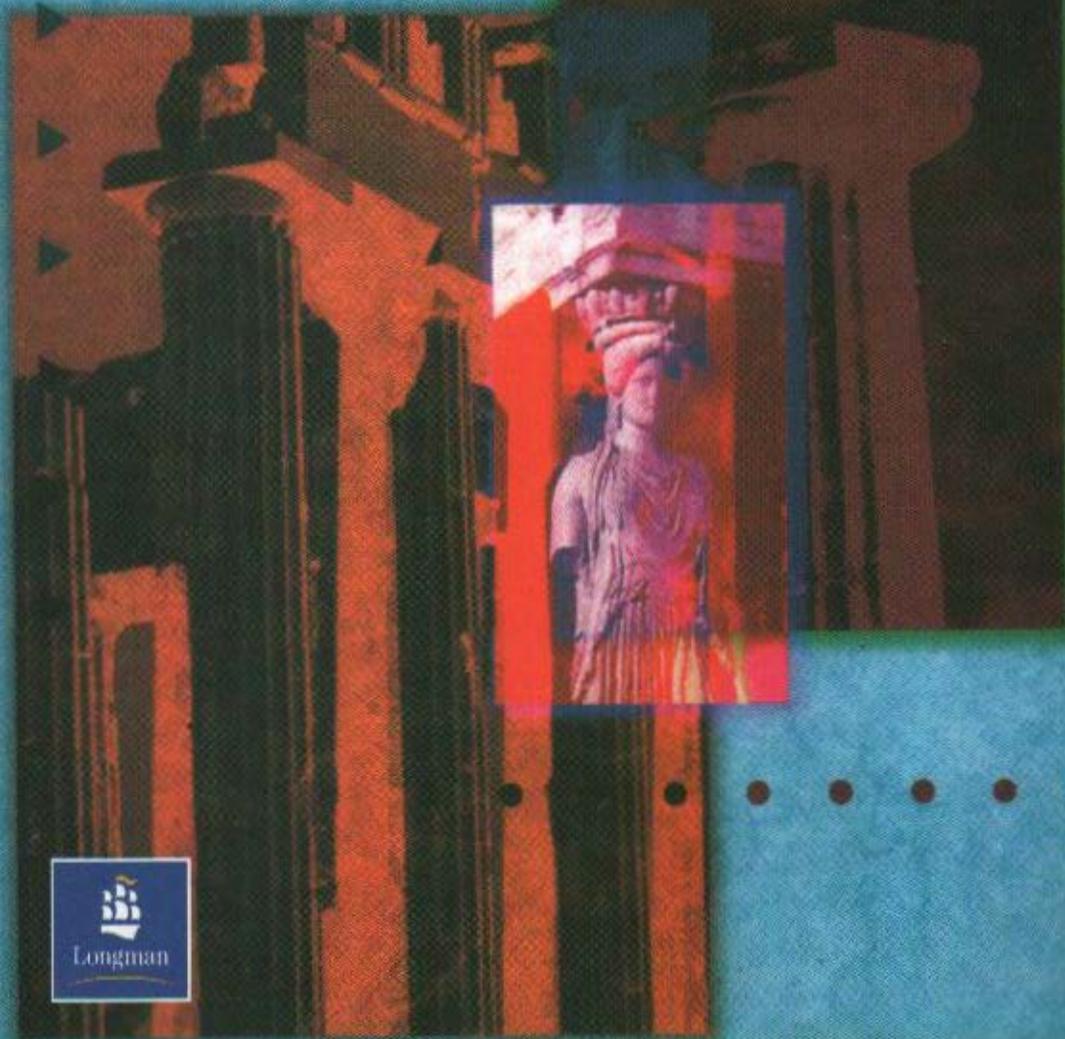


# COMMUNICATE WHAT YOU MEAN

▶ *A Concise Advanced Grammar*

▶ **Second Edition**



Carroll Washington Pollock

Revised by Samuela Eckstut

## PREFACE

### ■ Underlying Concepts of the Text ■

The grammatical rules of a language do not tell us *what to say*. Rather, the grammatical rules of a language tell us *how to respond correctly* within the structural system of the language. Therefore, using a language is, to a large degree, a psychological activity in that a speaker's responses depend not only upon a knowledge of structure but also upon a knowledge of the events of a situation and the speaker's feelings toward those events. Students (at every level) must be expected to give semantically and situationally correct responses as well as grammatically correct ones.

Although "formal" studies of grammatical analysis and of meaning are often autonomous, encoding one's thoughts into a correct as well as situationally appropriate response is not. When speaking or writing, semantics and syntax work together to transmit meaning, and a message will be anomalous if there is a mistake in one or the other. For example, the student who says, "I have been arriving in the United States," understands the grammatical formation of the present perfect continuous tense, but the meaning of the verb *arrive* in this sentence limits us to an activity that occurs only one time.

### ■ Features of the Exercises ■

With few exceptions, the exercises are contextual; that is, they are built around a center of interest so that the student is talking about something rather than simply repeating or completing a series of unrelated statements.

Although the explanations are presented deductively, the exercises that follow provide oral as well as written practice. High-level students need just as much aural-oral practice with complex structures as do low-level students with more basic structures.

The exercises require that the student make a grammatically correct response as well as one that is semantically appropriate. For this reason, many of the exercises allow for a number of correct responses that reflect the particular way in which a student has perceived the situation or has understood what has previously been stated. The student must think instead of merely filling in the blanks. Students who are required only to fill in the blanks are not provided with an opportunity to reuse previously learned structures or vocabulary.

There is a "built-in" repetition of structures from lesson to lesson so that old, previously learned material is reviewed while new material is being practiced. This built-in redundancy also impresses upon the student the realization that several points of grammar operate simultaneously whenever we speak or write.

## ■ Special Features of the Text ■

At the beginning of each part, introductory remarks to the student provide a general idea of what is to be covered in that part. This feature grew as a result of students' questions over the years. Before each part is begun, these remarks should be read in class or assigned to the student to be read at home, but they should not be omitted.

Each part and some lessons conclude with a practice exam. This exam provides a final review of the material covered in the lessons, and it permits the teacher to identify any remaining weaknesses.

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# PART 1

# Tense Review

## INTRODUCTION TO PART 1

There are times in speaking and writing when one tense is used predominantly; however, when speaking or writing, a person usually uses several different tenses and moves from one tense to the other correctly and quickly. As you review the tenses in this chapter, remember the following.

1. Grammar rules do not tell you what to say. Grammar rules tell you how to say something correctly. Real-life events and your feelings about these events will determine what you will communicate.
2. Certain verbs cannot be used in certain tenses because of the meaning of the verbs. You must think about the meaning of a particular verb as well as the meaning of the whole sentence before you use the verb in a particular tense. At all times *meaning* and *form* must fit. Look at the following sentence from a student composition.

**Incorrect:** *My parents have sent me to Stanford University after my graduation from high school.*

The form of the present perfect tense is correct—*have* + past participle—but the meaning of the word *sent* in this sentence refers to an activity that usually happens only one time and is then finished. How many times can you graduate from high school? After graduation, how many times can your parents send you to the same university for the first time?

**Correct:** *My parents sent me to Stanford University after my graduation from high school.*

As you review the tenses in Part 1, remember that the listener or reader does not know what you are going to say or write or how you feel about something until you say it or write it. Your choice of tense must correctly express the activities of a situation as well as your feelings about the situation. Your choice of tense must express what you wish to communicate.

## Lesson One

### 1-1 PRESENT TIME

#### ■ Simple Present ■

1. The simple present is used to make factual statements.

*Martina plays tennis very well.*

*Colombia produces good coffee.*

*Roberto is from Colombia. His father owns a coffee plantation.*

2. The simple present is also used to express customs and habitual activity.

*Many office workers take a fifteen-minute coffee break every day.*

*I drink three cups of coffee every morning.*

3. The simple present is also used to express future time with a future time word or phrase.

A. *What time does the flight to Bogota leave tomorrow?*

B. *It leaves at noon.*

#### ■ Present Continuous ■

1. The present continuous is used to express a single activity or a series of activities happening at the moment of speaking.

*Martina is playing tennis well these days.*

*It's noon, and I am sitting in the park.*

*It's a beautiful day, so many office workers are eating their lunches outside.*

*A few people are standing in line in front of a park vendor. They are waiting for hot dogs. A little boy is enjoying a huge ice cream cone.*

2. The present continuous is also used to express a single activity or a series of activities happening over a given period of time, but not necessarily at the moment of speaking.

*This quarter my roommate is working in the dorm cafeteria. He serves breakfast from 6:30 to 8:30 every morning. He is taking only two night courses this quarter, so his father agreed to let him work. His mother, however, is trying to convince him to quit the job.*

3. The present continuous is also used to express future time. A future time word or phrase is necessary to distinguish between a present and future time reference. Sometimes an earlier statement makes the future time clear, and a future time word is not necessary.

*Jim's plane is arriving at Denver at 6:00 tonight.*

*He and his wife are meeting with their lawyer tomorrow.*

*They're leaving Denver next week.*

*They're flying to Texas.*

4. The simple present is also used to express opinions, sense perceptions, emotions, and possession.

*My landlady makes excellent coffee. (opinion)*

*This coffee tastes bitter. (sense perception)*

*I hate bitter coffee. (emotion)*

*This cup belongs to the secretary. (possession)*

### Exercise 1

Find the ten tense mistakes in the letter from Carlo to his girlfriend, Marta. Then correct the mistakes.

Dear Marta,

I'm missing you so much. I have no idea what I do here without you. Every day is so empty, and I dream of you every night. I wonder if you suffer as much without me.

What do you do these days? Do you study hard, or do you spend a lot of time with your friends? I hope you study hard. I want you to pass your exams so that you can come as soon as possible to be with me.

Right now I'm lying in my bed and writing to you. I try to concentrate, but it's difficult because my roommate takes a nap. He always takes a nap in the middle of the day and then stays up all night. He loves to party.

As for me, I love nothing or no one but you. I hope you are loving me too.

All my love,  
Carlo

## 1-2 NON-CONTINUOUS VERBS

### Verbs Expressing Sense Perceptions

feel	hear	see	smell	taste
------	------	-----	-------	-------

1. These verbs do not usually occur in the continuous tenses (present continuous, present perfect continuous, past continuous, past perfect continuous, future continuous).
2. These verbs usually refer to involuntary actions of the senses; we do these actions without consciously thinking about them.
3. Some of these verbs, however, can also express a voluntary use of the senses. When these verbs are used to express voluntary actions, they *can* be used in the continuous form. Compare:

#### Involuntary Actions

*I feel cold. Close the window.*

*I smell something burning.*

*Your soup tastes great.*

*Do you see my keys anywhere?*

*I hear voices. Someone is downstairs.*

#### Voluntary Actions

*Alicia is feeling the material to see if it's real silk.*

*I'm smelling the meat to see if it's spoiled.*

*Al is tasting the soup to see if it needs salt.*

4. *Feel* can also be used in the continuous form when it is used in a medical sense.  
*I'm not feeling well today. I have a cold.*
5. *See* can be used in the continuous form when it has the following meanings:
 

meet by appointment:	<i>Ali is seeing the director today.</i>
visit places of interest:	<i>Maria is out seeing the sights of Washington today.</i>
date on a regular basis:	<i>Sonia is seeing Alvaro these days.</i>

### Verbs of Thinking, Attitudes, or Opinion

appear	doubt	guess	need	remember	think
believe	feel	know	prefer	seem	understand
consider	forget	mean	realize	sound	

1. These verbs seldom occur in the continuous tenses.
2. When *feel* indicates *opinion*, it cannot be used in the continuous form.

**Correct:** *I feel we should stay home tonight.*

**Incorrect:** *I am feeling we should stay home tonight.*

3. *Consider* and *think* can be used in the continuous form if the speaker is *not* giving an opinion.

#### Not Giving an Opinion

*I'm thinking about my vacation plans.*  
*Linda is considering buying my old car.*

#### Giving an Opinion

*I think Disney World is a tourist trap.*  
*She considers it a good buy.*

### ■ Verbs Expressing Possession ■

belong

have

own

possess

- These verbs also do not usually occur in the continuous tenses.
- Have* can be used in the continuous form when it does *not* express possession. Compare:

#### Non-Possession

*We're having a test today.*  
*Ted and Pam are having a party tomorrow.*  
*The Smiths are having a good time in Paris.*  
*My sister is having a baby in June.*

#### Possession

*The teacher has the tests upstairs.*  
*They have a beautiful apartment.*  
*They have a lot of money.*  
*She already has five children.*

### ■ Verbs Expressing Emotion ■

care

hate

refuse

desire

like

want

forgive

love

wish

- These verbs also do not usually occur in the continuous tenses.
- Wish* can be used in the continuous form when the speaker expresses a desire silently to himself or herself.

*Mother: Why do you have your eyes closed and your fingers crossed?*

*Little girl: I'm wishing for a baby brother to play with.*

#### Exercise 2

A mother is speaking to her sixteen-year-old son. Complete each sentence with a verb of emotion. Use *not* where necessary.

- Your father and I \_\_\_\_\_ about you. You are our only child.
- We don't want to make you miserable. We only \_\_\_\_\_ the best in life for you.

3. Don't worry. Your father \_\_\_\_\_ you for wrecking the family car.
4. Remember, however, that he \_\_\_\_\_ careless drivers.
5. You realize, of course, that I \_\_\_\_\_ reckless drivers either.
6. We know teenagers \_\_\_\_\_ speed; nevertheless, we \_\_\_\_\_ to let you use the car again until you slow down.
7. We \_\_\_\_\_ to see you in the hospital.
8. I \_\_\_\_\_ you would think about this conversation carefully.

### Exercise 3

Complete the dialog, using the simple present or the present continuous form of the verb taste.

**Yuko:** This international party was a great idea.

**Ana:** It certainly was. Look at all the food!

**Yuko:** That dish from Libya \_\_\_\_\_<sup>1</sup> great. What are you doing?

**Ana:** I \_\_\_\_\_<sup>2</sup> the Mexican dish I cooked.

**Yuko:** What's the matter with it? Does it \_\_\_\_\_<sup>3</sup> all right?

**Ana:** No, it doesn't. It \_\_\_\_\_<sup>4</sup> terrible. I didn't put enough salt in it.

**Yuko:** Don't worry about it. Nobody will notice it.

**Ana:** Look at our teacher. He's walking from table to table.

He \_\_\_\_\_<sup>5</sup> every dish.

**Yuko:** Yes. Except the one he brought.

**Ana:** Isn't it good?

**Yuko:** I didn't like it. American food \_\_\_\_\_<sup>6</sup> bland to me because Americans don't use enough spices.

**Ana:** Look. He \_\_\_\_\_<sup>7</sup> my dish now. Don't tell him I cooked it. I don't want to fail reading this quarter.

## 1-3 PAST TIME TO PRESENT TIME

### ■ Present Perfect ■

### ■ Present Perfect Continuous ■

1. The present perfect is used to express an action or emotion that started in the past and has continued into the present.

*I have read that book. It's very good.*

*Dr. Jones has lived in New York for many years.*

2. The present perfect is used more than the present perfect continuous for actions that are more long-term in nature.

*Tom has made a lot of money since 1980.*

3. The present perfect is used to indicate a single action that is complete.

*Mary has washed the dishes. (The job is finished.)*

4. The present perfect is used to indicate the number of times an action has been done or the number of things that have been done.

*I have read this statistics problem five times.*

*Zoe has already completed six problems.*

1. The present perfect continuous is used to emphasize the continuous nature of an activity that started in the past and has continued into the present.

*I have been reading that book for weeks; I wonder if I'll ever finish it.*

*Manuel has been living in New York for one year.*

2. The present perfect continuous is used more than the present perfect for actions that are more recent in nature.

*Tom has been making a lot of money since he began his new job seven months ago.*

3. The present perfect continuous is often used to indicate a single action that is incomplete.

*Mary has been washing the dishes. (The job probably isn't finished.)*

4. The present perfect continuous is used to emphasize the duration of an action, *not* the number of times an action has been done.

*I've been reading it for the past hour.*

*I've been trying to understand the same problem all night.*

5. The present perfect is used to indicate an action that happened at an indefinite time in the past. The time of the action is not given.

*Ana has finished her composition.*

*The teacher has corrected it.*

*I have received my college acceptance letter.*

When the time is given, the simple past is used.

*Ana finished her composition two days ago.*

*The teacher corrected it last night.*

*I received the letter the day before yesterday.*

6. When used with *just* and *already*, the present perfect expresses an action that started in the past but finished recently or very close to the moment of speaking.

**A:** *Don't forget to mail the package.*

**B:** *I've already mailed it. I went to the post office this morning. OR It's on the way.*

*I've just returned home from the post office.*

**Note:** The present perfect and present perfect continuous are sometimes interchangeable.

*I have flown to Toronto a great deal this month.*

*I have been flying to Toronto a great deal this month.*

Native speakers of English choose between the present perfect and the present perfect continuous depending on their desire to make the listener or reader *feel* the uninterrupted nature of an activity or to make the listener or reader *feel* the speaker's attitude or emotion toward the activity.

*I have been waiting for you for one hour.*

*I have waited for you for one hour.*

While both sentences are grammatically correct, a native speaker would probably say the first, which is more effective than the second if the speaker wants to express his or her annoyance at waiting so long. Which of the following sentences seems to indicate that the speaker is tired?

*I have been reviewing this chapter for three hours.*

*I have reviewed this chapter for three hours.*

**Note:** The present perfect continuous is not used to express an action that is not continuous in nature. The present perfect is used.

**Correct:** *I have finally returned the book to the library.*

**Incorrect:** *I have finally been returning the book to the library.*

Also, because of their meaning, many verbs cannot be used in the present perfect continuous.

**Correct:** *The plane has arrived. It's over there. (A plane arrives only once.)*

**Incorrect:** *The plane has been arriving. It's over there.*

### Exercise 4

Complete the account, using the correct form of the verbs in parentheses. Use the simple present, present continuous, or present perfect. In some sentences more than one tense may be correct.

Ali and Roberto \_\_\_\_\_<sup>1</sup> (be) graduate students in the department of physics at Harvard University. They \_\_\_\_\_<sup>2</sup> (be) students at Harvard for one year. This institution of higher learning \_\_\_\_\_<sup>3</sup> (be) the oldest university in the United States, and it \_\_\_\_\_<sup>4</sup> (have) the distinction of being a very prestigious school. This quarter, Roberto \_\_\_\_\_<sup>5</sup> (work) in the library on Friday and Saturday nights. He \_\_\_\_\_<sup>6</sup> (take) only two courses this quarter, so he \_\_\_\_\_<sup>7</sup> (have, not) many assignments. His girlfriend \_\_\_\_\_<sup>8</sup> (try) to convince him to quit his job so that they can go out on the weekends.

It's noon now, so they \_\_\_\_\_<sup>9</sup> (eat) lunch in the student union. Many students \_\_\_\_\_<sup>10</sup> (stand) in line and \_\_\_\_\_<sup>11</sup> (wait) for someone to take their orders. Ali and Roberto \_\_\_\_\_<sup>12</sup> (be) in line for nearly twenty minutes, and they \_\_\_\_\_<sup>13</sup> (get) a little impatient. Although they \_\_\_\_\_<sup>14</sup> (have) lunch in the union a few times a week, Roberto \_\_\_\_\_<sup>15</sup> (prefer) to eat in the dorm cafeteria because the service \_\_\_\_\_<sup>16</sup> (be) faster.

Their spring break \_\_\_\_\_<sup>17</sup> (begin) next week, and Ali \_\_\_\_\_<sup>18</sup> (fly) to his country by airplane to visit his family. He \_\_\_\_\_<sup>19</sup> (receive, already) a big check from his father, so he \_\_\_\_\_<sup>20</sup> (plan) to fly first class. His flight \_\_\_\_\_<sup>21</sup> (depart) at seven o'clock in the morning. Both Ali and Roberto \_\_\_\_\_<sup>22</sup> (register) for a course in aerodynamics next quarter because the phenomenon of flying \_\_\_\_\_<sup>23</sup> (fascinate) them since they were children.

## Exercise 5

Complete the sentences, using the present perfect or the present perfect continuous form of the verbs in parentheses. If both tenses are correct, write both tenses in the blanks.

- Jay \_\_\_\_\_ (fail) his driving test three times because he doesn't know how to park. However, he \_\_\_\_\_ (practice) three hours every day for the past week, and I think he \_\_\_\_\_ (make) a lot of improvement.
- My brother \_\_\_\_\_ (not pass) his driving test either.
- He \_\_\_\_\_ (worry) about this for two months.
- I \_\_\_\_\_ (study) the driver's manual for hours every day, but I \_\_\_\_\_ (take) my test yet.
- My father \_\_\_\_\_ (help) me to review the questions.
- My roommate \_\_\_\_\_ (just buy) a new CD player.
- She \_\_\_\_\_ (play) CDs since six o'clock this morning, and she is driving me crazy.
- The other students on our floor \_\_\_\_\_ (complain) to our resident assistant, but she \_\_\_\_\_ (not say) anything to my roommate yet.
- Everyone is especially annoyed because we are taking final exams this week. My roommate \_\_\_\_\_ (take) two exams already, and she \_\_\_\_\_ (fail) both of them because she \_\_\_\_\_ (not study).
- I \_\_\_\_\_ (think) about moving out of the dorm, but I \_\_\_\_\_ (not make) a definite decision yet.
- Donna \_\_\_\_\_ (not receive) a check from her parents in two months.
- She \_\_\_\_\_ (look) for the mail carrier every day.
- Her friends \_\_\_\_\_ (lend) her money so that she can buy food and other necessities.
- Donna \_\_\_\_\_ (just begin) a part-time job in the library, but she \_\_\_\_\_ (not get) her first paycheck yet.
- She \_\_\_\_\_ (work) in the library for only one week.

**Exercise 6**

With another student, decide how your teacher would answer the questions. Then check your answers by asking your teacher the questions. Use the present perfect or present perfect continuous.

1. How long/teach?
2. How long/work at this school?
3. How many different schools/work at?
4. Which foreign countries/teach in?
5. How many hours/work today?
6. How often/attend department meetings?
7. How many students/teach this term?
8. How long/live in (town where you live)?
9. How many times/move in the past five years?

**1-4 PAST TIME****■ Simple Past ■****■ Past Continuous ■**

1. The simple past is used to describe actions of short duration in the past.

*Alan talked to his boss about the problem.*

*I met Dr. Dance yesterday, and we talked for a few minutes.*

2. The simple past is also used to describe actions that took place over a period of time in the past.

*Dr. Dance taught at Michigan State for ten years.*

1. With a point in time, the past continuous expresses an action that began before the time given and probably continued after it. The exact beginning and end of the action are unknown.

*Alan was talking to his boss when I walked in.*

*At 12:30 we were eating lunch in the park.*

2. With a period of time, the past continuous is used to express an action that continued for a rather long period. Again, we do not know exactly when the action began or ended.

*Yesterday morning I was jogging through the park.*

3. The simple past is also used to describe past habitual actions.

*When Dr. Dance was at Michigan State, he rode his bike to classes.*

3. During a period of time, the past continuous is used to express the beginning and ending of an action.

*From eight to ten yesterday morning, we were playing soccer*

4. The past continuous is also used to express two actions that were happening at the same time in the past.

*The children were playing while their mothers were watching them.*

5. The past continuous is also used to express an action that began before another action in the past and probably continued after it.

*As I was jogging, a man stopped me and asked for the time.*

**Note:** In some sentences either the simple past or past continuous is possible. The speaker will choose the simple past to indicate that the action started and finished. If the action started and continued for a period of time, the speaker will use the past continuous. With the past continuous, the speaker wants to emphasize the duration of an action. The speaker wants the listener to feel the continuing nature of an action in progress.

**Note:** The choice between the simple past and the past continuous depends on the meaning of a sentence. Compare:

*When I got up this morning, my roommate prepared breakfast. (He waited for me to get up.)*

*When I got up this morning, my roommate was preparing breakfast. (He started before I got up.)*

### Exercise 7

Change the simple past to the past continuous where possible. Keep in mind the meaning of the verbs.

**Examples:** I filled in the immigration form completely while I was on the plane.  
no change

We waited for half an hour before we could get off the plane.

We were waiting for half an hour before we could get off the plane.

1. When the plane landed at the airport, everybody got off the plane and walked to Immigration.

2. I stood in a long line for more than three-quarters of an hour.  
\_\_\_\_\_
3. Some of the passengers were very tired.  
\_\_\_\_\_
4. Other passengers stood around and talked to each other until it was their turn.  
\_\_\_\_\_
5. The immigration officer asked me a lot of questions.  
\_\_\_\_\_
6. When I began to answer the questions, she entered the information into her computer.  
\_\_\_\_\_
7. She asked me one question over and over again, but I couldn't understand her.  
\_\_\_\_\_
8. Finally, she asked if anyone in the line could translate for me.  
\_\_\_\_\_
9. When a teenager came up to help me, I felt very embarrassed.  
\_\_\_\_\_
10. Finally, the immigration officer stamped my passport and told me I could go.  
\_\_\_\_\_
11. The suitcases came out very slowly in the baggage pick-up area.  
\_\_\_\_\_
12. Some young children ran around the area and made a lot of noise.  
\_\_\_\_\_
13. Their parents didn't pay any attention to them.  
\_\_\_\_\_
14. The children gave me a headache.  
\_\_\_\_\_
15. At 5:30, an hour and a half after the plane arrived, my suitcases finally appeared.  
\_\_\_\_\_

**Exercise 8**

Describe to another student a funny, unusual, or frightening experience you have had. As you listen to your partner's story, ask questions to clarify anything you do not understand. Be ready to give a summary of your partner's story to the rest of the class if your teacher asks you to.

**Exercise 9**

Your teacher is going to read the following questions. Close your books. Write the numbers 1 to 24 on a piece of paper, and write down the name of the tense you hear in each question. When your teacher finishes, open your books and check to see if you wrote down the correct tense names.

**Personal Information**

1. Which subject did you enjoy in high school?
2. Were you studying or working before you came here?
3. What are you planning to study in the United States?
4. Have you always been interested in this field?
5. Have you been enjoying your English classes so far?

**Marriage**

6. At what age do people generally marry in your country?
7. Has this always been the custom?
8. Are people marrying young nowadays?
9. Did your parents marry when they were young?
10. Who in your family or among your friends has been thinking about getting married?

**Sports**

11. What is the most popular sport in your country?
12. Has this always been the favorite sport in your country?
13. Are people still attending the games enthusiastically?
14. Did the national team have a successful year last year?
15. Does your country usually send a team to the Olympic games?

**Universities**

16. Are universities crowded in your country?
17. Have they always been crowded?
18. Are many students still trying to enter a university?
19. Did you attend a university before you came here?
20. How long have you been studying in the United States?

**Religion**

21. What is the predominant religion in your country?
22. Has it always had the largest number of followers?
23. Are most people attending religious services regularly?
24. Have you been attending services since you have been here?

### Exercise 10 ■■

In a group of three or four, discuss the topics *Personal Information, Marriage, Sports, Universities, and Religion*. Use the questions in Exercise 9 as a guide for your discussion, but do not limit your discussion to merely answering these questions. Find out as much information as you can about the people in your group and life in their home countries.

## 1-5 FUTURE TIME

### ■ Be Going to + Verb ■

### ■ Will + Verb ■

1. *Be going to* is used to make predictions.

*The class is going to be fun.  
We're going to eat well tonight.  
Robert's a great cook.*

2. *Be going to* is used to express a feeling of certainty about the future because of present conditions.

*Look! There's not a cloud in the sky. It's going to be a beautiful day.*

3. *Be going to* is used to express a future action that has been deliberately planned. The speaker has given the action previous thought and planning.

*Ahmed bought a lot of food this morning and borrowed my CD player. He's going to have a party tonight.*

4. *Will* is used to express expected future actions, actions that usually or normally happen.

*I'll see you tomorrow in class.*

1. *Will* is also used to make predictions.

*The class will be fun.  
We'll eat well tonight. Robert's a great cook.*

2. *Will* is used with *sure, certain,* and *know* to express certainty about the future.

*Look! There's not a cloud in the sky. I'm sure it will be a beautiful day.*

3. *Will* is used to express willingness to do a future action. The decision is made at the moment of speaking. There is no previous thought or planning. Therefore, *will* is used to make promises and offers of help.

*A: I haven't finished this work yet, and I have to pick the children up in ten minutes.*

*B: Don't worry. I'll pick them up.*

5. *Will* is also used for future habitual actions that we assume will happen.  
*Mr. Ray will give us a test on Friday. (He always does.)*
6. *Will* is also used with verbs of the senses, emotion, thinking, and possession to express the future.  
*I'll see you tomorrow.*  
*She'll forgive you. I'm sure of it.*

**Note:** Sometimes it is not clear whether the speaker has given the action previous thought or planning. The speaker may only be reporting a future event or asking a question about a future event.

*My parents are going to arrive at 8:00 tonight.*  
*My parents will arrive at 8:00 tonight.*

*Our conversation teacher is absent today. Who is going to teach the class?*  
*Our conversation teacher is absent today. Who will teach the class?*

*Is the president going to be in Denver tomorrow?*  
*Will the president be in Denver tomorrow?*

**Note:** When you are communicating an idea, you will not necessarily give all the background information on an action you want to express. The previous plans and thoughts will stay in your mind. But when you use *be going to*, the listener will understand that you have given this action previous thought and/or planning.

**Note:** When the verb in the main clause is in a future tense, the verb in the dependent time clause is in the present tense, not in the future tense.

Correct: *I will come home after I finish shopping.*  
 Incorrect: *I will come home after I will finish shopping.*

### Exercise 11

Complete the following dialogs, using *be going to* or *will* and the correct form of the verbs in parentheses.

1. A: I left the food in the car.  
 B: I \_\_\_\_\_ (get) it for you.
2. A: What are you doing with the soap and water?  
 B: I \_\_\_\_\_ (wash) the car.

3. **A:** Daddy, look at me!  
**B:** Pat, come down from that tree. You \_\_\_\_\_ (fall).
4. **A:** Why \_\_\_\_\_ (we/have) pasta for dinner?  
**B:** Because there's nothing else in the house.
5. **A:** The phone's ringing.  
**B:** Don't get up. I \_\_\_\_\_ (answer) it.
6. **A:** That guy in the red car is crazy. Look how he's cutting in front of everyone.  
**B:** You're right. He \_\_\_\_\_ (cause) an accident.
7. **A:** Why are you putting on your raincoat?  
**B:** It \_\_\_\_\_ (rain). Look outside and see for yourself.
8. **A:** I'm having a lot of trouble in my writing course.  
**B:** Stop worrying. I \_\_\_\_\_ (help) you.

## ■ Simple Present ■

## ■ Present Continuous ■

1. The simple present is usually used with verbs of arriving and departing (*come, go, leave, arrive, depart, return*) to express a scheduled or planned event in the future.

*I leave for Texas tomorrow.*

*My flight leaves Denver at 3:00 tomorrow.*

*It arrives in Houston at around 5:00.*

1. The present continuous is also used with verbs of arriving, departing, starting, and finishing for a scheduled or planned event in the future.

*I'm leaving for Texas tomorrow.*

*I'm sorry. This store is closing in ten minutes.*

*My flight is arriving in Texas at 3:00 tomorrow.*

2. The simple present is also used with verbs of starting and finishing: *begin, commence, start, finish, end, close, conclude.*

*Final exams begin next week.*

*The semester ends in two weeks.*

3. The simple present may also be used with other verbs to express a scheduled event in the future. A future time word or phrase is used to make the time clear.

*I have a doctor's appointment next Monday.*

3. If an earlier statement makes the future time clear, a future time word may not be necessary.

*I won't be in class next Wednesday. Our soccer team plays in Michigan.*

2. Verbs of the senses, emotion, thinking, and possession cannot be used in the present continuous to express future actions. Exceptions to this rule are *see* when it means *have an appointment with* and *have* when it does not mean possession.

*My doctor is seeing me tomorrow at 9:00.*

*I'm having an eye examination.*

3. To avoid confusion and make the time clear, a future time word accompanies the present continuous, unless the future time is already clear because of an earlier statement, in this case, the first sentence.

*My parents are arriving this weekend, and I'm very excited because I haven't seen them in six months. I'm picking them up at the airport in my new car.*

## Exercise 12

Complete the paragraphs, using the correct form of the verbs in parentheses. You will need to use a variety of future forms. When you finish, be ready to discuss the use of various forms and to explain why more than one form is correct for some sentences.

This semester \_\_\_\_\_<sup>1</sup> (end) one month from now. My roommate and I \_\_\_\_\_<sup>2</sup> (go) to the Bahamas for our summer vacation. I \_\_\_\_\_<sup>3</sup> (be) happy to get away from grammar tests for a while. At the moment, we're studying for a grammar test that we \_\_\_\_\_<sup>4</sup> (have) tomorrow.

After the test, everyone \_\_\_\_\_<sup>5</sup> (meet) at Pedro's apartment for a party. The party \_\_\_\_\_<sup>6</sup> (start) at 5:00. Tomorrow is Pedro's birthday; he \_\_\_\_\_<sup>7</sup> (be) twenty-one. All our classmates \_\_\_\_\_<sup>8</sup> (help) him to celebrate this happy occasion. He told us not to bring birthday presents, but everyone \_\_\_\_\_<sup>9</sup> (buy) him something. I don't know what I \_\_\_\_\_<sup>10</sup> (give) him yet, but I \_\_\_\_\_<sup>11</sup> (get) something before I go to the party.

At the party, I \_\_\_\_\_<sup>12</sup> (not worry) about my grammar test. It \_\_\_\_\_<sup>13</sup> (begin) at 3:00 tomorrow and \_\_\_\_\_<sup>14</sup> (end) at 4:00. I \_\_\_\_\_<sup>15</sup> (not think) about it after 4:00.

## 1-6 ADVERBIAL TIME EXPRESSIONS

### ■ Present Time ■

*I work (or am working) in a bank now.*

*I'm helping a customer right now.*

*The bank president is meeting with the tellers at the moment.*

### ■ Past Time ■

*Maria decided to quit her job the day before yesterday.*

*She found a new job yesterday.*

*She was working (or worked) in the bank with me last week.*

### ■ Future Time ■

*I leave for New York tomorrow.*

*Will you be in class the day after tomorrow?*

*We're having the test two days from now.*

1. It is important to pay attention to the time words and expressions that usually accompany the various tenses. In sentences expressing only one action, a time word or expression helps to make the time of the action clear. An incorrect time expression makes the sentence confusing.

**Incorrect:** *I have not completed my assignment yesterday.*

*I did not complete my assignment already.*

2. In writing, it is important to use the tenses consistently. If you begin writing in one tense, do not change to another tense unnecessarily or suddenly. When you change to a different tense, you must have a specific and clear reason for changing, *and* you must signal to the reader that you are going to change so that the reader will not become confused. The use of time words and expressions will help you to tell the reader that you are going to change the time of events.
3. Time words are very important because they signal the use of a particular tense. It is not necessary to use a time word in every sentence, however. The meaning of what you are talking about will make the time clear, and you will use a time word only when you change the time of the events.
4. Some words do not clearly indicate a specific time period, but they are used regularly with certain tenses.

#### Simple Past

*I finished my report two days ago.*

#### Past Continuous

*While I was working, you were out dancing at a disco.*

#### Present Perfect

*Ali has been sick for two weeks.*

*He has been sick since last week.*

*Deb has already completed her reading assignment.*

*She hasn't finished the grammar assignment yet.*

*We've written only two compositions so far.*

*We've taken only one test up to now.*

*Have you ever failed a test?*

#### Present Perfect Continuous

*I've been working on this composition for two weeks.*

*We've been reviewing the tenses since the course began.*

5. Adverbs of frequency tell *how often* an activity takes place. Most of these adverbs of frequency can be used with several tenses. With the simple present tense, the meaning of the adverbs of frequency is habitual, repeated action.

*I always complete my homework assignments on time.*

*Rolando's homework is sometimes late.*

*Hans never finishes his assignments on time.*

*His are usually more than two days late.*

*I often give my compositions to the instructor early.*

*The instructor occasionally returns our compositions the next day.*

With the simple past tense, the meaning of the adverbs of frequency is habitual, repeated action for a definite time in the past. In the following sentences, the definite time in the past is *last semester*.

*I always completed my homework assignments on time last semester.*

*Rolando's homework was sometimes late.*

*Hans never finished his assignments on time.*

*His were usually more than two days late.*

*I often gave my compositions to the instructor early.*

*The instructor occasionally returned our compositions the next day.*

With the present perfect tense, the meaning of the adverbs of frequency is to describe action from a point of time in the past to the moment of speaking.

*I have always completed my homework assignments on time.*

*Rolando's homework has sometimes been late.*

*Hans has never finished his assignments on time.*

*His have usually been more than two days late.*

*I have often given my compositions to the instructor early.*

*The instructor has occasionally returned our compositions the next day.*

Additional adverbs of frequency that may accompany these tenses are *scarcely, rarely, seldom, hardly ever*.

6. The expression *once in a while* may also be used with several tenses to indicate *how often*.

*I see my old high school friends once in a while.*

*When I was home last year, I saw my chemistry teacher once in a while.*

*Next summer I will help my father in his store once in a while, not every day.*

In France, He

(agree) to let me go on in June of 1991.

(fly) to Paris, France.

7. The word *still* is also used with several different tenses in affirmative, negative, and interrogative statements. With the simple present, it indicates an activity that has not changed over a period of time.

*My 1985 Toyota still runs well.*

With the present continuous, *still* indicates an activity that is happening at the moment of speaking.

*I'll be ready in a few minutes; I'm still combing my hair.*

With the simple past, *still* indicates an activity that did not change over a period of time.

*The teacher patiently explained my mistakes to me, but I still didn't understand.*

With the past continuous, *still* indicates an activity that is in progress at a given point in time in the past.

*At four o'clock, the teacher was still trying to help me.*

With the present perfect, *still* indicates an activity that started in the past but is not yet completed at the moment of speaking.

*I still haven't completed last week's assignment.*

With the future, *still* indicates a situation that will not change.

*I will still love you after we're old and gray.*

### Exercise 13 ■■

First, underline the time expressions in the sentences. Then write the correct tense of the verb *talk* to fit the time expressions.

- I \_\_\_\_\_ to my parents every week.
- I \_\_\_\_\_ to my parent every week last quarter.
- I \_\_\_\_\_ to my parents yet.
- I \_\_\_\_\_ to my parents for two straight hours.
- I \_\_\_\_\_ to my parents from eight to ten yesterday evening.
- I \_\_\_\_\_ to my parents two days from now.
- I \_\_\_\_\_ to my parents at the moment.
- I \_\_\_\_\_ to my parents occasionally.

9. I \_\_\_\_\_ to my parents five times since the quarter began.  
 10. I \_\_\_\_\_ to my parents three days ago.

**Exercise 14**

First, underline the time expressions in the sentences. Then write the correct tense of the verb protest to fit the time expressions.

- Some students \_\_\_\_\_ front of the dean's office now.
- They \_\_\_\_\_ again this coming Thursday.
- They \_\_\_\_\_ in front of his office since eight o'clock this morning.
- They \_\_\_\_\_ while we were in class.
- They \_\_\_\_\_ two weeks from today.
- They \_\_\_\_\_ for the past two hours.
- They seldom \_\_\_\_\_ in front of the dean's office last year.
- They \_\_\_\_\_ to the president yet.
- They \_\_\_\_\_ in a few minutes.
- They \_\_\_\_\_ ever since this morning.
- They \_\_\_\_\_ last Friday.
- They \_\_\_\_\_ still \_\_\_\_\_ in front of the dean's office.
- They \_\_\_\_\_ in two weeks.

**Exercise 15**

First, read the account and underline the time expressions. Then complete the account, using the correct form of the verbs in parentheses.

I \_\_\_\_\_<sub>1</sub> (visit) quite a few cities since 1993. In June of 1993, I \_\_\_\_\_<sub>2</sub> (finish) high school in Michigan. After my graduation, my parents \_\_\_\_\_<sub>3</sub> (send) me to Stanford University in California. After one year at Stanford, I \_\_\_\_\_<sub>4</sub> (ask) my father if I could go to the Sorbonne in France. He \_\_\_\_\_<sub>5</sub> (agree) to let me go, so in June of 1994, I \_\_\_\_\_<sub>6</sub> (fly) to Paris, France.

It's now 1996, and I \_\_\_\_\_<sup>7</sup> (be) in France for two years. At first, it was difficult for me to understand the French language, but I \_\_\_\_\_<sup>8</sup> (study) very hard, and little by little, I \_\_\_\_\_<sup>9</sup> (learn) to speak French very well. I \_\_\_\_\_<sup>10</sup> (like) the French language. In fact, I \_\_\_\_\_<sup>11</sup> (like) it since I was in junior high school.

Of course, my life \_\_\_\_\_<sup>12</sup> (be) very busy since I came to Europe. I \_\_\_\_\_<sup>13</sup> (work) hard, and I \_\_\_\_\_<sup>14</sup> (meet) many interesting people. Last month, I \_\_\_\_\_<sup>15</sup> (go) to Italy, and next month, I \_\_\_\_\_<sup>16</sup> (go) to Spain. While I \_\_\_\_\_<sup>17</sup> (stay) in Italy, I \_\_\_\_\_<sup>18</sup> (see) my friend Karl, whose parents live in Germany. He \_\_\_\_\_<sup>19</sup> (invite) me to meet them, so we \_\_\_\_\_<sup>20</sup> (hitchhike) to Berlin. He \_\_\_\_\_<sup>21</sup> (introduce) me to his mother and father, who \_\_\_\_\_<sup>22</sup> (make) me feel very comfortable in their home. I \_\_\_\_\_<sup>23</sup> (never, forget) their kindness.

I \_\_\_\_\_<sup>24</sup> (complete) my studies next year. Right now, I \_\_\_\_\_<sup>25</sup> (think about) my return to Michigan, but I realize that I \_\_\_\_\_<sup>26</sup> (miss) my friends in Europe.

### Exercise 16

First, read the account and underline the time expressions. Then complete the account, using the correct form of the verbs in parentheses. When you finish, be ready to discuss the use of various tenses and to explain why more than one tense is correct for some sentences.

Last week, on Wednesday, we \_\_\_\_\_<sup>1</sup> (have) our first grammar test. It \_\_\_\_\_<sup>2</sup> (be) a test on the tenses. The instructor \_\_\_\_\_<sup>3</sup> (not be) very happy with the results because not enough students \_\_\_\_\_<sup>4</sup> (receive) high grades. As a result, on Thursday, she \_\_\_\_\_<sup>5</sup> (review)

the test with the class. While we \_\_\_\_\_<sup>6</sup> (talk) about the test and the correct use of the tenses, I \_\_\_\_\_<sup>7</sup> (think) about how difficult it \_\_\_\_\_<sup>8</sup> (be) to learn to use the tenses spontaneously. I \_\_\_\_\_<sup>9</sup> (be) a little disappointed with my grade because this test \_\_\_\_\_<sup>10</sup> (be) the first grammar exam that we \_\_\_\_\_<sup>11</sup> (have) so far, and I really \_\_\_\_\_<sup>12</sup> (want) to get a good grade.

Since we \_\_\_\_\_<sup>13</sup> (be) in class, we \_\_\_\_\_<sup>14</sup> (discuss) how the tenses show meaning, but I have to say that I \_\_\_\_\_<sup>15</sup> (still, have) a little trouble with this. I \_\_\_\_\_<sup>16</sup> (have) trouble with meaning since I first \_\_\_\_\_<sup>17</sup> (begin) to study English.

At the moment, I \_\_\_\_\_<sup>18</sup> (see) that every student \_\_\_\_\_<sup>19</sup> (concentrate on) this exercise. Our instructor \_\_\_\_\_<sup>20</sup> (stand) in front of the class now, but a few minutes ago she \_\_\_\_\_<sup>21</sup> (walk) around the room looking at our papers. After our review, last Thursday, I \_\_\_\_\_<sup>22</sup> (feel) better about the tenses, so today I \_\_\_\_\_<sup>23</sup> (feel) confident, and I \_\_\_\_\_<sup>24</sup> (believe) that I \_\_\_\_\_<sup>25</sup> (do) well on this exercise. As I \_\_\_\_\_<sup>26</sup> (mention) earlier, changing from one tense to another \_\_\_\_\_<sup>27</sup> (be, never) easy for me; however, I \_\_\_\_\_<sup>28</sup> (know) I \_\_\_\_\_<sup>29</sup> (continue) to improve until the end of the quarter.

### Exercise 17 ■■

Write a composition, using the questions as a guide. Do not merely answer the questions; add additional information where appropriate. Use the simple present, simple past, present continuous, past continuous, present perfect, and present perfect continuous tenses. Your composition should be at least two and a half pages long.

By three o'clock Professor Larson's lecture had ended.

## Paragraph 1

1. Where were you living when you received your acceptance letter to the intensive English program?
2. When did you arrive here?
3. How long have you been here?
4. In which level are you studying this quarter?

## Paragraph 2

1. Generally speaking, do you enjoy traveling by plane?
2. How was your plane ride to the United States?
3. What were you thinking about when the plane took off?

## Paragraph 3

1. What do you like about this city?
2. What do you not like about it?
3. What have you seen since you have been here?
4. Where have you gone since you have been here?
5. What have you been doing since classes started?

## Paragraph 4

1. What are you planning to do during the next vacation period?
2. What do you plan to do after you finish studying English?

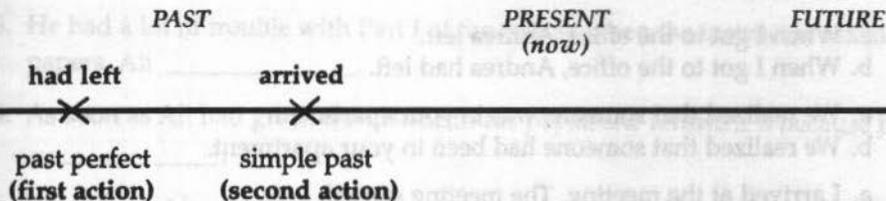
## LESSON TWO

### 2-1 PAST PERFECT

By the time the package arrived,  $\left\{ \begin{array}{l} \text{I} \\ \text{he} \\ \text{she} \\ \text{we} \\ \text{you} \\ \text{they} \end{array} \right\}$  had (not) left.

Had  $\left\{ \begin{array}{l} \text{you} \\ \text{he} \\ \text{she} \\ \text{they} \end{array} \right\}$  left by the time the package arrived? Yes,  $\left\{ \begin{array}{l} \text{I} \\ \text{we} \\ \text{he} \end{array} \right\}$  had.  
 No,  $\left\{ \begin{array}{l} \text{she} \\ \text{they} \end{array} \right\}$  hadn't.

- The past perfect is formed with *had (not) + the past participle*. The contraction for the past perfect is 'd (*I'd left, he'd left, she'd left, we'd left, you'd left, they'd left*).
- The past perfect is used in English to talk about an action in the past that happened before another action in the past. The first past action is in the past perfect. The second past action is in the simple past.



The past perfect indicates that the first action had finished completely before the second action started.

- The past perfect usually occurs with the simple past, but the past perfect can be the only tense in a sentence if a specific past time is given. The past perfect is often used with *by + a time*.

*By three o'clock Professor Larson's lecture had ended.*

8. I was surprised when he told me what \_\_\_\_\_

4. The past perfect is often used with the words *already*, *just*, *never*, *ever*, and *yet* to emphasize the event that happened first.

*When I got home, my roommate had already cleaned the apartment.*

*I was surprised because he had never cleaned the apartment before.*

*I had just started to tell my roommate how nice the apartment looked when the phone rang.*

5. If it is clear which action happened first, the simple past can be used for both actions. In these sentences, the words *after* and *before* make the relationship between two actions clear.

*After I finished reading the book, I lent it to Bob.*

*Before I arrived, the library closed.*

6. If it is not clear which action happened first, it is necessary to use the past perfect. Note the difference in meaning between these sentences.

*When Professor Dance gave her lecture, she sat down.* (She was speaking and sitting at the same time.)

*When Professor Dance had given her lecture, she sat down.* (She stood and gave her lecture; then she sat down.)

7. Note the comma after a time clause when it appears at the beginning of the sentence. There is no comma when the time clause is not at the beginning of the sentence.

*When Professor Dance had given her lecture, she sat down.*

*Professor Dance sat down when she had given her lecture.*

### Exercise 1

With another student, discuss the difference in meaning between the pairs of sentences.

- When I got to the office, Andrea left.
  - When I got to the office, Andrea had left.
- We realized that someone was in your apartment.
  - We realized that someone had been in your apartment.
- I arrived at the meeting. The meeting started.
  - I arrived at the meeting. The meeting had started.
- There wasn't anything we could do about the problem. We packed our bags.
  - There wasn't anything we could do about the problem. We had packed our bags.
- Kim was happy. She wrote two letters.
  - Kim was happy. She had written two letters.

### Exercise 2 ■■ Complete the sentences, using the past perfect.

Example: By the time Ko came to the United States,  
he had finished two years of college.

1. He had sent in his housing application three months before he left his country, so when he arrived on campus, the housing office \_\_\_\_\_.
2. By the time he found his dormitory room, his new roommate \_\_\_\_\_.
3. He was very tired from the long plane ride, so he overslept the first morning. By the time he got to the cafeteria, \_\_\_\_\_.
4. His roommate ate breakfast without him because \_\_\_\_\_.
5. His roommate's father was in the diplomatic corps for twenty years, so Ko's roommate's family traveled all over the world. By the time Ko's roommate was eleven, he \_\_\_\_\_.
6. Ko, however, at first found living in a foreign country very unsettling because \_\_\_\_\_.

### Exercise 3 ■■ Complete the sentences, using the past perfect.

1. Last week we had a test. Ali overslept, so when he got to class, \_\_\_\_\_.
2. By the time he began the test, the other students \_\_\_\_\_.
3. He had a lot of trouble with Part I of the test, so when the instructor asked for the papers, Ali \_\_\_\_\_.
4. As soon as Ali had given the instructor his paper, she returned it because he \_\_\_\_\_.
5. When he got home, his apartment door was open and the place was a mess. Someone \_\_\_\_\_.
6. He ran to the closet and looked for his new coat, but it was gone. He felt terrible because his parents \_\_\_\_\_.
7. He began to clean the apartment immediately, so by the time I arrived, he \_\_\_\_\_.
8. I was surprised when he told me what \_\_\_\_\_.

**Exercise 4**

Make a list of accomplishments or important events in your life, using the past perfect. If you are older than 18, add a few more sentences up until two years ago. When you finish, compare your events with those of another student.

Example: By the time I was 12, I had started helping out in my mother's grocery store.

1. By the time I was 1, I \_\_\_\_\_.
2. By the time I was 2, I \_\_\_\_\_.
3. By the time I was 3, I \_\_\_\_\_.
4. By the time I was 5, I \_\_\_\_\_.
5. By the time I was 8, I \_\_\_\_\_.
6. By the time I was 11, I \_\_\_\_\_.
7. By the time I was 14, I \_\_\_\_\_.
8. By the time I was 16, I \_\_\_\_\_.
9. By the time I was 17, I \_\_\_\_\_.
10. By the time I was 18, I \_\_\_\_\_.

**Exercise 5**

Check (✓) the severe weather conditions that have happened in your hometown (or an area near your hometown) in the past few years. Then make a list of what people can do or should do to prepare for the conditions that you have checked. Finally, tell another student the preparations you had made or hadn't made before the event. Add any severe weather conditions that are not listed below but that occur in your hometown.

flood

snow storm

Other \_\_\_\_\_

hurricane

typhoon \_\_\_\_\_

Example: By the time the hurricane struck, we had stocked up on bottled water and canned food, but we hadn't boarded up the windows of our house.

That's why the house suffered some damage.

**Exercise 6**

Read the pairs of sentences. First, decide which action happened first. Then combine the sentences, putting the first action in the past perfect. Use when and by the time.

- The snow storm arrived. Mario put snow tires on his car, so he wasn't worried.
- The first snowflake fell. Mario made a warm fire and was enjoying the view.
- Eight feet of snow fell. The storm was over.
- A lot of cars got stuck in the snow. The police closed some highways.
- The police closed some highways. Nina left work. She was going to have a very difficult time getting home.
- The snow became very deep. Many travelers found hotel rooms for the night, so they were not in danger.
- The storm came. The television weathercasters warned everyone to expect it, but some people were not prepared.
- Schools were shut for four days. They reopened.

**Exercise 7**

In a group of three or four, discuss things you had never done before coming to study (and/or live) in this country.

**2-2 PAST PERFECT CONTINUOUS**


---



---

I	} <b>had (not) been sleeping</b> for a long time when someone rang the doorbell.
He	
She	
We	
They	

---



---

Had	} <b>been sleeping</b> for a long time when the package arrived?
you	
he	
she	
	they

---



---

Yes,	} <b>had.</b>
I	
he	
	she

No,	} <b>hadn't.</b>
I	
we	
they	

---



---

1. The past perfect continuous is formed with *had (not) + been + the present participle*.
2. The past perfect continuous is used in English to emphasize the continuous nature of an action that happened before another action in the past. Compare:

*Chris had waited for an hour when she decided to leave.*

*Chris had been waiting for an hour when she decided to leave.*

Both sentences are correct, but in the second sentence the speaker or writer emphasizes the duration of the waiting.

3. The past perfect continuous can also be used to emphasize that the first action was recent to the second action or another time in the past.

*The class had discussed the final exam when the instructor came in.* (They had started the discussion before the instructor entered and were talking about something else when the instructor came in.)

*The class had been discussing the final exam when the instructor came in.* (They had started the discussion shortly before the instructor entered. Either they had just finished when the instructor walked in, or they were still discussing the final exam when the instructor walked in.)

4. The past perfect continuous is *not* used when you mention the number of times something was done.

Correct: *I didn't go to the hospital to see Sue yesterday because I had already visited her twice this week.*

Incorrect: *I didn't go to the hospital to see Sue yesterday because I had already been visiting her twice this week.*

5. The past perfect continuous is often used with *for + a time*.

**Exercise 8** ■ ■ Complete each sentence, using the past perfect or the past perfect continuous.

1. My brother has always been a superb swimmer. By the time he was ten years old, he \_\_\_\_\_ (win) many medals.
2. When he finished high school, he \_\_\_\_\_ (be) captain of the swimming team for four years.

3. He is now training for the national championship games, so he goes jogging every morning from 5:30 to 8:00. By 7:30 this morning, he \_\_\_\_\_ (jog) for two hours.
4. When I got up at 9:00, he \_\_\_\_\_ (shower), \_\_\_\_\_ (eat), and \_\_\_\_\_ (leave) for work.
5. Our neighbor was very sick last night, and by the time he called us, his temperature \_\_\_\_\_ (reach) 102 degrees Fahrenheit.
6. We called the hospital before we left home, so when we reached the emergency room, the doctor \_\_\_\_\_ (wait) for thirty minutes.
7. The doctor gave him a shot, so by the time we returned home, he \_\_\_\_\_ (begin) to feel a little better.
8. He was glad he \_\_\_\_\_ (come) to us for help because he \_\_\_\_\_ (not feel) well for a couple of days.

### Exercise 9 ■■

Complete each sentence, using the correct form of the verbs in parentheses. Use the simple past, past perfect, or the past perfect continuous.

1. Carla \_\_\_\_\_ (go) to the department store and \_\_\_\_\_ (return) the dress she \_\_\_\_\_ (buy).
2. She \_\_\_\_\_ (return) home happy because the clerk \_\_\_\_\_ (refund) her money.
3. She \_\_\_\_\_ (begin) to watch a movie on television when she \_\_\_\_\_ (finish) dinner.
4. She \_\_\_\_\_ (change) from Channel 7 to Channel 4 because she \_\_\_\_\_ (already see) the movie on Channel 7.
5. She \_\_\_\_\_ (watch) the movie for a while when she \_\_\_\_\_ (become) bored.

