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PROFESSIONAL
ENGLISH

**MANUAL FOR STUDENTS OF ACADEMIC LYCEUMS AND
VOCATIONAL COLLEGES**

Mazkur o'quv-uslubiy qo'llanma akademik litsey va kasb-hunar kollejlari talabalari uchun mo'ljallangan.

Qo'llanmada mavzular bo'yicha topiklar, grammatik va leksik materiallar, savolnomalar, mustaqil ta'lim topshiriqlari, mavzu yuzasidan testlar, foydalanish uchun adabiyotlar ro'yxati va internet manbaalari berilgan.

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FOREWORD

We should remember that only that country, which economically free and reliable proponents of the crucial economic transformation, that nation can advise great future, prosperity and well-being which would be able to train knowledgeable, professional and energetic persons, true patriots of their country, the country which would provide them with huge spiritual legacy of the great national culture and give them access to the world treasure of science and culture.

This manual is designed for students of vocational colleges and worked out on the basis of the model program on the subject.

This manual was written to help you to improve your English as well as speaking writing and reading skills. One can use this manual either with a teacher or for self-study.

Traditional emphasis on systematic learning of grammar and vocabulary is balanced with practice in communicative language use, the methodical development of linguistic sub-skills.

The manual consists of eight units in four modules and a variety of supplementary material. Enjoy learning English.

Authors will welcome all critical suggestions and comments.

UNIT 1

- **Lexical unit.** Independent Uzbekistan
- **Grammar unit.** Present indefinite tense
- **Tests**

Independent Uzbekistan

The first relics proving that men lived in Central Asia including the territory of what today is Uzbekistan, date back roughly to the middle of the first millennium BC. Early farming communities organized in a state – like pattern appeared in the fertile oases of Bactria, Chorasmi, Sogdiana and Parthia. In the 6th century BC, Central Asia came under the rule of the Persians; these were defeated in the 4th century by Alexander the Great, King of Macedonia.

In the further course of history, the territory of present Uzbekistan was absorbed completely or only in parts by the great states of the classical world: after Alexander the Great, by the Seleucid Kingdom, the Graeco – Bactrian Kingdom and the powerful Central Asian – Indian Empire of the Kushans. Vast irrigation systems were constructed in that period, agriculture was improved in fertile oases and cities grew up forming prosperous centres of industry and trade. Architecture and the arts flourished in ancient Central Asia, above all during the time of the Kushans. Rich local traditions mixed with the traditional arts of the ancient Orient, India and East Turkestan. Central Asia adopted many achievements of the world civilizations of the times and in turn

influenced its neighbouring regions and countries.

In the 8th century AD, the territory of Uzbekistan was invaded by the Arabs and annexed to the Abbasid Caliphate. This period saw the rise of Islam.

At the end of the 9th century, local dynasties took over the power from the Arabs. The Kingdom of the Samanids emerged with Bukhara as the capital. This was a climax of economy and culture, a time which brought forth such outstanding scholars as Muhammed Choresmi, Ahmed Fergani, Abu Ali Ibn –Sina (Avicenna), Abu-Reichan Beruniy and others.

From 1219-1221 Chenghis Khan conquered the territory of Uzbekistan. Cities and oases were looted and a greater part of the population forced into slavery.

State power soon passed into the hands of the nomadic warrior aristocracy of mainly Turkic-mongolian tribes. Brief periods of political centralism alternated with long feudal wars. The time when feudalism was at its height and economy and culture restored with the reign of Amur Timur (Tamerlane) and his successors during the first half of the 14th – 15th century. Timur brought immense treasures, skilled craftsmen, architects and artists to Samarkand which he made his capital. This includes part of the astronomical observatory which was built by one of the greatest scientists of the Middle Ages, Mirso Ulughbek.

At the end of the 15th and early 16th centuries, the Kingdom of Timur's descendants was conquered by Sheibani-Khan who

had rallied several nomadic tribes called collectively the Uzbeks. These Uzbeks had maintained economic and cultural bonds with the oases in the Central Asian interfluvial land and as they settled down, mixed with the local Turkic population. The name “Uzbeks” was transferred to the Turkic peoples long before the nomadic Uzbeks who spoke almost the same language adopted and settled form of existence. Therefore, the Uzbek nationality is older than its name.

For about 4 centuries, starting from the 16th century until Central Asia was annexed to Russia during the second half of the 19th century, the peoples of Uzbekistan lived under the rule of the Khans: the Khanate of Bukhara (since the mid 18th century an emirate), the Khanate of Khiva and the Khanate of Kokand.

As a result of Russia’s expansion in 1860-1870, a large part of Central Asia including an important part of Uzbekistan was incorporated into the Russian Empire. The Governor-Generalship Turkestan was formed. But the administration of the previous rulers was preserved albeit under the protectorate of Russia.

Between 1922 and 1991, Uzbekistan was one of the 15 member republics of the Union of Socialist Soviet Republics. The processes of democratization under Soviet rule, the disintegration of the USSR led to Uzbekistan obtaining full independence and sovereignty in 1991.

Vocabulary notes

relic –	annex –
date back –	power –
community –	emerge –
appear –	conquer –
defeat –	loot –
mix -	tribe –
ancient –	coincide –
adopt –	reign –
achievement –	successor –
influence –	treasure –
neighbouring –	oases –
invade -	nomadic –

Read the text again and find the answers to the following questions:

1. Where did early farming communities appear?
2. Who did invade Central Asia in the 6th century BC?
3. Who made the Persians withdraw from Central Asia?
4. What was the influence of occupation on Central Asia's civilization?
5. When did the Arabs occupy Central Asia?
6. When did the Samanids appear?
7. Who were the outstanding scholars mentioned in the text?
8. When did Chenghis Khan conquer the territory of Uzbekistan?

9. What period did A. Temur and his successors reign?
10. Who conquered the Kingdom of Timur's descendants?
11. What do you know about the term "Uzbeks"?
12. How long was the territory of Uzbekistan under the occupation of Russia?
13. When did Uzbekistan become independent?
14. When was I. Karimov elected President of independent Uzbekistan?

English Tenses: Present Indefinite

The Tense of a verb shows the time when an action takes place. There are three Tenses:-

- (a) The Present Tense
- (b) The Past Tense
- (c) The Future Tense

Read the following sentences carefully:

- i. Birds **fly** in the air.
- ii. My brother **flew** to England last week.
- iii. I shall **fly** a kite on Sunday.

In the first sentence the Verb 'fly' refers to the Present time, in the second sentence the Verb 'flew' refers to the action in the Past, while the Verb in the third sentence 'shall fly' refers to the Future.

THE PRESENT INDEFINITE TENSE

(Subject + First Form of Verb)

In the Present Indefinite (Simple Present) Tense the first form of the verb is used:

I learn my lesson.

We pray to God daily.

You fly kites.

They reach the school in time.

If the Subject is of the third person and singular in number, we add 's' or 'es' to the first form of the verb

Zahid tells a lie.

She speaks the truth

Rabis goes to school.

Mrs. Zameer

teaches us English.

If some verb has 'y' after a consonant, change 'y' into 'i' and add 'es' to it; as-'carry-carries'; 'destroy-destroys'; 'pray-prays' etc. However, this rule does not imply in the condition if 'y' follows a vowel in the verb.

Interrogative Sentences.

['Do, does' placed before the subject and the first form of the verb is placed after the subject, e.g.]

(Do/does + Subject + 1st form of the verb +.....?)

Do you like your new school?

Does he know you well?

When **does** he get up?

Negative Sentences.

If the subject of a sentence happens to be anyone of 'I', 'we', 'you', 'they' or plural nouns, put do not with them.

Similarly, if the subject is anyone of 'he', 'she', 'it', does not will be used with them. Begin the sentence with 'Do not' in Imperative sentences; as

(Subject + do/does + not + 1st form of the Verb)

I **do not** tell a lie.

Do not sit here.

Riaz **does not** learn his UNIT.

Exception – He never takes tea.

(Here the sentence means – He does not ever take tea.)

Emphatic Sentences.

You do smoke but do not confess. He does go to the movie ; but on Sundays.

Uses of the Simple Present Tense

The Simple Present Tense is used with the words: always, every day, every week, every month, once a week, twice a week, frequently, generally, sometimes, usually, quite often etc. and in the following cases:

(a) to express some **habitual action, daily routine or custom**

I *go* out for a walk daily.

My father always *reaches* the office in time.

He *takes* exercise in the morning daily.

(b) to express certain General/Universal, Permanent truth:

Ice *melts* at 0° centigrade.

The earth *moves* round the sun.

The rose *smells* sweet.

Honesty *pays* in the long run.

(c) (i) to express certain fact that is true at the time of speaking.

Our school *opens* at 10 A.M. these days.

An inland letter *costs* seventy-five paise.

I *live* in Delhi.

Here *comes* my uncle.

- (ii) In exclamatory sentences beginning with here and there to express what is actually taking place at the time of speaking.

Here *comes* the gardener!

There she *hides*!

- (d) to express a situation or a fact that is permanent.

Our school *faces* to the North.

Agra *stands* on the bank of the Yamuna.

This road *leads* to Gujrat.

- (e) (i) to narrate different actions taking place at the time of speaking.

Ahmad *carries* the ball.

He *hits* it hard and scores a goal.

- (ii) to describe activities in progress when there is stress on the succession of happenings, e.g., in broadcasting commentaries or sporting events.

Naveed *carries* the ball.

He *hits* it hard and scores a goal.

- (f) to narrate a past event through a dramatic narrative for the sake of vividness.

Babur now draws his sword and attacks the enemy.

When the curtain rises, Ravana is seen sitting on his throne.

Sohrab now rushes forward and deals a heavy blow to Rustam.

Immediately, the police hurries to the place of accident.

(g) to express a planned Future action.

His marriage comes off next week.

The train steams off at 11 O'clock.

The ship sails for England next week.

I leave for Kolkata tomorrow.

Our annual examination begins on 10th March.

(h) to express a Subordinate Clause of time and condition introduced by 'if, 'till' or 'when' in a conditional sentence.

If you run fast, you, will catch the train.

When you reach there, send me a telegram.

She will come out if you call her.

I shall wake up when the cock crows.

I shall stay here till you get ready.

