BUILDING GRAMMAR SKILLS

FOR THE TOEFL® iBT

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Grammar Point 1 - Parts of the sentence

A sentence

Grammatically speaking, a sentence is a group of words that has a subject and predicate. More importantly, however, a sentence is an expression of an idea. Sentences can be one word long or one paragraph long – the only true common element is that the listener gets information.

All sentences in English are constructed the same way. The first rule about sentence structure is that the most important thing must go at the beginning. There are many ways to slightly alter the sentence structure in order to accomplish this, but in general, every sentence is constructed in the form:

Subject - Verb - Object

The Subject

The **subject** is the person, place or thing that the sentence is about. It is the most important thing in the sentence. A subject is usually a noun, pronoun, or noun clause. The subject is usually followed by a verb.

There can be more than one subject in a sentence, but usually there is one main subject.

➔ Note: The subject is not always the "doer" of the action. Remember, in some situations the receiver or the action may be more important

e.g. *The window was broken.*
The package was delivered.
The conference was well-attended

In these cases, the end result is more important, or you don't know who did the action.

Pattern to look for:

There can be many nouns together. In this case, the LAST noun in the list is the subject – the other nouns are acting as adjectives and modifying that noun. This can be important, because the final noun can be plural and the therefore the verb must be plural also.

e.g. *The stone wall was too high to see over.*
The glue bottles were empty.

Pattern to look for:

There are some situations in which the subject is not the first thing in the main clause, but these are rare – most of the time, the subject is at the beginning of the main clause:

e.g. *In the hall are three umbrellas.*
Not only does she play the piano, but she is also an accomplished dancer.
Rarely does it snow in Toronto in May.
There are some extra books in the closet.

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The Verb

The **verb** in the sentence describes the subject or describes the action of the subject. The verb must "agree" with the subject in number (if the subject is singular, the verb must be in the singular form) and in person (I/you/he/she/it etc.)

There are many forms of verb structures in English, and all verbs are classified as either Main or Auxiliary (helping). When you are examining a sentence, it is important to understand that all parts of the verb structure are part of the verb and they give important information about the verb.

Things to remember about subject-verb agreement:

- The verb must always agree with the subject – regardless of how far away the subject is from the verb:
  e.g. *The boy at the end of the hall in the glasses is my son*
  The books at the bottom of the box are for sale.

- If an "expression of quantity" (most/some/none/all + of the…) is used as the subject , the noun after the "the" is the subject, and the verb must agree with it:
  e.g. *Some of the rice is gone.*
  Most of the people are gone.

- If the paired conjunctions either.. or .. or neither … nor … introduce the subject, the one closer to the verb affects the verb:
  e.g. *Either the students or the teacher is going to be there.*
  Either the teacher or the students are going to be there

- If the word "and" is part of the subject, the subject is always plural and must take a plural verb, even when both of the items in the subject are non-count:
  e.g. *The rice and the bread are gone.*
  The game and the celebration are finished.
  However, when the subject is one unit, even when there is an "and", it is considered singular:
  e.g. *The macaroni and cheese was good.*
  Cowboys and Indians was a popular game.

- Words like someone, something, nothing, nobody, everything, everybody and expressions with each are always considered singular – however, if words like some are used as adjectives, then they don't affect the verb:
  e.g. *Somebody is at the door.* *but Some people are waiting.*
  Everybody is standing outside
  Nothing is left.

- In a command, there is no subject – it is understood to be "you". Therefore, the verb must always be in the second person singular form.

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Sentence analysis shorthand

When you are analyzing a sentence, you need to be able to quickly recognize the main parts – subject, verb, preposition phrases, etc. Here is a useful "key" for analyzing sentences on paper:

underline the subject (and any adjective directly connected to the subject) once:
e.g. There is a big hairy spider on your leg.

underline the verb (the entire verb structure, including any auxiliary verbs, and "not") twice:
e.g. The people are waiting in line outside.

put parentheses around any preposition phrase:
e.g. The people (at the corner) (of this street) are (from a country) (in Europe).

put brackets around any adjective clause or phrase
e.g. The man {wearing glasses} is someone {whom I don't know}.

put square brackets around any noun clause or phrase
e.g. [What I want to know] is [when you will arrive].

put angle brackets around any subordinate clause or phrase
e.g. <If you don't tell me>, I can't meet you on time.

Exercise 1.1 Sentence analysis

In each sentence, underline the subject once and the verb twice. Mark if the sentence is correct (C) or incorrect (I). Then, fix any mistakes.

_____ 1. Bob is coming home.

_____ 2. California is the most populous state in the U. S.

_____ 3. Theoretical mathematics are difficult.

_____ 4. I saw the sports news on TV last night.

_____ 5. Did he call yet?

_____ 6. There is people waiting for you outside.

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_____ 7. It is going to rain tomorrow.

_____ 8. Frank and Yoko was studying for the test all night.

_____ 9. The pencils you gave me is very nice.

_____ 10. The book on the shelf at the top of the stairs are on sale.

_____ 11. My new computer looks nice, but really it's nothing special.

_____ 12. Yesterday I bought some new CDs.

_____ 13. Before transistors, radios used to were much bigger.

_____ 15. There are, in the room upstairs, many noises.

_____ 16. There have been fire all over upstate New York in the last few weeks.

_____ 17. He, in the past four months, have taken 5 exams and written.

_____ 18. The children in the backyard has not yet brushed their teeth today.

_____ 19. There are many geography book on the shelf at the top of the stairs.

_____ 20. Stop saying that!

_____ 21. In the box on the shelf at the top of the stairs.

_____ 22. The test have 200 questions.

_____ 23. There have 3 children.

_____ 24. There is, in the library, over 800 new books.

_____ 25. In the family there are over 25 children.

_____ 26. Sit down!

_____ 27. Under the lid.

_____ 28. Please hand me the papers.

_____ 29. He turned on the computer and left.

_____ 30. Some people like fishing, and some don't.

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Grammar point 2 – "There is" vs. "To have"

These structures both show a relationship between the speaker and others.

"I have" is used in the following situations:

1. to emphasise **ownership** or **possession** of an object.
   e.g. I have a dog
   The dog has big teeth

2. to talk about **one** specific thing, rather than an idea:
   I have 2 children

Things to remember about "have":

- To make a question, use the auxiliary verb "do", in the appropriate form.
  Do you have any brothers or sisters?
  Do you have any classes before 10?
  Does he have a car?
  Did she have a good time?

- When answering with a reduced form, remember to use the auxiliary "do", NOT "have"
  Yes, he did **not** *Yes, he had*
  No, I don't **not** *No, I haven't*
  (If you answer with *No, I haven't*, you are making the present perfect tense rather than a simple tense)

Have is also used with:

- **meals**
  e.g. I had lunch in Tokyo and dinner in Cairo
  I was very busy this afternoon so I didn't have lunch

- **time** (for a specific purpose)
  e.g. I have time to talk to you now.
  When do you have time to meet?

- **aches and pains**
  e.g. I have a headache.
  I have pain in my back.

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"There is" is usually used

1. When the subject is invisible to the listener
   e.g. *There is an extra set of clubs in the trunk*
   There is a big black spider crawling up your back

2. To talk about general thing
   e.g. *There are lots of children in my family*
   There are many people in the store

3. When there is no obvious owner
   e.g. *There is lots of water in the canoe*
   There are many hybrid cars on the market these days

4. To emphasize something to the listener
   e.g. *There are three mistakes in this report*
   There is someone waiting for you

Pattern to look for:
The real subject comes **AFTER** the verb, but the verb "to be" must agree with it.

e.g. *There are four people*
There is no rice
There is some brandy

Keep in mind:

- The verb must agree with the subject, regardless of the tense, and/or the distance of the subject from the verb.
  e.g. There have been many problems recently.
  There is, in my opinion, no excuse for his actions.

Look at these further examples:

I have a family I have 2 brothers	There are three boys in my family
I have an apartment	There are three rooms There is a lot of space

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Exercise 2.1

In the following sentences, underline the subject once and the verb twice. Then, mark if the sentence uses the correct form: there is/are or have. If you think it is correct, mark "No Change - NC". If you think it should be changed, mark "Change" - "C" and re-write it.

_____1. There are three cats in my house.

_____

_____2. There are five people in my family.

_____

_____3. In my house there are 8 rooms.

_____

_____4. There is a nice view from my house.

_____

_____5. The university has no cheap apartments near it.

_____

_____6. There is a big party next week at the Student Centre.

_____

_____7. The university bookstore has many books.

_____

_____8. There is much memory in my computer.

_____

_____9. There is a camera on my cell-phone.

_____

_____10. There are many off-campus activities throughout the year.

_____

_____ 11. Toronto usually has nice weather in June.

_____

_____ 12. Canada has many mountains in the west.

_____

_____ 13. There is a lot of smog in many Canadian cities in summer.

_____

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Grammar point 3 – Using modal verbs to make requests

When you make a request, it is important to be polite – this will greatly increase the chance of the request being fulfilled.

A very simple way of making a request more polite is simply to add the word "please" at the beginning or end of a sentence.

Another way is to use a modal auxiliary verb (auxiliary means helping/assisting). Modal auxiliaries add emotion to speech - here, we will focus on making speech more polite.

Things to remember about modal auxiliary verbs:

- Modal auxiliary verbs always go **before** the main verb
  e.g. You could stop
  not *You stop could*
- Modal auxiliary verbs **never change form**, regardless of the number or person of the subject
  e.g. He may go
  not *He mays go*
- Modal auxiliaries are **always followed by the Simple Form of the Verb** (S.F.V.)
  e.g. She can talk
  not *She can talks*

Exercise 3.1

In the following sentences, underline the subject one time and the verb two times. Then mark if the sentence is correct (C) or incorrect (I). Correct any mistakes.

__C__ 1. Could you stop shouting!

__I__ 2. He may waits for you there.

_____3. She can go there if she wants.

_____4. Will you please wait here?

_____5. Would you minds if I smoked?

_____6. Can he stand here?

_____7. Would mind you holding my dog?

_____8. He borrow can your book.

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There are two common ways to make polite requests – to ask permission (you do something), or ask a favor (somebody does something).

When you ask permission, use:

May
Could + I + [simple form of the verb (S.F.V.)]
Can

e.g. May I borrow your book?
Could I use your computer?
Can I see your notes?

When you ask a favor, use:

Would
Could + you + [S.F.V.]
Can

e.g. Would you lend me a hand?
Could you show me that paper?
Can you wait right here?

Another way of making a very polite request is with the structure: Do you mind/Would you mind?

When you ask permission with "Do you mind", say:

Do you mind
Would you mind + if I + **[past form]**

e.g. Do you mind if I opened the window?
Would you mind if I sat down?

When you request a favor with "Do you mind", say:

Do you mind
Would you mind + [Present participle]

e.g. Would you mind moving – I can't see
Would you mind closing the door?

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Things to keep in mind about these polite requests:

- When you use "would you mind",
  "yes" means "it's NOT OK, please DON'T"
  "no" means "no problem, go ahead"

  e.g. *Would you mind if I sat down?*
  No (= go ahead, please sit down)

  Would you mind if I opened the window?
  Yes (=please don't open it)

  Would you mind waiting?
  No (= I will wait)

  Would you mind repeating that?
  Yes (= why weren't you listening the first time?)

- Traditionally, when using the structure "Would you mind if I …", the verb was in the past form. In modern conversational English, however, it is common to use the Simple Form of the Verb (S.F.V.)

  e.g. *Would you mind if I sat down (traditionally correct)*
  Would you mind if I sit down (modern conversational)

  Would you mind if I smoked? (traditionally correct)
  Would you mind if I smoke? (modern conversational)

Exercise 3.2

Make the following sentence more polite by adding modals. Remember, there is always more than one correct way of saying the same thing.

1. Pass me the salt.

_____

2. Talk more quietly.

_____

3. I'm going to sit down beside you, now.

_____

4. Give me another coke.

_____

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5. Stop talking.

_____

6 I'm going to use your phone.

_____

7. Explain this to me.

_____

8. Move.

_____

9. I will use your book now.

_____

10. You are going to let me have the salt.

_____

11. You will stop smoking now.

_____

12. Speak up.

_____

13. Turn down your stereo.

_____

14 I want you to move your car.

_____

15. I want you to repeat yourself.

_____

16. I am going to use your computer.

_____

17. Hurry up and get off the computer.

_____

18. Lend me $2.00 for the bus.

_____

19. You will let me use your pen.

_____

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Telephone conversations

Many people are afraid of speaking on the telephone in English – for many reasons. One thing that many people complain about is the fact that you cannot see the person, and therefore cannot read the body language, and the hints that these bring. Because you cannot see these clues, it is very important to be very polite on the telephone – probably more polite than in a regular conversation.

Exercise 3.3

Change these sentences into polite English using modals for politeness.
➔Remember, there is always more than one correct way to say the same thing.

1. Wait.

_____

2. I want to talk to Tom.

_____

3. You will go see if Yoko is home

_____

4. You will take a message.

_____

5. Say that sentence again, now.

_____

6. I will leave a message.

_____

7. You will speak louder.

_____

8. Repeat your question.

_____

9. Start speaking slowly now.

_____

10. I will talk to Rich.

_____

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Making plans on the telephone.

One of the most common functions of a telephone conversation is to arrange meeting times and places. Here are the prepositions that you will need to make the plans

I. The following prepositions are used with time:

time = at	*for example: **at** 3:30, **at** 11:00*
day/date= on	*for example: **On** Monday, **on** the 25th*
month = in	*for example: **In** February, **In** December*
year = in	*for example: **In** 1996, **In** 2005*

II. In Combinations

day/month *use "on"*	→ ***on** February 14th*
day/month/year *use "on"*	→ ***on** February 14th, 2003*
day/month/year/time *use both "on" and "at"*	→ ***on** February 14th, 2003 **at** 10:10*

III. Parts of the day (this always comes immediately **after** the time)

0:00 – 12:00 = In the morning
12:00 – 6:00 = In the afternoon
6:00 – 9:00 = In the evening
9:00 – 0:00 = At night

12:00pm	at noon
00:00 am	at midnight

Exercise 3.4

Write complete sentences from these prompts. Begin every sentence with "Let's meet at…" or "How about…"

10:15 am _____

6:45 pm _____

9:10 am _____

7:00 am _____

3:20 pm _____

4:50 pm _____

1:00 am _____

5:10 pm _____

11:30 pm _____

12:50 pm _____

2:10 pm _____

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Grammar Point 4 – Introduction to Prepositions

When we give information, it is important to make sure every idea is clear, and everything in the sentence has a clear function. For example, look at this sentence:

I live Toronto

The relationship between "I" and "live" is very clear – "I" is the subject, and "live" is the verb. However, the relationship between "live" and "Toronto" is not clear. Do you live in Toronto, near Toronto, North of Toronto, South of Toronto … the list goes on. In some cases, the noun immediately after the verb can be the direct object. To prevent this confusion, prepositions are used to connect ideas.

Prepositions are "connecting" words – as such, they must always connect two ideas. They connect the noun immediately following them to another idea. The noun immediately following the preposition is called the **object of the preposition**. A preposition and the object of the preposition are together called a **preposition phrase**.

Here are the 30 most common prepositions:

as / at / against / around / among / across / after / about
by / between / before / behind / during
for / from / into / in / including
like / of / on / off / over
to / towards / through / under / upon / with / without / within

The most common preposition is "of" – it is most frequently used to describe what kind/type/brand you are saying:

e.g. Two cups (what kind) of sugar
Three kilograms (what kind) of beef
Both (what?) of the dogs are friendly

Every noun which isn't a part of the subject or object must be attached to the main S.V.O. structure with a preposition. If you are not sure about which preposition to use, use "of".

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Things to keep in mind about prepositions:

- Prepositions must be followed by nouns, pronouns, gerunds or noun clauses:
  *Let's meet at **1:00pm**. (noun)*
  *I will go with **him**. (pronoun)*
  *I didn't understand at **what time he wants to meet.** (noun clause)*

- Prepositions can have different meanings, depending on the situation. Remember to keep in mind the context/situation:
  I will meet at 5:00 (preposition of time)
  We will meet at the station (preposition of place)

- Preposition phrases can describe a noun or verb:
  *Let's meet **at 4:30*** (Here, the preposition phrase is describing when we will meet, therefore it is considered an **adverb**)
  *The store **at the corner** is the cheapest place to buy Cup Noodle in this neighborhood.* (In this case, "at the corner" is describing the store, and therefore it is considered an **adjective**).

- Prepositions are connected to the noun that they follow. To separate this, put a comma:
  I have lived in North America, in Eastern Europe, and in Asia.

- Prepositions can have more than one object, but the objects must be joined with "and" or "or":
  *I want to live in Buenos Aires **and** Oslo.*
  *She has worked at CIBC **and** TD.*

- If you want to use a verb as the object of the preposition, the verb must be in the gerund (-ing) form:
  *I am thinking about quitt**ing** smoking.*
  *They are talking about meet**ing.***

- To explain **why** you did something, it is possible to use a verb in the infinitive form, rather than a preposition. In this case, the verb is not in the gerund form.
  In this sentence: *She went to the store to buy candy*, the first "to" introduces a preposition phrase – to the store. The second "to", however, introduces an infinitive explaining the reason for the trip – to buy candy.

- You can have many preposition phrases in a row. Each preposition phrase describes the thing immediately before it. If you want the preposition to describe something else, you need to put a comma in front of it:
  Let's meet (on the corner) (of Jane and Bloor Sts).
  Everybody cheered (at the end) (of the meeting).
  He checked under the bed, in the desk, and in the closet, but found no monsters.

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Exercise 4.1

In the following excerpts from telephone messages, underline the subject once, the verb twice, and put parentheses ( ) around any preposition phrases that you find.

1.

Can I meet you tomorrow (at 1:30)? Our original plan was to meet at 3:30, but at that time I have to go to school and pick up my kids. If we can't change it to another time, could we change it to another day? I'm sorry for doing this to you at the last minute, but the person whom I asked to pick up the kids cancelled on me at the last minute, so I have to go there myself.

2.

Can I speak to Frank, please? No, I don't want to speak to his secretary. I spoke to him yesterday, and I didn't get any answer from Frank. I need to talk to him about the meeting with the chairman next week – we need to change the time and place of the meeting from tomorrow at ten in his office, to Wednesday at 10 in my office. If I can't talk to him, he may be late, and will be angry at you.

3.

Hello, my name is Tony and I'm calling from ABC Insurance. I'm just calling to remind you about our spring special on home insurance. You can save up to 30% on home insurance if you call before May 31st. Until May 31st, our agents will be working extended hours – from 7:30 in the morning to 8:30 in the evening, in order to meet all of your needs, and to have time to answer all of your questions. Please call us back, at your convenience. Thank you

4.

Hello, I'm calling from Dr. Kohut's office. I'd just like to confirm your appointment for tomorrow at 11:00 in the morning. If you are unable to come, we would appreciate a call from you as soon as possible. Otherwise, we will be waiting for you tomorrow. Thank you, and have a great day.

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Grammar Point 5 - Prepositions of Place

Prepositions can be used to connect any ideas, for example they can also describe place. This is very useful when describing where you want to meet.

Here are some common prepositions which are used to show location:

Use "**on**" with **street** (Roy Thompson Hall is on King St.)
corner, when the building is exactly on the corner
*e.g. The Strathcona Hotel is **on** the corner of York St and Wellington St.*

Use "**at**" with **corner**, when the building is very near the corner, but not exactly on the corner
*e.g. City Hall is **at** the corner of York St. and Queen St.*
street number – when you are giving the exact address of a house or apartment
*e.g. I live **at** 479 Jane street*

> Pattern to look for:
> "At" is a very general location – on or around, in or around. If you are not sure, it is safer to use "at" rather than "on".

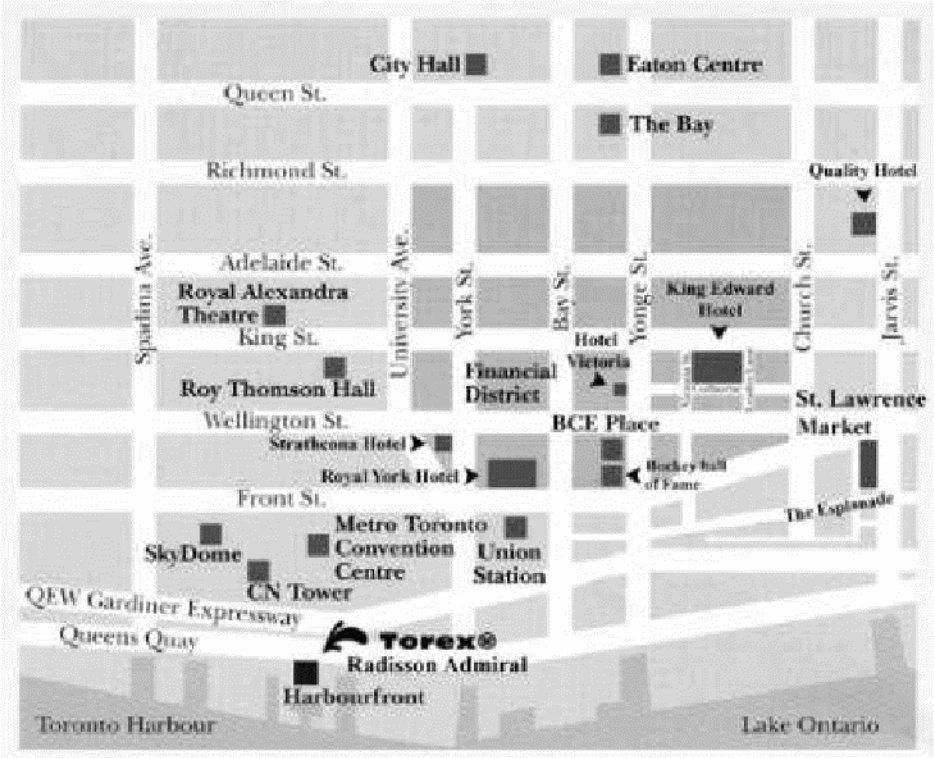
Use "across from" to describe two things on opposite sides of the street.
*e.g. Union Station is **across from** the Royal York Hotel*

Use "of" with directions – East/West/North/South
*e.g. Union Station is **south of** the Royal York Hotel*

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Exercise 5.1

Using this map and the prepositions above, give the locations of these buildings.



Answer the following questions using the preposition provided.

e.g. Where is the Skydome/Rogers center? (beside)
The Sky Dome is beside the CN Tower.

1. Where is the CN Tower? (between)

_____

2. Where is the Royal Alexandra (Alex) Theater? (on)

_____

3. Where is the Eaton's Centre? (across from)

_____

4. Where is the Hockey Hall of Fame? (south of)

_____

5. Where is Union Station? (on)

_____

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6. Where is the Metro Toronto Convention Centre? (east of)

_____

7. Where is Roy Thompson Hall? (across from)

_____

8. Where is the St. Lawrence Market? (on)

_____

9. Where is the Eaton's Centre? (on)

_____

10. Where is the Skydome /Rogers Centre? (on)

_____

11. Where is the Royal York Hotel? (across from)

_____

TOEFL Tip:
In the reading section, it is very important to be able to draw **inferences**. This means that the information to answer the question will not be directly stated in the passage, and you will have to use the information provided to guess the correct answer.
In that type of question, prepositions can be a useful tool, because they show the connections between ideas.
For example, if the passage states that The river runs "**from** the South", we can infer that it runs "**to** the North".

Here are 5 sentences, which are followed by 2 statements each. Choose which of the two statements is true, based on the information provided by prepositions.

1. Roy Thompson Hall is across from The Princess of Wales Theatre.
    a) The two buildings are close to each other.
    b) The two buildings were constructed at roughly the same time.
2. Union Station is east of the C.N. Tower.
    a) Union Station is closer to Lake Ontario than the C.N. Tower.
    b) Union Station gets more morning sun.
3. Frank is at his office.
    a) He is using the internet.
    b) He may be at his desk.
4. Ottawa is between Montreal and Toronto.
    a) Toronto is closer to Ottawa than Montreal is.
    b) Montreal is closer to Ottawa than to Toronto.
5. The Royal Ontario Museum is at the corner of Avenue Rd. and Bloor St.
    a) The Royal Ontario Museum has empty space in front of it.
    b) There are many streets near the Royal Ontario Museum.

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Grammar Point 6 - Prepositions of Time

1. **During/for**

"During" shows that **two events** happened at the same time:

*I fell asleep **during** the movie*

*I was living in San Francisco **during** the big earthquake.*

"For" describes the **length of time**.

*I slept **for** 2 hours*

*I haven't seen her **for** 5 days.*

Exercise 6.1 Choose the better of the two prepositions, "during" or "for".

1. I met her _____ my vacation.
2. They will be in a meeting _____ two hours.
3. Please stay here _____ the afternoon.
4. She can wait here _____ the speech.
5. I'm sorry that I didn't answer your call, but you called _____ a very important meeting.

2. **By/until**

This is a very simple pair to understand: **if there is a change in condition, use "by"**.

e.g. *The package is not here now. It will be here at 5:00pm.* The condition will change – from not here to here. Therefore, use the preposition "by":

*The package will be here **by** 5:00.*

e.g. *I am not finished now. I will be finished at lunch.* The condition will change – from unfinished to finished. Therefore, use the preposition "by":

*I will finish **by** lunch.*

If the condition/situation does not changed, use "until":

e.g. *I am waiting now. I will be waiting at 5:00.* There is no change in condition (wait-wait). Therefore, use the preposition "until":

*I will wait **until** 5:00.*

e.g. *I work here now. I will work here during the summer.* There is no change. (work-work). Therefore, use the preposition "until":

*I will work here **until** the summer*

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Exercise 6.2 Choose the better of the two prepositions: "by" or "until".

1. If the package does not arrive _____ 6:00 pm, we will have to find another supplier.
2. Please make sure that nobody leaves the office _____ the afternoon.
3. The offer must be handed in _____ tomorrow.
4. He must wait there _____ 6:00.
5. He must be ready to leave _____ the end of the break.

3. Through/throughout

Through – is a preposition of movement

Please go through the office and down the hall.
It is more difficult to pass through customs if you cannot speak the language.

Throughout – is a preposition of time – it means all the time

He is in and out throughout the day.
The airport is busy throughout the year – not only during the summer.

4. Before/by

Before usually describes a preparation prior to another event, and is more general.

You should check departure time before leaving for the airport.
You should always check the price before handing over your credit card.
You must complete the introductory course before starting the intermediate course.

By usually describes an ending time

Please make sure that you arrive by 5:00.
You have to finish by this evening.

5. When you talk about a holiday, you can say "on" or "at". "On" means "the specific day", while at" means the general time

e.g. On Christmas = on December 25th
At Christmas = Late December, early January
Children can only open their presents on Christmas morning.(on the 25th)
At Christmas, there is often snow. (the entire time around Christmas)

On New Year's (Day) = January 1st
At New Year's = December 26th to early January
It is difficult to wake up on New Year's. (January 1st)
People try to pay off debts at New Years (around the time)

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6. **At the beginning/ in the beginning; At the end/in the end**

This is the only case when "at" is more specific than "in"

Use "At the beginning/end" when you are talking about a special event, for example a book, movie, relationship, etc. This is followed by the preposition phrase "of …"

I didn't understand the story at the beginning of the book, but I figured it out out half way through.

Use "In the beginning/end" when you are talking about generalities

I didn't like him the first time I met him, but in the end we became good buddies.

7. In time/On time

"In time" means "not late". There is an appointment, or something is beginning, and you arrive before that time.

e.g. *The flight leaves at 7:30, so you need to arrive at 5:30 at least to be in time for customs.*
Because of work, many fathers cannot arrive in time for their childrens' concerts at school.

"On time" means "at exactly the arranged time". Therefore, if you have an appointment to meet somebody at 7:45, you arrive at 7:45, not 7:44 or 7:46.

e.g. *One of the rudest things that you can do is to not arrive on time for dinner.*
It is normal to arrive late for a party, but not for a dinner party.

Exercise 6.3 Fill in the blank with the appropriate preposition.

1. _____ the beginning of the movie, there is a spectacular sunrise.
2. The first words of the Bible are: "_____ the beginning …"
3. Even though I checked the departure time on-line, the plane did not leave _____ time.
4. Because of the terrible weather, I just barely arrived _____ time for the start of the concert.
5. Bob always had a great excuse for not arriving _____ time. Every time!

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8. Using prepositions to put events in order. There are two common problems when discussing time relationships – one problem deals with two events in the past, and another problem deals with events in the future.

8.1 Events in the past

When you want to say "**before now**", you can use the word "ago".

e.g. He arrived two days before now = *He arrived two days ago.*
She was ready two hours before now = *She was ready two hours ago.*

DO NOT SAY "He arrived two days before."
"She was ready two hours before."

When you want to use a **different time**, you can use the preposition "before"

e.g. I had called two times before yesterday.
They went there twice before last year.

8.2 Events in the future

When you are describing events in the future, there is a similar idea.
To show that something will happen "after now", use the preposition "in"

e.g. *I will finish ten minutes after now = I will finish in ten minutes*
I will meet you there half an hour after now = I will meet you there in half an hour.

*I will finish **after** ten minutes* DOES NOT MEAN *I will finish **in** ten minutes*

I arrived here three weeks ago. After three days, I had a job. (= I arrived here 21 days ago. 18 days ago, I had a job).

I will wait for two hours. After that, I will go home (= in 121 minutes, I will leave).

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Exercise 6.4 Fill in the blank with the appropriate word: ago, in, after, or before.
(note: you will only need one of the blanks – the other one will remain empty)

1. Please leave now, and I will meet you there _____ one hour _____.
2. He doesn't feel well – he just arrived here _____ two days _____.
3. I'm almost ready – I will be finished _____ 20 minutes _____.
4. She went to Korea last year, and it was very exciting because she had never been away _____ that _____.
5. I'm sorry you missed him; he called 2 minutes _____ 5:00 _____.

Exercise 6.5

In the following sentences, choose the better of the prepositions.

