

# ESOL ADVANCED GRAMMAR



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# ESOL Advanced Grammar

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## CHAPTER OVERVIEW

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## 1.1: The Present

### Simple Present and Present Progressive Tenses Introduced

#### Simple Present (Present Simple)

##### Using The Simple Present

The Simple Present is used to:

- Talk about habits and routines
- Permanent situations
- Facts

--> For many sentences at least one, but often **multiple** of the above can apply to the sentence. Something might be a regular event, but it can also be a *fact*. Or, something is a *habit* that occurs *regularly*. There might be more than one reason to use the Simple Present .

The Simple Present is constructed in a sentence:

- Using the full verb
- *Shit-rule* --> he/she/it = verb + s

##### The Simple Present in a few examples:

1. I **cook** dinner every Friday.

*As you can see, this happens regularly, namely every Friday. Since the subject is 'I', there's no need to add an 's' to the verb.*

2. She **eats** turkey every year on Christmas Eve.

*This is a habit/tradition, which repeats itself every year (so, you could also say it's a regular event). Since the subject is 'she', we follow the 'shit-rule' and add an 's' to the verb.*

3. The bus **leaves** every ten minutes.

*It's scheduled, therefore regular. It's also a fact; not an opinion. Since the subject of this sentence is 'it', we follow the 'shit-rule' and add an 's' to the verb.*

4. Sheila and her mom often **collect** money for a good cause.

*This is a habit of two people, they think it's important to collect money. It also happens regularly. Since the subject of this sentence is 'they', there's no need to add an 's' to the verb.*

#### States of "Being"

Simple Present is also used to describe states of "being."

States of being:

- are conditions or situations that exist
- are inactive states; no action is performed
- are not usually progressive
- express (1) equivalence or existence ("be"), (2) sensory states, (3) cognitive (thinking) states, (4) possession states, (5) emotional states, (6) measurements.

##### Example Paragraph:

My name is Albert. I **am** a sleepwalker. I **know** the condition **seems** very unusual. As you can **guess**, I never **know** where I will wake up in the morning. I **am** tired much of the time. I **have** medicine to keep me from sleepwalking, but it **doesn't work** well. My footsteps in the middle of the night **surprise** people. My nights **include** a lot of unexpected adventures.

## Simple Present : Form

You can use the Simple Present in three different kinds of sentences:

- Affirmative (positive) statements.
- Negative statements
- Questions.

Affirmative	Negative	Questions
I <b>eat</b> breakfast at 8 am.	I <b>don't eat</b> breakfast at 8, but at 7 am.	<b>(When) Do</b> you <b>eat</b> breakfast at 7 am or 8 am?
Jimmy <b>likes</b> fishing.	Jimmy <b>doesn't like</b> fishing.	<b>(Why) Does</b> Jimmy <b>like</b> fishing?
The train <b>stops</b> at platform 9 3/4.	The train <b>doesn't stop</b> at platform 9 3/4	<b>Does</b> the train <b>stop</b> at platform 9 3/4?
They <b>arrive</b> at the gate in ten minutes.	They <b>don't arrive</b> at the gate in ten minutes.	<b>Do</b> they <b>arrive</b> at the gate in ten minutes?

## Present Progressive (Present Continuous)

**The Present Progressive is used to:**

- Talk about something that is going on at the moment of speaking (now!).
- Express temporary situations
- Express ongoing changes
- Express irritations (Usually with "always" or "constantly")

**The Present Progressive is constructed in a sentence:**

- With a form of 'to be' (am/are/is)
- Verb + ing

**The Present Progressive in a few examples:**

1. Shh! **I'm reading** a book, I can't concentrate when you're making so much noise!
  - you can tell it's happening at the moment of speaking since the speaker asks the other one to be quiet.
  - am + read + ing.
2. **I'm staying** at the Holiday Inn for a few days.
  - temporary situation, he/she's on vacation.
  - am + stay + ing.
3. The climate **is getting** warmer.

\* An ongoing change

\* is +get +ting

1. His mother **is always nagging** about homework.
  - an irritation, the mom 'nags' regularly.
  - irritations are often expressed using the words 'always', 'forever', 'constantly'
  - is + nag + ing

**You can use the Present Progressive in three different kinds of sentences:**

- Affirmative (positive) statements.
- Negative statements
- Questions.

Affirmative	Negative	Question
I <b>am eating</b> breakfast at the moment.	I <b>am not eating</b> breakfast at the moment.	<b>(When) Am I eating</b> breakfast?
Jimmy <b>is</b> fishing today.	Jimmy <b>is not</b> fishing today.	<b>(Where) Is</b> Jimmy <b>fishing</b> today?

They <b>are walking</b> to school now.	They <b>aren't walking</b> to school.	(Why) Are they <b>walking</b> to school?

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## 1.1.1: Practice with Present Tenses

### Exercise 1.1-Identify the Uses of Present Tenses

a. *fact or permanent situation*      b. *habit or routine*      c. *irritation*      d. *state of being*

1. Joel always eats breakfast in the morning. b
2. Hurricanes often cause extensive damage to a community. \_\_\_\_\_
3. I believe our team is going to win the match. \_\_\_\_\_
4. My brother is always leaving his dirty dishes in the sink. \_\_\_\_\_
5. It rains a lot in Texas in the summer. \_\_\_\_\_
6. Michele works at the nail salon three days a week. \_\_\_\_\_
7. I feel sick to my stomach. \_\_\_\_\_
8. Learning a language requires a lot of practice. \_\_\_\_\_
9. Why are you constantly interrupting me! \_\_\_\_\_
10. My sister has three dogs and two cats. \_\_\_\_\_

### Exercise 1.2 Choose simple present or present progressive

**Is it a general truth (fact) or an observation (observation at the moment)?**

1. The sun (rises / is rising) every morning.
2. The sun (rises / is rising ) over the mountains now.
3. Look! The moon (lights up / is lighting up ) the face of my watch.
4. The moon (lights up / is lighting up) the night sky .
5. Plants (die / are dying) in my garden. I'm watering them now.
6. Plants (die / are dying) without water.
7. Children (grow / are growing) a little each year.

### Exercise 1.3: Fill in the Blanks

**Part 1 Directions:** Gloria and Esperanza are in the library (right now). Complete the dialogue with the correct form of the verb in parentheses. Because it's a conversation, use contractions.

- Look for signal words to help you decide the right tense.
- Put stative verbs in the simple present (not present progressive).

**Esperanza:** Hi, Gloria. What are you doing here?

**Gloria:** I \_\_\_\_\_ (look) for a book about U.S. presidents. How about you?

**Esperanza:** I \_\_\_\_\_ (return) a book. \_\_\_\_\_ (you/want) to go for a cup of coffee?

**Gloria:** Sorry, I can't right now. I \_\_\_\_\_ (wait) for my friend. Today, we \_\_\_\_\_ (work) on a project for history class together. We \_\_\_\_\_ (need) to finish it by next week.

**Esperanza:** \_\_\_\_\_ (you/like) your history class?

**Gloria:** Yes. I really \_\_\_\_\_ (like) the teacher. He always \_\_\_\_\_ (wear) jeans to class, and he \_\_\_\_\_ (have) an earring in one ear.

**Part 2 Directions:** Take turns reading the dialogue. One person takes the role of Gloria. The



other person takes the role of Esperanza. You can even give a performance of your reading to the class.

### Exercise 1.4: Error Correction

**Directions:** Read each sentence and think about the verb form. There are five sentences with mistakes. If there is a mistake, correct it.

1. I want to learn English.
2. Every morning, I like to drink coffee.
3. Two days a week, I am going to the gym.
4. I am loving to exercise at the gym.
5. I want to practice English with native speakers.
6. Now, I study English and look for a job.
7. I work Monday through Friday.
8. I am study English this term.
9. I often practice English.
10. I am doing my homework every day.

### Exercise 1.5: Fill in the Blank

**Directions:** Write the correct verb forms on the lines. Use either the simple present or the present progressive.

- Use signal words to help you determine the correct tense.
- Use stative verbs in the simple present (not in the present progressive).
- Don't forget that "think" can be active or stative depending on how it is used.

Right now I (1. write) \_\_\_\_\_ in my journal. It (2. snow) \_\_\_\_\_ outside. I (3. think) \_\_\_\_\_

\_\_\_\_\_ about my family. I (4. think) \_\_\_\_\_ about my family every day. I (5. speak) \_\_\_\_\_

\_\_\_\_\_ with my family every weekend. My mother \_\_\_\_\_ (6. send) me letters every week, but I still miss them. Oh! The

phone (7. ring) \_\_\_\_\_. Maybe my father (8. call) \_\_\_\_\_. He always (9. call) \_\_\_\_\_ on Sunday.

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## 1.1.2: Subject-Verb Agreement

Subject-verb agreement is one of the most common errors that people make in English Grammar. Having a solid understanding of this concept is critical when making a good impression, and it will help ensure that your ideas are communicated clearly.

### What Is Agreement?

Agreement in speech and in writing refers to the proper grammatical match between words and phrases. Parts of sentences must agree, or correspond with other parts, in number, person, case, and gender.

- **Number.** All parts must match in singular or plural forms.
- **Person.** All parts must match in first person (*I, we*), second person (*you*), or third person (*he, she, it, they*) forms.
- **Gender.** All parts must match in male or female forms.

Subject-verb agreement describes the proper match between subjects and verbs.

Because subjects and verbs are either singular or plural, the subject of a sentence and the verb of a sentence must agree with each other in number. That is, a singular subject belongs with a singular verb form, and a plural subject belongs with a plural verb form. Notice that in the sentences below, the simple present tense is used. Many times, subject-verb agreement mistakes are made in this verb tense.

**Singular:** The cat *jumps* over the fence.

**Plural:** The cats *jump* over the fence.

### Subject-Verb Agreement and Tenses

Regular verbs follow a predictable pattern. For example, in the third person singular, regular verbs always end in -s. Other forms of regular verbs do not end in -s. Look at the chart to review verb forms in simple present, present and past progressive and presents perfect tenses.

**Table 12.13.1 -- Subject-Verb Agreement**

Person and Number	Simple Present	Present and Past Progressive	Present Perfect
First person singular	I walk	I am walking/ I was walking	I have walked
First person plural	We walk	We are walking/ We were walking	We have walked
Second person (singular and plural)	You walk	You are walking/ You were walking	You have walked
Third person singular	He /She/ It walks	He /She/It is walking/ was walking	He /She/ It has walked
Third person plural	They walk	They are walking/ They were walking	They have walked
Third person plural	They were walking	They are walking/ They were walking	They will be walking

### Exercise 1.6

*In the following sentences, choose the correct form of the verb (in parentheses) depending upon whether the subject is first, second, or third person singular or plural.*

1. She \_\_\_\_\_ to work every day. (drive, simple present)
2. My sister and I \_\_\_\_\_ in the choir. (sing, simple present)
3. The children \_\_\_\_\_ in the living room. (play, present progressive)
4. I \_\_\_\_\_ this weekend, so I can't come to the barbeque. (work, present progressive)
5. Joan and Shari \_\_\_\_\_ for the train to arrive when I called them. (wait, past progressive)
6. My grandfather was upset because you \_\_\_\_\_ on my grandfather's chair. (sit, past progressive)

4. I \_\_\_\_\_ the entire house, and I am ready for my guests. (clean, present perfect)
5. We \_\_\_\_\_ a new house, and we are so excited! (buy, present perfect)
6. The students \_\_\_\_\_ together for two months. (study, present perfect)

### Agreement for Irregular Verbs

The "to be" verbs are the most common verbs in the English language. However, they are also irregular when it comes to subject-verb agreement.

See the examples in the chart.

**Table 12.13.2 -- Agreement for the "to be" Verbs**

"To Be" Verbs		
	Past	Present
First person	I was	I am
Second person	You were	You are
Third person singular	It was	It is
Third person plural	There were	They are

### Exercise 1.7

Complete the following sentences by writing the correct present tense form of **be**, **have**, or **do** so that the subject-verb agreement is correct. Use your own sheet of paper to complete this exercise.

1. I \_\_\_\_\_ sure that you will succeed.
2. They \_\_\_\_\_ front-row tickets to the show.
3. He \_\_\_\_\_ a great Elvis impersonation.
4. We \_\_\_\_\_ so excited to meet you in person!
5. She \_\_\_\_\_ a fever and a sore throat.
6. You \_\_\_\_\_ not know what you are talking about.
7. You \_\_\_\_\_ all going to pass this class.
8. She \_\_\_\_\_ not going to like that.
9. It \_\_\_\_\_ appear to be the right size.
10. They \_\_\_\_\_ ready to take this job seriously

### Errors in Subject-Verb Agreement



Video 1.1.2.1

Errors in subject-verb agreement may occur when:

- a sentence contains a compound subject;
- the subject of the sentence is separate from the verb;
- the subject of the sentence is an indefinite pronoun, such as *anyone* or *everyone*;
- the subject of the sentence is a collective noun, such as *team* or *organization*; or
- the subject appears after the verb.

Recognizing the sources of common errors in subject-verb agreement will help you avoid these errors in your writing. This section covers the subject-verb agreement errors in more detail.

### Compound Subjects

A compound subject is formed by two or more nouns and the coordinating conjunctions *and*, *or*, or *nor*. A compound subject can be made of singular subjects, plural subjects, or a combination of singular and plural subjects.

Compound subjects combined with *and* take a plural verb form.

**Two singular subjects:** Alicia and Miguel *ride* their bikes to the beach.

**Two plural subjects:** The girls and the boys *ride* their bikes to the beach.

**Singular and plural subjects:** Alicia and the boys *ride* their bikes to the beach.

Compound subjects combined with *or* and *nor* are treated separately. The verb must agree with the subject that is nearest to the verb.

**Two singular subjects:** Either you or Jason *takes* the furniture out of the garage.

**Two plural subjects:** Either you or the twins *take* the furniture out of the garage.

**Singular and plural subjects:** Either Jason or the twins *take* the furniture out of the garage.

**Plural and singular subjects:** Either the twins or Jason *takes* the furniture out of the garage.

**Two singular subjects:** Neither Elizabeth nor Rianna *wants* to eat at that restaurant.

**Two plural subjects:** Neither the kids nor the adults *want* to eat at that restaurant.

**Singular and plural subjects:** Neither Elizabeth nor the kids *want* to eat at that restaurant.

**Plural and singular subjects:** Neither the kids nor Elizabeth *wants* to eat at that restaurant.



#### Tip

If you can substitute the word *they* for the compound subject, then the sentence takes the third person plural verb form.

### Separation of Subjects and Verbs

As you read or write, you may come across a sentence that contains a phrase or clause that separates the subject from the verb. Often, prepositional phrases or dependent clauses add more information to the sentence and appear between the subject and the verb. However, the subject and the verb must still agree.

If you have trouble finding the subject and verb, cross out or ignore the phrases and clauses that begin with prepositions or dependent words. The subject of a sentence will never be in a prepositional phrase or dependent clause.

The following are examples of subjects and verbs separated by a prepositional phrase:

The student with the best grades *wins* the academic awards.\*

The puppy under the table *is* my favorite.

\*Notice that the noun before the verb is plural, but because that word, "grades," is the object of the preposition, not the subject in the sentence. So the verb "wins" does not need to agree with "grades," it needs to agree with "student."

The following are examples of subjects and verbs separated by a dependent clause:

The car that I bought *has* power steering and a sunroof.

The representatives who are courteous *sell* the most tickets.

## Indefinite Pronouns

Indefinite pronouns refer to an unspecified person, thing, or number. When an indefinite pronoun serves as the subject of a sentence, you will usually use a singular verb form.

**Table 12.13.3 -- Indefinite Pronoun Agreement**

Indefinite Pronouns	Examples
anybody, anyone, anything	<b>Does anyone</b> have an extra pencil?
everybody, everyone, everything	<b>Everybody</b> needs someone to love.
nobody, no one, nothing	<b>No one has</b> the remote. Where can it be?
somebody, someone, something	<b>Somebody is</b> making noise in the apartment next to us.

## Collective Nouns

A collective noun is a noun that identifies more than one person, place, or thing and considers those people, places, or things to be a singular (one) unit. Because collective (noncount) nouns are counted as one, they are singular and require a singular verb. Some commonly used collective nouns are *group*, *team*, *army*, *flock*, *family*, and *class*.

**Singular:** The class is going on a field trip.

In this sentence, *class* is a collective noun. Although the class consists of many students, the class is treated as a singular unit and requires a singular verb form.

**Singular:** Our family goes on vacation every summer.

In American English *family* is generally considered as a singular unit as well. (In British English, family may also be used as a non-collective noun, and the verb can be in either a singular or plural form.)

## The Subject Follows the Verb

You may encounter sentences in which the subject comes after the verb instead of before the verb. In other words, the subject of the sentence may not appear where you expect it to appear. To ensure proper subject-verb agreement, you must correctly identify the subject and the verb.

## Here or There

In sentences that begin with *here* or *there*, the subject follows the verb.

Here *is* my wallet!

There *are* thirty dolphins in the water.

If you have trouble identifying the subject and the verb in sentences that start with *here* or *there*; it may help to reverse the order of the sentence so the subject comes first.

My wallet *is* here!

Thirty dolphins *are* in the water.

## Questions

When you ask questions, a question word (*who*, *what*, *where*, *when*, *why*, or *how*) appears first. The verb and then the subject follow.

Who *are* the people you are related to?

When *am* I going to go to the grocery store?

### Tip

If you have trouble finding the subject and the verb in questions, try answering the question being asked.

When *am* I going to the grocery store? I *am* going to the grocery store tonight.

## Exercise 1.8

*Correct the errors in subject-verb agreement in the following sentences. If there are no errors in subject-verb agreement, write OK. Copy the corrected sentence or the word OK on your own sheet of notebook paper.*

1. My dog and cats chases each other all the time.

---

2. The books that are in my library is the best I have ever read.

---

3. Everyone are going to the concert except me.

---

4. My family are moving to California.

---

5. Here is the lake I told you about.

---

6. There is the newspapers I was supposed to deliver.

---

7. Which room is bigger?

---

8. When are the movie going to start?

---

9. My sister and brother cleans up after themselves.

---

10. Some of the clothes is packed away in the attic.

---

## Exercise 1.9

*Correct the errors in subject-verb agreement in the following paragraph.*

Dear Hiring Manager,

I feels that I am the ideal candidate for the receptionist position at your company. I has three years of experience as a receptionist in a company that is

similar to yours. My phone skills and written communication is excellent. These skills, and others that I have learned on the job, helps me understand that

every person in a company helps make the business a success. At my current job, the team always say that I am very helpful. Everyone appreciate when I

go the extra mile to get the job done right. My current employer and coworkers feels that I am an asset to the team. I is efficient and organized. Is there

any other details about me that you would like to know? If so, please contact me. Here are my résumé. You can reach me by e-mail or phone. I looks

forward to speaking with you in person.

Thanks,

Felicia Fellini

### ✓ Reflection-Writing at Work



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Image

Imagine that you are a prospective client and that you saw this ad online. Would you call Terra Services to handle your next project? Probably not! Mistakes in subject-verb agreement can cost a company business. Paying careful attention to grammatical details ensures professionalism that clients will recognize and respect.

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This page most recently updated on June 8, 2020.

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## 1.2: The Past

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## 1.2.1: Simple Past and Past Progressive-Usage and Practice

### Past Progressive and Simple Past--Usage

#### Simple Past Tense Usage Chart

Usage	Explanation	Examples
<b>Completed Actions</b>	Describes actions that were completed in the past.	- I visited Paris last summer. - She finished her homework yesterday.
<b>Past Habits</b>	Refers to repeated actions or habits in the past (often used with time expressions like "always").	- He always walked to school when he was a kid. - They played chess every evening.
<b>Specific Time in Past</b>	Indicates actions that happened at a specific time in the past.	- We arrived at 8 PM. - She called me last night.
<b>Series of Events</b>	Describes a sequence of actions in the past.	- He came in, turned on the light, and sat down.
<b>States in the Past</b>	Refers to situations or conditions that existed in the past.	- The weather was cold yesterday. - She seemed happy.

#### Past Progressive Tense Usage Chart

Usage	Explanation	Examples
<b>Actions in Progress in the Past</b>	Describes actions that were ongoing at a specific moment in the past.	- At 8 PM, I was watching TV. - She was reading while it rained.
<b>Interrupted Actions</b>	Refers to an ongoing action in the past that was interrupted by another action.	- I was cooking when the phone rang. - We were playing tennis when it started to rain.
<b>Parallel Actions</b>	Describes two or more actions happening simultaneously in the past.	- While I was studying, she was watching TV. - They were laughing and talking.
<b>Setting the Scene</b>	Used to provide background information or describe a scene in a story.	- The sun was setting, and the birds were singing. - People were chatting at the party.
<b>Temporary Past Situations</b>	Refers to temporary situations or actions in the past.	- He was staying at his friend's house for a week. - They were working on a project last month.

(Charts created in ChatGPT)

#### Punctuation Rule

Some of the above example sentences are examples of complex sentences. Complex sentences contain two clauses (parts of sentences that include a subject and verb combination). The examples are made up of a time clause and a main clause. If the time clause comes first, it is followed by a comma.

Main Clause

Time Clause

**I was watching** a movie *while I was ironing* my clothes.

Time Clause

Main Clause

*While my son was driving* my car, **I was sitting** next to him.

---

### Present Progressive-Practice

#### Exercise 2.1: Ongoing Actions in the Past

Use the pictures to complete the response to the questions. What were you doing at midnight on December 31st ?



Photo by [Jae Park](#) on [Unsplash](#)

1. "I was at Disney World in Florida with my family. At midnight, we....."

---



Image by [Freepik](#)

2. "My friends and I were in Germany. We were outside in front of a restaurant. We....."

---



Image by [Freepik](#)

3. "I was in a nightclub at a New Year's Eve party. When the clock struck midnight, I ....."

---



Image by [Freepik](#)

4. "I was in my apartment with my friends Gary and Liz. We were ...."

---

#### Exercise 2.2: Simultaneous Actions

Read the story and answer the questions that follow. Write your answers in complete sentences. Don't forget to change "I" to "you" and "my" to "your." Use commas where necessary.

Yesterday evening, while I was cooking dinner, my sister was talking on the phone with her friend. The kids were playing in the backyard, and the dog was barking at a squirrel on the fence. Meanwhile, my dad was reading the newspaper in the living room, and my mom was knitting a scarf. The TV was on, but nobody was watching it. Outside, the rain was falling steadily, and the wind was blowing through the trees. At the same time, a neighbor was walking their dog with a big umbrella. Just as I was setting the table, the power went out, and everything suddenly became quiet.

Questions

**Information Questions:**

1. What was my sister doing while I was cooking dinner?
2. Where were the kids and the dog playing?
3. What was my dad doing, and what was my mom doing at the same time?
4. Why wasn't anyone watching the TV? (Use your imagination!)
5. What was happening outside while the rain was falling steadily?

## Videos

Watch [this video](#) to learn about the simple past tense...

Watch [this video](#) to learn about the difference between simple and continuous past...

Watch [this video](#) and [this video](#) to learn more about the past continuous form...

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## 1.2.2: Practice with Simple Past and Past Progressive

### Exercise 2.3: Fill-in-the-Blank

Insert the verbs in their correct form (either past continuous or past simple forms) into the following sentences.

For example, for the verb "walk":

'Because it was dark, I ..... home quickly.'

Answer: 'Because it was dark, I walked home quickly.'

This used the verb in its past simple form.

1. When we \_\_\_\_\_ (see) Jane, the children \_\_\_\_\_ (jump) on the bouncy castle.
2. I \_\_\_\_\_ (be) scared but excited when I \_\_\_\_\_ (fly) to Spain.
3. When the letter \_\_\_\_\_ (arrive), I \_\_\_\_\_ (cook) dinner for my wife.
4. I \_\_\_\_\_ (want) to be a dancer when I \_\_\_\_\_ (be) young.
5. How fast \_\_\_\_\_ (you/drive), when you \_\_\_\_\_ (have) the accident?

### Exercise 2.4: Matching

Match each one of these sentence beginnings:

1. Every morning last summer I jogged \_\_\_\_\_
2. When I saw you, \_\_\_\_\_
3. My brother was making funny faces \_\_\_\_\_
4. Kate enjoyed playing with the sand \_\_\_\_\_

With one of these sentence endings (make sure it has the right form of the verb!):

- A) ...you were dancing.
- B) ...while I was living in Brazil.
- C) ...while her mum was reading a magazine.
- D) ...when I cooked your dinner.

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### Exercise 2.5: Past Progressive or Simple Past

Select the response from the list that best completes the sentence.

1. George (came / was coming) to this country **in 2007**.
2. He (attended / s attending) college classes **every day**.
3. He (took / was taking) a writing class a writing class **last semester**.
4. He attended regularly, studied hard, and (did / was doing) very well.
5. At home, in Athens, he (lived / was living) with his parents.
6. Here in the U.S., he (lived / was living) with his uncle and his family.
7. He (returned / was returning) home for visits **twice a year**.
8. He (returned / was returning) home for good **last month**.

**for good** (expression) – forever

9. George (received / was receiving) an engineering degree **last June**.

10. He (began / was beginning) working for an engineering firm **a week after he returned home.**

**firm** – a small company

### Exercise 2.6: Interrupted Actions

**Make one sentence using the following actions. One of the actions will require the past progressive, and the other one will require the simple past tense. Use commas where necessary.**

**For example:** *pick potatoes in my garden    find a piece of glass*

**While I was picking potatoes in my garden yesterday, I found a piece of glass.**

1. *stop to buy a coffee      drive to school*

2. *work in my office      get a phone call from my wife*

3. *drive to work      get stuck in a traffic jam*

4. *break a glass      help my wife in the kitchen*

5. *watch television      fall asleep*

### Exercise 2.7: A Weekend Trip

#### Correct or Incorrect?

Select an option (correct or incorrect) as your response. If the sentence is incorrect, make corrections above or below the errors.

11. Two friends, and my brother and I went on a weekend trip after school finished in June.

Correct    Incorrect

12. We put everything in the back of my car and drove to the mountains to camp for a week.

Correct    Incorrect

13. When we arrived there, we set up our campsite and prepared for lunch.

Correct    Incorrect

14. Suddenly, my brother said, "Dude, where you put the tent?"

Correct    Incorrect

15. I replied, "Uh...I thought you pack the tent."

Correct    Incorrect

### Exercise 2.8: Error Correction

#### Camping Without a Tent

**A. Read for errors and correct. Only the first sentence has no errors.**

By accident, we left our tent at home. We have no idea how to get by without a tent at night. The first night, we were hanging a string between two trees and

threw a blanket over it. However, the blanket fell in our faces, so we were sleeping in the car. The next night, we tied the corners of the blanket down. The blanket

was stayed in place, but the mosquitoes eating us alive. As the campers next to us leaving, we ask to buy their old tent. They agree to sold it to us for very little

money. Our problem was solved. The same day, we caught fish and fried them. We staying up late and have a good time until the camp fire went out. So we

called it a night, crawl into our tent and were falling peacefully asleep.

**get by** (phrasal verb) – survive with the minimum; live without something

**ate us alive** (expression) – bit or stung us several times

**solve** (V) – to find a way to fix or end a problem

**the fire went out** – was extinguished, the flame was gone

**call it a night** (expression) – end the late-evening or late-night activity

**crawl** (V) – move on hands and knees

## Writing Practice: The Past Tenses

An achievement is the act of reaching a goal. Examples of achievements include:

- Completing a difficult class
- Earning a degree
- Getting a job
- Saving enough money to buy a house or car
- Raising a healthy family
- Learning to cook a special dish

Think of two more examples with your classmates...

When we achieve a goal, we feel proud. Write a list of three achievements that make you feel proud...

Choose one achievement and write a paragraph about it. Describe all of the steps that you took to achieve your goal, using Simple Past and Past Progressive tenses. Other tenses may also be needed. What was difficult about achieving your goal? Use Simple Past and Past Progressive tenses. Other tenses may also be needed.

[Grammar-Quizzes](#) › [Verb Phrases](#) › [Verbs](#) › [Past](#) › Past vs. Past Progressive

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## 1.3: The Future

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### Overview: Future Tense Forms

Read these sentences...

- I will meditate every day this semester.
- She is going to call her son to cheer him up.
- We might/may discuss the "Happiness in Denmark" article in class today.
- I am writing in my journal for twenty minutes this morning to boost my mood.
- The class has a test later today.
- He plans to do a happiness survey tomorrow.
- At 9:00 tomorrow morning, they will be working.

What are some ways we make the future tense?

### Future Tense Form

- "Will" + base form verb
- "Be" + "going to" + base form verb
- Modal of possibility ("may/might/could") + base form verb
- Present continuous
- Present tense
- "Plan to" + base form verb
- Future continuous

### Meaning: "Will" + Base Form

- I will do my homework after class.
- I will bring plates to the party.
- I'll have the chicken teriyaki.
- It will probably rain tomorrow.

Which sentence is used to volunteer for a task? Which sentence is used to make a quick decision? Which sentence is used to make a promise? Which sentence is used to make a prediction?

### Answers

- The first sentence is used to make a promise.
- The second sentence is used to volunteer for a task.
- The third sentence is used to make a quick decision.
- The fourth sentence is used to make a prediction.

### Meaning: "Be Going To" + Base Form

- It's going to rain this afternoon.
- We're going to conduct a survey on happiness this semester.

Which sentence is about a plan? Which sentence is about a prediction?

### Answers

- The first sentence is about a prediction.
- The second sentence is about a plan.

"Be going to" is used for both plans and predictions.

Which of these events are usually planned?

- Getting a cold
- Having a party
- Doing your homework

- The weather
- Winning the lottery
- Visiting a friend
- Traveling

### Answers

- Having a party
- Doing your homework
- Visiting a friend
- Traveling

Use "be going to," "plan to," simple present, or continuous for events that are planned. Use "be going to," "will," "might," and "may" for predictions...

- She will get a cold if she doesn't take care of herself.
  - This is a prediction.
- They are going to have a party.
  - This is a plan.
- They plan to do their homework after class.
  - This is a plan.
- Maybe it will rain this afternoon.
  - This is a prediction.

### Predictions with Evidence

Although both *will* and *be going to* are used for predictions. When the prediction is expected due to present evidence, we must use *be going to*.

- Look at those dark clouds! It's **going to rain**. (NOT It will rain)
- The lid fell off your coffee. It's **going to spill**!
- Larry only finished half of the test. He **is definitely going to fail**.

### Key Takeaways for "Will" and "Be Going To"

Use "will" for... Do not use "will" for...	Predictions, volunteering, promises, quick decisions Plans	Modify with... Certainly, maybe, definitely, probably, perhaps
Use "be going to" for...	Predictions and plans Predictions with evidence	Modify with... Certainly, maybe, definitely, probably, perhaps

### More Ways to Talk About Future Plans

Present continuous for plans that are certain.

- We're traveling to Europe this summer. We have the tickets and reservations.

"Plan to" + base form verb for planned events, certain or uncertain, that require arrangement.

- They plan to get married in March.
- She plans to move in April, but she hasn't found a house yet.

Simple present tense for scheduled events in the future.

- The train leaves at 2:00 PM.
- The class starts at 9:00 AM tomorrow.

Modals "may/might/could" + base form of verb for uncertain events in the future, planned or predicted.

- I might go to the park tomorrow. (planned, uncertain)
- It could rain next week. (prediction, uncertain)



- We may eat out this evening. (planned, uncertain)

### Key Takeaways for Present Continuous, Simple Present, "Plan To," and Modals of Future Possibility

Use present continuous for...	Planned events that are certain	Sometimes modified with "probably" or "definitely"
Use simple present for...	Scheduled events	May be modified with "definitely"
Use "plan to" + base form for...	Planned events that are certain or not certain	Usually not modified
Use "might," "may," "could" for...	Predictions or plans that are uncertain	Not modified

### Future Continuous

- "Will" + "be" + base + -ing
- "Be going to" + base + -ing
- "May/might" + "be" + base + -ing

There is a fixed point in the future, and an action is in progress during that fixed point.

- When you call me tomorrow evening, I will be watching my favorite TV show.
- When my parents arrive tomorrow, I will/might/am going to be cooking dinner.

### Future Clauses

Read the sentences below...

- If you express gratitude everyday, you will begin to feel more optimistic.
- My grandmother is going to be so happy when she receives this thank you letter.
- I might go to the gym after I finish my homework. Exercise always cheers me up.

What tense is used in each dependent clause? What tense is used in each independent clause?

### Answers

In complex sentences in the future time, the dependent clause uses present tense, and the independent clause uses future tense.

### Future Tense and Future Tense Clauses Takeaways

There are several ways to express future tense. These include:

- "Will"
- "Be going to"
- Future continuous
- Present continuous
- Simple present
- "Plan to"
- "Might/may/could"

Each of these expressions has a slightly different meaning or use.

### Videos and Other Resources

Watch [this video](#) to learn more about future tenses...

Watch [this video](#) for more information about the future continuous...

Watch [this video](#) and [this video](#) about future time clauses...

For more information and exercises about future continuous, try [this website](#) and [this website](#)...

### Practice Using the Future Tenses

Read [the article "Five Things That Will Make You Happier"](#) by Clara Moskowitz

Make a plan to boost your happiness for the rest of the semester. What do you plan to do? How do you predict it will help? How certain are you about the results? Write a paragraph using some of the future tenses to explain your plan.

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### 1.3.1: Practice with Future Time

#### Exercise 3.1: Prediction with Evidence

**Read the situations and say what is going to happen:**

**Ex. There are a lot of black clouds in the sky. It's going to rain**

- a) You haven't studied for this exam. You \_\_\_\_\_.
- b) John is running on a wet floor. He \_\_\_\_\_.
- c) The match is almost over, and we have scored another goal. We \_\_\_\_\_.
- d) They're watching Titanic, and their eyes are red. They \_\_\_\_\_.
- e) Rebecca has thrown a chair at the window. The window \_\_\_\_\_.

#### Exercise 3.2: Fill-in-the-Blank

**Put the verb into the more suitable form, present continuous, present simple or 'going to'. If more than one answer is possible, write all possible answers.**

- a) Tonight I \_\_\_\_\_(cook) a special meal with my family.
- b) The sky is clear, but it might rain later. We \_\_\_\_\_(bring) our umbrellas, just in case.
- c) What \_\_\_\_\_(you--do) on Saturday?
- d) It's 5 AM, and David is still awake. He \_\_\_\_\_(feel) tired tomorrow.
- e) It's getting cold! I \_\_\_\_\_(you--close) the window, please?
- f) I'm exhausted! I \_\_\_\_\_(sleep) as soon as I get home.
- g) My children \_\_\_\_\_(play) the violin in a school concert on Friday. I'm so excited!
- h) Sorry, Anna can't come to your party. She \_\_\_\_\_(meet) me for dinner on Saturday.

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#### Exercise 3.3 :Future Time Clauses

*Combine the following sentences to form complex sentences with the conjunctions given. Each new sentence will contain a future time clause. Remember to use simple present in the time clause.*

**Example:** John will retire. He will enjoy more leisure time. \_\_\_\_\_(when)

*When John retires, he will enjoy more leisure time.*



**a robot pet toy**

- 1. They will save enough money. They will go on vacation. \_\_\_\_\_(after)
- 2. They will retire. They will not be lonely. \_\_\_\_\_(when)
- 3. They will enjoy many conveniences in daily retirement living. There will be more inventions. \_\_\_\_\_(when)
- 4. For example, robot pets will keep them company. Robot pets will be available. \_\_\_\_\_(as soon as)
- 5. Those pets will make the seniors<sup>[8]</sup> happy. They will "adopt" the robot pets. \_\_\_\_\_(when)

6. The robot pets will even be by their bedside. The seniors will be sleeping. \_\_\_\_\_(while)

### Exercise 3.4: Will or Be Going To

"Will" and "am/is/are going to" can both be used to make predictions about future. Make predictions about conditions 15 years from now using the statements. Explain why you feel that way. Mark your choices with "yes" or "no" and then share your thoughts with your partner.

Begin your sentences like this: **Fifteen years in the future,**



**Grey and Black Tunnel Overlooking a Cloudy White and Blue Sky**

1. There will be no more war in the world.
2. Every country is going to have free elections.
3. Everyone in the U.S. is going to have affordable health insurance.
4. The number of homeless people in Chicago is going to be reduced in half.
5. Harper College will have on-campus housing.
6. College tuition is going to be free for everyone.
7. I will enjoy whatever hobby I do not have time for right now.
8. I am going to have the kind of family I have always wanted (personality of my spouse, number of my children ...)
9. I will run into my professor in another country.
10. There is going to be a cure for the common cold.

### Exercise 3.5: Fill-in-the-Blank

The following paragraph is about AI technology in the future. Fill in the appropriate tenses with the given verbs. The first one is an example.

#### Ways Artificial Intelligence Will Change Our Lives

Artificial Intelligence (AI) has already transformed a lot of areas of our lives. It **will continue** (continue) to impact this world for years to come. Cyber security experts (1) \_\_\_\_\_ (know) how to prevent cyber-attacks because AI (2) \_\_\_\_\_ (automatically, sort) data into high-risk and low-risk information. The technology (3) \_\_\_\_\_ (also, help) with national security effectively when AI-enabled sensors (4) \_\_\_\_\_ (provide) information in threat detection. In future agriculture, farming (5) \_\_\_\_\_ (be) much more efficient because AI (6) \_\_\_\_\_ (be) able to inform the farmers of the best time to pick crops. In medicine, computer-aided interpretation of medical images and remote diagnosis (7) \_\_\_\_\_ (aid) the doctors in timely treating patients in places where medical care is not readily available. In the area of workforce safety and health, employees (8) \_\_\_\_\_ (get) relief from overwork and musculoskeletal injuries, etc. whenever AI (9) \_\_\_\_\_ (perform) the tasks. Even the job market (10) \_\_\_\_\_ (benefit) from using such technology when AI-powered engines (11) \_\_\_\_\_ (simplify) the complexity of job hunting and (12) \_\_\_\_\_ (match) the most relevant positions. Education is another area. Future educational devices (13) \_\_\_\_\_ (meet) the exact needs of each student and (14) \_\_\_\_\_ (give) immediate feedback while AI (15) \_\_\_\_\_ (operate). The possibilities of AI technology are endless and (16) \_\_\_\_\_ (surely, bring) revolutions to the ways we work, study, and live.

Adapted from [https://en.Wikipedia.org/wiki/Applications\\_of\\_artificial\\_intelligence#Education](https://en.Wikipedia.org/wiki/Applications_of_artificial_intelligence#Education). Last accessed on September 22, 2021.

### Exercise 3.6: Error Correction

Correct the six more verb errors in the following paragraph about future online learning (not including the example). The first one is an example.

## Online Learning: A Growing Trend

### ***will become***

Online learning ~~will be become~~ more popular in colleges in the next few years. In-person classes will still be dominant on college campuses, but there are

going to be more and more virtual learning opportunities. While many students probably did not experience this mode of education in the past, they will be

growing increasingly accustomed<sup>[9]</sup> to remote learning. It is possible that every student will have the experience of remote learning. When this will happen,

more students will be able to complete their study more easily. It is estimated that in five years all college students going to take at least one course online.

### ***Exercise 3.7: Writing Assignment***

*Choose two of the following topics to write a paragraph for each. Use appropriate tenses. Include at least two future time clauses in each paragraph.*

What will \_\_\_\_\_ become in ten years?

- education
- job search
- family
- health care
- traveling
- social media ...

What will your life be like in ten years? What will you do to achieve these accomplishments?

- What will you do for a living?
- What kind of family life will you have?
- What hobbies will you enjoy?
- What will your dream trip be like in the future?
- What will you do to help your community? ...

How will artificial intelligence \_\_\_\_\_ (or another technology) help the humanity in 2035?

- Will it do all the housework chores for families?
- Will it do all the homework assignments for students?
- Will it replace the employees in companies?
- Will it send people to the outer space?
- Will it eliminate diseases?
- Will it better preserve the environment?
- Will it promote world peace?
- Will it improve international cooperation? ...

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## CHAPTER OVERVIEW

### 2: Perfect Tenses

- 2.1: Present Perfect Tense
- 2.2: Present Perfect Tense with Time Expressions
- 2.3: Simple Past vs Present Perfect
- 2.4: Present Perfect vs Present Perfect Progressive
- 2.5: Past Perfect
- 2.6: Past Perfect Progressive (Continuous) Tense
- 2.7: Past Perfect vs Past Perfect Progressive

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## 2.1: Present Perfect Tense

### Present Perfect Tense Form and Usage

Form	Explanation	Examples
<b>Affirmative</b>	<b>Subject + have/has + past participle</b>	- I have finished the report. - She has visited Paris.
<b>Questions</b>	(Wh-word) Have/Has + Subject + past participle	-Have you done your homework? -Where has he gone?

Usage	Explanation	Examples
<b>Unspecified Time</b>	Describes actions or experiences without mentioning when they happened.	- I have seen that movie before. - She has traveled to Japan.
<b>Life Experiences</b>	Refers to actions or events someone has experienced in their life up to now.	- He has climbed Mount Everest. - They have never been to Australia.
<b>Actions Continuing to Present</b>	Describes actions that started in the past and continue into the present.	- She has lived here for five years. - We have worked on this project since January.
<b>Recently Completed Actions</b>	Describes actions completed very recently, often with words like "just," "already," or "yet."	- I have just finished my homework. - Have you eaten yet?
<b>Results in the Present</b>	Focuses on actions that have a present consequence or relevance.	- He has broken his leg. (It's still broken.) - The package has arrived.

### Videos and Other Resources

Watch [this video](#) to learn more about forming and using present perfect...

Watch [this video](#) to learn more about the difference between present perfect and simple past...

Try [this website](#) to practice forming and using present perfect...

### Practice Present Perfect Tense

We often use present perfect tense to discuss past experiences. The following questions will give you practice in using the present perfect to discuss your experiences with travel. (Note: If you add details to your answers, you will need to use simple past.)

Part 1: For each question below, answer with a complete sentence. Use present perfect tense.

- What cities or states have you visited in the United States?
- How many countries have you visited in the past?
- What is the best place you have ever traveled to?
- Have you ever traveled by train or bus?

Part 2: Interview a partner and write their answers to the above questions.

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## 2.2: Present Perfect Tense with Time Expressions



Photo by Allyson Marceau

### Time Expressions Used with Present Perfect

**Ever** means “at any time”. It is usually used with questions.

It is placed before the past participle

• Have you ever been to the Alamo?

It is sometimes used in negative statements with a contracted form.

- We haven't ever traveled overseas.

**Yet** means “up to now”.

It is usually placed at the end of a question.

• Have you visited NASA yet?

• Has Josh eaten breakfast yet?

**Yet** is also used in negative sentences.

• We haven't visited the San Jacinto Monument yet.

• She hasn't seen the new baby yet.

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**Never** means "not at any time." It is a more common way to express negative meanings.

It is placed before the past participle

- We have never traveled overseas.
- Joe has never attended college.
- **Just** refers to the very recent past.

**Still** is used with present perfect in **negative** sentences to talk about actions that we expected to happen before now. **Still** looks back at the past. It is usually placed before "have" or "has."

- Sue still hasn't arrived. She said she'd be here at two o'clock. (I expected Emma to arrive before now.)

It comes before the past participle.

- I've just bought a new car.
- Nat has just arrived.
- We have just eaten dinner.

- Despite our repeated requests, the city still has not implemented a curbside recycling service.

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**So far** means "up to now" and often implies that something different might happen later.

It comes before or after a sentence.

- It's been quiet so far.
- So far, we have completed five units.

**For** refers to the duration of time.

- I have lived in the United States for five years.
- We have been in the classroom for two hours.

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### Videos and Other Resources

Watch [this video](#) to learn more about forming and using present perfect...

Watch [this video](#) to learn more about the difference between present perfect and simple past...

Try [this website](#) to practice forming and using present perfect...

### Exercise 1: Put the words in the jumbled sentences in the correct order:

1. visited | Have | you | Rome | ever?
2. to | She | has | moved | recently | a | new | city.
3. finished | still | homework | I | have | not | my
4. have | left | for | They | already | the | airport.
5. job | just | He | a | new | has | started.
6. eaten | have | they | yet | Have | dinner ?

7. seen | recently | you | him | Have?
8. has | never | He | Japan | been | to.
9. she | finished | already | her | Has | presentation

**Exercise 2:** Choose the correct adverb (ever, never, yet, already, just, lately, recently) to complete each sentence. Some sentences have more than one correct answer.

1. Have you \_\_\_\_\_ been to Asia?
2. She has \_\_\_\_\_ finished her homework.
3. They haven't arrived \_\_\_\_\_.
4. He has \_\_\_\_\_ started his new job.
5. We have \_\_\_\_\_ moved to a new house.
6. Have you \_\_\_\_\_ seen the latest movie?
7. She has \_\_\_\_\_ received a promotion at work.
8. They haven't met their new neighbors \_\_\_\_\_.
9. He has \_\_\_\_\_ traveled to Europe.
10. Have you \_\_\_\_\_ tried sushi before?