(i) to begin **Imperative Sentences**.

Obey your teachers.

Always speak the truth.

(i) to quote someone ; as,

Shakespeare says, "Beauty needs no ornaments".

Shelley says, "If winter comes, can spring be far behind" ?

Browning says, "Who knows the world may end tonight".

TESTS

1. You _____ help me if you don't have time. I can do the job myself.
a) aren't able to b) don't have to c) aren't going to.
2. _____ you help me?
a) May b) Shall c) Will.
3. You _____ go into that room. It's forbidden!
a) don't have to b) mustn't c) don't know how to.
4. It's 2.20 and he said he'd be here at 2.30. He _____ be there soon.
a) should b) can c) would.
5. I have a headache. _____ you buy some aspirin for me?
a) shall b) may c) could.
6. There are no lights on and no one answers the doorbell. They _____ be at home.
a) must not b) can not c) will not.
7. I _____ come to your party. I have to work.
a) wouldn't like to b) don't have to c) can't.
8. _____ I make some coffee? I'll do it if you'll drink a cup.
a) must b) shall c) ought.
9. If I win the lottery, I Buy you a very big car as a present.
a) should b) will c) am.
10. _____ I bought you a new car, would you be very happy?
a) when b) if c) as.
11. You _____ seen her in Chicago! I know for a fact that

she was right here in Phoenix

- a) must have b) should not have c) couldn't have

12. Yes, I know that I _____ studied last night, but I decided to watch TV instead.

- a) would've b) should've c) must've.

13. Where is Jill? She _____ forgotten that we were supposed to meet at 2 PM.

- a) would've b) should've c) must've.

14. I _____ been glad to help you. Why didn't you ask?

- a) would've b) should've c) must've.

15. Look! It's raining and Professor Johnson is all wet. He _____ forgotten his umbrella again.

- a) would've b) should've c) must've.

16. You _____ turned off the computer when you did! You've caused all kinds of problem.

- a) shouldn't have b) must not have c) might not have

17. She _____ study last night, so she didn't.

- a) didn't have to b) mustn't c) didn't ought to.

18. Yes, she _____ been here yesterday. I don't think she was, but I can't prove that she wasn't.

- a) could b) could've c) couldn't have.

19. I'm not sure where Dave is. He _____ taken Tom to a movie or to the zoo.

- a) would have b) may have c) ought not to have.

20. You shouldn't have driven so fast. You _____ had an accident.

a) would have b) may have

21. Look ... me !

a) at b) on c) in.

22. This is the book of my friend. It is ... my hand.

a) in b) on c) about.

23. I want ... go there.

a) to b) into c) at.

24. I go ... home.

a) to b) at c) - .

25. She is a woman ... 40.

a) in b) of c) about.

26. It is ... book.

a) a b) the c) an

27. He is ... economist.

a) an b) a c) the.

28. Do you live a long way ... the factory.

a) in b) from c) far.

29. I ... tomorrow , so we can go out somewhere .

a) don't work b) am not working
c) does not work.

30. – On what ... to spend his money?

– He ...to buy a car.

a) he is going/ is going b) is he going/is going
b) c) he is going/is gone.

UNIT 2

- **Lexical unit.** I want to be a teacher
- **Grammar unit.** Present Perfect Tense
- **Tests**

I want to be a teacher

Choosing a career isn't an easy thing. Your choice of a job can be influenced by your skills and experience, your interest, your talent, pressure from your parents. In my childhood when I became a pupil of the school I liked my first teacher very much and I wanted to become a teacher. Then I got interested in physics. I had read a lot of books on this subject.

Physics is very important in modern life. Teaching physics at the high school level can be a very rewarding experience. Physics teachers often work with the best and most highly motivated students. They spend their days helping students understand marvels of the physical universe. Physics teachers see physics as a fundamental science. The technological applications of science that propel society are all based on physics. Biology, chemistry, environmental science, and earth & space science are all grounded in physics. By inspiring and preparing future scientists, high school physics teachers are able to "touch the future" in ways that few others can.

Getting a job as a physics teacher is not a problem for

qualified candidates. Because physics teachers are in demand, landing a satisfying job and earning a good salary from the start is a real possibility.

But not everyone has the “right stuff” to become a physics teacher. Becoming a physics teacher is hard work, and no one can long survive the process without solid intellectual abilities, substantial dedication, and lots of self-confidence.

To become a physics teacher a person should have a strong interest in science in general and a passion for physics in particular. Physics teachers are by nature curious and creative people. They see the laws of physics operating everywhere they look.

To sum up I would like to say that my future career is a very important. I suppose that my facilities combined with knowledge will be quite enough to succeed in my work.

Vocabulary

Talent –

Rewarding –

Motivated –

Marvel –

Fundamental –

Qualified –

Substantial –

Survive –

Inspiring –

Passion -

Questions

1. How is the role of physics in modern life?
2. Is it possible to earn satisfactory salary being a physics teacher?
3. What should a person have in order to become a physics teacher?
4. What are the characters of physics teachers?
5. With whom do the physics teachers work?
6. Is there any demand for physics teachers?
7. How do the physics teachers see the Physics?
8. Are the other sciences based on physics?
9. How can physics teachers “touch the future “?
10. Can everyone become a physics teacher?

Present Perfect Tense

[has/have + past participle]

Examples:

- You **have seen** that movie many times.
- **Have you seen** that movie many times?
- You **have not seen** that movie many times.

USE 1 Unspecified Time Before Now



We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time

is not important. You **CANNOT** use the Present Perfect with specific time expressions such as: yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day, etc. We **CAN** use the Present Perfect with unspecific expressions such as: ever, never, once, many times, several times, before, so far, already, yet, etc.

Examples:

- I **have seen** that movie twenty times.
- I think I **have met** him once before.
- There **have been** many earthquakes in California.
- People **have traveled** to the Moon.
- People **have not traveled** to Mars.
- **Have you read** the book yet?
- Nobody **has** ever **climbed** that mountain.
- A: **Has** there ever **been** a war in the United States?
- B: Yes, there **has been** a war in the United States.

How Do You Actually Use the Present Perfect?

The concept of "unspecified time" can be very confusing to English learners. It is best to associate Present Perfect with the following topics:

TOPIC 1 Experience

You can use the Present Perfect to describe your experience. It is like saying, "I have the experience of..." You can also use this tense to say that you have never had a

certain experience. The Present Perfect is NOT used to describe a specific event.

Examples:

- I **have been** to France.

This sentence means that you have had the experience of being in France. Maybe you have been there once, or several times.

- I **have been** to France three times.

You can add the number of times at the end of the sentence.

- I **have never been** to France.

This sentence means that you have not had the experience of going to France.

- I think I **have seen** that movie before.
- He **has never traveled** by train.
- Joan **has studied** two foreign languages.
- A: **Have** you ever **met** him?
- B: No, I **have not met** him.

TOPIC 2 Change Over Time

We often use the Present Perfect to talk about change that has happened over a period of time.

Examples:

- You **have grown** since the last time I saw you.
- The government **has become** more interested in arts education.

- Japanese **has become** one of the most popular courses at the university since the Asian studies program was established.
- My English **has really improved** since I moved to Australia.

TOPIC 3 Accomplishments

We often use the Present Perfect to list the accomplishments of individuals and humanity. You cannot mention a specific time.

Examples:

- Man **has walked** on the Moon.
- Our son **has learned** how to read.
- Doctors **have cured** many deadly diseases.
- Scientists **have split** the atom.

TOPIC 4 An Uncompleted Action You Are Expecting

We often use the Present Perfect to say that an action which we expected has not happened. Using the Present Perfect suggests that we are still waiting for the action to happen.

Examples:

- James **has not finished** his homework yet.
- Susan **hasn't mastered** Japanese, but she can communicate.
- Bill **has still not arrived**.

- The rain **hasn't stopped**.

TOPIC 5 Multiple Actions at Different Times

We also use the Present Perfect to talk about several different actions which have occurred in the past at different times. Present Perfect suggests the process is not complete and more actions are possible.

Examples:

- The army **has attacked** that city five times.
- I **have had** four quizzes and five tests so far this semester.
- We **have had** many major problems while working on this project.
- She **has talked** to several specialists about her problem, but nobody knows why she is sick.

Time Expressions with Present Perfect

When we use the Present Perfect it means that something has happened at some point in our lives before now. Remember, the exact time the action happened is not important.



Sometimes, we want to limit the time we are looking in for an experience. We can do this with expressions such as: in the last week, in the last year, this week, this month, so far, up to now, etc.



Examples:

- **Have you been** to Mexico **in the last year**?
- I **have seen** that movie six times **in the last month**.
- They **have had** three tests **in the last week**.
- She graduated from university less than three years ago. She **has worked** for three different companies **so far**.
- My car **has broken** down three times **this week**.

NOTICE

"Last year" and "in the last year" are very different in meaning. "Last year" means the year before now, and it is considered a specific time which requires Simple Past. "In the last year" means from 365 days ago until now. It is not considered a specific time, so it requires Present Perfect.

Examples:

- I **went** to Mexico **last year**.

I went to Mexico in the calendar year before this one.

- I **have been** to Mexico **in the last year**.

I have been to Mexico at least once at some point between 365 days ago and now.

USE 2 Duration From the Past Until Now (Non-Continuous Verbs)



With Non-Continuous Verbs and non-continuous uses of Mixed Verbs, we use the Present Perfect to show that something started in the past and has continued up until now. "For five minutes," "for two weeks," and "since Tuesday" are all durations which can be used with the Present Perfect.

Examples:

- I **have had** a cold for two weeks.
- She **has been** in England for six months.
- Mary **has loved** chocolate since she was a little girl.

Although the above use of Present Perfect is normally limited to Non-Continuous Verbs and non-continuous uses of Mixed Verbs, the words "live," "work," "teach," and "study" are sometimes used in this way even though they are NOT Non-Continuous Verbs.

ADVERB PLACEMENT

The examples below show the placement for grammar adverbs such as: always, only, never, ever, still, just, etc.

Examples:

- You have **only** seen that movie one time.
- Have you **only** seen that movie one time?

ACTIVE / PASSIVE

Examples:

- Many tourists **have visited** that castle. *ACTIVE*
- That castle **has been visited** by many tourists. *PASSIVE*

Test

Write the participle forms of the following verbs.