6. She \_\_\_\_\_ (just turn off) the set when the telephone \_\_\_\_\_ (ring).
7. By the time she \_\_\_\_\_ (answer) it, the person on the other end \_\_\_\_\_ (hang up).
8. It was getting late, so she \_\_\_\_\_ (decide) to take a shower and go to bed.
9. She \_\_\_\_\_ (just get) undressed when someone \_\_\_\_\_ (knock) on the door.
10. After she \_\_\_\_\_ (put on) her robe, she \_\_\_\_\_ (open) the door and \_\_\_\_\_ (discover) that someone \_\_\_\_\_ (leave) her a package.
11. After she \_\_\_\_\_ (close) the door, she \_\_\_\_\_ (sit down) and \_\_\_\_\_ (try) to figure out who \_\_\_\_\_ (give) her the package.
12. When she \_\_\_\_\_ (open) the package, she \_\_\_\_\_ (be) surprised to see a birthday card and a beautiful scarf.

### Exercise 10 ■■

*With another student, respond to each sentence, using the past perfect progressive. All the sentences are about the Dixon family. Neal and Diana have seven children, and life is never perfect.*

1. Neal couldn't get through on the phone to his wife because the line was busy for over an hour. He was angry with his daughter Chris when he got home.
2. Diana was upset with their son Danny when he came home from school with cuts and bruises on his face and arms.
3. Neal was annoyed with their daughter Sheila. At 1:00 in the afternoon she came downstairs in her nightgown and was rubbing her eyes.
4. Diana was upset with their three-year-old son, Stevie. He came in the room just before dinner with chocolate all over his hands and face.
5. Diana was annoyed with her eight-year-old daughter, Lizzy. When Diana went into her office to do some work, she found Lizzy's dolls and other toys all over the floor.

6. When Neal and Diana came home late one Saturday night, the house was a mess. There were at least a dozen empty pizza boxes and a lot of soda cans in the living room. Also, the furniture had been moved, and there were CD boxes all over the place. They were angry with their son Kevin.
7. Larry, their oldest son, was supposed to meet his father at 5:00. He didn't show up until 6:00. Neal was angry with Larry.
8. And Diana and Neal were also angry with the family dog, Crackers. They found a large hole in their flower garden.

### Exercise 11

Complete the paragraph, using the correct form of the verbs in parentheses. You will need to use a variety of tenses.

Last Saturday, my friend and I \_\_\_\_\_<sup>1</sup> (decide) to drive to Central City. This \_\_\_\_\_<sup>2</sup> (be) a small mountain town about twenty-five miles west of Denver. In the late 1800s, Central City \_\_\_\_\_<sup>3</sup> (be) a successful mining town where people \_\_\_\_\_<sup>4</sup> (find) silver and gold in large quantities. Today, during the summer, the town \_\_\_\_\_<sup>5</sup> (be) full of tourists from all over the world, but in the autumn this small community usually \_\_\_\_\_<sup>6</sup> (have) a peaceful atmosphere. However, this was not true last Saturday.

When we \_\_\_\_\_<sup>7</sup> (arrive), there \_\_\_\_\_<sup>8</sup> (be) hundreds of people standing behind thick ropes, and huge trucks loaded with cameras and electronic equipment filled the streets. Small groups of people dressed in the style of the old West \_\_\_\_\_<sup>9</sup> (walk) casually along the sidewalks. As my friend and I \_\_\_\_\_<sup>10</sup> (move) toward the crowd of people, we \_\_\_\_\_<sup>11</sup> (stop) a local police officer and \_\_\_\_\_<sup>12</sup> (ask) him what \_\_\_\_\_<sup>13</sup> (happen). He \_\_\_\_\_<sup>14</sup> (tell) us that a Hollywood movie studio \_\_\_\_\_<sup>15</sup> (make) a movie and that the crowd \_\_\_\_\_<sup>16</sup> (be) there since 6:30 in the morning. It was now 11:00 A.M. The police officer \_\_\_\_\_<sup>17</sup> (get up) at 5:00 A.M. to direct the traffic and keep order. He also told us that Kevin Costner and Meg Ryan were the stars of the movie. Both these performers \_\_\_\_\_<sup>18</sup> (be) excellent actors, so we \_\_\_\_\_<sup>19</sup> (probably, see) the movie when it is finished.

Neither my friend nor I \_\_\_\_\_<sup>20</sup> (ever, watch) a Hollywood studio make a movie before, so we were glad we \_\_\_\_\_<sup>21</sup> (choose) to drive west to Central City instead of going south to Colorado Springs.

We \_\_\_\_\_<sup>22</sup> (push) through the crowd to get closer to the camera operators, director, and actors on the other side of the rope. We were finally in a position to see all the activity. As we \_\_\_\_\_<sup>23</sup> (stand) there waiting for the action to begin, a woman \_\_\_\_\_<sup>24</sup> (point to) a man who was talking to the director of the movie. The man \_\_\_\_\_<sup>25</sup> (be) Kevin Costner. I really like him. In fact, I \_\_\_\_\_<sup>26</sup> (see) most of his movies, but I \_\_\_\_\_<sup>27</sup> (never, see) him in person before that day. Suddenly a man \_\_\_\_\_<sup>28</sup> (yell), "QUIET!" Everyone \_\_\_\_\_<sup>29</sup> (become) silent, and the director shouted, "ACTION!"

## LESSON THREE

### 3-1 FUTURE CONTINUOUS

I  
He  
She  
It

} will (not)

be working tonight.

We  
You  
They

} are (not) going to

Will	$\left. \begin{array}{l} I \\ you \\ he \\ she \\ it \\ we \\ they \end{array} \right\}$	be working tonight?	Yes,	$\left. \begin{array}{l} I \\ you \\ he \\ she \\ it \\ we \\ they \end{array} \right\}$	will.
			No,		won't.

Is	$\left. \begin{array}{l} he \\ she \\ it \end{array} \right\}$	going to be working tonight?	Yes,	$\left. \begin{array}{l} he \\ she \\ it \end{array} \right\}$	is.
			Are		$\left. \begin{array}{l} we \\ you \\ they \end{array} \right\}$
			No,	$\left. \begin{array}{l} we \\ you \\ they \end{array} \right\}$	

- The future continuous is formed with *will (not) + be + the present participle* or with a form of *be going to + be + the present participle*.
- The future continuous expresses an action that will be in progress at a specific time in the future.

*Don't call my roommate tonight between seven and eleven. She will be studying for a test.*

*This is Reza's last course in the intensive English program. This time next semester he's going to be taking engineering courses.*

- The future continuous also expresses an action that will continue to happen at different times in the future.

**Instructor:** *Welcome to the class. In this course, you will have a test after every chapter, a midterm exam, and a final exam.*

**Student:** *Is that all?*

**Instructor:** *No. I'm going to be giving surprise quizzes from time to time.*

**Student:** *And I'll be suffering from headaches all semester.*

- The future continuous also expresses an action that will happen at an unknown time in the future. This will happen as a matter of course.

**Gita:** *Did you get a letter from your boyfriend?*

**Yuko:** *No, not today.*

Gita: You haven't heard from him for a month. Aren't you a little worried?

Yuko: No. I'll be getting a letter or a phone call from him soon.

### Exercise 1

Complete the sentences, using the future continuous or the simple future (will + verb.)

- A: I hope you don't mind if I drop the report off tomorrow at around 9:00.  
 B: Oh, that should be fine. I \_\_\_\_\_ (not do) anything special.
- A: What should we serve for dinner next Sunday?  
 B: I don't know, but don't make lamb. Myra \_\_\_\_\_ (like) it.
- A: How \_\_\_\_\_ (I/recognize) you?  
 B: I \_\_\_\_\_ (hold) some flowers.
- A: How do you know Brian \_\_\_\_\_ (sleep) when we get home?  
 B: Because it's 11:30. He always goes to bed at 10:00.
- A: Let's have dinner at Dillon's.  
 B: No. It \_\_\_\_\_ (cost) too much.
- A: It \_\_\_\_\_ (take) a long time to get to Stephanie's place by bus.  
 B: Then we'd better take a taxi.
- A: Will anybody be at the airport when your plane arrives?  
 B: I think my sister \_\_\_\_\_ (wait) for me.
- A: He doesn't understand.  
 B: I \_\_\_\_\_ (explain) it to him.
- A: Should I stop by in a couple of hours to see Harold?  
 B: No. He \_\_\_\_\_ (attend) a meeting then. Why don't you come at 4:30?
- A: Don't wait up for me. I \_\_\_\_\_ (finish) late tonight.  
 B: Okay. But I \_\_\_\_\_ (leave) your dinner on the stove.

### Exercise 2

Write down a time that you would like to get together with your classmates next Saturday. Then walk around the room and find out what they will be doing at that time. Talk to as many classmates as possible. Write down the names of those students who will be free and the plans of those students who will not be free. How many students will be able to get together with you?

## 3-2 FUTURE PERFECT AND FUTURE PERFECT CONTINUOUS

### Future Perfect

I  
 He  
 She  
 We  
 You  
 They

} **will (not) have finished** by next week.

Will

{ I  
 he  
 she  
 we  
 you  
 they }

**have finished** by next week?

Yes,  
 No,

{ I  
 he  
 she  
 we  
 you  
 they }

**will.  
 won't.**

- The future perfect is formed with *will (not) + have + the past participle*.
- The future perfect expresses an action that will be finished at some time in the future. English speakers do not usually use this tense unless the completion time of the activity is clear.
 

*The next time we meet I will have completed the courses for my Masters degree.*

*Rita already has her Masters, and she will have gotten her Ph.D. before she's 25.*
- The future perfect is often used with *by + a time, before + a time, or in + a time*.
 

*We will have finished this review of tenses by the end of this week.*

*Before this course is finished, my classmates and I will have taken 20 quizzes.*

*Our instructor will have gotten his new car in two weeks.*
- Adverbs such as *already, probably, and certainly* are placed after the first auxiliary.
 

*By the end of this week, we will certainly have finished this review.*

*Don't worry. Before the party begins I will already have cleaned our apartment.*

## ■ Future Perfect Continuous ■

I  
He  
She  
We  
You  
They } **will (not) have been studying** English for six months by the end of this course.

Will { you  
          he  
          she  
          we  
          they } **have been studying** English for six months by the end of this course?

Yes, { I  
          you  
          he  
No, { she  
          we  
          they } **will.**  
**won't.**

- The future perfect continuous is formed with *will (not) + have been + the present participle*.
- The future perfect continuous emphasizes the continuous nature of an action that will be in progress at a specific time in the future before another action.  
*By the time we get to Baltimore, we will have been driving for six hours.*
- The future perfect continuous cannot be used with verbs that do not usually occur in a continuous form. Only verbs that show continuous action can be used. These verbs include *study, work, travel, write, listen, and watch*.

**Correct:** *I will have been studying English for three semesters by the time I take the TOEFL exam.*

**Incorrect:** *I will have been finishing the review for the test by next week. (A person can't keep on finishing something.)*

**Exercise 3** ■■ With another student, discuss the difference in meaning between the pairs of sentences.

1. a. I'll have cleaned the apartment by 2:00.  
b. I'll have been cleaning the apartment by 2:00.
2. a. I'll start cooking at 5:30.  
b. I'll have started cooking by 5:30.
3. a. When you get here, my mother will rest.  
b. By the time you get here, my mother will have been resting for awhile.
4. a. Jack will retire in June.  
b. Jack will have retired by June.
5. a. When we get there, the director will leave.  
b. By the time we get there, the director will have left.
6. a. I'll pay the rent at the end of the month.  
b. I'll have paid the rent before the end of the month.

**Exercise 4** ■■ Imagine the perfect life in the year 2015. How do you hope the world will have changed by then? How do you hope your hometown will be different? What do you hope you will have accomplished? Make a list of your hopes, using the future perfect. When you finish, compare lists with another student. How many similar hopes do you have?

Example: I hope that by the year 2015 I will have made a lot of money.

**Exercise 5** ■■ The president of one country and the prime minister of another country are going to meet next week. With another student, use the schedule of the president's activities for Monday to ask and answer the questions that follow. Use the future continuous or the future perfect.

**MONDAY**

8:00-8:50	Conference with presidential advisors
9:00-9:50	Breakfast meeting with the prime minister, the president, and their interpreters
10:00-10:50	Television speech by the president on peace relations between two countries
11:00-11:50	President and prime minister and their wives will visit automobile factory.
12:00-1:00	Private lunch with presidential advisors
1:00-3:00	Discussion of import-export needs of the two countries: president, prime minister, and ministers of trade
3:00-3:30	Signing ceremonies for new trade treaty
3:35-4:00	Meeting with television and newspaper reporters: president and prime minister
4:00-5:00	Rest in hotel
5:00	Get ready for formal dinner at 6:00.

Examples: on Monday morning at 8:00 / what / the president / do

On Monday morning at 8:00, what will the president be doing?

He'll be talking with his advisers.

what / already / happen / before 9:00

What will already have happened before 9:00?

He'll already have met with his advisers.

1. what / the president / do / at 9:00
2. whom / the president / meet with / at 9:00
3. by 10:00 / what two things / the president and prime minister / already do
4. at what time / the president / make / his speech on television
5. what / happen / at 11:00
6. what four things / the president / already do / by 1:00
7. why / these officials / meet / from 1:00 to 3:00

8. by 4:00 / what important document / they / sign
9. when / the president and prime minister / meet / with reporters
10. the president / tour / the city from 4:00 to 5:00
11. by approximately what time / the president / get / ready to go to dinner
12. before the day is over / how many meetings / the president / have

### Exercise 6

*In a group of three or four, take turns asking and answering the questions. Answer in complete sentences.*

1. What will you probably be doing at eight o'clock tonight?
2. Which assignments will you be working on tonight?
3. Will you have finished today's homework assignments before eleven o'clock tonight?
4. At nine o'clock tomorrow morning, will you still be sleeping?
5. By five o'clock tomorrow, which classes will you have already had?
6. By 12:30 tomorrow, will you have finished lunch?
7. At this time next year, what will you be doing?
8. Will you have completed your university degree by the time you return to your country?
9. Will you be studying in the summer?
10. Where do you think you will be living next year?
11. By next year, how long will you have been living in the United States?
12. Do you know anyone who will be getting married this summer?
13. Who do you know who will have been married for more than two years at the end of this year?
14. By the time you finish your studies in the United States, will your parents have had a chance to visit you here?

### Exercise 7

*Complete the note from a teacher to her students.*

While I \_\_\_\_\_<sub>1</sub> (sit) at my desk at home, trying to think of an interesting way to test your understanding of the tenses, I suddenly \_\_\_\_\_<sub>2</sub> (have) the idea of writing you a note.

As all of you know, class \_\_\_\_\_<sup>3</sup> (begin) eleven days ago, so we \_\_\_\_\_<sup>4</sup> (be) together for approximately two weeks. At the start of the quarter, our class \_\_\_\_\_<sup>5</sup> (have) only thirteen students; however, it \_\_\_\_\_<sup>6</sup> (grow) to sixteen students on the third day. We are now in the second full week of classes, so I \_\_\_\_\_<sup>7</sup> (know) we \_\_\_\_\_<sup>8</sup> (get, not) any additional students.

By now, all of you know that I \_\_\_\_\_<sup>9</sup> (love) to teach grammar. During my teaching career, I \_\_\_\_\_<sup>10</sup> (teach) many subjects, but for some reason I \_\_\_\_\_<sup>11</sup> (always, enjoy, teach) grammar. All your courses \_\_\_\_\_<sup>12</sup> (be) important, but I \_\_\_\_\_<sup>13</sup> (believe) that grammar is especially important because speaking, reading, and writing well depend on a good understanding of the structure of a language.

During the time that we \_\_\_\_\_<sup>14</sup> (be) in class, some of you \_\_\_\_\_<sup>15</sup> (complain) about doing homework. I \_\_\_\_\_<sup>16</sup> (realize) that you \_\_\_\_\_<sup>17</sup> (take) other classes, and I \_\_\_\_\_<sup>18</sup> (understand) that the life of a student \_\_\_\_\_<sup>19</sup> (be) not easy. However, remember that I \_\_\_\_\_<sup>20</sup> (be) still a student, too. Last week while I \_\_\_\_\_<sup>21</sup> (study) in the library, I \_\_\_\_\_<sup>22</sup> (ask) myself why I was working so hard. Then I \_\_\_\_\_<sup>23</sup> (remember) that one of my goals \_\_\_\_\_<sup>24</sup> (be, always) to finish my Ph.D. You \_\_\_\_\_<sup>25</sup> (have) goals, too, so you must work hard until you reach them. As I \_\_\_\_\_<sup>26</sup> (promise) the other day, I \_\_\_\_\_<sup>27</sup> (give, never) you an assignment that will take hours to complete; however, during the first half of the quarter I \_\_\_\_\_<sup>28</sup> (give) you an assignment almost every night because I want you to improve your English as quickly as possible.

Some of you \_\_\_\_\_<sup>29</sup> (complete, not) your assignments, and as a result you \_\_\_\_\_<sup>30</sup> (have) trouble in class. Generally speaking, however, this is a good class, and all of you \_\_\_\_\_<sup>31</sup> (be) very intelligent individuals. Work hard and accomplish your own individual goals. By the time this quarter is over, you \_\_\_\_\_<sup>32</sup> (learn) much, and you \_\_\_\_\_<sup>33</sup> (be) one step closer to your dream.

## Practice Exam

### SECTION 1

Find the tense mistake in each sentence and correct it. In some sentences there is more than one mistake.

- Pollution is a serious problem since 1970.
- In the past, nobody was caring about the problem.
- Many countries still try to solve this problem today.
- Before everyone realized the dangers, pollution became a major threat to the environment.
- Every day, some company has been polluting the environment.
- In the early 1960s, the problem is unnoticed.
- Last week, while I am listening to the news, I have heard that pollution is now a major problem in several countries.
- I am in the United States for two months, but I have not been buying a car yet.
- Last month, I am thinking about buying a used car.
- My father has sent me a lot of money last month, so now I can buy a new car.
- By this time next month, I am driving a new sports car.
- I went to a car dealer last night, but he already closed.

### SECTION 2

Complete the paragraphs, using the correct form of the verbs in parentheses.

One thing I \_\_\_\_\_<sup>1</sup> (notice) since I \_\_\_\_\_<sup>2</sup> (be) in the United States \_\_\_\_\_<sup>3</sup> (be) the number of cars. As is true in many large cities in the world, the streets of Denver \_\_\_\_\_<sup>4</sup> (be) filled with automobiles. Although the automobile \_\_\_\_\_<sup>5</sup> (become) a necessity for

many people, it \_\_\_\_\_<sup>6</sup> (be) a dangerous necessity. For example, cars \_\_\_\_\_<sup>7</sup> (pollute) the air in cities for many years. In addition to pollution, the automobile \_\_\_\_\_<sup>8</sup> (increase) the problem of congestion in crowded urban areas. A professor of medicine and public health from Yale University \_\_\_\_\_<sup>9</sup> (believe) that the automobile \_\_\_\_\_<sup>10</sup> (be) responsible for a large number of the heart attacks that Americans have because they \_\_\_\_\_<sup>11</sup> (not, walk) much any more.

While I \_\_\_\_\_<sup>12</sup> (read) a report on pollution in the United States the other night, I \_\_\_\_\_<sup>13</sup> (learn) that the average American family \_\_\_\_\_<sup>14</sup> (own) two cars and many \_\_\_\_\_<sup>15</sup> (have) three. It is obvious that cars \_\_\_\_\_<sup>16</sup> (contribute) a great deal to the problem of pollution that this country \_\_\_\_\_<sup>17</sup> (have). One solution, of course, \_\_\_\_\_<sup>18</sup> (be) to create better systems of public transportation. If the large cities do not create better systems of public transportation, by the year 2015 many Americans \_\_\_\_\_<sup>19</sup> (buy) gas masks, and they \_\_\_\_\_<sup>20</sup> (wear) them everywhere they go.

However, the automobile may not be a big problem in the future because of the cost of fuel. In this country at the moment, the big American oil companies \_\_\_\_\_<sup>21</sup> (have) a lot of trouble. In fact, they \_\_\_\_\_<sup>22</sup> (have) a lot of trouble since they \_\_\_\_\_<sup>23</sup> (begin) to raise the price of gasoline. In the summer of 1979, the oil companies \_\_\_\_\_<sup>24</sup> (increase) the price of gasoline dramatically, and the American public \_\_\_\_\_<sup>25</sup> (become) extremely angry. Many people \_\_\_\_\_<sup>26</sup> (not believe) that it \_\_\_\_\_<sup>27</sup> (be) necessary for the companies to ask for more money because they \_\_\_\_\_<sup>28</sup> (receive) very high profits for many years. Many citizens \_\_\_\_\_<sup>29</sup> (sell) their large cars, and they \_\_\_\_\_<sup>30</sup> (buy) smaller ones. This \_\_\_\_\_<sup>31</sup> (create) another problem in this country for at least one of the large automobile manufacturers, the Chrysler Corporation, located in Detroit, Michigan. Years ago, this company \_\_\_\_\_<sup>32</sup> (not see) the future need for small cars, so it \_\_\_\_\_<sup>33</sup> (manufacture) only big cars. Today,

however, many Americans \_\_\_\_\_<sup>34</sup> (want) small automobiles. In 1979, the Chrysler Corporation \_\_\_\_\_<sup>35</sup> (ask) the U.S. government for money so it could prepare its factories to build small cars.

Before I \_\_\_\_\_<sup>36</sup> (come) to the United States, I \_\_\_\_\_<sup>37</sup> (think about) buying a big car, but since I \_\_\_\_\_<sup>38</sup> (live) here,

I \_\_\_\_\_<sup>39</sup> (decide) to purchase a small economy car. Tomorrow,

I \_\_\_\_\_<sup>40</sup> (go) with an American friend to look at the cars at his father's automobile dealership. His father \_\_\_\_\_<sup>41</sup> (promise) to give me a good deal.

### SECTION 3

Write your own sentences, using the time words and expressions indicated.

**Example:** all day yesterday

I was studying all day yesterday.

1. still
2. by the end of this month
3. between seven and ten o'clock tonight
4. ago
5. for two semesters
6. while
7. by the time
8. yet
9. in a few minutes
10. every week

### LESSON FOUR

#### 4-1 COORDINATING CONJUNCTIONS AND

#### PARALLEL STRUCTURE

1. Coordinating conjunctions are words that connect clauses that are the same. This is called parallel structure. There are seven coordinating conjunctions in English: and, but, for, nor, or, so, and yet. It is important to use a coordinating conjunction that is the same as the one used in the first clause.

# PART 2

# Coordination

## INTRODUCTION TO PART 2

In English several methods are used to express two or more ideas in the same sentence. In this part, you will practice coordination as a method for combining two or more complete sentences not only to produce longer sentences but also to show the proper relationship between similar or related ideas.

A sentence is formed of one or more clauses. The word *clause* refers to a group of words that has a subject and a verb. In English there are two kinds of clauses: independent and dependent. An independent or main clause has a subject and a verb and makes sense by itself. All complete sentences contain an independent clause. A dependent or subordinate clause also has a subject and a verb, but it is not a complete sentence because it does not make sense by itself. Look at the following examples.

### Independent Clauses

*I saw Kayoko yesterday.  
She seemed very depressed.  
She was going home.*

### Dependent Clauses

*when I saw Kayoko yesterday  
why she seemed very depressed  
because she was going home*

Note that there are no periods at the end of dependent clauses because they are not complete sentences.

## LESSON FOUR

### 4-1 COORDINATING CONJUNCTIONS AND PARALLEL STRUCTURE

1. Coordinating conjunctions are words that connect structures that are the same. This is called parallel structure. These are the coordinating conjunctions in English: *and, but, for, nor, or, so, and yet.*

## 2. Coordinating conjunctions are used to connect

single words:

- Nouns **A** *Men and women are the same.*  
 Adjectives **B** *My parents were poor but happy.*  
 Verbs **C** *Last night I was sitting and thinking about you.*  
 Objects **D** *This typewriter is for the secretary but not (for) the students.*  
 Infinitives **E** *I have to write and (to) type this paper tonight.*

prepositional phrases:

- F** *There is still plenty of food in the living room and in the kitchen.*  
**G** *You can lie down on the bed or on the sofa.*  
**H** *This was in the book yet not on the exam.*

verb phrases:

- I** *I am sitting here and writing a letter.*  
**J** *Nobody wants to do homework or (to) listen to records.*  
**K** *She had left the room and (had) gone to bed.*

dependent clauses (incomplete sentences):

- L** *Where you go and what you do are not my concern.*  
**M** *We can talk while you are here or when you return home.*  
**N** *He is a person whom I respect and whom I will always admire.*

independent sentences (complete sentences):

- O** *Jim loves Sue, and she loves him.*  
**P** *He proposed, so they got married.*  
**Q** *They lived in her hometown, yet they were not happy.*  
**R** *They stayed there, for they didn't have enough money to move.*  
**S** *Audrey didn't have a good job, nor did Jim.*

## 3. Coordinating conjunctions cannot connect different structures.

Correct:                   Adj                   Adj  
*The journalist is successful and well liked.*

Incorrect:               Noun               Adj  
*The journalist is a success and well liked.*

**Correct:** Sarah told her children that they should stay in the house and that they shouldn't open the door. OR Sarah told her children to stay in the house and not to open the door.

**Incorrect:** Sarah told her children that they should stay in the house and not to open the door.

- When a coordinating conjunction connects two dependent clauses, no punctuation is necessary. (See sentences L, M, and N.) But when a coordinating conjunction connects two independent clauses, a comma precedes the coordinating conjunction. (See sentences O, P, Q, R, and S.)
- The coordinating conjunctions *for*, *nor*, and *so* can only be used to connect independent clauses. Therefore, *for*, *nor*, and *so* cannot be used to connect single words (as in sentences A to E), prepositional phrases (as in sentences F to H), verb phrases (as in sentences I to K), or dependent clauses (as in sentences L to N).

### Exercise 1

Correct the sentences so that the structures in each sentence are parallel. There is more than one way to correct some of the sentences.

**Example:** Julie is a good singer and dances beautifully.

Julie is a good singer and a beautiful dancer. OR

Julie sings well and dances beautifully.

- In the summer we like going to the beach and to play tennis.
- My best friend is kind and always helps.
- Walking and to swim are both good forms of exercise.
- When people start driving less and if manufacturers make more fuel-efficient cars, there will be less environmental damage.
- They had gotten married and went on their honeymoon before I even heard about the wedding.
- The game is simple yet a great way to spend a few hours.
- You need a haircut and to get some new clothes before you go for the interview.
- A good teacher is someone who is patient and when you ask a question always explains clearly.

## Exercise 2 ■■ Use a parallel structure to complete each sentence.

1. Most people want to find a job that is well-paying and \_\_\_\_\_.
2. Traveling to a foreign country and \_\_\_\_\_ can be a wonderful experience.
3. To learn a foreign language, you must practice speaking it and \_\_\_\_\_.
4. Smoking is a bad habit and \_\_\_\_\_.
5. The police believed that the woman knew more than she was saying but \_\_\_\_\_.
6. The old man wanted to move in with a relative but not \_\_\_\_\_.
7. Computers are easy for young people to use yet \_\_\_\_\_.
8. The company needed to hire someone who could speak Italian and \_\_\_\_\_.

## 4-2 CONNECTING COMPLETE SENTENCES

Conjunction	Meaning	Example
and	addition	<i>The phone rang, and someone knocked on the door.</i>
nor	addition	<i>You don't have to study, nor do you have to stay home.</i>
or	alternative	<i>You can stay home and study for the exam, or you can go out and enjoy yourself.</i>
or (else)	condition	<i>I have to study, or (else) I will fail the course. (If I don't study for the exam, I will fail the course.)</i>
but	contrast	<i>Dr. Jones was very sick, but he taught the class.</i>
yet	contrast	<i>His voice was very weak, yet the students understood him.</i>
for	cause	<i>Dr. Jones couldn't lecture for the entire hour, for he had a sore throat.</i>
so	result	<i>I've been working hard all year, so I'm going to take a vacation during the summer.</i>

1. When a coordinating conjunction connects two or more sentences, the statements on both sides of the conjunction must have a subject and a verb.

*I was going to call you last night, but my roommate was on the phone for three hours. I was too tired to wait, so I went to bed.*

2. The coordinating conjunction *nor* connects two negative ideas. As in questions, the subject and auxiliary verb must be inverted after *nor*.

*I don't speak Korean, nor do I write it. (I don't speak Korean. I don't write it.)*

*I haven't done my writing assignment, nor have I done the reading one. (I haven't done my writing assignment. I haven't done my reading one.)*

*Ms. Valera is not here today, nor is Mr. Adams. (Ms. Valera is not here today. Mr. Adams is not here today.)*

3. The coordinating conjunction *for* is more common in formal writing. In informal speech *because* is more common.

Formal: *Dr. Jones couldn't lecture the entire hour, for he had a sore throat.*

Informal: *Dr. Jones couldn't lecture the entire hour because he had a sore throat.*

4. Coordinating conjunctions have different meanings, so they show different relationships between the ideas in two clauses. The relationship must always be logical.

Incorrect: *The grammar test on tenses was very long, but it took a long time to finish.*

The above sentence has a subject and a verb in each independent clause, and there is a comma before the coordinating conjunction *but*. Nevertheless, the sentence is not logical. The word *but* shows contrast, so after it the writer needs a statement that contrasts with the first statement. *It took a long time to finish* is not in contrast to the first statement. The writer needs to use another conjunction or a slightly different sentence. Both these sentences would be logical.

*The grammar test on tenses was very long, so it took a long time to finish.*

*The grammar test on tenses was very long, but it didn't take a long time to finish.*

5. Remember that when a coordinating conjunction connects two complete sentences (independent clauses), a comma precedes the coordinating conjunction. If the clauses are short, the comma is not essential, but it is always safe to add the comma.

INDEPENDENT CLAUSE + INDEPENDENT CLAUSE

*I love you, but I can't marry you.*

*I love you but can't marry you.*

**Exercise 3**

Complete the sentences. Be sure that your completed sentences are logical.

1. The life of a foreign student is sometimes difficult, yet \_\_\_\_\_.
2. The life of a foreign student is sometimes difficult, for \_\_\_\_\_.
3. The students in this program must pass three out of five courses, and \_\_\_\_\_.
4. The students in this program must pass three out of five courses, or \_\_\_\_\_.
5. I have always enjoyed studying languages, so \_\_\_\_\_.
6. I have always enjoyed studying languages, but \_\_\_\_\_.
7. Marcel has not enjoyed living in the United States, nor \_\_\_\_\_.
8. Marcel has not enjoyed living in the United States, for \_\_\_\_\_.

**Exercise 4**

With another student, complete the statements. When you finish, compare sentences with another pair of students.

1. This course began a few weeks ago, and \_\_\_\_\_.
2. The students in the class down the hall are all men, but \_\_\_\_\_.
3. I didn't attend class yesterday, for \_\_\_\_\_.
4. Some students have been complaining about the amount of homework, yet \_\_\_\_\_.
5. Money cannot buy love, nor \_\_\_\_\_.
6. Some people love money more than anything else, so \_\_\_\_\_.
7. I've been working hard all my life, yet \_\_\_\_\_.
8. I've never had much money, and \_\_\_\_\_.
9. I don't have a government scholarship for studying, nor \_\_\_\_\_.
10. I was a terrible student in my country, so \_\_\_\_\_.
11. The embassy of one of my classmates pays for her tuition, books, and food, but \_\_\_\_\_.
12. After I finish my studies, I will get a job, or \_\_\_\_\_.

## 4-3 CONNECTING MORE THAN TWO SENTENCES

1. When more than two sentences are combined, it may be necessary to make changes in the sentences so that they will sound smoother. For example, these sentences need to be connected.

*My parents wanted me to have the experience of studying in a foreign country.*

*My parents wanted me to have the experience of learning another language.*

*My parents do not want me to remain in a foreign country too long.*

*My parents do not want me to change my cultural beliefs.*

The above four sentences could be combined into one sentence.

*My parents wanted me to have the experience of studying in a foreign country and learning another language, but they do not want me to remain here long, nor do they want me to change my cultural beliefs.*

Note that the above connected sentence combines similar structures (*studying . . . learning*), connects complete sentences (*but they do not want . . . , nor do they want*), and uses pronouns to avoid repeating the same nouns (*they* instead of *parents*).

2. When writing your own sentences, it is important *not* to produce a string of sentences.

**Good style:** *You can study in the university library or in the dormitory quiet room, but you must find a quiet place to work soon.*

**Poor style:** *You can study in the university library, or you can study in the dormitory quiet room, but you must find a quiet place to study, and you must find it soon.*

### Exercise 5

Combine the groups of sentences into one sentence. Make changes where necessary, and use the correct punctuation.

1. I haven't had an opportunity to see much of this city.  
I haven't had an opportunity to spend much time with my friends.  
The teachers have been giving us a lot of homework.  
The teachers have been giving us a lot of tests.

2. This quarter, I really like my classmates.  
This quarter, I really like the teachers.  
The teachers are very strict.  
The teachers expect us to study hard.
3. My reading instructor is very good.  
My reading instructor is extremely patient.  
Learning new vocabulary words is very difficult for me.  
I spend more time studying for my reading class than for any other.
4. We have just finished a review of the tenses.  
I'm still having a little trouble with the tenses.  
I will continue to study the tenses on my own.
5. We're going to have a test on the conjunctions next week.  
I won't be able to go anywhere this weekend.  
I want to do well on the test.  
I want to make sure that my final grammar grade is high.
6. Juan, my roommate, is very fortunate.  
Juan doesn't have to worry about tuition.  
Juan doesn't have to worry about clothes.  
I don't have a scholarship.  
My father doesn't have much money.
7. One of my classmates was very upset last week.  
His embassy told him it would not continue to pay for his wife's studies.  
This classmate will try to convince the embassy to change its mind.  
His wife is intelligent.  
His wife is interested in learning.
8. Ali will complete his English studies this quarter.  
Ali is not going to begin university work immediately.  
Ali is not planning to visit his country.  
Ali wants to travel around for a while.

## LESSON FIVE

### 5-1 CORRELATIVE CONJUNCTIONS: *Either . . . Or*

#### ■ Connecting Similar Structures ■

**A** You must tell the truth. You must go to jail.

*You must either tell the truth or go to jail.* (connecting two verb phrases)

**B** A person is honest. A person is dishonest.

*A person is either honest or dishonest.* (connecting two adjectives)

**C** I will see you at home. I will see you in jail.

*I will see you either at home or in jail.* (connecting two prepositional phrases)

**D** I can call your father. I can call your mother.

*I can call either your father or your mother.* (connecting two noun objects)

1. The correlative conjunctions *either . . . or* mean *one or the other*. They indicate a choice or alternative and connect two affirmative ideas.
2. When two verbs or verb phrases are connected with auxiliaries, *either* follows the auxiliary verb. The auxiliary is not repeated after *or*.

*You must either tell the truth or go to jail.*

*He has either lost his watch or misplaced it.*

*She is either crying or laughing very hard.*

When there are two auxiliary verbs, *either* follows the first one.

(1)                      (2)

*You have either been sleeping or watching television.*

3. When using *either . . . or* to connect similar structures, remember to place *either* as close as possible to the structure it is identifying.

**Correct:** *I can call either your father or your mother.*

**Incorrect:** *I can either call your father or your mother.*

4. Singular subjects joined by *either . . . or* take a singular verb after *or*. Plural subjects joined by *either . . . or* take a plural verb after *or*.

*Either my roommate or I am going to go to the party.*

*Either my parents or my sisters are going to visit me this summer.*

If one subject is singular and the other subject is plural, the verb agrees with the subject after *or*, that is, the subject closest to the verb.

*Either my parents or my sister is going to visit me.*

*Either my sister or my parents are going to visit me.*

5. Note that in sentences A to D, the subjects of the two sentences are the same. It is *not* possible to connect similar structures if the subjects of the sentences are different. Therefore, the similar structures in the following sentences cannot be connected.

*You will tell the truth. I will report you to the police.*

**Incorrect:** *You will either tell the truth or report you to the police.*

## ■ Connecting Two Complete Sentences ■

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- A You must tell the truth. You must go to jail.

*Either you must tell the truth, or you must go to jail.*

- B A person is honest. A person is dishonest.

*Either a person is honest, or a person is dishonest.*

- C I will see you at home. I will see you in jail.

*Either I will see you at home, or I will see you in jail.*

- D I can call your father. I can call your mother.

*Either I can call your father, or I can call your mother.*

- E You will tell the truth. I will report you to the police.

*Either you will tell the truth, or I will report you to the police.*

1. When two complete sentences are connected, a comma follows the first sentence.

*Either the baby is sick, or he is tired.*

A comma is not needed when similar structures are connected.

*The baby is either sick or tired.*

2. Note that in sentences A to D, the subjects of the two sentences are the same, but the subjects in the E sentences are different. It is possible to connect two complete sentences even if the subjects of the sentences are different.

### Exercise 1

Connect the sentences, using either . . . or in two ways.

First, connect the sentences by using similar structures.

Then connect them in complete sentences.

**Example:** I will study during the summer quarter. I will take a vacation.

I will either study during the summer or take a vacation.

Either I will study during the summer quarter, or I will take a vacation.

1. Jim and Bob jog every morning. They do push-ups.

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2. Jim runs around the park. He runs around the block.

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3. They will make the U.S. Olympic team. They will be very disappointed.

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4. Bob won a gold medal. He won a silver medal four years ago. I'm not sure.

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5. Jim is running. He is doing push-ups at the moment.

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6. He will represent the United States this year. He will have to wait four more years.
- 
- 

7. Peggy Fleming was an Olympic ice skater. She was an Olympic skier.
- 
- 

8. My brother is going to the next Olympic games. My sisters are going.
- 
- 

## 5-2 CORRELATIVE CONJUNCTIONS: *Neither . . . Nor*

### ■ Connecting Similar Structures ■

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- A Money is not important to me. Success is not important to me.

*Neither money nor success is important to me.* (connecting two noun subjects)

- B I don't want fortune. I don't want fame.

*I want neither fame nor fortune.* (connecting two noun objects)

- C This coffee is not good. It isn't hot.

*This coffee is neither good nor hot.* (connecting two adjectives)

- D Your son isn't outside. He isn't inside.

*Your son is neither outside nor inside.* (connecting two adverbs)

- E Sue has not arrived. She has not called.

*Sue has neither arrived nor called.* (connecting two verbs)

1. The correlative conjunctions *neither . . . nor* mean *not one or the other*. They connect two negative ideas.

2. When two verbs or verb phrases are connected with auxiliaries, *neither* follows the auxiliary verb. The auxiliary is not repeated after *nor*.

*I have neither finished my composition nor completed the reading assignments.*

*Sue is neither coming nor planning to call.*

When there are two auxiliary verbs, *neither* follows the first.

(1)

(2)

*I have neither been sleeping nor watching television.*

3. When *neither . . . nor* connect similar structures, *neither* is placed as close as possible to the structure it is identifying.

**Correct:** *I am neither happy nor sad today.*

**Incorrect:** *I neither am happy nor sad today.*

4. Singular subjects joined by *neither . . . nor* take a singular verb after *nor*. Plural subjects joined by *neither . . . nor* take a plural verb after *nor*.

*Neither Maria nor Jabria is coming to the party.*

*Neither the teachers nor the students want an extra week of classes.*

If one subject is singular and the other subject is plural, the verb agrees with the subject after *nor*, that is, the subject closest to the verb.

*Neither the director nor the teachers want an extra week of classes.*

*Neither the teachers nor the director wants an extra week of classes.*

5. *Neither . . . nor* are usually used to connect words and phrases that are similar in structure. They are rarely used to connect complete sentences.

### Exercise 2 ■■ Connect the sentences, using *neither . . . nor*.

**Example:** Sara isn't studying this quarter. She isn't working this quarter.

*Sara is neither studying this quarter nor working.* OR

*Sara is neither studying nor working this quarter.*

- Our test wasn't long. It wasn't difficult.
- I haven't been getting very high grades. I haven't been getting very low grades.
- I didn't review very much. I didn't study very hard.
- Minai hasn't passed a test yet. Jose hasn't passed a test yet.

5. The next test won't cover Chapter 1. It won't cover Chapter 2.
6. The bank wouldn't cash my check. The supermarket wouldn't cash it.
7. I haven't gotten a student I.D. yet. I don't have a U.S. driver's license.
8. I don't have any food to eat. I don't have any money to buy food.
9. Nevertheless, I'm not sad about this. I'm not worried about it.
10. I won't ask my parents for money. I won't borrow any money from my friends.

### ■ 5-3 CORRELATIVE CONJUNCTIONS: *Not Only . . . but Also*

#### ■ Connecting Similar Structures ■

**A** Tom has a car. He has a motorcycle.

*Tom has not only a car but also a motorcycle.* (connecting two noun objects)

**B** He is a fast driver. He is a good driver.

*He is not only a fast driver but also a good one.* (connecting two adjectives + nouns)

**C** He repairs motorcycles. He teaches motorcycle repair.

*He not only repairs motorcycles but also teaches motorcycle repair.* (connecting two verbs)

1. When *not only . . . but also* are used to connect similar structures, *not only* and *but also* are placed as close as possible to the structures they identify.

**Correct:** *It is not only a big apartment but also an inexpensive one.*

**Incorrect:** *It not only is a big apartment but also an inexpensive one.*

2. Singular subjects joined by *not only . . . but also* take a singular verb after *but also*. Plural subjects joined by *not only . . . but also* take a plural verb after *but also*.

*Not only Maria but also Jabria is coming to the party.*

*Not only the teachers but also the students want one week less of classes.*

If one subject is singular and the other subject is plural, the verb agrees with the subject after *but also*, that is, the subject closest to the verb.

*Not only the director but also the teachers want one week less of classes.*

*Not only the teachers but also the director wants one week less of classes.*

## ■ Connecting Complete Sentences ■

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**A** Tom has a car. He has a motorcycle.

*Not only does Tom have a car, but also he has a motorcycle.*

*Not only does Tom have a car, but he also has a motorcycle.*

**B** He is a fast driver. He is a good driver.

*Not only is he a fast driver, but also he is a good one.*

*Not only is he a fast driver, but he also is a good one.*

**C** He repairs motorcycles. He teaches motorcycle repair.

*Not only does he repair motorcycles, but also he teaches motorcycle repair.*

*Not only does he repair motorcycles, but he also teaches motorcycle repair.*

1. When *not only . . . but also* are used to connect two complete sentences, *but also* can be kept together.

*We need a new stove. We need a new refrigerator.*

*Not only do we need a new stove, but also we need a new refrigerator.*

*But also* can also be separated. Either of the following patterns can be used.

*but + subject + also: Not only do we need a new stove, but we also need a new refrigerator.*

*but + subject + verb + also: Not only is our stove old, but it is also ugly.*

2. When *not only . . . but also* are used to connect two complete sentences, the subject and auxiliary verb must be inverted after *not only*.

**Correct:** *Not only do the children need new clothes, but they also need new bookbags.*

**Incorrect:** *Not only the children need new clothes, but they also need new bookbags.*

3. When two complete sentences are connected, a comma follows the first sentence.

*Not only is the baby sick, but he is also tired.*

A comma is not needed when similar structures are connected.

*The baby is not only sick but also tired.*

### Exercise 3

Complete each dialog, using not only at the beginning of each sentence.

Example: A: That book is boring.

B: Is it difficult too?

A: Yes. Not only is the book boring, but it is also difficult.

1. A: I enjoy living in another country.

B: Do you enjoy learning a second language too?

A: Yes. \_\_\_\_\_

2. A: Portuguese is a beautiful language to me.

B: Is it easy for you to learn?

A: Yes. \_\_\_\_\_

3. A: The customs here are different.

B: Are they interesting?

A: Yes. \_\_\_\_\_

4. A: The Brazilian people are friendly.

B: Are they hospitable?

A: Yes. \_\_\_\_\_

5. A: I love Brazilian music.

B: Do you love Brazilian art?

A: Yes. \_\_\_\_\_

6. A: I have traveled all over Brazil.

B: Have you been to other parts of South America?

A: Yes. \_\_\_\_\_

7. A: I have met many Brazilian people.

B: Have you met many Argentinians?

A: Yes. \_\_\_\_\_

8. A: I like Brazilian food.

B: Do you like Argentinian food?

A: Yes. \_\_\_\_\_

9. A: My parents are coming to Rio de Janeiro next month.

B: Are they bringing your younger sister?

A: Yes. \_\_\_\_\_

10. A: My sister wants to see me.

B: Does she want to stay with you?

A: Yes. \_\_\_\_\_

## 5-4 CORRELATIVE CONJUNCTIONS: *Both . . . And*

### ■ Connecting Similar Structures ■

A Our grammar teacher is sick today. Our reading teacher is sick today.

*Both our grammar teacher and our reading teacher are sick today.* (connecting two noun subjects)

B I have been having trouble with grammar. I have been having trouble with reading.

*I have been having trouble with both grammar and reading.* (connecting two noun objects)

C Mike jogs every morning. He does push-ups every morning.

*Mike both jogs and does push-ups every morning.* (connecting two verbs)

D There is more food on the table. There is more food in the refrigerator.

*There is more food both on the table and in the refrigerator.* (connecting two prepositional phrases)

1. Subjects joined by *both . . . and* always take a plural verb.

*My mother is coming. My father is coming.*

*Both my mother and my father are coming.*

*My sister is coming. My brothers are coming.*

*Both my sister and my brothers are coming.*

*My brothers are arriving tonight. My sister is arriving tonight.*

*Both my brothers and my sister are arriving tonight.*

2. *Both . . . and* are usually used to connect words and phrases that are similar in structure. They are rarely used to connect complete sentences.

### Exercise 4

Complete each pair of sentences truthfully. Then use *both . . . and* to connect each pair of sentences.

1. I enjoy \_\_\_\_\_.

I enjoy \_\_\_\_\_.

2. \_\_\_\_\_ is an excellent student.

\_\_\_\_\_ is an excellent student.

3. I go out on \_\_\_\_\_  
I go out on \_\_\_\_\_.
4. I have always wanted to see \_\_\_\_\_  
I have always wanted to see \_\_\_\_\_.
5. In this class we have \_\_\_\_\_  
In this class we have \_\_\_\_\_.
6. I hope that one day I \_\_\_\_\_  
I hope that one day I \_\_\_\_\_.
7. \_\_\_\_\_ helps (or help) me when I have a problem.  
\_\_\_\_\_ helps (or help) me when I have a problem.
8. My mother always \_\_\_\_\_  
My mother always \_\_\_\_\_.

**Exercise 5**

First, read each pair of sentences and underline the structures you will connect. Then connect the sentences, using the correlative conjunctions in parentheses.

**Example:** My husband's family doesn't live near us. My family doesn't live near us. (neither . . . nor)

Neither my husband's family nor my family lives near us.

- Dave and Nancy will have their wedding in June. They will have it in July. (either . . . or)
- Dave's brother can't come. His sisters can't come. (neither . . . nor)



3. His brother is living in another country this year. His sisters are living in another country this year. (both . . . and)
4. They have invited the members of their family. They have invited their friends. (not only . . . but also)
5. After the ceremony, the guests can dance. They can walk around the garden. (either . . . or)
6. They do not plan to serve beer. They do not plan to serve whiskey. (neither . . . nor)
7. Dave's parents are against having liquor at the wedding. Nancy's parents are against having liquor at the wedding. (both . . . and)
8. For their honeymoon, they're planning to visit Spain. They're planning to visit Italy. (not only . . . but also)
9. In Italy, they will drive around the country. They will tour on bicycles. (either . . . or)
10. Dave says that Nancy is beautiful. He says she is intelligent. (both . . . and)

### Exercise 6

Decide if each sentence is correct or incorrect. If the sentence is incorrect, find the mistake and correct it.

**Examples:** Either we leave now, or we shouldn't go at all. Correct

My sister <sup>has</sup> Either those pages or this page ~~have~~ the information. Incorrect

1. Not only many television programs are boring, but they also contain a lot of violence.
2. Both my roommate and I are against watching too much television.
3. Neither the movies nor TV are good for young children.
4. Parents either should check what their children watch or not allow their children to watch TV at all.
5. Not only do I rarely watch TV, but I also hardly ever go to the movies.
6. My mother can neither read or speak a foreign language.
7. Either Jan or Lee are coming.
8. The neighbors must have been either arguing or celebrating.
9. Korea produces not only cars but also electronic goods.
10. They neither eat bread nor potatoes.

**Exercise 7**

Connect similar structures in each pair of sentences, using the appropriate correlative conjunctions. More than one correlative conjunction may be appropriate for some sentences.

**Example:** I will have coffee. I will have tea.

I will have either coffee or tea.

- Coffee is not good for some people. Tea is not good for some people.
- Coffee contains caffeine. Tea contains caffeine.
- Coffee keeps some people awake. It makes them nervous.
- My father doesn't drink coffee. My mother doesn't drink it.
- For some people, coffee keeps them awake. For these people it helps them relax.
- I have always preferred hot chocolate. I have always preferred cold milk.
- When I was at home, I never drank coffee. I never drank tea.
- My friend must have several cups of coffee in the morning. His wife must have several cups of coffee in the morning.
- They prefer black coffee, so they don't take cream. They never have sugar.
- They drink coffee in the morning. They drink coffee throughout the day.
- They are nervous. They are irritable.
- Coffee has been a popular beverage for thousands of years. Tea has been a popular beverage for thousands of years.
- Most restaurants offer coffee. Most restaurants offer decaffeinated coffee for people who can't have caffeine.
- Coffee has risen in cost over the past few years. Tea has risen in cost over the past few years.

**Exercise 8**

With another student, write a sentence about each topic, using correlative conjunctions. Try to use all the different correlative conjunctions you have learned in this lesson.

- |               |                  |
|---------------|------------------|
| 1. computers  | 6. flying        |
| 2. friendship | 7. rock music    |
| 3. crime      | 8. finding a job |
| 4. AIDS       | 9. politics      |
| 5. Hollywood  | 10. English      |

## LESSON SIX

### 6-1 CONJUNCTIVE ADVERBS

#### Conjunctive Adverbs of Contrast

- A Men smoke less than in the past; **however**, the number of women who smoke is increasing.
- B Studies show that cigarette smoking is dangerous to one's health; **however**, millions of people continue to smoke. **nevertheless, still,**
- C Our last exam wasn't difficult; **on the contrary**, it was easy.
- D The teacher wasn't disappointed with the test scores; **on the contrary**, she was very pleased with them.
1. Conjunctive adverbs join complete sentences (independent clauses) and express a logical relationship between the ideas in the sentences. Conjunctive adverbs cannot join single words, phrases, and incomplete sentences (dependent clauses).
  2. *However* indicates contrast. (See sentence A.)
  3. In some cases *however*, *nevertheless*, and *still* are interchangeable. Each can show that the second sentence is going to give an unexpected result or be in contrast to the previous sentence. (See sentence B.)
  4. The phrase *on the contrary* also indicates contrast, but it usually connects two sentences that express ideas that are clearly the opposite of one another. It is used when the second sentence contradicts the first sentence. (See sentences C and D.)

#### Exercise 1

Complete each sentence, choosing the correct conjunctive adverb from the parentheses.

1. My roommate and I ought to study during spring break; \_\_\_\_\_, we are going to take a vacation. (nevertheless, on the contrary)
2. I had planned to drive to Mexico; \_\_\_\_\_, my car is too old. (however, nevertheless)

3. My roommate doesn't like hot weather; \_\_\_\_\_, he wants to go to Mexico with me. (on the contrary, still)
4. Scuba diving isn't cheap; \_\_\_\_\_, it can be expensive. (however, on the contrary)
5. I have gone scuba diving many times; \_\_\_\_\_, I still have to be very careful. (nevertheless, on the contrary)
6. I don't speak French very well; \_\_\_\_\_, I speak Spanish beautifully. (however, on the contrary)
7. I took French for four years in high school; \_\_\_\_\_, I don't speak it very well. (nevertheless, on the contrary)
8. I enjoyed the trip very much; \_\_\_\_\_, my roommate did not. (however, still)
9. I enjoyed the trip very much; \_\_\_\_\_, I'm happy to be home. (on the contrary, still)

## ■ Conjunctive Adverbs of Addition ■

- moreover,**  
**furthermore,**  
**in addition,**
- A Barbara's biology professor encouraged her to go to graduate school; **moreover,** he nominated Barbara for a graduate scholarship.
- B Barbara majored in biology because she was fascinated by the subject; **besides,** she knew it would help her get a high-paying job in the future.
- C Barbara passed all her examinations; **in fact,** she graduated with honors.

1. *Moreover, furthermore, and in addition* show that the second sentence is going to give additional information. They add to the idea in the first sentence. (See sentence A.)
2. *Besides* often adds another reason for an action. (See sentence B.)
3. *In fact* adds emphasis to the idea in the first sentence. (See sentence C.)

### Exercise 3

### ■ Conjunctive Adverbs of Cause/Result ■

- therefore,**  
**consequently,**  
**as a result,**
- A** I can't speak French very well; **consequently**, I didn't enjoy my trip to France.
- B** There have been fewer factory orders for new airplanes; **hence**, many employed in the building of airplanes are fearful of losing their jobs.
- C** Air fares are going down; **thus**, more and more people are able to afford air travel.
1. *Therefore, consequently, and as a result* state the result of the idea in the first clause. (See sentence A.)
  2. *Hence* also states the result of the idea in the first sentence, but it is more formal in tone. (See sentence B.)
  3. *Thus* often states a logical conclusion. (See sentence C.)

### ■ Conjunctive Adverbs of Condition ■

- otherwise,**
- A** We must find solutions to the problems of pollution; **otherwise**, we may all be wearing gas masks one day.
- B** Don't be absent from class; **otherwise**, you will miss the review.
1. If the first sentence is affirmative, *otherwise* is similar in meaning to *if one does not*. (See sentence A.)
  2. If the first sentence is negative, *otherwise* is similar in meaning to *if one does*. (See sentence B.)

### ■ Conjunctive Adverbs of Time Sequence ■

- Then**
- A** The protesters gathered a few miles from the downtown area. **Then** they marched toward City Hall.
- Afterward**
- B** The police asked the marchers to stop before they reached City Hall. **Afterward** the police began to arrest some of the demonstrators.
- Later**
- C** At first, I was going to join the demonstration; **later** I changed my mind.

**Exercise 2**

Rewrite each sentence, choosing the correct conjunctive adverb from the parentheses and adding the correct punctuation before it.

**Example:** The president is meeting with his closest advisers about the crisis, and he is going to meet with members of Congress later in the day.

(As a result, In addition)

The president is meeting with his closest advisers about the crisis; in addition, he is going to meet with members of Congress later in the day.

- The president wants citizens to know what he plans to do about the situation, so he is going to speak to the nation tonight. (moreover, therefore)
- A solution to the crisis must be found quickly, or the situation will worsen. (in fact, otherwise)
- Everyone knew the two countries were heading for a crisis, but nothing was done to deal with the situation before now. (furthermore, still)
- People are not unconcerned about the problem. They are very concerned about it. (on the contrary, thus)
- Some journalists have accused the president's advisers of incompetence in the handling of the crisis. Some newspapers have suggested that these advisers should be replaced. (in fact, nevertheless)
- The media did not spend much time reporting on the growing crisis until recently, so many people know little about what has been going on. (otherwise, thus)
- The financial markets are very worried about the situation. The value of the dollar has gone down. (consequently, however)
- The other side in the dispute is threatening to take tough action. It is hoped a solution satisfactory to both sides can be found. (furthermore, nevertheless)
- The crisis could seriously affect the prices of certain products. It could also lead to a shortage of these goods. (however, moreover)
- People have very different opinions about what should be done because the problem affects people in different regions of the country differently. People's understanding of the situation is not great. (besides, consequently)

**Exercise 3**

With another student, complete the sentences.