1. Will you be there (by/throughout) 5? I'm not sure –because of the traffic after work, I'm not sure if I'll be able to make it (at/on) time.
2. If you want to reach the bank (by/until) 3:00, you have to leave (before/until) 2:30.
3. He is never (in/on) time for anything. If you want him to arrive (at/in) 6:00, you have to tell him to arrive (at/in) 5:30.
4. In order to finish university, people must start studying (before/during) the summer (before/by) starting school
5. All applications must be submitted on or (before/during) May 14th in order to be considered for the fall semester.
6. (At/in) the beginning of chapter 1, the book is pretty boring, but (by/until) the end of the second chapter, it becomes really interesting.

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Exercise 6.6

In the following paragraphs, choose the better of the two prepositions.

1. I know that this may be a surprise for you (at/in) the beginning of the course, but (before/by) starting the course, I want everybody to write a quick paragraph. I have taught this writing course (during/for) six years, and I have noticed that people do better if they start writing immediately. I will hand out paper – please don't start writing (by/until) everybody has paper.

2. The pizza that you ordered (at/on) 6:30pm has been made and it is on its way. It should arrive at your hose (by/until) 7:00. If it doesn't arrive at that time, please call us and you will get a refund. (At/on) the New Year's holidays we are always busy, and usually our "30 Minutes or Its Free" guarantee does not apply (for/during) that time.

3. The movie starts well, but ends poorly. (At/in) the beginning of the first scene, we see the police chase a suspect (through/throughout) the streets of Paris. This is exciting, but the scene continues (for/during) 25 minutes. They don't catch the suspect (by/until) his car runs out of gas. Unfortunately, (at/in) the end of the movie we find out that they were chasing the wrong person all along.

4. (Through/throughout) the second half of the 20th century there was an incredible amount of space exploration. Because of the competition between the USSR and the US, very much money was spent on space. (before/by) going, however, both sides needed to ensure the safety of the people who went there. The astronauts and cosmonauts had to endure training (for/during) months, and even years (before/by) the launch of the rockets.

5. (During/For) the last few years, many nations have introduced bans on the commercial catching of whales. Because of this, the numbers have returned to levels that existed (at/in) the beginning of the 20th century. However, (at/in) the last few years, some fleets have begun whaling again. This has sparked fears that the magnificent humpback whale may disappear (by/until) the end of the 22nd century, and many countries have stared enforcing bans again.

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Grammar Point 7 – Prepositions of Place & Movement

One of the most common uses of prepositions is to describe the location of an object, or to give directions. These are both very simple, once the basics are understood.

1. **In vs. At**

In general, in is more specific – at means in or around. For example,
"***In*** *school*" means in the school building. "***At*** *school*" means in school, in the playground, on the jungle-gym, on the track, etc.
"***In*** *the office*" means inside the office. "***At*** *the office*" means in the office + on the elevator + in the cafeteria + in the smoking lounge, etc.

➔ Remember: "Home" means house + garage + front yard + back yard + garden.

Also, a "home" can be a house, apartment, condominium, room-rent, etc. "Home" is an idea, rather than a specific place. Therefore, with home you should always use "at".

2. **On vs. In** (transportation)

When you describe public transportation, use the preposition "on"
e.g. ***On*** *the subway, on the bus, on the plane, on the train, on the boat.*
When you describe private transportation, use "in"
e.g. ***In*** *the car, in the jet, in the canoe, in the taxi, in the coach.*

There are three common exceptions:
With foot, motorcycle and bicycle use "on".

3. On vs. At

The relationship between On and At is very similar to the relationship between In and At – At is more general, while On is more specific.

Look at these examples:
"*On the corner*" means exactly where two streets cross.
"*At the corner*" means somewhere near or on the corner.

"*On the beach*" means really on the beach, near the water.
"*At the beach*" means on the beach or in the store or in the car or in the water.

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4. In, On, and At – other uses:

Use "In" for	Countries	*In Canada, in Japan*
	Cities	*In Toronto, in Seoul*
	Provinces/States	*In Ontario, in Missouri*
	Prison/Hospital	
	Park	
Use "On" for	Streets, Avenue	*On Jane St., on Main St.*
	Rivers (means near)	*My house is on the Humber River.*
	the Beach	
Use "At" for	Street Number	*At 477 Jane St.*

Exercise 7.1 Choose the best of the two prepositions in each sentence.

1. I'm sorry, Halyna isn't here now, she's somewhere (at/in) her office.
2. I can't find my Blackberry anywhere – I hope I didn't leave it (in/on) the subway.
3. She just bought a new cottage; it's quite amazing, and right (in/on) the beach.
4. They live (at/on) Jane Street, (at/on) number 180.
5. We will be waiting for you somewhere (at/on) the corner of Bloor and Yonge.

5. Near/nearby

Near is a preposition which shows a position – close to something:

They live near the school, so they don't need a car.

Nearby is an adjective or adverb, not a preposition – it means near here:

Is there a bank nearby?

DO NOT SAY "nearby here".

6. In/inside

In is used in a general sense – no specific space:

I live in Canada.

Inside is used in a very specific/closed space:

There are no mice inside this room right now.

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7. Below/under

Below shows that there is space between the objects:
*The other office is on the floor **below** ours.*
*The people who live **below** us are usually very quiet.*
Under shows that there is contact between the objects:
*There is something **under** the book.*
*He tried to hide something **under** the top sheet.*

8. Here are two lists of prepositions which are often confused.

The first is a list of preposition pairs prepositions of place, and the corresponding prepositions of motion

Preposition of place:	Preposition of motion:
in	into
out	out of
on	onto

e.g. *He is **in** class. (preposition of place)*
*She walked **into** the room. (preposition of motion)*

*The tea is **on** the table. (preposition of place)*
*Please put the tea **onto** the table. (preposition of motion)*

This is a list of prepositions which can be used both as prepositions of place and prepositions of motion:

behind	over
past	below
along	across

e.g. *The parking lot is **behind** the post office. (preposition of place)*
*The kids ran **behind** the fence. (preposition of motion)*

*Walk **along** Yonge St. and you will come to the lake. (preposition of motion)*
*There are trees **along** Bloor St. between Jane and Runnymede. (preposition of place)*

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Giving directions

Giving directions in English is very simple because directions are simply a combination of small sentences and easy ideas, not one complex idea.

The most common phrase used when you give directions is: "go" + preposition + object

e.g. *Go down the street.*
go past the bank.
go left at the lights.

Another very common technique is to use the combination: "you will see/you will come to… go …"

e.g. *You will come to a park – go left.*
You will come to a "T" intersection – go right.

It is also common to let people know what kind of landmarks they will pass on the way – just to make them feel more comfortable.

e.g. *You will pass the CN Tower on the right.*
You will see a big glass building on the left – keep going.

The compass directions North and South are usually said "up" and "down".

e.g. *Go up University Ave.*
Go down Yonge St.

Things to remember about giving directions:

- don't say "please", or "you". Simply "go south," "turn right," etc.

- don't use the preposition "to" with:

right	south
left	north
straight	east
back	west

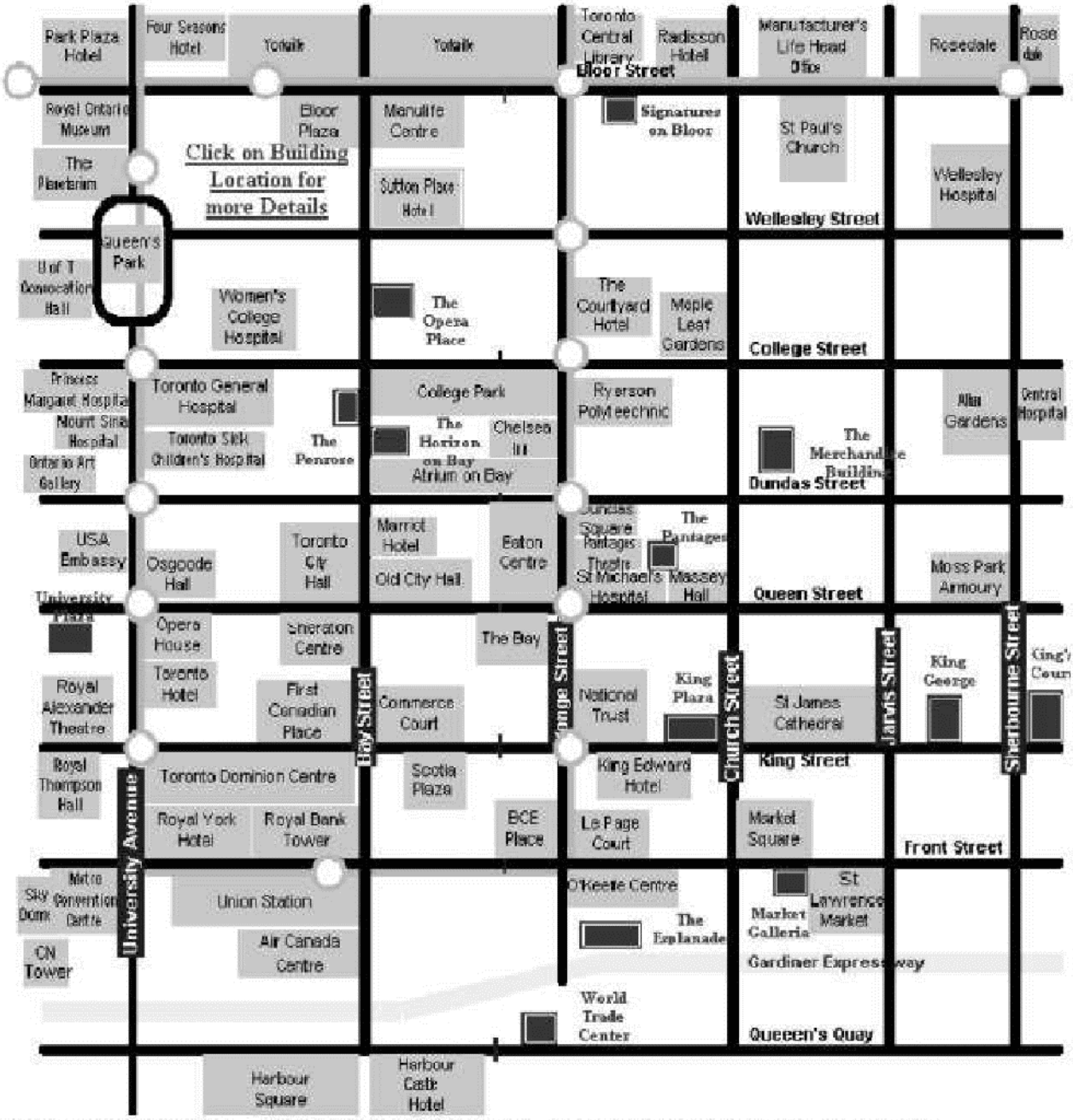
- don't forget **articles**:
  when you say a specific thing, say "the"
  e.g. *Turn right at **the first** light.*
  when you are not talking about a familiar thing, say "a"
  e.g. *You will see **a** school on the left*
  don't use articles with names
  e.g. *Go north on ~~the~~ Yonge St.*

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Exercise 7.2

Look at the following map. Give directions from various locations to various locations.
eg The Opera House – The Horizon

Go south on Bay Street. You will pass College Park on your left. It's on the left.



Give directions from – Air Canada Centre to St. Michael's Hospital; Four Season's Hotel to Eaton's Centre; The Courtyard Hotel to AGO; Marriot Hotel to Roy Thompson Hall

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Grammar Point 8 - Various Pairs

1. When you are making a plan or preparation about a holiday, you can say "for" or "at":

e.g. *We are going away **for** our anniversary.*
means that we are celebrating by taking a trip

*We are going away **at** our anniversary.*
means we will leave that time

2. Because & Because of

Because of is a **preposition** – it is followed by a noun/pronoun or noun clause
I am here because of the job offer.
Because is a **conjunction** – it is followed by a subject and verb
I came here because this is a good school.

3. Between & Among

Between indicates a choice of **two** things
The work is split between the two secretaries.
Among indicates a choice of **more than two** things
All five of them split the chores among themselves.

4. Despite & In spite of

Despite shows contrast, surprising situation
do not use with "of"
In spite of shows contrast, surprising situation – must be followed by "of"
The key point is "of": **don't say "despite of"**

5. Instead of & Instead

These two prepositions have the same meaning, but "instead" goes at the end of the sentence, while "instead of" needs an object.

e.g. *He chose to go to Europe **instead of** Asia for his vacation.*
*His father wanted him to be a doctor **instead of** a designer.*

*She didn't want to go to Asia – she wanted to go to Europe **instead**.*
*Her mother didn't want her to be a dancer – she wanted her to be a lawyer **instead**.*

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6. Because of & From

Both of these prepositions describe a cause. If you want to say that a thing caused the result, it is better to say "because of"

e.g. *The chair is wet **because of** the rain.*
*They are upset **because of** the news*

If you want to show that an action caused the result, it is better to say "from" –

e.g. *She is tired **from** running around all day.*
*He is sick **from** working underground*

7. For & the infinitive

When you want to explain the reason you did something, there are two common ways: first, you can show a result. In this case, use the preposition "for".

e.g. *I came here **for** business*
*I came here **for** a rest*

second, you can use a verb in the infinitive form to show what you will do.

e.g. *I came here **to relax**.*
*She went **to get** cigars.*

Exercise 8.1

Choose the better of the two prepositions.

1. The choice of company trip is (among/between) New York and Toronto.
2. She went to the store (to buy/for buying) stamps, but hasn't returned.
3. I don't want a big cottage – just a nice quiet place (to relax/for relaxing).
4. The dog is panting heavily (because of/from) running so hard.
5. (Despite of/in spite of) the rain, the picnic was lots of fun.
6. All three of the finalists can split the prize (among/between) them.
7. Excuse me, I need an outlet (for plugging/to plug) in my laptop.
8. His back is sore (because of/from) the new exercise.
9. They didn't apply to the university in this city – they applied to the further one (instead/instead of).
10. She will have to take two weeks off (because of/from) that injury.

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8. **Information**

When you are describing an information source, you need to use the appropriate preposition:

In	On
the news	the Internet
the newspaper	TV
the media	the radio
a magazine	a website
a report	the show

Exercise 8.2

Fill in the appropriate prepositions.

1.

Did you hear the news?

Hear it? I didn't hear about it. I read about it _____ the newpapers. I also saw it _____ TV last night. What do you think?

Well, I'm not sure. I don't believe everything I read _____ the newspaper.

Sure, and I don't believe everything that I read _____ the internet either. But something this big – if it's both _____ the 'net and _____ the papers, it must be at least partially true.

2.

I read something interesting _____ the TV website yesterday.

Really, what?

Well, I think you'll be reading about it _____ the newspapers – especially _____ the tabloid newspapers soon. Once a story like this is _____ the media, it will stay there for a long time.

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Exercise 8.3

In the following passage, put parentheses ( ) around any preposition phrase, and fix any mistakes.

Line 1 The giving of gifts has become quite a problem for many people, especially men, over the last decade. It seems that now, throughout the entire year, there is always a reason for a sale.

Christmas, Easter, Thanksgiving Day, Groundhog Day, Clean
Line 5 your Car Day – every day is another reason for people to go to stores and spend. And the amount of money that is spent on advertising for these events is enough to amaze or shock anybody.

During the 1960s and 1970s, there was a phrase to describe gift-giving: "It's the thought that counts". The feeling behind the gift was
Line 10 important to the receiver – more important than the amount of dollars spent on the gift.

Why the change in attitude? Are presents made by hand – meals cooked from scratch – not of value anymore? Are they not as good as those bought in the store? Did the end of the 1970s and the beginning of the
Line 15 1980s signal the end of creativity and originality?

When it comes to gift-giving, it is more important to try than to do. In any country, the feelings behind the present are still the most important thing. The usefulness of gifts will never be as important as the reason for their being given. Nomatter how hard advertisers try to convince people
Line 20 that they need to spend a lot of money on presents, they will never really succeed in eliminating hand-made gifts.

TOEFL Tip:
When you are writing on the iBT, time management is very important. You only have 20 or 30 minutes to write an essay. When you are writing, DO NOT WORRY ABOUT MISTAKES. Everybody makes mistakes. However, you MUST budget AT LEAST 5 minutes at the end of the session for editing. If you do this, you will very likely catch all of your mistakes.
A very common mistake is omitting prepositions. **Remember to check that every noun which is not the subject, verb, or object has to have a preposition.**

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Exercise 8.4

Complete the passage with an appropriate preposition. Use the prepositions in the box on the left.

of in of over with to with on out in in of in on on to from in on in in at

International Manners

One _____the most difficult things _____ cultural studies is the question _____ manners.

People all _____ the world do the same things – they go _____ work, play _____ their kids, go _____ vacations and hang _____ _____ their friends. However, _____ different countries, people do the same things _____ different ways.

Take the example _____ eating: _____ Canada, having a meal _____ the subway _____ the way _____ work or _____ a meeting is completely normal. _____ Japan, however, eating _____ the street is considered rude.

The important question is not "Is it rude?", but rather "Is it the way it is done HERE?".

The important thing to keep _____ mind is to be respectful. If people see that you try, but make mistakes, they will not get upset. However, if you always try to do things _____ the same way that you do _____ home, be ready to not have any friends.

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Exercise 8.5

Here is a series of paragraphs which are very well written, but do not have any prepositions. Fill in the blanks with the appropriate preposition where necessary.

1.

According _____ a recent survey, many _____ the people who live _____ big cities are actually healthier than _____ people who live _____ the suburbs. There are many _____ reasons _____ this. The first one is that people who live _____ cities usually walk more – _____ the store, _____ work, and even _____ the subway. People _____ who live _____ the suburbs, _____ the other hand, walk less and tend _____ drive _____ more places. Another reason _____ the difference _____ health is that _____ the food which is available _____ the city is usually more expensive than the food _____ the suburbs, so people don't eat _____ much _____ it. People _____ the suburbs can go _____ huge "outlet malls", _____ which they can buy huge bags _____ potato chips, nachos and cookies. Because _____ that, they always have a lot _____ food _____the house, so they eat more. Thirdly, because _____ the lack _____ public transit _____ the suburbs, people who live there tend _____ drive more and walk less. They sit _____ the car all the time – the average drive _____ work is 65 minutes – and walk less. This leads _____ more problems.

2.

The House with Chimaeras, or Horodetsky House, is a major Art Nouveau building _____ Kyiv, the capital _____ Ukraine. It was built _____ the period _____ 1901 and 1902 _____ noted architect Vladislav Horodetsky, who was known _____ the Gaudi _____ Kyiv. The building derives its name _____ its ornate decorations depicting various scenes _____ exotic animals and hunting scenes, because Horodetsky liked hunting. It is situated _____ No. 10, Bankova Street, _____ from the President _____ Ukraine's office _____ the historic Pechersk neighborhood. _____ 2005, it has been used _____ a presidential residence _____ official ceremonies.

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Grammar Point 9 – Adjectives

Adjectives describe nouns – without them, life would be very boring. However, nouns can have many qualities. There can be many nouns in one sentence. To avoid confusion, specific rules have developed about adjectives. The important ones are:

Points to remember:

- Adjectives always stand before the noun that they describe.
  Red ball
  Huge canyon

- Adjectives go between the article and noun ie. articles are always the first adjective
  A majestic tree
  The crowded busy city

- Adjectives are never plural, regardless of the number of the noun that they describe
  The tall tree
  The tall trees

  This can be confusing when you are describing things which contain pieces:
  if an airplane has 250 seats,
  it is *a 250 seat (not seats) airplane*

  if a girl has had 8 birthday parties,
  she is *an eight year (not years) old girl.*

  To remember this, keep in mind the key idea – what you are talking about. Look at this sentence: *It is a 250 seat airplane.* In that sentence, there is one key idea – the airplane. Therefore, use the singular form.

  However, if you want to emphasize that the girl has lived for five years, say *"She is five years old"*, that stresses the five individual years.

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Grammar Point 10 - Comparatives

Often, you want to describe more than one thing, and show a relationship between them. You can show how they compare to one another, by using the comparative form of adjectives.

The comparative form of adjectives is quite simple to make. It is determined by the number of syllables an adjective has.

1 Syllable	2 Syllables		3 or more syllables
	ends in "-y"	**doesn't end in "-y"**	
add "-er" to the base form	add "-er" to the base form	add "more" in front of the base form	add "more" in front of the base form
for example	**for example**	**for example:**	**for example:**
small → smaller	noisy → noisier	crowded → more crowded	expensive → more expensive
new → newer	dirty→ dirtier	modern → more modern	majestic → more majestic
cheap→ cheaper	smelly → smellier	complex→ more complex	impressive → more impressive
close → closer	busy → busier	useless → more useless	beautiful → more beautiful

There are always exceptions. Here is a list of the most common:

Good → Better
Bad → Worse
Fun → More fun
Old → Older (can be used for anything)
Elder (used for brothers or sisters only)
Far → Farther (used mostly for distance)
Further (means deeper - used for research, investigation)

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Things to keep in mind when you are making comparison structures:

- Make sure that you use "**than**" to introduce the **second** thing you are comparing
  e.g. ***correct*** *– Mt. Rushmore is more crowded* ***than*** *Mt. Washington.*
  wrong *– Mt. Rushmore is more crowded Mt. Washington*

- Make sure you compare things which are **the same:**
  e.g. ***wrong*** *- The hotels near Mt. Rushmore are more expensive than Mt. Washington*
  correct *- The hotels near Mt. Rushmore are more expensive than those near Mt. Washington*

- It is possible to use "less" with any adjective – one, two or three syllable. In many situations, however, it might make more sense to change the word:
  e.g. *less warm → cooler*
  less small → bigger
  less expensive → cheaper
  less noisy → quieter
  less dangerous → safer

Exercise 10.1

Make sentences using the prompts with comparative forms of adjectives, as in the example
eg. The Grand Canyon, far, Mt. Rushmore
The Grand Canyon is farther than Mt. Rushmore

1. Mt. Rushmore, far, Mt. Washington

_____

2. The Grand Canyon, hot, Yellowstone National Park

_____

3. The Grand Canyon, hot, Mt. Washington

_____

4. Package tour to Mt. Rushmore, expensive, package tour to Mt. Washington

_____

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5. The Mississippi River, warm, Yellowstone National Park

6. The Mississippi River, dirty, Yellowstone National Park

7. Yellowstone National Park, crowded, Mt. Washington

8. Mt. Rushmore, historic, Mt. Washington

9. The Grand Canyon, majestic, Mt. Rushmore

10. The Mississippi River, dangerous, Mt. Washington

11. The Grand Canyon, wide, Mississippi River

12. Mt. Rushmore, high, Mt. Washington

13. Mt. Washington, high, tunnel trees in Yosemite

14. The Grand Canyon, far, the Mississippi River

15. Toronto, crowded, New York City.

16. Thai curry, spicy, kimchi

17. Chocolate cake, healthy, chips,

18. English, difficult, Physics

19. Pit Bull, dangerous, cobra

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Exercise 10.2

Using the prompts, make sentences about these tourist destinations, as in the example.
e.g. Mt. Rushmore, close, Yellowstone, peaceful
Mount Rushmore is closer than Yellowstone National Park, but Yellowstone is more peaceful.

1. The Mississippi River, peaceful, Mt Rushmore, historic

2. The Grand Canyon, majestic, Mt. Washington, challenging

3. Mt. Rushmore, historic, The Grand Canyon, old

4. The tunnel trees, impressive, Mt. Washington, close

5. Grand Canyon tour, beautiful, Mississippi River Cruise, cheap

6. Mt. Rushmore, close, Yosemite National Park, quiet

7. The Tunnel Trees, amazing, Mt. Rushmore, spectacular

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Exercise 10.3

Use your own adjectives to compare these two things – say one good thing about each

1. Cotton shirts, silk shirts.

2. Big dogs, small dogs

3. Sports cars, minivans

4. Eating in a restaurant, eating at home.

5. Big weddings, small weddings.

6. Hockey, soccer

7. Email, hand-written letters

8. Condominiums, houses

9. Big cities, small towns

10. Modern art, classical art

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Exercise 10.4

Read the passage. Circle any adjectives you find and fix any errors.

Vacations in the United States

Every year, millions of Americans decide to spend theirs summer vacations "at home" and explore some of the majestic nature that their country has to offer. The variety of the geography of the United States impressive is.

The east coast impressive is because of mountains. The Appalachian Trail, which extends from Alabama in the southern all the way to the Canadian Border in the north, never ceases to awe. Mount Washington, named after the first president, is the first mountain which had a road built all the way to the summit. Today, many visitors to this Vermont landmark purchase the famous "*This Car Climbed Mount Washington*" bumper sticker.

A bit farther inland is the world-famous Mount Rushmore. Carved at the time of the Depression, this mountain features the faces of four US presidents, Washington, Jefferson, Lincoln and Roosevelt carved into it. It is probably the only reason to visit South Dakota.

A cruise down slows the Mississippi River has to be the ultimate in Americana. Ever since it was immortalized by Mark Twain in "The Adventures of Huckleberry Finn" and "Tom Sawyer", thousands have tried to re-construct their famouses journeys. Today, of course, it is much less dangerouser and usually ends with a stop in the famous New Orleans "French Quarter".

The west features two amazings National Parks: Grand Canyon and Yosemite. Yosemite boasting the amazing "Tunnel Trees" – giant redwood trees which are large enough to drive through. Some of the trees are over 225 feets high! The Grand Canyon was carved by the Colorado River and makes its way from the Rockies to the bay of California.

It is very easy to dismiss the entire US as one country and to forget just how much of a difference there really is between Texas and New York, between Vermont and New Mexico.

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Grammar Point 11 – Order of Adjectives

If you have many adjectives in one sentence, you must put them into the correct order, or it will sound strange:

Opinion adjectives (nice, beautiful, good) go first
Fact adjectives (old, expensive, leather) go after that, in the following order:

	Size	Age	Color	Country of Origin	Material
e.g.	*Big*	*new*	*black*	*Italian*	*leather sofa*

It is rare to have many adjectives in one sentence, describing one noun. An easy way to remember them is the saying:

"A little old lady had Canadian wool gloves"

The pairs "little-old" and "Canadian-wool" must be together – therefore, if you want to add a color, it must go between these pairs.

Exercise 11.1

Each group of sentences is followed by a box full of adjectives. Use at least two adjectives for each noun. You can use the same adjectives more than once.

1.

1. The tunnel trees of Yosemite park are _____ and _____ .
2. Mount Washington is not only _____ but also _____ .
3. Many people don't know about the _____ and _____ Shenandoah River.
4. The _____ and _____ Mount Rushmore was carved at the height of the Great Depression.
5. The road to Mt. Washington is _____ and _____ .

amazing – big – cold – impressive – imposing – long – old – tall - warm

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2.

1. Learning English is _____ and _____ .
2. English grammar is _____ but not _____ .
3. Living in Toronto is _____ and _____ .
4. Camping in Canada _____ and _____.
5. In general, I think English is _____ and _____

boring - difficult –easy – exhilarating - fun - simple - useful - wonderful

3.

1. My dream car is _____ and _____ .
2. My apartment is _____ and _____.
3. My neighborhood is _____ and _____.
4. My bicycle is _____ and _____ .
5. My T.V. is _____ and _____.

big – Canadian – heavy –imported – light – noisy – quiet –small

4.

1. I like music that is _____ and _____ .
2. I like books that are _____ and _____ .
3. I don't like people that are _____ and _____ .
4. I like T.V. shows that are _____ and _____ .
5. I like movies that are _____ and _____ .

boring – exciting – funny - loud – peaceful – mysterious – old – relaxing

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Grammar Point 12 – Participle Adjectives

It is sometimes important to describe a noun in relation to other nouns in how it affects them or how they affect it. In this situation, **verbs can easily be changed to adjectives** – they are called participle adjectives.

The trick to understanding participle adjectives is to remember what DOES the action, and what RECEIVES the action. The DOER of the action is described by the present participle "-ing"; the RECEIVER of the action is described by the past participle "-ed".

Look at these examples:

"The star shines" – in this case, the star is the DOER of the action. Therefore, if we want to use the verb as an adjective, we would use the present participle:

The shining star.

"The sun is setting" – in this case, the sun is the DOER. Therefore, the present participle is used.

The setting sun

"The astronaut has repaired the telescope" – The telescope is the RECEIVER of the action, therefore if we want to use the verb as an adjective, we need to use the past participle:

The repaired telescope.

Don't be confused by the passive voice:

"The star was destroyed by a comet" – the star is the RECEIVER of the action even though it is the subject of the sentence, and therefore the past participle is used:

The destroyed star.

Note: in this case, it would also be very logical to say the destroying comet

"The nebula was photographed by the rocket"
becomes *The photographed nebula*
The photographing rocket.

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Things to remember about participle adjectives:

➢ Participle adjectives are the same as regular adjectives – they must stand **before** the noun they describe and they must always be **singular**

e.g. The unexplored moons
***NOT** the moon unexplored*

➢ Past participle adjectives (-ed endings) can only be made from **transitive** verbs (verbs that take direct objects – the difference between transitive and intransitive verbs will be discussed in detail in unit 3

e.g. "discover" is a *transitive* verb – an astronaut discovered a planet
→ *the discovered planet*

"explode" is an *intransitive* verb – the star is exploding
→ *the exploded star* ***is wrong***

➢ Do not include objects in participle adjectives, if the verb has an object.

e.g. The satellite is approaching *the planet*
***do not say** "the approaching the planet" satellite*

e.g. The boy is eating *the apple;*
***do not say** "the eating the apple" boy*

note: in these situations, you can change that into an adjective clause:
→*the satellite that is approaching the planet*
→ *The boy who is eating the apple*

Names of the planets

The English names of the planets come from Latin and the Roman names. With the exception of Sedna, all the planets are named after Roman gods. The names are:

Mercury – Venus – Earth – Mars – Jupiter – Saturn – Uranus – Neptune – Pluto – Sedna

Here is a silly rhyme. If you remember this sentence, you can use the first letter of each word to remind you of the name of the planet.