**Exercise 3:** Answer the following questions. Use **already** or **yet**.

1. Have you ever visited Galveston?
2. Have you had breakfast yet?
3. Have you finished any classes at SanJac yet?
4. Have you ever lived in another state in the US?
5. Have you ever read a complete book in English?
6. Have you gotten your driver's license yet?

## Practice Present Perfect Tense

**Exercise 4:**

Choose the correct adverb from the options provided to complete each sentence

1. Sarah has \_\_\_\_\_ finished her homework.  
a) already   b) ever   c) so far   d) still
2. Have you \_\_\_\_\_ been to Paris?  
a) yet   b) so far   c) never   d) ever
3. They have \_\_\_\_\_ cleaned the entire house.  
a) still   b) ever   c) already   d) so far
4. We have \_\_\_\_\_ seen the new movie that just came out, and we loved it.  
a) yet   b) ever   c) just   d) never
5. Tom has visited ten states in the United States \_\_\_\_\_. He plans to visit all fifty states in his lifetime.  
a) just   b) never   c) yet   d) so far
6. I have \_\_\_\_\_ eaten breakfast, but I'm still hungry.  
a) already   b) never   c) so far   d) recently
7. I \_\_\_\_\_ visited the Grand Canyon when I was a student in Arizona.  
a) ever   b) just   c) so far   d) recently
8. She hasn't finished her project \_\_\_\_\_.  
a) already   b) just   c) yet   d) so far

9. Have you \_\_\_\_\_ eaten sushi before?  
a) just    b) ever    c) recently    d) never

### Exercise 5:

**Choose the correct option (for or since) to complete each sentence.**

1. She has worked at the company \_\_\_\_\_ five years.  
a) for  
b) since
2. They have known each other \_\_\_\_\_ they were children.  
a) for  
b) since
3. He has lived in this city \_\_\_\_\_ 2010.  
a) for  
b) since
4. We have been friends \_\_\_\_\_ a long time.  
a) for  
b) since
5. She has not studied math \_\_\_\_\_ she started college.  
a) for  
b) since
6. We have been best friends \_\_\_\_\_ we met in college.  
a) for  
b) since
7. We have lived in our new house \_\_\_\_\_ six months.  
a) for  
b) since
8. He has played the guitar \_\_\_\_\_ he was a teenager.  
a) for  
b) since

### Exercise 6:

#### Using Present Perfect and Simple Past to Describe Our Experiences

When we talk about our experiences, we often use the present perfect tense first. When we add details about our experiences, we usually use simple past. For each set of questions below, answer with complete sentences. Use the present perfect tense to answer the first question. Then, add details using the simple past. Write two or three complete sentences for each answer.

- What is your favorite place that you have traveled to in the past? When did you go there? What did you do?
- Who is one person that you have met since you came to the United States? When and where did you meet that person?
- What new or unusual food have you tried recently? Did you like it?
- What classes have you already taken in English? What did you learn in those classes?

Page created by Allyson Marceau

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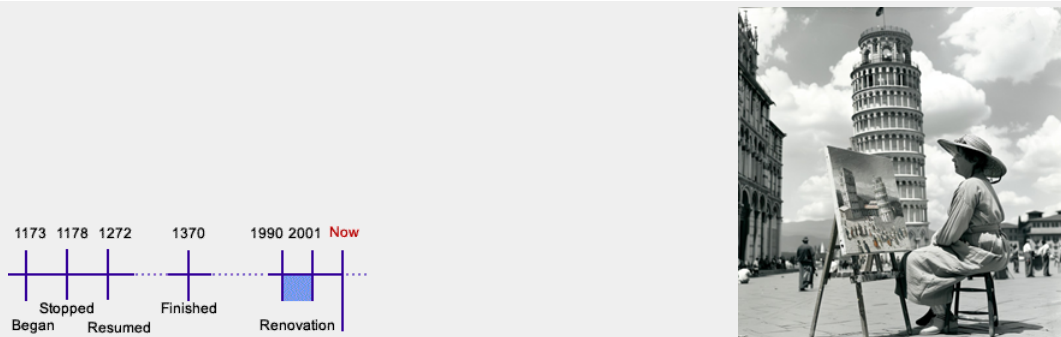
## 2.3: Simple Past vs Present Perfect

### Simple Past vs. Present Perfect

#### SIMPLE PAST

A verb in the **simple past tense** expresses that an activity, event or state began and ended in the past. Adverbs such as *last year*, *a year ago* and *in 2017* make clear that the activity is pinned to a time in the past. See [Past Adverbs](#).

#### COMPLETED IN PAST



Construction on the Tower of Pisa **started** in 1173.

Builders **added** a third story in 1185. Then, it **began** to lean.

It **leaned** 5.5° before the renovation. It **leaned** only 3.99° after the renovation.

The soil foundation **failed** under the tower in 1185.

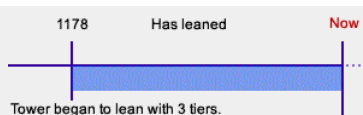
Officials **closed** the tower during the 1990s.

The tower was **reopened** in 2001.

#### PRESENT PERFECT "UP TO NOW"

A verb in the present perfect may express that an activity began in the past and continued up to the present (and may extend into the future.) Adverbs *so far*, *up to now* and *to date* make clear this past-to-present timing.

#### FROM PAST TO PRESENT MOMENT



The Tower of Pisa **has leaned** to the south since its third story was added in 1178. It has continued to lean **up to now**.

Its lean has remained unchanged **up to now**.

Engineers **have** gradually **reduced** the lean by 14 centimeters **so far**.

The Leaning Tower of Pisa **has not leaned** any farther **so far**.

The project **has received** \$30,000,000 **to date**.

**fail** (V) – lose strength, become weak

**lean** (V) – to be at an angle that is not upright at 90°; **lean** (N) the difference in degrees from the upright 90° angle.

**foundation** (N) – the base upon which something sits

"The Leaning Tower of Pisa." [towerofpisa.org/tower-of-pisa-historical-facts/](https://towerofpisa.org/tower-of-pisa-historical-facts/)

### Exercise 1: Correct or Incorrect

#### Decide whether the tense use is correct or incorrect

Select your response **correct** or **incorrect**. If it is incorrect, write the correct sentence below or next to your answer.

1. The Tower of Pisa was the center of attention since a long time.

Correct    Incorrect

2. For the people of Pisa, the tower has been a slightly imperfect bell tower to their cathedral.

Correct    Incorrect

3. For the Germans during World War II, the tower have been an observation tower and a landmark that deserved protection from bombing.

Correct    Incorrect

4. For architects over the past 600 years, the tower is an example of excellent 11th century design, which unfortunately was placed on a bad foundation.

Correct    Incorrect

5. For tourists today, the tower has been a reminder that people make mistakes and that some are very beautiful!

Correct    Incorrect

Simple Past vs Present Perfect is derived from [Grammar Quizzes](#) by [Julie Sevastopoulos](#), licensed for use under [CC BY-NC-SA 4.0 International](#)

## Contrasting Present Perfect and Simple Past

Read the sentences below. In which sentence is the action finished?

- I have called two senators about climate change so far.
- I called two senators about climate change last week.

### Answers

The action is finished in the second sentence. "Called" is simple past. In the first sentence, the tense is present perfect, "has called." The author might call another senator in the future.

Read the sentences below. In which sentence is the time definite (known)?

- Have you ever studied geology?
- I studied geology in college.

### Answers

The time is definite (known) in the second sentence. "Studied" is simple past. In the first sentence, the tense is present perfect. The speaker wants to know about your studies of geology at any time in the past

The simple past is used for finished actions at a definite time...

- He wrote three articles about climate change last year.
- I read one article last night.

The present perfect is used for unfinished actions or actions that take place in the indefinite past.

- He has written letters to his senators every month (and he will continue this month).
- I have already read the article (the time when this happened is not important).

## Simple Past and Present Perfect Usage

### Past and Present Reference

One way of thinking about the difference in use is to think of the names of the tenses themselves: Simple Past is used for something which is past and finished with, while **Present** Perfect is used when we are talking about a past event which has some sort of connection with, or effect on, the present.

If I say - *I went to Paris last year*, I am referring to a specific visit which is finished and done with, when certain things may have happened.

But if I simply say - *I've been to Paris*, the time is not important. What is important is that I have experienced Paris to some extent. I now know how crowded the Louvre can be; what the view from Montmartre is like, how smart the street cleaning trucks are, and so on.

If I say - *I locked myself out of the house yesterday*, it sounds as though that's all in the past, and that everything is OK now, and I can get back in.

But if I say - *I've locked myself out of the house*, it means I still haven't found my keys, with the very real present result that, for the time being at least, I can't get into my house.

## Summary of Present Perfect and Simple Past Uses

### The main uses of Present Perfect

To talk about single or repeated events which have or haven't happened:

- at an unspecified time in the past - the fact that something has happened is more important than when it happened - *The human race has come a long way*
- in the (very) recent past - especially with adverbs like *just*, *yet*, *already* etc
- in the current time period - *today*, *this year* etc
- during our lifetime up until now - especially with words like *ever* and *never*.
- during a specified period up until now - especially with *for* and *since*

### The main uses of Simple Past

To talk about single or repeated events which happened or didn't happen:

- at a specified time in the past - *yesterday*, *last year*, *when he was a child* etc
- about people who are no longer alive or situations which are obviously in the past - *Dickens wrote a lot of novels. The Romans built a lot of roads.*
- during a period which is finished - especially with *for*.

### Time reference

When we use Simple Past, we usually given a specific past time reference. We sometimes do this with Present Perfect as well, so the first thing we need to do is to sort out what are past time references and what are present time references. Some expressions may refer to both past and present.

**Exercise 2:** In the chart below, identify each expression as a past time reference of a present time reference. Sometimes both are correct.

Time Expression	Past	Present
1. two days ago	<input type="radio"/>	<input type="radio"/>

2. this morning (it is now 11am)	<input type="radio"/>	<input type="radio"/>
3. this morning (it is now 3pm)	<input type="radio"/>	<input type="radio"/>
4. yesterday	<input type="radio"/>	<input type="radio"/>
5. today	<input type="radio"/>	<input type="radio"/>
6. last year / month / week	<input type="radio"/>	<input type="radio"/>
7. in the last year / month / week	<input type="radio"/>	<input type="radio"/>
8. during the summer (It is December now.)	<input type="radio"/>	<input type="radio"/>
9. lately	<input type="radio"/>	<input type="radio"/>
10. since last year	<input type="radio"/>	<input type="radio"/>
11. last night	<input type="radio"/>	<input type="radio"/>
12. when he was a child	<input type="radio"/>	<input type="radio"/>
13. in 2008	<input type="radio"/>	<input type="radio"/>
14. since 2008	<input type="radio"/>	<input type="radio"/>
15. five minutes ago	<input type="radio"/>	<input type="radio"/>
16. in the last five minutes	<input type="radio"/>	<input type="radio"/>

## A note on past and current time periods

Expressions like *yesterday*, *last week* and *the year before* are sometimes referred to as past time periods, while *today* and *this week* are referred to as current time periods. We usually use Simple Past with past time periods and Present Perfect with present time periods.

But these are flexible. For example, if it's one o'clock and I haven't had lunch yet, I might consider that it's still morning, so I might use Present Perfect and say - *I haven't had any coffee this morning*, even though technically 'this morning' has finished.

Conversely when I get home, although it's still 'today', I probably consider my working day to be over and I might use Simple Past and say - *I had so much work to do today*.



## So far

We use *so far* to mean up until now in a period that is not yet finished. It is often used with numbers or amounts, which we could reasonably expect to increase by the end of the given period; or with situations that could change later.

- *We've sold ten contracts **so far** this week. (and we hope to sell some more)*
- ***So far** today, I've had 50 emails. (and no doubt I'll get more)*
- *We've had no replies **so far**. (but there's still time)*
- *How much have you done **so far**? (I don't expect you to have finished yet)*
- *Have you enjoyed it **so far**? (you might change your mind later)*

## Last week/month/year etc... and the last week/month/year etc...

Be careful with time expressions like *last week / month / year* etc and the *last week / month / year* etc. They sound similar, but have different meanings and take different tenses:

- *last week* - the previous Monday to Sunday (or however you define your week)  
- *I read three books last week.* - Simple Past
- the *last week* - the seven days up until and including today  
- *I've read four books in the last week.* - Present Perfect

The expression *the past week* has the same meaning as the last week - *I've read four books in the past week*. Plural expressions such as *in the last / past few weeks* are also used with Present Perfect.

**Exercise 3** - Simple Past or Present Perfect? Use the verbs in the box in the correct tense to fill the gaps. Use contractions after pronouns. Use all of the verbs in the list. You will use some verbs more than once.

**make   chat   see   sell   ring   stay   visit   see   drive   go**  
**be**

1. We \_\_\_\_\_ to the zoo last Tuesday.
2. The automobile salesman \_\_\_\_\_ six cars this week.
3. \_\_\_\_\_ Jack in the last hour or so? (you)
4. Yes. I think I \_\_\_\_\_ him before lunch.
5. So far, the concert \_\_\_\_\_ really good.
6. Last week I \_\_\_\_\_ about 600 miles.
7. In the last few years, the company \_\_\_\_\_ a million dollars in profit.

8. Your telephone \_\_\_\_\_ a minute or so ago.
9. I \_\_\_\_\_ three model airplanes this morning and it isn't even noon yet.
10. We \_\_\_\_\_ the beach almost every day this summer so far.
11. They \_\_\_\_\_ with us for Christmas and left after New Year's Day.
12. I \_\_\_\_\_ to him in the gym a couple of times in the last year or so.

### Recent Past - things you've done or haven't done recently

We use Present Perfect to talk about things we've done or haven't done recently, usually with a result in the present. We often use these adverbs:

***just, already, yet, still, at last***

**Exercise 4** - Fill the gaps by entering the adverbs in the box. Each one is used twice.

**yet · already · still · just · at last (finally)**

1. I've \_\_\_\_\_ finished that book you lent me. It was really great!
2. Have you seen that new film \_\_\_\_\_. Everyone's talking about it.
3. You \_\_\_\_\_ haven't answered my question. When is your exam?
4. You don't need to do the dishes; I've \_\_\_\_\_ done them.
5. She's finished with the computer \_\_\_\_\_. I've been waiting for hours.
6. I'm sorry but I haven't spoken to Davis about your project \_\_\_\_\_.
7. Well, that's that done. \_\_\_\_\_ I can go home.
8. I've \_\_\_\_\_ told you a hundred times. Don't do that to the cat!
9. Your Dad's \_\_\_\_\_ been on the phone. He wants you to meet him at the station.
10. It's 9am and you \_\_\_\_\_ haven't got up! Come on, rise and shine.

### Recently, Lately

The adverbs *recently* and *lately* have very similar meanings. To my mind, *recently* is a bit more immediate than *lately*. And we seem to use *lately* especially for longer actions - *I've been reading a lot of her books lately*. We don't usually use *lately* after a verb in Simple Past.

**Note** - ***just, recently***

Although *recently* is usually used with Present Perfect, it can also be used with Simple Past. And the same is true of *just*, although sometimes the meaning can change slightly.

**Exercise 5** - Complete the sentences with the verbs in brackets, in either Present Perfect or Simple Past. Include any other words given in the brackets. use contractions for negatives.

1. I \_\_\_\_\_ him leaving just as I arrived. (see)
2. Look who \_\_\_\_\_ into the room. (just / come)
3. I \_\_\_\_\_ her quite recently at a friend's party. (meet)
4. There \_\_\_\_\_ a lot about it in the news lately. (be)
5. We \_\_\_\_\_ much of them recently. (not see)
6. I \_\_\_\_\_ to him about it just the other day. (speak)
7. He \_\_\_\_\_ to see us lately. (not be)
8. She \_\_\_\_\_ at the cookie factory until fairly recently. (work)

### In Your Lifetime up until Now

We often use Present Perfect without specifying a time - *Have you seen 'The Rocky Horror Show'?* - and when asking how often somebody has done something - *How many times has your mother seen 'The Sound of Music'?* - meaning during their lifetime up till now. We often use these adverbs:

***ever, never, before, often, once etc...***

**Exercise 6** - Paul and Jenny are at a party on a boat on the River Thames in London. Complete their conversation by entering one word in each gap. The answers include not only the adverbs above, but some other words such as verbs (have/has) and quantity expressions.

- P: Hello, my name's Paul. Haven't we met \_\_\_\_\_, somewhere?
- J: I think we \_\_\_\_\_, yes. What a noise that helicopter's making.
- P: Have you \_\_\_\_\_ flown in a helicopter?
- J: Only \_\_\_\_\_. It was a birthday present. How about you?
- P: No, \_\_\_\_\_. But I have been in a glider. That was fun.
- J: Now that is one of those many things I've \_\_\_\_\_ done. Ever.
- P: And how \_\_\_\_\_ have you flown on commercial flights?
- J: Oh, lots of \_\_\_\_\_. But only on vacation.

P: And have you \_\_\_\_\_ had a bad experience when flying?

J: No. At least not \_\_\_\_\_, knock on wood. ( The expression "knock on wood" is said after a confident or positive statement, to express a hope for one's good luck to continue.)

P: Neither have I, thankfully.

J: And have you been on this boat \_\_\_\_\_ ?

P: Yes, I \_\_\_\_\_, in fact. I came to a party here last year.

J: This is my first time. I've \_\_\_\_\_ been on any of these Thames boats until now.

P: Oh, isn't that Mary Johnson. I've seen her on TV \_\_\_\_\_.

J: Yes, that's right. Have you \_\_\_\_\_ seen her show 'Cook It Right'?

P: Yes, I have, but not very \_\_\_\_\_. I'm usually working then.

J: I think I've probably \_\_\_\_\_ seen every episode. I'm a big fan.

P: I've never actually seen a TV personality in the flesh \_\_\_\_\_ ("in the flesh" means "in person")

J: Well you have \_\_\_\_\_. And she's coming over to speak to us.

### Note - *never*

Note that although we usually use *never* with Present Perfect, it can also be used with Simple Past : *All the time he lived here, he never came to see us.*

### Discussing Experiences with Present Perfect and Simple Past.

We often use Present Perfect to ask somebody generally about an experience, and then switch to Simple Past when we start talking about specifics.

**Exercise 7** - Complete these conversations with the verb given in brackets in Present Perfect or Simple Past. If no verb is given, enter a short answer or question tag. Use contractions in negatives and after pronouns.

Conversation 1

A: \_\_\_\_\_ (you meet) my friend Candy?

B: Yes I \_\_\_\_\_. We (meet) at a party back in August.

B. Oh, I think I \_\_\_\_\_ (be) at that party, too.

Conversation 2

A: Oh, no. I \_\_\_\_\_ (lose) my car keys.

B: Are you sure? When \_\_\_\_\_ (you see) them last?

A: I just remember that I \_\_\_\_\_ (put) them down somewhere.

B: It's OK, I \_\_\_\_\_ (find) them. Here you are. They (be) on that table over there.

### Conversation 3

A: You \_\_\_\_\_ (just come) back from Mexico, you?

B: Yes, we \_\_\_\_\_ (get) back a couple of days ago. It \_\_\_\_\_ (be) absolutely wonderful.

A: Where \_\_\_\_\_ (you go)?

B: We \_\_\_\_\_ most of the time in the South, near Oaxaca.

A: What \_\_\_\_\_ (you like) most about Mexico?

B: It \_\_\_\_\_ (be) the natural history that \_\_\_\_\_ (impress) us most. We \_\_\_\_\_ (not be) anywhere with such diversity of flora and fauna before.

### Conversation 4

A: \_\_\_\_\_ (you ever visit) the Czech Republic?

B: No, but we \_\_\_\_\_ (go) to Slovakia last year. That's just next door.

A: Oh I \_\_\_\_\_ (never be) in Slovakia. What \_\_\_\_\_ (be) your vacation like?

B: Great. We \_\_\_\_\_ (stay) most of the time in the High Tatras, it's really beautiful, and the people \_\_\_\_\_ (be) really friendly. In fact, we \_\_\_\_\_ (decide) to go back again, next year.

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## 2.4: Present Perfect vs Present Perfect Progressive

### Form of the Present Perfect Progressive (Continuous)

#### Present Perfect Progressive: Positive and Negative

I We You They	've haven't	been driving.
He/ She/ It	has hasn't	been working.

#### Present Perfect Progressive: Questions

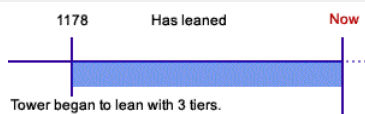
How long	have	I We You They	been driving?
	has	He/ She/ It	been working?

### Present Perfect vs. Present Perfect Progressive

#### Continuing vs. Recurring Activity

##### DURATION

A verb in the **present perfect** expresses that an activity, event, or state has duration. The activity went on for some time in the past and continued or continues up to the very recent past or present.



Engineers **have worked** to save the Tower of Pisa. (unspecified past)

Engineers **have studied** the foundation since 1817. (unspecified past)

Engineers **have applied** steel braces. (unspecified past)

Engineers **have stabilized** the foundation. (unspecified past)

##### REPETITION

A verb in the **present perfect progressive** expresses that an activity, event, or state has duration or repetition; it started in the past and went on either continuously (without stopping) or repetitively (again and again) up to the present. In some cases, we can choose between the **present perfect** and the **present perfect progressive**. The **present perfect progressive** can be used in place of the **present perfect** to focus on duration.



Engineers **have been working** to save the Tower of Pisa for centuries.

Engineers **have been studying** the foundation since 1817.

Engineers **have been applying** steel braces for several months.

Engineers **have been stabilizing** the foundation since 1838.

### Key Words and Phrases for the Present Perfect Progressive Tense

Some key words and phrases that are often used with the present perfect progressive tense include:

- Recently or lately: Used to describe temporary situations or habits
- All day or all night: Used to describe a single period of time in the past
- Every day or every morning: Used to describe a repeated action in the past
- How long: Used to begin questions
- For: Used with a period of time

"Leaning Tower of Pisa–Exterior." By Jordiferrer. *Wikimedia*, 7 Aug. 2016. Licensed under CC BY-SA4.0 International.

## Use of the Present Perfect Progressive

We use the present perfect continuous to express:

1) an action or activity that began in the past and is still in progress.

- Jimmy is very quiet. He's been watching videos all morning (it is still morning, he's still watching videos).
- I've been playing the guitar for five years. (and I am still studying guitar).
- We've been waiting for Mark for two hours (we are still waiting now).
- She's been listening to [Radiohead](#) for nearly an hour. She feels sad.

2) A past activity or action with a duration that has caused present effects. The activity might be finished or might not. The sentence usually gives you the meaning.

- Where have you been? I've been waiting for you for the last half hour.
- They have been studying all day so they are tired.
- A - Why are you out of breath?  
B - I've just been playing [football](#).
- A - You look great! Have you been on vacation?  
B - No, but I've been watching my diet.

Exercise 1: Fill in the blanks with the correct form of the Present Perfect Progressive (Continuous) tense.

1. My friend \_\_\_\_\_ (hold) his baby for 20 minutes.
2. My sister \_\_\_\_\_ (live) in Rhode Island for many years.
3. My sons \_\_\_\_\_ (play) video games all day long.
4. My neighbor, who is an astronomer, \_\_\_\_\_ (look) at stars all night long.
5. I \_\_\_\_\_ (drive) around Chinatown looking for a parking space for 10 minutes.
6. Microsoft \_\_\_\_\_ (sell) computer software since the early 1980s.
7. The students \_\_\_\_\_ (use) books in the library for their research project all semester.
8. People \_\_\_\_\_ (record) their thoughts on paper for many centuries.
9. Scientists \_\_\_\_\_ (think about) going to Mars for a number of years.
10. You \_\_\_\_\_ (use) my handouts in this class this semester.

## Exercise 2: Present Perfect Progressive-Negative Forms

Fill in the blanks with the **negative** form of the Present Perfect Progressive. Use the verb in brackets (listed first). Spelling and punctuation count! USE A CONTRACTION whenever possible.

1. Leah \_\_\_\_\_ [come] to work lately.
2. The students \_\_\_\_\_ [achieve] high scores on their tests lately.
3. My mom and dad \_\_\_\_\_ [make] as much homemade food this month. They've been enjoying dining at restaurants.
4. The dog \_\_\_\_\_ [play] as much as he usually does. I wonder if she's sick.
5. We \_\_\_\_\_ [shop] yet this month. We've been saving our money.



### Exercise 3: Writing Questions: Past Activity with Present Effects

Use the following to write a question in the Present Perfect Progressive (Continuous) tense for each situation.

Example:

Mark looks sunburnt. (you / sit in the sun)

"Have you been sitting in the sun?"

1. Sharon looks tired. (you / exercise)
2. Barney looks sick. (you / take some medicine)
3. Jack is asleep. (he / working hard all day)
4. Iris is typing. (she / write a letter)
5. Some monkeys are climbing a tree. (they / look for bananas)
6. The girls are talking. (they / chat for a long time)
7. Ted looks sad. (he / cry)
8. Laura is covered in flour. (she / bake)

### Exercise 3: Combine the following sentences or ideas by using the Present Perfect Progressive Tense.

1. The men are building a fence now. They started building the fence early this morning.

The men have been building a fence since early this morning.

2. My wife is preparing for a party at our house tomorrow. She started preparing for the party yesterday.
3. My sons and I are trying to decide on which restaurant to go to for Mother's Day. We started talking about this last week.
4. I started writing this exercise about ten minutes ago.
5. The sun is shining today. In fact, the sun was shining on Friday and Saturday, and Sunday, too.
6. I am listening to some music as I write this exercise. It started playing about two minutes ago.
7. I put on a short-sleeved shirt this morning. I am still wearing it right now. I won't take it off until I get home this afternoon.

8. My friend and his wife always argue. Last week they were arguing about where to go during summer vacation. They are still arguing about it today.
9. A baby is crying in another room. She started crying about ten minutes ago.
10. I started teaching at this college in 1989. I am still teaching here now.

### Exercise 4: Present Perfect or Present Perfect Progressive

Fill in the blanks with the correct form of present perfect or present perfect progressive tense.

1. I (listen) \_\_\_\_\_ to that new podcast several times this week.
2. She (think) \_\_\_\_\_ about starting a new job for a while now.
3. They (had) \_\_\_\_\_ this house since they moved here last year.
4. We (want) \_\_\_\_\_ to visit Japan for a long time.
5. He (work) \_\_\_\_\_ at the company for five years.
6. She (live) \_\_\_\_\_ in Paris since January.
7. I (run) \_\_\_\_\_ five miles, and I am exhausted.
8. They (write) \_\_\_\_\_ five emails to the customer service department so far.
9. I (study) \_\_\_\_\_ for my chemistry test all afternoon.
10. He (sleep) \_\_\_\_\_ for several hours.
11. She (call) \_\_\_\_\_ her friend several times, but she hasn't answered yet.
12. We (hike) \_\_\_\_\_ in Big Bend National Park all day.
13. They (travel) \_\_\_\_\_ around Europe this summer.
14. He (feel) \_\_\_\_\_ much better since he started exercising regularly.
15. I (eat) \_\_\_\_\_ at this restaurant several times this year.
16. They (work) \_\_\_\_\_ on the project all week, but they aren't finished yet.
17. She (drive) \_\_\_\_\_ over 300 miles since the beginning of her trip.
18. Farah and Ali (look) \_\_\_\_\_ for a new apartment near downtown for weeks.
19. I (wait) \_\_\_\_\_ for my sister to arrive for two hours.
20. They (believe) \_\_\_\_\_ in this method for a long time.

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Exercise 4 Original Work written with the assistance of ChatGPT

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## 2.5: Past Perfect

### Form of the Past Perfect

The past perfect is used when talking about an action in the past that happened before another action in the past. We often use the past perfect with expressions like 'for' or 'since', to describe the order in which past events happened.

#### Past perfect: positive and negative

I / You She / He / It We / You / They	'd (had) hadn't	seen him before. finished work at 5 o'clock.
---	--------------------	---

#### Past perfect: question

Where had	I / You She / He / It We / You / They	been before?
-----------	---	--------------

#### Past perfect: short Answer

Had he already left?	Yes, he had. No, he hadn't.
----------------------	--------------------------------

### Past Perfect: Be careful!

The past perfect is always used with one of the past tenses to indicate the sequence of past actions.

### Uses of the Past Perfect

1. The Past Perfect is used to make clear that one action in the past happened before another action in the past.

- When I opened the fridge, I noticed that someone **had finished** the milk for breakfast.
- They entered the room and hardly recognized it as someone **had** completely **changed** the furniture!
- She went back home because she **'d forgotten** her keys.
- When it started raining, she **had** already **got** home.
- When we started the car, we realized that we **had run** out the petrol.-\*

2. We use the Past Perfect only when it is strictly necessary to clarify which past action happened first. Otherwise we use the Past Simple.

Notice the use of the Past Perfect and the Past Simple in the following sentences:

- When she got to the party, Tom **went** home. ( First she arrived, then Tom left)
- When she got to the party, Tom **had gone** home. (First Tom left, then she arrived)

3. A note about "by the time": When a sentence that refers to past time events includes the phrase "by the time," simple past and past perfect are used in a specific pattern. Notice the use of the Past Perfect and the Past Simple in the following sentences:

- By the time we **got** to the airport, the flight **had already taken** off.
- I **had already eaten** dinner by the time my husband finally **got** home.

As you can see, when talking about past events, the "by the time" clause contains a verb in simple past, and the main clause contains a verb in past perfect.

## Using *Before* and *After*

### BEFORE

***Before*** can (optionally) be used in a sentence with **past perfect**. Note that there is no difference in meaning when using past or past perfect in these examples. ***Before*** expresses "**earlier than**" and is placed in front of the clause with the later event.

EARLIER THAN THIS (2ND EVENT)

SHE DID THIS (1ST EVENT)

**Before** Jill **took** her friends out to lunch,

she **stopped** at an ATM.  
she **had stopped**<sup>1</sup> at an ATM.

SHE DID THIS (1ST EVENT)

EARLIER THAN THIS (2ND EVENT)

Jill **stopped** at an ATM.  
Jill **had stopped**<sup>1</sup> at an ATM.

**before** she **took** her friends out to lunch,

### AFTER

***After*** can (optionally) be used in a sentence with **past perfect**. ***After*** expresses "**later than**" and is placed in front of the clause with the earlier event—it sets it aside in order to say that the next activity occurred later. Also see the next section for the use of ***afterwards***. Note that there is no difference in meaning when using past or past perfect in these examples.

LATER THAN THIS (1ST EVENT)

SHE DID THIS (2ND EVENT)

**After** Jill **stopped** at an ATM  
**After** Jill **had stopped**<sup>1</sup> at an ATM

she **took** her friends out to lunch.

SHE DID THIS (2ND EVENT)

LATER THAN THIS (1ST EVENT)

Jill **took** her friends out to lunch

**after** she **stopped** at an ATM.

**after** she **had stopped**<sup>1</sup> at an ATM.

### Exercise 1

Fill in the gaps in the following sentences with Simple Past or Past Perfect. **If both Simple Past and Past Perfect are possible, write both.**

1. He \_\_\_\_\_ before the guards were \_\_\_\_\_. (escape/alert)
2. The car \_\_\_\_\_ past and \_\_\_\_\_ the corner up ahead.  
(speed/turn)
3. When the tournament \_\_\_\_\_, a winner was \_\_\_\_\_.  
(end/announce)
4. After the crowd \_\_\_\_\_, we \_\_\_\_\_ the damage that  
\_\_\_\_\_ done. (part/see/be)
5. The buses \_\_\_\_\_ running an hour before, so she \_\_\_\_\_ home in the  
rain. (stop/walk)
6. Since they \_\_\_\_\_ their work, they \_\_\_\_\_ early. (finish/left)
7. When the rain \_\_\_\_\_ finally \_\_\_\_\_, she took off her coat and  
\_\_\_\_\_ it. (stop/dry)

### Exercise 2:

#### Simple Past or Past Perfect

Select the response from the list that best completes the sentence. **Two answers may be correct.**

1. We ( had to / had had to) go to the pharmacy late last night **when** my child ( became / had become) sick.
2. The pharmacist ( already left / had already left) for home **by the time** we ( arrived / had arrived) there.
3. **By the time** we ( returned / had returned) home, the baby's fever ( already went / had already gone) down.
4. **The next time** the baby ( had / had had) a fever, we ( were / had been) better prepared.

**fever** (N) – an illness or a medical condition in which you have a very high temperature

5. **Before** we ( had / had had) our baby, we ( took / had taken) a baby-care course at the hospital.

6. **After** our baby ( was / had been) born, we realized how easy our life ( was/ had been) before.
7. Last night, I was thankful that the baby fell asleep early. I ( just fell / had just fallen) asleep **when** he ( woke up / had woken up) crying.
8. I ( changed / had changed) his diaper and ( gave / had given) him a bottle, **then** he ( fell / had fallen) asleep peacefully.
9. My father, my mother, my younger sister and I (got into / had gotten into) my father's '54 Ford to go to Cordoba, where my parents (rented / had rented) a house up in the hills.
10. Cordoba is a city that (is / was / had been) famous for its mountains and rivers, and it (is / was / had been) located 900 miles away from Buenos Aires, where we lived.
11. One morning after we (ate / had eaten) breakfast, he (decided / had decided) that it was the perfect time for a family picture with the car, the house, and the scenery—all in one shot.
12. The three of us (started / had started) walking down the hill to look at the car, which (stopped / had stopped) at the bottom of hill.
13. However, when we (reached / had reached) the bottom of the hill, we (were / had been) surprised to see that the car (was / had been) still intact.
14. The two front wheels (were / had been) up on two big rocks as if somebody (placed / had placed) them there on purpose.
15. After Father (put / had put) away his camera, he (said / had said) , "I think I'm just going to enjoy this all with my own eyes for the rest of the trip."

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## 2.6: Past Perfect Progressive (Continuous) Tense

### Form of the Past Perfect Progressive (Continuous)

The Past Perfect Continuous is formed by had + been + -ing form.

#### Past Perfect Progressive (Continuous): Positive and Negative

I / You She / He / It We / You / They	'd (had) hadn't	been working.
---	--------------------	---------------

#### Past Perfect Progressive: Questions

Had	I / You She / He / It We / You / They	been swimming?
-----	---	----------------

### Use of the Past Perfect Progressive (Continuous)

The Past Perfect Progressive is used to talk about continuous or repeated actions that began and finished in the past before another action in the past.

- Susan was very tired. She **had been running**.
- I was angry. I **had been waiting** for two hours.
- He said he wasn't tired because he **hadn't been working** that day.
- Jason was tired because he **had been jogging**.
- The students **had been meeting** after class every week before they took the final exam.
- How long **had** you **been studying** Spanish before you moved to Madrid?

Chart and explanation from We Love Teaching English

#### Reading Exercises

Read the following sentences. What are the verbs? What tense is used for each verb?

- They had already packed a survival kit when the earthquake hit
- When the wildfires swept across California, many people hadn't been ready

In each sentence, which event happened first? Which event happened second? How is the past perfect formed?

### Answers

- In the first sentence, the verbs are "had," "packed," and "hit," they had packed first and the earthquake hit second
- In the second sentence, the verbs are "swept" and "hadn't been," the wildfires swept second and people hadn't been ready first
- The past perfect is formed with "had" + past participle

What are the verbs in these sentences? Do the sentences have the same meaning, or different?

- They were packing a survival kit when the earthquake hit
- They had packed a survival kit when the earthquake hit

In which sentence are they ready for the earthquake? In which sentence are they not yet ready? How is past perfect progressive formed (this is used in the first sentence)?

### Answers

- in the first sentence, the verbs are "were packing" and "hit," they are not yet ready in this sentence
- In the second sentence, the verbs are "had packed" and "hit," they are ready for the earthquake in this sentence
- The past perfect continuous is formed with "had" + "been" + verb + -ing

### Exercise 1: Past Perfect Progressive-Affirmative Form

Fill in the missing words using affirmative past perfect progressive and the verb in brackets. Spelling and punctuation count!

1. I \_\_\_\_\_ all day so I didn't want to go out. (work)
2. Luis \_\_\_\_\_ for 10 hours when I woke him up. (sleep)
3. Dimitri and Athena \_\_\_\_\_ in Beijing for 3 years when he lost his job. (live)
4. We felt a bit ill because we \_\_\_\_\_ all day. (eat)
5. It \_\_\_\_\_ , so the road was covered in water. (rain)
6. It \_\_\_\_\_ for 3 days when we were finally able to leave our home. (snow)



## Exercise 2: Past Perfect Progressive-Negative Form

Fill in the missing words using the negative form of Past Perfect Progressive and the verb in brackets. Use the contraction when possible. Spelling and punctuation count!

1. I \_\_\_\_\_ there long when Minh quit. (work)
2. Even though Janine \_\_\_\_\_ anything, she was still too tired to go out. (do)
3. Hussein was in trouble with the teacher because he \_\_\_\_\_ to his classes. (go)
4. Linh \_\_\_\_\_ long when there was a knock at the door. (sleep)
5. Pham didn't feel healthy because he \_\_\_\_\_ to the gym. (go)

## Exercise 3: Past Perfect Progressive-Interrogative (Question) Form

Fill in the missing words by forming the interrogative form of Past Perfect Progressive using the verb and subject in brackets.

1. When you got sick, \_\_\_\_\_ enough? (you/eat)
2. There was water everywhere inside. What \_\_\_\_\_ ? (the children/do)
3. \_\_\_\_\_ (he/use) his cell phone when the professor told him to pay attention?
4. How long \_\_\_\_\_ in Brazil when she found that job? (Julia/live)
5. How long \_\_\_\_\_ when the bus finally arrived? (we/wait)

**Activity source:** “Past Perfect Continuous Form Practice – Affirmative”, by Sari Martin, licensed under [CC BY-NC SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/).

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## 2.7: Past Perfect vs Past Perfect Progressive

### Past Perfect Progressive vs Past Progressive

#### Background Events

"Backgrounding" with past perfect progressive

SETTING A SCENE	
<b>Past progressive</b> relates two past activities with the focus on the activities rather than their timing. Timing can be expressed by adding connectors indicating sequence: <i>and then, next, etc.</i>	
BACKGROUND ACTIVITY	FOCUS ACTIVITY
PAST PROGRESSIVE	SIMPLE PAST
We <b>were sitting</b> there having lunch,	<b>and suddenly</b> the waiter <b>dropped</b> his tray on the table.
He <b>was talking</b> on his phone.	<b>Then</b> , he <b>crashed</b> into the back of a bus.
She <b>was drinking</b> an icy fruit drink,	<b>and then</b> her head <b>started</b> to ache.
We <b>were sitting</b> there an hour	<b>Then he arrived.</b>

SETTING AN EARLIER SCENE	
<b>Past perfect progressive</b> relates the timing of two past activities: one that was ongoing and another interrupting or focal activity. <i>Backgrounding</i> sets the scene for the "main activity".	
BACKGROUND ACTIVITY	FOCUS ACTIVITY
PAST PERFECT PROG.	PAST
We <b>had been sitting</b> at our table for thirty minutes	<b>when</b> the waiter finally <b>came</b> to take our order.
He <b>had been talking</b> on his phone	<b>before</b> he <b>crashed</b> into the back of a bus.
She <b>had been drinking</b> an icy fruit drink	<b>when</b> her head <b>started</b> to ache.
We <b>had been sitting</b> there for an hour	<b>by the time</b> he <b>arrived.</b>

Also see [By the time](#).

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## Exercise 1

Read the situations and make sentences from the words in brackets. Use **Past Perfect** of **Past Perfect Continuous** Forms

For example, I was very tired when I arrived home (I / work / hard all day) = I had been working hard all day.

1. I was very happy when I received the letter. (I / wait / for my letter)
2. I was very angry when I got home yesterday. (my roommate/ leave the front door unlocked again)
3. I was energetic this morning. (I / drink / coffee /all morning)
4. He looked very handsome. (He / comb / his hair)
5. She was tired after work. (She / take care of patients/ all day)
6. She was soaked. (She / fall / in the river)
7. They were relieved. (They / escape / a landslide)
8. They were exhausted. (They / hike / ten miles / in the heat.)
9. We were so pleased. (We / hope / for that result)
10. We were very dirty. (We / work / in the garden)

Exercise 2: **Past Perfect and Past Perfect Progressive: The Storm**

Fill in the blanks with **Past Perfect** or **Past Perfect Progressive** forms of the verbs in parentheses.



Example: Many people did not expect their houses to flood because their houses **had never flooded** before.

1. We were ready for the storm because we \_\_\_\_\_ (buy) supplies two days before it hit.
2. Her car got flooded because she \_\_\_\_\_ (leave) it in a low spot.
3. My car didn't get flooded because I \_\_\_\_\_ (park) it on higher ground.
4. Many people had to pay for all of the repairs to their homes because they \_\_\_\_\_ ( purchase / flood insurance/ not) before the storm.
5. Some people had to be rescued from their roofs. They \_\_\_\_\_ (climb) on their roofs so that the rescuers could see them.

6. When we went outside, the streets were flooded because it \_\_\_\_\_(rain) for three days.
7. By the time the storm was over, thousands of people \_\_\_\_\_(lost) their homes.
8. Some families \_\_\_\_\_(wait) for hours before they were rescued.
9. One man climbed on the roof of his car because he \_\_\_\_\_(drive) into high water.
10. Some people had to leave their homes because their homes \_\_\_\_\_. (flood /already)
11. The debris stayed on the street in front of people's houses for a long time because no one \_\_\_\_\_(pick / it ) up yet.
12. The country \_\_\_\_\_ (see /never) such a terrible loss of property in any previous storms.

*Exercise 2-Original Content by Allyson Marceau*

### Videos and Other Resources

Watch [this video](#) for more explanation of past perfect tense...

Practice past perfect with [this fun grammar gameshow](#)...

For more written explanation and exercises, try [this website](#) and [this website](#)...

### Practice the Past Perfect and Past Perfect Continuous Tenses

- Watch [the Nepal Earthquake video](#) again. Write three sentences using the past perfect continuous. The earthquake hit at 11:52. What had people been doing when the earthquake hit?
- Read [the article "Alaska Earthquake"](#) again. Had Kirsten Arnold experienced an earthquake before the one in Alaska? Where?
- Write three sentences. What are some things you hadn't tried before you started this class?



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## CHAPTER OVERVIEW

### 3: Modals

- 3.1: Modal Verbs Expressing Degrees of Certainty
- 3.2: Past Modals of Degrees of Certainty
- 3.3: Could Have and Should Have-Regret and Criticism
  - 3.3.1: Should Have
- 3.4: Comparing Could Have and Should Have
- 3.5: Progressive Modals

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## 3.1: Modal Verbs Expressing Degrees of Certainty

### Introduction - Modal Auxiliary Verbs

Modal Auxiliary Verbs are a very rich area of the English language. They are used with great frequency and with a wide range of meanings.

can	could	may	might
would	will	should /ought to	must

All of them can express degree of **certainty**, **probability** or **possibility** of an event. But they can also express ideas such as **willingness** and **ability**, **permission** and **refusal**, **obligation** and **prohibition**, **suggestion**, **necessity**, **promise** and **intention**.

### Modal Verbs expressing certainty, probability or possibility

#### In order of certainty:

*WILL* and *WON'T* are used to predict a **future event** or **action** which are seen as **certain**. The truth or certainty of what is asserted is more or less taken for granted.

- I **will** see you later.
- His latest book **will be** out next month.

*WILL* and *WON'T* are also used to express what we believe or guess to be true **about the present**. They indicate **an assumption** based on our knowledge of people and things, their routine, character and qualities.

- Don't take the meat out of the oven. It **won't** be ready yet.

*MUST* is used to assert what we infer or conclude to be the most logical or rational interpretation of a situation or event. As we do not have all the facts, it is less certain than *will*. The negative form is *CAN'T*

- He walked across the [Sahara](#) desert! You **must** be joking!.
- She **can't** have a ten-year-old daughter! She's only twenty-five herself!
- He **can't** be working right now. He went on vacation yesterday.

*SHOULD* expresses what may reasonably be expected to happen. Expectation means believing that things are or will be as we want them to be. This use of *SHOULD* carries the meaning of "*if everything goes according to the plan, then something should happen*"; therefore it doesn't suggest negative or unpleasant ideas.

- You have worked hard. You **should** pass the exam.
- If the flight is on time, he **should arrive** in [Jakarta](#) early this morning.

*MAY* expresses the possibility that something will happen or is already happening.

- We **may** go to Spain this year. We haven't decided yet.
- A - "Where's Sandra?" B - "I don't know. She **may be** taking a bath".

*MIGHT*, like *may*, expresses possibility, but is more tentative and slightly less certain.

- I **might** not be back in time for supper, so don't wait for me.
- It **might** rain. Take your umbrella.
- They **might** be eating dinner now. We should call them later.

*CAN* is used to say that something is possible and actually happens.