- Married students may not feel as homesick as single students; however \_\_\_\_\_

2. Single foreign students do not have any of their relatives nearby; thus \_\_\_\_\_  
\_\_\_\_\_
3. Single students usually have more free time than do married students; moreover,  
\_\_\_\_\_
4. A single student has only himself or herself to worry about; on the contrary, \_\_\_\_\_  
\_\_\_\_\_
5. During the week, a married student cannot spend too much time with his or her family; otherwise, \_\_\_\_\_
6. The married student may sometimes wish that his or her spouse and children were in their native country; still, \_\_\_\_\_
7. Some married students find it difficult to study in their apartments; consequently,  
\_\_\_\_\_
8. Married students often eat food from their native countries every night; however,  
\_\_\_\_\_
9. Before coming to the United States to study, the single male student has probably never cooked a complete meal; in fact, \_\_\_\_\_
10. The married student with a wife and children spends more money on food; furthermore, \_\_\_\_\_
11. The married student's wife often misses her family and friends; therefore, \_\_\_\_\_  
\_\_\_\_\_
12. During the first few months, the wife might feel excited and happy about being in the United States; then \_\_\_\_\_
13. A married student's wife often stays at home and takes care of young children all day; as a result, \_\_\_\_\_
14. At first, married and single students enjoy attending classes for five hours every day; later on \_\_\_\_\_

## 6-2 POSITION AND PUNCTUATION OF CONJUNCTIVE ADVERBS

1. There are four possible patterns for sentences joined by conjunctive adverbs. The conjunctive adverb can come **between** two sentences. A semicolon is used at the end of the first sentence, and a comma follows the conjunctive adverb.

*I'm studying English in Denver; however, my best friend is in Houston.*

2. The conjunctive adverb can come at the **beginning** of the second sentence. A period ends the first sentence, a capital letter begins the second sentence, and a comma follows the conjunctive adverb.

*I'm studying English in Denver. However, my best friend is in Houston.*

3. The conjunctive adverb can come **within** the second sentence. The conjunctive adverb usually precedes the main verb or the auxiliary verb, preceded and followed by commas.

*I'm studying English in Denver. My best friend, however, is in Houston.*

4. The conjunctive adverb can come at the **end** of the second sentence, preceded by a comma.

*I'm studying English in Denver. My best friend is in Houston, however.*

5. *Then*, *afterward*, and *later on* usually come between two sentences or at the beginning of the second sentence. These conjunctive adverbs are usually not followed by commas.

*I got the booklist for the course; then I went to the bookstore to buy the books.*

*I got the booklist for the course. Then I went to the bookstore to buy the books.*

### Exercise 4

Punctuate the sentences. Add commas, periods, semicolons, and capital letters where necessary.

1. In some parts of the United States there is a shortage of water thus residents in these areas can water their lawns only every three days
2. Local governments urge the residents of these cities to use water conservatively otherwise there will not be enough water for everyone
3. Water is not the only kind of shortage many American cities have in fact some cities have electric power shortages during the summer

4. The governments of many industrialized nations have been worried about the rising costs of fuel for several years most private citizens on the contrary have just begun to realize the problem
5. Many cities have been studying the possibility of converting trash into fuel to produce steam then they would like to use the steam to manufacture hydrogen as a fuel for buses
6. There are many different possible sources of fuel the problem however is the time and cost of developing them
7. The price of gasoline is much higher than it used to be therefore many Americans nowadays prefer to buy compact cars rather than large ones
8. Scientists believe that heat from the sun is an important new source of energy they realize that solar technology is still in its infancy however
9. Ecologists are also concerned about new sources of energy nevertheless they want future sources that will not harm the environment
10. People in the industrialized nations must learn to conserve energy otherwise later generations will face serious environmental challenges

**Exercise 5**

Complete the paragraph, using the words listed. Use each word only once and add the correct punctuation.

*as a result*  
*besides*

*consequently*  
*furthermore*

*however*  
*moreover*

*nevertheless*  
*still*

*then*  
*therefore*

At the beginning of the quarter the students in the section 3 nine o'clock grammar class were miserable They could not enjoy a cup of coffee during the break \_\_\_\_\_<sub>1</sub> they asked the instructor if she would think of a way to solve this serious problem She told them she would buy a large coffee pot if everyone gave her two dollars \_\_\_\_\_<sub>2</sub> she told them she would buy coffee, sugar, and cream if everyone gave her seventy-five cents a week The instructor \_\_\_\_\_<sub>3</sub> didn't collect the money for many days \_\_\_\_\_<sub>4</sub> the students became more miserable \_\_\_\_\_<sub>5</sub> they couldn't stay awake during the second hour of her class One student from Saudi Arabia was especially thirsty for a good cup of coffee \_\_\_\_\_<sub>6</sub> every day for the next two weeks he reminded the teacher to get the money from the students Finally he decided to collect the money himself He collected two dollars and seventy-five cents from everyone in the class

\_\_\_\_\_ he gave the money to the teacher. Now everyone is happy. The teacher \_\_\_\_\_ is worried about the mess in her office every day after the students get their coffee \_\_\_\_\_ she is happy, too, because the students are satisfied \_\_\_\_\_ they will be awake for her class.

### Exercise 6

Rewrite the paragraphs so that they read more smoothly. Be careful not to overuse the connectors, and do not produce strings of sentences.

The English Language Center began three years ago. It has been a part of the university for only a short time. It has already received much respect from the entire university. It has received much respect from its own students. The members of the faculty are experienced teachers. The students are serious. The program began with only thirty-seven students in the fall quarter. It grew rapidly. In the winter quarter, there were seventy-six students. There were almost one hundred students in the spring quarter.

During the first year of operation, the center was in a beautiful building. There was not enough room. It was growing very quickly. It had to move to a larger building. The second home for the center was larger than the first one. The building was very old. The students did not like it. The teachers did not like it. The rooms were small. The rooms were uncomfortable. There were not enough blackboards. There was no lounge area for the students.

The university prepared a new, permanent home for the English Language Center. It was beautiful. Finally, students were happy. Teachers were happy.

## Practice Exam

### SECTION 1

Complete sentences 1 through 6 with the words in the first box. Complete sentences 7 through 12 with the words in the second box. Use a capital letter where necessary.

and      for      moreover      on the contrary      therefore      yet

- Living alone can be difficult, \_\_\_\_\_ many people choose to do so.
- Living alone can be difficult. \_\_\_\_\_, many single people prefer to live with their family or with a roommate.

- Living alone can be difficult. \_\_\_\_\_, it can be expensive.
- Living alone isn't easy. \_\_\_\_\_, it is difficult.
- Living alone isn't easy, \_\_\_\_\_ one has to take care of everything.
- Living alone isn't easy, \_\_\_\_\_ it isn't popular.

*besides but nevertheless nor so thus*

- We can't afford to buy a new car, \_\_\_\_\_ can we afford a used car.
- We can't afford to buy a new car. \_\_\_\_\_, we don't need one.
- We can't afford to buy a new car. \_\_\_\_\_, my wife wants to continue to look for one.
- Sales of new cars have been down the past six months, \_\_\_\_\_ car dealers are offering lower prices.
- Sales of new cars have been down the past six months. \_\_\_\_\_, there are fears that workers in the automobile industry will be laid off.
- Sales of new cars have been down the past six months, \_\_\_\_\_ this is expected to change soon.

## SECTION 2

Complete the sentences, using coordinating conjunctions, conjunctive adverbs, and correlative conjunctions. Add the correct punctuation where necessary.

- Many parents in America are upset. Their children are not learning good reading and math skills in school. (cause or reason)
- Many parents in America are upset over their children's poor reading and math skills. They are worried about the problem of discipline in the schools. (addition)
- The parents are upset over these problems. They are demanding better teachers and stricter punishment for problem children. (result)
- In some states, school officials want permission to spank children. Many parents are against this. (contrast)
- School officials believe that spankings are necessary for some children. They will continue to disrupt their classes. (condition)

6. When they were children, many parents had a lot of homework. Children today have very little. (contrast)
7. Children today have very little homework. They don't get a chance to review the work they have had in class. (result)
8. At the moment, most problem students are sent to the office. Most problem students are sent home. (either . . . or)
9. Parents want to improve the schools. School officials want to improve the schools. (both . . . and)
10. Problem children interrupt their classes. They prevent themselves and others from learning. (not only . . . but also)
11. Most problem children don't like school. They don't feel comfortable there. (neither . . . nor)

### SECTION 3

Complete the sentences. Add the correct punctuation.

1. I was a quiet child in elementary school **therefore** \_\_\_\_\_
2. I had to be quiet **or** \_\_\_\_\_
3. I paid attention in class **furthermore** \_\_\_\_\_
4. I studied very hard **but** \_\_\_\_\_
5. I studied very hard **consequently** \_\_\_\_\_
6. My father worked at my school **in fact** \_\_\_\_\_
7. Most of my friends hated math **on the contrary** \_\_\_\_\_
8. I usually made \_\_\_\_\_ As \_\_\_\_\_ Bs on math tests.
9. I completed elementary school in my hometown **then** \_\_\_\_\_
10. I have always enjoyed school **so** \_\_\_\_\_
11. Learning is \_\_\_\_\_ easy \_\_\_\_\_ exciting for me.
12. This quarter has been interesting so far **yet** \_\_\_\_\_
13. \_\_\_\_\_ the teachers \_\_\_\_\_ the students are enjoying this quarter.



PART

3

# Indirect Speech

## INTRODUCTION TO PART 3

In the English language, there are two ways of reporting what a person has said: **direct speech** and **indirect speech**. In direct speech, we report the speaker's exact words, as in this sentence:

*He said, "It's late, so I'm going to bed."*

Notice that in writing, a comma follows the introductory verb, and the person's words are placed between quotation marks. The quotation marks indicate that we are reporting exactly what the speaker said without changing any of his or her words. Notice also that the period, question mark, or exclamation point at the end of the statement is placed within the quotation marks.

In indirect speech, we do not give the speaker's exact words, but we keep the exact meaning of a remark or a speech. Whereas direct speech is found in conversations in books, in plays, and in quotations, indirect speech is normally used in live conversations and in written reports where we tell what an author has said.

When you begin academic work, you will discover that you will use indirect speech a great deal in both speaking and writing. In seminars and other small classes, your professors will expect you to contribute to classroom discussions by expressing your own ideas on the topics you are studying. In addition, your professors will expect you to demonstrate an understanding of the information in textbooks, articles, and journals. Therefore, you will find that you will be using indirect speech to report what others have written or said about the subject you are discussing in your classroom.

In like manner, you will discover that indirect speech will also be used in your written reports, term papers, and essay exams. Your goal at the beginning of this part should be to master the rules of indirect speech so that you are able to report quickly and correctly what you have heard or read.

## LESSON SEVEN

## 7-1 BASICS OF INDIRECT SPEECH

Direct Statements

Bill said, "Gail knows that man."  
 Amy said, "Mark is leaving today."  
 Joe said, "I have seen that movie."  
 Lisa said, "We saw it too."  
 Tom said, "I was thinking about it."  
 Sue said, "I'm going to see it soon."

Indirect Statements

Bill said Gail *knew* that man.  
 Amy said Mark *was leaving* today.  
 Joe said he *had seen* that movie.  
 Lisa said they *had seen* it too.  
 Tom said he *had been thinking* about it.  
 Sue said she *was going* to see it soon.

1. When the introductory verbs (*say, tell, ask, etc.*) are in the simple past, the tense of the verbs in the direct statement usually changes. The verbs in the indirect statements are past in form but not in meaning; the verbs may indicate past, present, or future time.
2. Even so, the tense of the verb after an introductory verb in the past does not *always* change. The verb does not change when the statement reports an historical fact or general truth.

*He said (that) Florida is in the southeastern United States.*  
*She said (that) the best coffee comes from South America.*

The verb also does not change when the indirect statement is given soon after the original statement.

*Ann: I'm tired.*  
*Ray: What did you say?*  
*Ann: I said I'm tired.*

3. When the introductory verb is in the present tense, there is no tense change in the indirect statement.

Direct Statements

Bill says, "Gail knows that man."  
 Amy says, "Mark is leaving today."  
 Joe says, "I have seen that movie."

Indirect Statements

Bill says Gail *knows* that man.  
 Amy says Mark *is leaving* today.  
 Joe says he *has seen* that movie.

4. The word *that* is optional after most introductory verbs. Either sentence is correct.

*They said that they were going to come.*

*They said they were going to come.*

5. Do not change the infinitive after the verb.

**Instructor:** *I want to see you after class.*

**Student:** *She said she wanted to see me after class.*

6. Change *all* the verbs in a statement.

*She said, "When I see Tony, I'm going to tell him the truth."*

*She said (that) when she saw Tony she was going to tell him the truth.*

7. Pronouns and possessives change to the second or third person **except** when the speaker is reporting his or her own words.

*Mike said, "I like my new car."*

*Mike said he liked his new car.* (Another speaker is reporting Mike's words.)

*I said I liked my new car.* (Mike is reporting his own words.)

Sometimes a noun is used to avoid confusion and pinpoint the speaker.

*Mike said, "He was very nice."*

*Mike said the car salesman had been very nice.*

8. If the indirect report is made very soon after the direct statement or on the same day, it is not necessary to change the time word. This conversation occurred on Monday morning.

**Pete:** *Hi, Fran. What are you doing?*

**Fran:** *Hi, Pete. I'm packing. My vacation begins today, and I'm leaving for Mexico tomorrow.*

On Monday afternoon Pete reported his conversation with Fran.

**Pete:** *Hello, Lori. I talked to Fran this morning, and she told me that she was packing because her vacation began today, and she was leaving for Mexico tomorrow.*

Look at Pete's report on Friday of his conversation with Fran. Note the change of time words.

**Bill:** *Hi, Pete. Have you spoken to Fran this week?*

**Pete:** *Sure. I talked to her four days ago (or on Monday). She told me she was packing because her vacation began on that day (or on Monday), and she was leaving for Mexico on the following day (or on Tuesday).*

9. In indirect speech, the demonstrative pronouns (*this, that, these, those*) usually change to *the*.

He said, "I bought **this** diamond ring for my wife."

He said he had bought **the** diamond ring for his wife.

She heard the sound of breaking glass, so she went into the living room. She returned with two large rocks and said, "I found **these** on the floor under the window."

She told me she had found **the** rocks on the floor under the window.

10. In indirect speech, a place expression usually replaces the word *here*.

She said, "You can sit **here**."

She said that I could sit **on the floor** (or *beside her*).

### Exercise 1

The conversation contains five mistakes. First, underline the examples of indirect speech. Then find the mistakes and correct them.

**Rena:** Here's a post card from Miriam in London.

**Fred:** What does your lovely sister have to say?

**Rena:** She says she was having a great time on this tour because it's well-organized and very educational.

**Fred:** Only your sister would want to go on a vacation to be educated.

**Rena:** She also says that she met a guy who told her he is a friend of yours in high school.

**Fred:** What's his name?

**Rena:** She doesn't say. But he told her he remembers you being one of the funniest guys in the school. She told him that that is hard to believe because she had never heard you say anything funny.

**Fred:** That's because when I'm around your sister, I want to cry, not laugh.

**Rena:** Oh, Fred. Please don't start complaining about Miriam. I don't want to hear it.

### ■ Past Time Changes ■

#### Direct Statements

Mel said, "Carol arrived last week."

#### Indirect Statements

Mel said Carol arrived last week.

Mel said Carol **had** arrived last week.

1. The simple past usually changes to the past perfect in indirect speech. However, sometimes in informal conversational English there is no tense change if the meaning does not change.

2. The tense must change if the meaning changes.

*Phil said, "I love her." (He still loves her.)*

*Phil said he loved her. (He still loved her.)*

*Phil said, "I loved her." (He doesn't love her anymore.)*

*Phil said he had loved her. (He doesn't love her anymore.)*

In the last sentence, the tense change from simple past to past perfect indicates that Phil no longer loved her.

3. In spoken English, the simple past does not usually change to the past perfect if the report is made soon after the person has spoken.

*Larry: Hi, Steve. Did your check come this morning?*

*Steve: Larry just asked me if my check came this morning.*

BUT

*Steve: Larry asked me two days ago if my check had come.*

4. In written English, the simple past and past continuous usually change to the past perfect and past perfect continuous. In quoted dependent time clauses, however, the simple past and the past continuous do not usually change.

*Barbara said, "When I saw the police, I stopped."*

*Barbara said that when she saw the police, she stopped.*

*She said, "When I was driving home, I saw Marie."*

*She said that when she was driving home, she saw Marie.*

Note that the verbs in the quoted independent clause can change or stay the same.

*Marie said that when she was driving home, she saw Marie.*

*Marie said that when she was driving home, she had seen Marie.*

## ■ Modals ■

### Direct Statements

*Roy said, "Joan will go with us."*

*Pat said, "I can drive us there."*

### Indirect Statements

*Roy said Joan would go with them.*

*Pat said she could drive them there.*

The mechanic said, "I may have time later."	The mechanic said he might have time later.
She said, "You must finish by 2:30."	She said we must finish by 2:30. She said we had to finish by 2:30.
"Could I use your phone?" he said.	He asked if he could use my phone.
She said, "I would help you, but I don't have time today."	She said she would help me, but she didn't have time today.
Jeff said, "I might go to the party tomorrow."	Jeff said he might go to the party tomorrow.
Penny said, "You should work harder."	Penny told me I should work harder.

1. In indirect speech, *can* changes to *could*, *will* changes to *would*, *may* changes to *might*.
2. In indirect speech, *must* (meaning *necessity*) remains the same or changes to *had to*.
3. Note that the main verb after the modal does not change.
4. In indirect speech, *could*, *would*, *might*, and *should* do not normally change.

## Exercise 2

Read each dialog. Then complete the statement about each dialog in indirect speech, changing the tense where necessary.

1. He said, "The police know who committed the crime."
2. The police say, "We will catch the guilty persons."
3. Mrs. Jones says, "I'm going to tell the police everything I know."
4. The police captain said, "Our investigation has already begun."
5. The reporter said, "My paper will cover the trial in court."
6. Mr. Jones said, "I did not see the men."
7. One old man said, "I was sleeping when everything happened."
8. The lawyer said, "I told the witnesses to tell the truth."
9. The witnesses said, "We can identify the men who are guilty."
10. One female witness says, "I'm not afraid to tell the truth."
11. Then she said, "I have always obeyed the law."
12. The judge said, "It is difficult to find honest and brave citizens."
13. The judge says, "My court will punish the guilty."
14. Then the judge said, "The crime rate in this city has increased 50 percent."

15. The jury said, "We found the defendants guilty."
16. The judge said, "The defendants are going to jail."
17. The defendants' lawyer said, "We are going to appeal the court's decision."
18. The reporter says, "This trial was an unusual one."
19. He also said, "The jury deliberated for only twenty minutes."
20. The defendants said, "We will never change our plea of innocent."

## 7-2 REPORTING STATEMENTS

1. In indirect speech, *say* and *said* are usually used when the person spoken to is not mentioned.

*Jennifer said (that) the movie was excellent.*

When the person spoken to is mentioned, *tell* or *told* is used and is followed by an indirect object.

*Jennifer told Sharon that the movie was excellent.*

*Jennifer told her that the movie was excellent.*

It is possible to use *said to her*, but it is less common.

2. *Say* and *tell* are usually used to introduce indirect statements. However, you may add variety to your speaking and writing by using other introductory verbs that fit the sentence and the speaker. The following verbs are often used to introduce indirect statements.

announce	declare	remark	reply	predict	deny
complain	state	mention	answer	promise	explain

The only one of these verbs to be followed immediately by an indirect object is *promise*.

**Correct:** *She answered that there were a lot of problems in the area.*

**Incorrect:** *She answered me that there were a lot of problems in the area.*

**Correct:** *She promised that she would come.*

*She promised me that she would come.*

**Exercise 3**

Replace said in each sentence with one of the verbs in the box. Then report the sentences in indirect speech. Choose the verb that best fits the sentence and the speaker. If you are not sure of the meaning of any of these verbs, look them up in your dictionary. You may use some verbs more than once.

announce	complain	deny	mention	promise	reply
answer	declare	explain	predict	remark	state

**Example:** While we were standing in line, the man behind us said, "I have already seen this movie three times."

While we were standing in line, the man behind us remarked that he had already seen the movie three times.

- The speaker on the radio said, "The concert in the park will begin at 8:00."
- The angry customer said, "My new radio doesn't work."
- The weathercaster said, "We will not get any rain tonight."
- After the instructor's explanation, she asked Jim a question, but he said, "I don't know the answer."
- I didn't know the answer either, so the instructor said, "The answer and explanations are in Chapter 4 of your text."
- In his televised speech, the president said, "My administration will cut taxes in this country."
- The children were crying, so their mother said, "I will take you to the movies after dinner."
- The little boy said, "I didn't eat all the cookies."
- After he had told us about our quiz, the instructor said, "The midterm exam is going to be in two weeks."
- The T.V. news commentator said, "This station will present a special report on the president's speech."

**7-3 REPORTING QUESTIONS AND ANSWERS****Yes/No Questions**Direct Question

The president asked, "Did you vote for me?"

Indirect Questions

He asked if I had voted for him.

He asked whether I had voted for him.

He asked whether I had voted for him or not.

1. Yes/No questions are reported with *if* or *whether* (or *not*).
2. Instead of *ask* as an introductory verb, the expression *wanted to know* may be used.

*The president wanted to know if I had voted for him.*

#### Exercise 4

Complete the statement about each dialog, using *wanted to know* and *whether* or *if*.

**Example:** Mr. Nolan: Is the next sales meeting in January?

Secretary: Yes, it is.

Mr. Nolan wanted to know if/whether the next sales meeting was in January.

1. **Manager:** Has everyone finished his or her report for the meeting?

**Secretary:** I don't know.

The manager \_\_\_\_\_.

2. **Secretary:** Do I have to attend the meeting?

**Manager:** I think it would be a good idea.

The secretary \_\_\_\_\_.

3. **Receptionist:** Did I get a raise?

**Supervisor:** I'm afraid not.

The receptionist \_\_\_\_\_.

4. **Manager:** Have you been working late every night?

**Secretary:** Yes, I have.

The manager \_\_\_\_\_.

5. **Secretary:** Has the receptionist been answering the phone correctly?

**Supervisor:** I think so.

The secretary \_\_\_\_\_.

6. **Clerk:** Do we get two hours for lunch?

**Supervisor:** No, you get only an hour and a half.

The clerk \_\_\_\_\_.

7. **Manager:** Is the repairman for the photocopier coming today?

**Secretary:** I think so.

The manager \_\_\_\_\_.

8. **Clerk:** Is the repairman going to fix the photocopiers after lunch?

**Secretary:** I hope so.

The clerk \_\_\_\_\_.

9. **Repairman:** Are the broken photocopiers in the manager's office?  
**Secretary:** No, they're in the storeroom.  
 The repairman \_\_\_\_\_.
10. **Repairman:** Was anyone using this machine a few minutes ago?  
**Secretary:** No, it hasn't been used for a few days.  
 The repairman \_\_\_\_\_.
11. **Repairman:** Can I use this desk for my work area?  
**Secretary:** Sure.  
 The repairman \_\_\_\_\_.
12. **Manager:** Will the company replace these machines at no charge?  
**Repairman:** I'll have to check with my supervisor.  
 The manager \_\_\_\_\_.

### ■ Yes/No Answers ■

#### Direct Questions and Answers

He asked, "Can you swim?"  
 and I said, "No."

She asked, "Will you have time to help me?"  
 and I said, "Yes."

#### Indirect Questions and Answers

He asked me if I could swim, and I said  
 (that) I couldn't.

She asked me if I would have time to help  
 her, and I said I would.

1. Yes/No questions are expressed in indirect speech by subject + appropriate auxiliary verb.
2. The words *yes* and *no* do not appear in the reported (indirect) statement.

### Exercise 5 ■■

Report the questions and answers in indirect speech.

1. He asked, "Do you like parties?" and I said, "Yes."
2. He asked, "Will you be at Mohammed and Carlos's party on Friday night?" and I said, "Yes."
3. She said, "Are you bringing any CDs?" and I said, "No."
4. She asked, "Did Mohammed and Carlos send out invitations to their party?" and I said, "No."
5. He asked, "Will their landlord get angry if the guests make a lot of noise?" and I said, "Yes."

6. He asked, "Have they had many parties this semester?" and I said, "No."
7. She asked, "Were they shopping for food last night?" and I said, "Yes."
8. She asked, "Are they going to fix food from their countries?" and I said, "No."
9. He asked, "Are our instructors going to the party?" and I said, "Yes."
10. She asked, "Do you plan to take a date with you?" and I said, "Yes."
11. He asked, "Can I ride with you and your date?" and I said, "No."
12. She asked, "Is Fidel bringing his girlfriend to the party?" and I said, "Yes."
13. He asked, "Has she arrived in town yet?" and I said, "No."
14. She asked, "Have you met his girlfriend before?" and I said, "No."

### ■ Information Questions ■

#### Direct Questions

*He asked, "Where do you live in Ohio?"*

*I asked Choi, "How many years will you be living abroad?"*

#### Indirect Questions

*He asked where I lived in Ohio.*

*I wanted to know how many years Choi would be living abroad.*

When reporting information questions, the word order in the indirect statement is as follows:

**question word + subject + verb + remainder of sentence**

*where I lived in Ohio*

*how many years Choi would be living abroad*

### Exercise 6 ■■

Report the questions in indirect speech, using *She asked* or *She wanted to know*.

1. What area of linguistics are you planning to study after you finish your English language courses?
2. Why has Marcella decided to study the child's use of language?
3. When does a human baby usually speak his or her first word?
4. Which word does a baby usually utter first, *mama* or *papa*?
5. How many vocabulary words has a child learned by the time he or she is one year old?
6. What kinds of words does a child use first, nouns or verbs?

7. When did you speak your first word?
8. How long will a child continue to produce only single-word sentences?
9. How old is your little boy?
10. Why hasn't he formed any sentences yet?
11. Where was Rafael living when his first child began to speak?
12. How long had he lived there?
13. Why do children seem to learn a second language faster than adults?
14. Whose child speaks both his native language and English?
15. How long has Ali's little girl been attending an American school?

### Exercise 7

*This paragraph is a report of a conversation between Kathy and a store clerk. Change the report to direct speech. Write it in dialog form.*

**Example:** When I walked in the store, I asked where I could find ski jackets.

*"Where can I find ski jackets?"*

The store clerk asked if she could help me. I told her I was interested in seeing the red jacket in the window. She asked me what size I wore. When I told her 14, she said she was afraid they didn't have any more red jackets in a size 14. The only color they had was black. I asked if they had any red ones in a size 12. She said she would go and find out. She came back and said that she was sorry they didn't, but that the manager had told her that they would be getting in a new order soon. She told me that if I left my name, they would give me a call when the jacket came in. I wanted to know how long it would be before the order came in, but she explained that the manager wasn't sure because the computer was down and she couldn't check. However, she expected the order to arrive the following week. I replied that that would be too late and explained that I was going on a skiing vacation in five days and I had wanted to have the jacket by then. She asked if I was sure I didn't want to try on one of the black jackets, but I told her that I didn't think so because I hated black. I had had my heart set on that red jacket, so I was very disappointed as I left the store.

6. The teacher said, "Boys, sit in the front of the bus."

7. The old man said, "Don't go near the house because there is a gas leak."

**Store clerk:** \_\_\_\_\_

**Kathy:** \_\_\_\_\_

## 7-4 REPORTING COMMANDS AND REQUESTS

### Reporting Commands

#### Direct Commands

*"Sit down!" she said.*

*"Don't sit down!" she said.*

#### Indirect Commands

*She told me to sit down.*

*She told me not to sit down.*

1. A command is an order given by someone who is in authority. To report a command, the following pattern is used.

*tell + indirect object + (not) + infinitive*

*I told you not to do that.*

2. In addition to *tell*, the verbs *order*, *command*, *warn*, and *direct* are often used to introduce commands.

*The finance company said, "Pay immediately!"*

*The finance company ordered him to pay immediately.*

*The police officer said, "Move back!"*

*The police officer commanded us to move back.*

*The thief said, "Don't try anything funny!"*

*The thief warned Mr. Jones and Mrs. Jones not to try anything funny.*

*The parking attendant said, "Park your car over there on the left."*

*The parking attendant directed us to park our car on the left.*

### Exercise 8

Report each command in indirect speech, using *tell*, *order*, *command*, *warn*, or *direct*. Add an appropriate indirect object after each introductory verb.

1. The army captain said, "Don't shoot until I give the order."
2. The lifeguard said, "Stop pushing people into the pool."
3. Gail's mother said, "Don't swim in the deep end of the pool."
4. The president said, "Be more careful about conserving energy."
5. Dr. Hurst said, "Hurry and give the patient more blood."
6. The teacher said, "Boys, sit in the front of the bus."
7. The old man said, "Don't go near the house because there is a gas leak."

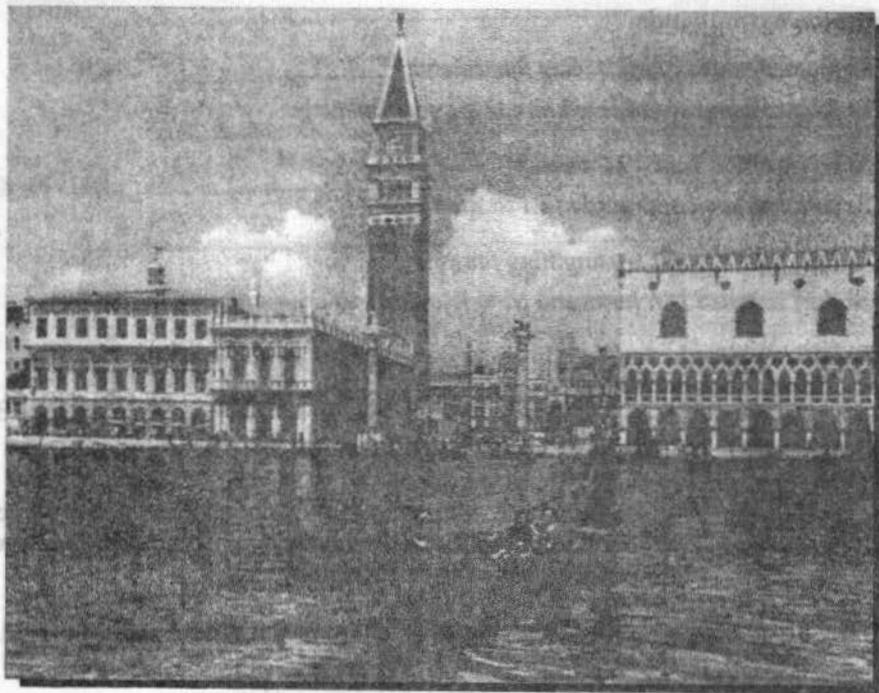
8. The police officer said, "Put your hands over your head!"
9. The flight attendant said, "Fasten your seat belts quickly because we have to make an emergency landing."
10. The teacher said, "Stop fighting immediately!"

### Exercise 9

These statements, questions, and commands were taken from a composition written by a student. Report each sentence in indirect speech, using said, asked, advised, mentioned, and so on.

**Example:** For me, there's no place in the world like Venice.

The student said that for her there was no place in the world like Venice.



1. Venice is my beloved city.
2. I am thinking of it at this moment.
3. I can see its beautiful streets and architecture.
4. I will visit Venice next summer.

5. I have always been in love with Venice.
6. At night the city is like magic.
7. Go there.
8. Enjoy yourself.
9. Take a gondola ride down the Grand Canal.
10. Do not spend all your time with all the tourists in Piazza San Marco.
11. Wander around the city.
12. Visit the parts where tourists rarely go.
13. You won't see any cars anywhere.
14. Have you ever been there?
15. Are you planning to go in the near future?
16. How long are you planning to stay?
17. When can you visit?
18. I know you will love Venice as much as I do.

## ■ Reporting Requests ■

### Direct Requests

*She said, "Will you hold my packages for me?"*

*He asked me, "Could you tell me the time, please?"*

### Indirect Requests

*She asked me to hold her packages for her.*

*He asked me to tell him the time.*

1. A request is something asked for, usually in a polite manner.
2. The phrases *will you*, *would you*, and *could you* are often used to introduce requests. These phrases are used to make a request in indirect speech with the following pattern:

*ask* + indirect object + (not) + infinitive

*My roommate asked me not to make so much noise.*

### Exercise 10

Report each request in indirect speech.

1. **Passenger:** Could you direct me to the airlines ticket desk?  
**Skycap:** It's to your left, beyond the escalator.  
 The passenger \_\_\_\_\_
2. **Passenger:** Will you please change my ticket for me?  
**Ticket agent:** Let me see your ticket, please.  
 The passenger \_\_\_\_\_
3. **Passenger:** Would you please watch my little boy for a minute?  
**Flight attendant:** Sure.  
 The passenger \_\_\_\_\_
4. **Passenger:** Could you give me a seat near the window?  
**Flight attendant:** I'll see if we have one available.  
 The passenger \_\_\_\_\_
5. **Flight attendant:** All passengers, please put your small bags under your seat.  
 The flight attendant \_\_\_\_\_
6. **Captain:** Would you please observe the FASTEN SEAT BELT sign until we are in the air?  
 The captain \_\_\_\_\_
7. **Little boy:** Daddy, can you take me to the bathroom?  
**Father:** In a minute.  
 The little boy \_\_\_\_\_
8. **Little girl:** I want some water.  
**Mother:** Could you please wait a few minutes?  
 The mother \_\_\_\_\_
9. **Passenger:** Could you get me an extra blanket, please?  
**Flight attendant:** Certainly, sir.  
 The passenger \_\_\_\_\_
10. **Passenger:** I'd like to change my seat.  
**Flight attendant:** Would you please wait until all the passengers have boarded?  
 The flight attendant \_\_\_\_\_

**Exercise 11** ■ ■ ■ With another student, decide who said each sentence and why the person said it. Use indirect speech.

Example: "Please keep quiet!"

A student who was studying in the library told two other students who were talking loudly to keep quiet because he couldn't concentrate and because people shouldn't make noise in the library.

1. "Why are you driving so fast?"
2. "I don't want to die."
3. "Why are you raising your voice?"
4. "I'm trying to watch television."
5. "Don't give it to me today."
6. "I've been sick for three days."
7. "Have you always smoked so much?"
8. "Will you please stop blowing smoke in my face?"
9. "Could I have your math notes?"
10. "Who asked about Chapter 4?"
11. "Are you almost finished?"
12. "Buy some new clothes."
13. "Read it carefully."
14. "Use your calculator."
15. "Do you have a nice pair of slacks?"

**Exercise 12** ■ ■ ■ In a group of three or four, explain what different people have said to you in the past few days. Give as many details as possible.

1. Who made you angry? What did the person say?
2. Who made you laugh? What did the person say?
3. Who made you feel happy? What did the person say?
4. Who made you feel worried? What did the person say?
5. Who didn't tell you the truth? What did the person say?
6. Who made an excuse for doing something wrong? What did the person say?
7. Who made you a promise?
8. Who told you to do something?

## 7-5 REPORTING EXCLAMATIONS

### Direct Exclamations

"What a terrible day!" she said.

"Ugh! This soup tastes terrible!" he said.

### Indirect Exclamations

She said it was a terrible day.

He exclaimed with disgust that the soup tasted terrible.

1. Exclamations become statements in indirect speech.

"What a beautiful car!" he said.

He said I had a beautiful car.

2. Exclamations such as *Oh, no!* and *Ugh!* are usually expressed by a sentence that explains the person's feelings.

"Oh no! I have a flat tire," she said.

She exclaimed with disgust that she had a flat tire.

### Exercise 13

Match each expression in column A with its reported form in column B.

#### A

1. He said, "Thank you."
2. She said, "Good morning."
3. He said, "Congratulations!"
4. She said, "Okay."
5. He said, "Aw, come on."
6. She said, "You're kidding!"
7. He said, "Really?"

#### B

- a. He congratulated me.
- b. He was surprised.
- c. He didn't believe me.
- d. He thanked me.
- e. She didn't believe me.
- f. She greeted me.
- g. She agreed with me.

### Exercise 14

Report the mixed sentences, using connecting words from Part 2 to combine the sentences. Use the expressions *first*, *second*, *then*, *after that*, and *next* to move from one idea to the next. Note in the example that each statement is either introduced by an appropriate introductory verb or connected to the following statement.

**Example: Instructor:** Why is everyone so upset? Don't worry about the exam. Everybody will do well. I haven't included any questions on the chapter we've just finished.

The instructor wanted to know why everyone was so upset, and he told them not to worry about the exam because everybody would do well. After that, he added that he had not included any questions on the chapter they had just finished.

1. **Bob:** Are you deaf? Turn the music down. I'm trying to concentrate on my notes for a test tomorrow.  
**Roommate:** Okay. Remember this when I have a test.
2. **Police officer:** Give me your driver's license.  
**Foreign student:** I'm sorry. I left it at home.  
**Officer:** Where's your home?  
**Foreign student:** It's in Germany.  
**Officer:** Follow me to the station.
3. **Student:** Did the Spanish give California its name?  
**Teacher:** Yes.  
**Student:** What does the name mean in Spanish?  
**Teacher:** It means "heat of the ovens."
4. **Radio announcer:** The pollution in the city is becoming a major health problem for people with respiratory ailments? Don't drive to work alone. Car pool and drive with a friend.
5. **T.V. news reporter:** The state legislature has agreed on 55 miles per hour as the lawful speed limit. The police department urges motorists to observe the limit or pay expensive fines.
6. **Sergeant to Captain:** Don't order the men to attack tonight. They are too weak from lack of food. When do you expect our supplies to arrive?
7. **Mother:** What are you going to build?  
**Little girl:** I'm not going to build anything.  
**Mother:** What are you doing with the screwdriver and hammer?  
**Little girl:** I have to fix my television set.  
**Mother:** Don't you touch that television!

- 8. Flight Attendant:** Can I get you anything, sir?  
**Passenger:** Would you bring me a blanket? The cabin temperature is extremely cold.  
**Attendant:** I'll be happy to provide you with a blanket. I have reported the problem to the captain. There isn't much we can do until we land.
- 9. Jason:** What have you been doing all afternoon?  
**Reza:** I've been trying to get my driver's license.  
**Jason:** Did you take the test today?  
**Reza:** Yes.  
**Jason:** What happened?  
**Reza:** I failed it again.  
**Jason:** You're kidding! This is the fourth time.
- 10. Janet:** Why were you standing at the bus stop last night?  
**Jean:** I was waiting for the bus.  
**Janet:** Is your car in the shop?  
**Jean:** No. I sold it.  
**Janet:** Why?  
**Jean:** I can't afford to buy gas anymore.
- 11. Store clerk:** Who's next?  
**Customer:** I am. I've been standing here for ten minutes while you were talking to your friend.  
**Clerk:** Can I help you with something?  
**Customer:** Yes. You can give me the name of your supervisor.
- 12. Travel agent:** When are you planning to visit Disneyland?  
**Customer:** I intend to go in two months.  
**Agent:** Will you be traveling with children?  
**Customer:** Yes.  
**Agent:** Have you made hotel reservations?  
**Customer:** No, not yet.  
**Agent:** Make them now. This is a busy time of year.  
**Customer:** Is it too late to get rooms in the hotel across the street from Disneyland?  
**Agent:** I don't think so.  
**Customer:** Thank you for your help.

## Practice Exam

Before Mary registered for the fall quarter, she met with her advisor, Dr. Tucker, and had this conversation. Report the conversation in indirect speech in the form of a paragraph. Use the connecting words from Part 2 (see pages 48–74). Use the expressions first, second, after that, and finally to move through the paragraph.

Before Mary registered for the fall quarter, she met with her advisor, Dr. Tucker.

**Dr. Tucker:** Have you decided which courses you're going to take?

**Mary:** I want to take Economics 102, Statistics 203, German 101, and Speech Communication 212.

**Dr. Tucker:** You're planning to take too many courses. Do you think you will be able to do all the work?

**Mary:** Yes. I plan to study diligently this quarter.

**Dr. Tucker:** I believe you. But when will you have time to sleep?

**Mary:** Do you really think it's too much work?

**Dr. Tucker:** I certainly do. Don't take so many courses the first quarter. I've seen many discouraged freshmen students who could not keep up with their assignments.

**Mary:** Okay. I'll drop the statistics course.

**Dr. Tucker:** That's a good idea.

**Mary:** Thanks for your time.

**Dr. Tucker:** Where is your schedule of classes?

**Mary:** I left it in the dorm.

**Dr. Tucker:** Take it with you to registration. It contains all the courses, their times, and their locations.

**Mary:** Could you give me a map of the campus?

**Dr. Tucker:** Certainly.

# PART 4

# Subordination

## INTRODUCTION TO PART 4

In Part 2 you studied coordination as a means of connecting two or more independent clauses (complete sentences). In Part 4, you will study how to join an independent clause with a dependent clause. This is called subordination.

DEPENDENT CLAUSE                      INDEPENDENT CLAUSE

*Although I had a wonderful vacation, it was too short.*

This method of subordination allows the speaker or writer to express a larger variety of relationships between ideas. It also allows the speaker or writer to show the relationships between facts or ideas more clearly and specifically. Compare:

- A. *I opened the medicine cabinet, and a bottle fell out.*
- B. *When I opened the medicine cabinet, a bottle fell out.*

In sentence A, the coordinating conjunction *and* simply adds one fact to another. In sentence B, by changing one of the independent clauses to a dependent adverb clause of time, we are able to bring out the relationship between the two facts.

## LESSON EIGHT

### Introduction to Adverb Clauses

1. Adverb clauses have the same function as single-word adverbs or adverbial expressions. They modify a verb by answering questions such as *when?*, *where?*, *how?* and so on about the verb.

*Yousef bought a new car recently.* (single-word adverb)

*Yousef bought a new car last week.* (adverbial expression)

*Yousef bought a new car after he had wrecked his Jeep.* (adverb clause)

All the sentences answer the question *when?* about the verb. The last sentence is an **adverb clause** because, like all dependent clauses, it contains a subject (*he*) and a verb (*had wrecked*), but it does not make sense by itself.

2. The following words introduce adverb clauses. These words are called **subordinating conjunctions**.

<b>Time</b>	<b>Place</b>	<b>Manner</b>	<b>Condition</b>
after	where	as	as long as
as	wherever	as if	if
as long as		as though	in case
as soon as	<b>Reason</b>		provided that
before	because	<b>Contrast</b>	unless
since	since	although	whether or not
until		though	
when	<b>Purpose</b>	even though	<b>Result</b>
whenever	so that	while	so . . . that
while	in order that	in spite of the fact that	such . . . that

3. It is important to remember the punctuation rules about adverb clauses. If the adverb clause precedes an independent clause, a comma must follow the adverb clause.

*When I was a child, I loved Dracula movies.*

If the adverb clause is within an independent clause, a comma precedes and follows the adverb clause.

*Once, after I had seen a Dracula movie, I had a nightmare.*

If the adverb clause follows an independent clause, a comma is not needed.

*My mother would not let me watch any more Dracula movies because they gave me nightmares.*

**Exception:** A comma is sometimes used when the adverb clause comes after the independent clause to indicate a pause in speaking.

## 8-1 ADVERB CLAUSES

### ■ Subordinating Conjunctions of Time ■

*After it had stopped snowing, I went outside.*

*As I was walking to the store, it began to snow again.*

*I will never like the snow as long as I live.*

*As soon as I returned home, I made some hot tea.*

*My roommate had decided to go skiing before I returned.*

*I had never seen snow until my family moved from Florida to Boston.*

*When I was a young child, I thought snow was only in Alaska.*

*In Boston, my father tried to get me outside whenever it snowed.*

*While he was putting on his boots, I was hiding in my room.*

1. *When* indicates a specific point in time or a period in time.

*When I met my roommate, I liked her immediately.*

*When we were roommates, we had a great time doing all sorts of crazy things.*

2. *Just* is often used before the words *as* and *when*.

*He arrived just as we were getting ready to leave.*

*He arrived just when we were getting ready to leave.*

3. *While* indicates a period of time during which another simultaneous action takes place.

*While we were waiting inside, our friend was waiting outside.*

4. *Whenever* means *any time*.

*Whenever I think of the time when we were roommates, the memories are always good.*

5. *Until* indicates from an unknown point in the past up to the time that something happens.

*My roommate and I continued to live together until she got married.*

6. When the verb in the independent clause is a future tense, the verb in the time clause is in the present tense.

*After I leave the library, I will return home.*

*I will finish before you return home.*

7. When the adverb clause starts with *since*, its verb is in the simple past tense if the verb refers to an action that started and finished in the past. The present perfect, present perfect continuous, or past perfect is used in the independent clause.

*My roommate has been in the cafeteria since it opened this morning.*

*He has been eating since the servers put out the food.*

When the adverb clause starts with *since*, its verb is in the present perfect if the verb refers to an action that started in the past and continues into the present.

*My roommate hasn't missed breakfast since he has lived in the dorm.*

### Exercise 1

Make complete sentences with adverb clauses by matching items in column A with items in column B

A

B

- |  |  |
|--|--|
| 1. John F. Kennedy became president of the United States | a. whenever he spoke.                                  |
| 2. He had been a naval officer                           | b. as long as I live.                                  |
| 3. As soon as he became president,                       | c. when he was forty-three years old.                  |
| 4. While he was in office,                               | d. since this country began.                           |
| 5. The American people listened carefully                | e. as I was watching the news of his death.            |
| 6. Four American presidents have been assassinated       | f. he pledged to help people everywhere.               |
| 7. Until an assassin's bullet killed him,                | g. before he was elected president.                    |
| 8. I cried bitterly                                      | h. he created the Peace Corps.                         |
| 9. After he had died,                                    | i. Lyndon B. Johnson became president.                 |
| 10. I will remember President Kennedy                    | j. he was one of the most beloved American presidents. |

### Exercise 2

Complete the sentences.

- Most politicians smile a lot when \_\_\_\_\_.
- Many people approved of Kennedy's decisions while \_\_\_\_\_.
- I vote in an election whenever \_\_\_\_\_.
- My brother wants to enter politics as soon as \_\_\_\_\_.
- I had thought that all politicians were dishonest before \_\_\_\_\_.
- A large investigation into Kennedy's death was carried out after \_\_\_\_\_.
- My brother has wanted to be in politics since \_\_\_\_\_.
- I really didn't have much respect for politicians until \_\_\_\_\_.
- I learned about Kennedy's death as \_\_\_\_\_.
- Kennedy was a member of Congress before \_\_\_\_\_.

- Whenever he made a speech, \_\_\_\_\_.
- While I was watching the news about his assassination on television, \_\_\_\_\_.

### ■ Subordinating Conjunctions of Place ■

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- Where* means a definite place.  
*I prefer to live where the sun shines all year.*
- Wherever* means any place.  
*Wherever it's sunny and warm, I'm happy.*

### Exercise 3 ■ Complete the sentences with *where* or *wherever*.

- Put the packages \_\_\_\_\_ you want.
- Did you find the packages \_\_\_\_\_ I had put them?
- I don't know \_\_\_\_\_ he went.
- I'll go \_\_\_\_\_ you want; it doesn't matter to me.
- My parents are staying \_\_\_\_\_ we stayed when we visited San Francisco.
- Every village was noisy. \_\_\_\_\_ we stayed, we couldn't get away from the noise.

### ■ Subordinating Conjunctions of Reason and Purpose ■

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- The subordinating conjunctions *because* and *since* introduce the reason for the situation expressed in the independent clause.  
*My brothers are studying in California because they don't like snow.*  
*Since it is so beautiful there, my parents are going to move.*

2. The subordinating conjunction *since* can mean both *reason* and *time*.

**Reason:** He took another course in English *since* his TOEFL score was so low.

**Time:** He has been studying very hard *since* the new course began.

3. The subordinating conjunctions *so that* and *in order that* are similar in meaning to *in order to* and show the purpose for the action in the independent clause.

*My parents are going to move to California so that they can be closer to my brothers.*

*A lawyer has advised my parents about selling their business in order that they might avoid legal problems.*

4. The subordinating conjunction *so that* is usually followed by the modal auxiliaries *can*, *could*, *may*, *might*, *will*, or *would*. Use *can*, *may*, or *will* when the verb in the independent clause is in a present, present perfect, or future tense.

*We make our airline reservations early so that we can be sure of a seat.*

Use *could*, *might*, or *would* when the verb in the independent clause is in a past tense.

*We made our airline reservations early so that we could be sure of a seat.*

5. The subordinating conjunction *in order that* has the same meaning as *so that*, but it is more formal and is usually followed by *may* or *might*.

*We made our reservations early in order that we might be assured of seats on that flight.*

6. In informal English *so* by itself can also introduce a clause of purpose.

*We made airline reservations early so we would be sure of a seat.*

No comma precedes *so* when it introduces a clause of purpose. (Compare *so* as a coordinating conjunction that introduces a result. See Lesson Four, pages 51–52.)

#### Exercise 4

Restate each sentence, using the subordinating conjunction in parentheses.

**Example:** We bought the tickets early in order to get good seats. (so that)

We bought the tickets early so that we could get good seats.

- This manual should be read carefully in order for you to be able to operate the device correctly. (in order that)
- Please keep this number handy in order for us to help you if a problem arises. (in order that)

- The meeting was held late in the day in order for students from the other campus to attend. (in order that)
- All students were asked to submit their questions in advance in order for the university president to answer those questions at the meeting. (in order that)
- I'm going to use a computer in order to do the assignment quickly. (so that)
- You'd better go to the library early in order to use a computer terminal there. (so that)
- Please read this report in order to see if there are any problems. (so that)
- I've made some changes in order for it to be clearer. (so that)

### Exercise 5

Complete the sentences with adverb clauses, according to the meaning in parentheses.

**Examples:** I have been searching for a good lawyer since \_\_\_\_\_. (time)

I have been searching for a good lawyer since I found out about the problem.

I need the name of a good lawyer since \_\_\_\_\_. (reason)

I need the name of a good lawyer since I have to appear in court next week.

- Amy has wanted to be a teacher since \_\_\_\_\_. (time)
- Amy will probably be a good teacher since \_\_\_\_\_. (reason)
- My roommate has not received one letter since \_\_\_\_\_. (time)
- I don't read my letters in front of my roommate since \_\_\_\_\_. (reason)
- Ray has wanted to marry Sylvia since \_\_\_\_\_. (time)
- Ray hasn't asked Sylvia to marry him since \_\_\_\_\_. (reason)
- Louisa hasn't had a car since \_\_\_\_\_. (time)
- Louisa's going to get a car since \_\_\_\_\_. (purpose)

## Subordinating Conjunctions of Manner

- The subordinating conjunction *as* means *the way* (that is, manner).

*In California, we can enjoy the beach as we used to in Florida.*

*You didn't do the report as I had showed you to.*

2. The subordinating conjunction *as* can also mean *time*.

*They arrived as I was leaving.*

3. The subordinating conjunctions *as if* and *as though* refer to how something appears, not how it is.

*My brothers swim as if they were fish.*

*In California, I would feel as though I were alive again.*

*You look as though you know each other. (Maybe you do, and maybe you don't.)*

4. The idea that follows *as if* or *as though* may be possible, or it may be untrue.

Compare:

*It looks as if it is going to rain. (It might rain.)*

*She looks as if she had seen a ghost. (She didn't see a ghost. She was just very shocked.)*

5. When the idea that follows *as if* or *as though* is untrue, a past tense is often used for a present meaning. In such sentences *were* is used for all persons.

*I feel as if I were on top of the world. (I'm not on top of the world.)*

*I felt as though I had been hit by a car. (I wasn't hit by a car.)*

The choice of verb tense is similar to the choice of tenses used in conditional sentences. (See Lesson Thirteen for an explanation of the verb tenses used in conditional sentences.)

## Exercise 6

Make complete sentences by matching items in column A with items in column B.

### A

1. She backed into the driving space as
2. The man is tired and looks as if
3. He writes as
4. The thirteen-year-old drove as though
5. My thirty-year-old sister sometimes acts as if
6. The mechanic thinks he's smart and acts as if
7. She looks as if
8. She cooked as

### B

- a. he knows a lot about computers.
- b. she had been driving all her life.
- c. she's going to fall.
- d. she were thirteen.
- e. he talks.
- f. he's been running.
- g. her mother did when she was alive.
- h. her driving instructor had taught her.

### Exercise 7 ■■ Complete the dialogs with *as if* or *as though*.

**Example:** A: Has Joanne been studying all night?

B: No, but I agree she looks *as if she's been studying all night.*

1. A: Ria is nicer to her cats than some people are to their own children.

B: I know. She treats her cats \_\_\_\_\_.

2. A: Has Joe been playing the piano since he was a child?

B: No, but he plays \_\_\_\_\_.

3. A: Does Anthony really know everything?

B: No. He just talks \_\_\_\_\_.

4. A: Is John's father rich?

B: No, but he spends money \_\_\_\_\_.

5. A: Did Brenda know about the accident?

B: I'm not sure, but when I told her she acted \_\_\_\_\_.

6. A: Hasn't Sheila met you before?

B: Yes, she has. I don't know why she acted \_\_\_\_\_.

7. A: Have you been running?

B: No. Why? Do I look \_\_\_\_\_?

8. A: Is Andy the boss?

B: No, but he likes to act \_\_\_\_\_.

### ■ Subordinating Conjunctions of Condition ■

*I will enjoy living with my brothers as long as they keep the apartment clean.*

*If they keep it clean, I will stay with them.*

*In case they become too messy, I'm going to save enough money to get my own apartment.*

*I will become a good water skier provided that I can find a good teacher.*

*Unless the lessons are very cheap, I won't be able to take any.*

*I'm definitely planning to take surfing lessons whether they are cheap or not.  
whether or not they are cheap.*

1. The subordinating conjunction *as long as* means that the situation in the dependent clause must be true for the situation in the independent clause to be true. In this sentence, in order for you to avoid a fine, your check must arrive on time.

*As long as we get your check on time, you won't have to pay a fine.*

2. The subordinating conjunction *whether or not* means that neither this situation nor that situation matters. Note that it is possible to separate *whether* and *or not*.

*They're going to get married whether or not their parents approve.*

*They're going to get married whether their parents approve or not.*

3. The subordinating conjunction *whether or not* can also mean that there is a choice between two alternatives.

*I'm not sure whether or not I want to go.*

(See Lesson Thirteen, page 236, for an explanation of *in case*, *provided that*, and *unless*.)

### Exercise 8 ■ ■ Complete the sentences.

- As long as the tickets are not expensive, I'll \_\_\_\_\_.
- As long as you're not busy, could you \_\_\_\_\_?
- As long as the weather is good, why don't we \_\_\_\_\_?
- As long as you don't make noise, you can \_\_\_\_\_.
- As long as you're careful, you shouldn't \_\_\_\_\_.
- I'll go whether \_\_\_\_\_.
- Whether or not I have the money, \_\_\_\_\_.
- The president will not be re-elected whether \_\_\_\_\_.
- I wake up early whether \_\_\_\_\_.
- You should apply for the scholarship whether \_\_\_\_\_.

### ■ Subordinating Conjunctions of Result ■

1. When the conjunctions *so . . . that* or *such . . . that* are used, the word *that* introduces the result.

*California is so beautiful that I can't imagine staying in Boston.*

*California is such a beautiful state that I can't imagine staying in Boston.*

## 2. So . . . that can be used in the following patterns.

so + adjective + that

so + adverb + that

so + many + plural noun + that

so + few + plural noun + that

so + much + uncountable noun + that

so + little + uncountable noun + that

*It was so hot that we couldn't sleep.**The air conditioner was humming so loudly that I couldn't sleep.**There were so many students in the small room that I couldn't breathe.**There were so few windows that the air circulation was poor.**There was so much noise that I couldn't hear the professor.**There was so little time to finish the exam that I gave up.*

## 3. Such (a/an) . . . that can be used in the following patterns.

such + a (or an) + adjective + noun + that

*He had such a low grade that he hid his exam paper.**This is such an interesting book that I can't stop reading it.*

such + adjective + uncountable noun + that

*She makes such good coffee that I always have more than one cup.*

such + adjective + plural noun + that

*She wears such beautiful dresses that everyone always compliments her.***Exercise 9**

Combine the sentences. First, use so . . . that. Then, if possible, use such . . . that.