Man **V**ery **E**arly **M**ade **J**ars **S**tand **U**p **N**early **P**erpendicular, **S**illy

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Exercise 12.1

Change these sentences into phrases with participle adjectives, as in the example. Describe the **bold** word.

e.g. The moon orbits the planet ➔ *the **orbiting** moon*

1. The **meteor** approaches the planet

_____

2. The **sun** is exploding

_____

3. The **planets** are forming

_____

4. The **star** shines brightly

_____

5. The **moons** rotate slowly

_____

6. The **sun** sets slowly.

_____

7. The **rocket** is returning.

_____

8. The astronauts completed the **mission**

_____

9. The **astronauts** are returning

_____

10. The **satellite** circles the planet

_____

11. The **rocket booster** is falling off.

_____

12. The ship recovered **the capsule**.

_____

13. The astronaut photographed **the asteroid**.

_____

14. Scientists collected **the samples**.

_____

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Exercise 12.2

In the following passage, choose the correct participle adjective. Remember ➔ consider which noun the adjective describes, and then consider if that noun is doing or receiving the action of the verb.

Line 1 Scientists studying (discovering/discovered) dinosaur skeletons could not come up with a suitable explanation for the sudden change in climate which caused their extinction. Astronomers, however, have proposed the (following/followed) explanation: a meteor strike. The theory Line 5 is quite logical. A meteor, approximately 1 km in diameter struck the earth and caused a massive dust cloud. The (rising/risen) dust then created a "blanket" in the atmosphere which prevented (approaching/approached) rays from the sun from heating the earth.

This "Dust Cloud" theory was not accepted by Line 10 (reviewing/reviewed) scientists when it was first proposed. Many climatologists believed that some other, perhaps magnetic cause, triggered the sudden change. These scientists were usually supported by geologists.

However, newly- (discovering/discovered) geological evidence supports the Meteor Theory. Pictures from space of Hudson's Bay Line 15 have revealed the possible location of a possible impact. A crater appears near the south-eastern tip of the Bay, and a meteorite large enough to make such a crater would indeed be large enough to create a dust cloud capable of causing the (speculating/speculated) climate change.

Because of this new view, many astronomers are working on new Line 20 methods of preventing this from happening again. All (approaching/approached) meteors are labeled and monitored by special (monitoring/monitored) stations. Luckily, (observing/observed) astronomers predict that no (approaching/approached) meteor or comet is going to pass near enough to us to be of any worry.

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Grammar point 13 – Word Parts

Most English vocabulary (at least 50%) comes from Latin. In order to be able to understand –and guess the meaning of – very many words, it is worth learning and getting comfortable using these word parts.

Basically, all word parts can be classified into three groups: Prefixes, Roots and Suffixes. There are very many prefixes, roots and suffixes, so we will only focus on the most common ones here.

Common Prefixes

Prefixes stand at the beginning of words. They do not have to be attached to latin words, and their meaning will not change.

Prefix	Meaning	Prefix	Meaning	Prefix	Meaning
aero-	flying	**hyper-**	over	**psych-**	mind
ante-	before	**hypo-**	under	**quad-**	four
anti-	against	**in-**	into	**quin-**	five
auto-	self	**in-**	not	**semi-**	half
bene-	good/well	**inter-**	between	**sol-**	alone
bi-	two	**mal-**	bad	**sub-**	under
co-	with	**meso-**	middle	**syn-**	together
con-	together	**mono-**	one	**tele-**	afar
con-	against	**mis-**	mistakenly	**tri-**	three
e-	out	**nova-**	new	**trans-**	through/ across
equi-	equal	**post-**	after	**un-**	not
extra-	from outside	**pre-**	before		

Common Roots

These come from Latin. You are probably familiar with many of them.

Root	Meaning	Root	Meaning	Root	Meaning
astro	space	**geo**	earth	**sect**	cut
audio	hear	**graph/gram**	write	**sequ**	follow
cede/cede	go	**habit**	live	**spec**	watch
chronos	time	**jac/ject**	throw	**stella**	star
corp	body	**mis/mit**	send	**struct**	build
cosmo	space	**morph**	change	**terra**	earth
cred	believe	**phon**	sound	**therm**	heat
demo	people	**phot**	light	**vac**	empty
dict	say	**port**	carry	**vert**	turn
duc/duct	pull/lead	**rupt**	break	**ven**	come
fer	carry	**sci**	know	**vis**	see
fluct	change	**scrib/scrip**	write	**voc**	say/speak

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Common Suffixes

Here we will focus only on the suffixes which change the word parts – noun/adjective, etc..

Noun – thing	Noun – person	Adjective	Verb
-ism	**-or**	**-ic**	**-ize**
-tion	**-er**	**-ar**	**-ate**
-acy	**-ian**	**-al**	**-ify**
-age	**-an**	**-ant/-ent**	**-en**
-ance/-ence	**-ist**	**-ful**	
-dom	**-ure**	**-ive**	
-iatry		**-en**	
-ology		**-ful**	
-ment		**-ile**	
-ion		**-less**	
-omy		**-ial**	
		-ian	
		-able/-ible	
		-ous	

Irregular singular/plural forms

Many words in English, which have been directly translated from Latin or Greek, have kept the native forms, and maintain the singular/plural forms. Here is a list of irregular structures:

Singular ending	Plural ending	Examples
-us	-i (pronounced "eye")	cactus/cacti; apparatus/apparati; nucleus/nuclei
-um	-a (pronounced "ah')	stratum/strata; datum/data; bacterium/bacteria
-a	-ae (pronounced "eye")	alga/algae; nebula/nebulae;
-ex or –ix	-es (pronounced "eeze")	matrix/matrices; index/indices; vortex/vortices
-on	-a (pronounced "ah")	criterion/criteria; automaton/automata
-o*	-i*((pronounced "ee")	libretto/libretti; virtuoso/virtuosi

* - this form is used only for words which are translated from Italian

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Exercise 13.1

Write the meaning for these words

1. Interstellar

2. Transcontinental

3. Geocentric

4. Binary (star system)

5. Constellation

6. Cosmology

7. Emission

8. Photosphere

9. To Trisect

10. To Conduct

11. Prediction

12. To cohabitate

13. Evocative

14. Immorphable

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Exercise 13.2

Try to create words which would describe these situations, as in the example.
eg a train that goes across a continent ➔ transcontinental train

1. A person who studies astronomy _____

2. Something from outside the earth (ends in "estrial")

_____

3. Something which is sent across space _____

4. Not believable (ends in –ible) _____

5. (distance) between galaxies _____

6. Carry through (long distance) _____

7. To pull together _____

8. Carry through (long distance) II _____

9. Cut into two pieces _____

10. Under ground (ends in –ian) _____

11. Break out (out break) _____

12. Send through a long distance _____

13. The thing which is sent through a long distance _____

14. Something that follows another thing together _____

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Grammar Point 14 – Adjective Clauses

In many situations, it is necessary to describe something in great detail – and sometimes an entire sentence is required to make sure that the item you are describing is very clear. In this case, an entire sentence can be added to a main clause – because it is describing a noun, it is called an "**Adjective Clause**". (A clause is group of words that has a subject and verb.)

There are many types of adjective clauses, and we will discuss each of them in turn. The first few may appear simple, but it will become very complex very quickly, so it is important to review things which may already be familiar to you.

Look at this situation:

That is a building. I like it.

The second sentence gives information about the building. The information is "I like the building". The pronoun "it" means "the building."

The entire second sentence gives information about the word "building." Therefore, the entire second sentence is an adjective for the word "building". However, it must be clearly attached to the first sentence.

Attaching a sentence to a noun is very simple – all you need is the appropriate connection. In this case, you are describing a noun-thing, and therefore your connection will be the word "which".

"Which" represents "it" – therefore "it" is not mentioned again.

The new structure is very simple:

That is the building {which I like}.

The same can be done to describe a person:

That is the man. I met him at a party yesterday.

Because you are describing a person, you cannot use the pronoun "which", you must use the pronoun "whom".

That is the man {whom I met at a party yesterday}.

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When you are describing things and people you can use the pronoun "that":
That is the house {that I want to buy}.
That is the person {that I talked to}.

Things to remember about adjective clauses:

- They always immediately follow the noun that they are describing
  - *e.g.* *The building {which is at the corner} is a historical monument*
  - ***not*** *The building is a historical monument {which is at the corner}.*
  - ***not*** *Which is at the corner, the building is a historical monument*

- Adjective clauses can describe **any noun** in a sentence – the **subject, object, complement,** etc.
  - *e.g.* ***The temple*** *was beautiful. I saw* ***it*** *in Tokyo.*
    - ➧ *The temple {which I saw in Tokyo} was beautiful*

    I will show you ***pictures****. I took* ***them*** *in Morocco.*
    - ➧ *I will show you the pictures {that I took in Morocco}.*

- Every adjective clause must follow the same pattern:
  connector + subject + verb

- The most common connector is "that" – it can be used for both people and things:
  - *e.g.* *That is the building {that Frank Lloyd Wright designed}.*
    She is the woman {that I studied with}.
    He is the man {that designed the hotel}.
    That is the hotel {that he designed}.

- When a noun is followed by an adjective clause, it often needs the definite article.
  - *e.g.* *She is* ***a*** *woman. I sold her the house.*
    - ➧ *She is* ***the*** *woman whom I sold the house*

- Traditionally, in this type of adjective clause, the connector for people was "whom". However, in modern conversational English, this has been replaced by "who" or "that".
  - *e.g.* *That is the man* ***whom*** *I spoke about. (traditional)*
    That is the man ***that*** *I spoke to. (modern conversational)*

Pattern to look for:
When you see noun + that, noun + which, or noun +whom, it is a type 1 adjective clause.

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Type 1 adjective clauses

When describing things, use the connectors "which" or "that". Both are equally acceptable, but in everyday speech, "that" is more common. When you are describing people, use the connector "who", "whom" or "that". In everyday speech, "that" is most common.

e.g. There is a building next to the school. I like the building.
→ There is a building {which I like} next to the school.
→ There is a building {that I like} next to the school.

e.g. The CN Tower is a Toronto landmark. Everybody should visit that landmark
→ The CN Tower is a Toronto landmark {which everybody should visit}
→ The CN Tower is a Toronto landmark {that everybody should visit}.

Exercise 14.1

Combine these sentences into longer sentences. Use the second sentence as an adjective clause.

1. That is the church. Roman builders built it.

_____

2. This is the Cathedral. I love it.

_____

3. Churches have big windows. German architects built those churches.

_____

4. Concrete is a strong material. Roman builders discovered concrete.

_____

5. Arches are pointed. Gothic architects designed those arches.

_____

6. The woman designed the Bell Centre. I introduced her to you.

_____

7. This is the building. Pablo Picasso designed it.

_____

8. That is the museum. Andrew Lloyd Wright designed it.

_____

9. That is the temple. The Athenians used it as a bank.

_____

10. That is the dome. Michelangelo designed it.

_____

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Exercise 14.2

In the following passage, put brackets { } around any adjective clauses that you find.

Line 1 Architecture, in the modern sense of the word, started with the construction of ancient temples which were built by the ancient Egyptians. Although many buildings were built before that time, the records which people kept about them are very scarce and don't give us any specific Line 5 information that we can use to reconstruct those buildings.

After the Egyptians came the Greeks. The temples that the Greeks built are the oldest stylized buildings in Europe. They were built mostly as temples to the gods and goddesses that the Greeks worshiped, and also as homes for the well off citizens. The temples which the Greeks built have a Line 10 very distinct style. Actually, most of the buildings from the time of the ancient Greeks can be classified into one of three "orders" according to the time that builders built it. The oldest order is Doric, followed by Ionic and then by Corinthian.

When the Roman Empire came to dominate Europe, the Romans Line 15 were wise enough to learn everything that the Greeks had learned. The Romans also made their own contributions, most notably the curved arch. The secret to the arch was the "keystone" – a stone which masons cut into a special shape, and which the builders placed at the top of the arch. Without this stone, the entire arch would collapse.

Line 20 When the Roman Empire fell, people wanted to try something new, and a new style of architecture developed – Gothic. This type grew in Northern Europe, among the Goths. The buildings that Goths built feature very large windows and pointed arches. These were two innovations that German architects came up with to help make their buildings unique and Line 25 beautiful. The cathedrals that the Goths built are some of the most visited buildings in Europe. They are also the places that people are most likely to photograph.

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Type 2 Adjective Clauses

In some situations, the noun that you want to describe is the subject in the adjective clause. In this case, the connector is also the subject.
Look at these examples:

The Gothic architecture style is my favorite. It originated in Germany.

The second sentence will be used as an adjective clause to describe gothic architecture. However, in the adjective clause, gothic architecture – it – is the subject. In this case, the subject becomes the connector:

➔ *The Gothic architecture style {which originated in Germany} is my favorite.*
(the connector "which" is also the subject)

Many people don't understand modernism. Modernism uses very much concrete.
➔ *Many people don't understand modernism {which uses very much concrete}.*

This can also be used to describe people:

Architects were in Greece. They started using marble for buildings.
➔ *The architects {who started using marble for buildings} were in Greece.*
(the connector "who" is also the subject)

Things to remember about type II adjective clauses:

- The verb in the adjective clause must agree with the noun it is describing
  *e.g. The **buildings** {that **are** over there} are new.*
  (the adjective clause describes "buildings" so the verb must be plural)

  *The **building** {that **is** over here} is old.*
  (the adjective clause describes "building" so the verb must be singular)

Pattern to look for:
When you see noun + which/that/who + verb, it is a type 2 adjective clause

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Exercise 14.3

Combine these simple sentences into more complex sentences. Use the second sentence as an adjective clause.

1. There are buildings in Rome. They have round windows.

_____

2. There are buildings in Germany. They have pointy spires.

_____

3. There are old Roman buildings. They have very small windows.

_____

4. There are many huge stained glass windows. They are symbols of gothic architecture.

_____

5. Buildings have no arch. They are older than Roman buildings.

_____

6. It is easy to recognize Greek buildings by their roof. The roof has no arch

_____

7. Many churches are built in the shape of a cross. Those churches are in Europe.

_____

8. Many old windows are small. They are in Roman buildings.

_____

9. Many houses in Toronto are narrow and have high ceilings. Those houses are in the Victorian style.

_____

10. There are many buildings in Europe. Those buildings are older than Canada.

_____

11. There are many old churches in Europe. Those churches have subterranean passages.

_____

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Exercise 14.4

In the following passage, put brackets { } around any adjective clauses you find.

The two most common architectural styles that are found in Europe are the Roman and the Gothic. One that is often overlooked is the Victorian style.

The Victorian style of architecture was very popular during the reign of Queen Victoria, who ruled for over 70 years. During her reign, England was the lead "superpower" of the world. The British were very fond of saying "the Sun never sets on the British Empire". Unfortunately, the architectural style which developed during this time was not very exciting.

The feature that is most often associated with Victorian architecture is the narrowness of the houses. They feel like people who are standing on a crowded train. The people who designed these buildings were probably feeling exactly like that.

However, the houses that were built at this time are also very tall. This may seem like a way that the designers can make up for the lack of width, however the height only leads to staircases that never end. The view that you get from the top floor of Victorian houses is quite nice, however the climb that you must endure to arrive there almost makes it not worth while.

The designers who worked during the Victorian era gave us one more very common feature: the row-house. This is commonly known as "town-houses" in North America. These row-houses that look like they are all jammed together allowed so many millions to move to the big cities and allowed the industrial revolution which changed the world to happen.

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Type 3 Adjective Clauses

It is important to remember that adjective clauses give more information about nouns, in relation to other nouns.

When the noun that you are describing is the object of a preposition in the adjective clause, you should keep the same relation in the new sentence.

That is the street. I live on **that street.**
"**that street**" is the object of the preposition "on".

Traditionally, the correct way to combine these sentences was
1. move the preposition to the beginning of the adjective clause
and 2. use the appropriate connector – "which" for things or "whom" for people

→ *That is the street* {***on which*** *I live*}.

This was because it is considered incorrect to end a sentence with a preposition (because prepositions always need an object)

She is the woman. I told you about her.
→ *She is the woman* {***about whom*** *I told you*}.

He is the man. I spoke to him
→ *He is the man* {***to whom*** *I spoke*}.

That is the building. I wrote a report about it.
→ *That is the building* {***about which*** *I wrote a report*}.

Today, however, it is more common to leave the word order the same as it is in the second sentence.

She is the woman *that I told you about.*

He is the man *that I spoke to.*

That is the building *that I wrote a report about.*

Pattern to look for:
When you see noun + preposition + which/that/whom, it is a type 3 adjective clause

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Exercise 14.4

Combine these sentences into complex sentences. Use the second sentence as an adjective clause. Write two forms for each sentence.

1. That is the city. Michelangelo was born in it.

2. This is a street. Many famous churches are on it.

3. That is a cathedral. There is a famous labyrinth in it.

4. Greece is a country. The Romans learned from it.

5. Rome is a country. The Goths learned from it.

6. Morocco is a country. The Romans imported marble from it.

7. Spain is a country. You can see many architectural styles in it.

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8. That is the book. I wrote my thesis about it.

9. That is the tree. Sparrows live in it.

10. He is the man. The news is about him.

11. That is the staircase. You must go up it.

12. She is the director. You need to speak to her.

13. That is the car. He will tell you about it.

14. That is the church. I got married in it.

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Type 4 Adjective Clauses

In some situations, connectors can be used to add information to the adjective clause.

Look at this example:
*The Middle Ages were the time {**at which** Gothic architecture was very popular}.*
The connector is "at which", and it describes the time.
The structures "at/in/on/during + which" can be replaced by "when"
➔ *The Middle Ages were the time {**when** Gothic architecture was very popular}.*

*e.g. The Renaissance is the time {**at which** Roman architecture became popular again}.*
➔ *The Renaissance is the time {**when** Roman architecture became popular again}.*

Look at this example:
*Rome is the city {**in which** the largest ceramic dome was built}.*
In this adjective clause, the connector is "in which", and describes the place.
The structures "in/at/on + which" can be replaced by "where"
➔ *Rome is the city {**where** the largest ceramic dome was built}.*

*e.g. Paris is the city{**in which** the first university was established in Europe}.*
➔ *Paris is the place {**where** the first university was established in Europe}.*

Remember – "when" and "where" represent preposition phrases, so they can never be the subject of a sentence. The connectors "where" and "when" **must be followed by a subject.**

Saudi Arabia is the country where is Mecca. ***is wrong***
Kuala Lumpur is the city where is the tall tower. ***is wrong***

Pattern to look for
When you see noun + when; noun + where, it is a type 4 adjective clause.

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Exercise 14.6

Combine these sentences into complex sentences. Use the second sentence as an adjective clause. Be sure to use the appropriate connector.

1. Egypt is the country. All western architecture started from that place.

_____

2. Greece is the country. Marble buildings first appeared in that place.

_____

3. Greece is the country. Many ancient temples still stand in that country.

_____

4. Seven thousand years ago was a time. The Egyptians built their pyramids at that time.

_____

5. The renaissance was a time. A Roman revival took place at that time.

_____

6. The Renaissance was a time. People started building Greek-style buildings at that time.

_____

7. The Victorian Era was a time. Many narrow buildings were built at that time.

_____

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Type 5 Adjective Clauses

In some situations, the noun that you are describing is the owner of something, and this is the relationship that you want to keep in the adjective clause. This adjective clause is a "possessive" adjective clause.

Look at this example:
I know that man. That man's children play hockey.

In this situation, the noun that you will describe is "that man". In the adjective clause, the noun "that man" is only a possessive adjective describing "children". You can make an adjective clause in this case also, using the connector "whose".

I know that man {***whose*** *children play hockey*}.

Note: The connector "whose" is used for both people and things.
e.g. *That is the building. Its windows have gold.*
➔ That is the building {***whose*** *windows have gold*}.

Pattern to look for:
When you see the pattern noun + whose, it is a type 5 adjective clause

Exercise 14.7

Combine these sets of sentences – use the second sentence as an adjective clause.

1. Roman buildings are older than Gothic buildings. Roman arches are round.

_____

2. That is the man. His designs were used in the C.N. Tower.

_____

3. That is the woman. Her house is the biggest in the area.

_____

4. That is the office tower. Its penthouse is the highest in Toronto.

_____

5. That is the building. Its penthouse is the most expensive in Canada.

_____

6. That is the man. His designs won the contest.

_____

7. That is the woman. Her book is used as the textbook.

_____

8. This is the church. Its spire is the oldest example of Gothic design.

_____

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Type 6 Adjective Clauses

All adjective clauses can be classified as one of two types – those that give **extra** information, and those that give **key** information.

Look at this sentence:
Windows {that are round} are Roman style.

The adjective clause {that are round} is very important – if tells us which windows. Not all windows are Roman style – which ones are Roman style? Round windows. We need the adjective clause to tell us **which** windows are Roman style. This type of adjective clause is called "**defining**".

Look at this sentence:
Paris, {which has many fantastic buildings}, is not as cold as Toronto.

The adjective clause {which has many fantastic buildings} gives us information about Paris, however it does not tell us **which** Paris. We know which Paris, because there is only one. If we remove the adjective clause from the sentence, we will still know exactly which city we are discussing. This type of adjective clause is called "non-defining" and needs commas at the beginning and at the end.

The commas around adjective clauses can play a key role in the meaning of the sentence. Look at this example:

The buildings {which were made of wood} burnt down.

This sentence means that **some** buildings were made of wood, and only some buildings burned down. Which ones? The ones which were made of wood. This is a **defining adjective clause.**

The buildings, {which were made of wood}, burnt down.

Because there are commas around the adjective clause, we can assume that it is extra in formation. That means that the adjective clause doesn't tell us which buildings.

This means that **all** the buildings were made of wood and all of the buildings burned down.

Things to remember about adjective clause punctuation:

- if the adjective clause **doesn't explain** WHICH one, put commas
- if you are giving information about a proper noun (name), always use commas

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Exercise 14.8

Read the following passage. Punctuate the adjective clauses as necessary. Remember, if the adjective clause does not answer the question "which one", you need commas.

St. Peter's Basilica which is in the Vatican is an incredible architectural masterpiece. Many other buildings which are located in Rome can also be considered breathtaking, but St. Peter's Basilica takes the cake. Also, not many other buildings can boast design contributions by two of the most famous Italian artists in the history of Italian art – Michelangelo and Leonardo da Vinci.

The Basilica is said to be built on the grave of Saint Peter who was the first Pope. The current Basilica was built on the spot of an older Basilica which was built by the Roman Emperor Constantine. Constantine who lived from 274 to 337 introduced Christianity as the state religion of the Roman Empire.

The Basilica has one central hall which is called a nave which is divided into three parts to facilitate the movement of pilgrims who travel from all over the world to pray there. This nave which is 200 meters long can hold 40,000 people.

The Basilica took over 120 years which is a very long time to build. The original architect only designed the layout which is in the form of a cross. The dome which was designed by Michelangelo is the largest dome in the world. It is 120 metres high. The dome is one piece of ceramic which is held up by four huge square pillars which are 20 metres high.

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Exercise 14.9 Rewrite this passage, combining sentences into adjective clauses. Remember to pay attention to prepositions. Remember – usually, there are many ways to express the same idea.

The Cathedral at Chartres

The Roman Empire greatly influenced architecture. It fell in the 4th century. Power moved to France and Germany. Goths lived there.

People consider themselves lucky. They live in the small French town of Chartres. They built a shrine to honour the Virgin Mary. She protects them.

The Cathedral has 2 spires. The spires are of uneven heights. This is due to a fact. The fact is that they were built at different times.

The main entrance has 3 doors. There are arches above the doors. The arches are pointed. Pointed arches are called "lancet arches". They were in vented in Germany.

The Cathedral has a grandiose roof. The roof is very heavy. To hold the weight of the roof, architects designed buttresses. They designed new walls. The walls were very thin and had many windows.

In the nave of the church there is a labyrinth. Labyrinths are common in Gothic churches. It is a path. Pilgrims walk along this path before worship.

Above the door, there are 13 pictures. These pictures depict Christ the King and 12 Apostles.

In the 1960s, structural engineers conducted a series of tests on the Cathedral. The tests checked the stability of the design. According to the tests, the Cathedral should have collapsed centuries ago – luckily for us, it didn't. Maybe the Virgin Mary IS protecting it.

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Grammar Point 15 – Adjective Clause Reductions

In many situations, when the sentence is very simple, it is possible to remove some sections of adjective clauses – the result is called an adjective phrase, or an adjective clause reduction.

As there are many types of adjective clauses, there are also many types of reductions.

In general do not make a reduction if the reduction will make the sentence difficult to understand

Type 1 Adjective Clause Reductions

When the noun that you are describing is NOT the subject of the adjective clause, you can remove the connector "that" or "which" or "whom". DO NOT REMOVE other connectors, ie. where, whose, or when.

e.g. The herbs {that many people have in their garden} can be used medicinally
➔ *The herbs {many people have in their garden} can be used medicinally*

Many people don't know the herbs {that they cook with} started as medicines.
➔ *Many people don't know the herbs {they cook with} started as medicines.*

Galen is the Greek scientist {whom many consider to be the father of medicine}.
➔ *Galen is the Greek scientist {many consider to be the father of medicine}.*

*That is the city {**where** most medicinal herbs are grown}.*
cannot be reduced

*Their first winter in Canada was the time {**when** Cartier and his men almost died}* **cannot** be reduced

Pattern to look for:
If there is noun noun + verb verb, that is an adjective clause, with the pronoun reduced.

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Exercise 15.1

In the following sentences, cross out any unnecessary adjective clause connectors.

1. She is very proud of the plants that she grew from seed.
2. That is the store where he bought the exotic cactus.
3. People that have small windows should not plant large plants.
4. The course that he is taking will prepare him for his own business.
5. The medicine that they sell in the store are all natural.

Exercise 15.2

In the following passage, cross out any unnecessary adjective clause connectors.

Line 1 In the summer of 1995, a group of Swiss skiers came across a frozen body in the Italian Alps. The police that they called took the body to the nearest hospital for tests. The body that the climbers found was over 5000 years old, but was very well preserved because of the cold.

Line 5 The body was called "the Ice Man" by the scientists who studied it. His internal organs were just as well preserved as his exterior. The scientists who studied him also learned that the necklace that "Ice Man" had was actually a fungus/mushroom. The researchers did not know, however, why the "Ice Man" chose that particular foul-tasting mushroom to put on his

Line 10 necklace.

With time, the researchers found that "Ice Man" had an intestinal parasite which he knew about. The mushroom that the "Ice Man" was carrying on his necklace had some anti-viral properties- it was medicine for the virus that "Ice Man" was suffering from.

Line 15 "Ice Man" is the oldest documented case of herbal medicine. Records that historians found in China are over 4500 years old. Comparable lists were found in Egypt, and India. There is considerable evidence that the Native Canadians who came from Asia brought with them the herbal traditions that the "doctors" in their home countries

Line 20 practiced.

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Type 2 Adjective Clause Reductions

When the connector is also the subject of the adjective clause, it is sometimes possible to create a more complex reduction. There are two possible ways to make a reduction.

I.

First, check to see if the verb in the adjective clause includes the auxiliary verb "to be".

If it does, remove the connector and the auxiliary verb.

e.g. *The doctor is examining the patient {~~who is~~ lying on the table}.*
➔ *The doctor is examining the patient{lying on the table}.*

The plant {~~which is~~ growing in the corner} can be used for medicine.
➔ *The plant {growing in the corner} can be used for medicine.*

This pattern can be used if the adjective clause is in the passive voice, also. If it is, remember that there will be the auxiliary verb "to be" + the past participle. This is reduced the same way:

e.g. *The medicine {~~which was~~ prescribed} can be purchased at the pharmacy downstairs.*
➔ *The medicine {prescribed} can be purchased at the pharmacy downstairs.*

The textbook {~~which was~~ written in the 16th century} is still being used today.
The textbook {written in the 16th century} is still being used today.

Pattern to look for:
If you see a noun followed by a participle, past or present, that means it is an adjective clause reduction.

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II

If the verb in the adjective clause doesn't contain the auxiliary verb "to be", it may still be possible to make a reduction. The point to consider is: will changing the tense of the verb into the present continuous change the meaning of the sentence?

If the change to the continuous will not change the meaning of the sentence, you can make a reduction in the following way:

1. Remove the subject
2. Change the entire verb structure into a gerund

Look at this example:

People who forget to eat breakfast are usually hungry before their lunch break.

If you change the verb "forget" to "forgetting", it will not really change the meaning of the sentence, because "I am forgetting" is an unusual form. Therefore, it is OK to change this adjective clause to:

People forgetting to eat breakfast are usually hungry before their lunch break

However, if changing the verb in the adjective clause into the continuous will change the meaning, you cannot make the reduction:

Look at this example:

The man who sits there every day is a doctor.

If you change the verb "sits" to "is sitting", the meaning of the adjective clause will change. Therefore, it is **not OK** to change this adjective clause to:

The man sitting there every day is a doctor.

You can make this type of reduction with any "non-continuous verb". These are verbs such as forget, hate, and love which are usually not used with the continuous tenses.

Here is a list of common "non-continuous" verbs:

be (not as an auxiliary verb); believe; belong; exist; forget; hate; have (not as an auxiliary verb); hear; know; like; dislike; look like; love; mean; mind; need; owe; own; prefer; realize; remember; see; seem; suppose; think (believe); understand; want.

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Exercise 15.3

Practice reducing the following adjective clauses into adjective phrases.

1. People who want to buy herbal medicine have a much wider choice today than even 10 years ago.

_____

2. The human backbone is a highly complex and delicate structure which is made up of 33 small bones called vertebrae.

_____

3. Brain tumors are a mass of cells - either abnormal or normal - that grow unnecessarily in the brain.

_____

4. The cause of type 1 diabetes is unknown, although there is evidence that shows it might be inherited.

_____

5. Emphysema is caused by gradual damage to the structure of the lungs, which makes it harder to exhale.

_____

6. Which drug is prescribed will depend on the individual patient, and their particular form of the disease which affects them.

_____

7. St Louis encephalitis, which was named after the town where it was first classified in 1933, is the most common viral encephalitis in the US.

_____

8. So far, avian influenza has mostly infected people who have been around infected birds and their waste.

_____

9. Tourette's syndrome tics, which are classified into two broad categories, can be verbal or physical.

_____

10. In 2004, the number of cases of mumps which were recorded in England and Wales jumped dramatically.

_____

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11. Starting in 2005, companies that sell vitamins in Canada will be regulated by the federal government.