- It **can** be expensive to keep a dog (it can be and sometimes is).

We also use *CAN* to indicate that there is a very real possibility of a future event happening.

- We can stay with Jessica in London (we will be able to stay)

*COULD* expresses the theoretical possibility of something happening. It is used in a similar way to *might*.

- It **could** be expensive to keep a dog (if we had one, it could or it may not be expensive)
- It **could** be raining when we arrive. We should bring our umbrellas.

It also suggests that something is less likely or that there is some doubt about it.

- We **could** stay with Jessica in London (it's possible, if she's there)

Be careful with *could*. It also has the meaning of **past ability** such as in this example:

- He **could** ride a bike when he was 5 years old.

*Could not* is not used to express a future possibility. The negative of *could* is *MIGHT NOT*.

- It **might not** be right.
- He **might not** be working today.

*Couldn't* has a similar meaning to *can't*, but only slightly weaker. It expresses a near impossibility. Compare it to the previous example.

- She **couldn't** have a ten-year old daughter! She's only twenty-five herself!

*OUGHT TO*, as well as *SHOULD*, + *HAVE* + *PAST PARTICIPLE* are used to talk about an expectation that something happened, has happened, or will happen.

- If the flight was on time, he **should/ought to** arrive in Paris early this morning.
- The builders **should/ought to** finish by the end of the week.
- Maria **should** be studying\* right now.

\*Should and ought to are also used to express advice. The meaning can be ambiguous (unclear) as in this example.

### Summary: Degrees of Possibility

We can express certainty with modals of possibility. If you are 100% certain, then no modal is necessary, but if you're almost certain then use the modal **must**. If you're less than 50% certain, then use *may*, *might*, or *could*.

When your teacher is absent, you might infer these possibilities:

She is sick. (100% certain)


She *must* be sick. (95% certain)

She *should* be there. (Expectation)

She *may* be sick. (less than 50% certain)

She *might* be sick. (less than 50% certain)

She *could* be sick. (less than 50% certain)

 For more information on this topic, watch these videos: [Modals of Possibility- May, Might, and Could](#) and [Modal of Certainty-Present](#)

## Exercise 1-Inference Practice

Below is a list of situations. Give one sentence with *must* for a strong inference (guess), and write another sentence with a less likely possibility. Use the example to guide you.

Example: Your teacher's eyes are red.

95% certain: She *must* have allergies.

Less than 50% certain: She *might* have an eye disease.

1. Class started at 8:00. You arrived at 8:30 and the classroom is empty.
2. Your classmate is using crutches.
3. There's a different teacher sitting at the teacher's desk today.
4. Your classmate is sad after receiving her exam results.
5. Your classmate is coughing.
6. Your friend is carrying a beach towel and wearing a swimsuit.
7. You hear a loud noise in your garage.
8. You hear an ambulance.
9. Your son received a high grade on his math test.
10. The traffic is stopped, and you see a police car on the corner.

## Exercise 2: Rewrite the Sentence

Rewrite the sentences with the choices given and then check your answers below.

Example:

Perhaps she works

A. may

B. could

Answer



A. She *may* work B. She *could* work.

1. Maybe he plays the piano.

A. might

B. may

A. \_\_\_\_\_ B. \_\_\_\_\_

2. Perhaps she sees us.

A. may

B. might

A. \_\_\_\_\_ B. \_\_\_\_\_

3. This street is unfamiliar. It appears like we are lost.

A. must

A. \_\_\_\_\_

4. Maybe she lives here

A. might

B. may

A. \_\_\_\_\_ B. \_\_\_\_\_

5. I believe he is in his office.

A. should

A. \_\_\_\_\_

6. It is possible that she is not home.

A. may

B. might

A. \_\_\_\_\_

8. It is not possible for her to be a teacher.

A. can't

B. couldn't

A. \_\_\_\_\_ B. \_\_\_\_\_

9. I believe she is working now.

A. should

A. \_\_\_\_\_

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## 3.2: Past Modals of Degrees of Certainty

### Degrees of Certainty – Past



#### CERTAIN – REFLECTION

Verbs in the *past tense* or *past perfect* express fact based on known information or details. However, past modals **must (not) have** and **could (not) have** express opinions based on inference, putting together known details and coming to a conclusion.

#### COMPARE VERB TENSES AND PAST MODAL

##### AFFIRMATIVE

Polar ice **melted**.

Polar bears **lost** their icy habitat.

Polar bears **must have** lost their food supply.

##### NEGATIVE

Polar bear cubs **didn't die** from the cold.

Polar bears **could not have** fed their cubs. (Very low possibility-considered impossible)

##### CLAUSE

**I am (was) sure that** polar bear cubs **died** from starvation.

**It is (was) likely that** polar bears **found** no food for their cubs.

#### UNCERTAIN – SPECULATION

Past modals **might have** and **could have** express opinion based on very little information, a guess (with perhaps other interpretations) or speculation about a past situation.

##### MODAL

Polar bears **may have** found other food sources.

Polar bears **might have** found other food sources.

Polar bears **could have** found other food sources.

##### NEGATIVE MODAL

Polar bears **may not have** found food for their cubs.

Polar bears **might not have** found food for their cubs.

## CLAUSE

It is/was doubtful that the polar bears **found** any ice from which to hunt seals.

**reflection** (N) – remembering the past

**inference** (N) – something that you think is true, based on information that you have

**speculation** (N) – a good guess; likely

Also see [Might / Must have](#) – past guesses and inferences

## Must

One word with two meanings.

**Must (inference) vs. Must (necessity)**

### #1 MUST

A speaker uses **must** to express a logical conclusion, an inference based on clues or information that one knows. The speaker's certainty is "strong".

#### AN INFERENCE / A CONCLUSION

Polar bears go into seaside towns looking for garbage.

Polar bears **must** be hungry. (near certain)

Ice no longer covers the polar regions all year.

Polar bears **must** be suffering with this change. (near certain)

A normally peaceful bear attacked and killed some arctic campers. The bear **must have** been looking for food. (near certain)

### #2 MUST

A speaker also uses **must** to express obligation, duty, or necessity, something that someone "has to do". The speaker's opinion is "strong".

#### NECESSITY / OBLIGATION

Polar bears **must** be fed or relocated. (strong – necessity)

Polar bears **must** swim long distances to find ice and seals to eat. (strong – necessity)

The campers **had to** shoot the bear.

(Necessity in the past tense is expressed with "had to" not "must have".)

## Exercise 1: Rewrite the Sentence-Past Modals

Rewrite the sentences with the choices given.

**Example: Perhaps she jumped**

A. may have

B. could have, could've

**Answer**

**A. She *may have* jumped. B. She *could have* jumped.**

1. Maybe he said that. She can't remember now.

A. might have

B. could have

A. \_\_\_\_\_ B. \_\_\_\_\_

2. Perhaps she saw us.

A. could have

B. might have

A. \_\_\_\_\_ B. \_\_\_\_\_

3. I'm pretty sure we took the wrong street.

A. must have

A. \_\_\_\_\_

4. It is not possible to have happened.

A. couldn't have

A. \_\_\_\_\_

5. I wish you had seen it. It was spectacular!

A. should have

A. \_\_\_\_\_

6. It is possible to have happened but not likely.

A. could have

A. \_\_\_\_\_

8. It was possible for him to go but he didn't.

A. could have

A. \_\_\_\_\_

**inference (N)** – something that you think is true, based on information that you have

See [Should /Must](#) and [Must / Must have](#).

Also see [Modal Review – Obligation](#).

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### 3.3: Could Have and Should Have-Regret and Criticism

#### Modals Expressing Regrets and Criticism

Sometimes we regret past actions or inactions. Sometimes we criticize others for their past actions or inactions. Modal verbs can be used to express these concepts. Look at the examples.


1. I did not wear a jacket. Now it's cold. I *should have brought* a jacket. (regret)
2. I ate a lot of chocolate. Now my stomach hurts. I *should not have eaten* all the chocolate. (regret)
3. You are late. You did not tell me. You *could have called* me to say you were late. (criticism)
4. You didn't keep my secret. You *could have kept* my secret! (criticism)

Let's look at the formation of regrets and criticism.

*Regret:* Subject + should/should not + have + past participle.

*Criticism:* Subject + could + have + past participle.

*Contractions:* Subject + should've/shouldn't have/could've + past participle.

 For more information on this topic, watch this video: [Using Perfect Modals to Express Regrets-English Grammar](#)

#### Exercise 1 -Expressing Regret and Criticism

Rewrite the sentences with the correct form for the modal in parentheses. Your sentences might be affirmative or negative. Use the example to guide you.

Example: I told Jennifer my secret. She talks a lot.

(Should) I shouldn't have told Jennifer my secret.

Example 2: I didn't do my homework.

(Should ) I should have done my homework.

1. I have spinach in my teeth. You didn't tell me!  
(Could)
2. The electricity bill is late. You sent the payment through the mail.  
(Could)
3. I made a lot of food for dinner. Now, I have a lot of leftovers.

(Should)

4. I didn't bring an umbrella to class. The forecast predicted heavy rain.

(Should)

5. Maria waited to sign up for Political Science. Now the only instructor available has bad reviews.

(Could)

6. Huy's car broke down. He was absent for class and missed an important exam. His teacher won't let him make it up.

(Could)

### Exercise 2-What a Mess!



Image 14 What a Mess!

Look at the picture of Yvonne's room. What a mess! Create 5 sentences criticizing her. What should/could/might she have done? Use the example to guide you.

Example: Yvonne could have put her computer on her desk.

- 1.
- 2.
- 3.
- 4.
- 5.

### Exercise 3-Listening Practice for Regrets and Criticism



The weekend flew by! Listen to Rachel talk about her regrets. Follow [this link for the listening](#).

1. Select the activities she did.
  - a. do homework
  - b. call Grandma Betty
  - c. call Kathy
  - d. buy groceries
  - e. clean the house
  - f. watch the new series on Netflix
  - g. do laundry
  - h. go to Aysha's house

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### 3.3.1: Should Have

#### Should Have

**Should Have** can be used to express failed expectations, strong probabilities, past advice that wasn't taken, and regret. These three charts will help you to understand these meanings.

#### 1) Failed Expectation

SHOULD HAVE		
<i>Should have</i> expresses a past expectation that was not met, disappointment. What we normally expect did not happen. A <i>should have</i> clause is often followed by a <i>but</i> clause.		
MODAL	HAVE + PAST PARTICIPLE	REST OF SENTENCE
The movie <b>should</b>	<b>have been</b>	available last week. (but it wasn't)
The class <b>should</b>	<b>have started</b>	by now. (but it hasn't)
I <b>should</b>	<b>have bought</b>	my mother something for Mother's Day (but I didn't)

#### Should Have

#### 2) Strong Probability (We don't know if our expectation was met or not.)

*Should have* also expresses a **strong probability** that an expectation in a past situation has been met. In this case, we believe that our expectation has been met, but we are not sure. We often use this with the expression "by now." The past is expressed with **should+have+past participle** (*perfect tense verb form*)

##### SHOULD HAVE + PAST PARTICIPLE

A: Daniela's flight **should have arrived** by now. (We don't know if it has arrived.)

B: I'll check the Arrivals and Departures board to see.

A: Mary **should have found out** if she got the job. Her interview was a few days ago. (We don't know if she has found out.)

B: Let's call her and ask!

A: Leah **should have had** her baby by now. She went into labor several hours ago. (We don't know if she has had her baby.)

B: I'm sure her mother will call when it is born.

**Note:** In the above examples, "should have" is ambiguous. It could have more than one meaning. Either we know that the expectation has NOT been met like in Chart 1, or we think it has been met, but we are not sure like in Chart 2. The context should tell the reader or listener which one is true.

#### Should Have

#### 3) Past Advice or Regret

##### SHOULD HAVE + PAST PARTICIPLE

*Should have* expresses advice that comes too late, after a specific event has already occurred. It can also express regret that a certain action was or was not taken.

You **should have tried** ordering your textbooks online to save money. (but you didn't)

He **should have asked** one of his professors for a recommendation. (but he didn't)

She **shouldn't have talked** on her cell phone when she was in the movie theater. (but she did)

I **should have studied** harder for the test. (I didn't study hard enough)

We **shouldn't have bought** such an expensive car. (but we did)

Also see [Could / Should Have](#)

#### Common Mistakes

##### Error and Solution

##### ERROR

\*We *should had left* earlier.

\*Do we *should* take another bottle of water?

##### Solution

We **should have** left earlier. (Use the "perfect" verb form, which does not change to a past form.)

**Should we take** another bottle of water. (Use **should** not **do** as the auxiliary.)

► [Show Grammar Notes and Works Cited](#)

## Practice 1

Identify the meaning of **should have**.

1. Larry **should have been** at the meeting. We really needed his input.

failed expectation      strong probability      past advice      regret

2. I **should have gotten** up earlier. I was late for my exam.

failed expectation      strong probability      past advice      regret

3. The flight **should have arrived** by now, but it's not here. Maybe it was delayed in Dallas.

failed expectation      strong probability      past advice      regret

4. The flight **should have arrived** by now. We'd better hurry up and get to the gate!

failed expectation      strong probability      past advice      regret

5. That salesperson **should have been** more polite.

failed expectation      strong probability      past advice      regret

6. The students **shouldn't have used** their cell phones during class.

failed expectation      strong probability      past advice      regret

7. Linh **should have passed** the test. She studied so hard.

failed expectation      strong probability      past advice      regret

## Practice 2

Consider the following situations and then tell what the people **should or shouldn't have done**.

1. The man lost all his money at the race track betting on horses.

He shouldn't have bet all his money on horses.

2. The man's wife gave him some of her money so that he could gamble again.

3. My car broke down on the highway because the engine was low on oil.

4. My brother lost his job because he argued with his boss and told his boss that he quit.

5. While I was driving to school, I saw an accident in which a man drove through a red light while speeding.

6. My mother smoked all her life and died of lung cancer.

7. My friend borrowed \$1,000 from me and never paid me back.

8. Yesterday was my mother's birthday and I didn't buy her a present because I forgot it was her birthday.

9. Yesterday at work, my friend felt very bad because he had gotten drunk the night before and he had a very bad hangover in the morning.

10. I didn't go to bed until late last night because I had to do my homework.

11. My students didn't do their homework.

12. The young girl drank too much wine and got very sick.

## Practice 3

### A Faulty Machine

#### A. Read for Errors

Do you think we should take this DVD player back to the store where we bought it? It plays the picture out of sync \* with the sound. It should have worked fine. I was watching it this morning and it was all right. I want to take it back because the salesman should tell us about that problem, but he didn't. The instructions say that we should restarting the machine to fix the audio-video sync problem. I tried three times!

It should worked, but it didn't ! I called them and they told me that I should return it to the company that makes it in its original box. However, I didn't keep the original box. I threw it away, but I guess I should know to keep it. I'm not sure what I can do now.

*\*out of sync* – not synchronized or matched together; not having the same timing

#### **B. Edit for errors.**

Edit the sentence(s) in the space below each question. Some sentences may not have any errors.

**11. Do you think we should to take this DVD player back to the store where we bought it?**

Edit 11:

**12. It should have worked fine. I was watching it this morning and it was all right.**

Edit 12:

**13. I want to take it back because the salesman should tell us about that problem, but he didn't.**

Edit 13:

**14. The instructions say that we should restarting the machine to fix the audio-video sync problem.**

Edit 14:

**15. It should worked, but it didn't !**

Edit 15:

**16. I called them and they told me that I should return it to the company that makes it.**

Edit 16:

**17. I threw it away, but I guess I should know to keep it.**

Edit 17:

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### 3.4: Comparing Could Have and Should Have

#### Could Have — Lost Opportunities

*In previous sections, we explained two possible meanings of **Could Have**. It can be used to express possibility as described in Section 1, or criticism, as described earlier in this section. This section reviews the previous meanings of **Could Have** and adds a new one—Lost Opportunities*

*Could have* is often used to discuss options that were not taken--lost opportunities. We all know the story of the terrible tragedy of the sinking of the Titanic.

Note the possible opportunities that existed before the sinking of the Titanic followed by sentences that describe what "could have" happened but didn't.

##### OPTION

- 1) Offer more life jackets.
- 2) Hold emergency practices.
- 3) Keep in contact with other ships in the area.

##### HYPOTHETICAL STATEMENT-(Options that were not taken)

The owners **could have supplied** more life jackets. (but they didn't)

The captain **could have held** emergency practices. (but he didn't)

The captain **could have radioed** other ships in the area to ask about iceberg sightings. (but he didn't)

sighting (N) – previous seeing, experience of seeing

#### Could Have--Possibility

We can use **Could Have** to discuss possibility or speculation. It expresses a low degree of certainty about events in the past.

##### STATEMENT OF PAST POSSIBILITY ("Speculation" As described in Section 2)

The captain **could have refused** help.

*Maybe he did, maybe he didn't.*

The Titanic **could have been** off course, too far north.

*Maybe it was, maybe it wasn't.*

The captain of the ship *Californian* **could have ignored** the call.

*Maybe he did, maybe he didn't.*

##### COMPARE: HYPOTHETICAL STATEMENT (Options that were not taken)

The captain **could have refused** to pilot the ship.  
*but he didn't.*

The captain **could have held** emergency practices.  
*but he didn't.*

The White Star Line **could have supplied** more boats.  
*but they didn't.*

### Should Have

As mentioned earlier, *Should Have* can be used to express regret or criticism about something that we wish we (or someone else) hadn't done. It can be described as late advice--advice given after-the-fact. Note the examples of good advice followed by the expressions of criticism in the sentences that use *Should Have*.

#### ADVICE

- 1) Include more lifeboats and better deployment (lowering them)
- 2) Require faster emergency response from other ships in the area.
- 3) Be more watchful in shipping lanes where icebergs exist.

#### HYPOTHETICAL CAUSE - EFFECT STATEMENTS EXPRESSING CRITICISM

The owners **should have had** enough space in the lifeboats for everyone on board.

The crew **should have known** how to lower the boats even if the ship was tipping over.

The captains of the *Californian* and *Carpathia* **should have had** their radios on.

They **should have responded** to distress flares that were shot in the sky.

The captain **should have listened** to earlier reports of icebergs in the area.

See [Could / Should - Grammar Notes](#).

### Practice 1

#### Opportunities Not Taken



### Collision with Iceberg

Select the response from the list that best completes the sentence. If both answers are correct, select both.

**1. White Star Lines spent more money on advertising than safety.**

The ship owners (could have spent / should have spent) less money on publicity and more on safety.

**2. White Star Lines advertised the Titanic as "unsinkable".**

The passengers (could have questioned / should have questioned) the "unsinkable" claim.

**3. Reports of iceberg sightings in northern shipping lanes had been received before their departure.**

The captain (could have cruised/ should have cruised) farther south.

**4. The captain couldn't stop in time, so he turned the ship away from the iceberg. Because of this, the iceberg destroyed flotation compartments on the right side of the ships.**

The captain (could have steered / should have steered) directly into the iceberg, but the impact would have injured passengers.

impact (N) – crash

**5. The captain waited to see if the flotation compartments could keep the ship up. As he did, he lost valuable time.**

The captain (couldn't have reacted / shouldn't have reacted) so slowly after the crash.

**6. Before leaving, crew members were required to practice lowering lifeboats, but they lowered only two of the sixteen, and not all crew members were present yet.**

The captain (should have held / could have held) emergency drills lowering all the lifeboats will all the crew members.

**7. Californian: "We are stopped and surrounded by ice."**

The captain (should have slowed / could have slowed) the ship when a nearby ship *Californian* radioed that they were surrounded by ice floes.

**8. Staff, crew and equipment were hastily brought together at the last minute to meet the departure date of the Titanic's first voyage.**

The passengers (should have avoided / could have avoided) sailing on the Titanic's "maiden" (first) voyage.

hastily (adv.) – quickly, not well put together or thought out

**9. The crew (shouldn't have trusted / couldn't have trusted) or believed their ship to be "unsinkable".**

**10. The passengers (shouldn't have known / couldn't have known) that it would be their last voyage.**

"How the Titanic Worked" <http://adventure.howstuffworks.com/titanic.htm>

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## 3.5: Progressive Modals

### Modals of Possibility and Probability with Progressive Tenses

We can use present progressive modal forms to make a guess or draw a logical conclusion about an ongoing activity in progress at the present time; that is, during the time of speaking.

#### Present Progressive Form of Modals

**Formula: SUBJECT + APPROPRIATE MODAL + BE + ING VERB**

Person A: What's all that noise?

Person B: The neighbor's son is in a rock band. They **must be practicing**.

#### Past Progressive Form of Modals

We also use modals of possibility or probability to make guesses or logical conclusions about past activities.

**Formula: SUBJECT + APPROPRIATE MODAL + HAVE BEEN + ING VERB**

Person A: I didn't hear a sound when I passed by the children's room earlier.

Person B: They must have been sleeping.

**Must, could, might, may, couldn't, can't, may not and might not** are used to show how certain the speaker is that an action is presently occurring or not occurring. Using **must** conveys a strong feeling of certainty; nevertheless, there is still some doubt in the speaker's mind.

**Could, may and might** show that a speaker is 50% or less certain that an action is in progress.

Linda didn't come to class today. She **might be working**

**Couldn't and can't** show that the speaker believes strongly that a situation is not taking place. For example:

It's noon. George went to bed at 10:00 last night. He **can't still be sleeping!**

**May not and might not** convey the idea that a speaker is 50% or less certain that an action is not possible or probable. They are not normally used in their contracted forms.

**Correct:** They aren't here yet and it's getting late. They **might not be coming**.

**Incorrect:** They aren't here yet, and it's getting late. They mightn't be coming.

**Might and could** are used in questions regarding the possibility or probability of actions taking place. However, may and must are not.

**Correct:** Could Tom be studying now?

**Incorrect:** May Tom be studying now?

For most short answers, a modal alone is used. However, if the question includes a **be** verb, a modal with be is required.

Person A: Is Simon joining us?

Person B: I'm not sure. He might be.

#### Note about Non-Action (Stative) Verbs:

Remember that not all verbs are used in the progressive (progressive) form. Non-action verbs that describe situations or conditions that aren't expected to change, such as seem, appear, cost, weigh, have and be are not used. Other types of non-progressive verbs are:

- Verbs of the senses (hear, smell, see, taste, etc.)
- Verbs of ownership (have, belong, own, possess)
- Verbs that convey feelings (love, hate, like, hate, prefer, want, etc.)

### Exercise 1: Choose the Correct Sentence Completion

1. PERSON A: Where's Danny  
PERSON B: He has an important exam tomorrow, so he \_\_\_\_\_  
A. is studying.  
B. can't be studying.  
C. must be studying.  
D. studied.
2. I wanted to talk to the professor about my grade, but he wasn't in his office. I guess he \_\_\_\_\_  
A. might be teaching another class.  
B. must have taught another class.  
C. was teaching another class.  
D. might have been teaching another class.
3. Although it's sunny and dry now, I see several people carrying umbrellas. It \_\_\_\_\_  
A. can't have been raining earlier.  
B. might have been raining earlier.  
C. rained earlier.  
D. must have been raining earlier.
4. Bob's teenage daughter always wears pink clothing. She even painted her bedroom pink. She \_\_\_\_\_  
A. must to like pink.  
B. must like pink.  
C. might like pink.  
D. might be liking pink.
5. PERSON A: I was raised in a large city.  
PERSON B: That \_\_\_\_\_  
A. must be interesting.  
B. must have to be interesting.  
C. may have been interesting.  
D. must have been interesting.
6. PERSON A: The children are very quiet. I wonder what they are up to. (To "be up to" means to be doing something, often something you shouldn't be doing)  
PERSON B: I don't know. They \_\_\_\_\_  
A. are sleeping.  
B. could be sleeping.  
C. could have been sleeping.  
D. will have been sleeping.
7. James and Betty went to Hawaii on Friday for a two-week vacation. Right now, they \_\_\_\_\_  
A. might relax on a sunny beach.  
B. must be relaxing on a sunny beach.  
C. are relaxing on a sunny beach.  
D. maybe is relaxing on a sunny beach.
8. I can't find my wallet. I \_\_\_\_\_  
A. am leaving it at home.  
B. maybe left it at home  
C. may have left it at home.  
D. must left it at home.
9. PERSON A: Many people were laughing throughout the movie.  
PERSON B: It \_\_\_\_\_ very funny.  
A. maybe was  
B. may been

- C. must have been
- D. could have been

10. I'm not sure, but someone \_\_\_\_\_ a package for you earlier today. You should check the front door just in case.

- A. might have left
- B. must have left
- C. maybe left
- D. might be leaving

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### Exercise 3: Answering Questions

Answer the following questions using progressive modals.

1. Where might you be living in the year 2030?
2. What will you be doing next Saturday afternoon?
3. What might your best friend be doing right now?
4. What should all of the students in this class be thinking about now?
5. What might you be doing at this time a year from now?
6. What could you be doing right now if you weren't in school?
7. What might your relatives be doing in your home country right now?
8. What might you be doing at this time a year from now?

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### Exercise 4: Present and Past Progressive Modals

**Fill in the blanks with the correct progressive form of the modal verbs:**

1. Given the weather forecast, we \_\_\_\_\_ (**may / hike**) in the rain if we go to the park this afternoon.
2. It's so noisy outside! The children \_\_\_\_\_ (**must/play**) in the yard.
3. I don't know why Mike is not in his office. It's 10am, and he \_\_\_\_\_ ( **should / work**) now.
4. Her eyes were red when she came in. She \_\_\_\_\_ (**must / cry**).
5. There's a big game tonight. The team \_\_\_\_\_ (**should / practice**) for the big game at this moment.
6. Luis and Carla are still at work. They \_\_\_\_\_ (**might /work**) late on the project since they have to turn it in tomorrow.
7. Since she was so focused, she \_\_\_\_\_ ( **must /study**) for her final exam last night
8. Lisa has a can of paint and paintbrushes in her living room. She \_\_\_\_\_ (**must / paint**) her house.
9. They \_\_\_\_\_ (**might / wait**) for the bus now if they missed the train.
10. Larry said he would cook tonight. He \_\_\_\_\_ (**should / cook**) dinner for us right now.

Exercise 4 Original work by Allyson Marceau

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## CHAPTER OVERVIEW

### 4: Passive

[4.1: Passive-Form and Usage](#)

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## 4.1: Passive-Form and Usage

### The Passive

#### Reading

Read the four paragraphs and pay attention to the differences in verb forms.

#### "Patient" as the Subject (Active Voice)

Focus on the person or thing that undergoes the action

MOTHER: the personal birthing experience is the focus<sup>1</sup> of this narration; *active voice*

Last night, I gave birth to a baby girl at home with the help of my doctor. She weighed nine pounds. After the birth, I held her in my arms. I showed her to my family. I was relieved<sup>1</sup> that my baby was healthy. I received flowers and gifts for the baby.

#### "Baby" as the Subject (Passive Voice)

THE FATHER: the new baby is the focus of this narration; *passive voice*

Last night, my daughter *was born*. The baby girl *was delivered* with the help of a doctor. She weighed nine pounds. The baby girl *was placed* in her mother's arms soon after the birth and then *given* to me a little later. She *was checked* by the doctor and found to be in good health.

#### "The Delivery" as the Subject (Active Voice)

DOCTOR: the delivery experience is the focus of this narration; *active voice*

Last night, I delivered a baby girl. The infant weighed nine pounds and ten ounces—big! I examined the baby and I found her to be in good health. After the birth, I left the baby in the care of her parents, and I registered the birth for them.

#### "Mother" as the Subject (Passive Voice)

SISTER: the (mother) sister is the focus of this narration; *active voice*

Last night, my sister had her baby girl. She gave birth at home with the help of her doctor. Her baby weighed nine pounds. My sister held her newborn baby soon after the birth. She proudly showed us her new baby. She was relieved that her baby was healthy. She received flowers and gifts for the baby.

<sup>1</sup>relieve (V) — free from anxiety, ease from worry or pain

#### Active vs. Passive

The reading illustrates the differences in form and usage of active voice and passive voice. These charts will help you to understand these differences.

#### ACTIVE

In an active clause, the focus is on the person or thing that takes action. The *doer* or *agent* occupies the subject position of the clause, and the person or thing that undergoes the action, the *patient*, is placed after the verb in the object position.

SUBJECT	VERB	OBJECT
AGENT (DOER)	ACTIVE VERB	RECEIVER OF THE ACTION
My sister	had (~bore) <i>bore is very formal</i>	a baby.
A doctor	helped	her.
The parents	invited	us for a short visit.

<b>We</b>	<b>brought</b>	<b>them gifts.</b> [receiver / patient]
<b>The little baby</b>	<b>delighted</b>	<b>everyone.</b>
<b>A birth</b>	<b>happens</b> (intransitive verb)	<b>(in my family.)</b>

### PASSIVE

In writing or speaking, we use the passive to change the focus to a particular person or topic. When the *patient* is the focus, the verb is marked with a passive verb form. *If needed*, the *agent* (the doer of the action) can be included in a by-phrase. It is optional (opt.).

SUBJECT	VERB	THE REST OF THE SENTENCE
RECEIVER OF ACTION	PASSIVE FORM "TO BE" + PAST PARTICIPLE	AGENT (DOER OF THE ACTION)
An infant	was born	(to my sister.) (optional, not needed)
She	was helped	(by the doctor.)
We	were invited	(by the parents.)
Gifts	were brought	to them (by us.)
Everyone	was delighted	(by the little baby.)

### Transitive and Intransitive Verbs

To create a passive form, the verb must be transitive. That is, it must take an object. When a verb does not take an object, it is called intransitive. Sentences with intransitive verbs cannot be converted to passive voice.

<b>A birth</b>	<b>happened</b> (Intransitive Verb)	<b>(no passive form)</b>
<b>The baby</b>	<b>is sleeping</b> <b>soundly</b> (Intransitive Verb)	<b>(no passive form)</b>

Compare the active voice and the passive voice using different tenses in the following examples.

To form the passive, use the form of "to be" that corresponds with the desired tense followed by the past participle of the main verb.

ACTIVE	PASSIVE Form of "to be" + past participle
<b>PRESENT</b>	
People <b>send</b> gifts to new parents.	New parents <b>are sent</b> gifts.

PRESENT PROGRESSIVE	
People <b>are sending</b> our best wishes.	Best wishes <b>are being sent</b> .
PRESENT PERFECT	
We <b>have sent</b> flowers daily.	Flowers <b>have been sent</b> daily.
PRESENT PERFECT PROGRESSIVE	
The parents <b>have been sending</b> pictures all day.	*Pictures <b>have been <i>being</i><sup>1</sup> sent</b> sent all day. <i>[not used]</i> Pictures <b>have been sent</b> to us throughout the day
PAST	
My brother <b>sent</b> (them) a car seat.	A car seat <b>was sent</b> (to them) by my brother.
PAST PROGRESSIVE	
Friends <b>were sending</b> baby clothes.	Baby clothes <b>were being sent</b> by friends.
PAST PERFECT	
The parents <b>had sent</b> a message before the baby's birth.	A message <b>had been sent</b> immediately before the baby's birth.
FUTURE	
The parents <b>will send</b> a baby announcement to friends.	A baby announcement <b>will be sent</b> to friends (by the parents.)
BE GOING TO	
The grandparents <b>are also going to send</b> gifts.	Gifts are also <b>going to be sent</b> by the grandparents.
INFINITIVE	

The father <b>intends</b> <i>[to help the new mother a lot]</i> .	The mother <b>hopes</b> <i>[to be helped]</i> by the father.
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### Passive Modals

The modal verbs use the passive voice the same way that all other tenses in English do. An **Active** sentence with a modal verb can be changed into a **Passive** sentence by making the subject of the active sentence the object of the passive sentence **AND** the object of the active sentence the subject of the passive sentence. For example:

- The publisher **will give** the students a discount on textbooks.
- A discount on textbooks **will be given** to the students. (by the publisher).
- Snow **might delay** some flights over the Christmas break.
- Some flights **might be delayed** over the Christmas break (by snow).
- He **must have eaten** the donuts.
- The donuts **must have been eaten** by him.

The basic meaning of these sentences is the same; only the "voice" is different. In other words, the focus changes from the subject of the active sentence to the object of the active sentence.

Remember: The passive voice is used when the subject of the active sentence is: unknown, unimportant, a secret, a deception (a lie).

### Why Use the Passive?

- Active voice is usually how verbs are used in a sentence when the subject of the sentence performs an action, and sometimes an object receives the result of the action.

Example: The dog chased the cat.

- Passive voice changes the object of a sentence into the subject and also changes the verb form with it. This is by adding a form of "be" and a past participle. Sometimes the subject of the active sentence is included in a "by phrase".

Example: The cat was chased by the dog.

- The two example sentences here have the same meaning. Then why are there two different ways to say the same thing?
- Active and passive are voices because the meaning may be the same, but the emphasis is not. Although many English teachers advise against using passive voice, there are many reasons it is a useful grammatical structure.



### When do we use the passive?

- **Situation One:** When the “agent” is obvious or unimportant:

The injured workers were rushed to the hospital.

Your package was delivered at 6:30 pm.

- **Situation Two:** When the "agent" is unknown.

Has the truth been hidden from us?

Three million dollars were stolen from the bank.

- **Situation Three:** When we want to focus on the receiver of the action rather than the doer, or agent.

Thousands of homes were destroyed by the hurricane.

- **Situation Four:** When we want to avoid blaming someone or taking responsibility.

Mom's favorite dish has been broken.

“Mistakes were made” is a famous quote by President Ronald Reagan.

- **Situation Five:** When we want to focus more on the action rather than the subject doing the action, such as giving instructions or explaining processes.

Yogurt is formed when milk is fermented with bacteria.

The samples must be stored in the refrigerator.

### Where do we often find the passive?

Passive is often used in writing in these disciplines:

- **Lab reports:**

In the study, 300 participants were given a questionnaire about their eating habits.

- **News reports:**

Three people were killed and one child was badly injured in a collision between two cars on Highway 190 yesterday.

- **Scientific research:**

Animal studies have been used for decades to understand various physiological and behavioral phenomena, including the factors involved in drug addiction.

- **Instructions:**

The coffee beans are then ground into a powder before being brewed.

**Note:** In general, passive voice is more often used in writing about topics that do not focus on people or receivers.

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## 4.1.1: Practice with Passive

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### Exercises for Practice

#### Practice 1

Discuss the following passive sentences and the sentences above in the example with a classmate.

Why did the writers choose the passive voice?

1. The First Tennessee Bank was robbed last night at 3:45 am.
2. In this experiment, the eggs were placed in vinegar overnight.
3. After that, chunks of graphite (a soft, dark mineral) and clay are placed inside a huge rotating drum. Large rocks inside the drum crush the graphite and clay into a fine powder. Then water is added, and the mixture is blended in the drum for up to three days.
4. All the fruit in the pantry is covered in mold.
5. Somehow the window had been broken.

#### Practice 2

A. Discuss the following topics with a classmate. Do you expect these topics to have more or less passive voice used in their explanations?

1. The history of the banana
2. Red pandas
3. My best friend's wedding
4. My best friend
5. Emojis
6. Chocolate: from tree to store
7. Rainbows

B. For each of the topics above, write one active and one passive sentence. You may want to do some research! Share your sentences with a partner and compare your sentences. Include links for any sources you have used.

1. The history of the banana:

Active: Portuguese sailors brought bananas to Europe from West Africa. Passive: The original banana has been cultivated and used since ancient times.

Link to source: [The History of Bananas as Food \(thespruceeats.com\)](https://thespruceeats.com)2.

- 3.
- 4.
- 5.
- 6.

7.

### Intransitive Verbs

As mentioned in the chart above, sometimes sentences cannot be made passive. That is because if a sentence does not have an object, it cannot be made passive. Some verbs are intransitive—that means they cannot be changed into passive. I could give you a long list of intransitive verbs, but it would be much easier to just not try to make sentences passive if they don't have an object. Let's practice so you can see what I mean.

### Practice 3

Make the following sentences passive, if possible. If it's not possible, explain why. Is the agent necessary to the meaning, or can it be deleted? Also, think about whether the sentence would be better active or passive, or if it doesn't matter in the current context. Last, make sure your form of "be" matches the verb tense used in the active sentence.

1. Paul McCartney and John Lennon wrote the song "Let It Be."
2. People in Saudi Arabia speak Arabic.
3. The sun rose at 6AM this morning.
4. The scientist used an EKG machine to check the participant's heart after exercising.
5. Someone stole my phone.
6. Our flight arrived two hours late.
7. The mailman has already delivered the mail.
8. Jerry slept until noon.

### Practice 4: The Present Form of the Passive

#### A Baby Shower



#### A. Read the Active Paragraph

Before a baby is born, friends *throw* a baby shower for the *expectant* parents. The friends usually hold the shower a month or two before the *due date* of the baby. The hosts invite friends to come and celebrate. Sometimes, the mother knows the *gender* of the baby. If so, friends select gifts for either a boy or a girl. If not, friends try to *predict* the gender of the baby. Some friends *place bets* on whether it is a boy or a girl. The *event* prepares the mother and father for the birth. The parents will use the gifts from this event in the first year of the baby's life. The memories of this event will last a lifetime.

**due date** (N) – the predicted date of the baby's birth

**expectant** (Adj) – expecting, waiting for the birth of a child

**gender** (N) – the sex of the baby: male or female

**place bets** (N) – wagers, place money with the guess. If correct, the person takes the money of the people who guess incorrectly. If incorrect, the person loses money.

**throw a shower** (expression) – to have a party for someone who is getting married or having a baby

B. Select the response from the list that best completes the sentence.

1. Before a baby is born, a baby shower (throw / is throwing / is thrown) for the expectant parents.
2. The shower (holds / is hold / is held) a month or two before the due date.
3. The hosts (invite / are invited) friends to come and celebrate.
4. Sometimes, the gender of the baby (knows / is known / are known).
5. If so, gifts (select / are selected) for either a boy or a girl.
6. If not, friends (predict / is predicted) the gender of the baby.
7. Sometimes, bets (place / are placed) on whether it is a boy or girl.
8. The mother and father (prepare / are prepared) for the birth of their baby with this event.
9. The gifts from this event (used / are used / will be used) in the first year of the baby's life.
10. The memories of this event (last / are lasted) a lifetime.

If you need to review past participle forms and spelling, look in the appendix to this textbook, or see [Irreg Verb Forms 1](#) and [Irreg Verb Forms 2](#)

### Practice 5: Passive with Present, Future and Modal Forms

#### Superstitions and Wives' Tales



#### A. Read for Errors

*For centuries, people have been telling some rather amusing wives' tales about babies.*

- The gender of a baby can be predicted by how the mother carries the baby— high (girl) or low (boy).
- The breath from a baby's mouth can be stole by a cat.
- Wearing shoes will be help a baby learn to walk sooner.
- If a baby's hair are cutted before his first birthday, he will have "bad" hair.
- If a pregnant woman reaches above her head, the umbilical cord is going to be wrapped around the baby's head.
- A baby who is tickled too much will stutter.
- A baby's lungs won't be developed unless it is allowed to cry.
- The soul of the baby will be taken away if it sees its reflection in a mirror before the age of one.
- Calling a baby by its name before it is christened is bad luck.

"Old Wives' Tales." Kids Health. 2014. Web. 2 Jan 2014.  
[kidshealth.org/parent/general/aches/old\\_wives\\_tales.html](http://kidshealth.org/parent/general/aches/old_wives_tales.html) >.

**christen** (V) – to formal take a name in a religious service; baptize in a church

**conceive** (V) – begin life inside the mother

**develop** (V) – grow or expand

**lungs** (N) – organs that take air into the body and break it down for use in the body

**soul** (N) – the spiritual being

**stutter** (V) a brain disorder that affects a person's ability to produce speech without repeating initial sounds of words.

**tickle** (V) – lightly touch sensitive parts of the body and cause to laugh

**umbilical cord** (N) – the cord that attaches the fetus (the baby) to the mother's uterus, and which transports nourishment from mother to baby.

### B. Correct or Incorrect?

Determine whether the comment is grammatically correct. Select the option *correct* or *incorrect*. **If it is incorrect, write the correct sentence.**

1. The gender of a baby can be predicted by how the mother carries the baby— high (girl) or low (boy).

Correct    Incorrect

2. The breath from a baby's mouth can be stole by a cat.

Correct    Incorrect

3. Wearing shoes will be help a baby learn to walk sooner.

Correct    Incorrect

4. If a baby's hair are cutted before his first birthday, he will have "bad" hair.

Correct    Incorrect

5. If a pregnant woman reaches above her head, the umbilical cord is going to be wrapped around the baby's head.

Correct    Incorrect

6. A baby who is being tickle too much will stutter.

Correct    Incorrect

7. A baby's lungs won't be developed unless it is allowed to cry.

Correct    Incorrect

**8. The soul of the baby will be taken away if it sees its reflection in a mirror before the age of one.**

Correct    Incorrect

**9. Calling a baby by its name before it christened is bad luck.**

Correct    Incorrect

### Using the “by phrase”

As you have learned, passive sentences are used when writers don't know or don't care who actually performed the action. Thus, the majority of passive sentences do not include “by phrases”. Writers include the “by phrase” only when it is important for readers to know who performs the actions.

That building was designed **by a famous architect**.

(The “by phrase” is important, so it is included.)

“Macbeth” and “King Lear” were written **by William Shakespeare**.

(The “by phrase” is included because it is important.)

The mail is usually delivered before noon.

(The “by phrase” is not necessary because we know who delivers the mail each day.)

### Practice 6

**Change the following sentences from the active voice to the passive voice. Omit the “by phrase” if it is unnecessary.**

1. The Oak Tree Cinema shows movies on ten screens every day.
2. Our teacher wrote this grammar book.
3. Housekeepers make beds in motels seven days a week.
4. Instructors must turn off the projector before leaving the classroom.
5. New instructors must receive training before using the equipment.
6. Pilots fly planes out of Hobby Airport twenty-four hours a day.
7. Students learn foreign languages in classrooms all over the world.
8. Patients in the children's hospital designed the Christmas cards.
9. Workers are repairing potholes in streets throughout the city.
10. Hurricane Beryl knocked down many fences in Brazoria County.

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## 4.1.2: Passive Voice Exercises-Variou Tenses

### Passive in Present Tense

**Exercise 3: Change the following sentences from the active voice to the passive voice.**

1. A maid cleans our house every weekend.

*Our house is cleaned by a maid every weekend.*

2. Many people burn wood in fireplaces during winter.
3. Workers pick up the trash in our neighborhood twice a week.
4. The state of California grows most of our fruits and vegetables.
5. The Oak Tree Cinema shows movies every day.
6. Housekeepers make beds in motels seven days a week.
7. Gardeners grow vegetables and flowers in gardens.
8. Nurses and doctors care for patients.
9. Pilots fly planes out of George Bush Airport twenty-four hours a day.
10. People eat rice with meals in many countries.

### Passive in Past Tense

**Exercise 4: Change the following past tense active sentences to past tense passive sentences. Do not include the "by phrase" if it is not needed.**

1. Customers bought three hundred books at the store yesterday.
2. Gamblers lose a lot of in the casino every day.
3. Someone broke into my car and stole my laptop.
4. The police arrested the suspect in the early morning hours.to 5.
5. A driver hit a pedestrian who was crossing the street this morning.
6. The people elected a new president last year.
7. Someone broke into the bookstore last night.
8. A burglar stole a valuable diamond ring from my neighbor last week.
9. Millions of Americans ate millions of hamburgers yesterday.
10. Teachers taught most classes online during the pandemic.

### Passive in Various Tenses

### Exercise 5: Passive Voice Exercise-Mixed Tenses

**Exercise: Fill in the blanks with the correct passive form of the verb in parentheses. Use the rest of the sentence to decide which verb form to use.**

1. The new bridge \_\_\_\_\_ (build) next year.
2. The homework \_\_\_\_\_ (complete) by the students every Friday.
3. The financial report \_\_\_\_\_ (submit) by the manager yesterday.
4. My street \_\_\_\_\_ (repair) this week.
5. The new office computers \_\_\_\_\_ (install) by the technician when I entered the office.
6. The museum of fine arts \_\_\_\_\_ (visit) by thousands of tourists every year.
7. Taylor Swift's new album \_\_\_\_\_ (release) next month.
8. The marketing project \_\_\_\_\_ (not finish) by the team members yet.
9. My car \_\_\_\_\_ (repair) right now.

10. The problem with the dam \_\_\_\_\_ (solve) by the engineers last week.
11. The best candidate for the job \_\_\_\_\_ (choose) by the committee tomorrow.
12. Some important documents \_\_\_\_\_ (deliver) to the office at 3 p.m. yesterday.
13. My office \_\_\_\_\_ (paint) while I was on vacation.
14. My son's birthday cake \_\_\_\_\_ (bake) right now.
15. A new data security policy \_\_\_\_\_ (announce) by the CEO later this week.