**Example:** The line at the movie theater was long. We had to wait an hour.The line at the movie theater was so long that we had to wait an hour.The movie theater had such a long line that we had to wait an hour.

- The theater was crowded. We couldn't breathe.
- The people sitting behind us talked loudly. We couldn't hear.
- The movie was exciting. We saw it twice.
- The popcorn tasted salty. We got our money back.
- I was thirsty. I had to get a drink in the middle of the movie.
- The seats were comfortable. We didn't want to get up.
- The movie was good. We've been telling all our friends to see it.
- The end of the movie was happy. Everyone left the theater smiling.
- There were cars in the parking lot. We couldn't find our car.
- There was traffic on the way home. We got home late.

### Exercise 10

With another student, take turns asking each other the questions. In your answers use so . . . that or such . . . that.

**Example:** How homesick were you when you first came to the United States?

I was so homesick that I called home every day.

How difficult was the test?

It was such a difficult test that I couldn't answer ten of the questions.

1. How bad did you feel the last time you were sick?
2. How nervous were you on the first day of class?
3. How cold (or hot) is the weather in your hometown?
4. How good a time did you have at the last party you went to?
5. How tired are you?
6. How hungry are you?
7. How much time did you spend studying for the last test?
8. How much money do you spend every week?

## Subordinating Conjunctions of Contrast

*Although Boston is a beautiful city, I just don't like cold weather.*

*Though my father likes mountains and snow, I'm sure he will learn to like beaches and sand.*

*He'll probably enjoy water skiing, even though he prefers to ski in snow.*

*While I will never miss the cold weather, I will miss my friends in Boston.*

*I'll probably visit Boston from time to time, in spite of the fact that I will never live there again.*

1. The subordinating conjunction *while* can mean both contrast and time. When *while* shows contrast, it is usually placed at the beginning of a sentence.

**Contrast:** *While I don't like studying English grammar, I know I have to.*

**Time:** *I heard a strange noise while I was studying the other night.*

2. A comma can be used before the subordinating conjunctions *though*, *although*, *even though*, *while*, and *in spite of the fact that* when the dependent clause follows the independent clause. This happens when the dependent clause introduces ideas that are unnecessary or connected only loosely with the ideas in the independent clause.

*I sometimes eat at the restaurant down the street, even though the food and the service are not very good.*

*The restaurant does a good business, in spite of the fact that nobody I know likes it.*

### Exercise 11

Rewrite each sentence, using the subordinating conjunction in parentheses.

- There are many people in the world who are afraid to fly, but air travel is very popular. (even though)
- Airline companies offer courses to help people overcome their fear of flying. However, few people know about these courses. (although)
- One of my friends is very afraid of flying, yet she still flies when she has to. (though)
- More people are afraid of flying than of driving; traveling by airplane is much less risky than traveling by car. (in spite of the fact that)
- Passengers are not required to keep their seat belts fastened during an entire flight, but pilots recommend that they do. (despite the fact that)
- My children love to fly. Nevertheless, they rarely do. (even though)
- When I am on a plane during a thunderstorm, I worry a bit. I am generally not afraid to fly. (even though)
- I prefer to travel by train. Traveling by plane is fast and safe. (in spite of the fact that)

### Exercise 12

Complete the sentences.

- While I believe our grammar instructor is a good teacher, \_\_\_\_\_.
- Although I know it's necessary to take tests, \_\_\_\_\_.
- In spite of the fact that I believe this is a good English program, \_\_\_\_\_.
- While I think it's necessary to practice speaking in class, \_\_\_\_\_.
- Even though I dislike memorizing words, \_\_\_\_\_.
- \_\_\_\_\_, in spite of the fact that I have been happy here.

7. \_\_\_\_\_, though I believe that it's a good experience to study in a foreign country.
8. While my English has gotten better since I've been in this country, \_\_\_\_\_.

### Exercise 13 ■■

In a group of three or four, make up a story by using the phrases in sentences with adverb clauses. You can use the phrases in any order, and you will need to add other details.

go there

see somebody I know

have a good time

get some information

not have enough money

receive a note

be very crowded

know everything

make plans

not want to leave

## 8-2 SEQUENCE OF TENSES

1. In sentences that contain independent and dependent clauses, it is important to be careful of the choice of tense in each clause. Two or more actions must be put into the correct relationship with each other. Remember that meaning also plays an important part in the decision how to combine various tenses.

2. The simple present tense in the independent clause can be followed by any tense in the dependent clause.

*I feel calm although I'm waiting for the dentist.*

*I feel calm whenever I go to the dentist.*

*I feel calm because I had a good night's sleep.*

*I feel calm even though I was shaking earlier.*

3. When the verb in the independent clause is in a past tense, the verb in the subordinate clause must also be in a past tense.

*I ate Chinese food every night because I liked it.*

*I ate Chinese food every night because I was working in a Chinese restaurant.*

*At that time, I was eating Chinese food every night because I was working in a Chinese restaurant.*



6. As soon as he leaves, our neighbor's party became less noisy.
7. As the guests are leaving, I noticed that they were speaking in low voices.
8. My roommate and I finally got to sleep after everyone has gone home.
9. At our party next Saturday we will tell our guests not to get too loud so that we didn't disturb the other people in the building.
10. The landlord probably won't bother us provided that everyone paid attention to our request.
11. Since we were living in this apartment for two years and we like it, we really don't want any trouble.
12. Although everyone is having the right to entertain his personal friends, we must respect the rights of the other people in the building.

### Exercise 16

Complete the sentences, using the correct tenses.

1. The instructor told us to sit wherever \_\_\_\_\_.
2. Before the instructor handed out the history exams, \_\_\_\_\_.
3. While I was taking the exam, \_\_\_\_\_.
4. Even though I had studied for two weeks, \_\_\_\_\_.
5. I answered the questions in Part 2 quickly so that \_\_\_\_\_.
6. Part 3 of the exam was so difficult that \_\_\_\_\_.
7. Since I didn't answer all the questions, \_\_\_\_\_.
8. So that the instructor could read my answers, \_\_\_\_\_.
9. Since I have been in this class, \_\_\_\_\_.
10. In spite of the fact that I had really studied, \_\_\_\_\_.
11. Although I did the best I could, \_\_\_\_\_.
12. Provided that the instructor agrees with my answers, \_\_\_\_\_.
13. If he grades the papers strictly, \_\_\_\_\_.
14. As soon as I see my grade, \_\_\_\_\_.
15. Until I get my grade, \_\_\_\_\_.
16. While I usually don't worry about grades, \_\_\_\_\_.
17. When the exam was finished, \_\_\_\_\_.
18. I may get a passing grade on the exam unless \_\_\_\_\_.
19. I'm studying for a make-up test in case \_\_\_\_\_.
20. I will never take another history class as long as \_\_\_\_\_.

### Exercise 17

You are going to read part of a text about Albert Einstein. Then you are going to summarize what you read to a partner. Your partner will use your summary to complete some sentences. If your partner cannot complete the sentences, he or she will need to ask you some questions to get more specific information.

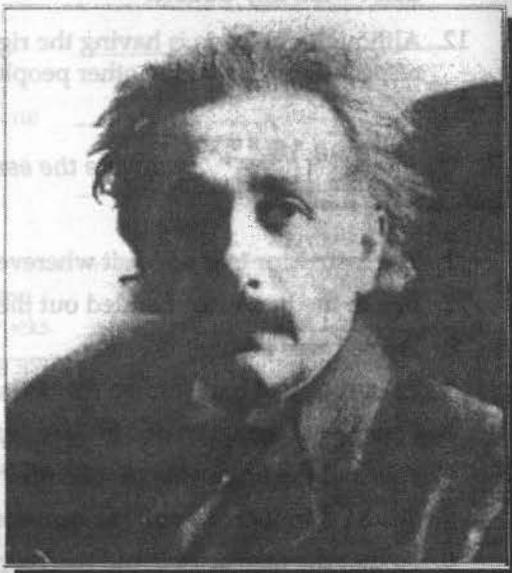
Student A should look at the story. Student B should look at the incomplete sentences on the next page.

**Student A:** Read the two paragraphs about Albert Einstein. Then summarize what you read for your partner. If he or she asks you a question, look again at the text; then summarize the answer in your own words.

#### Albert Einstein (1879–1955)

In his early years, Einstein showed no obvious sign of genius. He did not even talk until the age of three. In high school, in Germany, he hated the system of rote\* learning and the drill sergeant\* attitude of his teachers; as a result, he annoyed them with his rebellious\* attitude. One of his teachers remarked, "You will never amount to anything."

Yet there were also some hints\* of the man to be. At five, when he was given a compass,\* he was fascinated by the mysterious force that made the needle move. Before adolescence\* Einstein went through a very religious period, and he frequently argued violently with his freethinking father because his father strayed\* from the path of Jewish orthodoxy\* that Einstein believed in. Einstein calmed down after he began studying science, math, and philosophy on his own. He especially loved math. At age sixteen he devised one of his first "thought experiments." These are experiments that an individual must do in the mind; they cannot be done in a laboratory.



\*rote: Learning by rote is memorizing without thought or understanding.

drill sergeant: An army officer whose job it is to train new soldiers.

rebellious: Someone who refuses to do what others tell him or her to do.

hints: Small signs of something that will happen.

compass: An instrument used for finding directions.

adolescence: The period of a person's life when he or she develops from a child to an adult.

strayed: To have gone away from where he or she is supposed to be.

orthodoxy: The traditional and accepted beliefs of a particular religion.

**Student B:** Listen to your partner's summary. Then complete the sentences. If you need to, ask your partner questions about specific sentences.

1. Until he was three years old, \_\_\_\_\_.
2. When Einstein was in high school, \_\_\_\_\_.
3. His high school teachers in Germany didn't like him because \_\_\_\_\_.
4. In spite of the fact that his high school teachers said he would never amount to anything, \_\_\_\_\_.
5. Before he became a teenager, \_\_\_\_\_.
6. In school, he annoyed his teachers whenever \_\_\_\_\_.
7. He treated his teachers as if \_\_\_\_\_.

**Student B:** Read the next two paragraphs about Albert Einstein. Then summarize what you read for your partner. If he or she asks you a question, look back at the text; then summarize the answer in your own words.

#### Albert Einstein (1879–1955)

Within a year after Einstein's father's business failed and he moved his family to northern Italy to start a new business, Einstein dropped out\* of school and renounced\* his German citizenship. He spent a year hiking in the Apennine Mountains of Italy, where he visited relatives and toured museums so that he could forget the bitter memories of his high school days in Germany. He then decided to enroll in the famous Swiss Federal Institute of Technology in Zurich. It is interesting to note that he failed the entrance exam because of deficiencies\* in botany and zoology as well as in languages. After a year's study at a Swiss high school, however, the institute admitted him. Eventually, Einstein became a Swiss citizen.

Even at the Institute of Technology, Einstein's rebellious attitude continued. He cut\* lectures, read what he wanted to read, used the school's lab illegally, and made his teachers hate him. One of the teachers, mathematician Hermann Minkowski, who later made valuable contributions to Einstein's new physics, called him a "lazy dog." Einstein was able to pass his two major exams and graduate in 1900 only because he borrowed scrupulous\* notes from one of his classmates, Marcel Grossman, and crammed\* for the exams.

\***dropped out:** Stopped going to school without finishing the program.

**renounced:** Gave up his citizenship formally.

**deficiencies:** Weaknesses or imperfections.

**cut:** Stayed out of class deliberately.

**scrupulous:** Careful attention to details.

**crammed:** Learned as much as possible in a short time just before an exam.

**Student A:** Listen to your partner's summary. Then complete the sentences. If you need to, ask your partner questions about specific sentences.

1. His father's business in Germany failed, so the family moved in order that \_\_\_\_\_.
2. Even though he failed the entrance exam to the Institute of Technology, \_\_\_\_\_.
3. Einstein had to take courses in botany, zoology and languages before \_\_\_\_\_.
4. After he had studied for one year in the Swiss high school, \_\_\_\_\_.
5. Although he cut most of his classes at the institute, \_\_\_\_\_.
6. His attendance at the Institute of Technology was so poor that \_\_\_\_\_.
7. He borrowed his friend's lecture notes so that \_\_\_\_\_.

**Exercise 18** ■■■ Complete the sentences, using the correct tenses.

1. When Yolanda was living in her country, her father always let her drive the family car provided that \_\_\_\_\_.
2. Before she left the house, he often gave her money so that \_\_\_\_\_.
3. Her father is a generous man, but he would never let her use the car unless \_\_\_\_\_.
4. Because she came home past her curfew one night, \_\_\_\_\_.
5. Even though she was always a careful driver, \_\_\_\_\_.
6. One night she had an accident, in spite of the fact that \_\_\_\_\_.
7. Another time the police stopped her as soon as \_\_\_\_\_.
8. Nevertheless, her father usually agreed to let her use the car since \_\_\_\_\_.
9. One night, however, something happened to her, and she began driving a though \_\_\_\_\_.
10. Until she gets a driver's license for the state she's studying in now, \_\_\_\_\_.
11. She has been thinking about buying a used car since \_\_\_\_\_.
12. She had thought about getting a Volkswagen until \_\_\_\_\_.
13. Wherever she goes in the United States, \_\_\_\_\_.

14. People in her country drive safely, but the people here drive so recklessly that \_\_\_\_\_.
15. Before she tries to take the driver's test, \_\_\_\_\_.
16. While her mother knows that she is a good driver, \_\_\_\_\_.

### 8-3 BUILDING SENTENCES WITH ADVERB CLAUSES

Now that your ability in English has reached an advanced level, your spoken and written sentences should contain enough information to express clearly the ideas you wish to state. The use of one or more adverb clauses in a sentence enables you to add necessary information.

*When I walked in the room, the secretary looked at me as if I had done something terribly wrong.*

*Since I don't have all the papers I need, I will have to make another appointment as soon as I get them all together.*

**Exercise 19** ■ ■ ■ Rewrite the sentences so that some of the ideas are expressed in adverb clauses.

**Example:** I enjoy fall. I prefer summer. The trees and flowers are in bloom.

Although I enjoy fall, I prefer summer because the trees and flowers are in bloom.

1. Yesterday, John went to the bank after class. He had to cash a check. He would have enough money for the weekend.
2. He has an account at City Bank. They would not let him cash a check. He could present them with the proper identification.
3. John was protesting their refusal to cash his check. The other customers looked at him. He was crazy.
4. John reached in his pocket for his wallet. He discovered he had left it at home.
5. His apartment is near the bank. He decided to go home. He could get his wallet.
6. John was angry with the teller. John couldn't think clearly.
7. John had gotten angry with the teller. He knew that the teller was only doing his job. His supervisor had instructed him.
8. Nevertheless, the experience was an unpleasant one. He couldn't concentrate on his assignments. He returned home.

9. John knew that he would not have that experience again. He remembered to put his wallet in his pocket. He left for classes in the morning.
10. That night, John left his wallet. He could find it easily in the morning.

**Exercise 20**

Complete the sentences with adverb clauses, according to the meaning in parentheses. Use the correct punctuation. Some sentences require two adverb clauses.

Example: \_\_\_\_\_ I wanted to order  
 \_\_\_\_\_ (reason + time + purpose)

*Since we had to wait in line a long time, I wanted to order  
 as soon as we sat down so that we could get our food quickly.*

- \_\_\_\_\_ the waitress told us to sit  
 \_\_\_\_\_ (time + place)
- \_\_\_\_\_ the food was terrible. (contrast) \_\_\_\_\_
- The food was \_\_\_\_\_ salty  
 \_\_\_\_\_. (reason + result)
- \_\_\_\_\_ I had to write a check  
 \_\_\_\_\_ (time + reason)
- We didn't leave the waitress a tip, and she looked at us \_\_\_\_\_  
 \_\_\_\_\_ (manner) \_\_\_\_\_
- \_\_\_\_\_ we will never go  
 to that restaurant again. (reason)

**Exercise 21**

Write five sentences with adverb clauses about one of the topics. Make sure each of your sentences is about the same topic.

- A current issue in the news
- Your English program
- Family life
- American customs
- Weekend activities when you were in your country
- Studying and living in a foreign country

**Exercise 22**

*This paragraph has no grammar mistakes, but the writing style is poor. Combine sentences whenever you think doing so will improve the style, but be careful not to overconnect. You can choose from the following words, but try not to use any word more than once. Punctuate correctly.*

**Coordinating Conjunctions**

and  
but  
so  
for  
nor  
or  
yet

**Conjunctive Adverbs**

however  
moreover  
otherwise  
nevertheless  
furthermore  
therefore  
then  
still  
also  
on the other hand  
besides  
thus  
in fact  
as a result

**Subordinating Conjunctions**

when  
while  
whenever  
as soon as  
before  
after  
since  
so . . . that  
as  
until  
where  
wherever  
because  
so that  
as if  
if  
unless  
although  
even though  
in spite of  
the fact that

Not every culture in the world eats every kind of meat. Nearly everybody enjoys chicken. One of the most famous names in chicken is Kentucky Fried Chicken.

The man who started this business was not always a wealthy man. At one time, he owned a small gas station next to a main highway. Many truck drivers stopped at his gas station. They wanted to get gas and rest. Many of the drivers had been driving for many hours. They were hungry. Mr. Sanders realized they were hungry. He began serving sandwiches and coffee. He served only sandwiches and coffee. The sandwiches were good. The sandwiches didn't cost too much. More and more drivers began to eat at his place. Mr. Sanders began serving fried chicken.

The drivers had eaten it. They told their friends. His new business grew rapidly. It did not last long. The highway department built a new main highway. Much of the traffic bypassed Mr. Sanders' station and restaurant. He had to close the restaurant. This happened. He was sixty-five years old. He knew his recipe for fried chicken was good. He went around the country trying to sell his idea of opening small restaurants that would specialize in fried chicken. By 1967, there were almost five thousand Kentucky Fried Chicken restaurants. You go anywhere in the United States. You will see one. You like fried chicken. You will enjoy eating the colonel's chicken. Colonel Sanders died in 1980. His name will live on.

## 8-4 REDUCTION OF ADVERB CLAUSES

### ■ Adverb Clauses of Time ■

### ■ Reduced Adverb Phrases ■

*I fell while I was running down the stairs.*

*While I was walking to the library,  
I saw my psychology professor.*

*Before I left the class, I asked about  
about the exam.*

*Since I began this class, I have learned  
a lot.*

*After I had taken the class, I understood  
more about human nature.*

*I fell while running down the stairs.*

*While walking to the library, I saw  
my psychology professor.*

*Before leaving the class, I asked  
the exam.*

*Since beginning this class, I have  
learned a lot.*

*After taking the class, I understood  
more about human nature.*

1. Sometimes it is possible to reduce a long, complicated word group to a shorter, simpler word group. This is called **reduction**. To reduce a word group means to simplify it without changing the meaning of the statement.
2. An adverb clause can be reduced to an adverb phrase if the clause begins with *after*, *before*, *since*, *when*, or *while*.

3. An adverb clause cannot be changed to a phrase if the subjects of the dependent and independent clauses are different. This sentence cannot be reduced because the subject in the dependent clause (*I*) is different from the subject in the independent clause (*the student*).

*While I was taking the exam, the student beside me was looking at his notes.*

4. To reduce an adverb clause to a phrase, omit the subject and the *be* form of the verb in the adverb clause.

**Adverb clause:** *I was very sad while I was packing my suitcases.*

**Reduced phrase:** *I was very sad while packing my suitcases.*

5. When there is no *be* form of the verb in the adverb clause, omit the subject and change the verb to its *-ing* form.

**Adverb clause:** *Before I left my country, I had a lot of things to do.*

**Reduced phrase:** *Before leaving my country, I had a lot of things to do.*

**Adverb clause:** *Since I came here, I have been very happy.*

**Reduced phrase:** *Since coming here, I have been very happy.*

### Exercise 23

*In each sentence, change the adverb clause to a reduced phrase.*

1. While Sandy and I were camping in the mountains, we had many wonderful experiences.
2. Before we left for the mountains, we checked all our equipment.
3. After we had found the perfect place for our camp, we put up our tent.
4. When Sandy looked around at the beautiful scenery, she was breathless.
5. We saw many beautiful birds while we were fishing in a beautiful little lake.
6. When Sandy saw me catch fish after fish, she began using the same bait.
7. I had told her before we left to use that bait if she wanted to catch a lot of fish.
8. After we had caught six fish, we returned to our camp.
9. We talked about the beautiful day while we were eating our dinner.
10. Before we went to bed, we put out our campfire completely.

## ■ Adverb Clauses ■

*When my mother saw me board the plane, my mother began to cry.*

*While I was waiting to board the plane, I couldn't help but think about what the future would be like.*

*Because I wanted to be brave, I simply smiled.*

## ■ Reduced Adverb Phrases ■

*Seeing me board the plane, my mother began to cry.*

*Waiting to board the plane, I couldn't help but think about what the future would be like.*

*Wanting to be brave, I simply smiled.*

1. If the adverb clause begins with *when*, *while*, and *because*, it is sometimes possible to omit both subordinating conjunction and subject and change the verb to *-ing*.
2. An adverb clause beginning with *when*, *while*, and *because* cannot be reduced to a phrase if the subjects of the two clauses are different, as in this sentence.

*Because I put on a brave face, my mother felt better.*

### Exercise 24 ■■

First, check (✓) the sentences in which it is possible to reduce the adverb clause to a phrase. Then rewrite those sentences, changing the adverb clause to a reduced phrase. Remember to omit the subordinating conjunction.

1. Because I didn't know how to use the public transportation system when I first arrived in the city, I took a taxi.
2. When I got in the taxi, the taxi driver asked me where I wanted to go.
3. While I was riding through the city streets for the first time, I was amazed by the silence.
4. Because it was pretty late in the evening, there weren't many people around.
5. When I arrived at the dorm, I had to pay the taxi driver.
6. Because I had no change, I gave the taxi driver a \$100 bill.
7. When I gave him the change, he told me he couldn't change a \$100 bill.
8. While we were talking about what to do, we saw a police officer coming down the street.
9. Because the police officer couldn't change the \$100 bill either, he advised us to go to the nearby police station.
10. When I finally entered my room at 1:00 A.M., I couldn't believe that I had spent my first couple of hours in this country in a police station.

**Exercise 25** ■ ■ ■ *With another student, complete the sentences.*

1. Since coming to \_\_\_\_\_.
2. Before leaving \_\_\_\_\_.
3. While going \_\_\_\_\_.
4. Wanting to \_\_\_\_\_.
5. Believing that \_\_\_\_\_.
6. After receiving \_\_\_\_\_.
7. When not knowing \_\_\_\_\_.
8. Being very tired \_\_\_\_\_.
9. While talking \_\_\_\_\_.
10. Since starting this course \_\_\_\_\_.

## Practice Exam

### SECTION 1

*First, underline the adverb clauses. Then identify the meaning of the subordinating conjunction—for example, time, place, or contrast.*

Although the institution of marriage has suffered in many countries, in the past few years, there has been an unusually large number of divorces in the United States. In the past, when two people married each other, they did so with the idea of staying together for life; but today many individuals seem to enter marriage with the feeling that they can always get a divorce, provided that the marriage does not work out. In the past, a large majority of Americans frowned at the idea of divorce. Furthermore, many people believed that getting a divorce was a luxury that only the rich could afford. Indeed, getting a divorce was very expensive. However, since so many people have begun to take a more casual view of marriage, it is interesting to note that the costs of getting a divorce are lower. In fact, wherever you go in the United States today, it is not unusual to see newspaper ads that provide information on how and where to go to get a "cheap divorce."

In spite of the fact that Hollywood has always been known as the divorce capital of the world, today the divorce rate among the movie stars is so high that it is difficult to know who is married to whom, if you are interested in this kind of information. Today, many movie stars change husbands and wives as though they were changing clothes. Until the institution of marriage again becomes a serious and important part of many people's lives, we will probably continue to see a high rate of divorce.

**Subordinating Conjunction****Meaning**

- |             |          |
|-------------|----------|
| 1. although | contrast |
| 2. _____    | _____    |
| 3. _____    | _____    |
| 4. _____    | _____    |
| 5. _____    | _____    |
| 6. _____    | _____    |
| 7. _____    | _____    |
| 8. _____    | _____    |
| 9. _____    | _____    |
| 10. _____   | _____    |

## SECTION 2

*Combine the groups of sentences, using adverb clauses.*

- The last test was difficult. I received a high grade on it. I had studied for it.
- Part 3 of the test was long. I almost didn't finish it.
- Ms. Golden is very nice. She permitted some of her students to finish Part 3 in her office at noon. She was eating lunch.
- A few students start studying. They will not pass the class.
- Some students in the class stay up late at night. They manage to get to class on time.

## SECTION 3

Complete the sentences with adverb clauses, according to the meaning in parentheses. In some sentences two adverb clauses are required.

1. \_\_\_\_\_, both Ms. Berriman and Ms. Pearson give too much homework. (contrast)
2. During a test, they usually let their students sit \_\_\_\_\_  
\_\_\_\_\_. (place + condition)
3. \_\_\_\_\_, Ms. Berriman was checking our writing assignments. (time)
4. During the last test, Ms. Pearson looked at one of her students \_\_\_\_\_  
\_\_\_\_\_. (manner + reason)
5. \_\_\_\_\_, Ms. Pearson told us there was no homework for the next class \_\_\_\_\_. (time + reason)

## SECTION 4

Change the reduced phrase in each sentence to a full adverb clause.

1. We ran out of gas while driving home from the mountains.
2. Before leaving, we had forgotten to check the gas gauge.
3. Seeing us standing beside the car, a friendly motorist offered us a ride to the nearest gas station.
4. Being cold and tired, we didn't talk very much in the car.
5. After getting some gas, the woman drove us back to our car.
6. Wanting to thank the woman for all her help, we offered to give her some money.

## LESSON NINE

## 9-1 ADJECTIVE CLAUSES

*The woman who is standing over there is from Puerto Rico.*

*Did you know that the man to whom you were speaking is Shirley's husband?*

*Shirley attended the meeting that was held yesterday afternoon.*

*Are you going to apply for the job that was advertised in the paper?*

*Do you know the name of the guy whose car is parked outside?*

*The day when my daughter was born was the happiest day of my life.*

*The place where they live is very dangerous.*

*I don't know the reason why we can't pay by credit card.*

1. Adjective clauses are subordinate (dependent) clauses that have the same function as single-word adjectives. They describe and modify nouns.
2. These words, called **relative pronouns**, introduce adjective clauses.

who	which	whose
whom	that	

These subordinators also introduce adjective clauses.

when	where	why
------	-------	-----

3. *Who* refers only to people.

[The man is a police officer. He lives next door.]

*The man who lives next door is a police officer.*

4. *Whom* is the objective form of *who* and refers only to people.

[He is a police officer. I respect him very much.]

*He is a police officer whom I respect very much.*

In informal spoken English, *who* is often used instead of *whom*. In formal speech or writing, *whom* is preferred.

5. Which refers to animals, things, and groups of people (*the audience, crowd, class*).

[Last week someone hit Ed's dog. The dog was only a puppy.]

*Last week someone hit Ed's dog, which was only a puppy.*

[The driver ran through a stop sign. The stop sign is on the corner.]

*The driver ran through a stop sign, which is on the corner.*

[Officer Smith often gives lectures to high school classes. These classes are learning safe-driving principles.]

*Officer Smith often gives lectures to high school classes which (or who) are learning safe-driving principles.*

6. That refers to people, animals, and things.

[The police officers respect him, too. Officer Smith works with them.]

*The police officers that Officer Smith works with respect him, too.*

[He was very happy with the new puppy. I gave him the puppy last night.]

*He was very happy with the new puppy that I gave him last night.*

[I also gave his son a book. The book tells about caring for pets.]

*I also gave his son a book that tells about caring for pets.*

7. Whose indicates possession and is used for animals, people, groups of people, and things.

[The first puppy was six weeks old. His coat was really beautiful.]

*The first puppy, whose coat was really beautiful, was six weeks old.*

[He is a little boy. His love for animals is very strong.]

*He is a little boy whose love for animals is very strong.*

[We should report pet owners. Their animals are mistreated.]

*We should report pet owners whose animals are mistreated.*

[This dog house is very old. Its roof has holes in it.]

*This dog house, whose roof has holes in it, is very old.*

Although *whose* may express a possessive relationship for things, speakers of English often use a *with* phrase.

*The old house with the old roof needs a lot of repair work.*

*The old house whose roof is very old needs a lot of repair work.*

8. The subordinator *when* introduces adjective clauses describing nouns referring to time.

[This is the time of year. There are good sales now.]

*This is the time of year when there are good sales.*

The subordinator *where* introduces adjective clauses referring to location.

[This is the music store. My friend works here.]

*This is the music store where my friend works.*

The subordinator *why* introduces adjective clauses that modify such words as *reason* and *explanation*.

[My friend didn't tell me the reason. He quit his job.]

*My friend didn't tell me the reason why he quit his job.*

Be careful not to confuse adjective clauses beginning with *when* and *where* and adverb clauses beginning with *when* and *where*. Remember that adjective clauses modify nouns; adverb clauses modify verbs.

*Adjective clause: My parents called on a day when I was out.*

*Adverb clause: They called when I was out.*

*Adjective clause: I eat at the restaurant where I work.*

*Adverb clause: I eat where I work.*

9. It is important to place the adjective clause immediately after or as close as possible to the noun it describes.

**Correct:** *The senator who is from Arizona hopes to run for president.*

**Incorrect:** *The senator hopes to run for president who is from Arizona.*

However, sometimes a short prepositional phrase occurs next to a noun and also modifies it. It is best to keep the prepositional phrase after the noun.

**Correct:** *He lives in an area of Colorado that is a famous ski resort.*

**Incorrect:** *He lives in an area that is a famous ski resort of Colorado.*

**Correct:** *I'm waiting for the ski instructor in red, who will be my teacher.*

**Incorrect:** *I'm waiting for the ski instructor, who will be my teacher in red.*

**Correct:** *The book about Olympic skiers, which you will enjoy reading, is great.*

**Incorrect:** *The book which you'll enjoy reading about Olympic skiers is great.*

10. The noun before the verb *be* and the noun after the verb *be* often refer to the same person.

*My brother is a doctor.*

*Brother* and *doctor* refer to the same person; *brother* is the noun subject, and *doctor* is the subjective complement, that is, additional information about the subject. If you want to add an adjective clause to the sentence, the adjective clause should follow the noun subject.

Correct: *My brother who lives in Texas is a doctor.*

Incorrect: *My brother is a doctor who lives in Texas.*

### Exercise 1

Look back at the texts about Albert Einstein on pages 116 and 117. Underline the adjective clauses in the texts.

### Exercise 2

Combine the sentences, using *whose*.

- The Red Cross is helping the families. The families' homes were damaged by the storm.
- One house was almost destroyed. The roof of the house was blown off.
- A little girl has been crying for a week. Her dog was killed.
- The families lost everything in the storm. Their homes and cars were completely destroyed.
- A few stores were heavily damaged. The windows of the stores were shattered.
- The store owners will not be able to start new businesses. Their properties were demolished.
- A woman is helping another store owner to clean up. Her store was not damaged.
- Public agencies will have to find temporary homes for all children. These children's parents were seriously injured.

### Exercise 3

In a group of three or four, discuss how you would complete the sentences. Use adjective clauses.

- I would not live in a place \_\_\_\_\_.
- I can't stand spending time with people \_\_\_\_\_.
- I'll never forget the time \_\_\_\_\_.
- I can't understand the reason \_\_\_\_\_.
- I don't like to eat food \_\_\_\_\_.
- I rarely watch T.V. programs \_\_\_\_\_.
- In my country people \_\_\_\_\_ are highly respected.
- In my country the New Year holiday is the time of year \_\_\_\_\_.
- I like traveling to places \_\_\_\_\_.
- I dream of a time \_\_\_\_\_.

## 9-2 NECESSARY VS. UNNECESSARY ADJECTIVE CLAUSES

- Sometimes an adjective clause is needed to identify a noun and to make the meaning of the sentence clear. A necessary adjective clause is called a "restrictive" adjective clause. These are restrictive adjective clauses.

**A** *All students who do not study will fail this course. (Will all students fail the course? No. Only those students who do not study.)*

**B** *The bathrooms that are on the second floor are for women only. (Are all the bathrooms for women only? No. Only those bathrooms that are on the second floor.)*

Without the adjective clause in sentence **A**, it is not clear which students will fail; without the adjective clause in sentence **B**, it is not clear which bathrooms are for women only.

- Sometimes the information in an adjective clause is interesting, but it is not needed to identify the noun or to make the meaning of the sentence clear.

**C** *My brother who lives in Chicago got married yesterday.*

**D** *My brother, who lives in Chicago, got married yesterday.*

In sentence C, the speaker has two or more brothers. (*Which* brother got married? The adjective clause tells you it is the brother in Chicago, not the brother in Texas.) In sentence D, the speaker has only one brother. (The adjective clause gives additional information, but because the speaker has only one brother, the clause is not needed to identify *which* brother.)

3. An unnecessary adjective clause is separated by commas from the rest of the sentence.

*My father, who is very tall, played tennis in college.*

*I learned how to play tennis from my father, who is an excellent player.*

4. The relative pronoun *that* is used to introduce necessary (restrictive) adjective clauses. It is not used to introduce unnecessary adjective clauses.

Correct: *Chicago, which is in the state of Illinois, is the third largest city in the United States.*

Incorrect: *Chicago, that is in the state of Illinois, is the third largest city in the United States.*

5. Sometimes it is difficult to distinguish between necessary and unnecessary adjective clauses. The following guidelines may help.

- a. If a noun is preceded by modifiers, these modifiers are usually enough to identify the noun; therefore, the following adjective clause is not necessary.

*My grammar book, which is at home, was not very expensive.* (The modifier *grammar* identifies which book the speaker is talking about, so the adjective clause provides additional, unnecessary information.)

The modifiers in these sentences also make the adjective clauses unnecessary:

*The first grammar test, which was on the tenses, was difficult for me.*

*When the teacher returned my test, she gave me a disappointed look, which made me feel very uncomfortable.*

- b. The names of specific places, persons, and geographical locations usually do not require a necessary adjective clause.

*Denver, which is a beautiful city, has two universities.*

*Nelson Mandela, who spent many years in prison, became the first black president of South Africa.*

*If you are looking for a new doctor, I can recommend Dr. Parker, who is associated with City Hospital.*

*The Arctic Ocean, which is a polar ocean, occupies about 5,440,000 square miles between North America and Greenland.*

6. In compositions and free writing exercises, the decision to use commas to indicate that a clause is unnecessary depends not only on the points mentioned above but also on the context and the information previously given. A noun in the tenth sentence of a composition may not need a necessary adjective clause because of information in the second sentence.

#### Exercise 4

*First, underline the adjective clauses in the sentences. Second, circle the noun that each clause identifies. Third, punctuate the unnecessary clauses. Finally, be prepared to explain why a clause is necessary or unnecessary.*

1. Our grammar class which meets at nine in the morning is very interesting.
2. In the class, we don't have any students who are from China.
3. My best friend Carlos whose ability to speak English is very good is from Mexico.
4. The students who entered the class late are having a little trouble.
5. The grammar teacher dislikes students who are intelligent but lazy.
6. Sedig Kenous who is an excellent student is from Libya.
7. His parents live in Tripoli whose ancient name was Tripolis.
8. His father who is very tall is an engineer in Libya.
9. His parents whom he spoke to last night are going to visit him during the next break.
10. They are planning to spend a week in Puerto Rico which is a beautiful island.
11. Sedig's birthday which is in February is only two weeks away.
12. We are planning to give him a surprise birthday party which will be at my apartment.
13. The party that we had last week was for another student who has to return home.
14. The place where we had the party last week was too small.
15. I don't enjoy parties where everyone is crowded into one small room.

### Exercise 5

Read the sentences about the singer Elvis Presley. Each sentence contains a necessary or an unnecessary adjective clause. Circle the explanation that best describes each sentence.

1. Elvis Presley, whose records made him a millionaire, was a legendary singer.
  - a. There was only one Elvis Presley.
  - b. There was more than one Elvis Presley.
2. His fans, who still have wonderful memories of his performances, continue to buy his records.
  - a. All of his fans have wonderful memories of his performances.
  - b. Only some fans have wonderful memories of his performances.
3. His fans who still have wonderful memories of his performances continue to buy his records.
  - a. All of his fans have wonderful memories of his performances.
  - b. Only some of his fans have wonderful memories of his performances.
4. Elvis Presley was like many other popular singers, who began their careers singing in church choirs.
  - a. Popular singers in general began their careers singing in church choirs.
  - b. Only some popular singers began their careers singing in church choirs.
5. Elvis Presley was like many other popular singers who began their careers singing in church choirs.
  - a. Popular singers in general began their careers singing in church choirs.
  - b. Only some popular singers began their careers singing in church choirs.
6. Elvis Presley also made many movies whose success was tremendous.
  - a. All of his movies had tremendous success.
  - b. Some of his movies had tremendous success.
7. Elvis Presley also made many movies, whose success was tremendous.
  - a. All of his movies had tremendous success.
  - b. Some of his movies had tremendous success.
8. At the beginning of his acting career, movie critics who gave his movies poor reviews said he didn't have any talent.
  - a. All movie critics gave his movies poor reviews.
  - b. Some movie critics gave his movies poor reviews.
9. At the beginning of his acting career, movie critics, who gave his movies poor reviews, said he didn't have any talent.
  - a. All movie critics gave his movies poor reviews.
  - b. Some movie critics gave his movies poor reviews.

10. After Elvis Presley died, his fans who suffered tremendous grief over his death visited the Presley mansion in Nashville, Tennessee.
  - a. All of his fans suffered tremendous grief over his death.
  - b. Some of his fans suffered tremendous grief over his death.
11. After Elvis Presley died, his fans, who suffered tremendous grief over his death, visited the Presley mansion in Nashville, Tennessee.
  - a. All of his fans suffered tremendous grief over his death.
  - b. Some of his fans suffered tremendous grief over his death.
12. His career, which was magical and successful, was cut short.
  - a. All of his career was magical and successful.
  - b. Some of his career was magical and successful.

**Exercise 6**

Combine the sentences, using *who*, *which*, or *that*. Add commas where necessary.

1. The author was a Frenchman. He wrote this book.
2. He came from an area in France. This area is famous for its white wine.
3. He married a beautiful woman. This woman was also an author.
4. Do you remember the name of his novel? The novel won the Pulitzer Prize.
5. They had only one son. He became an artist in the style of impressionism.
6. That is the editor. He publishes most of their works.
7. The apartment is now a famous tourist attraction. The apartment is used as an art studio by their son.
8. The painting is one of my favorites. The painting is hanging over the fireplace.
9. A friend purchased the painting for me last year. This friend is a successful art dealer in New York.
10. The painting depicts a café scene. The scene was very common during the nineteenth century.

**Exercise 7**

Combine the sentences, using *when*, *where*, or *why*. Add commas where necessary.

1. Sue met Dick during the summer quarter. She was studying in New York then.
2. They got married a year later. He finished his degree in marketing at that time.
3. Dick didn't give an explanation. He changed from psychology to marketing.
4. They are now living in Houston, Texas. Dick's company is located there.

5. They didn't give a reason. Dick wanted to leave Texas.
6. Next year, they will move to Boston. Dick will become the executive in charge of marketing for his company's new East Coast office there.
7. They will not move until June. The weather is nice for driving long distances at that time of year.
8. Sue has not given an explanation. They decided to drive instead of fly.

### Exercise 8

With another student, write sentences containing these adjective clauses. When you finish, compare sentences with another pair of students.

1. , who's been in a lot of movies lately,
2. , which was invented in the nineteenth century.
3. , whose name has been in the news a lot lately,
4. , where we're studying English
5. , when people gather together with their families,
6. , which was popular a few years ago,
7. , whose work is known all over the world,
8. , who died not too long ago,

## 9-3 GRAMMATICAL FUNCTIONS OF RELATIVE PRONOUNS

### Relative Pronouns as Subjects of Adjective Clauses

1. The relative pronouns *who*, *which*, and *that* can be the subject of an adjective clause. In sentence A, *who* replaces the subject *he*. In sentence B, *which* replaces the subject *the symphony*. In sentence C, *that* replaces the subject *it*.

[I have a friend. He has many classical records.]

- A I have a friend *who* has many classical records.

[I really enjoy the symphony. The symphony is by Beethoven.]

- B I really enjoy the symphony *which* is by Beethoven.

[Here is a beautiful recording. It was made by the Boston Pops Orchestra.]

- C Here is a beautiful recording *that* was made by the Boston Pops Orchestra.

2. As subject of a clause, *that* may replace *who* or *which*, although *who* is preferable for a person.

*I have a friend who has many beautiful classical records.*

*I have a friend that has many beautiful classical records.*

*I really enjoy the symphony which is by Beethoven.*

*I really enjoy the symphony that is by Beethoven.*

**Note:** Remember, *that* can be used only in necessary (restrictive) adjective clauses. *That* cannot be used in unnecessary adjective clauses.

### Exercise 9

Combine the sentences, using *who*, *which*, or *that*. Add commas where necessary.

- The professor is a famous chemist. He wrote the book on synthetic fuels.  
\_\_\_\_\_
- His book is in the library. The book is for graduate students.  
\_\_\_\_\_
- Chemistry can be enjoyable. Chemistry is a difficult subject.  
\_\_\_\_\_
- The chemistry students have worked hard this quarter. The students have Dr. Smith.  
\_\_\_\_\_
- Dr. Smith is going to go to Spain next semester. Dr. Smith has already taught in several European countries.  
\_\_\_\_\_
- He will lecture at the University of Madrid. The University of Madrid is a well-known university in Spain.  
\_\_\_\_\_

7. My roommate has been accepted by Harvard for next year. He received a scholarship.
- 
10. The album \_\_\_\_\_ he received an Academy Award was *The Girl*.
- 
8. Harvard is a prestigious American university. It is in Massachusetts.
- 
9. Many politicians are high government officials. They graduated from Harvard.
- 
10. John F. Kennedy was a graduate of Harvard. He was the thirty-fifth president of the United States.
- 
16. \_\_\_\_\_
- 

### ■ Relative Pronouns as Objects of Adjective Clauses ■

1. The relative pronouns *whom*, *which*, and *that* can be the object of an adjective clause. In sentence **A**, *whom* replaces the object *her*. In sentence **B**, *which* replaces the object *the records*. In sentence **C**, *that* replaces the object *it*.
- [She is the friend. I visited **her** last week.]
- A** *She is the friend whom I visited last week.*
- [She has many classical records. She bought **the records** in Vienna.]
- B** *You will like the classical records which she bought in Vienna.*
- [I am looking for the symphony. She bought **it** last week.]
- C** *I am looking for the symphony that she bought last week.*
2. As object of the clause, *that* may replace *whom* or *which*, although *whom* is preferable.
- She is the friend whom I visited last week.*  
*She is the friend that I visited last week.*
- You will like the classical records which she bought in Vienna.*  
*You will like the classical records that she bought in Vienna.*

3. Notice that when a relative pronoun is used as the object of the clause, the relative pronoun *whom* is placed in front of the subject-verb combination.

*The man whom I met was a famous conductor.*

Compare this with *who* as subject of the clause.

*He is a man who enjoys classical music.*

4. In spoken and written English, when the pronoun functions as the object of the adjective clause, the relative pronoun that introduces the clause is often omitted.

*She is the friend whom I visited last week.*

*She is the friend I visited last week. (omitted)*

Again, the relative pronoun can be omitted only in necessary adjective clauses.

*You will like the classical records which she bought in Vienna.*

*You will like the classical records she bought in Vienna.*

*I am looking for the symphony that she bought last week.*

*I am looking for the symphony she bought last week.*

It is easy to determine when the relative pronoun can be left out. Just look for a subject-verb combination that follows right after the noun.

### Exercise 10

Write *who*, *whom*, *which*, or *that* **only in the sentences that need a pronoun.**

- John Wayne, \_\_\_\_\_ was a famous American cowboy actor, died in 1979.
- Most of his movies, \_\_\_\_\_ have been seen all over the world, were westerns.
- Westerns were the movies \_\_\_\_\_ he loved most of all.
- The Hollywood director with \_\_\_\_\_ John Wayne enjoyed working was John Ford.
- The ranch \_\_\_\_\_ the Wayne family owns is in California.
- John Wayne lived in California, but the state \_\_\_\_\_ he was born in was Iowa.
- His father was a druggist \_\_\_\_\_ moved his family to California early in John Wayne's life.
- The film \_\_\_\_\_ we saw last week was his last movie.

9. John Wayne also produced several of the movies \_\_\_\_\_ he starred in.
10. *The Alamo* is the name of one of the films \_\_\_\_\_ he produced.
11. The film for \_\_\_\_\_ he received an Academy Award was *True Grit*.
12. Many movie critics \_\_\_\_\_ constantly gave his movies bad reviews didn't believe he was a good actor.
13. However, it was the ordinary moviegoer to \_\_\_\_\_ John Wayne owed his success.
14. Isn't that the movie studio in \_\_\_\_\_ he made many of his films?
15. John Wayne had three wives by \_\_\_\_\_ he had a total of seven children.
16. Cowboy fans, \_\_\_\_\_ are all over the world, will miss him greatly.

### Exercise 11 ■■

*First, underline the adjective clause in each sentence. Then decide if the sentence is correct or incorrect. If the sentence is incorrect, find the mistake and correct it.*

1. I have just spoken with a friend I met in Michigan last year.
2. He is currently finishing a Ph.D. degree which I haven't even started yet.
3. He is really a very intelligent student who all his professors respect.
4. Last semester he wrote a paper that his economics professor urged him to send to a business journal for publication.
5. Another professor he had for a marketing course often used him as an assistant.
6. He recently scored 95 on an economics test the other students failed.
7. Here is the score that I received it on the test.
8. I failed parts 1 and 2 which I didn't understand very well of the test.
9. The final grade will probably be very low that I get in economics.
10. In addition to being a very good student, my friend is a nice person who all his classmates like.

14. Her husband has a good job with the government. He has a master's degree in economics.



**Exercise 13** ■ ■ ■ *Combine the sentences. Omit the relative pronouns where possible, and add commas where necessary.*

1. The adverb clause test was easy. The test was last Friday.  
\_\_\_\_\_
2. I enjoy taking grammar tests. The tests are easy for me.  
\_\_\_\_\_
3. Our grammar teacher didn't tell us the test would take two hours. She surprised everyone.  
\_\_\_\_\_
4. I had reviewed the practice exam. I understand it very well.  
\_\_\_\_\_
5. The test will be on adjective clauses. We will take this test next.  
\_\_\_\_\_
6. This quarter is almost over. It started approximately six weeks ago.  
\_\_\_\_\_
7. The students in this class will be studying in a partial academic program next quarter. The students receive an average of 70 in their classes this quarter.  
\_\_\_\_\_
8. When I enter the university, I'll study economics. I have always liked this subject.  
\_\_\_\_\_
9. Before I begin my academic work, I'm going to take a short vacation. I need a vacation.  
\_\_\_\_\_
10. My parents are planning to visit the United States at this time. I really want to see them.  
\_\_\_\_\_
11. My sister isn't coming with them. I haven't seen her in two years.  
\_\_\_\_\_
12. My sister is going to have a baby soon, so I'll be an uncle. She was married last year.  
\_\_\_\_\_
13. When I talked to her on the phone last week, she told me that her husband was really a nice person, so I'm anxious to meet him. I have never seen her husband.  
\_\_\_\_\_
14. Her husband has a good job with the government. He has a master's degree in economics.  
\_\_\_\_\_

## ■ Relative Pronouns as Objects of Prepositions ■

1. Sometimes a preposition is used with a relative pronoun, for example, *with which*, *for which*, *to whom*. The preposition is a part of the adjective clause, and it is determined by the verb and the meaning you want to communicate.

[The man had just arrived in the United States. We spoke to (or with) (or for) him.]

*The man to whom we spoke had just arrived in the United States.*

*The man with whom we spoke had just arrived in the United States.*

*The man for whom we spoke had just arrived in the United States.*

The relative pronouns *whom*, *which*, and *that* can be the object of the preposition.

2. In formal English the prepositions precede the relative pronouns.

*The composer to whom I am listening is Brahms.*

*The country in which Brahms was born is Germany.*

3. Prepositions may also be separated from the relative pronoun and placed at the end of the adjective clause.

*The composer whom I am listening to is Brahms.*

*The country which he was born in is Germany.*

*Ms. Parks is the music teacher whom I studied with for many years.*

4. When *that* is used as object of the preposition, the preposition can *never* be placed in front of the relative pronoun.

**Correct:** *The concert that I told you about was last night.*

**Incorrect:** *The concert about that I told you was last night.*

5. If the adjective clause is long, it is best to keep the preposition and relative pronoun together.

**Correct:** *Ms. Parks is the music teacher with whom I studied in Denver two years ago.*

**Incorrect:** *Ms. Parks is the music teacher whom I studied in Denver two years ago with.*

6. In spoken and written English, when the pronoun functions as the object of the preposition and when the preposition is at the end of the adjective clause, the relative pronoun that introduces the adjective clause is often omitted.

*This is the book that I am interested in.*

*This is the book I am interested in. (omitted)*

Here is a copy of the first test which I told you about.

Here is a copy of the first test I told you about.

In the following sentence, the preposition *for* is not at the end of the adjective clause, so the relative pronoun cannot be left out.

Correct: *She is the teacher for whom I worked so hard.*

Incorrect: *She is the teacher for I worked so hard.*

**Exercise 14** ■ ■ ■ Combine the sentences, using adjective clauses in two ways.  
Remember to use *that* only in necessary clauses.

Example: Professor Ray is the woman. So much has been written about her.

Professor Ray is the woman about whom so much has been written.

Professor Ray is the woman whom so much has been written about.

1. Dr. Jones is the man. I have talked about him many times.

2. This is the hospital. He has worked in this hospital for several years.

3. He has performed many difficult operations. He has received much acclaim for them.

4. Many people are grateful to him. He performed successful operations on them.

5. The surgeon is still alive. Dr. Jones studied with this surgeon.

6. Dr. Jones is a very modest man. The Nobel Prize in medicine was awarded to him.

7. This award is greatly valued by people around the world. He worked hard for it.

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8. Alfred Bernhard Nobel was a Swedish chemist and inventor. The Nobel Prize was named after him.

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9. Medicine is one of six fields. The Nobel Foundation presents awards in these fields.

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10. Dr. Jones is undoubtedly a great man. I have much respect for him.

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11. He is the physician. My doctor studied under him when he was in medical school.

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12. His hospital staff is planning a celebration. Dr. Jones will be the guest of honor at this celebration.

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## 9-4 UNNECESSARY ADJECTIVE CLAUSES THAT REFER TO COMPLETE SENTENCES

1. Sometimes an adjective clause comes after the entire sentence and refers to the entire sentence instead of to a single noun. In this sentence, John's parents were not happy because of the *exams*; they were happy because *John made high grades on his exams*.

*John made high grades on his exams, which made his parents happy.*

2. When the adjective clause refers to the entire sentence, only the relative pronoun *which* can begin the clause.



7. I find it a waste of time to do homework \_\_\_\_\_.
8. I like to be in a class with students \_\_\_\_\_.
9. I have (or haven't) spoken to my last English teacher \_\_\_\_\_.
10. My last English teacher is an individual for \_\_\_\_\_.
11. I decided to study English in this school because I wanted a place \_\_\_\_\_.
12. The first time \_\_\_\_\_ I was very nervous.
13. I have a hard time using English grammar correctly \_\_\_\_\_.
14. I like learning vocabulary \_\_\_\_\_.
15. I don't understand the reason \_\_\_\_\_.
16. This book has lots of grammar exercises \_\_\_\_\_.
17. I enjoy class \_\_\_\_\_.
18. Our teacher is an individual about \_\_\_\_\_.
19. It is good to study English in a country in \_\_\_\_\_.
20. Studying English abroad has been an experience \_\_\_\_\_.

**Exercise 17**

*Rewrite the paragraph, using adjective clauses to connect the sentences.*

Coffee is a rich, aromatic drink. Coffee has been a popular beverage for more than a thousand years. Although many people drink coffee, it contains a stimulant. This stimulant affects the nervous system. The effect it has depends on each person's individual system, the amount of caffeine a person consumes, and the amount of coffee an individual usually drinks every day. One or two cups of brewed coffee contains only mild doses of caffeine. These mild doses make you more alert and less tired. The person may experience headaches, nervousness, and irritability. This person habitually drinks three to six cups of brewed coffee. This amount contains heavy doses of caffeine. It is interesting to note that large doses of caffeine affect heavy coffee drinkers differently than light coffee drinkers. The person becomes less nervous and

has fewer headaches with large doses of caffeine. This person is a heavy drinker.

On the other hand, the people feel nervous and have upset stomachs with increased doses of caffeine. These people are light coffee drinkers. Morning is the time. At this time, the heavy drinker must have a cup of coffee to wake up and begin the day's activities. Because this drink is a stimulant, it is not good for children. These children are normally overactive.

## 9-5 REDUCTION OF ADJECTIVE CLAUSES

### ■ Full Adjective Clauses ■

### ■ Reduced Adjective Clauses ■

*The student who is talking to the teacher is from China.*

*The student talking to the teacher is from China.*

*Last night she gave a lecture which was on technological developments in her country.*

*Last night she gave a lecture on technological developments in her country.*

*Anyone who is interested in this country should plan to attend the lecture tonight.*

*Anyone interested in this country should plan to attend the lecture tonight.*

1. Adjective clauses can often be reduced to adjective phrases with no change in meaning.
2. An adjective clause can be reduced to an adjective phrase only if the clause (a) begins with *who*, *which*, or *that* as the subject of the clause and (b) contains a *be* form of the verb.
3. To reduce an adjective clause to a phrase, omit the relative pronoun and the *be* form of the verb.

**Adjective clause:** *The man who is wearing the gray suit is my uncle.*

**Adjective phrase:** *The man wearing the gray suit is my uncle.*

**Adjective clause:** *He is the person who is most concerned about my success.*

**Adjective phrase:** *He is the person most concerned about my success.*

**Adjective clause:** *The essays that are written in this book are very interesting.*

**Adjective phrase:** *The essays written in this book are very interesting.*

**Adjective clause:** *The book which is on my desk also contains many interesting essays.*

**Adjective phrase:** *The book on my desk also contains many interesting essays.*

4. If there is no *be* form of the verb, it is often possible to omit the relative pronoun and change the verb to its *-ing* form.

**Adjective clause:** *Anyone who has a library card may check out books.*

**Adjective phrase:** *Anyone having a library card may check out books.*

**Adjective clause:** *The library does not contain any studies which deal with the psychological effects of the Civil War.*

**Adjective phrase:** *The library does not contain any studies dealing with the psychological effects of the Civil War.*

5. If the adjective clause needs commas, the adjective phrase also needs commas.

**Adjective clause:** *You can get your passport renewed at the Kennedy Building, which is located near the train station.*

**Adjective phrase:** *You can get your passport renewed at the Kennedy Building, located near the train station.*

6. Some adjective clauses can be reduced to appositive phrases. An appositive phrase is a noun or pronoun with modifiers that is placed after another noun or pronoun to explain it.

**Adjective clause:** *History, which is my favorite subject, has always fascinated me.*

**Appositive phrase:** *History, my favorite subject, has always fascinated me.*

**Adjective clause:** *Ms. Bryson, who is the head librarian, has a degree in history.*

**Appositive phrase:** *Ms. Bryson, the head librarian, has a degree in history.*

**Adjective clause:** *Boston, which is an interesting city, has many historical points of interest.*

**Appositive phrase:** *Boston, an interesting city, has many historical points of interest.*

Because an appositive phrase adds only extra, unnecessary information, it is always set off from the rest of the sentence by commas.

