

TOEFL/IELTS WRITING

Compiled by: Amir Khadem M.A.

E-mail:

Khadem8234@yahoo.com

Pardis@avayeshahir.com

Site Address:

www.avayeshahir.com

www.avayeshahir.ir

Tel: 09122341201/ 02188546127/ 02188546128



@paradiseavayeshahir

<https://goo.gl/QBTqIP>

CONJUNCTIONS.....	2
1. COORDINATING CONJUNCTIONS.....	2
2. CORRELATIVE CONJUNCTIONS.....	9
3. <u>C</u> ONJUNCTIVE <u>A</u> DVERBS = CA	20
TRANSITIONS	40
MODIFIERS OF NOUNS	45
M1	45
1.1. DEFINITE AND INDEFINITE ARTICLES.....	45
1.2. DEMONSTRATIVES.....	66
1.3. POSSESSIVES	67
1.6 DIFFERENCE WORDS:	93
1.7 NUMBERS:.....	100
1.8 QUESTION WORDS	104
1.9 DEFINING WORDS.....	104
M2	113
ADJECTIVE ORDER:	119
M3 = NOUNS.....	127
POST-MODIFIERS OF NOUNS:.....	132
4. M4: PP	132
5. M5: ADVERBS: THERE, HERE, INSIDE, OUTSIDE, UPSTAIRS, DOWNSTAIRS... ..	132
6. M6: INFINITIVES:	132
7. M7: ADJECTIVE/RELATIVE CLAUSE (RC) COMPLEX SENTENCES:.....	133
8. M8: ADJECTIVAL/PARTICIPLE PHRASES.....	157
9. M9: APPOSITIVES.....	171
ADVERB CLAUSES	181
KINDS OF ADVERBIAL CLAUSES.....	182
TIME CLAUSES	182
CONDITIONAL SENTENCES	215
FIRST CONDITIONAL:	215
SECOND CONDITIONAL: UNREAL POSSIBILITY OR DREAM	219
THIRD CONDITIONAL: NO POSSIBILITY	220
REDUCTION OF ADVERB CLAUSES	234
NOUN CLAUSE:.....	251
SUBJUNCTIVE:	272
INVERSION	278
LIST OF 18 TYPES OF SUBJECT/VERB INVERSION	278
FRONTING	285
GERUND PHRASES.....	296
INFINITIVE PHRASES.....	299
CLAUSES WITH THERE AND IT:.....	302

Conjunctions

➔➔➔ *Conjunctions* connect words or groups of words and show how the words are related. There are three kinds of conjunctions: *coordinating conjunctions*, *correlative conjunctions*, and *conjunctive adverbs*.

1. Coordinating conjunctions link similar words or word groups. There are seven coordinating conjunctions: *FANBOYS* ⇨ *For, and, nor, but, or, yet, so*

For:

---She found a new job, for her boss gave her the sack.

---She remained silent, for her heart was heavy.

---I was four hours late, for the storm had derailed a train.

✓	<i>PP = P + NP</i>
✗	<i>PP = P + Sentence</i>

And:

---You make lunch, and I'll take care of the children.

Nor:

---I don't expect children to be rude, nor do I expect to be disobeyed.

But:

---It's an old car, but it's very reliable.

---It's an old car, but mine is modern.

---They rushed to the hospital, but they were too late.

Or:

1. ---He could not come, or he did not want to.

---Will Mary go to the movies, or will she stay at home?

2. ---You should eat more, or you'll make yourself ill.

→→→**Yet:** if it comes at the end of a negative statement or interrogative sentence or between an auxiliary and a verb, it means *هنوز*. However, if it appears at the beginning of a clause, it means *but*.

---He likes to go on a trip, yet he is undecided.

---She was tired, yet she was a very **gracious host**.

---I ate, yet I'm still hungry.

But can be used for situations in which the second clause is a complete violation of the expectations set up in the first clause. *Yet* tends to be used for situations in which the second clause, while unexpected, is not a flat contradiction of the first clause. For example, compare the following sentences:

but: ✓---Louise likes curry, but Anne does not.

yet: ✗---Louise likes curry, yet Ann does not.

The sentence with *yet* seems odd. Here is a more natural use of *yet*:

✓---Louise likes curry, yet she seldom eats in Indian restaurants.

So:

---I was feeling hungry, so I made myself a sandwich.

Exercise:

Make the items in parentheses grammatically parallel to the italicized items that precede **and**, **or**, **but** or **not**.

Example:

He spends his spare time playing golf and (collect, stamps).

He spends his spare time **playing** golf and **collecting** stamps.

Exercise 7.21: Parallelism

1. Speaking *boldly* and (clear), he explained to the owners why the miners were on strike.
2. I don't know whether *I will get the job*, or (I, like, it, after I get it).
3. *Having no money* but (not, want, anyone, to know), he simply said he would go without dinner.
4. He asked when *the apartment would be available* and (how much, it, cost).
5. He did it because he had to do it, not (he, wanted to).
6. He was fired not only *for his inexcusable absences from the office*, but (he, was, insolent, to his superiors).
7. It is *frustrating to spend so much money* and (achieve, so little).
8. After *seeing the preacher in person* and (hear, him, speak), she began to have more respect for him.
9. He is the kind of person who both *admits his mistake* and (try, to do better, the next time).
10. They are not *asking for help*, nor (they, accept, it) if it is offered. (Reverse the word order after the negative *nor*.)

Answers to 7.21: Parallelism:

1. Speaking *boldly* and **clearly**, he explained to the owners why the miners were on strike.
2. I don't know whether *I will get the job*, **or I like it after I get it**.
3. *Having no money* **but not wanting anyone to know**, he simply said he would go without dinner.
4. He asked when *the apartment would be available* and **how much it would cost**.
5. He did it because he had to do it, **not because he wanted to**.

6. He was fired not only *for his inexcusable absences from the office*, **but also for (his) being insolent to his superiors**.
7. It is *frustrating to spend so much money* and **to achieve so little**.
8. After *seeing the preacher in person* and **hearing him speak**, she began to have more respect for him.
9. He is the kind of person who both *admits his mistake* and **tries to do better the next time**.
10. They are not *asking for help*, **nor do they accept it** if it is offered.

Exercise 7.22: Parallelism

Directions: Rewrite any part of the sentences below that may not be parallel.

1. We ate early, ran the course, and went shopping.
2. I wished I had powers, he had the flu, and we all were having the ability to fly.
3. I organized the meeting, was basting the roast, and cleaned the house.
4. The men who were late were accused of misconduct, sent to jail, and were being fined for a huge sum.
5. If the dog had had enough to eat, it would not have returned later to be begging.
6. The most attractive elements of the film were its ability to enrapture the viewer, its overpowering ability to gladden those who could identify with the characters, and its ability to be enthralling, as well.
7. If you have gone to the store over there before, you would know how slow they are.
8. The best, the worst, and the medium are all welcome here.
9. I think only the hard-bitten could rely on, look forward to, and even insist that keeping the one thing the law had excluded.
10. If we had seen, had prevented the events beforehand, or have even thought about it, we would have done something to avoid the whole situation.
11. The worst snake of the bunch slithered its way into the underbrush, twisting its way around the back of the pole, and attacked.

12. The deranged psychotic yelled his demands to the guard, who, in turn, relayed them to the warden, who, in turn, was calling them into the police station.
13. The fat, old cat purred loudly, rubbed up against my leg, and waddling down the sidewalk.
14. The missile shot straight up, hovered at about 1,000 feet, and then had fallen.
15. The secretary looked up the word, muttered quietly, and was beginning typing.

Answers to Exercise 7.22: Parallelism

Directions: Rewrite any part of the sentences below that may not be parallel.

1. We ate early, ran the course, and **shopped**.
2. I wished I had powers, he had the flu, and we all **had** the ability to fly.
3. I organized the meeting, **basted** the roast, and cleaned the house.
4. The men who were late were accused of misconduct, sent to jail, and **fined** for a huge sum.
5. If the dog had had enough to eat, it would not have returned later **to beg**.
6. The most attractive elements of the film were its ability to enrapture the viewer, its overpowering ability to gladden those who could identify with the characters, and its ability **to enthrall**, as well.
7. If you **had gone** to the store over there before, you would know how slow they are.
8. The best, the worst, and the **mediocre** are all welcome here.
9. I think only the hard-bitten could rely on, look forward to, and even insist **on** keeping the one thing the law had excluded.
10. If we had seen, had prevented the events beforehand, or **had** even thought about it, we would have done something to avoid the whole situation.
11. The worst snake of the bunch slithered its way into the underbrush, **twisted** its way around the back of the pole, and attacked.
12. The deranged psychotic yelled his demands to the guard, who, in turn, relayed them to the warden, who, in turn, **called** them into the police station.
13. The fat, old cat purred loudly, rubbed up against my leg, and **waddled** down the sidewalk.

14. The missile shot straight up, hovered at about 1,000 feet, and then **fell**.
15. The secretary looked up the word, muttered quietly, and **began** typing (or,...***and typed***).

TOEFL: In all patterns, ideas of equal importance should be expressed by the same grammatical structure. Avoid expressing ideas in a series with different structures.

✗---Jane is young, enthusiastic, and she has talent.

✓---Jane is young, enthusiastic, and talented.

✗---We learned to read the passages carefully and underlining the main ideas.

✓---We learned to read the passages carefully and to underline the main ideas.

✗---The patient's symptoms were fever, dizziness, and his head hurt.

✓---The patient's symptoms were fever, dizziness, and headaches.

✗---Professor Williams enjoys teaching and to write.

✓---Professor Williams enjoys teaching and writing.

Test:

In a hot, sunny climate, man acclimatizes by eating less, drinking more liquids, wearing lighter clothing, and.....

(A) skin changes that darken

(B) his skin may darken

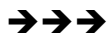
(C) experiencing a darkening of the skin

(D) darkens his skin

Test:

The aims of the European Economic Community are to eliminate tariffs between member countries; developing common policies for agriculture, labor, welfare, trade, and transportation; and to **abolish** trusts and cartels.

TPO 40 R1 4



2. Correlative conjunctions also link similar words or word groups, but they are always used in pairs. Here are the correlative conjunctions:

Both...and...

هم...هم

---The future **both** excites **and** scares me.

---For this job, you will need a good knowledge of **both** Italian **and** Spanish.

→→→ Take care with the positioning of each half of this paired construction. Each must introduce grammatically similar things:

✗---He both is clever and hard-working!

✓---He is both clever and hard-working.

---He **both** paints **and** sculpts.

Either . . . or

يا...يا

---I'm going to buy **either** a camera **or** a CD player with the money.

---**Either** he is going to get a job here, **or** he is going to study abroad.

Neither . . . nor

نه...نه

---Their house is **neither** big **nor** small.

---I could **neither** laugh **nor** cry.

---**Neither** is he reliable, **nor** is he pious.

---He is **neither** reliable **nor** pious.

---He is **neither** well qualified **nor** sufficiently experienced for that position.

---**Neither** the public **nor** private sector of the economy will be seriously affected by this new regulation.

Neither/either + noun + nor/or + plural noun + plural verb

Neither/either + noun + nor/or + singular noun + singular verb

---Neither John nor his friends are going to the beach today.

---Neither his friends nor John is going to the beach today.

---Either John or his friends are going to the beach today.

---Neither the boys nor Carmen has seen this movie before.

---Either John or Bill is going to the beach today.

---Neither the one who wants to study nor those who want to sleep **find** it fair to turn off the lamps or keep them on.

---Neither those who want to sleep nor the one who wants to study **finds** it fair to turn off the lamps or keep them on.

Not only.....but also.....

1. S + Verb + not only + N + but also + N

Adj.

Adj.

Adv.

Adv.

PP

PP

2. Subject + not only + verb + but also + verb

تذکر: عبارت both...and... معمولاً ساختارهایی مشابه را به هم ربط می دهد ولی جمله وارده های اصلی را به هم ربط نمی دهد .

---He is **not only** an agile driver **but also** a good one.

---Robert is **not only** talented **but also** handsome.

---He writes **not only** correctly **but also** neatly.

✗---He is not only famous in Italy but also in Switzerland.

✓---He is famous **not only** in Italy **but also** in Switzerland.

✓---He **not only** read the book **but also** remembered what he had read.

✓---**Not only** is he reliable, **but also** he is pious.

✓---**Not only** did she study, **but** she also washed the dishes.

✓---**Not only** did he **make up for** his shortcoming, **but** he made up for other things as well.

✓---Daryl's **not only** extremely intelligent - he's **also** very good-looking.

✓---This washing machine is **not only** expensive, it's unreliable as well.

✗---The program provides only not theoretical classes but also practical training.

✓---The program provides **not only** theoretical classes **but also** practical training.

✗---The new models are not only less expensive but more efficient also.

✓---The new models are **not only** less expensive **but also** more efficient.

✓---The **objective** is not to identify the problem, but to solve it.

✓---The objective is **not only** to identify the problem **but also** to solve it.

✓---The objective is **neither** to identify the problem **nor** to solve it.

✗---Not only her parents but her brothers and sisters also live in Wisconsin.

✓---**Not only** her parents **but also** her brothers and sisters live in Wisconsin.

✗---TO complete his physical education credits, John took not only swimming also golf.

✓---TO complete his physical education credits, John took **not only** swimming **but also** golf.

Tests:

Amniocentesis can be used not only to diagnose **fetal** disorders.....the sex of the unborn child with 95 percent accuracy.

(A) but determining

(B) but also determining

(C) but to determine

(D) but also to determine

Tests:

The deadbolt is the best lock for entry doors because it is not only inexpensive but also installation is easy.

Exercise: connect the following sentences.

1. Leonardo taught himself anatomy. He taught himself painting.

2. Some people think of Leonardo as an engineer. They think of Leonardo as a painter.

3. People from Vinci say that Leonardo was born in their city. People from Anchiano say Leonardo was born in their city.

4. Leonardo was not a Baptist. He was not a Lutheran.

5. Leonardo enjoyed painting people. He enjoyed painting still-life.

TOEFL:

Both...and...

Not only...but also...

Avoid expressing ideas after correlative conjunctions with different structures.

✗---She is not only famous in the United States but also abroad.

✓---She is famous **not only** in the United States **but also** abroad.

✗---The exam tested both listening and to read.

✓---The exam tested **both** listening and reading.

✗---He is not only intelligent but also he is creative.

✓---He is **not only** intelligent **but also** creative.

✗---*Flying is not only faster but also it is safer* than traveling by car.

✓---Flying is **not only** faster **but also** safer than traveling by car.

✗---John registered for both Electrical Engineering 500 and to study Mathematics 390.

✓---John registered for **both** Electrical Engineering 500 **and** Mathematics 390.

Test:

Both **historically** and....., Ontario is the heartland of Canada.

(A) in its geography

(B) geographically

(C) also its geography

(D) geography

Test:

The cacao bean was cultivated by the Aztecs not only to drink but also currency.

Whether or.....

خواه...خواه...، چه...چه...

1.

---Someone's got to tell her, **whether** it's you **or** me.

---**Whether** we do it now **or** later, it's got to be done sometime.

---Let's face it - you're going to be late **whether** you go by bus **or** train.

2.

---Well, I'm going to go, **whether** he likes it **or not**.

As well as:

S + Verb + N + as well as + N

Adj.	Adj.
Adv	Adv.
PP	PP

---Robert is talented *as well as* handsome.

---He writes correctly *as well as* neatly.

---The teacher, *as well as* her students, is going to the concert.

---My cousins, *as well as* Tim, have a test tomorrow.

→→→

---Robert is ***both*** talented ***and*** handsome.

---Paul ***both*** plays the piano ***and*** composes music.

Parallel Structure

Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level. The usual way to join parallel structures is with the use of coordinating **conjunctions** such as "and" or "or."

1. Words and Phrases>

With the -ing form (gerund) of words:

Parallel: ---Mary likes hiking, swimming, **and** bicycling.

With infinitive phrases:

Parallel: ---Mary likes to hike, to swim, **and** to ride a bicycle.

or

---Mary likes to hike, swim, **and** ride a bicycle.

→→→(Note: You can use "to" before all the verbs in a sentence or only before the first one.)

Example 1

Not Parallel: ✗---Mary likes hiking, swimming, **and** to ride a bicycle.

Parallel: ✓---Mary likes hiking, swimming, **and** riding a bicycle.

Example 2

Not Parallel: ✗---The production manager was asked to write his report quickly, accurately, **and** in a detailed manner.

Parallel: ✓---The production manager was asked to write his report quickly, accurately, **and** thoroughly.

Example 3

Not Parallel: ✗---The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, **and** his motivation was low.

Parallel: ✓---The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, **and** lacked motivation.

2. Clauses

A parallel structure that begins with clauses must keep on with clauses. Changing to another pattern or changing the voice of the verb (from active to passive or vice versa) will break the parallelism.

Example 1

Not Parallel: ✗---The coach told the players that they should get a lot of sleep, that they should not eat too much, **and** to do some warm-up exercise before the game.

Parallel: ✓---The coach told the players that they should get a lot of sleep, that they should not eat too much, **and** that they should do some warm-up **exercise** before the game.

or

Parallel: ✓---The coach told the players that they should get a lot of sleep, not eat too much, **and** do some warm-up **exercise** before the game.

Example 2

Not Parallel: ✗---The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, **and** that questions would be asked by **prospective** buyers. (passive)

Parallel: ✓---The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, **and** that prospective buyers would ask him questions.

3. Lists after a colon

Be sure to keep all the elements in a list in the same form.

Example 1

Not Parallel: ✗---The dictionary can be used for these purposes: to find word meanings, pronunciations, correct spellings, **and** looking up irregular verbs.

Parallel: ✓---The dictionary can be used for these purposes: to find word meanings, pronunciations, correct spellings, **and** irregular verbs.

➔➔➔Proofreading Strategies to try:

1. Skim your paper, pausing at the words "and" and "or." Check on each side of these words to see whether the items joined are parallel. If not, make them parallel.
2. If you have several items in a list, put them in a column to see if they are parallel.
3. Listen to the sound of the items in a list or the items being compared. Do you hear the same kinds of sounds? For example, is there a series of "-ing" words ending each item? Or do you hear a rhythm being repeated? If something is breaking that rhythm or repetition of sound, check to see if it needs to be made parallel.

Exercise 7.21: Conjunctions

Directions: Choose the best answer: but, because, or, yet, for, and, neither/nor, so, either/or.

1. She likes the light color, _____ I like the dark one.
2. I wear the white one, _____ it is cooler than the black one.
3. He is very irritating, _____ I would like to work with him, because he is funny.
4. She does not like tea, _____ do I.
5. _____ you do it, _____ I will.
6. She did not want the bottle, _____ I didn't make her take it.
7. I would not have chosen him, _____ I do not trust him.
8. _____ she lied, she was placed under arrest for perjury.
9. Bob, Ted, _____ Alice had cokes before dinner.
10. Bob and Ted, _____ not Alice, had cokes before dinner.

11. The candidate _____ denied the claim _____ confirmed it; therefore, we have no information from him.
12. The man will _____ go home _____ die trying, but he is certainly not staying here.
13. She gave him an ultimatum: _____ come home now, _____ stay away.

Answers to Exercise 7.21: Conjunctions

Directions: Choose the best answer: *but, because, or, yet, for, and, neither/nor, so, either/or*.

1. She likes the light color, but I like the dark one.
2. I wear the white one, because it is cooler than the black one.
3. He is very irritating, but I would like to work with him, because he is funny.
4. She does not like tea, neither do I.
5. Either you do it, or I will.
6. She did not want the bottle, so I didn't make her take it.
7. I would not have chosen him, because I do not trust him.
8. Because she lied, she was placed under arrest for perjury.
9. Bob, Ted, and Alice had cokes before dinner.
10. Bob and Ted, but not Alice, had cokes before dinner.
11. The candidate neither denied the claim nor confirmed it; therefore, we have no information from him.
12. The man will either go home or die trying, but he is certainly not staying here.
13. She gave him an ultimatum: Either come home now, or stay away.