*Exercise 5 Created with the assistance of Chat GPT*

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### 4.1.3: Passive Exercises- Modal Verbs

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#### Passive Practice: Modal Verbs

##### Exercise 6: Put the passive form of the verbs in the blanks.

1. Medicine should \_\_\_\_\_ (avoid) unless it is necessary.
2. The cake must \_\_\_\_\_ (eat) by the kids last night.
3. The bank robber could \_\_\_\_\_ (sent) to jail for ten years.
4. Some classes have to \_\_\_\_\_ (take) by ESOL students.
5. That computer should \_\_\_\_\_ (repair) by the IT department last week.
6. He ought to \_\_\_\_\_ (punish) by his parents for being so rude.
7. Our television must \_\_\_\_\_ (fix) before the big game on Saturday.
8. A new kind of computer ought to \_\_\_\_\_ (invent) to help do this job.

##### Exercise 7: Change these active sentences to the passive. Do not include the "by phrase" if it is not needed.

1. Passengers must show their identification at the gate.
2. Someone should have repaired the potholes before any cars got damaged.
3. Someone should deliver the package by tomorrow afternoon.
4. Mike might have eaten the last cookie.
5. Robots might take care of our children in the future.
6. The supervisor should create the weekly schedule by 4 pm on Fridays.
7. Workers will fix my fence on Saturday.
8. Drivers should avoid the freeway because of the accident.
10. Someone might break into your car if you leave a backpack on the seat.
11. People may use the public restrooms in the hallway.
12. Students should give the homework to the teacher on its due date.

##### Exercise 8: Change these passive sentences to the active. You may need to add an agent

1. Assignments must be turned in before midnight.  
*Students must turn in assignments before midnight.*
2. The fence might have been damaged by our neighbor's dog.
3. Classroom computers can only be used when class is in session.
4. He was able to be seen by everyone in the room. (BE CAREFUL)
5. Five boys will be expelled from the school by the principal for fighting.

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## CHAPTER OVERVIEW

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## 5.1: Introduction to Phrases and Clauses

From: Lumen Learning

### Learning Objectives

- Differentiate between phrases and clauses
- Differentiate between dependent and independent clauses

### Phrases and Clauses

Phrases and clauses are groups of words that act as a unit and perform a single function within a sentence. A **phrase** is a group of words that may have a partial subject or verb but not both, or it may have neither a subject nor a verb. Phrases never have a subject doing the action of a verb. A **clause**, however, is by definition a group of words that has a subject and a verb. A sentence can have any number of clauses and phrases combined together. See the examples below:

Phrases	Clauses
Walking along the riverbank	Sarah smiled warmly
With a green shirt	She laughs at shy people
Best friend	Because he gave her a puppy
On the horizon	When the saints go marching in
After the devastation	I waited for him
Because of her glittering smile	He wants to become an engineer

Notice how each of the clauses has a subject and a verb, but the phrases do not. Some of the clauses contain phrases, like “She laughs at shy people.” “She laughs” is a clause, and “at shy people” is a phrase that complements the clause and completes the sentence.

Phrases can be any combination of words that do not combine a subject and a verb. There are many types of phrases, including **noun phrases** (*the nice neighbor, my best friend, the best restaurant*), **verb phrases** (*was waiting for the rain to stop, have been sleeping*), **prepositional phrases**, which follow a preposition (*after the storm, to the end of time, in the road*) **gerund phrases** (*having eaten a satisfying meal, singing loudly*) **infinitive phrases** (*to register for classes, to learn a language*) and **participial phrases** (*broken into tiny pieces, taken with a glass of water*)

You might be tempted to just assume that phrases are shorter than clauses. This is not always true. Many phrases are only two words long, but many are much longer. Look at the following sentence:

- **In 1833**, Faraday’s experimentation **with electrolysis** indicated a natural unit **of electrical charge**, thus **pointing to a discrete rather than continuous charge**.

Each of the bolded segments of this sentence is a phrase. Be sure as you analyze each sentence that you are looking for a subject and a verb to determine what is a clause and what is a phrase.

### Watch It

Click through this interactive to learn more about the differences between clauses and phrases.

<https://lumenlearning.h5p.com/content/1290910165214270728/embed>

### Dependent and Independent Clauses

There are two types of clauses: dependent and independent. A **dependent clause** has both a subject and a verb, but it is not a complete sentence and does not express a complete thought. It is dependent on something else; it cannot stand on its own. Some examples of dependent clauses include:

- When we get enough rain
- Because I was upset

- Which book I want to read next
- Until the sun sets

You can see that each of these clauses has a noun and a verb, but they also have an additional word, like a **subordinating conjunction** (*because*) or a **relative pronoun** (*which*), which makes the clause feel incomplete. These clauses must be attached to an independent clause to be a part of a complete sentence.

An **independent clause**, on the other hand, is free to stand by itself. It contains a subject and a verb, and expresses a complete thought. Here are some examples of independent clauses:

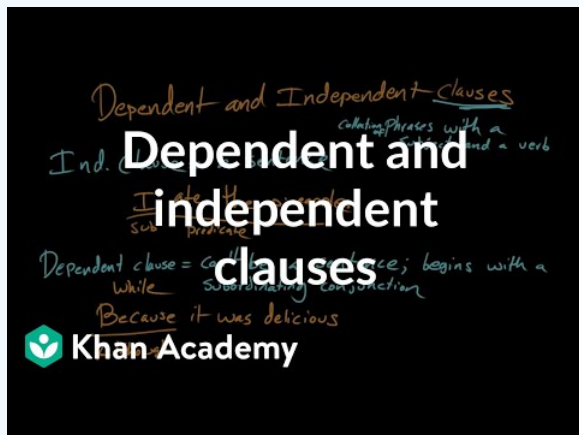
- I enjoy sitting by the fireplace.
- The sun set.
- This is the book I want to read next.

So how can you tell if a clause is dependent or independent? Sometimes they can be almost exactly the same. For example, “I was a little girl in 1995” is an independent clause, but “Because I was a little girl in 1995” is a dependent clause.

Look for the common words that are known to make dependent clauses, like subordinating conjunctions and relative pronouns. Some common ones are: **after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while**. Also pay attention to whether the clause makes sense standing by itself. Do you understand the whole idea of what the sentence is saying? Does the thought seem incomplete? If it feels incomplete, it is probably a dependent clause.

### ✓ Watch it

Watch this video to learn more about dependent and independent clauses.



A YouTube element has been excluded from this version of the text. You can view it online here: [pb.libretexts.org/ec1/?p=602](https://pb.libretexts.org/ec1/?p=602)

You can view the [transcript for “Dependent and independent clauses” here \(opens in new window\)](#).

### Practice Exercise

**Choose whether the underlined part of the sentence is a phrase, dependent clause, or independent clause:**

1. **To avoid getting wet**, she took an umbrella.  
A) Phrase B) Dependent Clause C) Independent Clause
2. He was excited **because he had finished the project**.  
A) Phrase B) Dependent Clause C) Independent Clause
3. The dog barked loudly **during the entire movie**.  
A) Phrase B) Dependent Clause C) Independent Clause
4. They decided to stay home **instead of going to the party**.

- A) Phrase   B) Dependent Clause   C) Independent Clause
5. **While they were at the beach**, they collected shells.  
A) Phrase   B) Dependent Clause   C) Independent Clause
6. The team was thrilled **after winning the championship**.  
A) Phrase   B) Dependent Clause   C) Independent Clause
7. She didn't know **how to solve the problem**.  
A) Phrase   B) Dependent Clause   C) Independent Clause
8. **Eating breakfast quickly**, he ran to catch the bus.  
A) Phrase   B) Dependent Clause   C) Independent Clause
9. They arrived at the airport **before the flight took off**.  
A) Phrase   B) Dependent Clause   C) Independent Clause
10. **The book on the shelf** is mine.  
A) Phrase   B) Dependent Clause   C) Independent Clause
11. She will call you **when she finishes work**.  
A) Phrase   B) Dependent Clause   C) Independent Clause
12. **To finish the assignment on time**, she worked late into the night.  
A) Phrase   B) Dependent Clause   C) Independent Clause
13. We went for a walk **in the park near our house**.  
A) Phrase   B) Dependent Clause   C) Independent Clause
14. **Because it was raining**, the picnic was canceled.  
A) Phrase   B) Dependent Clause   C) Independent Clause
15. The children played outside **until the sun went down**.  
A) Phrase   B) Dependent Clause   C) Independent Clause
16. **She was tired**, so she went to bed early.  
A) Phrase   B) Dependent Clause   C) Independent Clause
17. He will join us **after his meeting**.  
A) Phrase   B) Dependent Clause   C) Independent Clause
18. **Wrapped in shiny, red paper**, the present was the most beautiful of all.  
A) Phrase   B) Dependent Clause   C) Independent Clause
19. **They were happy** that the concert was a success.  
A) Phrase   B) Dependent Clause   C) Independent Clause
20. **Under the old oak tree**, they found a hidden treasure.  
A) Phrase   B) Dependent Clause   C) Independent Clause
21. He explained **why he was late**.  
A) Phrase   B) Dependent Clause   C) Independent Clause
22. **Having finished his work**, he decided to go out for dinner.  
A) Phrase   B) Dependent Clause   C) Independent Clause
23. **I will not go to the concert** unless it stops raining.

A) Phrase   B) Dependent Clause   C) Independent Clause

Try It: <https://assessments.lumenlearning.com/assessments/20348>

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# 5.1.1: Clause Joining and Punctuation

## Clause Joining and Connectors

### The Three Families of Connectors

There are three families of connectors: coordinators, subordinators, and transitional adverbs. Coordinators can join phrases (not complete ideas with both a subject and verb) or clauses (sentence parts that include a subject and a verb). Subordinators create dependent clauses that are connected to independent clauses. Transitional adverbs can join clauses but are rarely used in this way. Each type of connector takes different punctuation, and sometimes the punctuation depends on where the connector appears in the sentence. This is part of the reason why punctuation can be so confusing!

Below is a table of common connectors. The logical relationship column notes the logical relationship the coordinator, subordinator, or transitional adverb represents. After the table, you will see the punctuation rules for each type.

Table 12.18 -- The Three Families of Connectors

Logical Relationship	Coordinators (FANBOYS)	Subordinators	Transitional Adverbs

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s  
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)

(Can join two independent clauses or phrases)

(Create dependent clauses which are connected with independent clauses)

Addition

and

Cause

for

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because  
since

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y

<p><i>Choice/alternative</i></p>	<p>nor or</p>	
<p><i>Condition</i></p>		<p>if provided that unless</p>
<p><i>Contrast</i></p>	<p>but yet</p>	<p>although even if even though though whereas while</p>

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			e r h a n d r a t h e r s t i l l
<i>Effect/result</i>	so	in order to (that) in that so that	a s a r e s u l t c o n s e q u e n t l y h e n c e t h e r e f o r e t h u s

Time	before after when while as soon as as
------	--

## Coordinators and Compound Sentences

Coordinators can join two clauses or two phrases. When they join two independent clauses, the result is a **compound sentence**. There are only seven coordinators: For, And, Nor, But, Or, Yet, and So. You can remember them by this acronym:

### F A N B O Y S

How to punctuate when using coordinators:

Only use a comma if you are using a coordinator to join two clauses. No commas is needed if you are joining two phrases. Here are some examples with brackets around the clauses and phrases.

[I am usually afraid of dogs], **but** [I love my sister's dog, Rex]. (Joining two *independent clauses*)

[Roses are red], **and** [violets are blue]. (Joining two *independent clauses*)

[I was tired after my journey], **for** [I had been traveling for hours.] (Note: "For" is used to introduce a reason.)

[The prickly rose] **and** [the lengthy brambles] scratched my skin. (Joining two *phrases*)

*The following is a very tricky example:*

{The instincts of both [dogs] **and** [cats] have been crippled by the human need to make these animals dependent upon us}, **so** {they rely on us for [their every need] **and** even for [emotional satisfaction]}. (Joining 2 *phrases*, 2 *clauses*, 2 *phrases*)

**Watch Out! Students tend to overuse "and" and "but," yet they neglect the other coordinators that may more effectively show the relationship between their ideas.**

### ? Exercise 1

Join the following sentence pairs with a **coordinating conjunction** that represents the correct logic, and punctuate the new sentence correctly. You may need to change the order of the sentences.

1. Diane went to the animal shelter. She wanted a new dog.

*Diane wanted a new dog, so she went to the animal shelter.*

2. She loved her previous dog. He had passed away.

3. She had mourned for a while. Now she was ready for a new pet.

4. She played with a Yorkie. She played with a Terrier mix.

5. She couldn't decide whether to adopt a big dog. She couldn't decide whether to adopt a smaller dog.

6. They were both so sweet. She had to make a choice.

7. In the end, she decided on the Terrier mix. He seemed like a perfect mix of being snuggly, loving, and protective.

## Complex Sentences

A complex sentence is composed of a **dependent clause** and an **independent clause**.

A **clause** is part of a sentence that includes a subject and a verb.

A **dependent clause** has a subject and a verb, but it does not have a complete thought. **Dependent clauses** always begin with a **subordinator** or a **relative pronoun** (Common relative pronouns are: that, which, who, whom, whose )

An **independent clause** has a subject and verb combination and a complete thought. **Independent clauses** can stand alone as complete sentences.

A subordinator de-emphasizes the clause it is attached to, making it a dependent clause, and emphasizes the independent clause. Only use a comma between the clauses. when the sentence begins with the dependent clause. If the dependent clause is after the

independent clause, don't use any punctuation with it.

How to punctuate complex sentences:

### **Dependent Clause , Independent Clause**

**Although** I am usually afraid of dogs, I love my sister's dog, Rex.

*In this case, the subordinator that begins the dependent clause (although) de-emphasizes the fact that the writer is usually afraid of dogs because that is the clause the subordinator begins. A comma is placed between the two clauses because the dependent clause is at the beginning of the sentence.*

### **Independent Clause Dependent Clause**

I love my sister's dog, Rex **although** I am usually afraid of dogs.

*Here, the dependent clause (beginning with "although") is at the end of the sentence. No comma separates the two clauses.*

Another example

**Because** I was hungry, I ate a sandwich.

I ate a sandwich **because** I was hungry.

To repeat: Dependent clauses must be used with independent clauses. If the **dependent clause is first, a comma separates the two clauses**. If the dependent clause comes after the independent clause, **no comma is needed**.

However, there is an exception!

When you use "while" and "whereas" to express contrast, a comma is used before the dependent clause. However, this is not true when "while" is used in a time clause.

- John loves to swim in the ocean, while Sherry only likes swimming in the neighborhood pool.
- The math class was challenging for Joe, whereas the English class was relatively easy.
- We watched the football game while the children were playing outside.

## **? Exercise 2**

Join the following sentence pairs with a **subordinating conjunction** that represents the correct logic, and punctuate the new sentence correctly. Use the chart to help you.

1. Diane brought home her new dog, Buster. She went to the store to get supplies.
2. The pet store allowed dogs in the store. Diane brought Buster with her.
3. Buster was a little overwhelmed with the new situation. He became very quiet and put his tail between his legs.
4. Diane thought he might be afraid. He was not used to meeting new people.
5. She didn't want to bring Buster back to the car. She thought doing so might scare him.
6. Diane purchased only the supplies they really needed. They went home to get settled.

## **Transitional Adverbs (aka Transitions, Adverbial Conjunctions, or Conjunctive Adverbs)**

Transitional adverbs indicate logical relationships between clauses but -- unlike coordinators and subordinators -- can move around and create various effects in the sentence.

Transitional adverbs always take some kind of punctuation *after* them. This is how to punctuate transitional adverbs:

- [Most dogs scare me]. **However**, [Rex is an exception].

(The first clause ends with a period and stands alone as a sentence. The second clause begins with the transitional adverb, which is capitalized and has a comma after it.)

- **[Most dogs scare me]; however, [Rex is an exception]. (Note: This structure is rarely used and should generally be avoided.)**

Better:

- **[Most dogs scare me]. However, [Rex is an exception]**



(The first clause ends with a semi-colon. The second clause begins with the transitional adverb, which is lowercase and has a comma after it.)

- [Most dogs scare me]. [Rex, **however**, is an exception].

(The first clause ends with a period and stands alone as a sentence. The transitional adverb interrupts the second clause and has commas around it to emphasize the contrast.)

- [Most dogs scare me]. [Rex is an exception, **however**].

(The first clause ends with a period, and stands alone as a sentence. The transitional adverb appears at the end of the sentence with a comma before it and a period after it. Placing the transitional adverb at the end of the sentence de-emphasizes the contrast.

In these examples, notice that the transition word could be placed in several different places in the second clause. *The ability to move around and still sound right is how you know it is a transition word!* You can't do this with coordinators or subordinators.

Notice that when a transition word *begins the second clause*, **the punctuation before the transition word is either a semi-colon or a period**. If the transition word *is in the middle of a clause*, **commas surround the transition word**. If the transition word is *at the end of the second clause*, **a comma comes before it and a period after**.

### ? Exercise 3

Use a **transitional adverb** that represents the correct logic, and punctuate the new sentence correctly. Place the transitional adverb in various locations: before a sentence, as an interrupter within the sentence, or at the end of a sentence. (**Do NOT use a semicolon.**)

1. Diane decided to take Buster to training. She wasn't sure what level of class they should attend.
2. He knew the commands "sit," "stay," and "heel." He did not know how to walk past other dogs politely.
3. She had not worked with Buster. She had taken classes with her previous dog.
4. She explained this to the SPCA employee, who could not really observe Buster in action. The employee recommended taking the beginning class.
5. Buster and Diane's first class went well. They decided to continue and ultimately finished the course.

### ? Exercise 4

In the following paragraph, punctuate the various types of connectors correctly. You may need to add or remove punctuation marks. Do not use semicolons. There are ten mistakes in punctuation in the paragraph. (Some mistakes require more than one punctuation marks.)

After finishing the first dog/people training course at the SPCA Diane decided to sign Buster up for the next level class, which required more socialization. Diane knew this would be a useful experience for Buster, because he growled at other dogs when she took him on walks. Because of this she started walking across the street whenever she saw another dog approach. As a result Buster received less socialization. She was worried about whether the strategies from class would work on the other hand if she didn't bring him to the class his behavior would not improve because he could only learn with other dogs around him. The first session did not go well therefore the instructor asked Diane and Buster to work one-on-one with a trainer. Although, Diane knew this would be more expensive, she figured it was a bit like having a child: Sometimes you have to pay for things, although you'd rather not pay for. In the end, it would be the best for both of them.

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## 5.1.2: Working with Language- Complex Sentences

The third in our series on sentence structure is **complex** sentences. Using a variety of sentence types (simple, compound, and complex) will make your writing more sophisticated.

### What Is a Complex Sentence?

Like compound sentences, complex sentences have two clauses. Look at this sentence. The **subjects** are bold, the predicates (verb phrases) are underlined, and the conjunction in the middle is in a box.

- **Camilla** quit her job when **she** received a gift of \$6,000.

There are two clauses here, but they are not equal:

- Camilla quit her job – this can stand alone.
- When she received a gift of \$6,000 – this has no meaning without the first part.

The first clause is an **independent** clause. The second is a **dependent** clause: it needs the first clause to give it meaning. It cannot stand alone.

Dependent clauses begin with subordinating conjunctions (aka subordinators). The chart below shows a list of common subordinating conjunctions sorted by their functions in a sentence.

### Common Subordinating Conjunctions

<b>To show time</b> when before after while whenever once as soon as as	<b>To give a reason</b> because since as	<b>To describe a condition</b> if as long as unless in case until whether (or not)
<b>To show an unexpected result</b> although even though though	<b>To show a purpose</b> so that	<b>To show a contrast</b> whereas while although though

### Complex Sentences--Examples

- As soon as I got home from school, I ate a sandwich.
- I ate a sandwich as soon as I got home from school.
- You look as though you have seen a ghost.
- The boy ran home as if a killer was chasing him.
- My students have trouble writing sentences, whereas I can write sentences easily.\*
- Texas is a large state, while Connecticut is quite small.\*
- Since you need to learn how to speak clearly, I ask you to pronounce new words carefully.
- I took a bus downtown on Saturday so that I could save money on gas and parking.
- Unless you study hard for the final exam, you will not get a passing grade.
- My friend failed the examination even though she studied hard.

### Compound or Complex?

If you are not sure whether a sentence is compound or complex, or whether a conjunction is coordinating or subordinating, ask yourself this question: Can I move the conjunction to the beginning of the sentence and change the order of the clauses? You cannot do this with coordinating conjunctions, but you can with subordinating conjunctions. Look at this:

- **Camilla** quit her job when **she** won the lottery.



- When **she** won the lottery, **Camilla** quit her job.

#### Exercise 5:

**Combine the simple sentences below to make one complex sentence using a subordinator. There may be more than one correct answer.**

1. His mother was a single parent. She always bought presents at Christmas.

---

2. He lost a lot of weight. He was able to play sports.

---

3. Houston is a big, urban city. Seguin is a small, rural town.

---

4. I would love to write a novel. I don't have enough patience to sit and write.

---

5. Sam was driving home from work. He saw a bear on the road.

---

6. I often leave campus late at night. I always feel nervous.

---

7. Take a map on your hike in the mountains. You won't get lost.

---

8. Drive east from Houston on I-10. You will eventually come to Louisiana.

---

9. Ken had a life-changing visit to Europe. He decided to become a history teacher.

---

**Exercise 6: Use the following subordinators to make original complex sentences. (Write your own sentences!)**

1. although
2. because
3. while
4. after
5. if
6. as long as
7. whereas
8. until
9. even though

---

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## 5.2: Comparison and Contrast

This page will help you to better understand the expressions of comparison (similarities) and contrast (differences) that connect ideas in and between sentences.

The Language of Similarities	
I. Coordinators	
and	Community college students need financial aid to support themselves, <b>and</b> four-year college students need financial aid to pay for school.
both.... and ...	<b>Both</b> in-state <b>and</b> out-of-state students pay the same tuition rate in private universities.
not only...but also...	<b>Not only</b> Professor Smith <b>but also</b> Professor Brown had a significant impact on my career choice.
neither ... nor ...	<b>Neither</b> my mom <b>nor</b> my dad will be able to attend my graduation.
II. Subordinating Conjunctions	
as	My mother speaks three languages, <b>as</b> does my dad.
just as	I can skate very well, <b>just as</b> my big sister can.
III. Conjunctive Adverbs (Transitions)	
similarly	My grades have significantly improved. <b>Similarly</b> , I have gained confidence in participating in class projects.
likewise	His writing skill has improved. <b>Likewise</b> , he has expanded his English vocabulary knowledge.
also	Tim enjoyed working with his colleagues. He <b>also</b> developed a clear understanding of teamwork.
too	Chemistry is a difficult field to be in; physics is, <b>too</b> .
IV. Others (Note: These connectors are usually followed by a noun phrase.)	
similar to	<b>Similar to</b> her husband, she has a military background.
(be) similar to	My sister's sense of style <b>is similar to</b> mine.
(be) the same as	Her sense of humor <b>is the same as</b> her father's.
(be) compared to/with	Many foreign TV shows <b>are compared to</b> American TV shows.
like	Many foreign movies <b>like</b> American movies have cruel scenes in them.
just like	Competitive swimming is <b>just like</b> hockey. They both require endurance and speed.

### ? Exercise 7

The following sentences use signal words to show similarities. In each sentence, highlight the signal word and add punctuation.

- Jeff's son started college this year likewise my daughter is attending San Jacinto College.
- Both Paula and Lucca had a great time working on the campaign.
- She loves hiking and gardening similarly he enjoys participating in outdoor activities.
- Not only Tim but also Janet spent a full month evaluating their company's safety plans.
- Netflix is making their own movies and television shows just as Amazon Prime has gotten into the business of making shows for streaming.

## ? Exercise 8

Connect the two sentences with the comparison signal word given in parentheses. Some will be combined, others will remain as separate sentences.

1. George liked studying mathematics.

He saw that English would help him in his career as a counselor.

**(similarly)**

---

2. The dog barked for several hours.

The dog chewed through the pillows on the couch.

**(not only.... but also)**

---

3. Stanford's women's basketball team has now won the most national championships.

The University of Maryland's women's lacrosse team has won the most national championships.

**(similar to)**

---

4. The United States has the Pacific Ocean on its western border.

The United States has the Atlantic Ocean on its eastern border.

**(just as)**

---

5. Recycling aluminum cans is beneficial to the environment.

Reusing plastic bags helps reduce pollution.

**(both....and)**

---

### The Language of Differences

#### I. Coordinators

but

The twins love traveling, **but** their brother prefers spending time at home.

yet

I studied for months for the TOEFL test, **yet** I did not get the passing score to apply for graduate school.

#### II. Subordinating Conjunctions

while

Many Americans love basketball, **while** many Canadians love ice hockey.

whereas

Bruce never throws anything away, **whereas** his sister declutters her house every three months.

although /though / even though

**Even though** she is old enough, her parents do not allow her to drink at a family dinner.

#### III. Conjunctive Adverbs (Transitions)

on the contrary	I thought that Sheila loved to travel. <b>On the contrary</b> , she is a true homebody. Be careful about using "on the contrary." You can read about it here: <a href="https://www.englishcurrent.com/grammar/y-and-however/">On the Contrary vs However</a> <a href="https://www.englishcurrent.com/grammar/y-and-however/">https://www.englishcurrent.com/grammar/y-and-however/</a>
on the other hand	My vacation is going to cost a lot. <b>On the other hand</b> , my sister's choice of vacation is going to be more affordable.
in contrast	Amir was nervous before the test. <b>In contrast</b> , Tammy was very calm.
in comparison	Tammy enjoyed the holiday party. <b>In comparison</b> , James found it boring.
however	Some people enjoy hosting holiday parties. <b>However</b> , others see it as a waste of time and money.
nevertheless	Most parents know that sugar is bad for children. <b>Nevertheless</b> , many parents do not limit the amount of sugar they consume.
<b>IV. Others</b>	
despite (+ noun)	<b>Despite</b> Jane's cleanliness, her husband is a very messy person.
(be) unlike unlike + noun phrase	Her new million dollar home is <b>unlike</b> her apartment that she had in New York. <b>Unlike</b> her sister, Joan decided not to go to college.
(be) different from	I am <b>different</b> from my sister, who is an introvert.
to differ (from)	George Washington University <b>differs from</b> Howard University in many ways.
compared (to)	<b>Compared to</b> private schools, public schools do not require uniforms.

### ? Exercise 9

The following sentences use signal words that show differences. In each sentence, highlight the signal word and punctuate it properly. (Avoid semicolons)

- Philadelphia is not as expensive as New York City.
- New York has a relatively low crime rate but Philadelphia's crime rate is higher.
- Many people think New York has the best museums whereas the art museum in Philadelphia is world-class.
- Housing prices in New York City are consistently the highest in the country in contrast Philadelphia offers more reasonable housing costs.
- Although Philadelphia offers job opportunities in the health sector New York City offers many jobs in the financial sector.
- The two cities differ from each other significantly in size with Philadelphia having a larger space than New York City but fewer people.

### ? Exercise 10

Connect the two sentences with the comparison signal word given in parentheses. Some will be combined, others will remain as separate sentences.

Be careful to punctuate correctly.

- The University of Maryland has a large campus in Prince George's County.  
George Washington University has a small campus in downtown Washington, DC.  
(however)

---

2. The University of Pennsylvania is a private school in downtown Philadelphia.

Pennsylvania State is a public school in State College, Pennsylvania.

**(unlike)**

---

3. The University of Maryland has strong programs in the sciences and engineering.

Students for George Washington University tend to study political science and international studies.

**(while)**

---

4. The University of Maryland is a public university with low tuition.

George Washington University is private university with a much higher tuition.

**(but)**

---

### ? Exercise 11

Read the example sentences below and decide whether the two sentences show similarities or differences. Connect the two sentences by either making them into one sentence or by adding an adverbial conjunction (transition) before the second sentence. Use an appropriate connector to show either similarity or contrast.

#### Pair 1

Teachers in China do not expect students to ask questions or to make comments in class.

American teachers think that asking questions and making comments shows good participation.

---

#### Pair 2

Some people find it helpful to listen to music when they study.

Others prefer silence.

---

#### Pair 3

English is spoken in America.

It is spoken in Great Britain, Canada, Australia, and New Zealand.

---

#### Pair 4

College students have to complete an average of three to five assignments per week.

High school students tend to have one to three assignments per week.

---

#### Pair 5

American students enjoy working on collaborative school projects.

Chinese students enjoy working more on their own.

---



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## 5.3: Connectors of Contrast, Condition Reason and Result

### Connectors of purpose: in order to; to; so that

Connectors of purpose are connectors which are used when one action (or clause) results in, explains, or provides an intention for another clause (usually the one with the main verb) within a sentence.

#### Group 1-The Infinitive of Purpose and "In order to"

Amil took out his pen in order to write a letter.

Jonas picked up his fork to eat his dinner.

Note that the clause of purpose results in one clause (Amil took out his pen) explaining the subsequent clause (to write a letter). The purpose of Amil taking out his pen was to write.

#### Group 2: Subordinator

Kelvin turned on the light so (that) he could see the room.

When "so that" signifies a purpose, it is possible to omit the pronoun "that". In this case, there is not comma because "so that" or "so" are part of a dependent clause. Compare with the use of "so," when it means "for this reason" (FANBOYS)

### Connectors of reason: as/since; because; because of; due to

A clause of reason is usually used to describe why something happened due to the action described by the main clause.

#### Group 1: Coordinator

I needed to pick up my daughter, so I left work early today.

#### Group 2: Subordinators

As it was dark, we used a flashlight.

This could also be written: Since it was dark, we used a flashlight.

Again, it can be helpful in using connectors of reason correctly if you look for the reason in the sentence that explains the main clause. In this case, the reason we used a flashlight was because of (or due to) the dark.

#### Group 3: Phrases: Due to/Because of/Owing to/ On account of

Due to unforeseen circumstances, the party was canceled.

Because of the rain, we stayed indoors.

Note that the reason we stayed indoors was because of the rain.

### Connectors of result: so; for this reason; as a result; as a consequence; therefore

Connectors of result are used when one clause comes about as a consequence, or direct result, of the main clause. When x occurs, y will happen. Connectors of result are normally used when there is no doubt regarding the outcome of the action described in the main clause.

#### Group 1: Phrases Expressing Effects

George's book was wet as a result of being dropped in a puddle.

Note that the outcome is beyond doubt: it is inevitable that the result of a book being dropped in a puddle is that it is going to be wet.

#### Group 2: Phrases Expressing Causes

As a consequence of the delayed train, the guests were late for the wedding.

Again, note that the guests' lateness is a direct result of the activity described in the main clause.

#### Group 3: Transitions

It was cold. Therefore, we lit a fire.

### Exercise 12:

Choose the correct option to complete the following sentences of purpose, reason and result:

1. \_\_\_\_\_ the day was warm, he shivered.
2. \_\_\_\_\_ he was far from his friends and family, Jules felt lonely.
3. Mark did not attend class \_\_\_\_\_ his illness.
4. \_\_\_\_\_ it was sunny, we went for a walk by the sea.
5. Jane bought ingredients \_\_\_\_\_ she wanted to make a cake.
6. They moved forward \_\_\_\_\_ they could board the train.
7. The tree was cut down \_\_\_\_\_ it was stopping the light from reaching the window.
8. \_\_\_\_\_ the high cost of chocolate, Marie could only afford one bar.
9. \_\_\_\_\_ the boys' bad behavior, they weren't allowed out to play.
10. Stacy's hair was wet \_\_\_\_\_ her walk in the rain.

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## 5.4: Connectors-Addition

### Expressions for Adding Additional Ideas

#### Joining words and Phrases vs. Clauses

##### AND — CONJUNCTION / COORDINATOR

**And, and also, and as well as** join two sentence elements, such as two nouns, two verbs, two adjectives, two phrases or two clauses (two same word forms). When **and** connects two sentence elements, no comma is used. When three or more elements are joined, a comma is used.

Anne is an actress. She **acts and sings**. (verbs)

Anne loves **dance and also music**. (nouns)

She will compete in **ballroom and also modern** dance. (adjectives)

Anne has to dance **gracefully and precisely** in order to win. (adverbs)

She must **use correct dance technique as well as follow the rules**. (verb phrases)

The judges want her **both to extend and to point** her toes. (phrases)

Anne is a woman **who not only<sup>3</sup> knows her strengths but also knows who will give her best effort**. (clauses)

##### IN ADDITION — CONNECTIVE PREPOSITION / ADVERB

**In addition** (prepositional phrase) and **additionally** (adverb) are connective words that add information in one clause to the information in the next clause. The word(s) are separated by a comma. **Also**<sup>1</sup> (a [focusing adverb](#)) can be placed before a clause or before other elements in the clause.

Anne and Alex act **and** sing. **In addition**, they dance. (prepositional phrase)

Anne and Alex are very graceful dancers. **Also**<sup>1</sup>, they have years of experience dancing together.

Anne and Alex will learn samba and cha cha. **Additionally**, they will try the merengue.

Anne has to dance gracefully. **In addition**, she must dance precisely.

She must use correct dance technique. **Also**, she must follow the rules

The judges want her to extend her arms. **Additionally**, they expect her to point her toes.

<sup>1</sup>**Also** is a [focusing adverb](#) that can function as a connective adverb at the beginning of a sentence. Its initial use is considered to be formal by some. ***Also**, she dances jazz. She **also** dances jazz. She dances jazz **also**.*

<sup>2</sup>**And** — [What grammarians have to say](#) about using "and" at the beginning of a sentence

**"Conjunction"** See [And](#), [But not](#), [Or](#)—conjunction, exclusion, disjunction.

**extend** (V) — stretch, draw out to full length

**graceful** (Adj) — having elegance or beauty of form

**versatile** (Adj) — easily able to change or adapt (styles)

<sup>3</sup>**Not only...but** (paired coordinators) See [Both and](#).

Related pages: [And so / too / also](#), [FANBOYS Parallel Phrasing](#), [Connective Adverbs](#), [Comma-series](#), [Overview of Connectives](#).

## Also vs. Furthermore

### Adding a Fact vs. a Conclusive Fact

##### ADDING A FACT

**And, and also, as well as, in addition, additionally** and **also** link a clause with additional information. For details, see *and* ([coordinator](#)), *also* ([adverb](#)) *in addition* ([prep. phrase](#)), *additionally* ([connective adverb](#)).

Anne would like to play a dramatic role. **Also**, she thinks it would be fun to try comedy. (informal)

Alex has acted on Broadway (theater) and television. **In addition**, he has acted in three movies. (very formal)

**Besides** having several dance competitions, Alex and Anne have family obligations.

Alex and Anne have to focus on their practices **as well as**<sup>2</sup> their auditions. (on top of, along with)

For now, Alex and Anne are taking it easy **in addition to** postponing future touring plans.

#### ADDING A CONCLUSIVE FACT

**Furthermore**, **moreover** and **besides** link a clause with a final fact in order to make a point and/or to support an argument "*and finally this fact*". This is called a conclusive fact because it is placed at the end to convince the reader that your assertion, argument, or opinion is true.

In my opinion, Anne would be excellent in that movie. She has done several dramatic roles **and** has lots of experience. **Furthermore**, she looks like the character in the book. (formal)

I think Alex is the best choice. He has acted on Broadway **and** on television. **Moreover**, he has played supporting roles in three movies. (formal)

Alex and Anne won't be able to dance in the international competition in Rio de Janeiro. They are too busy. **Besides**<sup>1</sup>, they can't get a visa in time. ("apart from the other reasons")

Alex and Anne have to focus on their practices **and** auditions. They can't take time off to travel. **Another thing is**<sup>3</sup>, they have family obligations. (informal)

For now, Alex and Anne are taking it easy. **What's more**, they are postponing future touring plans. (informal)

<sup>1</sup>**Besides**, — *What is more*, (informal)

<sup>2</sup>**as well as** — *on top of* (informal), *along with* (informal),

<sup>3</sup>**Another thing is** — (informal, but commonly used); See [The reason is + Cls](#)

**audition** (N) — to try out for a part, give a short performance to see if the person is good for the part

**conclusive fact** (Adj) — showing that something is definitely true

**role** (N) — acting part in a play, opera, or ballet

**theater** (N) — a live production performed on a stage;

**movie theater** (N) — cinema, a recorded showing in a theater (no stage)

See [Semicolons](#), [Connective Adverbs](#), [In fact / Indeed](#)

## Besides -ing / Besides,

### Adding more details vs. a stand-alone detail

#### ANOTHER DETAIL

An introductory prepositional phrase with **besides**, **in addition to**, **along with** expresses that we are mentioning, but setting aside, an important detail, in order to mention more details "not including this, there is also this".

##### PREP PHRASE

**Besides being funny**,  
"apart from this"

**Along with enjoying what they do**,

**In addition to work**,

**Along with a promotion**,

##### MAIN CLAUSE

he is also young and smart. (*information*)

they spend a lot of time together. (*information*)

they plan time to relax. (*information*)

They received several job offers. (*information*)

#### A STAND-ALONE OR WINNING DETAIL

**Besides** or **in addition** links a fact that can stand on its own as reason enough for winning an argument (an outstanding fact); **in addition** links more information (also called a "[linking or connective adverb](#)").

##### MAIN CLAUSE

Hire him because he is young and smart.

They are a well-matched pair. Both have excellent dance technique.

##### LINKING ADVERB

**Besides, he is funny!** (*a winning fact or point in the argument*)

**Besides, they are good friends.** (*conclusive fact or argument*)

They plan, practice, and perfect their work.	<b>In addition, they take time to relax.</b> <i>(information)</i>
They received several job offers.	<b>In addition, they received a promotion.</b> <i>(information)</i>

**hire** (V) — offer a job

*in stead of, outside of, in addition to, along with* are examples of "double prepositions"

Also see [Connective Adverbs](#) (What's more, Not to mention, Additionally), [Noun Phrases](#) –reducing clauses

Pop-Q "[Besides](#)"

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## 5.4.1: Practice-Addition

### Exercise 13:

**Choose the correct connectors. Add commas where needed.**

#### Talent Show Auditions



#### Read the Paragraph and Choose the Connectors

Choose the connector that correctly completes each sentence.

Talent shows on television are loved (also / and also) hated. Contestants perform "live" on the stage before the judges (and / in addition) millions of television viewers. To appear on a show, a contestant has to be talented and a good performer. (Furthermore, / And) the contestant has to be extremely bold. The judges can be mean. If they do not like the performance, they buzz the contestants and criticize them. (In addition to / Besides) they insult the contestants. (Furthermore / Besides) becoming famous, the contestants hope to get rich.

Some contestants have neither talent nor good taste ( additionally / besides) being fools. Others are very smart, talented ( furthermore / and) creative. Most contestants are very talented, (and / as well as) they are looking for a break in show business. With a little imagination ( as well as / in addition) hard work, some will become stars. Most of the contestants will get their "fifteen minutes of fame". (Moreover / As well as) they will face rejection and disappointment.

**a break** (N) — an opportunity, a chance, a start

**bold** (Adj) — brave, without fear, not afraid of doing difficult things, courageous

**buzz** (V) — an electronic button that indicates rejection — no!

**contestants** (N) — people who compete to win

**creative** (Adj) — use imagination to plan and perform new acts

**criticize** (V) — to say the good and bad points of something; express approval or disapproval

**fool** (N) — a person who appears to have poor judgment or a simple mind (or is, in fact, very smart.)

**good taste** (N) — the sense of what is fitting, harmonious, or beautiful

**insult** (V) — to say unkind things to someone; offend or be rude

**talent** (N) — having special abilities or skills

**talented** (Adj) — having special artistic abilities or skills

Optional comma usage: smart, talented, and creative OR smart, talented and creative; See [Comma-series](#).

#### Exercise 14: Correct or Incorrect?

##### A. Read the paragraph

Ben wants to audition for a talent show. He is a tap dancer does a magic act. His act is special because he can tap dance. He can pull a rabbit out of a hat in addition whistling. (He can do all three at the same time.) He went to an audition for a talent show. He wore black pants and a jacket, in addition to his magic hat.

He started with a little tap dance, and then he did his magic act. He thought he did very well. Everyone laughed and cheered. Moreover, they applauded his performance afterwards. The judges said that his act wasn't original or creative. Furthermore, they already had a magic act.

**applaud** (V) — clap; make an approval sound with the hands

audition (V) — try out; a chance to show the director what he can do so that he can get a job

cheer (V) — shout encouragement (an audience)

magician (N) — a person who does magic tricks

whistle (V) — make a musical sound with the lips

#### B. Decide whether the sentence is correct or incorrect.

Select your response "correct" or "incorrect". Pay attention to the choice of connector and the punctuation. If it is incorrect write the correction. If it is correct, write "correct."

1. Ben wants to audition for a talent show. He is a tap dancer **and** does a magic act.

Correct    Incorrect

Correction:

2. His act is special because he can tap dance and pull a rabbit out of a hat **in addition** whistling.

Correct    Incorrect

Correction:

3. He went to an audition for a talent show. He wore black pants, a jacket, **in addition to** his magic hat.

Correct    Incorrect

Correction:

4. He started with a little tap dance, and then he did his magic act. He thought he did very well. Everyone laughed and cheered. **Moreover**, they applauded his performance afterwards.

Correct    Incorrect

Correction:

5. The judges said that his act wasn't original or creative. **Furthermore**, they already had a magic act.

Correct    Incorrect

Correction:

#### Exercise 15: Add Connectors

##### A. Read the Context (without connectors)

Janelle is a tough competitor at auditions. She is often called a "triple threat", which means she has multiple talents. Janelle dances, sings, acts,

enchants audiences. She has studied modern, hip-hop, ballet. She has studied African dance. The African dance types include courtship, harvest, fertility,

celebration, wedding, friendship. Janelle also sings beautifully. She has a four-octave vocal range. She has perfect pitch. Without using a microphone, she

can easily be heard in the back of the room. She mostly sings R & B, pop, soul. She sings gospel. Janelle has acted in three Broadway musicals: *Wicked*,

*Chicago*, *Lion King*. She is currently playing the part of "Rafiki" in *The Lion King*. She will be going on an International tour to Japan, China, Indonesia,

the Philippines.

audience (N) — people who attend, enjoy a performance on stage

audition (N) — try out; show your talents to the judges or director so that you can get the job (acting, singing, etc.); test suitability for employment

enchant (V) — delight; give a magical quality to a performance

go on tour (V) — travel around the country or world

musical (N) — a stage show with music and acting, such as *Chicago*, *The Sound of Music*, *Annie*, *West Side Story*, *Cabaret*, etc.

octave (N) — music: a series of eight tones (e.g., A, B, C, D, E, F, G)

R & B — rhythm and blues style of singing

role (N) — character or part in a play, opera or musical

triple threat — having three talents, such as throwing, passing and running, or singing, acting, and dancing; a person who will easily get hired because of three related skills

### B. Edit the Paragraph by Adding Coordinators

Each of the sentences taken from the reading is missing a coordinator. Edit the sentence in the space to the right of each sentence using coordinators. (More than one response may be correct.) Add commas if necessary.

1. Janelle dances, sings, acts, enchants audiences.
2. She has studied modern, hip-hop, ballet. She has studied African dance.
3. The African dance types include friendship, courtship, wedding, fertility, harvest dances.
4. Janelle sings beautifully. She has a four-octave vocal range. She has perfect pitch.
5. She mostly sings R & B, pop, soul. She sings gospel.
6. She will be going on an International tour to Japan, China, Indonesia, the Philippines.

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## 5.5: Part 2--5.6- Conditional/Hypothetical

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Part 2 of Chapter 5 covers Conditional forms.

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## 5.5.1: Real Conditional

### Uses of the First(Future Real) Conditional

We use the first conditional to express a possible condition and its probable result in the future.

### Form of the First Conditional

If	present simple(condition)	will	base form (result)
----	---------------------------	------	--------------------

### First Conditional: Positive and Negative

If	I you we they	come to the party don't come to the party	I you we they	will won't	make a cake. (result)
	he she it	comes to the party doesn't come to the party	he she it		

### First Conditional: Questions

If	I you we they	fall	what	will	I you we they	do? (result)
	he she it	falls			he she it	

### Uses of the First Conditional

In a sentence structure, the 'if' clause describes the condition or requirements needed to make a future event or consequence occur.

#### Possibilities

We use the first conditional to describe possible outcomes if an action does/does not take place.

If I can't remember, I'll improvise!

If you don't wear a sun hat, you may get sunburned.

If I save my money, I will buy a car.

My sister will be sad if I miss her recital.

If it is sunny, we will go to the park.

You will struggle in the exam if you don't study.

#### Future events

We use the first conditional to forecast outcomes based on a possible action taking place.

If you go to the store, please buy some apples.

If you meet Sally, let her know I am running late.

If you pack your swimsuit, we can go to the beach.

#### Consequences

We use the first conditional to describe a certain outcome if a prior action takes place.

If you **tell** him that, he **will not believe** you.  
If you **don't finish** lunch, you **won't get** ice cream later.  
If you **are** mean, I **will not be** your friend.  
If you **eat** too much, you'll **get** sick!  
If you **practice** the violin, you **will become** a good musician.