7. Using adjective and appositive phrases and adjective clauses in written work adds variety to sentence structure and makes the writing more interesting.

**Exercise 18** ■ ■ *Change the adjective clause in each sentence to an adjective phrase or an appositive phrase.*

**Example:** Dr. Chu is the professor who is teaching Chemistry 101 this semester.

Dr. Chu is the professor teaching Chemistry 101 this semester.

1. Chemistry, which is a difficult subject, can be enjoyable.
2. Nevertheless, the students who are taking Dr. Chu's class this semester are enjoying it.
3. Dr. Chu has written several chemistry books, which are used in universities around the world.
4. He has just completed an important government report, which is on reserve in the library.
5. Jessica Gelman, who was the top graduate student in Dr. Chu's advanced chemistry course last semester, helped with the research for this report.
6. The students who have been in his classes consider it a privilege to study with him.
7. He has also written several articles that comment on the effects of chemicals in our food.
8. These articles, which were written several years ago, have been published in several popular magazines.
9. He believes that we should avoid all foods which contain chemical preservatives.
10. I heard that his wife, who is a very nice person, is writing a book which is on cooking with only natural ingredients.
11. By the way, the girl who is behind you is his daughter.
12. You are fortunate to be in a class which is taught by such a respected scholar.



## Exercise 20 ■■

These paragraphs on the American author Alex Haley contain short and sometimes awkward sentences. Rewrite the paragraphs, connecting the sentences with adjective clauses, adjective phrases, and appositive phrases where possible.

Alex Haley became a famous author. Alex Haley wrote the book *Roots: The Saga of an American Family*. *Roots* is the history of one African-American family. Alex Haley was born in Ithaca, New York, but spent most of his early life in Henning, Tennessee. In Henning, Tennessee, he first heard stories about the African slaves in his family's history. These stories had been passed from generation to generation. His grandmother told him these stories. Mr Haley first became interested in his family's history at a time. During this time he was in London. In London he was on a writing assignment. Mr. Haley's research eventually took him to Gambia in Africa. There he was able to learn about a young African boy. The young African boy's name was Kunta Kinte. As a child, Mr. Haley had often heard this name, and he was happy to learn that Kunta Kinte was a real person. Slave traders had stolen Kunta Kinte from his family and brought him to the United States.

The book *Roots* is more than a book about one African-American family. *Roots* was the number one nonfiction bestseller in 1977. *Roots* is an important book. It tells much about the early history of the United States. A television miniseries was broadcast in 1977. The miniseries was based on the book. The miniseries attracted some 130 million viewers.

In all of his work, Alex Haley was a writer. His works of historical fiction and reportage depicted the struggles of the African-American community. Before Alex Haley became famous for *Roots*, he was best known as the writer. He helped Malcolm X to write *The Autobiography of Malcolm X*. Malcolm X was the Black Muslim spokesman. After the publication of *Roots*, Mr. Haley wrote another book. This book was published in the spring of 1980. The title of this book is *Search*. This book is about how he wrote *Roots*. Alex Haley died in Seattle, Washington, in 1992.

## Practice Exam

*Rewrite the paragraphs and connect the sentences, using adjective clauses, adjective phrases, and appositive phrases where possible.*

When we hear the word pollution, most people think of air pollution. However, there is another kind of pollution. It is called noise pollution. We are constantly surrounded by sounds. These sounds awake us, put us to sleep, entertain us, and annoy us. Most people have become accustomed to the noise. These individuals live in big cities. This noise surrounds them night and day. The fact is that their ears are immune to the racket around them. This fact surprises me. Indeed, I am always surprised when I see teenagers. They are wearing radio earphones. Loud rock music bombards their eardrums from these radio earphones.

I remember the time. I was visiting my friend, Reza, in New York at this time. Reza was a student at New York University. His apartment was on Fifth Avenue. Fifth Avenue is one of the busiest streets in Manhattan. Nevertheless, he slept like a baby every night in spite of the ambulance and police sirens at 3:00 in the morning. Even his dog never woke up. His dog slept beside his bed.

I enjoyed visiting New York City. New York City is a fascinating place. However, I prefer a small town. In a small town at night, only the soft sounds of crickets can be heard.

## LESSON TEN

### 10-1 NOUN CLAUSES

1. A noun clause has the same function as a single-word noun.

*His house is beautiful.* (single-word noun)

*Where he lives is beautiful.* (noun clause)

Single-word nouns have many different functions in sentences; therefore, noun clauses have many different functions. In this lesson, you will concentrate on the four most common functions:

- subject of a sentence: *Whenever we start will be fine with me.*
  - object of a sentence: *Did you know that they weren't going to help us?*
  - object of the preposition: *Aren't you concerned about how long it will take?*
  - complement of the adjective: *I'm not sure how much time we'll need.*
2. These words, called **subordinating conjunctions** or **subordinators**, introduce noun clauses.

who	which	how	how much
whoever	whichever	however	how many
whom	where	whose	how long
whomever	wherever	why	how often
what	when	whether (or not)	how soon
whatever	whenever	that	

3. Note the word order of noun clauses.

#### NOUN CLAUSE

	Subordinator	Subject	Verb	Remainder of sentence
<i>I don't know</i>	<i>where</i>	<i>Bob</i>	<i>went</i>	<i>last night.</i>
<i>I can't understand</i>	<i>why</i>	<i>she</i>	<i>has left</i>	<i>the children alone.</i>
<i>I don't believe</i>	<i>what</i>	<i>they</i>	<i>said</i>	<i>about you yesterday.</i>

4. Sometimes the subordinator introduces a noun clause that has its own subject and verb.

*Nobody knows why she went.*

At other times the subordinator is used as the subject of the verb in the noun clause. Only the subordinators *who*, *whoever*, *what*, *whatever*, *which*, and *whichever* can be used as the subject of the verb in noun clauses. Look at these noun clauses.

	Subordinator subject	Verb	Remainder of sentence
<i>I can't tell you</i>	<i>who</i>	<i>borrowed</i>	<i>my book.</i>
<i>She understands</i>	<i>what</i>	<i>happened.</i>	
<i>Nobody knows</i>	<i>which</i>	<i>came</i>	<i>first, the chicken or the egg.</i>

5. In informal spoken English, *who* and *whoever*, although incorrect, appear occasionally instead of *whom* and *whomever*. In speech and writing, *whom* and *whomever* are preferred.

Correct: *Whomever the company hires should be willing to travel.*

Incorrect: *Whoever he knows should be invited.*

*Whom* is used if the verb in the noun clause already has a subject. Compare:

*I never pay attention to whom my roommate telephones.*

*I never pay attention to who telephones my roommate.*

6. Be careful not to confuse noun clauses beginning with *that* and *who* and adjective clauses beginning with *that* and *who*.

**Noun clause:** *I heard that you passed the test.*

**Adjective clause:** *Are you the one that passed the test?*

Remember that noun clauses follow verbs or indirect objects; adjective clauses follow nouns.

7. Speakers of English often reply to a question with a sentence that contains more than one noun clause in different functions.

**A:** *Is Maria dating Jose?*

**B:** *I don't know if she's dating him, but whether or not she is is none of our business.*

Note the repetition of *is* after *but*. *Is* occurs as the verb of the noun clause (*whether or not she is*) and as the main verb of the statement (*is none of our business*).

**A:** *Why was Nopporn in the director's office all day?*

**B:** *He didn't tell me why he had been there all day; besides, why he was is a private matter.*

Note the repetition of different forms of *be* after *besides*. *Was* occurs as the verb of the noun clause (*why he was*), and *is* occurs as the main verb of the statement (*is a private matter*).

**Exercise 1** ■ ■ ■ *Underline the noun clauses in the paragraph.*

Why some very good students often fail exams was recently studied by a professor of psychology at New York University. Professor Iris Fodor conducted research on the anxiety of some students before taking exams. Professor Fodor stated that many students fail exams because they become extremely nervous and cannot think logically. Furthermore, although they have studied, they are afraid of whatever is on the exam. Extremely nervous students forget everything they have studied, and some even become sick before a test. Dr. Fodor says how a student feels before a test is very important. She worked with fifty students and taught them how they could reduce their test anxiety and perform well on their exams. She reported that the students in the program felt better able to cope with their anxieties. What she told them to do before a test was the following:

1. Breathe deeply and slowly to relax.
2. Speak to yourself about positive and happy subjects and get rid of any negative thinking.
3. Be realistic. Don't think your life will end if you fail.
4. Don't be too hard on yourself. If you know you have studied, do your best.

If they follow these simple suggestions, Professor Fodor is certain that many unusually nervous students can perform better in test situations.

**Exercise 2** ■ ■ ■ *Underline the clauses in the conversation. Write N above the sentences that contain noun clauses. Write A above the sentences that contain adjective clauses.*

**Lee:** Nobody in the office knows whose car that is outside. Do you know who it belongs to?

**Ned:** Which one?

**Lee:** Didn't you notice that a car's been double-parked outside the building for more than an hour? Look out the window.

- Ned:** Oh, I think that it belongs to the woman who came for the job interview, but I'm not absolutely sure.
- Lee:** Well, whoever it belongs to should remove it because if the police pass by, the car will be towed. Maybe you should find out whether the car is hers.
- Ned:** I'll knock on the door, but I'm sure that Mr. Sullivan won't like our interrupting him during an interview.
- Lee:** I don't think that he'll mind. After all, the car the police had towed the last time was his, and for weeks he didn't stop complaining about how much it cost him to get his car back.
- Ned:** That's all right. He can afford it. It's the workers whom he doesn't pay well who can't.

### ■ Noun Clause as Subject of a Sentence ■

1. When a noun clause is the subject of the sentence, the main verb of the completed sentence is singular in form.

*What they do in their free time is none of my business.*

*Whether or not they stay makes no difference to me.*

*The fact that fewer than 20 percent of the population voted proves my point.*

2. The tense of the verb in the noun clause must show a logical relationship to the main verb of the completed sentence. Compare:

*When Sue is going to get married is a secret.* (Sue hasn't gotten married yet, and the date is a secret.)

*When Sue got married is a secret.* (Sue got married, but the date is still a secret.)

The tense of the verb in the noun clause also depends on the meaning of the verb. This sentence does not make sense.

**Incorrect:** *When Sue has been married is a secret.*

3. These phrases are often used to complete sentences with noun clauses as subjects.

... does not concern [me]

... is up to [them]

... is none of [our] business

... is a private matter

... depends on several things

... has not worried [me]

**Exercise 3** ■ ■ Underline the subject of each sentence. Write **NC** next to those sentences that contain a noun clause rather than a single-word noun.

1. Our discussion was private.
2. Her reasons for being angry surprised me.
3. What she said was rude.
4. Who you are dating is none of my business.
5. Their decision doesn't concern you.
6. Why she quit her job is a mystery.
7. How they choose to live is up to them.
8. Whether or not she takes that class is her decision.

**Exercise 4** ■ ■ With another student, take turns asking and answering the questions. Use a noun clause as the subject of each sentence.

**Example:** A: What did the instructor tell John about cheating?

B: What she told him is none of my business.

1. A: Who reported John's activities?  
B: \_\_\_\_\_ does not concern me.
2. A: Where is John now?  
B: \_\_\_\_\_ is none of my business.
3. A: When is he going to talk to the director?  
B: \_\_\_\_\_ is not my concern.
4. A: Why was he copying from Alison?  
B: \_\_\_\_\_ is a mystery to me.
5. A: Has he been cheating throughout the course?  
B: \_\_\_\_\_ doesn't really matter at this point.
6. A: What will happen to him?  
B: \_\_\_\_\_ depends on the director.
7. A: How many times has he met with the director since the course began?  
B: \_\_\_\_\_ is none of our business.

8. A: What did the director tell him during their last meeting?  
 B: \_\_\_\_\_ is not our concern.
9. A: Will the director notify his parents?  
 B: \_\_\_\_\_ probably depends on John's attitude.
10. A: John's very intelligent. Why does he get into so much trouble?  
 B: \_\_\_\_\_ has always puzzled me.

### Exercise 5

Restate each sentence, using a noun clause as the subject.  
 The underlined words will help you to choose the appropriate subordinator to use.

Example: The president's destination was a secret.

*Where the president was going was a secret.*

OR

*Where the president went was a secret.*

- The time of his departure was also a secret.  
 \_\_\_\_\_
- His ignorance of world affairs has surprised everyone in Washington.  
 \_\_\_\_\_
- His reason for taking this trip has been worrying his advisors.  
 \_\_\_\_\_
- The president decided not to take his wife with him. This surprised everyone.  
 \_\_\_\_\_
- The number of days he will stay is confidential.  
 \_\_\_\_\_
- The leaders he will meet with makes everyone nervous.  
 \_\_\_\_\_
- His decision to go alone concerns the members of his cabinet.  
 \_\_\_\_\_
- He did not tell anyone about this sudden trip. This made everyone curious.  
 \_\_\_\_\_

9. His strange behavior has upset many people.

10. His future actions will certainly be of interest to everyone.

**Exercise 6** ■ ■ With another student, decide on two different ways to complete each sentence. Use noun clauses as subjects.

- \_\_\_\_\_ doesn't concern us.
- \_\_\_\_\_ is none of our business.
- \_\_\_\_\_ is a private matter.
- \_\_\_\_\_ hasn't worried me.
- \_\_\_\_\_ was excellent.

### ■ Noun Clause as Object of a Sentence ■

1. In a reply to a question, the tense of the verb in the noun clause does not change if the main verb of the completed sentence is in the simple present.

**A:** *How long was she there?*

**B:** *I don't know how long she was there.*

If the main verb of the completed sentence is in the simple past, the tense of the verb in the noun clause changes.

**A:** *When will they arrive?*

**B:** *Nobody told me when they would arrive.*

2. To introduce the noun clause as object of the sentence, these expressions are often used.

[I] don't know ...

I have no idea [why] ...

[He] didn't say ...

I can't tell you [if] ...

[I] didn't ask [her] ...

[She] didn't tell me ...

[They] didn't explain ...

[We] haven't told anyone ...

*I don't remember who he is.*

*We didn't hear what they were talking about.*

*Nobody knows whether they passed.*

**Exercise 7**

Underline the object of each sentence. Write **NC** next to those sentences that contain a noun clause rather than a single-word noun.

- I don't know the answer.
- I like where she lives.
- I can't tell you what the answer is.
- I don't know him.
- I don't understand why they feel this way.
- I love their apartment.
- Do you remember what her name is?
- She hasn't decided when she will tell her boss.

**Exercise 8**

With another student, take turns asking and answering the questions. Use a noun clause as the object of each sentence.

**Examples:** A: How cold was it last night?

B: I don't know how cold it was.

A: Where is your roommate going?

B: I don't know. He didn't tell me where he was going.

1. A: Who had a party last night?

B: I don't know \_\_\_\_\_.

2. A: Where was it?

B: I have no idea \_\_\_\_\_.

3. A: When did it start?

B: I can't tell you \_\_\_\_\_.

4. A: When was it over?

B: I can't say \_\_\_\_\_.

5. A: How did Reza get home?

B: I don't know \_\_\_\_\_.

6. A: Whose car did he borrow?

B: He didn't say \_\_\_\_\_.

7. A: Do you know whether or not he enjoyed the party?

B: He didn't tell me \_\_\_\_\_.

8. A: Did he know about the party before last night?

B: I really don't know \_\_\_\_\_.

9. A: Where is he now?

B: I have no idea \_\_\_\_\_.

10. A: How long will he be gone?

B: He didn't tell me \_\_\_\_\_.

### Exercise 9

Complete each sentence, using a noun clause as object. Be careful of meaning and tense changes.

- Three weeks ago, a police officer stopped me and my roommate and wanted to know where \_\_\_\_\_.
- Since I was driving, he asked me why \_\_\_\_\_.
- I was so nervous that I began speaking in my native language, so he asked if \_\_\_\_\_.
- I began to speak English and explained that \_\_\_\_\_.
- He wanted to know how long \_\_\_\_\_.
- He also wanted to know what \_\_\_\_\_.
- Then the officer asked to see my driver's license, but I didn't know where \_\_\_\_\_.
- My roommate, who was sitting quietly, couldn't believe what \_\_\_\_\_.
- The officer wanted to know whether \_\_\_\_\_ or not.
- Finally, he gave me a ticket and said that \_\_\_\_\_.
- As we drove away, my roommate promised me that \_\_\_\_\_.

### ■ Noun Clause as Object of a Preposition ■

*Everyone believes in whatever Tony says.*

*I never think about how I will pay my bills.*

*I can't rely on what you tell me.*

**Exercise 10** ■ ■ ■ Restate each sentence, using a noun clause as object of the preposition.

**Example:** You can never rely on the bus schedule.

You can never rely on when the bus will come.

1. She was looking at my painting.
2. I was worried about his health.
3. The teacher wasn't interested in his excuses.
4. Nobody can depend on Jim's promises.
5. Her parents didn't approve of her decision.
6. Stacey's parents were not pleased with her behavior in the store.

■ **Noun Clause as Adjective Complement** ■

1. A noun clause as an adjective complement completes the meaning started by the adjective.

*I'm sure that he'll succeed.* (He will succeed. I'm sure of it.)

*I'm convinced that she's unhappy.* (She's unhappy. I'm convinced of that.)

2. That is the most commonly used subordinator in this pattern. It can be omitted from the sentence.

*I'm sure he'll succeed.*

*I'm convinced she's unhappy.*

**Exercise 11** ■ ■ ■ Combine the sentences. Make the first sentence into a noun clause used after the adjective in the second sentence. Omit that from some of the sentences.

**Example:** John cheats on every exam. I'm convinced.

I'm convinced that John cheats on every exam.

1. He always denies it. We are aware.
2. He doesn't think anybody sees him. I'm sure.
3. He has never studied for an exam. His roommate is certain.

4. Cheating doesn't bother John. We are all convinced.
5. He doesn't have a conscience. I'm positive.
6. The instructor will never find out. John is confident.
7. He thinks cheating is acceptable. I'm sure.
8. He'll get caught one day. Everyone is certain.
9. He is going to be very surprised. I'm afraid.
10. He will never stop cheating. I'm not certain.

**Exercise 12** ■■■ Complete the sentences, using a noun clause as an adjective complement. Be careful of tense and meaning.

**Example:** Muna has been a good student all quarter, so she is confident that she will pass the course.

1. The final exam in grammar will cover every lesson, so I am sure \_\_\_\_\_
2. Because our grammar teacher has emphasized the tenses all quarter, I am positive \_\_\_\_\_
3. However, she may not give us a long exam; in fact, we are convinced \_\_\_\_\_
4. I am really not worried about the exam; on the contrary, I am certain \_\_\_\_\_
5. The clauses are important; therefore, I am sure \_\_\_\_\_
6. For some reason, Ryoji believes that our teacher doesn't like him, so he is convinced \_\_\_\_\_
7. Concerning the conversation final, I am positive \_\_\_\_\_

8. When I talked with the conversation teacher, he seemed certain \_\_\_\_\_  
 \_\_\_\_\_
9. All of the students are confident \_\_\_\_\_  
 \_\_\_\_\_
10. We are all sure \_\_\_\_\_  
 \_\_\_\_\_

## 10-2 -Ever WORDS IN NOUN CLAUSES

*I'll invite whoever (or whomever) you like.*

*Whoever shows up for dinner is welcome.*

*The dog will eat whatever you give her.*

*Whichever way we go is fine with me.*

*However we go makes no difference to me.*

*I'll leave whenever you want.*

1. *Whoever* and *whomever* mean any person. *Wherever* means any place. *Whatever* means any thing. *Whichever* means any possibility. *However* means any manner. *Whenever* means any time.
2. In informal spoken English, *whoever* is often used instead of *whomever*. In formal speech or writing, *whomever* is preferred.
3. Be careful not to confuse *however* when it is used to introduce a noun clause and *however* when it is used as a conjunctive adverb. Compare:  
*However you cook the meat is all right with me.*  
*I'll help you to cook it; however, I don't like rare meat.*

**Exercise 13** ■ ■ ■ With another student, take turns asking and answering the questions. Use an -ever word in your answer.

**Examples:** A: What should I do about my problem?

B: Do whatever seems best.

A: Can I leave now?

B: Whenever you want to leave is okay with me.

- A: I'm getting tired of this party. Are you ready to go?  
B: I'm having a good time, but \_\_\_\_\_ you are ready is fine with me.
- A: What should I tell our hostess?  
B: Tell her \_\_\_\_\_ you think is best.
- A: I'm hungry. Do you want a hamburger or some chicken?  
B: I don't care. We can get \_\_\_\_\_ you prefer.
- A: Tell me. Should we go to Burger King or to Kentucky Fried Chicken?  
B: It really doesn't matter to me. Let's go to \_\_\_\_\_ you like best.
- A: What's the matter with you tonight? Can't you make a decision?  
B: Nothing is the matter. \_\_\_\_\_ you want to go is all right with me.
- A: How do you want your hamburger, with or without onions?  
B: \_\_\_\_\_ she prepares it is all right with me.
- A: Whom should we invite to our party next week?  
B: I don't know. \_\_\_\_\_ you invite will have fun.
- A: By the way, who called at 12:00 last night?  
B: I don't know because \_\_\_\_\_ called hung up before I reached the phone.
- A: It's really late, and I'm getting tired. Let's not get any dessert.  
B: O.K. \_\_\_\_\_ you say.
- A: Are you angry because I wanted to leave the party early?  
B: Angry? Of course not. It's your car, so you can do \_\_\_\_\_ you like.  
Just don't ask me to go anywhere with you again.

**Exercise 14** ■ ■ ■ Look back at Exercise 1 on page 157. Identify the function of the noun clauses that you underlined: subject of the sentence, object of the sentence, object of a preposition, adjective complement.

**Exercise 15**

With another student, take turns asking and answering the questions. Use more than one noun clause in your answer.

**Example:** Is Jamal leaving the United States?

Whether he's leaving is a mystery to me because he's never home when I call, but Franco told me that he was planning a party for Jamal. Maybe it's a goodbye party.

1. Why is Jamal returning to his country?
2. Did his parents tell him to go home?
3. Is he going to return to finish his studies?
4. How long will he stay?
5. Has he received an acceptance letter to a university yet?
6. Is his family having financial problems?
7. Was he packing last night?
8. What is he going to do with his new car?
9. Will he work or continue to study at home?
10. When does he have to leave?
11. Had he been expecting this to happen?
12. Are his cousins going home, too?
13. Why haven't they been to class?
14. What was Jamal telling the director about this situation?
15. What did the director say to him?
16. Is he going to pay his phone bill before he leaves?

**Exercise 16**

In a group of three or four, discuss how to complete the sentences.

1. What I miss most about my country \_\_\_\_\_.
2. I don't understand why Americans \_\_\_\_\_.
3. \_\_\_\_\_ most surprised me when I first came to the United States.
4. When I go back to live in my country, I'm confident \_\_\_\_\_.
5. What bothers me most about life in this country \_\_\_\_\_.
6. \_\_\_\_\_ worried me when I first came to the United States.
7. What I most hoped for when I came to the United States \_\_\_\_\_.
8. When I leave the United States for good, I'm sure \_\_\_\_\_.

## 10-3 NOUN CLAUSES BEGINNING WITH *That*

1. *That* can often be omitted when it introduces a noun clause used as object of the verb.

*We assumed our son was sick.*

*I could not believe he had lied to us.*

*I hope he will tell the truth soon.*

*Do you imagine he knows our feelings?*

2. *That* cannot be omitted when it introduces a noun clause used as subject of the sentence. *That* as subject of the sentence emphasizes the information in the noun clause.

*That he had lied to us was unbelievable.*

*That we accepted his apology made him feel better.*

*That small boys sometimes lie should not surprise anyone.*

3. *That* as subject of the sentence is very formal. It rarely occurs in informal spoken English. Instead, in conversation, speakers of English often use the word *it* as subject of the sentence and place the noun clause at the end of the sentence. In this pattern, a noun clause may follow a noun, pronoun, or an adjective.

*It is a fact that the world is facing a food shortage.* (That the world is facing a food shortage is a fact.)

*It is true that many people are starving.* (That many people are starving is true.)

4. People also often use a noun clause beginning with *the fact that* as subject of the sentence in place of a noun clause beginning with *that*.

*The fact that everyone refused to attend the meeting took us by surprise.* (That everyone refused to attend the meeting took us by surprise.)

### Exercise 17

Combine the sentences, using a noun clause beginning with *that* as subject of the sentence.

Examples: He told us the truth. This made us happy.

That he told us the truth made us happy.

John failed the course. This surprised me.

That John failed the course surprised me.

1. Michael Jordan has become a millionaire. This doesn't surprise anyone.
2. He is known all over the world. This is a fact.
3. He retired from basketball for a year in order to play baseball. This upset some people.
4. Michael Jordan has done some TV commercials. This is not strange.
5. Many companies use famous people to sell their products on TV. This is not unusual.
6. He is one of the greatest basketball players in the history of the game. This is common knowledge.
7. He has been a hero to many young boys. This is true.
8. He earned a reputation for being a gambler. This cannot be denied.
9. He often scored 35 points in a game. This is on record.
10. Games in which Michael Jordan played attracted thousand of spectators. This is a well-known fact.

**Exercise 18**

Restate the sentences in Exercise 17, using it at the beginning of each sentence.

Example: Michael Jordan has become a millionaire. This doesn't surprise anyone.

It doesn't surprise anyone that Michael Jordan has become a millionaire.

## 10-4 SUBJUNCTIVE FORM OF THE VERB IN NOUN CLAUSES

1. When the following verbs have a noun clause as direct object, they require the base form of the verb (the infinitive without *to*). The use of the base form stresses the urgency or importance of the statement.

advise	desire	prefer	request	urge
command	insist	propose	require	
demand	order	recommend	suggest	

*The doctor advised that Sheila remain in the hospital.*

*The nurse had insisted that Sheila's husband leave the room.*

*She recommended that he return in the morning.*

2. The base form of the verb is used regardless of the tense of the main verb or the subject in the noun clause.

*She recommends that he be at the store as early as possible.*

*She recommended that he be at the store as early as possible.*

3. The negative is formed by putting *not* before the verb in the noun clause.

*The doctor advised that Sheila not remain in the hospital.*

*The nurse recommended that her husband not stay too long.*

4. In informal English, the auxiliary *should* sometimes precedes the verb in the noun clause.

*The doctor advised that Sheila should remain in the hospital.*

*The nurse recommended that Sheila's husband should return in the morning.*

The auxiliary *should* is not used with the verbs *command* and *demand*.

5. The base form of the verb is also used in noun clauses as adjective complements after these expressions: *it is important that*, *it is necessary that*, *it is essential that*, and *it is vital that*.

*It is important that either your mother or your father sign these papers.*

*It was necessary that you be here at 8:30.*

### Exercise 19

Use the verbs in the box to introduce noun clauses containing the following information. Provide an appropriate subject—for example, the teacher, my father, my mother.

<i>advise</i>	<i>desire</i>	<i>prefer</i>	<i>request</i>	<i>urge</i>
<i>command</i>	<i>insist</i>	<i>propose</i>	<i>require</i>	
<i>demand</i>	<i>order</i>	<i>recommend</i>	<i>suggest</i>	

Examples: speak to the director

The teacher advised that I speak to the director.

move to another city

Since my roommate can't stand the cold weather here,

I recommended that she move to another city.

- buy a new car
- learn to type

3. take only three courses
4. get married
5. study in my own country
6. be on time
7. wear a suit
8. not come to class late
9. not write in pencil
10. not smoke in the hospital
11. drive carefully
12. not talk so loudly in the restaurant

### Exercise 20 ■■

In a group of three or four, prepare a list of advice for students who are planning to come to the United States to study. Use expressions like *We suggest that*, *It is important that*, and *Language schools require that*. When your group finishes, compare lists with another group. Which group came up with the longer list? Which group came up with the better advice?

### Exercise 21 ■■

Underline the clauses in the sentences. Write *N* next to the sentences that contain noun clauses, *Adj* next to the sentences that contain adjective clauses, or *Adv* next to the sentences that contain adverb clauses.

1. Yesterday, many students didn't understand what we were talking about.
2. Yesterday, many students didn't understand the lesson that was on clauses.
3. Yesterday, many students didn't understand the lesson because it was on subordination.
4. Dr. Larson, who is our director, visited our class.
5. When he came in, Behrooz looked at him.
6. What Dr. Larson said about the class was very complimentary.
7. Although Behrooz had eaten a big breakfast, he was still hungry during the class.
8. Ahmed enjoyed what he had eaten for breakfast.

The doctor advised that Sheila remain in the hospital.

The nurse had insisted that Sheila's husband leave the room.

She recommended that he return to the morning.

9. He had had a breakfast that was good and nutritious.
10. This class understood what the instructor had said about the past perfect.
11. When the instructor explained the past perfect, everyone understood.
12. The past perfect was one of the tenses that everyone understood.
13. Ali went to the library and asked for the book that was on reserve.
14. The librarian, however, didn't know which book he wanted.
15. Before he could get the book, he had to show her the title of it.

### Exercise 22 ■■

*Combine the sentences, using the type of clauses indicated in parentheses. In some sentences two types of clauses are required.*

1. Yesterday we had a review of clauses. Everyone understood the review. (adjective clause)
2. We had had the review. Everyone told the teacher this. They felt much better about the clauses. (adverb clause + noun clause as object)
3. Some students went into the lounge. They relaxed or did homework there. (adjective clause)
4. The grammar teacher gave Miwako copies of an additional exercise. She had forgotten to give the exercises to the students. They left the grammar class. (adjective clause + adverb clause)
5. Miwako had given everybody a copy of the exercise. They went to their reading class. (adverb clause)
6. The students felt more secure in using the clauses. This greatly pleased our teacher. (adjective clause or noun clause as subject)
7. Every student understood the review. This made the teacher happy. (noun clause)
8. Jose said this. He had always had trouble with clauses. He was studying in his country. (noun clause as object + adverb clause)
9. The teacher wanted to know this. What had been the problem? (noun clause as object)
10. Now Jose understands very well. This makes him feel more confident. (noun clause as subject)

11. Using the clauses correctly and spontaneously is not easy to do. Nevertheless, everyone did well on the review. (adverb clause)
12. I am not worried about this. How well will I do on the test on this chapter? (noun clause as object of preposition)

### Exercise 23 ■■

*Rewrite the sentences in the form of a paragraph. Use noun, adjective, and adverb clauses. You may also want to use coordinating conjunctions and conjunctive adverbs (see Part 2). Be careful not to overconnect.*

1. The grammar final was difficult. I took it last quarter.
2. I entered the room. I was a little nervous.
3. I didn't feel very confident. I had studied diligently.
4. The teacher gave us some directions before the exam. Her directions were poor.
5. I asked her a question. She answered the question very poorly.
6. I was supposed to do something. I didn't understand what.
7. Her explanation was so poor. I didn't understand what.
8. I do not like teachers. Their directions are not clear.
9. Everyone else had finished the exam. I completed it.
10. I went to her desk. She was correcting exams from an earlier class there.
11. She took my paper. She didn't even look up.
12. She didn't like me all quarter. I don't know why.
13. My grade will be high or low. I'm not certain.

## Practice Exam

### SECTION 1

*Underline the noun clause in each sentence. Then identify the function of the noun clause: subject of the sentence, object of the sentence, object of a preposition, adjective complement.*

1. Although I'm going to be an engineering student, I have always been interested in how people learn languages.
2. I don't know why this subject has always fascinated me.
3. That speaking a language always precedes writing it is obvious because children understand what their parents say before they learn to write.
4. Nevertheless, I am always surprised at how many words a one-year-old child knows.
5. Language learning research reports that all languages have a lot in common.
6. For example, I am certain that every language has a way to express time.
7. I really don't remember when I spoke my first word.
8. However, I am sure that I said something very interesting.

### SECTION 2

*Restate the sentences, using a noun clause as subject of each sentence.*

1. My first word as a child was probably *mama*.  
\_\_\_\_\_
2. The reason most children learn this word first is obvious.  
\_\_\_\_\_
3. The way most small children pronounce the words of their language is always amusing.  
\_\_\_\_\_
4. The age at which a child speaks his or her first words is very important.  
\_\_\_\_\_
5. Einstein didn't speak until he was three years old. This surprises me.  
\_\_\_\_\_

### SECTION 3

Answer the questions, using a noun clause as subject and a noun clause as object.

1. Why was our teacher's little boy in class yesterday?

\_\_\_\_\_

2. How long has she been married?

\_\_\_\_\_

3. Does her husband have a good job?

\_\_\_\_\_

4. Is she going to have more children?

\_\_\_\_\_

### SECTION 4

Complete the sentences with *-ever* words.

- \_\_\_\_\_ you decide to dress your children is up to you.
- However, they simply cannot wear \_\_\_\_\_ they want to wear, in most private schools.
- \_\_\_\_\_ wants more information on public versus private schools should visit each type of school.
- \_\_\_\_\_ type of school you choose, public or private, should provide your children with a good education.
- My parents moved a lot when I was a child, but I enjoyed \_\_\_\_\_ I was.
- Furthermore, I made friends with \_\_\_\_\_ I met.

### SECTION 5

Rewrite the sentences in the form of a paragraph. Use noun, adjective, and adverb clauses.

- Einstein didn't speak until he was three years old. This surprises everyone. He grew up to be a genius.
- I know the reason. He hated school.
- He had a rebellious attitude toward his teachers. This caused him to behave disrespectfully in class.
- I have a little cousin. He also has poor behavior in school.
- We hope this. He will grow up to be another Einstein.
- His parents have always been certain of this. He has a high I.Q.

# PART 5

## Passive Voice

### INTRODUCTION TO PART 5

The term "voice" refers to the relationship between the verb (or action) and the subject of a sentence. In an **active voice** sentence, we place the subject before the verb because we want to emphasize who or what performs the action. We want to emphasize the doer of the action.

In a **passive voice** sentence, we want to emphasize the action, what happened, rather than who or what performs the action. In the passive voice sentence, the subject (doer) of the active voice sentence is placed after the verb or is omitted entirely.

Active voice: *The mechanic discovered the problem.*

Passive voice: *The problem was discovered by the mechanic.*

Active voice: *The mechanic repaired the brakes.*

Passive voice: *The brakes were repaired.*

Because the doer in a passive voice sentence is often not mentioned, a passive sentence often sounds impersonal and objective.

The passive voice is frequently used in written English. It is often found in textbooks, in scientific, business, technical and government reports, and in newspapers.

A sentence in the active voice is usually preferable to a sentence in the passive voice because an active voice sentence is shorter, stronger, and more direct.

## LESSON ELEVEN

### 11-1 FORMING THE PASSIVE

#### ■ Simple Present ■

Active: *Many older citizens use the library.*

Passive: *The library is used by many older citizens.*

Active: *Do many older citizens use the library?*

Passive: *Is the library used by many older citizens?*

#### ■ Simple Past ■

Active: *Many children used the library last summer.*

Passive: *The library was used by many children last summer.*

Active: *Did many children use the library last summer?*

Passive: *Was the library used by many children last summer?*

#### ■ Present Continuous ■

Active: *Workmen are painting the third floor.*

Passive: *The third floor is being painted.*

Active: *Are workmen painting the third floor?*

Passive: *Is the third floor being painted?*

#### ■ Past Continuous ■

Active: *Last week, they were painting the children's room.*

Passive: *Last week, the children's room was being painted.*

Active: *Were they painting the children's room last week?*

Passive: *Was the children's room being painted last week?*

4. I have a little cousin. He also has poor behavior in school.

5. We hope this. He will grow up to be another Einstein.

6. His parents have always been certain of this. He has a high I.Q.

### ■ Future with will ■

---

Active: *The library will offer many new programs next year.*

Passive: *Many new programs will be offered next year.*

Active: *Will the library offer many new programs next year?*

Passive: *Will many new programs be offered next year?*

### ■ Future with be going to ■

---

Active: *A local author is going to organize a children's story hour.*

Passive: *A children's story hour is going to be organized by a local author.*

Active: *Is a local author going to organize a children's story hour?*

Passive: *Is a children's story hour going to be organized?*

### ■ Present Perfect ■

---

Active: *The director has ordered a lot of new equipment.*

Passive: *A lot of new equipment has been ordered.*

Active: *Has the director ordered a lot of new equipment?*

Passive: *Has a lot of new equipment been ordered?*

### ■ Past Perfect ■

---

Active: *Workmen had already installed the new computer when I was there last week.*

Passive: *The new computer had already been installed when I was there last week.*

Active: *Had workmen already installed the new computer when you were there last week?*

Passive: *Had the new computer already been installed when you were there last week?*

### ■ Future Perfect ■

---

Active: *The library will have started the children's story hour by the end of next month.*

Passive: *The children's story hour will have been started by the end of next month.*

Active: *Will the library have started the children's story hour by the end of next month?*

Passive: *Will the children's story hour have been started by the end of next month?*

## ■ Present Infinitive ■

Active: *I have to renew my library card.*

Passive: *My library card has to be renewed.*

Active: *Do you have to renew your library card?*

Passive: *Does your library card have to be renewed?*

## ■ Modals ■

Active: *You should return the book before June 1st.*

Passive: *The book should be returned before June 1st.*

Active: *Should I return the book before June 1st?*

Passive: *Should the book be returned before June 1st?*

Active: *You should have returned the book last week.*

Passive: *The book should have been returned last week.*

Active: *Should I have returned the book last week?*

Passive: *Should the book have been returned last week?*

1. The passive is formed with a form of *be* + the past participle. Note the form of *be* for continuous tenses.

*The third floor is being painted.*

*Last week, the children's room was being painted.*

Note the form of *be* for perfect tenses.

*A lot of new equipment has been ordered.*

*The new computer had already been installed when I was there last week.*

2. To make a verb in the passive voice negative, *not* is placed after the first auxiliary.

*The second floor is not being painted.*

*The book should not be returned after June 1st.*

3. Not every verb can be changed into the passive voice. Only transitive verbs (verbs that have an object) can be changed. Intransitive verbs (verbs that do not have an object) cannot be changed into the passive voice. For example, these sentences cannot be written in the passive voice because the verbs are intransitive.

*She seems tired.*

*The dog disappeared.*

Verbs followed by reflexive pronouns also cannot be changed to the passive voice, as in *She picked herself up.*

4. The present perfect continuous, past perfect continuous, future continuous, and future perfect continuous tenses are not used in the passive voice.
5. When a transitive verb + preposition is put into the passive voice, the preposition remains immediately after the verb.

Active: *We must put out the fire.*

Passive: *The fire must be put out.*

Active: *The thief locked us in the closet.*

Passive: *We were locked in the closet.*

### Exercise 1

Rapidly change the following active verbs to their passive forms. Do this exercise orally.

Examples: do is done

did was done

is doing is being done

- |                   |                       |                        |
|-------------------|-----------------------|------------------------|
| 1. tell           | 11. should write      | 21. is fixing          |
| 2. is telling     | 12. to write          | 22. will finish        |
| 3. told           | 13. will write        | 23. sent               |
| 4. was telling    | 14. had written       | 24. is giving          |
| 5. has told       | 15. has written       | 25. does               |
| 6. had told       | 16. was writing       | 26. has seen           |
| 7. will tell      | 17. wrote             | 27. was correcting     |
| 8. to tell        | 18. is writing        | 28. is taking          |
| 9. will have told | 19. writes            | 29. will have finished |
| 10. must tell     | 20. will have written | 30. is going to fix    |

### Exercise 2

Complete each sentence, using the correct passive form of the verbs in parentheses. Then work with another student and decide if the sentence is true or false.

- Coffee (grow) \_\_\_\_\_ in France.
- Dynamite (invent) \_\_\_\_\_ by Alfred Nobel, the man who was responsible for setting up the Nobel Peace Prize.
- A cure for cancer (not find) \_\_\_\_\_.
- A photograph of me and my classmates (take) \_\_\_\_\_ at the end of this course.
- The classroom (not clean) \_\_\_\_\_ when students started arriving for class today.
- Different actions (take) \_\_\_\_\_ these days to help deal with environmental problems.

7. Baseball (not play) \_\_\_\_\_ all over the world.
8. Computers (use) \_\_\_\_\_ more and more in the future.
9. A movie (not make) \_\_\_\_\_ in Hollywood right now.
10. A woman (elect) \_\_\_\_\_ president of the United States in the past.

### Exercise 3

Read the newspaper article. With another student, decide on an appropriate headline for the article. Then underline the verbs that can be changed into the passive voice. Finally, rewrite the paragraph, using the passive voice where possible.

Something strange happened this past Sunday in Fairville.

Numerous residents of the Pleasant Park area spotted a moose in gardens and on local streets. This was very unusual because people had never seen a moose in the town before. The sight must have really shocked Alice Meara, the owner of Serendipity Cards. At the sight of the moose in front of her store, she fell off the ladder on

which she had been standing. After nearly two hours of excitement all over the area, the police, with the help of workers from the local zoo, caught the young male moose. It is now resting comfortably at the zoo. However, zoo officials will release it into the woods by the end of next week. As for Alice Meara, she's home in bed with an arm and a leg in casts. She broke both in the fall.



## 11-2 USING THE PASSIVE

1. The passive voice is used in English in specific instances.
  - a. When it is more interesting or important to emphasize *what happened* rather than who or what performed the action.

*There was a terrible storm last night. Hundreds of houses were destroyed.*

- b. When the *doer* of the action is unknown. The subjects of such sentences in the active voice are words such as *they, people, someone, somebody, etc.*

*Someone stole my car last night. My car was stolen last night.*

- c. When the *doer* of the action is known, but the speaker or writer does not want to name the person who made a statement or did something wrong.

*The teacher ruined the top of this desk accidentally.*

*The top of this desk was ruined accidentally.*

- d. When the *doers* of the action represent a large group of different individuals.

*A lot of coffee is grown in Brazil.*

- e. When the *doer* of the action is obvious.

*The letter will be picked up after 1:00. (by the mailman)*

*Our tests have already been corrected. (by the teacher)*

2. The *by*-phrase is used only when it is important to know who performed the action.

*Romeo and Juliet was written by William Shakespeare.*

Often, *by* is used in an early statement but not in the statements that follow because the *doer* of the action has already been mentioned and is, therefore, obvious.

*Who gets a scholarship will be decided by the scholarship committee. Students are judged on grade point average, community activities, and financial need. All scholarship recipients will have been announced by the time classes begin next quarter.*

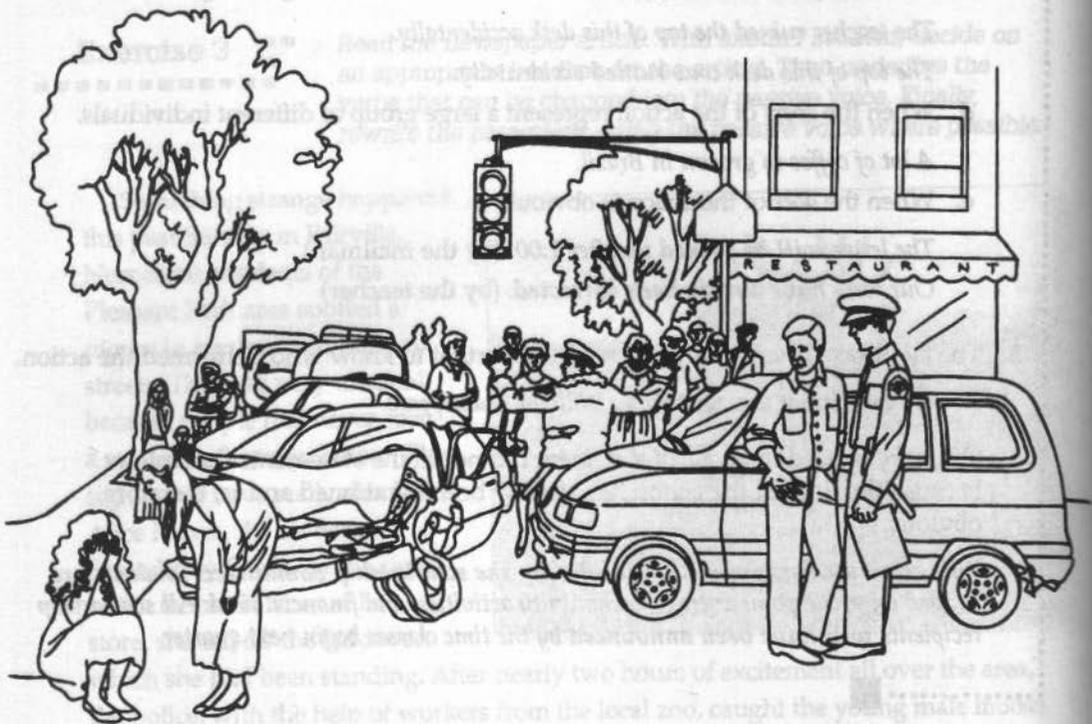
#### Exercise 4

Change the sentences to the passive voice. Use *by* where necessary.

1. A hurricane destroyed the small town.
2. The hurricane has left many people homeless.
3. The Red Cross is feeding the homeless victims.
4. The president is going to sign an emergency relief bill.
5. The citizens of the town have already organized cleanup crews.
6. Someone broke the pay phone on the third floor of the dormitory.
7. The dorm director had to notify the phone company immediately.
8. I hope the phone company will repair it soon.
9. The students on both the second and the third floors use it.
10. Phone company officials were interviewing all the students last night.

### Exercise 5

With another student, write ten sentences to describe the accident scene in the picture below. Think about the immediate past, the present, and the future. Use the passive voice in as many sentences as possible.



## 11-3 INDIRECT OBJECTS AND DIRECT OBJECTS AS PASSIVE SUBJECTS

- Some sentences contain both a direct and an indirect object. Either the indirect or the direct object can become the subject of the passive sentence.

*Someone gave him a lot of money.*

*He was given a lot of money.* (indirect object as subject)

*A lot of money was given to him.* (direct object as subject)

- When the direct object becomes the subject of the passive sentence, the sentence may need a preposition to make the sentence sound more natural.

*The salesclerk gave me a pen.*

*A pen was given to me by the salesclerk.*

*The waiter found us a table.*  
*A table was found for us by the waiter.*

3. Remember that a noun clause may be the direct object of a sentence. The rules for changing the verb forms are the same. However, while the introductory verb that introduces the noun clause must be changed, the verb in the noun clause may be changed, or it may remain in the active voice.

Active: *Everyone applauded what Bob said.*

Passive: *What Bob said was applauded by everyone.*

OR

*What was said by Bob was applauded by everyone.*

### Exercise 6 ■■■ Change the sentences to the passive voice in two ways.

**Example:** The teacher gave Ann a perfect score on her composition.

*Ann was given a perfect score on her composition.*

*A perfect score was given to Ann on her composition.*

1. A local art club recently awarded Steve a four-year scholarship to study art.

\_\_\_\_\_

\_\_\_\_\_

2. Many different organizations have presented him awards for his artistic ability.

\_\_\_\_\_

\_\_\_\_\_

3. Steve will give a group of children art lessons next week.

\_\_\_\_\_

\_\_\_\_\_

4. The children's parents are paying him a lot of money.

\_\_\_\_\_

\_\_\_\_\_

5. They have already sent him their checks.

\_\_\_\_\_

\_\_\_\_\_

6. Steve is going to provide the children the necessary supplies.

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7. Several department stores have offered him jobs.

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8. Undoubtedly, some company will offer him a good job after graduation from art school.

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### Exercise 7

Change the sentences to the passive voice. Use *by* where necessary. Remember to keep all modifiers next to the word they modify.

**Example:** The police are going to question the two people who were near the building at the time of the robbery.

The two people who were near the building at the time of the robbery are going to be questioned by the police.

- The police have caught the man who broke into the office last night.
- The thief had completely destroyed some very important files.
- They are holding him in the city jail until he can contact his lawyer.
- They are going to schedule his trial for next month.
- Officer Smith, chief of security, is studying the report of the break-in.
- Because of the incident, the president of the company canceled the stockholder's meeting.
- His secretary will send notices of the next meeting to everyone.
- She typed the notices yesterday afternoon.
- The company's security force is currently revising all security procedures.
- The force is holding its meeting in Room 432 at the moment.
- The chief of security was making some recommendations a few minutes ago.
- By the end of the week, they will have revised all security procedures.
- Since last year, people have burglarized the building five times.

14. Two months ago, someone locked a secretary, who had been working late, in a closet for eight hours.
15. They must maintain the safety of the employees working in the building.
16. The security force will present the new plan before the end of next week.

### Exercise 8

Complete each dialog, using a question in the passive voice.  
Use by where necessary.

**Example:** A: A hospital orderly took Joanne down to the operating room.

B: When was Joanne taken down to the operating room?

A: About two hours ago.

1. A: One of the hospital's top surgeons is operating on Joanne at the moment.  
B: \_\_\_\_\_?  
A: Because she's had problems with her right knee ever since her skiing accident.
2. A: The hospital will send her husband the bill.  
B: \_\_\_\_\_?  
A: Next week.
3. A: Fortunately, their insurance company is going to pay part of the bill.  
B: \_\_\_\_\_?  
A: 70 percent.
4. A: The hospital admits visitors each evening.  
B: \_\_\_\_\_?  
A: From seven to nine.
5. A: However, you must notify the receptionist of your visit.  
B: \_\_\_\_\_?  
A: Because the hospital doesn't want too many people in a room at once.
6. A: Last night, Joanne had a slight fever, so the nurse had to take her temperature.  
B: \_\_\_\_\_?  
A: Every hour.
7. A: Someone was paging Joanne's surgeon. I hope everything is all right.  
B: \_\_\_\_\_?  
A: A few minutes ago.
8. A: The doctor will have released Joanne from the hospital by then.  
B: \_\_\_\_\_?  
A: By the time her parents arrive in Denver.

9. A: The hospital staff has provided Joanne with excellent care.  
 B: \_\_\_\_\_?  
 A: Since she arrived.
10. A: Joanne's husband had already packed when the doctor signed Joanne's release papers.  
 B: \_\_\_\_\_?  
 A: Her clothes.

**Exercise 9** ■ ■ ■ *Make yes/no questions in the passive voice, using the given words.*

**Example:** public transportation / use / a lot

A: Is public transportation used a lot?

B: No, unfortunately, a lot of people don't use public transportation.

1. more than twenty accidents / report / by 10:00 last night

A: \_\_\_\_\_?

B: No, by that time motorists had reported more than thirty.

2. all accident reports / record

A: \_\_\_\_\_?

B: No, the police are recording only the most serious ones.

3. many tickets / give out

A: \_\_\_\_\_?

B: No, the police haven't given out many tickets.

4. more than 350 tickets / write / last year

A: \_\_\_\_\_?

B: No, the police wrote more than 500 tickets.

5. you / give / a ticket / when / I / see / you / last night

A: \_\_\_\_\_?

B: No, the police officer was giving me a warning, not a ticket.

6. your driver's license / suspend / for thirty days last year

A: \_\_\_\_\_?

B: No, the judge suspended it for only ten days.

7. every accident / report

A: \_\_\_\_\_?

B: No, not all accidents are reported, only some.

8. many innocent people / kill / intoxicated drivers this year

A: \_\_\_\_\_?

B: One never knows, but it is hoped they won't.

9. careless drivers / punish / severely

A: \_\_\_\_\_?

B: Well, we hope the police are going to punish them severely.

10. good drivers / find

A: \_\_\_\_\_?

B: Of course you can find good drivers.

### Exercise 10 ■■

Find the ten mistakes in the article, which appeared in a college newspaper. Then correct the mistakes. There are no mistakes in tense.

## Library Vacancy

Many students are used the university library every day, but few who are being sat in its hundreds of chairs at this very moment are aware of what's been going on there lately. It has been learned that the director recently fired. However, the reason for his dismissal is concealing by the university. Since the director employed at the library for over twenty years, there is speculation that something scandalous has been happened. Rumors of every kind can hear behind closed doors.

It is not yet clear if another director has found. If not, one can only wonder whether the administration will finally hire a woman for a top position at this university. Surely, there are many highly qualified women who could interview, yet in view of this university's past hiring practices we can't help but be suspicious that the administration will be continued its discriminatory policy of filling all high positions with men only.

### Exercise 11 ■■

Decide which of the sentences should be used in the passive voice and which should remain in the active voice. Then write the sentences in the form of a paragraph. Remember not to overuse the passive voice. You should always have a specific reason for using it.

1. This is Ed Scott, your reporter for the 6:00 news.

2. I'm at the airport waiting for the Denver Broncos football team to arrive.

3. Hundreds of fans meet the team's plane every time it returns to Denver.
4. Everyone knows that the fans in Denver are the most enthusiastic in the country.
5. Some T.V. sportscasters have even called them fanatics.
6. An unusually large number of people greeted the Broncos last weekend.
7. I see that their plane has just landed.
8. The police are pushing the crowd back.
9. Somebody has just lost a little boy in this mass of people.
10. I can hear his parents calling his name.
11. In the past, the pushing and shoving has hurt many people.
12. These fans must learn the rules of politeness and safety.
13. The Broncos have just gotten off their plane, and they're entering the airport now.
14. The ecstatic fans are shouting their congratulations.
15. The Broncos, as you know, defeated the mighty Dallas Cowboys last night.
16. They will play the championship team at Oakland next week.
17. After that important game, undoubtedly thousands will crowd the airport.

### Exercise 12 ■■

*Combine the sentences into one paragraph, using the passive voice where appropriate. Use the methods of coordination and subordination when you can, but do not overconnect. The accident scene is pictured on page 184.*

**Situation:** Rita is in a phone booth. She's speaking to a friend and describing an accident she has just seen.

1. An accident happened just a few minutes ago.
2. A speeding minivan ran into a car.
3. The car was going though the intersection.
4. A large crowd is now standing around the car and the minivan.
5. A very tall police officer is inspecting the minivan driver's papers.
6. A short police officer is ordering the crowd to stand back.
7. A passer-by is talking to one of the drivers.
8. It seems that the collision hasn't injured either driver.
9. The collision didn't badly damage the minivan, but it totaled the car.
10. I know that the officers are going to question the driver of the minivan.
11. I can see that the driver is extremely nervous.
12. The officers have asked a few people if they would testify in court.
13. About ten people witnessed the accident.
14. The accident has backed up traffic.

15. A tow truck will eventually tow both vehicles away.
16. Now the driver of the minivan is getting into the police car.
17. The short officer is locking the driver's doors.
18. They are probably going to take the driver to the police station.
19. They are undoubtedly going to give him a breathalyzer test.
20. The state legislature should pass stricter laws to punish careless drivers.

## Practice Exam

*Write about a true event in your life. Use the passive voice when you think it is appropriate. Use as a model these paragraphs, which were written during the winter quarter of 1993.*

On my wedding day, we had a small party at which our parents, relatives, and some of our friends were present and from whom we received many presents. After the marriage ceremony, my husband and I decided to leave on our honeymoon to London. The tickets had been bought for us by his parents; moreover, the journey had been arranged very well by my husband's friend, who drove us to the airport.

We took the airplane from Cairo to London. When we got on the plane, we were directed to our seats by a flight attendant, and as the plane was ready to take off, all the passengers were asked to fasten their seat belts and to stop smoking. Furthermore, we were given some advice on what to do in case of an emergency. After that we were served a delicious cocktail and shown a funny movie about teenagers on a bike tour. Later on, dinner was served to all the passengers while newspapers and magazines were being distributed.

When the plane landed, we were met by one of my husband's friends, who drove us to a very nice hotel. Although we stayed in London for only ten days, we had a wonderful time, and we felt as if we had just bought the whole world; hence, we still remember those days. We returned home to our new home, parents, and friends, hoping to live happily forever.

*Jabria A. Jassim, Egypt*

# PART 6

# Modal Auxiliaries

## INTRODUCTION TO PART 6

In English, modal auxiliaries are used to add meaning to a verb. The following are the modal auxiliaries in English.