Tests: Peterson's Success

1. Model airplanes can be guided both by control wires or by radio transmitters.

A B C D

2. Specialty stores, unlike department stores, handle only one line of merchandise.....a limited number of closely related lines.

- (A) either
- (B) but
- (C) instead
- (D) or

3. Thomas Eakins studied not only painting.....anatomy when he was training to become an artist.

- (A) moreover
- (B) but also
- (C) as well
- (D) and

4. Information in a computer can be lost because it is not longer stored or

A B C D

because it is stored but cannot be retrieved.

5. A mosaic is a picture done from small bits of either colored glass or tile.

A B C D

6. Although topology is the youngest branch of geometry,.....is considered the most sophisticated.

- (A) but it
- (B) so it
- (C) it
- (D) however it

7. John Lancaster Spaulding was not only a religious leader and also a social reformer.

A B C D

8. In 1923, Jean Toomer wrote a book titled *Cane* which combined fiction..... poetry to describe the experience of being black in the United States.

- (A) and
- (B) to
- (C) also
- (D) or

9. Although fish can hear, they have neither external ears or eardrums.

A B C D

10. In all animals, whether simple and complex, enzymes aid in the digestion of food.

A B C D

11. Endive can be used.....as a salad green or as a cooking vegetable.

- (A) such

Answers:

1. either
2. or
3. but also
4. no longer
5. made
6. it
7. but also
8. and
9. nor
10. or
11. either
12. used to
13. produce
14. so
15. but
16. does rust corrode
17. or
18. its
19. but also
20. not the only substance

3. Conjunctive Adverbs = CA

Contrast	On the contrary, conversely, in/by contrast, (on the one hand, on the other hand), however, nevertheless, nonetheless, at the same time, still.
Addition and Similarity	In addition, additionally, also, furthermore, moreover, besides, likewise, similarly.
Time	Afterward (s), then, meanwhile, in/for the meantime, later (on), subsequently.
Consequence or Result	Thus, consequently, hence, accordingly, therefore, as a result.
Condition	Otherwise, or else, else

Contrast

On the contrary:

- "Didn't you find the film exciting?" "On the contrary, I nearly fell asleep **half way through** it!"
- 'I suppose your wife doesn't understand you.' 'On the contrary, she understands me very well.'
- 'It **must have been** terrible.' 'On the contrary, I enjoyed every minute.'
- There was no malice in her; on the contrary, she was very kind.

Test:

John is not a stupid boy; , he is quite intelligent.

1. as a result 2. on the contrary 3. in the meantime 4. on the other hand

Conversely: (formal) in a way that is the opposite or REVERSE of sth:

- You can add the fluid to the powder, or, *conversely*, the powder to the fluid.
- Women suffering from anorexia are still convinced that their **thin, frail** bodies are fat and unsightly. Conversely, some people who are a great deal heavier than they should be can persuade themselves that they are 'just right'. **345 Oxford test 1 * amusing (AC)**

Bigorexia = Muscle dysmorphia is a disorder in which an individual becomes obsessed that they are not muscular enough. Sometimes referred to as bigorexia or **reverse anorexia nervosa**, it is a very specific case of **body dysmorphic disorder (BDD)**.

Bulimia nervosa, more commonly known as bulimia, is an eating disorder. It is a psychological condition in which the subject engages in recurrent binge eating followed by intentionally doing one or more of the following in order to compensate for the intake of the food and prevent weight gain: **vomiting**,

inappropriate use of **laxatives**, enemas, diuretics or other medication,
excessive exercising,
fasting.

In/by contrast:

- The technology sector is doing badly. Old economy stocks, by contrast, are performing well again.
- The tunneling is ahead of schedule and ahead of budget in contrast to most big infrastructure projects.
- Their economy has expanded enormously in the last five years; by/in contrast, ours has declined.
- The company lost \$7 million this quarter in contrast to a profit of \$6.2 million a year earlier.
- When you look at their new system, ours seems very old-fashioned, by contrast.

However:

- It was cold and she was sick; however, she decided to go.
- We wanted to go for a picnic. The weather, however, turned bad and we were not able to go.
- We wanted to go for a picnic. The weather turned bad and we were not able to go, however.
- These animals cannot get much energy from the hard cover of these fruits. This, however, is more than made up for by the fast speed the food passes through their guts.
- The Iranian Government declared its intention to privatize most state industries after the Iran-Iraq War in 1988, in an effort to stimulate the **ailing** economy. The sale of state-owned factories and companies **proceeded** slowly, however (mostly because of the opposition by a nationalist majority in Majlis - the Iranian parliament), and most industries remained state-owned in the early 21st century (70% of the economy as of 2006).

Nevertheless:

- There is **little** chance that we will succeed in changing the law. Nevertheless, it is important that we try. (TPO3 1 3) (TPO 16 1 8)
- There are serious problems in our country; nonetheless, we feel this is a good time to return.
- What you said was true. It was, nevertheless, a little unkind.
- "We really can't afford to buy any new **equipment at present**." "Nevertheless, we need to invest to **keep up with** our competitors."

On the one hand... on the other (hand):

⇒ 1. You use *on the one hand* to introduce the first of two contrasting points, facts, or ways of looking at sth. It is always followed later by *on the other (hand)*.

2. Used to give another opinion or fact that should be considered as well as the one you have just given:

➔➔➔ **Do not say '~~on/in one hand~~'. Say "on the one hand."**

1.

---On the one hand they'd love to have kids, but on the other, they don't want to give up their freedom.

---I'd like to eat out, but on the other hand I should be trying to save money.

---On the one hand I'd like a job which pays more, but on the other hand I enjoy the work I'm doing at the moment.

2.

---She's caught in a dispute between the city council on the one hand and the education department on the other. **(First Paragraph)**

---The country is dominated by a power struggle between the communists on the one hand and the nationalists on the other.

At the same time:

---We don't want to lose him. At the same time, he needs to realize that company regulations must be obeyed.

Still:

---The hotel was terrible. Still, we were lucky with the weather.

---I know you don't like her, but you still don't have to be so rude to her.

---Even though she hasn't really got the time, she still offered to help.

---You're very late. Still/Still and all, I'm glad you're here now.

---She did get the job; she let it go to her father, still.

TPO 49 1 6 still

---We wanted to go for a picnic; the weather turned bad, still.

---**Why** and how these people spread out into central and southern Africa remains a mystery, but archaeologists believe that their **iron** weapons allowed them to conquer their hunting-gathering opponents, who **still** used stone implements. **Still**, the process is uncertain, and peaceful migration—or **simply** rapid demographic growth—may have also caused the Bantu explosion.

Addition

In addition:

---The company provides cheap Internet access. In addition, it makes shareware freely available.

Additionally:

---Charlemagne was an able military leader; additionally, he was an **avid** supporter of education and the arts.

Also:

---I prepared my English lesson; also, I wrote my French composition.

Furthermore: further

---He is old and unpopular. Furthermore, he has **at best** only two years of political life ahead of him.

---I suggest we go to the Italian restaurant - it's very good, **and** furthermore it's very cheap.

TPO 10 3 39

---He said he had not discussed the matter with her. Furthermore, he had not even contacted her.

Moreover:

---The rent is reasonable, and moreover the location is perfect.

---The source of the information is irrelevant. Moreover, the information need not be confidential.

Besides: informal

---I **don't mind picking up** your things from the store. Besides, the walk will do me good.

---I wanted to help her out. Besides, I needed the money.

---Sonya says she couldn't get here through all the snow. Besides, her car's broken down.

Besides + noun phrase

---Besides our dog, we have two cats and a canary.

---Besides white, we stock green and blue.

---People choose jobs for other reasons besides money.

✗---As a result, a meaningful reduction of time and cost has been emerged and beside that many opportunity for more connection with people is provided.

✗---... . Besides all restaurants and food stands are sort of public places and they do not enjoy enough privacy to be comfortable.

Beside + noun

---We sat beside the teacher.

✗---~~Beside~~ Marge, three couples are invited.

✓---Besides Marge, three couples are invited.

✗---To lead a well-balanced life, one needs to have other interests ~~beside~~ studying.

✓---To lead a well-balanced life, one needs to have other interests besides studying.

✗---~~Beside~~ taxi service, there isn't any public transportation in town.

✓---Besides taxi service, there isn't any public transportation in town.

Test:

---.....a mayor, many city governments employ a city manager.

(A) Beside

(B) *Besides*

(C) And

(D) Also

Test:

---To receive a degree from an American university, one must take many courses beside those in one's major field.

Likewise:

1. ---All of his ancestors were **sturdy**; likewise, he is very **healthy** at the age of 85.

2. ---She left early and he did likewise. = **in like manner**, in the same way, similarly, **in similar fashion**.

---We enjoyed the food and likewise the company. = in addition to, also, too, besides, moreover, furthermore, into the bargain, as well.

Similarly:

---The cost of food and clothing has come down in recent years. Similarly, fuel prices have fallen quite considerably.

---Cars must stop at red traffic lights; similarly, bicycles should stop too, but they don't always **do so**.*

---The United States won most of the **track and field** events. Similarly, in swimming, the top three places went to Americans.

---Men must wear black ties; similarly, women must wear black blouses.

Time

Then:

---I will study medicine for 5 years; *then*, I will be a doctor.

Later:

---She went to London and studied hard; later, she became a doctor and married David.

Afterwards:

---We had tea, and afterwards we sat in the garden for a while.

---They separated, and soon/shortly afterwards Jane left the country.

Subsequently: *formal*

---She filled in the application on Monday; subsequently, she was invited to an interview on Friday.

---The old school was bought, and subsequently turned into a private house.

Meanwhile:

---Carl is starting college in September. Meanwhile, he's traveling around Europe.

---The doctor will be here soon. In the meantime, just relax.

---I didn't see her for another five years, and in the meantime she had got married and had a couple of kids.

---The power supply should be back soon - for the meantime, we'll have to use candles.

Consequence or Result

Therefore:

---You have disobeyed me; therefore, I won't help you again. (PR)

Thus:

---It is late, and thus you must go.

---Most of the evidence was destroyed in the fire. Thus, it would be almost impossible to prove him guilty.

➔➔➔ **Thus far:** until now/so far ➔ ever since / since then

---Her political career thus far has remained **unblemished**.

Consequently:

---The teacher is sick; consequently, we won't have class today.

Hence:

---We must **meet the deadline**; hence, a decision is needed now.

Accordingly:

1. ---The cost of materials rose sharply last year. Accordingly, we were forced to increase our prices.
2. ---When we receive your instructions, we shall act accordingly.
---She's an expert in her field, and is paid accordingly. (= in a way suitable to her position).
---I knew the test would be hard, so I planned accordingly to study for several hours.

Thereby: *formal* as a result of this action

---Diets that are high in saturated fat and cholesterol **tend to** clog up our arteries, **thereby reducing** the blood flow to our hearts and brains.

Condition

Otherwise:

---My parents **lent** me the money. Otherwise, I couldn't have **afforded** the trip. (PR)

---Shut the window, otherwise it'll get too cold in here.

---Hurry up, or else you'll be late. iBT Skills 19

---You must study hard; else you will fail! (No comma follows it)

Otherwise: Differently

1. differently, or in another way

---Under the Bill of Rights, a person is presumed innocent until **proved otherwise** (= guilty).

---The police believe he is the thief, but all the evidence **suggests otherwise** (= that he is not).

2.

---Marion Morrison, **otherwise known as** the film star John Wayne, was born in 1907.

3.

---(Formal) I can't meet you on Tuesday - I'm **otherwise engaged/occupied** (= doing something else).

4.

---A tiny mark flawed the **otherwise perfect** silk shirt.

---Obviously, the verbs in the second draft add spice to an **otherwise boring** paragraph.

---His phone call was a welcome intrusion into an **otherwise tedious** morning.

---She was badly bruised but **otherwise unhurt**.

Or otherwise: used to refer to the opposite of the word which comes before it

---Hand in your exam papers, finished **or otherwise** (= or not finished).

→→→NOTE

, and moreover , and in addition , and furthermore , or otherwise , but otherwise

, and therefore , and thus , but nevertheless , but on the other hand...

..., or, conversely,...

---He was exhausted, and therefore his judgment was not very good.

---The missing piece is small but nevertheless significant.

---I disagreed with everything she said, but she's a very good speaker, nevertheless.

→→→**NOTE 1:** Conjunctive adverbs are sometimes used as simple adverbs. If they do not connect independent clauses, they are not conjunctive adverbs. Then, they are merely adverbs modifying a verb, adjective, or another adverb. For instance, in the sentences below, the words accordingly, still, and instead are adverbs. When functioning this way, the adverb needs no punctuation to separate it from the surrounding material. For example, see the following sentences:

---I knew the test would be hard, so I planned accordingly to study for several hours.
Adv.

---I was still studying at six o'clock in the evening!
Adv.

---I'm going to drop yoga and do aerobics instead.

In these examples above, there is no comma needed before the words *accordingly*, *still*, and *instead*. That's because they are acting like adverbs, modifying verbs like *planned* and *was studying*, and *do*.

Exercises

Joining sentences coordinately (compound sentences)

Sentences or clauses may be joined coordinately by punctuation alone, by coordinate conjunctions, or by conjunctive adverbs.

1. Joined by punctuation alone—*John was sick; he didn't come to school.*
2. Joined by a coordinate conjunction—*John was sick, so he didn't come to school.*
3. Joined by a conjunctive adverb—*John was sick; therefore, he didn't come to school.*

Note that a semicolon replaces the period of the first sentence except when a coordinate conjunction joins the clauses. If both clauses are short, the comma may be omitted before and. If one or both clauses are long, the conjunctive adverb may actually start a new sentence.

Combine each group of sentences in the three ways just given—by punctuation alone, by coordinate conjunctions, and by conjunctive adverbs.

EXAMPLE: John was sick. He came to school anyhow.

John was sick; he came to school anyhow.

John was sick, but he came to school. (Anyhow is replaced by but)

John was sick; however, he came to school. (**Anyhow** is replaced by **however**)

1. Mr. Smith was very angry at his boss's order. He decided to obey it anyhow.

.....

2. Mr. Smith was very angry at his boss's order. He decided to disobey it.
.....
3. Mr. Smith doesn't like his aunt. He invited her to his wedding anyhow.
.....
4. Mr. Smith doesn't like his aunt. He won't invite her to his wedding.
.....
5. The young man needs a car for his work. He is going to buy one right away.
.....
6. The young man doesn't need a car for his work. He is going to buy one anyhow.
.....
7. The new student was very shy. The teacher didn't call on him.
.....
8. The new student was very shy. The teacher called on him several times anyhow.
.....

Combine each group of sentences with one of the conjunctive adverbs. Use a semicolon to replace the period of the first sentence; use a comma to cut off the conjunctive adverb. Note which of the three adverbial positions the conjunctive adverb may occupy.

Moreover, In Addition, Besides

1. Mr. Smith is an intelligent and stimulating teacher. Also, he takes an interest in the personal well-being of his students. (omit also)
.....
➔Mr. Smith is an intelligent and stimulating teacher, **and** he takes an interest in the personal well-being of all his students.
2. John is a very lazy student. Also, he always comes late to class.
.....
3. It's too late to go to the movies. Also, I don't like the picture they're playing.
.....
4. I don't feel like going to that party. Also, I have a bad cold, so I shouldn't go out.
.....

Otherwise

5. We must all eat the proper food. If we don't, we'll get sick. (omit *if we don't*)
.....
➔We must all eat the proper food, or we'll get sick.
6. He didn't study hard enough. If he had, he would have passed the examination.
.....
7. Keep off my property. If you don't, I'll have you arrested.
.....
8. You should get the license right away. If you don't, you'll have to pay a fine.
.....

9. You must do as the doctor says. If you don't, you may get sick again.

.....

However, Still, Nevertheless

10. There are many people who like to buy on the installment plan. I prefer to buy for cash.

.....

➔ Although there are many people who like to buy on the installment plan, I prefer to buy for cash.

11. He seems to be a very intelligent and able man. I don't think he is suited for this particular job.

.....

12. I gave him instructions not to send the letter. I'm now sorry I told him to do that.

.....

13. Recreation is good for everyone. As in all things, we must observe the golden mean.

.....

14. His new wife is very beautiful and charming. She can't cook at all.

.....

Therefore, Consequently, Accordingly

15. There is no demand in the United States for the type of car you sell. I cannot give you an order for this car.

.....

➔ I cannot give you an order for this car, **for/because** there is no demand in the United States for the type of car you sell.

➔ **Because** there is no demand in the United States for the type of car you sell, I cannot give you an order for this car.

There is no demand in the United States for the type of car you sell. **Therefore**, I cannot give you an order for this car.

16. There is very little rain in this region. We often have crop failures.

.....

17. Jim's mother doesn't like animals in the house. She has refused to permit him to get a dog.

.....

18. The weather has been extremely cold all winter long. They are going to Miami Beach to get some sunshine.

.....

19. We have been requesting payment on your bill for over a year without success. We are planning to take legal action against you unless you pay us immediately.

.....

Tests:

1. Mr. Javadi felt he might not succeed in his new business;, he decided to take a chance.

1. furthermore 2. however 3. otherwise 4. therefore

2. Manager wanted to help the new employee;....., he did not know how to.

1. furthermore 2. however 3. otherwise 4. therefore

3. She wasn't beautiful but Smith married her her looks.

1. In spite of 2. because of 3. as if 4. although

4. "As a snake grows, new skin forms under its outer skin" in this sentence "AS" means

1. so 2. like 3. when 4. same

5. We went to the book store buy some books.

1. in order that 2. in order 3. in order to 4. for

6. The sun appears to travel around the Earth;....., this is not the case.

1. however 2. hence 3. although 4. similarly

7. In spite of his hard work, he did not pass the exam.

1. his hard work caused his failure.
2. he did not pass the test because he hardly studied.
3. although he studied a lot, he failed.
4. since he worked hard, he did not succeed.

8. The problem was quite difficult;.....none of us could do it correctly.

1. although 2. because 3. however 4. hence

9. The children didn't go to school today the cold.

1. because 2. because of 3. in spite 4. in spite of

10. Mr. Tehrani doesn't teach at this school

1. already 2. anymore 3. still 4. no longer

11. Bob often sees John, she doesn't see him.

1. and 2. but 3. or 4. so

12. Mr. Black cannot live in that big house

1. anymore 2. already 3. since 4. still

13. I have liked to visit your family I came here.

1. during 2. before 3. since 4. when

14. I have been learning English five years.

1. before 2. during 3. since 4. for

15. Is your brother in Shiraz?

1. yet 2. still 3. since 4. anymore

16. I could carry the parcel it was not so heavy.

1. because 2. because of 3. in spite of 4. unless

17. "I wonder how John's trip was." "I don't know. I haven't seen him"
 1. because he arrived 2. since he arrived
 3. until he arrived 4. when he arrived
18. She asked us we wanted any more tea and cake.
 1. therefore 2. because 3. otherwise 4. whether
19. The sick person needed blood transfusion, I did what I could.
 1. because 2. however 3. so 4. yet
20. He won't study he has to.
 1. because 2. if 3. whether 4. unless
21. We got to the airport on time, the traffic held us up.
 1. although 2. because 3. if 4. whether
22. He acts like a poor man of his large amount of money.
 1. although 2. because 3. despite 4. in spite
23. "How long did they study?" "They studied two hours the afternoon."
 1. during – since 2. since-for 3. during-for 4. for-during
24. We didn't expect to arrive on time, but we arethere.
 1. usually 2. already 3. still 4. yet
25. I didn't get the job, I had all the necessary qualifications.
 1. although 2. because 3. besides 4. otherwise
26. John is not a stupid boy;, he is quite intelligent.
 1. as a result 2. on the contrary 3. in the meantime 4. on the other hand
27. Television is entertaining;, it is instructive.
 1. but 2. nevertheless 3. furthermore 4. so
28. John has saved money all year,.....he doesn't have enough for his vacation.
 1. while 2. so 3. although 4. yet
29. You won't feel better you take your medicine regularly.
 1. because 2. so that 3. until 4. unless
30. Traveling by car is comfortable, you have somewhere to park.
 1. as if 2. provided that 3. although 4. whereas
31. He is busy with machines he is at work or at home.
 1. whether 2. whatever 3. unless 4. until
32. We've lived in this city one year and have liked it
 1. since 2. so far 3. until 4. yet

33. You won't feel better you sleep a few hours.

1. because 2. so that 3. unless 4. until

34. "How did Amir go there?" "I really don't know."