### First conditional: be careful!

1. Instead of “will”, we can use the **imperative** to describe cause and effect.

If the apples are bruised, **don't buy** them.  
**Remember** to say 'thank you' if you see Auntie Caroline.

2. Instead of “will”, we can use **modals**

If you **grow** your hair, you **would look** beautiful.  
I **might get** sick if I eat too much ice cream.  
If it **is** windy on Saturday, we **could fly** our kite.  
If you **need** help, you **should talk** to your teacher.  
If you **don't give** that back, I'll **never speak** to you again!

3. We can use time conjunctions such as **when, before** and **after** instead of **if** in the condition clause to talk about future events. The present tense always follows the clause here. Check out our grammar point just on time clauses.

Some examples:

I'll buy a cat when we move to our new house.  
When you come to stay, we'll go shopping.  
He won't be happy when he finds out!  
Before you go, you should plan your trip.  
You should visit the museum after you have settled in.  
We'll start as soon as the guests arrive.  
Please let me know as soon as you can.  
I won't stop until I have to!  
We can't play soccer until the rain stops.

### Practice 1: Fill in the blanks with the correct First (Future Real) Conditional forms. Some sentences require a modal or an imperative form.



1. If I \_\_\_\_\_ (get) sunburned, I \_\_\_\_\_ (feel) very sore.
2. I \_\_\_\_\_ (not / come) if I \_\_\_\_\_ (know) he's going. 3. If we \_\_\_\_\_ (go) sailing this summer, we \_\_\_\_\_ (go to) France
4. If we \_\_\_\_\_ (not/get up) early, we \_\_\_\_\_ (miss) the class.
5. If you \_\_\_\_\_ (get back) late, I \_\_\_\_\_ (be) angry.
6. If we \_\_\_\_\_ (not/see) each other tomorrow, we \_\_\_\_\_ (see) each other next week.
7. If he \_\_\_\_\_ (come), I \_\_\_\_\_ (be) surprised.
8. If we \_\_\_\_\_ (wait) here, we \_\_\_\_\_ (be) late.
9. If the weather \_\_\_\_\_ (not improve), farmers \_\_\_\_\_ (not have) any crops.
10. If you \_\_\_\_\_ (not/want) to go to the movies, we \_\_\_\_\_ (watch) television at home instead.
11. We \_\_\_\_\_ (stay) in Paris if we \_\_\_\_\_ (travel) to France.
12. They \_\_\_\_\_ (go) to the park if their friend \_\_\_\_\_ (come) to stay.
13. I \_\_\_\_\_ (be) late if the flight \_\_\_\_\_ (not/arrive) on time.
14. She \_\_\_\_\_ (not / get) better if she \_\_\_\_\_ (not / practice).
15. They \_\_\_\_\_ (go on) vacation if they \_\_\_\_\_ (afford) it.

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## 5.5.2: Present Unreal (Second) Conditional

### Present Unreal Conditional (Hypothetical Statements)

STATEMENT	
We use special verbs with <b>if</b> when we are talking about situations that we imagine; that is, things that probably will not happen. The unreal statement includes the Simple Past. The result clause includes a <b>would</b> or <b>could</b> modal form.	
UNREAL CONDITION	IMAGINED RESULT
IF + CLAUSE w/ SIMPLE PAST	CLAUSE w/ WOULD/COULD + BASE VERB
If I <b>were/was</b> a millionaire,*	I <b>would buy</b> a private jet.
If I <b>were/was</b> a millionaire,	I <b>could buy</b> a private jet.
If I <b>could</b> choose anything,	I <b>would buy</b> a house.
If I <b>could</b> choose anything,	I <b>would buy</b> a house. I <i>could buy</i> <sup>1</sup> a house.
* Use "was" for informal situations and "were" for formal situations, including academic writing.	

NEGATIVE / QUESTION	
A negative is formed by placing <b>not</b> after the verb in the hypothetical clause or in the other clause. A question is formed by inverting the subject and auxiliary verb ( <b>would</b> or <b>could</b> ) in the result clause.	
UNREAL CONDITION	IMAGINED RESULT
IF + CLAUSE w/ Simple Past	CLAUSE w/ WOULD/COULD + VERB
If I <b>were/was</b> a millionaire, (I am not)	I <b>wouldn't travel</b> on a commercial airline.
If I <b>weren't / wasn't</b> a millionaire, (I am)	I <b>would have</b> to travel like everyone else.
If I <b>could vacation</b> anywhere,	I <b>wouldn't stay</b> here.
If you <b>were</b> a millionaire,	<b>could</b> you stop working? 
If you <b>could choose</b> ,	<b>would</b> you move away? 

**was / were** – We often use **were** instead of **was** after **if**. Both **was** and **were** are used in formal English, but only **was** is used in informal English. **If I were you...** **Were** is a subjunctive verb form.

#### UNREAL – CONDITIONALS

**In an unreal (remote) conditional structure**, modal **would** or **would have** expresses an alternate, perhaps ideal world. This "remote" wording is used to soften an unpleasant response, apologize for failure or consider an alternate option. See [Past Hypotheticals](#) for examples.

PRESENT	RELATED ACTIVITY OR SITUATION
If he <b>had</b> time,	<b>Ted would mow</b> the grass.
REMOTE THINKING	
"This action or situation, in an another world..."	will cause this related activity to occur."
ACTUAL SITUATION	
This situation or action has a poor chance of occurring.	This outcome has a poor chance of occurring.
PAST	RELATED ACTIVITY OR SITUATION
If he <b>had had</b> time,	<b>Ted would have mowed</b> the grass.
REMOTE THINKING	

"This action or situation, in an another world.	caused this related activity to occur.
ACTUAL SITUATION	
This situation did not occur	so this related activity did not happen.

**energetic** (Adj) – having energy, physical or mental strength

**infer** (V) – to guess by reasoning or logic; form an opinion that something is probably true based on the information or evidence

**likely** (Adj) – *likely to happen* – probably will happen, 50% or better or neutral (50 / 50); **unlikely** – poor chance of happening

**remote conditional** — in linguistic description, the name for an *unreal, untrue, or hypothetical conditional* is "**remote**" because they denote **distance** — both in formality and reality.

### Exercise 1: Likely or Unlikely?

#### A. Read the Paragraph

Aiden lives in California, where weather is mild much of the year. He likes to bike to school. It takes him fifteen minutes to get there. He doesn't bike when it rains. He walks instead. Then it takes him thirty minutes. He doesn't like to walk because his books are heavy, but sometimes he can't help it.

Aiden's friend drives. Aiden can call him and ask his friend for a ride. However, he must call him the night before. Sometimes, it rains unexpectedly in the morning, so Aiden walks in the rain. Fortunately, he has an umbrella, and he likes to walk.

can't help – cannot avoid

forecast – predict something, especially weather

get to school – travel to school

**in time** – within the time, not from the beginning, but still able to do the activity

**on time** – at the beginning set time of an activity

#### B. Read the conditional sentence and answer the question.

**likely** — probably will happen, probably is true. **unlikely** — probably won't happen, probably isn't true.

Select the response from the list that best completes the sentence.

1. If the weather is favorable this week, Aiden will bike to school.

*Will Aiden bike to school?*

likely / probably / unlikely

2. If it's going to rain, Aiden will walk.

*Is Aiden going to walk?*

likely / probably / unlikely

3. This morning it suddenly started raining. If Aiden called his friend, it would be too late to get a ride.

*Is Aiden going to call his friend?*

likely / probably / unlikely

4. If Aiden had started walking earlier, he would get to school on time this morning.

*Did Aiden begin walking early?*

likely / probably / unlikely

5. Aiden will make it in time to class if he walks fast.

*Will Aiden walk fast?*

likely / probably / unlikely

6. If Aiden had checked the weather forecast the night before, he wouldn't be walking in the rain now.

*Did Aiden check the weather forecast?*

likely / probably / unlikely

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### 5.5.2.1: Practice with Present Unreal (Second) Conditional

#### Exercise 1: Chose the correct answer to complete the sentence in the form of Present Unreal Conditional

1. If there \_\_\_\_\_ no mosquitos, there would be no malaria.  
A. would be      B. are  
C. were          D. was
2. We'd be on the beach if we \_\_\_\_\_ in Mexico.  
A. would be      B. were  
C. will be        D. are
3. He's so stupid! If he \_\_\_\_\_ an animal, he would be a sheep.  
A. were          B. would be  
C. is             D. was
4. If her hair were black, she \_\_\_\_\_ completely different.  
A. would look    B. looks  
C. will look      D. look
5. If I \_\_\_\_\_ a penny for every can of soda I've drunk in my life, I would be rich!  
A. would have    B. have  
C. will have      D. had
6. We would learn a lot from dolphins if they \_\_\_\_\_.  
A. talk            B. can talk  
C. could talk     D. will talk
7. If smoking were allowed, I \_\_\_\_\_ a cigarette.  
A. had            B. would have  
C. will have      D. have
8. If the weather \_\_\_\_\_ better, we \_\_\_\_\_ to the park.  
A. were... will go    B. were... would go  
C. is... would go    D. was... go
9. We don't mind camping, but if we \_\_\_\_\_ enough money, we \_\_\_\_\_ in a hotel.  
A. have... stayed    B. had... would stay  
C. would have...stayed    D. had... stayed
10. If he were a young man, he \_\_\_\_\_ able to walk faster.  
A. was            B. would be  
C. is              D. would

#### Exercise 2: Fill in the blanks with the forms of the Present Unreal (Second) Conditional

1. If Joe \_\_\_\_\_ (be) here, he \_\_\_\_\_ (catch) some fish for supper.
2. It \_\_\_\_\_ (be) nice if the rain \_\_\_\_\_ (stop)!
3. I \_\_\_\_\_ (sing) you a song if I \_\_\_\_\_ (have) my guitar.
4. If I \_\_\_\_\_ (have) a better sleeping bag, I \_\_\_\_\_ (not feel) so cold.



5. If this tent \_\_\_\_\_ (be) any smaller, one of us \_\_\_\_\_ (have to sleep) outside!
6. I \_\_\_\_\_ (look) out for bears if I \_\_\_\_\_ (be) you!
7. If I \_\_\_\_\_ (not be) so hungry, I \_\_\_\_\_ (share) my beans with you.

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#### Exercise 3: Fill in the blanks with the forms of the Present Unreal (Second) Conditional

1. If I \_\_\_\_\_ (be) you, I \_\_\_\_\_ (get) a new car.
2. If he \_\_\_\_\_ (be) younger, he \_\_\_\_\_ (sleep) less.
3. If we \_\_\_\_\_ (not / be) sisters, I \_\_\_\_\_ (not / talk) to you ever again.
4. If I \_\_\_\_\_ (have) enough money, I \_\_\_\_\_ (build) huge mansion.
5. If they \_\_\_\_\_ (not / be) always so messy, the house \_\_\_\_\_ (be) clean all the time.
6. If England \_\_\_\_\_ (win) the World Cup, I \_\_\_\_\_ (jump) for joy.
7. If you \_\_\_\_\_ (get) a pay rise, we \_\_\_\_\_ (go) to the Bahamas.
8. If I \_\_\_\_\_ (learn) Arabic, I \_\_\_\_\_ (find) work as a translator.
9. If we \_\_\_\_\_ (live) in Spain, I \_\_\_\_\_ (not / need) central heating.
10. If she \_\_\_\_\_ (work) harder, she \_\_\_\_\_ (not / have) a bad job.

#### Exercise 4: Answer the questions in complete sentences.

1. If you were an animal, which animal would you be? Why?
2. If you went back in time, which year would you go to? Why?
3. If you were a superhero, what would your powers be?
4. If you drove a sports car, which model would you drive?
5. If you became fluent in English overnight, what would you do next?
6. If you could take a vacation tomorrow, where would you go?
7. If you had three wishes, what would you wish for?

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## 5.5.2.2: The "Be" Verb in Unreal Conditional

### Present Unreal (Second) Conditional Statements with "Be"

STATEMENT	
In the present unreal conditional with the verb "to be," the form is the same for all subjects. In formal or written forms, we use the verb form " <b>were</b> ," not " <b>was</b> " for the pronoun subjects I/You/They and We, or similar nouns. In informal English, we usually use " <b>was</b> ." The result clause includes a <b>would</b> or <b>could</b> modal form.	
UNREAL CONDITION	IMAGINED RESULT
PREP PHRASE + CLAUSE w/ preterit	CLAUSE w/ WOULD/COULD + VERB
If I <b>were/was</b> (informal) a millionaire,	I <b>would buy</b> a private jet.
If I <b>were/was</b> (informal) a millionaire,	I <b>could buy</b> a private jet.
It it <b>weren't</b> raining,	I <b>would go</b> for a walk in the park.
If I <b>were</b> you,*	I <b>would buy</b> a house.

\* The "If I were you," statement is used to give advice.

NEGATIVE / QUESTION	
A negative is formed by placing <b>not</b> after the verb in the hypothetical clause or in the other clause. A question is formed by inverting the subject and auxiliary verb ( <b>would</b> or <b>could</b> ) in the result clause.	
UNREAL CONDITION	IMAGINED RESULT
PREP PHRASE + CLAUSE w/ SIMPLE PAST	CLAUSE w/ WOULD/COULD + VERB
If I <b>were/was</b> a millionaire, (I am not)	I <b>wouldn't travel</b> on a commercial airline.
If I <b>weren't / wasn't</b> a millionaire, (I am)	I <b>would have</b> to travel like everyone else.
If I <b>could vacation</b> anywhere,	I <b>wouldn't stay</b> here.
If you <b>were</b> a millionaire,	<b>could</b> you stop working? 
If you <b>could choose</b> ,	<b>would</b> you move away? 

<sup>1</sup> repeating **could** is awkward

**was / were** – We often use **were** instead of **was** after **if**. Both **was** and **were** are used in formal English, but only If I were you,\***If I were you... Were** is a subjunctive verb form.

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## 5.5.3: Past Unreal (Third) Conditional

### Past Unreal Conditional (hypothetical)

#### Tense Structure

##### Conditional Tense Structure

###### HAD + PAST PARTICIPLE

In a past unreal (untrue) conditional structure, the verb in the condition statement, the clause after **if**, takes the form of a past perfect verb.

If Jack **had seen** the iceberg,  
(the hero in the *Titanic* movie)

If Rose **had known** it,  
(the main character in the *Titanic* movie)

If Molly **had talked** any longer,  
(a character in the movie)

If Cal **had been** a better man,  
(the villain in the movie)

###### MODAL + HAVE + PARTICIPLE

The verb in the **effect-clause**, the main clause, takes the form of **would have**, **could have**, **should have**, or **might have** + participle.

he **would have told** the captain.

she **could have left** him earlier.

she **would have put** everyone to sleep.

he **might have acted** in a kinder manner.

### Past Unreal (Third) Conditional (hypothetical)

#### Punctuation

##### INITIAL CLAUSE POSITION



A comma separates the condition, a prepositional phrase headed by **if**, from the main clause when it is placed before the main clause.

**If we had known the movie was long**, we would have gotten some popcorn.

**If we had gotten here earlier**, we could have found better seats.

##### FINAL CLAUSE POSITION



No comma is used when the "**if clause**" is placed after the main clause.

We would have gotten some popcorn **if we had known the movie was long**.

We could have found better seats **if we had gotten here earlier**.

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## 5.5.4: Practice with Past Unreal (Third) Conditional

### Exercise 1: Fill the gaps with the correct past unreal conditional form of the verb in brackets

Example of past unreal (third) conditional: If I had gone to university, I would have studied law.

1. If I \_\_\_\_\_ (go) to my parent's house, I \_\_\_\_\_ (miss) Sarah's visit.
2. If I \_\_\_\_\_ (go) to University, I \_\_\_\_\_ (study) Law.
3. I \_\_\_\_\_ (go) to the wedding if I \_\_\_\_\_ (have) too much work.
4. I \_\_\_\_\_ (not / recognize) her if you \_\_\_\_\_ (not / tell) me who she was.
5. I \_\_\_\_\_ (buy) a sports car if I \_\_\_\_\_ (not / lose) all that money.
6. I \_\_\_\_\_ (send) you a present if I \_\_\_\_\_ (know) your address.
7. I \_\_\_\_\_ (not / say) anything you if I \_\_\_\_\_ (realize) that you would get angry.
8. I \_\_\_\_\_ (come) sooner if someone \_\_\_\_\_ (mention) how much work there was.
9. I \_\_\_\_\_ (forgot) about it if you \_\_\_\_\_ (not / bring) it up.
10. He \_\_\_\_\_ (help) you if you \_\_\_\_\_ (ask) me.

### Exercise 2: Read the sentence about the "real" situation (what happened). Then fill in the blanks with the forms of the Past Unreal (Third) Conditional using the appropriate affirmative or negative forms.

1. He crashed his car, because he fell asleep while driving.  
If he \_\_\_\_\_ asleep while driving, he \_\_\_\_\_ his car.
2. We couldn't go to the concert, because we didn't have enough money.  
If we \_\_\_\_\_ enough money, we \_\_\_\_\_ to the concert.
3. I lost my job because I was late for work.  
I \_\_\_\_\_ my job if I \_\_\_\_\_ late for work
4. The wind was so strong that the bridge collapsed.  
If the wind \_\_\_\_\_ so strong, the bridge \_\_\_\_\_ .
5. I couldn't call Sally because I had lost her number.  
I \_\_\_\_\_ Sally if I \_\_\_\_\_ her number.

### Exercise 3: The Titanic and Past Unreal (Third) Conditional

#### A. Read the Context

When we analyze a catastrophe such as the sinking of the Titanic, we look closely at the errors that led to the disaster.

- ship design
- speed of *Titanic*
- number of lifeboats
- use of binoculars
- angle of impact
- emergency response time of *Titanic* crew
- emergency response of other ships
- number of people in lifeboats
- accessibility of lifeboats (to all classes)
- assuming *Titanic* to be "unsinkable"

#### B. Determine which verb forms logically complete the hypothetical statement.

Select the response from the list that best completes the sentence.

1. If the White Star Line (had / had had ) more lifeboats, most of the people (survived / would survive / would have survived ).
2. If the watchmen (located / had located ) their binoculars before they left England, they (would use / would have used / had used ) them to help the captain spot icebergs.

3. If ship planners (had designed / would design / designed ) more safety compartments to keep the ship afloat, the Titanic (had stayed / might have stayed ) afloat until the ship, Carpathia, arrived.
4. If the Captain (would steer / had steered / steered ) directly into the iceberg, the ship (might had / had had / might have had ) less damage.
5. If the ship's crew (had reacted / would react ) more efficiently, help (had come / would have come ) more quickly.
6. The *California*, a ship nearby, (would have received / had received ) the emergency call if the radio-operator (would have / had had / had ) his radio turned on for emergency calls.
7. If the White Star line (would supply / had supplied ) ship with enough life-jackets, all the bodies (had been found / would have been found ) .
8. More people (had survived / would have survived ) if the crew (had filled / would fill ) the lifeboats completely.
9. Third-class passengers in compartments below deck (might have / might have had ) a chance if the crew (had not locked / have not locked ) them below deck.
10. If The White Star Shipping Line (had called / hadn't called ) the Titanic "unsinkable", they (might not have tempted / would not tempt ) fate.

tempt fate (expression) – do something risky or dangerous

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## 5.5.5: Mixed Conditionals

### Mixed Conditional : Hypothetical situations in mixed time frames

The two parts of a conditional sentence can refer to different times, and the resulting sentence is a "mixed conditional" sentence. Mixed conditional sentences can involve a past event with a present result or a present truth and an earlier past event.



#### Past Events Affect Present Situations

Compare the REAL SITUATION in the first chart with the corresponding HYPOTHETICAL SITUATION in the second chart.

REAL SITUATION	
When a cause-effect situation occurs in different time frames, it can be stated as a fact.	
Past ⇒ Present	
You <b>did not feed</b> the dog, so the dog <b>is</b> hungry now.	
You <b>fed</b> the dog, so the dog <b>isn't</b> hungry now. (She is content.)	
The dog <b>couldn't go</b> outside, so the dog <b>peed</b> on the floor.	
The dog <b>went</b> outside, so the dog <b>didn't pee</b> on the floor.	
The dog <b>didn't go</b> outside, so the dog <b>is peeing</b> on the floor now.	
HYPOTHETICAL SITUATION	
The same situation can be stated hypothetically with an implied meaning of regret or praise.	
PAST EVENT	PRESENT RESULT
If you <b>had fed</b> the dog, she <b>wouldn't be</b> hungry now. ( <i>regret</i> )	
If you <b>hadn't fed</b> the dog, she <b>would be</b> hungry now. Thank you! ( <i>praise</i> )	
If the dog <b>had gone</b> outside, she <b>wouldn't have peed</b> on the floor. ( <i>regret</i> )	
If the dog <b>hadn't gone</b> outside, she <b>would have peed</b> on the floor. ( <i>praise</i> )	
If the dog <b>had gone</b> outside, she <b>wouldn't be peeing</b> on the floor now. ( <i>regret</i> )	

**pee** (informal) –urinate

#### Mixed Tense Hypothetical Statements

A mixed conditional can describe an existing (present) truth that is connected with a past event.

EXISTING TRUTH
The <b>present or past tense</b> can be used when adding a clause that expresses something that is still true. (Keeping all tenses in the past time frame is more formal.)
If I had known (that) <b>your dog is aggressive</b> , I wouldn't have offered to feed it. (noun clause – existing truth – The dog was aggressive then and still is now.)
If we had gone to the cafe (that) <b>is outdoors</b> , we would have gotten wet in the rain. (modifying clause – existing truth – The cafe was and still is outdoors.)
If I had known the size (that) <b>you wear</b> , I would have bought you a coat. (modifying clause – existing truth then and now)
If I had known (that) <b>your brother is / was so competitive</b> , I wouldn't have offered to race him. (noun clause – existing truth then and now)
PAST / EARLIER TRUTH
A mixed conditional can relate one past time period to another time period. Notice the inclusion of the simple past in these past unreal (third) conditional statements
The <b>past or past perfect</b> is used when adding a clause with a statement that is in a temporary-past or earlier-past time frame.
If I had known (that) <b>your dog was ill</b> , I would have offered to help it. (noun clause – past truth – The dog was ill at that time.)
If we had gone to the concert (that) <b>was outdoors</b> , we would have gotten wet in the rain. (modifying clause –past truth –The concert was there but is not now.)
If I had known the size (that) <b>you wore</b> , I would have bought you a coat. (modifying clause – past truth – You used to wear that size, but do not now.)
If I had known (that) <b>your brother had been an Olympic runner</b> , I wouldn't have offered to race him. (noun clause – earlier past truth – He was an Olympic runner.)

#### Practice

##### Pet Problems

##### Mixed Tense Hypothetical Sentences

Select the response from the list that best completes the sentence.

**1. Your office chair has wheels, so the dog is pushing the chair around the room.**

If the chair **didn't have** wheels, the dog (won't be pushing / wouldn't be pushing / wouldn't have been pushing ) it around the room now.



2. The dog learned how to push the chair next to the kitchen counter. As a result, the dog is walking on the kitchen counter now!

If the dog (didn't learn/ hadn't learned ) to push the chair next to the kitchen counter, it **wouldn't be walking** on the kitchen counter now!



3. You did not neuter your cat, so now there are too many kittens.

If you **had neutered** your cat, there (weren't / wouldn't be ) wouldn't have been so many kittens here now.



**neuter** (V) – to remove an animal's ability to reproduce

4. You left your dogs at home alone all day, so they are begging you for a walk now.

If you (left / didn't leave / hadn't left ) your dogs at home alone all day, they **wouldn't be begging** your for a walk now.

5. Someone left the gate open, so now the goats are loose! (outside of their pen)



If someone **hadn't left** the gate open, the goats (would be / wouldn't / wouldn't be ) loose!

6. There **was** a sufficient amount of (enough) rain this spring, so now there **is** enough grass for the farm animals to eat.

If there (hadn't been / had been / wouldn't have been ) a sufficient amount of rain this spring, there **wouldn't be** enough grass for the farm animals to eat now.

7. You didn't play with your cat earlier today. Your cat is sulking. (*upset*)



Your cat **wouldn't be sulking** now if you (played / had played / hadn't played ) with her earlier today.

8. You didn't socialize your dog at an early age, so now your dog barks at all the other dogs on the beach.

Your dog (won't be barking / wouldn't be barking / wouldn't have been barking ) at all the other dogs on the beach if you **had socialized** your dog from an early age.

**socialize** (V) – accustom it to other animals

### Verb Tense in Conditional Sentences with Clauses

Select the response from the list that best completes the sentence.

9. If I had known that a sea lion (climbs / climbed / had climbed) on board the boat, I wouldn't have left the port (harbor).

**on board** - on the boat

10. If I knew what kind of dog you (like / liked / had liked) , I would get it for you.

11. If you had told me how old the tortoise (is / was / had been) , I wouldn't have believed you

12. If the dog weren't whining, you wouldn't know that it (is / was / had been) her dinner time now.

**whine** - make high-pitch, complaining sounds

13. If I had seen that there (is / was / had been) a penguin on the rocks, I would have pulled out my camera to photograph it.

14. If the pelican thought that it (can steal / could steal / could have stolen) a fish, it would have tried already.

15. If you had seen the sea lions on the beach, you would have been surprised to see how tame they (are / were / had been)

Mixed Conditionals			
All types of conditionals can be mixed. Any tense combination is possible if the context permits it.			
	If-clause	Main clause	
Type 2	If they <b>were working</b> all day, (They were working all day	they <b>will be</b> tired now. so they are tired now.)	Type 1
Type 2	If I <b>were</b> you, (You are not me If he <b>were</b> a better driver, (He is not a good driver	I <b>would have accepted</b> the job. so you didn't accept the job.) he <b>wouldn't have crashed</b> the car. so he crashed the car.)	Type 3
Type 3	If she <b>had finished</b> earlier, (She didn't finish earlier	she <b>would be going</b> to the party tonight. so she isn't going to the party.)	Type 2

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## 5.5.6: Conditionals-Review

### Review: All Conditionals

These exercises will help you to review a variety of different real and unreal conditionals.

#### Exercise 1: Choose the correct conditional form.

All conditionals

1. Unfortunately, I don't know philosophy, so I can't answer your question.
  - A. If I know philosophy, I will be able to answer your question.
  - B. If I know philosophy, I can answer your question.
  - C. If I knew philosophy, I would be able to answer your question.
  - D. If I had known philosophy, I would have been able to answer your question.
2. I want to buy a Porsche, but I don't have enough money.
  - A. If I had enough money, I would buy a Porsche.
  - B. If I have enough money, I buy a Porsche.
  - C. If I have enough money, I will buy a Porsche.
  - D. If I had had enough money, I would have bought a Porsche.
3. He stepped on the mine, and it exploded.
  - A. If he doesn't step on the mine, it doesn't explode.
  - B. If he didn't step on the mine, it wouldn't explode.
  - C. If he doesn't step on the mine, it won't explode.
  - D. If he hadn't stepped on the mine, it wouldn't have exploded.
4. It may rain this afternoon. I hope it doesn't because I don't want the match to be cancelled.
  - A. If it rains, the match will be cancelled.
  - B. If it rains, the match is cancelled.
  - C. If it rained, the match would be cancelled.
  - D. If it had rained, the match would have been cancelled.
5. You ignored my advice, so you got into trouble!
  - A. If you don't ignore my advice, you don't get into trouble.
  - B. If you don't ignore my advice, you won't get into trouble.
  - C. If you hadn't ignored my advice, you wouldn't have got into trouble.
  - D. If you didn't ignore my advice, you wouldn't get into trouble.
6. In my experiments, the liquid is cooled to 32 degrees. It always freezes.
  - A. If you cool the liquid to 32 degrees, it will freeze.
  - B. If you cooled the liquid to 32 degrees, it would freeze.
  - C. If you had cooled the liquid to 32 degrees, it would have frozen.
  - D. If you cool the liquid to 32 degrees, it freezes.

#### Exercise 2: Choose the combination of verb forms that makes a real or unreal conditional.

1. If water (reaches/will reach/would reach) 100 degrees, it (boils/will boil/would boil).
2. If eggs (were/are/will be) rotten, they (smell/would smell/) bad.
3. If there (was/had been/would have been) good weather on Saturday, I (would go/would have gone) to the park.
4. If John (took /takes/will take) the bus to work tomorrow, the journey (was/is/will be) faster.
5. If it (snowed/ had snowed/ would have snowed) last week, school (had been/would be/would have been) closed.
6. If Clara (were/is/would be) twice as tall, she (will be/would have been) picked for the basketball team.
7. If I (had/had had/have) four hands, I (would have/would have had) 20 fingers.

8. If Matthew (took/had taken/would have taken) the train yesterday, he (had arrived/would arrive/would have arrived) in the city earlier.
9. If you (asked/would ask/would have asked) me to come with you to the swimming pool, I (will join/would join/would have joined) you.

**Exercise 3:** Match up the beginnings and ends of the following sentences. Write the sentence completions in the blanks.

1. If a shape has three sides, it \_\_\_\_\_
2. If Matthew eats too much tomorrow, he \_\_\_\_\_
3. If I could live in any building, I \_\_\_\_\_
4. If I had rested more yesterday, I \_\_\_\_\_
5. If you drop an egg, it \_\_\_\_\_
6. If it is sunny next week, I \_\_\_\_\_
7. If I could meet any person from history, I \_\_\_\_\_
8. If Peter had sold his car last week, he \_\_\_\_\_
9. If dogs go into water, they \_\_\_\_\_
10. If Sarah meets me next Friday, I \_\_\_\_\_
11. If I could read your mind, I \_\_\_\_\_
12. If I had passed the interview, I \_\_\_\_\_
13. If a tree catches fire, it \_\_\_\_\_

...swim.

...breaks.

...will be ill.

...is a triangle.

...would have gotten the job.

...burns.

...would know your thoughts.

...will tell her about my holiday.

...would have been less tired.

...would choose Big Ben

....would meet Joan of Arc.

...will go to the zoo.

..would have been able to use the money to buy a new one.

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## CHAPTER OVERVIEW

### 6: Adjective Clauses

- 6.1: Introduction to Adjective Clauses/Restrictive and Non-Restrictive Adjective Clauses
- 6.2: Subject and Object Relative (Adjective) Clauses
- 6.3: Reducing Adjective Clauses
- 6.4: Adjective Clauses with Whose
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- 6.6: Adjective Clauses with When and Where
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## 6.1: Introduction to Adjective Clauses/Restrictive and Non-Restrictive Adjective Clauses

### Grammar Presentation-Adjective Clauses


Adjective clauses are dependent clauses that describe nouns. Adjective clauses use relative pronouns to replace the noun they are describing. Some adjective clauses give necessary information to understand which noun they are describing. Other adjective clauses give extra information.

#### Relative Pronouns

Relative pronouns usually begin adjective clauses although there are some exceptions that will be covered later.

Relative Pronoun	Reference	Grammatical Function
<b>which</b>	specific things (non-human)-used with commas	subject, object, or object of a preposition
<b>that</b>	general things or people-not used with commas	subject or object
<b>who</b>	people	subject
<b>whom</b>	people	object or object of a preposition
<b>whose</b>	possessive pronouns or nouns (his, her, its, their)	subject or object
<b>when</b>	time	object
<b>where</b>	place	object

Table 15 Relative Pronouns

 For more information on this topic, watch this video: [Relative Pronouns & Clauses-English Grammar Lesson](#)

#### Restrictive and Non-Restrictive Clauses

A restrictive clause is an adjective clause that provides important information to help the reader identify or understand the noun it is describing. It is important to understand restrictive clauses because they do not require commas and might influence which relative pronoun you use. Nonrestrictive clauses provide additional information about the referent noun. The reader can identify the noun without using the adjective clause.

Restrictive Clause: The girl *who is sitting in the front* is new.

Non-Restrictive Clause: Mariam, *who is absent today*, speaks K'iche.

If I asked you, "Do you know the girl?" You would probably respond, "Which girl?" My response to you would restrict which girl I am referring to. This is the case in the first example above. Therefore, no comma is necessary. In the second example, I give a name, so it is likely you know the reference. Therefore, I put commas around the adjective clause. In the above examples, both adjective clauses are referring to a person, but what happens when the noun is nonhuman?

Restrictive Clause: The car *that is in my driveway* is my brother's.

Non-Restrictive Clause: My car, *which needs to be washed*, rides smoothly.

In the first example, the noun (car) is general. It's likely you are not sure which car I am referring to until I say, "that is in my driveway". However, in the second example I say, "my car" and this is specific, so the relative pronoun "which" and commas are used.

 For more information on this topic, watch these videos: [Commas or No Commas? Restrictive vs. Non-Restrictive Relative Clauses](#)

#### Exercise 12-Restrictive and Non-Restrictive Clauses

Read the sentences below. Identify the adjective clause and whether the adjective clauses are restrictive or non-restrictive.

1. The United States, which has the highest incarceration rate in the world, is experiencing a crisis.

a. Restrictive

b. Non-Restrictive

2. The country whose economy is collapsing has not responded to its citizens' needs.

a. Restrictive

b. Non-Restrictive

3. The radio station that plays soft rock has poor reception near the freeway.

a. Restrictive

b. Non-Restrictive

4. My favorite radio station, which often plays Stevie Nicks, has a great signal at my house.


a. Restrictive

b. Non-Restrictive

5. The woman who smokes in her car works for an office that prohibits smoking on its property.

a. Restrictive

b. Non-Restrictive

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#### Try it

INSTRUCTIONS: Read each sentence. Add commas where necessary.

1. The new coronavirus which causes the disease COVID-19 has infected millions of people globally.
2. The disease was first detected in Wuhan where 11 million residents have been living isolated in quarantine for months.
3. The disease is spread by droplets which are sprayed into the air when an infected person coughs or sneezes.
4. Infection can be transmitted if a person touches objects or surfaces that an infected person has coughed and sneezed on and then touches their mouth, nose, or face.
5. Many people who carry and spread the disease show few or no symptoms.
6. For people whose health is already impacted by heart disease, diabetes, or other underlying conditions, COVID-19 can be very deadly.

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## 6.2: Subject and Object Relative (Adjective) Clauses

### Subject Relative Pronouns

Adjective clauses are made when two sentences are combined to avoid repetition of nouns or pronouns. When the repeated noun or pronoun is a subject in the second sentence, the relative pronoun that replaces the noun or pronoun will be the subject of the adjective clause.

Sentence 1: The person left my car parked on Main Street.

Sentence 2: The person stole my car.

Combined: The person who stole my car left it parked on Main Street

Let's break down the steps taken to create the combined sentence.

1. The second sentence describes what the subject of the first sentence did. Adjective clauses need to be next to the noun they describe. Move the sentence next to the noun it's describing.


The person [The person stole my car.] left it parked on Main Street

2. Replace the repeated noun or pronoun with the appropriate relative pronoun. In this case, the subject of the main clause is a person, so my two options are who or that depending on whether the clause is restrictive or non-restrictive.

The person [The person who stole my car.] left it parked on Main Street

3. The final step is to punctuate the clause depending on whether the clause is restrictive or non-restrictive. In this example, the clause is restrictive, so no commas are necessary.

The person who stole my car left it parked on Main Street

 For more information on this topic, watch this video: [Subject Relative \(Adjective\) Clause](#)

### Exercise 13-Creating Adjective Clauses with Subject Relative Pronouns

Combine the sentences below. Use the second sentence as the adjective clause.

1. My friend studies engineering. She is from Oman.
2. The man has five cars. He lives on my street.
3. The restaurant is always busy. It serves halal meat.
4. The movie was fantastic! It was directed by Ava DuVernay.
5. Shawshank Redemption is one of the best movies. It was released in 1994.
6. McDonald's is an international fast-food company. It was founded in 1955 in California.
7. The student needs a break. She just finished a four-hour exam.
8. Zahra needs a break. She just finished a 5-mile run.
9. My mom visits her grandchildren often. She loves her grandchildren. (Change grandchildren to a pronoun after the sentences are combined so that the word is not repeated)
10. The classes are full. The classes cover popular topics.

### Object Relative Pronouns

When the repeated noun or pronoun is an object in the second sentence, the relative pronoun that replaces the noun or pronoun will begin the adjective clause and replace the object of the adjective clause's original sentence.

Sentence 1: The woman likes square dancing.

Sentence 2: You met the woman at the party.

Combined: The woman who/whom you met at the party likes square dancing.

Let's break down the steps taken to create the combined sentence.

1. The second sentence has a noun or pronoun repeated from the first sentence. The repeated noun or pronoun is the object of the second sentence. Adjective clauses need to be next to the noun they describe. Move the sentence next to the noun it's describing.

The *woman* [You met the *woman* at the party.] likes square dancing.


2. Replace the repeated noun or pronoun with the appropriate relative pronoun. The relative pronoun will not be in the same position as the noun or pronoun it replaces. The relative pronoun will begin the clause. For choosing which relative pronoun to use, the subject of the main clause is a person, so my two options are *who* or *whom* (used for people and function as objects) or *that* depending on whether the clause is restrictive or non-restrictive.

The *woman* [*who/whom* You met ~~the woman~~ at the party.] likes square dancing.

3. The final step is to punctuate the clause depending on whether the clause is restrictive or non-restrictive. In this example, the clause is restrictive, so no commas are necessary.

The woman *who/whom you met at the party* likes square dancing.

Note: "Whom" is used in formal language. With object relative pronouns, "who" is more common than "whom" in both spoken and written language.

 For more information on this topic, watch this video: [Object Relative \(Adjective\) Clauses](#)

### Exercise 14-Creating Adjective Clauses with Object Relative Pronouns

Combine the sentences below. Use the second sentence as the adjective clause so that the relative pronoun functions as the object.

1. The book was interesting. We read it last summer.
2. The movie was very powerful. I just finished it.
3. The man is from Sucre, Bolivia. I met him yesterday.
4. The essay has great development. You wrote it.
5. The museum has an exhibit for Día de Los Muertos. We will visit it next week.
6. The cookies were delicious. Christina made them.
7. The teacher explains topics very well. I visit her during office hours.
8. The politician had created helpful laws for the people she represented. The senate honored her.
9. The land was not valuable. The government gave it to the indigenous population.

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## 6.3: Reducing Adjective Clauses

### Reducing Adjective Clauses

Adjective clauses can be modified to create adjective or prepositional phrases or appositives. A clause has a subject and a verb, but a phrase does not contain both.

#### Reducing Clauses with Be Verbs

If an adjective clause has the relative pronouns *who*, *which*, *that* followed by a be verb, you can typically (see exceptions later) delete the relative pronoun and the be verb. Let's explore these examples.

1. The girl ~~who is~~ *sitting in the front* is new.
2. Mariam, ~~who is~~ *absent today*, speaks K'iche.
3. The author, ~~who is~~ *Dr. Bettina L. Love*, is an associate professor at University of Georgia.
4. The car ~~that is~~ *in my driveway* is my brother's.
5. The researchers, ~~who are~~ *led by plant geneticist Philipp Simon*, have not limited themselves to the color orange.

- In example 1, the relative pronoun *who* and the be verb *is* are deleted. This deletion creates an adjective phrase *sitting in the front*.
- However, in example 2, the relative pronoun and be verb cannot be deleted because what would be left is just an adjective. For example, if I said, "The fruit, which is fresh, stays in the refrigerator" and try to reduce this clause, then it will read "The fruit fresh stays in the refrigerator." Why not just write "The fresh fruit"?
- The third example can be reduced, and this is called an appositive. It is a noun or synonym for the antecedent noun. In the fourth example, the reduction creates a prepositional phrase. Finally, the last example creates a type of adjective phrase.

#### Reducing Clauses with Non-Be Verbs

When the verb following the relative pronouns *that*, *which*, and *who* are not a be verb, then you can delete the relative pronoun and change the verb to the -ing form. Let's look at the following examples.


1. Anyone ~~who wants~~ *wanting to participate* should contact a counselor.
2. Ten percent of the Earth is covered with glaciers ~~which consist~~ *consisting of 75% of the Earth's fresh water*.
3. Purple carrots possess an entirely different class of pigments — anthocyanins — ~~which are~~ *acting as powerful antioxidants*.

*All of the examples above have non-be verbs that are changed to -ing form. Also, all of the relative pronouns in the above examples were deleted creating adjective phrases.*

*Let's summarize the rules.*

*Be verb follows a relative pronoun: delete the relative pronoun and be verb (unless an adjective follows the be verb).*

*Non-be verb follows a relative pronoun: delete the relative pronoun, change the verb to -ing form.*

 For more information on this topic, watch this video: [Reduced Relative Clauses](#); [Reducing Adjective Clauses to Adjective Phrases](#); [Learn English Grammar with JenniferESL](#)

### Exercise 18-Reducing Adjective Clauses

Read the sentences and select the best phrase to replace the adjective clause according to the rules of reducing adjective clauses.

1. The students *who want to meet with a tutor* should put their names here.
  - a. want to meet with a tutor
  - b. wanted to meet with a tutor
  - c. wanting to meet with a tutor
  - d. no reduction possible

2. The books that were placed on the back table have disappeared.
  - a. being placed on the back table
  - b. were placed on the back table
  - c. placed on the back table
  - d. no reduction possible
3. The cities that are located east of the river have access to more water.
  - a. that located east of the river
  - b. being located east of the river
  - c. located east of the river
  - d. no reduction possible
4. Spiderman, who has great strength and responsibility, tracks down Cindy Moon.
  - a. having great strength and responsibility
  - b. had great strength and responsibility
  - c. no reduction possible
5. Spiderman is a superhero who was created by Stan Lee.
  - a. being created by Stan Lee
  - b. created by Stan Lee
  - c. no reduction possible
6. Captain America, who is a Marvel superhero, first appeared in 1941.
  - a. being a Marvel superhero
  - b. a Marvel superhero
  - c. no reduction possible

## Exercise 2: Reducing Adjective Clause

### A. Read the Content

A talk show host who is trying to get better ratings often tries to outdo the other talk show hosts who are on television at the same time. A talk show host who is watched by "regulars" tends to have consistently high ratings. To attract regulars, a talk show host has to have on celebrities who are starring in current movies or average people who are doing exceptional things. Talk shows that have on authors who are selling their books, or dog owners who are showing pet tricks tend to lose regular viewers.

A host who is resourceful will create some controversy. A controversy that is about the talk show host's bad behavior can lead to cancelation. A sexy, young actress who is dancing on the host's desk gets the attention of the entertainment review shows. The entertainment show that is aired at an earlier hour will show scenes that interest viewers to watch a show that is at a later hour. The more exposure that a show receives, the better it is for the host.

A strong sense of what viewers want to see and high visibility on other shows indicates a clever host who is improving his ratings.

celebrity (N) — people who are famous or in the news, such as actors, actresses, etc.

consistently (adv.) — continuously at a particular level

controversy (N) — a subject that attracts differing opinions, argument, or debate

exposure (N) — make something public; known widely

host (N) — person who receives or entertains guests (the MC of a show)

mark (V) — be a distinguishing feature

outdo (V) — excel, do more than others do



ratings (N) — an index of approval by viewers

regulars (N) — people who habitually or routinely do something

resourceful (Adj) — able to deal skillfully and promptly with new situations or difficulties

sense (N) — faculties, as sight, hearing, smell, taste, or touch, by which humans perceive or understand their surroundings

**B. Edit the sentence by reducing the underlined adjective clauses if possible. Write the sentence below each question. If the sentence cannot be reduced, write “no reduction.” Remember, you can only reduce subject adjective clauses.**

11. A talk show host who is trying to get better ratings often tries to outdo the other talk show hosts who are on television.

Edit 11:

12. A talk show host who is watched by "regulars" tends to have consistently high ratings.

Edit 12:

13. To attract regular viewers, a talk show host has to have on celebrities who are starring in current movies or average people who are doing exceptional things.

Edit 13:

14. Talk shows that invite authors who are selling their books, or dog owners who are showing pet tricks tend to lose regular viewers.

Edit 14:

15. A host who is resourceful will create some controversy.

Edit 15:

16. A controversy that is about the bad behavior of talk show host can result in cancellation.

Edit 16:

17. A sexy, young actress who is dancing on a host's desk gets the attention of the entertainment review shows.

Edit 17:

18. The entertainment show that is aired at an earlier hour will show scenes that interest viewers to watch a show that is at a later hour.

Edit 18:

19. The more exposure that a show receives, the better that it is for the host.

Edit 19:

20. A strong sense of what viewers want to see and high visibility on other shows indicates a clever host who is improving his ratings.

Edit 20:

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## 6.4: Adjective Clauses with Whose

### Whose Clauses

**Whose** can be used as relative pronouns to show possession. The following content will explain how and why it is used.

When do I use “whose?”

- Use **whose** when you need a relative pronoun to replace a possessive pronoun. Take the noun with it! (They are traveling friends.)
- I don't know the man.
- The man's name tag was beneath his jacket.
- I don't know the man whose name tag was beneath his jacket.