12. Studies which were published in January of 2006 show that many cough medicines don't really work

13. The number of people who have been taking herbal medicine has been increasing steadily for the last few years.

14. The farms which grow herbs which will be used in medicine can get a special tax break.

15. Companies that claim to sell 100% organic products are not regulated at all

16. The owners of stores that carry herbal medicines have often tried the products on themselves.

17. Private individuals who want to get more information about herbal medicine can find a lot of information on-line.

18. People who want to use herbs that they grew for medicine should enquire with a licensed herbalist first.

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Grammar Point 16 - Equatives

In many situations, to explain about something completely unfamiliar, it is useful to compare it to something that is familiar to the listener. It is useful to choose one characteristic, and to use that feature to compare two objects.

Look at this example.

The whale shark is big. The Blue whale is the same size.

You can use size as the common characteristic between the two. To show the relationship, you need two prepositions "as"

The structure is very simple:
first item + verb + as + characteristic + as + second item

Look at these examples:

The shark	is	as	dangerous	as	a pit bull
Orcas	are	as	fast	as	Great White Sharks

Things to remember when making equatives:

- You must always compare similar thing to each other
  Sharks are as dangerous as snakes
  noun *noun*

NOT:

Sharks are as dangerous as on a mountain
noun *preposition phrase*
To swim is as fun as canoeing
infinitive *gerund*

- The verb must always agree with the subject – the first item you are comparing:
  *The Atlantic Ocean **is** as saline as the Indian Ocean*

  *Lobsters **are not** as common as shrimp*

- Traditionally, if you are using pronouns, the second item (after the second "as") must be in the subject form, not object form. In modern conversational English, however, both forms are acceptable:

  *Sharks are not as smart as **he** (traditionally correct)*
  *Sharks are not as smart as **him** (modern conversational English)*

- You can use the verb as the comparison between the two items. In this case, however, you also require an adverb:
  He swims as quickly as I

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Exercise 16.1

Write sentences combining these nouns using the "as – as" structure, as in the example.

e.g. Sharks – dangerous – cobras → sharks are as dangerous as cobras
e.g. I swim - fast – sharks →I can't swim as fast as sharks

Part I.

1. Whale Sharks – large – Orca whales

2. A porpoise – intelligent – a bullmastiff

3. The Atlantic Ocean – big – the Pacific Ocean

4. Nothing – deep – Lake Baikal

5. Nothing – long – the Great Barrier Reef

6. Nobody – strong – a crocodile

7. Lake Erie – clean – Lake Ontario

8. Giant Octopi – big – a giant squid

9. An eel – dangerous – a shark

10. Nothing – big – the Mediterranean sea

11. An electric eel – long – a freshwater eel

12. A stingray – dangerous – the blue ring octopus

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Exercise 16.2

In this exercise, make the same structure, but don't use the verb "to be". Pay attention to the point of comparison between the two items.

e.g. Octopus, swim, shark → An octopus cannot swim as fast as a shark.

1. A sperm whale, eat, a blue whale

_____

2. A dog bite, hurt, a jellyfish bite

_____

3. A seal, scream, a sea lion

_____

4. A seal, jump, a dolphin

_____

5. Nothing, eat, a killer whale

_____

6. Nothing, swim, a great white shark

_____

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Part II.
Rewrite these simple sentences which contain comparative structures into sentences that have the "as – as" form (you will have to use the negative). Remember – analyze what two things you are comparing, and then isolate the point of comparison.

e.g. The squid that has green flashing lights is smaller than the giant squid.

*The sentence compares the **squid that has green flashing lights** and the **giant squid**.*
*The point of comparison is **size** – one is smaller than the other*

➔ *The squid that has green flashing lights is **not as** big **as** the giant squid.*

Exercise 16.3

1. The shark with the big white dots is bigger than the Great White shark.

_____

2. The sea snakes that live at the bottom are more poisonous than the Cobra.

_____

3. The sea snakes that live near the top of the sea are less poisonous than the snakes that live near the bottom.

_____

4. The porpoise that lives in captivity is more intelligent than the porpoise that lives in the wild.

_____

5. The Orca whale that lives near British Columbia swims faster than the Great White Shark that live in Australia.

_____

6. Octopi are more flexible than dolphins

_____

7. Tarantulas are more dangerous than water spiders.

_____

8. Electric eels are less dangerous than anacondas.

_____

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Exercise 16.4

In the following passage, change the comparative forms to equative forms.

In the oceans, there are more species of animals than on land and in the air. However, the variety of plant and animal life in the oceans is the same as on land.

In general, warmer oceans have more varieties of fish than colder oceans. The fish that live in warmer oceans are more colourful than the fish which live in the cold.

There is also a variation in size – fish that live in colder water tend to be bigger than fish that live in warmer water.

The vegetation is quite the opposite, however. The vegetation in the warmer water tends to grow much larger than the vegetation in the colder water of the north.

One thing that is more difficult to measure is the danger of the sea. Plants and animals that look safer may actually be more dangerous than animals that look safe. For example, the blue-ringed octopus of Australia looks much less dangerous than the giant octopus of Canada. However, the Canadian animal is much less dangerous. On the other hand, the enormous Blue whale looks more imposing than the apparently cute Orca whale. In reality though, the Orca "killer" whale is the most dangerous predator in the waters of the North.

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Grammar Point 17 - The Superlative

When you want to describe the number one thing in the world, you need to use the "superlative" form. This is made using the same formula as the comparative form, but the endings are different.

1 Syllable	**2 Syllables**		**3 or more syllables**
	ends in "-y"	**doesn't end in "-y"**	
add "the -est" to the base form	add "the -est" to the base form	add "the most" in front of the base form	add "the most" in front of the base form
for example	**for example**	**for example:**	**for example:**
small → the smallest	noisy → the noisiest	crowded → the most crowded	expensive → the most expensive
new → the newest	dirty → the dirtiest	modern → the most modern	majestic → the most majestic
cheap → the cheapest	smelly → the smelliest	complex → the most complex	impressive → the most impressive
close → the closest	busy → the busiest		beautiful → the most beautiful

Good → The best
Bad → The worst
Fun → The most fun
Old → The Oldest(can be used for anything)
The Eldest (used for brothers or sisters only)
Far → The Farthest (used mostly for distance)
The Furthest (means deeper - used for research, investigation)

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Exercise 17.1

Write the superlative forms for these noun/adjective pairs

e.g. Krakatoa – high – mountain ➔ *Krakatoa is the highest mountain*

1. Pacific – big - ocean

2. Blue whale – big – animal

3. Giant squid – long – invertebrate

4. Killer whale – fast – water animal

5. Stout Infantfish – small – fish

6. Whale shark – big – fish

7. Cyclothone – common – fish

8. Great white shark – dangerous – fish

9. Great Barrier Reef – long – marine ecosystem

10. Baikal – deep – lake

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Exercise 17.2 – Superlatives vs Equatives

Practice re-writing these superlative forms as an equative structure, using "nothing" as the first noun. Keep in mind that there can be many verbs – not just "to be".

e.g. The Porsche is the fastest car → Nothing is as fast as the Porsche.

1. The C.N. Tower is the tallest building in the world.

_____

2. Lake Bailkal is the deepest lake.

_____

3. Australia is the smallest continent.

_____

4. Durian is the smelliest fruit.

_____

5. The Anaconda is the longest snake.

_____

6. Victoria Falls is the highest waterfall.

_____

7. Niagara Falls is the most beautiful waterfall.

_____

8. The hummingbird has the smallest eggs.

_____

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Exercise 17.3

Change the adjectives in the following passage into the superlative form.

Dangers of the deep

Creatures of all shapes and sizes inhabit the oceans of the world. Although people catch many species, there are those which are best left alone.

(dangerous) _____creature in the water is the Great White Shark. This is (large) _____of the shark family, and can grow to over 50 feet (16metres). (long)_____ distance a Great White has ever traveled is more than 20,000 km in 9 months. Luckily, Great Whites don't like cold, so there's no chance of seeing one in Lake Ontario.

(Poisonous) _____ fish is the stonefish. (large) _____ stonefish discovered were 12 inches (30 centimetres). However, the dorsal spines of the stonefish can penetrate (hard) _____ shoes. The second (poisonous) _____creature is actually a Stingray. This is the smaller cousin of the huge Manta Ray – the original "Sea Monster".

We cannot forget the octopi – (poisonous) _____ octopus is the (Australian) blue ring octopus. It has a neuro-poison which is fatal within 30 minutes.

Although jellyfish look imposing, there is only one which has ever proven regularly fatal – the Boxfish.

The irony is obvious: some of (beautiful) _____ creatures in the world co-exist with the (dangerous) _____ in the coral reefs.

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Grammar Point 18 - Showing Cause and Effect with Adjectives

It is possible to show how one change affects another situation. This is done with the following structures:

1. the + comparative +the + noun, the + comparative + the + noun
   e.g. *The deeper the water, the thinner the fish.*
   The darker the water, the bigger the eyes.

This form can also be used with

2. the + comparative + [subject+verb], the + comparative [subject+verb].
   e.g. *The deeper you dive, the stronger the pressure is.*
   The smaller the shark is, the smaller the danger is.
   The more I learn, the less I fear.

And this form can be used with adjective only:

3. *e.g.* *The bigger, the better.*
   The cheaper, the happier.
   The more, the merrier.

Exercise 18.1

Complete these "the + comparative" pairs with possible results. Remember, there is no one correct answer.

1. The more people use public transit such as busses and subways,

_____

2. The more people know about sharks,

_____

3. The more people study about the environment,

_____

4. The more pressure people put on big corporations,

_____

5. The more people recycle,

_____

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Exercise 18.2

Complete the second part of the "the + comparative" structure with your own answer.

Line 1 There has been an alarming trend over the last few decades to ignore environmental side-effects, and the warnings of environmental scientists when it comes to the world's oceans. The more developed the world becomes, _____.

Line 5 Although everyone knows pollution is bad, only Greenpeace seems to be actually doing anything about it. However, many people consider Greenpeace simply a group of crazy people. Because of their reputation, the more Greenpeace speaks, _____.

Line 10 The amount of garbage that is being dumped into the world's oceans is amazing. This is especially obvious in Australia's amazing Coral Reef. Because this is such a highly-evolved ecosystem, it shows the first negative side-effects of pollution. Even though it is very far removed from us in Canada, we must remember that the whole planet is connected, and the

Line 15 more damage we do in Australia, _____ _____. Also, the more we help Australia when they have a problem, _____ _____

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Grammar Point 19 – Verb Tenses

There are 3 tenses in English – Simple, Continuous and Perfect, and each one has a special meaning.

In general, the Simple tenses are used to describe actions, the Continuous tenses are used to describe interrupted actions, and the Perfect tenses are used to put events into order.

When talking about tenses, it is very important to remember the time marker. There are many time markers – usually preposition phrases.

Each tense can be used in each time – past, present and future. Each tense has its own unique meaning, and each one needs to be considered in relation to other tenses.

Before we examine the tenses, we need to make one important distinction between two types of verbs.
All verbs in English can be classified as either main ("lexical") verbs, or helping ("auxiliary") verbs. Auxiliary verbs are further sub-divided into either "tense" auxiliary verbs: to be, to do, and to have; and "modal" auxiliary verbs.

Describing Now

1. Present Continuous (also called Progressive)

This tense is made with the auxiliary verb "to be" and the present participle (" – ing" form). It is used to describe actions which are happening NOW. The action is interrupted by this sentence).

I am talking.
You are studying.

It can also be used to describe plans which absolutely cannot be changed.

Tomorrow, I'm meeting my boss at 7:00.
My plane is leaving at 6:30 tonight.

→ Remember: When you use the any continuous tense, the verb has **2 parts** – the auxiliary and the participle. If you omit either one, the verb is incomplete.

I talking, ***is wrong***

→ Remember: There are some verbs that are usually not used in the continuous tenses.

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2. Simple Present

This tense is used to describe what usually happens or hobbies.
The structure is very easy:
Subject + Simple Form of the Verb (S.F.V.)

I wake up at 7:00.
Canadians know about history.

If there is no time marker, the present simple is preferred to the present continuous.

3. Present Perfect

This tense is used to describe events that are finished, if the time is not finished. The time marker is very important with this tense.

I have done two things today.
They haven't had a vacation this year.

If the sentence does not contain a time marker, use the present perfect, not the simple past. Especially with questions of the form "have you ..." – the time marker is understood to mean "in your life"

Have you been to Africa?
Have you touched a snake?

➔ Remember: When you use the any perfect tense, the verb has 2 parts – the auxiliary and the participle. If you omit either one, the verb is incomplete.

Pattern to look for:
When you see the pattern Subject + (to be) or (to have), check to make sure that there are no participles. "**To be**" can be followed by the **present or past participle**, and "**to have**" can be followed by the **past participle**. If there is a participle, it is part of the verb.

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Pattern to look for:
When you see the pattern S. + V.("to be" or "to have") and then a comma, the word after the comma is NOT part of the verb. It is most likely an adverb clause reduction.

Exercise 19.1

In the following sentences, underline the subject once and the verb twice. Correct any mistakes you find.

1. Both the Canadian and American government has made efforts to assimilate native culture into European society.

2. There are over 150 separate language in Canada and the United States.

3. Many native tribes' oral traditions teach that their ancestors have always been in the Americas.

4. Most indigenous people in the US refer to themselves as "American Indian," while most indigenous people in Canada call themselves "First Nations."

5. According to the census reports, there are about 2 million Native Americans in the United States and 1 million in Canada.

6. There are many more indigenous people in Central and South America than there are in Canada and the United States.

7. First Nations peoples across Canada holds annual Pow-Wows where they display their rich cultural heritage and pride in their history.

8. Scientist estimate that people have lived in North America for at least 20,000 years.

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Describing the past

1. Simple Past

When you are describing an action that happened at a specific time in the past, use the simple past tense. Remember, you need to include a time marker.

In 1876, General Custer attacked the Sioux.
Before Europeans came to North America, there were no horses living here.

2. Past Continuous

When you are describing an event that did not finish, or that was interrupted, use the past continuous tense. The action that interrupts the past continuous is in the simple past.

The past continuous tense uses the auxiliary verb "to be" in the past form + present participle.

eg. *They were making baskets when I came.*

Points to remember about the past continuous tense

- The interrupting action does not have to be in the same sentence, but it must be understood – it must be very obvious why the action in the past continuous was not finished.
  e.g. *Cartier met representatives of the Algonquin tribe when he arrived in Canada. People were waiting for him on the banks of the St. Lawrence River.*

- Many sentences can be used together in the past continuous to describe one big event.
  e.g. *Champlain worried about surviving his first winter in New France. The weather was becoming very cold, his men were becoming sick and their supplies were running out.*

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3. Past Perfect

The past perfect is used to describe an action that happened in the past, before another action in the past. It is used to put past events in order.

As with the past continuous, the two ideas do not have to be in the same sentence, but it must be very clear from the context that there are two ideas, and the one in the past perfect happened first.

e.g. *Last summer, I was on an airplane for the ninth time. I* ***had flown*** *to Europe, Africa, Australia, and California.*
I was not impressed when I met Brad Pitt last week. I ***had met*** *many movie stars before that.*

The past perfect uses the auxiliary verb "to have" in the past form + past participle

e.g. *When the Inuit arrived in North America, they found people living there – people who* ***had migrated*** *thousands of years earlier.*

By the time the people returned, the fire ***had consumed*** *their entire village.*

By the time the Huron gave Cartier the Arborvitae, many of his men ***had died****.*

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Exercise 19.2

In the following stories, fill in the blank with the appropriate verb form

Where did the Native Americans come from?

Before the arrival of Europeans to "the new world", there (be) _____ approximately 3 million inhabitants here. No written reports (exist) _____ about how they arrived, but most anthropologists now (believe) _____ that they followed the animals.

Roughly 30 thousand years ago, during the last ice age, a "bridge" (exist) _____between Alaska and Siberia. Migrating herds of mastodon and other large game (make) _____their way across this bridge in search of food. Asian hunters (follow) _____ them to the "New Continent".

Anthropologists speculate that upon arrival here, the new immigrants did not stop, but rather (continue) _____their migration along the coast south. It is believed that most of those who came to North America actually (continue) _____ south through Mexico and into South America. All of the Americas are believed to have been inhabited 5000 years ago.

Most of these new arrivals (continue) _____ a migrant lifestyle, following the animals that they originally followed to their new home. Others, however, settled – especially in the fertile plains of Mexico, Canada and eventually Argentina.

This first "wave" of immigrants was followed by others. Although there is no proof, scientists (theorize) _____that the Inuit were actually the most recent group of immigrants, arriving only approximately 2,500 years ago. Scientists now (believe) _____ that this group remained in the Arctic because other territory was already inhabited.

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Describing the future

1. Simple Future

This is the easiest – and most common way – to describe events in the future. There are two common structures:

1. Subject + will + S.F.V. They will return.
   She will not wait.

2. Subject + "be going to" + S.F.V. I am going to cook.
   You are going to enjoy it.

Both forms are equally "strong" when describing plans for the future.

Next week, I will visit Montreal.
Next week, I am going to visit Montreal.

Next week, my favourite team will win.
Next week, my favourite team is going to win.

However, when there is a situation that requires a reaction, the structure "will" is the only one used.

a) *There's someone at the door.* *b) I'll answer it*
b) I'm going to answer it ***is wrong***

2. Future continuous

This tense is used to express what will be happening at an exact moment in time in the future. This tense is used to describe one activity that will happen at the same time as a second.

The structure of this tense is:
subject + "will be" + present participle

e.g. At that time, he will be arriving.
We will be serving dinner at 7:00, so please don't be late.

➔Remember: Every person takes the same form – will be.

3. Future Perfect

This tense is used to describe an action that will be finished before a time in the future. The structure is:
subj. + "will have" + past participle.

e.g. *By the end of the next month, we will have finished this textbook.*
By the end of 2006, ETS will have introduced the iBT.

➔Remember: Time markers are very important with this tense, as with every other Perfect tense.

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Review of Tenses

Name	**Form**	Use	Time Markers
Simple Present	**subject + S.F.V.**	habits, traditions	usually, every day
Present Continuous	**Subj. + "to be" + present participle**	Action happening now, plan that cannot be changed	Now
Present Perfect	**Subj. + "to have" + past participle**	Finished Action, unfinished time	for, since
Simple Past	**Subj. + past form**	Events in the past	
Past Continuous	**subj. + "to be (past)" + present participle**	Interrupted event in the past	while, during, when
Past Perfect	**Subj. + "to have (past)" + past participle**	Event before something in the past	before
Simple Future	**Subj. + "will" + S.F.V**	Events in the future	
Future Continuous	**Subj. + "will be" + present participle**	Events in the future that will be interrupted	when, while, during
Future Perfect	**subj. + "will have" + past participle**	Events that will happen before other future events	before, by

There is another set of tenses – the perfect continuous tense. However, it is almost never used in real conversation, because there is no real difference between it and the perfect tense.

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Exercise 19.3 – In the following story, fill in the blanks with the appropriate verb

How the Fly Saved the River (Ojibway – Great Lakes area)

Line 1 Many, many years ago when the world was new, there (be) _____ a beautiful river. Fish in great numbers (live) _____ in this river, and its water was so pure and sweet that all the animals came there to drink.

Line 5 One day, a moose who (hear) _____ about this beautiful river from a muskrat (come) _____ there to drink. Unfortunately, he was so big, and he (drink) _____ so much, that soon the water (begin) _____ to sink lower and lower. All the animals (be) _____ worried. The

Line 10 beavers (worry) _____ because their homes would be destroyed. The muskrats (be) _____ worried because they couldn't live without the river.

All the animals (try) _____ to think of a way to drive the moose from the river, but he (be) _____ so big

Line 15 that they were too afraid to try.

At last, the fly (say) _____ he would try to drive the moose away. All the animals (laugh) _____. How could a tiny fly frighten a giant moose?

The fly (say) _____ nothing, but that day, when the

Line 20 moose (drink) _____, he landed on his leg and (bite) _____ hard.

The moose (stamp) _____ his foot hard, but each time he stamped, the ground sank and the water rushed in to fill it up. Then the fly (jump) _____ about all over the moose,

Line 25 biting and biting until the moose was in a frenzy. Moose (dash) _____ madly about the banks of the river, but he couldn't get rid of that pesky fly. At last the moose (flee) _____ from the river, and (not come) _____ back.

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Grammar Point 20 – Regular Verbs and Link Verbs

All verbs in English can be categorized as either **regular** (action) verbs or **link** verbs (also called linking verbs, or copulas).

Regular verbs describe an action by the subject.

e.g. *The Apache used the tomahawk in battle.*
The Haida built enormous Totem Poles.
The Blackfoot lived in Teepees.

These verbs say what the subject **does***.

Link verbs give information about the subject, and do not describe an action*.

e.g. *She is a teacher.*

In this sentence, the verb "is" does not describe an action from the subject to the object – it connects the word before it, she, and the word after it, teacher. It creates a "link" between the subject and complement.

e.g. *The Great Plains are huge.*
The Anasazi were peaceful.

The most common linking verb is the verb "to be".
Verbs like **look, smell, feel,** and **taste** can be used as both regular verbs and linking verbs. This can cause confusion, and therefore the **context** of the sentence becomes very important.

e.g. *The bear looked at the fox angrily.*
in this case, the verb "looked" describes an action by the bear. Here, it is used as a regular verb.

e.g. *The Mohawk hairstyle looked scary.*
in this case, the verb "looked" describes the haircut – it does not tell you what the hair did. Therefore, it is a link verb.

This difference is important, because regular verbs are followed by adverbs. Link verbs are followed by adjectives.

* Do not confuse regular/link verbs with transitive/intransitive verbs. All link verbs are intransitive, but not all intransitive verbs are link verbs

Here is a list of the most common link verbs:

to appear (look like/seem); to feel; to seem; to sound; to become; to look; to smell; to taste

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Exercise 20.1

In the following sentences, underline the verb and write if the verb is Regular (R) or Linking (L). Then fix any errors.

_____1. For the most part, the Apache lived peacefully with their neighbors.

_____2. The Iroquois weren't, for the most part, peacefully people.

_____3. To many Europeans, pemmican tastes badly.

_____4. The tobacco of the Caribbean natives smelled sweet.

_____5. The winter in the north of the US and the winter in the south of the US feel quite differently.

_____6. The various languages of the native American tribes are completely unrelated and sound quite different.

_____7. Very quickly, the inhabitants of the Americas became very skilled at using rifles.

_____8. Be careful, that ladder looks dangerously.

_____9. I didn't buy any fruit because it all looked old.

_____10. Neither of them ran fastly.

_____11. They only had fish that looked old.

_____12. The shoes that you bought looked very nicely.

_____13. The coffee that you made smells very well.

_____14. I think that she is a very good tennis player because she hits the ball very hardly.

_____ 15. By the end of the winter, most Canadian homes smell badly because there is no circulation of fresh air from outside.

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Exercise 20.2

In the following story, choose the correct modifier - adjective or adverb.

How Mosquitos Came To Be [Tlinget Tribe of The Pacific coast]

Line 1 Long time ago there was a giant who loved to eat humans. He was especially fond of human hearts. "Unless we can get rid of the giant," people said (fearful/fearfully), "none of us will be left," and they called a council to discuss ways and means.

Line 5 One man said, "I think I know how to kill the monster," and he went to the place where the giant had been seen (recent/recently). There he lay down (quick/quickly) and pretended to be dead.

Soon the giant came along. Seeing the man lying there, he said (happy/happily): "These humans are making it easy for me. Now I don't

Line 10 even have to catch and kill them; they die right on my trail, probably from fear of me!"

The giant touched the body. 'Ah, good," he said, "this one is still (warm/warmly) and (fresh/freshly). What a tasty meal he'll make."

The giant flung the man over his shoulder, and the man let his head

Line 15 hang down as if he were dead. Carrying the man home, the giant dropped him in the middle of the floor right near the fireplace. Then he saw that there was no firewood, and went to get some.

As soon as the monster had left, the man got up and grabbed the giant's huge skinning knife. Just then the giant's son came in. He was

Line 20 still small as giants go, and the man held the big knife to his throat. "Quick, tell me, where your father's heart is!" The giant's son became (scared/scaredly). He said (quiet/quietly): "My father's heart is in his left heel."

Just then the giant's left foot appeared (sudden/suddenly) in the

Line 25 entrance, and the man (swift/swiftly) plunged the knife into the heel. The monster screamed (loud/loudly) and fell down dead.

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Yet, the giant still spoke (angry/angrily). "Though I'm dead, though you killed me, I'm going to keep on eating you and all the humans in the world forever!"

"That's what you think!" said the man. "I'm about to make sure that you never eat anyone again." He cut the giant's body (rapid/rapidly) into pieces and burned each one in the fire. Then he took the ashes and threw them (forceful/forcefully) into the air for the winds to scatter. Instantly each of the particles turned into a mosquito. The cloud of ashes became a cloud of mosquitoes, and from their midst the man heard the giant's voice laughing, saying: "Yes, I'll eat you people (constant/constantly) until the end of time."

As the monster spoke, the man felt a sting, and a mosquito started sucking his blood, and then many mosquitoes stung him (painful/painfully), and the man began (sudden/suddenly) to scratch himself.

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Grammar Point 21 – Verbals: Gerunds & Infinitives

It is possible to use a verb as a subject or object. However, it must be clear that the verb that you are using as the subject or verb is not THE verb. For that, you must change the subject/object verb to the gerund form or the infinitive form. The gerund and infinitive form are called a Verbal.

Paying is not fun.
Owning is fun.

I like **traveling**.
They don't enjoy **canoeing.**

Things to remember about verbals:

- They must act like nouns – they stand either before or after the verb
- They are verbs – therefore they are described by adverbs
  Hunting silently is important
  Rowing quickly is difficult
- They are verbs – therefore they can take objects
  Building teepees was an important skill
  Chasing bison is a dangerous sport
- They can be either the subject or the object
  Canoeing is fun
  I like **canoeing**

When you use a verbal as the subject of a sentence, use the gerund. The infinitive is grammatically correct, but it sounds unusual.

The difficult point of verbals is to know which one to use as the object. This is something you must learn – some verbs are followed by the infinitive, some are followed by the gerund. There is no pattern or logic – you must simply learn which is which

Note:
When you see a phrase such as "playing cards", it is impossible to tell just by looking at the phrase whether "playing" is a verbal, with "cards" as its object, or whether "playing" is a participle adjective, describing "cards". The only way to figure out the difference is by looking at the context:
"Playing cards are cheap" – the subject is cards, and the verb is "are".
"Playing cards is fun" – the subject is playing, and the verb is "is"

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Here is a list of verbs which are followed by the infinitive:

agree; attempt; begin; continue; decide; expect; fail; hesitate; hope; intend; learn; neglect; offer; plan; prefer; pretend; promise; propose; refuse; remember; start; try; want.

Exercise 21.1

Complete the sentences using the verbs in the box.

to create	to pay	to sign	to pay attention	to put down
to give up	to realize	to reach	to levy	to collect

1. By the early 1770s, many people in the US had refused _____some of the taxes that England demanded.
2. Very early in its existence, the Continental Congress began plans _____ an independent nation.
3. Even though it was a very unpopular thing to do, the British government continued _____new taxes on its colonies in the "New World".
4. Immediately after the declaration of independence, England attempted _____any rebellion.
5. The first thing that George Washington started _____was weapons.
6. Originally, Thomas Jefferson hoped _____ a peaceful resolution to the U.S. political disagreements with England.
7. Even through the hardships at Valley Forge, the troops with George Washington refused _____.
8. England neglected _____to the complaints of the colonist.
9. The British government failed _____the importance of the Boston Tea Party.
10. In 1781, England agreed _____a truce, and the US won its first war.

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Here is a list of verbs which must be followed by the gerund:

admit; appreciate; avoid; be fond of; can't help; consider; delay; deny; detest; dislike; enjoy; finish; give up; keep; mind; miss; risk; quit; put off; practice; postpone; recall; recommend; regret; tolerate; suggest; stop.

➔Remember: When a verb follows a preposition, including phrasal a phrasal verb, it MUST be in the gerund form.

Exercise 21.2

Complete these sentences using the verbs in the box.

paying taxes getting tortured fighting or even marching
getting destroyed contacting farming
going declaring independence attacking

1. The American colonists detested _____ to England without getting representation in government.
2. Paul Revere risked _____ by the British for giving notice of the coming.
3. There was no time for the Continental Army to practice _____ well.
4. At first, Washington avoided directly _____ the British army in open battle.
5. At Valley Forge, the entire Continental Army risked _____ – only a mistake in communication between British units saved them
6. In hindsight, it is actually quite surprising that the Continental Army did not quit _____, after so many early defeats.
7. After the passage of "the Intolerable Acts", the Continental Congress could not put off _____ any more.
8. Benjamin Franklin suggested _____ France and asking for help with the war.
9. Many "patriots" gave up _____ to join the war.
10. After the defeat at Yorktown, British Parliament couldn't help _____ a treaty with the Continental Congress.

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Exercise 21.3

In the following exercise, choose the appropriate form of the verb – gerund or infinitive.

The Causes of the US Revolution

By the end of the 17th century, cultural differences between England and its colonies in the "New World" had started (to grow/growing). There were many reasons for this, the most obvious being physical separation. The type of people who immigrate to a new land obviously enjoy (to do/doing) different things than those people who prefer (to stay/staying) in one place. For the most parts, these differences did not cause any major problems, likely because England did not want to risk (to anger/angering) its colonists and sending them to help the French, who also had colonies in North America.

Conditions changed abruptly in 1763. The Treaty of Paris saw the end of French influence in North America, and England decided (to tighten/tightening) its control. England's justification was that it needed money to pay for the defense of the colonies. The British parliament passed a series of laws which intended (to introduce/introducing) the colonies to taxes. In reality, England did not worry about any serious military threat – after all, it had just defeated France.

In 1765, however, a law called the "Stamp Act" was passed – this was the final straw. It must be noted that US merchants did not necessarily mind (to pay/paying) taxes. They really detested (to pay/paying) taxes without getting representation in Parliament. Many prominent US merchants, lawyers and newspaper publishers started (to protest/protesting) this law. In 1766 Britain decided (to repeal/repealing) this law, but the damage was done. Relations between the two continents began (to worsen/worsening), and they never really improved.

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Grammar Point 22 - Causative Verbs

There are some verbs that describe a different situation. These verbs show that the subject caused the object to do something. They are called "Causative" verbs.