1. He had neither a car or a bicycle
2. He had neither a car nor a bicycle
3. He did not have neither a car nor a bicycle
4. He didn't have neither a car or a bicycle

35. "Did you play basketball this afternoon?"

"No, it was very windy, we didn't play."

1. as the result of 2. but 3. so 4. this caused us

36. "What are you doing this morning?"

"After breakfast, I am going to study biology, I may go shopping."

1. after 2. however 3. therefore 4. then

37. "Did you finish the chemistry assignment?"

"No, it was very difficult., I had a composition to write."

1. besides 2. however 3. therefore 4. yet

38. It was raining so hard, he decided to go out for a walk.

1. besides 2. so 3. therefore 4. yet

39. My car ran out of gas;, I could not get there in time.

1. moreover 2. otherwise 3. therefore 4. besides

40. I'm sure your friend won't know how to overcome his difficulties because he's

1. both clever and wise 2. either clever or wise
3. neither clever nor wise 4. not only clever but also wise

41.they talked to him for hours, he couldn't understand what they meant.

1. so 2. therefore 3. otherwise 4. even though

42. I'm very busy this afternoon;, I would go out with you.

1. although 2. otherwise 3. because 4. nevertheless

43. Thomas Edison went to school only for a few weeks; he became a famous inventor.

1. because 2. however 3. this 4. therefore

44. I'll..... visit the museums but also visit the palaces in Ankara.

1. as well 2. as long as 3. not only 4. as soon as

45. search and rescue teams, the U.S. dispatched three ships carrying 900 Navy sailors and 2,100 Marines to assist in relief efforts.

1. Besides 2. While 3. On account of 4. However

46. When the hurricane suddenly headed south, the radio station began broadcasting the news;....., everyone was prepared for the storm, and no one was injured.

1. due to 2. nonetheless 3. consequently 4. besides

47.the fact that he was only three, he swam.....he were a fish.

1. While, like 2. Although, as 3. Whereas, like 4. Despite, as if

48.Margaret, three couples are invited.

1. Besides 2. Beside 3. Due to 4. Although

49. I know a farmer who talks to his animals as if theypeople.

1. were 2. are 3. be 4. had been

50. He was very tired. He felt as though herun down by a ten-ton truck.

1. have been 2. had been 3. was 4. were

تست های قیود ربطی

3-7	1-6	3-5	3-4	1-3	2-2	2-1
					4-8	
2-15	4-14	3-13	1-12	2-11	2-10	2-9
					1-16	
4-23	4-22	1-21	4-20	3-19	4-18	2-17
					2-24	
1-31	2-30	4-29	4-28	3-27	2-26	1-25
					2-32	
3-39	4-38	1-37	4-36	3-35	2-34	3-33
					3-40	
4-47	3-46	1-45	3-44	2-43	2-42	4-41
					1-48	
						1-49
						2-50

Tests: Peterson's Success

1. The bellflower is a wildflower that grows in shady fields, in marshes, and mountain slopes.

A

B

C

D

2. Insects provide many beneficial services, such as....., breaking down deadwood, and pollinating plants.

(A) they condition soils

(B) to condition soil

(C) conditioning the soil

(D) soil conditioned

3. Computers are often used to control, adjustment, and correct complex industrial operations.

A

B

C

D

4. Eggs may be boiling in the shell, scrambled, fried, and cooked in countless other ways.

A

B

C

D

5. Frozen orange juice must be packed,....., and stored when the fruit is ripe.

(A) be frozen

(B) must be frozen

(C) frozen

(D) it must be frozen

6. In 1900, electrically powered cars were more popular than gasoline powered cars because they were quiet, operated smoothly, and.....

(A) handled easily

(B) ease of handling

(C) handling easily

(D) easy to handle

7. Many places of history, scientific, cultural, or scenic importance have been

A

B

C

designated national monuments.

D

8. Roger Williams was a clergyman,.....the colony of Rhode Island, and an outspoken advocate of religious and political freedom.

(A) founded

(B) the founder of

(C) was the founder of

(D) he founded

9. Modern motorcycles are lighter, faster, and specialized than motorcycles of 25

A

B

C

D

years ago.

10. Paint can be applied to a surface with rollers,....., or spray guns.

(A) brushes

(B) brushes can be used

(C) with brushes

(D) by brush

11. Many people who live near the ocean depend on it as a source of food,

A

B

creation, and to have economic opportunities.

C

D

12. The use of labor-saving devices in homes,....., and in factories added to the amount of leisure time people had.

(A) at office

(B) used in offices

(C) offices

(D) in offices

13. Throughout history, trade routes have increased contact between people,....., and greatly affected the growth of civilization.

(A) have resulted in an exchange of ideas

(B) an exchange of ideas has resulted

(C) resulted in an exchange of ideas

(D) resulting in an exchange of ideas

14. Large commercial fishing vessels are equipped to clean, packaging, and freeze

A

B

C

the fish that they catch at sea.

D

15. As a breed, golden retrievers are intelligent, loyally, and friendly dogs.

A

B

C

D

16. Mathematics can be considered a language, an art, a science, a tool, or playing a game.

A

B

C

D

17. Photographers' choice of a camera depends on what kind of pictures they want to take, how much control they want over exposure, and.....they want to spend.

(A) the amount of money

(B) what money

(C) how much money

(D) so much money that

18. R. Buckminster Fuller was a design, an architect, an inventor, and an engineer.

A

B

C

D

Answers:

1. and **in** mountain

2. (C)

3. Adjust

4. boiled

5. (C)

6. (A) handled easily

7. historical

8. (B) the founder of

9. and **more** specialized

10. (A) brushes

11. D and economic opportunities

12. (D) in offices

13. (C) resulted in an exchange of ideas

14. package/pack **Verb**

15. (C) loyal

16. or a game

17. (C) how much money

18. a designer

Review

1.....by Anna Baldwin in 1878.

- (A) The invention of the vacuum milking machine
- (B) That the vacuum milking machine was invented
- (C) The vacuum milking machine, which was invented
- (D) The vacuum milking machine was invented

2. Dry cleaning is the process.....clothes are cleaned in liquids other than water.

- (A) by
- (B) which through
- (C) by which
- (D) through

3. Jaguars that resemble leopards but they are larger and are marked with rosettes rather than spots.

A

B

C

D

4. Job specialization takes place.....of production is separated into occupations.

- (A) whenever the work is
- (B) when the work
- (C) is when the work
- (D) whenever working

5. Despite most mushrooms are edible, some species cause serious poisoning.

A

B

C

D

6. Judges in dog shows rate dogs on such points as their colorful, posture, shape, and size.

A

B

C

D

7.....are hot is a common misconception.

- (A) All deserts
- (B) All deserts which
- (C) Of all deserts
- (D) That all deserts

8. Medical researchers are constantly looking for ways to control,....., and cure diseases.

- (A) prevention
- (B) preventing
- (C) prevent
- (D) to prevent

9.....pieces of rope are of different thicknesses, the short bend, or weaver's knot, can be used to join them.

- (A) Two of

Transitions

Illustration and Examples	For example, for instance, namely, to illustrate, in other words, in particular, specifically, such as, to demonstrate.
Addition and Similarity	First, second, etc., last, finally, as well as, in the second place, next, in fact, on top of, in like fashion, in like manner.
Time	Next, last, at last, first, second, etc., at first, formerly, finally, soon, to begin with, immediately, eventually, concurrently, simultaneously, initially, lastly.
Space	On the left, On the right, in the center, on the side, along the edge, on top, below, beneath, under, around, above, over, straight ahead, at the top, at the bottom, surrounding, opposite, at the rear, at the front, in front of, beside, behind, next to, nearby, in the distance, beyond, in the forefront, in the foreground, within sight, out of sight, across, under, nearer, adjacent, in the background.
Emphasis	Above all, indeed, truly, of course, certainly, surely, in fact, really, in truth, undoubtedly.
Details	Specifically, especially, in particular, to explain, to list, to enumerate, in detail, namely, including.
Summary	Finally, in short, in conclusion, in brief, briefly, given, overall.
Suggestion	For this purpose, to this end, with this in mind, with this purpose in mind.
Consequence or Result	With the result that, due to, as a result, owing to, thanks to, for this reason.

Illustration and Examples

For example:

---Many countries, for example Mexico and Japan, have a lot of earthquakes.

For instance:

---Car prices can vary a lot. For instance, in Belgium, the VW Golf costs \$1000 less than those in Britain.

---We need to rethink the way we consume energy. **Take**, for instance, our approach to transport.

Namely: that is; used when saying the names of the people or things you are referring to.

يعني، با ذكر نام، براي مثال

---Switzerland is surrounded by four large neighbors, namely France, Germany, Austria, and Italy.

---Three students were mentioned, namely John, Sarah, and Sylvia.

To illustrate:

---To illustrate/clarify/illuminate my point, I would like to provide more information/an anecdote/an example/a personal example/a real story/some facts/a proverb/a quote.

In other words:

---The tax only **affects** people on incomes of over \$200,000 - in other words, **the very** rich.

---So he is a fraud, a common thief in other words.

In particular:

---We're trying to raise awareness about **the** environment *in general* and air pollution in particular.

---I want to thank all of you, in particular Iraj and Naheed.

---He loves science fiction in particular.

Particularly:

---Traffic is bad, particularly in the city centre.

---The lecture was not particularly interesting.

---He's not particularly *handsome* but he's a nice guy.

Specifically:

---In the next chapter, I want to explore the question of the cultural boundaries between different subjects. **Specifically**, I will look at what we mean by the terms "art" and "science".

---I bought some liquid vitamins **specifically** designed (intended) for children.

صرفاً، فقط

→→→ Used when you want to **add more detailed and exact information**:

---The newspaper manager, **or more specifically**, the editor, was taken to court for publishing the photographs.

Such as: *such as + noun*

---Cartoon characters **such as** Mickey Mouse and Snoopy are still popular.

---Large electrical goods **such as** television sets and washing machines...

---That sum of money is to cover costs **such as** travel and accommodation.

---Critics of this policy, **such as** Jack Beam of Smith and Sons, say that ...

This is an example of + noun phrase/noun clause:

---**This is an example of** our need to diversify investments.

In the case of + noun:

---**In the case of** Ms Anderson, the company decided to...

Demonstrate: verb [demonstrates demonstrating demonstrated] to show; to make clear

---These **figures clearly demonstrate the size of** the economic problem facing the country.

---**Researches has demonstrated that** babies can recognize their mother's voice very soon after birth.

---**Statistics have demonstrated that** babies can recognize their mother's voice very soon after birth.

---These problems **demonstrate the importance of** strategic planning.

Addition

On top of everything else/ On top of all this:

---**On top of everything else**, my car's been stolen.

Above all: most especially.

---Children need many things, but **above all** they need love.

Indeed: *formal* used for adding a statement that supports and increases the effect of what you have just said:

---Brendel is certainly a fine musician. **Indeed**, I regard him as one of the greatest pianists of our time.

---The service will benefit the nation's young people, and, **indeed**, all Americans.

Time

Formerly:

---Churkin, 43, was formerly a deputy foreign minister.

---I disapprove of the former mentality.

---I subscribe to the latter idea/notion/opinion.

To begin with/For one thing/First off/First/First and foremost:

Used to introduce the first and most important point you want to make:

---To begin with, one should consider that scientific improvement is not the only purpose of universities **and that** social activities as well as sports should be taken into account.

---The hotel was awful! To begin with (= first), our room was far too small. Then we found that the shower didn't work.

---Well, to begin with, he shouldn't even have been driving my car.

In the first/second place idiom: used to separate and emphasize reasons or opinions

---I don't want to go yet - in the first place, I'm not ready, and in the second place, it's raining.

Summary

Given: taking something into account; considering

---Given the circumstances, you've done really well.

---Given the number of people we invited, I'm surprised so few came.

---Given his age, he's a remarkably fast runner.

---Given the time available to us, we'll have to submit the report in draft form.

Given the fact that = given that *conjunction* = 1. On the assumption that مفروض بر اینکه 2. Since, because

---It was surprising the government was re-elected, given that they had raised taxes so much.

Overall: all in all; generally

---Overall, prices are still rising.

---There were a couple of lectures that I thought were a bit dull, but overall it was a really good week.

In conclusion: (Formal)

---In conclusion, I should like to say that I am deeply concerned for the future of British theatre.

---In conclusion, let me repeat my strong support for ...

All in all: considering all the different parts of the situation together

---All in all, I think you've done very well.

---All in all, it had been a great success.

---All in all, I feel we need to diversify due to...

In the end:

---In the end, we must decide quickly to implement this plan.

Suggestion

With this in mind =

1. **In this regard, / Considering this,** = If you do sth with a particular thing in mind, you do it with that thing as your aim or as the reason or the basis for your action.

2. **Because of this,**

---These families need support. With this in mind, a group of 35 specialists met last weekend.

To this end: *formal* in order to achieve a particular aim

---He wanted science students to take an interest in **the arts**, **and to this end**, he ran literature classes at his home on Sunday afternoons.

---He wanted to discuss his position, and arranged a meeting **to this end**.

Consequence or Result

With the result that:

---Sara wasn't at school last week, with the result that she missed an important test.

Due to: because of, owing to, on account of, as a consequence of, as a result of, thanks to, in view of; *formal* by reason of, **by virtue of**, in the light of something (US usually **in light of**).

---She succeeded **by virtue of** her tenacity rather than her talent.

---The team's success was largely due to her efforts.

---Most (**of the**) problems were due to **human error**.

---The project had to be abandoned due to **a** lack of government funding.

---He's always asked to these occasions **by reason of** his position.

→→ Thanks to:

---Everyone knows about it now, thanks to you!

---It was all a great success—thanks to a lot of hard work.

MODIFIERS OF NOUNS

M1	= Determiners ⇒ noun (Articles, Demonstratives, Possessives, Quantifiers, Numbers, Distributives, Difference words, Question words)
M2	= Adjective/Participle ⇒ Noun
M3	= Noun ⇔ noun
M4	PP Noun ⇔ prepositional phrase
M5	Adverb Noun ⇔ adverb
M6	Infinitive Noun ⇔ infinitive
M7	Adj Clause Noun ⇔ Adj Clause
M8	Adjectival/participle phrases Noun ⇔ Participle phrase
M9	Appositives Noun ⇔ Appositives

M1

1.1. Definite and Indefinite Articles

The, a, an

Use of a/an:

A. Before a singular noun which is countable (i.e. of which there is more than one) when it is mentioned for the first time and represents no particular person or thing:

---I need a visa.

---They live in a flat.

---He bought an ice-cream.

---When I was a student, I was very hardworking.

---I have *a* response, but I'm not sure that it is *the* response you want to hear.

B. Before a singular countable noun which is used as an example of a class of things:

---A car must be insured.

---A child needs love.

C. With a noun complement. This includes names of professions:

---It was an earthquake.

---She'll be *a doctor*.

---He is an actor.

D. In certain expressions of quantity:

---A *lot of* ---A *couple of*

---A *great many* ---A *dozen* (---One dozen is also possible)

---A *great deal of*

E. With certain numbers:

---A *hundred* ---A *thousand*

- Before **half** when half follows a whole number

1 ¹/₂ kilos = ---One and a half kilos

or ---A kilo and a half

→→ ---One and a half days **aren't** enough to deal with the whole matter.

---A day and a half **isn't** enough to deal with the whole matter.

- But 1/2 kg = ---Half a kilo (no *a* before *half*), though a + half + noun is **sometimes possible**

---Half an apple OR ---A *half apple*

---A half holiday ---A half portion ---A half share

- With 1/3 1/4, 1/5 etc. *a* is usual ---A third, ---A quarter etc., but one is also possible.

- One seventh **but** two sevenths

F. In expressions of price, speed, ratio etc.:

---5 p a kilo ---£1 a meter ---Sixty kilometers an hour

---\$10 a dozen ---Four times a day (Here *a/an* = *per*)

G. In exclamations before singular, countable nouns:

---Such a long queue! ---What a pretty girl!

But

---Such long queues! ---What pretty girls! (Plural nouns, so no article)

H. *A* can be placed before Mr./Mrs./Miss + surname

---A Mr. Smith ---A Mrs. Smith ---A Miss Smith

---A *Mr. Smith* means 'a man called Smith' and implies that he is a stranger to the speaker *Mr. Smith*, without *a*, implies that the speaker knows Mr. Smith or knows of his existence.

---John, there is *a Mr. Smith* here to see you.

I. Before nouns functioning as appositive:

---Hamlet, a play by Shakespeare, is worth seeing.

J. Before nouns which look plural.

---A means/species/TV series

---Newspaper advertisement **is an effective means for** finding qualified job applicants.

---Technology may be seen as a means to bring about emancipation.

---Language is an important means of communication.

---Mountain gorillas are an endangered species.

---Over a hundred species of insect are found in this area.

K. With these expressions:

---Take a seat

---Make a mistake

---Be in a hurry

---Take an interest in

---Keep an eye on

---Keep a close eye on

---Keep sth as a secret

---Take a pride in

---Make an attempt

L. Hair

---A hair ⇔ ---Two hairs

M. Before adjectives attributed to s.o.

---A liar (n.)

---A fool

---A thief

---A hero

---A genius

Omission of a/an

A/an is omitted:

A. Before plural nouns:

A/an has no plural form. So the plural of ---A dog is ---Dogs, and of ---An egg is

---Eggs

B. Before uncountable nouns:

---Software

---A piece of software

C. Before names of meals, except when these are preceded by an adjective:

---We have breakfast at six.

---He gave us a good breakfast.

The article *a* is also used when it is a special meal given to celebrate something or in someone's honor.

---I was invited to dinner. (at their house, in the ordinary way)

but

---I was invited to a dinner given to welcome the new ambassador.

A/an and one:

A. *a/an* and *one* (adjective)

1. When counting or measuring time, distance, weight etc. we can use either a/an or one for the singular:

---£1 = *a/one pound* ---£1,000,000 = *a/one million pounds*

➡➡ But note that in *The rent is £100 a week* the *a* before *week* is not replaceable by *one*.

➡➡ In other types of statement *a/an* and *one* are not normally interchangeable, because *one + noun* normally means 'one only/not more than one' and *a/an* does not mean this.

---A *shotgun* is no good.

---*One shotgun* is no good.

Special uses of one:

(a) *One* (adjective/pronoun) used with *another/the others*:

---One (boy) wanted to read, another/the others wanted to watch TV.

---One day he wanted his lunch early, another day he wanted it late.

(b) *One* can be used before day/week/month/year/summer/winter etc. or before the name of the day or month to denote a particular time when something happened:

---*One night* there was a terrible storm.

---*One winter* the snow fell early.

---*One day* a telegram arrived.

(c) *One day* can also be used to mean 'at some future date'.

---*One day* you'll be sorry you treated him so badly. (*Some day* would also be possible)

B. *A/an* and *one* (pronoun)

One is the pronoun equivalent of *a/an*:

---Did you get a ticket? Yes, I managed to get *one*.

*The plural of one used in this way is **some**.*

---Did you get tickets? Yes, I managed to get *some*.

Articles: *a/an* before noun phrases

1 Tick the correct sentence in each pair.

- 1 a. The company has captured a significant share of the market
b. The company has captured significant share of the market.
- 2 a. I think they *are* also right to certain extent
b. I think they *are* also right to a certain extent.

→ Don't forget to include ***a/an*** before an **adjective + singular noun** combination:

---He clearly has a good understanding of the issues.

---Many students have a part-time job while studying.

→ Notice the position of adverbs (*very, really, quite, etc.*) in these phrases:

---We have a very high percentage of women working in senior government posts.

---There was a really good atmosphere.

---There was quite a good atmosphere.

---In my view, this is quite a strong argument.