1. make →
2. drink →
3. catch →
4. have →
5. sit →

Complete the table in present perfect simple.

Positive	Negative	Question
He has swum.		
	She has not slept.	
		Have you phoned?
Tina has cried.		
	They have not run.	

Write sentences in present perfect simple.

1. Phil / not / miss / the bus -
.....
2. they / not / plant / a tree -
.....

3. Vanessa / catch / the ball -
.....
4. we / sell / our old car -
.....
5. the train / leave / the station -
.....

Write questions in present perfect simple.

1. you / correct / my mistakes -
.....
2. you / practise / your English -
.....
3. she / tidy up / her room -
.....
4. the boss / sign / the letter -
.....
5. Mary / shut / the door -
.....

Ask for the information in the bold part of the sentence.

1. Tony has built a **house**. -
.....
2. Avril has crossed the street at **the traffic lights**. -
.....
3. They have **never** been to Australia. -
.....

4. **Rupert** has dialled the number. -
.....
5. Betty has spent **200 euros** at the shopping mall. -
.....

Tests

1. They ... a real tiger in the zoo.
a) Have saw
b) Have seen
c) Has saw
d) Has seen
2. When ... this wonderful hat?
a) Did you buy
b) Did you bought
c) Have you bought
d) Have you buy
3. Mary ... a lot of mistakes in her test.
a) Have make
b) Has make
c) Have made
d) Has made
4. What ... at school yesterday?
a) Did you do
b) Have you done
c) Did you
d) Have you do

5. They ... their homework on time.
- a) Have usually done
 - b) Have done usually
 - c) Usually do
 - d) Do usually
6. ... to many countries of the world?
- a) Was Andrea
 - b) Has Andrea been
 - c) Have Andrea been
 - d) Has Andrea be
7. ... that programme on TV today?
- a) Did you watch
 - b) Did watch you
 - c) Have you watched
 - d) Have watched you
8. Where ... all this time?
- a) Did you be
 - b) You were
 - c) Have you been
 - d) You have been
9. I ... such tall buildings as in New York.
- a) Never saw
 - b) Never did see
 - c) Never have seen
 - d) Have never seen
10. Mr. Jones ... all of us to his birthday party.

- a) Has invite
- b) Has invited
- c) Have invite
- d) Have invited

UNIT 3

- **Lexical unit.** Uzbekistan
- **Grammar unit.** Future Indefinite Tense
- **Tests**

UZBEKISTAN

The proclamation of independence of the Republic of Uzbekistan on September 1, 1991, is a landmark in the history of the Republic. On

August 31, 1991, the Supreme Soviet of the Republic of Uzbekistan adopted the resolution "About Proclamation of State Independence of the Republic of Uzbekistan".

On March 2, 1992, the United Nations adopted a resolution to admit the Republic of Uzbekistan into its membership. The Republic of Uzbekistan has favourable natural and geographical conditions. It is situated in the central part of Central Asia between the Amu Darya and the Syr Darya rivers. The territory of the Republic stretches for 1425 kilometers from west to east and for 930 kilometers from north to south. In the north-east it borders on Kazakhstan, in the east and south-east on Kyrghyzstan and Tajikistan, in the west on Turkmenistan and in the south on Afghanistan.



Uzbekistan is the republic of sunshine. The climate of Uzbekistan is very hot in summer and very cold in winter. Temperatures in winter may drop to 33-36 degrees below zero. The hottest summer month is July. The temperature then can reach more than 45 degrees. High summer temperature makes it possible to cultivate heat-loving crops such as cotton, grapes, figs, melons, watermelons and others. Uzbekistan is a multinational republic. The population of Uzbekistan is more than 26 million people.

Uzbekistan has great economic potential from its own resources. In the world production of quality gold, Uzbek gold has recently won two international prizes. Uzbekistan has about 1000 joint ventures with Germans, Koreans, Japanese and many more Turkish, Italian and French companies. The past few years, which have opened a new chapter in Uzbekistan's history, have been by no means easy. It shows that Uzbekistan will gain great achievements in the near future.

Comprehension Questions

1. Describe the geography of Uzbekistan.
2. What are some crops that grow well in Uzbekistan because of the long, hot summer?
3. In what natural resources are Uzbekistan rich?
4. What countries has Uzbekistan started joint ventures with?

Discussion Questions

1. Which parts of Uzbekistan's geography are favourable? Which are unfavourable?
2. What are the advantages of a multinational country?
3. What joint ventures do you know in Uzbekistan? Are there joint ventures located in your community?

Vocabulary

potential	Potential-
economic	Fig-
possible	Grape-
cultivate	Copper-
Resource	Cultivate-
production	Achievement-
multinational	Climate-
Proclamation-	Stretch-

Future Indefinite Tense

Affirmative		Negative		Interrogative
Long form	Short form	Long form	Short form	
I will pay	I'll pay	I will not pay	I won't pay	Shall I pay?
You will pay	You'll pay	You will not pay	You won't pay	Will you pay?
He will pay	He'll pay	He will not pay	He won't pay	Will he pay?
She will pay	She'll pay	She will not pay	She won't pay	Will she pay?
It will pay	It'll pay	It will not pay	It won't pay	Will it pay?
We will pay	We'll pay	We will not pay	We won't pay	Shall we pay?
You will pay	You'll pay	You will not pay	You won't pay	Will you pay?
They will pay	They'll pay	They will not pay	They won't pay	Will they pay?

We use the Future tense for actions which will happen in the future.

Time expressions used with the Future

tomorrow, tonight, soon, next week/month/year etc, in a week/month etc

Will is used to express predictions, warnings, offers, promises, threats, requests, suggestions, on-the-spot decisions, opinions, hopes and fears (especially with words such as: think, expect, suppose, hope, believe, know and probably.)

Shall can be used with "I" or "We" in questions, suggestions and offers



Test on theme.

- I ... to start a new life tomorrow
 - Shall go
 - Am going
 - To be going
- Mark ... into the army next year
 - Was going
 - Will go
 - Would go
- They ... dinner tomorrow at this restaurant.

a) Is having

b) Will have

c) Would have

4. What's happened to your hair? Your mother ...

a) Didn't like

b) Liked

c) Won't like

5. “_ I _ after the luggage or _you?”

If you _ to the luggage and play the driver I will go in and see
about rooms

a) Shall/look/will/see

b) Shall/look/will/ will see

c) Should /look/would/saw

6. Here ... your keys. The boy ...you up to your rooms and
your luggage...up straight away.

a) Is/show/will go

b) Are/show/will bring

c) Are/will show/ will be brought

7. They ...you the money before they ...

a) send /leave

b) sent/left

8. will send/leave

9. I ... you the book after I ... it

a) Shall give/ have read

b) Give / read

c) Am giving / read

10. This time tomorrow we...probably ...fishing

- a) Shall/be
- b) Do/ are
- c) Will do

11. What ...you ...at 6 tomorrow?

- a) Will/do
- b) Will/be doing
- c) Is /doing

12. By the end of the first term we... many English books

- a) Shall be read
- b) Shall have read
- c) Shall read

13. He ... for you at 7 in the evening next Sunday.

- a) Was waiting
- b) Will be waiting
- c) Have waited

14. I will not read this book, ...do it if you want

- a) Can
- b) Might
- c) Must

15. You ... here until your mother ... ready to leave

- a) Will stay/ is
- b) Stayed /will be
- c) Would stay/is

16. I ... if you come too late tomorrow

- a) I shall be sleeping

b) Will sleep

c) Was sleeping

17. Be quick, or we... for school

a) Shall be late

b) Are late

18. What ... you ... next Sunday?

a) Shall doing

b) Are doing

c) Have done

19. Who ...for a walk tomorrow?

a) Will go

b) Didn't go

c) Go

20. I think I ... a cassette recorder and use it in class

a) Shall buy

b) Am buying

c) Bought

21. I'll ask him what he ... for lunch

a) will have

b) had had

c) Shall Be have

22. They ... their English exam at this tomorrow

a) Will be taking

b) Would taken

c) Is taken

23. My boss ... some VIPS's tomorrow

a) Is receiving

b) Receive

c) Has received

24. We ... for Niagara tomorrow

a) Are leaving

b) Had to leave

c) Left

25. He ... to learn French next year

a) Is going

b) Are going

c) Will be going

26. ... I help you carry these bags?

a) Shall

b) Will

c) Would you like

27. I think it ... be sunny tomorrow

a) should

b) would

c) Will

28. I think, I ... go to my parents tonight

a) Would

b) Shall

c) Will

29. If you finish early I ... you to the theatre

a) Shall take

b) Take

c) Will took

30. I think Germany ... win the football match.

a) Shall

b) Will

c) Would

31. ... I cook dinner tonight?

a) Shall

b) Will

c) should

UNIT 4

- **Lexical unit.** The United Kingdom
- **Grammar unit.** Modal verbs
- **Tests**

The United Kingdom

The United Kingdom of Great Britain and Northern Ireland is the official name of the British Kingdom. It is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland, and about five thousand small islands. Their total area is over 244,000 square kilometres. Many years ago the British Isles formed a part of the continent. Now Great Britain is separated from the continent by the English Channel and the North Sea. The

narrowest part of the English Channel is called the Strait of Dover.

The UK is made up of four countries. They are England, Wales, Scotland and Northern Ireland. Their capitals are London, Cardiff, Edinburgh and Belfast. The capital of the UK is London. Great

Britain consists of England, Scotland and Wales and does not



include Northern Ireland.

The UK is washed by the Atlantic Ocean in the north and the North Sea in the west. The two Islands are separated by the Irish Sea.

The surface of the British Isles varies very much. The north of Scotland is mountainous. It's called the Highlands. Ben Nevis in Scotland is the highest mountain (1343 m). The south of Scotland has beautiful valleys and plains. It is called the Lowlands. Scotland is a land of famous lakes. They are called "lochs" there. The beautiful Loch Lomond is the largest one. Loch Ness attracts millions of tourists by its legendary monster. The north and west of England are mountainous.

There are a lot of rivers in Great Britain, but they aren't very long. The largest of them are the Severn (350 km), the Clyde, the Mersey, the Thames (346 km), the Trent (274 km) and the Douse. The Thames is the deepest river. London stands on the Thames.