There are two types of causative verbs in English – those that are followed by the infinitive, and those that are followed by the Simple Form of the Verb (S.F.V.)

These verbs are followed by the infinitive	**These verbs are followed by the S.F.V.**
force	make
allow	let
get	have
encourage	
convince	

Notice that some of these verbs can be used as regular verbs, and again the context of the sentence must be examined.

➔Remember: Causative verbs are followed by the object, and the object must do something.

e.g. *The Stamp Act forced the colonists to pay for every government stamp.*
The Continental Congress let George Washington lead the army in his own way.

Exercise 22.1

In the following sentences, underline the subject once, the verb twice and put brackets around the object. Then mark if the second verb is in the correct form.

1. The mistakes of the British generals allowed the Continental army win the war.

2. The strong speaking skills of George Washington made men want to follow him, even through the hardships of Valley Forge.

3. The Continental Congress got Jefferson to arrange a peace with France.

4. "The Intolerable Acts" made small groups of "patriots" gather and form the Continental Congress.

5. A desire to be culturally different from England made Americans change the spellings of many words.

6. To this day, the reasons that made Benedict Arnold defect are unknown.

7. After the British surrender of 1871, the US government allowed English merchants stay in America.

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Exercise 22.2

Writing biographies.

Below are paragraph biographies of people who were important during the US war of independence. Re-write these paragraphs, using the verbs given with each. **There is no one correct way to re-write these paragraphs.**

1. George Washington

George Washington was born in Virginia in 1742. His father died when he was 9 years old, and George had to move in with his older brother. He joined the army when he was in his early 20s, and quickly rose to a high position.
He joined the Continental Army in 1776 and was the first leader. After one victory in Boston he made a very big mistake in New York City. However, he made a decision to make a surprise attack at night across the Delaware River and defeated a larger British-German army. Washington's personal charisma encouraged people to remain loyal to American Independence even through a very difficult winter in Valley Forge.
Eventually, Washington accepted the surrender of British forces at Yorktown in 1781. He was elected the first president of the new republic in 1789. He was re-elected in 1792.

Use these verbs: forced, decide, convince, continue.

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2. Thomas Jefferson

Thomas Jefferson was born in Virginia in 1743. He was born into a rich family, and was famous for his ability to write well. Unfortunately, he was not a very could public speaker, and didn't like to do it.

Jefferson was one of the original members of the Continental Congress, and when the Congress asked him to write the Declaration of Independence, he said yes.

Jefferson became leader of the Republican Party. He was a strong supporter of the French Revolution. He became US ambassador to France after Benjamin Franklin in 1785.

Jefferson became US president after John Adams in 1800. His most famous act as president was the Louisiana Purchase from France/Napoleon in 1803.

Use these verbs: dislike, like, agree, plan

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3. Benjamin Franklin

Benjamin Franklin was born in 1706, one of 12 children. Young Ben became a printer's apprentice. His genius caused him to get bored, and Franklin ran away to Philadelphia.
In Philadelphia, Franklin started inventing – he invented a new type of stove, bifocal glasses, swimming flippers and conducted electrical experiments.
He went to England in 1757 as representative of the Pennsylvania State Government. Franklin considered himself a British loyalist, but became disillusioned with England after seeing the political corruption there. He returned to America and was elected to the Continental Congress.
Franklin was one of the original signers of the Declaration of Independence on July 4th, 1776. He used his contacts to ensure French support for American Independence, and was appointed first American Ambassador to France.

Use these verbs: expect, begin, plan

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4. Paul Revere

Paul Revere was born in Massachusetts in 1734 (or 1735 – the exact date is not known). He was a silversmith, and as such was very unhappy with the continuous taxation of American industry by Britain. He was one of the new class of American craftsmen who became known as "gentleman". He was an ardent patriot.

Paul Revere is most famous for one horse-ride he made in the middle of the night between April 18th and 19th, 1775, from Boston to Lexington, to warn the US militia that British troops were marching against them. Although it cannot be verified, the popular image is of Paul Revere riding in the middle of the night shouting "The redcoats are coming! The redcoats are coming!"

Paul Revere was a member of the "Minute men" – a famous militia group in Boston that took part in the first battle of the Revolutionary War.

Use these verbs: dislike, enjoy, hope

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5. Sam Adams

Sam Adams was born into a prosperous beer brewing family in Boston. Unfortunately, he was not very good at business and quickly lost the business. However, he was very popular and was helped by his neighbours and friends. Like many businessmen, Adams was angry at British taxes.

Adams is most famous for organizing "The Boston Tea Party" of 1773. To protest a new British tax on tea, Adams, with roughly 15 other patriots dressed up as Mohawks. They boarded 3 British ships and dumped 9,000 pounds of tea into Boston Harbour. This is considered one of the key events leading up to the revolution of 1776.

Adams was a member of the first Continental Congress in 1775. He signed the declaration of independence on July 4th, 1776.

Use these verbs: dislike, hope, plan

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6. Benedict Arnold

Benedict Arnold was born in 1741 and at a young age he showed that he wanted to fight for America. He ran away twice to fight in the Seven Years War. After that, he studied to be a pharmacist, but always kept the patriotic cause close to his heart.
When the Revolution broke out, he was a colonel and became a distinguished war hero. He led an American attack on Quebec, and was wounded twice. However, he was greatly angered by a decision of Congress to promote others ahead of him.
He went to Philadelphia to recuperate from his injuries and got married. He very quickly got into debt, and here decided to sell military information to the British. On September 21st, 1779, Arnold met with a British general – the general was caught and Arnold changed sides.
Arnold continued to fight on the side of the British as a brilliant commander until the end of the war.

Use these verbs: wanted, started, disliked

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Grammar Point 23 – The Passive Voice

In some situations, it is difficult to make a sentence, because the subject is not clear. It is also possible that the result of the sentence is more important than the subject. In these cases, it is possible to change the structure of the sentence so that the **receiver** of the action becomes **the subject** of the sentence.

Look at these examples:

Some people built Fort Sumter in the late 1700s.

The people who made it are not as important historically as the fact that it exists. Therefore the sentence would more commonly be written as
The receiver of the action is moved to the beginning of the sentence.

However, the verb must be changed to show that the subject did not do the action. The verb is in the form:
To be + Past Participle

Fort Sumter was built in the late 1700s.

Somebody stole the painting from the Louvre.

Nobody knows who did it – because of this, the action/result is more important. Therefore, the passive structure is used:

The painting was stolen from the Louvre.

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Points to remember about the passive voice

- Only "transitive" verbs can be made into the passive voice. Transitive verbs are those verbs that take direct objects. Verbs like "sleep" cannot be made into the passive voice.

  e.g. *The fort was surrounded by Confederate troops.*
  The Secession was followed by a war.

  The war was happened between 1861 and 1864. – ***is wrong***
  The Union troops were arrived from the North. – ***is wrong***

- The main verb is always in the past participle form. The auxiliary verb "to be" must agree with the subject.

  e.g. *The soldiers were well fed.*
  The fort was destroyed

- The auxiliary verb shows the tense of the action. The main verb is always in the past participle.

  e.g. *The Army of the South was eventually defeated.*
  Many battles are reenacted annually.

- In situations where you know the doer of the action, you can add this to the sentence. The doer of the action is introduced with the preposition "by". This is called the agent.

  e.g. *The surrender was signed (by General Lee) in April of 1865.*
  President Lincoln was shot (by a Confederate sympathizer).

- All prepositions must remain connected to the same noun/verbs which they describe in the active voice.

  In the sentence "They elected a new leader of the south", the preposition phrase (of the South) describes the leader. Therefore, when you change the sentence to the passive voice, "A leader was elected", the preposition phrase must stay immediately after "leader" → "A leader of the south was elected".

- Many verbs can be BOTH transitive and intransitive, depending on the context.

  He ended the tape (trans) → *The tape ended (intrans.)*
  She hung the poster on the wall (trans.) → *The poster is hanging on the wall (intrans.)*
  Here are some common verbs which can be both:
  grow, end, hang, break, move, run, hold, fly, turn.

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Here is a list of tenses – transcribed from the active to the passive.

You do it → *It is done*
You are doing it → *It is being done*
You have done it → *It has been done*

You did it → *It was done*
You were doing it → *It was being done*
You had done it → *It had been done*

You will do it → *It will be done*
You will be doing it → *It will be being done*
You will have done it → *It will have been done*

* Note – you can add *by you* to any of these sentences.

There are two pairs of verbs which are very confusing:

Transitive	Intransitive
lay- laid-laid	lie – lay- lain
raise-raised-raised	rise- rose-risen

Exercise 23.1

Practice forming the passive voice by changing the following sentences from the active to the passive.

1. Some Confederate troops raised *The Merrimac* and covered it with iron.

_____

_____

2. Some politicians signed the secession documents on December 20th, 1860.

_____

_____

3. Some soldiers fired the first shots of the Civil War on April 12th, 1861.

_____

_____

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4. Some soldiers fought the first battle on July 21st, 1861, near Washington D.C.

5. Some politicians decided to move the capital of the Confederacy from Mobile, Alabama to Richmond, Virginia.

6. On September17th 1862, soldiers wounded or killed 11,657 Union troops and 11,729 Confederate troops.

7. In 1862, the Union government passed a law that made all slaves of men who supported the Confederacy free.

8. Between July 1st and 3rd,1862, soldiers fought the battle of Gettysburg.

9. In November of 1864, people re-elected President Lincoln.

10. On April 9th, 1865, generals surrendered the Confederate army.

11. People killed over 620,000 people during the US Civil War.

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Exercise 23.2

Choose which of the sentences should be changed into the passive. Remember – if the "doer" of the action is key, use the active voice. If the result is more important, or the doer of the action is unknown, use the passive voice.

1. General Thomas Jackson got the nickname "stonewall" for his ability to repel attacks.

2. At the beginning of the war, people volunteered on both sides in large numbers.

3. England was the Confederacy's largest international supporter.

4. Union ships blockaded the south in order to prevent trade between the Confederacy and Europe.

5. Many Confederate troops called themselves "Rebels" to draw a relationship between themselves and the soldiers of the U.S. Revolution.

6. People called the Confederate flag the "Stars and Bars".

7. People called the Union flag the "Stars and Stripes"

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8. General Robert E. Lee signed the Confederate surrender on April 9th, 1865.

9. Jefferson Davis was the only president of the Confederacy.

10. President Abraham Lincoln abolished slavery on January 1st, 1863.

11. Many people on both sides of the Civil war did not support the "Emancipation Proclamation" which made slavery illegal.

12. For the most part, France did not interfere in the U.S. Civil War.

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Exercise 23.3

Step 1. Change the second sentence in each pair to the passive voice.
Step 2. Combine the two sentences into an adjective clause combination
Step 3. Reduce the adjective clause

e.g. The Confederacy was not economically strong. People created it in 1861.

1. *The Confederacy was not economically strong. It was created in 1861*
2. *The Confederacy, which was created in 1861, was not economically strong.*
3. *The Confederacy, created in 1861, was not economically strong.*

1. The first Confederate flag was similar to the Union flag. People invented the Confederate flag in 1861.
   1. _____
   2. _____
   3. _____

2. The C.S.S. Virginia was the first iron-clad battleship. People originally called it the USS Merrimac.
   1. _____
   2. _____
   3. _____

3. The Confederate capital was at Mobile, Alabama. People moved it later.
   1. _____
   2. _____
   3. _____

4. Fort Sumter is a historical site. The Confederates captured it in 1861.
   1. _____
   2. _____
   3. _____

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5. Robert E. Lee was the son of a Revolutionary war hero. People made him commander of Confederate forces.
   1. _____
   2. _____
   3. _____

6. Slavery was the most emotional issue of the Civil War. People abolished it later.
   1. _____
   2. _____
   3. _____

7. The Confederate units were better prepared at the start of the war. People gave each one a doctor.
   1. _____
   2. _____
   3. _____

8. The totem pole at the Royal Ontario Museum is the largest in eastern Canada. Somebody carved it in British Columbia.
   1. _____
   2. _____
   3. _____

9. The first modern computer was the size of a room. Somebody built it in 1949.
   1. _____
   2. _____
   3. _____

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10. The C.N. Tower is the tallest building in the world. People opened it in 1976.

    1. _____

    2. _____

    3. _____

11. The tenth planet in our solar system is actually bigger than the ninth. Somebody called it "Sedna".

    1. _____

    2. _____

    3. _____

12. Rosemary is often used to add flavor to baked chicken. People consider rosemary a healing herb.

    1. _____

    2. _____

    3. _____

13. The Cadillac El Dorado had the biggest production engine in the world. Nobody makes it anymore.

    1. _____

    2. _____

    3. _____

14. The Angkor Wat is the largest Hindu temple in the world. Somebody built it in the 12th century.

    1. _____

    2. _____

    3. _____

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Exercise 23.5

In the following passage, change verbs into the passive voice where it makes sense.

The Causes of the US Civil War

To say that there were clear causes that led to the Civil War is misleading. The key reason for the civil war was the cultural difference between the Northerners and Southerners. If you examine the immigration records to the US from England, a clear trend develops: those immigrants who classified themselves as "industrialists" or "skilled labourers" tended to go to the north, while many of the immigrants to the south listed "gentleman" as their occupation. While it is possible, and even necessary, for these two social groups to coexist in society, when they stratify into two separate areas, they will likely create 2 very different cultures.

Between 1790 and 1860, these differences had grown to the point where hatred between North and South was rampant. There was sporadic fighting, but nothing really centralized nor organized. There was hot debate in the US Congress, and they mainly disagreed on three issues: Tariffs, Sectionalism and Slavery.

Tariffs

Tariffs are taxes that governments levy on goods that people import. Since the Northern states had a much stronger industry base than did the South, the southern states had to import many more goods from abroad, mostly England and France. The Southern states felt that a new Import Tax, introduced in 1860, was aimed squarely at them in an attempt to strengthen the North and weaken the South.

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Sectionalism

As the northern states became more populous, their relative power in Congress also increased. People have fixed the number of senators at 2, but people determine the number of Representatives in the House by population. Because of this, the south felt that they were losing power and influence, and the North would quickly start to make fundamental changes in the United States. An interesting addition is that Abraham Lincoln, who was elected as president in 1860, was a Republican while the South was mostly run by Democrats.

Slavery

The most emotional issue of antebellum America was that of slavery. Many southern plantation owners claimed that they needed slaves to work their fields, collecting cotton. The making of cotton was the prime industry in the South, and the economy depended on it while northerners tended to think that slavery was evil and should be abolished.

In 1859 a radical abolitionist named John Brown raided a government arsenal, hoping to steal weapons for slaves, who would then start an armed uprising against their owners. This raid failed, and the government hung Brown for treason. This raid, however, did push Americans to extremes – those who favored slavery and those who opposed it.

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Grammar Point 24 – More Participles as Subjects and Objects

Sometimes, verbs can be used as subjects and objects. When they are the subject, you should always use the gerund form. When they are the object, you need to learn which verbal matches which verb. Some verbs, however, can take both – infinitive and gerund. In some cases, the meaning does not change. In some cases, the meaning does change.

With these verbs, the meaning doesn't change:

advise	allow	attempt	begin	continue	dislike
forbid	like	prefer	start	try	

e.g. *They dislike to work*
means the same as *They dislike working*

They began to make money
means the same as *They began making money*

With these verbs, the meaning changes.

forget	regret	remember	stop

If you use the gerund, the action of the **gerund happened first**:

e.g. *I stopped eating chips → I ate chips, then I stopped.*

I stopped smoking → I was smoking, then I stopped.
I regret saying that → I said it, and now I regret it.

If you use the infinitive, the action of the **infinitive happened second**.

e.g. *I remembered to lock the door → I remembered, and locked the door*

An easy way to remember this: "To" begins with the letter "T". "Then" also begins with the letter "T".

I remembered to call my wife . →I remembered, then called my wife.
I stopped to buy some coffee. → I stopped, then bought some coffee.

This can be especially tricky with the verb "forget". Forget means "stop thinking about something". If you forget first, you can't do it.
"I forgot to lock the door" means first I forgot, so I **didn't** lock it.
However, if you forget second, then you can do it.
"I forgot locking the door" means I **did** lock the door, then forgot about it.

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Exercise 24.1

In the following sentences, use the four verbs: "forget, regret, remember, or stop" to paraphrase the meaning.

e.g. *I used to smoke → I stopped smoking.*
I was driving, but then I bought coffee → I stopped to buy coffee.

1. People used to drink alcohol in the US., but after 1920 they didn't.

2. The government made a law prohibiting alcohol, but felt bad about it.

3. After jazz became popular, people did not listen to "Big Band" music.

4. Everybody was rich so nobody thought of savings.

5. Many survivors of the Confederacy thought back about living before the Civil War.

6. In the 1920s, people who didn't learn the "Charleston" felt bad.

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Grammar Point 25 - Adjectives plus Infinitives

The infinitive is often used to give more information about an adjective. This is called an "adjective complement". Look at this example:

I am ready to start learning.

The Infinitive "to start" gives more information about the adjective "ready". It "completes" it.

Points to remember about adjectives and infinitives

- They are most commonly used after the structure "subject + to be + adjective"
  - *e.g.* *I am happy **to see** you*
    *People were afraid **to invest** in the 1930s*
- They are often used with the structure "it is + adjective + infinitive"
  - *e.g.* *It is important **to practice** a language*
    *It is unusual **to find** people who don't like chips*

Here is a list of adjectives that are commonly used with the infinitive:

afraid	eager	prepared
amazed	easy	proud
anxious	essential	ready
ashamed	fortunate	sad
astonished	glad	shocked
careful	happy	sorry
common	hesitant	strange
content	honored	stunned
dangerous	important	surprised
delighted	lucky	relieved
determined	motivated	reluctant
difficult	necessary	usual
disappointed	pleased	upset
		willing

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Exercise 25.1

Fill in the blanks in the following passage using one of the adjectives from the column on the right.

Throughout the 1920s, it was common for people _____ money and invest it in the stock market. This was a time of economic prosperity, and it was easy _____ money. Banks were willing _____ money to anybody.

to lend, to borrow, to make

This all came to an end on October 24th, 1929. This was when everything began to collapse.

The New York Stock Exchange for some reason became a "buyer's market". This meant that people were very willing _____, not so willing _____. For some reason, over the next few days everything collapsed. Everybody was surprised _____ just how quickly everything could develop.

to buy, to see, to sell

A panic ensued and everybody was shocked _____ what the results were. Over the weekend, everybody was anxious _____ what would happen. Nobody was prepared _____ anything about it.

to do, to see, to find out

Although it was obviously important _____ action, the government, especially the Trade Commission was hesitant _____. They did not want _____ anxious or cowardly.

to appear, to act, to take,

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Exercise 25.2

Paraphrase these sentences using the adjectives above

1. People did not want to invest in the stock market in the 1930s, because they were afraid.

2. Many people couldn't save money because it was difficult.

3. People did not act after the crash - nobody was ready.

4. A Stock Market Crash cannot happen again because the government has taken careful steps.

5. Many people did not ask for social assistance in the 1930s because they were ashamed.

6. People took any job available – they were very eager.

7. During the Great Depression, many people did not dance – that was strange.

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Grammar Point 26 – Modal Auxiliaries Verbs

To give advice and sound polite, use a modal auxiliary verb. Many people think that modals are difficult to use, but really they are not. Modals add emotions to sentences. The emotion depends on the situation, tone and vocabulary used.

The modals in English are **will, shall, can, would, could, should, might, may, and ought to**.

Things to remember about Modals

- The same word can have different meanings in different situations. The verb "must", for example, can mean different things when you are speculating than when you are giving a command.

  *e.g. All the people coming out of the movie are smiling. It **must** be a happy movie.*

  *is **not** the same as*

  *You have a big test tomorrow – you **must** stop watching videos and study.*

  *You look tired - I **could** help you*

  *is **not** the same as*

  *It's 11:30 at night – who **could** be calling at this time?*

- Modals never change form – regardless of the subject of the sentence

  e.g. *He **can** skate very quickly*
  ***not** He **cans** skate very quickly.*

  *She **might** want to see the game*
  ***not** She **mights** want to see the game.*

- Modals are always followed by the simple form of the verb.

  e.g. *My team **will win** the game tonight.*
  ***not** My team **will wins** the game.*

- Modals cannot be linked to other modals.

  e.g. *He **must** go*
  ***not** He **will must** go*

- To make a negative modal, add the adverb "not" between the modal and the main verb

  e.g. *He **might not** play tonight*
  ***not** He **not might** play tonight*

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Grammar Point 27 – Modals for Advice

There are two common ways to give advice using modals. The two modals are "should" and "would".

Should is used to describe things that are "correct" or "right".
For example:
If you find a wallet on the street, you should return it.

When you see an accident, you should call 9-1-1.

Should is usually not used with "I" as the subject.

Would is used to describe what you really do in that situation.
For example:
If I find money on the street, I would put it in the bank.

To learn a language, I would watch TV in that language as much as possible

Would is usually used with "I" as the subject.

In some situations, the end result is the same.
For example:
To learn to skate, you **should buy** skates and practice.
To learn to skate, I **would buy** skates and practice.

To practice talking, you **should try** joining a sports team.
To practice talking, I **would try** joining a sports team.

Exercise 27.1

Answer the following questions using "Should"

1. What is the best way to learn to skate?

2. What is the best way to practice typing?

3. What is the best way to practice speaking?

4. What is the best way to increase speaking speed?

5. What is the best way to quit smoking?

6. What is the best way to learn a language?

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Exercise 27.2 Difficult questions ...

In each of the following situations, there is a number of possible reactions. Read each situation and determine what the correct action is – what you "should" do. Then, imagine yourself in each of the situations and determine what you really "would" do.

1. After a hockey game, you are pulling out of your parking space. There are no people in the garage, but there are many cars. Because you are tired, you accidentally slightly scratch the car beside yours.

What **should** you do? _____

What **would** you do? _____

2. You have an appointment with your boss in her office. You arrive at the appropriate time, but she is not there. By accident, you notice an open file on her desk and see that there are things that are untrue written about you.

What **should** you do? _____

What **would** you do? _____

3. On the subway, there is a large group of drunken young people. They are making a lot of noise and annoying everybody. As they are leaving, one accidentally drops a $50.00 bill on the floor. They do not notice, and start leaving the car.

What **should** you do? _____

What **would** you do? _____

4. You are waiting for the subway on the way to school. You must get on the next train, or you will be late for an exam. While you are standing there, a little old lady pushes in front of you.

What **should** you do? _____

What **would** you do? _____

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Exercise 27.3 – Building a hockey team

Here are reviews of the NHL hockey team that are entering the playoffs. Imagine you are helping them, and are advising the managers how they should improve. Choose 4 teams, and write a brief paragraph describing how they can improve, what kind of players they need, what skills they need and what they don't.

Use phrases like

They should try to boost their offense/defense/goaltending …
They should try to get faster/tougher/more defensive …
They should try to focus more on …

New York Islanders: The Islanders are in the playoffs for the third straight year after a seven-year absence. They have lost in the first round in each of the past two years and haven't won a playoff series since 1993. They won't this year either unless they solve the problem of goaltending. Their speed is OK, but they get pushed around a lot.
Calgary Flames: The Flames have clinched the playoffs for the first time since 1996. They have not won a playoff series since capturing the Stanley Cup in 1989. Calgary is one of the league's biggest surprises this season, but there are still some serious questions in net. Their defense doesn't help much, either.
New Jersey Devils: The defending champions New Jersey has a lot of playoff experience and Martin Brodeur, the leading goalie in wins and shutouts. They rely too much on defense, however, and really need to address the offensive side of the game. They only have one good hitter, and he's starting to get old.
Dallas Stars: Dallas enters the Stanley Cup Playoffs with a good mix of talent and experience. Marty Turco, one of the league's top goaltenders, is a major part of the Stars' success. However, they need to improve their offensive speed if they want to advance far in the playoffs.
Vancouver Canucks: The Canucks struggled in their first seven games in March after All-Star forward Todd Bertuzzi got suspended, but managed a couple of good moves at the trade deadline, enough for their title. Their defense, however, is to slow and allows speedy teams to move through too quickly.
Colorado Avalanche: The Colorado Avalanche, one of the NHL's most successful teams of last decade, enter the NHL Playoffs 2004 without a division title for the first time in the 10 years. However, Colorado has several superstars in the team. As with Philadelphia, their goaltending leaves a lot to be desired.

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San Jose Sharks: The Sharks have great goaltenders, Evgeni Nabokov and Vesa Toskala. Meanwhile, five Sharks forwards scored 20 or more goals during the regular season. However, their defense is not as strong as it needs to be to be a true champion.

Philadelphia Flyers: The Flyers won the Atlantic Division title for the third time in five seasons. Key injuries hurt them in the second half, but Philadelphia also had five players with at least 20 goals. As with Colorado, goaltending seems to be their biggest worry.

Boston Bruins: Boston won the Northeast Division for the second time in three seasons. The Bruins have not won a playoff series since 1999, losing in the first round in each of the past two years after failing to qualify for two seasons. They are very big and strong, but depend completely on their top line to get all the goals. They should try to spread the scoring more.

Tampa Bay Lightning: The Eastern Conference champion enters the playoffs with the league's leading scorer, Martin St. Louis, who had 38 goals and 56 assists during the regular season. Tampa Bay won a playoff series for the first time in its history last year. They rely too much on their goaltender, and would benefit from a tougher defensive corps.

Detroit Red Wings: The Red Wings have the best record during the regular season and will hold the home-ice advantage throughout the postseason. The one thing that they lack is toughness. However, they have a good blend of veterans and youngsters. Detroit has been in the playoffs 14 years in a row and has won three Stanley Cups since 1997.

Glossary:

goalie – goaltender, goalkeeper
shutout – strong victory for the goalie, the opposing team does not score a goal in the game
leaves a lot to be desired – is not very good.
managed to – could do it, but it was very difficult
forwards – attackers, not defensemen. Teams usually have three forwards on the ice at the same time
defensemen – defenders, not attackers. Teams usually have two defensemen on the ice at the same time

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Grammar point 28 - Modals for Necessity

When you want to tell somebody that there is no choice, you can use the modal "must" or the modal-like verb "have to". Both of these auxiliaries state that the person has no choice. Realistically, there is no difference.

With "have to", the verb "have" is changed to reflect the subject.

e.g. *I **have** to practice skating.*
*He **has** to practice passing.*

Remember that both of these verbs are followed by the S.F.V.

I **have to go.**
She **has to wait.**

Exercise 28.1

Paraphrase these sentences, using the modal "must" or the modal-like verb "have to."

e.g. *To win the game, score more goals than the other team*

➔ *You must score more goals than the other team in order to win **or***

➔ *If you want to win, you must score more goals than the other team.*

1. To get better, practice every day.

_____

2. Teams that play together know each other very well.

_____

3. To become a fast skater, practice every morning and every evening.

_____

4. Goalies practice stretching because they don't want to get hurt.

_____

5. Teams practice passing to get many goals.

_____

6. Nobody wants to be injured, so be careful.

_____

7. Every team needs balance – offence and defense, to be a winner.

_____

8. Every team needs to know about every other team, in order to beat them.

_____

9. If you don't want a penalty, avoid hitting goalies.

_____

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Grammar Point 29 – Prohibition vs. Choice

If you want to tell somebody what is wrong, use the form:
Subject+ Must not + S.F.V.

> *e.g. When you cross the border, you **must not lie** to the customs officer.*
> There is no choice. If you lie, and they catch you, you will go to jail.
> *e.g. When the referee blows the whistle, you **must not continue** playing.*
> If you continue, you will get a penalty.

If you want to tell somebody what is optional, use the form:
Subj. + {don't} have to + S.F.V.

> *e.g. You don't have to like hockey.*
> This is a free country – liking soccer, cricket, or horse-racing is OK.
> *e.g. You don't have to wear a uniform to esl school.*
> If you wear a uniform, it's OK, and if you don't it's OK – you choose.

Exercise 29.1

Write sentences using the prompts, and the appropriate verb – "must", "must not" or "don't have to". Begin each sentence with "I think ice hockey players …"

1. Wear a helmet

_____

2. Hit with their elbow.

_____

3. Hit with their shoulders.

_____

4. Play the entire game.

_____

5. Hold their sticks above their waist.

_____

6. Wear protective equipment

_____

7. Join a union

_____

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Exercise 29.2

In the following passage, choose the appropriate form – either "must", "must not" or "don't have to".

Keeping Hockey Safe

Hockey is a very physical game. This makes it exciting and also makes it fun to watch and play. However, because of the physicality, rules (must/must not/don't have to) be strictly enforced. Players who break the rules are assessed a "minor" or "major" penalty, depending of the severity of the act.

Penalties have evolved out of the need to protect players. The driving factor behind all penalties is that players (must/must not/don't have to) hurt other players. If an action could seriously injure or even kill another player, it is illegal. For example, players (must/must not/don't have to) lift their sticks above their shoulders during a game, because their stick can hit and injure other players. Players (must/ must not/don't have to) hit others with their elbows, for this may kill someone. If, on the other hand, the action is not really dangerous, it is not a penalty. For example, if a player hits someone with their shoulder, it is not a penalty.

Penalties are also assessed if an action by a player gives her/his team an unfair advantage. For example, a player (must/must not/doesn't have to) hold onto another player if the second player will pass him/her. Also, a player (must/must not/doesn't have to) use his/her stick to hook a player from behind.

There is, however, some flexibility for referees. If the puck enters the net after it bounces from a player's leg, the referee decides if the player "kicked" it in or not. It is OK for the puck to bounce off a player's leg, but the player (must/must not/doesn't have to) kick it in. However, the referee decides if it was a kick or not. If it was a kick, the referee (must/must not/doesn't have to) allow the goal.

Minor penalties are two minutes long. However, the spirit of the penalty is to give the wronged team an advantage. If the team on the "power play" scores a goal, the penalty is finished and the player (must/must not/doesn't have to) finish the two minutes.

A major penalty, however, is meant to punish a player for doing something very bad. If a player has a major penalty, he/she (must/must not/doesn't have to) sit for five minutes - even if the other team scores a goal.

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Grammar Point 30 – Modal Review

When you want to show that people have no choice, you need to use the modal "**must**" or the modal-like verb "**have to**".