→ Some common noun phrases to be careful **with**:

- to a certain extent/degree: ---I agree with you to a certain degree.
- a wide range/variety of: ---We have a wide range of books to choose from.
- A (n) large/small/equal number/amount of: ---An equal number of men and women
- a high/large/small/greater proportion/percentage of: ---a small proportion of patients

- *a long time: ---I haven't seen her for a long time.*

2 Correct the mistake below.

---All competitors should have equal chance of winning.

---All competitors should.....

3 Use the words below in the same order to form correct sentences, adding any necessary articles or prepositions.

1. Only / small / number / troublemakers / were / responsible for / problems.
2. Computers / play / very / important / role / education / nowadays.
3. She / can't / afford to / study / full-time / basis.
4. Teenagers / should be / allowed / greater / degree / freedom
5. They / have / slightly / different / approach to / studying
6. We / had / one-week / intensive / training / course.
7. There / has been / gradual / increase / number / thefts.
8. They / offer / quite / wide / variety / courses.

The (the definite article):

A. Form:

The is the same for singular and plural and for all genders:

---*The boy* --- *The girl* ---*The day*
---*The boys* ---*The girls* ---*The days*

B. Use:

The definite article is used.

1. When the object or group of objects is unique or considered to be unique:

---(*The*) *earth* ---(*The*) *sea* ---*The sky* ---*The equator* ---*The stars*
---*The sun*
---***The*** sun was just dropping below ***the*** horizon.
---The moon ---The environment ---The Internet
---The world ---The underground/the Tube/the metro/the subway
---The media
---The news
---The Church
---The **tourist/car/hotel/construction** industry/trade/business
---The **timber/fur/wool/wine/motor/building** industry/trade
---The **energy/computer/advertising/entertainment/music/hospitality** industry/business
---The Industrial Revolution

2. Before a noun which has become definite as a result of being mentioned a second time:

---His car struck a tree; you can still see the mark on the tree.
---I just got a new camera. The camera has an image-stabilization feature.

3. Before a noun made definite by the addition of a phrase or clause:

---The girl in blue ---The man with the banner ---The boy that I met
---The place where I met him
---The assignment that I just got in calculus is a real **killer**.

4. Before a noun which is clear to both the listener and the speaker:

---Ann is in the garden. (the garden of this house)
---Please, pass the salt. (the salt on the table)

Similarly,

---*The postman* (the one who comes to us),

---*The car* (our car),

---*The newspaper* (the one we read).

5. Before superlatives and first, second etc. used as adjectives or pronouns, and only:

---*The first (week)* ---*The best day* ---*The only way*

C. The + singular noun can represent a class of animals, things, plants, and inventions.

---*The whale* is in danger of becoming extinct.

---*The Rafflesia* is the world's largest flower.

---Alexander Graham Bell invented *the telephone*.

➔➔ But *man*, used to represent the human race, has no article.

---Man is still far more intelligent than the cleverest robot.

---Man is rapidly destroying the Earth.

---This is one of the most dangerous substances known to man.

---If oil supplies run out, *man* may have to fall back on the horse.

➔➔ *The* can be used before a member of a certain group of people:

---*The small shopkeeper* is finding life increasingly difficult.

The + singular noun as used above takes a singular verb. The pronoun is he, she, or it:

---*The first-class traveler* pays more, so he or she expects some comfort.

D. The + adjective represents a class of persons: ---*The old* = old people in general

---After the accident, the injured were taken to hospital.

---A nightclub used by the rich and the famous

---He looks for **the lonely**, **the lost**, and **the unloved**.

---The blind

---The old

---The dead

---The poor

---The deaf

---The rich

---The handicapped

---The unemployed

---The mentally ill

---The young = The youth

➔➔ All these adjectives cannot be used with possessives:

---The problems of the poor

---Poor people's problems

---The quick and the dead

E. *The* is also used before names consisting of **noun + of + noun**

---*The United States of America*

---*The State of Florida*

---*The problem of homelessness*

---*The difficulty of bringing up children*

---*The pain of separation*

---*There is a problem with the availability of clean water in some villages.*

---*The distribution of income is uneven in most countries.*

---*On the whole, the standard of living is better in urban areas.*

---*Many residents complained about the frequency of bus services.*

---*This advance was brought about by the development of antibiotics.*

---*He made a number of recommendations for the improvement of staff training.*

→ We use ***the development/improvement, etc. of*** something to describe a general process of change, **but** *developments/improvements, etc. in* something to describe specific changes:

---*We try to keep up-to-date with new developments in information technology.*

The is used before the adjectives east/west etc. + noun in certain names

---*The East End/West End* ---*The East Indies/West Indies*

---*(The) North/South Pole* (but *the* is normally omitted)

---*South Africa* ---*North America* ---*West Germany*

The, however, is used before east/west etc. when these are nouns

---*The north of Spain*

---*The north of Iran*

---*The West* (geographical)

---*The West* (political)

---*The Middle East*

Compare ---*Go north* (adverb in a northerly direction) with ---*He lives in the north* (noun an area in the north)

→ *The* is used before certain proper names of seas, rivers, groups of islands, chains of mountains (but not summits ---Mount Everest ⇒ *no article with singular mountains*), plural names of countries, deserts, regions, planets such as Earth, Sun, and the Moon but not other planets:

---*The Atlantic* ---*The Netherlands*

---*The Thames* ---*The Sahara*

---*The Azores* ---*The Crimea*

---*The Alps* ---*The Riviera*

and before certain other names

---*The City* ---*The Mall* ---*The Sudan*

---*The Hague* ---*The Strand* ---*The Yemen*

F. It is also used before names of **choirs, orchestras, pop groups** etc.:

---*The Bach Choir* ---*The Philadelphia Orchestra* ---*The Beatles*

and before names of newspapers (---*The Times*) ⇒ not magazines ---*Time Magazine*, famous books (---*The holy Koran/The Bible/The Torah*) and ships, trains, and planes (---*The Great Britain*) ⇒ But *Great Britain*

G. “*The*” with names of people has a very limited use *the + plural surname* can be used to mean 'the family'

---*The Smiths* = Mr. and Mrs. Smith (and children)

The + singular name + clause/phrase can be used to distinguish one person from another of the same name

---We have two Mr. Smiths. Which do you want? I want *the Mr. Smith who signed this letter.*

H. Before body parts:

---He hit me in the head.

I. Before decades and centuries:

---In the 1800s ---In the twenties ---The 20th century

J. Before expressions of time and place:

---In the future/in the past

---For the present (now, at this time)

But

---At present

---In the morning/afternoon/evening

---The front/back/middle/top/bottom

K. Before ethnic groups:

---The Indians

---The Aztecs

Nationalities:

---The English

---The Chinese

But

---English people

---Chinese people

But

The English language = English is...

The Chinese language = Chinese has...

L. Double comparatives:

---The sooner, the better

M. Superlative adjectives:

---The best

N. Country:

---In the country

O. With countries having plural s:

---The Netherlands

---The Philippines

---The British Isles

P. Musical instruments while playing is concerned:

---I play *the piano*.

Q. The very, and The same modifying nouns:

---The very book...

U. To talk about something in general. We use the plural if we are talking about something in general; we use *the* to identify one specific example.

Compare:

---People with reading difficulties often have problems with numbers.

---The number eight is considered lucky in some countries.

Omission of the:

A. definite article is not used

1. Before names of places except as shown above or before names of people

2. Before **abstract nouns** except when they are used in a particular sense

---Man fears *death*.

but

---*The death of* the Prime Minister left his party without a leader.

---Two million people in the city live in abject poverty.

---The poverty of the people in the rural areas is not as visible as that of people in the city.

---The coffee I had this morning was Brazilian.

3. After a noun in the **possessive case**, or a possessive adjective

---*The boy's uncle* = ---*The uncle of the boy*

---It is *my (blue) book* = ---*The (blue) book* is mine.

4. Before names of meals:

---The Scots have porridge for breakfast.

but

---The wedding dinner was held in her father's house.

5. Before names of games

---He plays *golf*.

6. A. Before parts of the body and articles of clothing as these normally prefer a possessive adjective:

---Raise your right hand ---He took off his coat.

But notice that sentences of the type

---She seized the child's collar.

could be expressed

---She seized the child by the collar.

---I patted his shoulder.

could be expressed

---I patted him on the shoulder.

---The brick hit John's face.

could be expressed

---The brick hit John in the face.

Similarly in the passive

---He was hit on the head.

---He was cut in the hand.

B. *Nature* where it means the spirit creating and motivating the world of plants and animals etc. is used without *the*

---If you interfere with nature, you will suffer for it.

7. Omission of *the* before home, church, hospital, prison, school etc. and before work, sea and town:

A. home

When home is used alone i.e. is not preceded or followed by a descriptive word or phrase, the is omitted:

---He is at home.

But when *home* is preceded or followed by a descriptive word or phrase it is treated like any other noun:

---They went to their new home.

---We arrived at the bride's home.

---For some years, this was the home of your queen.

---A mud hut was the only home he had ever known.

B. Bed, church, court, hospital, prison, school/college/university

The is not used before the nouns listed above when these places are visited or used for their primary purpose.

---We go:

to *bed* to sleep or as invalids to *hospital* as patients to *church* to pray to *prison* as prisoners
to *court* as litigants etc. to *school/college/university* to study

Similarly

---We can be:

in bed, sleeping or resting

in hospital as patients

at church as worshippers

at school etc. as students

in court as witnesses etc.

We can be/get back (or be/get home) *from school/college/university*.

We can *leave school, leave hospital*, be released *from prison*.

When these places are visited or used for other reasons *the* is necessary:

---I *went to the church* to see the stained glass.

---He *goes to the prison* sometimes to give lectures.

C. sea

We go to *sea* as sailors.

To be *at sea* = to be on a voyage (as passengers or crew).

But

To go to or be *at the sea* = to go to or be *at the seaside*. We can also live *by/near the sea*.

➡➡➡➡ D. Work and office

Work (= place of work) is used without the:

---He's on his way *to work*.

---He is *at work*.

---He isn't back *from work* yet.

Note that *at work* can also mean 'working'; *hard at work* = working hard:

---He's *hard at work* on a new picture.

Office (= place of work) needs *the*:

---He is *at/in the office*.

To be *in office* (without the) means to hold an official (usually political) position.

To be *out of office* = to be no longer in power.

E. Town

The can be omitted when speaking of the subject's or speaker's own town:

---We *go to town* sometimes to buy clothes.

---We *were in town* last Monday.

F. Do not use *the* with **jobs** or **titles** following their nouns:

---Kennedy, *president of America*, was one of the most famous politicians in the world.

Exercise:

Complete the sentences below using the words in brackets. Decide whether or not to use *the*, or whether to use the plural.

1. The main advantage of.....is that it gives us access to information from all over the world. (Internet)
2. My father has fished in.....all over Australia, (*river*)
3. Life in is very different from life in my country. (*America*)
3. According to the graphof people moving into the city each year has more than doubled- (*number*)
4. The total figure for 1976 was.....as the total figure for 1982. (*same*)
5. Obesity is much more common in.....than in my country. (*USA*)
6. The graph shows that increase occurred in 1999. (*greatest*)
7.travels aroundat a speed of 3,700 kilometres per hour. (*moon, earth*)

Are these sentences right or wrong? Correct those containing mistakes.

1. A diet high in cholesterol is bad for heart.
2. The introduction of computerised systems led to an increase in unemployment.
3. We all benefit from development of new technologies.
4. We were unhappy about quality of the food available.
5. Last year the airline saw a 20% improvement in delays.
6. There have been changes in the relationship between the teacher and the student
7. Rates vary depending on standard of accommodation you choose.
8. She focused on the role of a family in a child's education.

Underline the correct article: *a/an/the* or - (no article).

1. This test measures *a/the/-* concentration of acid in *a/the/-* stomach.
2. It took *an/the/-* incredibly long time for the results to be announced.
3. There have been *an/the/-* improvements in *a/the/-* quality as well as *an/the/-* efficiency.
4. *A/The/-* high percentage of businesses fail in the first year.
5. The study found that *a/the/-* significant number of homes had two cars.
6. This shows *a/the/-* sharp decline in *a/the/-* proportion of aid allocated to health.
7. He studied the role of *an/the/-* extended family in caring for older people.

8. These reforms have succeeded to *a/the/-* certain extent.
9. All children should receive *a/the/-* basic education.
10. The HR department deals with *a/the/-* recruitment of new staff.
11. What is *a/the/-* significance of these figures?
12. She has *an/the/-* excellent communication skills.

Rewrite the sentences below using the word given and making any changes necessary to keep the meaning the same.

1. The council wants to encourage new businesses to develop.

development

2. His main role is to assess how good the service is for customers.

quality

3. There has been an increase in the amount of goods transported by road.

transportation

4. Whether mothers return to work often depends on whether childcare is available.

availability

5. Many of the changes are due to the fact that tourism has grown in the region.

growth

Tests:

1. What's the matter? Reza never shuts

1. door when he comes into room.
2. door when he comes into the room.
3. the door when he comes into room.
4. the door when he comes into the room.

2. "What did John do?"

"He enteredold man's room quickly because the man was seriously ill."

1. in the 2. into the 3. inside the 4. the

3. Mary is only student who speaks three different foreign languages perfectly in our class.

1. a 2. an 3. the 4.

4. When I was still a schoolboy, I was interested in history and wanted to study history of my country.

1. a 2. an 3. the 4.

5. Our grandfather often says his prayers early in morning.

1. the 2. a 3. an 4.

6. In Islam, much attention has been paid to education of children.

1. a 2. an 3. 4. the

7. It was raining outside, so I used umbrella my brother bought me yesterday.

1. the 2. a 3. an 4.

8. I had a toothache, so I made appointment with the dentist.

1. a 2. an 3. the 4.

9. I say that Ali can play outside, but he mustn't leave yard.

1. a 2. 3. an 4. the

10. Which is best restaurant in your city?

1. a 2. an 3. the 4. one

11. They had lunch at home last Monday.

1. a 2. 3. an 4. the

12. I want to study interesting book tonight.

1. a 2. the 3. 4. an

13. I think book which you are reading is very interesting.

1. the 2. a 3. an 4. one

14. Nowadays one-storey house is much more expensive than an apartment.

1. a 2. an 3. the 4.

پاسخ تست حروف تعریف

1. 4 به خاطر معرفه بودن در و اتاق
2. 4 فعل enter با حرف اضافه استفاده نمی شود.
3. 3 جمله به صفت عالی اشاره دارد.
4. 3 تاریخ کشور (با of معرفه شده است)
5. 1 قبل از ترکیبات زمانی
6. 4
7. 1 چون چتر معرفه است (یعنی با my brother bought me yesterday معرفه شده)
8. 2
9. 4
10. 3 صفت عالی
11. 2 برای وعده های غذایی استفاده نمی شود.
12. 4 کتاب نکره و مفرد است و صفت قبل از آن با حرف صدادر شروع شده
13. 1
14. 1، به خاطر این که o اینجا حرف صدادر نیست اینجا صدای /w/ (و) دارد.

Tests:

- 1- Do you see boy playing over there? He is one who broke my car's windscreen yesterday.

- A) a/-
- B) the/the
- C) the/-
- D) -/the
- E) a/the

2- Inca was civilization,people of which were more cultivated than any other civilization of that time.

- A) The/a/the
- B) The/a/-
- C) An/the/the
- D) -/the/a
- E) The/-/-

3- For most of past two and half..... million years human beings left their garbage where it felt.

- A) -/a/ the
- B) a /the /a
- C) the /the /the
- D) the/a/-

4- He says that at end of busy day, sleep is best tonic.

- A) the / the / -
- B) an / a / a
- C) the / a / the
- D) - / - / the
- E) the / - / -

Tests: Peterson's Success

1. The most butterfly eggs are coated with a sticky substance that holds them to plants.

- A
- B
- C
- D

2. A number of large insurance companies have the headquarters in Hartford, Connecticut.

- A
- B
- C
- D

3. To be effective, an advertisement must first attract an attention.

- A
- B
- C
- D

4. Virgin Islands National Park features a underwater preserve with coral reefs and colorful tropical fish.

- A
- B
- C
- D

5. Arthritis, a painful swelling of the joints, is often associated with elderly people,

A

B

C

but can afflict young as well.

D

6. Wilmington is an only large city in the state of Delaware.

A

B

C

D

7. About the third of the Earth's land surface is covered by relatively flat plains.

A

B

C

D

8. In the 1920s, gasoline companies began giving away free road maps to the

A

B

C

D

customers.

9. The Tropic of Cancer is imaginary line that marks the northern boundary of the

A

B

C

D

Earth's tropical zone.

10. Hereford cows are one of most common breeds of cattle raised for beef.

A

B

C

D

11. American soprano Kathleen Battle taught music in elementary school before beginning the career as a professional singer.

A

B

C

D

12. In 1891, first state law to help local communities pay for highways was passed in New Jersey.

A

B

C

D

13. Lumber is dried and seasoned in an heated chamber called a dry kiln.

A

B

C

D

14. Grandfather Mountain, a highest mountain in the Blue Ridge mountain range, is in North Carolina.

A

B

C

D

15. The eardrum is the only organ in a human body that is capable of detecting

A

B

C

changes in air pressure.

D

16. It was around 1925 that accurate, convenient system for recording the

A

B

C

choreography of ballet was developed.

D

1. most

2. their
3. attention
4. an underwater
5. the young
6. the only
7. a third/ one third
8. (their) customers
9. an imaginary
10. the most common
11. her career
12. the first
13. a heated
14. the highest
15. the human
16. an accurate

Tests: Rahnama

1. The watt is named after James Watt, the British engineer who developed
A B
the steam engine in 1760s.
C D

2. Methane is a odorless burning gas and is the main ingredient of natural gas.

A B C D

3. The alcohol acts as a narcotic on the nervous system and the brain.

A B C D

4. Zachary Taylor was first president to be elected from a state west of the Mississippi River.

A B C D

5. Barnacles, which are related to lobsters, shrimp, and crabs, make strongest glue.

6. In the 1860s Louis Pasteur discovered that bacteria in air caused the perishable
A B C
food to go bad.
D

7. Land covers almost third of the earth's surface, of which two-thirds is too cold

A B C D

or too dry for farming.

8. "Old Faithful" in the Yellowstone National Park is probably the world's most
A B C D
famous geyser.

9. Thermographs are special pictures that show the variation in heat emitted by
A B C
different areas of body.
D

10. The world's fastest animals are cheetahs, but if birds are included, the fastest
A B C
of all animals is the spine-tailed swift.
D

11. The most of the energy used in our homes and factories is generated from
A B
coal, oil, and natural gas.
C D

12. The scholarship that Wilson received to study history at Cambridge presented
A B C
an unique opportunity.
D

13. Ford designed the first large-scale assembly line at plant in Highland Park, Michigan.
A B C D

1.2. Demonstratives

This, that, these, those, such, such a (n)
the very = exact, particular, specific

خاص و همین و همان

---That post marks the beginning of the mined area.

---This is the very book I've been looking for all month.

---You're the very person we need for the job.

1.3. Possessives

My, your, his, her, its, our, their + Noun/Ving (gerund)

---Because of your leaving late, you will have to take a taxi in order to catch your train.

---Professor Jones was angry at my coming late to class every day.

---I really appreciate your trying to arrive on time.

---We objected to their calling at this hour.

---I approve of one's living on his or her **own** before marriage.

---The government's imposing new deadlines generated a lot of discussion.

---The referee's delaying the start of the game allowed the field to dry.

---I resented their interrupting our conversations.

---I don't like his being punished.

---Bob's adjusting the antenna did not improve the reception.

Test:

My to get nominated for the office is enough; I don't care if I win or not.

A

B

C

D

1.4 Quantifiers

(A) Few, (a) little, much, many, a lot of, lots of, plenty of, a great deal of, a large quantity/ amount of, a large number of, a number of ⇒ the number of, most, some, any, several, enough.

(A) few + اسم ق ش ج

Few:

تعداد بسیار کمی

---There are few cherries; we'd better go and buy some.

