

UNDERSTANDING  
AND USING

  
**E  
ENGLISH  
GRAMMAR**

Third Edition

*with Answer Key*



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# CHAPTER 11

## The Passive

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### 11-1 FORMING THE PASSIVE

ACTIVE: (a)  $\overbrace{\text{Mary}}^{\text{subject}}$   $\overbrace{\text{helped}}^{\text{verb}}$   $\overbrace{\text{the boy.}}^{\text{object}}$

PASSIVE: (b)  $\overbrace{\text{The boy}}^{\text{subject}}$   $\overbrace{\text{was helped}}^{\text{verb}}$  by Mary.

In the passive, *the object* of an active verb becomes *the subject* of the passive verb: **the boy** in (a) becomes the subject of the passive verb in (b).

Notice that the subject of an active verb follows **by** in a passive sentence. The noun that follows **by** is called the “agent.” In (b): **Mary** is the agent.

(a) and (b) have the same meaning.

ACTIVE: (c) An accident **happened**.  
 PASSIVE: (d) (none)

Only transitive verbs (verbs that can be followed by an object) are used in the passive. It is not possible to use intransitive verbs (such as *happen, sleep, come, seem*) in the passive. (See Appendix Chart A-1, p. A1.)

Form of the passive: **be** + *past participle*

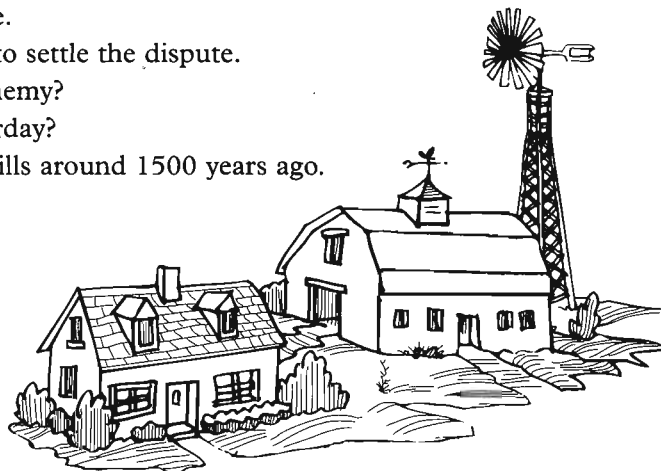
	ACTIVE			PASSIVE		
<i>simple present</i>	Mary	<b>helps</b>	the boy.	The boy	<b>is</b>	<b>helped</b> by Mary.
<i>present progressive</i>	Mary	<b>is helping</b>	the boy.	The boy	<b>is being</b>	<b>helped</b> by Mary.
<i>present perfect*</i>	Mary	<b>has helped</b>	the boy.	The boy	<b>has been</b>	<b>helped</b> by Mary.
<i>simple past</i>	Mary	<b>helped</b>	the boy.	The boy	<b>was</b>	<b>helped</b> by Mary.
<i>past progressive</i>	Mary	<b>was helping</b>	the boy.	The boy	<b>was being</b>	<b>helped</b> by Mary.
<i>past perfect*</i>	Mary	<b>had helped</b>	the boy.	The boy	<b>had been</b>	<b>helped</b> by Mary.
<i>simple future*</i>	Mary	<b>will help</b>	the boy.	The boy	<b>will be</b>	<b>helped</b> by Mary.
<i>be going to</i>	Mary	<b>is going to help</b>	the boy.	The boy	<b>is going to be</b>	<b>helped</b> by Mary.
<i>future perfect*</i>	Mary	<b>will have helped</b>	the boy.	The boy	<b>will have been</b>	<b>helped</b> by Mary.

- (e) **Was the boy** *helped* by Mary?  
 (f) **Is the boy** *being helped* by Mary?  
 (g) **Has the boy** *been helped* by Mary?

In the question form of passive verbs, an auxiliary verb precedes the subject. (See Appendix Chart B-1, p. A8, for information about question forms.)

\*The progressive forms of the *present perfect, past perfect, future, and future perfect* are very rarely used in the passive.

15. The solution to my problem appeared to me in a dream.
16. Our plan succeeded at last.
17. Barbara traveled to Uganda last year.
18. Lightning didn't cause the fire.
19. A special committee is going to settle the dispute.
20. Did the army surround the enemy?
21. What happened in class yesterday?
22. The Persians invented windmills around 1500 years ago.



## 11-2 USING THE PASSIVE

<p>(a) Rice <i>is grown</i> in India.            (b) Our house <i>was built</i> in 1980.            (c) This olive oil <i>was imported</i> from Crete.</p>	<p>Usually the passive is used without a <i>by</i>-phrase. The passive is most frequently used when it is not known or not important to know exactly who performs an action.            In (a): Rice is grown in India by people, by farmers, by someone. It is not known or important to know exactly who grows rice in India.            (a), (b), and (c) illustrate the most common use of the passive, i.e., without the <i>by</i>-phrase.</p>
<p>(d) <i>Life on the Mississippi was written</i> by Mark Twain.</p>	<p>The <i>by</i>-phrase is included only if it is important to know who performs an action, as in (d), where <i>by Mark Twain</i> is important information.</p>
<p>(e) My aunt <i>made</i> this rug. (<i>active</i>)</p>	<p>If the speaker knows who performs an action, usually the active is used, as in (e).</p>
<p>(f) This rug <i>was made</i> by my aunt.            That rug <i>was made</i> by my mother.</p>	<p>Sometimes, even when the speaker knows who performs an action, s/he chooses to use the passive with the <i>by</i>-phrase because s/he wants to focus attention on the subject of a sentence. In (f): The focus of attention is on two rugs.</p>

### □ EXERCISE 4. Using the passive. (Charts 11-1 and 11-2)

*Directions:* Discuss why the use of the passive is appropriate in the sentences. For purposes of comparison, form possible active equivalents, and discuss probable reasons why the speakers/writers would choose to use the passive.

1. My sweater was made in England.
2. The new highway will be completed sometime next month.
3. Language skills are taught in every school in the country.
4. Beethoven's Seventh Symphony was performed at the concert last night.
5. The World Cup soccer games are being televised all over the world this year.

9. I read about a hunter who \_\_\_\_\_ accidentally \_\_\_\_\_ by another hunter.
10. The hunter's fatal accident \_\_\_\_\_ in the newspaper yesterday.
11. I didn't expect Lisa to come to the meeting last night, but she was there. I \_\_\_\_\_ to see her.
12. Last week I \_\_\_\_\_ a job at a local bank, but I didn't accept it.
13. The children \_\_\_\_\_ in the middle of the night when they heard strange noises in the house.
14. Could you explain this math problem to me? Yesterday in class I \_\_\_\_\_ by the teacher's explanation.
15. A: Is the plane going to be late?  
B: No. It \_\_\_\_\_ to be on time.

□ EXERCISE 10. Using the passive. (Charts 11-1 → 11-3)

*Directions:* Use either active or passive, in any appropriate tense, for the verbs in parentheses.

1. The Amazon valley is extremely important to the ecology of the earth. Forty percent of the world's oxygen (*produce*) \_\_\_\_\_ there.
2. Right now Roberto is in the hospital.\* He (*treat*) \_\_\_\_\_ for a bad burn on his hand and arm.
3. The game (*win, probably*) \_\_\_\_\_ by the other team tomorrow. They're a lot better than we are.
4. There was a terrible accident on a busy downtown street yesterday. Dozens of people (*see*) \_\_\_\_\_ it, including my friend, who (*interview*) \_\_\_\_\_ by the police.
5. In my country, certain prices, such as the price of medical supplies, (*control*) \_\_\_\_\_ by the government. Other prices (*determine*) \_\_\_\_\_ by how much consumers are willing to pay for a product.
6. Yesterday a purse-snatcher (*catch*) \_\_\_\_\_ by a dog. While the thief (*chase*) \_\_\_\_\_ by the police, he (*jump*) \_\_\_\_\_ over a fence into someone's yard, where he encountered a ferocious dog. The dog (*keep*) \_\_\_\_\_ the thief from escaping.

\**in the hospital* = American English; *in hospital* = British English

7. The first fish (*appear*) \_\_\_\_\_ on the earth about 500 million years ago. Up to now, more than 20,000 kinds of fish (*name*) \_\_\_\_\_ and (*describe*) \_\_\_\_\_ by scientists. New species (*discover*) \_\_\_\_\_ every year, so the total increases continually.
8. Richard Anderson is a former astronaut. Several years ago, when he was 52, Anderson (*inform*) \_\_\_\_\_ by his superior at an aircraft corporation that he could no longer be a test pilot. He (*tell*) \_\_\_\_\_ that he was being relieved of his duties because of his age. Anderson took the corporation to court for age discrimination.
9. Frostbite may occur when the skin (*expose*) \_\_\_\_\_ to extreme cold. It most frequently (*affect*)\* \_\_\_\_\_ the skin of the cheeks, chin, ears, fingers, nose, and toes.
10. In 1877, a network of lines (*discover*) \_\_\_\_\_ on the surface of Mars by an Italian astronomer, Giovanni Schiaparelli. The astronomer (*call*) \_\_\_\_\_ these lines “channels,” but when the Italian word (*translate*) \_\_\_\_\_ into English, it became “canals.” As a result, some people thought the lines were waterways that (*build*) \_\_\_\_\_ by some unknown creatures. We now know that the lines are not really canals. Canals (*exist, not*) \_\_\_\_\_ on Mars.
11. Carl Gauss (*recognize*) \_\_\_\_\_ as a mathematical genius when he was ten. One day a professor gave him an arithmetic problem. Carl (*ask*) \_\_\_\_\_ to add up all the numbers from 1 to 100 (1 + 2 + 3 + 4 + 5, etc.). It (*take*) \_\_\_\_\_ him only eight seconds to solve the problem. How could he do it so quickly? Can you do it quickly?
- Carl could do it quickly because he (*know*) \_\_\_\_\_ that each pair of numbers — 1 plus 100, 2 plus 99, 3 plus 98, and so on to 50 plus 51 — equaled 101. So he (*multiply*) \_\_\_\_\_ 50 times 101 and (*come*) \_\_\_\_\_ up with the answer: 5,050.

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\*NOTE: **affect** = a verb (e.g., *The weather affects my moods.*)  
**effect** = a noun (e.g., *The weather has an effect on my moods.*)

12. Captain Cook, a British navigator, was the first European to reach Australia's east coast. While his ship was lying off Australia, his sailors (*bring*) \_\_\_\_\_ a strange animal on board. Cook wanted to know the name of this unusual creature, so he (*send*) \_\_\_\_\_ his men ashore to ask the native inhabitants. When the natives (*ask*) \_\_\_\_\_ in impromptu sign language to name the animal, they said, "Kangaroo." The sailors, of course, believed "kangaroo" was the animal's name. Years later, the truth (*discover*) \_\_\_\_\_ . "Kangaroo" means "What did you say?" But today the animal (*call, still*) \_\_\_\_\_ a kangaroo in English.



## 11-4 THE PASSIVE FORM OF MODALS AND PHRASAL MODALS

THE PASSIVE FORM:		modal* + <i>be</i> + past participle			
(a) Tom	<i>will</i>	<i>be</i>	<i>invited</i>		to the picnic.
(b) The window	<i>can't</i>	<i>be</i>	<i>opened.</i>		
(c) Children	<i>should</i>	<i>be</i>	<i>taught</i>		to respect their elders.
(d)	<i>May I</i>	<i>be</i>	<i>excused</i>		from class?
(e) This book	<i>had better</i>	<i>be</i>	<i>returned</i>		to the library before Friday.
(f) This letter	<i>ought to</i>	<i>be</i>	<i>sent</i>		before June 1st.
(g) Mary	<i>has to</i>	<i>be</i>	<i>told</i>		about our change in plans.
(h) Fred	<i>is supposed to</i>	<i>be</i>	<i>told</i>		about the meeting.
THE PAST-PASSIVE FORM:		modal + <i>have been</i> + past participle			
(i) The letter	<i>should</i>	<i>have been</i>	<i>sent</i>		last week.
(j) This house	<i>must</i>	<i>have been</i>	<i>built</i>		over 200 years ago.
(k) Jack	<i>ought to</i>	<i>have been</i>	<i>invited</i>		to the party.

\*See Chapters 9 and 10 for a discussion of the form, meaning, and use of modals and phrasal modals.

□ EXERCISE 14. Using the passive. (Charts 11-1 → 11-4)

Directions: Use active or passive, in any appropriate tense, for the verbs in parentheses.

1. It's noon. The mail should be here soon. It (*deliver, usually*) \_\_\_\_\_  
\_\_\_\_\_ sometime between noon and one o'clock.
2. Only five of us (*work*) \_\_\_\_\_ in the laboratory yesterday  
when the explosion (*occur*) \_\_\_\_\_. Luckily, no one (*hurt*)  
\_\_\_\_\_.
3. I was supposed to take a test yesterday, but I (*admit, not*) \_\_\_\_\_  
\_\_\_\_\_ to the testing room because the examination (*begin, already*)  
\_\_\_\_\_.
4. Before she graduated last May, Susan (*offer, already*) \_\_\_\_\_  
\_\_\_\_\_ a position with a law firm.
5. Right now a student trip to the planetarium (*organize*) \_\_\_\_\_  
\_\_\_\_\_ by Mrs. Hunt. You can sign up for it at her office.
6. He is a man whose name will go down in history. He (*forget, never*) \_\_\_\_\_  
\_\_\_\_\_.
7. A: Yesterday (*be*) \_\_\_\_\_ a terrible day.  
B: What (*happen*) \_\_\_\_\_?  
A: First, I (*flunk*) \_\_\_\_\_ a test, or at least I think I did. Then I (*drop*)  
\_\_\_\_\_ my books while I (*walk*) \_\_\_\_\_ across  
campus, and they (*fall*) \_\_\_\_\_ into a mud puddle. And finally, my bicycle  
(*steal*) \_\_\_\_\_.  
B: You should have stayed in bed.
8. Yesterday we went to look at an apartment. I really liked it, but by the time we got  
there, it (*rent, already*) \_\_\_\_\_.
9. During the family celebration, the little boy was crying because he (*ignore*) \_\_\_\_\_  
\_\_\_\_\_. He needed some attention, too.
10. A: Where (*buy, you*) \_\_\_\_\_ that beautiful necklace?  
B: I (*buy, not*) \_\_\_\_\_ it. It (*give*) \_\_\_\_\_ to  
me for my birthday. (*you, like*) \_\_\_\_\_ it?

11. The sun is just one of billions of stars in the universe. As it travels through space, it *(circle)* \_\_\_\_\_ by many other celestial bodies. The nine known planets *(hold)* \_\_\_\_\_ in orbit by the sun's gravitational field. The planets, in turn, *(circle)* \_\_\_\_\_ by their own satellites, or moons.
12. Early inhabitants of this region *(worship\*)* \_\_\_\_\_ the sun and the moon. We know this from the jewelry, sculptures, and other artwork archaeologists have found.
13. Since the beginning of the modern industrial age, many of the natural habitats of plants and animals *(destroy)* \_\_\_\_\_ by industrial development and pollution.
14. The Olympic Games began more than 2,000 years ago in Olympia, a small town in Greece. At that time, only Greek men *(allow)* \_\_\_\_\_ to compete. People of other nationalities *(invite, not)* \_\_\_\_\_ to participate, and women *(forbid)* \_\_\_\_\_ to set foot in the area where the games *(hold)* \_\_\_\_\_.
15. Ever since it *(build)* \_\_\_\_\_ three centuries ago, the Taj Mahal in Agra, India, *(describe, often)* \_\_\_\_\_ as the most beautiful building in the world. It *(design)* \_\_\_\_\_ by a Turkish architect, and it *(take)* \_\_\_\_\_ 20,000 workers 20 years to complete it.
16. The photography competition that is taking place at the art museum today *(judge)* \_\_\_\_\_ by three well-known photographers. I've entered three of my pictures and have my fingers crossed. The results *(announce)* \_\_\_\_\_ later this afternoon.

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\*Spelling note: *worshipped* or *worshipp***ed** = American English  
*worshipp**ed** = British English*



(4) The next steps in making paper are the same for both the mechanical and the chemical processes. Someone drains the pulp to form a thick mass, bleaches it with chlorine, and then thoroughly washes it again. Next someone puts the pulp through a large machine that squeezes the water out and forms the pulp into long sheets. After the pulp sheets go through a drier and a press, someone winds them onto rolls. These rolls of paper are then ready for use.

(5) The next time you use paper, you should think about its origin and how people make it. And you should ask yourself this question: What would the world be like without paper? If you can imagine how different today's world would be without paper, you will immediately understand how essential paper has been in the development of civilization.

□ EXERCISE 17. Writing: the passive. (Charts 11-1 → 11-4)

*Directions:* In writing, describe how something is made. Choose one of the following:

1. Use a reference book such as an encyclopedia to find out how something is made, and then summarize this information. It's not necessary to go into technical details. Read about the process and then describe it in your own words. *Possible subjects:* a candle, a pencil, glass, steel, silk thread, bronze, leather, etc.
2. Write about something you know how to make. *Possible subjects:* a kite, a ceramic pot, a bookcase, a sweater, a bead necklace, a special kind of food, etc.

<b>11-5 STATIVE PASSIVE</b>	
(a) The door is <b>old</b> . (b) The door is <b>green</b> . (c) The door is <b>locked</b> .	In (a) and (b): <b>old</b> and <b>green</b> are adjectives. They describe the door. In (c): <b>locked</b> is a past participle. It is used as an adjective. It describes the door.
(d) I locked the door five minutes ago. (e) The door was locked by me five minutes ago. (f) Now the door <b>is locked</b> .	When the passive form is used to describe an existing situation or state, as in (c), (f), and (i), it is called the "stative passive." In the stative passive: <ul style="list-style-type: none"> <li>• no action is taking place; the action happened earlier.</li> <li>• there is no <i>by</i>-phrase.</li> <li>• the past participle functions as an adjective.</li> </ul>
(g) Ann broke the window yesterday. (h) The window was broken by Ann. (i) Now the window <b>is broken</b> .	
(j) I <b>am interested in</b> Chinese art. (k) He <b>is satisfied with</b> his job. (l) Ann <b>is married to</b> Alex.	Prepositions other than <b>by</b> can follow stative passive verbs. (See Chart 11-6, p. 228.)
(m) I don't know where I am. I <b>am lost</b> . (n) I can't find my purse. It <b>is gone</b> . (o) I <b>am finished with</b> my work. (p) I <b>am done with</b> my work.	(m) through (p) are examples of idiomatic usage of the passive form in common, everyday English. These sentences have no equivalent active sentences.

□ EXERCISE 18. Stative passive. (Chart 11-5)

Directions: Supply the stative passive of the given verbs. Use the SIMPLE PRESENT or the SIMPLE PAST.

1. Sarah is wearing a blouse. It (*make*) is made of cotton.
2. The door to this room (*shut*) \_\_\_\_\_.
3. The lights in this room (*turn*) \_\_\_\_\_ on.
4. This room (*crowd, not*) \_\_\_\_\_.
5. Jim is sitting quietly. His elbows (*bend*) \_\_\_\_\_, and his hands (*fold*) \_\_\_\_\_ in front of him.
6. We can leave now because class (*finish*) \_\_\_\_\_.
7. It is hot in this room because the window (*close*) \_\_\_\_\_.
8. Yesterday it was hot in this room because the window (*close*) \_\_\_\_\_.
9. We can't go any farther. The car (*stick*) \_\_\_\_\_ in the mud.
10. We couldn't go any farther. The car (*stick*) \_\_\_\_\_ in the mud.
11. My room is very neat right now. The bed (*make*) \_\_\_\_\_, the floor (*sweep*) \_\_\_\_\_, and the dishes (*wash*) \_\_\_\_\_.
12. We are ready to sit down and eat dinner. The table (*set*) \_\_\_\_\_, the meat and rice (*do*) \_\_\_\_\_, and the candles (*light*) \_\_\_\_\_.
13. Where's my wallet? It (*go*) \_\_\_\_\_! Did you take it?
14. Hmm. My dress (*tear*) \_\_\_\_\_. I wonder how that happened.
15. Don't look in the hall closet. Your birthday present (*hide*) \_\_\_\_\_ there.

□ EXERCISE 19. Stative passive. (Chart 11-5)

Directions: Complete the sentences with an appropriate form of the words in the list.

<i>bear (born)*</i>	<i>exhaust</i>	<i>plug in</i>
<i>block</i>	<i>go</i>	<i>qualify</i>
<i>confuse</i>	<i>insure</i>	<i>schedule</i>
<i>crowd</i>	<i>locate</i>	<i>spoil</i>
<i>divorce</i>	<i>lose</i>	<i>stick</i>
<i>do</i>	<i>marry</i>	<i>turn off</i>

1. Excuse me, sir. Could you give me some directions? I am lost.

\*In the passive, *born* is used as the past participle of *bear* to express "given birth to."

2. Let's find another restaurant. This one \_\_\_\_\_ too \_\_\_\_\_. We would have to wait at least an hour for a table.
3. The meeting \_\_\_\_\_ for tomorrow at nine.
4. That's hard work! I \_\_\_\_\_. I need to rest for a while.
5. You told me one thing, and John told me another. I don't know what to think. I \_\_\_\_\_.

6. I can't open the window.  
It \_\_\_\_\_.

7. Louise is probably sleeping. The lights in her room \_\_\_\_\_.

8. Mrs. Wentworth's jewelry \_\_\_\_\_  
\_\_\_\_\_ for \$50,000.

9. Carolyn and Joe were married to each other for five years, but now they \_\_\_\_\_.



10. I thought I had left my book on this desk, but it isn't here. It \_\_\_\_\_.  
I wonder where it is.

11. I'm sorry. You \_\_\_\_\_ not \_\_\_\_\_ for the job. We need someone with a degree in electrical engineering.

12. I love my wife. I \_\_\_\_\_ to a wonderful woman.

13. We can't eat this fruit. It \_\_\_\_\_. We'll have to throw it out.

14. We'd better call a plumber. The water won't go down the drain. The drain \_\_\_\_\_.

15. Vietnam \_\_\_\_\_ in Southeast Asia.

16. A: How old is Jack?

B: He \_\_\_\_\_ in 1980.

17. A: The TV set doesn't work.

B: Are you sure? \_\_\_\_\_ it \_\_\_\_\_?

18. A: Is dinner ready?

B: Not yet. The potatoes \_\_\_\_\_ not \_\_\_\_\_. They need another ten minutes.

20. "The sun rises in the east," said Mr. Clark.

Mr. Clark, an elementary school teacher, explained to his students \_\_\_\_\_

21. "Someday we'll be in contact with beings from outer space."

The scientist predicted \_\_\_\_\_

22. "I think I'll go to the library to study."

Joe said \_\_\_\_\_

23. "Does Omar know what he's doing?"

I wondered \_\_\_\_\_

24. "Is what I've heard true?"

I wondered \_\_\_\_\_

25. "Sentences with noun clauses are a little complicated."

Olga thinks \_\_\_\_\_

#### □ EXERCISE 22. Activity: reported speech. (Chart 12-7)

*Directions:* Form groups of three and choose a leader. Only the leader's book is open.

Speaker A: You are the leader. Your book is open. Whisper a question to Speaker B.

Speaker B: Your book is closed. Make sure you understand the question.

Speaker C: Your book is closed. Ask Speaker B something like "What did Speaker A want to know/say/ask you?"

Speaker B: Begin your response with "He (She) asked me . . . ."

*Example:*

SPEAKER A TO B (*whispered*): Where is your friend?

SPEAKER C TO B (*aloud*): What did (Speaker A) want to know?

SPEAKER B TO C (*aloud*): He (She) asked me where my friend was (OR is).

1. What time is it?
2. Can you speak Arabic?
3. Have you seen (*title of a movie*)?
4. Will you be here tomorrow?
5. What kind of camera do you have?
6. What courses are you taking?
7. Did you finish your assignment?
8. (*Make up your own question.*)

*Switch roles.*

9. Have you read any good books lately?
10. How do you like living here?
11. May I borrow your dictionary?
12. Where will you be tomorrow around three o'clock?
13. What are you going to do during vacation?

14. Did you go to a party last night?
15. Can I use your pen?
16. (*Make up your own question.*)

*Switch roles.*

17. How many people have you met in the last couple of months?
18. Where should I meet you after class?
19. Do you understand what I am saying?
20. Did you go to class yesterday?
21. Is what you said really true?
22. Is what you want to talk to me about important?
23. How do you know that what you said is true?
24. (*Make up your own question.*)

□ EXERCISE 23. Activity: reported speech. (Chart 12-7)

*Directions:* With books closed, report to the class at least one question you were asked in the previous exercise and who asked it. Use a past verb form in the noun clause.

*Example:* Roberto asked me if I'd read any good books lately.

□ EXERCISE 24. Reported speech: verb forms in noun clauses. (Chart 12-7)

*Directions:* Complete the sentences, using the information in the dialogue. Change the verbs to a past form as appropriate.

1. Fred asked me, "Can we still get tickets to the game?"  
I said, "I've already bought them."

When Fred asked me if we could still get  
tickets to the game, I told him that I  
had already bought them.

2. Mrs. White said, "Janice, you have to clean up  
your room and empty the dishwasher before  
you leave for the game."  
Janice said, "Okay, Mom. I will."

Mrs. White told Janice that she had to clean up  
her room and empty the dishwasher before she could leave  
for the game. Janice promised her mom that she would.

3. I asked the ticket seller, "Is the concert going to be rescheduled?"  
The ticket seller said, "I don't know, Ma'am. I just work here."

When I asked the ticket seller if the concert \_\_\_\_\_ to be  
rescheduled, she told me that she \_\_\_\_\_ and said that she just  
\_\_\_\_\_ there.

4. I asked Boris, "Where will the next chess match take place?"  
Boris replied, "It hasn't been decided yet."

When I asked Boris \_\_\_\_\_ place, he replied that it  
\_\_\_\_\_ yet.

5. I said to Alan, "I'm very discouraged. I don't think I'll ever speak English well."  
Alan said, "Your English is getting better every day. In another year, you'll be speaking  
English with the greatest of ease."

I complained that I \_\_\_\_\_ very discouraged. I said that I  
\_\_\_\_\_ I \_\_\_\_\_ ever \_\_\_\_\_ English  
well. Alan told me that my English \_\_\_\_\_ better every day. He  
assured me that in another year, I \_\_\_\_\_ English with the  
greatest of ease.



6. *A person in the audience asked the speaker, "Are the necessary means to increase the world's food supply presently available?"*  
*The agronomy professor said, "It might be possible to grow 50 percent of the world's food in underwater cultivation if we can develop inexpensive methods."*

A person in the audience asked the agronomy professor if the necessary means to increase the world's food supply \_\_\_\_\_ presently available. The professor stated that it \_\_\_\_\_ possible to grow 50 percent of the world's food under water if we \_\_\_\_\_ inexpensive methods.

□ EXERCISE 25. Reported speech. (Chart 12-7)

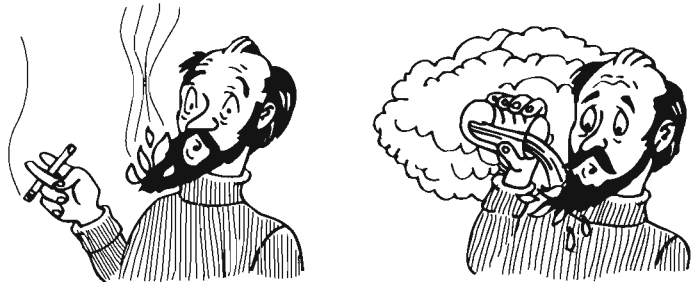
*Directions:* Change the quoted speech to reported speech. Study the example carefully and use the same pattern: **said that . . . and that** OR **said that . . . but that**.

1. "My father is a businessman. My mother is an engineer."  
He said that his father was a businessman and that his mother was an engineer.
2. "I'm excited about my new job. I've found a nice apartment."  
I got a letter from my sister yesterday. She said \_\_\_\_\_
3. "Your Uncle Harry is in the hospital. Your Aunt Sally is very worried about him."  
The last time my mother wrote to me, she said \_\_\_\_\_
4. "I expect you to be in class every day. Unexcused absences may affect your grades."  
Our sociology professor said \_\_\_\_\_
5. "Highway 66 will be closed for two months. Commuters should seek alternate routes."  
The newspaper said \_\_\_\_\_
6. "I'm getting good grades, but I have difficulty understanding lectures."  
My brother is a junior at a state university. In his last letter, he wrote \_\_\_\_\_
7. "Every obstacle is a steppingstone to success. You should view problems in your life as opportunities to prove yourself."  
My father often told me \_\_\_\_\_

□ EXERCISE 10. Using WHOSE in adjective clauses. (Chart 13-6)

*Directions:* Combine the sentences, using the second sentence as an adjective clause.

1. I know a man. His last name is Goose.  
→ *I know a man whose last name is Goose.*
2. I apologized to the woman. I spilled her coffee.
3. The man called the police. His wallet was stolen.
4. I met the woman. Her husband is the president of the corporation.
5. The professor is excellent. I am taking her course.
6. Mr. North teaches a class for students. Their native language is not English.
7. The people were nice. We visited their house.
8. I live in a dormitory. Its residents come from many countries.
9. I have to call the man. I accidentally picked up his umbrella after the meeting.
10. The man poured a glass of water on his face. His beard caught on fire when he lit a cigarette.



□ EXERCISE 11. Using WHOSE in adjective clauses. (Chart 13-6)

*Directions:* Work in pairs (switching roles after item 4), in groups, or as a class.

Speaker A: Your book is open. Give the cues from the text.

Speaker B: Your book is closed. Repeat the cue, changing “you” to “I” as necessary. Then combine the two sentences into one that contains an adjective clause with **whose**.

*Example:*

SPEAKER A (*book open*): Dr. Jones is a professor. You’re taking his course.

SPEAKER B (*book closed*): Dr. Jones is a professor. I’m taking his course.

Dr. Jones is **the** professor whose course I’m taking.

1. Maria is a student. You found her book.
2. Omar is a student. You borrowed his dictionary.
3. You used a woman’s phone. You thanked her.
4. You broke a child’s toy. He started to cry.
5. You stayed at a family’s house. They were very kind.
6. A woman’s purse was stolen. She called the police.
7. (*Name of a famous singer*) is a singer. You like his/her music best.
8. Everyone tried to help a family. Their house had burned down.

□ EXERCISE 21. Punctuating adjective clauses. (Chart 13-10)

*Directions:* Add commas where necessary. Change the adjective clause pronoun to **that** if possible.

1. Alan and Jackie, who did not come to class yesterday, explained their absence to the teacher. (*“Who” cannot be changed to “that.”*)
2. The students who did not come to class yesterday explained their absence to the teacher. (*No commas; “who” can be changed to “that.”*)
3. Only people who speak Russian should apply for the job.
4. Matthew who speaks Russian applied for the job.
5. The rice which we had for dinner last night was very good.
6. Rice which is grown in many countries is a staple food throughout much of the world.
7. The newspaper article was about a man who died two years ago of a rare tropical disease.
8. Paul O’Grady who died two years ago was a kind and loving man.
9. I have fond memories of my hometown which is situated in a valley.
10. I live in a town which is situated in a valley.
11. The Mississippi River which flows south from Minnesota to the Gulf of Mexico is the major commercial river in the United States.
12. A river which is polluted is not safe for swimming.
13. Mr. Brown whose son won the spelling contest is very proud of his son’s achievement. The man whose daughter won the science contest is also very pleased and proud.
14. Goats which were first tamed more than 9,000 years ago in Asia have provided people with milk, meat, and wool since prehistoric times.
15. Mrs. Clark has two goats. She’s furious at the goat which got on the wrong side of the fence and is eating her flowers.





## 13-12 USING NOUN + OF WHICH

We have an antique table.  
*The top of it* has jade inlay.

- (a) We have an antique table, **the top of which** has jade inlay.

An adjective clause may include *a noun + of which* (e.g., *the top of which*). This pattern carries the meaning of **whose** (e.g., *We have an antique table whose top has jade inlay.*). This pattern is used in an adjective clause that modifies a thing and occurs primarily in formal written English. A comma is used.

### □ EXERCISE 26. Using noun + OF WHICH. (Chart 13-12)

*Directions:* Combine the two sentences. Use the second sentence as an adjective clause.

1. We toured a 300-year-old house. The exterior of the house consisted of logs cemented with clay.  
→ *We toured a 300-year-old house, the exterior of which consisted of logs cemented with clay.*
2. They own an original Picasso painting. The value of the painting is more than a million dollars.
3. I bought a magazine. The title of the magazine is *Contemporary Architectural Styles*.
4. My country is dependent upon its income from coffee. The price of coffee varies according to fluctuations in the world market.
5. The genetic engineers are engaged in significant experiments. The results of the experiments will be published in the *Journal of Science*.
6. The professor has assigned the students a research paper. The purpose of the research paper is to acquaint them with methods of scholarly inquiry.

## 13-13 USING WHICH TO MODIFY A WHOLE SENTENCE

- (a) Tom was late. (b) **That** surprised me.  
(c) Tom was late, **which** surprised me.

- (d) The elevator is out of order. (e) **This** is too bad.  
(f) The elevator is out of order, **which** is too bad.

The pronouns **that** and **this** can refer to the idea of a whole sentence which comes before. In (b): The word **that** refers to the whole sentence “Tom was late.”

Similarly, an adjective clause with **which** may modify the idea of a whole sentence. In (c): The word **which** refers to the whole sentence “Tom was late.”

Using **which** to modify a whole sentence is informal and occurs most frequently in spoken English. This structure is generally not appropriate in formal writing. Whenever it is written, however, it is preceded by a comma to reflect a pause in speech.

### □ EXERCISE 27. Using WHICH to modify a whole sentence. (Chart 13-13)

*Directions:* Use the second sentence as an adjective clause.

1. Max isn't home yet. That worries me.  
→ *Max isn't home yet, which worries me.*
2. My roommate never picks up after herself. This irritates me.
3. Mrs. Anderson responded to my letter right away. I appreciated that very much.

4. There's been an accident on Highway 5. That means I'll be late to work this morning.
5. I shut the door on my necktie. That was really stupid of me.



6. Sally lost her job. That wasn't surprising.
7. She usually came to work late. That upset her boss.
8. So her boss fired her. That made her angry.
9. She hadn't saved any money. That was unfortunate.
10. So she had to borrow some money from me. I didn't like that.
11. She has found a new job. That is lucky.
12. So she has repaid the money she borrowed from me. I appreciate that.
13. She has promised herself to be on time to work every day. That is a good idea.

□ EXERCISE 28. Using WHICH to modify a whole sentence. (Chart 13-13)

*Directions:* Make up a sentence to precede the given sentence. Then combine the two sentences, using the second sentence as an adjective clause.

1. The student next to me kept cracking his knuckles. That bothered me a lot. → *The student next to me kept cracking his knuckles, which bothered me a lot.*
2. \_\_\_\_\_ That disappointed me.
3. \_\_\_\_\_ That made me nervous.
4. \_\_\_\_\_ That shocked all of us.
5. \_\_\_\_\_ That means he's probably in trouble.
6. \_\_\_\_\_ That was a pleasant surprise.
7. \_\_\_\_\_ That made her very unhappy.
8. \_\_\_\_\_ I appreciated that very much.
9. \_\_\_\_\_ That made it difficult for me to concentrate.
10. \_\_\_\_\_ That bothered me so much that I couldn't get to sleep.

□ EXERCISE 29. Special adjective clauses. (Charts 13-11 → 13-13)

*Directions:* Create sentences that contain the following groups of words. Do not change the order of the words as they are given. Add words only before and after the group of words. Add punctuation as necessary.

*Examples:* . . . yesterday which surprised . . . .

→ *Tom didn't come to class **yesterday, which surprised me.***

. . . people to my party some of whom . . . .

→ *I invited ten **people to my party, some of whom** are my classmates.*

- |   |  |
|---|--|
| 1. . . . brothers all of whom . . . .       | 7. . . . mother which made me . . . .          |
| 2. . . . early which was fortunate . . . .  | 8. . . . a little money all of which . . . .   |
| 3. . . . students three of whom . . . .     | 9. . . . sisters each of whom . . . .          |
| 4. . . . ideas none of which . . . .        | 10. . . . new car the inside of which . . . .  |
| 5. . . . jewelry the value of which . . . . | 11. . . . clothes some of which . . . .        |
| 6. . . . teachers some of whom . . . .      | 12. . . . two days ago which surprised . . . . |

□ EXERCISE 30. Adjective clauses. (Charts 13-1 → 13-13)

*Directions:* Combine the sentences. Use formal written English. Use (b) as an adjective clause. Punctuate carefully.

- (a) An antecedent is a word.  
(b) A pronoun refers to this word.  
→ *An antecedent is a word to which a pronoun refers.*
- (a) The blue whale is considered the largest animal that has ever lived.  
(b) It can grow to 100 feet and 150 tons.
- (a) The plane was met by a crowd of three hundred people.  
(b) Some of them had been waiting for more than four hours.
- (a) In this paper, I will describe the basic process.  
(b) Raw cotton becomes cotton thread by this process.
- (a) The researchers are doing case studies of people to determine the importance of heredity in health and longevity.  
(b) These people's families have a history of high blood pressure and heart disease.
- (a) At the end of this month, scientists at the institute will conclude their AIDS research.  
(b) The results of this research will be published within six months.
- (a) According to many education officials, "math phobia" (that is, a fear of mathematics) is a widespread problem.  
(b) A solution to this problem must and can be found.
- (a) The art museum hopes to hire a new administrator.  
(b) Under this person's direction it will be able to purchase significant pieces of art.

9. (a) The giant anteater licks up ants for its dinner.  
(b) Its tongue is longer than 30 centimeters (12 inches).
10. (a) The anteater's tongue is sticky.  
(b) It can go in and out of its mouth 160 times a minute.



□ EXERCISE 31. Activity: adjective clauses. (Charts 13-1 → 13-13)

*Directions:* Discuss and/or write definitions for one or more of these people. Include an adjective clause in your definition. Include several qualities of each person. If you are writing, expand your definition to a whole paragraph.

- |                      |   |
|----------------------|---|
| 1. the ideal friend  | 6. the ideal teacher                        |
| 2. the ideal mother  | 7. the ideal student                        |
| 3. the ideal father  | 8. the ideal political leader               |
| 4. the ideal wife    | 9. the ideal doctor                         |
| 5. the ideal husband | 10. the ideal ( <i>use your own words</i> ) |

□ EXERCISE 32. Activity: adjective clauses. (Charts 13-1 → 13-13)

*Directions:* Discuss and/or write about one or more of these topics.

1. the ideal vacation
2. the ideal job
3. the ideal school
4. the ideal system of government

## 13-14 REDUCING ADJECTIVE CLAUSES TO ADJECTIVE PHRASES: INTRODUCTION

CLAUSE: *A clause* is a group of related words that contains a subject and a verb.

PHRASE: *A phrase* is a group of related words that does not contain a subject and a verb.