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### Forming a Whose-Clause

**Whose as Subject or Object of the Adjective Clause**

#### SUBJECT OF CLAUSE

**Whose** replaces the subject —genitive **noun or pronoun**— in the Adjective clause. Then the clause is placed after the personal noun that it modifies.

**The woman is the guest speaker. The woman's name is Carrie.**

**The woman is the guest speaker. Her name is Carrie.**



	SUBJECT of ADJECTIVE CLAUSE	
<b>The woman</b>	Her name is Carrie.	is the guest speaker.
	whose name	
<b>The woman</b>	whose name is Carrie	is the guest speaker.

#### OBJECT OF ADJECTIVE CLAUSE

**Whose** replaces the object **noun or pronoun** in the adjective clause, which is placed after the personal noun it modifies.

**The woman is the guest speaker. You met the woman's son.**

**The woman is the guest speaker. You met her son.**

	OBJECT of ADJECTIVE CLAUSE	
<b>The woman</b>	You met her son  	is the guest speaker.
	whose son	
<b>The woman</b>	whose son you met	is the guest speaker.

Add commas if the clause adds extra information that is not essential to identifying who the person is. (a non-identifying, non-restrictive clause) See [Some or All](#) and [That vs Which](#)

### Clause Position



**Adjective the Subject of the Main Clause**

#### SUBJECT of ADJECTIVE CLAUSE MODIFIES SUBJECT OF MAIN CLAUSE

Below, **whose + a clause** modifies the subject noun of the main clause. **Whose + noun** has taken the place of the subject pronoun in the adjective clause.

**The man is a doctor. His show is entertaining.**

**The doctor is successful. His advice is amusing.**

SUBJECT	SUBJECT of ADJECTIVE CLAUSE	
<b>The man</b>	whose show is entertaining subject-verb-adjective	is a doctor.

The doctor	whose advice is amusing	is successful on TV.
<b>OBJECT of ADJECTIVE CLAUSE MODIFIES SUBJECT OF MAIN CLAUSE</b>		
Below, <b>that</b> + a clause modifies the subject noun of the main clause. <b>That</b> has taken the place of the object pronoun in the Adjective clause.		
The man is a doctor. We watch his show. The doctor is successful. We value his advice .		
SUBJECT	SUBJECT of ADJECTIVE CLAUSE	
The man	whose show we watch object–subject–verb	is a doctor.
The doctor	whose advice we value	is successful on TV.

**complement** – a word, phrase or clause which is necessary in a sentence to complete its meaning  
**verb + complement** – elements required to complete the meaning of the clause.



### Adjective the Object of the Main Clause

<b>MODIFIES OBJECT OF MAIN CLAUSE</b>		
Below, <b>whose</b> + a clause modifies the object noun of the main clause. <b>whose</b> is the subject pronoun in the Adjective clause.		
We watch the doctor. His TV show is funny. Do you know the talk show host. His name is Turkish?		
	OBJECT	OBJECT of ADJECTIVE CLAUSE
We watch	the doctor	whose TV show is funny subject–verb–adjective
Do you know	the talk show host	whose name is Turkish?
<b>MODIFIES OBJECT OF MAIN CLAUSE</b>		
Below, <b>that</b> + a clause modifies the object noun of the main clause. <b>That</b> is also the object pronoun in the Adjective clause.		
We watch the doctor. You like his TV show. The doctor is successful. We value his advice.		
	OBJECT	OBJECT of ADJECTIVE CLAUSE
We watch	the doctor	whose TV show you like. object–subject–verb
Do you know	the talk show host	whose name I can't remember?

**tiny (Adj)**– very small

**tryout (V)** – test drive

Related pages: [That vs. Which](#) using commas | [Who / Whom](#) using that for people

### Punctuation: Identifying (Restrictive) vs. Nonidentifying (Non-Restrictive) Clause

<b>IDENTIFYING CLAUSE</b>
A clause that identifies the noun before it (tells you which person) is not set off with commas. No comma(s) is/are used.
You met the woman whose first name is Carrie.
The man whose TV show is popular is a doctor.
<b>NONIDENTIFYING CLAUSE</b>
A clause that adds extra, nonidentifying (non-restrictive) information is set off with comma(s). See <a href="#">Commas</a>
You met Arianna, whose first name is Carrie.
Dr. Oz, whose TV show is popular, is a doctor.

An **identifying clause** (restrictive clause) adds information or narrows the noun to a specific one, group or lot. The clause helps by telling us **which one**. No commas are used. It is also called *restrictive*, *essential*, or *necessary clause*. See [That vs. Which Some or All](#).

A **nonidentifying clause** (non-restrictive clause) adds extra information about a noun already identified by other means, for example, by name, by shared knowledge or context. The clause, a comment, is set off with commas (before and, if necessary, after the clause). It is also called *nonrestrictive*, *nonessential*, or *unnecessary clause*. See [Commas – comments](#).

### Errors and Solutions

<b>ERROR</b>
*The runner <b>who his</b> balloons popped ran to the finish line naked!
*The woman whose husband we chatted with <b>him</b> lives next door.
*The woman <b>who her</b> husband is from Uruguay is going to be the CEO of the company.
<b>Solution</b>

The runner whose balloons popped ran to the finish line naked!

The woman whose husband we chatted with [him] lives next door.

The woman whose husband is from Uruguay is going to be the CEO of the company. (Change who her to whose.)

\*incorrect or not used; ~questionable usage

Pop-Q "Balloons"



## Practice Exercises

### Practice 1: Identifying TV Show Characters

#### A. Read Context (without clauses)

I like the television program about a funny guy. His dog always stares at him. The man has a great outlook on life. His family encourages him.

One brother is very picky. His tastes are eccentric. The other brother is very practical. He is more easy-going.

The older man is the father of the brothers. His complaints are non-stop. The young woman is the physical therapist of the father. Her accent is from Manchester, England.

The red-haired woman is an assistant. She is a bit of an "airhead".

The character whose face is never seen is the wife of the picky brother. The main character's ex-wife is very funny. She thinks but cannot feel.

The *real character* is the dog. His performance is the funniest.

accent (N) – particular way of pronouncing words

airhead (slang) – a person who is not too smart

character (N) – a role in the show, a person acting as a person in the show

real character (expression) – an unusual or funny person He's a real character.

easy-going (Adj) – has a more relaxed way of thinking

eccentric (Adj) – unusual, odd

outlook (N) – general attitude towards life and the world

picky (Adj) – choosy, selective (difficult to please!)

robotic (Adj) – like a robot (able to reason-only)

stare (V) – look at or watch causing the subject to become uncomfortable

#### B. Decide whether to add a who-clause or a whose-clause.

Select the response from the list that best completes the sentence.

1. I like a TV program about **a funny guy** (who his dog always stares at him. / whose dog always stares at him.)
2. **The man** (who family encourages him / whose family encourages him) has a great outlook on life
3. **One brother** (whose tastes are very eccentric / who tastes are very eccentric) is very picky.
4. **The other brother** (whose more easy-going / who is more easy-going) is very practical.
5. **The older man** (whose complaints are non-stop / who complaints are non-stop) is the father of the brothers.
6. **The young woman** (who her accent is from Manchester / whose accent is from Manchester) is the physical therapist of the father.
7. **The red-haired woman** (whose the assistant / who is the assistant) is a bit of an "air head."
8. **The character** (whose face is never seen / who her face is never seen) is the wife of the picky brother.
9. **The main character's ex-wife** (who thinks but cannot feel / whose thinks but cannot feel) is very funny
10. **The real character** (who's performance is the funniest / whose performance is the funniest) is the dog.

#### Practice 2 :Kinship Names

##### Read for Errors

My mother's brother's daughter just gave birth to a baby. What should I call this relative?

A **sibling** is a person whose a brother or sister.

Two people are called **siblings** whose mother and father are the same.

A person whose mother is also yours is called your **sibling**.

A person who his mother is your aunt is called **cousin**.

People are called **cousins** whose grandparents are the same.

People who are not siblings but who their great grandparents are the same are **second cousins**.

The term **once removed** is used for people whose generation differs by one. (The grandparent of one is the great-grandparent of the other.)

Then my mother's brother's daughter whose got a new baby is my **cousin**.

The baby whose mother is my *cousin* is my *cousin once removed*.

The person is the smallest person in the family whose kinship name is the longest.

A. Decide whether the use and placement of the whose-clause is correct or incorrect. If it is incorrect, write the correction on the line. (Don't worry about the kinship terms!)

Select the response *correct* or *incorrect*.

11. A *sibling* is a person whose a brother or sister.

Incorrect: Correction \_\_\_\_\_

12. Two people are called *siblings* whose mother and father are the same.

Incorrect: Correction \_\_\_\_\_

13. A person whose mother is also yours is called your *sibling*.

Incorrect: Correction \_\_\_\_\_

14. A person who his mother is your aunt is called *cousin*.

Incorrect: Correction \_\_\_\_\_

15. People are called *cousins* whose grandparents are the same.

Correction \_\_\_\_\_ Correct \_\_\_\_\_ Incorrect: \_\_\_\_\_

16. People who are not siblings but who their great grandparents are the same are *second cousins*.

Incorrect: Correction \_\_\_\_\_

17. The term *once removed* is used for people whose generation differs by one.

Incorrect: Correction \_\_\_\_\_

18. Then my mother's brother's daughter whose got a new baby is my *cousin*.

Correct \_\_\_\_\_ Incorrect: Correction \_\_\_\_\_

19. The baby whose mother is my *cousin* is my *cousin once removed*.

Correct \_\_\_\_\_ Incorrect: Correction \_\_\_\_\_

20. The person is the smallest person in the family whose kinship name is the longest.

Incorrect: Correction \_\_\_\_\_

"Cousin." *Wikipedia, The Free Encyclopedia*, 23 Aug. 2016, <http://en.Wikipedia.org/wiki/Cousin>. Accessed on 25 Aug. 2016.

### Practice 3

#### Pros and Cons of Being a Celebrity

##### A. Read for Errors

A person whose famous has to manage both the good and the bad sides of celebrity. On the good side, people are excited to meet a celebrity in the news whose face is easily recognized from television or movies. Such a person attracts the curiosity of other people who they think their lives seem less exciting.

However, a person whose picture is in the news can't hide easily. If he's walking down the street, everyone whose sees him can walk right up to him and ask for an autograph. Also, the public expects to meet a celebrity whose is a model for others.

Celebrity is even more difficult for a woman. A female celebrity in the news whose disheveled picture appears becomes a target for gossip. She cannot leave her house without being "picture perfect". Consequently, when we see celebrities whose heads are covered and whose eyes are hidden behind sunglasses, we can understand why they do so.

Managing the good and the bad is essential for a celebrity who his career depends on it. And though we may feel a little jealous of celebrity privileges, anyone whose experienced fame will tell you it has its pros and cons.

celebrity (N) — (1) a famous, well-known person; (2) fame, renown

curiosity (N) — the desire to learn or know about something

disheveled (Adj) — poorly groomed, badly dressed; looking messy; unkempt

gossip (N) — when people say unkind or unfavorable things that are untruthful

jealous (Adj) — feeling resentment against someone because of that person's success, or advantages

privileges (N) — special rights, benefits

recognized (Adj) — identified

right (adv.) — directly

target (N) — focus of gossip

spotlight (N) — the light of the social or political stage

**B. Edit and join the clauses to remove wordiness from the paragraph.**

Edit the sentence(s) in the text box.

21. A person whose famous has to manage both the good and the bad sides of celebrity.

Edit 21:

22. On the good side, people are excited to meet a celebrity in the news whose face is easily recognized from television or movies.

Edit 22:

23. Such a person attracts the curiosity of other people who they think their lives may seem less exciting.

Edit 23:

24. However, a person whose picture is in the news can't hide easily.

Edit 24:

25. If he's walking down the street, everyone whose sees him can walk right up to him and ask for an autograph.

Edit 25:

26. Also, the public expects to meet a celebrity whose is a model for others.

Edit 26:

27. Celebrity is even more difficult for a woman. A female celebrity in the news whose disheveled picture appears becomes a target for gossip.

Edit 27:

28. Consequently, when we see celebrities whose heads are covered and whose eyes are hidden behind sunglasses, we can understand why they do so.

Edit 28:

29. Managing the good and the bad is essential for a celebrity who his career depends on it.

Edit 29:

30. And though we may feel a little jealous of celebrity privileges, anyone whose experienced fame will tell you it has its pros and cons.

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## 6.5: Common Errors with Adjective Clauses

### Common Errors in Adjective Clauses

#### Subject-Verb Agreement

A common error when writing adjective clauses is choosing the wrong verb form. Keep in mind that the verb must agree with the antecedent noun or pronoun.

1. The car that is in the driveway needs a new tire.
2. The cars that are in the street need to be moved.

Notice in the first example how the verb is in the adjective clause and need in the main clause agree with the antecedent noun car. In the second example, the subject is plural (cars), so the verbs in both the adjective clause and the main clause agree in number.

#### Exercise 19-Choosing the Right Verb

Choose the correct verb to complete the sentence according to the antecedent noun.

1. The Pacific Ocean is the world's largest ocean that \_\_\_\_\_ from the Arctic in the north to the Southern Ocean in the south.
  - a. extend
  - b. extends
  - c. extended
2. Michael Phelps, who \_\_\_\_\_ a champion swimmer, won eight gold medals in the 2008 Olympics.
  - a. is
  - b. are
  - c. being
3. Cacao, which \_\_\_\_\_ sold to chocolate-processing companies, \_\_\_\_\_ harvested by hand.
  - a. is, was
  - b. is, were
  - c. is, is
  - d. was, were
4. Sarah wants to buy the sofas that \_\_\_\_\_ in the window display of the department store.
  - a. is
  - b. are
  - c. was
5. The tools that \_\_\_\_\_ stolen \_\_\_\_\_ to be replaced.
  - a. is, needs
  - b. are, need
  - c. was, needs
  - d. were, need
6. The people who \_\_\_\_\_ late \_\_\_\_\_ marked absent.
  - a. was, was
  - b. was, were
  - c. were, were

### Repeating the Subject or Object

When writing an adjective clause, the relative pronoun replaces the subject or object in the dependent clause. A common error is to write both the relative pronoun and the subject or object.

1. The man who ~~he~~ drove us home last night works for a taxi company.
2. The book that I bought ~~it~~ online arrives tomorrow.

In the first example, the relative pronoun who should replace the subject pronoun he, so both who and he should not be in the adjective clause. Also, in the second example the relative pronoun that replaces the object pronoun it.

### Placement

Adjective clauses should be next to the nouns they modify. When they are not placed correctly, the meaning could be different than intended.

1. The restaurant served a plate to the woman that was dirty.
2. The restaurant served a plate that was dirty to the woman.

Because the adjective clause in the first example is next to the noun woman, then the reader thinks that the woman was dirty. However, the intended meaning was that the plate was dirty, so the adjective clause should be next to the plate (the noun it is modifying).

### Exercise 20-Fixing Repeated Subjects/Object and Placement Errors

Copy and paste the numbered sentences below into a word processing document and track the changes as you fix errors related to a repeated subject or object, or adjective clause placement. Watch this [video on how to track changes in Microsoft Word](#), and this [video on how to track changes using Google Docs](#).

1. The book that I bought it through Amazon arrived late.
2. I went to the shopping mall with my friend that is the biggest in America.
3. The rooms where they go to them will be prepared.
4. The photographer took pictures of our hiking trip who works for National Geographic.
5. The man changed my car's tires whom I cannot find him now.

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## 6.6: Adjective Clauses with When and Where

### “When” and “Where” as Relative Pronouns : Never the subject of the adjective clause

- **When** = always refers to a noun that is a unit of **time**
- In many situations, *when* begins an adverb clause.
  - When I was a child, I loved ice cream.
- In a few situations, *when* can be a relative pronoun.
  - I remember the day when we met.
  - She forgot the time when they left the suitcases in the house.
  - The group agreed on a date when the next meeting would take place.
- **Where** = always refers to a noun that is a **place**
- *Where* cannot be the subject of an adjective clause.
- Miami is a city where many immigrants live.

Miami is a city.

Many immigrants live there.

- The researchers looked for the lake where the toxic waste was deposited.


### When / Where

#### WHEN

**When** replaces the **object noun** in the modifying clause. The pronoun is *fronted* (moved to the front of the clause). Then the clause is placed directly after the noun that it modifies. **When** serves as a connector to the noun in the main clause.

**The year** was memorable. **You were born in that year.**

**The year was memorable.** You were born **then**.


	OBJECT of MOD CLS	
The year	you were born then 	was memorable.
	when	
The year	when you were born	was memorable.

#### WHERE

**Where** replaces the **object noun** in the modifying clause. The pronoun is *fronted* (moved to the front of the clause). Then the clause is placed directly after the noun that it modifies. **Where** serves as a connector to the noun in the main clause.

**The city** is beautiful. **You live in the city.**

**The city is beautiful.** You live **there**.

	OBJECT of MOD CLS	
The city	you live there 	is beautiful.
	where	
The city	where you live	is beautiful.

## Identifying Clause vs. Nonidentifying Clause

### IDENTIFYING CLAUSE



A clause that identifies the noun before it (tells you *which one*) is not set off with commas. The object pronoun **when** or **where** may be omitted. However, some verbs may require a preposition to be included.

**The area where the "flower children" lived** was a neighborhood in San Francisco.

**The area in which the "flower children" lived** was a neighborhood in San Francisco.

**The area the "flower children" lived in** was a neighborhood in San Francisco. (The verb **live** requires adding/keeping the preposition **in**.)

**The years when the "flower children" thrived** were a colorful decade.

**The years in which the "flower children" thrived** were a colorful decade.

**The years the "flower children" thrived** were a colorful decade.

### NONIDENTIFYING CLAUSE



A clause that adds extra, nonidentifying information is set off with comma(s). The object pronoun **when** or **where** is required (cannot be omitted) in a nonidentifying clause.

**The Haight, where the "flower children" lived,** was a neighborhood in San Francisco.

**The Haight, in which the "flower children" lived,** was a neighborhood in San Francisco.

**\*The Haight, \_\_ the "flower children" lived in,** was a neighborhood in San Francisco.

**The 1960s, when the "flower children" thrived,** was a colorful decade.

**The 1960s, in which the "flower children" thrived,** was a colorful decade.

**\*The 1960s, \_\_ the "flower children" thrived,** was a colorful decade.

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## 6.7: Practice with When and Where Adjective Clauses

### Practice 1: The Right Time or Place: Change *When* or *Where* to a Which-Clause

Select the response from the list that best completes the sentence.

1. Monday is **the day when** we begin the work week.

Monday is **the day** ( in which / on which / at which) we begin the work week.

(Optionally omit "the day".)

2. Midnight is **the time when** the date changes.

Midnight is **the time** ( in which / on which / at which) the date changes.

(Optionally omit "the time".)

3. Three-fifty Main Street is **the address where** you can write me.

Three-fifty Main Street is **the address** ( in which / on which / at which) you can write me.

4. **The lake where** we swam was clean and clear.

**The lake** ( in which / on which / at which) we swam was clean and clear.

5. Seven o'clock is **the time when** I get up.

Seven o'clock is **the time** ( in which / on which / at which) I get up.

6. California is **the state where** I live.

California is **the state** ( in which / on which / at which) I live .

7. Parking lot D is **the place where** I parked my car.

Parking lot D is **the location** ( in which / on which / at which) I parked my car.

8. Summer is **the time when** people enjoy warmer weather.

Summer is **the season** ( in which / on which / at which) people enjoy warmer weather.

9. The backyard is **the place where** we can relax outside.

The backyard is **the area** ( in which / on which / at which) we can relax outside.

### Practice 2: Correct or Incorrect

#### The Ferry Building

##### A: Read the Context

Every day hundreds of people pass through the San Francisco Ferry Building, a place where a variety of products and services are available. The San Francisco Ferry Building is the place where commuters catch their ferries at. It is also a place where people come to walk and watch activity on the bay. The area inside in which people shop for food is also where people can find restaurants and shops. Shops where you can buy meat, cheese, bread, mushrooms, plants, coffee, herbs, and so on.

The Ferry Building was built at a time there were no bridges in 1875. People had to take a train to the Berkeley or Oakland ferry terminals, there they would catch a ferry to San Francisco. When the Bay Bridge opened in 1936, the Ferry Building became an unnecessary place at which the ferries were forgotten. In the 1970s, when the traffic on the bridge made the commute difficult, ferry boat service resumed. Now the Ferry Building serves as an activity center where San Franciscans shop, eat, catch transportation, and relax near the water.

available (Adj) – easy to find or get

commuter (N) – a person traveling to and from a place of work

ferry (N) – a commercial service with terminals and boats for transporting persons, automobiles across small bodies of water.

resume (V) – restart

terminal (N) – station

variety (N) – having different kinds or types of things

##### B. Correct or Incorrect

Decide whether the sentence is "correct" or "incorrect". Select your response—correct / incorrect. For incorrect answers, write the correction in the blank.

**11. Every day hundreds of people pass through the San Francisco Ferry Building, a place where a variety of products and services are available.**

Correct      Incorrect      Correction\_\_\_\_\_

**12. The San Francisco Ferry Building is the place where commuters catch their ferries at.**

Correct      Incorrect      Correction\_\_\_\_\_

**13. It is also a place where people come to walk and watch activity on the bay.**

Correct      Incorrect      Correction\_\_\_\_\_

**14. The area inside in which people shop for food is also where people can find restaurants and shops.**

Correct      Incorrect      Correction\_\_\_\_\_

**15. Shops where you can buy meat, cheese, bread, mushrooms, plants, coffee, herbs, and so on.**

Correct      Incorrect      Correction\_\_\_\_\_

**16. The Ferry Building was built at a time there were no bridges in 1875.**

Correct      Incorrect      Correction\_\_\_\_\_

**17. People had to take a train to the Berkeley or Oakland ferry terminals, there they would catch a ferry to San Francisco.**

Correct      Incorrect      Correction\_\_\_\_\_

**18. When the Bay Bridge opened in 1936, the Ferry Building became an unnecessary place at which the ferries were forgotten.**

Correct      Incorrect      Correction\_\_\_\_\_

**19. In the 1970s, when the traffic on the bridge made the commute difficult, ferry boat service resumed.**

Correct      Incorrect      Correction\_\_\_\_\_

**20. Now the Ferry Building serves as a center of activity where San Franciscans shop, eat, catch transportation, and relax near the water.**

Correct      Incorrect      Correction\_\_\_\_\_

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## CHAPTER OVERVIEW

### 7: Noun Clauses

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## 7.1: Noun Clauses Introduced

Page by Don Bissonnette

### Noun Clauses

Noun Clauses are clauses containing at least a subject and a verb and function as a noun. They are a type of dependent clause. In other words, they can't stand alone and make sense. They need an independent clause (a complete sentence) to make sense. Noun clauses replace a noun in a sentence. A noun clause can be used in every place that a noun can be used (except as the object of a preposition that uses a *that clause*). Another name for a **that clause** is an **embedded statement**. A noun clause beginning with a WH question word is called an **interrogative noun clause**. Look at the sentences below.

- *I know something.*

This is a very simple sentence. *I* is the subject; *know* is the verb; and *something* is the object.

- *I know that my name is Donald R. Bissonnette.*

This is basically the same sentence as the one above. *I* is the subject; *know* is the verb; and *that my name is Donald R. Bissonnette* is the object. **That my name is Donald R. Bissonnette** is a noun clause.

*Something* in the first sentence equals *that my name is Donald R. Bissonnette* in the second sentence. *That my name is Donald R. Bissonnette* is called a **that clause**. A **that clause** is a noun clause beginning with the word that. Look at some other examples below.

- I understand *that learning to speak English is difficult*.
- *That all of you want to learn English* is easy for me to understand.
- I know *that people love their children all over the world*.
- *That people love their children* is true all over the world.
- My friend asked me how old I was. I answered *that I was 70 years old*.

1. Some other verbs that can be commonly used with embedded statements are as follows:

agree	doubt	hope	regret	answer	dream	imagine	remember
assume	feel	know	say	believe	forget	learn	suppose
conclude	guess	notice	think	decide	hear	realize	understand

**This is not a complete list. There are many more verbs that can be used in this way. (See the appendices for a longer list)**

2. Some other verbs follow a different pattern. These verbs must first be followed by an object and then followed by a *that clause*. Notice the sentences below, please.

I told *her* that I would be home late.

My students assured *me* that they would do their homework.

I informed *Jerry* that I didn't feel like going fishing on Saturday.

The following verbs are commonly used in this pattern.

assure   convince   inform   notify   remind   tell

3. Another different pattern that uses *that clauses* may (or may not) be followed by an object.

I promised (*my mother*) that I would be a good boy.

My friend wrote (*me*) that she would arrive in Houston on September 22<sup>nd</sup>.

The following verbs commonly use this pattern.

promise   show   teach   warn   write

4. A fourth pattern that uses *that clauses* concerns verbs that can be followed by *to* + *an object*. The infinitive comes directly after these verbs.

He explained (*to his students*) that they would need to buy the handout in order to do their homework for his class.

I mentioned (*to my wife*) that I would be home late due to a meeting. The mother announced (*to the family*) that they were going to Hawaii on vacation.

The following verbs are commonly used in this pattern.

say	admit	announce	explain	mention	point out
prove	complain	reply	report	suggest	demonstrate

**Many times people omit (don't use) the word *that* in the *that clause*. It is understood to be there by native speakers, however. Also, when a *that clause* is used as a subject, it has the same meaning as IT and must have subject / verb agreement when necessary.**

### Exercise 1:

**Read the statement and the subject and verb that follows it. Then combine them into one sentence. You may use or not use the word *that* in your answer.**

#### Examples:

It rains a lot in Houston. I know - I know that it rains a lot in Houston.  
I know it rains a lot in Houston.

Houston is a very hot city in the summer. She agrees - She agrees Houston is a very hot city in the summer.  
She agrees that Houston is a very hot city in the summer

1. Houston is the capital of Texas. I don't think -
2. Austin is the capital of Texas. I know -
3. About seven million people live in the Houston metropolitan area. I have heard -
4. Houston is named after Sam Houston, a founder of Texas. My teacher told me -
5. Houston used to have a major football team. I believe -
6. The team was called the Oilers. My friend said -
7. The team left town a number of years ago. I understand -
8. Houston has on average 200 growing days for gardens. My teacher informed us -
9. He had to do homework last night. The student forgot -
10. Mt. Rainier is one of the biggest mountains in America. I guess -
11. Children must look both ways when crossing streets. The mother warned -
12. Drinking alcohol and driving a car is very dangerous. I realize -

### Exercise 2:

**Answer the following questions using an embedded statement with the verb provided.**

#### Examples:

Which is bigger, an elephant or a mouse? Know -  
I know that an elephant is bigger than a mouse.

Who was the president of the United States in 2010, Barak Obama or George Bush? Believe -  
I believe that Barak Obama was the president of the United States in 2010.

Will we have school on Fridays? Notify -  
Our teacher notified us that we would not have school on Fridays.

1. Is New York City bigger than Houston? Think -
2. Is Houston bigger than Austin? Guess -
3. Is Houston a major shipping port in America? Understand -
4. Is Houston a good place to have a garden? Learned -
5. Will you go on vacation to Hawaii someday? Hope -
6. Are there sharks in the waters around Galveston? Assume -
7. Does learning to speak English take a lot of time? Realize -
8. Will you have homework this weekend? Assume -
9. Do your classmates want to get high-paying jobs? Suppose -

10. Will you need to study noun clauses in order to use them correctly? Conclude -
11. Which is more expensive, a new house or a new car? Assume –
12. Does everyone in America speak English? Realize –

### Exercise 3:

**Complete the following sentences.**

**Examples:**

That my teacher likes cats ----

That my teacher likes cats is clear.

That guns are dangerous -----

That guns are dangerous is not difficult to understand.

That my sons graduated from college -----

That my sons graduated from college makes me happy.

That some parents don't value education -----

That some parents don't value education causes their children not to study hard in school.

1. That people want their children to be healthy -----
2. That rainy weather makes people sad -----
3. That some people are afraid of snakes -----
4. That police have speed traps on some streets -----
5. That eating vegetables is good for people's health -----
6. That some children have hard lives -----
7. That loving someone is better than hating someone -----
8. That learning to speak English will help you in the long run -----
9. That getting enough sleep is important for children -----
10. That this is the last sentence in this exercise -----

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## 7.2: Noun Clauses vs. Noun Phrases

### Noun Phrase vs. Noun Clause as Subject

#### NOUN PHRASE AS SUBJECT

A noun or noun phrase commonly functions as the subject of a clause. The noun phrase may include a phrase or two and even a modifying clause (*the need that has been increasing, the need that has been identified, the need at the moment.*) However, the noun phrase cannot stand as a complete thought or a sentence.

INFORMATION

EMPHASIS

NOUN PHRASE

PREDICATE + COMPLEMENT

**The country's need for more people in math and science**

**is clear to everyone.**  
(be + adjective)

**The lack of preparation**

**concerns us.**  
(verb)

**The insufficient number of new scientists**

**is well-known.**  
(passive or participle)

#### NOUN CLAUSE AS SUBJECT

**That** followed by a noun clause can function as **the subject** of the main clause. Subordinating a clause with **that** allows us to package information in the subject (or object) position and add comment in the other part of the clause. The subordinator **that** does not carry meaning but serves as the marker of the subordinated content.

INFORMATION

EMPHASIS

THAT + CLAUSE

PREDICATE + COMPLEMENT

**That we need more people in math and science**

**is clear to everyone.**

**That we are not prepared for the future**

**concerns us.**

**That there are too few new scientists**

**is well-known.**

package (V) – bundle or group together

retire (V) – stop working, usually after age 65

**subordinate marker** — *that* marks the clause as subordinate

More commonly, we place "heavier" content at the end of the clause.

Also see: "**It**" as Subject , "**It is**" + Adjective + Infinitive, "**It**" in Cleft Clauses.

<sup>1</sup>**Noun Clause** is a traditional grammar term for an embedded clause that functions as the subject or "object" (predicate complement) of a clause in a similar way that a noun does. However, a **clause** is a structure; it cannot be **Noun**. See [Function vs. Category](#).

#### Noun Clause as Complement

##### NOUN PHRASE AS COMPLEMENT

Particular verbs require complements which may take the form of a noun or noun phrase. The noun phrase, the "**patient**" (the person of thing that undergoes the action), is called the **object**.

MAIN CLAUSE

OBJECT

SUBJECT + PREDICATE	NOUN PHRASE
Astronaut Glenn cited	<b>the country's need</b> for more young people in math and science.
This nation will regret	<b>the lack of preparation.</b>
Educators acknowledge	<b>the insufficient number of students</b> entering fields of math and science.
NOUN CLAUSE AS COMPLEMENT	
A verb complement <sup>1</sup> may also take the form of a noun clause. A clause expresses information in a more complex form as it includes a subject, predicate (with tense, number or person) and additional information.	
MAIN CLAUSE	VERB COMPLEMENT NOUN CLAUSE
SUBJECT+ PREDICATE	SUBORDINATE + FINITE CLAUSE
Astronaut Glenn pointed out	<b>that the country needs more young people in math and science.</b>
We as a nation will regret	<b>that we are not well-prepared for the future.</b>
Educators acknowledge	<b>that there is an insufficient number of students entering fields of math and science.</b>

complement — a word, phrase or clause required by the subject and predicate to complete their meaning. (He stated *the answer*. He stated *that he knew the answer*.)

<sup>1</sup> The term "object" is reserved for a noun phrase (NP). (Huddleston 11 8.3) See section below ["Object" vs. "Verb Complement"](#).

Also see [Transitive Verbs–Direct Objects](#).

### Properties of an Object vs. a Predicate Complement

#### AN OBJECT

The following are arguments for reserving the term (a function) **object** for a noun phrase: (1) the object is positioned after the verb or verb and indirect object, (2) particular verbs allow (license/take) a noun phrase, (3) the meaning of a verb may differ when placed before a noun phrase or a clause.

#### OBJECT POSITION AFTER THE VERB / VERB + IO

He **emailed his answer quickly**.

He **emailed quickly his answer**.

He **emailed his answer to us**.

He **emailed us his answer**. (verb + indirect obj.)

\*He **emailed to us his answer**.

#### PARTICULAR VERBS ALLOW A NOUN PHRASE

\*He **complained his work**. (He complained about his work to us.)

He **thanked us** for asking.

#### VERB MEANING MAY DIFFER BEFORE A NOUN PHRASE

He **decided on a color**. (determined his preference)

He **observed the procedure**. (watched)

He **answered** the door (opened it) / the phone. (picked it up) / the question. (gave the correct response)

He **explained** his absence. (give reason)

## NOUN CLAUSE AS VERB OBJECT

The following are arguments for using the term **predicate complement (object)** for a clause: (1) the noun clause is positioned after the verb and it complements, (2) particular verbs allow a noun clause, (3) the meaning of a verb may differ when placed before a content clause or a noun phrase.

### CLAUSE POSITION AFTER PREDICATE COMPLEMENTS

\*He **emailed that he had other more urgent things to do quickly.**  
 \*He **emailed quickly that he had other more urgent things to do.**  
 \*He **emailed that he had other more urgent things to do to us.**  
 He **emailed us that he had other more urgent things to do.**  
 He **emailed to us that he had other more urgent things to do.**

### PARTICULAR VERBS ALLOW A THAT + CLAUSE

He **complained that he had a lot of work to do.**  
 \*He **thanked that we asked him.**

### VERB MEANING MAY DIFFER BEFORE A CLAUSE

He **decided that we should share the winnings.** (settled a dispute)  
 He **observed that the procedure was successful.** (remarked, stated)  
 He **answered that he would come later.** (responded, stated)  
 He **explained** how to disappear. (describe in detail, elaborate)

"There are a considerable number of verbs taking content clause complements that cannot be replaced by either NPs or PPs without a change in the meaning of the verb—verbs such as *understand, explain, object, ...conclude, contend, observed, reason, reflect, reply*, and so on. The dictionary entries for verbs must specify directly whether (and with what sense) they take content clauses as complements..." (Huddleston et al. 1022)

#### Noun-Clause Agreement

##### Clause agreement — singular vs. plural

###### SINGULAR

A noun clause is singular in agreement with the verb.

*That our youth needs education* **is** / **was** his message.

*That politicians tell you what you want to hear* **is** not news.

###### PLURAL

Two (or more) **that**-clauses coordinated by **and** are plural in agreement with the verb.

*That our youth needs education and that teachers need training* **are/ were** his messages.

*That the politicians tell lies and that people are beginning to believe them* **are** news.

As a noun **youth** is both a count noun (*Some youths were responsible for the graffiti.*) and a noncount [collective] noun (*Our country's youth needs better education.*)

[Practice with Noun Clauses](#)

#### Exercise 4: Noun Clauses as Subjects

##### Losing Hair



**Change the wording to create a noun clause that is the subject of the sentence.**

Select the response from the list that best completes the sentence.

**1. His hair loss is upsetting.**

(That he lose his hair / That he is losing his hair ) is upsetting.

**2. He feels bad about it, which is normal.**

(That he feels bad about it / That feeling bad about it ) is normal.

**3. He doesn't need hair to be handsome.**

(That needing hair to be handsome / That he needs hair to be handsome ) is untrue.

**4. Famous athletes shave their heads, so it is cool.**

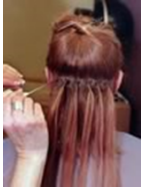
(That famous athletes shave their heads / That are shaving their heads famous athletes ) makes it cool.

**5. Losing hair as we age is common knowledge.**

(That we lose hair as we age / That we losing hair as we age ) is well-known.

**Exercise 5: Noun Clauses as Complements**

**Hair Extensions**



**Rewrite the sentence with a noun clause. Begin with "It is.."**

Edit the sentence(s) in the text box.

**6. REWRITE: Some women wear hair extensions. It's not surprising.**

Edit 6:

**7. REWRITE: Long hair is fashionable. It is the reason.**

Edit 7:

**8. REWRITE: Hair extensions damage hair. It is unfortunate.**

Edit 8:

**9. REWRITE: The price of hair extensions is rising. This doesn't surprise me.**

Edit 9:

**10. REWRITE: Fashion constantly changes. This is certain.**

Edit 10:

[Grammar-Quizzes](#) › [Clauses](#) › [Subordinate Clauses](#) › [That-Clause](#)

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## 7.3: Embedded Questions-Wh-Clauses

### Grammar Presentation-Embedded Questions

Embedded questions are noun clauses, which are dependent clauses. Embedded questions use statement word order as opposed to question word order. They can function as the subject, direct or indirect object, or an adjective complement.

*Question:* Where is my shoe?

*Subject:* Where my shoe is will eventually be determined.

*Object:* I don't know where my shoe is.

*Object of a preposition:* I would like you to focus on where my shoe is.

*Adjective complement:* It is unclear where my shoe is.

 For more information on this topic, watch these videos: [Noun Clauses with Wh-Words](#) and [Noun Clauses with if or whether](#)

Read the sentences and think about the function of each embedded question. Is it a subject? object?

1. Unfortunately, no matter *how you feel*, you cannot choose *when you will start to experience changes* or *what will happen*. (Paragraph 1)
2. You begin to think more often about abstract ideas, such as love and beauty, rather than thinking just about *what you can see and feel*. (Paragraph 4)
3. If I asked you when you were seven years old *what your favorite song was*, you might respond with a song from the 80s or 90s. (Paragraph 5)
4. This is *what people usually refer to* when talking about “puberty.” (Paragraph 6)
5. These are just a few examples of *how much your body changes during this time period*. (Paragraph 7)
6. *Why you feel these things* can seem like a mystery. (Paragraph 8)
7. In fact, it's always good to talk about *what you're going through*. (Paragraph 10)
8. You might feel like you don't recognize yourself and have no control over *what's happening*. (Paragraph 10)
9. The more people talk about these things, the more everyone will realize *how normal it is*. (Paragraph 10)

### Patterns and Examples

*Question:* Question word + auxiliary + subject + verb?

What does she study?

*Embedded Question-[Subject]:* [Question word + subject + verb] + verb.

What she studies is difficult.

*Embedded Question-[Object]:* Subject + verb + [question word + subject + verb].

I wonder what she studies.

*Embedded Question-[Adjective Complement]:* It + be verb + adjective + [question word + subject + verb].

It was obvious what she studies.

### Note on Dependent Clauses

There are three types of dependent clauses: noun, adjective, and adverb. All three types might use the same word as a relative pronoun or subordinating conjunction.

*Noun Clause:* *When they will arrive* is unknown.

*Adjective Clause:* The day *when they arrived* was hectic.

Adverb Clause: *When they arrive*, we will begin.

Notice how all of the dependent clauses begin with “when”. Another common word used by noun and adjective clauses is “that”. Being able to distinguish the difference between adjective and noun clauses can be useful for reading comprehension. Also, understanding the differences between the dependent clauses will help you in word order and punctuation when writing.

### Exercise 6-Sentence Completion

Complete the sentences with the appropriate form of an embedded question.

1. I can't remember \_\_\_\_\_.
  - a. which book did he want you to buy
  - b. which book he wanted you to buy
2. They didn't tell me \_\_\_\_\_.
  - a. why aren't your friends at home studying
  - b. why didn't your friends at home studying
  - c. why your friends aren't at home studying
3. Did he tell you \_\_\_\_\_?
  - a. what did he find
  - b. what he found
  - c. what he finds
4. I know \_\_\_\_\_.
  - a. how many states are there
  - b. how many states there are
5. Guess \_\_\_\_\_!
  - a. what did I buy
  - b. what I buy
  - c. what I bought
6. It's none of your business \_\_\_\_\_.
  - a. how old am I
  - b. how old I am
7. They were warned about \_\_\_\_\_.
  - a. which neighbors should I avoid
  - b. which neighbors I should avoid
8. The children are excited about \_\_\_\_\_.
  - a. where they will go trick-or-treating
  - b. where will they go trick-or-treating
9. My friend will be mad at his brother for \_\_\_\_\_.
  - a. what did he say to their mother
  - b. what he says to their mother
  - c. what he said to their mother
10. I will ask her \_\_\_\_\_.
  - a. where is the best sushi restaurant

- b. where the best sushi restaurant is
11. \_\_\_\_\_ depends on your preparation.
- a. How long it will take
- b. How long will it take
12. \_\_\_\_\_ seems obvious.
- a. How he can fix his relationship
- b. How can he fix his relationship
13. \_\_\_\_\_ changes every year.
- a. When do Muslims celebrate Eid
- b. When Muslims celebrate Eid
14. Do you know \_\_\_\_\_?
- a. what we will have for dinner
- b. what will we have for dinner
15. Can you tell me \_\_\_\_\_?
- a. where is the nearest restroom
- b. where the nearest restroom is
16. I don't care \_\_\_\_\_.
- a. which topic he chooses
- b. which topic does he choose
- c. which topic does he chooses

### Exercise 7: Answer the following questions with the words given.

#### Examples:

Who is your teacher? I don't remember –  
I don't remember who my teacher is.

Whose car was he driving? Do you remember –  
Do you remember whose car he was driving?

1. What did he find? Did he tell you –
2. Why weren't your friends at home studying? They didn't tell me –
3. Who drank Dad's coffee? I don't know –
4. How many students are there in your English class? I think –
5. What did your brother cook for his girlfriend? Do you know –
6. When is the next election? I would like to know–
7. Where can I buy some good shoes? Can you suggest –
8. What did your friend want? I am not sure –
9. Where is the closest gas station? I wonder –
10. Who will you marry? I don't know –
11. How much did his new car cost? He didn't say –

### Exercise 8-Objects of Prepositions

Use the questions to create statements with embedded questions as object of prepositions. Use the example to guide you.

Example: Question-What languages does she speak at home?

Answer-I am interested in what languages she speaks at home.

1. Question: Where will I see him?

Answer: I think about

2. Question: Who is your teacher?

Answer: I was surprised about

3. Question: Whose car was he driving?

Answer: I am unaware of

4. Question: Why are they smiling?

Answer: I am interested in

5. Question: Where are you in your career?

Answer: I am proud of

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### Exercise 9-Editing Embedded Questions

Identify and correct embedded question errors in the paragraph about age ceremonies across cultures.

All children around the world eventually become adolescents; however, when is their coming of age celebrated depends on their culture. In the Jewish

faith, 12 to 13-year-old boys and girls participate in a celebration called a Bar and Bat Mitzvah. Jewish historians offer many theories on how did this

celebration began, but it rose in importance during the 18<sup>th</sup> and 19<sup>th</sup> centuries. In the Christian faith, 14-year-old boys and girls participate in the ritual

of confirmation. Confirmation is what does signals the adolescent is a full member of society. A girl’s 15<sup>th</sup> birthday is when do many Latin American cultures

celebrate a girl’s passage to womanhood. However, various Latin American cultures differ in how do they celebrate the Quinceañera. Finally, the United

States celebrates boys and girls at 16 years old (“sweet sixteen”). Why are adolescents celebrated at 16 in America is unknown, but some speculate that

16 gives adolescents freedom since they are allowed to get their driver’s license. Becoming an adult means having the freedom to choose what do you want

to do with life. However, these ceremonies mean taking new responsibilities. What do these ceremonies demonstrate is that becoming an adult is an entire

community of friends, family, and neighbors.

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### Communication Practice

#### Exercise 10-What Do You Know?

Complete the sentences and compare with a partner.

1. I don’t know

2. I want to know

3. Do you know

4. I wonder

5. Can you tell me



### Exercise 11-I'm Not Sure...

Ask your classmate questions they may not know the answer to. Respond to your classmates' questions using embedded questions. Use the example to guide you.

Examples:

1. What is the capital of Alaska?

Answer: I'm not sure what the capital of Alaska is. Maybe Fairbanks? Oh! It's Juneau!

2. What is [classmate's name]'s favorite drink?

Answer: I don't know what [classmate's name]'s favorite drink it, but I'll ask!

Questions to ask your partner/group members:

- 1.
- 2.
- 3.
- 4.
- 5.

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## 7.4: Reported Yes/No Questions with If and Whether

### Subordinate Yes/No-Questions(reported or indirect speech)

Restating a Question within a Clause



#### Quoted vs. Restated Questions

##### QUOTED QUESTION

A **quoted yes-no question** begins with a *main clause* that includes the speaker and the verb *say* or *ask*, followed by a comma and the exact words of the quote, enclosed in quotation marks. The quoted speech may also be placed before the main clause: "*Are you OK?*," *my friend asked*.

##### MAIN CLAUSE

##### YES-NO QUESTION

**My sister asked,**

**"Are you coming with us?"**

**My sister's friend asked,**

**"Is your brother coming too?"**

**My friends asked,**

**"Can you drive us?"**

**Joe asked,**

**"Will you have enough gas?"**

**My friend asked,**

**"Do we have enough money for gas?"**

##### REPORTED QUESTION

A reported **yes-no question** also begins with the main clause, but is followed by the content of the quote as it relates to the speaker in time, person, place, and direction, at the moment of speaking. A subordinator (marker) *if* or *whether* subordinates the reported speech to the main clause.