<i>can</i>	<i>may</i>	<i>must</i>	<i>shall</i>	<i>will</i>
<i>could</i>	<i>might</i>	<i>ought to</i>	<i>should</i>	<i>would</i>

A modal auxiliary is used mainly to show the speaker's attitude to what he or she is saying. For example, a modal auxiliary can express possibility or impossibility.

*We could leave right now.* (possibility)

*The dog might have gone upstairs.* (possibility)

*That can't be their house. Their house is gray, not brown.* (impossibility)

*That can't have been Michelle in the car. She's away on vacation.* (impossibility)

Modal auxiliaries often indicate time, but their main job is to denote different shades of meaning. The grammatical construction of each of these sentences is the same. Are the meanings the same?

*I will go with you.*

*I might go with you.*

*I can go with you.*

*I should go with you.*

*I must go with you.*

As the speaker or writer, only you know the meaning you want to express based on a particular situation, your knowledge about it, and your feelings toward it.

As students learning to speak English, you must learn the many different meanings that the modals express. In some instances the differences in meaning are easy to understand; in other instances the differences are very subtle. Nevertheless, it is important for you to learn these meanings because they will enable you to express precisely what you are thinking and feeling. They will help you to communicate what you mean.

In this part, you will practice using some of the meanings of modal auxiliaries; you will also practice using the modal auxiliaries to refer to the past, present, and future. For a summary of the meanings of the modal auxiliaries, see Appendix 2 on page 300.

## LESSON TWELVE

## 12-1 ADVISABILITY VS. NECESSITY

## ■ Advisability ■

- A *My grandmother hasn't been feeling well. She should go to see her doctor.*  
*My grandmother hasn't been feeling well. She ought to go to see her doctor.*
- B *My grandmother should be living closer to her children.*  
*My grandmother ought to be living closer to her children.*
- C *My grandmother shouldn't spend so much time alone in her home.*
- D *My grandmother shouldn't be living alone.*
- E *Should we stop by my grandmother's place and say "hello"?*

- The modals *should* and *ought to* express advisability. When giving advice, the speaker is expressing an opinion as to what to do or what not to do. (It is not necessary to follow the advice, however.)
- The modals *should* and *ought to* are similar in meaning, but *ought to* is less common and is rarely used in negative and question forms.
- To make a statement about an event in progress, *should/ought to + be + present participle* is often used. (See sentences B and D.)
- In indirect speech, *should* does not change.  
*She says, "You should go home and rest."*  
*She told me that I should go home and rest.*

## ■ Moral Obligation ■

The modals *should* and *ought to* express obligation. The obligation is usually a moral one; it is the right or wrong thing to do.

- Every society should take care of its senior citizens.*  
*Every society ought to take care of its senior citizens.*  
*People shouldn't ignore the senior citizens in their midst.*

R: A: Aren't you living in the same place any more?

R: No, we \_\_\_\_\_ because my wife changed job.

## ■ Necessity: *Must, Have to* ■

*My grandmother must take several kinds of medicine.*

*My grandmother has to take several kinds of medicine.*

*My grandmother will have to move into a home for senior citizens when she is no longer able to take care of herself.*

*My grandmother had to spend a week in the hospital last year when she had pneumonia.*

## ■ Absence of Necessity ■

*I don't have to visit my grandmother often, but I like to spend time with her.*

*My grandmother won't have to take a taxi to the doctor's office next week because I'm going to take her.*

*My grandmother didn't have to work when she was younger because my grandfather had a well-paying job.*

1. The modal *must* is used to express necessity.

*I'm afraid I must work late tomorrow.*

*Soldiers must obey army regulations. (They have no choice.)*

2. *Have to* is also used to express necessity. (*Have to* is actually not a modal auxiliary because it changes form—I *have to*, She *has to*, You *don't have to*, He *doesn't have to*, etc.)

*I'm afraid I have to work late tomorrow.*

3. *Must* and *have to* are similar in meaning. *Have to* is more common in American English and is more informal in tone.

4. Be careful not to confuse *should/ought to* and *must/have to*. *Should/ought to* implies that there is a choice; *must/have to* implies that there is no choice.

*I should go to bed. I'm really tired. (It's a good idea for the speaker to go to bed. Maybe the speaker will; maybe the speaker won't.)*

*Children, you must go to bed right now. (A mother or father is sending the children to bed. They do not have a choice.)*

*Shouldn't* implies that it is not a good idea to do something or that it is the wrong thing to do. *Don't/doesn't have to* means that it is not necessary to do something.

*You shouldn't get up early tomorrow if you don't feel well. (It's not a good idea for you to get up early.)*

*You don't have to get up early tomorrow. It's a holiday. (It's not necessary to get up early tomorrow.)*

5. *Don't have to*, not *must not*, expresses a lack of necessity.

**Correct:** *We don't have to do any homework because the teacher is absent.*

**Incorrect:** *We mustn't do any homework because the teacher is absent.*

*Mustn't* expresses prohibition. A prohibition is an order or a law against doing something.

*You mustn't eat or drink in the language lab.*

6. *Had to*, not *must*, expresses necessity in the past.

**Correct:** *When I was in the army, I had to obey all regulations.*

**Incorrect:** *When I was in the army, I must obey all regulations.*

### Exercise 1

Complete each dialog with the correct form of *have to* and a verb from the box. Add *not* where necessary.

<i>be</i>	<i>come</i>	<i>give</i>	<i>pay</i>
<i>bring</i>	<i>exchange</i>	<i>move</i>	<i>work</i>

- A: Lesley, you missed the party.  
 B: I know. I'm sorry, but I \_\_\_\_\_ late.
- A: These flowers are for you.  
 B: They're beautiful, but you know you \_\_\_\_\_ anything.
- A: Is Ms. Sacco in?  
 B: No, I'm sorry she's not. You \_\_\_\_\_ back later.
- A: Here are the nails you asked for.  
 B: Oh, they're not the right ones. You \_\_\_\_\_ them.
- A: How was your oral report?  
 B: I was lucky. I \_\_\_\_\_ it. The school lost electrical power, and everyone was sent home early.
- A: Look at this parking ticket I got! Well, they'll get their money when I'm good and ready.  
 B: You know if you don't pay it on time, you \_\_\_\_\_ a penalty.
- A: Why are you leaving for the airport now? You \_\_\_\_\_ there so early for a domestic flight.  
 B: I know, but I don't want to rush at the last minute.
- A: Aren't you living in the same place any more?  
 B: No, we \_\_\_\_\_ because my wife changed jobs.

**Exercise 2** ■ ■ Complete the sentences, using *should* or *must*. In some sentences both *should* and *must* are possible.

1. A father \_\_\_\_\_ take care of his family.
2. Parents \_\_\_\_\_ teach their children right from wrong.
3. Sylvia \_\_\_\_\_ visit her grandmother more often.
4. In the United States you \_\_\_\_\_ be at least 18 years of age in order to vote.
5. If you don't feel well, you \_\_\_\_\_ lie down.
6. If you want to become a lawyer, you \_\_\_\_\_ go to law school.
7. You \_\_\_\_\_ boil water if you want to make tea.
8. You \_\_\_\_\_ read this book. It's great.
9. It is unfortunate that teachers \_\_\_\_\_ give tests.
10. Foreigners visiting the United States \_\_\_\_\_ have a visa.

**Exercise 3** ■ ■ What might an English instructor say to his or her students at some point during a course? With another student, make sentences using *shouldn't* or *don't have to*.

1. open your books during the test
2. do every exercise in the book
3. talk in your own language in class
4. look at the answer key when doing your homework
5. ask for permission to go to the restroom
6. arrive late to class
7. daydream in class
8. get my permission to stay home when you're sick
9. stand up when I walk into the room
10. forget to do your homework
11. write a 20-page paper
12. be rude to the other students in class
13. interrupt each other
14. raise your hand before speaking

**Exercise 4** ■ ■ ■ With another student, make a list of at least six obligations that the members of a society have toward each other.

**Example:** Every society should take care of its senior citizens.

**Exercise 5** ■ ■ ■ With another student, make a list of the advice you would give the following people. When you finish, compare lists with other students.

1. Someone who's going to come to the United States to study English
2. Someone who's planning to take the TOEFL
3. Someone who's going to get a roommate to share an apartment
4. Someone who's going to live with an American family
5. Someone who's planning to visit your country for a two-week vacation
6. Someone who's going to your country for a couple of years to teach English

**Exercise 6** ■ ■ ■ In a group of three or four, discuss the advantages and disadvantages of each job—or of any other job you would like to discuss. Use (not) have to, and do not discuss money.

- |                      |                        |
|----------------------|------------------------|
| 1. surgeon           | 6. taxi driver         |
| 2. college professor | 7. construction worker |
| 3. politician        | 8. journalist          |
| 4. police officer    | 9. fashion model       |
| 5. salesperson       | 10. pilot              |

## 12-2 PAST REGRETS AND CRITICISMS: *Should*, *Ought To*

- A** I told you that we *should have turned left*.  
I told you that we *ought to have turned left*.
- B** You *should have been paying attention to the street signs*.  
You *ought to have been paying attention to the street signs*.
- C** We *shouldn't have gotten off the highway at exit 22*.

1. *Should/ought to + have + past participle* is used to talk about past regrets or to criticize past actions. It is used to say that someone did the wrong thing and to state the opposite of what was done.  
*I should have left earlier.* (But I didn't.)  
*I shouldn't have waited for the bus.* (But I did.)
2. *Should/ought to + have been + present participle* is used to talk about an event in progress. It is used to say that someone was doing the wrong thing, an action lasting for a period of time.  
*I shouldn't have been talking during the test.* (But I was.)
3. The modals *should* and *ought to* are similar in meaning, but *ought to* is less common and is rarely used in negative and question forms.

### Exercise 7 ■■

*Amanda had a terrible day yesterday. Make sentences about her problems using should or ought to.*

1. She overslept because she went to a party the night before and stayed up late.
2. She missed the bus because she had to go to a store to get exact change.
3. When she got to work, she realized that she didn't have her keys and couldn't get into her office.
4. Her boss got angry when he saw that she was still working on the report he had asked her for the day before.
5. She made a date to meet her friend at noon for lunch. When she got to the office, she found she had an eleven o'clock meeting. Her friend was angry when she showed up late for lunch.
6. She bought a new pair of jeans. When she got home, she tried them on and found that they were too tight.
7. While she was cooking dinner, she was talking on the phone with her sister. The potatoes burned.
8. She went out after dinner and left the windows open. There was a bad storm.
9. She was in a hurry to get home and was driving around 75 miles per hour when she was stopped by a police car. She got a speeding ticket.
10. In the afternoon, she had received notification in the mail that her power was going to be shut off because she had not paid her electric bill. When she got home last night, there was no power.

**Exercise 8**

What are the following people probably saying to themselves? With another student, write at least two regrets for each person, one with *should* and one with *shouldn't*.

1. A teenager who has been grounded for a month by his parents
2. A job applicant who has found out that she didn't get a job
3. A high-school graduate who didn't get into the three colleges he had applied to
4. A couple who have just come out of a casino after losing \$500
5. An Olympic track star who came in second in the 500-meter race
6. A politician who lost an election

**Exercise 9**

In a group of three or four, discuss each moral dilemma.

1. A baby was born to a single woman. She put the baby up for adoption, and the baby was adopted by a childless couple. A year later the woman was reconciled with her boyfriend and told him about the baby. The couple married, and the father went to court to get the baby back. Now the child is three years old, and the judge has to decide whether the child should remain with the adoptive parents, the only parents the child has ever known, or be returned to the birth parents. What do you think the judge should do?
2. A terminally ill patient was in great pain and asked his young doctor to help him to die. At first the doctor was strongly against doing so, believing it was her duty to help patients get better, not to help them die. But as her patient's suffering became worse, she gave in to his wishes and gave him a lethal injection. The patient died peacefully. What do you think the doctor should have done?
3. A couple with ten-year-old identical twin daughters filed for divorce. The children, who were very close to each other and to both parents, were very upset. Both parents filed for custody of the twins. Because both parents were professionals and had very busy working lives, the judge tried to persuade the couple to accept joint custody. Nevertheless, each parent insisted on full custody of both children. At first, the judge ordered a six-month trial period in which one child went to live with her mother and the other child went to live with her father. After the trial period was over, the judge made a final custody decision. What do you think the judge should have done?

Well, how many times has she...  
forget to pay her phone bill, and the phone company cut off...  
Or you must tell her that I've been complaining that she never writes

## 12-3 LOGICAL CONCLUSION VS. EXPECTATION

### ■ Logical Conclusion: *Must* ■ ■ Expectation: *Should* ■

#### Present Time

Lee isn't home. He **must** be on his way.

Lee doesn't live far away. He **should** be here soon.

It's taking Lee a long time to get here. He **must** be walking.

I told Lee that he was the only person we invited for lunch. He **should** be coming alone.

#### Past Time

I wonder why Lee isn't here yet. He **must** have decided to walk.

Where is Lee? He **should** have gotten here by now.

I tried to call him, but his line was busy. His roommate **must** have been talking.

- Both *must* for assumption and *should* for expectation involve making an intelligent guess. In sentences that refer to present or past time or to a present or past condition, either *must* or *should* is possible. However, *must* expresses a greater degree of certainty.

*My wallet should be on the dresser. (I usually put it there.)*

*My wallet must be on the dresser. (I always put it there.)*

*My wallet should have been on the dresser. (I usually put it there.)*

*My wallet must have been on the dresser. (Did you look carefully?)*

- To make an intelligent guess about the future, only *should* can be used.

*The check from my parents should arrive tomorrow. It was sent a few days ago.*

*Must* means necessity when it refers to a future time.

*The check from my parents must arrive tomorrow. I really need some money.*

- To make a logical assumption about an event in progress, *must + be + present participle* is often used.

*I don't hear any noise in the children's room. They must be sleeping.*

To talk about an expectation of an event in progress, *should/ought to + be + present participle* is often used.

*The train is scheduled to arrive at 11:00, and it's 10:58 now. The train should be arriving any minute now.*

4. To make a logical assumption about a past event, *must + have + past participle* or *must + have been + present participle* is used.

*Linda wasn't on the five o'clock train. She must have decided to take a later one.*

To talk about an expectation in the past, *should/ought to + have + past participle* or *should/ought to + have been + present participle* is used.

*The train should have arrived by now. Where is it?*

### Exercise 10

*With another student, discuss the difference in meaning between Kurt's and Tina's responses.*

- Adam:** My roommate left Denver for Colorado Springs at 6:00. It's 7:00 now, and it takes only an hour to drive from Denver to Colorado Springs.

**Kurt:** He **should be** in Colorado Springs now.

**Tina:** He **must be** in Colorado Springs now.
- Adam:** Antonio studied for six straight hours last night. That's a long time to study without a break.

**Kurt:** He **must have been** tired when he went to bed.

**Tina:** He **should have been** tired when he went to bed.
- Adam:** During the summer months, it gets dark after 8:30 P.M.

**Kurt:** It **should be** around 9:00 now because it's almost dark outside.

**Tina:** It **must be** around 9:00 now because it's dark outside.
- Adam:** Cathy studied in France for three years. She has always enjoyed learning languages, and she learns them easily.

**Kurt:** She **must speak** French very well.

**Tina:** She **should speak** French very well.
- Adam:** Al has already drunk six cans of soda and eaten three hamburgers and two pieces of cherry pie.

**Kurt:** He **must have had** very little to eat in the past few days.

**Tina:** He **should have had** enough by now.

### Exercise 11

*Find and correct the eight mistakes with the form of must in the dialog.*

- Fay:** Where's the mail?
- Leo:** Here it is. This letter **must be** from Flori. This is her handwriting, isn't it?
- Fay:** Leo, really. Do you have to ask about your own daughter's handwriting?
- Leo:** Well, how many times has she written us? She usually calls. She **must** forget to pay her phone bill, and the phone company cut off her phone. Or you **must** tell her that I've been complaining that she never writes.

- Fay:** No, I never said a thing. Besides, she knows you always complain. No, she must learn how to use her new computer these days. Actually, she says she's writing because she tried calling last Monday, but the line was busy for more than two hours.
- Leo:** Joey must talk to his girlfriend. I remember telling him to get off the phone at least five times last Monday. Anyway, what else does she say?
- Fay:** Well, she must have a great time because she says she's always going out.
- Leo:** Then she must make a lot of new friends since she arrived because you know that she never likes to go anywhere alone.
- Fay:** If she's going out a lot, she must need more money. Should we send her some?
- Leo:** I don't think so. She must earn enough money from her job last summer to keep her going for another month or so. Besides, I think we should be more concerned about her studies than her bank account. She must not study very much these days if she's going out all the time.
- Fay:** I wouldn't worry about her studies. She must know how to organize her studies. She's always gotten good grades.

**Exercise 12** ■■■ Complete the dialogs, using the correct form of must and have to and the verbs in parentheses.

- A:** Why did Roseanne pay in cash? She \_\_\_\_\_ (not pay) in cash.

**B:** She \_\_\_\_\_ (not know) that. She probably thought she couldn't pay by check.
- A:** Sorry I wasn't in when you called this morning. I \_\_\_\_\_ (go) to the dentist.

**B:** That \_\_\_\_\_ (not be) fun.
- A:** You got home late from the party last night. You \_\_\_\_\_ (have) a good time.

**B:** I had a great time, but that's not why I came home so late. I \_\_\_\_\_ (help) Marsha clean up. Her place was a mess!
- A:** Nina \_\_\_\_\_ (work) late last night because her boss gave her some extra work to do at the last minute.

**B:** She \_\_\_\_\_ (be) upset. I know she was planning to go to her son's basketball game right after work.

5. A: You look terrible. The test \_\_\_\_\_ (last) a long time.

B: It sure did. It was more than three hours long, and we all \_\_\_\_\_ (stay) until the end, even if we finished early.

6. A: We were lucky when we went to the theater. We \_\_\_\_\_ (not wait) a long time for tickets.

B: You \_\_\_\_\_ (get) there early because by the time I arrived, there was a very long line.

**Exercise 13** ■ ■ ■

Respond to the sentences, using *must* and the tense indicated in parentheses.

Example: My brother was a star soccer player in high school.

(present) He must still be a good player.

(past) He must have started playing when he was very young.

1. Two 747 airplanes crashed last week, and two hundred people died.

(present) Their families \_\_\_\_\_

(past) The pilots \_\_\_\_\_

2. The men in the controller's tower were responsible for the crash.

(present) Today, those men \_\_\_\_\_

(past) At the time of the accident, they \_\_\_\_\_

3. My friend's parents were aboard the plane, but they survived.

(present) Today they \_\_\_\_\_

(past) When the accident occurred, they \_\_\_\_\_

4. My sister who is a stewardess was supposed to work that flight, but she was sick, so another flight attendant substituted for her.

(present) Your sister \_\_\_\_\_

(past) When your sister heard about the crash, \_\_\_\_\_

5. The two captains were not aware of each other on their radar screens; nevertheless, both of them survived the crash.

(present) Now, every time they fly, they \_\_\_\_\_

(past) Their equipment \_\_\_\_\_

**Exercise 14**

Complete the sentence in each dialog, using *should* and the correct form of the verb in parentheses. Add *not* where necessary.

1. A: Are the kids in their rooms?

B: I hope so. They \_\_\_\_\_ (do) their homework. Why don't you go and check?

2. A: Do you want to go by car?

B: No, let's walk. It \_\_\_\_\_ (take) too long.

3. A: I had to pay the dry cleaner with a credit card because the cleaning bill totaled more than \$50. I didn't have that much money.

B: That's strange. It \_\_\_\_\_ (cost) that much. Let me see the bill.

4. A: Where's Charlene? Didn't you pick her up?

B: No, she \_\_\_\_\_ (wait) in front of her office building, but she wasn't there.

5. A: Do you have a copy of Mr. Murphy's schedule? I want to see if he's available at 2:00 this afternoon.

B: I don't think he is. He \_\_\_\_\_ (hold) a meeting with the assistant directors at that time, but let me check his schedule.

6. A: Hasn't the check arrived yet?

B: No. I'm going to call the company because we \_\_\_\_\_ (receive) the check by now.

7. A: Carol isn't back from class yet, is she?

B: No. She \_\_\_\_\_ (finish) an hour ago. Maybe she went out for coffee with some of her classmates.

8. A: Did Mel Neville play in last night's game?

B: Yeah. He \_\_\_\_\_ (play) because of his sore arm, but he was put in the game at the last minute.

9. A: The electricity's been cut off in the Rangers' apartment.

B: That's strange. It \_\_\_\_\_ (be cut off). I'm sure they paid their bill.

10. A: Shall I go to the store and get some more flour?

B: Don't bother. I have half a bag of flour. That \_\_\_\_\_ (be) enough.

**Exercise 15**

Complete the sentences with *should* or *must*. Each speaker's reaction is included in the response. Be careful of the time response, and add *not* where necessary.

1. A: I haven't eaten any sweets for two weeks.  
 B: You \_\_\_\_\_ be on a diet, or you would not be giving up sweets.  
 C: You \_\_\_\_\_ lose a lot of weight because sweets contain many calories.
  
2. A: I took two aspirins a half hour ago.  
 B: Then your headache \_\_\_\_\_ go away soon because that brand of aspirin is very effective.  
 C: (A half hour later) You \_\_\_\_\_ need something else beside aspirin if you're still in pain.
  
3. A: Look at the sky tonight. It's full of stars.  
 B: We \_\_\_\_\_ have a beautiful day tomorrow because it's clear tonight.
  
4. A: Mansour is trying to sell his car.  
 B: He \_\_\_\_\_ get a lot of money for it because it's in excellent condition.  
 C: I wonder why he wants to sell it. It \_\_\_\_\_ be giving him a lot of trouble.  
 D: It isn't, so he \_\_\_\_\_ seen another car that he liked better.
  
5. A: Pierre was elected president of the International Student's Organization.  
 B: He \_\_\_\_\_ know a lot of people at the university because he received the largest number of votes.  
 C: He \_\_\_\_\_ make a good president because he's very intelligent; also, he understands the concerns of foreign students.  
 D: He \_\_\_\_\_ be an excellent student, too, because you have to have an "A" average to be a candidate for president.
  
6. A: I haven't received my parents' check for next quarter's tuition.  
 B: Don't worry. It \_\_\_\_\_ arrive soon. Your parents have never been late with your tuition money.  
 C: Your parents \_\_\_\_\_ have a lot of money. My parents don't, so I have to work and pay my own tuition.

7. A: I've been trying to solve this statistics problem for four hours.  
 B: It \_\_\_\_\_ be very complicated; otherwise, it would not take so long to solve.  
 C: The answer \_\_\_\_\_ be in the back of the book. Most statistics books contain the answers to the exercises.  
 D: It \_\_\_\_\_ be in the back of the book. All statistics books contain the answers to the exercises.
8. A: Ali's best friend is a German student who doesn't speak English or Arabic, and Ali doesn't speak German.  
 B: You're kidding! Then both of them \_\_\_\_\_ speak another language; otherwise, they couldn't communicate with one another.

### Exercise 16

Complete the sentences, using *must* or *should* and the correct form of the verbs in parentheses. In some sentences, either *must* or *should* is possible; in other sentences, only one can be used.

1. Lin: I have only two more weeks of classes.  
 Tom: You \_\_\_\_\_ (be) very happy. Will you have a final?  
 Lin: Unfortunately, yes. We're going to have a two-hour grammar final, and the final \_\_\_\_\_ (be) difficult. A few students failed the grammar test last quarter.  
 Tom: That final \_\_\_\_\_ (be) difficult. Has your teacher already written the final?  
 Lin: Probably, but she wouldn't leave it at school. She \_\_\_\_\_ (take) it home.  
 Tom: What's the test going to be like?  
 Lin: Part I of the test is true/false, so it \_\_\_\_\_ (be) very easy. I wish I were as good a student as Maria. She has gotten an "A" on every test so far.  
 Tom: Then she \_\_\_\_\_ (get) an "A" on the final.  
 Lin: At least all of us understand adjective clauses now.  
 Tom: Then everyone \_\_\_\_\_ (do) well on that part of the test.

2. **Keiko:** It's 9:20, and our teacher hasn't arrived yet.

**Krean:** I'm a little worried. She's never late. She \_\_\_\_\_ (have) an accident.

**Carlo:** Stop worrying. She \_\_\_\_\_ (be) here in a few minutes.

**Celia:** She was sick yesterday afternoon, so she \_\_\_\_\_ (decide) to stay home today.

3. **Helen:** A fire engine is stopping in front of our building.

**Lucy:** I smell smoke! There \_\_\_\_\_ (be) a fire somewhere in the building.

**Patty:** Don't worry. These firefighters are experienced. They \_\_\_\_\_ (have) everything under control in a little while.

**Helen:** The smoke is coming from the third floor. The fire \_\_\_\_\_ (start) there.

**Lucy:** But I don't hear the fire alarm. It \_\_\_\_\_ (not work).

**Exercise 17** ■ ■ ■

*With another student, decide on a logical conclusion for each situation. Use must. When you finish, compare logical conclusions with other students.*

1. When Georgia died, her lawyer informed her relatives that Georgia had left her ten-room house and all her money to her five dogs and ten cats.
2. Matthew was in the hospital for almost a month. Now he's recuperating at home.
3. The automobile company had to recall all of its 1996 SX cars.
4. An hour ago Meg was bothering all the people in the office, asking if they had seen her glasses. Now she's wearing her glasses.
5. Susan doesn't usually mind hot weather, but last night even she had difficulty sleeping.
6. Mark was home fifteen minutes ago, but now nobody answers the doorbell and his car isn't in the driveway.
7. Nathan's very upset. His credit cards and money are missing from his wallet.
8. Lydia won more than \$100,000 in last week's lottery!
9. Mimi's grandfather died many years ago, but she still thinks about him often. When she does, tears come to her eyes.
10. Daphne and Doug went to a party last night, and even at 3 A.M. they didn't want to leave.

**Exercise 18** ■ ■ ■ With another student, answer each question, using *should*.

**Example:** Harris went to see a movie that all his friends had recommended. Why was he disappointed at the end of the movie?

The movie should have been good, but it wasn't.

1. When Debbie accepted a job offer as an assistant manager with a computer software company, she expected to have a great career with the company. But after seven years with the company, her job was exactly the same as it had been when she first started working there. Why did she quit?
2. Ari worked very hard on his term paper. He thought it was very good. When he got his paper back, however, he saw that his grade was a "C+". Why was he disappointed?
3. Elisa bought a new TV, but she had nothing but trouble with it soon after she took it home. Why was she so annoyed about having to take the TV back to the store again and again for repairs?
4. Mr. and Mrs. Morales boarded an airplane for a flight to Madrid an hour and a half ago, but the plane is still on the ground. Why are they and all the other passengers so annoyed?
5. When Tess graduated from college last year, she hoped to find a great job and a place of her own to live in. It is unfortunate that things haven't worked out as she had hoped. She's had to move back home with her parents, and her parents are supporting her. Why is she disappointed?
6. When Miguel registered for a beginner's English class, he planned to enroll at a Canadian university in two years. It is now three years later, and Miguel's English still isn't good enough for him to begin his academic studies. Why is he disappointed?
7. Sandra told her elderly father that she would be taking her children to visit him this afternoon. She said she was leaving at 11:00. Sandra's home is a 45-minute drive from her father's place. It's 1:00 now, and they still haven't arrived. Why is Sandra's father worried?

**12-4 SUGGESTIONS: Could**

1. *Could* + verb is used to make suggestions about the present or future.

**A:** *I don't want to stay home tonight.*

**B:** *Well, we could go to the movies.*

**A:** *I don't have any money.*

**B:** *You could borrow some from your roommate.*

2. The expressions *why don't you*, *why don't we*, and *let's* are also used to express suggestions.

*Why don't we go to the movies?*

*Let's go to the movies.*

Note that *why don't we* and *let's* include the person making the suggestion.

**Exercise 19** ■ ■ ■ *With another student, take turns giving each other suggestions, using could.*

1. I don't know what to do this weekend.
2. I can't decide where to go on my next vacation.
3. I never have enough money.
4. I don't like where I'm living.
5. I sometimes have a hard time understanding people when they speak to me in English.
6. I'm having a hard time understanding how to use all these modal auxiliaries correctly.
7. A friend from home is coming to spend two weeks with me. I'm not sure how to entertain my visitor during that time.
8. I want to get a birthday present for the teacher.

**Exercise 20** ■ ■ ■ *Read the situation. In a group of three or four, make suggestions for a friend who is planning to get married in the near future.*

Over the past few years, many marriage ceremonies in the United States have become less and less traditional. Newspapers frequently report on couples who have said their marriage vows while riding motorcycles, deep-sea diving, dancing, or jumping out of airplanes. Although many marriages still take place in the traditional settings of the church and home, some couples prefer to plan their own personal ceremonies to reflect their personalities and the nature of their relationship. Such ceremonies are neither very different nor very traditional.

1. I don't want to get married in a formal ceremony because large, expensive weddings are a waste of money. Suggestion:
2. My fiancé and I have decided not to send out expensive wedding invitations, but we want our friends and relatives to know that we are getting married.

3. We do not feel that an expensive honeymoon is necessary, but we would like to go somewhere and be alone for a week. We both enjoy the outdoors.
4. We really do not want our friends and relatives to give us expensive gifts that we will never use.
5. We do not know what to serve during the party after the wedding, but we want to keep the menu simple.
6. I think my parents are going to ignore our preferences and plan a big wedding for us.
7. My fiancé's cousin wants to sing at our wedding, but she has a terrible voice.
8. You know, I'm not really sure that I'm ready for marriage.

## 12-5 POSSIBILITIES: *May, Might, Could*

### Present and Future Time

- A *That woman may know where the building is. Why don't you ask her?*
- B *The building might be on the next block, but I'm not sure.  
could be*
- C *The line's busy. The manager may be calling our office to find out where we are.  
might be calling  
could be calling*

### Past Time

- D *The repairman may have gotten lost.  
might have gotten  
could have gotten*
- E *The repairman may have been talking about our other office.  
might have been talking  
could have been talking*
- F *The repairman could have asked me for directions. I would have been happy to tell him how to get here.*

1. The modal auxiliaries *may, might, and could* all refer to possibility, that is, that something is happening or that something will happen. Sometimes the three modals are interchangeable, but usually they are different in meaning. *May* refers to a possibility that is more likely to happen. Compare:

*It may snow tomorrow.* (I haven't listened to the weather report yet, but the air feels cold, and the sky looks the way it always looks before it snows.)

*It might snow tomorrow.* (But I don't think it will.)

*It could snow tomorrow.* (But I don't think it will.)

- May/might/could* + verb is used to talk about possibilities referring to present conditions or to future action. *May/might/could* + *be* + present participle is used to talk about an action in progress at the time of speaking. (See sentence C.)
- May/might/could* + *have* + past participle is used to talk about past possibilities, that is, that something happened, but one cannot be sure. For example, in sentence D, it is possible that the repairman got lost, but the speaker is not sure.
- However, *could* + *have* + past participle can also be used to talk about past actions that were possible but did not happen. For example, in sentence F, it was possible for the repairman to ask me for directions, but he didn't. Compare:  
*Matt's sister may have helped him with his report.* (Maybe Matt's sister helped him; maybe she didn't. The speaker doesn't know for sure if.)  
*Matt's sister could have helped him, but he didn't want her help.* (It was possible for Matt's sister to help him, but Matt refused her offer.)
- May/might/could* + *have been* + present participle is used to talk about a possible event in progress at a specific time in the past. (See sentence E.)
- Might* is used as the past of *may* in indirect speech.  
*Stan said, "We may get married soon."*  
*Stan said they might get married soon.*

### Exercise 21

Complete the dialog, using *could* and the correct form of the verbs in parentheses.

**Bob:** Where's Pete? He wanted me to give him a ride home.

**Sue:** I don't know for sure, but he wanted to talk to Professor Ray about his grades so far, so he could be talking (talk) to her right now.

**Bob:** You're probably right. He's probably talking about his lateness, too.

**Sue:** I know. He doesn't have to come to class late every morning. He \_\_\_\_\_ (come) to class on time if he tried.

**Bob:** Why was he late this morning?

**Sue:** Don't ask me. He \_\_\_\_\_ (stay) up late last night to study.

**Bob:** Or he \_\_\_\_\_ (go) to a party.

**Sue:** He has passed only one test so far this quarter. He \_\_\_\_\_ (fail) this course if he doesn't get serious.

- Bob:** Professor Ray \_\_\_\_\_ (tell) him that right now.
- Sue:** You're his best friend. You \_\_\_\_\_ (talk) with him and see if he has any big problems.
- Bob:** That's a good suggestion. Pete \_\_\_\_\_ (have) trouble with his girlfriend this quarter.
- Sue:** That's right. They \_\_\_\_\_ (have) an argument last night.
- Bob:** They \_\_\_\_\_ (plan) to break up soon.
- Sue:** They \_\_\_\_\_ (discuss) this all last night.
- Bob:** Well, whatever the problem is, I'll talk to him.
- Sue:** Good. Who knows? Just your concern \_\_\_\_\_ (make) him feel better.
- Bob:** I \_\_\_\_\_ (say) something to him earlier, but I have been so busy during the past few weeks.
- Sue:** Well, better late than never.

**Exercise 22**

Restate the underlined part of each sentence, using *may*, *might*, or *could*.

- It was possible for Cindy to come, but she didn't want to.
- Perhaps Cindy came, but I'll check with her secretary to find out for sure.
- It's possible Cindy arrived late, but if she did, nobody noticed.
- It was possible for Cindy to call, but she didn't think it was necessary.
- Maybe Cindy called, but her secretary forgot to tell us.
- It was possible for Cindy to attend the meeting, but she thought it would bore her, so she decided not to come.

**Exercise 23**

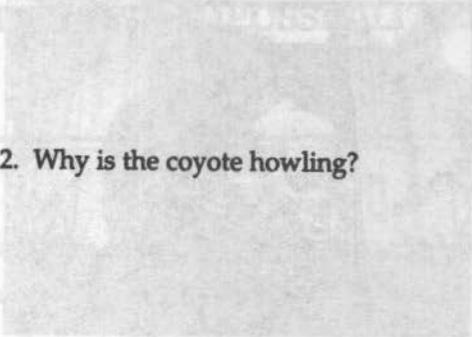
With another student, answer the questions. Give at least two possible explanations for each picture, using *may* or *might*.

- Why is the baby crying?





2. Why is the coyote howling?

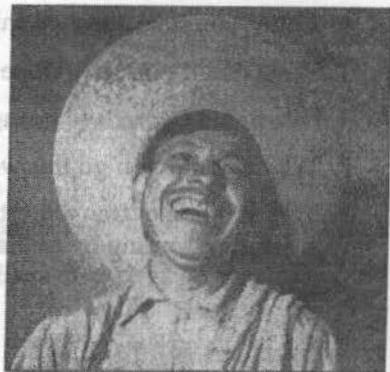


3. Why is the woman tired?



4. Why did the building collapse?

5. Why is the man happy?





6. Why is the man being arrested?

7. Why is the woman frightened?



**Exercise 24**

With another student, take turns asking and answering the questions.

1. What could you be doing right now if you were not in class?
2. When was the last time you saw a terrible movie? What could you have done instead?
3. What could you be doing these days if you weren't studying English?
4. Could you take a test on this lesson tomorrow and pass it with a high grade?
5. What could you have done to get a higher grade on the last test?
6. What could you have been doing last week if you hadn't had to come to class?
7. Where could you go this weekend if you had the time and the money?
8. Which mode of transportation could you have used to come to the United States instead of coming by airplane?

## 12-6 NEGATIVE POSSIBILITIES AND IMPOSSIBILITIES

### ■ Negative Possibilities ■

#### Present and Future Time

- A *The baby may not have a temperature, but there's definitely something wrong with her.*  
 B *The baby might not be better by tomorrow, so I may have to stay home.*  
 C *The baby might not be sleeping. Why don't you check?*

#### Past Time

- D *The baby might not have had enough to eat. See if she wants some more.*  
 E *The baby may not have been feeling well.*

1. *May/might + not + verb* is used to say that it is possible that something in the present is not the case or that something in the future will not happen. (See sentences A and B.) *May/might + not + be + present participle* is used to say that it is possible that something in progress at the time of speaking is not the case. (See sentence C.)
2. *May/might + not + have + past participle* is used to say that it is possible that something in the past did not happen or was not the case. (See sentence D.)
3. *May/might + not + have been + present participle* is used to say that it is possible that something in progress at a specific time in the past did not happen or was not the case. (See sentence E.)
4. *May not* and *might not* cannot be contracted.

### ■ Impossibilities ■

#### Present Time

- A *That can't be Rebecca. Rebecca isn't so tall.*  
 B *Rebecca couldn't be here yet. Her classes don't finish for another half hour or so.*

#### Past Time

- C *Rebecca couldn't have driven that car. She doesn't know how to drive a stick shift.*  
 D *That can't have been Rebecca at the store. Rebecca went away for the weekend.*

1. *Can/could + not + verb* is used to say that it is impossible for something to be the case. *Can/could + not + be + present participle* is used to say that it is impossible for something in progress at the time of speaking to be the case. (See sentences A and B.)
2. *Can/could + not + have + past participle* is used to say that it was impossible for something in the past to have happened or to have been the case. (See sentence C.)
3. *Can/could + not + have been + present participle* is used to say that it is impossible for something in progress at a specific time in the past to have happened. (See sentence D.)
4. Be careful not to confuse *can/could + not* and *may/might + not*. Compare:  
*Jerry might not have done the report. He wasn't sure he would have the time.* (It's possible Jerry didn't do the report, but the speaker isn't sure.)  
*Jerry couldn't have done the report. He wasn't in the office all week.* (It was impossible for Jerry to have done the report.)

### Exercise 25

Circle the words that make the best completion for each sentence.

1. He \_\_\_\_\_ the doctor. He's only 20 years old.
  - a. can't be
  - b. might not be
2. The woman \_\_\_\_\_ the crime. She has an alibi.
  - a. couldn't have committed
  - b. may not have committed
3. William's wife didn't tell me why he wouldn't go to Disney World, but he \_\_\_\_\_ to go to such a crowded place.
  - a. can't have wanted
  - b. may not have wanted
4. I don't know why the children overslept, but I guess their alarm clock \_\_\_\_\_.
  - a. couldn't have gone off
  - b. might not have gone off
5. The elderly man \_\_\_\_\_ of natural causes. The police are looking into the matter.
  - a. can't have died
  - b. may not have died

6. Henry \_\_\_\_\_ such a delicious meal. He doesn't even know how to boil an egg.
  - a. can't have made
  - b. might not have made
7. What she said \_\_\_\_\_ true. I just don't believe it!
  - a. can't be
  - b. might not be
8. You \_\_\_\_\_ new brakes. I'll let you know after I've had a chance to look at the car.
  - a. can't have to get
  - b. may not have to get
9. The dog \_\_\_\_\_ hungry again. She just ate half an hour ago.
  - a. couldn't be
  - b. might not be
10. Rosa \_\_\_\_\_ to school today. School's closed.
  - a. can't have gone
  - b. might not have gone

### Exercise 26 ■■

With another student, read the sentences and cross out any that are true about your teacher. Then make complete sentences, using *can't* or *couldn't*, about why it is impossible for the remaining sentences to be true.

Example: Someone heard your teacher holding a conversation in your language.

My teacher couldn't have been holding a conversation in my language because she (or he) doesn't speak my language.

1. Somebody saw your teacher on the island of Jamaica the day before yesterday.
2. Somebody saw your teacher driving a Rolls Royce a couple of days ago.
3. Somebody says that your teacher spoke to your mother on the phone a couple of days ago.
4. Somebody saw your teacher in a news report on TV last night.
5. Somebody says that your teacher won a million dollars in the lottery last week.
6. Somebody heard that your teacher quit working last week.
7. Somebody saw your teacher talking to the president of the United States.
8. Somebody says that your teacher wrote this book.

**Exercise 27**

With another student, answer the questions about other people in the class. If you are not sure of the answers, be sure to use *may* or *might*.

- Who didn't want to come to class today?
- Who didn't do all the homework?
- Who sometimes played hooky from class as a high school student?
- Who had a hard time learning how to drive?
- Who didn't wear jeans in high school?
- Who didn't like to go to parties in high school?
- Who in the class was the first to go out on a date?
- Who was naughty as a child?
- Who got into a lot of fights as a child?
- Who wasn't good at sports as a child?

**12-7 DEGREES OF CERTAINTY**

	Affirmative	Negative
<b>Present Time</b>		
<b>A 100% sure</b>	<i>Eve is upset.</i>	<i>Eve isn't upset.</i>
<b>B 99% sure</b>	xxxxxxxxxxxxxxxx	<i>Eve can't be upset.</i>
<b>C 95% sure</b>	<i>Eve must be upset.</i>	<i>Eve mustn't be upset.</i>
<b>D 50% sure</b>	<i>Eve may be upset.</i> <i>Eve might be upset.</i> <i>Eve could be upset.</i>	<i>Eve may not be upset.</i> <i>Eve might not be upset.</i> <i>Eve couldn't be upset.</i>
<b>Past Time</b>		
<b>A 100% sure</b>	<i>Eve was upset.</i>	<i>Eve wasn't upset.</i>
<b>B 99% sure</b>	xxxxxxxxxxxxxxxx	<i>Eve can't have been upset.</i>
<b>C 95% sure</b>	<i>Eve must have been upset.</i>	<i>Eve mustn't have been upset.</i>
<b>D 50% sure</b>	<i>Eve may have been upset.</i> <i>Eve might have been upset.</i> <i>Eve could have been upset.</i>	<i>Eve may not have been upset.</i> <i>Eve might not have been upset.</i> <i>Eve couldn't have been upset.</i>

1. In sentence A, the speaker is sure. The speaker is stating a fact.
2. In sentence B, the speaker is stating a strong probability.
3. In sentence C, the speaker is stating a logical conclusion.
4. In sentence D, the speaker is stating a possibility.

**Exercise 28**

Complete the dialogs, using *might* or *must* according to how certain the speakers are and the correct form of the verbs in parentheses.

1. A: Look how late it is. Warren and Cheryl were supposed to be here more than an hour ago. Something \_\_\_\_\_ (happen). They \_\_\_\_\_ (have) a car accident.

B: Or they \_\_\_\_\_ (leave) their place late. Stop worrying!

2. A: How do you think the burglars got in?

B: I don't know. They \_\_\_\_\_ (make) a special key.

A: Don't be ridiculous! Such things only happen on TV. I'm going to check the basement. (*Several minutes later*) Come on down and see. They \_\_\_\_\_ (come) in through the basement window. It's wide open.

B: But we've never been able to open that window.

A: Then they \_\_\_\_\_ (have) some special tools.

3. A: How was your daughter's graduation ceremony?

B: It was wonderful. She won several awards.

A: You \_\_\_\_\_ (be) very proud of her.

B: We were.

4. A: Why isn't the telephone working?

B: Do you need to ask? You \_\_\_\_\_ (forgot) to pay the bill—again.

A: No, you're wrong. I paid it in plenty of time. Do you want to see the canceled check?

B: No, I believe you. I guess I should go to a pay phone and call the telephone company to find out what has happened.

A: Wait a minute. Let me go upstairs and check the phone in the bedroom. One of the kids \_\_\_\_\_ (leave) the phone off the hook.

5. A: Gee, Lieutenant, it doesn't look like anybody's been here for a while. We \_\_\_\_\_ (come) to the wrong house.

B: Sergeant, don't be so quick to jump to conclusions. Have a look around the house.

A: Hey, lieutenant, look here in the kitchen! The coffee machine's warm. Someone \_\_\_\_\_ (be) here just a short time ago.

B: You're right. Let's check the rest of the house. Check everything, even the closets.

A: Yes, sir.

**Exercise 29**

With one or two other students, decide on at least two explanations for the news in each headline. Use could, may, might, or must according to how certain you are.

1.

**PRESIDENT WINS RE-ELECTION**

*(The text in this block is mirrored and mostly illegible due to the exercise's design.)*

2.

**FIRE DESTROYS APARTMENT**  
**Family Left Homeless**

*(The text in this block is mirrored and mostly illegible due to the exercise's design.)*

3.

**TRAGIC ACCIDENT ON ROUTE 108**  
**Truck Crashes Into Car**

*(The text in this block is mirrored and mostly illegible due to the exercise's design.)*

4.

**FAMOUS ACTOR FOUND DEAD**  
**Police Conduct Investigation**

*(The text in this block is mirrored and mostly illegible due to the exercise's design.)*

5. **Thelma Myers Breaks World Long-Jump Record**

Thelma Myers, a 35-year-old American, has broken the world record in the long jump. She jumped 20 feet, 10 inches, breaking the previous record of 19 feet, 10 inches, set by Yelena Isinbayeva of Russia in 2009.

Myers achieved this feat at the IAAF World Championships in Moscow, Russia, on August 16. She was the only American to qualify for the final, and she won the gold medal with a jump of 20 feet, 10 inches.

Myers is a two-time Olympic champion, having won gold medals in the long jump at the 1992 and 2000 Summer Olympics. She is also a world champion, having won the title at the 1995 World Championships in Gothenburg, Sweden.



6. **WITNESS IN MURDER TRIAL DISAPPEARS**  
**Police in Nationwide Search**

A witness in a murder trial has disappeared, and police are conducting a nationwide search for her. The witness, who is a woman in her late 20s, was last seen in the area of the crime on the night of the murder.

The police are searching for the witness because her testimony is crucial to the case. The witness is believed to have fled the country, and police are searching for her in several countries.



7. **POLICE NAB MAJOR DRUG DEALER**

Police have nabbed a major drug dealer in a surprise raid. The dealer, who is a man in his late 30s, was found with a large quantity of drugs in his home.

The police were alerted to the dealer's activities by a confidential source. They conducted a raid on the dealer's home on Tuesday night, and they seized a large quantity of drugs, including cocaine and marijuana.



8. **VAN GOGH AT RECORD PRICE**  
**Painting Sold for \$20 Million**

A painting by the Dutch artist Vincent van Gogh has sold for a record price of \$20 million. The painting, titled "Olive Trees with Yellow Sky and Sea," was sold at an auction in London.

The painting is a landscape painting that depicts a view of the olive groves near Saint-Rémy-de-Provence, France. It is one of van Gogh's most famous works, and it is highly valued by collectors.



**Practice Exam**

**SECTION 1**

Identify the meaning of each modal in the sentences. The meanings are listed in the box.

- |            |             |             |            |
|------------|-------------|-------------|------------|
| advice     | criticism   | necessity   | suggestion |
| assumption | expectation | possibility |            |

1. You should have put snow tires on your car last week.
2. Snow tires aren't cheap, but they shouldn't be very expensive.
3. If new tires are very expensive, and you don't have enough money, you could buy a set of used tires.

4. I saw several accidents on the freeway yesterday. Many people must not have had snow tires on their cars.
5. My next-door neighbor is coming over in a few minutes to help me put on my new snow tires. Someone's at the door now. It must be my neighbor.
6. Driving in the snow is very dangerous. You must get some new snow tires before the next storm.
7. You should buy your tires at the discount store. It has good tires that are not very expensive.
8. That store might be having a sale on tires now.
9. You could call to see if it is having a sale.
10. The store ought to be open now.

## SECTION 2

Respond to each statement as indicated in parentheses.

**Example:** The sky is very dark.

(State a possibility about a future action.)

It might rain this afternoon.

(Give some advice.)

You should roll up your car windows.

(Make a suggestion.)

We could go to the museum instead of the park.

1. The director doesn't seem to be in a good mood this morning.
  - a. (State a possibility.)
  - b. (Make an assumption about the past.)
  - c. (Give another student some advice.)
2. The leader of any country has many responsibilities.
  - a. (State an obligation.)
  - b. (State a necessity.)
  - c. (Make an assumption.)
3. Tetsuo is more than six feet tall.
  - a. (Make an assumption about Tetsuo when he was in high school.)
  - b. (Give Tetsuo some advice.)
  - c. (State a possibility about his future.)
4. Rosa's brother has just entered the army for three years.
  - a. (State an obligation.)
  - b. (State an expectation.)
  - c. (Make an assumption.)
  - d. (Give some advice for Rosa's brother.)

5. Margaret suddenly decided not to finish her Master's degree.
  - a. (State a possibility about a present condition.)
  - b. (State a possibility about a future action.)
  - c. (State an expectation.)
  - d. (Make an assumption.)
6. Our teacher is twenty-five minutes late this morning.
  - a. (Make a statement of assumption about the past.)
  - b. (Make a statement of expectation.)
  - c. (Make a statement of possibility about the past.)
  - d. (Make a suggestion to the other students.)

### SECTION 3

*Write two paragraphs. In the first, tell about a correct decision you made in the past. Tell some things you could have done, and then tell why you did not do them. In a separate paragraph, tell about a decision you made in the past that you now regret. Tell what you should have done instead. Before you begin, read these student paragraphs.*

1. In 1991, I graduated from high school. I decided to register at the College of Engineering. I could have registered at the Medical College, but I like the subjects that depend on mathematics. The first two years I took general engineering courses. In the beginning of the third year, I could have studied electrical engineering, but I preferred mechanical engineering because I like thermodynamics and the strength of material subjects. In the summer of 1994, I worked with the Royal Saudi Air Force, and I could have worked there the next summer, but I worked with an oil company to get different knowledge.
 

After graduation, I could have worked at a research center in Saudi Arabia, but I worked at the University of Riyadh because they give students a chance to continue studying after graduation. I could have gone to England for my Master's and Ph.D., but I preferred American universities because they are on the credited course system. I could have gone to Oklahoma to study English, but I came to Denver because it is a nice place.
2. Last Friday night, I went to the movies with my friend. I think we should have gone to the movies in the afternoon instead of at night. Because neither I nor my friend had a car, we had to take a bus to go to and return from the theater. After we had waited twenty minutes, the bus came. We should have known the bus schedule before we left. When we reached the theater, the movie had started. We should have had time to spare. The movie was over at 11:30, and it was snowing outside. It was too cold to stand at the bus stop; so we dropped into a coffee shop and drank a cup of coffee. We should not have taken that break. After we had waited thirty minutes, we started to walk home. It took about thirty minutes, and I caught a cold. Now, my friend and I are talking about last Friday. We agree that we should not have gone to the movies at night, and we should have learned the bus schedule before we left.

## SECTION 4

Complete the dialog, using the modals and the correct form of the verbs in parentheses.

**Ray:** This quarter is almost finished, and I'm really disgusted with myself.

**Mia:** Why do you say that?

**Ray:** I \_\_\_\_\_<sub>1</sub> (could, study) much harder than I did.

**Mia:** I agree \_\_\_\_\_<sub>2</sub> (should, pass) the last two tests.

You \_\_\_\_\_<sub>3</sub> (must, feel) very bad right now about all the time you wasted.

**Ray:** I do feel bad. I \_\_\_\_\_<sub>4</sub> (should, look forward to) the break right now, like everyone else. Instead, I'm worrying about my grades.

**Mia:** Don't give up yet. Who knows? You \_\_\_\_\_<sub>5</sub> (might, pass) all your courses.

**Ray:** There's always a chance, I guess. I probably \_\_\_\_\_<sub>6</sub> (should, attend) all the review lectures.

**Mia:** SHOULD? You \_\_\_\_\_<sub>7</sub> (must, attend) all the review lectures. That's your only hope. If you want, you can study with me and my roommate tonight. We can help you prepare for the review lectures.

**Ray:** That's impossible tonight. I have a date.

**Mia:** You have a WHAT! You \_\_\_\_\_<sub>8</sub> (must, be) crazy!

**Ray:** Why do you say that?

**Mia:** You \_\_\_\_\_<sub>9</sub> (should not, think) about dates right now. You \_\_\_\_\_<sub>10</sub> (should, plan) to use your time for studying.

**Ray:** I \_\_\_\_\_<sub>11</sub> (could, get) better grades on the last two tests if the chemistry professor liked me.

**Mia:** That's a poor excuse. You were always late, and you never studied for the tests. For example, three weeks ago you \_\_\_\_\_<sub>12</sub> (must, be) crazy to come to the test thirty-five minutes late.

**Ray:** I'll tell you what happened on that day.

**Mia:** Don't bother. I'm going to the library now. See you later.

## SECTION 5

Complete the dialog, using appropriate modals and the correct form of the verbs in parentheses.

**Son:** Mom, do you mind if I use the car tonight?

**Mother:** I don't know. I \_\_\_\_\_<sup>1</sup> (let) you use it. I'm not sure. After all, last week the police gave you a ticket for speeding. And you were lucky you didn't lose your driver's license. You \_\_\_\_\_<sup>2</sup> (lose) it, you know.

**Son:** It won't happen again. I realize now that I \_\_\_\_\_<sup>3</sup> (drive) more carefully last week.

**Mother:** Last week? You \_\_\_\_\_<sup>4</sup> (drive) carefully every week, every day, and every minute. A car is not a toy. Do you understand?

**Son:** Yes, Mom, I do.

**Mother:** Okay. Take the car, and leave now before I change my mind.

**Son:** Thanks, Mom. Oh, by the way, Mom, I need the car keys and some money for gas.

**Mother:** I don't have my handbag with me. It \_\_\_\_\_<sup>5</sup> (be) in the bedroom on the dresser. Get it and bring it to me.

**Son:** Mom, it's not in the bedroom.

**Mother:** Then I \_\_\_\_\_<sup>6</sup> (leave) it in the kitchen. Go look there.

**Son:** Here it is.

**Mother:** Here's ten dollars. You \_\_\_\_\_<sup>7</sup> (pay) me back by next week.

**Son:** But Mom, I lost my part-time job, so I \_\_\_\_\_<sup>8</sup> (be able to) pay you back by next week.

**Mother:** Then you \_\_\_\_\_<sup>9</sup> (take) a bus tonight instead of the car. It's a beautiful evening.

**Son:** But, Mom, my date hates buses. You don't want her not to like me, do you?

**Mother:** That's not my problem. You \_\_\_\_\_<sup>10</sup> (think) about that before you lost your job. A car doesn't run on soda pop, you know. It uses gas, and gas costs money.

# PART 7

# Conditional Sentences

## INTRODUCTION TO PART 7

There are three basic types of conditional sentences in English. Each type

- expresses a different meaning.
- refers to a different time.
- uses a different combination of tenses.

### Type 1 ■ Future Real

**Meaning:** Refers to a situation that may or may not happen in the future.

**Form:** If + simple present . . . , will + base form of verb

*If I have any free time, I will meet with you.*

(I may have some free time, but I'm not sure I will.)

### Type 2 ■ Present or Future Unreal

**Meaning:** Refers to a situation that does not exist in the present and/or will not exist in the future.

**Form:** If + simple past . . . , would + base form of verb

*If I had any free time, I would meet with you.*

(I'm sorry. I do not have any free time.)

### Type 3 ■ Past Unreal

**Meaning:** Refers to a situation that did not happen.

**Form:** If + past perfect . . . , would have + past participle

*If I had had any free time, I would have met with you.*

(I'm sorry that I didn't have any free time.)

Conditional sentences enable a speaker or writer to communicate many different ideas. Among them are

1. To make predictions.

*If I study hard this quarter, I will get "A"s in every class.*

2. To discuss mistakes in the past.

*If I had studied more last quarter, I would have gotten better grades.*

3. To express dreams.

*If I were rich, I would travel around the world.*

4. To give advice.

*If I were you, I would save money instead of wasting it.*

*If I were you, I would not take the TOEFL test this quarter.*

5. To make apologies.

*If I had known you were waiting for a call, I would not have stayed on the phone so long. I'm sorry to have kept you waiting.*

## LESSON THIRTEEN

### 13-1 FUTURE REAL VS. PRESENT/FUTURE UNREAL

#### Forming the Future Real (Type 1 Conditional Sentence)

##### If-Clause (Dependent Clause)

If +	}	simple present
		present continuous
		present perfect
		present perfect continuous
		modals

*If John studies, ...*  
*If John is studying, ...*  
*If John has studied, ...*  
*If John has been studying, ...*  
*If John can study, ...*

##### Main Clause (Independent Clause)

}	<i>will (= 'll)</i>	+ base form of the verb
	<i>be going to</i>	
	<i>should</i>	
	<i>may</i>	
	<i>might</i>	
	<i>ought to</i>	

*he will/'ll pass the test.*  
*he is going to pass the test.*  
*he should pass the test.*  
*he may pass the test.*  
*he might pass the test.*  
*he ought to pass the test.*

1. Even though the time reference in the *if*-clause is the future, future verb forms are not used in the *if*-clause.

**Correct:** *If it rains tomorrow, we'll stay home.*

**Incorrect:** *If it will rain tomorrow, we'll stay home.*

*Will* can be used in the *if*-clause only when the meaning is "don't mind."