<p>(a) ADJECTIVE CLAUSE: The girl <i>who is sitting next to me</i> is Maria.</p> <p>(b) ADJECTIVE PHRASE: The girl <i>sitting next to me</i> is Maria.</p>	<p>An adjective phrase is a reduction of an adjective clause. It modifies a noun. It does not contain a subject and verb. The adjective clause in (a) can be reduced to the adjective phrase in (b). (a) and (b) have the same meaning.</p>
<p>(c) CLAUSE: The boy <i>who is playing the piano</i> is Ben.</p> <p>(d) PHRASE: The boy <i>playing the piano</i> is Ben.</p>	<p>Only adjective clauses that have a subject pronoun—<i>who</i>, <i>which</i>, or <i>that</i>—are reduced to modifying adjective phrases.</p>
<p>(e) CLAUSE: The boy (<i>whom</i>) <i>I saw</i> was Tom.</p> <p>(f) PHRASE: (<i>none</i>)</p>	<p>The adjective clause in (e) cannot be reduced to an adjective phrase.</p>

## 13-15 CHANGING AN ADJECTIVE CLAUSE TO AN ADJECTIVE PHRASE

<p>(a) CLAUSE: The man <i>who is talking to John</i> is from Korea. PHRASE: The man <i>Ø Ø talking to John</i> is from Korea.</p>	<p>There are two ways in which an adjective clause is changed to an adjective phrase.</p>
<p>(b) CLAUSE: The ideas <i>which are presented in that book</i> are good. PHRASE: The ideas <i>Ø Ø presented in that book</i> are good.</p>	<p>1. If the adjective clause contains the <b>be</b> form of a verb, omit the pronoun and the <b>be</b> form, as in examples (a), (b), (c), and (d).</p>
<p>(c) CLAUSE: Ann is the woman <i>who is responsible for the error</i>. PHRASE: Ann is the woman <i>Ø Ø responsible for the error</i>.</p>	
<p>(d) CLAUSE: The books <i>that are on that shelf</i> are mine. PHRASE: The books <i>Ø Ø on that shelf</i> are mine.</p>	
<p>(e) CLAUSE: English has an alphabet <i>that consists of 26 letters</i>. PHRASE: English has an alphabet <i>Ø consisting of 26 letters</i>.</p>	
<p>(f) CLAUSE: Anyone <i>who wants to come with us</i> is welcome. PHRASE: Anyone <i>Ø wanting to come with us</i> is welcome.</p>	<p>2. If there is no <b>be</b> form of a verb in the adjective clause, it is sometimes possible to omit the subject pronoun and change the verb to its <b>-ing</b> form, as in (e) and (f).</p>
<p>(g) George Washington, <i>who was the first president of the United States</i>, was a wealthy colonist and a general in the army.</p> <p>(h) George Washington, <i>the first president of the United States</i>, was a wealthy colonist and a general in the army.</p>	<p>If the adjective clause requires commas, as in (g), the adjective phrase also requires commas, as in (h).</p>
<p>(i) <i>Paris, the capital of France</i>, is an exciting city.</p> <p>(j) I read a book by <i>Mark Twain, a famous American author</i>.</p>	<p>Adjective phrases in which a noun follows another noun, as in (h), (i), and (j), are called “appositives.”</p>

\*If an adjective clause that contains **be** + a single adjective is changed, the adjective is moved to its normal position in front of the noun it modifies.

CLAUSE: *Fruit that is fresh tastes better than old, soft, mushy fruit.*

CORRECT PHRASE: *Fresh fruit tastes better than old, soft, mushy fruit.*

INCORRECT PHRASE: *Fruit fresh tastes better than old, soft, mushy fruit.*

□ EXERCISE 33. Adjective phrases. (Charts 13-14 and 13-15)

*Directions:* Change the adjective clauses to adjective phrases.

1. Do you know the woman who is coming toward us?  
→ *Do you know the woman coming toward us?*
2. The people who are waiting for the bus in the rain are getting wet.
3. I come from a city that is located in the southern part of the country.
4. The children who attend that school receive a good education.
5. The scientists who are researching the causes of cancer are making progress.
6. The fence which surrounds our house is made of wood.
7. They live in a house that was built in 1890.
8. We have an apartment which overlooks the park.

□ EXERCISE 34. Adjective phrases. (Charts 13-14 and 13-15)

*Directions:* Change the adjective clauses to adjective phrases.

1. Dr. Stanton, ~~who is~~ the president of the university, will give a speech at the commencement ceremonies.
2. Be sure to follow the instructions that are given at the top of the page.
3. The rules that allow public access to wilderness areas need to be reconsidered.
4. The photographs which were published in the newspaper were extraordinary.
5. There is almost no end to the problems that face a head of state.
6. The psychologists who study the nature of sleep have made important discoveries.
7. The experiment which was conducted at the University of Chicago was successful.
8. Kuala Lumpur, which is the capital city of Malaysia, is a major trade center in Southeast Asia.
9. Antarctica is covered by a huge ice cap that contains 70 percent of the earth's fresh water.
10. When I went to Alex's house to drop off some paperwork, I met Jerry, who is his longtime partner.
11. Our solar system is in a galaxy that is called the Milky Way.
12. Two out of three people who are struck by lightning survive.
13. Simon Bolivar, who was a great South American general, led the fight for independence early in the 19th century.
14. Many of the students who hope to enter the university will be disappointed because only one-tenth of those who apply for admission will be accepted.
15. There must exist in a modern community a sufficient number of persons who possess the technical skill that is required to maintain the numerous devices upon which our physical comforts depend.
16. Many famous people did not enjoy immediate success in their early lives. Abraham Lincoln, who was one of the truly great presidents of the United States, ran for public office 26 times and lost 23 of the elections. Walt Disney, who was the creator of Mickey Mouse and the founder of his own movie production company, once was fired by a newspaper editor because he had no good ideas. Thomas Edison, who was the inventor of the light bulb and the phonograph, was believed by his teachers to be too stupid to learn. Albert Einstein, who was one of the greatest scientists of all time, performed badly in almost all of his high school courses and failed his first college entrance exam.

□ EXERCISE 35. Adjective phrases. (Charts 13-14 and 13-15)

*Directions:* Change the adjective phrases to adjective clauses.

1. We visited Barcelona, a city in northern Spain.  
→ *We visited Barcelona, which is a city in northern Spain.*
2. Corn was one of the agricultural products introduced to the European settlers by the Indians. Some of the other products introduced by the Indians were potatoes, peanuts, and tobacco.
3. He read *The Old Man and the Sea*, a novel written by Ernest Hemingway.
4. Mercury, the nearest planet to the sun, is also the smallest of the nine planets orbiting the sun.
5. The pyramids, the monumental tombs of ancient Egyptian pharaohs, were constructed more than 4,000 years ago.
6. The sloth, a slow-moving animal found in the tropical forests of Central and South America, feeds entirely on leaves and fruit.
7. Two-thirds of those arrested for car theft are under twenty years of age.
8. St. Louis, Missouri, known as "The Gateway to the West," traces its history to 1763, when Pierre Laclède, a French fur trader, selected this site on the Mississippi River as a fur-trading post.
9. Any student not wanting to go on the trip should inform the office.
10. I just purchased a volume of poems written by David Keller, a contemporary poet known for his sensitive interpretations of human relationships.

□ EXERCISE 36. Adjective phrases. (Charts 13-14 and 13-15)

*Directions:* Complete the sentences in **PART II** with adjective phrases by using the information in **PART I**. Use commas as necessary.

**PART I.**

- A. It is the lowest place on the earth's surface.
- ✓ B. It is the highest mountain in the world.
- C. It is the capital of Iraq.
- D. It is the capital of Argentina.
- E. It is the largest city in the Western Hemisphere.
- F. It is the largest city in the United States.
- G. It is the most populous country in Africa.
- H. It is the northernmost country in Latin America.
- I. It is an African animal that eats ants and termites.
- J. It is a small animal that spends its entire life underground.
- K. They are sensitive instruments that measure the shaking of the ground.
- L. They are devices that produce a powerful beam of light.

**PART II.**

1. Mt. Everest     , the highest mountain in the world,     is in the Himalayas.
2. One of the largest cities in the Middle East is Baghdad \_\_\_\_\_
3. Earthquakes are recorded on seismographs \_\_\_\_\_

4. The Dead Sea \_\_\_\_\_  
is located in the Middle East between Jordan and Israel.
5. The newspaper reported an earthquake in Buenos Aires \_\_\_\_\_
6. Industry and medicine are continually finding new uses for lasers \_\_\_\_\_  
\_\_\_\_\_
7. Mexico \_\_\_\_\_  
lies just south of the United States.
8. The nation Nigeria \_\_\_\_\_ consists  
of over 250 different cultural groups even though English is the official language.
9. Both Mexico City \_\_\_\_\_ and New York  
City \_\_\_\_\_ face challenging futures.
10. The mole \_\_\_\_\_ is almost blind. The  
aardvark \_\_\_\_\_ also lives  
underground but hunts for its food above ground.

EXERCISE 37. Review: adjective clauses and phrases. (Chapter 13)

*Directions:* Combine each group of short, choppy sentences into one sentence. Use the underlined sentence as the independent clause; build your sentence around the independent clause. Use adjective clauses and adjective phrases wherever possible.

1. Chihuahua is divided into two regions. It is the largest Mexican state. One region is a mountainous area in the west. The other region is a desert basin in the north and east.  
→ ***Chihuahua, the largest Mexican state, is divided into two regions, a mountainous area in the west and a desert basin in the north and east.***
2. Disney World covers a large area of land. It is an amusement park. It is located in Orlando, Florida. The land includes lakes, golf courses, campsites, hotels, and a wildlife preserve.
3. Jamaica is one of the world's leading producers of bauxite. It is the third largest island in the Caribbean Sea. Bauxite is an ore. Aluminum is made from this ore.
4. Robert Ballard made headlines in 1985. He is an oceanographer. In 1985 he discovered the remains of the *Titanic*. The *Titanic* was the "unsinkable" passenger ship. It has rested on the floor of the Atlantic Ocean since 1912. It struck an iceberg in 1912.
5. William Shakespeare's father was a glove maker and a town official. William Shakespeare's father was John Shakespeare. He owned a shop in Stratford-upon-Avon. Stratford-upon-Avon is a town. It is about 75 miles (120 kilometers) northwest of London.
6. The Republic of Yemen is an ancient land. It is located at the southwestern tip of the Arabian Peninsula. This land has been host to many prosperous civilizations. These civilizations include the Kingdom of Sheba and various Islamic empires.



## 14-7 COMMON VERBS FOLLOWED BY INFINITIVES

<p>VERB + INFINITIVE</p> <p>(a) I <b>hope to see</b> you again soon.          (b) He <b>promised to be</b> here by ten.          (c) He <b>promised not to be</b> late.</p>	<p>An <i>infinitive</i> = <i>to</i> + the simple form of a verb (<i>to see, to be, to go, etc.</i>).</p> <p>Some verbs are followed immediately by an infinitive, as in (a) and (b). See Group A below.</p> <p>Negative form: <b>not</b> precedes the infinitive, as in (c).</p>																				
<p>VERB + (PRO)NOUN + INFINITIVE</p> <p>(d) Mr. Lee <b>told me to be</b> here at ten o'clock.          (e) The police <b>ordered the driver to stop</b>.</p>	<p>Some verbs are followed by a (pro)noun and then an infinitive, as in (d) and (e). See Group B below.</p>																				
<p>(f) I <b>was told to be</b> here at ten o'clock.          (g) The driver <b>was ordered to stop</b>.</p>	<p>These verbs are followed immediately by an infinitive when they are used in the passive, as in (f) and (g).</p>																				
<p>(h) I <b>expect to pass</b> the test.          (i) I <b>expect Mary to pass</b> the test.</p>	<p><i>Ask, expect, would like, want, and need</i> may or may not be followed by a (pro)noun object.</p> <p>COMPARE</p> <p>In (h): I think I will pass the test.          In (i): I think Mary will pass the test.</p>																				
<p>GROUP A: VERB + INFINITIVE</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;"><i>hope to (do something)</i></td> <td style="width: 25%;"><i>promise to</i></td> <td style="width: 25%;"><i>seem to</i></td> <td style="width: 25%;"><i>expect to</i></td> </tr> <tr> <td><i>plan to</i></td> <td><i>agree to</i></td> <td><i>appear to</i></td> <td><i>would like to</i></td> </tr> <tr> <td><i>intend to*</i></td> <td><i>offer to</i></td> <td><i>pretend to</i></td> <td><i>want to</i></td> </tr> <tr> <td><i>decide to</i></td> <td><i>refuse to</i></td> <td><i>ask to</i></td> <td><i>need to</i></td> </tr> </table>		<i>hope to (do something)</i>	<i>promise to</i>	<i>seem to</i>	<i>expect to</i>	<i>plan to</i>	<i>agree to</i>	<i>appear to</i>	<i>would like to</i>	<i>intend to*</i>	<i>offer to</i>	<i>pretend to</i>	<i>want to</i>	<i>decide to</i>	<i>refuse to</i>	<i>ask to</i>	<i>need to</i>				
<i>hope to (do something)</i>	<i>promise to</i>	<i>seem to</i>	<i>expect to</i>																		
<i>plan to</i>	<i>agree to</i>	<i>appear to</i>	<i>would like to</i>																		
<i>intend to*</i>	<i>offer to</i>	<i>pretend to</i>	<i>want to</i>																		
<i>decide to</i>	<i>refuse to</i>	<i>ask to</i>	<i>need to</i>																		
<p>GROUP B: VERB + (PRO)NOUN + INFINITIVE</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;"><i>tell someone to</i></td> <td style="width: 25%;"><i>permit someone to</i></td> <td style="width: 25%;"><i>force someone to</i></td> <td style="width: 25%;"><i>need someone to</i></td> </tr> <tr> <td><i>advise someone to**</i></td> <td><i>allow someone to</i></td> <td><i>ask someone to</i></td> <td></td> </tr> <tr> <td><i>encourage someone to</i></td> <td><i>warn someone to</i></td> <td><i>expect someone to</i></td> <td></td> </tr> <tr> <td><i>remind someone to</i></td> <td><i>require someone to</i></td> <td><i>would like someone to</i></td> <td></td> </tr> <tr> <td><i>invite someone to</i></td> <td><i>order someone to</i></td> <td><i>want someone to</i></td> <td></td> </tr> </table>		<i>tell someone to</i>	<i>permit someone to</i>	<i>force someone to</i>	<i>need someone to</i>	<i>advise someone to**</i>	<i>allow someone to</i>	<i>ask someone to</i>		<i>encourage someone to</i>	<i>warn someone to</i>	<i>expect someone to</i>		<i>remind someone to</i>	<i>require someone to</i>	<i>would like someone to</i>		<i>invite someone to</i>	<i>order someone to</i>	<i>want someone to</i>	
<i>tell someone to</i>	<i>permit someone to</i>	<i>force someone to</i>	<i>need someone to</i>																		
<i>advise someone to**</i>	<i>allow someone to</i>	<i>ask someone to</i>																			
<i>encourage someone to</i>	<i>warn someone to</i>	<i>expect someone to</i>																			
<i>remind someone to</i>	<i>require someone to</i>	<i>would like someone to</i>																			
<i>invite someone to</i>	<i>order someone to</i>	<i>want someone to</i>																			

\***Intend** is usually followed by an infinitive (*I intend to go to the meeting*), but sometimes may be followed by a gerund (*I intend going to the meeting*) with no change in meaning.

\*\*A gerund is used after **advise** (active) if there is no (pro)noun object.

COMPARE:

- (1) He **advised buying** a Fiat.
- (2) He **advised me to buy** a Fiat. I **was advised to buy** a Fiat.

### □ EXERCISE 11. Verb + gerund or infinitive. (Charts 14-4 and 14-7)

*Directions:* Use a gerund or an infinitive to complete each sentence.

1. We're going out for dinner. Would you like to join us?
2. Jack avoided looking at me.
3. Fred didn't have any money, so he decided \_\_\_\_\_ a job.
4. The teacher reminded the students \_\_\_\_\_ their assignments.
5. Do you enjoy \_\_\_\_\_ soccer?
6. I was broke, so Jenny offered \_\_\_\_\_ me a little money.
7. Mrs. Allen promised \_\_\_\_\_ tomorrow.

## 14-8 COMMON VERBS FOLLOWED BY EITHER INFINITIVES OR GERUNDS

Some verbs can be followed by either an infinitive or a gerund, sometimes with no difference in meaning, as in Group A below, and sometimes with a difference in meaning, as in Group B below.

<p>GROUP A: VERB + INFINITIVE OR GERUND, WITH NO DIFFERENCE IN MEANING</p> <p><i>begin</i>            <i>like</i>            <i>hate</i> <i>start</i>            <i>love</i>            <i>can't stand</i> <i>continue</i>        <i>prefer*</i>        <i>can't bear</i></p>	<p>The verbs in Group A may be followed by either an infinitive or a gerund with little or no difference in meaning.</p>
<p>(a) It <b><i>began to rain.</i></b> / It <b><i>began raining.</i></b> (b) I <b><i>started to work.</i></b> / I <b><i>started working.</i></b> (c) It <b><i>was beginning to rain.</i></b></p>	<p>In (a): There is no difference between <b><i>began to rain</i></b> and <b><i>began raining.</i></b>  If the main verb is progressive, an infinitive (not a gerund) is usually used, as in (c).</p>
<p>GROUP B: VERB + INFINITIVE OR GERUND, WITH A DIFFERENCE IN MEANING</p> <p><i>remember</i>        <i>regret</i> <i>forget</i>            <i>try</i></p>	<p>The verbs in Group B may be followed by either an infinitive or a gerund, but the meaning is different.</p>
<p>(d) Judy always <b><i>remembers to lock</i></b> the door. (e) Sam often <b><i>forgets to lock</i></b> the door. (f) I <b><i>remember seeing</i></b> the Alps for the first time. The sight was impressive. (g) I'll <b><i>never forget seeing</i></b> the Alps for the first time.</p>	<p><b><i>Remember + infinitive</i></b> = remember to perform responsibility, duty, or task, as in (d). <b><i>Forget + infinitive</i></b> = forget to perform a responsibility, duty, or task, as in (e). <b><i>Remember + gerund</i></b> = remember (recall) something that happened in the past, as in (f). <b><i>Forget + gerund</i></b> = forget something that happened in the past, as in (g).**</p>
<p>(h) I <b><i>regret to tell</i></b> you that you failed the test. (i) I <b><i>regret lending</i></b> him some money. He never paid me back.</p>	<p><b><i>Regret + infinitive</i></b> = regret to say, to tell someone, to inform someone of some bad news, as in (h). <b><i>Regret + gerund</i></b> = regret something that happened in the past, as in (i).</p>
<p>(j) I'm <b><i>trying to learn</i></b> English. (k) The room was hot. I <b><i>tried opening</i></b> the window, but that didn't help. So I <b><i>tried turning</i></b> on the fan, but I was still hot. Finally, I turned on the air conditioner.</p>	<p><b><i>Try + infinitive</i></b> = make an effort, as in (j). <b><i>Try + gerund</i></b> = experiment with a new or different approach to see if it works, as in (k).</p>

\*Notice the patterns with ***prefer***:

***prefer + gerund***: I ***prefer staying*** home ***to going*** to the concert.

***prefer + infinitive***: I'd ***prefer to stay*** home (rather) ***than (to) go*** to the concert.

\*\****Forget*** followed by a gerund usually occurs in a negative sentence or in a question: e.g., *I'll never forget, I can't forget, Have you ever forgotten*, and *Can you ever forget* are often followed by a gerund phrase.

□ EXERCISE 15. Gerund vs. infinitive. (Chart 14-8)

Directions: Complete the sentences with the correct form(s) of the verbs in parentheses.

1. I like (*go*) to go / going to the zoo.
2. The play wasn't very good. The audience started (*leave*) \_\_\_\_\_ before it was over.
3. After a brief interruption, the professor continued (*lecture*) \_\_\_\_\_.
4. The children love (*swim*) \_\_\_\_\_ in the ocean.
5. I hate (*see*) \_\_\_\_\_ any living being suffer. I can't bear it.
6. I'm afraid of flying. When a plane begins (*move*) \_\_\_\_\_ down the runway, my heart starts (*race*) \_\_\_\_\_. Oh-oh! The plane is beginning (*move*) \_\_\_\_\_, and my heart is starting (*race*) \_\_\_\_\_.
7. When I travel, I prefer (*drive*) \_\_\_\_\_ to (*take*) \_\_\_\_\_ a plane.
8. I prefer (*drive*) \_\_\_\_\_ rather than (*take*) \_\_\_\_\_ a plane.
9. I always remember (*turn*) \_\_\_\_\_ off all the lights before I leave my house.
10. I can remember (*be*) \_\_\_\_\_ very proud and happy when I graduated.
11. Did you remember (*give*) \_\_\_\_\_ Jake my message?
12. I remember (*play*) \_\_\_\_\_ with dolls when I was a child.
13. What do you remember (*do*) \_\_\_\_\_ when you were a child?
14. What do you remember (*do*) \_\_\_\_\_ before you leave for class every day?
15. What did you forget (*do*) \_\_\_\_\_ before you left for class this morning?
16. I'll never forget (*carry*) \_\_\_\_\_ my wife over the threshold when we moved into our first home.
17. I can't ever forget (*watch*) \_\_\_\_\_ our team score the winning goal in the last seconds of the championship game.

18. Don't forget (*do*) \_\_\_\_\_ your homework tonight!
19. I regret (*inform*) \_\_\_\_\_ you that your loan application has not been approved.
20. I regret (*listen, not*) \_\_\_\_\_ to my father's advice. He was right.
21. When a student asks a question, the teacher always tries (*explain*) \_\_\_\_\_ the problem as clearly as possible.
22. I tried everything, but the baby still wouldn't stop crying. I tried (*hold*) \_\_\_\_\_ him, but that didn't help. I tried (*feed*) \_\_\_\_\_ him, but he refused the food and continued to cry. I tried (*burp*) \_\_\_\_\_ him. I tried (*change*) \_\_\_\_\_ his diapers. Nothing worked. The baby wouldn't stop crying.

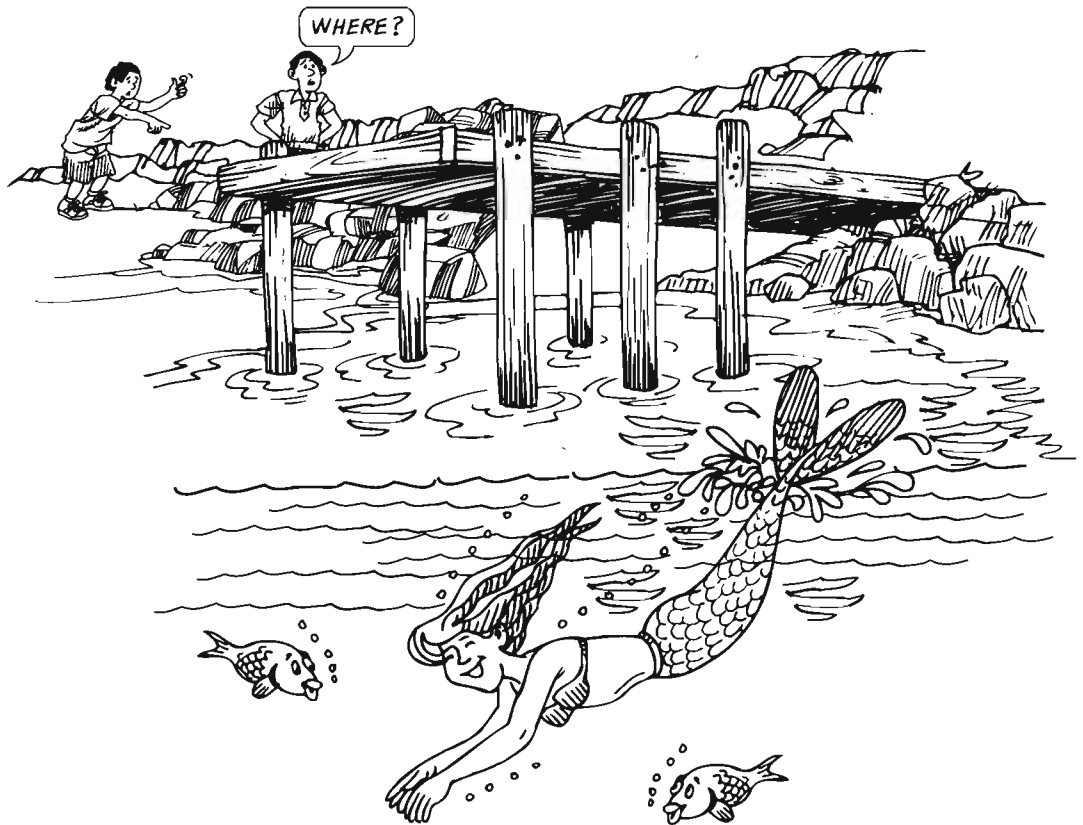


□ EXERCISE 16. Gerund vs. infinitive. (Charts 14-4 → 14-8)

*Directions:* Supply an appropriate form, gerund or infinitive, of the verbs in parentheses.

1. Mary reminded me (*be, not*) not to be late for the meeting.
2. We went for a walk after we finished (*clean*) \_\_\_\_\_ up the kitchen.
3. I forgot (*take*) \_\_\_\_\_ a book back to the library, so I had to pay a fine.
4. When do you expect (*leave*) \_\_\_\_\_ on your trip?
5. The baby started (*talk*) \_\_\_\_\_ when she was about eighteen months old.
6. I don't mind (*wait*) \_\_\_\_\_ for you. Go ahead and finish (*do*) \_\_\_\_\_ your work.
7. I've decided (*stay*) \_\_\_\_\_ here over vacation and (*paint*) \_\_\_\_\_ my room.
8. We discussed (*quit*) \_\_\_\_\_ our jobs and (*open*) \_\_\_\_\_ our own business.
9. I'm getting tired. I need (*take*) \_\_\_\_\_ a break.
10. Sometimes students avoid (*look*) \_\_\_\_\_ at the teacher if they don't want (*answer*) \_\_\_\_\_ a question.
11. The club members discussed (*postpone*) \_\_\_\_\_ the next meeting until March.
12. Most children prefer (*watch*) \_\_\_\_\_ television to (*listen*) \_\_\_\_\_ to the radio.
13. My grandfather prefers (*read*) \_\_\_\_\_ .
14. Did Carol agree (*go*) \_\_\_\_\_ (*camp*) \_\_\_\_\_ with you?
15. As the storm approached, the birds quit (*sing*) \_\_\_\_\_ .
16. The taxi driver refused (*take*) \_\_\_\_\_ a check. He wanted the passenger (*pay*) \_\_\_\_\_ cash.
17. The soldiers were ordered (*stand*) \_\_\_\_\_ at attention.
18. The travel agent advised us (*wait, not*) \_\_\_\_\_ until August.

18. The little boy had a lot of trouble (*convince*) \_\_\_\_\_ anyone he had seen a mermaid.



19. Liz encouraged me (*throw away*) \_\_\_\_\_ my old running shoes with holes in the toes and (*buy*) \_\_\_\_\_ a new pair.
20. I'm considering (*drop out of*) \_\_\_\_\_ school, (*hitchhike*) \_\_\_\_\_ to New York, and (*try*) \_\_\_\_\_ (*find*) \_\_\_\_\_ a job.
21. Don't forget (*tell*) \_\_\_\_\_ Jane (*call*) \_\_\_\_\_ me about (*go*) \_\_\_\_\_ (*swim*) \_\_\_\_\_ tomorrow.
22. Sally reminded me (*ask*) \_\_\_\_\_ you (*tell*) \_\_\_\_\_ Bob (*remember*) \_\_\_\_\_ (*bring*) \_\_\_\_\_ his soccer ball to the picnic.

□ EXERCISE 26. Gerunds as subjects. (Chart 14-11)

Directions: Complete the sentences. Use gerund phrases as subjects.

1. . . . isn't easy. → *Climbing to the top of a mountain isn't easy.*
2. . . . is hard.
3. . . . can be interesting.
4. . . . was a good experience.
5. Does . . . sound like fun to you?
6. . . . demands patience and a sense of humor.
7. . . . is a complicated process.
8. . . . is considered impolite in my country.

□ EXERCISE 27. IT + infinitive; gerunds as subjects. (Chart 14-11)

Directions: Work in pairs.

Speaker A: Your book is open. Give the cue.

Speaker B: Your book is closed. Complete the sentence with an infinitive phrase.

Speaker A: Create a sentence with the same meaning by using a gerund phrase as the subject.

Example:

SPEAKER A (*book open*): It's fun . . . .

SPEAKER B (*book closed*): . . . to ride a horse.

SPEAKER A: Riding a horse is fun.

Switch roles.

1. It's dangerous . . . .
2. It's easy . . . .
3. It's impolite . . . .
4. It is important . . . .
5. It is wrong . . . .
6. It takes a lot of time . . . .
7. It's a good idea . . . .
8. Is it difficult . . . ?

□ EXERCISE 28. Activity: gerunds and infinitives. (Chapter 14)

Directions: Form a group of three to five members. Choose one of the story beginnings or make up your own. Each group member continues the story by adding a sentence or two. At least one of the sentences should contain words from the given list, plus a gerund or infinitive phrase (but it is okay simply to continue the story without using a gerund or infinitive if it works out that way). As a group, use as many of the words in the list which follows as you can.

Example: (Yoko) had a bad night last night. First, when she got home, she discovered that . . . .

SPEAKER A: . . . her door was unlocked. She didn't **recall leaving** her door unlocked.

She always **remembers to lock** her door and in fact specifically **remembered locking** it that morning. So she became afraid that someone had broken into her apartment.

SPEAKER B: She **thought about going** inside, but then decided **it** would be better **not to go** into her apartment alone. What if there was a burglar inside?

SPEAKER C: **Instead of going** into her apartment alone, Yoko walked to her next-door neighbor's door and knocked.

SPEAKER D: Her neighbor answered the door. He could see that something was the matter. "Are you all right?" he asked her.

SPEAKER A: Etc.

*Story beginnings:*

1. ( . . . ) is having trouble with (her/his) roommate, whose name is ( . . . ). (Her/His) roommate keeps many pets even though the lease they signed forbids residents to keep animals in their apartments. Yesterday, one of these pets, a/an . . . .
2. Not long ago, ( . . . ) and ( . . . ) were walking home together after dark. They heard a strange whooshing sound. When they looked up in the night sky, they saw a huge hovering aircraft. It glowed! It was round and green! ( . . . ) was frightened and curious at the same time. (She/He) wanted to . . . , but . . . .
3. Once upon a time, ( . . . ) lived in a faraway village in a remote mountainous region. All of the villagers were terrified because of the dragon that lived nearby. At least once a week, the dragon would descend on the village and . . . .
4. It was a dark and stormy night. ( . . . ) was all alone at home. Suddenly . . . .
5. ( . . . ) had a bad day yesterday. First of all, when (she/he) got up in the morning, (she/he) discovered that . . . .

*List of words and phrases to work into the story:*

PREPOSITIONAL EXPRESSIONS FOLLOWED BY GERUNDS	VERBS FOLLOWED BY GERUNDS OR INFINITIVES	<i>IT + INFINITIVE</i> OR A GERUND SUBJECT
<i>be accused of</i>	<i>admit</i>	<i>be a bad experience</i>
<i>be accustomed to</i>	<i>advise</i>	<i>be a bad idea</i>
<i>in addition to</i>	<i>afford</i>	<i>be better</i>
<i>be afraid</i>	<i>agree</i>	<i>be clever</i>
<i>apologize (to someone) for</i>	<i>ask</i>	<i>be dangerous</i>
<i>believe in</i>	<i>avoid</i>	<i>be difficult</i>
<i>blame (someone) for</i>	<i>beg</i>	<i>be easy</i>
<i>be capable of</i>	<i>begin</i>	<i>be essential</i>
<i>be committed to</i>	<i>consider</i>	<i>be foolish</i>
<i>complain about</i>	<i>continue</i>	<i>be a good experience</i>
<i>dream of</i>	<i>convince</i>	<i>be a good idea</i>
<i>forgive (someone) for</i>	<i>decide</i>	<i>be fun</i>
<i>be excited about</i>	<i>demand</i>	<i>be hard</i>
<i>be guilty of</i>	<i>deny</i>	<i>be important</i>
<i>instead of</i>	<i>discuss</i>	<i>be impossible</i>
<i>be interested in</i>	<i>dislike</i>	<i>be interesting</i>
<i>look forward to</i>	<i>encourage</i>	<i>be necessary</i>
<i>be opposed to</i>	<i>enjoy</i>	<i>be a pleasure</i>
<i>prevent (someone) from</i>	<i>expect</i>	<i>be possible</i>
<i>be scared of</i>	<i>fail</i>	<i>be relaxing</i>
<i>stop (someone) from</i>	<i>force</i>	<i>take effort</i>
<i>succeed in</i>	<i>forget</i>	<i>take energy</i>
<i>take advantage of</i>	<i>hesitate</i>	<i>take money</i>
<i>be terrified of</i>	<i>hope</i>	<i>take patience</i>
<i>thank (someone) for</i>	<i>invite</i>	<i>take time</i>
<i>think of</i>	<i>learn</i>	
<i>be tired of</i>	<i>like</i>	
<i>be worried about</i>	<i>manage</i>	
	<i>mind</i>	
	<i>need</i>	
	<i>offer</i>	
	<i>permit</i>	
	<i>persuade</i>	
	<i>plan</i>	
	<i>postpone</i>	
	<i>prefer</i>	
	<i>prepare</i>	
	<i>pretend</i>	
	<i>promise</i>	
	<i>quit</i>	
	<i>recall</i>	
	<i>refuse</i>	
	<i>regret</i>	
	<i>remember</i>	
	<i>remind</i>	
	<i>risk</i>	
	<i>seem</i>	
	<i>start</i>	
	<i>stop</i>	
	<i>struggle</i>	
	<i>suggest</i>	
	<i>threaten</i>	
	<i>wait</i>	
	<i>want</i>	
	<i>warn</i>	





# CHAPTER 15

## Gerunds and Infinitives, Part 2

### CONTENTS

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15-4	Passive and past forms of infinitives and gerunds	15-9	Using causative verbs: <b>make</b> , <b>have</b> , <b>get</b>
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### 15-1 INFINITIVE OF PURPOSE: *IN ORDER TO*

(a) He came here <b>in order to study</b> English. (b) He came here <b>to study</b> English.	<b>In order to</b> is used to express <i>purpose</i> . It answers the question "Why?" <b>In order</b> is often omitted, as in (b).
(c) <b>INCORRECT</b> : He came here <i>for studying</i> English. (d) <b>INCORRECT</b> : He came here <i>for to study</i> English. (e) <b>INCORRECT</b> : He came here <i>for study</i> English.	To express purpose, use ( <b>in order</b> ) <b>to</b> , not <b>for</b> , with a verb.*
(f) I went to the store <b>for some bread</b> . (g) I went to the store <b>to buy some bread</b> .	<b>For</b> can be used to express purpose, but it is a preposition and is followed by a noun object, as in (f).

\*Exception: The phrase **be used for** expresses the typical or general purpose of a thing. In this case, the preposition **for** is followed by a gerund: *A saw is used for cutting wood*. Also possible: *A saw is used to cut wood*.

However, to talk about a particular thing and a particular situation, **be used + an infinitive** is used: *A chain saw was used to cut (NOT for cutting) down the old oak tree*.

#### □ EXERCISE 1. Error analysis: IN ORDER TO. (Chart 15-1)

*Directions:* Correct the errors.

to

1. I went to the library ~~for~~ study last night.
2. Helen borrowed my dictionary for to look up the spelling of "occurred."
3. The teacher opened the window for letting some fresh air in the room.
4. I came to this school for learn English.
5. I traveled to Osaka for to visit my sister.

□ EXERCISE 2. IN ORDER TO vs. FOR. (Chart 15-1)

*Directions:* Make up completions. Express the *purpose* of the action.

1. I went to Chicago to visit my relatives.
2. Tom went to Chicago for a business conference.
3. I went to the market for \_\_\_\_\_
4. Mary went to the market to \_\_\_\_\_
5. I went to the doctor to \_\_\_\_\_
6. My son went to the doctor for \_\_\_\_\_
7. I swim every day to \_\_\_\_\_
8. My friend swims every day for \_\_\_\_\_
9. I drove into the service station to \_\_\_\_\_
10. They stopped at the service station for \_\_\_\_\_

□ EXERCISE 3. IN ORDER TO. (Chart 15-1)

*Directions:* Add **in order** wherever possible. If nothing should be added, write Ø.

1. I went to the garden center in order to get some fertilizer for my flowers.
2. When the teacher asked him a question, Jack pretended Ø to understand what she was saying.
3. My roommate asked me \_\_\_\_\_ to clean up the dishes after dinner.
4. I bought a new screwdriver \_\_\_\_\_ to repair my bicycle.
5. My mother always said I should eat lots of green vegetables \_\_\_\_\_ to make my body strong.
6. Mustafa climbed onto a chair \_\_\_\_\_ to change a light bulb in the ceiling.
7. I really want \_\_\_\_\_ to learn Italian before I visit Venice next year.
8. I jog three times a week \_\_\_\_\_ to stay healthy.
9. It is a good idea \_\_\_\_\_ to know where your children are at all times.
10. I need to find her \_\_\_\_\_ to talk to her.
11. Rita has to work at two jobs \_\_\_\_\_ to support herself and her three children.

12. Jim finally went to the dentist \_\_\_\_\_ to get some relief from his toothache.
13. It's easier for me \_\_\_\_\_ to understand written English than it is to understand spoken English.
14. I practice speaking English into a tape recorder \_\_\_\_\_ to improve my pronunciation.
15. It isn't important \_\_\_\_\_ to speak English without an accent as long as people understand what you're saying.



## 15-2 ADJECTIVES FOLLOWED BY INFINITIVES

- (a) We *were sorry to hear* the bad news.  
 (b) I *was surprised to see* Tim at the meeting.

Certain adjectives can be immediately followed by infinitives, as in (a) and (b). In general, these adjectives describe a person (or persons), not a thing. Many of these adjectives describe a person's feelings or attitudes.

### SOME COMMON ADJECTIVES FOLLOWED BY INFINITIVES

<i>glad to (do it)</i>	<i>sorry to*</i>	<i>ready to</i>	<i>careful to</i>	<i>surprised to*</i>
<i>happy to</i>	<i>sad to*</i>	<i>prepared to</i>	<i>hesitant to</i>	<i>amazed to*</i>
<i>pleased to</i>	<i>upset to*</i>	<i>anxious to</i>	<i>reluctant to</i>	<i>astonished to*</i>
<i>delighted to</i>	<i>disappointed to*</i>	<i>eager to</i>	<i>afraid to</i>	<i>shocked to*</i>
<i>content to</i>		<i>willing to</i>		<i>stunned to*</i>
<i>relieved to</i>	<i>proud to</i>	<i>motivated to</i>	<i>likely to</i>	
<i>lucky to</i>	<i>ashamed to</i>	<i>determined to</i>	<i>certain to</i>	
<i>fortunate to</i>				

\*The expressions with asterisks are usually followed by infinitive phrases with verbs such as *see, learn, discover, find out, hear*.