##### MAIN CLAUSE

##### REPORTED SPEECH

**My sister asked**

**if I was coming with them.**

**My sister's friend asked**

**if my brother was coming too.**

**My friends asked**

**whether I could drive them.**

**Joe asked**

**if I would have enough gas.**

**My friend wanted to know**

**whether we had enough money for gas.**

A **yes-no question** differs from a **Wh-question**. In a yes-no question, the quoted question begins with an auxiliary verb form such as *is, are, am, do, does, has, have, can, will, must*. The expected answer is either *yes* or *no* (+ or -).

In reported speech, no additional punctuation (quotation marks, comma, or question mark) is used. Related page [Quotation Marks](#).

Related page [If vs. Whether](#)

### Subordinate Question-clause

#### QUOTED WH-QUESTION

A question with a modal or auxiliary verb can be placed within a comment stating opinion. **If** or **whether** links the subordinate clause to the main clause.

"Did he go?"

"Were you there?"

"Should we turn here?"

"Is it time to go?"

"Can you meet me tonight?"

"Is she his girlfriend?"

"Will you be late?"

#### COMMENT WITH YES/NO QUESTION

The opinion or comment is placed first followed by the subordinated question clause which is adjusted to the perspective of the main clause.

I don't know **if he went**. (go → went)

**Whether he went or not** is a mystery to me.

I can't remember **if I was here**. (there → here.)

**Whether I was here** is something I can't remember.

I have no idea **if we should turn** here.

**Whether we should turn** is something I don't know.

Can you tell me **if it is time to go**?

**Whether we should go** is unclear to me.

He couldn't tell me **if he could meet me that night**. (tonight → that night.)

**Whether he could meet me** was something he couldn't tell me.

Do you happen to know **if she is his girlfriend?** (there → here)

**Whether she is his girlfriend** is a question I can't answer.

She couldn't answer **if she would be late.**

**Whether she would be late** was something she couldn't answer.

<sup>1</sup>Use **whether** not **if** in a stressed sentence position.

Related page [That/What Clauses](#) | [Adjusting perspective](#)

### If or **Whether** Clause Patterns

#### IF

**If** is commonly used after a subject and predicate expressing doubt. (*I don't know, who knows, can you tell me, I have no idea, etc.*) Some formal usage limits **if** to use before a clause with a single option and a single situation.

WILL MY PHONE WORK HERE?


I don't know **if my cell phone will work here.**

I have no idea **~if my cell phone will work here or not. (informal)**

Do you know **~if my phone will work better inside or outside. (informal)**

Who knows **~if my phone will work better inside or outside.**

#### WHETHER

 **Whether** is also used after an expression of doubt and is preferred when expression two options (an alternative). **Whether** is not limited to a single situation; it is also used for a recurring situation.

WILL MY PHONE WORK HERE?

I don't know **whether** my cell phone **will work** here. (single situation)

I don't know **whether** my cell phone **works** here. (anytime)

I have no idea **whether** my phone **will work** here **or not.**

I have no idea **whether or not** my phone will work here.

I'm unsure **whether** my cell phone will work better **inside** or **outside.**

I don't have a clue **whether** he owns an **Android** or an **Apple** phone.

\*not used / ~borderline or informal usage

Also see [Yes/No Question Clauses](#) (whether)

## Subordinate Connectors – If vs. Whether

### Understanding Differences in Usage

#### IF

In the following situations, speakers favor using **if**.

## REPORTED SPEECH

I asked them if they were leaving.

## SLIGHTLY LESS FORMAL

I asked him if he is going to visit. (informal context)

I asked him whether he would visit. (more formal)

## WHETHER

In the following situations, speakers prefer using **whether**.

## WORDS USED IN FORMAL CONTEXTS

We **inquired whether** the president would attend the summit meeting. (investigate, explain, examine, study, decide, determine)

## AFTER A PREPOSITION

They **asked about** whether the President would attend the meeting. (look into)

## Common Mistakes

### Errors and Solutions

#### ERROR

\*Can you tell me **is it** a boy or a girl?

\*She asked me **when** we are coming **or not**.

They asked **if** we wanted to have dinner with them sometime. (Using **if** implies possibly never)

#### Solution

Can you tell me **if it is** a boy or a girl?

Can you tell me **whether it is** a boy or a girl?

She asked me **whether** we are coming **or not**.

They asked **when** we wanted to have dinner with them sometime. (Using **when** means sometime in the future.)

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## 7.4.1: Practice with Reported Yes/No Questions

### Exercise 1: Change the quoted question to a reported question.

Select the response from the list that best completes the sentence.

1. "Is this the train to Austin?"

He is asking me ( is this train to Austin? / if is this train to Austin. / if this is the train to Austin.)

2. "Do we have to buy a ticket before boarding?"

They asked me (if we buy to a ticket/ if do we buy to a ticket/ if we have to buy a ticket ) before boarding.

3. "Can you buy a ticket on the train?"

Do you know (whether you could buy a ticket/ whether you bought a ticket/ whether you can buy a ticket) on the train?

4. "Does this train go to the airport?"

I'm not sure (if this train goes to the airport. / if this train does go to the airport./ if this train went to the airport.)

5. "Is this a 'bullet train'?"

I really don't know (whether is this a bullet train. / whether this was a bullet train. / whether this is a bullet train.)

6. "Does this train arrive in Austin before noon?"

Could you tell me ( if this train arrives / if this train arrived) in Austin before noon?

7. "Am I able to buy a round-trip ticket?"

Do you know (whether I am able to buy a round-trip ticket?/ whether I was able to buy a round-trip ticket?/ whether am I able to buy a round-trip ticket?)

8. "Could I sit with you?"

She asked me (if she could sit with you. / if she could sit with me. / if could she sit with me)

9. "Is there a special fare for students?"

Do you happen to know ( whether is there a special fare / whether there a special fare is / whether there is a special fare) for students?

10. "Are you Canadian?"

The guy next to me asked (if I was Canadian. / if I am Canadian. / if I were Canadian.)

11. "Do you prefer taking the train?"

Do you mind telling me (whether you preferred taking the train ?/ whether you prefer taking the train?)

12. "Is there a seat reserved for handicapped people?"

Can you tell me (whether is there a seat / whether there is a seat) reserved for handicapped people?

13. "Does this train usually run on time?"

Can you tell me (whether this train does usually run on time?/whether this train usually runs on time? )

14. "Are you a regular commuter?"

May I ask (whether you are a regular commuter? / whether you a regular commuter? / wer are you a regular commuter?)

15. "Is this the final stop?"

Can you tell me (whether is this the final stop? / whether this is the final stop?)

### Exercise 2: Correct or Incorrect-Editing

#### Doctor, Doctor!



**A: Read the conversation .**

**DOCTOR:** Does your neck hurt?

**PATIENT:** No, my head hurts.

**DOCTOR:** Does it hurt more in front or in back?

**PATIENT:** It hurts in front, around my eyes.

**DOCTOR:** Do you have any allergies?

**PATIENT:** I have hay fever.

**DOCTOR:** Is your nose running?

**PATIENT:** No, but I have a sore throat.

**DOCTOR:** Did you get a flu shot this year?

**PATIENT:** No, I don't usually get the flu.

**DOCTOR:** Well, it looks like you've got it now. Why don't you go home and rest, drink plenty of fluids and stay away from others for a couple of days.

**PATIENT:** OK. Thank you.

allergy (N) — a condition in which someone reacts to something such as dust, food, mold, pollen, or cat hair. The reaction may be itchy eyes, runny nose, wheezing, skin

hay fever (expression) — being allergic to the pollen of common plants and grasses

fluids (N) — water, liquids

runny nose – a condition where fluids drip from the nose

**B.** Select a response *correct* or *incorrect*. If the sentence is incorrect, write a correction.

Top of Form

16. Tell me if your neck hurts.

Correct      Incorrect---Correction:

17. Can you tell me whether does it hurt more in front or in back of your head?

Correct      Incorrect--Correction:

18. Let me ask you whether any allergies have you?

Correct      Incorrect---Correction:

19. Tell me if your nose is running.

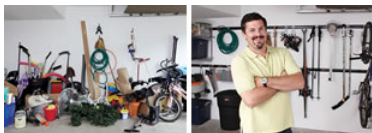
Correct      Incorrect---Correction:

20. Can you tell me whether did you get a flu shot this year?

Correct      Incorrect---Correction:

### Practice 3

#### Rent a Wife or Husband



#### A. Read

**INTERVIEWER:** Jane, you started your company one year ago. Is it doing well now?

**JANE OLSON:** Oh yes! It's really taken off. We were surprised to find out how many working couples were desperate for help with household chores.

**INTERVIEWER:** You named your business "Rent a Wife or Husband". Are the services you offer different from a house cleaner or handyman?

**JANE OLSON:** Yes, we hire people who are capable of doing a wide range of chores around the house.

**INTERVIEWER:** What kind of services do you offer? For example, do you offer childcare, dog walking, food shopping, or tutoring?

**JANE OLSON:** Yes, we do exactly these kinds of chores.

**INTERVIEWER:** Are your employees licensed?

**JANE OLSON:** Licensed? They all have driver's licenses. A couple have contractor licenses. Another has a design license. Another has extensive computer skills. Our employees offer a variety of skills from different professional backgrounds and fields.

**INTERVIEWER:** Are your employees mostly young people?

**JANE OLSON:** A large number of our employees are retired. They are people who enjoy using their skills, interacting with young families, and bringing home some extra money.

**INTERVIEWER:** Let's say, for example, I wanted to have a party here, could your people host it?

**JANE OLSON:** Well yes, we could, but you would still be the host. Our people could do the food shopping, decorating, cooking, and serving of the food.

**INTERVIEWER:** What about healthcare? Can your service send a stand-in mommy for a sick child.

**JANE OLSON:** No. That is something we cannot do. If a child has a cold we can help, but a child with a fever or an elderly parent with healthcare problems requires a healthcare professional.

**INTERVIEWER:** Are there any requests that surprise you?

**JANE OLSON:** Yes. Some people want us to decorate their Christmas trees and hang house lights. Though it is traditionally done by the family, we can send a couple of *elves* to decorate for the holidays.

**INTERVIEWER:** So in a way, are you offering the kinds of things that a grandmother or grandfather used to do for younger family members.

**JANE OLSON:** Yes. We are the absent aunts, uncles, grandmothers and grandfathers.

**INTERVIEWER:** Are you planning on expanding your business to other cities next year.

**JANE OLSON:** Not right now. Currently, we are expanding our resources here by reaching out to the retired community and to the young working couples in need.

chore (N) — work; task; daily jobs usually around home

contractor (N) — home-builder

decorate (V) — adorn, change the appearance of a room, especially for the holidays or a special occasion (e.g., paint, change fabric, add pictures or ornaments)

desperate (Adj) — very much in need

diverse (Adj) — different

elf / elves (N) — helpers to Santa Claus

extensive (Adj) wide, broad, reaching over a wide area; comprehensive (a lot)

household (N) — matters of the house; related to the home

licensed (Adj) – having proper training or certification for a specific skill

staff (N) — employees, workers within a company

stand-in (N) – temporary, substitute

take off (V) — fly, rise, succeed

wide range (expression) — a variety



## B. Error Correction- Reported Yes/No Questions

Edit the incorrect sentence(s) in the space below each question. If the sentence is correct, write "correct."

21.The interviewer asked Jane is her business doing well now.

Edit 21:

22.He wanted to know if the services you are offering were different from a house cleaner or handyman.

Edit 22:

23.He inquired if they offer childcare, dog walking, food shopping, or tutoring.

Edit 23

24. He questioned whether are her employees licensed?

Edit 24:

25. The interviewer asked about if her employees are mostly young people?

Edit 25:

26. The interviewer wondered her staff could host a party here.

Edit 26:

27. He questioned if they can to provide healthcare for sick children or elders.

Edit 27:

28. The interviewer asked are there any requests that surprise you?

Edit 28:

29. He asked her if her employees are doing the kinds of things that grandparents used to do for younger family members.

Edit 29:

30. He asked if was Jane planning on expanding your business to other cities next year.

Edit 30:

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## 7.5: Direct and Indirect Speech

### Introduction

Direct speech is repeating the exact words that someone spoke or wrote. When using direct speech, a writer must use quotation marks to show that he/she is quoting exactly what another person said. Direct speech is rarely used by native speakers.

We can also report someone's words using a *that* clause. We call this reported speech (or indirect speech). Reported speech is almost always used by native speakers of English.

When we change direct speech to reported speech, we often use a past form of a verb. Usually, we also "move" the verb form back in time. We call this "backshifting." When using reported speech, the subjects sentences, possessive adjectives, times, and locations often change from those used in direct speech.

 For more information on this topic, watch this video: [Reported Speech \(Noun Clauses in Indirect Speech\)](#)

### Common Error

A common error when using reported speech is adding the phrase "according to." Look at the examples.

1. According to Claude Steele, stereotype threat affects students' performance.
2. According to Claude Steele states stereotype threat affects students' performance. (incorrect)
3. Claude Steele states that stereotype threat affects students' performance.

When using "according to," write a comma after the phrase. Then write a complete sentence. It is incorrect to use "according to" and reported speech in the same sentence.

### Verb Tense in Direct and Reported Speech

	Direct Speech	Reported Speech	Change
1.	The student said, "I study hard."	He said (that) he studied hard.	simple present to simple past
2.	The student **says, "I study hard."	He says (that) he studies hard.	no verb tense change
3.	He said, "I am studying hard."	He said (that) he was studying hard.	present progressive to past progressive

	Direct Speech	Reported Speech	Change
4.	He said, "I will study hard."	He said (that) he would study hard.	simple future will to would
5.	He said, "I am going to study hard."	He said (that) he was going to study hard.	future "be going to" to "was/were going to"
6.	He **says, "I am going to study hard."	He says (that) he is going to study hard.	no verb tense change
7.	He said, "I can study hard."	He said (that) he could study hard.	can to could
8.	He said, "I have studied hard."	He said (that) he had studied hard.	present perfect to past perfect
9.	He **says, "I have studied hard."	He says (that) he has studied hard.	no verb tense change
10.	He said, "I studied hard."	He said (that) he had studied hard.	simple past to past perfect
11.	He told them, "Do your homework."	He told them to do their homework.	imperative to infinitive
12.	He asked, "Do you want a job?"	He asked if I wanted a job.	yes or no question to if or whether or not (for alternatives)

*Table 17 Verb Tense in Direct and Reported Speech*

Note: The word "that" is optional in the reported speech sentences. In fact, native speakers usually do not say the "that." Common verbs used for reporting words are as follows: say, tell, ask, inquire, respond, answer, reply, state, comment, report, complain, announce, explain, remark, note. In reported speech, these verbs are almost always used in the past tense.

\*\*When the reporting verb (for example, say) is in the simple present, present perfect, or simple future, the reported speech does not change tense from the direct speech. When the reporting verb is in a tense that expresses a current truth, this usually indicates immediate reporting, so the indirect speech is in the simple present.

**sometimes we decide not to backshift the verb in the noun clause. We may choose to do this because:**

- The state or event is still true

**Example:**

Direct Speech: Sheila asked, "When does the semester begin?"

Reported Speech: Sheila said that the semester begins on January 20th.

- We report something that someone just said

**Example:**

Direct Speech: My husband asked, "Where are the children?"

Reported Speech: My husband wanted to know where the children are.

**Exercise 3-Verb Changes in Reported Speech with Backshifting**

Select the appropriate verb tense for the reported speech when backshifting is used.

1. Alex said, "I will be home in August."

Reported speech: Alex said he \_\_\_\_\_ be home in August.

- a. will
- b. would
- c. is going to be

2. My sister asked, "Will your son be home in August"?

Reported speech: My sister asked if my son \_\_\_\_\_ be home in August.

- a. will
- b. would
- c. is going to be

3. I said to my neighbor, "I love to work in my garden."

Reported speech: I said to my neighbor that I \_\_\_\_\_ to work in my garden.

- a. love
- b. loved
- c. am loving

4. The woman said to her wife, "We have to fix the broken window."

Reported speech: The woman said to her wife that they \_\_\_\_\_ to fix the broken window.

- a. have
- b. has
- c. had

5. “Boys make a lot of noise,” said the tired mother.

Reported speech: The tired mother said that boys \_\_\_\_\_ a lot of noise.

- a. make
- b. made
- c. have made

6. The boy said to his grandmother, “I love you.”

Reported speech: The boy said to his grandmother that he \_\_\_\_\_ her.

- a. loves
- b. loved
- c. has loved

7. The policeman asked the driver, “Do you have a driver’s license”?

Reported speech: The policeman asked the driver if she \_\_\_\_\_ a driver’s license.

- a. has
- b. have
- c. had

8. The teacher told the students, “Bring your books to class tomorrow.”

Reported speech: The teacher told the students to \_\_\_\_\_ their books to class the next day.

- a. bring
- b. brought
- c. bringing

9. The man said, “The boys are playing soccer.”

Reported speech: The man said that the boys \_\_\_\_\_ soccer.

- a. are playing

- b. were playing
- c. played

10. The woman said to her friend, “A plane just flew by at a very low altitude.”

Reported speech: The woman said to her friend that a plane \_\_\_\_\_ by at a very low altitude.

- a. just flew
- b. has just flown
- c. had just flown

11. “The teacher said, “You will be successful.”

Reported speech: The teacher said that I \_\_\_\_\_ be successful.

- a. will
- b. would
- c. must

**Think About It:** Which of the questions in Exercise 3 can be written without backshifting? What verb form would you use?

### Other Changes from Direct to Reported Speech

Direct Speech	Reported Speech
I	he/she
you	I/we/she/he/they (depends who the speaker is referring to)
my	his/her
our	their
your	my/our
here	there
now	then
this/these	that/those
today	[that day] or today (if it is still the same day.)
tomorrow	the next day, the following day

Direct Speech	Reported Speech
yesterday	the day before

Table 18 Other Changes from Direct to Reported Speech

### Exercise 4-Changing Pronouns, Times, and Places in Reported Speech

Select the best pronoun, time, or place to complete the reported speech.

1. The man told the restaurant manager, “Please make sure these plates are clean.”

Reported Speech: The man told the restaurant manager to make sure \_\_\_\_\_ plates were clean.

- a. these
- b. this
- c. those

2. My mom responded to me, “I’ll see you later on tonight.”

Reported Speech: My mom responded to me that \_\_\_\_\_ would see \_\_\_\_\_ later that night.

- a. I; you
- b. she; you
- c. she; me

3. I inquired of the mechanic, “How much will it cost to repair my car”?

Reported Speech: I inquired of the mechanic how much it would cost to repair \_\_\_\_\_ car.

- a. my
- b. your
- c. his

4. The teacher responded to his student’s question by saying, “I’m sorry, but I don’t know the answer.”

Reported Speech: The teacher responded to his student’s question by saying that \_\_\_\_\_ was sorry, but \_\_\_\_\_ didn’t know the answer.

- a. I
- b. she
- c. he

5. The worker told his boss, “I can’t come to work tomorrow because I have a doctor’s appointment.”

Reported Speech: The worker told her boss that she couldn’t come to work \_\_\_\_\_ because she had a doctor’s appointment.

- a. tomorrow
- b. the next day
- c. yesterday

6. Ahmed said, “I will pay the bill now.”

Reported Speech: Ahmed said that he would pay the bill \_\_\_\_\_.

- a. now
- b. yesterday
- c. then

7. Fatima asked, “Can I park here?”

Reported Speech: Fatima asked if she could park \_\_\_\_\_.

- a. here
- b. anywhere
- c. there

## Speech Patterns

### Direct Speech Pattern

Subject	Reporting Verb	Direct Statement
He	said,	“The cake is beautiful.”
He	asked,	“Do you have a pencil I can borrow?”
He	ordered,	“Stop talking!”.

Table 19 Direct Speech Pattern

### Indirect Speech Patterns

Subject	Reporting Verb	Noun/ Pronoun	Relative Pronoun/ Conjunction	Indirect Speech



Subject	Reporting Verb	Noun/ Pronoun	Relative Pronoun/ Conjunction	Indirect Speech
He	said	Ø	that	the cake was beautiful.
He	asked	(me)	if	I had a pencil he could borrow.
He	ordered	them	Ø	to stop talking.

Table 20 Indirect Speech Patterns

### Exercise 5-That or If

Complete the sentences with that or if.

1. The boys asked me, “Do you like classical music”?

Reported speech: The boys asked me \_\_\_\_\_ I liked classical music.

- a. that
- b. if

2. The teacher said, “You will not have an exam Friday.”

Reported speech: The teacher said \_\_\_\_\_ we would not have an exam Friday.

- a. that
- b. if

3. When the woman saw the price on the coat, she remarked to her friend, “I think you are crazy if you buy that coat at that price.”

Reported speech: When the woman saw the price on the coat, she remarked to her friend \_\_\_\_\_ she thought her friend was crazy if she bought that coat at that price.

- a. that
- b. if

4. My classmate asked me, “Will you study in the library after class?”

Reported speech: My classmate asked me \_\_\_\_\_ I would study in the library after class.

- a. that
- b. if

5. The mail carrier said, “I haven’t delivered any mail to that house in over a week.”

Reported speech: The mail carrier said \_\_\_\_\_ he hadn't delivered any mail to that house in over a week.

- a. that
- b. if

6. The president commented to her staff, "This job is going to give me gray hair!"

Reported speech: The president commented to her staff \_\_\_\_\_ that job was going to give her gray hair!

- a. that
- b. if

7. The student asked the teacher, "Do we have to type our essay?"

Reported speech: The student asked the teacher \_\_\_\_\_ we had to type our essay.


- a. that
- b. if

### Said versus Told

The reporting verbs said and told are similar; however, tell is followed by a direct object, but say is not. Look at the examples.

1. Pedro said, "Turn off the lights." (Pedro said to turn off the lights.)
2. Pedro told Danielle, "Turn off the lights." (Pedro told Danielle to turn off the lights.)

Notice how the second example has "Danielle" after the reporting verb. This is a direct object and necessary. Said can have an indirect object added. This is another possibility although not common: "Pedro said to Danielle, 'Turn off the lights.'"

 For more information on this topic, watch this video: [Using 'Say' and 'Tell' with Noun Clauses](#)

### Exercise 6-Said or Told

Complete the sentences with said or told.

1. The teacher \_\_\_\_\_ the students that noun clauses are difficult.
  - a. said
  - b. told
2. The students \_\_\_\_\_ that they needed a break.
  - a. said

- b. told
3. The tutor \_\_\_\_\_ them that she could help at the Learning Center.
- a. said
- b. told
4. My son \_\_\_\_\_ his friend that he wanted to play superheroes.
- a. said
- b. told
5. His friend \_\_\_\_\_ that he wanted to be Iron Man.
- a. said
- b. told
6. Hadi \_\_\_\_\_ that Mariam wanted to be Spider-Man for Halloween.
- a. said
- b. told
7. Barbara \_\_\_\_\_ her daughter not to be late.
- a. said
- b. told
8. Her daughter \_\_\_\_\_ that she would be home before dark.
- a. said
- b. told
9. Billy \_\_\_\_\_ Piper to behave.
- a. said
- b. told
10. Piper didn't \_\_\_\_\_ anything because he is a dog.
- a. say
- b. tell

### Exercise 7-Direct to Indirect Speech

Change the sentences from direct to indirect speech. Pay close attention to the verb tenses, pronouns, times, and places.

Example:

Direct Speech: I told my two sons, “I have traveled around the world two times.”

Reported speech: I told my two sons that I had traveled around the world two times.

1. Direct speech: Jehona asked, “Can you write in Arabic?”

Indirect speech:

2. Direct speech: Kaori said, “This is the best ice cream!”

Indirect speech:

3. Direct speech: Gulmira said, “I may be late.”

Indirect speech:

4. Direct speech: Hui said, “I need to study for the test tomorrow.”

Indirect speech:

5. Direct speech: Lina said, “Copy my notes from yesterday.”

Indirect speech:

6. Direct speech: Dimitri asked me, “Can you help me understand English grammar?!”

Indirect speech:

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## 8.1: Introduction to-Gerunds and Infinitives- Reading

### Introduction to Gerunds and Infinitives

The following reading illustrates the form and uses of gerunds and infinitives.

#### Pre-Reading

Take a few minutes to write your thoughts on the following questions:

*What is bilingualism?*

*What are the benefits of bilingualism?*

*What are some challenges of bilingualism?*

#### Reading

Read and observe the form and uses of the bolded words and phrases

Why Bilinguals Are Smarter

<http://www.nytimes.com/2012/03/18/op...gewanted=print>

**SPEAKING** two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists **have begun to show** that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. **Being bilingual**, it turns out, makes you smarter. It **can have** a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.

This view of bilingualism is remarkably different from the understanding of bilingualism through much of the 20th century. Researchers, educators and policy makers long considered a second language to be an interference, cognitively speaking, that hindered a child's academic and intellectual development.

They were not wrong about the interference: there is ample evidence that in a bilingual's brain both language systems are active even when he is using only one language, thus creating situations in which one system obstructs the other. But this interference, researchers are finding out, isn't so much a handicap as a blessing in disguise. It forces the brain **to resolve** internal conflict, giving the mind a workout that strengthens its cognitive muscles.

Bilinguals, for instance, seem **to be** more adept than monolinguals at **solving** certain kinds of mental puzzles. In a 2004 study by the psychologists Ellen Bialystok and Michelle Martin-Rhee, bilingual and monolingual preschoolers **were asked to sort** blue circles and red squares presented on a computer screen into two digital bins — one marked with a blue square and the other marked with a red circle.

In the first task, the children **had to sort** the shapes by color, placing blue circles in the bin marked with the blue square and red squares in the bin marked with the red circle. Both groups did this with comparable ease. Next, the children **were asked to sort** by shape, which was more challenging because it required placing the images in a bin marked with a conflicting color. The bilinguals were quicker at **performing** this task.

The collective evidence from a number of such studies suggests that the bilingual experience improves the brain's so-called executive function — a command system that directs the attention processes that we use for **planning**, **solving** problems and performing various other mentally demanding tasks. These processes include **ignoring** distractions **to stay focused**, switching attention willfully from one thing to another and holding information in mind — like remembering a sequence of directions while driving.

Why does the tussle between two simultaneously active language systems improve these aspects of cognition? Until recently, researchers thought the bilingual advantage stemmed primarily from an ability for *inhibition* that was honed by the exercise of **suppressing** one language system: this suppression, it was thought, would help train the bilingual mind **to ignore** distractions in other contexts. But that explanation increasingly appears **to be** inadequate, since studies **have shown** that bilinguals perform better than monolinguals even at tasks that do not require inhibition, like threading a line through an ascending series of numbers scattered randomly on a page.

The key difference between bilinguals and monolinguals may be more basic: a heightened ability to monitor the environment. "Bilinguals **have to switch** languages quite often — you may talk to your father in one language and to your mother in another

language,” says Albert Costa, a researcher at the University of Pompeu Fabra in Spain. “It requires keeping track of changes around you in the same way that we monitor our surroundings when driving.” In a study comparing German-Italian bilinguals with Italian monolinguals on monitoring tasks, Mr. Costa and his colleagues found that the bilingual subjects not only performed better, but they also did so with less activity in parts of the brain involved in monitoring, indicating that they were more efficient at it.

The bilingual experience appears **to influence** the brain from infancy to old age (and there is reason to believe that it may also apply to those who learn a second language later in life).

In a 2009 study led by Agnes Kovacs of the International School for Advanced Studies in Trieste, Italy, 7-month-old babies exposed to two languages from birth were compared with peers raised with one language. In an initial set of trials, the infants were presented with an audio cue and then shown a puppet on one side of a screen. Both infant groups learned **to look** at that side of the screen in anticipation of the puppet. But in a later set of trials, when the puppet **began appearing** on the opposite side of the screen, the babies exposed to a bilingual environment quickly learned **to switch** their anticipatory gaze in the new direction while the other babies did not.

Bilingualism’s effects also extend into the twilight years. In a recent study of 44 elderly Spanish-English bilinguals, scientists led by the neuropsychologist Tamar Gollan of the University of California, San Diego, found that individuals with a higher degree of bilingualism — measured through a comparative evaluation of proficiency in each language — were more resistant than others to the onset of dementia and other symptoms of Alzheimer’s disease: the higher the degree of bilingualism, the later the age of onset.

Nobody ever doubted the power of language. But who would have imagined that the words we hear and the sentences we speak might be leaving such a deep imprint?

Post-Writing:

- Look up any new vocabulary words
- Read the article again to understand better
- Answer the 4 questions after the article - write the answers in your notebook
- Look at the bold, underlined expressions - if they include a gerund or infinitive, try to explain why it is used in each case

Read and annotate ‘Why Bilinguals Are Smarter’. Pay attention to **the bold, underlined expressions** – can you explain why they are used? Then answer the following questions:

1. What is the main point of the story?
2. What did people use to think about bilingualism?
3. What has research shown about the connection between bilingualism and the ability to pay attention?
4. What has research shown about the connection between bilingualism and Alzheimer’s?

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## 8.2: Gerunds Introduced

### A Noun Phrase vs. A Gerund Clause

#### NOUN PHRASE & PREDICATE

An activity may be expressed with a **noun phrase** and a **predicate** (verb). In traditional grammar, it was said that a noun "acts as" the subject. However, current linguistic description separates *what a word does from what it is called*. In fact, a wide variety of structures (nouns, gerunds, infinitives and clauses) can function as the subject within a clause. See [Function v. Category](#).

SUBJECT (NOUN PHRASE)	PREDICATE + COMPLEMENT
<b>Computers</b> noun	save a lot of time
<b>Online study</b> noun phrase	is very convenient.
<b>The online practices</b> noun phrase	help students without books. (PP)
<b>The computer in my room</b> noun phrase	allows me to study from home.

#### GERUND

An activity may also be expressed with a **gerund** or a **gerund nonfinite clause** (newer description). This word or structure can function as the subject, **verbal complement** ("object") or modifier in the matrix "main" clause. See [Gerundial Nonfinite Clause](#) and [A Clause: Phrase, Nonfinite & Finite](#) for **Word Categories**. See [Subject, Predicate, Complement](#) for **Functions**.

SUBJECT (GERUND CLAUSE)	PREDICATE + COMPLEMENT
<b>Computing</b> gerund	saves a lot of time.
<b>Studying online</b> gerund nonfinite clause	is very convenient.
<b>Using online practices</b> gerund nonfinite clause	helps students who don't have books.
<b>Working from home</b> gerund nonfinite clause	allows a person to work in comfort.

**complement** (N) – in grammar, a word, phrase or clause required to complete another element in the clause, for example, the verb "hung" requires a location. *He hung UP his coat. He hung his coat on the hook.* The prepositional phrase complements "completes" the verb, See [Complements](#).

See [Grammar Notes](#) (section below) for **Lexical Categories "Parts of Speech"** (V, NP, AdjP) and **Grammatical Functions** (Subj, Pred, Comp).

Also see [Noun vs. Gerund](#). *The landing of the airplane* (NP) vs. *Landing an airplane*. (GER)

Also see [A Verb vs. A Verb Phrase vs. The Predicate](#)

Also see [Verbs: Two Basic Categories — Primary v. Secondary](#)

## Gerund Clause Agreement

### Express one or more activities

#### Gerund Clause Agreement with Predicate

##### SINGULAR

A gerund clause is usually singular in agreement with the verb. Two clauses coordinated with **or** or **nor** are also singular in agreement.



Reading books is important for learning vocabulary.

Texting while driving is dangerous.

Texting or holding a phone is allowed when parked.

Neither texting nor holding a phone is allowed while driving.

#### PLURAL

Two gerund clauses coordinated with **and** are plural in agreement.

Reading and listening to the television are two ways to improve your vocabulary.

Emailing and texting are illegal activities for drivers behind the wheel.

## Practice 1

### Buying and Selling Online



#### Read Context

#### Ebay — Buying, Selling and Trading

Ebay is the Internet version of the "flea market". People can **list items** they would like to sell and **find items** they'd like to buy. The eBay site allows users to **search for item descriptions**. Sellers can **post their items**, **change the item category**, **showcase the item** and **view bids on the item**.

Purchasers can **verify the authenticity of an item**, **purchase insurance**, **put the item in escrow** and even **get help with disputes when there is a disagreement**. Buying, selling and trading are very efficiently done via the Web.

authenticity (N) — the quality of being real or true

bid (N) – an offer to pay a particular price for something

category (N) — a group of things that are all the same type or kind

dispute (N) — a serious argument or disagreement

escrow (N) a service that holds the money while the agreement is being made

flea market (N) — an open air market to which people bring old things to sell

insurance (N) — a policy that returns money to a person if there is accidental loss

list (V) — post items for sale on the Internet; put something on an official list

purchaser (N) — buyer

resolve (V) — to find a satisfactory way of dealing with a problem or difficulty

showcase (V) – a place (or page) that shows the good qualities of something

trade (N) — exchange something of equal value

verify authenticity (v) – make sure it truly is what the seller says it is

version (N) — a copy of something that has been changed so that it is slightly different

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## 8.2.1: Gerunds-Form and Usage

### Gerunds

#### I. Basic Ideas and Principles

A gerund is the *ing* form of the verb (present participle) used as a noun. Therefore, it can occur in all the same places that a noun can occur in a sentence: subject, object, complement, object of a preposition and appositive. **Please note: when a preposition is followed by a verb, that verb must always be in the form of a gerund**

#### II. Gerunds

I. The following verbs **take a gerund after them**. The ones with an \* next to them can also take an infinitive after them with no change in meaning.

admit advise allow avoid \* begin consider

\* continue can't help complete defer delay deny

\* deserve dislike enjoy finish forget \* hate

imagine \* like \* love miss permit postpone

propose \* prefer quit regret remember \* start

stop suggest \* try take turns \*take time resent

acknowledge justify report facilitate anticipate mention

#### Examples:

I dislike **working** on Sundays.

He missed **seeing** his father every day.

She can't help **being** sick.

I began **going** to school when I was six years old. / I began to go to school ....

They loved **eating** pizza every Friday evening. / They loved to eat pizza ....

#### III. Possessive Gerunds

The following verbs can take a possessive noun or a possessive adjective after them and before a gerund. **This is especially true in formal grammar. In informal grammar, native speakers tend to use regular nouns and objective pronouns.**

advise appreciate enjoy excuse defend finish

forget forbid hate imagine like dislike

love permit postpone prefer understand suggest

regret remember consider facilitate mention regret

**The possessive adjectives are the following: my, your, his, her, its, our, your, their. They are always followed by a noun or a gerund.**

#### Examples:

My books my carrying books

Your music your playing music

Their teacher their teaching me

**Possessive nouns end in an apostrophe s ('s) if the noun is singular or in an s apostrophe (s') if the noun is plural.**

#### Examples: Singular Plural

The boy's father the boys' father

The teacher's books the teachers' books

My sister's dresses My sisters' dresses

**Form: Subject Verb Possessive Form Gerund Remainder of the Sentence**

**Examples:**

I appreciate **your skipping** lines when you do your homework.

He defended the **woman's killing** her husband because he had beaten her for many years.

I suggest **your studying** hard for the exam next week.

We regretted **their not being** able to come to the party.

She hated **Bob's hanging** around with those lazy boys.

**IV. Gerunds after Prepositions**

When a verb follows a preposition, the verb **must always be in the ing form of the verb**, in other words, **the present participle form**.

**Examples:**

I have always been interested **in studying** history all my life.

Many students are worried **about attending** regular classes with native English speakers.

Teachers disapprove **of cheating** on exams and quizzes.

Because **of cheating**, many students fail exams and compositions.

In spite of losing the game, the players were still happy about playing.

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## 8.2.1.1: Gerund Rules - Review

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### Gerunds Review

Look at the following information about gerunds. Read each rule and the examples for it. For each example, highlight the gerund.

#### **1. Gerund as a subject**

- Sleeping in on weekends is great!
- Not having any responsibility can spoil children.
- Living in the Bay Area has become very expensive.

#### **2. Gerund after some verbs**

- I dislike washing dishes.
- She enjoys jogging in the park in the morning.
- She enjoyed not having any responsibilities when she was a child.

#### **3. Gerund after prepositions**

- She is planning on visiting her family tonight.
- I am not excited about working this weekend.
- He looks forward to not having any homework during the holidays.

#### **4. Gerunds in 'go' expressions**

- She goes hiking with her friends every Sunday.
- We went dancing last weekend.
- They go camping every summer.

#### **5. Gerunds in adverbials**

- I left home without taking my wallet.
- He met his friends after finishing his work.
- She has improved her language skills by reading extensively.

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## 8.2.2: Gerunds Practice

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## 8.2.2.1: Gerund as Subject

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### GERUND AS SUBJECT

*Fill in each blank with a gerund or a gerund phrase. Choose an activity that logically completes the sentence.*

1. \_\_\_\_\_ is fun.
2. \_\_\_\_\_ is dangerous.
3. \_\_\_\_\_ is exciting.
4. \_\_\_\_\_ is important.
5. \_\_\_\_\_ is a good way to improve your English.
6. \_\_\_\_\_ is expensive.
7. \_\_\_\_\_ is necessary.
8. \_\_\_\_\_ is wrong.
9. \_\_\_\_\_ is easy to do.
10. \_\_\_\_\_ is bad for your health.
11. \_\_\_\_\_ is good for your health.
12. \_\_\_\_\_ is a great way to lose weight.
13. \_\_\_\_\_ and \_\_\_\_\_ are my hobbies.

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## 8.2.2.2: Gerunds - Questions

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### Writing Practice

#### **Answer the following questions:**

As you answer, make sure to:

- Write a complete sentence to answer each question.
- Use a gerund in your answer.
- Use the question as a guide to help you write your answer correctly.
- Pay attention to verb tenses and sentence structure.

#### **Questions:**

1. What do you regret not doing in the past?
2. If you have a sunburn, what could you try doing?
3. What are you good at doing?
4. What are you interested in learning about? [something new]
5. What do you look forward to doing during the Christmas holiday?
6. What are you most proud of?
7. What have you gotten accustomed to doing since you came here?
8. What is something you can't stand doing?
9. What is the last thing you postponed doing?

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### 8.2.2.3: Verb + Gerund

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**Complete each of the following sentences using a logical gerund phrase.**

**Then, write a few more sentences to further explain your answer.**

1. I often put off \_\_\_\_\_.
2. I miss \_\_\_\_\_.
3. I would like to quit \_\_\_\_\_.
4. I need to practice \_\_\_\_\_.
5. I dislike \_\_\_\_\_.
6. I usually avoid \_\_\_\_\_.
7. I enjoy \_\_\_\_\_ on the weekends.
8. I need to finish \_\_\_\_\_.
9. Last week, I postponed \_\_\_\_\_.
10. If you visit my country, I suggest \_\_\_\_\_.

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## 8.2.2.4: Adjective+Preposition+Gerund

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### **PREPOSITIONS**

What is the correct preposition after each of the following? Write the preposition after the word. You may need a learner's dictionary to help you out: [Cambridge Learner's Dictionary](#)

- Afraid
- Tired
- Interested
- Believe
- Good
- Accustomed
- Worry
- Care
- Look forward
- Proud
- Dream
- Depend
- Responsible

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## 8.2.2.5: Gerunds - Find Someone Who - Questions

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### GERUNDS – REVIEW

#### **Find someone who ...**

Walk around the classroom and speak to different people. Ask one question per person. If they answer ‘yes’, think of more related questions to ask about the topic → have a mini-conversation together about this topic. If they say ‘no’, say ‘thanks’, and ‘good bye’ and move on to ask another person.

**e.g.** *Do you enjoy playing sports?*

**OR:**

*Yes, I do.*

*No, I don't.*

*What types of sports do you play?*

*OK, thanks. See you later.*

*I play soccer.*

*Bye.*

*How often do you play soccer?*

*I play soccer every weekend.*

1. enjoys **playing** sports
2. believes **dancing** is fun
3. likes to go **camping**
4. puts off **doing** his/her laundry
5. practices **speaking** English everyday
6. plans on **traveling** during the holidays
7. is interested in **taking** more classes at Contra Costa College
8. is proud of **having** wonderful children
9. dreams about **winning** the lottery!

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## 8.2.2.6: Gerunds in Go Expressions

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### Gerunds in Go Expressions

**The following are common expressions used with go + gerund:**

- go bowling
- go camping
- go dancing
- go fishing
- go hiking
- go hunting
- go jogging
- go sailing
- go shopping
- go sightseeing
- go skating
- go skiing
- go swimming

Note: You CANNOT create your own expression! For example, you cannot say: 'go eating' or 'go playing'. The above are fixed expressions.

**Answer the following questions about yourself:**

*Write a complete sentence to answer each question. Make sure to use the go+gerund expression in your answer. Pay attention to using the correct verb tense.*

1. How often do you go swimming?
2. Have you ever gone camping?
3. Where do you usually go shopping?
4. Do you like to go dancing in clubs?
5. Who usually goes grocery shopping for you and your family?
6. Have you ever gone hiking in the Bay Area?

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## 8.2.2.7: Gerunds - Review

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### REVIEW

*Fill in the blanks with an appropriate expression.*

**Gerund as a subject:**

→ \_\_\_\_\_ is fun.

→ \_\_\_\_\_ is expensive.

**Gerund after certain verbs:**

[e.g., dislike, enjoy, miss, ...] → I enjoy \_\_\_\_\_ with friends.

**Gerund in 'go' expressions:**

Sports: go swimming, go jogging, ... → I often go \_\_\_\_\_ to stay healthy.

Free-time activities: go shopping, go dancing, ... → I like to go \_\_\_\_\_ with friends on the weekends.

**Gerund after a preposition:**

[verb + preposition + gerund] → I dream about \_\_\_\_\_.

[adjective + preposition + gerund] → I am good at \_\_\_\_\_.

**Gerund in an adverbial:**

[in phrases with: after, before, by, without, ...] → You can't do well on tests without \_\_\_\_\_.

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## 8.3: Infinitives-Form and Usage

### V. Infinitives

An infinitive is the *base form of the verb* with *to* in front of it. For example, *to go*, *to run*, *to die*, *to love*, etc. are infinitives. An infinitive can be used as a noun. Thus, infinitives are used as subjects, direct objects, complements, appositives, adverbials and adjective modifiers. **However, infinitives can never be used as the object of a preposition.**

The following verbs are followed by an infinitive:

Agree	Afford	Consent	Decide	Arrange	Decline	Expect	Attempt	Undertake	Hope
Deserve									
Intend	Fail	Can't wait	Learn	Hesitate	Mean	Like	Manage	Need	Offer
Plan		Pretend	Strive	Try	Refuse	Seek	Want	Seem	Cease
Promise									

### Examples

I agreed to go to the party with my wife.

We plan to buy a new car next year.

The boy wants to stay overnight at his friend's house.

The teacher promised to give the students an examination next week.

My son refused to go to the University of Washington.

Children sometimes pretend to be sick when they don't want to go to school.

I hesitate to borrow anything from anybody.

Students need to manage to go to school, work, and take care of their families every day.

I can't afford to buy a new car. I don't have enough money.

**Exercise 25: Answer the following questions by using a verb followed by an infinitive, please.**

1. Why do you want to learn English?
2. Where do you intend to go after class today?
3. What kind of food do you like to eat?
4. What do you hesitate to do because you are afraid?
5. What do you seek to do in the next year?
6. Tell me something you can't wait to do.
7. What do little boys pretend to be?
8. What do you strive to do in your life all the time?
9. What do you need to do before you come to class tomorrow?
10. What can't you afford to buy before next year?
11. Where do you hope to live 10 years from now?
12. Tell me something you would refuse to do.
13. Tell me something that you try to do every day.

**Exercise 26: Use the following words in a well-written sentences.**

1. to prepare
2. to intend
3. to decide

4. to dread
5. to refuse
6. to offer
7. to hesitate
8. to arrange
9. to attempt
10. to undertake
11. to seek
12. to agree

## VI. Negative Infinitives

To make infinitives negative, put **not** before them.

### Examples

The student promised not to come to class late anymore.

I preferred not to eat out in a restaurant.

The old man prefers not to drive at night.

The boy is planning not to go to college.

My sons often arrange not to be available when I need them to help me in the garden.

My son pretended not to feel well when my wife asked him to clean the bathrooms.

## VII. Infinitives with Different Subjects

It is possible in a sentence to have the subject of the sentence be different from the subject of the infinitive. The following are some verbs that can take a different subject for the infinitive:

Would like	Persuade	Challenge	Expect	Get	Require	Tell	Force	Encourage	Advise
Help									
Enable	Order	Permit	Direct	Urge	Invite	Prepare	Allow	Ask	Teach

### Examples

I wanted André to go to the store for some milk.

We need Alex to lift up the heavy boxes.

I expected my students to do their homework every night.

I would like my friend to help me on Sunday.

The wife persuaded her husband to go to the doctor's.

The girl invited her friends to come to the party.

The teacher urged the students to study.