*If you will have a seat (If you don't mind sitting down), I'll see if the doctor is ready to see you.*

2. The choice of tense in the *if*-clause depends on the specific time referred to.

*If he is studying* (present), . . .

*If he has been studying* (present perfect continuous), . . .

3. The modal you choose for the independent clause depends on the specific meaning you want to communicate.

*he will pass the test.* (There is no doubt in my mind.)

*he might pass the test.* (I'm not sure, but I think he will.)

*he should pass the test.* (I expect him to pass the test.)

4. In writing, a comma follows an *if*-clause when it is at the beginning of a sentence. Do not use a comma when the *if*-clause follows the main clause.

*If John studies, he will pass the test.*

*John will pass the test if he studies.*

These punctuation rules also apply to type 2 and type 3 conditional sentences.



**Exercise 1** ■ ■ With another student, complete the following sentences.

1. If it snows, \_\_\_\_\_.
2. If the streets are icy, \_\_\_\_\_.
3. If I have to wait for the bus in the cold weather, \_\_\_\_\_.
4. I might not go to class if \_\_\_\_\_.
5. If it has stopped snowing by morning, \_\_\_\_\_.
6. If the highway department is sanding the roads now, \_\_\_\_\_.
7. If the landlord doesn't turn on the heat in my apartment, \_\_\_\_\_.
8. If he has already turned the heat on, \_\_\_\_\_.
9. If it's still snowing when class is over, \_\_\_\_\_.
10. I'll walk home from class if \_\_\_\_\_.



2. The subjunctive *were* is used for all persons.

*If I were rich, I would quit my job immediately.*

*If she were rich, she would quit her job immediately.*

*If they were rich, they would quit their jobs immediately.*

In informal speech, *If I was rich* is sometimes heard.

3. The modals in the independent clause are in the forms they take in indirect speech.

4. Remember that with type 2 conditional sentences, you are stating the opposite of present truths.

[Present truth: I don't have any money, so I can't lend you any.]

*If I had some money, I could lend you some.*

[Present truth: I'm not concentrating, so this page is difficult to understand.]

*If I were concentrating, this page would not be difficult to understand.*

5. *If* may be omitted in the *if*-clause when it is followed by an auxiliary verb such as *should* and *were*. Note that the auxiliary precedes the noun when *if* is omitted.

*Should I see him today, I'll tell him to call you.* (If I should see him today, . . .)

*Were he home now, you could call him.* (If he were home now, . . .)

### Exercise 3

Restate each statement in a type 2 (present or future unreal) conditional sentence.

- The weather is terrible today, so we can't have the party in the park.
- It is raining, so the grass in the park is wet.
- We can't have the party in my apartment because it is too small.
- The university will not permit us to have the party in the dorm; otherwise, we could have it downstairs in the recreation room.
- None of our friends is renting a house this quarter. Let's forget about the party.
- I don't know how to ski, so I am not going to go to Colorado during the break.
- You aren't an experienced skier, so you are not able to teach me.
- Besides, I don't have any money, so I can't go.

9. I have to finish a term paper during the break, so I won't have a real vacation anyway.
10. My roommate is gone, so I will have plenty of peace and quiet.

**Exercise 4** ■ ■ With another student, complete the sentences.

1. I'd get a car if \_\_\_\_\_.
2. If I had a car, \_\_\_\_\_.
3. If I were rich, \_\_\_\_\_.
4. If I knew where to buy a good used car, \_\_\_\_\_.
5. I'd have fewer problems if \_\_\_\_\_.
6. If my roommate had a car, \_\_\_\_\_.
7. If this city had a good system of public transportation, \_\_\_\_\_.
8. It wouldn't take me so long to get to class if \_\_\_\_\_.
9. If I didn't live so far from the university, \_\_\_\_\_.
10. If I could get a single room in the dorm, \_\_\_\_\_.

**Exercise 5** ■ ■ In a group of three or four, ask and answer questions based on the given words. Answer in complete sentences.

1. What / you / do / differently from the leader of your country / if / you / be / the leader?
2. If / you / can go / anywhere in the world tomorrow / where / you / go?
3. If / you / win / ten thousand dollars / what / you / do / with it?
4. How often / you / give / tests / if / you / be / the teacher of this class?
5. If / you / can have / dinner with a famous person / with whom / you / like / to have dinner?
6. What / you / do / if / you / find / a very expensive watch?
7. If / you / be / on a desert island / what three things / you / want / to have with you?
8. What three pieces of advice / you / give / if / your teacher / be planning / to visit your country?

7. They could cruise sooner if my mother were not afraid to fly.

8. She might have agreed to fly last year if there had not been so many airplane accidents.

## 13-2 PAST UNREAL

### Forming the Past Unreal (Type 3 Conditional Sentence)

If-clause (Dependent Clause)

If +  $\left\{ \begin{array}{l} \text{past perfect} \\ \text{past perfect continuous} \\ \text{past perfect passive} \end{array} \right.$

*If John had studied, . . .*

*If John had been studying, . . .*

*If John had been told about the exam, . . .*

Main Clause (Independent Clause)

$\left. \begin{array}{l} \text{would} \\ \text{could} \\ \text{should} \\ \text{might} \end{array} \right\} + \text{have} + \text{past participle}$

*he would have passed the test.*

*he could have passed the test.*

*he should have passed the test.*

*he might have passed the test.*

1. Remember that type 3 conditional sentences state the opposite of what actually happened in the past.

*If John had studied, he would have passed the test. (He hadn't studied, and he didn't pass the test.)*

*If Leslie hadn't studied, she wouldn't have passed the test. (She had studied, and she did pass the test.)*

2. The word *if* may be omitted in the *if*-clause. Note the position of *had* and *not* when *if* is omitted.

*Had I known you wanted to talk with her, I would have told her yesterday. (If I had known you wanted to talk with her, . . .)*

*We would have gone for a walk had it not been so cold. (. . . if it hadn't been so cold.)*

3. The passive voice can be used in either the *if*-clause or the main clause.

*If I had mailed my application on time, I could have taken the TOEFL test last week.*

*If my application had been mailed on time, I could have taken the TOEFL test last week.*

*We wouldn't have canceled the picnic if it hadn't rained in the morning.*

*The picnic wouldn't have been canceled if it hadn't rained in the morning.*

The passive voice can also be used in type 1 and type 2 conditional sentences.

**Exercise 6** ■ ■ With another student, complete the sentences.

1. If Pat had arrived on time for work, \_\_\_\_\_.
2. Had Pat not missed the bus, \_\_\_\_\_.
3. She wouldn't have missed the bus if \_\_\_\_\_.
4. If her son hadn't been sick most of the night, \_\_\_\_\_.
5. Her son wouldn't have been sick most of the night if \_\_\_\_\_.
6. Had this been the first time Pat was late for work, \_\_\_\_\_.
7. If her boss hadn't been in the office when Pat arrived, \_\_\_\_\_.
8. Pat wouldn't have been upset about what her boss said if \_\_\_\_\_.
9. Pat would have had lunch with some of her colleagues had \_\_\_\_\_.
10. If Pat had known the day was going to turn out so badly, \_\_\_\_\_.

**Exercise 7** ■ ■ Write an explanation of the meaning of each sentence.

Examples: If he has time, he'll meet with you.

Maybe he will and maybe he won't have time. I'm not sure.

If he had time, he could meet with you.

I'm sorry. He doesn't have any time, so he can't meet with you.

If he had had time, he could have met with you.

But he didn't have any free time, so he could not meet with you.

1. If I see your roommate, I'll tell him to buy a six pack of soda.
2. Had I known you wanted some soda, I would have bought it for you.
3. If you lived closer to the supermarket, you could walk there and get a six pack yourself.
4. If you had made a shopping list before you went to the store, you wouldn't have forgotten to buy soda.
5. If you're really thirsty, you can get some soda from the vending machine.
6. If my parents come to the States this summer, I'll have a party for them.
7. They could come sooner if my mother were not afraid to fly.
8. She might have agreed to fly last year if there had not been so many airplane accidents.

9. Had my mother traveled more when she was younger, she might not have acquired such a fear of flying.
10. If my parents decide to come by ship, the trip will take three weeks.

**Exercise 8** ■ ■ ■ Restate each sentence, using if.

Examples: I didn't hear the phone, so I didn't answer it.

If I had heard it, I would have answered it.

I don't know her number, so I can't give it to you.

If I knew her number, I would give it to you.

I don't think I will have time to call you tomorrow.

But if I have time to call, I will.

1. I didn't take a vacation last summer because I didn't have enough money.
2. I hope I'll have enough money to take a vacation next summer.
3. I don't even have enough money to go home next month during the spring break.
4. I didn't know you were going to visit Colorado, so I didn't invite you to stay at my house.
5. I won't get an opportunity to take a vacation next year, so you're welcome to stay with me instead of in a hotel.
6. I don't have a very big house, so your friends will have to stay in a hotel.
7. Another friend might come to Colorado next year, and I think she'll like it too.
8. My roommate's cousin was in Denver last year, but he didn't write and tell us he was coming, so when he arrived we were out of town.
9. We learned later that he had lost our address and telephone number, so he couldn't notify us of his visit.
10. I doubt that he's coming to Denver again this year.

**Exercise 9** ■ ■ ■ Complete each sentence, using the correct form of the verbs in parentheses.

1. If the final exam \_\_\_\_\_ (be) easy, I might get an "A" in grammar.
2. I will certainly get a "B" if I \_\_\_\_\_ (review) all the lesson.
3. Of course, if I \_\_\_\_\_ (have) a quiet roommate, I could study more.

4. During finals, I'll go to the library if my roommate \_\_\_\_\_ (continue) to make a lot of noise.
5. If I \_\_\_\_\_ (can) move to a single room, I would.
6. I \_\_\_\_\_ (apply) to Harvard University for the fall quarter if I get a score of 600 on the TOEFL exam.
7. I might have worked harder at the beginning of this quarter if I \_\_\_\_\_ (not, be) so homesick.
8. If I had received more money from home, I \_\_\_\_\_ (get) an apartment.
9. After this quarter ends, I'm going to go to Canada if I \_\_\_\_\_ (have) enough money for a ticket.
10. I would drive to Canada if I \_\_\_\_\_ (own) a car.
11. If I had saved my money last year, I \_\_\_\_\_ (buy) a new car at the beginning of this quarter.
12. I would buy a used car if I \_\_\_\_\_ (trust) used cars.
13. If my parents \_\_\_\_\_ (be) rich, I wouldn't be worrying about all of this.
14. My roommate has a car, so if he decides to go to Canada, I \_\_\_\_\_ (not, have) any problems.

### Exercise 10

*Change the underlined verbs to the passive voice and make the other necessary changes in each sentence. Use by where needed.*

1. Bob would not be riding the bus these days if someone had not stolen his car.
2. If Bob hadn't left the door unlocked, the car wouldn't have been so easy to steal.
3. If Bob had reported the theft right after it happened, the police might have found his car.
4. The thief might not have taken the car if Bob had locked it.
5. If someone had seen the thief, he might not have gotten away.
6. Bob still might get his car back if some garage is not painting it a different color.
7. If the police can catch the thief, he will certainly spend time in jail.
8. If every citizen reported car thefts promptly, we could solve this problem.
9. We would discourage many criminals if some people were not afraid to report crimes.
10. If the police patrolled more neighborhoods regularly, we would see fewer crimes.

- If Bob has to buy a new car, I believe that his insurance company **will pay** for it.
- If I ever see anyone doing anything illegal, I **will make a report** immediately.

### 13-3 REPLACING *If*

- It is possible to replace *if* with *unless*.

*unless* + affirmative verb = *if* + negative verb

*Unless you hurry, we're going to miss the movie. (If you don't hurry, . . .)*

- It is possible to replace *if* with *provided* or *provided that* when the idea of restriction is very strong.

*I will lend you fifty dollars provided that you repay me as soon as your check arrives.*

- It is possible to replace *if* with *suppose* or *supposing*. (*suppose/supposing* = what will happen if . . . / what would happen if . . . / what would have happened if . . . ?)

*Suppose you fail the final exam? (What will happen if you fail the final exam?)*

*Supposing you failed the final exam? (What would happen if you failed the final exam?)*

*Suppose you had failed the final exam? (What would have happened if you had failed the final exam?)*

- It is possible to replace *if* with *in case*. *In case* means that someone has something or someone does something in order to deal with an event that might happen.

*We'll eat inside in case it rains.*

#### Exercise 11

Complete each sentence, using *unless*, *provided that*, *supposing*, or *in case*.

- We're going to rent a car when we travel to San Juan \_\_\_\_\_ we decide to visit some places outside the city.
- We're going to rent a car when we travel to San Juan \_\_\_\_\_ we can get a mini-van.
- \_\_\_\_\_ there's a lot of traffic, shouldn't we get there in time?
- \_\_\_\_\_ we leave now, will we get there in time?

5. I'll take some extra money \_\_\_\_\_ we need it.
6. I'll take some extra money \_\_\_\_\_ you do, too.
7. I'll go out with you for dinner \_\_\_\_\_ my roommate has already cooked dinner.
8. I'll go out with you for dinner \_\_\_\_\_ we don't go anywhere expensive.

**Exercise 12**

*Restate the sentences, using unless, provided that, suppose, or in case.*

1. I won't be able to go to Mexico if air fares don't go down.
2. I'll be happy to drive you to Mexico if you promise to help me pay for gas.
3. What will happen if we run out of fuel in the middle of the desert?
4. Don't worry. I'll have some extra gas in the trunk of my car if we run out of fuel.
5. If you don't remember to put an extra can of gas in the trunk, we could be stranded in the middle of nowhere.
6. Stop worrying. If that happens, we can call for help on my car phone.
7. That's a good idea if someone is around to hear our call.
8. What would have happened if we had not had the car phone last year on our way to Alaska?
9. If you don't stop worrying, I'll cancel the whole trip.
10. All right, but if you discover that your car can't make such a long trip, I'm going to find out about the cheapest air fares.
11. If Tom decides to go with us, we should agree on what to charge him for gas.
12. He can go with us if he promises to leave his dog at home.
13. You know that he won't leave his dog if he can't find a responsible person to take care of him.
14. That's not our problem. We will simply tell him that he can't go with us if he insists on taking his dog.



## Exercise 14 ■ ■

With another student, write responses to the sentences, using as many different types of conditional forms as possible. In some responses, only one type of conditional may be possible. Be careful of meaning and time reference.

1. You have a friend who wants to work in Spain next year, but he doesn't speak Spanish. What would you say to him?
2. Your alarm didn't go off, so you got up late and missed your final exam in grammar. What would you say to your teacher?
3. You were invited to Ali's party, but you stayed home. Three days later a friend tells you that it was really a good party. What would you say to him?
4.
  - a. A friend is going with you to a party next Saturday night. He wants you to introduce him to some women when you get there. You don't know for certain if you will see anyone you know. What would you tell him?
  - b. At the party you discover that you don't know anyone there, but your friend is still begging you to introduce him to some of the women. What would you tell him?
  - c. The party is over. You are on your way home. Your friend is angry because you didn't introduce him to any women. What would you tell him?
5. You brought a used car that you found was not in the condition the salesperson stated. You went back to the used-car lot to tell the salesperson that you were going to make a report to the police, but the salesperson had quit. What would you say?
6. Your friend was driving 90 miles per hour and was caught by the police. Now she has to pay a \$350 speeding ticket. What would you say?
7. The tuition at the college you are attending has risen three times in the last year. What would you say?
8. You need a specific book to use as resource material for your Master's thesis.
  - a. You can't afford to buy the book at present. What would you say?
  - b. The book is difficult to find. What would you say?
  - c. You found a copy of the book, but it is written in a language you don't know. What would you say?

## Practice Exam

### SECTION 1

Complete the following sentences.

1. If the airline pilots go on strike, \_\_\_\_\_  
\_\_\_\_\_
2. If the pilots weren't so dissatisfied with their working conditions, \_\_\_\_\_  
\_\_\_\_\_
3. If I'd known they were planning to strike at this time, \_\_\_\_\_  
\_\_\_\_\_
4. If the pilots get the changes they are asking for, \_\_\_\_\_  
\_\_\_\_\_
5. Had the public been notified of the possibility of a strike, \_\_\_\_\_  
\_\_\_\_\_
6. If the strike didn't affect people's travel plans, \_\_\_\_\_  
\_\_\_\_\_

### SECTION 2

Restate the sentences, using *if*.

**Example:** I really don't understand economics, so I can't explain why inflation is so high.

If I could understand (OR If I understood) economics, I could explain (OR I would be able to explain) why inflation is so high.

1. Saleh didn't get to the cleaners before it closed, so he couldn't pick up his suit.  
\_\_\_\_\_  
\_\_\_\_\_
2. I don't think I will have time this afternoon to help you review the work that you missed yesterday, but I might.  
\_\_\_\_\_  
\_\_\_\_\_

3. I won't have time to help you review the work you missed. I'm sorry.
- 
- 
4. Rafael has not been taking the medicine his doctor prescribed, so he's going to have to spend a few days in the hospital.
- 
- 
5. You were speeding again, so naturally the police officer gave you a ticket.
- 
- 
6. I might have a party next weekend, but I'm not sure. My roommate hasn't agreed to the idea yet.
- 
- 

### SECTION 3

Restate the sentences, using *unless*, *provided that*, *suppose*, or *in case*.

1. If the cost of new houses doesn't go down, we'll have to stay in our apartment.
- 
- 
2. We might be able to buy a house if we can get a large down payment.
- 
- 
3. What will happen if the landlord raises our rent?
- 
- 
4. We'll start looking for a smaller apartment if that happens.
- 
- 

#### Simple Infinitives

- A Most people want to work.  
 B We stopped our work to rest.  
 C To succeed is difficult.

5. If I get a good raise next year, we might be able to afford a small house.

---

6. However, we had better start saving more money if I don't get a large enough raise.

---

#### SECTION 4

Read the situation and write an appropriate response for each speaker. Use the type of conditional sentence indicated in parentheses.

All the students are sitting in class waiting for the grammar teacher to arrive with the tests. Instead, the director walks in and announces that the teacher is very sick and will not be able to come to class and give the test. He tells the students that they cannot leave the class, but they may use the time for additional study before their next class begins.

Student 1: (type 1 response) \_\_\_\_\_

---

Student 2: (type 2 response) \_\_\_\_\_

---

Student 3: (type 3 response) \_\_\_\_\_

---

Student 4: (mixed response, types 2 and 3) \_\_\_\_\_

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# PART 8

# Verbals

## INTRODUCTION TO PART 8

In English a verb form may sometimes function in a sentence as another part of speech. Verb forms that are used as other parts of speech are called "verbals." The infinitive and gerund forms of a verb are two examples of verbals. Look at these sentences.

- A **To exercise** is good for your health.
- B **Exercising** is good for your health.
- C Some people really like **to exercise**.
- D Some people really enjoy **exercising**.

In the sentences, the infinitive and gerund forms are used as nouns. In sentence A, the infinitive is the subject of the sentence. In sentence B, the gerund is the subject of the sentence. In sentences C and D, the infinitive and gerund forms are used as the direct objects of the statements. In addition to functioning as a noun, the infinitive may also be used as an adjective or an adverb.

In this part, you will study infinitive and gerund constructions and the ways they are used in English sentences.

## LESSON FOURTEEN

### 14-1 SIMPLE INFINITIVES AND INFINITIVE PHRASES

#### Simple Infinitives

- A *Most people want to work.*
- B *We stopped our work to rest.*
- C *To succeed is difficult.*

### Infinitive Phrase

- D** *My father wants me to succeed.*
- E** *I have always liked to study business.*
- F** *He advised my brother to take economics.*
- G** *Many people like to live dangerously.*
- H** *Professor Jeffers is the person to see about scholarships.*

1. A simple infinitive is formed with *to* + the simple form of a verb (sentences A–C).

2. The makeup of an infinitive phrase varies. In sentence **D**, *me* is the subject of the infinitive. In sentence **E**, *business* is the object of the infinitive. In sentence **F**, *my brother* is the subject of the infinitive, and *economics* is the object of the infinitive. In sentence **G**, *dangerously* modifies the infinitive. In sentence **H**, *about scholarships* modifies the infinitive.

3. In a negative infinitive, *not* immediately precedes the infinitive. Compare:

*Natalie agreed not to help me.*

*Natalie did not agree to help me.*

In the first sentence, the infinitive phrase is negative. In the second sentence, the verb *did not agree* is negative. In some sentences, however, the meaning is the same. Compare:

*I didn't want to take the test.*

*I wanted not to take the test.*

Not all verbs can be made negative. It depends on the meaning of the verb that precedes the infinitive.

4. The verbs *help*, *have*, *let*, *make* and verbs of sense such as *feel*, *see*, and *hear* are followed by nouns or object pronouns and the simple form of the verb without *to*.

*The instructor helped us organize our outlines.*

*He had the students write the composition in class.*

*He let us use our dictionaries.*

*He saw me open my dictionary several times.*

*I made myself write as neatly as I could.*

**Exercise 1** ■ ■ ■ Read the letter and underline all the infinitives and infinitive phrases.

Dear Sir or Madam:

I am writing to complain about your customer service department. When I received an incorrect bill last week, I decided to call a representative from your customer service department rather than write to you. This turned out to be a mistake. I tried to get through all day, but the line was constantly busy. Clearly, the phone had been taken off the hook—or else many other customers were also calling to complain.

It's hard to believe, but it wasn't until 9:30 at night that I finally got through, and the conversation turned out to be a complete waste of time. I spoke to your customer service representative for about ten minutes, but she refused to do anything about the problem. She insisted that the computer never makes mistakes. After I explained the mistake and told her that I could prove it, she said that I would have to go to the main office and see one of the supervisors. When I mentioned that the lines at the main office are always long, she told me that that was my problem, not hers. Is this the way you train your representatives to speak to customers?

It is unfortunate that I never got the name of this representative, but I hope you will look into the matter and remind all your representatives that "customer service" means it is their job to serve the customer. I look forward to receiving a response from you regarding this matter.

Sincerely yours,

*G. Gomez*

G. Gomez

**Exercise 2** ■ ■ ■ With another student, practice asking and answering questions, using negative infinitive phrases.

Example: A: Did your roommate agree not to keep the TV on all the time?

B: Yes, she agreed not to keep it on all the time.

1. Because of the bad weather a few days ago, did you decide \_\_\_\_\_?
2. After your last argument with a friend, did you promise yourself \_\_\_\_\_?
3. After spending so much time studying English, have you finally learned \_\_\_\_\_?

4. In the face of danger, do you usually pretend \_\_\_\_\_?
5. In class, do you try \_\_\_\_\_?
6. Since the grades on the last test were so low, has the teacher agreed \_\_\_\_\_?
7. Has anybody today told you \_\_\_\_\_?
8. If a friend isn't doing well in school, do you persuade \_\_\_\_\_?
9. Do you think the teacher is going to continue \_\_\_\_\_?
10. Since nobody in the class likes to do a lot of homework, has the teacher been persuaded \_\_\_\_\_?

## 14-2 INFINITIVE/INFINITIVE PHRASE FUNCTIONING AS SUBJECT AND SUBJECT COMPLEMENT

### Subject of the Sentence

- A *To study takes a lot of time.*  
 B *To learn another language is not easy.*  
 C *To be a student is a difficult job.*

### Subject Complement

- D *My goal is to get good grades.*  
 E *His desire has been to enter graduate school.*  
 F *Her job last summer was to answer the phone.*

1. An infinitive or infinitive phrase functions as a noun when it is the subject of the sentence or is the subject complement. (A subject complement renames or refers to the subject of the sentence, as in sentences D–F.)
2. An infinitive or infinitive phrase can be used as the subject of the sentence (A – C, above). Nevertheless, speakers of English usually use the word *it* as the “false” subject of the sentence and place the “true” subject after the verb. In these sentences, the true subjects are underlined and the infinitive subjects follow adjectives.

*It is not easy to save.* (To save is not easy.)

*It is fun to read.* (To read is fun.)

*It is fun to read a good mystery story.* (To read a good mystery story is fun.)

In these sentences, the infinitive structures follow nouns.

*It takes a lot of money to buy a house.* (To buy a house takes a lot of money.)

*It took a lot of time to furnish our new home.* (To furnish our new home took a lot of time.)

3. Sometimes the false subject *it* is followed by *for* + noun/pronoun + infinitive construction. In these sentences, the true subjects are underlined.

*It is difficult for me to learn a second language. (For me to learn a second language is difficult.)*

*It will be easy for Ana to pass this class. (For Ana to pass this class will be easy.)*

4. In sentences where *it* is used as the false subject, certain adjectives may be followed by the preposition *of* + noun/pronoun + infinitive construction.

*It was nice of you to visit me in the hospital.*

*It was foolish of me to ski without any lessons.*

*It was considerate of the class to send me flowers.*

With some adjectives *for* is also possible.

*It was foolish for me to ski without any lessons.*

### Exercise 3

Answer the questions, using *it* as the false subject of the sentence.

Example: When someone is studying for a driver's license, what usually takes a lot of time?

It usually takes a lot of time to learn the rules in the driver's manual.

- When a person is taking the road test, what is sometimes difficult?
- After you had been driving for a while, what was easy?
- When you drive, what is against the law?
- Before you take a long trip by car, what is important to do?
- If you were on a long trip by yourself, what would be necessary?
- When you take a long trip by car, what is enjoyable?
- If a traffic light is yellow, what can be dangerous?
- If you are behind an inexperienced driver, what is very frustrating?
- Before you turn a corner, what is necessary?
- When you drive in an unfamiliar city, what takes a lot of time?
- Concerning the care of a car, what is essential?
- Before you buy a new car, what is advisable?

**Exercise 4** ■ ■ Complete each sentence, using an infinitive phrase as subject complement.

Example: My goal is to be a lawyer.

1. When I graduated from high school, my ambition was \_\_\_\_\_.
2. Before I return to my country, my plan is \_\_\_\_\_.
3. A medical doctor's highest purpose should be \_\_\_\_\_.
4. In every country in the world, the police officer's main job is \_\_\_\_\_.
5. My father believes that his responsibility has always been \_\_\_\_\_.
6. Before I can pass this level, my problem will be \_\_\_\_\_.
7. Our grammar teacher's main goals is \_\_\_\_\_.
8. Before many people get married their one desire is \_\_\_\_\_.
9. In the library, the information clerk's duty is \_\_\_\_\_.
10. When I was a child, my dream was \_\_\_\_\_.
11. The teacher said that the assignment for tomorrow was \_\_\_\_\_.
12. The purpose of this exercise has been \_\_\_\_\_.

**Exercise 5** ■ ■ With another student, take turns asking and answering questions using for + noun/pronoun + infinitive/infinitive phrase.

Example: A: When you first came to the States, was it difficult for you to make new friends?

B: Yes, it was difficult for me to make new friends when I first came here. OR

No, it wasn't difficult for me to make new friends when I first came here.

1. When you were at home in your country, was it fun \_\_\_\_\_?
2. When you were in high school, did it take much time \_\_\_\_\_?
3. On the weekends, is it relaxing \_\_\_\_\_?

4. Before the next test, will it be necessary \_\_\_\_\_?
5. Concerning learning to speak English fluently, is it taking a lot of time \_\_\_\_\_?
6. I would like to visit your country one day. Would it cost much money \_\_\_\_\_?
7. Since you've been living in a foreign country, has it been exciting \_\_\_\_\_?
8. When you go to a restaurant for the first time, is it difficult \_\_\_\_\_?
9. When you are watching American television, is it sometimes hard \_\_\_\_\_?
10. Since you've been living away from your family, has it been almost impossible \_\_\_\_\_?

**Exercise 6** ■ ■ Complete the sentences with *of*.

Example: It was considerate *of her to help me.*

1. It was really foolish \_\_\_\_\_.
2. It was very smart \_\_\_\_\_.
3. It is generous \_\_\_\_\_.
4. It was very kind \_\_\_\_\_.
5. It was extremely disrespectful \_\_\_\_\_.
6. It is rude \_\_\_\_\_.
7. Actually, it was stupid \_\_\_\_\_.
8. It is very impolite \_\_\_\_\_.
9. It was friendly \_\_\_\_\_.
10. It is wise \_\_\_\_\_.
11. It was intelligent \_\_\_\_\_.
12. It is very nice \_\_\_\_\_.
13. It was wrong \_\_\_\_\_.
14. It is inconsiderate \_\_\_\_\_.

## 14-3 INFINITIVE/INFINITIVE PHRASE FUNCTIONING AS DIRECT OBJECT

### GROUP 1: Verb + Infinitive/Infinitive Phrase

afford <sup>1</sup>	come	happen	offer	remember
agree	consent	hesitate	plan <sup>3</sup>	seem
appear	decide	hope	prepare	struggle
arrange	demand	intend	pretend	swear
be	deserve	learn	proceed	tend
care	endeavor	manage	prove	threaten
choose <sup>2</sup>	fail	mean	refuse	volunteer
claim	forget	neglect	regret	wait

<sup>1</sup>The verb *afford* is always used with a form of *can* or *be able to*. (*They can afford to buy a house, but they aren't able to afford a new car, too.*)

<sup>2</sup>The verb *choose* is followed by an infinitive when it means *prefer*. (*I chose to buy that car because it is more fuel-efficient.*)

<sup>3</sup>The verb *plan* indicates future time when used in the simple present tense. (*We plan to leave soon.*)

1. An infinitive or infinitive phrase functions as a noun when it is the object of the verb.

*She refused to tell me what happened.*

*I chose not to do anything about it.*

2. Additional information may appear between the main verb and the infinitive or infinitive phrase.

*I did not come to this country as a student to waste time.*

Several words may separate the main verb and the infinitive, as in the sentence above, but the infinitive is never separated.

**Correct:** *You need to work carefully.*

**Incorrect:** *You need to carefully work.*

**Exercise 7**

Check (✓) the sentences in which the infinitive phrase is the object of the verb. Then identify the tense of the main verb in each checked sentence.

1. I must get a roommate; otherwise, I can't afford to rent an apartment.
2. My cousin has agreed to live with me.
3. She seems to be happy about our decision.
4. We have arranged to share the cooking and the cleaning.
5. It will be my job to cook.
6. I don't mind cooking, but I don't care to clean.
7. It is also my responsibility to do the grocery shopping.
8. My cousin and I are hoping to have a really nice apartment.
9. Our landlord has finally consented to paint the apartment.
10. To live with a roommate is not easy, but it is not too difficult to live with my cousin.

**Exercise 8**

Complete each item, using appropriate infinitives or infinitive phrases. In some sentences there may be more than one correct answer.

1. Although the hitchhiker seemed \_\_\_\_\_ cold and tired, we hesitated \_\_\_\_\_, so we pretended not \_\_\_\_\_ him. Before we began our trip, we had decided not \_\_\_\_\_ any strangers along the road.
2. There are good universities in every part of the world; however, many students choose \_\_\_\_\_ in another country because they hope \_\_\_\_\_ another language in addition to studying in their particular major. After I complete my studies, I am preparing \_\_\_\_\_ to my country where I intend \_\_\_\_\_.
3. My roommate, Ana, and I had forgotten \_\_\_\_\_ our door before we left our apartment, so when we returned, the door was open and we heard noises inside. Ana, who is afraid of everything, hesitated \_\_\_\_\_ the apartment first, and I agreed \_\_\_\_\_. I was pretending not \_\_\_\_\_ afraid, but I was very nervous. Finally, I volunteered \_\_\_\_\_ the apartment. Turning on the hall light, I looked around but

saw no one. Whoever was there refused \_\_\_\_\_, so I quickly returned outside into the hall where Ana was waiting \_\_\_\_\_ what had happened. We heard a loud noise, which came from the living room, and both of us proceeded \_\_\_\_\_ down the hall as quickly as we could to the manager's office. We endeavored \_\_\_\_\_ to him why we were knocking so loudly on his door, but we weren't speaking very calmly. Finally he consented \_\_\_\_\_ to our apartment with us. As we entered the apartment, the lights came on, and twenty of our friends shouted, "HAPPY BIRTHDAY, ANA!"

4. **Advisor:** You were an excellent undergraduate student. Do you intend \_\_\_\_\_ graduate school?

**Student:** I hope to, but because of the expense, I don't think I will be able to this year.

**Advisor:** I have been aware of your financial troubles, so I managed \_\_\_\_\_ you a scholarship for the entire four years of study.

**Student:** I don't know how to thank you.

**Advisor:** Don't worry about it. You have proven yourself \_\_\_\_\_ a serious young man, so you deserve \_\_\_\_\_ some help.

**Student:** I don't mean \_\_\_\_\_ a problem, but how will I pay for books and other supplies?

**Advisor:** Don't worry about that either. The department has arranged for you \_\_\_\_\_ as a lab assistant three days a week.

**Student:** Thank you, but will I make enough to pay for an apartment?

**Advisor:** I failed \_\_\_\_\_ you that my wife and I would like you to live with us. We have plenty of room.

**Student:** I can't thank you enough for your kindness.

## GROUP 2: Verb + Object + Infinitive/Infinitive Phrase

advise	compel	get	oblige	show ... how
allow	convince	help <sup>1</sup>	order	teach
appoint	direct	hire	permit	tell
cause	enable	implore	persuade	tempt
caution	encourage	instruct	remind	urge
challenge	forbid	invite	request	warn
command	force	motivate	require	

<sup>1</sup>The verb *help* is followed by nouns or object pronouns and the simple form of the verb without *to*. (*Can you help me find my jacket?*)

1. These verbs must be followed first by an object, then by the infinitive.

*The doctor advised me to take a long vacation.*

*The doctor advised Bill to take a long vacation.*

*My friend encouraged me to take some time off.*

*I invited my friend to spend a few days at a ski resort with me.*

2. These verbs can be used with an infinitive alone only when the main verb is in the passive voice.

*Bill and I were advised to take a long vacation.*

### Exercise 9 ■ Put the words in order so that they make logical sentences.

- smoking / me / The / doctor / stop / to / advised
- smoke / rooms / allow / This / their / patients / hospital / in / not / to / does
- the / smoker / head nurse / hospital director / to / appointed / report / The / any
- cough / Smoke / sister / to / my / causes
- smoking / Anticigarette ads / anyone / stop / cannot / to / compel
- The / ordered / cigarettes / its / hospital / staff / give up / to
- this / protest / people / smoke / order / encouraged / The / who / each other / to

8. regulation / director / anyone / ignore / forbids / this / The / to  
 9. dangers / to / smoking / doctor / finally / me / the / of / about / got / think / My

**Exercise 10** ■ ■ ■

Complete the sentences, using an appropriate noun or pronoun object + infinitive/infinitive phrase. In some sentences there may be more than one correct answer.

1. On the airplane, the hijacker forced \_\_\_\_\_ (object) \_\_\_\_\_ (infinitive) in their seats.
2. The man beside John helped \_\_\_\_\_ (object) \_\_\_\_\_ (infinitive) calm.
3. The flight attendant instructed \_\_\_\_\_ (object) \_\_\_\_\_ (infinitive) the hijacker's commands.
4. A little boy was crying, so John invited \_\_\_\_\_ (object) \_\_\_\_\_ (infinitive) with him.
5. The hijacker commanded \_\_\_\_\_ (object) \_\_\_\_\_ (infinitive) talking.
6. His accomplice ordered \_\_\_\_\_ (object) \_\_\_\_\_ (infinitive phrase).
7. They didn't permit \_\_\_\_\_ (object) \_\_\_\_\_ (infinitive phrase).
8. The captain finally persuaded \_\_\_\_\_ (object) \_\_\_\_\_ (infinitive) the women and children.
9. The captain warned \_\_\_\_\_ (object) \_\_\_\_\_ (infinitive) all the passengers with care.
10. The airlines should hire \_\_\_\_\_ (object) \_\_\_\_\_ (infinitive) every flight.

**Exercise 11**

In a group of three or four, answer the questions in complete sentences.

1. What did your parents advise you to do before you left home for the first time?
2. When you were a child, what were some of the things your father did not allow you to do?
3. What did your father show you how to do when you were a child?
4. What have your parents always encouraged you to be?
5. What are some of the adjustments a new culture has forced you to make?
6. Have you been able to help another student adjust to a new culture?
7. What was the last thing a friend tried to get you to do?
8. If you were the director, what would you require the teachers to do?
9. On an airplane, what won't the stewardesses permit the passengers to do?
10. If a burglar broke into your apartment, what would you persuade him to do?
11. What do you frequently have to be reminded to do?
12. Has a friend ever challenged you to do anything risky? What?
13. Have you ever urged anyone to do anything silly, just for fun? What?
14. What would a million dollars tempt you to do?

**GROUP 3: Verb + Infinitive/Infinitive Phrase or Verb + Object + Infinitive/Infinitive Phrase**

ask	dare <sup>1</sup>	need	want
beg	expect	prefer	wish
choose	like	promise	

<sup>1</sup>In negative and interrogative statements, the verb *dare* is used without *to* if no object follows the verb. (*Don't you dare jump off that building! Do you dare me to jump off that building?*)

1. These verbs have two patterns. They may be followed by an object and infinitive, or they may be followed by an infinitive only. The meaning of each pattern is different.

*I want you to help him.*

*I want to help him.*

Only the verb *promise* keeps the same meaning in both patterns.

*She promised us to be on time.*

*She promised to be on time.*

2. The verbs *expect*, *hope*, *need*, *promise*, *want*, and *wish* may indicate future time even when they are in the simple present or past tense.

*My neighbor needed someone to help him.*

*I didn't expect him to pay me.*

**Exercise 12** ■ ■ ■ *With another student, discuss the difference in meaning between the sentences.*

1. a. I have asked to see the doctor.  
b. I have asked my husband to see the doctor.
2. a. The little girl begged to go home.  
b. The little girl begged her friend to go home.
3. a. The committee chose to investigate the hospital.  
b. The committee chose Jim Hopkinton to investigate the hospital.
4. a. I expected to be in the hospital for a couple of days.  
b. I expected my friend to be in the hospital for a couple of days.
5. a. I promised to take better care of myself in the future.  
b. I promised my mother to take better care of myself in the future.
6. a. Most people don't like to be in the hospital.  
b. Most people don't like their relatives to be in the hospital.
7. a. My sister dared to leave the hospital without the doctor's permission.  
b. My sister dared me to leave the hospital without the doctor's permission.
8. a. I prefer to have an older doctor.  
b. I prefer you to have an older doctor.
9. a. I want to get a checkup next week.  
b. I want you to get a checkup next week.

## Exercise 13

Complete the sentences, using either an infinitive/infinitive phrase or an object + infinitive/infinitive phrase, as indicated in parentheses.

Example: Yesterday I spent three hours in the ladies department of the store. I was trying to find a birthday present for my mother. Finally I asked the clerk to give me some suggestions. (object + infinitive phrase)

- Our grammar teacher puts a check by our incorrect answers, but she never gives the correction. She expects \_\_\_\_\_. (object + infinitive) I completed yesterday's grammar assignment very carefully, so I expect \_\_\_\_\_. (infinitive phrase)
- When Jackie took her two nephews to the zoo, the older brother dared \_\_\_\_\_ (object + infinitive) the lion's cage. The younger boy, however, didn't dare \_\_\_\_\_ (infinitive without *to*) it.
- When the dentist entered the room, Linda's son begged \_\_\_\_\_ (infinitive) home. The dentist begged \_\_\_\_\_ (object + negative infinitive) while he was trying to pull his tooth.
- My father has always worked hard to save money so that I could study at a university. Because of his hard work, I promised \_\_\_\_\_. (infinitive phrase) I promised \_\_\_\_\_. (object + infinitive)
- I missed the last week of classes because I was sick. Before the next test, I really need \_\_\_\_\_ (object + infinitive) with me. I especially need \_\_\_\_\_ (infinitive) the chapters I missed.
- I'll help Mary review the material because I would like \_\_\_\_\_ (object + infinitive) a good grade. Besides, I like \_\_\_\_\_ (infinitive) with Mary.
- Paul expects \_\_\_\_\_ (infinitive) well on the next test. The teacher expects \_\_\_\_\_ (object + infinitive) all sections of the test carefully.
- Louisa met with the director last week because she wanted \_\_\_\_\_ (object + infinitive) her permission to take her finals one week early. Her parents are coming to the States, and Louisa wants \_\_\_\_\_ (infinitive) around America with them.

9. Louisa prefers \_\_\_\_\_ (infinitive) by train. Her mother prefers \_\_\_\_\_ (object + infinitive) by car so that they can stop whenever they wish.
10. Excuse me, I wish \_\_\_\_\_ (infinitive) with the manager.

#### 14-4 INFINITIVE/INFINITIVE PHRASE FUNCTIONING AS ADJECTIVE AND ADJECTIVE COMPLEMENT

##### Adjective

- A *I have a lot of work to do.*
- B *Dr. Soto gave us five problems to solve.*
- C *The assignment to do for tonight is on page 83.*
- D *I won't have time to go anywhere tonight.*

##### Adjective Complement

- E *This problem is difficult to do.*
- F *I'm glad to see you in class today.*
- G *We were eager to hear about his trip.*

1. An infinitive or infinitive phrase functions as an adjective when it modifies the noun before it. In sentence A, *to do* modifies the noun *work*; in sentence B, *to solve* modifies *problems*; in sentence C, *to do for tonight* modifies *assignment*; in sentence D, *to go anywhere tonight* modifies *time*.
2. As an adjective complement, the infinitive/infinitive phrase completes the meaning started by the adjective. In sentence E, *to do* complements *difficult*; in sentence F, *to see you in class today* complements *glad*; in sentence G, *to hear about his trip* complements *eager*.
3. As complement, the infinitive/infinitive phrase is usually used after adjectives expressing emotion, such as these:

amazed	delighted	glad	relieved	upset
angry	disappointed	happy	sad	
anxious	disgusted	horrified	sorry	
ashamed	disturbed	pleased	shocked	
astonished	eager	proud	surprised	

**Exercise 14** ■ ■ Complete the sentences, using a simple infinitive (to + verb) that will modify the underlined nouns and complete the meaning of each sentence.

Example: The best place \_\_\_\_\_ is Wilson's Lake.

The best place to fish is Wilson's Lake.

1. In 1995, the top children's movie \_\_\_\_\_ was *Pocohantas*.
2. When we entered the theater, the only places \_\_\_\_\_ were in the front row.
3. The first ten people \_\_\_\_\_ the theater received free *Pocohantas* T-shirts.
4. The first time we went to see *Pocohantas*, the line \_\_\_\_\_ tickets was all the way around the block.
5. Because of the long line, we made the decision \_\_\_\_\_ and see it on a weekday.
6. The best time \_\_\_\_\_ to a movie is during the week when there aren't large crowds.
7. My husband couldn't go to the movies with us because he had a report \_\_\_\_\_ for the following day.
8. Our son's desire \_\_\_\_\_ every *Pocohantas* record, book, poster, and toy was unbelievable.
9. He tried to learn the words in every book, but he had a lot of words \_\_\_\_\_.
10. He was so interested in learning the words that he didn't have time \_\_\_\_\_ with his friends.

**Exercise 15** ■ ■ Restate each sentence, using an infinitive or infinitive phrase.

Example: I was surprised when I got an A on my last composition.

I was surprised to get an A on my last composition.

1. The students in the Section 1 grammar class were glad when they learned they would not have a grammar final.
2. The students had done so well all quarter that their instructor was happy that he did not have to give the class a final.
3. The director, however, was disturbed when he heard about this decision.
4. The students in Section 2 were angry when they found out about this.
5. In fact, they were shocked when they discovered it.

6. Don't be surprised if you see them protest this decision.
7. The grammar teacher for Section 1 said that he would be delighted if he had a class like Section 1 every quarter.
8. I really don't blame the students in Section 2 for getting angry. I'd be happy if I could forget about taking a final, too.

**Exercise 16** ■ ■ Complete the sentences, using an infinitive phrase. When you finish, compare sentences with another student.

1. When my mother called last night, I was happy \_\_\_\_\_.
2. When I finished talking to her, I was sad \_\_\_\_\_.
3. When I got a letter from my friend the other day, I was surprised \_\_\_\_\_.
4. While watching the news on television, I am often disgusted \_\_\_\_\_.
5. When I read the newspaper the other day, I was shocked \_\_\_\_\_.
6. Although our last test was difficult, our teacher said that she was pleased \_\_\_\_\_.
7. When I looked at my test, however, I was disappointed \_\_\_\_\_.
8. Even though I was disappointed with my grade, I was relieved \_\_\_\_\_.

## 14-5 INFINITIVE/INFINITIVE PHRASE FUNCTIONING AS ADVERB

- A We came here to work.
- B I'm leaving now to get to class on time.
- C To keep warm at night, you should buy an electric blanket.

**D** *To be honest, I hate the cold weather.*

**E** *To tell the truth, I miss the beautiful weather in my country.*

**F** *To be frank, snow has never excited me.*

1. An infinitive or infinitive phrase functions as an adverb when it modifies a verb or an entire sentence. In sentence **A**, *to work* modifies the verb *came*; in sentence **B**, *to get to class on time* modifies *am leaving*; in sentence **C**, *to keep warm at night* modifies *should buy*. In sentences **D**, **E**, and **F**, the infinitive phrases modify the entire sentence.

2. As an adverb modifying a verb, the infinitive or infinitive phrase expresses purpose. It answers the question "Why?"

*Why is he going to Spain? He's going there to study.*

*Why did she quit her job? She quit it to get a better one.*

3. When an infinitive or infinitive phrase is used as an adverbial to modify a verb, it is usually a substitution for a prepositional phrase beginning with *in order*.

*He's going to Spain to study. (He's going to Spain in order to study.)*

*She stopped to talk to me. (She stopped in order to talk to me.)*

**Exercise 17** ■ ■ ■ Answer each question, using an infinitive or infinitive phrase.

1. Why did Mr. Turner make an appointment with his banker?
2. Why is he planning to borrow five thousand dollars?
3. Why does he want to open his own business?
4. Why has he been talking to real estate brokers?
5. Why do many people keep their money in savings accounts?
6. Why do other people invest in the stock market?
7. Why did you decide to learn English?
8. Why did you choose to study in another country?
9. Why are you returning home next quarter?
10. Why did you call your parents the other day?

## 14-6 REDUCTION WITH INFINITIVE PHRASES

### Adverb Clauses

### Infinitive Phrases

*We arrived at the ticket office early so that we could be sure to get tickets.*

*Basketball fans must often stand in line for long hours if they want to get good seats.*

*I took my camera to the game because I wanted to take pictures of my favorite players.*

*We arrived at the ticket office early to be sure to get tickets.*

*Basketball fans must often stand in line for long hours to get good seats.*

*I took my camera to the game to take pictures of my favorite players.*

1. Infinitive phrases are commonly used in place of adverb clauses beginning with *so that*, *if*, and *because*.
2. An adverb clause cannot be changed to an infinitive phrase if the subjects of the dependent and independent clauses are different, as in this sentence:

*You have to sign this paper so that the lawyer can take care of the problem.*

### Exercise 18 ■ ■ ■ Change the underlined adverb clause in each sentence to an infinitive phrase.

1. In the United States, candidates for the presidency campaign so that they can present their views to the public.
2. Most candidates buy T.V. time because they can reach a large number of people at one time.
3. All candidates ask for money so that they can pay for campaign expenses.
4. Many private citizens must make financial contributions to their favorite candidate if they want to keep their candidate in the race.
5. A candidate has to study national and international issues if he wants to address the voters knowledgeably.
6. All presidential hopefuls hire campaign workers in each state because they want to have good publicity on the local level.
7. These workers have to hold many meetings if they expect to establish a good local organization.
8. Campaign volunteers often go from door to door in their cities so that they can tell voters about their candidates.
9. These people must work hard if they want to get the people to vote for the candidate.

10. Voters should listen to all the individuals running for office if they want to be able to make intelligent decisions.
11. One year, I read three different newspapers every day so that I could learn the candidates' views on various issues.
12. During an election, T.V. stations cancel their regular shows because they present the election results to the public.
13. At this time, many people listen to the radio because they can get relief from the many hours of election reporting.
14. Most people would be surprised if they knew how much money many presidential hopefuls spent to get elected.

### Noun Clauses

### Infinitive Phrases

*Sue asked me which store she should shop in for inexpensive but good clothes.*

*Sue asked me which store to shop in for inexpensive but good clothes.*

*She was thinking about how much she ought to spend on a new coat.*

*She was thinking about how much to spend on a new coat.*

*I finally decided where I would take him.*

*I finally decided where to take him.*

*In the store, a friendly clerk explained where we should look for certain clothing items.*

*In the store, a friendly clerk explained where to look for certain clothing items.*

Infinitive phrases are often used to replace noun clauses beginning with the words *who, what, where, when, which, how, how often, how much, and how long.*

### Exercise 19

Change the underlined noun clause in each sentence to an infinitive phrase.

1. While my friend and I were talking with the clerk in the department store, we discovered how we could find good bargains.
2. During our discussion, we also learned when we should check the newspapers for sales.
3. The clerk also told us how anyone can tell good shoes from poorly made ones.
4. Now I know what I have to do before I make a purchase.
5. I am wondering whom I can talk to about getting a part-time job in the department store.

6. I'm going to ask my doctor what I can take for my cold.
7. It's difficult to know which cough syrup I should buy.
8. I can never remember when I have to take medicine.
9. Everyone would love to discover how he could avoid catching a cold.
10. Most people don't really know how long they should stay in bed.

### Exercise 20 ■■

*With another student, take turns asking and answering the questions. In the questions, use the words in parentheses and an infinitive phrase.*

Example: A: You look very worried. What are you thinking about? (how)

B: I'm thinking about how to earn some extra money.

1. The next vacation begins in two weeks. What are many students considering? (where)
2. Most students know all the tenses in English. What don't they often understand about tenses? (when)
3. Ana will complete her English studies this semester. Concerning next semester, what must she decide? (which)
4. Some professors in university classes speak very quickly. What must students learn? (how)
5. While Dave was making spaghetti sauce last night, what was he wondering? (how much)
6. After the counselor's lecture on visa information, what do you know? (who)
7. When people buy a new car, they receive an operating manual. What is one of the things it tells the driver? (how often)
8. We will soon have final exams. What are most of us worrying about? (how many)
9. Penny's going away for two weeks, and she doesn't want to leave her dog alone. What is she wondering? (what)
10. Since Chris has been taking a course in public speaking, what has she learned? (how)
11. Ricardo wants to have a party. His apartment is small, but he has a lot of friends. What must he decide? (whom)
12. His friend Monica is responsible for the refreshments for the party. What has she been trying to figure out? (how much)

## Adjective Clauses

## Infinitive Phrases

*I have a lot of dirty clothes that I must wash.*

*Carla is the person whom you can trust.*

*Can you lend me a good book which I can read on the plane?*

*I have a lot of dirty clothes to wash.*

*Carla is the person to trust.*

*Can you lend me a good book to read on the plane?*

1. An infinitive or infinitive phrase is often used in place of an adjective clause.
2. The infinitive or infinitive phrase is also used after *the first*, *the second*, *the last*, and *the only* to replace an adjective clause.

*The first student who finished the exam was Rina.*

*The first student to finish the exam was Rina. OR*

*The first student to finish was Rina. OR*

*The first to finish was Rina.*

*The only person who didn't finish was Marc.*

*The only person not to finish was Marc.*

*Of course, the last person who left the room was the teacher.*

*Of course, the last person to leave the room was the teacher. OR*

*Of course, the last person to leave was the teacher. OR*

*Of course, the last to leave was the teacher.*

### Exercise 21

*First, underline the adjective clauses in the dialog. Then, with another student, repeat the dialog, replacing the adjective clauses with infinitives or infinitive phrases.*

**Student:** Does this store have a manager whom I can complain to about my problem?

**Clerk:** On Saturdays there is usually no one here who can help you with a complaint.

**Student:** I have a defective typewriter that I must replace.

**Clerk:** Just a minute. Perhaps I can find someone from that department who can talk to you.

**Student:** I must talk to someone. I have a lot of work that I must complete this weekend.

**Clerk:** Have a seat over there. I shouldn't be too long. There are some magazines that you can read while you're waiting.

**Student:** Am I the first person who has had trouble with this brand?

**Clerk:** No. But you're the only one who has an immediate need for repair.

**Exercise 22** ■ ■ *Change the underlined adjective clause in each sentence to an infinitive phrase.*

1. Before Maria returns to Venezuela, she has a lot of presents that she must buy.
2. Can anyone suggest a nice gift that she could get for her father?
3. She wants to get him something that he can put in his office.
4. Her father is a businessman whom you have to admire.
5. He was the first businessman in his country who established a successful exporting business.
6. He is a good person whom you can consult if you have any questions about trade.
7. Maria doesn't have a lot of money that she can spend on a present.
8. She is from Caracas, and there are many beautiful places that you can visit there.
9. She hasn't taken final exams yet, so she has a lot of work that she must do before she goes shopping.
10. Before she returns to Caracas, she is going to Mexico where she will spend two weeks with her aunt Carla, who is her mother's sister.
11. Her aunt has a beautiful ranch and plenty of horses that she can ride.
12. The ranch is a good place where she can relax after finals.
13. Because she will have two entire weeks, she will have plenty of time in which to enjoy herself.
14. Maria's aunt is the only member of her family who has a ranch.

## 14-7 INFINITIVE/INFINITIVE PHRASE WITH *Enough* AND *Too*

### ■ Infinitive with *Enough* ■

adjective + *enough* + infinitive/infinitive phrase

*The map we had wasn't excellent, but it was good enough to get us to our destination.*

*Sam's car isn't very big, but it is big enough to hold five people comfortably.*

adverb + *enough* + infinitive/infinitive phrase

*We were driving slowly enough to enjoy the beautiful scenery.*

*At times, the kids played the radio loudly enough to burst our eardrums.*

*enough* + noun + infinitive/infinitive phrase

*We only went on a short trip because we didn't have enough money to take a long one.*

*What's more, we didn't have enough time to stay away for more than four days.*

1. *Enough* comes after an adjective or adverb and before a noun.
2. *For* + noun/pronoun may appear before the infinitive or infinitive phrase.

*Sam drove slowly enough for all of us to see the beautiful scenery.*

### Exercise 23 ■■ Combine each pair of sentences, using *enough*.

**Example:** The bicycle isn't strong. It can't hold two people.

*The bicycle isn't strong enough to hold two people.*

1. The candidate for president of the foreign student association doesn't have many friends. She can't get the majority of the votes.
2. She doesn't have much time. She won't make many speeches.
3. She hasn't been on campus a long time. She doesn't know many people.
4. Most of the students don't know her well. They won't give her their support.
5. She really isn't very interested in the position. She won't campaign very hard.
6. For her, winning isn't important. It won't make her lose time from her studies.
7. Ahmed's embassy didn't give him very much time. He couldn't finish his English studies.
8. Six months was not long. He couldn't complete all the levels.
9. He didn't realize the problem early. He didn't get permission to study longer.
10. This problem is not serious. It won't make him forget about beginning academic work.
11. His English is good. He can at least start part-time academic work.
12. Besides, he learns quickly. He will do well during his first semester.