---I'm an unhappy person. I have few friends.

---I have had few problems with the system.

A few:

---There are a few plums. I don't think we need to buy any today.

---I'm a happy person. I have a few friends.

---She sold a few of the books.

---A few of the soldiers were wounded.

Few and far in between:

کم، قلیل کمیاب، نادر

---In that town, good restaurants are few and far in between.

رستوران در آن شهر کم یافت می شود.

No fewer than: used to show that you consider a number to be surprisingly large

---No fewer than five hundred delegates attended the conference.

---No fewer than five children died.

شمار بچه هایی که مردند از پنج کمتر نبودند.

Not a few:

بسیار، خیلی

---Not a few of the students have cars.

شمار دانش آموزانی که اتومبیل دارند کم نیست.

اسم غ ق ش + (A)little

Little:

مقدار بسیار کمی

---There's little time left. (= We do not have enough time left.)

---I'm very poor. I have little money.

---I have had **little** information about the system.

---I have little room to work in.

---There is little hope left.

امید زیادی باقی نمانده است.

A little:

مقداری

---There's a little time left. (= We still have enough time left.)

---I still have a little money left.

---I'm not so poor. I have a little money.

---A little Knowledge is a dangerous thing.

اطلاع کم داشتن باعث خطر و شرمندگی می شود.

---John thought he knew how to take care of the garden, but he killed all the flowers. A little knowledge is a dangerous thing.

Only + a few / a little+ ... = Few/Little

---Only a few dollars have been budgeted for supplies.

فقط چند دلار به تهیه مایحتاج اختصاص یافته است.

---We have only a little homework for Monday.

There are few, if any, criterion that are more important than honesty in the
A B C D
assessment of a person's character.

A lot of/Lots of + اسم غ ق ش
اسم ق ش ج

A lot of:

---A lot of money

---A lot of students

→→→---He's got a lot of bottle.

A lot: adv.

---On holiday, we walk and swim a lot.

---The government seems to change its mind a great deal.

Plenty of + اسم غ ق ش
اسم ق ش ج

Plenty of:

---Don't rush, there's plenty of time.

---Plenty of shops take checks.

A great deal of/A large amount of + اسم غ ق ش

---I have thrown a large amount of old clothing.

---Mr. Lucas has spent a great deal of time in the Far East.

A great/large/small number of + اسم ق ش جمع → A plural verb is needed after a / an (large, small, etc.) number of

---A large number of people have applied for the job.

Much + اسم غ ق ش

Much: adj.

Great in quantity, measure, or degree:

1- زیاد، بسي، فراوان، خیلی، مقدار زیاد

---There is much truth in what you say.

در آنچه که می گویی حقیقت بسیاری نهفته است.

---There is *much* debate about the project.

Much: adv.

---Much heavier

---I'm much happier now.

اکنون خیلی خوشحالم.

---We much prefer the country to the town.

---Janet much enjoyed her stay with your family.

---I very much like your brother.

Much: n. much can be used alone ⇨ A great quantity, measure, or degree:

---Much of his research was unreliable.

بیشتر، بخش عمده

---He gave much of his wealth to the poor.

او بخش بزرگی از دارایی خود را به بینوایان داد.

---Much of the rest belongs to me.

بیشتر باقی مانده به من تعلق دارد.

NOTE:

---She didn't gain much experience. (She gained very little experience.)

---She didn't gain a lot of experience. (She learnt something from it.)

Much polluted air ²	1. هوای بسیار آلوده 2. مقدار زیادی هوای آلوده
Much brilliant gold	1. طلای بسیار براق 2. مقدار زیادی طلای براق
1. [much+ adj] + countable nouns	
2. [much+ adj] + uncountable nouns [much] + adj+ [uncountable nouns]	

To be not much of a something= to not be a good example of something or not be very good at something:

---I'm not much of a football player, I'm afraid.

---It wasn't really much of a storm.

---He is not much of a cook.

آشپز چندان خوبی نبود

---He is not much of a teacher.

Many + اسم ق ش ج

Many:

1. شمار/ تعداد زیادی، بسیار، خیلی، چندین، تعداد زیادی

---Many soldiers were killed.

شمار زیادی سرباز کشته شدن.

---He owns many houses.

او چندین خانه دارد.

---Many students

تعداد زیادی دانشجو

---There are many concerns about the project.

TOEFL/IELTS: If we have a pronoun or a determiner plus a noun after many or much, we need **of**.

Many/Much of + determiner (a, the, this, my...) + noun.

---You can't see **much of a country** in a week.

---**Much of the work/Much of it** was done by me.

---I won't pass the exam. I have missed **many of my lessons**.

---**Many of her friends/Many of them** live abroad.

Idiomatic expressions:

A good many (or a great many) = *a lot of, numerous*

چندین، بسیار

---I remember meeting him a good many years ago.

بیاد دارم که چندین سال پیش او را ملاقات کردم.

The meaning of ***not many*** and ***not much*** is similar to the one expressed by (very) few and ***(very) little***, respectively:

---There aren't many traffic cones/There are (very) few traffic cones.

---We haven't got much jam/We've got (very) little jam.

The only difference between the four sentences above is that the ones with ***(very) few*** and ***(very) little*** connote a smaller quantity.

Many: Many can be used alone.

---Many of her friends/Many of them live abroad.

---Many were still lying where they had been injured.

---**Many hands make light work.**

با اتحاد کارها آسان می شود.

---Many hands make light work, and when the three men worked together they quickly finished moving the furniture.

Too many chiefs and not enough Indians.

مدیر زیاد ولی کارگر کم

---I can't find anyone to do the photocopying. There are too many chiefs and not enough Indians in this company.

Too many cooks spoil the broth(UK)/soup(US).

آشپز که دوتا شد آش یا شور می شه یا بی نمک.

---There were so many people working on the same project; no one knew what anyone else was doing. I think **it was a case of** too many cooks.

Exercise:

1. Tick the correct sentence in each pair.

- 1 a. I don't have many time to complete my assignment.
 b. I don't have much time to complete my assignment.
- 2 a. When I did a search on my computer, I could only find a few informations about the topic.
 b. When I did a search on my computer, I could only find a little information about the topic.

→→→TOEFL: As Many As

Remember that *as many as* is used before a specific number to express an estimate that *does not exceed the number*.

Avoid using *as many* instead of *as many as*. Avoid using *much* instead of *many* before a specific number.

→→Note: Comparative estimates with *as much as* are also used before a *specific number that refers to weight, distance, or money*.

For example,

✓---*As much as ten pounds,*

✓---*As much as two miles, or*

✓---*As much as twenty dollars.*

✗---We expect as much as thirty people to come.

✓---We expect as many as thirty people to come.

✗---There are as many fifteen thousand students attending summer school.

✓---There are as many as fifteen thousand students attending summer school.

✗---The children can see as much as twenty-five baby animals in the nursery at the zoo.

✓---The children can see as many as twenty-five baby animals in the nursery at the zoo.

✗---Many as ten planes have sat in line waiting to take off.

✓---As many as ten planes have sat in line waiting to take off.

✗---State University offers as much as two hundred major fields of study.

✓---State University offers as many as two hundred major fields of study.

---It has been estimated that.....one hundred thousand men participated in the gold rush of 1898.

(A) approximate

(B) until

(C) as many as

(D) more

---It is generally accepted that the common cold is caused by as much as forty strains of viruses that may be present in the air at all times.

→→→ **Many a(n)** + اسم ق ش مفرد = **Many** + اسم ق ش ج

---I've told you many a time not to ride your bike on the pavement.

---It remained a mystery for many a year.

سالها

---Many a man has martyred in the way of truth.

چه بسا مردانی که در راه حقیقت شهید شده اند.

---Many a man and woman has wished that he or she had had a better education.

---I have been to the top of the Eiffel tower many a time.

---Many a white lie better than a seditious truth.

دروغ مصلحت آمیز به از راست فتنه انگیز.

Most + 1. اسم ق ش جمع

اسم غ ق ش 2.

Most: adj.

In the majority of instances:

---Most operations are successful.

---Most religious and racial discrimination is based on ignorance.

غ ق ش

بیشتر تبعیضات مذهبی و نژادی به علت جهل است.

Most: n.

The greatest quantity, amount, or degree; the utmost:

---The most I can hope for is a passing grade.

Most: adv.

---It's a most puzzling case.

---Most certainly

---Most quickly

---A most interesting story

---That is most kind of you.

---Thank you for a most interesting afternoon.

---Iran's most beautiful city is Shiraz.

→→→

1. ---Most difficult questions

(very)

---Most difficult questions

(اکثر)

2. ---The Most difficult questions

M1

Some + اسم غ ق ش

اسم ق ش ج

اسم ق ش مفرد

Some:

برخی، بعضی

---Some nights

بعضی شبها

---This criticism applies to some students only.

این انتقاد فقط در مورد برخی از شاگردان صادق است.

---I have some responses, but I am not sure that they are the responses you want to hear.

Some: pron.

برخي از مردم ، بعضي ها ، برخي ها

---Some agree and some disagree.

بعضي ها موافقندو بعضي ها مخالف.

---Some like it cooked.

برخي مردم پخته آن را دوست

دارند.

→→

---They have been married for some years.

چند سالي است كه ازدواج کرده

اند.

---I waited there some hours.

چند ساعت آنجا منتظر

شدم.

→→

---Some eighty houses

حدود هشتاد خانه

---Some ten of them

قريب به ده نفر از آنها

(آمریکا - عاميانه) جالب توجه، چشمگیر، معرکه

---It was some dinner!

عجب شامي بود!

---That was some party last night!

←← (عاميانه) كمي، قدري، يك خرده، يك ذره

---Eat some!

قدري بخور!

---I slept some.

كمي خوابيدم.

→→---Have some patience!

يك خرده صبر داشته باش!

←← (آمریکا - عاميانه) يك خيلي، يك عالمه

---You must run some to catch up with them.

براي رسيدن به آنها بايد خيلي بدوي.

←← يك، - ي

---Some person called me. شخصی مرا صدا زد.

---I'll do it someday. روزي این کار را خواهم کرد.

---A request for help from some man in the hall درخواست کمک از سوي مردی در سالن

---Some book کتابي

←← مقداري

---I have bought some agricultural land. من مقداري زمین کشاورزي خریده ام.

---We have some good honey. ما (مقداري) عسل خوب داریم.

→→→

---Some of the butter بخشی از کره

---Some of the cars بعضي از ماشینها

---Some of the book is...

---Some of the books are...

→→ Some or other + singular verb

کسی

---Some or other has stolen the money.

Any→ 1. In positive statements + اسم ق ش مفرد

2. In negative statements/Questions + اسم ق ش مفرد

اسم ق ش ج

اسم غ ق ش

Any:

هر، هر کدام

---Any student may answer.

↑

هر شاگردی می تواند جواب بدهد.

---Any teacher knows this.

↑ ↑

---Any one of them

هر يك از آنها

---Take any book you like.

هر كتابي را كه دلت مي خواهد بردار.

2- هيچ، هيچ گونه

→→

---He doesn't tolerate any criticism.

او تحمل هيچ گونه خرده گيري را ندارد.

---I don't have any time.

اصلا وقت ندارم.

---Are there any chairs in this class?

↑ ↑

---Is there any money left?

↑

---Did you see any accident in the street when you were coming?

3-Ø، مقداري، -ي

→→

---They didn't have any money to give me.

آنها پولي نداشتند كه به من بدهند.

4- (كاربرد به عنوان ضمير)

---By any means

از هر راهي هرطور كه شده ، به هر طريق،

---In any case

به هر حال به، هر صورت، در هر حال

Anywhere در جملات مثبت به معنی هر جا و در جملات منفی به معنی هیچ کجا می باشد .

A: I will go anywhere she goes.

هرجایی که او برود من خواهم رفت.

B: They shouldn't go anywhere.

آنها نباید هیچ کجا بروند.

anything در جملات مثبت به معنی هر چیز و در جملات منفی به معنی هیچ چیز می باشد و همواره با فعل مفرد می آید.

A: There isn't anything in the fridge.

B: I am very hungry, I will eat anything.

anyone/anybody در جملات مثبت به معنی هر کس و در جملات منفی به معنی هیچ کس می باشد . در صورتی که

فاعل جمله باشند، فعل جمله مفرد است. (همانطور که گفته شد به عنوان سوم شخص مفرد محسوب می شوند)

A: Anyone/Anybody knows the result of presidential election.

B: He didn't see anybody/anyone in the back yard.

anyone/anybody در جمله A به معنی هر کس و در جمله B به معنی هیچ کس است.

×---It is crystal clear that **each person could not** cope with communities' problems.

Several + اسم ق ش ج

Several:

1. Some; an amount that is not exact but is fewer than many; more than two but not very many

---There were 70 men and only several women.

هفتاد مرد و فقط چند زن آنجا بودند.

---A stay of several months in England...

اقامت چند ماهه در

→→→2. Separate; different:

مجزا، مختلف، جدا

---Her knowledge of three several languages was perfect.

NP (HN)

NP

سواد او در سه زبان متمایز کامل بود.

---Their ownership is several and not joint.

Exercise:

1. Tick the correct sentence in each pair.

- 1 a. There are several problem with this idea.
b. There are several problems with this idea.
- 2 a. Many charity organisations provide a great deal of help.
b. Many charity organisation provides a great deal of help.

Enough + اسم ق ش ج
اسم غ ق ش

Enough:

---I don't have enough room.

---He has enough money to live well.

---We have enough time to walk to the office.

---We have time enough to walk to the office. (Exception)

وقت كافي براي پياده رفتن به اداره را داريم.

---He is old enough to travel by himself.

---Surprisingly enough, he, too, collects stamps. تعجب آور اين است كه او هم تمبر جمع مي كند.

---Interestingly, none of their three children ever married.

---Interestingly enough, Pearson made no attempt to deny the rumour.

---I, oddly enough, feel tired.

---Ironically enough/ironically, for a man who hated war, he would have made a superb war cameraman.

---She said, convincingly enough, that she was innocent.

---Sadly enough/ sadly, the forests of Sulawesi are now under threat.

---Enough is enough!

---I have had enough.

1.5 Distributives = referring to the members of a group individually, as the adjectives *each* and *every*.

توزیعی

All, both, half, either, neither, each, every, no

All + اسم ق ش ج

اسم ق ش مفرد

اسم غ ق ش

All:

1- همه، تمام، کلیه ی، جمیع، قاطبه، سربسر

---All the people

همه ی مردم

---All the professors resigned.

تمامی استادان استعفا دادند.

---I read all the books.

تمام کتابها را خواندم.

---Life is not all pleasure.

زندگی همه اش لذت نیست.

---We all give our lives.

همه سر بسر تن به کشتن دهیم.

All of + the + noun

All of + object pronoun (plural)

All/ All the + noun

→→

---All (of) the book

---All books

→→→

The only quantifier which equals its Persian equivalents

---All of the apple is rotten.

---All of the apples are rotten.

→→→ All and *all of* are both possible before nouns with determiners (the, my, this)

---All (of) my friends.

→→→ Before a noun without a determiner, we do not normally use *of*.

---All children can be difficult.

→→→ **Do not say**

*---She has been studying all ~~the~~ day/all ~~the~~ night/all ~~the~~ morning/all ~~the~~ afternoon/all ~~the~~ evening/all ~~the~~ week/all ~~the~~ month/all ~~the~~ year, but

---She has been studying all day/all night/all morning..., that is, we omit *the* and the preposition *of* in the expression all + day, night, and so on. Note also all (of) the time, all (of) the summer, etc. *The* is optional in the phrase all (the) year round.

Notice the following as well: throughout/all through the night, the day, and so forth.

Either + اسم ق ش مفرد

Either: use this to talk about one of two people, places, or things, especially when it does not matter which one

→→ Any one of two; one or the other:

---Wear either coat.

يکي يا ديگري، يکي از دوتا

→→ One and the other; each, both:

---She had a ring on either hand.

هر يك از دوتا

---Either class

هر يك از كلاسه‌ها

---You can use either hand.

مي تواني هريك از دو دستت را به كار بيري.

---He had a knife in either hand.

او در هر دست يك چاقو داشت.

---Applications are welcomed from people of either sex and any age.

Either: pron.

1. One or the other:

---There are two roads into the town, and you can take either. 'Either will do'.

---We have two apples; you can take either but not both.

دو عدد سيب داريم، تو مي تواني يکي را برداري ولي نه هردو را.

تذکر: either of قبل از تعريف کننده هاي مانند my, these, the, ..., etc. مي آيد.

either of قبل از اسامي جمع بکار مي رود و اغلب با فعل مفرد مي آيد.

---You can use either of the bathrooms.

---Either of the children is perfectly capable of looking after the baby.

---I don't like either of my math teachers.

فعل مفرد (مثبت) + اسم ق ش مفرد + **Neither**

Neither:

---Neither class

هيچ يك از کلاسها

(از دوتا) هيچکدام، هيچيك (از آن دو)

---Neither boy went.

---Neither of them was invited.

---He made two suggestions but neither was accepted.

---"Will you have tea or coffee?" "Neither, thanks".

((چاي مي خواهيد يا قهوه؟)) ((هيچکدام، ممنون))

---Neither candidate is having an easy time with the press.

---On two occasions she was accused of stealing money from the company, but in neither case was there any evidence to support the claims.

TOEFL:

Neither/either+ NP+ nor/or+ اسم جمع plural verb

Neither/either+ NP+ nor/or+ اسم مفرد + singular verb

Neither of/either of+ فاعل جمع+ singular

---Neither my sister nor my brothers go to university.

---Neither my sisters nor my brother goes to university.

---Neither of/either of the students speak/speaks a foreign language.

---Either (one) of them is competent to do the job.

---Neither of the two pieces was familiar to him.

TOEFL:

None of the+ 1. غ ق ش + singular verb

2. ق ش ج + plural verb

---None of the counterfeit money has been found.

---None of the students have finished the exam yet.

---I planted hundreds of seeds but none have come up.

---Everybody loved her, but none more than I did.

توجه داشته باشید که none در صورتی که معنی جمله واضح باشد به تنهایی بکار می رود:

---How many of the books have you read? None.

در اینجا none نقش ضمیر را دارد (یعنی جای no books قرار گرفته است).

تذکر: none مفهوم جمله را منفی می کند.

Each + اسم ق ش مفرد

Each: adj.

1. Every one of two or more considered individually or one by one:

---Each stone in a building

---A hallway with a door at each end

1- هر

---He called me each day and asked about my circumstances.
↑

هر روز به من تلفن مي زد و جويابي احوالم مي شد.

---Each student was given a ticket.

به هر شاگرد يک بليط دادند.

---Each year

هر سال

Each: pron.

2. Every one individually; each one:

---Each had a different solution **to** the problem.

2- هر يك، هر کدام

each of: قبل از اسم جمع و توصيف كننده هايي مانند the, my, these, مي آيد و با فعل مفرد همراه است.

---Each of them has to pay five dollars.

هر يك از آنها بايد پنج دلار بدهد.

---Three shots were fired, each missing the mark.

سه گلوله شليك شد و هر سه به خطا رفت.

Each: adv.

3. **To, from, or for each;** apiece = each; for each one:

---They cost a dollar each.

به هريك، به هرکدام

---She gave us two apples each.

به هرکدام از ما دو سيب داد.

5- يکي، دانه اي

---The oranges cost 1000 tomans each.

پرتقال ها دانه اي دويست تومان است.

---Each other

همديگر، يکديگر

---The two sisters love each other.

دو خواهر همديگر را دوست دارند.

→→→ For more than two people use one another.

---These 3 students are fighting **with** one another.

Every: (Always adj. and always before a noun)

1- هر

---Every man and woman
↑

هر مرد و زن

---Every teacher knows this.

هر معلمي اين را مي داند.



---Every few days

هر چند روز (هر چند روز يكبار)

---Every year

هر سال

---Every day

هر روز

---To work hard for every penny

براي هر شاهي جان كندن

2- همه، همه گونه، همه ي، تمام

---Every citizen was there.

همه شهروندان آنجا بودند.

---They have every needed facility.