Remember that these two verbs have the same meaning, but when you change them into the negative, the meanings change completely. "**Must not**" means it is illegal, don't do it. "**Don't have to**" means you can choose – both yes and no are OK.

Things to remember about modal auxiliary verbs:

- They are not the main verbs – so they must not be the only verb in the sentence. They add **emotion** to the main verb
  e.g. *I **must** tomorrow. **is wrong.***
  *They **should** later. **is wrong***

- They never change form, regardless of the subject
  e.g. *He **musts** wait here. **is wrong***
  *She **shoulds** try again. **is wrong***

- They are always followed by the Simple Form of the Verb (S.F.V.)
  e.g. *They must **going** to school. **is wrong***
  *He can **winning** this evening. **is wrong***

Exercise 30.1

In the following sentences, underline the subject once and the verb twice. Then correct any mistakes you find.

1. They should try to study before they go to a casino again.
2. People who are learning poker should watching poker shows on T.V. to learn.
3. He has never lost a hand of blackjack in his life.
4. After watching a few videos, you shouldn't thinking that you know how to win poker.
5. Everybody should remember that gambling can be a very serious problem.
6. People who have difficulty stopping playing poker should get help

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Exercise 30.2 - Explaining Blackjack rules

Using the modals "have to" "must" and "must not", complete these "rules of Blackjack". (must/ must not/don't have to)

Blackjack is a very easy game to learn, but very difficult to master. The goal of the game is to collect cards whose value is closer to 21 than the values of the cards of the dealer. The only trick is that you (must/ must not/don't have to) go over 21. If your cards combine to a total over 21, you automatically lose. This is called "to bust".

Cards are all worth their "face value" – a 4, for example, is worth 4 points. Kings, queens and Jacks (so-called "face cards") are worth 10 points, and aces are worth 1 or 11 – you choose.

At the beginning of the game, every player is dealt 2 cards. This is called your "hand". In Ontario, both cards (must/ must not/don't have to) be face up at all times. You cannot hide them. If you want, you can get more cards, but you (must/ must not/don't have to)To get new cards, you (must/ must not/don't have to)say "hit me" to the dealer. That is the signal. You can have as many cards as you want – until you want to stop, or you bust. If you don't want any more cards, you (must/ must not/don't have to) say "I stay", and the dealer won't give you any more.

If you have a pair, you can "split". This means that you can double your bet and play two "hands". Each hand is played separately – you could win one, lose the other, for example. Splitting is your choice – if you want to, fine – if you don't fine.

Another play is to "double down" – if you get a 9, 10 or 11 dealt to you in your opening hand, you can double your bet, but you will only get one card. Again, you (must/ must not/don't have to)– it's your choice.

If your cards are the same point value as the cards of the dealer, you lose and the dealer wins – this is called a "push".

All of the players play against the dealer. You (must/ must not/don't have to) worry about any of the cards of the other players.

There are two rules that control the cards of the dealer – if the dealer has 16 or less, he/she (must/ must not/don't have to) hit – it is not a choice. If the dealer has 17 or more, s/he (must/ must not/don't have to) stay – again, it is not their choice.

If the dealer busts, all players automatically win. You win as much as you bet. If you get a natural blackjack, you win 150% of your bet. Don't worry – you (must/ must not/don't have to) do any math. That's the dealer's job.

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Exercise 30.3

Here is a list of probabilities – so-called "odds" for blackjack. Using the prompts provided, write sentences advising players on how to play. Begin every sentence with "I would …"

Important Odds (Probabilities) in Blackjack

	Probability to bust	Odds to bust	Probability to win
Dealer's face card: 5	42%	1 in 2.38	up to 58%
Dealer's face card: 6	42%	1 in 2.38	up to 58%
Dealer's face card: 7	26%	1 in 3.85	up to 74%
Dealer's face card: 10	23%	1 in 4.35	up to 77%
Dealer's face card: A	17%	1 in 5.88	up to 83%

e.g. The dealer has a 6, you have a 6 ➔ I would stay (because I think the dealer will bust)

1. The dealer has a 7, you have a 10 _____
2. The dealer has a 6, you have a 5 _____
3. The dealer has a 10, you have 2 kings _____
4. The dealer has a 4, you have 2 8s _____
5. The dealer has an A, you have 10 _____
6. The dealer has 3, you have 3 _____
7. The dealer has a 10, you have 10 _____
8. The dealer has a King, you have 11 _____
9. The dealer has a 3, you have an 11 _____
10. The dealer has 5, you have a 4 _____

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Grammar Point 31 – Modals for Speculation

When you are in a situation, and you are not sure of the outcome, you can use a modal to tell people that you are not exactly sure of the result.

If you are sure, simply say:

My team will win or
Your team will not win

To tell people that you are not sure, instead of saying "will" or "won't", say:

They may get 8 goals
They might get 9 goals.

Things to remember about speculating:

- These modal auxiliary verbs must be followed by the S.F.V.
  - *e.g. It might **rain** tomorrow*
    *The dealer may **give** me an ace*

- "May" and "Might" have the same meaning – both mean you are not sure of the outcome
  - *e.g. The next card **might** be a 10 means the same as*
    *The next card **may** be a 10*

- They are often used in combination with "I would/wouldn't … because … may …"
  - *e.g. I would stay, because the next card may be a face card*
    I would not split, because the dealer may bust

- This talks about a result in the future. The time is understood and does not require will/won't/going to auxiliaries.
  - *e.g. There haven't been many face cards recently, so the next card might be high.*

- "Could" is sometimes used to show less certainty than may or might. It shows very little confidence in the prediction. It is often used with "… but I don't think so/ I don't think it will"
  - *e.g. The next card could be a two, but I don't think it is.*

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Grammar Point 32 - Speculating about the Present

When you are talking about a situation happening now, you can use modals to describe your speculation. The modals that are used for present speculation are the same as those for future speculation, but there are a few more, also:

In order from strongest:
must
may/might
can
could
may/might not
couldn't
can't

This can become tricky, because you can speculate about the future and the present at the same time in one sentence without any time markers:

She must have good cards, so I would not bet against her because you might lose.

This sentence has three separate clauses:
The first part of the sentence, "She must have good cards" is speculating about what she has now; the second part of the sentence, "I would not bet against her" is advice in the present; the third part of the sentence, "you might lose" is speculating about the future; however, from the context, the meaning of these modals becomes very clear.

Here are the basic rules of poker.

> At the beginning of the game every player receives 5 cards. These cards are called the "hand". The player's hand is visible only to the player.
>
> Players can change cards – the number of cards that they can change is established by the dealer. Every dealer can choose how many cards to change, and how many times they can be changed. A standard set would be to change a maximum of three cards, once. That is called "Draw poker".
>
> At the end of the round, every player who is still in the game "opens" or "shows" his/her cards. The player who has the highest hand wins.

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Here is a list of poker hands, and their descriptions.

1. Royal Flush: This is the highest poker hand. It consists of ace, king, queen, jack, and ten, all in the same suit. As all suits are equal, all royal flushes are equal.
2. Straight Flush: Five cards of the same suit in sequence - such as **♣J-♣10-♣9-♣8-♣7**. Between two straight flushes, the one containing the higher top card is higher. An ace can be counted as low, so **♥5-♥4-♥3-♥2-♥A** is a straight flush, but its top card is the five, not the ace, so it is the lowest type of straight flush. The cards cannot "turn the corner": **♦4-♦3-♦2-♦A-♦K** is not valid.
3. Four of a kind: Four cards of the same rank - such as four queens. The fifth card can be anything. This combination is sometimes known as "quads". Between two fours of a kind, the one with the higher set of four cards is higher - so **3-3-3-3-A** is beaten by **4-4-4-4-2**.
4. Full House: This consists of three cards of one rank and two cards of another rank - for example three sevens and two tens. When comparing full houses, the rank of the three cards determines which is higher. For example **9-9-9-4-4** beats **8-8-8-A-A**. If the threes of a kind were equal, the rank of the pairs would decide.
5. Flush: Five cards of the same suit. When comparing two flushes, the highest card determines which is higher. If the highest cards are equal then the second highest card is compared; if those are equal too, then the third highest card, and so on.
6. Straight: Five cards of mixed suits in sequence - for example **♠Q-♦J-♥10-♠9-♣8**. When comparing two sequences, the one with the higher ranking top card is better. Ace can count high or low in a straight, but not both at once.
7. Three of a Kind: Three cards of the same rank plus two other cards. This combination is also known as Triplets or Trips. When comparing two threes of a kind the hand in which the three equal cards are of higher rank is better.
8. Two Pairs: A pair is two cards of equal rank. In a hand with two pairs, the two pairs are of different ranks, and there is an odd card to make the hand up to five cards. When comparing hands with two pairs, the hand with the highest pair wins.
9. Pair: A hand with two cards of equal rank and three other cards which do not match these or each other. When comparing two such hands, the hand with the higher pair is better.

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Exercise 32.1

This passage explains betting rules of poker. Simplify these sentences, using modals where possible. You don't have to use only speculation modals – you can use modals of necessity also.

At the beginning of the game, the dealer is required to give everybody 5 cards. Everybody has the choice to look at their cards, and then think. Then the first person, the person to the left of the dealer chooses – to bet or not. If that person has good cards, they can bet. If they think their cards will win, they can bet a lot.

If they decide to bet, they are required to tell everybody how much they bet, and put that amount into the centre of the table. It is not a choice, they are required to put that amount in. That area is called the "pot".

The person to their left is required to decide. That person looks at his/her cards, considers how much the original bet was, and then is required to either 1) drop out – this is called "fold"; 2) bet the same amount – this is called "to see"; or 3) bet more – this is called "raise".

This cycle continues until 1) everybody has contributed the same amount to the "pot"; or 2) everybody has dropped out.

A key rule of betting in poker is that if nobody matches your bet, you don't have to show your cards. That means that if you don't have the best cards you can still win if everybody folds. This is called "bluffing", not lying, and is a very highly respected skill in poker.

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Exercise 32.2

How to spot a liar

Here is a list of "signals" that liars "give off" when they are lying.

They avoid touching you.
They put something between you.
They will not stand or sit straight.
They avoid saying details.
They try to change the subject.
They often repeat any question that you ask them.
They don't use contractions.
They look to their left, not their right.

Using these "gives", decide what kind of cards these people have. If you are not sure, use a modal. Refer to the chart on page 140.

1.
She looks at the 5 cards in her hand, puts the cards on the table, looks up, and smiles. She says "what?" in a high tone. When it is her turn to change cards, she takes one card, looks at it, and smiles. Then she puts her cards on the table.
What does she have? _____

2.
He looks at the 5 cards in his hand, takes a drink without looking up, and puts the drink down. He takes three cards on the draw, puts the cards on the table, puts his hands on the cards, and looks up.
What does he have? _____

3.
She looks at her cards very quickly, then shifts in her chair. She asks you how many cards she can change. She asks if there are any wild cards. She looks at her cards again. She changes three cards. She looks at her cards for a long time.
What does she have? _____

4.
He looks at his hand, around the table at the other players, then at his cards again. He doesn't stop looking at his cards, but he doesn't stop scratching, either. He doesn't take any cards on the draw.
What does he have? _____

5.
She looks at her cards for a very short time, and then puts them down. She asks what time it is, and looks very serious. She doesn't take any cards on the draw.
What does she have? _____

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Grammar Point 33 – Reported Speech

In some situations, because you do not want to take responsibility if everything doesn't work out as planned, you can change the structure of a sentence to let the listeners know that you are not stating your own opinion, and repeating another person's idea. This is called "**reported speech**"

The main reason that you make this change is to protect your integrity. Look at this example.

> *You work with Bob. At 4:30pm, Bob tells you that he is leaving and going home. He leaves. Ten minutes later, Bob's wife calls and asks for Bob. You tell Bob's wife that Bob is going home. However, Bob goes to a bar and arrives home 4 hours later. Bob's wife gets very angry at you, and thinks that you are a liar. She will never trust you again.*
>
> *However, if you tell her: Bob said he was going home, Bob's wife will be angry at Bob, not you. You are safe.*

An easy way to accomplish this when you are writing is to put quotation marks around the part that you are repeating. When you are speaking, however, you cannot put quotation marks, and therefore must change the structure of the sentence:

The sentence must begin with the phrase "[subject] said …"

The information that you are repeating must also change – the main verb moves "back" in time.

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Here is a chart of the tense changes:

Simple Present → Simple Past	"I **am** hungry" → He said he **was** hungry
Present Continuous → Past Continuous	"I **am going** home" → He said he **was going** home
Present Perfect → Past Perfect	"I **have sent** it" → He said he **had sent** it
Simple Past → Past Perfect	"I **went** out" → He said he **had gone** out
Past Continuous → Past Perfect Continuous	"I **was going** out" → He said he **had been going** out
Past Perfect → No change*	"I **had met** him before" → He said he **had met** him before
Simple Future → Future with would	"I **will go**" → He said he **would go**
Future Continuous → Future Continuous with would	"I **will be walking**" → He said he **would be walking**
Future Perfect → Future Perfect with would	"I **will have finished**" → He said he **would have finished**

* Remember – there is no tense that describes an action before the past perfect tense.

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Things to remember about reported speech:

- All the pronouns that are connected to the verb must change:
  *Frank: I will call **you.***
  *Frank said he would call **me.***

  *Felix: I have called **him** twice.*
  *Felix said he had called **you** twice.*

- In a sentence that has an auxiliary verb, the main verb remains in the participle form:
  *Marta: I am **waiting.***
  *Marta said she was **waiting.***

  *Sue-Ellen: I have **waited** long enough.*
  *Sue-Ellen said she had **waited** long enough.*

- When you report a sentence with modals, the verb does not change:
  *Mark: I **would wait.***
  *Mark said he **would wait.***

  *Frank: You **should study** more.*
  *Frank said we **should study** more.*

- These verbs can also be used, in place of "said":

admit	answer	complain
point out	deny	promise
argue	protest	remark
observe	reply	ask

- If you are sure that the situation has not changed since the conversation, you don't need to change the tense of the sentence, but you still need to change the pronouns:
  *e.g. Tom: I **have** three children. ➔ Tom said **he has** three children.*
  *Martha: I **like** spaghetti. ➔ Martha said she **likes** spaghetti.*
  *Bill: I **have** never killed anybody. ➔ Bill said he **has** never killed anybody.*

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10. John – I was sleeping.

11. Katie – I don't like cheese.

12. Jody – I can't ski well.

13. Paul – I will wait for four hours.

14. Terri – I am enjoying my vacation.

When you make a sentence in reported speech, you want to emphasize that you received this information before now. Because of this, you need to change the time markers in the sentence also.

Here is a list of how time markers change when you change the sentence into reported speech:

today → that day	this morning → that morning
tomorrow → the next day	this afternoon → that afternoon
yesterday → the day before	tonight → that evening
next week → the following week	last week → the previous week
next month → the following month	last year → the previous year
next … → the following …	last … → the previous …
in one hour → one hour later	ago →before
in two days → two days later	two days ago → two days before

e.g. *Tom: I **will** meet you **tomorrow morning.** → Tom said he **would** meet me **the next morning.***
*Sue: I **called** you **last night!** → Sue said she **had called** me **the previous night.***

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Exercise 33.3

Here is a description of five people.
First, change these sentences into reported speech structures
Second, arrange them at a table so that they will not fight, and will have something to talk about at dinner

Mr. Ponikarovsky hates dogs.

Mr. Belfour hates cats.

Mr. Lindros likes music.

Mr. Domi has a business in the U.S.

Mr. Ponikarovsky loves the Maple Leafs.

Mr. Sundin doesn't like singing.

Mr. Domi has dogs.

Mr. Sundin doesn't like hockey.

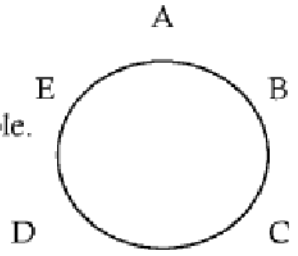
Mr. Lindros likes cats.

Mr. Belfour owns a Karaoke company.

Use phrases like:

X said "Y", so I think he should sit next to O
or X said O so I think he should sit far from Z

Arrange their seating plan around an imaginary round table.
Who will sit at each position?



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Exercise 33.4

Choose two people whom you would like to invite for dinner. On the internet, you have to find three things that the person likes or dislikes.

Work with a partner. Organize seating arrangements around a round table.

Use this chart to help you

Person #1	Person #2
_____	_____
Likes	Likes
_____	_____
_____	_____
_____	_____
Dislikes	Dislikes
_____	_____
_____	_____
_____	_____

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Grammar point 34 – Speculating about the Past

When you need to give an opinion about things that happened in the past, you can use modals to show uncertainty.

Use the same modals that you use for speculating in the present, but you need to change the tense. This is accomplished by adding the verb "have" directly after the modal. The **main verb** is written in the **past participle** form.

The form is:

Subject + modal + have + past participle

For example: *Many people bought red umbrellas – they **must have been** on sale*
*We **must have taken** a wrong turn – I don't recognize any of these buildings.*

Exercise 34.1

Re-write these sentences, using the appropriate modal in the past form
For example, *They look tired – I think that they just exercised*
They must have exercised.

1. He looks sad – I think he lost at poker.

_____

2. They look happy – I think that they just saw a great movie.

_____

3. She looks happy – I think that she just won the lottery

_____

4. They look tired – I think that they were just playing football.

_____

5. They look hungry – I think that they missed dinner.

_____

6. They look angry – I think I said something wrong.

_____

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Grammar Point 35 – Conditionals

To explain why you want to do something, you can show the positive result of a situation. To convince somebody to agree with you, show them what good things can come from that. It is very easy to show this kind of relationship – all you need is a sentence in two parts.

The first part is called the "condition" – this part shows **what you want to do**. It begins with the word "if";

The second part is called the "result" – this part shows the **outcome** of the action.

This structure is called a "**Conditional**" sentence. There are three conditional types, but they all show the relationship between two sentences.

Conditional 1

This conditional shows a very strong relationship between the two sentences. This is a **very strong promise**.

The structure is very simple:

If + subj. + [simple present], subject + [future].

e.g. *If it rains, I will stay home.*
If we go to Hollywood, we will see famous people.

This conditional does not show that you believe these events will happen – this conditional shows that there is a very strong connection between these sentences. If you say this, and the result does not happen, you will look silly.

Look at this example:
If I am president, I will not increase taxes.

Everybody who wants to become president says this. However, many do not actually do this, and then during the following campaign, they try to discredit them by showing video clips of that promise on T.V.

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6. Montreal – Jazz festival

7. Yellowknife – Northern lights

8. Orlando – Mickey Mouse

9. Arizona – Grand Canyon tour

10. Vancouver – whale watching

11. Calgary – stampede

12. Halifax – potatoes

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Grammar Point 36 - Using "Unless"

"Unless" makes a verb negative, and it is used to save time in the "cause" part of the sentence. It means "If … not …"

Unless we go to Manhattan, we won't see Central Park.
means
If we don't go to Manhattan, we won't see Central Park.

Unless is usually used to show an extreme situation, in which somebody must make an important decision.

It would be unusual to use unless in this situation:

Call me unless you like the ice cream.

Another use of unless is to show somebody that there is only one possible option, and every other option is no good.

Unless we finish this report soon, we will miss the game.
Unless they start scoring, they will surely lose.

Exercise 36.1

Using the prompts and the first conditional and "unless", make sentences, as in the example.

e.g. Alaska – the highest mountain in North America → Unless we go to Alaska, we won't be able to climb the highest mountain in North America.

1. Niagara, the falls

_____

2. Kingston, the Thousand Islands

_____

3. Toronto, CN Tower.

_____

4. North Dakota, Mt. Rushmore

_____

5. Yukon, dog sledding.

_____

6. California, movie stars

_____

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Exercise 36.2

Re-write this passage, changing the verb into the conditional where it makes sense. Remember, there is usually more than one way to say the same thing.

Planning a vacation is always a very stressful event for families. Everybody wants to go to different places and see and do different things. The bigger the family, the bigger the problem. There are a few ways to help survive this problem – there will probably never be a way to avoid it.

First, and most important, it is to start planning early. Leave it to the last minute, and everybody will panic. Leave it to the last minute and nobody will get what they want from their time off. The earlier you start the better.

The second most important thing is to have a meeting. You will have a meeting, and then everyone will feel important. Everybody in your family will speak, and this will make them feel like they are helping the family. Regular family meetings will help build family unity, also.

Third, making a list of everything that you want to do will really help you get organized. Again, keeping in mind what everybody wants will make the job go faster. Using every means at your disposal, find as much information about the things your family wants as you can. You will have information, and you will be able to make a decision. Also, sometimes you don't agree with your family – information will make it easy for you to explain why they are wrong.

Finally, it is important to keep in mind that you are planning a vacation. This is supposed to be fun. Keep it in mind, and the vacation will somehow come together.

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Making your promise less strict

The most important thing to remember about the first conditional is that it is a very strong promise. In business, a spoken promise can be considered a binding contract. Therefore, you have to use it carefully.

It is possible to make a statement which is like a conditional, but not as binding. That means that you strongly believe the situation/reaction will take place, but you are not 100% sure.

To really understand this, you must remember that there are two separate parts of a conditional structure: the "cause" and the "effect". You can modify 1) the "cause" part of the structure, 2) the "result part of the structure, or 3) the entire structure.

1. Changing the "Cause"

To modify the "Cause" part of the structure, use "should" with the verb. This means that you think the event you are describing will NOT happen.

This does not mean that the relationship between the cause and effect is weaker, but simply that **you think the event will not take place**.

e.g. *If Bob **should call**, please tell him I will be home at 6:00*
(means ➧ please tell Bob I will be home soon, but I think he won't call).

Exercise 36.3

Re-write the following conditional sentences using "should" at the beginning.

1. If we win the lottery, we will go on vacation around the world.

_____

2. If it snows in California, they will lose a lot of money from vacationers.

_____

3. If it rains in North Africa, we will have to change our itinerary.

_____

4. If the exchange rate is very bad, we will not go to the U.S.

_____

5. If the hotels are all full, we will have to stay in a tent.

_____

6. If the campsites are all full, we will have to stay in the car.

_____

Pattern to look for:
If you see "if + subject + should", it is the first conditional, **not** advice

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The verb "should" can be moved to the beginning of the sentence: in that case, the word order must be inverted. Look at this example:

If she should be late, please tell her to start
***Should** she be late, please tell her to start.*
(Means ➧ please tell her to start, but I don't think she will be late)

Things to remember about inversions with "should"

- Should does not act like a modal for advice. It is simply a signal word that you think the events are unlikely.
  e.g. Should it snow in August, people will not be prepared.
  Should I win the lottery, I will buy you a car.

- If "should" appears in the main clause, it does act like a modal for advice.
  e.g. Should it snow in August in Canada, you should ski.
  Should you win the lottery, you should buy me a car

- The main verbs must be in the S.F.V. because they follow a modal.
  e.g. Should he goes tomorrow, I will be surprised – is wrong.

- Usually, the subordinate clause is the first clause in this sentence, as it gives key information. It is rare to see this structure where the main clause is first.
  e.g. Should you forget your password, please email the appropriate department
  Please email the appropriate department should you forget your password. ***(rare)***

- This structure is rare in modern conversational English, but it is common in academic written English

Exercise 36.4

Re-write these sentences, using "should" at the beginning of the sentence.

1. If we win the lottery, we will go on vacation around the world.

_____

2. If it snows in California, they will lose a lot of money from vacationers.

_____

3. If it rains in North Africa, we will have to change our itinerary.

_____

4. If the exchange rate is very bad, we will not go to the U.S.

_____

5. If the hotels are all full, we will have to stay in a tent.

_____

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Exercise 36.5

University survival guide – advice.

Here are ten situations that students regularly encounter at university. Change the prompts into conditional sentences that use "should" in the condition. Use "should" in the result, to give advice.

Note: in the condition, "should" is not acting like a modal (for advice), but in the result, it is acting like a modal (for advice).

1. Lose your library card, call the library.

_____

2. Lose your dorm room key, call the superintendent.

_____

3. Need an extension on an essay, ask the professor.

_____

4. Lose the course reading list, talk to the professor.

_____

5. Lose your wallet, call the police.

_____

6. Get sick, send your professors emails.

_____

7. Miss a class, borrow notes from a friend.

_____

8. Need money, ask your counselor.

_____

9. Not understand a lesson, talk to the prof.

_____

10. Not understand lectures, record them.

_____

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3. Changing the entire structure

The third way to modify the first conditional is to change the entire structure – put the entire sentence into reported speech (remember – reported speech protects your integrity):

If it rains → If it rained
I will get wet → I would get wet

Because of this change, the relationship AND the probability of this happening are both greatly reduced. Because of this reduction, if the situation doesn't come true, your integrity will not be questioned.

Because of this flexibility, you can talk about anything – any situation, real or imagined – and if the result does not come true, nobody will care.

This structure is known as the Second Conditional.

The structure of the second conditional is very simple:
If + subject + past, subject + "would" + present

Things to remember about the second conditional:

- If you use the second conditional, "would" does not work as a modal (it does not give advice). It simply works as the past form of "will".

- If you use the verb "to be" in the "condition", you should use the form "were" for every subject. In modern conversational English, however, it is considered acceptable to conjugate the verb according to the subject.
  e.g. *If I **were** you, I would stay in Canada. (is considered traditionally correct)*
  *If I **was** you, I would stay in Canada. (in common)*
  *If Ivan **were** here, he would help us. (is considered traditionally correct)*
  *If Ivan **was** here, he would help us. (is common)*

- You can remove the conjunction "if" from the structure – however, you must change the word order in the "cause" part to question word order:
  e.g. *If I were you, I would go to Montreal.*
  ***Were** I you, I would go to Montreal.*

  If she were a tourist, she would have a camera.
  ***Were** she a tourist, she would have a camera.*

- The second conditional **doesn't really mean you think the action won't happen,** it is simply Reported Speech of the first conditional – a way to protect yourself.
  e.g. *If I see a cowboy, I will say "hello". -* this means that there is no doubt in your mind – you WILL do it
  If I saw a cowboy, I would say "hello" – this means that you may say "hello" or maybe "howdy" …

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Exercise 36.6

What do you think?

Write sentences about what you would do on your vacation, using these prompts, as in the example.

e.g. Speak Zulu – If I could speak Zulu, I would go on a Safari in Africa

1. had $10,000.00 for a vacation

2. had a private jet

3. had a 6 month vacation

4. had a 1 year vacation

5. had a helicopter

6. had a mobile home

7. had a cruising motorcycle

8. speak another language

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TOEFL tip:
On the iBT, you will be required to "infer" facts in the reading and listening sections. Infer means to understand extra meaning, which is not directly stated. You must listen to unspoken or unwritten information, such as which modal is used, or which conditional is used.

Exercise 36.7

Keeping in mind what the conditionals mean, state what can be inferred from these sentences.

1. If you are caught plagiarizing one more time, you will be expelled.
a) The student has been caught plagiarizing many times.
b) The university has a very strict policy against plagiarism.

2. If I were you, I would focus my study on the second semester.
a) The professor thinks the exam will be difficult.
b) The exam will not focus on the first semester.

3. Should you lose your parking permit, you will have to buy a new one, with no discount.
a) The councilor suggests taking care of the parking permit.
b) The councilor does not imagine a problem in getting a refund for a lost permit.

4. Were I to give you an extension, I would have to give all the other students one.
a) The professor has a strict policy against giving extensions.
b) Many students have asked for extensions.

5. If you miss one of your lectures, you will be able to find them on the internet, 24 hours after they were given.
a) The professor tries to help her students.
b) The professor is interested in computers.

6. Should it rain, the fraternity barbeque will be held in the fraternity house.
a) The fraternity really wants the barbeque to take place.
b) The barbeque has taken place regularly for many years.

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Grammar Point 37 – Conditional 3

In order to learn from past events, it is important to be able to discuss them in such a way as to keep them hypothetical. There is a conditional structure in English which allows you to learn from the past, and use the past to teach. Look at this example:

> *There was an automobile accident yesterday in downtown Toronto. The stoplights were broken and two cars crashed into each other. Many local residents had called the city government to try to fix the lights. Luckily, everybody in both cars was wearing a seatbelt, so nobody was seriously injured.*
>
> *Two things can be learned from this:*
> *First: The accident happened because of the broken stoplight. The city should have fixed the lights.*
> *Second: Everybody was OK because they were wearing seatbelts. Seatbelts saved their lives.*

To use this as an example for teaching/learning, you need to show what was possible, if the situation was different. In this case, the following conditional is used:

If + subject + past perfect, subject + present perfect.

- If the city **had fixed** the lights, the accident would have been avoided.
- If they **had not been wearing** seatbelts, they might have been injured.

This structure is called the third conditional.

The reason these particular tenses are used is quite simple:

The simple past cannot be used, because it is already being used for the second conditional, therefore another past tense must be used.

However, because of the structure, the result must happen after the condition. The only two tenses which describe actions in the past are the present perfect and the past perfect.

Therefore, the condition must be in the past perfect, and the result in the present perfect.

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Things to remember about the third conditional:

- The events in this conditional must be finished. This is the only conditional that describes events in the past.

- The events in this conditional (both in the cause and the effect) must be untrue:
  If they had been on time, they would have seen the beginning.
  means In reality, they were not on time, and they missed the beginning.

  If I had known you were waiting, I would have called.
  means In reality, I didn't know that you were waiting, and so I didn't call.

  This conditional is used to **speculate** about the past. If the events in the past did take place, simply state them.
  However, to imagine different possible outcomes, you need to change the condition; because you change the condition, the result will also change. Therefore, **both the condition and result must be not true**.

- The condition can be at the beginning, or the result can be at the beginning:
  If he had seen her, he would have said "hello."
  He would have said "hello" if he had seen her.

  If they had checked the website, they would have seen that the hotel was bad.
  They would have seen that the hotel was bad if they had checked the website.