The climate of Great Britain is temperate and mild. The warm waters of the Gulf Stream influence the climate of the British Isles.

The population of the UK is over 57 million people. The UK is a highly developed industrial country. It is the largest producer and exporter of machinery, electronics, textile, aircraft and navigation equipment. One of the chief industries of the country is shipbuilding.

The UK is a parliamentary democracy with a constitutional monarch. The Queen is the Head of State, but she has no power. The Queen is a symbol of the country's history and its traditions. The real power in the country belongs to the British Parliament and to the British Government.

The British Parliament has two "houses". They are the House of Lords and the House of Commons. The House of Lords can offer and change laws. It can delay laws. The House of Commons makes laws about the policy of the country, taxes and many other things.

The members of the House of Lords aren't elected. These members are permanent. The members of the House of Commons are elected. The British people elect 650 members of the House of Commons every five years.

There are three main political parties in Great Britain. They are the Labour, the Conservative and the Liberal parties.

The flag of the UK is known as the Union Jack. It is made up of three crosses: the cross of St. George (the patron saint of England), the cross of St. Andrew (the patron saint of Scotland) and the cross of St. Patrick (the patron saint of Ireland).

Learn the new words used in the text:

Names

the United Kingdom of	Ben Nevis –
Great Britain and	Loch Lomond –
Northern Ireland–	the Severn –
the British Isles –	the Clyde –
the English Channel –	the Mersey –
the Strait of Dover –	the Thames –
the North Sea –	the Trent –
Cardiff –	the Ouse –
Edinburgh –	Gulf Stream –
Belfast –	the House of Lords –
the Atlantic Ocean –	the House of Commons –
the Irish Sea –	the Labour, the
Highlands –	Conservative and the
Lowlands –	Liberal parties –

Vocabulary

to consist of –	surface –
total area –	to vary –
to form –	valley –
to separate –	plain –
narrow –	monster –
to make up –	temperate –
to include –	mild –
to wash –	producer –

to influence –
highly developed –
exporter –
textile –
aircraft –
navigation –
equipment –
chief [tʃi:f] –
shipbuilding –
constitutional monarchy
power –
to belong –

to offer –
to change –
to delay –
law –
policy –
taxes –
member –
to elect –
permanent–
government –
parliament –

Control questions on the text:

1. What is the official name of the British Kingdom?
2. Where is the UK situated?
3. What do the British Isles consist of?
4. What is the total area of the British Isles?
5. What did the British Isles form many years ago?
6. How many countries is the UK made up? What are they?
7. What are their capitals?
8. What parts does Great Britain consist of?
9. What are the two islands, Great Britain and Ireland, separated by?
10. What is the highest mountain in Scotland?
11. What rivers are there in Great Britain? What are the

largest ones?

12. What is the deepest river in Great Britain?
13. What is the population of the UK?
14. Does the Queen rule the country?
15. Who does the real power in the country belong to?
16. How many "houses" does the British Parliament have?
. What are they?
17. How often do the British people elect the members of the House of Commons? How many do they elect?
18. What are the main political parties in Great Britain?
19. What do people usually call the flag of the UK?
20. How many crosses is the flag of the UK made up of? What are they?

Modal Verbs

Here's a list of the modal verbs in English:

Can	Could	May	Might	Will
Would	Must	Shall	Should	Ought to

Modal verbs are different from normal verbs:

1. They don't use "s" for the third person singular.
2. They make questions by inversion ('she can go' becomes 'can she go?').

3.They are followed directly by the infinitive of another verb (without 'to').

Probability:

First, they can be used when we want to say how sure we are that something happened / is happening / will happen. We often call these 'modals of deduction' or 'speculation' or 'certainty' or 'probability'.

For example:

- It's snowing, so it must be very cold outside.
- I don't know where John is. He could have missed the train.
- This bill can't be right. £200 for two cups of coffee!

Ability

We use 'can' and 'could' to talk about a skill or ability.

For example:

- She can speak six languages.
- My grandfather could play golf very well.
- I can't drive.
- I could break the record

Obligation and Advice

We can use verbs such as 'must' or 'should' to say when something is necessary or unnecessary, or to give advice.

For example:

- Children must do their homework.

- We have to wear a uniform at work.
- You should stop smoking.

Permission

We can use verbs such as 'can', 'could' and 'may' to ask for and give permission. We also use modal verbs to say something is not allowed. For example:

- Could I leave early today, please?
- You may not use the car tonight.
- Can we swim in the lake?
- Could you open the window?

Habits

We can use 'will' and 'would' to talk about habits or things we usually do, or did in the past. For example:

- When I lived in Italy, we would often eat in the restaurant next to my flat.
- John will always be late!
- Mike will always speak fluently.

Past modals

The past modals 'could have + past participle', 'should have + past participle' and 'would have + past participle' can be confusing. I explain about them here.

The modal verbs are:

CAN / COULD / MAY / MIGHT / MUST / SHALL / SHOULD / OUGHT TO / WILL / WOULD

Modal	Example	Uses
Can	They can control their own budgets. We can't fix it. Can I smoke here? Can you help me?	Ability / Possibility Inability / Impossibility Asking for permission Request
Could	Could I borrow your dictionary? Could you say it again more slowly? We could try to fix it ourselves. I think we could have another Gulf War. He gave up his old job so he could work for us.	Asking for permission. Request Suggestion Future possibility Ability in the past
May	May I have another cup of coffee? China may become a major economic power.	Asking for permission Future possibility

Might	We'd better phone tomorrow, they might be eating their dinner now. They might give us a 10% discount.	Present possibility Future possibility
Must	We must say good-bye now. They mustn't disrupt the work more than necessary.	Necessity / Obligation Prohibition
Ought to	We ought to employ a professional writer.	Saying what's right or correct
Shall	Shall I help you with your luggage? Shall we say 2.30 then? Shall I do that or will you?	Offer Suggestion Asking what to do
Should	We should sort out this problem at once. I think we should check everything again. Profits should increase next year.	Saying what's right or correct Recommending action Uncertain prediction

<p>Will</p>	<p>I can't see any taxis so I'll walk. I'll do that for you if you like. I'll get back to you first thing on Monday. Profits will increase next year.</p>	<p>Instant decisions Offer Promise Certain prediction</p>
<p>Would</p>	<p>Would you mind if I brought a colleague with me? Would you pass the salt please? Would you mind waiting a moment? "Would three o'clock suit you?" - "That'd be fine." Would you like to play golf this Friday? "Would you prefer tea or coffee?" - "I'd like tea please."</p>	<p>Asking for permission Request Request Making arrangements Invitation Preferences</p>

Test

- I didn't feel very well yesterday. I eat anything.
a) cannot b) couldn't c) mustn't
- You look at me when I am talking to you.
a) could b) should c) would
- I was using my pencil a minute ago. It be here somewhere!
a) can b) could c) must d) Would
- You really be late again.
a) must not b) don't have to be
- If you don't start working harder, you repeat the course next year.
a) have to b) must c) will have to
- His parents spoil him. He's always to do whatever he wants.
a) been able b) been allowed
- Phone her now. She home by now.
A) has to be b) must be c) would be
- You forget your sun cream. It's going to be very hot!
a) don't have to b) mustn't c) needn't
- I be able to help you, but I'm not sure yet.
a) might b) would
- Entrance to the museum was free. We pay to get in.
A) needn't b) didn't need to
- Already as a child Mozart play the piano beautifully.

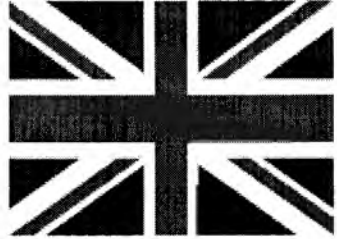
- a) could b) should c) would
12. Which sign are you more likely to see at an airport: *Bags not be left unattended.*
- a) can b) must c) may
13. I really try to get fit.
- a) may b) must c) would
14. take a photograph of you?
- a) Am I allowed to b) may I
15. Students borrow up to 6 books at any time.
- a) are allowed to b) could
16. Whose is this bag? - I don't know, but it belong to Yuta
- A) could b) may c) should d) would
17. I go to the bathroom, please?
- a) may b) must c) would
18. His excuse be true, but I don't believe.
- a) can b) may
19. It's very important to speak more than one language.
- a) can b) be able to
20. I don't like get up early on a Sunday.
- a) being able to b) being allowed to c) having to
21. you speak French? - Only a few words, but my Russian is pretty good.
- a) can b) could
22. you help me move this table? (Both answers are possible. Choose the more polite request.)

UNIT 5

- **Lexical unit.** Education in Great Britain
- **Grammar unit.** The article
- **Tests**

Education in Great Britain

Great Britain has a very interesting system of education. It is provided by the Local Education Authority (LEA) in each country. Until recently, each LEA was free to decide how to organize education in



its own area. However, in 1988 the "National Curriculum" was introduced. Now the government controls what is taught in schools. But education in Great Britain isn't controlled by central government as much as in many other countries.

There is state and private education in Great Britain. State education in Britain is free. British boys and girls begin to go to school at the age of 5. But there is some free nursery school education before that age. Parents can choose to send their children to nursery schools to prepare them for the start of compulsory education. Children aged from 3 to 4 years old can go to nursery. Pupils aged from 5 to 7 years old go to infant schools. There they draw pictures, sing songs, play games, listen to the stories and tales. Their classes aren't formal. Pupils aged from 7 to 11 years old go to junior schools. There they learn to

write, to read and to do mathematics. Pupils have a regular timetable. Their subjects are English, Maths, History, Nature Study, Geography, Art, Music.

Then pupils take their examinations and enter secondary schools. English boys and girls go to secondary schools from 11 till 16 years old. There are several kinds of secondary schools. They are modern schools, grammar schools and comprehensive schools. 90 per cent of the pupils go to comprehensive schools. These schools offer a wide choice of subjects from art and craft to the languages and computer studies. They develop the talents of each individual child.