### □ EXERCISE 4. Adjectives followed by infinitives. (Chart 15-2)

*Directions:* Complete the sentences, using the expressions listed in Chart 15-2 and your own words. Use infinitive phrases in your completions.

- Maria always speeds on the expressway. She's . . . .  
 → *She's certain to get stopped by the police.*  
 → *She's likely to get a ticket.*
- There have been a lot of burglaries in my neighborhood recently, so I have started taking precautions. Now I am always very . . . .
- I've worked hard all day long. Enough's enough! I'm . . . .
- Next month, I'm going to a family reunion—the first one in 25 years. I'm very much looking forward to it. I'm . . . .
- Some children grow up in unhappy homes. My family, however, has always been loving and supportive. I'm . . . .
- Ivan's run out of money again, but he doesn't want anyone to know his situation. He needs money desperately, but he's . . . .

7. Rosalyn wants to become an astronaut. That has been her dream since she was a little girl. She has been working hard toward her goal and is . . . .
8. Mr. Wah was offered an excellent job in another country, but his wife and children don't want to move. He's not sure what to do. Although he would like the job, he's . . . .
9. Our neighbors had extra tickets to the ballet, so they invited us to go with them. Since both of us love the ballet, we were . . . .
10. Sally recently told me what my wayward brother is up to these days. I couldn't believe my ears! I was . . . .

□ EXERCISE 5. Adjectives followed by infinitives. (Chart 15-2)

*Directions:* Work in pairs.

Speaker A: Your book is open. Give the cues.

Speaker B: Your book is closed. Answer "yes" to the question. Use an infinitive phrase in your response.

*Example:*

SPEAKER A (*book open*): You saw your friend at the airport. Were you happy?

SPEAKER B (*book closed*): Yes. I was happy to see my friend at the airport.

1. ( . . . ) has a lot of good friends. Is he/she fortunate?
2. You're leaving on vacation soon. Are you eager?
3. You met ( . . . )'s wife/husband. Were you delighted?
4. You went to (*name of a faraway place in the world*) last summer. You saw ( . . . ) there. Were you surprised?

*Switch roles.*

5. You're going to take a test tomorrow. Are you prepared?
6. You're thinking about asking ( . . . ) a personal question. Are you hesitant?
7. Your friend was ill. Finally you found out that she was okay. Were you relieved?
8. You heard about ( . . . )'s accident. Were you sorry?

□ EXERCISE 6. Adjectives followed by infinitives. (Chart 15-2)

*Directions:* Work in pairs, in groups, or as a class.

Speaker A: Your book is open. Ask the questions.

Speaker B: Your book is closed. Answer in complete sentences.

1. What are you careful to do before you cross a busy street?
2. What are children sometimes afraid to do?
3. When you're tired in the evening, what are you content to do?
4. If one of your friends has a problem, what are you willing to do?
5. Sometimes when people don't know English very well, what are they reluctant to do?
6. If the teacher announces there is a test tomorrow, what will you be motivated to do?
7. What are you determined to do before you are 70 years old?
8. What are some things people should be ashamed to do?
9. Is there anything you are eager to do today or tomorrow?
10. In what ways are you a fortunate person?
11. Can you tell me something you were shocked to find out?/astonished to learn?
12. Can you tell me something you were disappointed to discover?/sad to hear?

## 15-3 USING INFINITIVES WITH TOO AND ENOUGH

<p>COMPARE</p> <p>(a) That box is <b>too heavy</b> for Bob to lift.</p> <p>(b) That box is <b>very heavy</b>, but Bob can lift it.</p>	<p>In the speaker's mind, the use of <b>too</b> implies a negative result.</p> <p>In (a): <b>too heavy</b> = It is <i>impossible</i> for Bob to lift that box.</p> <p>In (b): <b>very heavy</b> = It is <i>possible but difficult</i> for Bob to lift that box.</p>
<p>(c) I am <b>strong enough</b> to lift that box. I can lift it.</p> <p>(d) I have <b>enough strength</b> to lift that box.</p> <p>(e) I have <b>strength enough</b> to lift that box.</p>	<p><b>Enough</b> follows an adjective, as in (c).</p> <p>Usually <b>enough</b> precedes a noun, as in (d). In formal English, it may follow a noun, as in (e).</p>

### □ EXERCISE 7. Using infinitives with TOO and ENOUGH. (Chart 15-3)

*Directions:* Think of a negative result, and then complete the sentence with an infinitive phrase.

1. That ring is too expensive. → Negative result: *I can't buy it. That ring is too expensive for me to buy.*
2. I'm too tired. → Negative result: *I can't/don't want to go to the meeting. I'm too tired to go to the meeting.*
3. It's too late. → Negative result: . . . .
4. It's too cold.
5. Nuclear physics is too difficult.
6. I'm too busy.
7. My son is too young.
8. The mountain cliff is too steep.

*Now think of a positive result, and complete the sentence with an infinitive phrase.*

9. That ring is very expensive, but it isn't too expensive → Positive result: *I can buy it. That ring isn't too expensive for me to buy.*
10. I'm very tired, but I'm not too tired → Positive result: . . . .
11. My suitcase is very heavy, but it's not too heavy.
12. I'm very busy, but I'm not too busy.

### □ EXERCISE 8. Activity: using infinitives with TOO and ENOUGH. (Chart 15-3)

*Directions:* Discuss the questions.

1. (. . .)'s daughter is 18 months old. Is she too young or very young?
2. What is a child too young to do but an adult old enough to do?
3. Who had a good dinner last night? Was it too good or very good?
4. Is it very difficult or too difficult to learn English?
5. After you wash your clothes, are they too clean or very clean?
6. Who stayed up late last night? Did you stay up too late or very late?
7. What is your pocket big enough to hold? What is it too small to hold?

8. Compare a mouse with an elephant. Is a mouse too small or very small?
9. What is the highest mountain in (*this country/the world*)? Is it too high or very high?
10. What did you have enough time to do before class today?
11. What's the difference between the following situations?
  - a. We don't have enough big envelopes.
  - b. We don't have big enough envelopes.
12. If you apologize for something, do you say you're very sorry or too sorry?
13. What is the sun too bright for you to do?
14. What can't you do if a room is too dark?
15. In what circumstances would you say your cup of tea or coffee is too full?

## 15-4 PASSIVE AND PAST FORMS OF INFINITIVES AND GERUNDS

### FORMS

	SIMPLE	PAST
ACTIVE	<i>to see</i> <i>seeing</i>	<i>to have seen</i> <i>having seen</i>
PASSIVE	<i>to be seen</i> <i>being seen</i>	<i>to have been seen</i> <i>having been seen</i>

PAST INFINITIVE: **to have** + *past participle*

(a) The rain seems **to have stopped**.

The event expressed by a past infinitive or past gerund happened before the time of the main verb. In (a): *The rain seems now to have stopped a few minutes ago.*\*

PAST GERUND: **having** + *past participle*

(b) I appreciate **having had** the opportunity to meet the king.

In (b): I met the king yesterday. *I appreciate now having had the opportunity to meet the king yesterday.*\*

PASSIVE INFINITIVE: **to be** + *past participle*

(c) I didn't expect **to be invited** to his party.

In (c): **to be invited** is passive. The understood by-phrase is "by him": *I didn't expect to be invited by him.*

PASSIVE GERUND: **being** + *past participle*

(d) I appreciated **being invited** to your home.

In (d): **being invited** is passive. The understood by-phrase is "by you": *I appreciated being invited by you.*

PAST-PASSIVE INFINITIVE: **to have been** + *past participle*

(e) Nadia is fortunate **to have been given** a scholarship.

In (e): Nadia was given a scholarship last month by her government. She is fortunate. *Nadia is fortunate now to have been given a scholarship last month by her government.*

PAST-PASSIVE GERUND: **having been** + *past participle*

(f) I appreciate **having been told** the news.

In (f): I was told the news yesterday by someone. I appreciate that. *I appreciate now having been told the news yesterday by someone.*

\*If the main verb is past, the action of the past infinitive or gerund happened before a time in the past:

*The rain seemed to have stopped.* = The rain seemed at six P.M. to have stopped before six P.M.

*I appreciated having had the opportunity to meet the king.* = I met the king in 1995. In 1997 I appreciated having had the opportunity to meet the king in 1995.

□ EXERCISE 9. Passive and past forms of infinitives and gerunds. (Chart 15-4)

Directions: Supply an appropriate form for each verb in parentheses.

1. I don't enjoy (*laugh*) being laughed at by other people.
2. I'm angry at him for (*tell, not*) not telling / not having told\* me the truth.
3. It is easy (*fool*) to be fooled by his lies.
4. I expected (*invite*) \_\_\_\_\_ to the party, but I wasn't.
5. Sometimes adolescents complain about not (*understand*) \_\_\_\_\_ by their parents.
6. Your compositions are supposed (*write*) \_\_\_\_\_ in ink.
7. Jin Won had a narrow escape. He was almost hit by a car. He barely avoided (*hit*) \_\_\_\_\_ by a speeding automobile.
8. Ms. Thompson is always willing to help if there is a problem in the office, but she doesn't want (*call*) \_\_\_\_\_ at home unless there is an emergency.
9. Jack Welles has a good chance of (*elect*) \_\_\_\_\_. I know I'm going to vote for him.
10. Carlos appears (*lose*) \_\_\_\_\_ some weight. Has he been ill?
11. You must tell me the truth. I insist on (*tell*) \_\_\_\_\_ the truth.
12. Don't all of us want (*love*) \_\_\_\_\_ and (*need*) \_\_\_\_\_ by other people?
13. Dear Hiroki,  
I feel guilty about (*write, not*) \_\_\_\_\_ to you sooner, but I've been swamped with work lately.
14. A: You know Jim Frankenstein, don't you?  
B: Jim Frankenstein? I don't think so. I don't recall ever (*meet*) \_\_\_\_\_ him.
15. Mr. Gow mentioned (*injure*) \_\_\_\_\_ in an accident as a child, but he never told us the details.
16. Tim was in the army during the war. He was caught by the enemy, but he managed to escape. He is lucky (*escape*) \_\_\_\_\_ with his life.

\*The past gerund is used to emphasize that the action of the gerund took place before that of the main verb. However, often there is little difference in meaning between a simple gerund and a past gerund.

17. A: Is Abdul a transfer student?

B: Yes.

A: Where did he go to school before he came here?

B: I'm not sure, but I think he mentioned something about (go) \_\_\_\_\_  
\_\_\_\_\_ to UCLA or USC.

18. We would like (invite) \_\_\_\_\_ to the president's reception at  
the Pearl Hotel last week, but we weren't.\*

## 15-5 USING GERUNDS OR PASSIVE INFINITIVES FOLLOWING NEED

(a) I *need to borrow* some money.  
(b) John *needs to be told* the truth.

Usually an infinitive follows *need*, as in (a) and (b).

(c) The house *needs painting*.  
(d) The house *needs to be painted*.

In certain circumstances, a gerund may follow *need*. In this case, the gerund carries a passive meaning. Usually the situations involve fixing or improving something. (c) and (d) have the same meaning.

### □ EXERCISE 10. Using gerunds or passive infinitives following NEED. (Chart 15-5)

*Directions:* Supply an appropriate form of the verbs in parentheses.

1. The chair is broken. I need (*fix*) to fix it. The chair needs (*fix*)  
fixing / to be fixed.
2. The baby's diaper is wet. It needs (*change*) \_\_\_\_\_.
3. What a mess! This room needs (*clean*) \_\_\_\_\_ up. We  
need (*clean*) \_\_\_\_\_ it up before the company arrives.
4. My shirt is wrinkled. It needs (*iron*) \_\_\_\_\_.
5. There is a hole in our roof. The roof needs (*repair*) \_\_\_\_\_.
6. I have books and papers all over my desk. I need (*take*) \_\_\_\_\_ some  
time to straighten up my desk. It needs (*straighten*) \_\_\_\_\_ up.
7. The apples on the tree are ripe. They need (*pick*) \_\_\_\_\_.
8. The dog's been digging in the mud. He needs (*wash*) \_\_\_\_\_.

\*Sometimes native speakers use both a past modal and a past infinitive even though only one past form is necessary: *We would have liked to have been invited* . . . . Also possible, with the same meaning: *We would have liked to be invited* . . . .



□ EXERCISE 11. Gerunds vs. infinitives following NEED. (Chart 15-5)

Directions: Look at the picture.  
What needs doing/to be done?



## 15-6 USING A POSSESSIVE TO MODIFY A GERUND

*We came to class late. Mr. Lee complained about that fact.*

- (a) FORMAL: Mr. Lee complained about **our coming** to class late.\*  
(b) INFORMAL: Mr. Lee complained about **us coming** to class late.

In formal English, a possessive adjective (e.g., **our**) is used to modify a gerund, as in (a).

In informal English, the object form of a pronoun (e.g., **us**) is frequently used, as in (b).

- (c) FORMAL: Mr. Lee complained about **Mary's coming** to class late.  
(d) INFORMAL: Mr. Lee complained about **Mary coming** to class late.

In very formal English, a possessive noun (e.g., **Mary's**) is used to modify a gerund.

The possessive form is often not used in informal English, as in (d).

\**Coming to class late* occurred before *Mr. Lee complained*, so a past gerund is also possible: *Mr. Lee complained about our having come to class late.*

□ EXERCISE 12. Using a possessive to modify a gerund. (Chart 15-6)

Directions: Combine the pairs of sentences. Change *that fact* to a gerund phrase. Use formal English. Discuss informal usage.

- Mary won a scholarship. We are excited about *that fact*.  
→ *We are excited about Mary's (Mary) winning a scholarship.*
- He didn't want to go. I couldn't understand *that fact*.  
→ *I couldn't understand his (him) not wanting to go.*
- You took the time to help us. We greatly appreciate *that fact*.
- We talked about him behind his back. The boy resented *that fact*.
- They ran away to get married. *That fact* shocked everyone.
- You are late to work every morning. I will no longer tolerate *that fact*.
- Ann borrowed Sally's clothes without asking her first. Sally complained about *that fact*.
- Helen is here to answer our questions about the company's new insurance plan. We should take advantage of *that fact*.

□ EXERCISE 13. Review: verb forms. (Charts 14-1 → 15-6)

*Directions:* Supply an appropriate form for each verb in parentheses.

1. Alice didn't expect (*ask*) \_\_\_\_\_ to Bill's party.
2. I'm not accustomed to (*drink*) \_\_\_\_\_ coffee with my meals.
3. I'll help you with your homework as soon as I finish (*wash*) \_\_\_\_\_ the dishes.
4. She took a deep breath (*relax*) \_\_\_\_\_ herself before she got up to give her speech.
5. I'm prepared (*answer*) \_\_\_\_\_ any question that might be asked during my job interview tomorrow.
6. Matthew left without (*tell*) \_\_\_\_\_ anyone.
7. It's useless. Give up. Enough's enough. Don't keep (*beat*) \_\_\_\_\_ your head against a brick wall.
8. His (*be, not*) \_\_\_\_\_ able to come is disappointing.
9. I hope (*award*) \_\_\_\_\_ a scholarship for the coming semester.
10. We are very pleased (*accept*) \_\_\_\_\_ your invitation.
11. I have considered (*get*) \_\_\_\_\_ a part-time job (*help*) \_\_\_\_\_ pay for my school expenses.
12. It is exciting (*travel*) \_\_\_\_\_ to faraway places and (*leave*) \_\_\_\_\_ one's daily routine behind.
13. (*Help*) \_\_\_\_\_ the disadvantaged children learn how to read was a rewarding experience.
14. He wants (*like*) \_\_\_\_\_ and (*trust*) \_\_\_\_\_ by everyone.
15. I can't help (*wonder*) \_\_\_\_\_ why Larry did such a foolish thing.
16. Mr. Carson is very lucky (*choose*) \_\_\_\_\_ by the committee as their representative to the meeting in Paris.
17. (*Live*) \_\_\_\_\_ in a city has certain advantages.
18. Keep on (*do*) \_\_\_\_\_ whatever you were doing. I didn't mean (*interrupt*) \_\_\_\_\_ you.
19. It is very kind of you (*take*) \_\_\_\_\_ care of that problem for me.
20. She opened the window (*let*) \_\_\_\_\_ in some fresh air.
21. They agreed (*cooperate*) \_\_\_\_\_ with us to the fullest extent.
22. Jack wastes a lot of time (*hang*) \_\_\_\_\_ out with his friends on street corners.
23. Did you remember (*turn*) \_\_\_\_\_ in your assignment?
24. I don't remember ever (*hear*) \_\_\_\_\_ that story before.

25. Does your son regret (*leave*) \_\_\_\_\_ home and (*go*) \_\_\_\_\_ to a foreign country (*study*) \_\_\_\_\_?
26. I appreciate your (*ask*) \_\_\_\_\_ my opinion on the matter.
27. You should stop (*drive*) \_\_\_\_\_ if you get sleepy. It's dangerous (*drive*) \_\_\_\_\_ when you're not alert.
28. I have trouble (*fall*) \_\_\_\_\_ asleep at night.
29. After driving for three hours, we stopped (*get*) \_\_\_\_\_ something to eat.
30. Please forgive me for (*be, not*) \_\_\_\_\_ here to help you yesterday.

□ EXERCISE 14. Review: gerunds and infinitives. (Charts 14-1 → 15-6)

*Directions:* Complete the sentences with your own words. Each sentence should contain a GERUND or an INFINITIVE.

*Example:* You are required . . . .

→ *You are required to stop at the border when entering Canada by car.*

- |                                   |   |
|-----------------------------------|---|
| 1. Your not wanting . . . .       | 9. . . . to be told about . . . .           |
| 2. It's important for . . . .     | 10. . . . had just begun . . . when . . . . |
| 3. I'll never forget . . . .      | 11. Do you think it is easy . . . ?         |
| 4. Jack advised not . . . .       | 12. . . . my having been . . . .            |
| 5. I'm not willing . . . .        | 13. Have you ever considered . . . ?        |
| 6. My apartment needs . . . .     | 14. . . . is likely . . . .                 |
| 7. . . . enough energy . . . .    | 15. Most people object . . . .              |
| 8. . . . in order to save . . . . | 16. . . . try to avoid . . . .              |

## 15-7 USING VERBS OF PERCEPTION

- (a) I **saw** my friend **run** down the street.  
 (b) I **saw** my friend **running** down the street.  
 (c) I **heard** the rain **fall** on the roof.  
 (d) I **heard** the rain **falling** on the roof.

Certain verbs of perception are followed by either *the simple form\** or *the -ing form\*\** of a verb. There is often little difference in meaning between the two forms, except that the **-ing** form usually gives the idea of "while." In (b): I saw my friend while she was running down the street.

- (e) When I walked into the apartment, I **heard** my roommate **singing** in the shower.  
 (f) I **heard** a famous opera star **sing** at the concert last night.

Sometimes (not always) there is a clear difference between using the simple form or the **-ing** form. The use of the **-ing** form gives the idea that an activity is already in progress when it is perceived, as in (e): The singing was in progress when I first heard it. In (f): I heard the singing from beginning to end. It was not in progress when I first heard it.

VERBS OF PERCEPTION FOLLOWED BY THE SIMPLE FORM OR THE **-ING** FORM

<i>see</i>	<i>look at</i>	<i>hear</i>	<i>feel</i>	<i>smell</i>
<i>notice</i>	<i>observe</i>	<i>listen to</i>		
<i>watch</i>				

\**The simple form of a verb* = the infinitive form without "to." **INCORRECT:** I saw my friend *to run* down the street.

\*\**The -ing form* refers to the present participle.

□ EXERCISE 15. Using verbs of perception. (Chart 15-7)

**PART I.** Complete the sentences with any appropriate verbs. Both the simple form and the **-ing** form are possible with little, if any, difference in meaning.

1. Polly was working in her garden, so she didn't hear the phone ring / ringing.
2. I like to listen to the birds \_\_\_\_\_ when I get up early in the morning.
3. The guard observed a suspicious-looking person \_\_\_\_\_ into the bank.
4. There was an earthquake in my hometown last year. It was just a small one, but I could feel the ground \_\_\_\_\_.
5. I was almost asleep last night when I suddenly heard someone \_\_\_\_\_ on the door.
6. While I was waiting for my plane, I watched other planes \_\_\_\_\_ and \_\_\_\_\_.

**PART II.** Both the simple form and the **-ing** form are grammatically correct, so you can't make a grammar mistake. But a speaker might choose one over the other. Read the situation, then decide which form seems better to you in the sentence that contains a verb of perception. Remember that the **-ing** form gives the idea that an activity is in progress when it is perceived.

1. SITUATION: *I was downtown yesterday. I saw the police. They were chasing a thief.*

When I was downtown yesterday, I saw the police chasing a thief.

2. SITUATION: *The front door slammed. I got up to see if someone had come in.*

When I heard the front door \_\_\_\_\_, I got up to see if someone had come in.

3. SITUATION: *Uncle Jake is in the bedroom. He is snoring.*

I know Uncle Jake is in the bedroom because I can hear him \_\_\_\_\_.

4. SITUATION: *When I walked past the park, some children were playing softball.*

When I walked past the park, I saw some children \_\_\_\_\_ softball.



5. SITUATION: *It was graduation day in the auditorium. When the school principal called my name, I walked to the front of the room.*

When I heard the school principal \_\_\_\_\_ my name, I walked to the front of the auditorium to receive my diploma.

6. SITUATION: *I glanced out the window. Jack was walking toward the house. I was surprised.*  
I was surprised when I glanced out the window and saw Jack \_\_\_\_\_  
toward the house.
7. SITUATION: *Someone is calling for help in the distance. I suddenly hear that.*  
Listen! Do you hear someone \_\_\_\_\_ for help? I do.
8. SITUATION: *My daughter's team plays soccer every weekend. I always watch the team when they play a game.*  
I enjoy watching my daughter \_\_\_\_\_ soccer every weekend.
9. SITUATION: *I went to bed around eleven. At that time, the people in the next apartment were singing and laughing.*  
When I went to bed last night around eleven, I could hear the people in the next  
apartment \_\_\_\_\_ and \_\_\_\_\_. I had trouble getting to  
sleep because they were making so much noise.
10. SITUATION: *A fly landed on the table. I swatted it with a rolled up newspaper.*  
As soon as I saw the fly \_\_\_\_\_ on the table, I swatted it with a rolled up  
newspaper.
11. SITUATION: *I smell smoke. Something must be burning.*  
Do you smell something \_\_\_\_\_? I do.
12. SITUATION: *I was sitting in class. Suddenly someone touched my shoulder.*  
I was startled in class yesterday when I felt someone \_\_\_\_\_ my shoulder.  
I didn't mind. It just surprised me. It was Olga. She wanted to borrow my dictionary.

EXERCISE 16. Activity: using verbs of perception. (Chart 15-7)

*Directions:* Describe what you see and hear.

1. What do you see happening around you right now?
2. Ask ( . . . ) to stand up and sit back down. What did you just see ( . . . ) do?
3. Close your eyes. What do you hear happening right now?
4. Ask ( . . . ) to say something. What did you just hear ( . . . ) say?
5. Ask ( . . . ) to do something. As he/she continues to do this, describe what you see and hear him/her doing.

## 15-8 USING THE SIMPLE FORM AFTER *LET* AND *HELP*

- (a) My father *lets* me *drive* his car.  
(b) I *let* my friend *borrow* my bicycle.  
(c) *Let's go* to a movie.

**Let** is followed by the simple form of a verb, not an infinitive.  
*INCORRECT:* My father lets me *to drive* his car.

- (d) My brother *helped* me *wash* my car.  
(e) My brother *helped* me *to wash* my car.

**Help** is often followed by the simple form of a verb, as in (d).  
An infinitive is also possible, as in (e). Both (d) and (e) are correct.

□ EXERCISE 17. Using the simple form after LET and HELP. (Chart 15-8)

Directions: Complete the sentences with verb phrases.

1. Don't let me forget to take my keys to the house with me.
2. The teacher usually lets us \_\_\_\_\_
3. Why did you let your roommate \_\_\_\_\_
4. You shouldn't let other people \_\_\_\_\_
5. A stranger helped the lost child \_\_\_\_\_
6. It was very kind of my friend to help me \_\_\_\_\_
7. Keep working. Don't let me \_\_\_\_\_
8. Could you help me \_\_\_\_\_

## 15-9 USING CAUSATIVE VERBS: MAKE, HAVE, GET

<p>(a) I <b>made</b> my brother <b>carry</b> my suitcase.          (b) I <b>had</b> my brother <b>carry</b> my suitcase.          (c) I <b>got</b> my brother <b>to carry</b> my suitcase.</p>	<p><b>Make, have, and get</b> can be used to express the idea that "X" causes "Y" to do something. When they are used as causative verbs, their meanings are similar but not identical. In (a): My brother had no choice. I insisted that he carry my suitcase. In (b): My brother carried my suitcase because I asked him to. In (c): I managed to persuade my brother to carry my suitcase.</p>
<p>FORMS          X <b>makes</b> Y <b>do</b> something. (simple form)          X <b>has</b> Y <b>do</b> something. (simple form)          X <b>gets</b> Y <b>to do</b> something. (infinitive)</p>	
<p>CAUSATIVE <b>MAKE</b>          (d) Mrs. Lee <b>made</b> her son <b>clean</b> his room.          (e) Sad movies <b>make</b> me <b>cry</b>.</p>	<p>Causative <b>make</b> is followed by the simple form of a verb, not an infinitive. (<i>INCORRECT</i>: She made him <i>to clean</i> his room.) <b>Make</b> gives the idea that "X" <b>forces</b> "Y" to do something. In (d): Mrs. Lee's son had no choice.</p>
<p>CAUSATIVE <b>HAVE</b>          (f) I <b>had</b> the plumber <b>repair</b> the leak.          (g) Jane <b>had</b> the waiter <b>bring</b> her some tea.</p>	<p>Causative <b>have</b> is followed by the simple form of a verb, not an infinitive. (<i>INCORRECT</i>: I had him <i>to repair</i> the leak.) <b>Have</b> gives the idea that "X" <b>requests</b> "Y" to do something. In (f): The plumber repaired the leak because I asked him to.</p>
<p>CAUSATIVE <b>GET</b>          (h) The students <b>got</b> the teacher <b>to dismiss</b> class early.          (i) Jack <b>got</b> his friends <b>to play</b> soccer with him after school.</p>	<p>Causative <b>get</b> is followed by an infinitive. <b>Get</b> gives the idea that "X" <b>persuades</b> "Y" to do something. In (h): The students managed to persuade the teacher to let them leave early.</p>
<p>PASSIVE CAUSATIVES          (j) I <b>had</b> my watch <b>repaired</b> (by someone).          (k) I <b>got</b> my watch <b>repaired</b> (by someone).</p>	<p>The past participle is used after <b>have</b> and <b>get</b> to give a passive meaning. In this case, there is usually little or no difference in meaning between <b>have</b> and <b>get</b>. In (j) and (k): I caused my watch to be repaired by someone.</p>

□ EXERCISE 18. Causative verbs. (Chart 15-9)

Directions: Complete the sentences with the words in parentheses.

1. The doctor made the patient (*stay*) stay in bed.
2. Mrs. Crane had her house (*paint*) painted.
3. The teacher had the class (*write*) \_\_\_\_\_ a 2000-word research paper.
4. I made my son (*wash*) \_\_\_\_\_ the windows before he could go outside to play.
5. Kostas got some kids in the neighborhood (*clean*) \_\_\_\_\_ out his garage.
6. I went to the bank to have a check (*cash*) \_\_\_\_\_.
7. Tom had a bad headache yesterday, so he got his twin brother, Tim, (*go*) \_\_\_\_\_ to class for him. The teacher didn't know the difference.
8. When Scott went shopping, he found a jacket that he really liked. After he had the sleeves (*shorten*) \_\_\_\_\_, it fit him perfectly.
9. My boss made me (*redo*) \_\_\_\_\_ my report because he wasn't satisfied with it.
10. Alice stopped at the service station to have the tank (*fill*) \_\_\_\_\_.
11. I got Rosa (*lend*) \_\_\_\_\_ me some money so I could go to a movie last night.
12. Mr. Fields went to a doctor to have a wart on his nose (*remove*) \_\_\_\_\_.
13. I spilled some tomato sauce on my suit coat. Now I need to get my suit (*clean*) \_\_\_\_\_.
14. Peeling onions always makes me (*cry*) \_\_\_\_\_.
15. Tom Sawyer was supposed to paint the fence, but he didn't want to do it. He was a very clever boy. Somehow he got his friends (*do*) \_\_\_\_\_ it for him.
16. We had a professional photographer (*take*) \_\_\_\_\_ pictures of everyone who participated in our wedding.



□ EXERCISE 19. Causative verbs. (Chart 15-9)

*Directions:* Complete the sentences with verb phrases.

1. I got my friend to translate a letter for me.
2. Sometimes parents make their children \_\_\_\_\_
3. When I was at the restaurant, I had the waiter \_\_\_\_\_
4. Many people take their cars to service stations to get the oil \_\_\_\_\_
5. Teachers sometimes have their students \_\_\_\_\_
6. I'm more than willing to help you \_\_\_\_\_
7. Before I left on my trip, I had the travel agent \_\_\_\_\_
8. My cousin's jokes always make me \_\_\_\_\_
9. When I was a child, my parents wouldn't let me \_\_\_\_\_
10. We finally got our landlady \_\_\_\_\_

□ EXERCISE 20. Activity: causative verbs. (Chart 15-9)

*Directions:* Answer the questions in complete sentences.

1. Who has had something fixed recently? What was it? Who fixed it? Where did you go to get it repaired?
2. What did your parents make you do when you were a child? What did they let you do? What did they help you do?
3. In one of the jobs you've held in the past, what did your boss have you do?
4. Have you persuaded someone to do something recently? What did you get him/her to do?
5. Where do you usually go to get . . .
  - a. a check cashed?
  - b. your clothes drycleaned?
  - c. your laundry done?
  - d. your blood pressure checked?
  - e. your hair cut?

□ EXERCISE 21. Error analysis: gerunds, infinitives, causatives. (Chapters 14 and 15)

*Directions:* Correct the errors.

1. Stop tell me what to do! Let me to make up my own mind.
2. My English is pretty good, but sometimes I have trouble to understand lectures at school.
3. When I entered the room, I found my wife to cry over the broken vase that had belonged to her great-grandmother.
4. Sara is going to spend next year for studying Chinese at a university in Taiwan.

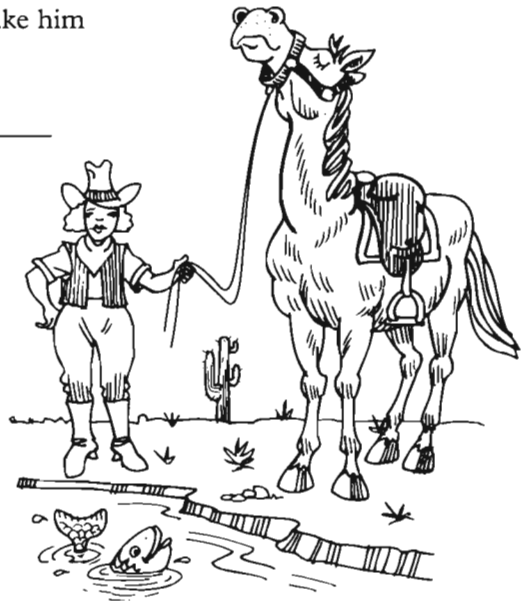


5. I went to the pharmacy for having my prescription to be filled.
6. You shouldn't let children playing with matches.
7. When I got home, Irene was lying in bed think about what a wonderful time she'd had.
8. When Shelley needed a passport photo, she had her picture taking by a professional photographer.
9. I've finally assembled enough information for beginning writing my thesis.
10. Omar is at the park right now. He is sit on a park bench watch the ducks swimming in the pond. The sad expression on his face makes me to feel sorry for him.

□ EXERCISE 22. Review: verb forms. (Chapters 14 and 15)

Directions: Supply an appropriate form for each verb in parentheses.

1. As he contemplated the meaning of life, Edward stood on the beach (*look*)  
     looking out over the ocean.
2. It was a hot day, and the work was hard. I could feel sweat (*trickle*) \_\_\_\_\_  
     down my back.
3. It is foolish (*ignore*) \_\_\_\_\_ physical ailments.
4. You can lead a horse to water, but you can't make him  
     (*drink*) \_\_\_\_\_.
5. My cousins helped me (*move*) \_\_\_\_\_  
     into my new apartment.
6. I was tired, so I just watched them (*play*)  
     \_\_\_\_\_ volleyball instead of  
     (*join*) \_\_\_\_\_ them.
7. Many people think Mr. Peel will win the  
     election. He has a good chance of (*elect*)  
     \_\_\_\_\_.
8. If you hear any news, I want (*tell*)  
     \_\_\_\_\_ immediately.
9. Let's (*have*) \_\_\_\_\_ Ron and Maureen (*join*) \_\_\_\_\_ us  
     for dinner tonight, okay?
10. I was getting sleepy, so I had my friend (*drive*) \_\_\_\_\_ the car.



11. We sat in his kitchen (*sip*) \_\_\_\_\_ very hot, strong tea and (*eat*) \_\_\_\_\_ chunks of hard cheese.
12. Emily stopped her car (*let*) \_\_\_\_\_ a black cat (*run*) \_\_\_\_\_ across the street.
13. He's a terrific soccer player! Did you see him (*make*) \_\_\_\_\_ that goal?
14. We spent the entire class period (*talk*) \_\_\_\_\_ about the revolution.
15. I don't like (*force*) \_\_\_\_\_  
 (*leave*) \_\_\_\_\_ the room (*study*)  
 \_\_\_\_\_ whenever my roommate feels  
 like (*have*) \_\_\_\_\_ a party.
16. Yuko got along very well in France despite not (*be*) \_\_\_\_\_ able to speak French. She used English a lot.
17. He's at an awkward age. He's old enough (*have*) \_\_\_\_\_ adult problems but too young (*know*) \_\_\_\_\_ how (*handle*) \_\_\_\_\_ them.
18. (*Look*) \_\_\_\_\_ at the car after the accident made him (*realize*) \_\_\_\_\_ that he was indeed lucky (*be*) \_\_\_\_\_ alive.
19. I'm tired. I wouldn't mind just (*stay*) \_\_\_\_\_ home tonight and (*get*) \_\_\_\_\_ to bed early.
20. I don't anticipate (*have*) \_\_\_\_\_ any difficulties (*adjust*) \_\_\_\_\_ to a different culture when I go abroad.



EXERCISE 23. Review: verb forms. (Chapters 14 and 15)

*Directions:* Complete the sentence with an appropriate form of the verb in parentheses.

1. My children enjoy (*allow*) \_\_\_\_\_ to stay up late when there's something special on TV.
2. (*Observe*) \_\_\_\_\_ the sun (*climb*) \_\_\_\_\_ above the horizon at dawn makes one (*realize*) \_\_\_\_\_ the earth is indeed turning.
3. John admitted (*surprise*) \_\_\_\_\_ by the unexpected birthday party last night. We had a lot of fun (*plan*) \_\_\_\_\_ it.

4. I don't understand how you got the wrong results. When I look over your notes, your chemistry experiment seems (*perform*) \_\_\_\_\_ correctly. But something is wrong somewhere.
5. The witness to the murder asked not (*identify*) \_\_\_\_\_ in the newspaper. She wanted her name kept secret.
6. It is generally considered impolite (*pick*) \_\_\_\_\_ your teeth at the dinner table.
7. I don't recall (*meet*) \_\_\_\_\_ Mr. Tanaka before. I'm sure I haven't. I'd like (*introduce*) \_\_\_\_\_ to him. Would you do the honors?
8. Ed's boss recommended him for the job. Ed was pleased (*consider*) \_\_\_\_\_ for the job even though he didn't get it.
9. I wasn't tired enough (*sleep*) \_\_\_\_\_ last night. For a long time, I just lay in bed (*think*) \_\_\_\_\_ about my career and my future.
10. It is the ancient task of the best artists among us (*force*) \_\_\_\_\_ us (*use*) \_\_\_\_\_ our ability (*feel*) \_\_\_\_\_ and (*share*) \_\_\_\_\_ emotions.
11. Jeff applied to medical school many months ago. Now he's so concerned about (*accept*) \_\_\_\_\_ into medical school that he's having a difficult time (*concentrate*) \_\_\_\_\_ on the courses he's taking this term.
12. It may be impossible (*persuade*) \_\_\_\_\_ my mother (*give*) \_\_\_\_\_ up her job even though she's having health problems. We can't even get her (*cut*) \_\_\_\_\_ down on her working hours. She enjoys (*work*) \_\_\_\_\_ so much that she refuses (*retire*) \_\_\_\_\_ and (*take*) \_\_\_\_\_ it easy. I admire her for (*dedicate*) \_\_\_\_\_ to her work, but I also want her to take care of her health.
13. Traffic has become too heavy for the Steinbergs (*commute*) \_\_\_\_\_ easily to their jobs in the city. They're considering (*move*) \_\_\_\_\_ to an apartment close to their places of work. They don't want (*give*) \_\_\_\_\_ up their present home, but they need (*live*) \_\_\_\_\_ in the city (*be*) \_\_\_\_\_ closer to their work so they can spend more time (*do*) \_\_\_\_\_ the things they really enjoy (*do*) \_\_\_\_\_ in their free time.

14. Last week I was sick with the flu. It made me (*feel*) \_\_\_\_\_ awful. I didn't have enough energy (*get*) \_\_\_\_\_ out of bed. I just lay there (*feel*) \_\_\_\_\_ sorry for myself. When my father heard me (*sneeze*) \_\_\_\_\_ and (*cough*) \_\_\_\_\_, he opened my bedroom door (*ask*) \_\_\_\_\_ me if I needed anything. I was really happy (*see*) \_\_\_\_\_ his kind and caring face, but there wasn't anything he could do to make the flu (*go*) \_\_\_\_\_ away.
15. Fish don't use their teeth for (*chew*) \_\_\_\_\_. They use them for (*grab*) \_\_\_\_\_, (*hold*) \_\_\_\_\_, or (*tear*) \_\_\_\_\_. Most fish (*swallow*) \_\_\_\_\_ their prey whole.
16. I can't seem (*get*) \_\_\_\_\_ rid of the cockroaches in my apartment. Every night I see them (*run*) \_\_\_\_\_ all over my kitchen counters. It drives me crazy. I'm considering (*have*) \_\_\_\_\_ the whole apartment (*spray*) \_\_\_\_\_ by a professional pest control expert.
17. The employees were unhappy when the new management took over. They weren't accustomed to (*treat*) \_\_\_\_\_ disrespectfully by the managers of the production departments. By (*threaten*) \_\_\_\_\_ (*stop*) \_\_\_\_\_ (*work*) \_\_\_\_\_, they got the company (*listen*) \_\_\_\_\_ to their grievances. In the end, a strike was averted.
18. According to some estimates, well over half of the world's population is functionally illiterate. Imagine (*be*) \_\_\_\_\_ a parent with a sick child and (*be*) \_\_\_\_\_ unable to read the directions on a medicine bottle. We all know that it is important for medical directions (*understand*) \_\_\_\_\_ clearly. Many medical professionals are working today (*bridge*) \_\_\_\_\_ the literacy gap by (*teach*) \_\_\_\_\_ health care through pictures.

