, Trafalgar Square, Waterloo Station
titles with proper names	Queen Victoria

Present simple	He takes a photo	He has his photo taken
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Present continuous	He is taking a photo	He is having his photo taken
Past simple	He took a photo	He had his photo taken
Past continuous	He was taking a photo	He was having his photo taken
Future simple	He will take a photo	He will have his photo taken
Future continuous	He will be taking a photo	He will be having his photo taken
Present perfect	He has taken a photo	He has had his photo taken
Present perfect continuous	He has been taking a photo	He has been having his photo taken
Past perfect	He had taken a photo	He had had his photo taken
Past perfect continuous	He had been taking a photo	He had been having his photo taken
Infinitive	He must take a photo	He must have his photo taken
-ing form	He likes taking a photo	He likes having his photo taken

## 6. Have something done

We use **have+object+past participle** to say that we have arranged for someone to do something for us. She had her car repaired.( She didn't repair herself.The mechanic repaired it for her). Questions and negatives of the verb have are formed with **do/does** and **did**.e.g.Did she have her car repaired?

## 7. Hope

Hope means to want something to happen, with a sense of expectation that it might. Structures:

<b>Hope for +object</b>	I'm hoping for a letter from Eric
<b>Hope +to -infinitive</b>	I hope to go abroad
<b>Hope +that clause</b>	I hope that they get here sooner
<b>Hope+so</b>	Are the shops open today? "I hope so"

## 8.-ing adjectives

The **-ing adjectives** describes what somebody or something is. It answers the question "**What kind?**" e.g. It is a fascinating exhibition.Some of the more common -ing adjectives include:

aggravating	convincing	frightening	relieving
alarming	depressing	frustrating	surprising
amusing	disappointing	fulfilling	tempting
annoying	discouraging	interesting	terrifying
astonishing	disgusting	moving	threatening
astounding	entertaining	overwhelming	thrilling
boring	exciting	perplexing	tiring
Comforting	exhausting	pleasing	touching
Confusing	fascinating	relaxing	

### 9.It is worth

The expression “**it is worth**” is used to express that the action is deserving to do. It is followed by -ing form. We can use **worth ...-ing** in two structures.

**It is (not) worth ... -ing (object)**e.g. It is worth planting the trees.

**Subject +is (not) worth ... -ing** e.g. The trees are worth planting.

### 10.“It takes”

The structure **it+takes+somebody+time+to-infinitive** is used to talk about how much time is spend to do something.

e.g.How long does it take you to bake a cake?

It takes me fifty minutes to bake a cake

### 11.Passive

We use the Passive when the person who carries out the action is unknown, unimportant or obvious from the context. e.g.The windows were broken.( The agent is unknown), Rice is grown in India ( The agent is not important), My car was serviced yesterday ( It is obvious that mechanic serviced it).

The structure: **To be + past participle.**

Changing from active into passive

- The object of the active sentence becomes the subject in the passive sentence
- The active verb remains in the same tense but changes into passive form

c) The subject of the active sentence becomes the agent, introduced with the preposition by

	Subject	verb	Object
Active	Thomas Edison	invented	the light bulb
	Subject	verb	Agent
Passive	The light bulb	was invented	By Tomas Edison

## 12.Prefix

Prefixes are syllables which is added before certain words to form newwords.The meaning of the new words depends on the prefix that has been used.

Anti-	Against	Pre-	Before
Bi-	Two	Pro-	In favour of
Co-	With	Re-	Again
De-	Acting against	Semi-	Half
Ex-	Before, former	Sub-	Under
Inter-	Between	Super-	Above
Mono-	One	Trans-	Across
Non-	Not	Tri-	Three
Over-	Too much	Under-	Not enough
post	After	Uni-	One

## 13.Relative clause

Relative clauses are non-essential parts of the sentence.They may add meaning, but if they are removed, the sentence will still functiongrammatically.We use relativeclauses to modify a noun clear which person or thing we are talking about.We use *relative pronouns* (who, whom, whose, which, that) to introduce relative clauses, which tell us more about peopleand things and *relative adverbs* (when, where,why) to introduce the time,place, reason of the actions.There are two broad types of relative clause: defining and non-defining.

A defining relative clause tells us which person or thing we are talking about in a larger group of people or things.If a defining relative clause is removed, the meaning of the sentence changes significantly.e.g. The woman who visited the hospital was very kind.

A non-defining relative clause gives more information about the person or thing we are talking about. If it is removed , we lose some detail, but the overall meaning of the sentence remains the same and always putt in commas. e.g.Thefarmer,whosename was Fred, sold us 10 pounds of potatoes.

## 14. Reported and direct speech

There are two ways of telling a person what somebody else said.  
*Direct speech* Sue: What did Bill say? Peter: He said 'I want to go home'.  
 When we use direct speech, we give the exact words that were said.  
*Reported speech* Sue: What did Bill say? Peter: He said that he wanted to go home.  
 When we use reported speech, we change the words that were said to make them to fit into our own words.