- The word "if" can be taken out of the sentence, if you move "had" to the beginning of the sentence, and put the rest of the sentence into question word order:
  ***Had I known** you wanted juice, I would have saved you some.*
  ***Had he asked** for help, I would have helped him.*

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Exercise 37.1

Using the following prompts, write sentences that use the third conditional, as in the example.

e.g. I didn't request an air-conditioned room, so they didn't give me one.
➔ *If I had asked for an air-conditioned room, they would have given me one.*

1. I didn't check the price online, so I was surprised at the bill.

2. They didn't tell me checkout was at 9:00, so I was late.

3. I didn't ask about the weather, so I didn't bring the correct clothes.

4. I got shots before I went so I was not worried about getting sick.

5. I did a lot of research about the local history, so I knew exactly where I wanted to go.

6. I didn't ask anybody about the food, so I wasn't prepared for it.

7. I only took one suitcase, so it was easy for me to travel.

8. I lost my camera, so I had a bad time.

9. I lost my bank card, so I didn't buy you any presents.

10. I ran out of time, so I didn't go everywhere I wanted to go.

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Exercise 37.2

Re-write these conditional sentences, removing the conjunction "if". Be careful of the tenses of the verbs.

1. If you should lose your card, it is easy to get a replacement.

_____

2. If the library should be closed, you will have to wait until tomorrow.

_____

3. If the professor were here, he would be able to explain this to me.

_____

4. If the computer had not automatically saved the changes, I would have lost my work.

_____

5. If I had missed that subway, I would have missed the exam.

_____

6. If you do not cite sources in your essay, you will get zero.

_____

7. If the professor doesn't return the essays next week, I will report her to the dean.

_____

8. If I were the professor, I would give students more time on the exam.

_____

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Grammar Point 38 – Introduction to Nouns

The whole world around us is made up of things. In grammar, these things are called Nouns. Nouns are the key things in a sentence – they are the things that do the action and they are the things that receive the action.

Nouns can be seven things in a sentence:

1. **Subject** (the most important thing in a sentence)
   - *e.g.* ***The Egyptians*** *lived long ago.*
     The pyramids *were built thousands of years ago.*

2. **Object** (receiver of the action)
   - *e.g.* *The Egyptians ate* ***pomegranate.***
     Pharaohs built ***pyramids.***

3. **Complement** (describes the subject, follows a link verb).
   - *e.g.* *Osiris was* ***King*** *of the Earth.*
     Atum was ***the first god.***

4. **Object of a verbal** (when a verb is the subject or object, that verbal can take an object)
   - *e.g.* *Embalming famous* ***people*** *was practiced by the Egyptians.*
     Egyptians enjoyed playing ***Hounds and Jackals.***

5. **Object of a preposition** (after a preposition)
   - *e.g.* *The Egyptian empire grew in* ***the valley*** *of* ***the Nile.***
     Many mysterious artifacts have been found in ***the Pyramids*** *at* ***Giza.***

6. **Noun modifier** (a noun can be used to describe another noun, act like an adjective – remember if you see a long group of nouns, the last one is key)
   - *e.g.* ***Wood*** *jars were found beside mummies.*
     Egyptian nobles enjoyed playing many ***board*** *games.*

7. **Indirect object** (that gives more information about the main action)
   - *e.g.* *Osiris sent* ***Horus*** *a letter (Osiris sent a letter, not Horus)*

     The Egyptians built the Pharaohs pyramids. (The Egyptians built pyramids, not Pharaohs)

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Grammar point 39 - Classification 1 – Types of Nouns

Nouns have been divided into 4 categories:

Proper
Common
Abstract
Group

The most common categories are Proper and Common

1. Proper nouns

Proper nouns are Names. They describe things that are unique and special. There is only one of them. Toronto, Frank, and Egypt are examples of proper nouns.

Things to remember about proper nouns:

- They are always **capitalized**. It is incorrect to say egypt, tony or king tut.
- All adjective clauses that describe proper nouns are considered non-defining, and must therefore be between commas.
  e.g. *Nubians**, the people who lived to the south of Egypt,** tried to invade Egypt many times.*
  *Amenemopet**, the hour-watcher priest,** was in charge of making sure that temple rituals were performed on time.*
- They **never** take articles (a or the)
  e.g. Ancient Egypt is fascinating for many people.
  ***not The** Ancient Egypt is fascinating for many people.*

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Exercise 39.1

In the following passage, fix any mistakes you may find about proper nouns.

The smells of ancient Egypt

egyptian cities, like all cities even today, were smelly places. The smoke of cooking fires, sometimes stoked with dried animal dung, hung over the houses. Body odor, obnoxious to many modern westerners, was a fact of life in the hot climate. These kinds of bad smells may have pained the ancient the egyptians less than they do us. Still, they liked nice flowery and aromatic scents and became masters at producing them.

The ingredients were both homegrown and imported. The punt, a region in the vicinity of the Horn of the africa, was the source of aromatic woods, incense and myrrh. Myrrh is a resin produced from shrubs native to southern the arabia and eastern the africa. Attempts were made to grow frankincense trees, a Boswellia Sacra, locally. They didn't seem to have been a great success. The frankincense itself is a fragrant gum resin harvested from the tree.

2. Common Nouns

Most nouns in English are Common nouns – they describe people, places and things. There are no rules unique to common nouns.

3. Abstract Nouns

Abstract nouns describe ideas – things that you cannot really see or touch.

e.g. love, hatred, anger, communism, charity, fear

If an abstract noun is the subject of a sentence, it always takes a singular verb.

4. Group Nouns (also known as Collective nouns)

These nouns name a group of things.

e.g. police, The Maple Leafs, crowd, team

The tricky thing about group nouns is that they can be considered both singular and plural, depending on the context. If you are talking about the group as a unit, the noun is considered singular. However, you are talking about individual members of the group, the noun can be used as a singular noun.

e.g. The police is an important organization. (this emphasizes the group)
The police were wearing riot gear. (this emphasizes the individual police officers)

The committee has made a decision. (this emphasizes the decision-making body)
The committee have left on their vacations. (this emphasizes each member)

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Grammar point 40 - Classification 2 - Count and Non-count nouns

All nouns in English are classified as either count or non-count (some people call them countable/non-countable). This was probably started as a way to make trading lists, and is therefore easily learned in that way.

- If you go shopping, and can draw one item, that item is countable:
  e.g. apple, orange, carrot; chair, table, bed; suit, tie, shirt

- However, if you draw a bottle, box, bag or any other type of container, that item is not countable:
  e.g. sugar, salt, bread; beer, vodka, water

- All abstract nouns are considered non-count

- Names of categories are considered non-count, but the items in the categories are considered countable:
  ***Money** is non-count; Dollar, Yen, Peso, Pound and Franc are count*
  ***Furniture** is non-count; chair, bed, table, sofa, and desk are count*
  ***Food** is non-count; apple, hamburger, steak, and salad are count*

Sometimes nouns can be both count and non-count. Often, when discussing the general idea, the noun is non-count. When discussing a specific example, or member of a group, the noun becomes count.

Look at these examples:
Wine is not cheap. (the topic is ALL)
The wines in that store are good. (the topic is the wine in that particular store)

Tea is healthy. (the general idea of herbs in water)
Teas made with ginger are beneficial for the stomach. (specific types of tea)

I like bread. (the idea of bread)
That bakery has a variety of breads. (many types of bread)

When discussing non-count nouns, it is common to give a counter so that the listener can imagine a quantity of the noun.

e.g. *Two bottles of wine*
Three loaves of bread
2 kilos of sugar

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When you describe count nouns, use the adjective "many". When you describe non-count nouns, use the adjective "much".

Non count nouns are always considered singular. If a counter is used, the counter can be plural, but the noun remains singular

When discussing both count and non-count nouns, the description "some" is possible. Remember to check that the verb is in the correct form:

There is some sugar (non-count)
There are some people (count)

Exercise 40.1

In the following sentences, choose the correct word: much or many.

1. That store sells _____ wines from both the Niagara and the Napa valleys.
2. Very _____ students live on campus for the first year.
3. We don't need _____ apples, but we do need _____ apple cider.
4. She just moved in, so she doesn't have _____ furniture.
5. _____ parents give their children too _____ paper at the start of university.

Exercise 40.2

In the following passage, add the correct form of the verb "to be". Pay particular attention to count/non-count nouns.

Egyptians _____ very secure in that the Nile valley always yielded enough crops to feed the country, even when famine _____ present in other nearby parts of the world. The basic food and drink _____ breads and beer. The main crops they grew _____wheat and barely, which _____the most important crop in ancient Egypt. Wheat _____ used to make many types of bread, including pastries and cakes. Corns _____ often stored in communal granaries. Important field crops _____ sesame, beans and chickpeas. Beer _____ made from barely, and _____ the main drink for common people in every day life. Since there _____ no sugar, honey _____ used as a sweetener by the rich, while dates and fruit juices _____ used by the poor.

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Grammar Point 41 - Articles

All singular countable nouns must have an "article". Articles give information about nouns, and are therefore considered adjectives. There are two articles in English: the definite article and the indefinite article. The indefinite article is used when the noun that it describes has not been mentioned before, or the listener doesn't know which thing they are talking about.

General rules about articles

They always go **before** every other adjective:
e.g. *The hand-woven linen cloth **NOT** Hand-woven the linen cloth*
*The original gods of Egypt **NOT** Original the gods of Egypt*

They are **not used** with demonstrative adjectives:
e.g. *That belief **NOT** The that belief*
*I don't want these shoes **NOT** I don't want these the shoes.*

They are **not used** with possessive adjectives
e.g. *They don't like the my book*
The their food was not really good

The Indefinite Article

The indefinite article is "a" or "an", depending on the word. If the word begins with a vowel sound other than "U", the article "an" is used. If the word begins with a consonant sound, or the vowel sound "U", the article "a" is used. There are two things to remember about the indefinite article.

- If you are not sure which article to use, use the indefinite article.
- It is better to have too many articles than not enough articles.

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The indefinite article is easy to understand if you think that it means "one".

For example, *I have one puppy* =
I have a puppy.

I want one chair =
I want a chair.

When you say "I want a chair," you don't mean any special /particular chair, just a chair. When you say "I want a steak," you don't mean any special/particular steak – any steak is OK.

Because you can't say "one" with non-count nouns, you can't use "a" with non-count nouns.

Look at these examples:

A man came here yesterday.
I read **an** interesting book about Egypt.

The Definite Article

The Definite article is used when the listener knows exactly what item is discussed. In a discussion, the second time that the same item is mentioned, the article becomes the definite article.

A man came here yesterday. I don't know what **the** man wanted.
I read **an** interesting book about Egypt. **The** book described Egyptian food.

The definite article is also used if the sentence gives specific information about which noun is being discussed.

The book {that I read yesterday} was boring.
The radio program {that I usually listen to} is finished for the year.

The definite article can be used with non-count nouns.

I want **the** money {that I deserve}.
The food {that ancient Egyptians ate} is similar to **the** {food eaten in Egypt today}.

The definite article can be used with plural nouns

The people {over there} are waiting to come in.
I didn't like **the** songs {that they played}.

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2.

Most scholars have concluded that, there was no close personal tie between (the/a/an/-) individual Egyptian and (the/a/an/-) gods, that (the/a/an/-) gods remained aloof, that their relationship to humans was communicated by means of (the/a/an/-) king. There was no established book or set of teachings. Humans were guided essentially by human wisdom and trusted in their belief in (the/a/an/-) goodness of (the/a/an/-) gods and of their divine son, the king. An important concept in Egyptian life was (the/a/an/-) idea of (the/a/an/-) justice. Although (the/a/an/-) Egyptians were entirely subservient to (the/a/an/-) state, (the/a/an/-) king had (the/a/an/-) duty of translating (the/a/an/-) will of (the/a/an/-) gods. (the/a/an/-) universe had been created by bringing (the/a/an/-) order and (the/a/an/-) justice to replace (the/a/an/-) chaos, and could only survive through (the/a/an/-) continuance of (the/a/an/-) order and (the/a/an/-) justice. (the/a/an/-) law of nature, of society, and of (the/a/an/-) gods was (the/a/an/-) organic whole, and it was (the/a/an/-) duty of (the/a/an/-) king to administer that law. As Egypt flourished, so did (the/a/an/-) cult of (the/a/an/-) pharaohs.

3.

(the/a/an/-)Egyptian attitude to (the/a/an/-)afterlife is unique in that (the/a/an/-) they view (the/a/an/-)deceased as beginning (the/a/an/-)journey outward. In (the/a/an/-) their tombs, devoted to aid (the/a/an/-)departed on (the/a/an/-)his journey, we are able to reconstruct aspects of (the/a/an/-) daily life and (the/a/an/-)food of Egypt. (the/a/an/-) mummification preserved (the/a/an/-)deceased, and as long as (the/a/an/-) mummy existed, it was given its portion of (the/a/an/-) furniture, statues, paintings and food for its 'eternal home.' (the/a/an/-)pottery vessels were used for food offerings which were sealed into (the/a/an/-) tombs, preserving (the/a/an/-) foods. (the/a/an/-) tombs were filled with (the/a/an/-) hieroglyphics and with (the/a/an/-) drawings that often represent (the/a/an/-) agricultural practices, butchering methods, any aspect of (the/a/an/-) daily life.

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4.

Because (the/a/an/-) Egypt was very dry, and relied mostly on (the/a/an/-) Nile River to water (the/a/an/-) crops, (the/a/an/-) Egyptians could only grow certain kinds of (the/a/an/-) food. Mainly they grew (the/a/an/-) wheat and (the/a/an/-) barley. (the/a/an/-) Egyptians made (the/a/an/-) wheat into (the/a/an/-) bread and into soup and (the/a/an/-) porridge, and they also added (the/a/an/-) hops to make (the/a/an/-) barley into (the/a/an/-) beer. In fact, some people think (the/a/an/-) real reason that (the/a/an/-) Egyptians first began growing (the/a/an/-) grain was to make (the/a/an/-) beer.

5.

(the/a/an/-) Book of (the/a/an/-) Dead is (the/a/an/-) term used to describe (the/a/an/-) text used in (the/a/an/-) funerals and placed in tombs. It is usually inscribed on (the/a/an/-) papyrus and includes about (the/a/an/-) two hundred spells which were thought to aid and protect (the/a/an/-) dead in (the/a/an/-) afterlife. (the/a/an/-) individual Book of (the/a/an/-) Dead would contain (the/a/an/-) selection of (the/a/an/-) these spells.

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Grammar Point 42 – Noun Clauses

Look at this sentence:

My problem is running.

This sentence can be confusing – the subject is "my problem", but what is the verb? Is the verb "is"? Is the verb "is running"? To avoid this confusion, you can use the entire idea as the complement. To use the idea "I don't like running" as the complement, you must connect it to the main clause. The most common connector is "that"

The new sentence is much more clear:
My problem is that I don't like running.

"that I don't like running" acts like a noun-complement. Because there is a subject and verb, it is a clause. This structure is known as a noun clause.

Noun clauses avoid confusion, and make meaning very clear.

Look at this example:
When did the Greeks first build temples?

If you want to attach this to the sentence "I don't know …", you must change the question into a noun clause.
In a noun clause, the word order must be [Connector + subject + verb]

Therefore, the answer with a noun clause would be:
I don't know [when the Greeks first built temples].

Where is the library? ➔ I want to know [where the library is].

Because a noun clause acts as a noun, it can do anything that a noun can do – subject, object, complement, indirect object, object of a preposition, or object of a verbal. A noun clause should not be used as a noun modifier.

Pattern to look for:
when you see the pattern verb+question word; preposition +question word; verbal+question word; question word + subject + verb (at the beginning of a sentence), it is a noun clause

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Things to remember about noun clauses:

- Words must be in the following order: CONNECTOR+SUBJECT+VERB
  e.g. W*hen was the first Greek city built?* – is a question
  When *the first Greek city was built* – is a Noun clause

  Where was the real city of Troy? – is a question
  Where *the real city of Troy was.* – is a Noun clause

- Noun Clauses must have a "**connector**" – in many cases, the question word at the beginning of the question becomes the "connector". This "connector" acts as a signal to the listener that a noun clause is coming, and in many cases gives information about the noun clause:
  e.g. Who was the strongest Greek god?
  *I want to know [**who** the strongest Greek god was].*

- If you want to change a yes/no question into a noun clause, use the connector "if":
  e.g. Did the Trojan war really happen?
  *I want to know [**if** the Trojan war really happened].*

  Did Achilles die at Troy?
  I want to know [if Achilles died at Troy].

- If there is no question, and you want to use a regular sentence as a noun clause, use the connector "that":
  e.g. Pythagoras developed many theories.
  *[**That** Pythagoras developed many theories] is interesting.*

- Noun clauses can be the subject of a sentence, the object of a sentence, the object of a preposition or the object of a verbal:
  *e.g. [**What** the Greeks ate] is a mystery.*
  *I want to know [**where** the ancient city of Sparta was].*
  *They are talking about [**what** Plato discussed].*
  *Discussing [**where** democracy developed] is always difficult.*

- Remember to keep the tense in the noun clause the same as the tense in the question. This can be tricky when auxiliary verbs are used
  e.g. When did he come?
  I want to know [when he came].

  How long did you wait?
  I want to know [how long you waited].

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Exercise 42.1

Change these questions into noun clauses, as in the example. Begin every sentence with "I don't know" or "I'd like to know

e.g. Where was the first capital of Greece?
➔ I don't know where the first capital of Greece was.

1. Where was Alexander the Great from?

2. Where was the first capital of Greece?

3. Who was the biggest enemy of Athens?

4. Who was the patron saint of Athens?

5. What is a Minotaur?

6. What food was most common in Greece?

7. Who was the strongest god in Greece?

8. Who was the most famous Greek mathematician?

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Grammar point 43 – Noun clause connector/subjects

In some "wh" questions, the question asks for the subject:

Who came last night?

Who is the subject – in that case, **the question word becomes the subject of the noun clause and the connector:**

I want to know [who came last night].

e.g. What made that noise?
➔ *I want to know what made that noise.*

Note – only **"who"** and **"what"** can be the subject of the noun clause, because only who and what can be pronouns. Only "who" and "what" can be the subject in questions. If you are looking at a question and are unsure how to make a noun clause because you cannot find the subject, try answering the question - it will help.

e.g. *Who is that?* – is the subject "who" or "that"
Answer the question – *That is my professor.* Therefore, the subject is "that"
e.g. *What is the problem?* – is the subject "what" or "the code?
Answer the question – *The noise is the problem.* Therefore, the subject is "what".

Exercise 43.1

Practice changing these questions into noun clauses. Then, use the noun clause as the complement. Begin each sentence with "What I want to know is …".

1. Who was Socrates' student?

_____

_____

2. Who discovered Saturn?

_____

_____

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3. What is older – the Parthenon or the Acropolis?

4. Who designed the Acropolis?

5. Who was Alexander's father?

6. What killed Socrates?

7. Who teaches biology 100?

8. What is the assignment for tomorrow?

9. Who is your lab partner?

10. Who is coming to the party tomorrow?

11. What made that noise?

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9. Something is important. What should I do if I lose my library card?
   1) _____
   2) _____
10. They are curious about something. Will you come to the party tomorrow?
   1) _____
   2) _____
11. Give the professor something. What did you write yesterday?
   1) _____
   2) _____
12. They are watching something. What did the professor show in class?
   1) _____
   2) _____
13. They are listening to something. What did the professor play in class?
   1) _____
   2) _____
14. They are writing something. What did the professor assign?
   1) _____
   2) _____
15. Something is important. What did the professor talk about yesterday in class?
   1) _____
   2) _____
16. Doing something is possible. What assignment do you want to do?
   1) _____
   2) _____

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Exercise 43.3

On the iBT, there will be questions in the reading section which require you to find sentences which paraphrase the meaning of a highlighted section of the passage. The most important skill for answering this question is to be able to analyze the passage. Practice analyzing these sentences, using the sentence analysis system outlined on page 3. Be especially careful of noun clauses.

1. According to an old proverb, the most important thing is not what you know, it is who you know.

2. What to study is as difficult a decision as who to marry.

3. What most people fail to understand is that in business, what you say isn't always as important as how you say it.

4. When the Inuit crossed the Bering Strait after the last ice age roughly 3000 years ago, what they found was that most of the North American continent was already inhabited.

5. That most people do not learn how to write nicely is not only sad, it is something that should immediately be addressed by whoever has any power to do something.

6. Most people know that the freezing point of water is 0° Celsius, but what most people don't know is that 0° Fahrenheit was based on what the freezing temperature of saline solution is.

7. In many cases, what separates good teachers from great teachers is that they know when to stop teaching.

8. After they arrive in a new country, what most people find most intimidating is dealing with the government in that country.

9. In preparing for a test, you must know what to study, how much to study, and how to study it.

10. Upon finishing the final year of university, students are faced with the choice whether they should continue to study, or whether they should enter the workforce.

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Exercise 43.4

In the following passage, put square brackets around all the noun clauses you find.

Greek Mythology

One of the most fascinating aspects of ancient Greek culture is what gods they created. The pantheon was made up of gods that represented one aspect of life. They were meant to explain what the ancients saw around them, why it happened and, likely most importantly, what people could do about it.

The gods lived atop mount Olympus. It is from this mountain that the name of the modern sports competition comes.

The most powerful god was called Zeus. He was the thunder god, and every god bowed before him. What power other gods had came from him. Although he was the most powerful god, he was what you might expect. Zeus would often come to earth and father children with human women. This is how many heroes, including Hercules, were born.

Zeus was married to Hera, the strongest of the female gods. What made these two gods special was that they had no specific function - every other god, however, did.

The most important of the gods were: Apollo, who controlled the sun; Poseidon, god of the sea; Nike, goddess of victory and Hades, god of death and the afterlife. These gods offer us a glimpse of what was important to the ancient Greeks, what they were afraid of, and what their dreams were.

Although what was found of the ancient Greeks does not match what was found of other ancient civilizations, what the religions teach us can be very informative.

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Grammar Point 44 – Article Review

The articles in English add extra information about Nouns.

Review the rules of articles:

Indefinite Article – A/An

- when you **don't know** which item you are talking about
  *e.g. There is **a** man at the door.*
- when you **don't mean one specific thing**, but mean any one in a group
  *e.g. He wants **a** puppy.*
- when you **introduce** something for the **first time**
  *e.g. They have **a** puppy.*

Definite Article – The

- when **you have information** about which particular item (most commonly an adjective clause/phrase or a key preposition phrase)
  *e.g. **The** movie {that they saw} was funny.*
  I really enjoyed the steak (from Kobe).
- when you mean the **closest item**
  *e.g. Please turn on **the** light (in this room).*
- when **there is only one** of something
  *e.g. Would you like to go to **the** moon?*
- when you mean something that you **have already mentioned**
  *e.g. **The** song that we just talked about came on the radio.*
- when you describe a **geographical area**
  *e.g. I would not want to live in **the** west.*
- when you use the **superlative** form
  *e.g. This is **the** best city in the world.*
- when you talk about **rivers, mountains, forests, and oceans**
  e.g. The St. Lawrence River, The Black Forest

No Article

- when you discuss **non-count nouns**
  e.g. They don't have coffee
- when you discuss **abstract** ideas
  e.g. That country has beautiful traditions
- when you discuss **meals** – however, if you describe the meal, use an indefinite article
  *e.g. My favorite meal is lunch. Today, I just had **a** quick lunch.*
- when you describe **transportation**
  e.g. He came by bike
- when you talk about **lakes**
  e.g. Lake Baikal

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Exercise 44.1

Add the appropriate article where necessary.

1. He has loved dogs ever since he was a little boy, and now he wants _____ puppy.
2. She is very excited because she has never seen _____ Pacific Ocean before.
3. I didn't have time to eat _____ full breakfast, so I can't skip _____ lunch.
4. _____ computer that they bought yesterday has _____ latest software installed.
5. _____ my apartment has _____ great view of _____ Lake Pontchartrain.
6. _____ capital city of New York State is not New York City, it is Albany.
7. _____ coffee is generally considered _____ stimulant.

There are some nouns which change meaning if you use them with an article, or without:

school; church; jail; university; hospital; court; college; bed; sea; prison

If you don't use an article with these nouns, you use the nouns in the proper way.

e.g. I go to school because I am a student.
I fell from my bicycle, so I went to hospital

However, when you do not use these things for the proper way, use an article.

*e.g. The voting station is in **the** school across the street*
(you do not study at the school, you vote)

*The roofers went to **the** church to fix the roof.*
(they will not pray, they will repair the building)

Exercise 44.2

Add an article where necessary.

1. If the pain doesn't stop by tomorrow, you should go to _____ hospital.
2. Bob's been at _____ sea for five weeks – his mission will finish soon.
3. They were very happy, because their daughter was accepted to _____ university.
4. Because he was seen by many people committing the crime, he was sent to _____ jail for 14 years.
5. His mother goes to _____ jail to visit him every week.

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Lightning

For as long as there have been (the/a/an/-)people, (the/a/an/-) humanity has been fascinated and awed by (the/a/an/-) natural spectacle which is (the/a/an/-) lightning. (the/a/an/-) Religions have celebrated it, gods have controlled it, and scientists are intrigued by it. Even today, with all of (the/a/an/-) technology created throughout history at their disposal, (the/a/an/-) climatologists are still baffled by some aspects of it.

Some things, however, we do know. Lightning is (the/a/an/-) purest form (the/a/an/-) electricity in nature. It is caused by (the/a/an/-) jumping of (the/a/an/-) electrons from (the/a/an/-) negatively charged thunder cloud to (the/a/an/-) positively charged earth, and vice-versa. We know also that lightning moves not only from (the/a/an/-) clouds to (the/a/an/-) earth, but also from (the/a/an/-) earth to (the/a/an/-) clouds.

Although (the/a/an/-) lightning carries thousands of volts of (the/a/an/-) electricity, most of (the/a/an/-) energy is actually expended in (the/a/an/-) form of (the/a/an/-) light and (the/a/an/-) heat. Because (the/a/an/-) lightning moves so quickly and dissipates so quickly, it is estimated that (the/a/an/-) amount of (the/a/an/-) electricity in a lightning bolt would only be enough to power (the/a/an/-) light bulb for (the/a/an/-) few weeks.

To many people, lightning appears to be (the/a/an/-) untapped source of (the/a/an/-) free electrical energy. However, even though (the/a/an/-) amounts of energy in (the/a/an/-) bolts are incredible, (the/a/an/-) bolts themselves are so brief, and most of (the/a/an/-) power is spent on (the/a/an/-) light and (the/a/an/-) heat, that (the/a/an/-) harnessing of (the/a/an/-) electricity lightning produces is currently impractical.

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46 - Review – Noun clauses

A noun clause is a group of words that acts as a noun. They are very useful to give complex information, and express complex ideas. A noun clause can do anything that a noun can do, but they are almost never used as noun modifiers.

Noun clauses have a simple structure:

Connector + Subject + Verb

Noun Clause subject:
[That they lived underground] is interesting.

Noun Clause object:
I didn't hear [what he said.]

Noun Clause as object of the preposition
The lecture is about [what he did]

Remember – in some cases, the connector can be the subject of the noun clause:
e.g. I want to know [who killed him].
[What is wrong] is the question

Exercise 46.1

Change these questions into sentences that begin: I don't know… or I want to know … Remember that the word order must change to [connector + Subject + verb].

1. When did King Arthur live?

_____

2. Where did King Arthur live?

_____

3. Who was King Arthur's best knight?

_____

4. What was King Arthur's wife's name?

_____

5. When did King Arthur die?

_____

6. Who was Merlin?

_____

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Grammar Point 47 - Noun Clause Connectors

In many noun clauses, the connector gives information to the listener. The most common noun clause connector is "that". It gives no information, just introduces the noun clause.

When a question word is used as a connector, it has a special meaning. An easy way of remembering this is that the noun clause creates an adjective clause, in these forms:

what =	**the things that**
who =	**the person that**
when =	**the time that**
why =	**the reason that**
where =	**the place that**
how =	**the way that**

e.g. *Please describe what you saw = Please describe the thing that you saw.*
Tell me how I can get there = Tell me the way that I can get there.

Exercise 47.1

Choose the best connector for these noun clauses. In some cases, there can be more than one correct answer.

1. _____ "Excalibur" was made is a question that is still unanswered.
2. The question is _____ helped Arthur become King.
3. _____ Arthur chose that particular place to build a capital is a mystery.
4. _____ Arthur chose his knights was very unique at the time.
5. Many people are still looking for _____ Arthur was buried.
6. There are many mysteries about _____ Arthur died.
7. _____ Arthur got "Excalibur" is a mystery.
8. _____ Arthur knew where "Excalibur" was is a mystery.
9. _____ made "Excalibur" will never be known.
10. _____ Arthur chose knights was very unique.

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Exercise 47.2 Noun clause connectors

Change the following pairs of sentences into one sentence which contains a noun clause. Pay particular attention to noun clause connectors, as in the example:
e.g. I want to know something. ***What time*** *does the summer vacation start?*
I want to know ***when*** *the summer vacation starts.*

1. I want to ask you something. What time does the class start?

_____

2. Please tell me something. What is the professor's email?

_____

3. Please tell me something. Who is the teacher?

_____

4. I want to know something. At what time should I hand in my essay?

_____

5. Please tell me something. At which place should I hand in my report?

_____

6. I would like to ask you something. For what reason are you late?

_____

7. Please tell me something. In which direction does this bus go?

_____

8. I would like to know something. At what time is the professor's office hour?

_____

9. Please tell me something. What is the length of the Christmas break?

_____

10. I want to know something. In what way should I submit my final report?

_____

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Exercise 47.4

Re-write the passage, adding noun clauses where possible. Remember, there is often more than one correct way to say the same thing.

The Sword in the Stone

There was once a young boy named Wert. There was something special about the boy. That thing was his pure heart.

Wert was an apprentice to a knight in London. He had to work. He had to clean the knight's armour every day. That made him unhappy. Wert never complained, however, but happily carried on.

One day, Wert met an unusual man named Merlyn. There was something special about Merlyn. Wert could not understand that thing.

Merlyn was a powerful magician. Everybody knew this fact. Merlyn saw a special thing about Wert, and decided to teach Wert some magic.

One spring Wert's master was very excited because of something. The thing that excited him was big: he had been invited to a joust in London. The knight prepared his best sword and told Wert to clean his armour.

On the day of the joust they went to London. The knight was very happy. This was because there was a big prize to win. This was Wert's first trip to London. That made him happy.