EXERCISE 24. Error analysis: gerunds, infinitives, causatives. (Chapters 14 and 15)  
*Directions:* Correct the errors.

1. My parents made me to promise to write them once a week.
2. I don't mind to have a roommate.
3. Most students want return home as soon as possible.
4. When I went to shopping last Saturday, I saw a man to drive his car onto the sidewalk.
5. I asked my roommate to let me to use his shoe polish.

6. To learn about another country it is very interesting.
7. I don't enjoy to play card games.
8. I heard a car door to open and closing.
9. I had my friend to lend me his car.
10. I tried very hard to don't make any mistakes.
11. You should visit my country. It is too beautiful.
12. The music director tapped his baton for beginning the rehearsal.
13. Some people prefer to save their money to spend it.
14. The task of find a person who could help us wasn't difficult.
15. All of us needed to went to the cashier's window.
16. I am looking forward to go to swim in the ocean.
17. When your planting a garden, it's important to be known about soils.
18. My mother always make me to be slow down if she think I am driving to fast.
19. One of our fights ended up with me having to sent to the hospital for getting stitches.
20. Please promise not telling anybody my secret.
21. I would appreciate having heard from you soon.
22. Maria has never complained about have a handicap.
23. Lillian deserves to be tell the truth about what happened last night.
24. Barbara always makes me laughing. She has a great sense of humor.
25. Ali no speak Spanish, and Juan not know Arabic. But they communicate well by speak English when they be together.
26. I enjoyed to talk to her on the phone. I look forward to see her next week.
27. During a fire drill, everyone is required leaving the building.
28. Ski in the Alps was a big thrill for me.
29. Don't keep to be asking me the same questions over and over.
30. When I entered the room, I found my young son stand on the kitchen table.

□ EXERCISE 25. Writing. (Chapters 14 and 15)

*Directions:* Choose one to write about.

1. Write about your first day or week here (in this city/at this school/etc.). Did you have any unusual, funny, or difficult experiences? What were your first impressions and reactions? Whom did you meet?
2. Write about your childhood. What are some of the pleasant memories you have of your childhood? Do you have any unpleasant memories?
3. Whom do you like to spend some of your free time with? What do you enjoy doing together? Include an interesting experience the two of you have had.

□ EXERCISE 26. Writing. (Chapters 14 and 15)

*Directions:* Write a composition for me, your reader, in which you explain exactly how to do something. Choose any topic that you know well. Assume that I know almost nothing about your topic. I have not had the experiences you have had. I don't know what you know. You must teach me. In your composition, use the words "I" and "you." Explain why/how you know about this topic. Address your information directly to your reader.

*Possible topics:*

How to: buy a used car	prepare a meal
travel to a particular place	write a story
open a bank account	paint a room
get a job	repair a car
design a bridge	study a language
plant a garden	organize a meeting
rent an apartment	decorate a home
register at a hotel	teach a class
breed dairy cows	maintain a farm
interpret an X-ray	start a business
change a flat tire	live abroad
play a guitar	play a game
catch a fish	take care of someone who has the flu

*Example of an introductory paragraph:*

Have you ever thought about buying a used car? When I was in my late teens, I decided I had to have a car. I worked hard and saved my money. When the time came, I convinced my best friend to accompany me to a used car lot. I didn't really know what I was doing, so I knew I needed him to help me. When we got to the lot, the salesman had us look at lots of cars. Suddenly we came upon the car of my dreams: a small, black sports convertible. It was classy, comfortable, shiny, and it had leather seats, not to mention a powerful engine and lots of speed. My friend urged me to think it over, but I was so excited I handed the salesman my check for the first of many payments. Of course, I had no idea that the car was simply a beautiful pile of junk. I learned that later when everything started to go wrong with it. I'm older and wiser now, and even though I'm not an expert on automobiles, I'd like to share my experiences with you and discuss what you should consider before you buy a used car.



# CHAPTER 16

## Coordinating Conjunctions

### CONTENTS

- 16-1 Parallel structure
- 16-2 Paired conjunctions: *both ... and; not only ... but also; either ... or; neither ... nor*
- 16-3 Combining independent clauses with coordinating conjunctions

### 16-1 PARALLEL STRUCTURE

One use of a conjunction is to connect words or phrases that have the same grammatical function in a sentence. This use of conjunctions is called “parallel structure.” The conjunctions used in this pattern are *and, but, or, nor*. These words are called “coordinating conjunctions.”

<ul style="list-style-type: none"> <li>(a) <i>Steve and his friend</i> are coming to dinner.</li> <li>(b) <i>Susan raised her hand and snapped</i> her fingers.</li> <li>(c) <i>He is waving his arms and (is) shouting</i> at us.</li> <li>(d) These shoes are <i>old but comfortable</i>.</li> <li>(e) He wants <i>to watch TV or (to) listen</i> to some music.</li> </ul>	<p>In (a): <i>noun + and + noun</i></p> <p>In (b): <i>verb + and + verb</i></p> <p>In (c): <i>verb + and + verb</i> (The second auxiliary may be omitted if it is the same as the first auxiliary.)</p> <p>In (d): <i>adjective + but + adjective</i></p> <p>In (e): <i>infinitive + or + infinitive</i> (The second <i>to</i> is usually omitted.)</p>
<ul style="list-style-type: none"> <li>(f) <i>Steve, Joe, and Alice</i> are coming to dinner.</li> <li>(g) <i>Susan raised her hand, snapped her fingers, and asked</i> a question.</li> <li>(h) The colors in that fabric are <i>red, gold, black, and green</i>.</li> </ul>	<p>A parallel structure may contain more than two parts. In a series, commas are used to separate each unit. The final comma that precedes the conjunction is optional; also correct: <i>Steve, Joe and Alice</i> are coming to dinner.</p>
<ul style="list-style-type: none"> <li>(i) <i>INCORRECT: Steve, and Joe</i> are coming to dinner.</li> </ul>	<p>Note: No commas are used if there are only two parts to a parallel structure.</p>

#### □ EXERCISE 1. Parallel structure. (Chart 16-1)

*Directions:* Underline the parallel structure in each sentence and give the pattern that is used, as shown in the examples.

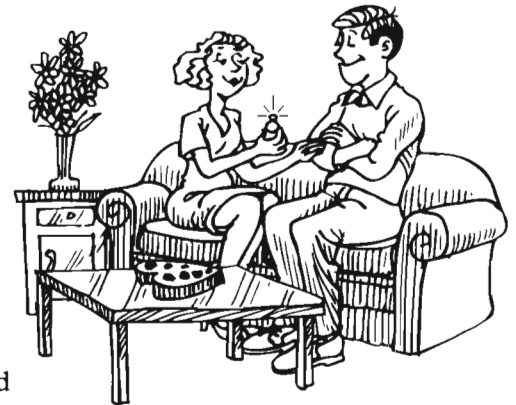
1. The old man is extremely kind and generous.     adjective + and + adjective
2. He received a pocket calculator and a wool sweater for his birthday.     noun + and + noun

- |  |                     |
|--|---------------------|
| 3. She spoke angrily and bitterly about the war.                         | _____ + and + _____ |
| 4. I looked for my book but couldn't find it.                            | _____ + but + _____ |
| 5. I hope to go to that university and study under Dr. Liu.              | _____ + and + _____ |
| 6. In my spare time, I enjoy reading novels or watching television.      | _____ + or + _____  |
| 7. He will leave at eight and arrive at nine.                            | _____ + and + _____ |
| 8. He should have broken his engagement to Beth and married Sue instead. | _____ + and + _____ |

□ EXERCISE 2. Parallel structure. (Chart 16-1)

*Directions:* Parallel structure makes repeating the same words unnecessary.\* Combine the given sentences into one concise sentence that contains parallel structure. Punctuate carefully.

1. Mary opened the door. Mary greeted her guests.  
→ *Mary opened the door and greeted her guests.*
2. Mary is opening the door. Mary is greeting her guests.
3. Mary will open the door. Mary will greet her guests.
4. Alice is kind. Alice is generous. Alice is trustworthy.
5. Please try to speak more loudly. Please try to speak more clearly.
6. He gave her flowers on Sunday. He gave her candy on Monday. He gave her a ring on Tuesday.
7. While we were in New York, we attended an opera. While we were in New York, we ate at marvelous restaurants. While we were in New York, we visited some old friends.
8. He decided to quit school. He decided to go to California. He decided to find a job.
9. I am looking forward to going to Italy. I am looking forward to eating wonderful pasta every day.
10. I should have finished my homework. I should have cleaned up my room.
11. The boy was old enough to work. The boy was old enough to earn some money.
12. He preferred to play baseball. Or he preferred to spend his time in the streets with other boys.
13. I like coffee. I do not like tea.  
→ *I like coffee but not tea.\*\**
14. I have met his mother. I have not met his father.
15. Jake would like to live in Puerto Rico. He would not like to live in Iceland.



\*This form of parallel structure, in which unnecessary words are omitted but are understood, is called "ellipsis."

\*\*Sometimes a comma precedes **but not**: *I like coffee, but not tea.*



□ EXERCISE 3. Parallel structure. (Chart 16-1)

*Directions:* In each group, complete the unfinished sentence. Then combine the sentences into one concise sentence that contains parallel structure. Punctuate carefully.

1. The country lane was narrow.

The country lane was steep.

The country lane was muddy.

The country lane was narrow, steep, and muddy.

2. I like to become acquainted with the people of other countries.

I like to become acquainted with the customs of other countries.

I like to become acquainted with \_\_\_\_\_ of other countries.

3. I dislike living in a city because of the air pollution.

I dislike living in a city because of the crime.

I dislike living in a city because of \_\_\_\_\_

4. We discussed some of the social problems of the United States.

We discussed some of the political problems of the United States.

We discussed some of the \_\_\_\_\_ problems of the United States.

5. Hawaii has \_\_\_\_\_

Hawaii has many interesting tropical trees.

Hawaii has many interesting tropical flowers.

Hawaii has beautiful beaches.

6. Mary Hart would make a good president because she \_\_\_\_\_

Mary Hart would make a good president because she works effectively with others.

Mary Hart would make a good president because she has a reputation for integrity.

Mary Hart would make a good president because she has a reputation for independent thinking.

□ EXERCISE 4. Parallel structure. (Chart 16-1)

*Directions:* With your own words, complete each sentence, using parallel structure.

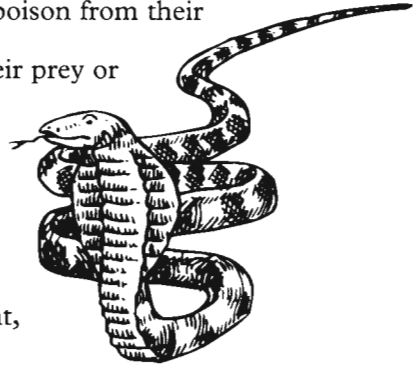
1. Judge Holmes served the people of this country with impartiality, ability, and integrity.
2. Ms. Polanski has proven herself to be a sincere, hardworking, and \_\_\_\_\_ supervisor.
3. The professor walked through the door and \_\_\_\_\_.
4. I was listening to music and \_\_\_\_\_ when I heard a knock at the door.
5. I get up at seven every morning, eat a light breakfast, and \_\_\_\_\_.
6. \_\_\_\_\_ and attending concerts in the park are two of the things my wife and I like to do on summer weekends.
7. Our whole family enjoys camping. We especially enjoy fishing in mountain streams and \_\_\_\_\_.
8. Resolve to be tender with the young, compassionate with the aged, understanding of those who are wrong, and \_\_\_\_\_.  
Sometime in your life, you will have been all of these.

□ EXERCISE 5. Error analysis: parallel structure. (Chart 16-1)

*Directions:* Correct the errors.

1. By obeying the speed limit, we can save energy, lives, and it costs us less.
2. My home offers me a feeling of security, warm, and love.
3. The pioneers labored to clear away the forest and planting crops.
4. When I refused to help her, she became very angry and shout at me.
5. In my spare time, I enjoy taking care of my aquarium and to work on my stamp collection.
6. With their keen sight, fine hearing, and they have a refined sense of smell, wolves hunt elk, deer, moose, and caribou.
7. All plants need light, to have a suitable climate, and an ample supply of water and minerals from the soil.

8. Slowly and being cautious, the firefighter ascended the burned staircase.
9. The Indian cobra snake and the king cobra use poison from their fangs in two ways: by injecting it directly into their prey or they spit it into the eyes of the victim.
10. On my vacation I lost a suitcase, broke my glasses, and I missed my flight home.
11. When Anna moved, she had to rent an apartment, make new friends, and to find a job.



**EXERCISE 6. Error analysis: parallel structure. (Chart 16-1)**

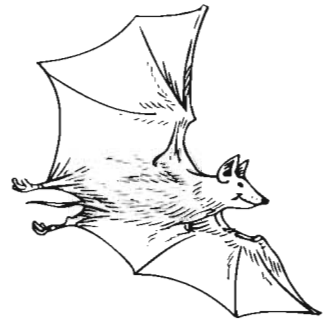
*Directions:* Correct the errors.

What do people in your country think of bats? Are they mean and scary creatures, or are they symbols of happiness and lucky?

In Western countries, many people have an unreasoned fear of bats. According to scientist Dr. Sharon Horowitz, bats are beneficial mammals and harmless. “When I was a child, I believed that a bat would attack me and tangled itself in my hair. Now I know better,” said Dr. Horowitz.

Contrary to popular Western myths, bats do not attack humans and not blind. Although a few bats may be infected, they are not major carriers of rabies or carry other dread diseases. Bats help natural plant life by pollinating plants, spreading seeds, and they eat insects. If you get rid of bats that eat overripe fruit, then fruit flies can flourish and destroying the fruit industry.

According to Dr. Horowitz, bats make loving pets, and they are trainable, and are gentle pets. Not many people, however, are known to have bats as pets, and bats themselves prefer to avoid people.



## 16-2 PAIRED CONJUNCTIONS: *BOTH ... AND; NOT ONLY ... BUT ALSO; EITHER ... OR; NEITHER ... NOR*

<p>(a) <b>Both</b> my mother <b>and</b> my sister <b>are</b> here.</p> <p>(b) <b>Not only</b> my mother <b>but also</b> my sister <b>is</b> here.</p> <p>(c) <b>Not only</b> my sister <b>but also</b> my parents <b>are</b> here.</p> <p>(d) <b>Neither</b> my mother <b>nor</b> my sister <b>is</b> here.</p> <p>(e) <b>Neither</b> my sister <b>nor</b> my parents <b>are</b> here.</p>	<p>Two subjects connected by <b>both ... and</b> take a plural verb, as in (a).</p> <p>When two subjects are connected by <b>not only ... but also, either ... or, or neither ... nor</b>, the subject that is closer to the verb determines whether the verb is singular or plural.</p>
<p>(f) The research project will take <b>both</b> time <b>and</b> money.</p> <p>(g) Yesterday it <b>not only</b> rained <b>but (also)</b> snowed.</p> <p>(h) I'll take <b>either</b> chemistry <b>or</b> physics next quarter.</p> <p>(i) That book is <b>neither</b> interesting <b>nor</b> accurate.</p>	<p>Notice the parallel structure in the examples. The same grammatical form should follow each part of the paired conjunctions.*</p> <p>In (f): <b>both + noun + and + noun</b></p> <p>In (g): <b>not only + verb + but also + verb</b></p> <p>In (h): <b>either + noun + or + noun</b></p> <p>In (i): <b>neither + adjective + nor + adjective</b></p>

\*Paired conjunctions are also called "correlative conjunctions."

### EXERCISE 7. Paired conjunctions. (Chart 16-2)

*Directions:* Add **is** or **are** to each sentence.

- Both the teacher and the student are here.
- Neither the teacher nor the student \_\_\_\_\_ here.
- Not only the teacher but also the student \_\_\_\_\_ here.
- Not only the teacher but also the students \_\_\_\_\_ here.
- Either the students or the teacher \_\_\_\_\_ planning to come.
- Either the teacher or the students \_\_\_\_\_ planning to come.
- Both the students and the teachers \_\_\_\_\_ planning to come.
- Both the students and the teacher \_\_\_\_\_ planning to come.

### EXERCISE 8. Error analysis: paired conjunctions. (Chart 16-2)

*Directions:* What is wrong with these sentences?

- Either John will call Mary or Bob.
- Not only Sue saw the mouse but also the cat.
- Both my mother talked to the teacher and my father.
- Either Mr. Anderson or Ms. Wiggins are going to teach our class today.
- I enjoy not only reading novels but also magazines.
- Oxygen is plentiful. Both air contains oxygen and water.

□ EXERCISE 9. Paired conjunctions. (Chart 16-2)

*Directions:* Answer the questions, using paired conjunctions. Work in pairs, in groups, or as a class.

**PART I.** Use **both . . . and**.

1. You have met his father. Have you met his mother?  
→ *Yes, I have met both his father and his mother.*
2. The driver was injured in the accident. Was the passenger injured in the accident?
3. Wheat is grown in Kansas. Is corn grown in Kansas?
4. He buys used cars. Does he sell used cars?
5. You had lunch with your friends. Did you have dinner with them?
6. The city suffers from air pollution. Does it suffer from water pollution?

**PART II.** Use **not only . . . but also**.

7. I know you are studying math. Are you studying chemistry too?  
→ *Yes, I'm studying not only math but also chemistry.*
8. I know his cousin is living with him. Is his mother-in-law living with him too?
9. I know your country has good universities. Does the United States have good universities too?
10. I know you lost your wallet. Did you lose your keys too?
11. I know she goes to school. Does she have a full-time job too?
12. I know he bought a coat. Did he buy a new pair of shoes too?

**PART III.** Use **either . . . or**.

13. Omar has your book, or Rosa has your book. Is that right?  
→ *Yes, either Omar or Rosa has my book.*
14. You're going to give your friend a book for her birthday, or you're going to give her a pen. Is that right?
15. Your sister will meet you at the airport, or your brother will meet you there. Right?
16. They can go swimming, or they can play tennis. Is that right?
17. You're going to vote for Mr. Smith, or you're going to vote for Mr. Jones. Right?
18. You'll go to New Orleans for your vacation, or you'll go to Miami. Right?

**PART IV.** Use **neither . . . nor**.

19. He doesn't like coffee. Does he like tea?  
→ *No, he likes neither coffee nor tea.*
20. Her husband doesn't speak English. Do her children speak English?
21. The students aren't wide awake today. Is the teacher wide awake today?
22. They don't have a refrigerator for their new apartment. Do they have a stove?
23. She doesn't enjoy hunting. Does she enjoy fishing?
24. The result wasn't good. Was the result bad?

□ EXERCISE 10. Paired conjunctions. (Chart 16-2)

*Directions:* Combine the following into sentences that contain parallel structure. Use **both ... and; not only ... but also; either ... or; neither ... nor**.

1. He does not have a pen. He does not have paper.  
→ *He has neither a pen nor paper.*
2. Ron enjoys horseback riding. Bob enjoys horseback riding.
3. You can have tea, or you can have coffee.
4. Arthur is not in class today. Ricardo is not in class today.
5. Arthur is absent. Ricardo is absent.
6. We can fix dinner for them here, or we can take them to a restaurant.
7. She wants to buy a Chevrolet, or she wants to buy a Toyota.
8. The leopard faces extinction. The tiger faces extinction.
9. The library doesn't have the book I need. The bookstore doesn't have the book I need.
10. We could fly, or we could take the train.
11. The president's assistant will not confirm the story. The president's assistant will not deny the story.
12. Coal is an irreplaceable natural resource. Oil is an irreplaceable natural resource.
13. Smallpox is a dangerous disease. Malaria is a dangerous disease.
14. Her roommates don't know where she is. Her brother doesn't know where she is.
15. According to the news report, it will snow tonight, or it will rain tonight.

## 16-3 COMBINING INDEPENDENT CLAUSES WITH COORDINATING CONJUNCTIONS

<p>(a) It was raining hard. There was a strong wind.                  (b) <i>INCORRECT PUNCTUATION:</i>                  It was raining hard, there was a strong wind.</p>	<p>Example (a) contains two <i>independent clauses</i> (i.e., two complete sentences). Notice the punctuation. A period,* NOT A COMMA, is used to separate two independent clauses. The punctuation in (b) is not correct; the error in (b) is called "a run-on sentence."</p>
<p>(c) It was raining hard, <b>and</b> there was a strong wind.                  (d) It was raining hard <b>and</b> there was a strong wind.                  (e) It was raining hard. <b>And</b> there was a strong wind.</p>	<p>A <i>conjunction</i> may be used to connect two independent clauses. PUNCTUATION:                  Usually a comma immediately precedes the conjunction, as in (c).                  In short sentences, the comma is sometimes omitted, as in (d).                  In informal writing, a conjunction sometimes begins a sentence, as in (e).</p>
<p>(f) He was tired, <b>so</b> he went to bed.                  (g) The child hid behind his mother's skirt, <b>for</b> he was afraid of the dog.                  (h) She did not study, <b>yet</b> she passed the exam.</p>	<p>In addition to <b>and, but, or,</b> and <b>nor,</b> other conjunctions are used to connect two independent clauses: <b>so</b> (meaning "therefore, as a result")  <b>for</b> (meaning "because")  <b>yet</b> (meaning "but, nevertheless")                  A comma almost always precedes <b>so, for,</b> and <b>yet</b> when they are used as coordinating conjunctions.**</p>

\* In British English, a period is called "a full stop."

\*\* **So, for,** and **yet** have other meanings in other structures: e.g., *He is not so tall as his brother. (so = as) We waited for the bus. (for = a preposition) She hasn't arrived yet. (yet = an adverb meaning "up to this time")*

□ EXERCISE 11. Combining independent clauses with coordinating conjunctions.  
(Chart 16-3)

*Directions:* Punctuate the sentences by adding commas or periods. Do not add any words. Capitalize where necessary.

1. The boys walked the girls ran. → *The boys walked. The girls ran.*
2. The teacher lectured the students took notes.
3. The teacher lectured and the students took notes.
4. Elena came to the meeting but Pedro stayed home.
5. Elena came to the meeting her brother stayed home.
6. Her academic record was outstanding yet she was not accepted by the university.
7. I have not finished writing my term paper yet I will not be finished until sometime next week.
8. We had to go to the grocery store for some milk and bread.
9. We had to go to the grocery store for there was nothing in the house to fix for dinner.
10. Kostas didn't have enough money to buy an airplane ticket so he couldn't fly home for the holiday.

□ EXERCISE 12. Combining independent clauses with coordinating conjunctions.  
(Chart 16-3)

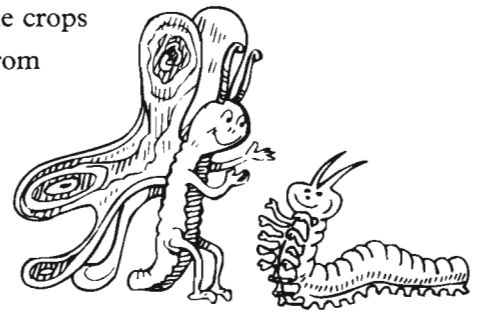
*Directions:* Punctuate the sentences by adding commas or periods. Do not add any words. Capitalize where necessary.

1. A thermometer is used to measure temperature a barometer measures air pressure.
2. Daniel made many promises but he had no intention of keeping them.
3. I always enjoyed mathematics in high school so I decided to major in it in college.
4. Anna is in serious legal trouble for she had no car insurance at the time of the accident.
5. Last night Martha had to study for a test so she went to the library.



6. The ancient Egyptians had good dentists archaeologists have found mummies that had gold fillings in their teeth.
7. Both John and I had many errands to do yesterday John had to go to the post office and the bookstore I had to go to the post office the travel agency and the bank.

8. I did not like the leading actor yet the movie was quite good on the whole.
9. The team of researchers has not finished compiling the statistics yet their work will not be made public until later.
10. We have nothing to fear for our country is strong and united.
11. He slapped his desk in disgust he had failed another examination and had ruined his chances for a passing grade in the course.
12. I struggled to keep my head above water I tried to yell for help but no sound came from my mouth.
13. The earthquake was devastating tall buildings crumbled and fell to the earth.
14. It was a wonderful picnic the children waded in the stream collected rocks and insects and flew kites the teenagers played an enthusiastic game of baseball the adults busied themselves preparing the food supervising the children and playing a game or two of volleyball.
15. Some people collect butterflies for a hobby these collectors capture them with a net and put them in a jar that has poison in it the dead butterflies are then mounted on a board.
16. Caterpillars eat plants and cause damage to some crops but adult butterflies feed principally on nectar from flowers and do not cause any harm.
17. The butterfly is a marvel it begins as an ugly caterpillar and turns into a work of art.
18. The sight of a butterfly floating from flower to flower on a warm sunny day brightens anyone's heart a butterfly is a charming and gentle creature.
19. When cold weather comes some butterflies travel great distances to reach tropical climates.\*
20. Butterflies are admired throughout the world because they are beautiful they can be found on every continent except Antarctica.\*



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\*See Chart 5-1, p. 70, for ways to punctuate sentences that contain adverb clauses.



### □ EXERCISE 13. Writing. (Chapter 16)

*Directions:* Write two descriptive paragraphs on one of the topics below. The first paragraph should be a draft, and the second should be a “tightened” revision of the first. Look for places where two or three sentences can be combined into one by using parallel structure. Pay special attention to punctuation, and be sure all of your commas and periods are used correctly.

*Topics:*

1. Give a physical description of your place of residence (apartment, dorm room, etc.)
2. Describe the characteristics and activities of a successful student.
3. Give your reader directions for making a particular food dish.

*Example:*

FIRST DRAFT

To make spaghetti sauce, you will need several ingredients. First, you will need some ground beef. Probably about one pound of ground beef will be sufficient. You should also have an onion. If the onions are small, you should use two. Also, find a green pepper and put it in the sauce. Of course, you will also need some tomato sauce or tomatoes.

REVISION

To make spaghetti sauce you will need one pound of ground beef, one large or two small onions, a green pepper, and some tomato sauce or tomatoes.



# CHAPTER 17

## Adverb Clauses

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17-3	Expressing contrast (unexpected result): using <b>even though</b>	17-8	Adverb clauses of condition: using <b>unless</b>
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### 17-1 INTRODUCTION

<p>(a) <b>When we were in New York</b>, we saw several plays.</p> <p>(b) We saw several plays <b>when we were in New York</b>.</p>	<p><i>When we were in New York</i> is an adverb clause.</p> <p>PUNCTUATION: When an adverb clause precedes an independent clause, as in (a), a comma is used to separate the clauses. When the adverb clause follows, as in (b), usually no comma is used.</p>
<p>(c) <b>Because he was sleepy</b>, he went to bed.</p> <p>(d) He went to bed <b>because he was sleepy</b>.</p>	<p>Like <b>when</b>, <b>because</b> introduces an adverb clause.</p> <p><i>Because he was sleepy</i> is an adverb clause.</p>
<p>(e) <b>INCORRECT</b>: <i>When we were in New York. We saw several plays.</i></p> <p>(f) <b>INCORRECT</b>: <i>He went to bed. Because he was sleepy.</i></p>	<p>Adverb clauses are dependent clauses. They cannot stand alone as a sentence in written English. They must be connected to an independent clause.*</p>

#### SUMMARY LIST OF WORDS USED TO INTRODUCE ADVERB CLAUSES\*\*

TIME		CAUSE AND EFFECT	CONTRAST	CONDITION
<i>after</i>	<i>by the time (that)</i>	<i>because</i>	<i>even though</i>	<i>if</i>
<i>before</i>	<i>once</i>	<i>now that</i>	<i>although</i>	<i>unless</i>
<i>when</i>	<i>as/so long as</i>	<i>since</i>	<i>though</i>	<i>only if</i>
<i>while</i>	<i>whenever</i>			<i>whether or not</i>
<i>as</i>	<i>every time (that)</i>		DIRECT CONTRAST	<i>even if</i>
<i>as soon as</i>	<i>the first time (that)</i>		<i>while</i>	<i>in case</i>
<i>since</i>	<i>the last time (that)</i>		<i>whereas</i>	<i>in the event that</i>
<i>until</i>	<i>the next time (that)</i>			

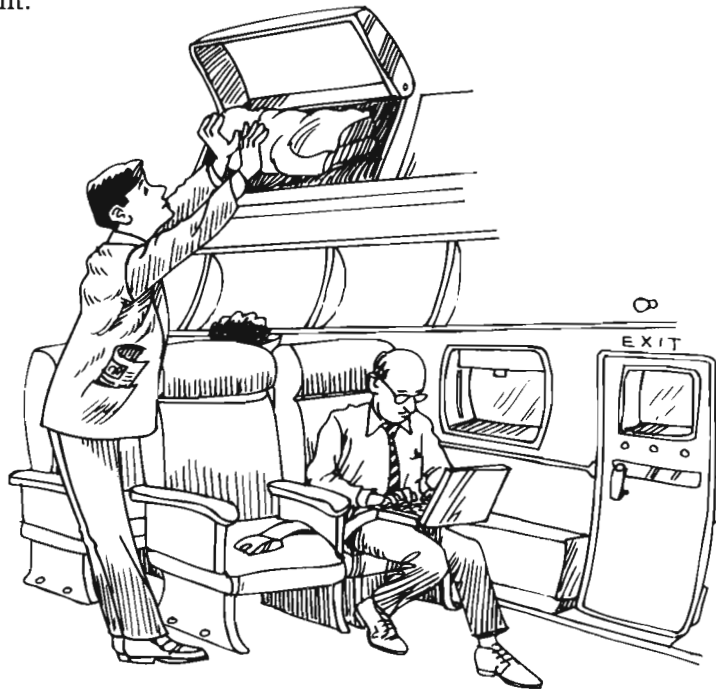
\*See Chart 13-1, p. 267, for the definition of dependent and independent clauses.

\*\*Words that introduce adverb clauses are called “subordinating conjunctions.”

□ EXERCISE 1. Adverb clauses. (Chart 17-1)

*Directions:* Add periods, commas, and capitalization. Do not change, add, or omit any words. Underline each adverb clause. (NOTE: Item 12 contains an adjective clause. Item 13 contains an adjective clause and a noun clause. Can you find these other dependent clauses?)

1. Sue was in the other room when the phone rang as soon as she heard it she ran to the front room to answer it.  
→ *Sue was in the other room when the phone rang. As soon as she heard it, she ran to the front room to answer it.*
2. When it began to rain he closed the windows.
3. He closed the windows when it began to rain.
4. As soon as the rain began the children wanted to go outdoors they love to play outside in the warm summer rain I used to do the same thing when I was a child.
5. Jack got to the airport early after he checked in at the airline counter he went to the waiting area near his gate he sat and read until his flight was announced.
6. Jack walked onto the plane found his seat and stowed his bag in an overhead compartment.



7. Before the plane took off he fastened his seat belt and put his seat in an upright position.
8. Jack's wife doesn't like to fly because she gets nervous on airplanes.

9. When Jack and his wife go on vacation they have to drive or take the train because his wife is afraid of flying.
10. I had a cup of tea before I left for work this morning but I didn't have anything to eat I rarely eat breakfast.
11. After Ellen gets home from work she likes to read the newspaper she follows the same routine every day after work as soon as she gets home she changes her clothes gets a snack and a drink and sits down in her favorite chair to read the newspaper in peace and quiet she usually has about half an hour to read the paper before her husband arrives home from his job.
12. When you speak to someone who is hard of hearing you do not have to shout it is important to face the person directly and speak clearly my elderly father is hard of hearing but he can understand me if I face him speak slowly and say each word clearly.
13. Greg Adams has been blind since he was two years old today he is a key scientist in a computer company he is able to design complex electronic equipment because he has a special computer that reads writes and speaks out loud his blindness neither helps nor hinders him it is irrelevant to how well he does his job.

□ EXERCISE 2. Review of adverb clauses of time. (Chapter 5 and Chart 17-1)

*Directions:* Complete the sentences. Punctuate carefully. Pay special attention to verb tense usage.

- |  |   |
|--|---|
| 1. Since I came to . . . .                               | 9. Once summer/winter comes . . . .                                 |
| 2. Just as I was falling asleep last night . . . .       | 10. Shortly before I . . . .  |
| 3. I'll help you with your homework as soon as I . . . . | 11. I have been in . . . for . . . . By the time I leave, I . . . . |
| 4. I was late. By the time I got to the airport . . . .  | 12. The last time I . . . .   |
| 5. One of my friends gets nervous every time . . . .     | 13. The next time you . . . .                                       |
| 6. I will be here until I . . . .                        | 14. I . . . just as soon as . . . .                                 |
| 7. . . . as long as I live.                              | 15. Not long after I . . . .  |
| 8. I heard . . . while I . . . .                         | 16. I had already . . . when . . . .                                |
|  | 17. Whenever . . . .  |
|  | 18. Ever since . . . .  |

## 17-2 USING ADVERB CLAUSES TO SHOW CAUSE AND EFFECT

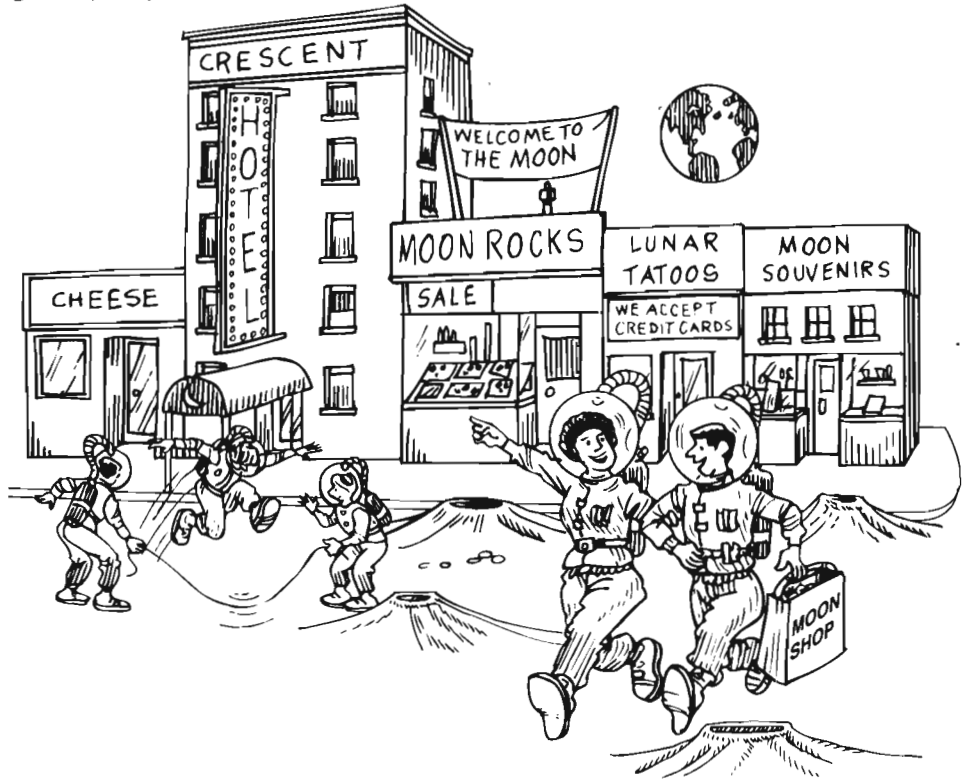
<i>because</i>	(a) <b>Because</b> <i>he was sleepy</i> , he went to bed. (b) He went to bed <b>because</b> <i>he was sleepy</i> .	An adverb clause may precede or follow the independent clause. Notice the punctuation in (a) and (b).
<i>now that</i>	(c) <b>Now that</b> <i>the semester is over</i> , I'm going to rest a few days and then take a trip. (d) Jack lost his job. <b>Now that</b> <i>he's unemployed</i> , he can't pay his bills.	<b>Now that</b> means "because now." In (c): <i>Now that the semester is over</i> means "because the semester is now over." <b>Now that</b> is used for present causes of present or future situations.
<i>since</i>	(e) <b>Since</b> <i>Monday is a holiday</i> , we don't have to go to work. (f) <b>Since</b> <i>you're a good cook and I'm not</i> , you should cook the dinner.	When <b>since</b> is used to mean "because," it expresses a known cause; it means "because it is a fact that" or "given that it is true that." Cause and effect sentences with <b>since</b> say: "Given the fact that X is true, Y is the result." In (e): "Given the fact that Monday is a holiday, we don't have to go to work." Note: <b>Since</b> has two meanings. One is "because." It is also used in time clauses: e.g., <i>Since I came here, I have met many people.</i> See Chart 5-2, p. 72.

### □ EXERCISE 3. Using adverb clauses to show cause and effect. (Chart 17-2)

*Directions:* Combine the sentences, using the word or phrase in parentheses. Add commas where necessary.

- We can go swimming every day. The weather is warm. (*now that*)  
→ *We can go swimming every day now that the weather is warm.*
- All of the students had done poorly on the test. The teacher decided to give it again. (*since*)  
→ *Since all of the students had done poorly on the test, the teacher decided to give it again.*
- Cold air hovers near the earth. It is heavier than hot air. (*because*)
- You paid for the theater tickets. Please let me pay for our dinner. (*since*)
- Larry is finally caught up on his work. He can start his vacation tomorrow. (*now that*)
- Our TV set was broken. We listened to the news on the radio. (*because*)
- My brother got married last month. He's a married man now, so he has more responsibilities. (*now that*)
- Oil is an irreplaceable natural resource. We must do whatever we can in order to conserve it. (*since*)
- Do you want to go for a walk? The rain has stopped. (*now that*)
- Many young people move to the cities in search of employment. There are few jobs available in the rural areas. (*since*)
- The civil war has ended. A new government is being formed. (*now that*)

12. Ninety-two thousand people already have reservations with an airline company for a trip to the moon. I doubt that I'll get the chance to go on one of the first tourist flights. (*since*)



□ EXERCISE 4. Using adverb clauses to show cause and effect. (Chart 17-2)

*Directions:* Complete the sentences. Punctuate carefully.

1. Now that I've finally finished . . . .
2. The teacher didn't . . . because . . . .
3. Since it's too expensive to . . . .
4. Jack can't stay out all night with his friends now that . . . .
5. Since we don't have class tomorrow . . . .

### 17-3 EXPRESSING CONTRAST (UNEXPECTED RESULT): USING *EVEN THOUGH*

- (a) *Because* the weather was cold, I *didn't go* swimming.
- (b) *Even though* the weather was cold, I *went* swimming.
- (c) *Because* I wasn't tired, I *didn't go* to bed.
- (d) *Even though* I wasn't tired, I *went* to bed.

*Because* is used to express expected results.  
*Even though* is used to express unexpected results.  
 Note: Like *because*, *even though* introduces an adverb clause.

□ EXERCISE 5. Using EVEN THOUGH. (Chart 17-3)

*Directions:* Complete the sentences by using either **even though** or **because**.