Changing from direct speech into reported speech: The verb tenses, time expressions and pronouns change.

Present simple	Past simple
Present continuous	Past continuous
Present perfect	Past perfect
Past simple	Past simple/ past perfect
Past continuous	Past/past perfect continuous
Future (will)	Conditional (would)

now	Then
Today, tonight	That day, that night
yesterday	The previous day
tomorrow	The following day
This week	That week
Last week	The previous week
Next week	The following week
Two days ago	Two days before

**Reported questions** are usually introduced with the verbs *ask, inquire, wonder* or the expression *want to know*. The question mark is omitted. The verb tenses, pronouns and time expressions change as in statements. When the direct speech begins with a question word the reported question is introduced with the same question word. e.g. *Where are you going?* He asked me where I was going. When the direct questions begins with an auxiliary or a modal verb then the reported question begins with *if* or *whether*. e.g. *Are you American?* He asked me if I was American.

## 15. See somebody do/ see somebody doing

After the verbs *see, hear, listen to, notice, watch, feel* the *-ing* form is used to describe an incomplete action, that is to say that somebody saw, heard etc. only a part of the action.

e.g. I heard him playing the piano. (I heard only part of the performance when I was leaving the house. I didn't hear the whole performance)

Bare infinitive is used after the verbs *see, hear, listen to, feel, notice, watch* to describe a complete action that somebody saw from the beginning to end.

e.g. I heard him play the piano.( I went to his concert and heard his performance from the beginning to end.)

### 16.Short answers with So/Not

We can use so to avoid repeating a clause after the following verbs: be afraid, believe, expect, guess, hope, imagine, suppose, think, it seems/appears.

Thenegations are formed in two ways:

a) negative verb+so)positiveverb+not

Verb+so	Negative verb+so	Positive verb+not
I'm afraid so		I'm afraid not
I believe	I don't believe so	I believe not
I expect so	I don't expect so	I expect not
I guess so		I guess not
I hope so		I hope not
I imagine	I don't imagine so	I imagine not
I suppose so	I don't suppose so	I suppose not
I think so	I don't think so	I think not
It seems/appears	It doesn't seem/appear so	It seems/appears not

### 17.Should

The modal verb should is used to talk about obligation and duty, to give advice and to say what we think it is right for people to do. e.g.People should drive more carefully. You should give up smoking.

### 18.Suffix

A suffix is a letter or group of letters attached to the end of a word to form a new word or to change the grammatical function of the original word.e.g.the verb sing is made into the noun singer by adding the suffix-er.

The suffixes -er/or/ar are added to the verbs and refer to the possession and profession of people.e.g. teach-teacher, sail-sailor

The suffix -ist is added to the adjectives, nouns, verbs and describe a person who studies a particular subject or who holds a particular set of beliefs. e.g.pianist, chemist, moralist, nationalist

### 19.Superlative

*The superlative form* of adjectives is used to compare one person or thing with the whole group.e.g. It is the smallest ball in the store. The superlative of one syllable adjectives is formed by adding **-est**(tallest, nicest, easiest) and three or more syllables is formed with **most**(most intelligent, most

handsome,most practical).Before the superlative form **the**is normally used. We normally use **oforin**after the superlative.e.g. It is the nearest shop. It is the most expensive restaurant.

## 20. Time clause Before/after

<b>Clause+ before/after + clause</b>	I'll phone you before you leave
<b>Before/after+clause,+clause</b>	After he finished, he watched TV

The time conjunctions *before* and *after* introduce time clause and used to express the time of the action. Time clauses follow the rule of the sequence of tenses:

Main clause	Time clause
Present/future/imperative	Present simple or present perfect
Past simple/past perfect	Past simple/past perfect

If the subject of the main clause and time clause is the same, the subject of the time clause is omitted and -ing form is used after the conjunctions *before* and *after*. e.g. He wrote his first book after visiting France. Before beginning the book, He spent five years on research.

## 21.Wish

We use wish to express regrets- to say that we would like things to be different.We use past tense with a present meaning in this case.

*Wish+ subject + past tense* e.g. I wish I spoke French. I wish it was snowing

To talk about the past, we use past perfect.

*Wish+subject+pastperfecte.g.* I wish I had gone to university. I wish I hadn't said that.

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*Дүзиўшилер:*

**ҚдырбаеваГулзираҚурбанбаевна-Әжинияз** атындағы  
Нөкисмәмлекетликпедагогикалықинститутыинглистиликхәмәдебиятыкафедр  
асыүлкеноқытыўшы.

**БахиеваПалзадаБахытбаевна-Әжинияз** атындағы  
Нөкисмәмлекетликпедагогикалықинститутыинглистиликхәмәдебиятыкафедр  
асыталабасы.

**ИсмаиловаДильфузаУзақбаевна-ҚМУ** жанындағы №3 академик лицей  
2-курс оқыўшысы

# **GRAMMAR AND VOCABULARY**

(Fly High English 9)

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*Корректор - А. Сарыбаева*  
*Оператор: Н.Нысанбаев*

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