At 16 pupils take a national exam called GCSE (General Certificate of Secondary Education). Then they can leave school if they wish. Some 16-year-olds continue their studies in the sixth form at school or at a sixth form college. The sixth form prepares pupils for a national exam called "A" level (Advanced Level) at 18. You need "A" levels to enter a university. 7 per cent of British school children go to private schools. These schools are very expensive. They are called independent schools. There are three levels of private schools: pre-preparatory schools (for children aged from 5 to 7 or 8); preparatory (prep) schools (for pupils aged from 7 or 8 to 13) and public schools (for pupils aged from 13 to 18). Prep schools prepare children for the Common Entrance Exam which they take at the age of 11.

Many preparatory and most public schools are boarding

schools: children live at school during the school terms.

Some "public schools" have a long history and tradition. Eton is the best known of these schools.

It is possible to enter the best English Universities after leaving public schools. In England there are 47 universities. The oldest and most famous universities are Oxford and Cambridge.

Learn the new words used in the text:

Vocabulary

to provide –

free –

to organize –

however –

to introduce –

to teach [ti:tʃ] (taught, taught) –

private –

nursery –

compulsory –

primary –

infant –

junior –

to prepare –

formal –

to take an exam –

to enter –

to offer –

wide –

choice –

to develop –

individual –

to wish –

to continue –

independent –

level –

pre-preparatory –

boarding school –

term –

local Education authority

Control questions on the text:

1. Who provides the education in Britain?
2. When was the "National Curriculum" introduced?
3. What types of education are there in Great Britain?
4. When do British boys and girls begin to go to school?
5. Where do the pupils aged from 5 to 7 years old have to go?
6. What do pupils do in infant schools?
7. Where do the pupils aged from 7 to 11 years old have to go?
8. What do pupils learn in junior schools?
9. When do British pupils have to take a national exam? What is this exam called?
Can they leave school after taking this exam?
10. Where can 16-year-olds continue their studies?
11. What does the sixth form prepare pupils for?
12. What levels are there in private school?
13. What exam do pupils take at the age of 11?
14. What schools prepare children for taking this exam?

The Articles

What Are Articles?

The articles in English are the (definite article), **a** and **an** (indefinite articles). Articles define a noun as specific or unspecific. After the long day, the cup of tea tastes particularly good. By using the, we've shown that it was one specific day that was long, and one specific cup of tea that

tasted good. After a long day, a cup of tea tastes particularly good.

By using a, we've created a general statement, saying that any cup of tea would taste good after any long day.

An article is a kind of adjective which is always used with and gives some information about a noun. There are only two articles a and the, but they are used very often and are important for using English accurately.

The word a (which becomes an when the next word begins with a vowel - a, e, i, o, u) is called the indefinite article because the noun it goes with is indefinite or general. The meaning of the article a is similar to the number one, but one is stronger and gives more emphasis. It is possible to say I have a book or I have one book, but the second sentence emphasizes that I do not have two or three or some other number of books.

The word the is known as the definite article and indicates a specific thing. The difference between the sentences I sat on a chair and I sat on the chair is that the second sentence refers to a particular, specific chair, not just any chair.

Many nouns, especially singular forms of countable nouns which you will learn about later, must have an article. In English, it is not possible to say I sat on chair without an article, but a demonstrative or possessive adjective can be used instead of an article as in the sentences I sat

on that chair and I sat on his chair.

Whenever you see an article, you will find a noun with it. The noun may be the next word as in the man or there may be adjectives and perhaps adverbs between the article and the noun as in the very angry, youngman.

The 3 articles in English are **a**, **an** and **the**. The learner has to decide noun-by-noun which one of the articles to use*. In fact, there are 4 choices to make, because sometimes no article is necessary. Native-speakers, of course, use the articles correctly without thinking in everyday spoken language. English learners, on the other hand, need to have some guidelines for making the right choice - particularly those learners whose own language does not have articles, such as Japanese or Korean. The guidelines that follow here should help ESL students to a basic understanding of English article use.

The most important first step in choosing the correct article is to categorize the noun as **count** or **uncount** *in its context*:

- A *count* noun is a noun that **can** have a number in front of it: 1 teacher, 3 books, 76 trombones, 1,000,000 people.
- An *uncount* noun is a noun that **cannot** have a number put in front of it: ~~1~~ water, ~~2~~ lucks, ~~10~~ airs, ~~21~~ oils, ~~39~~ informations. Once you have correctly categorized the noun (using your dictionary if necessary), the following "rules" apply:

Uncount nouns

- You cannot say a / an with an uncount noun.
- You cannot put a number in front of an uncount noun. (You cannot make an uncount noun plural.)
- You use an uncount noun with no article if you mean that thing in general.
- You use the with an uncount noun when you are talking about a particular example of that thing.

Count nouns

- You can put a number in front of a count noun. (You can make a count noun plural.)
- You can put both a/an and the in front of a count noun.
- You must put an article in front of a singular count noun.
- You use a plural count noun with no article if you mean all or any of that thing.
- You usually use a/an with a count noun the first time you say or write that noun.
- You use the with count nouns:
 - the second and subsequent times you use the noun in a piece of speech or writing
 - when the listener knows what you are referring to (maybe because there is only one of that thing)
- You use an (not a) when the next word (adverb,

adjective, noun) starts with a vowel sound.

Note:

- The above rules apply whether there is or there is not an adjective in front of the noun.
- Some nouns can be either count or uncount, depending on the context and meaning:
 - Do you have paper? I want to draw a picture.
(uncount = a sheet of paper)
 - Can you get me a paper when you're at the shop?
(count = a newspaper)
- Uncount nouns are often preceded by phrases such as: a lot of .. (luck), a piece of .. (cake), a bottle of .. (milk), a grain of .. (rice).

* Instead of an article, the noun can also be preceded by a determiner such as this, that, some, many or my, his, our, etc.

Articles

A, an or the gap-fill exercise

Fill in all the gaps, with the right article (*a, an or the*). Be careful to capitalize the words correctly.

I am sitting in ___ office in ___ university somewhere in ___ UK, looking at ___ desk. On ___ desk there is ___ piece of paper, under ___ piece of paper there is ___ photograph of ___ elephant. Next to ___ desk there is ___ window. Looking out of ___ window I can see ___ young man. He is wearing ___ uniform and carrying

- a) the b) a
7. Which shirt do you like? _____ blue one?
a) the b) a
8. I have three shirts - a yellow one, an orange one, and
_____ black one.
a) the b) a
9. You must always tell _____ truth!
a) the b) a
10. I cannot understand how _____ person like him can
become president.
a) the b) a c)an

Test 3

1. I've gained a lot of weight in the past three months. I have
to get back in _____ shape soon!
a) no article b) a c)the
2. When something is certain, you can say it's
" _____ safe bet".
a) no article b) the c) a
3. She didn't let him come too close. = She kept him at
_____ arm's length.
a) the b) a c) no article
4. When you're "at _____ odds" with
someone, it means you don't agree with that person (about
something).

- a) no article b) a c)the

5. Don't let yourself be seen/heard too much. = Keep _____
low profile

- a) no article b) a c)the

6. My business is on _____ up and up. = My business is
doing well (becoming successful).

- a) no article b) a c)the

7. Hey, I'm not made of _____ money! (= I'm not so rich
that I can buy anything I want)

- a) no article b) a c)the

8. To "turn _____ blind eye" to something
means to ignore it.

- a) A b) no article c)the

9. Our noisy neighbors really put _____ damper on our
vacation. (= they ruined it, made it less enjoyable, etc.)

- a) A b) no article c)the

10. Don't keep me in _____ dark. I want to know
what's going on!

- a) no article b) a c) the

Test4

Choose *a*, *an*, *the* or *(/)* for "no article" for each blank
below

PART 1

1. I need _____ egg for this recipe, but we're out.

- a) no article b) an c) the d) a
2. I need _____ milk for this recipe, but we're out.
a) a b) the c) an d) no article
3. I need _____ potato for this recipe, but we're out.
a) an b) a c) the d) no article
4. Is that _____ "8" or _____ "B"? I can't read it.
a) the b) a c) an d) no article
5. Is that _____ "U" or _____ "O"? I can't read it.
a) a b) no article c) the d) an
6. He is from _____ European country, but I don't know which one.
a) a b) an c) the d) no article
7. I enjoyed _____ DVD you gave me for my birthday.
a) an b) a c) the d) no article
8. If I were rich, I would buy _____ apartment in Manhattan and _____ house in Hawaii.
a) a b) an c) the d) no article
9. Do you know _____ name of her perfume?
a) a b) an c) no article d) the
10. This school has _____ great teachers.
a) a b) an c) the d) no article
11. What's _____ longest river in _____ world? Is it _____ Amazon or _____ Nile? I'm terrible at _____ geography.
a) a b) an c) the d) no article

12. In 1824, Louis Braille developed _____ system of writing for _____ blind. Quickly, _____ system, known as "Braille" after _____ inventor, spread from _____ France to dozens of _____ countries.
- a) a b) an c) the d) no article
13. Because she did not speak ___ English, Silke had ___ little chance of advancing her career, so she applied for ___ year-long English course at ___ Cambridge University.
- a) a b) an c) the d) no article
14. Burt loves islands. He has been to ___ Cuba, ___ Bali, ___ Bahamas, and _____ Philippines. And _____ next year, he wants to go to _____ Madagascar.
- a) a b) an c) the d) no article
15. Judy always says that _____ patience is _____ virtue, but she is _____ least patient person I've ever met. Don't you think that's _____ little ironic?
- a) a b) an c) the d) no article
16. Kumiko discovered that there were quite _____ few cultural differences between _____ Danish and _____ Norwegians. She had always assumed _____ Scandinavians were the same.
- a) a b) an c) the d) no article
17. Every year, _____ Smiths go camping in _____ Yellowstone National Park. But _____ next year, they are going to visit

Mr. Smith's mother in _____ South instead.

- a) a b) an c) the d) no article

18. We spent the whole day today at _____ Venice Beach, and then we had dinner at _____ little restaurant on _____ Hollywood Boulevard. We decided to go to Disneyland _____ tomorrow, and _____ day after tomorrow, we are going to _____ Las Vegas.