1. Tim's in good shape physically even though he doesn't get much exercise.
2. Larry's in good shape physically because he gets a lot of exercise.
3. I put on my sunglasses \_\_\_\_\_ it was a dark, cloudy day.
4. I put on my sunglasses \_\_\_\_\_ the sun was bright.
5. \_\_\_\_\_ Maria has a job, she doesn't make enough money to support her four children.
6. \_\_\_\_\_ Anna has a job, she is able to pay her rent and provide food for her family.
7. Susan didn't learn Spanish \_\_\_\_\_ she lived in Mexico for a year.
8. Joe speaks Spanish well \_\_\_\_\_ he lived in Mexico for a year.
9. Jing-Won jumped into the river to rescue the little girl who was drowning \_\_\_\_\_ he wasn't a good swimmer.
10. A newborn kangaroo can find its mother's pouch \_\_\_\_\_ its eyes are not yet open.
11. Some people protest certain commercial fishing operations \_\_\_\_\_ dolphins, considered to be highly intelligent mammals, are killed unnecessarily.
12. \_\_\_\_\_ the earthquake damaged the bridge across Skunk River, the Smiths were able to cross the river \_\_\_\_\_ they had a boat.

□ EXERCISE 6. Using EVEN THOUGH. (Chart 17-3)

*Directions:* Work in pairs, in groups, or as a class.

Speaker A: Your book is open. Give Student B the cues in the text.

Speaker B: Your book is closed. Answer each question by using a sentence with **even though**. Begin your response with either **yes** or **no**.

*Examples:*

SPEAKER A (*book open*): It was raining. Did you go to the zoo anyway?

SPEAKER B (*book closed*): Yes, even though it was raining, I went to the zoo.

SPEAKER A (*book open*): You studied hard. Did you pass the test?

SPEAKER B (*book closed*): No, even though I studied hard, I didn't pass the test.

1. You weren't tired. Did you go to bed anyway?
2. The telephone rang many times, but did . . . wake up?
3. The food was terrible. Did you eat it anyway?
4. You didn't study. Did you pass the test anyway?

5. The weather is terrible today. Did you stay home?
6. You fell down the stairs. Did you get hurt?
7. You took a nap. Do you still feel tired?

(Switch roles if working in pairs.)

8. You told the truth, but did anyone believe you?
9. You turned on the air conditioner. Is it still hot in here?
10. You mailed the letter three days ago. Has it arrived yet?
11. You have a lot of money. Can you afford to buy an airplane?
12. Your grandmother is ninety years old. Is she still young at heart?
13. (. . .) told a joke. You didn't understand it. Did you laugh anyway?
14. Your house burned down. You lost your job. Your wife/husband left you. Are you still cheerful?

EXERCISE 7. Using EVEN THOUGH and BECAUSE. (Charts 17-2 and 17-3)

*Directions:* Write sentences that include the verbs in parentheses. Use any verb tense or modal.

1. Because the bus drivers went on strike, I (*walk*) had to walk all the way home.
2. Even though I was dead tired, I (*walk*) walked all the way home.
3. Because \_\_\_\_\_, I (*go*) \_\_\_\_\_ fishing.
4. Even though \_\_\_\_\_, I (*go*) \_\_\_\_\_ fishing.
5. Even though there (*be*) \_\_\_\_\_ very few customers in the store,  
\_\_\_\_\_
6. Because there (*be*) \_\_\_\_\_ very few customers in the store,  
\_\_\_\_\_
7. I (*wear*) \_\_\_\_\_ heavy gloves because \_\_\_\_\_
8. Even though my feet (*be*) \_\_\_\_\_ killing me and my head (*be*) \_\_\_\_\_  
pounding, I \_\_\_\_\_
9. Even though \_\_\_\_\_, I (*get, not*) \_\_\_\_\_ a  
traffic ticket.
10. Even though I (*be*) \_\_\_\_\_ tired, I \_\_\_\_\_  
because \_\_\_\_\_
11. Even though \_\_\_\_\_ when \_\_\_\_\_,  
I \_\_\_\_\_ because \_\_\_\_\_
12. Because \_\_\_\_\_ while \_\_\_\_\_, I  
\_\_\_\_\_ even though \_\_\_\_\_





- and South poles . . . .
7. Some people . . . , while . . . .
  8. Some countries . . . , whereas . . . .

## 17-5 EXPRESSING CONDITIONS IN ADVERB CLAUSES: IF-CLAUSES

(a) <i>If it rains</i> , the streets get wet.	<i>If</i> -clauses (also called “adverb clauses of condition”) present possible conditions. The main clause expresses results. In (a): POSSIBLE CONDITION = <i>it rains</i> RESULT = <i>the streets get wet</i>
(b) <i>If it rains tomorrow</i> , I will take my umbrella.	A present tense, not a future tense, is used in an <i>if</i> -clause even though the verb in the <i>if</i> -clause may refer to a future event or situation, as in (b).*
WORDS THAT INTRODUCE ADVERB CLAUSES OF CONDITION ( <i>IF</i> -CLAUSES)	
<i>if</i> <i>whether or not</i> <i>even if</i>	<i>in case</i> <i>in the event that</i>
	<i>unless</i> <i>only if</i>

\*See Chapter 20 for uses of other verb forms in sentences with *if*-clauses.

### □ EXERCISE 10. IF-clauses. (Chart 17-5)

*Directions:* Make sentences from the given possibilities. Use *if*.

1. It may be cold tomorrow.
  - *If it's cold tomorrow, I'm going to stay home.*
  - *If it's cold tomorrow, let's go skating.*
  - *If it's cold tomorrow, you should wear your wool sweater.*
  - *We can't go on a picnic if it's cold tomorrow.*
2. Maybe it will be hot tomorrow.
3. Maybe you will have some free time tomorrow.
4. Maybe you will lock yourself out of your apartment.
5. Maybe the sun will be shining when you get up tomorrow morning.
6. You will probably be too tired to finish your work today.
7. You might not have enough money to take your trip next month.
8. We might continue to destroy our environment.

## 17-6 ADVERB CLAUSES OF CONDITION: USING *WHETHER OR NOT* AND *EVEN IF*

<p><i>WHETHER OR NOT</i></p> <p>(a) I'm going to go swimming tomorrow <i>whether or not it is cold</i>. (OR: <i>whether it is cold or not</i>.)</p>	<p><i>Whether or not</i> expresses the idea that neither this condition nor that condition matters; the result will be the same. In (a): "If it is cold, I'm going swimming. If it is not cold, I'm going swimming. I don't care about the temperature. It doesn't matter."</p>
<p><i>EVEN IF</i></p> <p>(b) I have decided to go swimming tomorrow. <i>Even if the weather is cold</i>, I'm going to go swimming.</p>	<p>Sentences with <i>even if</i> are close in meaning to those with <i>whether or not</i>. <i>Even if</i> gives the idea that a particular condition does not matter. The result will not change.</p>

### □ EXERCISE 11. Using *WHETHER OR NOT* and *EVEN IF*. (Chart 17-6)

*Directions:* Use the given information to complete the sentences.

1. *Usually people need to graduate from school to get a good job. But it's different for Ed. Maybe Ed will graduate from school, and maybe he won't. It doesn't matter because he has a good job waiting for him in his father's business.*
  - a. Ed will get a good job *whether or not . . . he graduates*.
  - b. Ed will get a good job *even if . . . he doesn't graduate*.
2. *Sam's uncle tells a lot of jokes. Sometimes they're funny, and sometimes they're not. It doesn't matter.*
  - a. Sam laughs at the jokes *whether . . . or not*.
  - b. Sam laughs at the jokes *even if . . .*
3. *Maybe you are finished with the exam, and maybe you're not. It doesn't matter. The time is up.*
  - a. You have to hand in your examination paper *whether . . . or not*.
  - b. You have to hand in your examination paper *even if . . .*
4. *It might snow, or it might not. We don't want to go camping in the snow, but it doesn't matter.*
  - a. We're going to go camping in the mountains *whether . . . or not*.
  - b. We're going to go camping in the mountains *even if . . .*
5. *Max's family doesn't have enough money to send him to college. He would like to get a scholarship, but it doesn't matter because he's saved some money to go to school and has a part-time job.*
  - a. Max can go to school *whether or not . . .*
  - b. Max can go to school *even if . . .*
6. *Sometimes the weather is hot, and sometimes the weather is cold. It doesn't matter. My grandfather always wears his gray sweater.*
  - a. My grandfather wears his gray sweater *whether or not . . .*
  - b. My grandfather always wears his gray sweater *even if . . .*
7. *Your approval doesn't matter to me.*
  - a. I'm going to marry Harry *whether . . . or not*.
  - b. I'm going to marry Harry *even if . . .*

□ EXERCISE 12. Using WHETHER OR NOT and EVEN IF. (Chart 17-6)

Directions: Complete the sentences with your own words.

Examples: Even if . . . , I'm not going to go.

→ *Even if I get an invitation to the reception, I'm not going to go.*

. . . whether I feel better or not.

→ *I have to go to work tomorrow whether I feel better or not.*

1. . . . even if the weather improves.
2. Even if . . . , Maria may lose her job.
3. Getting that job depends on whether or not . . . .
4. . . . whether you want me to or not.
5. I won't tell you even if . . . .
6. I'm really angry! Maybe he'll apologize, and maybe he won't. It doesn't matter. Even if . . . , I won't forgive him!
7. I'm exhausted. Please don't wake me up even if . . . .
8. I'm not going to . . . even if . . . .
9. Even if . . . , I'm going to . . . .
10. I'm going to . . . whether . . . or not.

## 17-7 ADVERB CLAUSES OF CONDITION: USING *IN CASE* AND *IN THE EVENT THAT*

(a) I'll be at my uncle's house *in case* you (should) need to reach me.

(b) *In the event that* you (should) need to reach me, I'll be at my uncle's house.

*In case* and *in the event that* express the idea that something probably won't happen, but it might. *In case/in the event that* means "if by chance this should happen."

Notes: *In the event that* is more formal than *in case*. The use of *should* in the adverb clause emphasizes the speaker's uncertainty that something will happen.

□ EXERCISE 13. Using *IN CASE* and *IN THE EVENT THAT*. (Chart 17-7)

Directions: Show the relationship between the ideas in the two sentences by using *in case* and/or *in the event that*.

1. You probably won't need to get in touch with me, but maybe you will. If so, I'll give you my phone number.  
→ *I'll give you my phone number in case you (should) need to get in touch with me/in the event that you (should) need to get in touch with me.*
2. You probably won't need to see me, but maybe you will. If so, I'll be in my office tomorrow morning around ten.
3. I don't think you need any more information, but maybe you do. If so, you can call me.
4. You probably don't have any more questions, but maybe you do. If so, ask Dr. Smith.
5. Jack probably won't call, but maybe he will. If so, please tell him that I'm at the library.

6. You will probably be satisfied with your purchase, but maybe not. If not, you can return it to the store.



Complete the following.

7. I've told you all I know. In the event that you need more information, . . . .
8. It's a good idea for you to keep a written record of your credit card numbers in case . . . .
9. I think I'd better clean up the apartment in case . . . .
10. I have my umbrella with me just in case . . . .
11. In the event that the two countries agree to a peace treaty, . . . .
12. I'll try to be there on time, but in case I'm not, . . . .
13. According to the manufacturer's guarantee, I should return my new camera to the factory in the event that . . . .

## 17-8 ADVERB CLAUSES OF CONDITION: USING *UNLESS*

- (a) I'll go swimming tomorrow *unless* it's cold.  
 (b) I'll go swimming tomorrow *if* it isn't cold.

***unless = if . . . not***

In (a): *unless it's cold* means "if it isn't cold."

(a) and (b) have the same meaning.

### EXERCISE 14. Using *UNLESS*. (Chart 17-8)

*Directions:* Make sentences with the same meaning by using *unless*.

1. I will go to the zoo if it isn't cold.  
→ *I will go to the zoo unless it's cold.*
2. You can't travel abroad if you don't have a passport.
3. You can't get a driver's license if you're not at least sixteen years old.
4. If I don't get some film, I won't be able to take pictures when Ann and Rob get here.
5. You'll get hungry during class if you don't eat breakfast.

□ EXERCISE 15. Using UNLESS. (Chart 17-8)

Directions: Complete the sentences.

1. Your letter won't be delivered unless . . . .  
→ *Your letter won't be delivered unless it has the correct postage.*
2. I'm sorry, but you can't see the doctor unless . . . .
3. I can't graduate from school unless . . . .
4. . . . unless you put it in the refrigerator.
5. Unless it rains, . . . .
6. Certain species of animals will soon become extinct unless . . . .
7. . . . unless I get a raise in salary.
8. Tomorrow I'm going to . . . unless . . . .
9. The political situation in . . . will continue to deteriorate unless . . . .
10. Ivan never volunteers in class. He doesn't say anything unless . . . .
11. Unless you . . . .

**17-9 ADVERB CLAUSES OF CONDITION: USING ONLY IF**

<p>(a) The picnic will be canceled <b>only if it rains</b>. If it's windy, we'll go on the picnic. If it's cold, we'll go on the picnic. If it's damp and foggy, we'll go on the picnic. If it's unbearably hot, we'll go on the picnic.</p>	<p><b>Only if</b> expresses the idea that there is only one condition that will cause a particular result.</p>
<p>(b) <b>Only if it rains will the picnic be canceled.</b></p>	<p>When <b>only if</b> begins a sentence, the subject and verb of the main clause are inverted, as in (b).<sup>*</sup> No commas are used.</p>

<sup>\*</sup>Other subordinating conjunctions and prepositional phrases fronted by **only** at the beginning of a sentence require subject-verb inversion in the main clause:

- Only when** the teacher dismisses us **can we stand and leave** the room.
- Only after** the phone rang **did I realize** that I had fallen asleep in my chair.
- Only in** my hometown **do I feel** at ease.

□ EXERCISE 16. Using ONLY IF. (Chart 17-9)

Directions: Use the given information to complete the sentences.

1. John must get a scholarship in order to go to school. That is the only condition under which he can go to school. If he doesn't get one, he can't go to school.  
*He can go to school only if . . . he gets a scholarship.*
2. You have to have an invitation in order to go to the party. That is the only condition under which you will be admitted. If you don't have an invitation, you can't go.  
*You can go to the party only if . . . .*
3. You have to have a student visa in order to study here. Unless you have a student visa, you can't go to school here.  
*You can attend this school only if . . . .*
4. Jimmy's mother doesn't want him to chew gum, but sometimes he chews it anyway.  
*Jimmy . . . only if he's sure his mother won't find out.*

5. If you want to go to the movie, we'll go. If you don't want to go, we won't go.  
*We . . . only if you want to.*
6. The temperature has to reach 32°F / 0°C before water will freeze.  
*Water will freeze only if . . . .*
7. You must study hard. Then you will pass the exam.  
*Only if you study hard . . . .*
8. You have to have a ticket. Then you can get into the soccer stadium.  
*Only if you have a ticket . . . .*
9. My parents make Jake finish his homework before he can watch TV in the evening.  
*Only if Jake's homework is finished . . . .*
10. I have to get a job. Then I will have enough money to go to school.  
*Only if I get a job . . . .*

*Complete the following.*

11. Yes, John, I will marry you—but only if . . . .
12. I . . . . only if . . . .
13. Only if . . . .

EXERCISE 17. Using UNLESS and ONLY IF. (Charts 17-8 and 17-9)

*Directions:* Create sentences with the same meaning as the given ones. Use **only if** and **unless**.

1. If you don't study hard, you won't pass the test.  
→ *You will pass the test only if you study hard.*  
→ *You won't pass the test unless you study hard.*
2. If I don't get a job, I can't pay my bills.
3. Your clothes won't get clean if you don't use soap.
4. I can't take any pictures if I don't buy some film.
5. I don't wake up if the alarm clock doesn't ring.
6. If eggs aren't kept at the proper temperature, they won't hatch.
7. Don't borrow money from friends if you don't absolutely have to.
8. Anita doesn't talk in class if the teacher doesn't ask her specific questions.

EXERCISE 18. Adverb clauses of condition. (Charts 17-6 → 17-9)

*Directions:* Using the given words, combine the following two ideas.

**It may or may not rain. The party will be held inside/outside.**

1. if → *If it rains, the party will be held inside.*  
→ *If it doesn't rain, the party will be held outside.*
2. whether or not
3. even if
4. in case
5. in the event that
6. unless
7. only if

□ EXERCISE 19. Activity: adverb clauses. (Chapter 17)

*Directions:* Work in pairs.

Speaker A: Your book is open. Say the given words, then add your own words to complete the adverb clause (but do not complete the whole sentence).

Speaker B: Your book is closed. Complete Speaker A's sentence.

*Example:* Although I . . . .

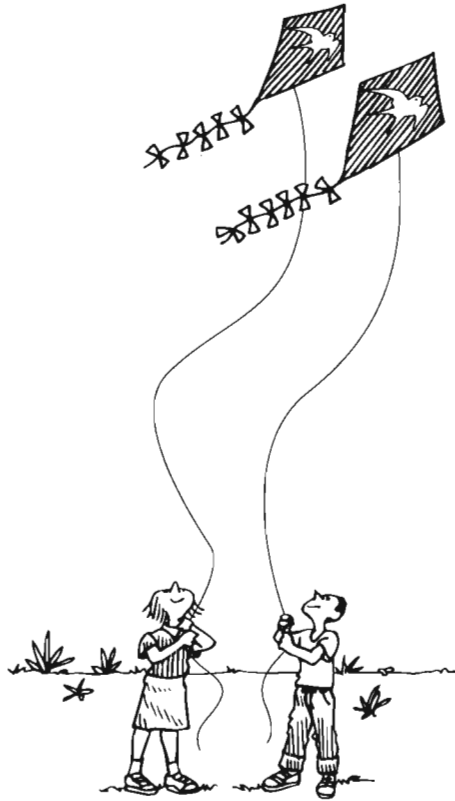
SPEAKER A (*book open*): Although I wanted to go to the park and fly a kite . . . .

SPEAKER B (*book closed*): Although I wanted to go to the park and fly a kite, I went to my English class because I really need to improve my English.

1. Even if I . . . .
2. Because I . . . .
3. By the time I . . . .
4. Even though I . . . .
5. The next time I . . . .
6. Until I . . . .
7. Every time I . . . .

*Switch roles.*

8. In the event that you . . . .
9. Unless I . . . .
10. Since I . . . .
11. Only if I . . . .
12. Now that I . . . .
13. While some people are . . . .
14. While I was walking . . . .







# CHAPTER 18

## Reduction of Adverb Clauses to Modifying Adverbial Phrases

### CONTENTS

18-1	Introduction	18-4	Expressing cause and effect in modifying adverbial phrases
18-2	Changing time clauses to modifying adverbial phrases	18-5	Using <i>upon</i> + <i>-ing</i> in modifying adverbial phrases
18-3	Expressing the idea of “during the same time” in modifying adverbial phrases		

### 18-1 INTRODUCTION

(a) ADVERB CLAUSE:	<i>While I was walking to class, I ran into an old friend.</i>	<p>In Chapter 13, we discussed changing adjective clauses to modifying phrases (see Chart 13-13, p. 286). Some adverb clauses may also be changed to modifying phrases, and the ways in which the changes are made are the same:</p> <ol style="list-style-type: none"> <li>1. Omit the subject of the dependent clause and the <b>be</b> form of the verb, as in (b). OR</li> <li>2. If there is no <b>be</b> form of a verb, omit the subject and change the verb to <b>-ing</b>, as in (d).</li> </ol>
(b) MODIFYING PHRASE:	<i>While walking to class, I ran into an old friend.</i>	
(c) ADVERB CLAUSE:	<i>Before I left for work, I ate breakfast.</i>	
(d) MODIFYING PHRASE:	<i>Before leaving for work, I ate breakfast.</i>	
(e) CHANGE POSSIBLE:	<i>While I was sitting in class, I fell asleep.</i> <i>While sitting in class, I fell asleep.</i>	<p>An adverb clause can be changed to a modifying phrase <b>only when the subject of the adverb clause and the subject of the main clause are the same</b>. A <i>modifying adverbial phrase</i> that is the reduction of an adverb clause <i>modifies the subject</i> of the main clause.</p>
(f) CHANGE POSSIBLE:	<i>While Ann was sitting in class, she fell asleep. (clause)</i> <i>While sitting in class, Ann fell asleep.</i>	
(g) NO CHANGE POSSIBLE:	<i>While the teacher was lecturing to the class, I fell asleep.*</i>	<p>No reduction (i.e., change) is possible if the subjects of the adverb clause and the main clause are different, as in (g) and (h).</p>
(h) NO CHANGE POSSIBLE:	<i>While we were walking home, a frog hopped across the road in front of us.</i>	
(i) INCORRECT:	<i>While walking home, a frog hopped across the road in front of us.</i>	<p>In (i): <i>While walking home</i> is called a “dangling modifier” or a “dangling participle,” i.e., a modifier that is incorrectly “hanging alone” without an appropriate noun or pronoun subject to modify.</p>
(j) INCORRECT:	<i>While watching TV last night, the phone rang.</i>	

\**While lecturing to the class, I fell asleep* means “While **I** was lecturing to the class, **I** fell asleep.”

## 18-2 CHANGING TIME CLAUSES TO MODIFYING ADVERBIAL PHRASES

<p>(a) CLAUSE: <i>Since Maria came to this country</i>, she has made many friends.</p> <p>(b) PHRASE: <i>Since coming to this country</i>, Maria has made many friends.</p>	<p>Adverb clauses beginning with <i>after</i>, <i>before</i>, <i>while</i>, and <i>since</i> can be changed to modifying adverbial phrases.</p>
<p>(c) CLAUSE: <i>After he (had) finished his homework</i>, Peter went to bed.</p> <p>(d) PHRASE: <i>After finishing his homework</i>, Peter went to bed.</p> <p>(e) PHRASE: <i>After having finished his homework</i>, Peter went to bed.</p>	<p>In (c): There is no difference in meaning between <i>After he finished</i> and <i>After he had finished</i>. (See Chart 3-3, p. 45.)</p> <p>In (d) and (e): There is no difference in meaning between <i>After finishing</i> and <i>After having finished</i>.</p>
<p>(f) PHRASE: Peter went to bed <i>after finishing his homework</i>.</p>	<p>A modifying adverbial phrase may follow the main clause, as in (f).</p>

### □ EXERCISE 1. Changing time clauses to modifying adverbial phrases. (Charts 18-1 and 18-2)

*Directions:* Underline the subject of the adverb clause and the subject of the main clause. Change the adverb clauses to modifying adverbial phrases if possible.

- While Joe was driving to school yesterday, he had an accident.  
→ *While driving to school yesterday, Joe had an accident.*
- While Joe was watching TV last night, the telephone rang. (*no change*)
- Before I came to class, I had a cup of coffee.
- Before the student came to class, the teacher had already given a quiz.
- Since I came here, I have learned a lot of English.
- Since Bob opened his new business, he has been working 16 hours a day.
- After Omar (had) finished breakfast, he left the house and went to his office.
- Alex hurt his back while he was chopping wood.
- You should always read a contract before you sign your name.
- Before the waiter came to our table, I had already made up my mind to order shrimp.
- Before you ask the librarian for help, you should make every effort to find the materials yourself.
- While Jack was trying to sleep last night, a mosquito kept buzzing in his ear.
- While Susan was climbing the mountain, she lost her footing and fell onto a ledge several feet below.
- The Wilsons have experienced many changes in their lifestyle since they adopted twins.
- After I heard Mary describe how cold it gets in Minnesota in the winter, I decided not to go there for my vacation in January.



## 18-3 EXPRESSING THE IDEA OF “DURING THE SAME TIME” IN MODIFYING ADVERBIAL PHRASES

- (a) *While I was walking* down the street, *I* ran into an old friend.
- (b) *While walking* down the street, *I* ran into an old friend.
- (c) *Walking* down the street, *I* ran into an old friend.
- (d) *Hiking* through the woods yesterday, *we* saw a bear.
- (e) *Pointing* to the sentence on the board, *the teacher* explained the meaning of modifying phrases.

Sometimes *while* is omitted but the *-ing* phrase at the beginning of the sentence gives the same meaning (i.e., “during the same time”). (a), (b), and (c) have the same meaning.

## 18-4 EXPRESSING CAUSE AND EFFECT IN MODIFYING ADVERBIAL PHRASES

- (f) *Because she needed* some money to buy a book, *Sue* cashed a check.
- (g) *Needing* some money to buy a book, *Sue* cashed a check.
- (h) *Because he lacked* the necessary qualifications, *he* was not considered for the job.
- (i) *Lacking* the necessary qualifications, *he* was not considered for the job.

Often an *-ing* phrase at the beginning of a sentence gives the meaning of “because.” (f) and (g) have the same meaning.

*Because* is not included in a modifying phrase. It is omitted, but the resulting phrase expresses a cause and effect relationship, as in (g) and (i).

- (j) *Having seen* that movie before, *I don't want* to go again.
- (k) *Having seen* that movie before, *I didn't want* to go again.

*Having* + *past participle* gives the meaning not only of “because” but also of “before.”

- (l) *Because she was unable* to afford a car, *she* bought a bicycle.
- (m) *Being unable* to afford a car, *she* bought a bicycle.
- (n) *Unable* to afford a car, *she* bought a bicycle.

A form of *be* in the adverb clause may be changed to *being*. The use of *being* makes the cause and effect relationship clear. (l), (m), and (n) have the same meaning.

### □ EXERCISE 2. Modifying adverbial phrases. (Charts 18-3 and 18-4)

*Directions:* Discuss the meaning of these sentences. Which ones give the meaning of *because*? Which ones give the meaning of *while*? Do some of the sentences give the idea of both *because* and *while*?

1. Sitting on the airplane and watching the clouds pass beneath me, I let my thoughts wander to the new experiences that were in store for me during the next two years of living abroad.
2. Being a self-supporting widow with three children, she has no choice but to work.
3. Lying on her bed in peace and quiet, she soon forgot her troubles.
4. Having already spent all of his last paycheck, he does not have any money to live on for the rest of the month.
5. Watching the children's energetic play, I felt like an old man even though I am only forty.

6. Having brought up ten children of their own, the Smiths may be considered experts on child behavior.
7. Being totally surprised by his proposal of marriage, Carol could not find the words to reply.
8. Driving to my grandparents' house last night, we saw a young woman who was selling flowers. We stopped so that we could buy some for my grandmother.
9. Struggling against fatigue, I forced myself to put one foot in front of the other.
10. Having guessed at the correct answers for a good part of the test, I did not expect to get a high score.
11. Realizing that I had made a dreadful mistake when I introduced him as George Johnson, I walked over to him and apologized. I know his name is John George.
12. Tapping his fingers loudly on the desk top, he made his impatience and dissatisfaction known.

□ EXERCISE 3. Modifying adverbial phrases. (Chart 18-4)

*Directions:* Change the adverb clauses to modifying adverbial phrases.

1. Because Sam didn't want to hurt her feelings, he didn't tell her the bad news.  
→ *Not wanting to hurt her feelings, Sam didn't tell her the bad news.*
2. Because the little boy believed that no one loved him, he ran away from home.
3. Because she was not paying attention to where she was going, Rosa stepped into a hole and sprained her ankle.
4. Because I had forgotten to bring a pencil to the examination, I had to borrow one.
5. Because Chelsea is a vegetarian, she does not eat meat.
6. Because he has already flunked out of school once, Mike is determined to succeed this time.

□ EXERCISE 4. Modifying adverbial phrases. (Charts 18-2 → 18-4)

*Directions:* Change the adverb clauses to modifying adverbial phrases.

1. Before I talked to you, I had never understood that formula.
2. Because he did not want to spend any more money this month, Larry decided against going to a restaurant for dinner. He made himself a sandwich instead.
3. After I read the chapter four times, I finally understood the author's theory.
4. Because I remembered that everyone makes mistakes, I softened my view of his seemingly inexcusable error.
5. Since he completed his Bachelor's degree, he has had three jobs, each one better than the last.
6. While I was traveling across the United States, I could not help being impressed by the great differences in terrain.
7. Before he gained national fame, the union leader had been an electrician in a small town.
8. Because we were enjoying the cool evening breeze and listening to the sounds of nature, we lost track of time.
9. Because she had never flown in an airplane before, the little girl was surprised and a little frightened when her ears popped.
10. Before he became vice-president of marketing and sales, Peter McKay worked as a sales representative.

□ EXERCISE 5. Modifying adverbial phrases. (Charts 18-3 and 18-4)

*Directions:* Combine the two sentences, making a modifying phrase out of the first sentence if possible.

1. The children had nothing to do. They were bored.  
→ *Having nothing to do, the children were bored.*
2. I heard that Nadia was in the hospital. I called her family to find out what was wrong.
3. We slowly approached the door to the hospital. The nurse stepped out to greet us.
4. I live a long distance from my work. I have to commute daily by train.
5. Heidi lives a long distance from her work. She has to commute daily by train.
6. Abdul lives a long distance from his work. His car is essential.
7. I did not want to inconvenience my friend by asking her to drive me to the airport. I decided to take a taxi.
8. I was sitting on a large rock at the edge of a mountain stream. I felt at peace with the world.
9. I am a married man. I have many responsibilities.
10. The little boy was trying his best not to cry. He swallowed hard and began to speak.
11. Anna kept one hand on the steering wheel. She opened a can of soda pop with her free hand.
12. Anna kept one hand on the steering wheel. Bob handed her a can of pop to hold in the other hand.
13. I recognized his face, but I had forgotten his name. I just smiled and said, "Hi."
14. Martha was picking strawberries in the garden. A bumblebee stung her.
15. Ann was convinced that she could never learn to play the piano. She stopped taking lessons.

□ EXERCISE 6. Modifying adverbial phrases. (Charts 18-3 and 18-4)

*Directions:* Make sentences by combining the ideas in Column A and Column B. Use the idea in Column A as a modifying adverbial phrase. Show logical relationships.

*Examples:*

**Column A**

1. She was looking in the want ads in the Sunday newspaper.
2. She had grown up overseas.
3. She is the vice-president of a large company.

**Column B**

- A. Mary has a lot of responsibilities.
- B. Ann found a good used car at a price she could afford to pay.
- C. Alice enjoys trying foods from other countries.

→ 1. *Looking in the want ads in the Sunday newspaper, Ann found a good used car at a price she could afford to pay.*

→ 2. *Having grown up overseas, Alice enjoys trying foods from other countries.*

→ 3. *Being the vice-president of a large company, Mary has a lot of responsibilities.*

### Column A

1. They have sticky pads on their feet.
2. He has worked with computers for many years.
3. She was born two months prematurely.
4. He had done everything he could for the patient.
5. She had never eaten Thai food before.
6. He had no one to turn to for help.
7. They are endangered species.
8. They are able to crawl into very small places.
9. She has done very well in her studies.
10. They are extremely hard and nearly indestructible.

### Column B

- A. Sally didn't know what to expect when she went to the Thai restaurant for dinner.
- B. Mice can hide in almost any part of a house.
- C. Rhinos are protected by law from poachers who kill them solely for their horns.
- D. The doctor left to attend other people.
- E. Nancy expects to be hired by a top company after graduation.
- F. Diamonds are used extensively in industry to cut other hard minerals.
- G. Flies can easily walk on the ceiling.
- H. Sam was forced to work out the problem by himself.
- I. Mary needed special care for the first few days of her life.
- J. Ed has an excellent understanding of their limitations as well as their potential.

#### □ EXERCISE 7. Modifying adverbial phrases. (Charts 18-1 → 18-4)

*Directions:* Some (but not all) of the sentences contain DANGLING MODIFIERS (i.e., incorrectly used modifying adverbial phrases). Correct these errors.

1. After leaving the theater, we stopped at a coffee shop for a late night snack. (*no change*)
2. After leaving the theater, Tom's car wouldn't start, so we had to take a taxi home.  
→ *After we left the theater, Tom's car wouldn't start, so we had to take a taxi home.*  
→ *After leaving the theater, we discovered that Tom's car wouldn't start, so we took a taxi home.*
3. Not wanting to interrupt the conversation, I stood quietly and listened until I could have a chance to talk.
4. Being too young to understand death, my mother gave me a simple explanation of where my grandfather had gone.
5. When asked to explain his mistake, the new employee cleared his throat nervously.
6. While working in my office late last night, someone suddenly knocked loudly at my door and nearly scared me to death!
7. After hurrying to get everything ready for the picnic, it began to rain just as we were leaving.
8. While walking across the street at a busy intersection, a truck nearly ran over my foot.

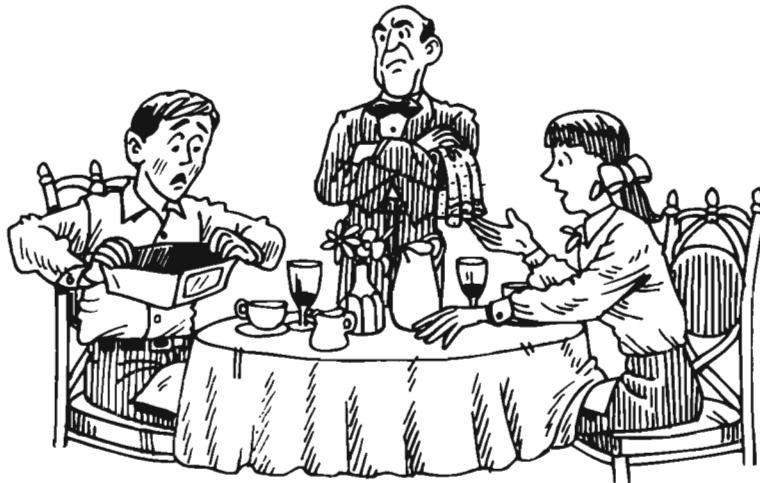
## 18-5 USING *UPON* + *-ING* IN MODIFYING ADVERBIAL PHRASES

(a) <i>Upon reaching</i> the age of 21, I received my inheritance.	Modifying adverbial phrases beginning with <i>upon</i> + <i>-ing</i> usually have the same meaning as adverb clauses introduced by <i>when</i> . (a) and (b) have the same meaning.
(b) <i>When I reached</i> the age of 21, I received my inheritance.	
(c) <i>On reaching</i> the age of 21, I received my inheritance.	<i>Upon</i> can be shortened to <i>on</i> . (a), (b), and (c) all have the same meaning.

### □ EXERCISE 8. Using *UPON* + *-ING*. (Chart 18-5)

*Directions:* Using the given information, make sentences with *upon* + *-ing*.

1. When Tom saw his wife and child get off the airplane, he broke into a big smile.  
→ *Upon seeing his wife and child get off the airplane, Tom broke into a big smile.*
2. When Tina crossed the marathon finish line, she fell in exhaustion.
3. When I looked in my wallet, I discovered I didn't have enough money to pay my restaurant bill.



4. I bowed my head when I met the king.
5. When Sam re-read the figures, he found that he had made a mistake.
6. The small child reached toward the lighted candle. When he discovered it was hot, he jerked his hand back, held it in front of himself, and stared at it curiously. Then he began to scream.
7. Mrs. Alexander nearly fainted when she learned that she had won the lottery.
8. When you finish the examination, bring your paper to the front of the room.
9. There must have been 300 students in the room on the first day of class. The professor slowly read through the list of names. When I heard my name, I raised my hand to identify myself.
10. Captain Cook had been sailing for many weeks with no land in sight. Finally, one of the sailors shouted, "Land ho!" When he heard this, Cook grabbed his telescope and searched the horizon.

□ EXERCISE 9. Review: modifying adverbial phrases. (Chapter 18)

*Directions:* Change the adverb clause in each sentence to a modifying adverbial phrase if possible. Make any necessary changes in punctuation, capitalization, or word order.

1. After it spends some time in a cocoon, a caterpillar will emerge as a butterfly.  
→ *After spending some time in a cocoon, a caterpillar will emerge as a butterfly.*
2. When the movie started, it suddenly got very quiet inside the theater. (*no change*)
3. When we entered the theater, we handed the usher our tickets.  
→ *Upon entering the theater, we handed the usher our tickets.*
4. Because I was unprepared for the test, I didn't do well.  
→ *Being unprepared for the test, I didn't do well.* OR: *Unprepared for the test, I didn't do well.*
5. Before I left on my trip, I checked to see what shots I would need.
6. Since Indians in the high Andes Mountains live in thin air, their hearts grow to be a larger than average size.
7. Because I hadn't understood the directions, I got lost.
8. My father reluctantly agreed to let me attend the game after he had talked it over with my mother.
9. When I discovered I had lost my key to the apartment, I called the building superintendent.
10. Jane's family hasn't received any news from her since she arrived in Australia two weeks ago.
11. Garcia Lopez de Cardenas accidentally discovered the Grand Canyon while he was looking for the legendary Lost City of Gold.
12. Because the forest area is so dry this summer, it is prohibited to light campfires.
13. After we had to wait for more than half an hour, we were finally seated at the restaurant.
14. Before Maria got accepted on her country's Olympic running team, she had spent most of the two previous years in training.
15. Because George wasn't paying attention to his driving, he didn't see the large truck until it was almost too late.



□ EXERCISE 10. Review: modifying adverbial phrases. (Chapter 18)

*Directions:* Underline the adverb clauses in the following. Change the adverb clauses to adverb phrases if possible. Make any necessary changes in punctuation, capitalization, or word order.

1. Alexander Graham Bell, a teacher of the deaf in Boston, invented the first telephone. One day in 1875, while he was running a test on his latest attempt to create a machine that could carry voices, he accidentally spilled acid on his coat. Naturally, he called for his assistant, Thomas A. Watson, who was in another room. Bell said, “Mr. Watson, come here. I want you.” When Watson heard words coming from the machine, he immediately realized that their experiments had at last been successful. He rushed excitedly into the other room to tell Bell that he had heard his words over the machine.

After Bell had successfully tested the new apparatus again and again, he confidently announced his invention to the world. For the most part, scientists appreciated his accomplishment, but the general public did not understand the revolutionary nature of Bell’s invention. Because they believed the telephone was a toy with little practical application, most people paid little attention to Bell’s announcement.

2. Wolves are much misunderstood animals. Because many people believe that wolves eagerly kill human beings, they fear them. However, the truth is that wolves avoid any contact with human beings. Wildlife biologists in the United States say there is no documented case of wolves attacking humans in the lower 48 states. More people are hurt and killed by buffaloes in Yellowstone Park than have ever been hurt by wolves in North America.

Because they are strictly carnivorous, wolves hunt large animals such as elk and deer, as well as their mainstay, small animals such as mice and rabbits. And they are particularly fond of sheep. Killing ranchers’ livestock has helped lead to wolves’ bad reputation among people.

Because it was relentlessly poisoned, trapped, and shot by ranchers and hunters, the timber wolf, a subspecies of the gray wolf, was eradicated in the lower 48 states by

the 1940s. Not one wolf remained. In the 1970s, after they realized a mistake had been made, U.S. lawmakers passed laws to protect wolves.

Long ago, wolves could be found in almost all areas of the Northern Hemisphere throughout Asia, Europe, and North America. Today, after they have been unremittingly destroyed for centuries, they are found in few places, principally in sparsely populated areas of Alaska, Minnesota, Canada, and the northernmost regions of Russia and China.