## VIII. Infinitives with Adjectives before Them

Infinitives often follow adjectives. The infinitive is the complement of the adjective because the adjective needs the infinitive to give meaning to the adjective. Very often adjectives with infinitive complements follow sentences that begin with the expletive **It**. **It** has no meaning in these sentences; it is just serving as the subject of the sentence.

### Examples

The English teacher was happy to help the student with her composition.

My wife was delighted to bake a birthday cake for our sons when they were boys.

It is difficult to learn English grammar.

All of the students were unhappy to hear the results of the examination.

My father was always willing to take all of my friends fishing when I was a boy.

I am content to continue to teach for a long time.

It is easy to ride a bicycle.

It is enjoyable to lie on a beach and do nothing.

It is impossible for a man to have a baby.

It is advisable to study before an examination.

It isn't smart to speed in a car on snow.

It is foolish to waste money on stupid things.

It is unethical to cheat on an examination.

### IX. Infinitives with Adjectives and Too and Enough and Very

*Too*, *Enough* and *Very* are called **quantifiers** in grammar. *Too* means that something is excessive. It is negative in meaning. *Enough* means that something is sufficient. It is affirmative in meaning. *Very* only means to a high degree, "a lot." *Very* does not say either excessive or sufficient; it just says *a lot*. Many times people use the preposition *for* with these words.

#### Examples:

A new car is too expensive to buy. I can't buy one.

I am too old to play football. I can't play anymore.

To speak Chinese is too difficult for me to do. I can't do it.

My sister is too short to reach the shelves in the cupboard. She is only 5 feet tall.

It is too cold for people to go outside in winter. People don't want to go outside.

The hat is too small for my son to wear. He can't wear it. His head is too big.

I am old enough to be your grandfather. I am just waiting for my sons to become fathers.

Sixteen-year-old children are old enough to drive. They can drive legally.

My son is strong enough to lift 200 pounds. He is strong enough. He can do it.

This exercise is easy enough for my students to do. They can do it.

The weather in the summer is warm enough for people to go swimming in Green Lake. They can go swimming.

The girl is very beautiful. Men and women think she looks great.

My sister is very kind to animals and people. She is never mean or not nice to anyone.

Alaska is very cold in winter. Bears like it, but most people don't like living there.

New houses are very expensive to buy in the Seattle area. Only people with money can buy one.

#### Exercise 27: Answer the following question using a negative infinitive, please.

1. Tell me something you decided not to do.
2. Who do you not want to talk to?
3. Tell me a job you intend not to seek.
4. Tell me something you try not to do.
5. Tell me something you promised your mother not to do when you were a boy or girl.
6. What do you hope never to happen to you.
7. What will you need not to learn in your life?

8. What did you manage not to do last week?
9. Tell me something you decided not to buy.
10. What did you learn not to do when you were younger?
11. When did you mean not to say something?
12. What would parents not like their children to do?
13. What do you hope not to do again in the future?

**Exercise 28: Answer the following questions with infinitives with different subjects, please.**

1. What would you like me to do?
2. Who did you help to do something recently?
3. What did your parents permit you to do when you were younger?
4. What do I require you to do when you do homework for me?
5. What did your parents require you to do when you were younger?
6. What did you urge someone to do?
7. What do I allow you to do in my classroom?
8. Who persuaded you to come to America?
9. Who sometimes needs you to help them?
10. What do teachers expect their students to do?
11. What will learning English enable you to do?
12. What did your father permit you to do?
13. What is it sometimes difficult to get babies to do?

**Exercise 29: Answer the following questions using an adjective followed by an infinitive, please.**

1. Tell me something that is fun to do.
2. Tell me something that is difficult to do.
3. Tell me something that is enjoyable to do.
4. Tell me a game that is fun to play.
5. Tell me something that is not good to do.
6. Tell me something that is stupid to do.
7. Tell me something that is important to do.
8. Tell me something that is unlucky to do in your culture.
9. Tell me something that you are too old to do.
10. Tell me something that you are sometimes too tired to do.
11. Tell me something that is too expensive for you to buy.
12. Tell me something that is too difficult for old people to do.
13. Tell me something that is too heavy for you to lift.

#### **X. Infinitives after Nouns**

Infinitives sometimes follow nouns to express the purpose of the nouns.

#### **Examples**

I bought a new chair to sit on.



My friend uses a hose to water his garden.

I use an old knife to peel apples with.

My wife uses pots and pans to cook food in.

I have red pens to correct papers with.

He took out a handkerchief to blow his nose.

The policeman pulled out his gun to shoot the robber.

The violinist picked up his violin to play the musical piece he wrote.

### **XI. Verbs (*Forget, Remember, Stop, Quit*) that Have Different Meanings when Followed by a Gerund than when followed by an Infinitive**

**Forget + Infinitive: The forgetting occurs before the idea of the infinitive didn't happen.**

Examples:

The man forgot to buy milk on his way home from work. [First, the man forgot, so he didn't buy the milk.]

I forgot to feed the dog. [First I forgot, so I didn't feed the dog.]

My sister forgot to send me a birthday card. [First she forgot, so she didn't send me a card.]

**Forget + Gerund: The forgetting occurs after the idea of the gerund did happen.**

Examples:

I forgot taking my medicine. [First I took the medicine, and then I forgot that I took it.]

The teacher forgot making copies of an assignment for his students. [First the teacher made the copies, and then he forgot that he had already made them.]

The old man forgot telling me the story. [First the old man told me the story, and then he told me the same story again because he didn't remember telling me the story before.]

**Remember + Infinitive: Someone is telling the person not to forget to do something.**

Examples:

I want my students to remember to study the past participles before the final exam. Don't forget to study them.

My son remembered to call home last night from Japan. He called home around 11:00 PM last night. He didn't forget to call home.

**Remember + Gerund: The remembering takes place after the action of the gerund. It means not forgetting that you did something.**

Examples:

I remember sending her a birthday day card. I sent the card and I remember that I sent it.

I remember going fishing with my father when I was a boy. I remember that we went fishing. I won't ever forget that we went fishing together.

When I was with my sister last summer, we were talking about old times. We both remembered my having to go to her kindergarten class to sit with her because she was afraid and crying.

**Stop + Infinitive: The stopping of one action takes place before another action happens.**

Examples:

While the man was driving home from work, he stopped to buy some milk at Safeway.

The boy was playing a video game, but he stopped [playing the video game] to eat dinner with his family.

While the young men were sitting and talking in a café, they stopped to look at a pretty girl who was walking by the café window.

**Stop + Gerund: The stopping of one action is complete at least for a short while.**

Examples:

At the age of 35, my brother stopped smoking. He never smoked again.

I wish my students would stop making mistakes in grammar and writing.

The man's heart stopped beating when he died.

**Quit + Infinitive: The quitting of one action takes place before another action happens.**

**Examples:**

The boy quit (school) to take a job.

The men quit working for fifteen minutes to take a break.

The students were arguing. They quit arguing when the teacher came into the room.

**Quit + Gerund: The quitting of one action is complete at least for a short while.**

**Examples:**

The man's wife quit complaining about his being a couch potato.

I quit trying to learn Portuguese.

It quit raining in Seattle last week.

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### 8.3.1: Infinitives After Objects or Object Pronouns

#### Infinitives after Objects or Object Pronouns

We often use an object between the following verbs and an infinitive:

- Advise - I **advise** my students to do all their homework.
- Allow- Many parents **don't allow** their children to stay out after 10 pm.
- Ask - She **asked** her mother to help her bake a cake.
- Expect - My best friend **expects** me to call her every day.
- Invite - They **invited** their friends to join them on a camping trip.
- Need - I **need** you to help me later.
- Permit - Would you **permit** me to leave ten minutes early, please?
- Tell - I **told** you to study before the test!
- Want - She **wants** her parents to support her decision.
- Would like - I **would like** my neighbors to be quieter.

In each of the following sentences, highlight the object and underline the infinitive [phrase].

1. I want you to help me after class.
2. She invited her friends to have dinner with her.
3. My counselor advised me to take this class.
4. I expect you to study before the test.

Check the answers below:

1. I want **you** to help me after class.
2. She invited **her friends** to have dinner with her.
3. My counselor advised **me** to take this class.
4. I expect **you** to study before the test.

Now, answer the following questions. Pay attention to using an infinitive after the object.

1. What do parents **expect their children to do**?
2. Imagine someone is going to visit your country. Where would you **advise him/her to go**?
3. Imagine you are going to meet with the president of this country. What would you **ask him to do**?
4. Imagine it is your birthday and you want to spend time with your friends. What would you **invite them to do**?

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## 8.3.2: Infinitives To Show Purpose

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### Infinitives to Show Purpose

- I went to the store **to buy some fruits and vegetables.**
- She is saving her money **to go on vacation.**
- They have been studying for hours **to prepare for the test.**
- **To prepare for the test,** they have been studying for hours.

**Complete each sentence by using an infinitive to show the purpose or the reason:**

e.g., I had to go to the store *to buy some groceries.*

1. People go to the post office \_\_\_\_\_.
2. I am coming to the college \_\_\_\_\_.
3. \_\_\_\_\_ I am taking a grammar class.
4. My friend called me \_\_\_\_\_.
5. \_\_\_\_\_ I try to exercise regularly.
6. Every day, she calls her mother \_\_\_\_\_.
7. We study grammar \_\_\_\_\_.
8. People are now social distancing \_\_\_\_\_.

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## 8.4: Infinitives Practice-"It is.."

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### Infinitives in 'It is ...' Expressions

**Complete each statement with an infinitive phrase. You can add an object if you like.**

*e.g. It is difficult [for me] to ride a motorcycle.*

1. It's important
2. It's impossible
3. It's necessary
4. It's dangerous
5. It's wrong
6. It's great
7. It's expensive
8. It's fun
9. It's good
10. It's easy

Rewrite your sentences above to use a gerund as a subject.

*e.g. It is difficult [for me] to ride a motorcycle. → **Riding a motorcycle** is difficult *[for me]*.*

Exercise by Noshi Borhan

Contra Costa College

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## 8.4.1: Infinitives Review

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### **Infinitives - Review**

1. In 'It is ....' Phrases
2. After certain verbs
3. After an object or object pronoun
4. After some adjectives
5. To show purpose

*Complete each of the following with a logical infinitive phrase. Then explain which of the above rules explains the use of the infinitive. The first one is done for you as an example.*

1. It is impossible **to get a good job without having work experience.** [#1]
2. It is wonderful \_\_\_\_\_ on a rainy day.
3. In ten years, I would like \_\_\_\_\_.
4. When I was a child, my parents expected me \_\_\_\_\_ every week.
5. If you want to buy a car, I advise you \_\_\_\_\_.
6. I went to San Francisco \_\_\_\_\_.
7. I am very happy \_\_\_\_\_.
8. This weekend, I need \_\_\_\_\_.
9. I asked my best friend \_\_\_\_\_.
10. I called my best friend \_\_\_\_\_.

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## 8.4.2: Infinitives – Writing

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### Infinitives – Writing

#### To do the activity well:

- Read each question carefully.
- Think about what you want to answer.
- Use the question as a guide to write your answer.
- Make sure to begin with the subject of the action - e.g., *I, it, or My parents, ...*
- Pay attention to verb tenses - use the same verb tense as in the question.
- Make sure to use an infinitive in your answer - pay attention to the words in bold to help you.

#### Questions:

1. What do you **hope to do** next year?
2. What is something that you **refuse to do**?
3. What do you **expect your children to do**?
4. What is something you are not **permitted to do**?
5. What is **necessary for you to do** every day?
6. What do you have to **remember to do** every weekend?
7. What are you **ready to do** after class?
8. What is **difficult for new immigrants to do**?
9. Where do you **hope to go** on your next vacation?
10. What did you **need to do** before you came to the U.S.?
11. What did your parents **advise you to do** when you were a child?

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### 8.4.3: Infinitives – More Questions

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#### Infinitives – More questions

Answer each question with a complete sentence. Make sure to use the infinitive appropriately. Use the question as a guide to help you construct correct sentences.

1. What are 3 things you **try to do** to improve your English skills?
2. Think of something you have attempted to do in the past but was difficult for you. What did you **attempt to do** and why was it difficult for you to do?
3. Where would you **advise a traveler to visit** in your country?
4. What is **great to do** on weekends?
5. What are you **afraid to do**?
6. What would you **not permit your children to do**?
7. What is **fun to do** on a Saturday night?
8. Where do you **prefer to live** in your old age? Why?
9. What do you **hope to do** after finishing your ESL classes?

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## 8.5: Practice-Gerunds and Infinitives

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## 8.5.1: Gerunds + Infinitives Review

### Five Simple Rules to Remember about the Use of Gerunds and Infinitives

#### Rule 1: Gerunds can be used as a subject of a sentence.

Take a look at some examples.

***Walking*** is good for your health.

***Making*** friends has become more difficult since I moved to a new city.

***Becoming*** a millionaire is a dream of many young people today.

Here, the gerunds (in bold) are part of the sentence subjects (“walking,” “making friends,” “becoming a millionaire”). All three sentences sound like normal, everyday English.

Now read these two sentences:

“**To be** or not to be—that is the question.”

“**To mourn** a mischief that is past and gone is the next way to draw new mischief on.”

(Both sentences are quotes from William Shakespeare’s works.)

They sound formal, don’t they? They are poetic, aren’t they? Shakespeare is one of the greatest authors of all time, but his English is famously difficult to understand. And that’s because it is literature. It is formal and it is art.

In those two quotes, the infinitives “to be” and “to mourn” are used as the sentence subjects.

So, it is possible to use both infinitives and gerunds as subjects, but gerunds are much more commonly used as subjects. Just pay attention to how the choice reflects on the tone and meaning of your sentences.

#### Rule 2: Both gerunds and infinitives can be used as objects of a sentence.

You may say: “I enjoy **drawing**.”

You may also say: “Yesterday, I decided **to draw**.”

Both sentences are correct, but one has an infinitive as the object and the other has a gerund as the object.

What is the difference? (see page 377 in Elements of Success 3.)

It’s the verbs that precede (come before) the object! Some verbs require a gerund and some will require an infinitive. In the above examples, we can see that the formula is “**enjoy**” + [gerund] and “**decide**” + [infinitive].

With practice, you will be able to remember which one is which.

Here are a few examples of **verbs that need to be followed by an infinitive**:

- **agree**: I *agreed to go* to a party with my friend.
- **decide**: The president *decided not to participate* in the discussions.
- **deserve**: Everyone *deserves to be* respected.
- **expect**: I *expect to know* my exam grade by tomorrow.
- **hope**: We were *hoping to avoid* traffic by leaving early.
- **learn**: He *learned not to trust* anyone.
- **need**: She *needs to learn* how to cook.
- **offer**: I *offered to help* my brother with homework.
- **plan**: We are *planning to watch* a movie tonight.
- **promise**: My friend *promised to find* the time to help me move.
- **seem**: We *seem to be* lost.

- **wait:** I cannot *wait to see* my family.
- **want:** I don't *want to go* to bed yet.

There are a lot of verbs that require an infinitive after. You will learn them naturally, as you progress in your English studies.

And here are a few examples of **verbs that need to be followed by a gerund**:

- **admit:** They *admitted changing* the schedule.
- **advise:** I *advise proceeding* (moving forward) with caution.
- **avoid:** She *avoided looking* me in the eye.
- **consider** (think about): I *considered staying* silent, but I had to tell her.
- **deny:** I *denied knowing* about his secret.
- **involve:** The course *involved writing* three tests.
- **mention** (say something): She *mentioned seeing* my brother at a baseball game.
- **recommend:** I *recommend practicing* gerunds and infinitives.
- **risk:** Don't *risk losing* your job!
- **suggest:** I *suggest reading* more English short stories.

**Rule 3: Infinitives should be used after many adjectives.**

Here are three sample sentences that will help to illustrate this rule:

It is not easy **to graduate** from university.

It is necessary **to speak** English *to work in a hotel*.

It is wonderful **to have** close friends.

When you describe something with an adjective (underlined in the examples above), an infinitive should follow (in bold). Using gerunds here would be incorrect.

But remember! If you want to make that object into a subject (see Rule 1), a gerund should be used:

**Graduating** from a university is not easy.

**Speaking** English is necessary to work in a hotel.

**Having** close friends is wonderful.

How else do you know if an adjective should be followed by an infinitive? The construct “**too + [adjective]**” is another way to tell!

For example:

This dress is too big **to wear**.

This car is too expensive **to buy**.

And the same is true about “[adjective] + enough”:

My child is not tall enough **to ride** this rollercoaster.

The course was detailed enough **to widen** his knowledge base.

This rule is useful enough **to understand** the usage of infinitives!

**Rule 4: Only infinitives are used after sentence objects that are nouns or pronouns referring to a person.**

“We asked her not to go.”

In this sentence, “we” is the subject, “asked” is the verb and “her” is the objective form of the pronoun “she.” You must use an infinitive (“to go”), never a gerund, after direct and indirect objects referring to people.

To remember this rule, you will have to study **verbs that take an object and an infinitive**.

Start with these examples. The objects (nouns and pronouns) are underlined. Notice how the underlined objects are all followed by infinitives.

- **ask:** Can I ask you *to help* me with something?
- **expect:** I never expected him *to become* famous.
- **need:** Honey, I need you *to help* me with this heavy box.
- **want:** Johnny, I want you *to come* home right away.
- **teach:** She taught her sister *to read*.
- **remind:** Please remind me *to wash* the dishes.
- **advise:** Dan advised Shelly *to concentrate* on her studies.
- **teach:** That will teach you *to follow* the rules!
- **tell:** Who told you *to come* here?
- **urge:** They urged the scientists *to continue* with their research.
- **warn:** I am warning you *not to do* this!
- **persuade:** How can I persuade you *to join* us tonight?
- **order:** The police officer ordered my brother and me *to leave*.
- **encourage:** My parents always encourage me *to succeed*.
- **remind:** The professor reminded her students *to study* for the test.

#### Rule 5: Only gerunds are used after prepositions.

Consider this sentence:

*I talked him out of taking that job.*

Here, the gerund “taking” follows the preposition “of.”

Prepositions can follow any word, be it a noun, a pronoun, a verb or an adjective. In the examples below, the prepositions are underlined, followed by the gerunds in bold.

#### A preposition that follows a noun:

*Novels about **growing up** are popular among teenagers.*

*I have an interest in **becoming** a painter.*

#### A preposition that follows a pronoun:

*I forgive you for **not telling** the truth.*

#### A preposition that follows a verb:

*She is thinking about **trying** martial arts.*

*He looks forward to **meeting** his cousins.*

#### A preposition that follows an adjective:

*I am unhappy about **going** alone.*

*My mom is scared of **flying**.*

Gerunds and infinitives may be confusing, but they make your English speech more varied and colorful. It is very useful to study them and practice using them correctly. The more you notice gerunds and infinitives in your study of the English language, the easier it will get!

Sometimes you will be unsure if you need to use an infinitive or a gerund in a sentence. In this situation, try changing the sentence and saying what you want to say in a different way.

Let's review:

Complete each example with a logical thought.

### Gerunds

#### 1. As subject:

- \_\_\_\_\_ is fun.

#### 2. After some verbs:

- I enjoy \_\_\_\_\_.
- I dislike \_\_\_\_\_.

#### 3. After prepositions:

- I worry about \_\_\_\_\_.
- I dream about \_\_\_\_\_.
- I look forward to \_\_\_\_\_.

#### 4. In 'go' expressions:

- I go \_\_\_\_\_ every weekend.

#### 5. In adverbials: [After: by/before/after/without]

- I left home without \_\_\_\_\_.

### Infinitives

#### 1. In 'It is \_\_\_\_\_' expressions:

- It is fun \_\_\_\_\_.
- It is difficult for me \_\_\_\_\_.

#### 2. After some verbs:

- I want \_\_\_\_\_.
- I need \_\_\_\_\_.

#### 3. After some adjectives:

- I am happy \_\_\_\_\_.
- I am ready \_\_\_\_\_.

#### 4. After an object:

- My teacher expects me \_\_\_\_\_.
- I asked my friend \_\_\_\_\_.

#### 5. To show purpose:

- I am taking this class \_\_\_\_\_.
- I came to the U.S. \_\_\_\_\_.

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## 8.5.2: Gerunds + Infinitives Exercises

### Exercise 1: Gerunds & Infinitives - Questions

Write a complete sentence to answer each question. Make sure to:

- Use a gerund or an infinitive in your answer
- Follow the question as a guide
- Use the correct verb tense in your answer

1. What were you **good at doing** when you were a child? Are you still good at doing this?
2. What is most **important for parents to teach** their children?
3. Where do you **plan on going** after class?
4. What did you **want to be** when you were a child?
5. Who do you **look forward to seeing** more than anyone else?
6. If your friend was in need of some money, what would you **advise him/her to do**?
7. When you were a child, what were you **responsible for doing**?
8. What did you **need to do** last weekend?
9. How often do you **go dancing**?

### Exercise 2: Fill-in-the-blank

#### GERUND OR INFINITIVE?

Supply an appropriate GERUND or INFINITIVE of the verbs in parentheses:

1. Mary reminded me ..... (be / not) late for the meeting.
2. We went for a walk after we finished ..... (clean) up the kitchen.
3. When do you expect ..... (leave) on your trip?
4. The baby started ..... (talk) when she was about eighteen months old.
5. I'm getting tired. I need ..... (take) a break.
6. I've decided .....(stay) here over vacation and .....(paint) my room.
7. Sometimes students avoid ..... (look) at the teacher if they don't want ..... (answer) a question.
8. The travel agent advised us ..... (not / wait) until August.
9. Could you please stop ..... (make) so much noise?
10. Mrs. Allen promised ..... (come) tomorrow.
11. My boss expects me ..... (complete) this work as soon as possible.
12. Even though I asked the people in front of me at the movie ..... (be) quiet, they kept ..... (talk).
13. Joan and David were considering ..... (get) married in June, but they finally decided ..... (wait) until August.
14. He doesn't mind ..... (be) alone.
15. The teacher seems ..... (be) in a good mood today.
16. Mrs. Jackson warned her young son ..... (not / touch) the hot stove.
17. Jack advised me ..... (rent) a new apartment.
18. His teacher encourages him ..... (study) harder.

### Exercise 3: Complete the Sentence

Make your own sentences using the sentence beginners. Do you need to use a gerund or infinitive? Try to write your sentences about your hobbies.

1. I have a difficult time \_\_\_\_\_.
2. I waste a lot of time \_\_\_\_\_.
3. On the weekend I often lie on my bed \_\_\_\_\_.
4. In my free time, I like to \_\_\_\_\_.
5. I would like \_\_\_\_\_.
6. I can't stand \_\_\_\_\_.
7. It is a bad idea \_\_\_\_\_.
8. It takes patience \_\_\_\_\_.
9. It is dangerous \_\_\_\_\_.
10. It's too easy \_\_\_\_\_.
11. I am not strong enough \_\_\_\_\_.
12. I don't have enough money \_\_\_\_\_.

### Exercise 4: Fill-in-the-Blank

**Fill in the blank with a gerund or infinitive.**

\_\_\_\_\_ movies is my favorite hobby. I like \_\_\_\_\_ American movies and TV series. I think it's the easiest way \_\_\_\_\_ fun and practice \_\_\_\_\_ English. I usually watch movies after doing my homework because it encourages me \_\_\_\_\_ my homework. \_\_\_\_\_ movies can truly help me \_\_\_\_\_ my listening skill. My teacher recommended \_\_\_\_\_ movies with subtitles if I thought they spoke too fast. Subtitles have made it possible \_\_\_\_\_ my vocabulary. \_\_\_\_\_ the actors' expressions can help me learn new words. Sometimes it's too difficult \_\_\_\_\_ every word they say, so I guess the meaning by \_\_\_\_\_ their body language. \_\_\_\_\_

The most important thing \_\_\_\_\_ the right movies. I used \_\_\_\_\_ movies with many difficult words and I found it was boring and annoying \_\_\_\_\_ the movies so often \_\_\_\_\_ new vocabulary words. It made me \_\_\_\_\_ bored. So, I \_\_\_\_\_

Exercise 2: Original Work by Allyson Marceau

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### 8.5.3: Gerunds and Infinitives - Speaking Practice

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Work in your teams. Discuss each of the following questions. Pay attention to the correct usage of infinitives or gerunds. Use the questions as a guide to create well-structured sentences that contain either a gerund or an infinitive. Explain your answers by providing details.

1. What do you **enjoy doing** on the weekends?
2. What is your biggest fear? What are you most **afraid of doing**?
3. Imagine it is 10 years from now. Where do you **hope to be living**? What do you **hope to be doing**? How do you **plan on achieving** this goal?
4. What is the most important decision you have ever made? What did you **decide to do**? Was it a good decision? Why?
5. Are you **ready to take** the test on 'gerunds & infinitives'? What do you **need to do** to prepare?
6. Are you **planning on traveling** over the winter break?
7. What do you **look forward to doing** more than anything else? Why is this so important/special to you?

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## 8.5.4: Wedding Interview and Writing

### Interview Your Classmate!

**Step \_\_\_\_\_ 1.** In your team, there will be one married person. Use the questions below to get as much information as you can about your classmate's wedding. Please note:

- *As you ask and answer the questions, pay attention to using the correct verb tenses*
- *Both the interviewer and the interviewee should take notes on the answers - you don't need to write the whole sentence; just write the key information.*

If you need the questions, they are also pasted below:

1. When did you get married?
2. Where did you get married?
3. Did you **prefer to have** a small wedding or a big wedding?
4. How many guests did you have?
5. Did you have fun? Explain.
6. What did you **enjoy doing** the most?
7. Before the wedding, what did you **need to do**?
8. Did you **ask your friends or family to help** you?
9. Did you **practice dancing** with your spouse before the wedding?
10. Did you **keep dancing** all night?
11. What did you **promise your spouse to do** at the wedding?
12. What type of food did you have?
13. How long was the wedding?
14. What kinds of gifts did you get?
15. Did you **put off opening** gifts until after the wedding or did you open them at the wedding?
16. Did you **try to talk** to everyone at your wedding?

*Now, think of 3 more questions to ask your partner, to get more information about their wedding.*

*Make sure you have all the information you need to be able to write the story of your partner's wedding accurately.*

### **Step 2: \_\_\_\_\_ Writing**

- Use the information that you got from interviewing your classmate about his/her wedding to write a paragraph.
- Make sure that your paragraph reads as a story; that means, the ideas and sentences flow logically and smoothly.
- Try to capture the spirit of the story as your classmate told you!
- If you were the person being interviewed [the married person], write about your own wedding, using the same questions .
- Pay attention to using correct verb tenses and use gerunds and infinitives appropriately.

Note: Your paragraph should be about **150-200 words**.

### **Step 3: \_\_\_\_\_ Editing**

After you finish writing your paragraph, read your writing as a whole. Think about the following:

CONTENT:

- Do you like what you wrote?
- Does it flow logically?
- Do you want to change anything?

MECHANICS:

- Do your sentences all have subjects and verbs?
- Are the verb tenses and forms correct?
- Are you using gerunds and infinitives appropriately [follow questions as guide to help you]?
- Do all your sentences end with a period and begin with a capital letter?

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### 8.5.5: Error Correction

All of the following sentences contain a mistake. Find the mistakes, hi-light them and correct them. The first one is done for you as an example.

1. He read the whole book **without use** a dictionary. *without using*
2. She insisted in driving me home.
3. I enjoy to walk in the park.
4. He went to shop after work.
5. I decided buy a new car.
6. Find a good job is important.
7. Is important to find a good job.
8. I decided to bought a new car.
9. He wants that I drive.
10. It's important to me to find a job.
11. I called the company for make an appointment.
12. I use to live with my parents. Now I live alone.
13. The teacher expects we do the homework.
14. It's necessary for he to be on time.
15. I need to went to the library last weekend.

#### Check Your Answers:

1. He read the whole book **without use** a dictionary. *without using*
2. She **insisted in** driving me home. *insisted on*
3. I **enjoy to walk** in the park. *enjoy walking*
4. He **went to shop** after work. *went shopping*
5. I **decided buy** a new car. *decided to buy*
6. **Find** a good job is important. *Finding*
7. **Is** important to find a good job. *It is important / It's important*
8. I **decided to bought** a new car. *decided to buy*
9. He **wants that I drive**. *wants me to drive*
10. **It's important to me** to find a job. *It's important for me*
11. I called the company **for make** an appointment. *to make an appointment*
12. I **use** to live with my parents. Now I live alone. *used to live*
13. The teacher **expects we do** the homework. *expects us to do*
14. **It's necessary for he** to be on time. *It's necessary for him*
15. I **need to went** to the library last weekend. *needed to go*

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## 8.5.6: Writing Practices-Write a Letter

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### Part 1.

Answer each of the following questions. Pay attention to using the correct verb tense and using the correct form of infinitive or gerund.

1. What were you **responsible for doing** as a child?
2. What do you **dislike doing** on the weekends?
3. Have you ever **gone camping**? Where / when?
4. Where do you usually **go shopping** for groceries?
5. Who do you **dream of meeting**? [think of a famous person]
6. What are some things you do **to relax**?
7. Have you ever left home **without locking** the doors?
8. What do you **plan on having** for lunch today?
9. Who did you **want to be** like when you were a kid? [think of a role model]
10. What **have** you **gotten used to eating** since you came to the US?

### Part 2. Writing a Letter

Imagine that you have the chance to write a letter to President-Elect Biden [and that he will read it!]. You can ask him to do **ONE** thing. What would you ask him to do? What problem do you want him to focus on? It can be a domestic or an international issue. Why do you think this problem is so important? What do we need to do to solve it? To write an effective letter, follow the steps below:

- Begin your letter with a greeting [Dear Mr. President-Elect / Dear Mr. Biden ]
- State exactly why you are writing the letter to him
- Clearly state the specific problem that you want him to focus on
- Explain briefly why this problem is so important / who does it affect and how?
- Explain what you want him to do to solve the problem
- End your letter with a closing statement [sincerely / with gratitude / respectfully] and sign your name

### Pay attention to:

- Correct sentence structure
- Using verb tenses appropriately
- Using gerunds & infinitives appropriately when possible
- Using correct punctuation and capitalization

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## CHAPTER OVERVIEW

### 9: Appendices

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- [9.2: Common Verbs Followed by Gerunds](#)
- [9.3: Common Verbs Followed by Infinitives](#)
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## 9.1: 100 Common Irregular Verbs

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A Hundred of the Most Common Irregular Verbs in English--Corpus-Based-Arranged by Frequency

	Base Form	Past Tense	Past Participle		Base Form	Past Tense	Past Participle
1	say	said	said	26	mean	meant	meant
2	make	made	made	27	set	set	set
3	go	went	gone	28	meet	met	met
4	take	took	taken	29	run	ran	run
5	come	came	come	30	pay	paid	paid
6	see	saw	seen	31	sit	sat	sat
7	know	knew	known	32	speak	spoke	spoken
8	get	got	gotten	33	sweep	swept	swept
9	give	gave	given	34	lead	led	led
10	find	found	found	35	read	read	read
11	think	thought	thought	36	grow	grew	grown
12	tell	told	told	37	lose	lost	lost
13	become	became	become	38	fall	fell	fallen
14	show	showed	shown	39	send	sent	sent
15	leave	left	left	40	build	built	built
16	feel	felt	felt	41	understand	understood	understood
17	put	put	put	42	draw	drew	drawn
18	bring	brought	brought	43	break	broke	broken
19	begin	began	begun	44	spend	spent	spent
20	keep	kept	kept	45	cut	cut	cut
21	hold	held	held	46	rise	rose	risen
22	write	wrote	written	47	drive	drove	driven
23	stand	stood	stood	48	buy	bought	bought
24	hear	heard	heard	49	wear	wore	worn
25	let	let	let	50	choose	chose	chosen

The 100 Most Common Irregular Verbs in English--Corpus-Based

	Base Form	Past Tense	Past Participle		Base Form	Past Tense	Past Participle
51	seek	sought	sought	76	cost	cost	cost
52	throw	threw	thrown	77	beat	beat	beaten
53	catch	caught	caught	78	light	lit	lit
54	win	won	won	79	bet	bet	bet
55	forget	forgot	forgotten	80	cast	cast	cast
56	lay	laid	laid	81	hide	hid	hidden
57	sell	sold	sold	82	deal	dealt	dealt
58	fight	fought	fought	83	blow	blew	blown
59	sew	sewed	sewn	84	swim	swam	swum
60	teach	taught	taught	85	bend	bent	bent

61	eat	ate	eaten	86	wake	woke	woken
62	sing	sang	sung	87	stick	stuck	stuck
63	strike	struck	struck	88	fit	fit	fit
64	hang	hung	hung	89	quit	quit	quit
65	shake	shook	shaken	90	shut	shut	shut
66	ride	rode	ridden	91	steal	stole	stolen
67	feed	fed	fed	92	tear	tore	torn
68	shoot	shot	shot	93	hurt	hurt	hurt
69	drink	drank	drunk	94	ring	rang	rung
70	hit	hit	hit	95	spin	spun	spun
71	swing	swung	swung	96	bite	bit	bitten
72	fly	flew	flown	97	overcome	overcame	overcome
73	dig	dug	dug	98	freeze	froze	frozen
74	sleep	slept	slept	99	slide	slid	slid
75	spring	sprang	sprung	100	lend	lent	lent

Original Content by Allyson Marceau

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## 9.2: Common Verbs Followed by Gerunds

### A List of Verbs Complemented by Gerunds

<b>admit</b> He admitted smoking marijuana.	<b>delay</b> They delayed leaving.
<b>advise</b> <sup>3</sup> He advised going to college.	<b>allow</b> <sup>3</sup> They allowed smoking outside.
<b>avoid</b> We avoid asking for help.	<b>begin</b> <sup>1</sup> He began talking immediately.
<b>can't stand</b> He can't stand waiting.	<b>celebrate</b> He celebrated getting a job.
<b>deny</b> He denied stealing it.	<b>deserve</b> He deserves being in jail.
<b>dislike</b> He dislikes dressing up.	<b>enjoy</b> She enjoys dressing up.
<b>forget</b> <sup>2</sup> I forgot turning the light off.	<b>imagine</b> He imagined being free.
<b>love</b> <sup>1</sup> We love going on vacation.	<b>mention</b> He mentioned having dogs.
<b>neglect</b> <sup>1</sup> I neglected doing my work.	<b>postpone</b> I postponed having kids.
<b>prevent</b> A polio vaccine prevents getting polio.	<b>prohibit</b> † They prohibit parking here.
<b>regret</b> <sup>1</sup> I regret not being there.	<b>remember</b> <sup>2</sup> I remember hearing it.
<b>risk</b> He risked losing everything.	<b>start</b> <sup>1</sup> We started taking walks.
<b>support</b> He supported going to war.	<b>tolerate</b> We don't tolerate cheating.

<b>like</b> <sup>1</sup> I like learning languages.	<b>recommend</b> I recommend staying.
<b>anticipate</b> I anticipate having fun.	<b>appreciate</b> * She appreciates having help.
<b>can't bear</b> I can't bear hearing lies.	<b>can't help</b> I can't help sneezing.
<b>complete</b> He completed reading it.	<b>consider</b> He won't consider helping.
<b>detest</b> She detests exercising.	<b>discuss</b> We discussed going out.
<b>escape</b> He escaped getting married .	<b>finish</b> We finished watching TV.
<b>hate</b> <sup>1</sup> She hates being alone.	<b>keep</b> We keep trusting him.
<b>mind</b> Do you mind smoking there?	<b>miss</b> I miss being home.
<b>practice</b> I practice playing the piano.	<b>prefer</b> <sup>1</sup> We prefer eating early.
<b>quit</b> I quit smoking.	<b>recall</b> She recalls being young.
<b>resent</b> * He resents being left alone.	<b>resist</b> I resist eating too much.
<b>stop</b> <sup>2</sup> He stopped smoking.	<b>suggest</b> He suggested chewing gum.
<b>try</b> We tried eating snails.	<b>understand</b> I understand getting mad.

<sup>1</sup> complemented by a gerund or an infinitive **without a change in meaning**.

<sup>2</sup> complemented by a gerund or an infinitive **with a change in meaning**.

<sup>3</sup> may be complemented by an **indirect object**: and an **infinitive**. (He advised **us** to go to college.)

\* may be complemented by an **indirect object**: and a **gerund**. (She appreciates **you for** helping.) [Gerund Cls w/Subj](#)

May be followed by **that + a clause** . [Subjunctive Verbs](#)

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## 9.3: Common Verbs Followed by Infinitives

### List of Common Verbs Followed by Infinitives

VERBS + INFINITIVE	
afford I can afford to buy it.	continue <sup>1</sup> I continue to work there.
agree I agreed to help her.	decide I can afford to buy it.
appear You appear to be lost.	demand He demanded to know.
arrange I arranged to meet them.	deserve <sup>1</sup> You deserve to win.
ask I asked to go along.	desire She desires to see you.
attempt <sup>1</sup> I attempted to explain.	expect I expect to be a little late.
beg I begged to go too.	fail I failed to get an A.
begin <sup>1</sup> I began to take classes.	forget <sup>2</sup> I forgot to call you.
can't bear I can't bear to leave.	hate I hate to miss your show.
can't stand <sup>1</sup> I can't stand to wait.	hesitate <sup>1</sup> I hesitate to say anything.
care I don't care to see them.	hope I hope to leave soon.
choose I choose to live here.	intend <sup>1</sup> I intend to win the game.
claim He claims to be smart.	learn I learned to speak Swahili.
consent He consented to hire them.	hope I hope to see you soon.

MORE VERBS + INFINITIVE	
like <sup>1</sup> I like to swim.	regret I regret to tell you this.
would like I'd like to go with you.	remember <sup>2</sup> I remembered to lock it.
love <sup>1</sup> I love to dance.	seem He seems to be relaxed.
manage I'll manage to survive.	start <sup>1</sup> It started to snow.
mean I didn't mean to hurt you.	struggle I struggle to do well.
need I need to ask them.	swear I swear to be true.
neglect <sup>1</sup> I neglected to do my work.	tend I tend to be on time.
offer I offered to pay for it.	threaten I hope to see you soon.
plan I plan to leave soon.	try <sup>2</sup> I try to help often.
prefer <sup>1</sup> I prefer to pay less.	use <sup>3</sup> I used to play tennis.
pretend I pretend to be confident.	volunteer I volunteered to cook.
prepare I will prepare to leave.	wait I wanted to see the show.
promise I promise to be on time.	want I want to leave now.
refuse I refuse to believe lies.	wish I wish to go to Italy.

<sup>1</sup> This verb can be used before an infinitive or a gerund without a change in meaning (e.g. I began to plan my trip last week. / I began planning my trip last week.)

<sup>2</sup> See [Meaning differs](#)

<sup>3</sup> [used](#) (a former habit) — the tense is limited to past

Also see "[Like](#)" — Gerund vs. Infinitive – Small Differences in Meaning.

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## 9.4: List of Common Verb + Prep + Gerund Combinations

### List of Common Verb + Prep + Gerund Combinations

Complete the idea expressed by the verb with a prepositional phrase

#### Verb & Preposition Lists

##### ABOUT

**agree** We agreed *about ending the matter. (on)*

**argue** We argued *about spending money.*

**care** We care *about recycling things.*

**complain** He complains *about getting old.*

**forget** She forgets *about calling us.*

**talk** He talks *about getting married.*

**think** We are thinking *about joining them.*

**worry** She worried *about getting lost.*

**dream** He dreams *about playing ball.*

##### AGAINST

**decide** We decided *against buying a car.*

**warn** They warn *against giving out information.*

##### AFTER

**look** I will look *after buying the tickets.*

##### AT

**delight** She was delighted *at seeing him again.*

**excel** He excels *at playing chess.*

**laugh** We laughed *at walking a cat on a leash.*

**balk** He balked *at making a speech. (stop short of)*

**rejoice** They rejoiced *at hearing the news.*

##### FOR

**apologize** I apologized *for being late.*

**blame** I was blamed *for losing the game.*

**care** I don't care *for wearing shorts.*

**stand** They won't stand *for having such nonsense.*

##### FROM

**keep** She tried to *keep from seeing him.*

**suffer** He suffers *from not having Vitamin C.*

**refrain** She refrained *from saying anything.*

**stop** He stopped them *from leaving.*

##### IN

**believe** She believes *in being respectful.*

**deal** He deals *in selling real estate.*

**engage** *He engages in starting up new businesses.*

**give** *He won't give into his complaining. (in/into)*

**interest** *He is interested in being a scientist.*

**participate** *They will participate in running the race.*

**result** *Distraction can result in an accident.*

**specialize** *He will specialize in making wine.*

**succeed** *He succeeded in winning the race.*

OF

**accuse** *He was accused of lying.*

**approve** *They didn't approve of his actions.*

**dream** *He dreams of playing foot ball.*

**in charge** *He is in charge of collecting tickets.*

**take care** *He took care of making reservations.*

**think** *We thought of a new way to fix that.*

OFF

**call** *He called off playing the game in the rain.*

**put** *He put off going to business school.*

OVER

**think** *He is thinking over moving away.*

**talk** *We talked over buying a new home.*

ON

**agree** *We agreed on renting the condominium.*

**concentrate** *He is concentrating on getting experience.*

**congratulate** *We congratulated them on winning.*

**continue** *He continued on sleeping all day.*

**depend** *We depend on getting help.*

**go** *Will you go on working?*

**insist** *He insists on coming too.*

**intend** *They intend on waging war.*

**keep** *We keep on working.*

**plan** *She plans on taking a course.*

**rely** *We rely on their assisting us.*

TO

**adjust** *I have adjusted to living in the U.S.*

**agree** *They agreed to leaving earlier.*

**devote** *A dog is devoted to working on your behalf.*

**get used/ be used** *We are used to hearing traffic.*

**look forward** *I look forward to seeing you.*

**object** *I object to doing all the work.*

WITH

**agree** *He agrees **with exercising daily**.*

**charge** *They charge him **with embezzling**.*

**mess** *They don't want to mess **with hiring lawyers**.*

**trust** *I wouldn't trust them **with doing this correctly**.*

LIKE

**feel** *Do you feel **like going out**?*

(Huddleston 7 §6.2) (Swan 416 449)

💡 Pop-Q "[Dream of](#)" | "[Use to](#)" | "[Look forward](#)" | "[Confine to](#)"

**Other Lists:** [Verb + Prep \(List\)](#) | [Adjective + Prep Phrase \(List\)](#) | [Participle Modifier & Preposition \(List\)](#) | [Noun + Prep Phrase](#)

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## 9.5: Spelling-Adding -s or-es (Plural Nouns and Simple Present Tense)

### Spelling: Adding -s and -es

We add -s and -es for two reasons:

1. The word is a noun, and we make it plural.

#### ✓ Examples

table → tables

chair → chairs

2. The word is a verb, and it agrees with the subject (he, she, or it–3rd person singular)

#### ✓ Examples

I wait → she waits

they cook → he cooks

### Rule 1:

If a word ends in /s/, /z/, /ch/, /sh/ or /x/ sound → add -es

Only add -es for the *he/she/it* form of the verb (third person singular).

#### ✓ Examples 9.5.1

watch → watches

wash → washes

kiss → kisses

I pass out papers. → She passes out papers.

I wash the dishes. → He washes the dishes.

### Rule 2:

If a word ends in a consonant plus -y, change -y to i and add -es. If the word ends in a vowel plus -y, just add -s.

#### ✓ Examples

##### **Consonant + -y**

Change -y to i and add -es

cry → cries

study → studies

##### **Vowel + -y**

Add -s

pay → pays

buy → buys

### Rule 3:

After the letter *o*.

We add the plural suffix *-es* to most words that end in *o*.

- tomato → tomatoes
- hero → heroes

We add the plural suffix *-s* to words of foreign origin (Latin, Greek, Spanish, etc.)

- piano → pianos
- photo → photos
- video → videos

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## 9.6: Spelling Rules for Adding -ing and -ed

### Spelling Rules for Adding -ing

Rule	Examples
Most verbs: Add -ing	Read--reading Talk--talking Say--saying
Verbs that end in -y: Add -ing	Study--studying Carry--carrying Play--playing
Verbs that end in -e: Drop the -e and add -ing	Wake--waking Make--making Tape--taping
Verbs that end in -ie: Change the ie to y	Die--dying Lie--lying
Verbs that end in CVC (consonant, vowel, consonant), one-syllable: Double the last letter	Stop--stopping Sit--sitting Ban--banning
Verbs that end in CVC, two-syllable: If the stress is on the last syllable, double the last letter.	Begin--beginning Refer--referring OR Listen--listening Cancel--canceling

Table 4 -ing Spelling Rules

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### Spelling Rules for Regular Past Tense Verbs

Base Form Ending	Rule	Example
-e	Add -d	dance → danced, like → liked
Consonant + y	Change -y to -i and add -ed	carry → carried, study → studied
Consonant	Add -ed	talk → talked, jump → jumped
Vowel + consonant (except y)	Add -ed	play → played, boil → boiled

Chart created in ChatGPT

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