آنان همه تسهيلات لازم را دارا مي باشند.

---Every student passed (the test).

همه شاگردان قبول شدند.

---I have read every one of his books.

من همه كتابهاي او را خوانده ام.

3- هر...، هر... يكبار

---Take this medicine every three hours.

اين دارو را هر سه ساعت يكبار بخوريد.

No:

Adj. →

ترجمه = 1. هيچ 2. اسم + ي نكره 3. Ø فعل منفي

No+ 1. غ ق ش

---There's no bread left.

ق ش ج 2.

---No trees grow in the desert.

ق ش مفرد 3.

---No tree grows in the desert.

1. Not any:

---No money

2- هيچ (نشان منفي)

---There are no mistakes in your composition.

انشاي تو (هيچ) غلط ندارد.

---I have no doubt.

شکي ندارم.

---I have no time.

وقت ندارم.

---No animal lives there.

↑

هيچ جانوري آنجا زيست نمي کند.

---He gave no answer.

او پاسخي نداد.

→→→ Note: No body or nobody? Use these exemplar sentences as a guide:

---It was believed that he had been murdered, but NO BODY was ever found, and so nothing could be proved. (= no corpse)

---NOBODY likes going to the dentist. (= no one)

→→→

WITH COUNT NOUN

A(n), the, some, any

This, that, these, those

None, one, two, three,...

Many

A lot of

A number of

(A) few

Fewer... than

More....than

WITH NON-COUNT NOUN

The, some, any

much (usually in negatives or questions)

this, that

none

a lot of

a large amount of

a little

less....than

more....than

Tests:

1. I had friends when I first came here.
1. a little 2. less 3. more 4. a few
2. He will have to save money for his future.
1. few 2. a few 3. a little 4. many
3. We have rain in the North.
1. many 2. much 3. any 4. a large number of
4. There is a money in Central Bank.
1. large amount of 2. large number of 3. many 4. a few
5. How time do you spend on your homework?
1. much 2. many 3. some 4. any
6. There is snow on high mountains in summer.
1. many 2. a few 3. few 4. a little
7. How times do you go to the U.S. in a year?
1. often 2. much 3. many 4. some
8. Put bread on the table.
1. few 2. a few 3. many 4. some
9. They drink water with their meals.
1. a lot of 2. many 3. a large number of 4. a few
10. There arewild animals in jungles.
1. a large amount of 2. much 3. a little 4. plenty of
11. Have you ever seen a snake? Yes,..... times.
1. many 2. much 3. any 4. little
12. How..... time do you usually spend on your English every day?
1. many 2. much 3. any 4. a little
13. Is there water in the bottle?
1. much 2. a few 3. few 4. many
14. Mary has answered questions.
1. any 2. a little 3. a few 4. much
15. She always wants money.
1. a few 2. too many 3. so much 4. another
16. How have you spent on this problem?

1. many times 2. much time 3. far 4. soon

17. I can't come and see you because I haven't got time.

1. much 2. many 3. a few 4. some

18. I saw lovely animals in the zoo yesterday.

1. much 2. a lot of 3. any 4. a

19. In the construction of the building sand was mixed with cement to make concrete.

1. several 2. a number of 3. so many 4. a large amount of

20. When we run out of bread we use flour to make bread. But now we have flour left.

1. very much 2. several 3. hardly any 4. too much

21. Several fish dying because of the pollution in the water.

1. is 2. are 3. have 4. to be

22. He made noise about the poor food in the restaurant and decided not to eat anything there again.

1. many 2. a few 3. a large number of 4. a lot of

23. Did you hear about the crash? There..... a lot of news about it on TV last week.

1. were 2. is 3. had 4. was

24. We haven't been able to make a decision on this matter because we have very..... information.

1. little 2. few 3. many 4. much

25.....effort is required to master a foreign language.

1. A great many 2. A large number of
3. A great deal 4. A large amount of

26. She would like to ask youquestions. She needsmore information.

1. a few / a little 2. more / a few 3. a few / a few 4. a little/ much

27. The lecture he gave was highly complicated with the result thatpeople were capable of following it.

1. lesser 2. a few 3. few 4. more

28. of the information he gave could have been found in an dictionary.

1. a few 2. many 3. few 4. much

29. There will be work to do after PCs have been put into the bank systems.

1. less 2. many 3. too many 4. very few

30. A people typically agree that life is always sweet.

1. large amount of 2. great quantity of
3. larger number of 4. lot

31. A small amount of poison..... found in the coffee cup I used last week.

1. is 2. are 3. was 4. were

32. The price of meat has really gone up. They now give you for your money.

1. so few 2. so much 3. much less 4. fewer

تست های صفات کمیت

1. friends قابل شمارش است. 4
2. money غیر قابل شمارش است. 3
3. rain غیر قابل شمارش است. 2
4. 1
5. time در این جمله به معنی وقت و زمان و غیر قابل شمارش است. 1
6. snow غیر قابل شمارش است. 4
7. times در این جمله به معنی بار و دفعه، و قابل شمارش است. 3
8. bread غیر قابل شمارش است و some هم با اسم قابل شمارش و هم غیر قابل شمارش می آید. 4
9. water غیر قابل شمارش است. 1
10. wild animal قابل شمارش است. 4
11. رجوع شود به تست 7
12. رجوع شود به تست 5
13. رجوع شود به تست 9
14. question قابل شمارش است 3
15. رجوع شود به تست 3
16. رجوع شود به تست 5
17. رجوع شود به تست 5
18. رجوع شود به تست 10
19. sand به معنی ماسه و غیر قابل شمارش است. 4
20. بخاطر مفهوم منفی جمله 3
21. چون fish در این جمله جمع است. 2
22. noise غیر قابل شمارش است. 4
23. news غیر قابل شمارش است. 4
24. information غیر قابل شمارش است و اسامی غیر قابل شمارش با فعل مفرد می آیند زمان جمله گذشته است. 1
25. effort غیر قابل شمارش است. 4
26. question قابل شمارش و information غیر قابل شمارش است. 1
27. people قابل شمارش و به خاطر مفهوم منفی، few به کار می رود. 3
28. رجوع شود به تست 24
29. با توجه به مفهوم جمله (any و مشتقات آن در جملات منفی و سئوالی بکار می روند) 1
30. رجوع شود به تست 27
31. چون poison غیر قابل شمارش است و amount نیز آمده است. 3
32. چون meat غیر قابل شمارش است و همانطور که گفته شد much و far برای تشدید یک صفت می توانند قبل از صفت تفضیلی بیایند. 3

Tests: Peterson's Success

1. Early carpenters, having.....nails, had to use wooden pegs to secure their constructions.

- (A) no
(B) not
(C) without
(D) neither

2. Old Faithful is the most famous but.....the most powerful geyser in Yellowstone National Park.

- (A) none of
(B) no
(C) nothing
(D) not

3. Joseph Priestly, the discoverer of oxygen, had little or not interest in science until he met Benjamin Franklin in Paris.

4. Mobile homes were.....counted as permanent houses until the 1960 census.

- (A) not
(B) nor
(C) no
(D) none

5. Most solo musicians play..... sheet music in front of them.

- (A) without
(B) not having
(C) lacking
(D) and no

6. Desertification is the creation of deserts where.....had existed before.

- (A) never
(B) no one
(C) none
(D) not one

7. A peanut is not actually a nut but a legume alike peas and beans.

8. Glass snakes are actually legless lizards,.....snakes.

- (A) no
(B) not
(C) nor
(D) none

9. Twenty-four carat gold is no one hundred percent gold because pure gold is too
A
B
C
D
 soft to be used in jewelry.

10. There is.....truth to the old expression "lightning never strikes the same place twice."

- (A) without
- (B) none
- (C) no
- (D) not

11.....single person can be said to have invented the automobile.

- (A) There was not a
- (B) Nor a
- (C) Not one of
- (D) No

12. A serious study of physics is impossible.....some knowledge of mathematics.

- (A) not with
- (B) no
- (C) not having
- (D) without

- 1. no
- 2. not
- 3. no
- 4. not
- 5. without
- 6. none
- 7. like
- 8. not
- 9. not
- 10. no
- 11. no
- 12. without

1.6 Difference words:

Other, the other, another, both

Other + اسم ق ش ج

Other: (ADDITIONAL)

1. additional to the item or person already mentioned:

---The product has many other time-saving features.

---There is no other work available at the moment.

2. used at the end of a list to show that there are more things, without being exact about what they are:

---Apples and other fruits

---The plan has been opposed by schools, businesses and other local organizations.

---These two books will be especially useful for editors, journalists and other professional users of the language.

---He likes travelling abroad and learning about other people's customs and traditions.

Others: pron.

1. additional ones:

---I only know about this book, but there might be others. (= other books).

2. people in general, not including yourself:

---You shouldn't expect others to do your work for you.

---Some people prefer a vegetarian diet, while others prefer a meat-based diet.

The other + اسم ق ش ج

➔ **The rest**

---She's much brighter than all the other children in her class.

---I chose this coat in the end because the other ones were all too expensive.

The others: pron.

---After her departure, the others resumed the discussion.

---She gave me one book last week and promised to bring the others on Wednesday.

The other + اسم ق ش مفرد

➔ the second of two things or people, or the item or person that is left in a group or set of things:

---I've found one earring - do you know where the other one is?

---Hold the racquet in one hand and the ball in the other.

---One man was arrested, but the other one got away.



(با noun و than) جز، به جز، به غیر از، مگر

---You won't be able to sell it other than by reducing the price.

نمی توانی آن را بفروشی مگر با کم کردن قیمت.

---All parts of the house other than the windows were in good condition.

همه ی بخش های خانه به جز پنجره ها در وضع خوبی بودند.

---He had no other clothes than those he was wearing.

لباسی به غیر از آن چه بر تن کرده بود نداشت.



---The other day (or night)

---I saw Jack the other day.

Another + اسم ق ش مفرد

Another:

---Do you want to exchange this toaster for another (one) or do you want your money back?

---The room's too small. Let's see if they've got another one.

---I don't like this room. I'm going to ask for another.

---Another change that Sue made was to install central heating.

---In another place

در جایی دیگر

---At another time

در وقتي ديگر

---A person of another race

شخصي از نژاد ديگر

---Wait another week

يك هفته ديگر صبر كنيد.

---I don't want this book. Please give me another.

(another = any other book - not specific)

---I don't want this book. Please give me the other.

(the other = the other book, specific)

---One movie starts at five, another movie starts at seven, and the other
adj. adj. (indefinite) adj.(definite)
movie starts at nine.

---One of my roommates studies engineering, another studies business, and the other studies computer science.

---Some houses are for rent, other houses are for sale, and the other houses are empty.

Both + اسم ق ش ج

Both: adj.

One and the other; two together:

---Both my parents are teachers.

---They have two grown children, both of whom live abroad.

---The problem with both of these proposals is that they are hopelessly impractical.

---I think it's important to listen to both sides of the argument.

---Improved child-care facilities would benefit both sexes, not just women.

Both: pron.

The one as well as the other:

---Both of us were going to the party.

---I knew them both. (or I knew both of them)

Both: conj.

Alike; equally:

---He is both ready and willing.

→→→TOEFL/IELTS

Indefinite pronouns such as anybody, somebody, anyone, everyone, nobody, each, either, neither, and no one require singular verb forms.

Tests:

1. There is not in this group who likes to go to the meeting.
1. anyone 2. someone 3. no one 4. none
2. Nobody when the process of glass-making invented.
1. know 2. knows 3. didn't know 4. doesn't know
3. "Is she going to stay at home this weekend?"
"No, I am sure she will go"
1. anywhere 2. everywhere 3. somewhere 4. nowhere
4. They didn't go last week. They preferred to stay at home and rest.
1. anywhere 2. somewhere 3. everywhere 4. nowhere
5. This morning I bought because the supermarket was very crowded.
1. anything 2. everything 3. nothing 4. something
6. The accident looked serious, but fortunately was injured.
1. anyone 2. everyone 3. someone 4. no one
7. Everybody is worried about the high pollution in big cities, but they are doing about it.
1. anything 2. everything 3. nothing 4. something
8. Tessie didn't have money left after her vacation.
1. some 2. any 3. no 4. none
9. I met two strangers on the way to work. One of them greeted me and didn't.
1. other 2. another 3. the other 4. another one
10. A: "Why can't you take me to school in the car today?"
B: "Because I have..... time."
1. no 2. not 3. any 4. never
11. Mary hasn't got flowers and she is crying.
1. a 2. any 3. no 4. some
12. I can't give you any because there's left.

1. none 2. any 3. no 4. not

13. There any students absent today.

1. is 2. isn't 3. are 4. aren't

14. I never have trouble with my car.

1. no 2. not 3. any 4. none

15. A: "How many chairs are there in the dining room?"

B: "There are chairs in it."

1. no 2. none 3. any 4. much

16. "Have you read these two books?"

"I have read one of them , and I am going to read"

1. the others one 2. another 3. the other one 4. other

17. I am too thirsty. I wish I could drink glass of water.

1. the another 2. another 3. others 4. the others

18. The weather in north is warm and humid.

1. both 2. either 3. neither 4. no

19. "Do you like to have cheese or butter for breakfast?"

"..... is good. I am very hungry."

1. both of them 2. none of them 3. either of them 4. neither of them

20. Our class starts at eight, another starts at ten, and starts at two.

1. another 2. the other 3. other 4. the another

21. One of my friends studies biochemistry, studies science.

1. others 2. other 3. the another 4. the other

22. There is not in this group who likes to go to the meeting.

1. anyone 2. someone 3. no one 4. none

23. There is some ink in my bottle, but there's in yours.

1. no any 2. any 3. none 4. not one

24. My friend has completely run out of money. He can't buy

1. anything 2. everything 3. nothing 4. something

25. He couldn't answer the questions I asked.

1. none of 2. nor of 3. either of 4. neither of

26. "Are there any apples on the tree?"

"No, there are"

1. no 2. none 3. no one 4. any

27. A: "Where did you go for your holiday?" B: "....., I stayed at home."
 1. each where 2. nowhere 3. somewhere 4. everywhere
28. Does mind if I open the window?
 1. anybody 2. somebody 3. nobody 4. everybody
29. We must make our own beds, and helps us with them.
 1. anybody 2. everybody 3. nobody 4. somebody
30. Harold and Emily compete with and they are going to study hard.
 1. either one 2. each one 3. each other 4. one other
31. I have two close friends. of them is married.
 1. any 2. one 3. both 4. no
32. I've never met who could speak Persian.
 1. anybody 2. some 3. man 4. nobody
33. Green plants breathe in oxygen. But they do something too.
 1. else 2. others 3. other 4. another
34. Two dogs were fighting over a bone..... was able to eat it because a very fierce and strong dog came and took it.
 1. each 2. either 3. some 4. neither
35. The village house has had comfortable furniture in it, and many of the windows have been broken as well.
 1. no 2. many 3. just a few 4. not many
36. Among many significant developments overseas last year an agreement permitting UK and Taiwan companies to manufacture computers in the Netherlands.
 1. is 2. are 3. was 4. were
37. Which sentence is correct?
 1. Mary, accompanied by her, were very well received at the show.
 2. Several pets, two dogs and a cat, needs to be taken care of while we travel.
 3. His knowledge of languages and international relations helps him in his work.
 4. Everybody like to take part in the concert.

تست ضمائر مبهم

1. چون جمله منفی می باشد any و مشتقاتش در جملات منفی و سئوالی بکار می روند.
2. nobody خود مفهوم جمله را منفی می کند و احتیاج به فعل کمکی منفی نیست پس گزینه های 4 و 3 غلط است و همچنین چون سوم شخص مفرد در نظر گرفته می شود (مطابقت فعل با فاعل را مطالعه کنید) گزینه 1 هم به خاطر نداشتن s سوم شخص نادرست است.

3. 3

4. 1، رجوع شود به تست 1
5. 3، چون مفهوم جمله منفی است.
6. 4، no و مشتقاتش در جملات به ظاهر مثبت به کار می روند ولی بار معنایی جمله منفی است.
7. 3
8. 2، رجوع شود به تست 1
9. 3، در جمله دوم به خاطر معرفه بودن به the نیاز است.
10. 1، رجوع شود به تست 6
11. 2، رجوع شود به تست 1
12. 1، در اینجا none ضمیر است.
13. 4، رجوع شود به تست 1
14. 3، رجوع شود به تست 1
15. 1، رجوع شود به تست 6
16. 3، رجوع شود به تست 9
17. 2، another قبل از اسم مفرد می آید.
18. 1
19. 3، either of قبل از اسامی جمع با فعل مفرد می آید.
20. 2، رجوع شود به تست 9
21. 4، رجوع شود به تست 9
22. 1، رجوع شود به تست 1
23. 3، در این جمله none ضمیر است و به جای no ink قرار گرفته است.
24. 1، رجوع شود به تست 1
25. 3، همه گزینه ها منفی هستند و در جمله منفی بکار نمی روند.
26. 2، رجوع شود به تست 23
27. 2، بخاطر مفهوم منفی جمله
28. 1، رجوع شود به تست 1
29. 3، رجوع شود به تست 6
30. 3، با توجه به معنی جمله
31. 2
32. 1، رجوع شود به تست 1
33. 1، else به معنی دیگر، دیگری
34. 4، neither در جملات مثبت به کار می رود .
35. 1
36. 3، به خاطر among (مطابقت فعل و فاعل)
37. 3، مطابقت فعل و فاعل

1.7 Numbers:

1. Cardinal = 1, 2, 3

---Ten dollars =

ده دلار

---Room 5 =

اتاق شماره 5

→→ Do not use the before cardinal numbers.

---The answer to this question is in line fifteen on page four.

Singular noun+ Cardinal numbers

---Chapter six

---*Book one* of the series is about verbs.

---Pick up your boarding passes at *gate five*.

2. Ordinal= 1st, 2nd, 3rd ...

The+ Ordinal numbers+ singular noun

---The sixth chapter

---The first book of the series is about verbs.

But → ---A third of his composition has been corrected.

---A third of their compositions have been corrected.

---Ninety percent of the students in our school are pleased with the instruction.

Use **percent** only with a number (30 percent, 9 percent, etc). If you mean 'an amount expressed as part of a total' use **percentage**:

---A high percentage (NOT ~~percent~~) of the population was illiterate.

---The large percentage of the students in our school is pleased with the instruction.

Note: When preceded by *the*, *percentage* takes a singular verb:

---*The percentage of unskilled workers is small.*

When preceded by *a*, it takes either a singular or plural verb, depending on the number of the noun in the prepositional phrase that follows:

---A small percentage of the workers are unskilled.
---A large percentage of the crop has spoiled.
---Five hundred miles is a long distance to drive in a day.

TOEFL:

...+ on + the + ordinal numbers + of + month

---Valentine's day is on the fourteenth of February.

...+ on + month + ordinal number

---Valentine's day is on February fourteenth.

→→→ Note 6: A number of students are in the campus.
M1 N

The number of students is not clear yet.
M1 N

NP of NP of NP of NP verb
HN

---The number of slimming products on the market is beginning to reflect this trend.

---The handle of the door is broken.
M1 HN

---The door handle is broken.
M3 HN

---*The number* of buses on our roads *has* increased each year.

Correct the mistake below.

✗---The number of woman studying science increased dramatically last year.

---The number of.....dramatically last year.

Choose the correct answer:

---The number of *men / man* studying science has decreased.

Note: Numbers

→→Remember to hyphenate all compound numbers between **twenty-one** and **ninety-nine** when

they are written as words.

→→ Round numbers over one hundred, like two thousand, five million, and so on, are also **usually** written in words.

→→ Write dates (21 October 2001) and sums of money (£10.50) and specific measurements (10.5 cm) **in figures**.

→→ Time can be written in words or figures (three o'clock/3 o'clock) but 24-hour clock times are always written in figures (08.00).

Centuries can be written in words or figures (the 18th century/the eighteenth century).

How do I write large numbers?

Tick the correct sentence in each pair.

- a. The government spent ten millions dollars on education last year.
- b. The government spent ten million dollars on education last year.