In the centre of London there was a huge rock in which there was a sword. Nobody could pull the sword out. There was an inscription in the stone. The stone read: *"Whoso pulleth out this sword of this stone and anvil is rightwise king born of England."*. Before every joust all the knights tried to pull out the sword, but nobody could.

At the time of the joust everybody was excited. There was excitement in the air. Suddenly, during practice, Wert's knight's sword broke! That made them very nervous. There was no time. The knight sent Wert to find another sword. Wert ran to the stone in the centre of London and took the sword out. He brought it to his knight, and the knight won the joust. The knight knew something. There was something special about the sword. He asked Wert a question: where did he get the sword? Wert told him.

The knight doubted Wert. They went to the stone together. Wert put the sword back into the stone and pulled it out again. The knight tried to pull it out, but couldn't. That was a strange thing.

Wert had the purest heart in all of England. He grew up to become King Arthur, and the sword was called "Excalibur"

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Grammar Point 48 – Noun Clause Reductions 1

In many situations, an entire noun clause will make the sentence very long, and you want to remove some words. The rules for making noun clause reductions are very similar to making type 1 adjective clause reductions:

If 1) the connector is "that";
2) the connector is not the subject;
3) the noun clause is not the subject of the sentence;
4) the structure of the sentence is clear,

then, Remove the connector.

Look at this example:
He said that he will be late.
In this sentence, the structure is very simple, and if we remove the connector, the sentence will not be difficult to understand. Therefore, we can remove the connector "that", to make the new sentence:
He said he will be late.

However, in this sentence:
That Martin Luther was doing what he thought best is not being questioned **cannot be reduced** because the noun clause is the subject of the sentence.
Also, the sentence:
Although it has never happened before, we can safely assume because of the weather tonight that he will be late, mostly due to circumstances beyond his control **should not be reduced**, because the sentence is very long, and may become confusing without the "signal" of the connector.

As with adjective clauses, there is no rule about removing the connector. A general guideline is:
If it will make the sentence difficult to understand, do not make the reduction.

TOEFL tip:
On the TOEFL, you will be required to write two essays. While you are writing, do not make any reductions. You should only make reductions later, in the proofreading part of the writing section. In general, on the TOEFL, don't make reductions, as what may seem easy and straightforward to you may be confusing to somebody else.

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Grammar Point 49 – Noun Clause Reductions 2

Noun Clauses are very useful because they allow you to describe relationships between very complex ideas. In some situations, it is possible to remove some words while keeping the same idea – just like adjective clauses.

You should only make a noun clause reduction if the following criteria are met

1. The connector is a question word;
2. The subject in the noun clause is the same as the main subject in the sentence or there is only one clear "doer" in the sentence;
3. The verb in the noun clause includes the modal "would", "should" or "could.

To make a noun clause reduction,
first, **remove the subject** of the noun clause;
second, change the **entire verb structure** to **the infinitive**.

Look at these examples:

I don't know [what I should do].

first, remove the subject "I"
second, replace "should do" with "to do"

The noun clause becomes ➔ the noun phrase: *I don't know [what **to do**].*

He asked the receptionist [when he should call to catch the president].
becomes ➔ *He asked the receptionist [when **to call** to catch the president].*

Pattern to look for:
When you see a question word followed by the infinitive, it is a noun clause reduction

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Exercise 49.1

In the following sentences, make noun clause reductions where it is possible, and where it will not confuse the meaning of the sentence.

1. I want to know when I should come to the party.

2. He asked when the semester begins.

3. When you are invited to a dinner party, it is important to ask what you should bring.

4. Most graduation ceremonies have instructions about what you should wear.

5. What Martin Luther wanted was to explain what people should do to go to heaven.

6. When Martin Luther made his proposal, the pope told him that he should stop.

7. The Pope told Martin Luther to stop, or he would be excommunicated.

8. What Martin Luther did was to open a schism in the Catholic Church, which was something that he didn't want to do.

9. Many Germanic kings did not think that the Roman Pope could tell them what they should do in their own kingdoms.

10. What many people objected to was that the Catholic Church told them that they should not read the Bible by themselves.

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Exercise 49.2

Read this passage and put square brackets around the noun clauses. Fix any mistakes.

The Beginning of the Reformation

At the end of the 15th century, there was only one Christian church in Western Europe – the Roman Catholic Church. There was one leader of the Catholic Church – the Pope in Rome. Because of this, the pope could do whatever he wanted.

Unfortunately, with time, the papacy became corrupt and what the Pope did made some people angry. What made many local priests angriest was the sale of "Indulgences". Indulgences were "tickets" – how to pay for making a mistake. If people did something bad, they could pay money to the Pope, and paying would "erase" or "forgive" what they did. That rich people could go to heaven simply because they had money didn't seem fair to many priests.

One priest, named Martin Luther, thought that something had to be done about this corruption. He felt that he should do something, before the church lost many faithful. On October 31, 1517, Martin Luther nailed 95 "theses" to the door of the Wittenberg Cathedral. In these theses, Luther outlined for the leaders of the church what they should do to return to the pure Catholic Church that Martin Luther felt that it should be.

The leaders of the Catholic Church, however, did not want to change. They felt that a small priest in a small town in a small country was not somebody to tell the Pope what the Pope should do. The Catholic Church demanded that Luther recant – take back his words – but that was something that Luther would not do.

Very quickly, the Catholic Church split into two parts – those who supported Luther, and those who supported Rome. Those who supported Luther became known as the Reformers, and eventually "Lutherans". Later, others also decided that they wanted to split from the Catholic Church. Everybody who split became known as "Protestants". The entire protestant movement started because of what Martin Luther did on October 31st, 1517.

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Grammar Point 50 – Introduction to Adverbs

Adverbs give very much information – they can describe Verbs, Adjectives and other Adverbs.

eg *They run* ***quickly****. (quickly describes "run" – a verb)*
He studies ***daily****. (daily describes "studies" – a verb)*

Paul has a ***slightly*** *damaged car. (slightly describes "damaged" – an adjective)*
She is wearing her ***light****-blue sweater. (light describes "blue" – an adjective)*

It is an ***extremely****-well written letter. (extremely describes well – an adverb)*
Theirs is a ***very*** *long-lived monarchy. (very describes "long-lived" – an adverb)*

➔Remember – anything that gives information about a verb or adjective or adverb is considered an adverb. It can be a word, phrase or clause – often preposition phrases are considered adverbs because they give information about verbs.

Exercise 50.1

In the following sentences, underline the subject once and the verb twice. Then put angle brackets < > around any adverb or adverb structure.

1. Little is known about his early years, but Genghis Khan was born sometime around 1162 in Hentiy, Mongolia.
2. The last imperial monarch in Europe was the King-Emperor George VI, who ruled as Emperor of India.
3. Most medieval historians would argue that the existence of France did not really begin until the advent of the Capetian Dynasty in 987.
4. Coats of arms have their origins in the designs used by medieval knights to make their armor and shield stand out in battle or tournaments.
5. The water-meadow at Runnymede is the most likely location at which, in 1215, King John sealed the Magna Carta, and the charter itself indicates Runnymede by name.

Because they are much more powerful than adjectives, the rules concerning adverbs are stricter.

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Things to remember about adverbs:

- Most adverbs can go anywhere in the sentence without changing the meaning. **The only place that an adverb cannot go is between the verb and the object.**

  e.g. Regularly, I walk my dog.
  I regularly walk my dog.
  I walk my dog regularly
  I walk <regularly> my dog ***is wrong***

- Most adverbs of manner end in "-ly", but there are some adjectives which end in "-ly", also. The most common of these are:
  costly, early, friendly, likely, lonely, sickly, kindly

- Some adjectives and adverbs have the same form:

back	hard	little	right
deep	high	long	short
direct	ill	low	still
early	just	much	straight
enough	kindly	near	well *(not sick)*
far	late	pretty	wrong
fast	left	likely	

  Some of these adverbs can be used with the "-ly" ending, but the meaning changes.

- Adverbs have been classified according to their function. There are **Manner, Place, Time, Frequency, Sentence, Degree, Interrogative and Relative** adverbs. The most common ones are **manner** and **frequency**.

- Adverbs of frequency (never, usually, rarely, often, sometimes, etc.) have a particular location the sentence, depending on the verb:
  If the verb is "to be", the adverb will always go after the verb:
  e.g. *The king is <always> present at the opening of parliament*
  Heirs are <usually> slightly obnoxious people
  However, if the verb is NOT "to be", the adverb of frequency will go before the verb:
  e.g. *People don't <usually> choose the king or queen.*

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Exercise 50.2

In the following sentences, underline the subject once and the verb twice. Put angle brackets around any adverbs, and then circle the word that the adverb describes.

1. The Queen of England does not control England absolutely.

2. Today, few monarchs have completely power.

3. In a monarchy, power goes from parent to child.

4. The word "monarchy" is derived directly from the Greek words "mono" and "archein", meaning "one" and "rule" respectively.

5. The theory of absolute monarchy developed from feudalism in the late Middle Ages during which monarchs were still very much first among equals among the nobility.

6. "Divine Right", or power granted by God, is the phrase that was original cited by monarchs to justify their rule.

7. Today, there are only three remaining truly absolute monarchies in the modern world: Saudi Arabia, Brunei, and Swaziland.

8. Today, constitutional monarchies are mostly representative democracies, but this has not always historically been the case.

9. Some constitutional monarchies are hereditary; others, such as the one in Malaysia are elective monarchies.

10. The Governor General represents the Crown in Canada and therefore plays an important role in the parliamentary process.

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Grammar point 52 – Negative and "Almost Negative" adverbs at the beginning of a sentence

In some situations, you can put an adverb of frequency at the beginning of a sentence. When this adverb is negative (such as never) or almost negative (rarely),

the sentence must be in question word order

e.g. *I have never seen such a system of government*
➔ ***Never** have I seen such a system of government.*
It rarely snows in Toronto in January.
➔***Rarely** does it rain in Toronto in January.*

The most common "negative" and "almost negative" adverbs are:
seldom, scarcely, hardly, not until, never, nowhere, barely.

This is not common in modern conversational English, but it occurs regularly in academic written English.

Exercise 52.1

Paraphrase these sentences, and move the negative/almost negative adverb to the beginning of the sentence.

1. I have never been so scared.

2. They hardly finished eating when it started to rain.

3. She never arrives on time.

4. We will seldom meet after this course finishes.

5. He barely had time to finish his work yesterday.

6. I rarely go to the gym during the week.

7. You have never handed your work in on time.

8. She seldom drinks alcohol.

9. He almost never worries about his health.

10. I have seen this nowhere.

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These subordinators show time:

Conjunction	Meaning	Examples	Usual Tenses
after*	one event finishes, then another begins – this emphasizes the second event	*After it stops raining*, I will go to the park	Simple past and simple present are most common
as*	two actions happening at once; this conjunction is very similar to "while"	*As I was walking home*, I remembered to buy bread	Subordinate clause is usually in the past continuous, main clause is usually in the simple past
as soon as	one action immediately follows another; the stress is on immediacy	*As soon as it is done*, call me. *As soon as it was over*, I left	Subordinate clause is usually in the simple past or present, main clause is in simple past or present
before*	one event finishes and then another begins – this emphasizes the first event	I will order pizza *before the game begins*	The subordinate clause is in a tense before the main clause.
by the time	one action finishes and then another one begins; this is similar to "before"	*By the time people in B.C. vote*, people in eastern Canada have finished	Subordinate clause is in either past perfect, past continuous or simple past
now that	one event finishes and another can start – emphasizes now.	*Now that the voting is closed*, scrutineers can count the ballots	Subordinate clause is in the simple past or present perfect
once	one event cannot start until another is finished	*Once you finish the project*, we can go home.	Both clauses usually use the simple present.
until*	one action cannot start during another action	I will not leave *until you call.*	The subordinate clause is in a tense before the main clause.
since*	started in the past and continues now	I have known you *since you came to Canada.*	Subordinate clause is usually in the simple past, the main clause is usually in the present perfect.
when	shows the relation between two sentences – the meaning must be found from the context	*When you turn 18*, you can vote *When you have voted*, put the ballot in the box.	Almost any tense can be used in both subordinate clause and main clause
whenever	every time that this happens	*Whenever there is nonconfidence in the government*, there must be an election	Subordinate clause is usually in the simple present or past
while	two actions happen at the same time; this conjunction is very similar to "as"	*While you live in another country*, you can still vote for Canadian elections	Subordinate clause is in the past continuous or simple past, the main clause is in the simple past

* these subordinate conjunctions can be prepositions also

➔Remember **by, during, at** and **on** all show time relationships, but they are prepositions.

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Exercise 54.1

In the following passage, underline the main subject of each sentence once, and the verb twice. Put andle brackets around any adverb clause.

The United States government is an intentionally large and inefficient body. When the founding fathers of the US established the government, they had not only the models of the ancient Greeks, but also the parliamentary models developed in England and its colonies.

The system that US developed is not a pure democracy even though many modern Americans claim so. The system that they developed is a Republic. The founders avoided the "pure" democratic system, in which everything is directly chosen by the people, for two distinct reasons. First, they wanted to avoid the "Tyranny of the Majority" in which a majority can commit terrible crimes against a minority simply because the majority voted itself into power. Second, a majority can vote to give itself tax breaks even though the government is in need of money.

One of the most important – if not the most important – concepts in American government is the idea of separation of power. This was made precisely to avoid a tyranny of the majority. Power is divided into three separate "branches" of government – legislative, where laws are made, executive, which carries out the laws, and judicial, where laws are judged.

The legislative branch, or "Congress", is further divided into two parts. Because people need direct contact with their representative, members of the House of Representatives are elected for two year terms. This is made so that they will be in constant contact with their constituents, and will always know exactly what the people of the country are thinking. Senators in America, on the other hand, are elected for six year terms, and are meant to be the thinking part of the legislature. Because Representatives can be easily swayed by popular opinion, Senators were made to act as a "brake" on such populist politics.

Even though the founding fathers most likely wanted the power to be spread out evenly throughout the three branches, the executive branch, which is the branch of the president, has been steadily increasing in power.

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6. Lenin seized power in 1921. One year later, he created a secret police.

7. Stalin joined the communist party. He immediately took charge of admissions

8. Lenin died in 1923. Then Stalin took control of the communist party.

9. Stalin took control of the communist party. He killed many political opponents then.

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Grammar point 56 – Adverb clause reductions with "Because"

In some situations, a reduction can be made with the conjunction "because". **This can only be done when the adverb clause describes a situation** – it cannot be made when the adverb clause describes an action.

When making the reduction, **remove the conjunction** and subject and always change the verb into the gerund. When the verb is negative, begin with "not" and then the gerund.

Look at these examples.

Because he wanted to expand his personal power, Lenin joined the communist party.
➔ ***Wanting** to expand his personal power, Lenin joined the communist party.*

Because he didn't want to give up power, Stalin had many people killed.
➔ ***Not wanting** to give up power, Stalin had many people killed.*

In these sentences a reduction is impossible, because **the subordinate clause introduces an action, not a situation:**

Because Lenin traveled in Germany, he spoke German.

Because Stalin controlled the membership, he only allowed people who thought like him.

Pattern to look for:
When a sentence begins with a gerund, look for a comma and then determine what the main subject is.

Exercise 56.1

In the following sentences, write adverb clause reductions where possible.

1. Because many people did not support the tsar, they joined the communists.

_____

_____

2. Because they hated the tsar, many people joined Lenin.

_____

_____

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3. Because they did not expect a serious threat, the Imperial army wasn't ready.

4. Because he didn't end the war, Kerensky lost a lot of support among the population

5. Because he had experience, Stalin was a good thief.

6. Because he wanted complete control, Stalin killed many communist party members.

7. Because he was afraid of him, Stalin had Trotsky killed.

8. Because he knew what revolutionaries can do, Lenin immediately established a secret police to stop any more revolutions.

9. Because they didn't like communism, no western country supported Lenin.

10. Because the opposition was not centralized, it could not withstand the Bolsheviks for long.

11. Because Stalin controlled who could join the communist party, he made sure that only people who supported him entered.

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Grammar point 57 – Adverb Clause Reductions with "After"

Another way to make a reduction is with the subordinate conjunction "after":

1. Remove the subordinate conjunction
2. Add the gerund "**having**"
3. Change the main verb into the **past participle form**

Keep in mind that the subject in the Adverb clause and the subject in the main clause MUST be the same.

Look at these examples:

After Lenin took power, he established a secret police
➔ ***Having** taken power, Lenin established a secret police.*

After you get the letter, please call me.
➔ ***Having** gotten the letter, please call me.*

After you finish part 1, you can go on to part 2.
➔ ***Having** finished part 1, you can go on to part 2.*

However, these clauses cannot be reduced:
After the Bolshevik revolution in the Russian empire, many western countries were nervous.

After the test finished, he went home.
because the subjects of the two clauses are different.

Pattern to look for:
When a sentence begins with "having" + past participle, it is an adverb clause reduction which means "after"

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Exercise 57.1

Re-write these sentences, making reductions **where possible.**

1. After he attended a meeting of the communist party, Lenin decided to take control.

2. After he established control, Stalin started executing people who disagreed.

3. After the civil war finished, many people did not believe the communists.

4. After Lenin died, Stalin took control of the communist party.

5. After they won the civil war, the communists changed their philosophy.

6. After the civil war finished, there was a lot of work to do.

7. After Lenin took control, he established a secret police.

8. After Lenin died, there was a struggle for power.

9. After Stalin took power, he made many political changes.

10. After Stalin took power, he executed Leon Trotsky.

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Exercise 57.2

In the following paragraphs, change the adverb clauses to phrases, where it is possible and where it makes sense.

1.

After he was caught reading Marxist literature, Josef Stalin was kicked out of a seminary and joined the communist party. After he attended a meeting in which Lenin's group was strongest, Stalin decided to join it. Although he was not one of the decisive players in the Bolshevik seizure of power in 1917, he soon rose through the ranks of the party. In 1922, he was made general secretary of the Communist Party, and although this post not considered particularly significant at the time, it gave him control over appointments and thus allowed him to build up a base of support. After Lenin died in 1924, Stalin promoted himself as his political heir and gradually outmaneuvered his rivals. By the late 1920s, Stalin was effectively the dictator of the Soviet Union.

2.

In 1897, Leon Trotsky became involved in organizing the underground South Russian Workers' Union. After he was arrested for revolutionary ideas, Trotsky was sent to Siberia. After four years in captivity, he escaped and eventually made his way to London. While he was in London, Trotsky joined the Social Democratic Party and met and worked with a group of Marxists which included Vladimir Lenin and Julius Martov. At the Second Congress of the Social Democratic Party in 1903, Lenin argued for a small party of professional revolutionaries with a large fringe of non-party sympathizers. Martov disagreed because he believing it was better to have a large party of activists. Even though Martov won the vote 28-23, Lenin was unwilling to accept the result and formed a faction known as the Bolsheviks. Those who remained loyal to Martov became known as Mensheviks.

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Exercise 57.3

In the following passage, the sentence structure and grammar are very simple. Edit this essay to improve the grammar, paying particular attention to adverb clauses and adverb clause reductions.

The October Revolution, 1917

The October Revolution, also known as the Bolshevik Revolution, was the second phase of the Russian Revolution. On October 25, 1917, Bolshevik leader Vladimir Lenin led his leftist revolutionaries in an uprising in Petrograd against the ineffective Kerensky Provisional Government.

First, Alexander Kerensky deposed the tsar. Then, Alexander Kerensky became leader of the provisional government. However, he decided that he could not end the war. Many people were happy after the removal of the royal family. However, they quickly lost faith in the new leader. The reason was that he did not deliver any of the promises of the revolution.

There were many "fringe" political parties in Russia at that time. World War I was happening at that time. The political parties realized what was happening. Many of them started planning their own revolutions. The only party that managed to get organized quickly enough, however, was one communist splinter group that called itself "Bolsheviks". This revolution was organized by Vladimir Lenin. Then, he quickly moved his co-conspirators to Petrograd. Petrograd was the capital of the Russian Empire at that time.

First, the Bolsheviks researched the area. Then, they decided to target the Winter Palace. The Provisional Government was headquartered there. October 25th, 1917 (by the Julian calendar), the first communist revolution of the 20th century took place.

The attack was, in reality, uneventful. There were two battalions guarding the Palace: a women's battalion, and a cadet corps. However, it was not difficult for the Bolsheviks to take over the Palace. The Bolsheviks were basically able to march in and take over the building unopposed. The attack began at 9:45pm. Before that, the cruiser "Aurora" fired a blank shot. The shot was a signal for the attack to begin.

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Grammar Point 58 - Conjunctions

It is possible to connect many ideas into long groups in order to express relationships between them.

However, only things that have the exact same structure can be connected. This is called "Parallelism". Words that connect are called "**conjunctions**". There are four conjunctions that connect equal ideas: and, or, but, so.

And – shows an equal link where two ideas agree,
I like pizza and okonomiyaki
It is raining and everybody is running.

But – shows two ideas that offer different opinions
Homer is taught at every school but not understood very well in many places..
They lost but everybody was happy.

Or – has three uses – first, it shows choice
Would you like coffee or tea?
Do you live in Bangkok or Phuket?
second, it shows condition
Stop smoking, or you will get sick.
You have to pay the bill on time, or you will get fined.
third, it is used for two negative ideas that are similar
Homer didn't write any biographies or love stories
I don't like horror or romance movies.

So – shows result of an action.
I won the lottery, so I will quit working
It is raining, so we can't go to the park

These "coordinate" conjunctions can connect various types of structures, but **they can only connect things that are the same.**

Look at this example:
I like swimming and skating.
In this sentence, the conjunction "and" joins "swimming" (gerund) and "skating" (gerund). This is called **parallel structure.**

Look at this example:
He likes pizza and beer.
In this sentence, the conjunction "and" joins "pizza" (noun) and "beer" (noun). This is also **parallel structure**.

Look at this example:
Plants can grow beside a window or on a porch.
In this sentence, the conjunction "or" joins "beside a window" (preposition phrase) and "on a porch" (preposition phrase). This is also **parallel structure**.

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Exercise 58.1

Combine these ideas with the appropriate conjunction – and – or – but – so, as in the example. Remove any unnecessary repetition. There is often more than one correct answer.

e.g. Homer wrote the Illiad. Homer wrote the Odyssey.
➧ *Homer wrote the Illiad and the Odyssey.*

1. Historians know that Homer lived in Greece. Historians know that Homer lived in the 7th century B.C.

2. Homer may have lived in the 6th century B.C. Homer may have lived in the 5th century B.C.

3. Homer may have been from Athens. Homer may have been from Sparta.

4. There are no written records about Homer's life. Historians cannot be sure about his history.

5. Homer wrote the first book in Europe. Homer is considered the father of European literature.

6. We know where Homer lived. We don't know when Homer lived.

7. The books could have been written by one man. They could have been written by many people.

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Exercise 58.3

The following paragraphs are not very clear, and there is too much repetition. Rewrite parts of the paragraphs using coordinate conjunctions.

The Mystery of "Homer"

Although he is considered the father of western literature, Homer is a remarkably badly-known individual. In fact, there is no consensus on whether such a person actually existed.

There are two common theories about Homer. One theory says that he was a real person. The other theory is that he was not real.

The first theory claims that Homer lived in ancient Greece, probably in Athens. He took part in the attack on Troy. Therefore, he could record everything that took place. This theory requires that the Trojan war really took place. However, the heroes don't have to be real.

The second theory claims two things: first, Homer was a real person. Second, the story was actually passed down orally from generation to generation.

Most likely, we will never know for sure. Archaeologists might make some discoveries in the future, however, which will explain the history of Homer once and for all.

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The Trojan Horse

One of the most famous tricks in history is the trick of the Trojan Horse. The Trojan horse is also one of the most famous tricks in the history of the military.

The story of the Trojan horse is set in the Trojan War. It is also set in the city of Troy. This situation was described by the Greek poet Homer in his poem *The Illiad*.

The Illiad tells of the Trojan War. The Trojan prince Paris kidnapped the wife of the Greek king Agamemnon, Helen. Then Paris took Helen to Troy. Agamemnon called his friends. They went to Troy to recapture Helen.

The goddess Athena was protecting the walls of Troy, and even though Agamemnon had the strongest warrior in Greek history – Achilles – his army could not win. Eventually, they built a huge wooden horse. A group of soldiers went inside this horse. Then, the Greek army pushed this horse to the gates of the city. Then, they left.

The Trojans didn't expect any problems. They took the horse inside the walls of the city. That night, the Greek soldiers opened the horse and attacked. They attacked from inside the walls. Therefore, Athena could not harm them. They opened the gates. The Greek army returned. The Greek army destroyed Troy.

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Exercise 59.1

Write the meanings of the following words

1. anthropologist _____
2. symphonic _____
3. philosophy _____
4. hyperenergetic _____
5. synchronize _____
6. subdermic _____
7. anthropology _____
8. philosophy _____
9. sympathetic _____
10. hypothermia _____

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Grammar Point 60 – Paired Conjunctions

The coordinate conjunctions (and, or, but, so) show the relationships between ideas – in some cases, however, you want to show the relationship between more ideas. In those situations, use a different set of words – they are called the "co-relative" conjunctions. Think of the co-relative conjunctions as sets of connectors. These sets must always be used together.

There are four such sets in English:

not only …	but also …
either …	or …
neither …	nor
both …	and …

Note:

One of the most common mistakes in English, even for native speakers, is to not use parallelism with the paired conjunction not only … but also.
For example, many people would say:
Leonardo da Vinci not only studied in Rome, but also in Florence.
I not only like French food, but also Thai food.

Both of these sentences are **wrong**. The correct way to write is:

Leonardo da Vinci studied not only in Rome but also in Florence.
I like not only French food but also Thai food.

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Exercise 60.1

Combine these sentences using co-relative conjunctions, and remove any repetition. Use two structures where possible.

eg. Leonardo da Vinci studied design. He also studied architecture.
➔ *Leonardo da Vinci studied both design and architecture.*
➔ *Leonardo da Vinci studied not only design but also architecture*

1. Leonardo da Vinci was the first to paint sfumato. He was also the first to paint texture.

2. Leonardo painted churches. He also painted private homes.

3. Leonardo taught himself anatomy. He taught himself painting.

4. Some people think of Leonardo as an engineer. Some people think of Leonardo as a painter.

5. People from Vinci say that Leonardo was born there. People from Anchiano say Leonardo was born there

6. Leonardo was not Baptist. He was not Lutheran.

7. Leonardo enjoyed painting people. He enjoyed painting still-life.

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4.
Leonardo completed two paintings in 1478, both The Madonna and Child (and/but also) a picture of a little boy eating sherbert. In 1480-81, he created a small Annunciation painting which is now in the Louvre. In 1481, da Vinci painted an unfinished work of either St. Jerome (and/or) St. John. Between 1481 and 1482, he started a painting called either "The Adoration of the Kings" (also/or) The Adoration of the Magi. He made both extensive (and/or) ambitious plans and many drawings for the painting, but it was not finished, as Leonardo's services had been accepted by the Duke of Milan, to which he traveled.

5.
Leonardo spent 17 years in Milan under the services of Duke Ludovico. During this time, he did not only paintings, (and/ but) also sculptures and drawings. In Milan, he designed not only court festivals, (and/but) also many of his sketches related to engineering. He was given basically a free reign to work on any project he chose, though he left many projects unfinished, completing only about six paintings during this time. These included both The Last Supper in 1498 (also/and) Virgin of the Rocks. He worked on many of his notebooks between 1490 and 1495.

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Grammar Point 61 – Applied Conjunctions

Conjunctions are used to join any two (or more) ideas. They are very useful, and play very important roles in reading and understanding written English.
Remember:

- Conjunctions can only join things that are the same part of speech
- Conjunctions can join any part of the sentence: subject, verb, object, complement etc.

Exercise 61.1

In the following paragraphs, all of the sentences have been broken down into simple clauses. Organize these paragraphs and arrange the sentences in order of most important to least important.
First, write an appropriate topic sentence for the paragraph. Remember – a good topic sentence has a topic and controlling idea, which is your opinion about the topic. Also, a good topic sentence includes all main ideas of the paragraph, so it is very general.
Second, combine the phrases which can be connected using the appropriate conjunction.

William Shakespeare
William Shakespeare was born in England.
William Shakespeare was born in a small village called Avon.
William Shakespeare was born in 1564.
William Shakespeare's father died when he was very little.
William Shakespeare's father was a soldier.
William Shakespeare's mother was rich.
William Shakespeare's mother owned a lot of land.
William Shakespeare went to boarding school.
William Shakespeare's boarding school was very famous.
William Shakespeare did not like his boarding school.
Topic Sentence:

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Michelangelo Buonarotti

Michelangelo was an Italian sculptor.
Michelangelo was an Italian architect.
Michelangelo was an Italian painter.
Michelangelo was an Italian poet.
Michelangelo was an Italian in the period known as the High Renaissance.
His great works were almost entirely in the service of the Catholic Church.
Michelangelo's works include a huge statue of the Biblical hero David in Florence.
David was sculpted between 1501 and 1504.
Michelangelo also painted the ceiling of the Sistine Chapel in Rome between 1508 and 1512.
After 1519 Michelangelo was increasingly active in architecture.
Michelangelo designed the dome St. Peter's Basilica.
The dome of St. Peter's Basilica was completed after his death.

Topic Sentence:

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Oscar Wilde

Oscar Wilde was born in Ireland.
Oscar Wilde was born in Dublin.
Oscar Wilde was born in 1854.
Oscar Wilde was a playwright.
Oscar Wilde was a novelist.
Oscar Wilde wrote in many newspapers.
Oscar Wilde was charged with homosexuality.
Oscar Wilde had a very famous trial.
Oscar Wilde was sent to prison for a very long time.
Topic Sentence:

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Bram Stoker

Bram Stoker was born in Dublin.
Bram Stoker was born in 1847.
Bram Stoker couldn't walk when he was young.
Bram Stoker learned to walk when he was 7 years old.
Bram Stoker's mother was a feminist leader.
Bram Stoker had 6 brothers and sisters.
Bram Stoker was married in 1878.
Bram Stoker moved to London in 1878.
Bram Stoker became manager of a theatre in 1878.
Bram Stoker wrote Dracula.
Bram Stoker did a lot of research before publishing Dracula.
Bram Stoker published Dracula in 1897.

Topic Sentence:

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