□ EXERCISE 11. Review: modifying adverbial phrases. (Chapter 18)

*Directions:* Complete the sentences. Punctuate carefully.

1. After having finished my . . . .
2. Before going to . . . .
3. Since coming to . . . .
4. Sitting in the park the other day . . . .
5. Having heard a strange noise in the other room . . . .
6. Being new on the job . . . .
7. Being the largest city in the United States . . . .
8. Upon reaching our destination . . . .
9. Receiving no answer when he knocked on the door . . . .
10. Exhausted by the long hours of work . . . .

□ EXERCISE 12. Error analysis: general review. (Chapters 16, 17, and 18)

*Directions:* Correct the errors.

1. I was very tired, go to bed.  
→ *I was very tired, so I went to bed.* OR: *I was very tired and went to bed.*
2. Because our leader could not attend the meeting, so it was canceled.
3. I and my wife likes to travel.
4. I always fasten my seat belt before to start the engine.
5. I don't like our classroom. Because it is hot and crowded. I hope we can change to a different room.
6. The day was very warm and humid, for that I turned on the air conditioner.
7. Upon I learned that my car couldn't be repaired for three days, I am very distressed.
8. Having missed the final examination because, the teacher gave me a failing grade.
9. Both my sister and my brother is going to be at the family reunion.
10. I hope my son will remain in school until he will finish his degree.
11. My brother has succeeded in business because of he works hard.
12. Luis stood up, turned toward me, and speaking so softly that I couldn't hear what he said.
13. I was lost. I could not find my parents neither my brother.
14. Having studied Greek for several years, Sarah's pronunciation was easy to understand.



# CHAPTER 19

## Connectives That Express Cause and Effect, Contrast, and Condition

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### □ EXERCISE 1. Preview. (Charts 19-1 → 19-3)

*Directions:* Correct the errors.

1. Because of Rosa's computer skills were poor she was not considered for the job.
2. Rosa's computer skills were poor therefore she was not considered for the job.
3. Because Rosa's computer skills were poor, therefore she was not considered for the job.
4. Because Rosa's computer skills were poor, so she was not considered for the job.
5. Due to her poor computer skills, Rosa was not considered for the job therefore.
6. Consequently Rosa's computer skills were poor, she was not considered for the job.

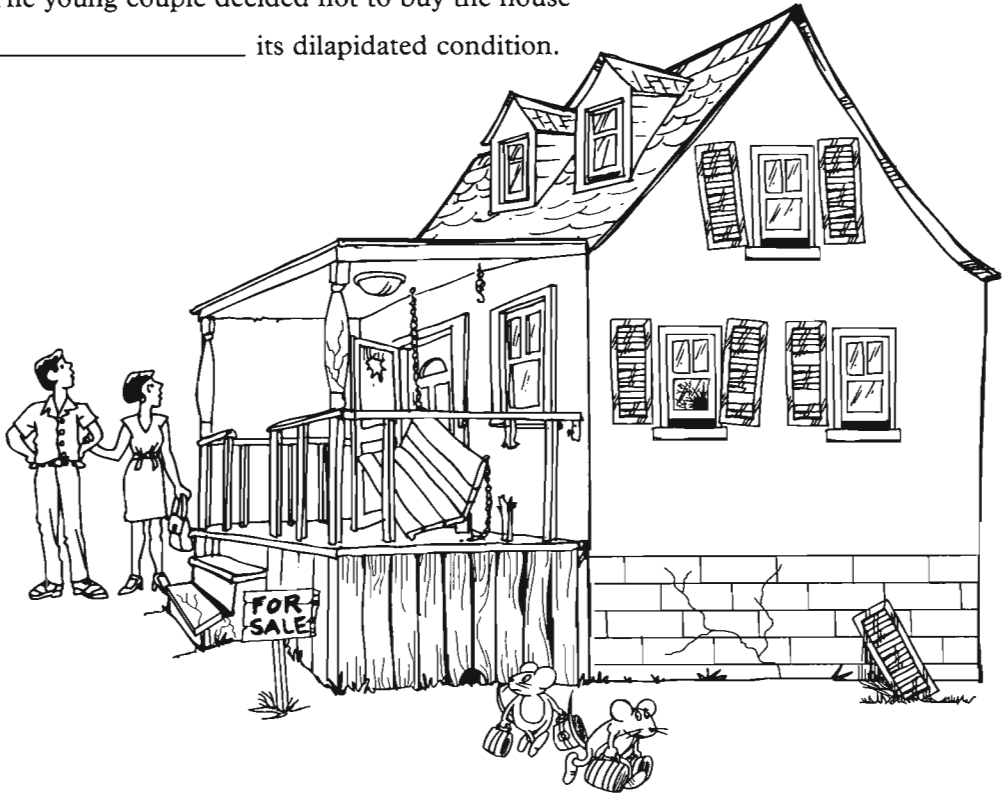
### 19-1 USING *BECAUSE OF* AND *DUE TO*

(a) <i>Because the weather was cold, we stayed home.</i>	<i>Because</i> introduces an adverb clause; it is followed by a subject and verb, as in (a).
(b) <i>Because of the cold weather, we stayed home.</i> (c) <i>Due to the cold weather, we stayed home.</i>	<i>Because of</i> and <i>due to</i> are phrasal prepositions; they are followed by a noun object, as in (b) and (c).
(d) <i>Due to the fact that the weather was cold, we stayed home.</i>	Sometimes, usually in more formal writing, <i>due to</i> is followed by a noun clause introduced by <i>the fact that</i> .
(e) We stayed home <i>because of the cold weather.</i> We stayed home <i>due to the cold weather.</i> We stayed home <i>due to the fact that the weather was cold.</i>	Like adverb clauses, these phrases can also follow the main clause, as in (e).

□ EXERCISE 2. Using BECAUSE and BECAUSE OF. (Charts 17-2 and 19-1)

Directions: Complete the sentences with either *because* or *because of*.

1. We postponed our trip because of the bad driving conditions.
2. Sue's eyes were red because she had been swimming in a chlorinated pool.
3. We can't visit the museum tomorrow \_\_\_\_\_ it isn't open.
4. Jim had to give up jogging \_\_\_\_\_ his sprained ankle.
5. \_\_\_\_\_ heavy fog at the airport, we had to stay in London an extra day.
6. \_\_\_\_\_ the elevator was broken, we had to walk up six flights of stairs.
7. Thousands of Irish people emigrated to the United States \_\_\_\_\_ the potato famine in Ireland in the mid-19th century.
8. The young couple decided not to buy the house \_\_\_\_\_ its dilapidated condition.



□ EXERCISE 3. Using BECAUSE OF and DUE TO. (Chart 19-1)

Directions: Using the ideas given in parentheses, complete the sentences.

1. (*Our parents are generous.*) Because of our parents' generosity, all of the children in our family have received the best of everything.
2. (*The traffic was heavy.*) We were late to the meeting due to \_\_\_\_\_  
\_\_\_\_\_.

3. (*Bill's wife is ill.*) Bill has to do all of the cooking and cleaning because of \_\_\_\_\_.
4. (*Dr. Robinson has done excellent research on wolves.*) Due to \_\_\_\_\_, we know much more today about that endangered species than we did even five years ago.
5. (*It was noisy in the next apartment.*) I couldn't get to sleep last night because of \_\_\_\_\_.
6. (*Circumstances are beyond my control.*) Due to \_\_\_\_\_, I regret to say that I cannot be present at your daughter's wedding.

## 19-2 USING TRANSITIONS TO SHOW CAUSE AND EFFECT: THEREFORE AND CONSEQUENTLY

<p>(a) Al failed the test because he didn't study.          (b) Al didn't study. <b>Therefore</b>, he failed the test.          (c) Al didn't study. <b>Consequently</b>, he failed the test.</p>	<p>(a), (b), and (c) have the same meaning. <b>Therefore</b> and <b>consequently</b> mean "as a result." In grammar, they are called <i>transitions</i> (or <i>conjunctive adverbs</i>). Transitions connect the ideas between two sentences.</p>
<p>(d) Al didn't study. <b>Therefore</b>, he failed the test.          (e) Al didn't study. He, <b>therefore</b>, failed the test.          (f) Al didn't study. He failed the test, <b>therefore</b>.</p> <p>POSITIONS OF A TRANSITION</p> <p><b>transition</b> + s + v (+ rest of sentence)          s + <b>transition</b> + v (+ rest of sentence)          s + v (+ rest of sentence) + <b>transition</b></p>	<p>A transition occurs in the second of two related sentences. Notice the patterns and punctuation in the examples. A period (NOT a comma) is used at the end of the first sentence.* The transition has several positions in the second sentence. The transition is separated from the rest of the sentence by commas.</p>
<p>(g) Al didn't study, <b>so</b> he failed the test.</p>	<p>COMPARE: A <i>transition</i> (e.g., <b>therefore</b>) has several possible positions within the second sentence of the pair, as in (d), (e), and (f). A <i>conjunction</i> (e.g., <b>so</b>) has only one possible position: between the two sentences. (See Chart 16-3, p. 355.) <b>So</b> cannot move around in the second sentence as <b>therefore</b> can.</p>

\*A semicolon is also possible in this situation. See the footnote to Chart 19-3, p. 389.

### □ EXERCISE 4. Using THEREFORE and CONSEQUENTLY. (Chart 19-2)

*Directions:* Restate the sentences, using the given transitions. Use three alternative positions for the transitions, as shown in Chart 19-2. Punctuate carefully.

1. The children stayed home because a storm was approaching. (*therefore*)

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2. I didn't have my umbrella, so I got wet. (*consequently*)

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□ EXERCISE 5. Showing cause and effect. (Charts 16-3, 17-2, 19-1, and 19-2)

*Directions:* Punctuate the sentences. Add capital letters if necessary.

1. *adverb clause:* Because it was cold she wore a coat.
2. *adverb clause:* She wore a coat because it was cold.
3. *prepositional phrase:* Because of the cold weather she wore a coat.
4. *prepositional phrase:* She wore a coat because of the cold weather.
5. *transition:* The weather was cold therefore she wore a coat.
6. *transition:* The weather was cold she therefore wore a coat.
7. *transition:* The weather was cold she wore a coat therefore.
8. *conjunction:* The weather was cold so she wore a coat.

□ EXERCISE 6. Showing cause and effect. (Charts 17-2, 19-1, and 19-2)

*Directions:* Punctuate the sentences. Add capital letters if necessary.

1. Pat always enjoyed studying sciences in high school therefore she decided to major in biology in college.
2. Due to recent improvements in the economy fewer people are unemployed.
3. Last night's storm damaged the power lines consequently the town was without electricity for several hours.
4. Because of the snowstorm only five students came to class the teacher therefore canceled the class.
5. Anna always makes numerous spelling mistakes in her compositions because she does not use a dictionary when she writes.

## 19-3 SUMMARY OF PATTERNS AND PUNCTUATION

ADVERB CLAUSE	(a) <b>Because</b> <i>it was hot</i> , we went swimming. (b) We went swimming <b>because</b> <i>it was hot</i> .	An <i>adverb clause</i> may precede or follow an independent clause. PUNCTUATION: A comma is used if the adverb clause comes first.
PREPOSITION	(c) <b>Because of</b> <i>the hot weather</i> , we went swimming. (d) We went swimming <b>because of</b> <i>the hot weather</i> .	A <i>preposition</i> is followed by a noun object, not by a subject and verb. PUNCTUATION: A comma is usually used if the prepositional phrase precedes the subject and verb of the independent clause.
TRANSITION	(e) It was hot. <b>Therefore</b> , we went swimming. (f) It was hot. <i>We</i> , <b>therefore</b> , went swimming. (g) It was hot. <i>We went swimming</i> , <b>therefore</b> .	A <i>transition</i> is used with the second sentence of a pair. It shows the relationship of the second idea to the first idea. A transition is movable within the second sentence. PUNCTUATION: A period is used between the two independent clauses.* A comma may NOT be used to separate the clauses. Commas are usually used to set the transition off from the rest of the sentence.
CONJUNCTION	(h) It was hot, <b>so</b> we went swimming.	A conjunction comes between two independent clauses. PUNCTUATION: Usually a comma is used immediately in front of a conjunction.

\*A semicolon (;) may be used instead of a period between the two independent clauses.

*It was hot; therefore, we went swimming.*

*It was hot; we, therefore, went swimming.*

*It was hot; we went swimming, therefore.*

In general, a semicolon can be used instead of a period between any two sentences that are closely related in meaning.

Example: *Peanuts are not nuts; they are beans.* Notice that a small letter, not a capital letter, immediately follows a semicolon.

### □ EXERCISE 7. Showing cause and effect. (Chart 19-3)

*Directions:* Using the given words, combine the two ideas.

#### **PART I. We postponed our trip. The weather was bad.**

1. because → *We postponed our trip because the weather was bad.*  
→ *Because the weather was bad, we postponed our trip.*
2. therefore
3. since
4. so
5. because of
6. consequently
7. due to (the fact that)

#### **PART II. She missed class. She was ill.**

1. because of
2. because
3. consequently
4. so
5. due to (the fact that)
6. therefore



□ EXERCISE 8. Showing cause and effect. (Charts 19-2 and 19-3)

*Directions:* Combine ideas, using the words in parentheses.

1. We stayed home. The weather was bad. (*because*)  
→ *We stayed home because the weather was bad.* OR  
→ *Because the weather was bad, we stayed home.*
2. Emily has never wanted to return to the Yukon to live. The winters are too severe. (*because of*)
3. It is important to wear a hat on cold days. We lose sixty percent of our body heat through our head. (*since*)
4. When I was in my teens and twenties, it was easy for me to get into an argument with my father. Both of us can be stubborn and opinionated. (*for*)
5. A camel can go completely without water for eight to ten days. It is an ideal animal for desert areas. (*due to the fact that*)
6. Bill couldn't pick us up after the concert. His car wouldn't start. (*therefore*)
7. Robert had to ask many of the same questions again the next time he talked to the travel agent. He did not pay close attention to what she said when he went to see her at her office last week. (*so*)
8. A tomato is classified as a fruit, but most people consider it a vegetable. It is often eaten in salads along with lettuce, onions, cucumbers, and other vegetables. (*since*)
9. There is consumer demand for ivory. Many African elephants are being slaughtered ruthlessly. Many people who care about saving these animals from extinction refuse to buy any item made from ivory. (*due to, consequently*)



10. Most 15th-century Europeans believed the world was flat and that a ship could conceivably sail off the end of the earth. Many sailors of the time refused to venture forth with explorers into unknown waters. (*because*)

## 19-4 OTHER WAYS OF EXPRESSING CAUSE AND EFFECT: SUCH . . . THAT AND SO . . . THAT

(a) Because the weather was nice, we went to the zoo. (b) It was <i>such nice weather that</i> we went to the zoo. (c) The weather was <i>so nice that</i> we went to the zoo.	Examples (a), (b), and (c) have the same meaning.
(d) It was <i>such good coffee that</i> I had another cup. (e) It was <i>such a foggy day that</i> we couldn't see the road.	<b>Such . . . that</b> encloses a modified noun: <i>such + adjective + noun + that</i>
(f) The coffee is <i>so hot that</i> I can't drink it. (g) I'm <i>so hungry that</i> I could eat a horse.	<b>So . . . that</b> encloses an adjective or adverb: $so + \left\{ \begin{array}{c} \text{adjective} \\ \text{or} \\ \text{adverb} \end{array} \right\} + that$
(h) She speaks <i>so fast that</i> I can't understand her. (i) He walked <i>so quickly that</i> I couldn't keep up with him.	
(j) She made <i>so many mistakes that</i> she failed the exam. (k) He has <i>so few friends that</i> he is always lonely. (l) She has <i>so much money that</i> she can buy whatever she wants. (m) He had <i>so little trouble</i> with the test <i>that</i> he left twenty minutes early.	<b>So . . . that</b> is used with <i>many, few, much, and little</i> .
(n) It was <i>such a good book (that)</i> I couldn't put it down. (o) I was <i>so hungry (that)</i> I didn't wait for dinner to eat something.	Sometimes, primarily in speaking, <b>that</b> is omitted.

### □ EXERCISE 9. Using SUCH . . . THAT and SO . . . THAT. (Chart 19-4)

*Directions:* Combine the sentences by using **so . . . that** or **such . . . that**.

- This tea is good. I think I'll have another cup.  
→ *This tea is so good that I think I'll have another cup.*
- This is good tea. I think I'll have another cup.  
→ *This is such good tea that I think I'll have another cup.*
- It was an expensive car. We couldn't afford to buy it.
- The car was expensive. We couldn't afford to buy it.
- The weather was hot. You could fry an egg on the sidewalk.
- During the summer, we had hot and humid weather. It was uncomfortable just sitting in a chair doing nothing.
- I don't feel like going to work. We're having beautiful weather.
- Ivan takes everything in life too seriously. He is unable to experience the small joys and pleasures of daily living.
- I've met too many people in the last few days. I can't possibly remember all of their names.
- Tommy ate too much candy. He got a stomachache.
- It took us only ten minutes to get there. There was little traffic.
- In some countries, few students are accepted by the universities. As a result, admission is virtually a guarantee of a good job upon graduation.

□ EXERCISE 10. Using **SUCH . . . THAT** and **SO . . . THAT**. (Chart 19-4)

*Directions:* Make sentences using **such** or **so** by combining the ideas in Column A and Column B.

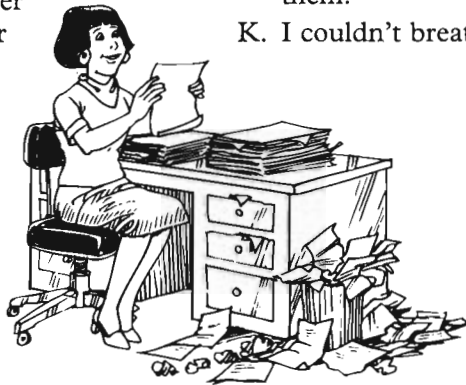
*Example:* The wind was strong. → *The wind was so strong that it blew my hat off my head.*

**Column A**

1. The wind was strong.
2. Karen is a good pianist.
3. The radio was too loud.
4. Small animals in the forest move about quickly.
5. Olga did poor work.
6. The food was too hot.
7. There are many leaves on a single tree.
8. The tornado struck with great force.
9. Grandpa held me tightly when he hugged me.
10. Few students showed up for class.
11. Sally used too much paper when she was writing her report.

**Column B**

- A. It burned my tongue.
- B. She was fired from her job.
- ✓ C. It blew my hat off my head.
- D. The teacher postponed the test.
- E. It is impossible to count them.
- F. It lifted automobiles off the ground.
- G. I couldn't hear what Michael was saying.
- H. I'm surprised she didn't go into music professionally.
- I. The wastepaper basket overflowed.
- J. One can barely catch a glimpse of them.
- K. I couldn't breathe for a moment.



□ EXERCISE 11. Using **SO . . . THAT**. (Chart 19-4)

*Directions:* Work in pairs, in groups, or as a class.

Speaker A: Your book is open. Give the cue and engage Speaker B in conversation.

Speaker B: Your book is closed. Answer the *how*-question using **so . . . that**.

*Example:* Think of a time you were tired. How tired were you?

SPEAKER A: Think of a time you were very tired. Can you remember one particular time?

SPEAKER B: There was one time when I'd stayed up all night writing a paper.

SPEAKER A: And you were very tired the next morning, right? How tired were you?

SPEAKER B: I was so tired that I almost fell asleep in my morning classes.

Think of a time you were

- |   |   |
|---|---|
| 1. . . . nervous. How nervous were you?     | 5. . . . exhausted. How exhausted were you?                                     |
| 2. . . . angry. How angry were you?         | 6. . . . unhappy/embarrassed/glad/sick/sad/frightened/excited/disappointed/etc. |
| 3. . . . happy. How happy were you?         |   |
| 4. . . . surprised. How surprised were you? |   |

## 19-5 EXPRESSING PURPOSE: USING SO THAT

<p>(a) I turned off the TV <b>in order to</b> enable my roommate to study in peace and quiet.</p> <p>(b) I turned off the TV <b>so (that)</b> my roommate could study in peace and quiet.</p>	<p><b>In order to</b> expresses <i>purpose</i>. (See Chart 15-1, p. 326.) In (a): I turned off the TV for a purpose. The purpose was to make it possible for my roommate to study in peace and quiet.</p> <p><b>So that</b> also expresses <i>purpose</i>.* It expresses the same meaning as <b>in order to</b>. The word “that” is often omitted, especially in speaking.</p>
<p>SO THAT + CAN or COULD</p> <p>(c) I’m going to cash a check <b>so that I can</b> buy my textbooks.</p> <p>(d) I cashed a check <b>so that I could</b> buy my textbooks.</p>	<p><b>So that</b> is often used instead of <b>in order to</b> when the idea of ability is being expressed. <b>Can</b> is used in the adverb clause for a present/future meaning. In (c): <i>so that I can buy = in order to be able to buy</i>.</p> <p><b>Could</b> is used after <b>so that</b> in past sentences.**</p>
<p>SO THAT + WILL /SIMPLE PRESENT or WOULD</p> <p>(e) I’ll take my umbrella <b>so that I won’t</b> get wet.</p> <p>(f) I’ll take my umbrella <b>so that I don’t</b> get wet.</p> <p>(g) Yesterday I took my umbrella <b>so that I wouldn’t</b> get wet.</p>	<p>In (e): <i>so that I won’t get wet = in order to make sure that I won’t get wet</i>.</p> <p>In (f): It is sometimes possible to use the simple present after <b>so that</b> in place of <b>will</b>; the simple present expresses a future meaning.</p> <p><b>Would</b> is used in past sentences; as in (g).</p>

\*NOTE: **In order that** has the same meaning as **so that** but is less commonly used.

Example: *I turned off the TV in order that my roommate could study in peace and quiet.*

Both **so that** and **in order that** introduce adverb clauses. It is unusual, but possible, to put these adverb clauses at the beginning of a sentence: **So that** my roommate could study in peace and quiet, I turned off the TV.

\*\*Also possible but less common: the use of **may** or **might** in place of **can** or **could**: e.g., *I cashed a check so that I might buy my textbooks.*

### □ EXERCISE 13. Using SO THAT. (Chart 19-5)

Directions: Combine the ideas by using **so (that)**.

1. Please turn down the radio. I want to be able to get to sleep.  
→ *Please turn down the radio so (that) I can get to sleep.*
2. My wife turned down the radio. I wanted to be able to get to sleep.  
→ *My wife turned down the radio so (that) I could get to sleep.*
3. Put the milk in the refrigerator. We want to make sure it won’t (OR doesn’t) spoil.  
→ *Put the milk in the refrigerator so (that) it won’t (OR doesn’t) spoil.*
4. I put the milk in the refrigerator. I wanted to make sure it didn’t spoil.  
→ *I put the milk in the refrigerator so (that) it wouldn’t spoil.*
5. Please be quiet. I want to be able to hear what Sharon is saying.
6. I asked the children to be quiet. I wanted to be able to hear what Sharon was saying.
7. I’m going to cash a check. I want to make sure that I have enough money to go to the market.
8. I cashed a check yesterday. I wanted to make sure that I had enough money to go to the market.
9. Ann and Larry have a six-year-old child. Tonight they’re going to hire a babysitter. They want to be able to go out with some friends.
10. Last week Ann and Larry hired a babysitter. They wanted to be able to go to a dinner party at the home of Larry’s boss.

11. Be sure to put the meat in the oven at 5:00. You want to be sure that it will be (OR is) ready to eat by 6:30.
12. Yesterday I put the meat in the oven at 5:00. I wanted it to be ready to eat by 6:30.
13. I'm going to leave the party early. I want to be able to get a good night's sleep tonight.
14. When it started to rain, Harry opened his umbrella. He wanted to be sure he didn't get wet.
15. The little boy pretended to be sick. He wanted to stay home from school.
16. A lot of people were standing in front of me. I stood on tiptoes. I wanted to see the parade better.

□ EXERCISE 14. Using SO THAT. (Chart 19-5)

*Directions:* Complete the sentences in Column A with the ideas in Column B. Pay special attention to the verb forms following **so that**.

*Example:* Ali borrowed an eraser so that . . . .

→ *Ali borrowed an eraser so that he could erase a mistake in his composition.*

**Column A**

1. Ali borrowed an eraser so that . . . .
2. I turned on the radio so that . . . .
3. I need to buy some detergent so that . . . .
4. Roberto fixed the leak in the boat so that . . . .
5. Mr. Kwan is studying the history and government of Canada so that . . . .
6. Ms. Gow put on her reading glasses so that . . . .
7. Jane is taking a course in auto mechanics so that . . . .
8. Omar is working hard to impress his supervisor so that . . . .
9. Po is saving his money so that . . . .
10. During the parade, Toshi lifted his daughter to his shoulder so that . . . .

**Column B**

- A. wash my clothes
- B. read the fine print at the bottom of the contract
- C. not sink
- ✓ D. erase a mistake in his composition
- E. travel in Europe next summer
- F. listen to the news
- G. see the dancers in the street
- H. fix her own car
- I. become a Canadian citizen
- J. be considered for a promotion at his company

□ EXERCISE 15. Using SO THAT. (Chart 19-5)

*Directions:* Complete the sentences with your own words.

*Examples:* Sam took lots of pictures on his vacation so (that) . . . .

→ *Sam took lots of pictures on his vacation so (that) he could show us where he'd been.*

. . . so (that) I could see better.

→ *I moved to the front of the room so (that) I could see better.*

1. I need a pen so (that) . . . .
2. . . . so (that) he can improve his English.
3. I turned on the TV so (that) . . . .
4. Mary hurried to get the child out of the road so (that) . . . .
5. . . . so (that) he wouldn't miss his important appointment.
6. I'm taking a bus instead of flying so (that) . . . .
7. . . . so (that) I could tell him the news in person.

8. . . . so (that) his children will have a better life.
9. Martina is trying to improve her English so (that) . . . .
10. . . . so (that) the celebration would be a great success.
11. Tarek borrowed some money from his friend so (that) . . . .
12. . . . so (that) you can be ready to leave on time.

EXERCISE 16. Summary: cause and effect. (Charts 19-2 → 19-5)

*Directions:* Using the given words, make sentences about yourself, your friends, your family, your classes, today's weather, current events in the world, etc.

- |                                   |                                    |                          |
|-----------------------------------|------------------------------------|--------------------------|
| 1. now that                       | 6. since (meaning <i>because</i> ) | 10. such . . . that      |
| 2. therefore                      | 7. in order to                     | 11. because              |
| 3. for (meaning <i>because</i> )  | 8. so that                         | 12. because of           |
| 4. consequently                   | 9. so . . . that                   | 13. due to               |
| 5. so (meaning <i>therefore</i> ) |                                    | 14. due to the fact that |

## 19-6 SHOWING CONTRAST (UNEXPECTED RESULT)

All these sentences have the same meaning. The idea of cold weather is contrasted with the idea of going swimming. Usually if the weather is cold, one does not go swimming, so going swimming in cold weather is an "unexpected result." It is surprising that the speaker went swimming in cold weather.

ADVERB CLAUSES	<i>even though</i> <i>although</i> <i>though</i>	(a) <i>Even though</i> it was cold, I went swimming. (b) <i>Although</i> it was cold, I went swimming. (c) <i>Though</i> it was cold, I went swimming.
CONJUNCTIONS	<i>but . . . anyway</i> <i>but . . . still</i> <i>yet . . . still</i>	(d) It was cold, <i>but</i> I went swimming <i>anyway</i> . (e) It was cold, <i>but</i> I <i>still</i> went swimming. (f) It was cold, <i>yet</i> I <i>still</i> went swimming.
TRANSITIONS	<i>nevertheless</i> <i>nonetheless</i> <i>however . . . still</i>	(g) It was cold. <i>Nevertheless</i> , I went swimming. (h) It was cold; <i>nonetheless</i> , I went swimming. (i) It was cold. <i>However</i> , I <i>still</i> went swimming.
PREPOSITIONS	<i>despite</i> <i>in spite of</i> <i>despite the fact that</i> <i>in spite of the fact that</i>	(j) I went swimming <i>despite</i> the cold weather. (k) I went swimming <i>in spite of</i> the cold weather. (l) I went swimming <i>despite the fact that</i> the weather was cold. (m) I went swimming <i>in spite of the fact that</i> the weather was cold.

EXERCISE 17. Showing contrast (unexpected result). (Chart 19-6)

*Directions:* Complete the sentences with the given words. Pay close attention to the given punctuation and capitalization.

**PART I.** Complete the sentences with *but*, *even though*, or *nevertheless*.

1. Bob ate a large dinner. Nevertheless, he is still hungry.
2. Bob ate a large dinner, but he is still hungry.

3. Bob is still hungry even though he ate a large dinner.
4. I had a lot of studying to do, \_\_\_\_\_ I went to a movie anyway.
5. I had a lot of studying to do. \_\_\_\_\_, I went to a movie.
6. \_\_\_\_\_ I had a lot of studying to do, I went to a movie.
7. I finished all of my work \_\_\_\_\_ I was very sleepy.
8. I was very sleepy, \_\_\_\_\_ I finished all of my work anyway.
9. I was very sleepy. \_\_\_\_\_, I finished all of my work.

**PART II.** Complete the sentences with *yet*, *although*, or *however*.

10. I washed my hands. \_\_\_\_\_, they still looked dirty.
11. I washed my hands, \_\_\_\_\_ they still looked dirty.
12. \_\_\_\_\_ I washed my hands, they still looked dirty.
13. Diana didn't know how to swim, \_\_\_\_\_ she jumped into the swimming pool.
14. \_\_\_\_\_ Diana didn't know how to swim, she jumped into the swimming pool.
15. Diana didn't know how to swim. \_\_\_\_\_, she jumped into the swimming pool.

□ **EXERCISE 18. Showing contrast (unexpected result).** (Chart 19-6)

*Directions:* Add commas, periods, and capital letters as necessary. Do not add, omit, or change any words.

1. Anna's father gave her some good advice nevertheless she did not follow it.  
→ *Anna's father gave her some good advice. Nevertheless, she did not follow it.*
2. Anna's father gave her some good advice but she didn't follow it.
3. Even though Anna's father gave her some good advice she didn't follow it.
4. Anna's father gave her some good advice she did not follow it however.
5. Thomas was thirsty I offered him some water he refused it.
6. Thomas refused the water although he was thirsty.
7. Thomas was thirsty nevertheless he refused the glass of water I brought him.
8. Thomas was thirsty yet he refused to drink the water that I offered him.

□ EXERCISE 19. Showing contrast (unexpected result). (Chart 19-6)

*Directions:* Combine the ideas in the two sentences, using the given words. Discuss correct punctuation. Use the negative if necessary to make a logical statement.

1. *We went for a walk. It was raining.*  
even though  
but . . . anyway  
nevertheless  
in spite of  
because
  
2. *His grades were low. He was admitted to the university.*  
although  
yet . . . still  
nonetheless  
despite  
because of

□ EXERCISE 20. Showing opposition (unexpected result). (Chart 19-6)

*Directions:* Complete the sentences with your own words. Add commas where appropriate.

1. I had a cold but I \_\_\_\_\_ anyway.
2. Even though I had a cold I \_\_\_\_\_
3. Although I didn't study \_\_\_\_\_
4. I didn't study but \_\_\_\_\_ anyway.
5. I got an "A" on the test even though \_\_\_\_\_
6. Even though Howard is a careful driver \_\_\_\_\_
7. Even though the food they served for dinner tasted terrible \_\_\_\_\_
8. My shirt still has coffee stains on it even though \_\_\_\_\_
9. I still trust him even though \_\_\_\_\_
10. Even though he was drowning no one \_\_\_\_\_
11. Although I tried to be very careful \_\_\_\_\_
12. Even though Ruth is one of my best friends \_\_\_\_\_
13. It's still hot in here even though \_\_\_\_\_
14. Even though I had a big breakfast \_\_\_\_\_



□ EXERCISE 21. Showing contrast (unexpected result). (Chart 19-6)

Directions: Create sentences with the same meaning by using *in spite of* or *despite*.

1. Even though her grades were low, she was admitted to the university.
    - *In spite of her low grades,*
    - *Despite her low grades,*
    - *In spite of the fact that her grades were low,*
    - *Despite the fact that her grades were low,*
- } she was admitted to the university.
2. I like living in the dorm even though it is noisy.
  3. Even though the work was hard, they enjoyed themselves.
  4. They wanted to climb the mountain even though it was dangerous.
  5. Although the weather was extremely hot, they went jogging in the park.
  6. He is unhappy even though he has a vast fortune.

□ EXERCISE 22. Showing contrast (unexpected result). (Chart 19-6)

Directions: Complete the sentences, punctuating carefully. (Correct punctuation is not indicated in the given cues.) Capitalize as necessary.

1. I didn't . . . but . . . anyway.
2. He is very old yet he still . . . .
3. . . . nevertheless we arrived on schedule.
4. Even though she wanted . . . .
5. I wanted . . . however I . . . because . . . .
6. The teacher . . . even though . . . .
7. Although . . . only . . . years old . . . .
8. She never went to school however she . . . despite her lack of education.
9. Despite the fact that my . . . .
10. I have decided to . . . even though . . . .

## 19-7 SHOWING DIRECT CONTRAST

All of the sentences have the same meaning.

ADVERB CLAUSES	<i>while</i>  <i>whereas</i>	(a) Mary is rich, <i>while</i> John is poor. (b) John is poor, <i>while</i> Mary is rich. (c) Mary is rich, <i>whereas</i> John is poor. (d) <i>Whereas</i> Mary is rich, John is poor.
CONJUNCTION	<i>but</i>	(e) Mary is rich, <i>but</i> John is poor. (f) John is poor, <i>but</i> Mary is rich.
TRANSITIONS	<i>however</i>  <i>on the other hand</i>	(g) Mary is rich; <i>however</i> , John is poor. (h) John is poor; Mary is rich, <i>however</i> . (i) Mary is rich. John, <i>on the other hand</i> , is poor. (j) John is poor. Mary, <i>on the other hand</i> , is rich.

□ EXERCISE 23. Showing direct contrast. (Chart 19-7)

*Directions:* Create sentences with the same meaning by using **however** or **on the other hand**. Punctuate carefully.

1. Florida has a warm climate, whereas Alaska has a cold climate.
2. While Fred is a good student, his brother is lazy.
3. In the United States, gambling casinos are not legal in most places, while in my country it is possible to gamble in any city or town.
4. Sue and Ron are expecting a child. Sue is hoping for a boy, whereas Ron is hoping for a girl.
5. Old people in my country usually live with their children, whereas the old in the United States often live by themselves.



□ EXERCISE 24. Showing direct contrast. (Chart 19-7)

*Directions:* Complete the sentences with your own words.

1. Some people really enjoy swimming, while others . . . *are afraid of water*.
2. In the United States, people drive on the right-hand side of the road. However, people in . . . .
3. While my apartment always seems to be a mess, my . . . .
4. Marge keeps to herself and has few friends. Carol, on the other hand, . . . .
5. People who grew up on farms are accustomed to dealing with various kinds of animals. However, city people like myself . . . .
6. Teak is a hard wood that is difficult to cut. Balsa, on the other hand, . . . .
7. My oldest son is shy, while my youngest son . . . .
8. I'm right-handed. That means that I can accomplish difficult manipulations with my right hand. However, . . . .

□ EXERCISE 25. Activity: expressing direct contrast. (Chart 19-7)

*Directions:* What aspects of your country and the United States or Canada are in contrast? Use **while**, **whereas**, **however**, **on the other hand**.

- |                      |                        |                                    |
|----------------------|------------------------|------------------------------------|
| 1. Size?             | 8. Educational system? | 15. Medical care?                  |
| 2. Population?       | 9. Religion?           | 16. Family relationships?          |
| 3. Food?             | 10. Student life?      | 17. Public transportation?         |
| 4. Time of meals?    | 11. Coffee/tea?        | 18. Length of history?             |
| 5. Climate?          | 12. Role of women?     | 19. Dating customs?                |
| 6. Political system? | 13. Language?          | 20. Predictability of the weather? |
| 7. Economic system?  | 14. Educational costs? |                                    |

□ EXERCISE 26. Showing cause and effect and contrast.

(Charts 19-1, 19-2, 19-7, and 19-8)

*Directions:* Complete the sentences, using the words and phrases below. There may be more than one possible completion. Add any necessary punctuation and capitalization.

<i>although</i>	<i>despite the fact that</i>	<i>nevertheless</i>
<i>because</i>	<i>even though</i>	<i>now that</i>
<i>because of</i>	<i>however</i>	<i>therefore</i>
<i>but</i>		

1. It was cold and wet \_\_\_\_\_. Nevertheless, Bob put on his swimming suit and went to the beach.
2. I can't ride my bicycle \_\_\_\_\_ there isn't any air in one of the tires.
3. I got to class on time \_\_\_\_\_ I had missed my bus.
4. Brian used to be an active person, but now he has to limit his activities \_\_\_\_\_ problems with his health.
5. It should be easy for Bob to find more time to spend with his children \_\_\_\_\_ he no longer has to work in the evenings and on weekends.
6. Jake is a very good student of languages. His brother Michael \_\_\_\_\_ has never been able to master another language.
7. The ancient Aztecs of Mexico had no technology for making tools from metal \_\_\_\_\_ they had sharp knives and spears. They made them from a stone called obsidian.
8. Garlic was believed in ancient Rome to make people courageous \_\_\_\_\_ Roman soldiers ate large quantities of it before a battle.
9. I usually enjoy attending amateur productions in small community theaters. The play we attended last night \_\_\_\_\_ was so bad that I wanted to leave after the first act.
10. Some snakes are poisonous \_\_\_\_\_ others are harmless.
11. Roberta missed the meeting without a good reason \_\_\_\_\_ she had been told that it was critical that she be there. I wouldn't want to be in her shoes at work tomorrow.

## 19-8 EXPRESSING CONDITIONS: USING *OTHERWISE* AND *OR (ELSE)*

ADVERB CLAUSE	(a) <i>If I don't eat breakfast, I get hungry.</i> (b) You'll be late <i>if you don't hurry.</i> (c) You'll get wet <i>unless you take your umbrella.</i>	<i>If</i> and <i>unless</i> state conditions that produce certain results. (See Charts 17-5 and 17-8, pp. 367 and 370.)
TRANSITION	(d) I always eat breakfast. <i>Otherwise, I get hungry during class.</i> (e) You'd better hurry. <i>Otherwise, you'll be late.</i> (f) Take your umbrella. <i>Otherwise, you'll get wet.</i>	<i>Otherwise</i> expresses the idea "if the opposite is true, then there will be a certain result." In (d): <i>otherwise</i> = <i>if I don't eat breakfast.</i>
CONJUNCTION	(g) I always eat breakfast, <i>or (else)</i> I get hungry during class. (h) You'd better hurry, <i>or (else)</i> you'll be late. (i) Take your umbrella, <i>or (else)</i> you'll get wet.	<i>Or else</i> and <i>otherwise</i> have the same meaning.

### □ EXERCISE 27. Using *OTHERWISE* and *OR (ELSE)*. (Chart 19-8)

*Directions:* Create sentences with the same meaning by using *otherwise* or *or else*.