- a) a b) an c) the d) no article

19. Wow, _____ cheese is getting so expensive! Look, that cheese costs more than \$50 _____ pound.

- a) a b) an c) the d) no article

UNIT 6

- **Lexical unit.** Ecological problems
- **Grammar unit.** Usage of prepositions
- **Tests**

Ecological problems

We live on a very beautiful planet – on the Earth. Our planet has very rich resources: the bright blue of the sky, fresh, crystal-clear mountain lake water, the rich green of the mountains slopes, wild flower, picturesque views – all these sceneries of nature fill us with admiration.

That's why those who live in cities prefer spending their days off and their holidays *far from the noise* of the city, to be closer to nature. Perhaps they like to breathe fresh air or to swim in clear water because the ecology is not so poor as in the cities.



Ecology is the study of the ways in which organisms (plants and animals) depend upon each other and upon their surroundings. Each organism requires conditions in order to be able to live and breed.

These conditions are its environment by changing the ecological conditions.

So, pollution is one of the most burning problems of

nowadays. Now millions of chimneys, cars, buses, trucks all over the world exhaust fumes and harmful substances into the atmosphere. These poisoned substances pollute everything: air, land, water, birds and animals people. So, it is usually hard to breathe in the large cities where there are lots plants. Everything there is covered with soot and dirt. All these affect harmfully.

Water pollution is very serious, too. Ugly rivers of dirty water polluted with factory waste, poisoned fish are all-round us. And polluted air and poisoned water lead to the end of the civilization. So, nowadays a lot of dead lands and lifeless areas have appeared.

So, we see that our environment offers an abundance of subject matter for discussion. The problems and prospects of the blue planet interest not only scientist and futurologists, but also politicians, industry, the public – and above all, young people! There is hardly a young person who is not conserved with the preservation of our natural habitat. To recognize environmental problems and master them, to reduce and avoid environmental pollution, to discover and develop ecologically sound technologies – there are the essential building blocks for our future.

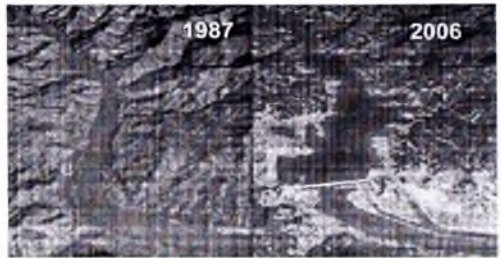
Whether scientist or politicians, bankers or student, whether Greek, Norwegian, Hungarian or Finn ... all are encouraged to make a contribution towards protecting the environment. Dedication and the courage to change one's

way of thinking are called for.

We are to stop pollution. So, we can grow plants and trees, to purify waste, to start urgent campaigns in order to preserve environment For example, in 1989 in Australia, Sydney. In a year the same kind of action was held all over Australia and it was called “Clean up Australia” the following years 110 countries hold the similar actions within the ecological program of the UNO.

Nowadays there are many different pressure and interests groups in British, which try to find solutions to the problems of pollution at the national and international level. So they are groups of people with a common interest in trying to draw the public attention to environment problems, to influence the government decisions.

Greenpeace is a very famous pressure group. It started functioning in 1971. Its headquarters are at Amsterdam, but it



operates in 25 countries worldwide. The aim of Greenpeace is to protect wildlife of toxic wastes, nuclear tests.

Friends of the Earth” (FoE) is one of the British pressure groups with an international reputation. Its general aim is to conserve the planet’s resources and reduce pollution. FoE was established in 1971 and now it operated in 44 countries

worldwide. It campaigns among other things, for recycling and renewable energy, and the destruction of wildlife and habitat. The main campaigning issues of the FoE are:

- The protection of all animals and plants in danger of extinction.
- An end to the destruction of wildlife and habitats.
- A program of energy conservation measures, etc.

So, a number of campaigns resulted in:

- The ban on other hunting in England and Wales
- And indefinite delay in the construction of the Commercial East Breeder Reactor, etc.

But not only great groups can influence the problem of pollution. So, different people have their own opinions on this problem:

- The continued pollution of the earth, if unchecked, will eventually destroy the fitness of this planet as a place for human life. (B. Commoner).
- The Earth has enough for every man's need, but not for man's greed. (Ganlui).

The Baltic Sea is a special case. Because it is such a small sea and it becomes dirty very easily. Its water changes slowly through the shallow straits. As many as 250 rivers run into the Baltic. There are hundreds of factories in these rivers and millions of people live along them. Quite a lot of big cities lie on its coast. All these combined with the

active navigation of the sea naturally affects the state of the sea water and the shore line flora and fauna. People suffer from the waster pollution; cancer deaths increase people's concern.

And there is no escape from this ecological crisis without organizing a single body dealing with the environmental problems, developing and carrying out a nationwide program of environmental protection and co-operating with international schemes.

Active vocabulary

Perhaps –	Recognize –
Pollution –	Habitat –
Destruction –	Destroy –
Influence –	Resource –
Pressure –	National –
Headquarters –	Breathe –

QUESTIONS:

1. What kind of resource are there in our planet?
2. What is pollution?
3. Is water pollution important?
4. Can we stop pollution?
5. How can we stop pollution?
6. What activities do UNO?
7. What does FoE mean?

8. What is the aim of FoE?
9. When did FoE establish?
10. What is your contribution to solve ecological problems?

Usage of prepositions

Prepositions are short words (on, in, to) that usually stand in front of nouns (sometimes also in front of gerund verbs).

Even advanced learners of English find prepositions difficult, as a 1:1 translation is usually not possible. One preposition in your native language might have several translations depending on the situation.

There are hardly any rules as to when to use which preposition. The only way to learn prepositions is looking them up in a dictionary, reading a lot in English (literature) and learning useful phrases off by heart (study tips).

We use *at* to designate specific times.

The train is due at 12:15 p.m.

We use *on* to designate days and dates.

My brother is coming on Monday.

We're having a party on the Fourth of July.

We use *in* for nonspecific times during a day, a month, a season, or a year.

She likes to jog in the morning.

It's too cold in winter to run outside.

He started the job in 1971.

He's going to quit in August.

The following table contains rules for some of the

most frequently used prepositions in English:

Prepositions – Time

English	Usage	Example
On	days of the week	on Monday
In	months / seasons	in August / in winter
	time of day	in the morning
	year	in 2006
	after a certain period of time (when?)	in an hour
At	for night	at night
	for weekend	at the weekend
	a certain point of time (when?)	at half past nine
Since	from a certain point of time (past till now)	since 1980
For	over a certain period of time (past till now)	for 2 years

English	Usage	Example
Ago	a certain time in the past	2 years ago
Before	earlier than a certain point of time	before 2004
To	telling the time	ten to six (5:50)
Past	telling the time	ten past six (6:10)
to / till / until	marking the beginning and end of a period of time	from Monday to/till Friday
till / until	in the sense of <i>how long something is going to last</i>	He is on holiday until Friday.
By	in the sense of <i>at the latest</i> up to a certain time	I will be back by 6 o'clock. By 11 o'clock, I had read five pages.

Prepositions – Place (Position and Direction)

English	Usage	Example
In	room, building, street, town, country book, paper etc. car, taxi picture, world	in the kitchen, in London in the book in the car, in a taxi in the picture, in the world
At	meaning <i>next to, by an object</i> <i>fortable</i> forevents place where you are to do something typical (watch a film, study, work)	at the door, at the station at the table at a concert, at the party at the cinema, at school, at work
On	Attached for a place with a river	the picture on the wall London lies on the Thames.

English	Usage	Example
	being on a surface for a certain side (left, right) for a floor in a house for public transport for <i>television, radio</i>	on the table on the left on the first floor on the bus, on a plane on TV, on the radio
by, next to, beside	left or right of somebody or something	Jane is standing by / next to / beside the car.
Under	on the ground, lower than (or covered by) something else	the bag is under the table
Below	lower than something else but above ground	the fish are below the surface
Over	covered by something else	put a jacket over your shirt

English	Usage	Example
	<p>meaning <i>more than</i></p> <p>getting to the other side (also <i>across</i>)</p> <p>over coming an obstacle</p>	<p>over 16 years of age</p> <p>walk over the bridge</p> <p>climb over the wall</p>
above	<p>higher than something else, but not directly over it</p>	<p>a path above the lake</p>
across	<p>getting to the other side (also <i>over</i>)</p> <p>getting to the other side</p>	<p>walk across the bridge</p> <p>swim across the lake</p>
through	<p>something with limits on top, bottom and the sides</p>	<p>drivethroughthetunnel</p>
To	<p>movement to person or building</p> <p>movement to a place or country</p> <p>for <i>bed</i></p>	<p>go to the cinema</p> <p>go to London / Ireland</p> <p>go to bed</p>

English	Usage	Example
Into	enter a room / a building	go into the kitchen / the house
to wards	movement in the direction of something (but not directly to it)	go 5 steps towards the house
Onto	movement to the top of something	jump onto the table
From	in the sense of <i>where from</i>	a flower from the garden

Other important Prepositions

English	Usage	Example
From	who gave it	a present from Jane
Of	who/what does it belong to	a page of the book
	what does it show	the picture of a palace
By	Whomadeit	a book by Mark Twain
On	walking or riding on horse back	on foot, on horse back

English	Usage	Example
	entering a public transport vehicle	get on the bus
In	entering a car / Taxi	get in the car
off	leaving a public transport vehicle	get off the train
out of	leaving a car / Taxi	get out of the taxi
By	rise or fall of something travelling (other than walking or horse riding)	prices have risen by 10 percent by car, by bus
at	for age	She learned Russian at 45
About	for topics, meaning <i>what about</i>	We were talking about you

Tests on theme:

1. This is the photo _____ my family.
A) in B) at C) of D) on
2. It's good practice _____ you.
A) For B) at C) of D) in
3. I'm _____ home.

- A) in B) on C) at D) from
4. I'm _____ La Guardia Community College.
A) in B) on C) at D) of
5. I'm _____ New York.
A) in B) for C) at D) of
6. I'm _____ a class _____ eight other students.
A) in / for B) at / of C) in / with D) at / off
7. I live _____ an apartment _____ two American boys.
A) in / of B) at / with C) in / with D) of/with
8. Central Park is lovely _____ the snow.
A) at B) in C) of D) with
9. They never go out _____ Friday evenings .
A) on B) in C) at D) by
10. She loves _____ to music.
A) listening B) to listen C) listens D) listen
11. They often eat in a restaurant _____ Tuesdays.
A) on B) in C) of D) at
12. _____ summer I play tennis _____ Sundays.
A) In / in B) At / on C) In / on D) At / in
13. The front door is _____ the top of the steps.
A) on B) at C) in D) by
14. There _____ a photo _____ the television.
A) are / on B) is / in C) is / on D) are / in
15. There are two pictures _____ the wall.
A) at B) on C) of D) in
16. The cinema is _____ the left.