- a. There were thousands of people at the football match.
- b. There were a thousand of people at the football match.

→

200,000 = two hundred thousand (not two hundred thousands)

10,000,000 = ten million (not ten millions)

---There must have been at least **three thousand** students at the protest.

---If I won a million dollars, I would probably take a year off and travel around the world.

---The president promised to increase the health budget **by one million dollars**.

→

---There must have been **thousands of** students at the protest.

→

---More than two million people attended last year.

but:

2,001,967 people attended last year.

→

---Half a (million);

---A/one third of a (million);

---Three quarters of a (million);

---One and a quarter (million);

---One and three quarter (million):

---According to the chart, in 2004 over half a million Ukrainians went to the cinema.

Underline the correct number in the sentences below.

The skeleton had remained hidden for a thousands / thousands of years.

The chart shows that three hundreds / three hundred whales were seen here in 1990.

Three and a half billion / three and a half of a billion will watch the ceremony.

I pay six hundred dollars / six hundred dollar rent each month.

Real estate in my city is very expensive; a small house can cost three quarter of a million / three quarters of a million dollars.

A million of / Millions of dollars are spent on space exploration each year.

By 2005, more than six hundred / six hundreds of children were enrolled in the school.

The company has sold one and a half billions / one and a half billion computers so far.

Match each amount (1-5) with its correct written equivalent (a-i). You'll need to read the words carefully.

- | | | |
|---|-------------|---|
| 1 | \$305,000 | a thirty-five dollars |
| | | b three and a half million dollars |
| 2 | \$35 | c three hundreds and five dollar |
| | | d thirty five thousands dollars |
| 3 | \$35,000 | e three millions and five hundred thousands dollars |
| | | f thirty-five dollars |
| 4 | \$3,500,000 | g three hundred and five thousand dollars |
| | | h thirty-five thousand dollars |
| 5 | \$305 | i three hundred and five dollars |

1.8 Question words

Which, what, whose:

Which: adj.

What one of (a certain number or group mentioned or implied)?

---Which book do you want?

What: adj.

1. (Used interrogatively before nouns):

---What clothes shall I pack?

---What kind of rice **is** served in that restaurant?

---What kinds of rice **are** served in that restaurant?

2. Whatever:

---Take what supplies you need.

تجهيزات، ملزومات، لوازم، ضروریات

Whose:

---Whose bag is this?

---I don't care whose fault it is.

1.9 Defining words

Which, whose

Which: Whichever; any that:

---Go which way you please, you'll end up here.

Whose:

---A woman whose father has died

زنی که پدرش مرده است

---Farmers whose lands are flooded

کشاورزانی که زمین های آنها را سیل گرفته است

---Dogs whose tails are cut

سگ هایی که دم آنها را بریده اند

→→→ The following words are pre-determiners. They go before determiners, such as articles:

Such a (n), what, half, rather, quite

→→→

What:

Predeterminer, determiner

Used to introduce your opinion

---"She can't come." "What (= I think it is) a shame/pity."

---What a lovely view!

---What strange clothes he was wearing.

---What nonsense/rubbish!

→→→

Rather: predeterminer = very; to a large degree

---He's a rather nice man.

---He's rather a nice man.

Quite:

---He's quite pleasant-looking but he's not what you'd call handsome.

1- واقعا، به درستي، بي گمان، به راستي

---He is quite a gentleman.

واقعا جوانمرد است.

---Quite a sudden change...

→→→

Quite a few: many

---Quite a few towns are now banning cars from their shopping centres.

---His encouragement and interest inspired quite a few people to take up skiing.

Quite a bit of: a great deal/amount of

---It requires quite a bit of work and research.

---My family has moved around quite a bit since then.

Quite a lot of:

---With a penny, you could buy quite a lot of candy in those days.

---My job involves quite a lot of travel.

---He's got quite a lot of friends.

→→→→ **As/how/so/too/this/that+ adjective+ a/an+ noun**

---How good a pianist he is.

---It was so warm a day that I could hardly work.

---She is too polite a person to refuse.

---I couldn't afford that big a car.

---It is too long an essay.

---I have as good a voice as you.

Tests:

1. Family rifts rarely involve the transgressions of just one person. In most disputes, ... the participants share degree of blame.
 - a. every of / a little
 - b. all / some
 - c. each / plenty of
 - d. whole / enough
 - e. some of / too many
2. In the office there was..... noise that I couldn't focus on my work.
 - a. very much
 - b. enough
 - c. so many
 - d. so much
 - e. too much
3. He made noise about the poor food in the restaurant and decided not to eat anything there again.
 - a. too many
 - b. a little
 - c. enough
 - d. a lot of
 - e. so many
4. There is some meat in the refrigerator. Let's consume it because it has been there for..... a long time.
 - a. very
 - b. too
 - c. much
 - d. quite
 - e. enough
5. The two dogs were fighting over a bone.was able to eat it because a very fierce and strong dog came and took it.
 - a. Each
 - b. Either
 - c. Some

- d. Neither
 - e. Enough
6. In the construction of the building sand was mixed with cement to make concrete.
- a. several
 - b. a number of
 - c. such many
 - d. so many
 - e. a large quantity of
7. Sand has been used in large quantities in the building, so I won't be surprised if it collapses after..... earth tremors.
- a. every
 - b. too much
 - c. very much
 - d. some
 - e. each
8. When we run out of bread, we use flour to make bread. But now we have flour left.
- a. very much
 - b. several
 - c. hardly any
 - d. too much
 - e. enough
9. After standing in a queue for more than two hours, I had patience left.
- a. enough
 - b. any
 - c. no
 - d. several
 - e. too much
10. As we were making innovations in our shop, we had to keep guard thenight.
- a. all
 - b. half
 - c. each
 - d. very
 - e. whole
11. Instead of meeting friends for a meal, she arranges to walk or go bike riding with them. There's not enough time in her day for a social life and exercise. This is a nice way to have.....
- a. neither
 - b. each
 - c. both
 - d. either
 - e. too

12. It is important to understand how the kidneys function. The two bean-shaped organs,..... about the size of a fist, house an elaborate filtering system that processes about 200 quarts of blood - the equivalent of 500 cans of soda - daily.
- every
 - each
 - some
 - neither
 - none
13. Of their three daughters, I find Jane the beautiful.
- very much
 - much more
 - enough
 - too much
 - most
14. My aunt gave birth to healthy twins last night..... is so sweet.
- Both
 - Each
 - All
 - Whole
 - Either
15. You can try of these two dishes; they are..... delicious.
- one / either
 - neither / all
 - both / all
 - both / either
 - either / both
16. When I decide to take rest on a weekend day, my twins become a great hindrance.of them insists on going to the zoo with me.
- either
 - both
 - all
 - neither
 - every
17. of the complaints were taken into account, but not..... of them.
- Several / all
 - Plenty / the whole
 - Every / some
 - Most / a majority
 - Some / a number
18. Nowadays we havethings to do than we used to.
- so many
 - several

- c. too many
- d. a lot of more
- e. far many

19. I tried the two alternatives you told me. Unfortunately, of them worked.

- a. both
- b. all
- c. either
- d. some
- e. neither

Tests:

1- I tried the two. My brother didn't let me use..... that perfume because there was only in the bottle.

- A) some of / a few
- B) many of / quite little
- C) much of / a little
- D) enough of / several
- E) most of / many more

2- We are in need of..... money since..... the machinery in our factory has been out of date.

- A) Some / several
- B) enough / so much
- C) a good deal of / a lot of
- D) too much / each of
- E) a number of / plenty of

3- Whenever it rains cats and dogs in this area, the houses on sides of the river are..... flooded.

- A) each / each
- B) all / both
- C) either / several
- D) several / both
- E) both / all

4- An old woman asked me forbread but I couldn't give herbecause my son had consumed all of it.

- A) some / any
- B) several / no
- C) a little / a few
- D) plenty of / so many
- E) a bit of / so much

5- of the cotton in Turkey is grown in Adana. In other words, cotton fields are found in Adana.

- A) Every / every
- B) Much / some

- C) Some / either
 - D) Most / most
 - E) So many / too many
- 6- We are all unanimous that..... racial discrimination is based on ignorance.
- A) quite
 - B) enough
 - C) some
 - D) little
 - E) most
- 7- It's obvious that the fight between countries will not come to an end. is willing to negotiate a cease-fire.
- A) both / Neither
 - B) every / Each
 - C) all / Every
 - D) whole / Little
 - E) several / Either
- 8- countries had been fighting for six years until..... of them decided to negotiate a cease-fire.
- A) All / many
 - B) Some / so much
 - C) Both / either
 - D) A lot of / neither
 - E) So many / too many
- 9- of the teachers we have interviewed so far that our educational system needs to be changed wholly.
- A) All / thinks
 - B) Too much / think
 - C) Some / thinks
 - D) Each / thinks
 - E) Most / thinks
- 10- In the last six years,.....major studies have consistently associated high intakes of vitamin E with reduced risk of heart disease.
- A) little more
 - B) a great deal of
 - C) so much
 - D) too much
 - E) a number of
- 11- I learned about teaching from my experiences in the English classroom.
- A) every
 - B) too many
 - C) a number of
 - D) a great deal

E) plenty of

12- I think there is that he does not deserve. He is of the best-tempered man that ever existed.

- A) something / each
- B) anything / none
- C) nothing / one
- D) everything / some
- E) a little / most

13- Nationalism, theology, the exquisite glories of war, business, racism haveat one time or another functioned as the primary yardstick for human belief system.

- A) every
- B) enough
- C) little
- D) either
- E) each

14- The new couple of compensation systems are starting to link the broker's pay to the client's success. can be successful by jumping in and out of the stock market in panic or euphoria.

- A) Each
- B) All
- C) Whole
- D) Enough
- E) Many

15- It's a curious fact that in ages and all societies, numbers of people are attracted to the gentle, not the strong, to the sufferers and not the successful.

- A) every / great
- B) several / some
- C) all / large
- D) any / very much
- E) enough / plenty

16- By 1948 it was clear the relationships of the two sides were deteriorating, and of them was very happy.

- A) neither
- B) enough
- C) each
- D) both
- E) all

17- Jessie arranges to have the kids tested. of them undergoes an echo-cardiogram, which can reveal only symptoms, not the actual disease. The results calm her. of the kids show symptoms.

- A) All / Some
- B) So many / Most

- C) Most / No one
- D) Each / None
- E) Some / Many

M2

2.1. Adjectives: An adjective is a part of speech which modifies a noun, usually describing it or making its meaning more specific.

The most widely recognized adjectives are those words, such as big, old, and tired which actually describe people, places, or things. These words can themselves be modified with adverbs, as in the phrase very big.

فرهنگ سازمانی

سازمان فرهنگی

Innovation culture

فرهنگ نوآوری

Cultural innovation

نوآوری فرهنگی

فرهنگ بهره‌نگی

بهره‌نگی فرهنگی

2.2 Participle Adjectives

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

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

Look at these examples:

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

The shining star....

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

The setting sun....

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

The repaired telescope...

Don't be confused by the passive voice:

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

The destroyed star....

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

"The nebula was photographed by the rocket."

becomes *The photographed nebula*
 The photographing rocket

Examples:

- Regular verbs take *-ed*:

---The boiled water was hot.

---The endangered bull charged.

---The embittered debate turned violent.

---The unexercised muscle loses its strength.

---The traveled man has many experiences.

---Satisfied couples

---The ~~relaxed~~ relaxing atmosphere

---A noted child psychologist

---Depression-fatigued people

---An icicle-shaped stalactite

---Segregated schools

---Bottled water

---Water bottle

---The earliest form of dueling was the clash of **mounted** knights armed with lances in medieval tournaments.

- Irregular verbs take *-en*, *-t*, and some change in the middle to *u*:

---The broken warrior was returned to his camp.

---The written word is powerful.

---The swept floor looked very impressive.

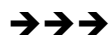
---Earthquake-stricken areas

- Computer-driven cameras
- Computer-generated motion pictures
- A deep-seated faith in God
- Ozone-friendly packaging
- A user-friendly interface/printer
- A user-friendly instruction manual
- A child-friendly place
- Eco-friendly washing powder
- What we need is a little **ground corn**.
- The Persians ground corn 2000 years ago.
- The **dreaded** moment had finally arrived.

- Present Participle

- Boiling lava from the volcano destroyed the town. **Molten rock**
- The boiling water is very hot.
- The fighting dogs were apprehended.
- The astounding news **caught me off guard**.
- Rising prices
- Man-eating tigers
- Annoying situations
- Hair-styling gel
- Hair-removing gel
- Life-giving solar energy
- Wage-earning classes
- He was a member of the ruling classes.
- Ruling the classes
- Satisfying relationships
- Changing fashions are nothing more than the deliberate creation of waste.
- Seeing children
- The blind parents of **sighted** children
- Hearing children
- Slimming pills
- Waiting room

- Gathering places
- Wintering grounds
- Breeding grounds = 1. & 2.
- Kuwait Bay is one of the world's most important wintering grounds for wading birds.



M1/M2 (adj) + Ving + N ⇒ Ving = participle not gerund

در حال + مصدر، ...کننده، ...نده، ...آمیز، صفت فاعلي مرخم، صفت فاعلي عربي (مفعول)، صفت ساده يا مشتق فارسي



M1/M2 (adj) + P.P./ed + N ⇒ P.P. = participle as an adjective

ترجمه: شده، شونده، صفت مفعولي مرخم، باب صفت مفعولي عربي، صفت مشتق يا ساده فارسي.

- Our changing society
- Changing our society
- The increasing population
- Increasing the population
- A flying plane
- Flying a plane



- The missing link
- Enthusiasm has been sadly lacking these past months at work.
- The tape was left near a magnetic source, and the resulting damage was considerable.
- Six of the team's nine remaining matches are away from home.
- The main distinguishing feature of the new car is its fast acceleration.
- Measures**/actions/steps taken to help the **ailing** economy
- A new art gallery will give a boost to this ailing industrial city.

---A receding chin
---A warm and loving family



Note: Number-unit-adj.
Number-unit-Noun
Number-Noun

---A 2-inch-wide belt
---A six-storey parking

1. (صفت ترجمه نمیشود) اسم + عدد + واحد + ي/اي/ه

کمربندی 2 اینچی

2. اسم + به + صفت تبدیل شده به اسم + عدد + واحد

کمربندی به عرض 2 اینچ

---I bought a four-hundred-year-old painting in Hong Kong.

---The president gave a ten-minute speech.

Error Examples

✗---I lived in a two-hundred-~~years~~-old house in Rome.

✓---I lived in a two-hundred-year-old house in Rome.

✓---Our house is two-hundred years old.

✗---He bought a three-hundred-~~dollars~~ suit.

✓---He bought a *three-hundred-dollar* suit.

✗---The teacher told us to read the five-hundred-~~pages~~ book.

✓---The teacher told us to read the five-hundred-page book.

✗---I have four fifty-~~minutes~~ classes every day.

✓---I have four *fifty-minute* classes every day.

✗---She has just bought a new four-~~doors~~ Ford.

✓---She has just bought a new *four-door* Ford.

Exercise:

Write a "C" on the line if the sentence is **correct**. Write an "X" on the line if there is an **error** with a hyphenated adjective.

1. We signed up for a three-hour lab.
2. The police suspected a thirty-years-old man.
3. My mother bought some **five-dollars-a-pound** cheese.
4. John got a ten-speed bicycle for his birthday.
5. I visited the five-thousand-years-old pyramids in Egypt last summer.
6. John and Sue brought me a two-ounces bottle of French perfume.
7. My parents are going on a four-week European tour next month.
8. Most ten-month-old babies cannot walk.
9. They are studying the five-hundred-pages manual.
10. The Smiths have just purchased a ten-rooms house.

Note: Compound Adjectives

1. Adj + N + ed = kind-hearted
2. Noun + Noun + ed = pot-bellied
3. Adverb + P.P. = Well-cut diamond

Left hand دست چپ >---Left-handed

چپ دست > دست چپ

Long leg پای دراز >---Long-legged

پا دراز / لنگ دراز

Kind heart قلب خوش >---Kind-hearted

---A narrow-necked container

---An **across-the-board** wage increase

2. N+verb derived adj. = 1. N + Ving**2. N + P.P.**

1. اسم + صفت مشتق

---Worm-eaten teeth

کرم خورده

---Handwoven carpet

---A man-made lake

مصنوعی، ساخت بشر، مصنوع انسان

---Solar-powered batteries

---A well-cut diamond

2. صورت مغلوب ↑

---*Snow-covered* mountains

کوههای پوشیده از برف

Adjective Order:

اسم	هدف	جنس	ملیت	رنگ	شکل	سن	اندازه	کیفیت	شمارشی
ا	ه	ج	م	ر	ش	س	ا	ك	ش
man			English				tall	silly	A
bowls	serving	metal	Chinese	brown	round	old	huge	beautiful	Two
bag	sleeping		American	red			small		A

---The first two good big old square red neglected Iranian ceramic tiles...

---One of the most far-reaching examples is the impact of the fine ninth-century AD Chinese porcelain wares imported into the Arab world.

1. Quantifiers:

---**A** film

---**Two** films

2. Your **opinion** (enjoyable, horrible, boring)

---An *enjoyable* film

3. Dimension (**size**) (large, tiny, heavy)

---A disgusting *little* insect

4. **Age** (old, young, modern)

---A beautiful tall *young* woman

5. **Shape** (round, square, rectangular)

---A large old *square* painting

6. **Color**

---A small square *black and white* photograph

7. **Where from**

---A beautiful modern *American* car

8. **Material** made of (silver, paper, plastic)

---A pink Japanese *silk* blouse

---John has *two beautiful large white Texan leather overcoats*.

جان دو اورکت زیبا، بزرگ و سفید چرمی مدل تکسان دارد.

---This is *her small old black Roman cotton skirt*.

این دامن کوچک، قدیمی، مشکی و نخی اوست که مدل رومی می باشد.

Tests:

1. Which sentence is correct?

1. those old red fine stone houses are unsafe
2. those fine red old stone houses are unsafe
3. those fine old red stone houses are unsafe
4. those old fine red stone houses are unsafe

2. which sentence is correct?

1. the Persian wool beautiful carpet is very expensive.
2. the beautiful wool Persian carpet is very expensive.
3. the beautiful Persian wool carpet is very expensive.
4. the wool beautiful Persian carpet is very expensive.

3. I am looking for a clock radio for my beside table.

- | | |
|--------------------------|--------------------------|
| 1. Taiwanese cheap white | 2. cheap white Taiwanese |
| 3. white cheap Taiwanese | 4. Taiwanese white cheap |

4. The guests were sitting at a table.

- | | |
|---------------------------|---------------------------|
| 1. large wooden beautiful | 2. wooden large beautiful |
| 3. large beautiful wooden | 4. beautiful large wooden |

5. Which sentence is correct?

1. Tom decided to marry a tall intelligent Iranian girl.
2. Tom decided to marry an Iranian intelligent tall girl.
3. Tom decided marry to an intelligent tall Iranian girl.
4. Tom decided marry to a tall intelligent Iranian girl.