- If I don't call my mother, she'll start worrying about me.  
→ *I am going to /should /had better /have to /must call my mother. Otherwise, she'll start worrying about me.*
- If you don't leave now, you'll be late for class.
- If you don't go to bed, your cold will get worse.
- Unless you have a ticket, you can't get into the theater.
- You can't enter that country unless you have a passport.
- If Tom doesn't get a job soon, his family won't have enough money for food.
- Only if you speak both Japanese and Chinese fluently will you be considered for that job.\*
- Mary can go to school only if she gets a scholarship.
- If I don't wash my clothes tonight, I won't have any clean clothes to wear tomorrow.



\*Notice that the subject and verb in the main clause are inverted because the sentence begins with *only if*. See Chart 17-9, pp. 371.

□ EXERCISE 28. Expressing conditions. (Charts 17- 5 17- 9 and 19-8)

*Directions:* Complete the sentences, punctuating correctly. Use capital letters where appropriate.

1. I am going to . . . even if . . . .
2. We have no choice we have to . . . whether . . . .
3. I will go to . . . only if . . . .
4. . . . is very inconsiderate he plays his record player even if . . . .
5. I can't . . . unless . . . .
6. Tomorrow I'd better . . . otherwise . . . .
7. You should . . . in case . . . .
8. I will . . . only if . . . .
9. I will . . . unless . . . .
10. . . . must . . . otherwise . . . .

## 19-9 SUMMARY OF CONNECTIVES: CAUSE AND EFFECT, CONTRAST, CONDITION

	ADVERB CLAUSE WORDS	TRANSITIONS	CONJUNCTIONS	PREPOSITIONS	
CAUSE AND EFFECT	<i>because</i> <i>since</i> <i>now that</i>	<i>so (that)</i>	<i>therefore</i> <i>consequently</i>	<i>so</i> <i>for</i>	<i>because of</i> <i>due to</i>
CONTRAST	<i>even though</i> <i>although</i> <i>though</i>	<i>whereas</i> <i>while</i>	<i>however</i> <i>nevertheless</i> <i>nonetheless</i> <i>on the other hand</i>	<i>but ( . . . anyway)</i> <i>yet ( . . . still)</i>	<i>despite</i> <i>in spite of</i>
CONDITION	<i>if</i> <i>unless</i> <i>only if</i> <i>even if</i> <i>whether or not</i>	<i>in case</i> <i>in the event that</i>	<i>otherwise</i>	<i>or (else)</i>	

□ EXERCISE 29. Summary of connectives. (Chart 19-9)

*Directions:* Using the two ideas of *to study* and *to pass or fail the exam*, complete the sentences. Punctuate and capitalize correctly.

1. Because I did not study \_\_\_\_\_, I failed the exam.
2. I failed the exam because \_\_\_\_\_
3. Although I studied \_\_\_\_\_
4. I did not study therefore \_\_\_\_\_
5. I did not study however \_\_\_\_\_
6. I studied nevertheless \_\_\_\_\_
7. Even though I did not study \_\_\_\_\_
8. I did not study so \_\_\_\_\_
9. Since I did not study \_\_\_\_\_

10. If I study for the test \_\_\_\_\_
11. Unless I study for the test \_\_\_\_\_
12. I must study otherwise \_\_\_\_\_
13. Even if I study \_\_\_\_\_
14. I did not study consequently \_\_\_\_\_
15. I did not study nonetheless \_\_\_\_\_
16. I will probably fail the test whether \_\_\_\_\_
17. I failed the exam for \_\_\_\_\_
18. I have to study so that \_\_\_\_\_
19. Only if I study \_\_\_\_\_
20. I studied hard yet \_\_\_\_\_
21. You'd better study or else \_\_\_\_\_

EXERCISE 30. Summary of connectives. (Chart 19-9)

*Directions:* Using the ideas of *to be hungry* (or *not to be hungry*) and *to eat breakfast* (or *not to eat breakfast*), complete the following. Punctuate and capitalize correctly.

1. Because I was not hungry this morning \_\_\_\_\_
2. Because I ate breakfast this morning \_\_\_\_\_ now.
3. Because I was hungry this morning \_\_\_\_\_
4. I did not eat breakfast this morning even though \_\_\_\_\_
5. Although I was hungry this morning \_\_\_\_\_
6. I was hungry this morning therefore \_\_\_\_\_
7. I was hungry this morning nevertheless \_\_\_\_\_
8. I was so hungry this morning \_\_\_\_\_
9. I was not hungry this morning but \_\_\_\_\_
10. I ate breakfast this morning even though \_\_\_\_\_
11. Since I did not eat breakfast this morning \_\_\_\_\_
12. I ate breakfast this morning nonetheless \_\_\_\_\_
13. I was not hungry so \_\_\_\_\_
14. Even though I did not eat breakfast this morning \_\_\_\_\_

15. I never eat breakfast unless \_\_\_\_\_
16. I always eat breakfast whether or not \_\_\_\_\_
17. I eat breakfast even if \_\_\_\_\_
18. Now that I have eaten breakfast \_\_\_\_\_
19. I eat breakfast only if \_\_\_\_\_
20. I ate breakfast this morning yet \_\_\_\_\_
21. Even if I am hungry \_\_\_\_\_
22. I was not hungry however \_\_\_\_\_

EXERCISE 31. Summary of connectives. (Chart 19-9)

*Directions:* Using the given words, combine the following two ideas. The time is now, so use present and future tenses.

(a) **to go (or not to go) to the beach**      (b) **hot, cold, nice weather**

1. because → *Because the weather is cold, we aren't going to go to the beach.*  
→ *We're going to go to the beach because the weather is hot.*
2. so . . . that
3. so
4. nevertheless
5. despite
6. now that
7. once
8. although
9. because of
10. consequently
11. as soon as
12. such . . . that
13. since
14. but . . . anyway
15. unless
16. therefore
17. only if
18. nonetheless
19. in spite of
20. even if
21. yet . . . still
22. whether . . . or not

EXERCISE 32. Summary of connectives. (Chart 19-9)

*Directions:* Complete the sentences, adding punctuation and capitalization.

1. While some people are optimists . . . .
2. Even though he drank a glass of water . . . still . . . .
3. Even if she invites me to her party . . . .
4. I have never been to Hawaii my parents however . . . .
5. I couldn't . . . for my arms were full of packages.
6. I need to borrow some money so that . . . .
7. The airport was closed due to fog therefore . . . .
8. . . . therefore the airport was closed.
9. As soon as the violinist played the last note at the concert . . . .

10. Since neither my roommate nor I know how to cook . . . .
11. I am not a superstitious person nevertheless . . . .
12. The crops will fail unless . . . .
13. Just as I was getting ready to eat dinner last night . . . .
14. We must work quickly otherwise . . . .
15. Some children are noisy and wild my brother's children on the other hand . . . .
16. According to the newspaper, now that . . . .
17. Ever since I can remember . . . .
18. Although my . . . .
19. The United States . . . whereas . . . .
20. I was tired however I . . . because . . . .
21. You must . . . whether . . . .
22. . . . nevertheless I could not understand what the person who . . . because . . . .

□ EXERCISE 33. Error analysis: general review. (Chapters 16 → 19)

*Directions:* Correct the errors.

1. Unless I study very hard, I will pass all of my exams.
2. My shoes and pants got muddy. Even though I walked carefully through the wet streets.
3. My neighborhood is quiet and safe however I always lock my doors.
4. Although I usually don't like Mexican food, but I liked the food I had at the Mexican restaurant last night.
5. Although my room in the dormitory is very small, but I like it. Because it is a place where I can be by myself and studying in peace and quiet.
6. Despite I prefer to be a history teacher, I am studying in the Business School in order for I can get a job in industry.
7. A little girl approached the cage however when the tiger shows its teeth and growls she run to her mother. Because she was frightened.



8. Many of the people working to save our environment think that they are fighting a losing battle. Because big business, and the government have not joined together to eliminate pollution.
9. The weather was so cold that I don't like to leave my apartment.
10. I have to study four hour every day because of my courses are difficult.
11. On the third day of our voyage, we sailed across a rough sea before to reach the shore.
12. I can't understand the lectures in my psychology class therefore my roommate lets me borrow her notes.
13. According to this legend, a man went in search of a hidden village, he finally found it after walk two hundred mile.
14. Because my country it is located in a subtropical area, so the weather is hot.
15. I will stay at the united state for two more year. Because I want finish my degree before go home.

□ EXERCISE 34. Activity: connectives. (Chart 19-9)

*Directions:* Form a group of four people. One of you will begin a "chain sentence" by speaking the given words plus one, two, or three additional words. Each of the others should add one, two, or three words until the sentence is completed. The maximum number of words a person can add is three. When you complete your sentence, one person in the group should write it down (with correct punctuation, spelling, and capitalization).

*Example:* Although education is . . . .

SPEAKER A: Although education is **important**, . . . .

SPEAKER B: Although education is important, **some students** . . . .

SPEAKER C: Although education is important, some students **would rather** . . . .

SPEAKER D: Although education is important, some students would rather **fly a kite** . . . .

SPEAKER A: Although education is important, some students would rather fly a kite **than** . . . .

SPEAKER B: Although education is important, some students would rather fly a kite than **go to class**.

FINAL SENTENCE: → *Although education is important, some students would rather fly a kite than go to class.*

- |   |   |
|---|---|
| 1. Because we are . . . .                     | 7. An educated populace is important to a nation's future. Therefore, . . . . |
| 2. Unless you . . . .                         | 8. I was so confused when the teacher . . . .                                 |
| 3. Students have to study. Otherwise, . . . . | 9. Now that we . . . .  |
| 4. In spite of the fact that students . . . . | 10. Even though students who . . . .  |
| 5. Even if we . . . .                         |   |
| 6. Only if . . . .                            |   |

□ EXERCISE 35. Review: punctuation and capitalization. (Chapters 13 and 16 → 19)

*Directions:* Add appropriate punctuation and capitalization. Notice how these clarify meaning in written English.

1. I did not expect to get a pay raise nevertheless I accepted when my boss offered it.  
→ *I did not expect to get a pay raise. Nevertheless, I accepted when my boss offered it.*
2. Although a computer has tremendous power and speed it cannot think for itself a human operator is needed to give a computer instructions for it cannot initially tell itself what to do.
3. Being a lawyer in private practice I work hard but I do not go into my office on either Saturday or Sunday if clients insist upon seeing me on those days they have to come to my home.
4. Whenever the weather is nice I walk to school but when it is cold or wet I either take the bus or get a ride with one of my friends even though my brother has a car I never ask him to take me to school because he is very busy he has a new job and has recently gotten married so he doesn't have time to drive me to and from school anymore I know he would give me a ride if I asked him to but I don't want to bother him.
5. The common cold which is the most widespread of all diseases continues to plague humanity despite the efforts of scientists to find its prevention and cure even though colds are minor illnesses they are one of the principal causes of absence from school and work people of all ages get colds but children and adults who live with children get them the most colds can be dangerous for elderly people because they can lead to other infections I have had three colds so far this year I eat the right kinds of food get enough rest and exercise regularly nevertheless I still get at least one cold a year.

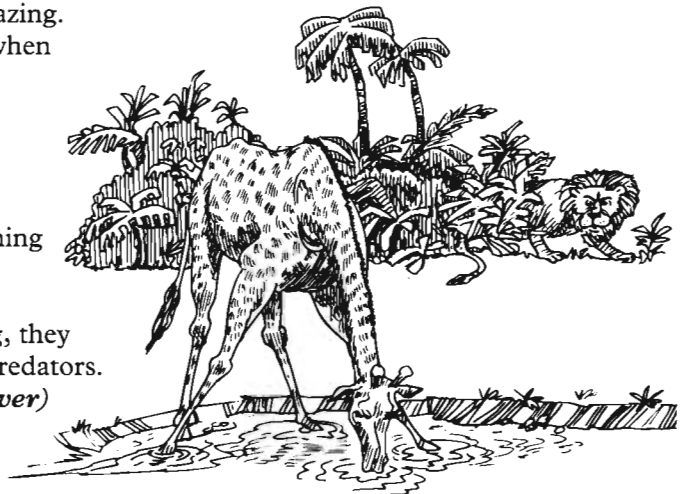


6. Whenever my father goes fishing we know we will have fish to eat for dinner for even if he doesn't catch any he stops at the fish market on his way home and buys some.

□ EXERCISE 36. Review: showing relationships. (Chapters 5 and 16 → 19)

*Directions:* Using the words in parentheses, combine the sentences to show relationships between the ideas. Punctuate and capitalize correctly.

1. a. Jack hates going to the dentist.  
b. He should see his dentist soon.  
c. He has a very bad toothache.  
(*even though, because*)  
→ *Even though Jack hates going to the dentist, he should see his dentist soon because he has a very bad toothache.*
  
2. a. You may really mean what you say.  
b. I'll give you one more chance.  
c. You have to give me your best effort.  
d. You'll lose your job.  
(*if, but, otherwise*)
  
3. a. The weather is bad.  
b. I'm going to stay home.  
c. The weather may change.  
d. I don't want to go to the picnic.  
(*due to, even if*)
  
4. a. The children had eaten lunch.  
b. They got hungry in the middle of the afternoon.  
c. I took them to the market.  
d. They wanted to get some fruit for a snack.  
e. We went home for dinner.  
(*even though, therefore, so that, before*)
  
5. a. Robert is totally exhausted after playing tennis.  
b. Marge isn't even tired.  
c. She ran around a lot more during the game.  
(*whereas, in spite of the fact that*)
  
6. a. Many animals are most vulnerable to predators when they are grazing.  
b. Giraffes are most vulnerable when they are drinking.  
c. They must spread their legs awkwardly in order to lower their long necks to the water in front of them.  
d. It is difficult and time-consuming for them to stand up straight again to escape a predator.  
e. Once they are up and running, they are faster than most of their predators.  
(*while, consequently, however*)



7. a. My boss promised me that I could have two full weeks.  
 b. It seems that I can't take my vacation after all.  
 c. I have to train the new personnel this summer.  
 d. I may not get a vacation in the fall either.  
 e. I will be angry.  
 (*even though, because, if*)
8. a. Education, business, and government are all dependent on computers.  
 b. It is advisable for all students to have basic computer skills.  
 c. They graduate from high school and enter the work force or college.  
 d. A course called "Computer Literacy" has recently become a requirement for graduation from Westside High School.  
 e. Maybe you will want more information about this course.  
 f. You can call the academic counselor at the high school.  
 (*since, before, therefore, if*)

□ EXERCISE 37. Review: showing relationships. (Chapters 5 and 13 → 19)

*Directions:* Write out the sentences on another piece of paper, completing them with your own words. Some punctuation is given; add other punctuation as necessary. (NOTE: Some of your sentences will have to get a little complicated.)

*Examples:* I have trouble \_\_\_\_\_, so I \_\_\_\_\_ when I \_\_\_\_\_

→ *I have trouble remembering people's names, so I concentrate when I first meet someone.*

I wanted to \_\_\_\_\_. Nevertheless, I \_\_\_\_\_ because \_\_\_\_\_

→ *I wanted to go to Chicago. Nevertheless, I stayed home because I had to study for final exams.*

1. \_\_\_\_\_ sore throat. Nevertheless, \_\_\_\_\_.
2. I \_\_\_\_\_. My \_\_\_\_\_, on the other hand, \_\_\_\_\_.
3. When a small, black insect \_\_\_\_\_, I \_\_\_\_\_ because \_\_\_\_\_.
4. I \_\_\_\_\_ because \_\_\_\_\_. However, \_\_\_\_\_.
5. Even though I told \_\_\_\_\_ that \_\_\_\_\_, \_\_\_\_\_.
6. According to the newspaper, now that \_\_\_\_\_. Therefore, \_\_\_\_\_.
7. Since neither the man who \_\_\_\_\_ nor \_\_\_\_\_, I \_\_\_\_\_.
8. When people who \_\_\_\_\_, \_\_\_\_\_ because \_\_\_\_\_.
9. Since I didn't know whose \_\_\_\_\_, I \_\_\_\_\_.
10. Even though the book which \_\_\_\_\_, I \_\_\_\_\_.
11. What did the woman who \_\_\_\_\_ when you \_\_\_\_\_?
12. If what he said \_\_\_\_\_.
13. Because the man who \_\_\_\_\_.

14. Even though she didn't understand what the man who \_\_\_\_\_.
15. Now that all of the students who \_\_\_\_\_.
16. Since the restaurant where we \_\_\_\_\_.

□ EXERCISE 38. Error analysis: general review. (Chapters 1 → 19)

*Directions:* These passages are taken from student writing. You are the editor for these students. Rewrite the passages, correcting errors and making whatever revisions in phrasing or vocabulary you feel will help the writers say what they intended to say.

*Example:* My idea of the most important thing in life. It is to be healthy. Because a person can't enjoy life without health.

→ *In my opinion, the most important thing in life is good health, for a person cannot enjoy life fully without it.*

1. We went shopping after ate dinner. But the stores were closed. We had to go back home even we hadn't found what were we looking for.
2. I want explain that I know alot of grammers but is my problem I haven't enough vocabularies.
3. When I got lost in the bus station a kind man helped me, he explained how to read the huge bus schedule on the wall. Took me to the window to buy a ticket and showed me where was my bus, I will always appreciate his kindness.
4. I had never understand the important of know English language. Until I worked at a large international company.
5. Since I was young my father found an American woman to teach me and my brothers English, but when we move to other town my father wasn't able to find other teacher for other five years.
6. I was surprised to see the room that I was given at the dormitory. Because there aren't any furniture, and dirty.
7. When I meet Mr. Lee for the first time, we played ping pong at the student center even though we can't communicate very well, but we had a good time.
8. Because the United States is a large and also big country. It means that they're various kinds of people live there and it has a diverse population.

9. My grammar class was start at 10:35. When the teacher was coming to class, she returned the last quiz to my classmates and I. After we have had another quiz.
10. If a wife has a work, her husband should share the houseworks with her. If both of them help, the houseworks can be finish much faster. .
11. The first time I went skiing. I was afraid to go down the hill. But somewhere from a little corner of my head kept shouting, “Why not! Give it a try. You’ll make it!” After stand around for ten minutes without moving. Finally, I decided go down that hill.
12. This is a story about a man. He had a big garden. One day he was sleeping in his garden. Then he woke up. He ate some fruit. Then he picked some apples and he walked to a small river and he saw a beautiful woman was on the other side. And he gave her some apples and then she gave him a loaf of bread. The two of them walked back to the garden. Then some children came and were playing games with him. Everyone was laughing and smiling. Then one child destroyed a flower and the man became angry and he said to them, “Get out of here.” Then the children left and the beautiful woman left. Then the man built a wall around his garden and would not let anyone in. He stayed in his garden all alone for the rest of his life.

□ EXERCISE 39. Activity: general review. (Chapters 1 → 19)

*Directions:* Read and discuss.

In prehistoric times, humans probably spoke between 10,000 and 15,000 languages. Today about 6,000 languages are spoken around the world. Experts predict that up to 50 percent of these languages will probably become extinct during the 21st century.

*Question for discussion and/or writing:*

What do you think accounts for the decrease in the number of languages in the world?



# CHAPTER 20

## Conditional Sentences and Wishes

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**A conditional sentence** typically consists of an *if*-clause (which presents a condition) and a result clause.\* Example: *If it rains, the streets get wet.*

\*See Charts 17-1 (p. 359) and 17-5 (p. 367) for the basic structure of adverb clauses of condition.

### □ EXERCISE 1. Preview: conditional sentences. (Charts 20-1 → 20-4)

*Directions:* Answer the questions with “yes” or “no.”

- If the weather had been good yesterday, our picnic would not have been canceled.*
  - Was the picnic canceled? yes
  - Was the weather good? no
- If I had an envelope and a stamp, I would mail this letter right now.*
  - Do I have an envelope and a stamp right now? \_\_\_\_\_
  - Do I want to mail this letter right now? \_\_\_\_\_
  - Am I going to mail this letter right now? \_\_\_\_\_
- Ann would have made it to class on time this morning if the bus hadn't been late.*
  - Did Ann try to make it to class on time? \_\_\_\_\_
  - Did Ann make it to class on time? \_\_\_\_\_
  - Was the bus late? \_\_\_\_\_
- If the hotel had been built to withstand an earthquake, it would not have collapsed.*
  - Was the hotel built to withstand an earthquake? \_\_\_\_\_
  - Did the hotel collapse? \_\_\_\_\_

5. *If I were a carpenter, I would build my own house.*
- Do I want to build my own house? \_\_\_\_\_
  - Am I going to build my own house? \_\_\_\_\_
  - Am I a carpenter? \_\_\_\_\_
6. *If I didn't have any friends, I would be lonely.*
- Am I lonely? \_\_\_\_\_
  - Do I have friends? \_\_\_\_\_
7. *If Bob had asked me to keep the news a secret, I wouldn't have told anybody.*
- Did I tell anybody the news? \_\_\_\_\_
  - Did Bob ask me to keep it a secret? \_\_\_\_\_
8. *If Ann and Jan, who are twins, dressed alike and had the same hairstyle, I wouldn't be able to tell them apart.*
- Do Ann and Jan dress alike? \_\_\_\_\_
  - Do they have the same hairstyle? \_\_\_\_\_
  - Can I tell them apart? \_\_\_\_\_

## 20-1 OVERVIEW OF BASIC VERB FORMS USED IN CONDITIONAL SENTENCES

SITUATION	IF-CLAUSE	RESULT CLAUSE	EXAMPLES
True in the present/future	simple present	simple present <i>will + simple form</i>	If I <i>have</i> enough time, I <i>watch</i> TV every evening. If I <i>have</i> enough time, I <i>will watch</i> TV later on tonight.
Untrue in the present/future	simple past	<i>would + simple form</i>	If I <i>had</i> enough time, I <i>would watch</i> TV now or later on.
Untrue in the past	past perfect	<i>would have + past participle</i>	If I <i>had had</i> enough time, I <i>would have watched</i> TV yesterday.

### EXERCISE 2. Basic verb forms in conditional sentences. (Chart 20-1)

*Directions:* Complete the sentences with the verbs in parentheses.

1. SITUATION: *I usually write my parents a letter every week. That is a true fact. In other words:*

If I (*have*) have enough time, I (*write*) write my parents a letter every week.



2. SITUATION: *I may have enough time to write my parents a letter later tonight. I want to write them a letter tonight. Both of those things are true. In other words:*

If I (*have*) \_\_\_\_\_ enough time, I (*write*) \_\_\_\_\_ my parents a letter **later tonight**.

3. SITUATION: *I don't have enough time right now, so I won't write my parents a letter. I'll try to do it later. I want to write them, but the truth is that I just don't have enough time right now. In other words:*

If I (*have*) \_\_\_\_\_ enough time **right now**, I (*write*) \_\_\_\_\_ my parents a letter.

4. SITUATION: *I won't have enough time tonight, so I won't write my parents a letter. I'll try to do it tomorrow. I want to write them, but the truth is that I just won't have enough time. In other words:*

If I (*have*) \_\_\_\_\_ enough time **later tonight**, I (*write*) \_\_\_\_\_ my parents a letter.

5. SITUATION: *I wanted to write my parents a letter last night, but I didn't have enough time. In other words:*

If I (*have*) \_\_\_\_\_ enough time, I (*write*) \_\_\_\_\_ my parents a letter **last night**.

## 20-2 TRUE IN THE PRESENT OR FUTURE

(a) If I *don't eat* breakfast, I always **get** hungry during class.

(b) Water **freezes** OR **will freeze** if the temperature reaches 32°F/0°C.

(c) If I *don't eat* breakfast tomorrow morning, I **will get** hungry during class.

(d) If it *rains*, we **should stay** home.  
If it *rains*, I **might decide** to stay home.  
If it *rains*, we **can't go**.  
If it *rains*, we're **going to stay** home.

(e) If anyone *calls*, please **take** a message.

In conditional sentences that express true, factual ideas in the present/future, the *simple present* (not the simple future) is used in the *if*-clause.

The result clause has various possible verb forms. A result clause verb can be:

1. the *simple present*, to express a habitual activity or situation, as in (a).
2. either the *simple present* or the *simple future*, to express an established, predictable fact or general truth, as in (b).
3. the *simple future*, to express a particular activity or situation in the future, as in (c).
4. *modals* and *phrasal modals* such as **should**, **might**, **can**, **be going to**, as in (d).\*
5. an imperative verb, as in (e).

(f) If anyone **should call**, please take a message.

Sometimes **should** is used in an *if*-clause. It indicates a little more uncertainty than the use of the simple present, but basically the meaning of examples (e) and (f) is the same.

\*See Chart 9-1, p. 151, for a list of modals and phrasal modals.

□ EXERCISE 3. True in the present or future. (Chart 20-2)

*Directions:* Answer the questions. Pay special attention to the verb forms in the result clauses. Work in pairs, in groups, or as a class.

1. If it rains, what always happens?\*
2. If it rains tomorrow, what will happen?
3. If it should rain tomorrow, what will you do or not do?
4. If it's cold tomorrow, what are you going to wear to class?
5. Fish can't live out of water. If you take a fish out of water, what will happen? / If you take a fish out of water, what happens?
6. If I want to learn English faster, what should I do?
7. If you run up a hill, what does/will your heart do?\*\*\*
8. Tell me what to do, where to go, and what to expect if I visit your hometown as a tourist.

### 20-3 UNTRUE (CONTRARY TO FACT) IN THE PRESENT OR FUTURE

<p>(a) If I <i>taught</i> this class, I <i>wouldn't give</i> tests.          (b) If he <i>were</i> here right now, he <i>would help</i> us.          (c) If I <i>were</i> you, I <i>would accept</i> their invitation.</p>	<p>In (a): In truth, I don't teach this class.          In (b): In truth, he is not here right now.          In (c): In truth, I am not you.          Note: <b>Were</b> is used for both singular and plural subjects.  <b>Was</b> (with <i>I, he, she, it</i>) is sometimes used in informal speech: <i>If I was you, I'd accept their invitation.</i></p>
<p>COMPARE          (d) If I had enough money, I <i>would buy</i> a car.          (e) If I had enough money, I <i>could buy</i> a car.</p>	<p>In (d): The speaker wants a car, but doesn't have enough money. <b>Would</b> expresses desired or predictable results.          In (e): The speaker is expressing one possible result. <b>Could</b> = <i>would be able to</i>. <b>Could</b> expresses possible options.</p>

□ EXERCISE 4. Present or future conditional sentences. (Charts 20-2 and 20-3)

*Directions:* Complete the sentences with the verbs in parentheses.

1. If I have enough apples, I (*bake*) will bake an apple pie this afternoon.
2. If I had enough apples, I (*bake*) \_\_\_\_\_ an apple pie this afternoon.
3. I will fix your bicycle if I (*have*) \_\_\_\_\_ a screwdriver of the proper size.
4. I would fix your bicycle if I (*have*) \_\_\_\_\_ a screwdriver of the proper size.
5. Sally always answers the phone if she (*be*) \_\_\_\_\_ in her office.
6. Sally would answer the phone if she (*be*) \_\_\_\_\_ in her office right now.

\*In true conditional sentences that express a habitual activity or general truth, **if** is very close in meaning to **when** or **whenever**. These sentences have essentially the same meaning:

*If it rains, the streets get wet.*

*When it rains, the streets get wet.*

*Whenever it rains, the streets get wet.*

\*\*In this sentence, **you** is an impersonal pronoun. Begin the response to this question with "If you run . . ."

7. I (*be, not*) \_\_\_\_\_ a student in this class if English (*be*) \_\_\_\_\_ my native language.
8. Most people know that oil floats on water. If you pour oil on water, it (*float*) \_\_\_\_\_.
9. If there (*be*) \_\_\_\_\_ no oxygen on earth, life as we know it (*exist, not*) \_\_\_\_\_.
10. My evening newspaper has been late every day this week. If the paper (*arrive, not*) \_\_\_\_\_ on time today, I'm going to cancel my subscription.
11. If I (*be*) \_\_\_\_\_ a bird, I (*want, not*) \_\_\_\_\_ to live my whole life in a cage.
12. How old (*human beings, live*) \_\_\_\_\_ to be if all diseases in the world (*be*) \_\_\_\_\_ completely eradicated?
13. If you boil water, it (*disappear*) \_\_\_\_\_ into the atmosphere as vapor.
14. If people (*have*) \_\_\_\_\_ paws instead of hands with fingers and opposable thumbs, the machines we use in everyday life (*have to*) \_\_\_\_\_ be constructed very differently. We (*be, not*) \_\_\_\_\_ able to turn knobs, push small buttons, or hold tools and utensils securely.



**EXERCISE 5. Activity: present or future untrue conditions. (Chart 20-3)**

*Directions:* In small groups or as a class, discuss the questions.

Under what conditions, if any, would you . . .

1. exceed the speed limit while driving?
2. lie to your best friend?
3. disobey an order from your boss?
4. steal food?
5. carry a friend on your back for a long distance?
6. not pay your rent?
7. (*Make up other conditions for your classmates to discuss.*)

□ EXERCISE 6. Activity: present conditionals. (Chart 20-3)

*Directions:* Use the statistics in **PART I** to answer the question in **PART II**. Work in pairs, in groups, or as a class.

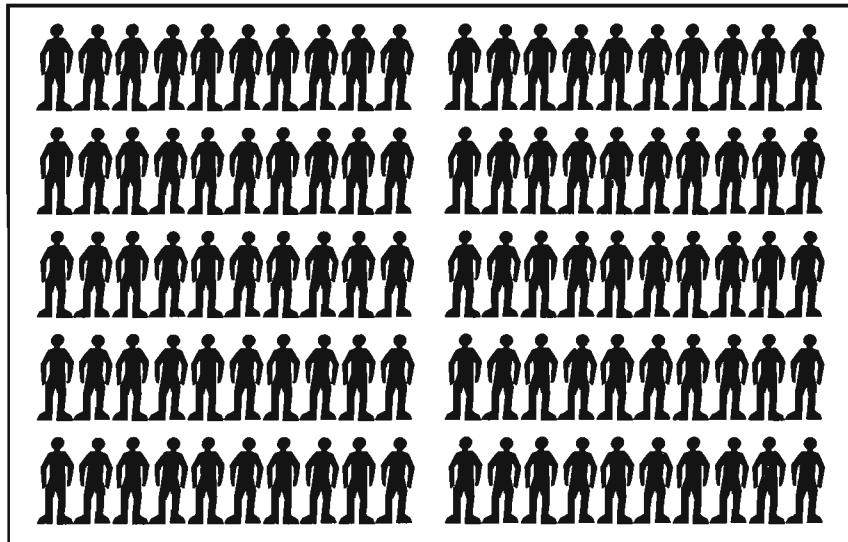
**PART I. POPULATION STATISTICS**

1. 51% of the world's population is female.
2. 57% of the people in the world are from Asia, the Middle East, and the South Pacific.
3. 21% are Europeans.
4. 14% are from the Western Hemisphere.
5. 8% are from Africa.
6. 50% of the world's population suffers from malnutrition.
7. 30% of the world's population is illiterate. 60% of the people who are illiterate are women.
8. 1% of the world's population has a college education.
9. 6% of the people in the world own half of the world's wealth.
10. One person in three is below 15 years of age. One person in ten is over 65 years old.

**PART II. QUESTION**

If there were only one village on earth and it had exactly 100 people, who would it consist of? Assuming that the village would reflect global population statistics, describe the people in this imaginary village. Use the illustration to point out the number of people who fit each description you make.

→ *If there were only one village on earth and it had exactly 100 people, 51 of them would be women and 49 of them would be men. More than half of the people in the village (57 of them) would . . . (continue describing the village).*



A village of 100 people

## 20-4 UNTRUE (CONTRARY TO FACT) IN THE PAST

<p>(a) If you <i>had told</i> me about the problem, I <i>would have helped</i> you.</p> <p>(b) If they <i>had studied</i>, they <i>would have passed</i> the exam.</p> <p>(c) If I <i>hadn't slipped</i> on the stairs, I <i>wouldn't have broken</i> my arm.</p>	<p>In (a): In truth, you did not tell me about it.</p> <p>In (b): In truth, they did not study. Therefore, they failed the exam.</p> <p>In (c): In truth, I slipped on the stairs. I broke my arm.</p> <p>Note: The auxiliary verbs are almost always contracted in speech. "If you'd told me, I would've helped you (OR I'd've helped you)."*</p>
<p>COMPARE</p> <p>(d) If I had had enough money, I <i>would have bought</i> a car.</p> <p>(e) If I had had enough money, I <i>could have bought</i> a car.</p>	<p>In (d): <i>would</i> expresses a desired or predictable result.</p> <p>In (e): <i>could</i> expresses a possible option; <i>could have bought</i> = <i>would have been able to buy</i>.</p>

\*In casual, informal speech, some native speakers sometimes use **would have** in an *if*-clause: *If you would've told me about the problem, I would've helped you*. This verb form usage is generally considered not to be grammatically correct standard English, but it occurs fairly commonly.

### □ EXERCISE 7. Conditional sentences. (Charts 20-1 → 20-4)

*Directions:* Complete the sentences with the verbs in parentheses.

1. If I (*have*) \_\_\_\_\_ enough money, I will go with you.
2. If I (*have*) \_\_\_\_\_ enough money, I would go with you.
3. If I (*have*) \_\_\_\_\_ enough money, I would have gone with you.
4. If the weather is nice tomorrow, we (*go*) \_\_\_\_\_ to the zoo.
5. If the weather were nice today, we (*go*) \_\_\_\_\_ to the zoo.
6. If the weather had been nice yesterday, we (*go*) \_\_\_\_\_ to the zoo.
7. If Sally (*be*) \_\_\_\_\_ at home tomorrow, I am going to visit her.
8. Jim isn't home right now. If he (*be*) \_\_\_\_\_ at home right now, I (*visit*) \_\_\_\_\_ him.
9. Linda wasn't at home yesterday. If she (*be*) \_\_\_\_\_ at home yesterday, I (*visit*) \_\_\_\_\_ her.
10. A: Shh! Your father is taking a nap. Uh-oh. You woke him up.  
 B: Gee, I'm sorry, Mom. If I (*realize*) \_\_\_\_\_ he was sleeping, I (*make, not*) \_\_\_\_\_ so much noise when I came in. But how was I supposed to know?

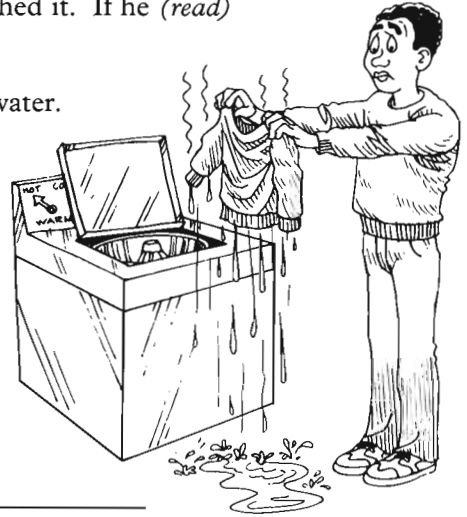
11. Last night Alex ruined his sweater when he washed it. If he (*read*) \_\_\_\_\_ the label, he (*wash, not*) \_\_\_\_\_ it in hot water.

12. A: Ever since I broke my foot, I haven't been able to get down to the basement to wash my clothes.

B: Why didn't you say something? I (*come*) \_\_\_\_\_ over and (*wash*) \_\_\_\_\_ them for you if you (*tell*) \_\_\_\_\_ me.

A: I know you (*come*) \_\_\_\_\_ right away if I (*call*) \_\_\_\_\_ you. I guess I didn't want to bother you.

B: Nonsense! What are good neighbors for?



□ EXERCISE 8. Untrue in the past. (Chart 20-4)

*Directions:* Work in pairs.

Speaker A: Your book is open. Give the cue.

Speaker B: Your book is closed. Begin your response with "But if I had known . . ."

*Example:*

SPEAKER A (*book open*): There was a test yesterday. You didn't know that, so you didn't study.

SPEAKER B (*book closed*): But if I had known (that there was a test yesterday), I would have studied.

1. Your friend was in the hospital. You didn't know that, so you didn't visit her.
2. I've never met your friend. You didn't know that, so you didn't introduce me.
3. There was a meeting last night. You didn't know that, so you didn't go.
4. Your friend's parents are in town. You didn't know that, so you didn't invite them to dinner.

*Switch roles.*

5. I wanted to go to the soccer game. You didn't know that, so you didn't buy a ticket for me.
6. I was at home last night. You didn't know that, so you didn't visit me.
7. Your sister wanted a gold necklace for her birthday. You didn't know that, so you didn't buy her one.
8. I had a problem. You didn't know that, so you didn't offer to help.

□ EXERCISE 9. Untrue conditionals. (Charts 20-3 and 20-4)

Directions: Change the statements into conditional sentences.

1. Roberto came, so I wasn't disappointed. But . . .  
→ *But if he hadn't come, I would have been disappointed.*
2. There are so many bugs in the room because there isn't a screen on the window. But . . .
3. I didn't buy a bicycle because I didn't have enough money. But . . .
4. I won't buy a bicycle because I don't have enough money. But . . .
5. You got into so much trouble because you didn't listen to me. But . . .
6. The woman didn't die because she received immediate medical attention. But . . .
7. Nadia didn't pass the entrance examination, so she wasn't admitted to the university. But . . .
8. We ran out of gas because we didn't stop at the service station. But . . .



□ EXERCISE 10. Untrue conditional sentences. (Charts 20-3 and 20-4)

Directions: Make an *if*-clause from the given information and then supply a result clause using your own words.

Examples: I wasn't late to work yesterday.

→ *If I had been late to work yesterday, I would have missed the regular morning meeting.*

Tom asked my permission before he took my bicycle.

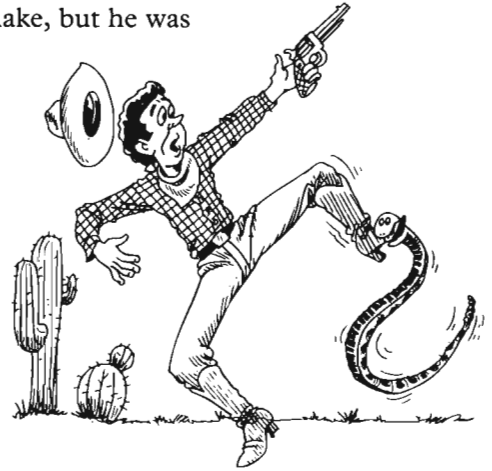
→ *If Tom hadn't asked my permission before he took my bicycle, I would have been angry.*

1. I wasn't absent from class yesterday.
2. I don't have enough energy today.
3. Ocean water is salty.
4. Our teacher likes his/her job.
5. People don't have wings.
6. You didn't ask for my opinion.
7. Water is heavier than air.
8. Most nations support world trade agreements.

□ EXERCISE 11. Review: conditional sentences. (Charts 20-1 → 20-4)

Directions: Complete the sentences with the verbs in parentheses.