29. We didn't laugh _____ his joke.

- A) at B) with C) for D) on

30. There was a knock _____ the door.

- A) of B) in C) at D) for

UNIT 7

- **Lexical unit.** International relations
- **Grammar unit.** Adjectives
- **Tests**

International relations

After becoming an independent state, Uzbekistan was recognized by 165 countries, and relations in the spheres of diplomacy, politics, economics, science, technology and culture were established with more than 120 of them.

More than 43 countries of the world have opened their embassies in Tashkent. In the meantime, in more than 30 countries of the world, for instance, in the USA, Turkey, Germany, France, China, Pakistan and many other countries Uzbekistan has opened its embassies and consulates.

The president of Uzbekistan visited many countries in order to strengthen economic, cultural and security relations. Different agreements with Turkey, China, India, Saudi Arabia, France and other countries have been signed.



No state can live without foreign economic relations. Uzbekistan maintains foreign economic ties with many coun-

tries in the world and participates in different international festivals, exhibitions and so on. Many industrial enterprises are trying to independently sell their products on the world market. Import greatly exceeds export in foreign economic relations. Uzbekistan has trade relations with many countries, including Russia, China, Germany, Korea, Japan, Malaysia, Turkey, France, India, Great Britain and others. International relations (IR) or international affairs is a field of political science that studies relationships among countries, the roles of sovereign states, inter-governmental organizations (IGOs), international non-governmental organizations (INs), non-governmental organizations (NGOs), and multinational corporations (MNCs). As political activity, international relations dates from the time of the Greek historian Thucydides (c. 460–395 BC), and, in the early 20th century, became a discrete academic field (No. 5901 in the 4-digit UNESCO Nomenclature) within political science but in practice it remains highly interdisciplinary.

For example, international relations draws from the fields of: technology and engineering, economics, history, and international law, philosophy, geography, social work, sociology, anthropology, criminology, psychology, gender studies, cultural studies, culturology, diplomacy. The scope of international relations comprehends globalization, diplomatic relations, state sovereignty, international security, ecological sustainability, nuclear proliferation, nationalism,

economic development, global finance, as well as terrorism and organized crime, human seinternational relations, study of the relations among states and other political and economic units in the international system. Particular areas of study within the field of international relations include diplomacy and diplomatic history, international law international law, body of rules considered legally binding in the relations between national states, also known as the law of nations. It is sometimes called public international law in contrast to private international law (or conflict of laws), which regulates private legal, international organizations, international finance and economics, and communications, among others. In addition, increased attention has been paid in recent years to developing a more scientific understanding of the international system as a whole. Aspects of international relations have been studied as early as the time of the ancient Greek historian Thucydides. As a separate and definable discipline, however, it dates from the early 20th cent., when the first organized efforts were made to find alternatives to wars in nation-state international behavior. Two schools of thought quickly developed. One looks to strengthened international law and international organizations to preserve peace; the other emphasizes that nations will always use their power to achieve goals and sees the key to peace in a balance of power balance of power, system of international relations in which nations seek to

maintain an approximate equilibrium of power among many rivals, thus preventing the preponderance of any one state. With increased importance attached to a theoretical understanding of the whole international system, there has been a growing use of concepts and modes of analysis developed in the natural sciences in an attempt to improve the verifiability and applicability of theories. In many of the leading U.S. universities there are both research institutes and schools of international relations.

Active vocabulary

Relation	product
Aspect	recent
Among	culturology
human rights	embass
separate	establish
attention	behavior
discipline	political
community	

QUESTIONS:

1. How many countries have recognized Uzbekistan as an independent country?
2. Many countries have established diplomatic relations with Uzbekistan.
3. What does that mean?
4. Why does the president visit other countries?

5. How does Uzbekistan take part in the world market?
6. Are there firms in your community that sell their products in other countries?
7. Are there firms in your community that buy products from other countries?
8. There is an English proverb, "No man is an island into himself.
9. What does this mean and why is it true for countries?
10. How has independence affected Uzbekistan's relations with other countries?

Adjectives

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies.

In the following examples, the highlighted words are adjectives:

The truck-shaped balloon floated over the treetops.

Mrs. Morrison papered her kitchen walls with hideous wall paper.

The small boat foundered on the wine dark sea.

The coal mines are dark and dank.

Adjectives ending in ~ing and ~ed (boring/bored etc.)

There are many adjectives ending in ~ing and ~ed. For example, boring and bored. Study this example situation:

Jane has been doing the same job for a very long time. Every

day she does exactly the same thing again and again. She doesn't enjoy it any more and would like to do something different.

*Jane's Job is boring.

*Jane is bored (with her job).

Somebody is bored if something (or somebody else) is boring. Or, if something is boring, it makes you bored. So:

* Jane is bored because her job is boring.

* Jane's job is boring, so Jane is bored. (not 'Jane is boring')

If a person is boring, this means that they make other people bored:

* George always talks about the same things. He's really boring.

B. Compare adjectives ending in ~ing and ~ed:

You can say:

* My job boring.

* My job interesting.

* My job is tiring.

* My job satisfying.

* My job depressing. (etc.)

The ~ing adjective tells you about the job.

You can say:

* I'm bored with my job.

* I'm not interested in my job any more.

* I'm always tired when I finish work.

* I'm not satisfied with my job.

* My job makes me depressed. (etc.)

The ~ed adjective tells you how somebody feels (about the job).

Compare these examples:

interesting

* Julia thinks politics is very interesting.

* Did you meet anyone interesting at the party?

surprising

* It was quite surprising that he passed the examination.

disappointing

* The film was disappointing. I expected it to be much better.

shocking

* The news was shocking.

interested

* Julia is very interested in politics. (not 'interesting in politics')

* Are you interested in buying a car? I'm trying to sell mine.

surprised

* Everybody was surprised that he passed the examination.

disappointed

* I was disappointed with the film. I expected it to be much better.

shocked

* We were very shocked when we heard the news.

Adjectives: word order (a nice new house), Adjectives

after verbs (You look tired)

A. Sometimes we use two or more adjectives together:

* My brother lives in a nice new house.

* In the kitchen there was 'a beautiful large round wooden table.

Adjectives like new/large/round/wooden are fact adjectives. They give us factual information about age, size, colour etc.

Adjectives like nice/beautiful are opinion adjectives. They tell us what somebody thinks of something or somebody.

Opinion adjectives usually go before fact adjectives.

a nice(opinion) long(fact) summer holiday

an interesting(opinion) young(fact) man

an delicious(opinion) hot(fact) vegetable soup

a beautiful(opinion) large round wooden(fact) table

B. Sometimes we use two or more fact adjectives. Very often (but not always) we put fact adjectives in this order:

1. how big? -> 2. how old? -> 3. what color? -> 4. where from? -> 5. what is it made of? -> NOUN

a tall young man (1 -> 2)

a large wooden table (1 -> 5)

big blue eyes (1 -> 3)

an old Russian song (2 -> 4)

a small black plastic bag (1 -> 3 -> 5)

an old white cotton shirt (2 -> 3 -> 5)

Adjectives of size and length (big/small/tall/short/long etc.) usually go before adjectives of shape and width

(round/fat/thin/slim/wide etc.): a large round table a tall thin girl a long narrow street

When there are two colour adjectives, we use and:

a black and white dress

a red, white and green flag

but a long black dress (not 'a long and black dress')

C. We say 'the first two days', 'the next few weeks', 'the last ten minutes' etc.:

* I didn't enjoy the first two days of the course. (not 'the two first days')

* They'll be away for the next few weeks. (not 'the few next weeks')

D. We use adjectives after be/get/become/seem:

* Be careful!

* I'm tired and I'm getting hungry.

* As the film went on, it became more and more boring.

* Your friend seems very nice.

We also use adjectives to say how somebody/something looks, feels, sounds, tastes or smells:

* You look tired./I feel tired./She sounds tired.

* The dinner smells good.

* This tea tastes a bit strange.

But to say how somebody does something you must use an adverb (see Units 99-100):

* Drive carefully! (not 'Drive careful')

* Susan plays the piano very well. (not 'plays...very good')

Adjectives and adverbs (1) (quick/quickly)

A. Look at these examples:

- * Our holiday was too short - the time went very quickly.
- * The driver of the car was seriously injured in the accident.

Quickly and seriously are adverbs. Many adverbs are made from an adjective + -ly:

adjective: quick serious careful quiet heavy bad

adverb: quickly seriously carefully quietly heavily badly

For spelling, see Appendix 6.

Not all words ending in -ly are adverbs. Some adjectives end in -ly too, for example:

friendly lively elderly lonely silly lovely

B. Adjective or adverb?

#1 Adjectives (quick/careful etc.) tell us about a noun. We use adjectives before nouns and after some verbs, especially be:

- * Tom is a careful driver. (not 'a carefully driver')
- * We didn't go out because of the heavy rain.
- * Please be quiet.
- * I was disappointed that my exam results were so bad.

We also use adjectives after the verbs look/feel/sound etc.:

- * Why do you always look so serious?

#2 Adverbs (quickly/carefully etc.) tell us about a verb. An adverb tells us how somebody does something or how something happens:

- * Tom drove carefully along the narrow road. (not 'drove

careful')

* We didn't go out because it was raining heavily. (not 'raining heavy')

* Please speak quietly. (not 'speak quiet')

* I was disappointed that I did so badly in the exam. (not 'did so bad')

Why do you never take me seriously?

Compare:

* She speaks perfect English.(adjective + noun)

* She speaks English perfectly.(verb + object + adverb)

Compare these sentences with look:

* Tom looked sad when I saw him. (= he seemed sad, his expression was sad)

* Tom looked at me sadly. (= he looked at me in a sad way)

C. We also use adverbs before adjectives and other adverbs.

For example:

reasonably cheap (adverb + adjective)

terribly sorry (adverb + adjective)

incredibly quickly (adverb + adverb)

* It's a reasonably cheap restaurant and the food is extremely good.