## ■ Infinitive with Too ■

**too + adjective + infinitive/infinitive phrase**

*When we returned from our trip Sunday night, we were too tired to attend classes on Monday morning.*

*When I got home, my apartment was too cold to sleep in.*

**too + adverb + infinitive/infinitive phrase**

*I woke up too late to eat breakfast with her the next morning.*

*She left too early for me to say goodbye.*

1. Too has the meaning of a negative result. In this sentence, the speaker didn't catch the 5:30 train.

*I arrived at the train station too late to catch the 5:30 train.*

2. For + noun/pronoun can be used before the infinitive construction.

*I'm too tired for you to come over tonight.*

### Exercise 24 ■ ■ ■ Combine each pair of sentences, using too (and for, where necessary).

**Example:** Many big cities have become dangerous. Citizens cannot walk alone at night.

Many big cities have become too dangerous for citizens to walk alone at night.

1. When I lived in Paris a few years ago, I was afraid. I didn't go out alone after dark.
2. Some people in large urban areas have become very suspicious. They don't trust anyone except their close friends.
3. In a big city, the pace of life is very fast. I would not enjoy it.
4. Many people are busy. They don't speak to their neighbors.
5. In most large cities, the cost of living is very high. The average citizen cannot have a comfortable life.

6. I am very happy in my small town. I would not move to a big city.
7. My brother, on the other hand, is restless. He will not stay here forever.
8. He says that our town is small. It is not interesting.
9. He says he's young. He will not die of boredom.
10. At the moment, however, he is broke. He cannot leave until he has saved some money.
11. I am very satisfied here. I don't worry about money.
12. Life is very short. I do not want to spend it living in fear.

### Exercise 25 ■■

Complete each sentence, using an infinitive phrase that is true for you. Then compare sentences with another student.

1. I'm too old \_\_\_\_\_.
2. It's not warm enough \_\_\_\_\_.
3. I don't have enough money \_\_\_\_\_.
4. Sometimes I don't wake up early enough \_\_\_\_\_.
5. I never seem to have enough time \_\_\_\_\_.
6. I was too busy the other day \_\_\_\_\_.
7. My place doesn't have enough space \_\_\_\_\_.
8. Sometimes Americans speak too fast \_\_\_\_\_.
9. My English is good enough \_\_\_\_\_.
10. I might be too tired tonight \_\_\_\_\_.
11. My place is too small \_\_\_\_\_.
12. This exercise has been easy enough \_\_\_\_\_.

## Practice Exam

### SECTION 1

Identify each underlined infinitive phrase according to its function in the sentence. The functions are listed below. Be careful of the false subject it.

Subject = S                      Adjective = A                      Object = O  
 Subject complement = SC      Adjective complement = AC      Adverb = AV

- \_\_\_\_\_ 1. Because of the complexity of the world's problems today, to find proper solutions is a difficult task.
- \_\_\_\_\_ 2. Today's world leaders have an extremely difficult job to do.
- \_\_\_\_\_ 3. Indeed, it is not easy for any leader to govern his or her country wisely.
- \_\_\_\_\_ 4. Every head of state needs to have well-informed advisors.
- \_\_\_\_\_ 5. The president of one country recently fired his defense minister to get someone more knowledgeable.
- \_\_\_\_\_ 6. He was anxious to have someone who could look at the subject of defense rationally.
- \_\_\_\_\_ 7. His chief concern was to have a strong yet rational policy of defense.
- \_\_\_\_\_ 8. It is disturbing to think about the effects of war today.
- \_\_\_\_\_ 9. Few individuals want to see their country engaged in war.
- \_\_\_\_\_ 10. Every sane person's desire is to live in peace.

### SECTION 2

Use each verb in a short sentence. Remember that some verbs require an object before the infinitive.

Examples: afford I cannot afford to buy a new car.  
 advise My friend advised me to get a used car.

1. allow \_\_\_\_\_
2. command \_\_\_\_\_

3. decide \_\_\_\_\_
4. demand \_\_\_\_\_
5. direct \_\_\_\_\_
6. encourage \_\_\_\_\_
7. forget \_\_\_\_\_
8. hesitate \_\_\_\_\_
9. intend \_\_\_\_\_
10. neglect \_\_\_\_\_
11. offer \_\_\_\_\_
12. order \_\_\_\_\_
13. persuade \_\_\_\_\_
14. refuse \_\_\_\_\_
15. seem \_\_\_\_\_

### SECTION 3

*Change the underlined adjective, noun, and adverb clauses in each sentence to an infinitive phrase.*

**Example:** Rosa registered for the TOEFL exam early so that she would be sure to have a seat.

*Rosa registered for the TOEFL exam early to be sure to have a seat.*

1. Before the test, she asked her grammar teacher which points of grammar she should review.

\_\_\_\_\_

\_\_\_\_\_

2. Her teacher gave her the lesson that she should study.

\_\_\_\_\_

\_\_\_\_\_

3. As she was reviewing, she realized there were many rules that she had to remember.

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4. After she had talked with her teacher again, she discovered how she could review quickly yet thoroughly.

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5. Most students have to review a little if they want to get a high score.

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6. Next quarter, the director is giving a special class once a week because he wants to help the students review before the test.

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7. In this class, he will explain how the students should prepare for the test.

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8. Last quarter, Mirko was the only person who received a score above 550.

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9. Mirko had spent a lot of time preparing for the test so that he would get a high score.

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10. Since he had taken the practice tests in the TOEFL book, he knew what kind of questions he should expect on the test.

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## LESSON FIFTEEN

### 15-1 GERUNDS

1. A gerund is a noun that has been formed from a verb. Any verb can be turned into a gerund by adding *-ing* to the simple form of the verb.

*walk, walking      play, playing      be, being*

When changing some verbs into gerunds, changes in spelling may be necessary.

*lie, lying*

Be careful not to confuse gerunds with present participles.

*Gerund: Swimming is good for you.*

*Present participle: Why aren't you swimming with the others?*

2. Gerunds function as nouns in a sentence.

*Jogging is good exercise.* (subject of the sentence)

*My favorite form of exercise is jogging.* (subject complement)

*I have always enjoyed jogging.* (direct object)

*My roommate is against jogging.* (object of a preposition)

*His favorite form of exercise, dancing, is more enjoyable.* (appositive)

3. A gerund phrase is formed with an object, a complement, and/or other modifiers. In the first sentence, *children* is the direct object of the gerund *interviewing*. In the second sentence, *tennis* is the direct object of the gerund *playing*.

*Interviewing small children is amusing.*

*Playing tennis is fun.*

4. To make a gerund negative, *not* is placed immediately before the gerund.

Compare:

*Betty regretted not seeing that movie.*

*Betty did not regret seeing that movie.*

In the first sentence, the gerund *seeing* is negative. Betty did not see the movie, and she regretted having missed it. In the second sentence, the verb *regret* is negative. Betty saw the movie, and she was not sorry that she had gone to it.

**Exercise 1** ■ ■ ■ *Read the story and underline all the gerunds and gerund phrases.*

I always thought I loved flying—until the other day, that is. First, the plane was delayed for more than three hours because of bad weather, and finding somewhere to sit in the airport was very difficult. I ended up sitting near a bunch of teenagers who were playing loud music and making so much noise that nobody else wanted to be near them.

When we were finally allowed to board the plane, getting to my seat proved to be difficult. First, some little kids were running up and down the aisle, and nobody wanted to tell them to stop doing so. When I did, the kids looked at me like I was nuts and then went back to doing what they had been doing before. Only the flight attendant was able to get them to sit down. When I got to my seat, I saw that two of the teenagers who had been torturing me for nearly three hours were sitting next to me. I said to myself, "At least, it's a short flight."

That turned out not to be the case. When we were ready to take off, the pilot announced that there was a failure in the flight controllers' computer system, and taking off wouldn't be possible until the system was fixed. We sat on the runway for two hours without being told anything, and believe me, sitting in a hot plane—the air conditioning system wasn't working—for two hours next to two fun-loving teenagers is about the worst way you can imagine spending your time.

"So how was the flight?" you want to know. There was no flight. The passengers ended up taking the train, courtesy of the airline. We arrived twelve hours late, and getting a taxi in the middle of the night was no fun. But we did arrive, and I guess we should be thankful for small favors. It will be a long time before I consider flying anywhere again.

**Exercise 2** ■ ■ ■ *With another student, practice asking and answering questions containing negative gerund phrases.*

Example: A: When you were small, did you regret not always listening to your parents?

B: I sometimes regretted not listening to my parents, but not always.

1. Please, would you mind \_\_\_\_\_?
2. Have your parents ever regretted \_\_\_\_\_?
3. Do you sometimes miss \_\_\_\_\_?
4. Can you imagine \_\_\_\_\_?
5. As a child, did you hate \_\_\_\_\_?
6. When you get married, will you consider \_\_\_\_\_?
7. Do you enjoy \_\_\_\_\_?
8. If your friends want to go out tonight, will you suggest \_\_\_\_\_?
9. If a new student talked to you about the school, would you advise \_\_\_\_\_?
10. When you were a child, do you remember \_\_\_\_\_?

## 15-2 GERUND/GERUND PHRASE FUNCTIONING AS SUBJECT AND SUBJECT COMPLEMENT

### Subject of the Sentence

*Traveling is enjoyable.*

*Traveling with young children can be difficult.*

*Finding a good hotel is not always easy.*

### Subject Complement

*My mother's hobby is gardening.*

*My father's favorite pastime is collecting foreign stamps.*

*What he really enjoys is getting rare stamps.*

### Exercise 3

Replace *it + the infinitive phrase* in each sentence by a *gerund phrase*.

**Example:** My grandparents loved children, so it was an enjoyable experience to spend weekends with them.

My grandparents loved children, so spending weekends with them was an enjoyable experience.

1. It really annoys most mothers to have to tell their children to clean up their rooms all the time.
2. If it is raining and they can't go outside, it appeals to most children to play video games.
3. My parents didn't have a television when they were young, so their way of relaxing after school was to play in the garden.
4. It takes a lot of time for parents to help their children with their homework.
5. It is a big responsibility for every parent to make sure children learn right from wrong.
6. It demands a lot of patience from both parents to answer children's questions all the time.
7. In many families, it has always been the father's job to earn a living.
8. In many countries, it has usually been the woman's responsibility to take care of the children.
9. As children grow up, it becomes more difficult to get them to obey.
10. It is not easy for children to please their parents.

#### Exercise 4

Complete each sentence, using a gerund or gerund phrase as subject of the sentence.

Examples: *Listening to the news* really depresses me sometimes.

*Sleeping* is my favorite pastime.

1. \_\_\_\_\_ is an excellent form of exercise.
2. \_\_\_\_\_ has changed my life.
3. \_\_\_\_\_ is going to be very difficult for me.
4. \_\_\_\_\_ has always been important to me.
5. \_\_\_\_\_ is not easy in a foreign country.
6. \_\_\_\_\_ will be the most difficult thing for me to do when I return home.
7. \_\_\_\_\_ is foolish, considering the price of gasoline.
8. \_\_\_\_\_ seems to be a favorite American pastime.
9. \_\_\_\_\_ has never made me comfortable.
10. \_\_\_\_\_ will be a difficult job for the next U.S. president.

### Exercise 5

In a group of three or four, discuss how you would complete the sentences. Use a gerund or gerund phrase as subject complement.

Example: One solution to the large number of cars on the roads is car pooling.

1. My biggest problem during this course is \_\_\_\_\_.
2. My favorite form of recreation is \_\_\_\_\_.
3. If I were the leader of my country, my main concern would be \_\_\_\_\_.
4. After five hours of classes every day, my one thought is \_\_\_\_\_.
5. One of my major goals in life has always been \_\_\_\_\_.
6. Before I left my country, my one fear was \_\_\_\_\_.
7. When driving in a downtown area of a city, a big frustration is always \_\_\_\_\_.
8. Mankind's highest aim should be \_\_\_\_\_.
9. My mother's biggest fault is \_\_\_\_\_.
10. If I had a million dollars, my one desire would be \_\_\_\_\_.

## 15-3 GERUND/GERUND PHRASE FUNCTIONING AS DIRECT OBJECT

### Verb + Gerund/Gerund Phrase

admit	detest	keep <sup>2</sup>	recall
appreciate <sup>1</sup>	discuss	mention	recommend
avoid	enjoy	mind <sup>3</sup>	resent
can't help	escape	miss	resist
consider	excuse <sup>1</sup>	postpone	risk
defer	finish	practice	suggest
delay	forgive	prevent	tolerate
deny	imagine	quit	understand <sup>1</sup>

<sup>1</sup>The verbs *appreciate*, *excuse*, and *understand* are always followed by the possessive before the gerund. (*Do you understand her wanting to live alone?*)

<sup>2</sup>The verb *keep* is followed by a gerund when it means *continue*. (*George keeps doing that even though I've told him to stop.*)

<sup>3</sup>The verb *mind* is followed by a gerund when it means *dislike*. (*I don't mind going there alone.*)

- The gerund or gerund phrase may follow a verb and function as the direct object, but not every verb in English can take a gerund or gerund phrase as the direct object. The verbs in the box above are among the most commonly used verbs that can be followed by a gerund or gerund phrase.
- In formal English, the possessive is often used before a gerund/gerund phrase.

Formal: *I couldn't understand his coming late.*  
*I couldn't understand Norman's coming late.*

In informal usage, however, speakers of English often use the object form of a personal pronoun or the noun without the possessive inflection.

Informal: *I couldn't understand him coming late.*  
*I couldn't understand Norman coming late.*

When a possessive is used before a gerund/gerund phrase, there is often a change in meaning.

*We enjoyed singing.* (We were singing.)

*We enjoyed the choir's singing.* (We were listening to the choir.)

### Exercise 6

Complete the sentences, using a possessive + a gerund/gerund phrase made of the words in the box.

*come late*

*excuse them for being late*

*do some extra review*

*go to the language lab more often*

*get a low grade*

*interrupt her explanation*

*not wait for their turn*

*tell them off*

*visit a museum*

Example: The teacher did not appreciate my interrupting her explanation.

- Because of the bad weather, Maria's instructor excused \_\_\_\_\_.
- Maria and her classmates really appreciated \_\_\_\_\_.
- Maria studied very hard for the last test, so she couldn't understand \_\_\_\_\_.
- Because so many students did poorly on the test, the instructor suggested \_\_\_\_\_.
- Although Maria has a good class, a few students constantly speak out of turn. She hates \_\_\_\_\_.

6. Maria's instructor told two students that she wasn't happy with their behavior. They didn't like \_\_\_\_\_.
7. Maria talked to her instructor about her pronunciation problems. Her instructor recommended \_\_\_\_\_.
8. The students in Maria's class would like to do something different next week. The instructor has discussed \_\_\_\_\_.

### Exercise 7

With another student, complete the sentences, using a gerund or gerund phrase as direct object. Then write a news report of the trial. First decide whether your report will be for a newspaper article or for a TV broadcast.

1. In the courtroom, the defendant admitted \_\_\_\_\_.
2. The defendant's lawyer couldn't avoid \_\_\_\_\_.
3. The defendant had always been a quiet man, but on the night of the crime he could not help \_\_\_\_\_.
4. Because he had never been in trouble with the law, the judge considered \_\_\_\_\_.
5. The jury needed more time, so it delayed \_\_\_\_\_.
6. The defendant's wife detested \_\_\_\_\_.
7. That night he and his wife discussed \_\_\_\_\_.
8. The trial was interesting, but I don't really enjoy \_\_\_\_\_.
9. Actually, many times the defendant could not finish \_\_\_\_\_.
10. I have never been in jail, so I can't imagine \_\_\_\_\_.
11. While the defendant's lawyer was speaking, the lawyer for the prosecution kept \_\_\_\_\_.
12. Because the jury could not agree on the defendant's innocence or guilt, the judge postponed \_\_\_\_\_.
13. Finally, the judge gave his verdict, and the defendant's wife quit \_\_\_\_\_.
14. The defendant seemed to be such a quiet man that I can't resist \_\_\_\_\_.
15. Nevertheless, I really don't understand (his) \_\_\_\_\_.



## 15-4 GERUND AS DIRECT OBJECT VS. INFINITIVE AS DIRECT OBJECT

### Verbs Followed by Gerunds or Infinitives

1. Some verbs are followed by a gerund or gerund phrase. (For a complete list of these verbs, see Appendix 4 on page 305.)

*Why haven't you finished cleaning?*

*I resent his talking to me like that.*

*Richard cannot risk losing his job.*

2. Some verbs are followed by an infinitive or infinitive phrase. (For a complete list of these verbs, see Appendix 3 on pages 302–304.)

*My parents always encouraged me to do my best.*

*I warned you not to go there.*

*The police officer ordered me to stop.*

### Exercise 8

Make a sentence with each pair of words. Use any subject and tense.

Examples: deny/break

Both of them denied breaking the window.

tell/clean

My father will tell me to clean my room before I go to the movies.

- |                 |                |                   |
|-----------------|----------------|-------------------|
| 1. finish/study | 6. mind/walk   | 11. discuss/find  |
| 2. recommend/go | 7. afford/stay | 12. manage/get    |
| 3. offer/drive  | 8. avoid/make  | 13. deserve/win   |
| 4. promised/do  | 9. hope/hear   | 14. detest/work   |
| 5. admit/write  | 10. keep/talk  | 15. consider/take |

**Exercise 9** ■ ■ ■ In a group of three or four, take turns completing the sentences truthfully.

1. When I'm 45, I hope I'll be able to afford \_\_\_\_\_.
2. When I'm 45, I'll probably miss \_\_\_\_\_.
3. When I'm 45, I don't think I'll enjoy \_\_\_\_\_.
4. When I'm 45, I'll refuse \_\_\_\_\_.
5. When I'm 45, I hope I'll have finished \_\_\_\_\_.
6. When I'm 45, I might detest \_\_\_\_\_.
7. When I'm 45, I won't be able to escape \_\_\_\_\_.
8. When I'm 45, I would like to be able to quit \_\_\_\_\_.
9. When I'm 45, I'll advise \_\_\_\_\_.
10. When I'm 45, I'll need \_\_\_\_\_.
11. When I'm 45, I won't mind \_\_\_\_\_.
12. When I'm 45, I hope I'll have learned \_\_\_\_\_.
13. When I'm 45, I expect \_\_\_\_\_.
14. When I'm 45, I'll probably consider \_\_\_\_\_.

■ **Verbs Followed by Gerunds or Infinitives with No Change in Meaning** ■

advise	can't bear	intend	neglect
allow	continue	like	permit
attempt	forbid	love	prefer
begin	hate	need	start

I love **traveling**. Nonsmokers hate **sitting** near smokers.

I love **to travel**. Nonsmokers hate **to sit** near smokers.

1. The verbs *advise*, *allow*, *forbid*, and *permit* are followed by a noun or pronoun object before the infinitive. Compare:

*Our travel agent advised us to take a European vacation.*

*Our travel agent advised taking a European vacation.*

*Professor Muraki doesn't allow anyone to leave the room during an exam.*

*Professor Muraki doesn't allow leaving the room during an exam.*

*My father forbids me to smoke in his house.*

*My father forbids smoking in his house.*

*The landlord doesn't permit any resident to have a pet in the apartment building.*

*The landlord doesn't permit having a pet in the apartment building.*

2. The verbs *begin* and *start* take either a gerund or an infinitive. But if the verb following *begin* or *start* is a verb of "knowing" or "understanding" (such as *reflect*, *contemplate*, *perceive*), the infinitive is more common.

*After a few minutes, we started to understand the explanation.*

*As I watched the report of the earthquake victim, I began to perceive the horror of such a disaster.*

3. After the verbs *attempt* and *intend*, gerunds are possible, but infinitives are more common.

*Ron attempted moving the piano by himself.*

*Ron attempted to move the piano by himself.*

4. With the verb *need*, the gerund is similar in meaning to the passive infinitive.

*My car needs washing.*

*My car needs to be washed.*

### Exercise 10 ■■

Answer the questions. If the question contains an infinitive, use a gerund. If the question contains a gerund, use an infinitive.

Examples: If it begins to rain, are you going to cancel the picnic?

Of course, we'll cancel it if it begins raining.

Did the radio announcer continue asking for donations?

Yes, he continued to ask for donations.

- I understand that Miriam is looking for a new job. Doesn't she like to work here anymore?
- Wouldn't she prefer to have a job where she could travel once in a while?
- Hasn't she neglected doing much of her work lately?
- When will she start looking for another job?
- Did you advise going to an employment agency or checking the want ads in the newspaper?

6. She has excellent sales experience. Couldn't she begin working as a salesman?
7. Does she intend leaving before she finds another job?
8. Doesn't our company policy forbid quitting without giving at least two weeks notice?
9. She really looks depressed. Don't you agree that she needs cheering up?
10. She is such a nice person. Don't you hate to see her so depressed?

### ■ Verbs Followed by Gerunds or Infinitives with a Change in Meaning ■

forget	regret	try
mean	remember	used to/be used to
propose	stop	

1. After the verbs *forget*, *remember*, and *regret*, the infinitive is used if it refers to an action that happens after the action of the main verb. If the action happens before the action of the main verb, a gerund is used. Compare the pairs of sentences.

*I was really annoyed that my sister forgot to show up for the party.* (She didn't show up. Forgetting occurred before showing up.)

*My sister forgets ever being in the hospital.* (She has forgotten that she was ever in the hospital. Being in the hospital occurred before forgetting.)

*I remembered to write down the assignment, so I was able to do it.* (First I remembered; remembering occurred before writing.)

*I remember writing down the assignment. Where is it?* (Writing occurred before remembering.)

*I regret to tell you that you are not going to get the promotion.* (I'm going to tell you news. Regretting occurs before telling.)

*I regret telling you the bad news.* (Telling occurred before regretting.)

2. An infinitive follows the verb *mean* when the meaning is *to intend*. A gerund follows the verb *mean* when it means *to result in*; *mean* + gerund is used only with an impersonal subject.

*The police detective means to solve this crime even if it means forgetting about his other work.*

*I'm tired of working such long hours. I mean to quit my second job even if it means having less money.*

3. When the verb *propose* means *to plan* or *intend*, the infinitive follows. When the verb *propose* means *to suggest*, a gerund follows.
- We propose to leave early tomorrow morning.* (We plan to leave early.)  
*I propose leaving before 6:00 A.M.* (I suggest leaving before 6:00 A.M.)
4. When the verb *stop* means *in order to do something*, an infinitive follows. When the verb *stop* means *to quit*, a gerund follows.
- I stopped to talk to Jamilla.* (I stopped in order to talk to Jamilla.)  
*I stopped talking to Jamilla.* (I don't talk to Jamilla anymore.)
5. When the verb *try* means *to make an effort*, an infinitive follows. When the verb *try* means *to experiment*, a gerund follows.
- I've been looking for an apartment for several weeks. I tried to go to a real estate agent, but the office was closed.* (I made an effort to go to a real estate agent.)  
*I've been looking for an apartment for several weeks. I tried going to a real estate agent, but she couldn't help me.* (I went to a real estate agent as one way of finding an apartment.)
6. When *used to* refers to a habitual past action, an infinitive follows. When *be used to* means *to be accustomed to*, a gerund follows.
- We used to drive to Chicago from Nevada every other month to see our parents.* (We did this again and again, but we don't anymore.)  
*We were used to driving long distances, so the trips didn't bother us.* (We were accustomed to driving long distances.)

### Exercise 11

Circle the word or words that best complete the following sentences.

- I tried \_\_\_\_\_ you, but the line was always busy.
  - calling
  - to call
- My father stopped \_\_\_\_\_ a few years ago. He has felt much better ever since then.
  - smoking
  - to smoke
- I hope you remembered \_\_\_\_\_ the windows. It looks like it's going to rain.
  - closing
  - to close

4. I'll never forget \_\_\_\_\_ the president of the United States. It was a memorable day.
  - a. meeting
  - b. to meet
5. I forgot \_\_\_\_\_ my book. Can I go back to my room and get it?
  - a. bringing
  - b. to bring
6. I'm used to \_\_\_\_\_ grammar exercises like these, but it wasn't easy when I first started learning English.
  - a. doing
  - b. to do
7. You should try \_\_\_\_\_ the baby. That may make him stop crying.
  - a. holding
  - b. to hold
8. Don't you remember \_\_\_\_\_ to that restaurant the last time we came here?
  - a. going
  - b. to go
9. I stopped \_\_\_\_\_ a drink because I was very thirsty.
  - a. to get
  - b. getting
10. We regret \_\_\_\_\_ you that you have not been granted a scholarship.
  - a. informing
  - b. to inform
11. I know it may mean \_\_\_\_\_ her angry, but I'm still going to tell her what I think.
  - a. making
  - b. to make
12. The university proposes \_\_\_\_\_ new housing on the outskirts of the campus.
  - a. building
  - b. to build

### Exercise 12 ■■

Find and correct the ten mistakes in the text.

Do you enjoy to play the lottery? Did you ever stop to think what a bad idea it actually is? First, the people who can least afford playing are the ones who do. Even if

it means to have difficulty paying for rent and food, and even if they have little chance of ever winning much money, these unfortunate people don't seem to mind to spend their time waiting in line to buy those tickets and being disappointed every time they lose—which is always.

I knew that before I read a recent article about the lottery. What I didn't know was how playing the lottery actually ruined the lives of those who saw their dreams come true: they won millions. I hate to tell all of you lottery players this, but money not only fails buying happiness; it also doesn't even buy a good time. It turns out that most of those big winners who lottery players so envy are actually miserable once the initial joy of winning fades.

First, there's the world of work. If the lottery winners continue working, their co-workers start to resent their take the job of someone who really needs the work. Eventually, the winners are forced to stop to work. That leads to new misery: what to do with all their free time?

Next are the friends and relatives who expect the winner to lend them money and pick up all the checks. They pretend liking the winner when all they really like is all the winner's money. This wouldn't be so bad if the recipients of the generosity showed some gratitude; unfortunately, all they show is jealousy and contempt and eventually disappear just like the jobs do.

What is the moral of this story? Playing the lottery is a bad idea not only because you have almost no chance of winning it but because you may win. How will the knowledge of the evils of the lottery affect me? I guess I'm going to keep to play it, but I'm certainly going to stop to hope that I win. I'm doing too well in my ordinary life to risk being successful.

### Exercise 13 ■ ■ ■

*In a group of three or four, discuss how you would complete the sentences. If you are already married, you will have to change the tense of most of the sentences.*

1. When I get married, I will begin \_\_\_\_\_.
2. I will allow my spouse \_\_\_\_\_.
3. As a parent, I will attempt \_\_\_\_\_.
4. When I get married, I hope \_\_\_\_\_.

5. As a spouse, I'll refuse \_\_\_\_\_.
6. Before I get married, I intend \_\_\_\_\_.
7. If my spouse and I have trouble, I will consider \_\_\_\_\_.
8. When I get married, I will quit \_\_\_\_\_.
9. When I get married, I will promise \_\_\_\_\_.
10. A single person can't imagine \_\_\_\_\_.
11. Even when I am married, I will continue \_\_\_\_\_.
12. When I am married, I will enjoy \_\_\_\_\_.
13. When I have children, I will try \_\_\_\_\_.
14. When I first get married, I won't be used \_\_\_\_\_.
15. Some people will never get married even if it means \_\_\_\_\_.
16. Before people get married, they need \_\_\_\_\_.

### Exercise 14

Read the dialogs. With another student, discuss possible answers to each question. Use a gerund or infinitive phrase.

1. **Dina:** Isn't this wonderful?  
**Nora:** Oh, it's absolutely spectacular.  
What are Dina and Nora enjoying? \_\_\_\_\_
2. **Nick:** Didn't Jack look awful?  
**Anna:** He certainly did. He really needs to make some changes in his life.  
What should Jack stop? \_\_\_\_\_
3. **Carl:** It's really hard to make a decision.  
**Fred:** Why don't you talk to your father?  
What is Carl considering? \_\_\_\_\_
4. **Nick:** Look at the car. How could that have happened?  
**Dina:** Don't look at me. I didn't do it.  
What did Dina deny? \_\_\_\_\_
5. **Carl:** Do we have enough money?  
**Nora:** Probably, but are you sure you like that one?  
What do Carl and Nora intend? \_\_\_\_\_
6. **Anna:** Why don't you come with me? There will be a lot of people for you to meet.  
**Fred:** No, that kind of thing isn't for me.  
What does Fred dislike? \_\_\_\_\_

7. **Bill:** Will you ever forget that day?  
**Joni:** Never! It was a terrible experience.  
 What will Joni never forget? \_\_\_\_\_
8. **Nick:** It was a terrible mistake. How I could have done something so stupid?  
**Nora:** It's not the end of the world. You'll find something else.  
 What does Nick regret? \_\_\_\_\_
9. **Joni:** This is awful!  
**Dina:** I know. But what can we do about it?  
 What can't Dina and Joni bear? \_\_\_\_\_
10. **Fred:** It's at 8:00, right?  
**Neal:** Yeah. Don't forget.  
 What shouldn't Fred forget? \_\_\_\_\_

## 15-5 GERUND/GERUND PHRASE FUNCTIONING AS OBJECT OF A PREPOSITION

### GROUP 1: Verb + Preposition + Gerund/Gerund Phrase

adjust to	comment on	look forward to
agree with	complain about	object to
apologize for	concentrate on	plan on
apologize to (someone) for	consist of	refer to
approve of	deal with	see about
argue about	depend on/upon	talk about
believe in	dream about	think about
blame (someone) for	forget about	warn (someone) about
care about	forgive (someone) for	worry about
care for	insist on	

1. Some verb + preposition combinations are always followed by a gerund. The combinations in the box above are among the most commonly used ones.

*The children insisted on going to the zoo.*

*I'm looking forward to going on vacation.*

*We don't object to our daughter's living alone.*

2. The verb + preposition combinations in the box can be used in these patterns.

Pattern 1: subject + verb + preposition + gerund phrase

*She apologized for being late.*

Pattern 2: subject + verb + preposition + possessive + gerund phrase

*Bruce worries about his daughter's living alone.*

Pattern 3: subject + verb + object + preposition + gerund phrase

*The police officer accused me of speeding on the freeway.*

3. These verbs can be used only in pattern 3.

accuse ... of

pay ... for

congratulate ... on

prevent ... from

devote ... to

thank ... for

### Exercise 15

Complete each question with the correct preposition. Try to complete the sentences without looking at the list of verbs + prepositions on the previous page.

Example: After class today, what do you have to see about?

1. What are you devoting yourself \_\_\_\_\_ these days?
2. What did your parents prevent you \_\_\_\_\_ doing when you were a child?
3. Who was the last person you paid? What did you pay this person \_\_\_\_\_?
4. Who was the last person you thanked? What did you thank this person \_\_\_\_\_?
5. When was the last time you apologized? What did you apologize \_\_\_\_\_?
6. When you first came to the United States, what did you have to adjust \_\_\_\_\_?
7. Have you argued with anyone recently? What did you argue \_\_\_\_\_?
8. What doesn't your father approve \_\_\_\_\_?
9. Before you left your country, what did your mother warn you \_\_\_\_\_?
10. What do you plan \_\_\_\_\_ doing this weekend?
11. What does the teacher always insist \_\_\_\_\_?

12. What are you trying to forget \_\_\_\_\_?
13. What did you dream \_\_\_\_\_?
14. What have you been concentrating \_\_\_\_\_ since this course began?
15. As a student, what do you really care \_\_\_\_\_?

**Exercise 16** ■ ■ ■ With another student, practice asking and answering the questions in Exercise 15. Use gerund phrases.

Example: A: After class today, what do you have to see about?

B: *I have to see about finding an apartment.*

## GROUP 2: Adjective + Preposition + Gerund/Gerund Phrase

accustomed to <sup>1</sup>	excited about <sup>1</sup>	proud of
afraid of	famous for	responsible for
angry at	generous about	sorry about
appropriate for	good at	sure of/about
ashamed of	grateful to (someone)	surprised at <sup>1</sup>
concerned about <sup>1</sup>	grateful for (something)	tired of <sup>1</sup>
content with	incapable of	used to <sup>2</sup>
delighted at <sup>1</sup>	interested in <sup>1</sup>	worried about <sup>1</sup>
essential to	lazy about	

<sup>1</sup> These verbs are past participles used as adjectives.

<sup>2</sup> The adjective *used to* is followed by a gerund when it means *accustomed to*.  
(*I'm not used to eating such spicy food.*)

1. The adjective + preposition combinations listed in the box above are among the most commonly used ones.

*My aunt was concerned about leaving too early.*

*However, she was not interested in staying all day.*

2. The adjective + preposition combinations in the box often follow after the verbs *be*, *seem*, *appear*, *remain*, *look*, *become*.

### Exercise 17

With another student, practice asking and answering the following questions. Use gerund phrases. If you've already done Exercise 16, do this exercise with a different student.

1. Since you've been away from home, what have you become accustomed to?
2. When you were a small child, what were you afraid of?
3. Before you left your country, what was your mother concerned about?
4. What do you usually feel excited about?
5. What would you like to become famous for?
6. What have you always been interested in?
7. The last time you were ashamed of yourself, what were you ashamed of?
8. What are you grateful to your parents for?
9. What are you good at?
10. What are you responsible for these days?

### GROUP 3: Noun + Preposition + Gerund/Gerund Phrase

difficulty in	interest in
in addition to	in the course of
in charge of	in the middle of
in danger of	need for
in favor of	reason for
in return for	technique for
instead of	the point of

1. The noun + preposition combinations in the box above are among the most commonly used ones.

*We're not sure of her reason for leaving.*

*It was a problem because she was in charge of organizing the meeting.*

*She probably wanted more money in return for working extra hours.*

2. All the noun + preposition combinations in the box above may be followed by a possessive form + gerund, except:

*difficulty in*      *He has difficulty in understanding the directions.*

*in charge of*      *Who is in charge of looking after the baby?*

*in danger of*      *The building's in danger of falling.*

*technique for*      *I can't figure out the technique for hitting the ball.*

**Exercise 18** ■ ■ Complete the sentences.

- As they were driving to the mountains, Sue told Bob to slow down because she did not see the need for \_\_\_\_\_.
- She also warned him that they were in danger of \_\_\_\_\_.
- Because the road was clear, Bob said he did not see the point of \_\_\_\_\_.
- Sue reminded him that in addition to \_\_\_\_\_, they could get a ticket.
- When Bob saw a police car in his rear-view mirror, he was suddenly in favor of \_\_\_\_\_.
- It was too late. After the police officer had checked Bob's license, he asked him if he had difficulty in \_\_\_\_\_.
- The officer sarcastically asked if he had an interest in \_\_\_\_\_.
- The officer also reminded Bob that as an officer of the law, he was in charge of \_\_\_\_\_.
- Surprisingly, instead of \_\_\_\_\_ the police officer told Bob to report to the police station every Wednesday night for safe driving lessons.
- Sue mentioned that because of his poor driving record, Bob really needed to review the techniques for \_\_\_\_\_.

**Exercise 19** ■ ■ Complete the paragraphs, using the correct preposition and an appropriate gerund. Use the gerund form of the verbs in the box, and try to use a different gerund for each blank.

ask	contact	have	look for	serve
assist	correct	help	mug	solve
be	do	improve	rear up	spend
bring up	enforce	insure	reside	use
change	fight	keep	rob	wait
combat	find	live	see	walk

Few would deny that the quality of life has changed in many big American cities. Many people can remember a time when it was very safe to walk to the corner store after dark; however, today they are afraid \_\_\_\_\_ alone. Store owners

find that they are always in danger \_\_\_\_\_<sup>2</sup> robbed. Some of them have been threatened in the course \_\_\_\_\_<sup>3</sup> their customers. Many people agree that a big city is no longer suitable for \_\_\_\_\_<sup>4</sup> children.

People who live in the big cities are concerned \_\_\_\_\_<sup>5</sup> these conditions. They say that the city governments do not really seem interested \_\_\_\_\_<sup>6</sup> solutions to the problems. On the other hand, the city officials maintain that they are incapable \_\_\_\_\_<sup>7</sup> very much without money from the state and national governments. The mayors of the big urban areas admit that they, too, are worried \_\_\_\_\_<sup>8</sup> the quality of life in their cities. The majority of citizens believe that their police forces have not been good \_\_\_\_\_<sup>9</sup> law and order. Everyone feels that a good police force is essential \_\_\_\_\_<sup>10</sup> a safe environment.

The citizens in these areas are also tired \_\_\_\_\_<sup>11</sup> such high taxes. Again they complain that the city and state governments are responsible for not correctly \_\_\_\_\_<sup>12</sup> the money available to them. Violence and high taxes are only two of the problems that city dwellers face. Many Americans who move to the big cities from small towns have been used \_\_\_\_\_<sup>13</sup> in an atmosphere that is friendly and quiet; therefore, they are not accustomed \_\_\_\_\_<sup>14</sup> in an environment that is cold and impersonal. No American is proud \_\_\_\_\_<sup>15</sup> about these conditions, and all agree that there is a need \_\_\_\_\_<sup>16</sup> the situation. Everyone feels that the problems are very serious, but no one seems to know the best technique \_\_\_\_\_<sup>17</sup> these problems. Some officials are in favor \_\_\_\_\_<sup>18</sup> the law enforcement officials of certain European cities for advice.

While it is true that many European cities, as well as others around the world, have some of the same problems, it is also true that they seem to have found successful solutions to many of them.

### Exercise 20

Read the headlines. Then, with another student, discuss possible answers to the questions. In some answers, you may need a possessive before the gerund/gerund phrase.

#### STRIKE ENDS

##### Mayor's Talks with Teachers Successful

1. What did the mayor succeed in doing?
2. What did the mayor probably concentrate on during the talks?
3. What did students' parents probably disapprove of?
4. What are teachers looking forward to?

#### NATIONALS LOSE FINAL GAME, 3-0

##### COACH BLUM FIRED

5. What did the owner of the team blame the coach for?
6. What will fans never forgive one of the players for?
7. What did the players object to?
8. What do the Nationals need to concentrate on for next year?

#### PROTEST TURNS VIOLENT

##### 10 ARRESTS MADE

9. What had the protesters planned on?
10. What did the police warn protesters about?
11. What did the police prevent the protesters from doing?
12. What did the protesters insist on?

## Practice Exam

### SECTION 1

Identify each underlined gerund phrase according to its function in the sentence.

Subject = S

Object = O

Appositive = A

Subject complement = SC

Object of preposition = OP

1. Having a summer job is the only way many students can pay for their college tuition.
2. When my father was in college, his favorite summer job was working in a restaurant.

- \_\_\_\_\_ 3. He has often said that he didn't mind serving the customers, but he  
\_\_\_\_\_ disliked removing the dirty dishes from the tables.
- \_\_\_\_\_ 4. After only two weeks at one restaurant, however, he was fired for  
\_\_\_\_\_ eating too much on the job.
- \_\_\_\_\_ 5. A waiter doesn't make a large salary, but being polite to customers can  
\_\_\_\_\_ result in getting big tips.
- \_\_\_\_\_ 6. The best part of his job was waiting on attractive girls.
- \_\_\_\_\_ 7. My father and mother often recall meeting each other for the first time.
- \_\_\_\_\_ 8. My mother's job, working as a cashier, was in the same restaurant.

## SECTION 2

Use each of the following verbs in a short sentence.

Examples: admit My father admitted eating on the job.  
agree After the manager had spoken to him, he agreed to stop.

1. appear \_\_\_\_\_
2. avoid \_\_\_\_\_
3. can't help \_\_\_\_\_
4. consider \_\_\_\_\_
5. choose \_\_\_\_\_
6. consent \_\_\_\_\_
7. deny \_\_\_\_\_
8. discuss \_\_\_\_\_
9. finish \_\_\_\_\_
10. forget \_\_\_\_\_
11. miss \_\_\_\_\_
12. offer \_\_\_\_\_
13. postpone \_\_\_\_\_
14. practice \_\_\_\_\_
15. refuse \_\_\_\_\_

16. resent \_\_\_\_\_
17. seem \_\_\_\_\_
18. suggest \_\_\_\_\_

### SECTION 3

Complete each sentence, using the correct preposition followed by a gerund phrase.

1. Most employers do not approve \_\_\_\_\_
2. Last week, two secretaries were arguing \_\_\_\_\_
3. When interviewing for a job, I have never believed \_\_\_\_\_
4. In a noisy office, it is difficult to concentrate \_\_\_\_\_
5. I have often dreamed \_\_\_\_\_
6. Al worked in a dentist's office last summer, and he will never forget \_\_\_\_\_
7. Last summer, I had two good job offers, and I had a lot of difficult \_\_\_\_\_
8. I finally made up my mind in the course \_\_\_\_\_
9. Next summer, I am looking forward \_\_\_\_\_
10. Since I have always been a good employee, I have never worried \_\_\_\_\_
11. Some people are lazy, but most people devote \_\_\_\_\_
12. Understanding the rules in an office is essential \_\_\_\_\_
13. The manager of an office is responsible \_\_\_\_\_
14. Since a five-day workweek is very long, most employees would be in favor \_\_\_\_\_

## Appendix 1 Irregular Verbs

**NOTE:** Some verbs have two past forms: -ed and -t, as in burned, burnt. The -ed form is usually used.

### Present and Infinitive

awake

be

bear (bring forth)

bear (carry)

become

begin

bend

bite

bleed

blow

break

bring

build

burn

burst

buy

catch

choose

cling

clothe

come

cost

creep

cut

deal

dig

dive

do

draw

dream

drink

drive

eat

fall

feed

feel

fight

find

flee

fling

fly

forbid

forget

### Past

awoke

was/were

bore

bore

became

began

bent

bit

bled

blew

broke

brought

built

burned, burnt

burst

bought

caught

chose

clung

clothed, clad

came

cost

crept

cut

dealt

dug

dived, dove

did

drew

dreamed, dreamt

drank

drove

ate

fell

fed

felt

fought

found

fled

flung

flew

forbade, forbad

forgot

### Past Participle

awaked

been

born

borne

become

begun

bent

bitten

bled

blown

broken

brought

built

burned, burnt

burst

bought

caught

chosen

clung

clothed, clad

come

cost

crept

cut

dealt

dug

dived

done

drawn

dreamed, dreamt

drunk

driven

eaten

fallen

fed

felt

fought

found

fled

flung

flown

forbidden

forgotten

*Present and Infinitive*

forsake

freeze

get

give

go

grind

grow

hang (suspend)

hang (kill)

have

hear

hide

hit

hold

hurt

keep

kneel

know

lay (put, place, prepare)

lead

leap

leave

lend

let

lie (tell a falsehood)

lie (recline, be situated)

light

lose

make

mean

meet

pay

prove

put

read

rid

ride

ring

rise

run

say

see

seek

sell

send

*Past*

forsook

froze

got

gave

went

ground

grew

hanged, hung

hanged, hung

had

heard

hid

hit

held

hurt

kept

knelt

knew

laid

led

leaped

left

lent

let

lied

lay

lighted, lit

lost

made

meant

met

paid

proved

put

read

rid

rode

rang

rose

ran

said

saw

sought

sold

sent

*Past Participle*

forsaken

frozen

got, gotten

given

gone

ground

grown

hung

hanged

had

heard

hidden, hid

hit

held

hurt

kept

knelt

known

laid

led

leaped, leapt

left

lent

let

lied

lain

lighted, lit

lost

made

meant

met

paid

proved, proven

put

read

rid

ridden

rung

risen

run

said

seen

sought

sold

sent

*Present and Infinitive*

set (place, put)

shake

shine

shoot

show

shrink

shut

sing

sink

sit

sleep

slide

sling

speak

speed

spend

spin

spread

spring

stand

steal

stick

sting

stink

strike

string

swear

sweep

swell

swim

swing

take

teach

tear

tell

think

throw

understand

wake

wear

weep

wet

win

wind

wring

write

*Past*

set

shook

shone

shot

showed

shrank

shut

sang

sank

sat

slept

slid

slung

spoke

sped

spent

spun

spread

sprang

stood

stole

stuck

stung

stink, stank

struck

strung

swore

swept

swelled

swam

swung

took

taught

tore

told

thought

threw

understood

woke

wore

wept

wet

won

wound

wring

wrote

*Past Participle*

set

shaken

shone

shot

shown, showed

shrunk, shrunken

shut

sung

sunk, sunken

sat

slept

slid

slung

spoken

sped

spent

spun

spread

sprung

stood

stolen

stuck

stung

stunk

struck

strung

sworn

swept

swelled, swollen

swum

swung

taken

taught

torn

told

thought

thrown

understood

woken

worn

wept

wet

won

wound

wring

written

## Appendix 2 Modal Auxiliaries

Modal	Meanings	Examples
Can	a. ability	Pam <b>can</b> ski very well.
	b. strong possibility	Don't stop your car suddenly. You <b>can</b> cause an accident.
	c. suggestion	Sue: My roommate is a nuisance. Bob: You <b>can</b> get a single room.
	d. permission	Jim: Can I see you again? Pat: Yes, I would like that.
Could	a. past ability	When I was ten years old, I <b>could</b> pat my head and rub my stomach at the same time.
	b. ability based on certain conditions	You <b>could</b> be a good pianist if you practiced more.
	c. possibility	Be careful with those matches! You <b>could</b> start a fire.
	d. permission	<b>Could</b> I use your eraser?
	e. polite request	<b>Could</b> you please be quiet?
	f. suggestion	You <b>could</b> get your father a pen for his birthday.
	g. past of <i>can</i> in indirect speech	Gail said she <b>could</b> drive us to the airport.
May	a. permission	Dr. Smith, <b>may</b> I borrow your lecture notes?
	b. possibility	I <b>may</b> go home during the next break.
	(1) about a future action (2) about a present condition	Min-Jung <b>may</b> be homesick. She has been very depressed for two weeks.
Might	a. possibility	I <b>might</b> go home during the next break.
	(1) about a future action (2) about a present condition	Min-Jung <b>might</b> be homesick.
	b. past of indirect speech	She said she <b>might</b> go home before the break is over.
Should	a. advice	You really <b>should</b> read more.
	b. moral obligation	A teacher <b>should</b> have patience.
	c. expectation	That police officer <b>should</b> know where the downtown area is.

Modal	Meanings	Examples
<b>Ought to</b>	<ul style="list-style-type: none"> <li>a. advice</li> <li>b. moral obligation</li> <li>c. expectation</li> </ul>	<p>You really <b>ought to</b> read more.</p> <p>A teacher <b>ought to have</b> patience.</p> <p>That police officer <b>ought to know</b> where the downtown area is.</p>
<b>Must</b>	<ul style="list-style-type: none"> <li>a. necessity</li> <li>b. assumption</li> <li>c. prohibition</li> </ul>	<p>You <b>must get</b> to work on time.</p> <p>He <b>must be</b> a good writer because he has won so many awards.</p> <p>You <b>must not smoke</b> in this section of the hospital.</p>
<b>Will</b>	<ul style="list-style-type: none"> <li>a. simple future</li> <li>b. promise</li> <li>c. determination</li> </ul>	<p>I'll see you tomorrow.</p> <p>I <b>will be</b> there on time. (Intonation distinguishes between a future tense and a promise.)</p> <p>I <b>will get</b> an A in this course if it kills me. (Intonation distinguishes between a future tense and determination.)</p>
<b>Shall</b>	<ul style="list-style-type: none"> <li>a. an offer to do something for someone</li> <li>b. first-person question asking for agreement</li> </ul>	<p>Shall I put these papers on your desk?</p> <p>Shall we leave now? (Are you ready to leave now?)</p>
<b>Would</b>	<ul style="list-style-type: none"> <li>a. polite request</li> <li>b. willingness to do something</li> <li>c. past habitual action</li> <li>d. past of <i>will</i> in indirect speech</li> <li>e. result of a condition</li> </ul>	<p>Would you hold my books for a moment?</p> <p>Would you like to eat out tonight?</p> <p>My last roommate <b>would play</b> music until 3:00 in the morning.</p> <p>She said Noah <b>would help</b> me.</p> <p>If I had time, I <b>would meet</b> with you.</p>

## Appendix 3 Verbs Followed by Infinitives

### ■ GROUP 1: Verbs + infinitive/infinitive phrase as direct object ■

afford	We can't afford to take a vacation this year.
agree	The family agreed to wait until next year.
appear	The children appear to be happy about this decision.
arrange	We'll arrange to go to Hawaii.
be (am, is, are)	We are to leave some time in July.
care	I really don't care to eat out tonight.
choose (prefer)	I certainly didn't choose to come to this restaurant.
claim	It claims to serve the best Italian food in town.
come	We came to see if the food is really good.
consent	Everyone consented to try it tonight.
decide	I have decided to order a chicken dish.
demand	Why is that customer demanding to see the manager?
deserve	Every customer deserves to receive good service.
endeavor	That student has always endeavored to do well.
fail	He has never failed to get a good grade on a test.
forget	He never forgets to complete his assignments.
happen	I happen to like him very much.
hesitate	I don't know why the other students hesitate to talk to him.
hope	He hopes to receive a scholarship for next year.
intend	His teachers intend to help him all they can.
learn	My children are learning to ski.
manage	I have managed to remain calm so far.
mean	I'm sorry. I didn't mean to interrupt you.
neglect	You neglected to tell me that you had to study tonight.
offer	Don't worry. The teacher has offered to give a review.
plan	Many students are planning to take the review.
prepare	The teacher is prepared to spend three hours on the review.
pretend	At my surprise birthday party, I pretended to be surprised.
proceed	I proceeded to act and look as if I hadn't known about it.
prove	Your decision proved to be the wrong one.
refuse	Never refuse to tell the truth.
regret	I regret to tell you that your luggage is missing.
remember	Did you remember to put an address label on each suitcase?
seem	You don't seem to be very worried about it.
struggle	The students struggle to stay awake in that history class.
swear	The defendant swore to tell the truth in court.
tend	Your child tends to be a little noisy at times.
threaten	She threatened to call the police.
volunteer	Who will volunteer to help us?
wait	Have a good trip. I'll be waiting to hear from you.

## GROUP 2: Verbs + object + infinitive/infinitive phrase

advise	Who advised you to join this soccer team?
allow	Does the coach allow the players to smoke?
appoint	Who appointed John to be the captain?
cause	Bill's injury caused him to play poorly yesterday.
caution	The referee cautioned the members of both teams to play fairly.
challenge	The losing team has challenged our team to meet again.
command	The police officers commanded the thief to stop.
compel	They compelled him to drop his weapon.
convince	I can't convince you to do anything you don't want to do.
direct	The usher directed us to sit in the third row.
enable	His strong desires have enabled him to succeed.
encourage	Parents should encourage their children to do their best.
forbid	Her mother forbids her to tell a lie.
force	Her son's refusal to obey forced her to spank him.
get	I got my neighbor to take me to the hospital.
*help	The police officer helped me find the address.
hire	He has hired me to work in his store this summer.
implore	I implore everyone to help the tornado victims.
instruct	Our teacher instructed us to read the directions carefully.
invite	After the exam, she invited the class to come to her house.
motivate	I don't know what motivates some people to hurt others.
oblige	Human decency obliges us to treat all people equally.
order	The court ordered him to pay for his parking tickets.
permit	The coach permitted the players to take a short break.
persuade	She persuaded me to go with her.
remind	I reminded her not to forget her driver's license.
request	The invitation requested all guests to be on time.
require	Does this school require new students to take a placement test?
show . . . how	Who showed you how to do that?
teach	My father taught my brothers and me to play chess.
tell	He told us to concentrate on the game.
tempt	You know that was wrong. What tempted you to do it?
urge	I urge you to think before you act.
warn	She warned me not to do it again.

\*Help is followed by a noun or object pronoun and the simple form of the verb, without *to*.

■ **GROUP 3: Verbs + infinitive/infinitive phrase (Group 1 pattern)  
OR + object + infinitive/infinitive phrase (Group 2  
pattern)** ■

Remember that the sentences in each pair differ in meaning.

<b>ask</b>	She asked to talk with the manager. She asked me to talk with the manager.
<b>beg</b>	He begged to come with us. He begged us to come with him.
<b>choose</b>	The director chose to investigate the problem. The director chose a committee to investigate the problem.
<b>*dare</b>	They dared to ask the teacher for an answer during the test. They dared me to ask the teacher for an answer during the test.
<b>expect</b>	We expected to be on time. We expected you to be on time.
<b>like</b>	I like to meet new people. I like you to meet new people.
<b>need</b>	We need to help your roommate with his math class. We need your roommate to help us with our math class.
<b>prefer</b>	The children prefer to tell stories. The children prefer their teacher to tell stories.
<b>†promise</b>	My brother promised not to tell. My brother promised me not to tell.
<b>want</b>	The nurse wants to give the injection. The nurse wants the doctor to give the injection.
<b>wish</b>	I wish to consult with my lawyer. I wish you to consult with my lawyer.

\* In interrogative and negative statements, *dare* is used without *to* if no object follows the verb. ("Do you dare jump off that building?" "No, I don't dare do that." "Do you dare me to jump off that building?")

† Only the verb *promise* keeps the same meaning in both patterns.

## Appendix 4 Verbs Followed by Gerunds

## ■ Verbs + gerund/gerund phrase ■

admit	He has admitted taking the money.
appreciate	We appreciated his telling the truth.
avoid	Sue avoids having a conversation with Jim whenever she can.
can't help	Sometimes, however, she can't help asking him a question.
consider	We are considering moving to Hawaii.
defer	We have deferred making a final decision until next month.
delay	I can't delay telling you the truth any longer.
deny	Why did you deny being at the party?
detest	Most people detest waiting in long lines at the movie.
discuss	We discussed going to the mountains for the weekend.
enjoy	Everyone enjoys being in the fresh air.
escape	How did you escape taking the makeup test?
*excuse	The teacher excused my being late.
finish	Has everyone finished doing the assignment?
forgive	She forgave my shouting at her yesterday.
imagine	Can you imagine winning a thousand dollars?
keep (continue)	Keep working until you finish page thirty-four.
mention	I didn't mention seeing you yesterday.
mind (dislike)	Do you mind not smoking in class?
miss	Do you sometimes miss being with your high school friends?
postpone	Susan had to postpone taking her trip.
practice	I'm going to practice giving this speech all night.
prevent	Sometimes it's impossible to prevent fighting among children.
quit	Please, children! Quit shoving and pushing.
recall	I don't recall promising to have lunch with you.
recommend	She recommended getting a tutor.
resent	I really resent being the last one in line.
resist	I'm on a diet, but who can resist eating your good cooking.
risk	I will not risk failing tomorrow's test, so I won't go out tonight.
suggest	The football coach suggested swimming as a means of relaxation.
tolerate	Be quiet. Professor Smith does not tolerate talking during a test.
*understand	I can't understand your getting angry with me.

\*These verbs are always followed by the possessive before the gerund.

## Appendix 5 Verbs Followed by Gerunds or Infinitives

*These verbs are followed by either a gerund or an infinitive construction with no change in meaning.*

<b>advise</b>	Jim's high school counselor <b>advised going</b> to a small college. Jim's high school counselor <b>advised him to go</b> to a small college.
<b>allow</b>	Most restaurants <b>allow smoking</b> only in certain sections. Most restaurants <b>allow diners to smoke</b> only in certain sections.
<b>attempt</b>	To forget our fear, we <b>attempted singing</b> . To forget our fear, we <b>attempted to sing</b> .
<b>begin</b>	<b>It has begun raining</b> . Roll up the car windows. <b>It has begun to rain</b> . Roll up the car windows.
<b>cannot bear</b>	I'm taking you to the hospital. I <b>can't bear seeing</b> you in pain. I'm taking you to the hospital. I <b>can't bear to see</b> you in pain.
<b>continue</b>	Although we were tired, we <b>continued working</b> . Although we were tired, we <b>continued to work</b> .
<b>dislike</b>	Most people <b>dislike hearing</b> about their faults. Most people <b>dislike to hear</b> about their faults.
<b>dread</b>	I really <b>dread being</b> alone in a big house at night. I really <b>dread to be</b> alone in a big house at night.
<b>forbid</b>	The law <b>forbids driving</b> over the speed limit. The law <b>forbids motorists to drive</b> over the speed limit.
<b>hate</b>	I <b>hate asking</b> such a big favor from you, but I need help. I <b>hate to ask</b> such a big favor from you, but I need help.

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