1. You should tell your father exactly what happened. If I (*be*) \_\_\_\_\_ you, I (*tell*) \_\_\_\_\_ him the truth as soon as possible.
2. If I (*have*) \_\_\_\_\_ my camera with me yesterday, I (*take*) \_\_\_\_\_ a picture of Alex standing on his head.
3. I'm almost ready to plant my garden. I have a lot of seeds. Maybe I have more than I need. If I (*have*) \_\_\_\_\_ more seeds than I need, I (*give*) \_\_\_\_\_ some to my neighbor.
4. George has only two pairs of socks. If he (*have*) \_\_\_\_\_ more than two pairs of socks, he (*have to, not*) \_\_\_\_\_ wash his socks so often.
5. The cowboy pulled his gun to shoot at the rattlesnake, but he was too late. If he (*be*) \_\_\_\_\_ quicker to pull the trigger, the snake (*bite, not*) \_\_\_\_\_ him on the foot. It's a good thing he was wearing heavy leather boots.
6. What (*we, use*) \_\_\_\_\_ to look at ourselves when we comb our hair if we (*have, not*) \_\_\_\_\_ mirrors?
7. It's been a long drought. It hasn't rained for over a month. If it (*rain, not*) \_\_\_\_\_ soon, a lot of crops (*die*) \_\_\_\_\_. If the crops (*die*) \_\_\_\_\_, many people (*go*) \_\_\_\_\_ hungry this coming winter.
8. According to one scientific theory, an asteroid collided with the earth millions of years ago, causing great changes in the earth's climate. Some scientists believe that if this asteroid (*collide, not*) \_\_\_\_\_ with the earth, the dinosaurs (*become, not*) \_\_\_\_\_ extinct. Can you imagine what the world (*be*) \_\_\_\_\_ like today if dinosaurs (*exist, still*) \_\_\_\_\_ ? Do you think it (*be*) \_\_\_\_\_ possible for dinosaurs and human beings to coexist on the same planet?





□ EXERCISE 12. Untrue conditionals. (Charts 20-3 and 20-4)

*Directions:* Make a true statement about the given topic. Then make a contrary-to-fact conditional sentence about that statement. Work in pairs, in groups, or as a class.

*Examples:* yourself

→ *I am twenty years old. If I were seventy years old, I would already have lived most of my life.*

ice

→ *Ice doesn't sink. If the polar ice caps sank, the level of the oceans would rise and flood coastal cities.*

*Topics:*

- |                 |                              |                                |
|-----------------|------------------------------|--------------------------------|
| 1. yourself     | 5. peace                     | 9. a famous person             |
| 2. fire         | 6. your activities right now | 10. your activities last night |
| 3. space travel | 7. air                       | 11. dinosaurs                  |
| 4. vegetables   | 8. a member of this class    | 12. a member of your family    |

□ EXERCISE 13. Conditional sentences. (Charts 20-1 → 20-4)

*Directions:* Complete each sentence with an appropriate auxiliary verb.

1. I don't have a pen, but if I did, I would lend it to you.
2. He is busy right now, but if he weren't, he would help us.
3. I didn't vote in the last election, but if I had, I would have voted for Senator Anderson.
4. I don't have enough money, but if I \_\_\_\_\_, I would buy that book.
5. The weather is cold today, but if it \_\_\_\_\_, I would go swimming.
6. She didn't come, but if she \_\_\_\_\_, she would have met my brother.
7. I'm not a good cook, but if I \_\_\_\_\_, I would make all of my own meals.
8. I have to go to class this afternoon, but if I \_\_\_\_\_, I would go downtown with you.
9. He didn't go to a doctor, but if he \_\_\_\_\_, the cut on his hand wouldn't have gotten infected.
10. I always pay my bills. If I \_\_\_\_\_, I would get in a lot of trouble.
11. Helium is lighter than air. If it \_\_\_\_\_, a helium-filled balloon wouldn't float upward.
12. I called my husband to tell him I would be late. If I \_\_\_\_\_, he would have gotten worried about me.

□ EXERCISE 14. Conditional sentences. (Charts 20-1 → 20-4)

Directions: Work in pairs.

Speaker A: Your book is open. Ask the questions.

Speaker B: Your book is closed. Begin your answers with “No, but . . . .”

Example:

SPEAKER A (*book open*): Do you have a dollar?

SPEAKER B (*book closed*): No, but if I did (No, but if I had a dollar), I would lend it to you.

Switch roles.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Are you rich?</li> <li>2. Do you have a car?</li> <li>3. Are you a bird?</li> <li>4. Are you in (<i>student's country/hometown</i>)?</li> <li>5. Do you live in a hotel?</li> <li>6. Are you the teacher of this class?</li> <li>7. Do you have your own airplane?</li> <li>8. Did you watch TV last night?</li> <li>9. Did you grow up in (<i>another country</i>)?</li> </ol> | <ol style="list-style-type: none"> <li>10. Are you tired?</li> <li>11. Are you at home right now?</li> <li>12. Are you married/single?</li> <li>13. Do you speak (<i>another language</i>)?</li> <li>14. Is the weather hot/cold today?</li> <li>15. Are you hungry?</li> <li>16. Do you live in (<i>a different city</i>)?</li> <li>17. Did we eat dinner together last night?</li> <li>18. Did you forget to bring your grammar book to class today?</li> </ol> |
|---|---|

## 20-5 USING PROGRESSIVE VERB FORMS IN CONDITIONAL SENTENCES

Notice the use of progressive verb forms in these examples. Even in conditional sentences, progressive verb forms are used in progressive situations. (See Chart 1-2, p. 3, for a discussion of progressive verbs.)

- |  |
|--|
| (a) TRUE:            It <b><i>is raining</i></b> right now, so I <i>will not go</i> for a walk.                            |
| (b) CONDITIONAL: If it <b><i>were not raining</i></b> right now, I <i>would go</i> for a walk.                             |
| (c) TRUE:            I <b><i>am not living</i></b> in Chile. I <b><i>am not working</i></b> at a bank.                     |
| (d) CONDITIONAL: If I <b><i>were living</i></b> in Chile, I <b><i>would be working</i></b> at a bank.                      |
| (e) TRUE:            It <b><i>was raining</i></b> yesterday afternoon, so I <i>did not go</i> for a walk.                  |
| (f) CONDITIONAL: If it <b><i>had not been raining</i></b> , I <i>would have gone</i> for a walk.                           |
| (g) TRUE:            I <b><i>was not living</i></b> in Chile last year. I <b><i>was not working</i></b> at a bank.         |
| (h) CONDITIONAL: If I <b><i>had been living</i></b> in Chile last year, I <b><i>would have been working</i></b> at a bank. |

□ EXERCISE 15. Using progressive verb forms in conditional sentences. (Chart 20-5)

Directions: Change the statements into conditional sentences.

1. It is snowing, so I won't go with you. But . . . .  
→ *But if it weren't snowing, I would go with you.*
2. The child is crying because his mother isn't here. But . . . .
3. You weren't listening, so you didn't understand the directions. But . . . .
4. Joe got a ticket because he was driving too fast. But . . . .

5. I was listening to the radio, so I heard the news bulletin. But . . . .
6. Grandpa is not wearing his hearing aid because it's broken. But . . . .
7. You were sleeping, so I didn't tell you the news as soon as I heard it. But . . . .
8. I'm enjoying myself, so I won't leave. But . . . .

## 20-6 USING "MIXED TIME" IN CONDITIONAL SENTENCES

Frequently the time in the *if*-clause and the time in the result clause are different: one clause may be in the present and the other in the past. Notice that past and present times are mixed in these sentences.

- |                  |  |
|------------------|--|
| (a) TRUE:        | I <b>did not eat</b> breakfast several hours ago, so I <b>am</b> hungry now.                               |
| (b) CONDITIONAL: | If I <b>had eaten</b> breakfast several hours ago, I <b>would not be</b> hungry now.<br>(past) (present)   |
| (c) TRUE:        | He <b>is not</b> a good student. He <b>did not study</b> for the test yesterday.                           |
| (d) CONDITIONAL: | If he <b>were</b> a good student, he <b>would have studied</b> for the test yesterday.<br>(present) (past) |

### □ EXERCISE 16. Using "mixed time" in conditional sentences. (Chart 20-6)

*Directions:* Change the statements into conditional sentences.

1. I'm hungry now because I didn't eat dinner. But . . . .  
→ *But if I'd eaten dinner, I wouldn't be hungry now.*
2. The room is full of flies because you left the door open. But . . . .
3. You are tired this morning because you didn't go to bed at a reasonable hour last night. But . . . .
4. I didn't finish my report yesterday, so I can't begin a new project today. But . . . .
5. Anita is sick because she didn't follow the doctor's orders. But . . . .
6. I'm not you, so I didn't tell him the truth. But . . . .
7. I don't know anything about plumbing, so I didn't fix the leak in the sink myself. But . . . .
8. I received a good job offer from the oil company, so I won't seriously consider taking the job with the electronics firm. But . . . .

## 20-7 OMITTING IF

- (a) **Were I** you, I wouldn't do that.
- (b) **Had I known**, I would have told you.
- (c) **Should anyone call**, please take a message.

With **were**, **had** (past perfect), and **should**, sometimes **if** is omitted and the subject and verb are inverted.

In (a): **Were I you** = *if I were you*.

In (b): **Had I known** = *if I had known*.

In (c): **Should anyone call** = *if anyone should call*.

□ EXERCISE 17. Omitting IF. (Chart 20-7)

*Directions:* Create sentences with the same meaning by omitting *if*.

1. If you should need more money, go to the bank before six o'clock.  
→ *Should you need more money, go to the bank before six o'clock.*
2. If I were you, I wouldn't do that.
3. If they had realized the danger, they would have done it differently.
4. If I were your teacher, I would insist you do better work.
5. If you should change your mind, please let me know immediately.
6. She would have gotten the job if she had been better prepared.
7. Your boss sounds like a real tyrant. If I were you, I would look for another job.
8. I'll be out of the country until June 12. If you should need to reach me, I'll be at the Hilton Hotel in Seoul.
9. The artists and creative thinkers throughout the history of the world have changed all of our lives. If they had not dared to be different, the history of civilization would have to be rewritten.
10. If there should be a global nuclear war, life on earth as we know it would end forever.

## 20-8 IMPLIED CONDITIONS

<p>(a) I <i>would have gone</i> with you, but I <i>had to study</i>. (b) I never <i>would have succeeded</i> without your help.</p>	<p>Often the <i>if</i>-clause is implied, not stated. Conditional verbs are still used in the result clause. In (a): the implied condition = <i>if I hadn't had to study</i>. In (b): the implied condition = <i>if you hadn't helped me</i>.</p>
<p>(c) She ran; <i>otherwise</i>, she <i>would have missed</i> her bus.</p>	<p>Conditional verbs are frequently used following <i>otherwise</i>. In (c), the implied <i>if</i>-clause = <i>if she had not run</i>.</p>

□ EXERCISE 18. Implied conditions. (Chart 20-8)

*Directions:* Identify the implied conditions by creating sentences using *if*-clauses.

1. I would have visited you, but I didn't know that you were at home.  
→ *I would have visited you if I had known you were at home.*
2. It wouldn't have been a good meeting without Rosa.  
→ *It wouldn't have been a good meeting if Rosa hadn't been there.*
3. I would have answered the phone, but I didn't hear it ring.
4. I couldn't have finished the work without your help.
5. I like to travel. I would have gone to Nepal last summer, but I didn't have enough money.
6. I stepped on the brakes. Otherwise, I would have hit the child on the bicycle.
7. Olga turned down the volume on the tape player. Otherwise, the neighbors probably would have called to complain about the noise.
8. Tarek would have finished his education, but he had to quit school and find a job in order to support his family.

□ EXERCISE 19. Implied conditions. (Chart 20-8)

*Directions:* Complete the sentences with your own words.

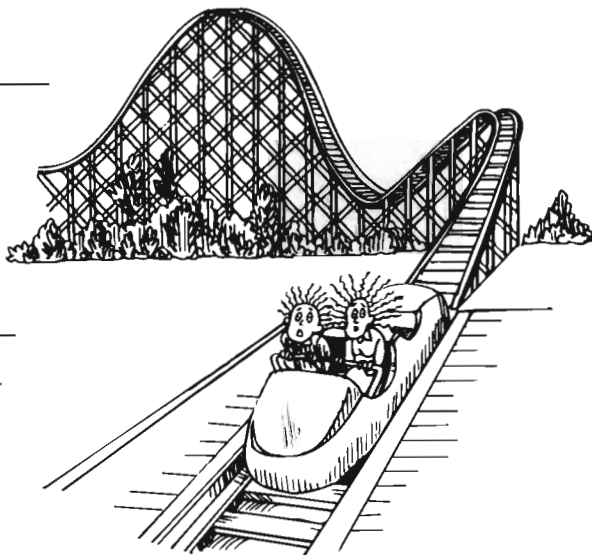
1. I would have . . . , but I didn't have enough time.
2. I couldn't have . . . without my parents' help.
3. I would . . . , but I don't have enough money.
4. I ran out of time. Otherwise, I would have . . . .
5. I could . . . , but I don't want to.
6. I would have . . . , but I didn't know about it.
7. Without water, all life on earth would . . . .
8. I set my alarm for six every day. Otherwise, I would . . . .
9. I set my alarm for six this morning. Otherwise, I would have . . . .
10. I would have . . . , but I didn't . . . .

□ EXERCISE 20. Review: conditional sentences. (Charts 20-1 → 20-8)

*Directions:* Complete the sentences with the verbs in parentheses. Some of the verbs are passive.

1. If I could speak Japanese, I (*spend*) \_\_\_\_\_ next year studying in Japan.
2. Had I known Mr. Jung was in the hospital, I (*send*) \_\_\_\_\_ him a note and some flowers.
3. We will move into our new house next month if it (*complete*) \_\_\_\_\_ by then.
4. It's too bad that it's snowing. If it (*snow, not*) \_\_\_\_\_, we could go for a drive.
5. I was very tired. Otherwise, I (*go*) \_\_\_\_\_ to the party with you last night.
6. I'm glad I have so many friends and such a wonderful family. Life without friends or family (*be*) \_\_\_\_\_ lonely for me.
7. My grandfather is no longer alive, but if he (*be*) \_\_\_\_\_, I'm sure he (*be*) \_\_\_\_\_ proud of me.
8. If you (*sleep, not*) \_\_\_\_\_ last night when we arrived, I would have asked you to go with us, but I didn't want to wake you up.
9. Bill has such a bad memory that he (*forget*) \_\_\_\_\_ his head if it (*be, not*) \_\_\_\_\_ attached to his body.

10. According to one report, the average hen lays 247 eggs a year, and the average person eats 255 eggs a year. If hens (*outnumber, not*) \_\_\_\_\_ people, the average person (*eat, not*) \_\_\_\_\_ 255 eggs a year.
11. A: What would you be doing right now if you (*be, not*) \_\_\_\_\_ in class?  
B: I (*sleep*) \_\_\_\_\_.
12. A: Boy, is it ever hot today!  
B: You said it! If there (*be*) \_\_\_\_\_ only a breeze, it (*be, not*) \_\_\_\_\_ quite so unbearable.
13. A: Why isn't Peggy Anderson in class today?  
B: I don't know, but I'm sure she (*be, not*) \_\_\_\_\_ absent unless \* she (*have*) \_\_\_\_\_ a good reason.
14. A: Hi. Sorry I'm late.  
B: That's okay.  
A: I (*be*) \_\_\_\_\_ here sooner, but I had car trouble.
15. A: Want to ride on the roller coaster?  
B: No way! I (*ride, not*) \_\_\_\_\_ on the roller coaster even if you paid me a million dollars!
16. A: Hi, Pat. Come on in.  
B: Oh, I didn't know you had company.  
I (*come, not*) \_\_\_\_\_ if (*I, know*) \_\_\_\_\_ someone was here.  
A: That's okay. Come in and let me introduce you to my friends.
17. A: Are you coming to the party?  
B: I don't think so, but if I change my mind, I (*tell*) \_\_\_\_\_ you.



□ EXERCISE 21. Review: conditional sentences. (Charts 20-1 → 20-8)

*Directions:* Complete the sentences. Add commas where necessary.

1. If it hadn't rained . . . .
2. If it weren't raining . . . .
3. You would have passed the test had . . . .

\**unless* = *if not* (See Chart 17-8, p. 370.)

4. It's a good thing we took a map with us. Otherwise . . . .
5. Without electricity modern life . . . .
6. If you hadn't reminded me about the meeting tonight . . . .
7. Should you need any help . . . .
8. If I could choose any profession I wanted . . . .
9. If I were at home right now . . . .
10. Without your help yesterday . . . .
11. Were I you . . . .
12. What would you do if . . . .
13. If I had the chance to live my childhood over again . . . .
14. Had I known . . . .
15. Can you imagine what life would be like if . . . .

□ EXERCISE 22. Activity: conditional sentences. (Charts 20-1 → 20-8)

*Directions:* Explain what you would do in these situations. Work in pairs, in groups, or as a class.

*Example:*

SPEAKER A (*book open*): Suppose the student sitting next to you drops her pen. What would you do?

SPEAKER B (*book closed*): I would pick it up for her.

1. Suppose (pretend) there is a fire in this building right now. What would you do?
2. Suppose there is a fire in your room or apartment or house. You have time to save only one thing. What would you save?
3. Suppose you go to the bank to cash a check for (twenty dollars). The bank teller cashes your check and you leave, but when you count the money, you find she gave you (thirty dollars) instead of (twenty). What would you do?
4. Same situation, but she gave you only (fifteen dollars) instead of (twenty).
5. John was cheating during an examination. Suppose you were the teacher and you saw him. What would you have done?
6. You are at a party. A man starts talking to you, but he is speaking so fast that you can't catch what he is saying. What would you do?
7. Late at night you're driving your car down a deserted street. You're all alone. In an attempt to avoid a dog in the road, you swerve and hit a parked car. You know that no one saw you. What would you do?
8. (. . .) goes to a friend's house for dinner. Her/His friend serves a dish that (. . .) can't stand, doesn't like at all. What if you were (. . .)?
9. My friend borrowed (ten dollars) from me and told me he would repay it in a couple of days, but it's been three weeks. I think he has forgotten about it. I really need the money, but I don't want to ask him for it. Give me some advice.
10. John was driving over the speed limit. A police car began to chase him, with lights flashing. John stepped on the accelerator and tried to escape the police car. Put yourself in his position.
11. Suppose you are walking down the street at night all by yourself. A man suddenly appears in front of you. He has a gun. He says, "Give me your money!" Would you try to take his gun away?

12. Suppose you go to (Chicago) to visit a friend. You have never been there before. Your friend said he would meet you at the airport, but he's not there. You wait a long time, but he never shows up. You try to call him, but nobody answers the phone. Now what?

□ EXERCISE 23. Activity: conditional sentences. (Charts 20-1 → 20-8)

*Directions:* Discuss the situations. Use the given information to make conditional sentences.

*Example:*

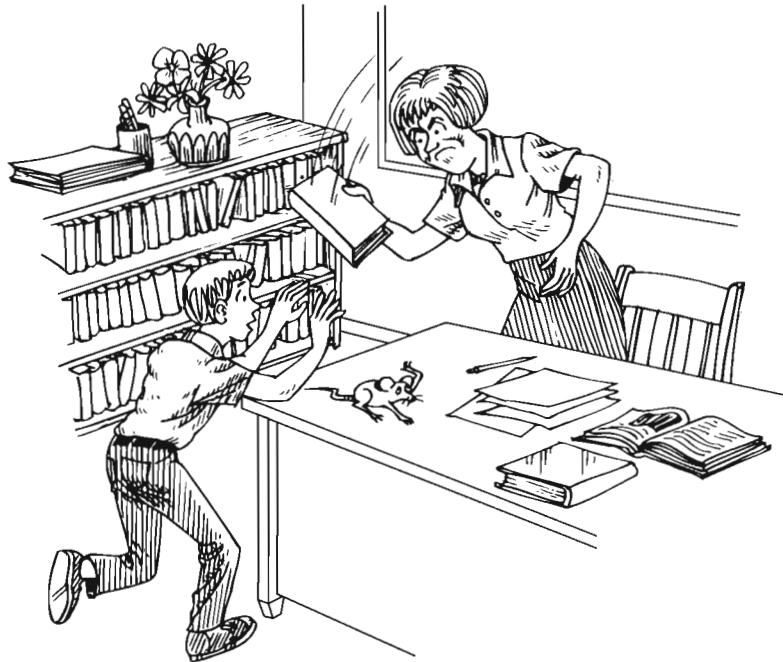
Jan is working for a law firm, but she has been trying to find a different job for a long time. She doesn't like her job at the law firm. Recently she was offered a job with a computer company closer to her home. She wanted to accept it, but the salary was too low.

→ *If Jan liked her job at the law firm, she wouldn't be trying to find a different job.*

→ *Jan would have accepted the job at the computer company if the salary hadn't been too low.*

→ Etc.

1. Jim: Why don't we go to the ball game after work tonight?  
Ron: I'd like to, but I can't.  
Jim: Why not?  
Ron: I have a dinner meeting with a client.  
Jim: Well, maybe some other time.
2. Tommy had a pet mouse. He took it to school. His friend Jimmy put the mouse in the teacher's desk drawer. When the teacher found the mouse, she jumped in surprise and tried to kill it with a book. Tommy ran to the front of the room and saved his pet mouse. Tommy and Jimmy got into a lot of trouble with their teacher.



3. Ivan's axe was broken, and he wanted to borrow his neighbor Dan's axe so that he could chop some wood. Then Ivan remembered that he had already borrowed Dan's saw and had never returned it. He has since lost the saw, and he's too embarrassed to tell Dan. Because of that, Ivan decided not to ask Dan for his axe.



□ EXERCISE 24. Activity: conditional sentences. (Charts 20-1 → 20-8)

Directions: Discuss and/or write about one or more of the topics.

1. If, beginning tomorrow, you had a two-week holiday and unlimited funds, what would you do? Why?
2. If you had to teach your language to a person who knew nothing at all about your language, how would you begin? What would you do so that this person could learn your language as quickly and easily as possible?
3. If you were Philosopher-King of the world, how would you govern? What would you do? What changes would you make? (A “Philosopher-King” may be defined as a person who has ideal wisdom and unlimited power to shape the world as s/he wishes.)
4. Suppose you had only one year to live. What would you do?
5. Describe your activities if you were in some other place (in this country or in the world) at present. Describe your probable activities today, yesterday, and tomorrow. Include the activities of other people you would be with if you were in that place.

## 20-9 USING AS IF/AS THOUGH

- (a) It looks **like** rain.  
 (b) It looks **as if** it is going to rain.  
 (c) It looks **as though** it is going to rain.  
 (d) It looks **like** it is going to rain. (informal)

Notice in (a): **like** is followed by a noun object.  
 Notice in (b) and (c): **as if** and **as though** are followed by a clause.  
 Notice in (d): **like** is followed by a clause. This use of **like** is common in informal English, but is not generally considered appropriate in formal English; **as if** or **as though** is preferred.  
 (a), (b), (c), and (d) all have the same meaning.

“TRUE” STATEMENT (FACT)

VERB FORM AFTER AS IF/AS THOUGH

- |   |   |
|---|---|
| (e) He <b>is not</b> a child.                             | She talked to him <b>as if</b> he <b>were</b> a child.  |
| (f) She <b>did not take</b> a shower with her clothes on. | When she came in from the rainstorm, she looked <b>as if</b> she <b>had taken</b> a shower with her clothes on. |
| (g) He <b>has met</b> her.                                | He acted <b>as though</b> he <b>had never met</b> her.  |
| (h) She <b>will be</b> here.                              | She spoke <b>as if</b> she <b>wouldn't be</b> here.   |

Usually the idea following **as if/as though** is “untrue.” In this case, verb usage is similar to that in conditional sentences.

□ EXERCISE 25. Using AS IF/AS THOUGH. (Chart 20-9)

Directions: Using the given idea, complete each sentence with **as if/as though**.

1. *I wasn't run over by a ten-ton truck.*

I feel terrible. I feel as if (as though) I had been run over by a ten-ton truck.

2. *English is not her native tongue.*

She speaks English \_\_\_\_\_

3. *You didn't see a ghost.*

What's the matter? You look \_\_\_\_\_

4. *His animals aren't people.*

I know a farmer who talks to his animals

\_\_\_\_\_

\_\_\_\_\_

5. *His father is not a general in the army.*

Sometimes his father gives orders \_\_\_\_\_

\_\_\_\_\_

6. *I didn't climb Mt. Everest.*

When I reached the fourth floor, I was

winded. I felt \_\_\_\_\_

instead of just three flights of stairs.

7. *He does have a brain in his head.*

Sometimes he acts \_\_\_\_\_

8. *We haven't known each other all of our lives.*

We became good friends almost immediately. After talking to each other for only a

short time, we felt \_\_\_\_\_

9. *A giant bulldozer didn't drive down Main Street.*

After the tornado, the town looked \_\_\_\_\_

10. *I don't have wings and can't fly.*

I was so happy that I felt \_\_\_\_\_

11. *The child won't burst.*

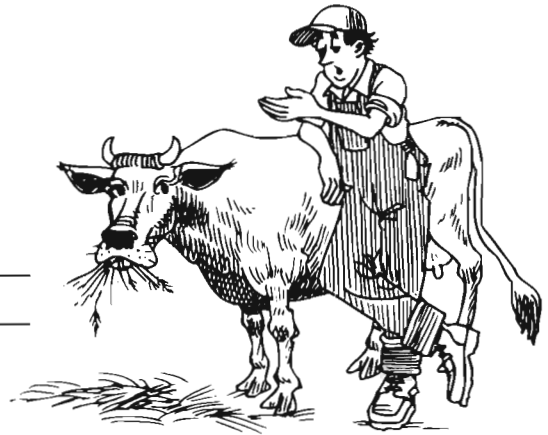
The child was so excited that he looked \_\_\_\_\_

12. NOTE: The following sentiments were expressed by Helen Keller, a woman who was both blind and deaf but who learned to speak and to read (Braille\*). Complete these sentences.

Use your eyes as if tomorrow you \_\_\_\_\_ become blind. Hear the music of voices, the song of a bird, as if you \_\_\_\_\_ become deaf tomorrow. Touch

each object as if tomorrow you \_\_\_\_\_ never be able to feel anything again.

Smell the perfume of the flowers and taste with true enjoyment each bite of food as if tomorrow you \_\_\_\_\_ never be able to smell and taste again.



\*A system of writing for the blind devised by the Frenchman Louis Braille. Blind people read Braille by placing the tips of their fingers on raised dots that represent letters, punctuation, etc.

## 20-10 VERB FORMS FOLLOWING WISH

**Wish** is used when the speaker wants reality to be different, to be exactly the opposite.

	"TRUE" STATEMENT	VERB FORM FOLLOWING WISH	<b>Wish</b> is followed by a noun clause. (See Chart 12-5, p. 248.) Past verb forms, similar to those in conditional sentences, are used in the noun clause. For example, in (a): <b>would</b> , the past form of <b>will</b> , is used to make a wish about the future. In (d): the simple past ( <b>knew</b> ) is used to make a wish about the present. In (g): the past perfect ( <b>had come</b> ) is used to make a wish about the past.
A wish about the future	(a) She <b>will not tell</b> me. (b) He <b>isn't going to be</b> here. (c) She <b>can't come</b> tomorrow.	I <b>wish</b> (that) she <b>would tell</b> me. I <b>wish</b> he <b>were going to be</b> here. I <b>wish</b> she <b>could come</b> tomorrow.	
A wish about the present	(d) I <b>don't know</b> French. (e) It <b>is raining</b> right now. (f) I <b>can't speak</b> Japanese.	I <b>wish</b> I <b>knew</b> French. I <b>wish</b> it <b>weren't raining</b> right now. I <b>wish</b> I <b>could speak</b> Japanese.	
A wish about the past	(g) John <b>didn't come</b> . (h) Mary <b>couldn't come</b> .	I <b>wish</b> John <b>had come</b> .* I <b>wish</b> Mary <b>could have come</b> .	

\*Sometimes in very informal speaking: *I wish John would have come.*

### □ EXERCISE 26. Verb forms following WISH. (Chart 20-10)

*Directions:* Complete the sentences with an appropriate verb form.

- Our classroom doesn't have any windows. I wish our classroom had windows.
- The sun isn't shining. I wish the sun \_\_\_\_\_ right now.
- I didn't go shopping. I wish I \_\_\_\_\_ shopping.
- I don't know how to dance. I wish I \_\_\_\_\_ how to dance.
- You didn't tell them about it. I wish you \_\_\_\_\_ them about it.
- It's cold today. I'm not wearing a coat. I wish I \_\_\_\_\_ a coat.
- I don't have enough money to buy that book. I wish I \_\_\_\_\_ enough money.
- Elena is tired because she went to bed late last night. She wishes she \_\_\_\_\_ to bed earlier last night.
- I can't go with you tomorrow, but I wish I \_\_\_\_\_.
- My friend won't ever lend me his car. I wish he \_\_\_\_\_ me his car for my date tomorrow night.
- Mrs. Takasawa isn't coming to dinner with us tonight. I wish she \_\_\_\_\_ to dinner with us.

12. The teacher is going to give an exam tomorrow. I wish he \_\_\_\_\_  
\_\_\_\_\_ us an exam tomorrow.
13. You can't meet my parents. I wish you \_\_\_\_\_ them.
14. Khalid didn't come to the meeting. I wish he \_\_\_\_\_ to the meeting.
15. I am not lying on a beach in Hawaii. I wish I \_\_\_\_\_ on a beach in Hawaii.

EXERCISE 27. Activity: verb forms following WISH. (Chart 20-10)

*Directions:* Discuss the questions.

1. What is something you can't do, but you wish you could do?
2. What do you wish you were doing right now?
3. What is something you don't have but wish you had?
4. What is something that didn't happen yesterday, but that you wish had happened?
5. What is something that has never happened in your life, but that you wish would happen?
6. What is something that happened in your life, but that you wish had not happened?
7. What is something you have to do but wish you didn't have to do?
8. What is something that will not happen tomorrow, but that you wish would happen?
9. What is something you don't know but wish you knew?
10. What is something you were unable to do yesterday, but you wish you could have done?

EXERCISE 28. Verb forms following WISH. (Chart 20-10)

*Directions:* Complete the sentences with an appropriate auxiliary verb.

1. I'm not at home, but I wish I were.
2. I don't know her, but I wish I did.
3. I can't sing well, but I wish I could.
4. I didn't go, but I wish I had.
5. He won't talk about it, but I wish he would.
6. I didn't read that book, but I wish I \_\_\_\_\_.
7. I want to go, but I can't. I wish I \_\_\_\_\_.
8. I don't have a bicycle, but I wish I \_\_\_\_\_.
9. He didn't buy a ticket to the game, but he wishes he \_\_\_\_\_.
10. She can't speak English, but she wishes she \_\_\_\_\_.
11. It probably won't happen, but I wish it \_\_\_\_\_.
12. He isn't old enough to drive a car, but he wishes he \_\_\_\_\_.

13. They didn't go to the movie, but they wish they \_\_\_\_\_.
14. I don't have a driver's license, but I wish I \_\_\_\_\_.
15. I'm not living in an apartment, but I wish I \_\_\_\_\_.

## 20-11 USING WOULD TO MAKE WISHES ABOUT THE FUTURE

<p>(a) It is raining. I <i>wish</i> it <b>would stop</b>. (<i>I want it to stop raining.</i>)</p> <p>(b) I'm expecting a call. I <i>wish</i> the phone <b>would ring</b>. (<i>I want the phone to ring.</i>)</p>	<p><b>Would</b> is usually used to indicate that the speaker wants something to happen or someone other than the speaker to do something in the future. The wish may or may not come true (be realized).</p>
<p>(c) It's going to be a good party. I <i>wish</i> you <b>would come</b>.</p> <p>(d) We're going to be late. I <i>wish</i> you <b>would hurry</b>.</p>	<p>In (c) and (d): <b>I wish you would . . .</b> is often used to make a request.</p>

### □ EXERCISE 29. Using WOULD to make wishes. (Chart 20-10 and 20-11)

*Directions:* Use the given information to answer the questions.

*Example:*

TOM: *Why are you watching the telephone?*

SUE: *I'm waiting to hear from Sam. I want him to call me. I need to talk to him right now. We had an argument. I need to make sure everything's okay.*

TOM: *Watching the phone won't make it ring, you know.*

- (a) What does Sue want to happen in the near future? (Use *wish* + *would*.)  
→ *She wishes the phone would ring.*
- (b) What else does Sue wish?  
→ *She wishes Sam would call her. She wishes she could talk to Sam right now. She probably wishes she and Sam hadn't had an argument.*
1. RITA: *It's raining. I want to go for a walk, but not in the rain.*  
YOKO: *I want the rain to stop, too.*
- (a) What does Rita want to happen in the near future? (Use *wish* + *would*.)  
(b) What does Yoko wish?
2. ANNA: *Can't you come to the concert? Please change your mind. I'd really like you to come.*  
YOKO: *No, I can't. I have to work.*
- (a) What does Anna want Yoko to do? (Use *wish* + *would*.)  
(b) What else does Anna wish?
3. BOB'S MOTHER: *Do you really like how you look with a beard?*  
BOB: *Yes.*  
BOB'S MOTHER: *Don't you want to shave it off?*  
BOB: *Nope.*
- (a) What does Bob's mother want Bob to do? (Use *wish* + *would*.)  
(b) What does Bob probably wish?

4. *Helen is a neat and orderly person. Judy, her roommate, is messy. Judy never picks up after herself. She leaves dirty dishes in the sink. She drops her clothes all over the apartment. She clutters the apartment with her stuff everywhere. She never makes her bed. Helen nags Judy to pick up after herself.*

- (a) What does Helen want Judy to do? (Use *wish + would*.)  
(b) What does Judy probably wish?

□ EXERCISE 30. Using WISH. (Charts 20-10 and 20-11)

*Directions:* Complete the sentences with an appropriate form of the verbs in parentheses.

1. We need some help. I wish Alfred (*be*) \_\_\_\_\_ here now. If he (*be*) \_\_\_\_\_, we could finish this work very quickly.
2. We had a good time in Houston over vacation. I wish you (*come*) \_\_\_\_\_ with us. If you (*come*) \_\_\_\_\_ with us, you (*have*) \_\_\_\_\_ a good time.
3. I wish it (*be, not*) \_\_\_\_\_ so cold today. If it (*be, not*) \_\_\_\_\_ so cold, I (*go*) \_\_\_\_\_ swimming.
4. I missed part of the lecture because I was daydreaming, and now my notes are incomplete. I wish I (*pay*) \_\_\_\_\_ more attention to the lecturer.
5. A: Did you study for that test?  
B: No, but now I wish I (*have*) \_\_\_\_\_ because I flunked it.
6. A: Is the noise from the TV in the next apartment bothering you?  
B: Yes. I'm trying to study. I wish he (*turn*) \_\_\_\_\_ it down.
7. A: What a beautiful day! I wish I (*lie*) \_\_\_\_\_ in the sun by a swimming pool instead of sitting in a classroom.  
B: I wish I (*be*) \_\_\_\_\_ anywhere but here!
8. A: I wish we (*have, not*) \_\_\_\_\_ to go to work today.  
B: So do I. I wish it (*be*) \_\_\_\_\_ a holiday.
9. A: He couldn't have said that! That's impossible. You must have misunderstood him.  
B: I only wish I (*have*) \_\_\_\_\_, but I'm sure I heard him correctly.
10. Alice doesn't like her job as a nurse. She wishes she (*go, not*) \_\_\_\_\_ to nursing school.
11. A: I know that something's bothering you. I wish you (*tell*) \_\_\_\_\_ me what it is. Maybe I can help.  
B: I appreciate it, but I can't discuss it now.

12. A: My feet are killing me! I wish I (*wear*) \_\_\_\_\_ more comfortable shoes.

B: Yeah, me too. I wish I (*know*) \_\_\_\_\_ that we were going to have to walk this much.

□ EXERCISE 31. Using WISH. (Charts 20-10 and 20-11)

*Directions:* Answer the questions. Use **wish**. Work in pairs, in groups, or as a class.

1. Where do you wish you were right now? What do you wish you were doing?
2. Are you pleased with the weather today, or do you wish it were different?
3. Look around this room. What do you wish were different?
4. Is there anything you wish were different about the place you are living?
5. What do you wish were different about this city/town?
6. What do you wish were different about this country?
7. What do you wish were different about a student's life? about a worker's life?
8. Where do you wish you could go on your next vacation?
9. Your friend gave you his phone number, but you didn't write it down because you thought you would remember it. Now you have forgotten the number. What do you wish?
10. (. . .) kept all of his money in his wallet instead of putting it in the bank. Then he lost his wallet. What does he probably wish?
11. You didn't eat breakfast/lunch/dinner before you came to class. Now you are hungry. What do you wish?
12. (. . .) stayed up very late last night. Today she is tired and sleepy. What does she probably wish?

□ EXERCISE 32. Using WISH. (Charts 20-10 and 20-11)

*Directions:* Using the given ideas, create sentences with **wish**. Add something that explains why you are making that wish.

*Examples:* be different

→ *I wish my name were different. I've never liked having "Daffodil" as my first name.*

go to the moon

→ *I wish I could go to the moon for a vacation. It would be fun to be able to leap long distances in the moon's lighter gravity.*

- |   |                                    |
|---|------------------------------------|
| 1. be different                           | 6. travel by instant teleportation |
| 2. know several world leaders personally  | 7. remember everything I read      |
| 3. speak every language in the world      | 8. be a big movie star             |
| 4. be more patient and understanding      | 9. read people's minds             |
| 5. interview some great people in history | 10. be born in the last century    |

□ EXERCISE 33. Activity: conditionals and wishes. (Chapter 20)

*Directions:* Answer the questions. Work in pairs, in groups, or as a class.

1. If you could have free service for the rest of your life from a chauffeur, cook, housekeeper, or gardener, which would you choose? Why?
2. If you had to leave your country and build a new life elsewhere, where would you go? Why?
3. If you had control of all medical research in the world and, by concentrating funds and efforts, could find the cure for only one disease in the next 25 years, which disease would you select? Why?
4. If you could stay one particular age for a span of 50 years, what age would you choose? Why? (At the end of the 50 years, you would suddenly turn 50 years older.)
5. You have promised to spend an evening with your best friend. Then you discover you have the chance to spend the evening with (*supply the name of a famous person*). Your friend is not invited. What would you do? Why?
6. Assume that you have a good job. If your boss told you to do something that you think is wrong, would you do it? Why or why not? (You understand that if you don't do it, you will lose your job.)
7. If you had to choose among perfect health, a loving family, and wealth (and you could have only one of the three during the rest of your life), which would you choose? Why?
8. Just for fun, what do you wish were or could be different in the world? What about animals being able to speak? people being able to fly? there being only one language in the world? being able to take a vacation on the moon? speed of transportation?
9. Is there anything in your past life that you would change? What do you wish you had or had not done? Why?
10. Suppose you were offered the opportunity to be a crew member on a spaceship that would travel to far points in the universe. There would be no guarantee that you would ever return to earth. Would you go? Why or why not?