* Oh, I'm terribly sorry. I didn't mean to push you. (not 'terrible sorry')

* Maria learns languages incredibly quickly.

* The examination was surprisingly easy.

You can also use an adverb before a past participle (injured/organised/written etc.)

* Two people were seriously injured in the accident. (not 'serious injured')

* The meeting was very badly organised.

Tests on the theme:

1. easy - _____

A) cold B) cheap C) difference D) difficult

2. lovely - _____

A) old B) expensive C) horrible D) quick

3. fast - _____

A) slow B) small C) quick D) warm

4. expensive - _____

A) big B) cheap C) cold D) hot

5. hot - _____

A) cold B) new C) warm D) small

6. big - _____

A) high B) small C) tall D) slow

7. young - _____

A) old B) big C) small D) quick

8. A _____ dog.

A) bigger than B) big C) biggest D) the biggest

9. A _____ driver.

A) care B) careful C) carefully D) the careful

10. She ran _____.

- A) quick B) quicker C) quickly D) the quickly
11. He drives too _____ .
A) fastly B) fast C) faster D) fastest
12. Smoking is a _____ habit.
A) badly B) worth C) worst D) bad
13. The team played _____ and lost the match.
A) badly B) worth C) worst D) bad
14. Please listen _____ .
A) careful B) carefully C) care D) carely
15. The homework was the _____ .
A) easy B) easier C) easily D) easiest
16. Peter's very _____ at tennis. He won the game.
A) goodly B) well C) good D) best
17. I know the Prime Minister _____ .
A) good B) best C) better D) well
18. My husband's a _____ cook.
A) bad B) worst C) badly D) worse
19. Teachers work _____, but they don't earn much money.
A) hardly B) harder C) hard D) hardest
20. Lunch is a _____ meal for many people.
A) quick B) quickly C) quicker D) quickest
21. Life in New York is very _____ .
A) excited B) exciting C) exciter D) excitely
22. The teacher was _____ when nobody did the homework.
A) annoyed B) annoying C) annoy D) annoys
23. The news is very _____ .

- A) worried B) worrying C) worry D) worryingly
24. Everybody was very _____ about you.
A) worried B) worrying C) worry D) worryingly
25. The game of tennis was very _____ .
A) tired B) tire C) tiring D) tires
26. He's _____ boy in the class.
A) the funnier B) funniest C) funnier D) the funniest
27. Barbara's _____ than Sarah.
A) intelligenter B) much intelligent
C) more intelligent D) intelligent
28. Plastic surgery doesn't cost _____ .
A) a lot of B) much C) many D) very few
29. He knows _____ about classical music.
A) a lot B) a lot of C) many D) a few
30. He is very honest. He is _____ than David.
A) honest B) more honestly
C) more honest D) honestly

UNIT 8

- **Lexical unit.** Great Britain
- **Grammar unit.** Sequence of tense in reported speech
- **Tests**

GREAT BRITAIN

The United Kingdom of Great Britain and Northern Ireland (the UK) has been the official name of the British Kingdom since 1922. It includes England, Scotland, Wales, Northern Ireland and a number of smaller islands. Other names for the UK are Great Britain and the British Isles.



The flag of Britain is called the Union Jack. It has the red cross of St. George of England, the white cross of St. Andrew of Scotland and the red cross of St. Patrick of Ireland, all on a blue background.

"God save the Queen/King" is the British national anthem. The words and tune probably date to the 16th century. The tune has also been used for patriotic songs in the USA and Germany.

The British currency is the pound sterling. One

pound consists of 100 pence.

The British Isles lie off the north-west coast of the continent of Europe. They include Great Britain (England, Scotland and Wales), Ireland (Northern Ireland and the Independent Irish Republic) and some 5000 smaller islands. The biggest island is Great Britain, which lies between the Atlantic Ocean and the North Sea. It is separated from the European continent by the English Channel. To the west the Irish Sea separates Great Britain from Ireland.

Britain has a temperate climate due to the influence of the Gulf Stream. During the winter months, eastern winds may blow and bring a cold, dry continental type of weather. The British Isles as a whole are not the best place to sunbathe. The sun is visible for only one third of daylight hours. The rest of the time it is hidden by clouds and mists.

The weather changes so frequently that it is a favorite topic of conversation in Britain. When people are planning to do anything they will often say "...if it's fine", or "... if it's nice weather".

The population of the United Kingdom is more than 61 million people. The British population is mostly urban and suburban. The areas with large populations are the Central Lowlands of Scotland, south-eastern Wales and a belt across England, England is the most densely populated part of the UK. Scotland and Wales have wide-open spaces. England is more crowded. On the other hand, most of the

mountainous parts of Britain, including much of Scotland, Wales and Northern Ireland, are very sparsely populated. Four of every five people in the UK live in towns. There are about 106 females to every 100 males.

Great Britain is one of the most important industrial countries in the world. One of the extensive industries of Great Britain is the textile industry. Large quantities of textiles are produced and exported. Textiles exported from Great Britain can be found in most parts of the world.

Vocabulary

official—

contain—

extensive—

call—

partly —

industrial—

since —

urban—

carry—

suburban—

Comprehension Questions

1. What are some of the names for Great Britain?
2. What islands and regions comprise Great Britain?
3. What is the Commonwealth of Nations?
4. What is the nickname for the British flag?
5. What three symbols make up the flag?
6. How old is the national anthem of Great Britain?
7. What is the money in Britain called?
8. What bodies of water surround the British Isles?

9. What are the Highlands?

10. What is the weather usually like in Britain?

11. How big is the population of the United Kingdom in comparison with the population of Uzbekistan?

Sequence of tense in reported speech

Reported speech changes the tense in spoken speech by sequence of tense rules. Tense shifts normally occur by what is known as back shifting.

***Simple present becomes simple past**

E.g. Peter: "I work in the garden"

Peter said that he worked in the garden.

Present progressive becomes past progressive

E.g. Peter: "I am working in the garden"

Peter said that he was working in the garden.

Direct speech	Indirect speech
Present tenses	
Present simple	Past simple
→	
Present progressive	Past progressive
→	
Present perfect	Past perfect
→	
Present perfect progressive	Perfect Past progressive

→

Future simple

Future simple

Future in-the Past

→

Future perfect

Future in-the Past Perfect

→

Past simple

Past Simple

Past Perfect

→

Past progressive

Past Perfect Progressive

→

Past Perfect

Past Perfect

→

Test on theme

1. The teacher promised
 - b) That we can learn three English songs
 - c) If we learn English songs
 - d) We would learn English songs
2. Tom: "Have you seen any interesting comedy lately, Nancy?" Bill asked Nancy
 - a) If she saw an interesting comedy
 - b) If she would see any interesting comedy lately
 - c) If she had seen any interesting comedy lately
3. Dick to Luce: Have you received my telegram? Dick asked if ..

- a) Lucy had received his telegram
 - b) Lucy has received his telegram
 - c) Lucy received his telegram
4. He said "I am very busy today". He said ...
- a) He had been busy that day
 - b) He is very busy today
 - c) He was very busy today
5. Lena said, "Where have you been "yesterday? Lena asked...
- a) Where she had been the day before
 - b) Where she has been yesterday
 - c) Where she was the day before
7. Mother asked me...
- a) Why I have spent all the money
 - b) That I had spent all the money
 - c) If I had spent all the money
8. Ann: Is your sister good at English? Ann asked me...
- a) That my sister is good at English
 - b) If my sister was good at English
 - c) Whether my sister is good at English
10. Tom: "Don't forget to bring my book, Ann"
- Tom asked Ann...
- a) That she didn't forget to bring his book
 - b) Not to forget to bring his book
 - c) Not to forget to bring her book

11. Mother: "We are going to have supper" Mother says: _
a) They were going to have supper
b) That they would have supper
c) They are going to have supper
12. Jack said: "I was at home yesterday. Jack said: _
a) He was at home
b) He will be at home
c) He had been at home the day before
13. "Do you go in for sports? He asked
He asked _
a) He went in for sports
b) If I went in for sports
c) If I will go in for sports
14. Will Tom help me? She said. She asked:
a) Will Tom help her
b) If Tom would help her
c) Whether would he help her
15. Peter said, "Alice, are you busy now?" Peter asked Alice _
a) She was busy
b) If she was busy then
c) She would be busy
16. My sister said: I hope we shall go on an excursion to the lake"
My mother said that __ on an excursion to the lake
a) She hopes we will go
b) She didn't hope that we will go

- c) She hoped they would go
17. He asked her “did anybody call this morning?”
He asked her _
- a) If anybody called this morning
 - b) If somebody had called this morning
 - c) Who called this morning
18. Teacher: “Tom read the story, please”
Teacher asked Tom_
- a) To read story
 - b) Read the story
 - c) That he reads it
19. He said “I met him in 1950”
He said:
- a) He met in 1950
 - b) He had met him in 1950
 - c) He was meeting him in 1950
20. He said, “I don` t want to see this film`
He said that_
- a) He doesn` t want to see this film
 - b) Not to see that film
 - c) He didn` t want to see that film
21. He says “What do the pupils study?”
He asks
- a) What do the pupils study
 - b) What the pupils
 - c) What the pupils studied

22. My mother told me:
- a) Did not to go there
 - b) Not to go there
 - c) Let not go there
23. The director wondered _
- a) If I know English
 - b) If I knew English
 - c) He knows English
24. You must do what you are told
She said
- a) That must do what I was told
 - b) What have to do what I was told
 - c) She had to do what she was told
25. Alice is told” clean your teeth twice a day”
Alice is told
- a) Clean her teeth twice a day
 - b) Clean your teeth twice a day
 - c) To clean her teeth twice a day
26. He wanted to know _
- a) If she knew him
 - b) That she knew him
 - c) What she knew him
27. I am always asked _
- a) If I am on duty
 - b) Why am I late
 - c) Are you late

28. Jane said “I shall help you”
Jane said:
- a) She would help us
 - b) She helped us
 - c) She had helped us
29. The teacher asked her pupils
- a) Where are their textbooks
 - b) Where their textbooks are
 - c) Be quiet, please, listen to me

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