6. I think the cars will become cheaper very soon.

- | | |
|----------------------|----------------------|
| 1. Japanese blue new | 2. new blue Japanese |
| 3. new Japanese blue | 4. blue new Japanese |

7. My brother has a table lamp in her room.

- | | |
|--------------------------|--------------------------|
| 1. beautiful white round | 2. beautiful round white |
| 3. white beautiful round | 4. round beautiful white |

8. In the cupboard, there are some tea cups used for special occasions.

- | | |
|-----------------------------|-----------------------------------|
| 1. small beautiful Egyptian | 2. beautiful round white Egyptian |
|-----------------------------|-----------------------------------|

3. small Egyptian beautiful

4. Egyptian beautiful small

9. Mary has hair.

1. beautiful long black

2. beautiful black long

3. black beautiful long

4. long beautiful black

10. Put the tables in the corner of the room.

1. two first round glass

2. two first glass round

3. first two round glass

4. first two glass round

11. There was an painting on the wall of the art gallery.

1. old Japanese interesting

2. old interesting Japanese

3. interesting old Japanese

4. interesting Japanese old

12. Which is the correct order?

1. a small Canadian thin lady

3. a Canadian small thin lady

2. a thin small Canadian lady

4. a small thin Canadian lady

13. Which is the correct order?

1. a carving steel new knife

3. a new steel carving knife

2. a steel new carving knife

4. a new carving steel knife

14. Which is the correct order?

1. a blue sailing beautiful boat

3. a blue beautiful sailing boat

2. a sailing beautiful blue boat

4. a beautiful blue sailing boat

15. Which is the correct order?

1. an old wooden square table

3. a square wooden old table

2. an old square wooden table

4. a wooden old square table

16. Which is the correct order?

1. a new French exciting band

3. a French new exciting band

2. an exciting new French band

4. an exciting French new band

17. Which is the correct order?

1. a red big plastic hat

3. a big red plastic hat

2. a plastic big red hat

4. a bit plastic red hat

18. Which is the correct order?

1. a small Japanese serving bowl

3. a Japanese small serving bowl

2. a serving small Japanese bowl

4. a small serving Japanese bowl

19. Which is the correct order?

1. a cotton dirty old tie

3. a dirty cotton old tie

2. a dirty old cotton tie

4. an old cotton dirty tie

20. He looked at me

1. angry

2. happy

3. happiness

4. angrily

21. He doesn't feel

1. happy 2. happily 3. unhappily 4. happiness

22. When he was informed of the result of the exam, he got

1. excitingly 2. excite 3. excited 4. excitement

23. The kids look quite about the holiday.

1. excitedly 2. excited 3. excite 4. excitingly

24. The new student appeared today. He was very attentive in class.

1. caring 2. carefully 3. careful 4. care

تستهای ترتیب صفات

3-11	3-10	1-9	2-8	2-7	2-6	3-5	4-4	2-3	3-2	3-1
			2-19	1-18	3-17	2-16	2-15	4-14	3-13	2-12
4-20 باید قید بکار رود چون فعل نگاه کردن را توصیف می کند										
1-21 بعد از افعال ربطی صفت بکار می رود.										
3-22 (رجوع به تست 21)										
2-23										
3-24										

Tests:

1. She isin politics and often talks about it.

1. interesting 2. interest 3. interestingly 4. interested

2. He was with film.

1. excite 2. exciting 3. excitingly 4. excited

3. The children look today.

1. excite 2. excited 3. exciting 4. excitedly

4. We were amused because the film was

1. amusing 2. amused 3. amuse 4. amusingly

5. I want to watch the cartoons again. They are really

1. amuse 2. amusing 3. amusingly 4. amused

6. He is very strong; he never seems

1. tired 2. tire 3. tiring 4. to tire

7. The little boy is because he is watching an exciting film.

1. excited 2. exciting 3. excite 4. excites

8. I am because the film was surprising.

1. surprising 2. surprised 3. surprisingly 4. surprise

9. Mary is because her job is boring.

1. bore 2. boring 3. boringly 4. bored

10. Why are you always depressed? Is your life really.....?
 1. bore 2. bored 3. to bore 4. boring
11. Alice was confused because the problem was
 1. confuses 2. confuse 3. confusing 4. confused
12. We were shocked because the news was
 1. shocking 2. shocked 3. shock 4. shockingly
13. The little boy was since the animal was frightening.
 1. frighten 2. frightened 3. frightening 4. frightens
14. My friend, Peter, is good at telling funny stories which can be very
 1. amuse 2. amused 3. amusingly 4. amusing
15. "Do you understand what is happening in the film"? "No, It is very".
 1. confused 2. confusing 3. to confuse 4. confusingly
16. When I told him what had happened, he got
 1. surprise 2. surprised 3. surprising 4. surprisingly
17. The students are very in participating in the class discussions.
 1. interesting 2. interest 3. interestingly 4. interested
18. He was really to hear the news of your success.
 1. exciting 2. excited 3. excitement 4. excitedly
19. I do not often visit art galleries, I am not very in art.
 1. interest 2. interesting 3. interested 4. interestingly
20. Theman had to work until midnight.
 1. tire 2. tiring 3. tiredly 4. tired

تست های صفات فاعلی و مفعولی

1-4 صفت فاعلی	2-3 صفت مفعولی	4-2 صفت مفعولی	4-1 صفت مفعولی
2-8 صفت مفعولی	1-7 صفت مفعولی	1-6 صفت مفعولی	2-5 صفت فاعلی
1-12 صفت فاعلی	3-11 صفت فاعلی	4-10 صفت فاعلی	4-9 صفت مفعولی
2-16 صفت مفعولی	2-15 صفت فاعلی	4-14 صفت فاعلی	2-13 صفت مفعولی
4-20 صفت مفعولی	3-19 صفت مفعولی	2-18 صفت مفعولی	4-17 صفت مفعولی

Tests: Peterson's Success

1. Aerodynamics is the study of the forces.....on an object as it moves through the atmosphere.

- (A) acting
- (B) act
- (C) are acting
- (D) acted

2. Most candles are made of paraffin wax mixing with compounds that have higher

A

B

melting points to keep them from melting in hot weather.

C

D

3. for their strong fiber include flax and hemp.

- (A) Plants are grown
- (B) Plants grown
- (C) Plants that grow
- (D) To grow plants

4....., methane can be used as a fuel.

- (A) It's produced by the fermentation of organic matter
- (B) Produced by the fermentation of organic matter
- (C) The production by fermentation of organic matter
- (D) The fermentation of organic matter is produced

5. Ralph Blakelock specialized in painting wild, lonely nighttime landscapes, usually

A

B

C

with black trees were silhouetted against the Moon.

D

6. Elfreth's Alley in Philadelphia is the oldest residential street in the United States, with.....from 1728.

- (A) houses are dated
- (B) the dates of the houses
- (C) the dating of houses
- (D) houses dating

7. The Farallon Islands are a group of uninhabited islands lying about 40 mile west

A

B

C

D

of San Francisco.

8. In 1821, the city of Indianapolis, Indiana, was laid out in a design.....after that of Washington D.C.

- (A) patterned
- (B) was patterned
- (C) a pattern

(D) that patterned

9. The crushing leaves of yarrow plants can serve as a traditional medicine for cleansing wounds.

10.....in front of a camera lens changes the color of the light that reaches the film.

- (A) Placed a filter
(B) A filter is placed
(C) A filter placed
(D) When a filter placed

11. The Massachusetts State House,.....in 1798, was the most distinguished building in the United States at that time.

(A) completing

(B) which was completed

(C) was completed

(D) to be completed

12. Checkerboard Mesa in Utah features a strangely cracking expanse of stone.
A B C D

13. Barbara McClintock.....for her discovery of the mobility of genetic elements.
(A) known
(B) who knows
(C) knowing
(D) is known

14. Throughout the long career, Pete Seeger has been a leading figure in reviving folk music.

A B C D

15. The solitary scientist.....by himself has in many instances been replaced by a cooperative scientific team.

(A) to make important discoveries

(B) important discoveries were made

(C) has made important discoveries

(D) making important discoveries

16. Geometry is the branch of mathematics.....the properties of lines, curves, shapes, and surfaces.

(A) that concerned with

(B) it is concerned with

(C) concerned with

(D) its concerns are

Tests: Rahnama

1. As the only major American river that flowed in a west direction, the Ohio was

A B C

the preferred route for settlers.

D

2. During the annually salmon migration from the sea to fresh water, Alaska's

A

B

McNeil River becomes a gathering place for brown bears waiting eagerly to catch their fill.

C

D

3. Edelman stresses the mounting evidence showing that greatly variation on a

A

B

C

microscopic scale is likely.

D

4. Perhaps the most welcoming and friendly of the park's wild places is the live

A

B

C

oak forest that surrounds the district's alone visitors' center in Gulf Breeze.

D

5. Halley's comet, viewing through a telescope, was quite impressive.

A

B

C

D

6. The state of deep asleep is characterized by rapid eye movement, or REM.

A

B

C

D

7. Among the disputing sections of the Monteverdi opera are the Sinfonia, the

A

B

C

D

Prologue, and the role of Ottone.

8. Most probably, because of the likable rapport between anchors, the night

A

B

C

newscast on the local ABC affiliate has recently moved well beyond its competitors in the ratings battle.

D

9. Signing at the outset of a business deal, a contract offers the participants a certain degree of legal protection from costly mistakes.

M3 = Nouns

Nouns which modify other nouns are sometimes called modifying nouns, nouns used adjectivally, or just part of a compound noun (like the word *ice* in ---*Ice cream*).



Adjectival use of nouns

English (like some other Germanic languages) is unusual in that it allows nouns to be used adjectivally (i.e., in function they are "adjectives", in structure they are nouns), as in

Noun	
Attributive	Post-Position
A <u>Georgia</u> peach	A <u>peach</u> from Georgia
A <u>farewell</u> letter	A letter of <u>farewell</u>

---A *faculty member*

⇒ ---A *member of faculty*

---Population *growth*

⇒ ---The *growth in/of the population*

---Population *increase*

⇒ ---The *increase in population*

---Production *quality improvement*

⇒ ---An *improvement in production quality*

→→→ Note: 1. No plural or possessive forms
2. At most 2 nouns as M3
3. Noun to adj: ---Brick wall, ---School year

✗---He is taking some ~~histories~~ classes this semester.

✓---He is taking some history classes this semester.

✗---John turned in his term's paper this morning.

✓---John turned in his *term* paper this morning.

---The bird's **stamina**

---Stock market crash

---Family values

---Prison conditions

---Cultural Heritage Organization

---Energy sources

---Chemical reaction
 ---Chemical reaction
 ---A correspondence course
 ---A field trip
 ---This is a quality product.
 ---Product quality
 ---Quality control
 ---Quality control tests
 ---Quality newspapers = quality papers
 ---Quality child-care at prices people can afford is offered in this company.
 ---Quality teaching, quality payment
 ---Brain chemicals
 ---Feathery dinosaur fossils
 ---Waste water treatment plants
 ---Air traffic control tower
 ---The world's leading computer software company
 ---His high-flying reconnaissance aircraft
 ---Press texts
 ---Speech therapy =
 ---The increasing use of dried animals' waste as a substitute fuel has also hurt the soil because this valuable soil conditioner and source of plant nutrients is no longer being returned to the land.
 ---News agency
 ---Sport(s) car/wear/news
 ---Sport(s) equipment
 ---Telecommunications company
 ---The human resources director
 ---A public relations officer
 ---Arts colleges = liberal arts = (the) humanities
 ---A mathematics teacher
 ---The school mathematics curriculum
 ---A school physics department
 ---An economics professor

---He is an economics teacher.

BUT:

---The current economic situation is extremely uncertain.

---Development Insurance, insurance development

بیمه توسعه، توسعه بیمه

توسعه اقتصادی

برنامه توسعه اقتصادی

برنامه توسعه اقتصادی چهارم

برنامه توسعه اقتصادی پنج ساله چهارم

Exercise:

Directions: Write a "C" on the line if the sentence is correct. Write an "X" on the line if there is an error in the noun adjective.

1. Tom drove past the police's station on his way to work.
2. Joan Sutherland is my favorite opera singer.
3. I need to have my car's license renewed.
4. During the power shortage, the streets lights went out.
5. He wanted to take an economic class.
6. Many people are worried about the current world's situation.
7. The news reporter was at the scene of the accident.
8. Phyllis and Julie put up the party decorations.
9. Three footballs teams were tied for first place.
10. Mike is the new mathematics professor.
11. We need some paper napkins for the picnic.
12. The students did not like the dormitory's rules.
13. The marble floor felt like ice.
14. The television's repairman picked up my television set this morning.
15. I went to three dances recitals last year.
16. John bought some leather gloves yesterday.
17. I need to buy a plane's ticket.
18. He took many languages courses when he was in New York.
19. She put a new table lamp in her living room.
20. He is taking an advanced physic course this semester.

Tests:

1. John paints houses, so we call him a

1. painter house 2. house painter 3. painter houses 4. houses painter

2. What was that you put on the table? It was my

1. wrist watch 2. watch wrist 3. watch's wrist 4. wrist's watch

3. "Do you know where he works?" "In a"

1. car's factory 2. car factory 3. factory car 4. factory's car

4. A: "What are those?"

B: "They are I mean vegetables that are grown in a garden."

1. garden vegetables 2. vegetables garden
3. vegetables of gardens 4. gardens vegetables

5. Look at the !It is broken.

1. suitcases handle 2. suitcase's handle
3. the handles of the suitcases 4. suitcase handle

6. This is a (n) because it was made of iron.

1. iron gate 2. irons gate 3. gate iron 4. gates iron

7. is related to the very old time.

1. Age stone 2. Stone age 3. Stones age 4. Stone of age

8. Let's meet each other in the

1. coffee shop 2. coffee shopping
3. coffees shop 4. shop's coffee

9. He was reading a..... .

1. book history 2. history of book
3. books history 4. history book

10. My uncle has a It is very beautiful.

1. horses races 2. race horse **
3. horses race 4. horse race

11. Gardens where vegetables are grown are called

1. vegetables garden 2. garden vegetables
3. vegetable gardens 4. gardens vegetables

12. Flowers that are grown in a garden are called

1. flower gardens 2. gardens flower
3. flowers garden 4. garden flowers

13. When we were climbing the mountain we saw many plants. A doctor who was with us said that they were called

1. mountain plants 2. mountains plants

3. plant mountains

4. plants mountains

14. Horses races are recorded as early as 1500 B.C. in Egypt, but the organized
A B
sport dates from twelfth-century England.
C D

تست های اسم + اسم / noun adjunct

3-11

2-10

4-9

1-8

2-7

1-6

4-5

1-4

2-3

1-2

2-1

1-13

4-12

Post-modifiers of Nouns:

4. M4: PP

---The car in the garage belongs to a friend.

---Children of divorce

---Schools of thought

---One of the boys

---The road to town

---A piece of cake

---A house in the country

---Feast of Sacrifice

5. M5: Adverbs: There, here, inside, outside, upstairs, downstairs...

---The woman upstairs is bad-tempered.

---The only English people there were Keith and Doreen.

---The people inside were injured.

---The winter here is freezing.

6. M6: Infinitives:

---The decision to repair the car was a costly one.

---The youth of today do not enjoy decent sports facilities to use.

7. M7: Adjective/Relative Clause (RC) Complex sentences:

An adjective clause is a dependent clause that describes nouns and pronouns. As with adjectives, an adjective clause answers these questions: What kind? Which one? How many? How much?

→→→→ An adjective clause--also called an adjectival or relative clause--will meet three requirements. First, it will contain a subject and verb. Next, it will begin with a *relative pronoun* [who, whom, whose, that, or which] or a *relative adverb* [when, where, or why]. Finally, it will function as an adjective, answering the questions What kind? How many? Which one? or How much?

→→ A relative pronoun links two clauses into a single complex clause. To this extent, it is similar in function to a subordinating conjunction. Unlike a conjunction, however, a relative pronoun stands in place of a noun.

The adjective clause will follow one of these two patterns:

→→→→

Relative Pronoun [or Relative Adverb] + Subject + Verb = Incomplete Thought

Relative Pronoun [Functioning as Subject] + Verb = Incomplete Thought

→→→→ 1. You must have two clauses which contain a repeated noun (or pronoun, and pronoun which refer to the same thing). Here are two examples:

---The book is on the table. + ---I like the book.

---The man is here. + ---The man wants the book.

2. Delete the repeated noun and replace it with a relative pronoun in the clause you want to make dependent. See C. below for information on relative pronouns.

---The book is on the table. +---I like which

---The man is here. + who wants the book

3. Move the relative pronoun to the beginning of its clause (if it is not already there). The clause is now an adjective clause.

---The book is on the table. + which I like

---The man is here. + who wants the book

4. Put the adjective clause immediately after the noun phrase it modifies (the repeated noun):

---The book which I like is on the table.

---The man who wants the book is here.

1-Relative Pronouns:

- **Who** (For **people** as **subject**): it replaces nouns and pronouns that refer to 'people'. It cannot replace nouns and pronouns that refer to animals or things. It can be the subject of a verb. In informal writing (but *not* in academic writing), it can be used as the object of a verb.

---The couple have sixteen grandchildren. They live next to us.

---The couple have sixteen grandchildren. Who live next to us.

---The couple who live next to us have sixteen grandchildren.

---That's the man. I met him at Allison's party.

---That's the man (whom/that/~~Ø~~/~~who~~) I met at Allison's party.

Test:

Infants who respond to brightly colored objects long before they learn words or even complex purposeful movements.

- **Whom** (For **people** as **object**): it replaces nouns and pronouns that refer to people. It cannot replace nouns and pronouns that refer to animals or things. It can be the object of a verb or preposition. It cannot be the subject of a verb.

---The women are all former employees. You mentioned them.

---The women (whom/that/~~Ø~~/~~who~~) you mentioned are all former employees.

---She is a person. We can all look up to her.

---She is a person (whom/that/~~Ø~~/~~who~~) we can all look up to.

- **Which** (For **things** or **animals**): it replaces nouns and pronouns that refer to animals or things. It cannot replace nouns and pronouns that refer to people. It can be the subject of a verb. It can also be the object of a verb or object of preposition.

---Did you see the letter? It came today.

---Did you see the letter which came today?

---He showed me the rocks. He had brought them back from Australia.

---He showed me the rocks (which/that/Ø) he had brought back from Australia.

• **That** (For **people, things** and **animals**): it replaces nouns and pronouns that refer to people, animals or things. It can be the subject of a verb. It can also be the object of a verb or object of preposition (but that cannot follow a preposition; *whom, which, and whose* are the only relative pronouns that can follow a preposition).

---Andrew stopped the police car. It was **driving past**.

---Andrew stopped the police car that was driving past.

---The teaching days I have really cut into my time at home.

✓ ---I don't know which boy broke the window.
Adj.

✗ ---I don't know ~~that~~ boy broke the window.

• **Whose (Possessions)**: it replaces possessive forms of nouns and pronouns. It can refer to people, animals or things. It can be part of a subject or part of an object of a verb or preposition, but it cannot be a complete subject or object. '**Whose cannot be omitted**'. Here are examples with whose:

---The man is happy. + I found the man's wallet.

---The man whose wallet I found is happy.

---The girl is excited. + Her mother won the lottery.

---The girl whose mother won the lottery is excited.

2- Relative Adverbs:

• **Where (Place)** it replaces a place (in which ^{country}, at which ^{school}, on/in which ^{street} ...). It **cannot be a subject**. It **can be omitted**. Here is an example with where:

---The building is new. He works in the building. =

---The building where he works is new. (formal)

➔➔➔The same meaning can be expressed in other ways:

---The building in which he works is new. (formal)

---The building which he works in is new. (informal)

---The building that he works in is new. (informal)

---The building he works in is new. (informal)

---The semi-detached house where she lives was inherited from her parents.

---The semi-detached house in which she lives was inherited from her parents.

---The semi-detached house which she lives in was inherited from her parents.

---The semi-detached house (that) she lives in was inherited from her parents.

---These chemicals are dispersed in the lower atmosphere where they can **linger** for years before migrating the stratosphere where the damage is done.

• **When (time)** it replaces a time (in + year, in + month, on + day, at/during + period of time). It **cannot be a subject**. It **can be omitted**. Here is an example with when:

---I will never forget the day. + I graduated on that day. =

---I will never forget the day when I graduated. (formal)

➔➔➔The same meaning can be expressed in other ways:

---I will never forget the day on which I graduated. (formal)

---I will never forget the day that I graduated. (informal)

---I will never forget the day I graduated. (informal)

---The year in which he died was a **leap year**.

---The Middle Ages were the time at which Gothic architecture was very popular.

- **Why (reason)**

---The reason why he resigned **is still anybody's guess**.

---The reason for which he resigned is still anybody's guess.

---Tell me (the reason) why you were late home.

---Tell me (the reason) for which you were late home.

→→→→ These relative pronouns (who, whom, that, which) can be omitted when they are objects of verbs. When they are objects of prepositions, they can be omitted when they do not follow the preposition.

→→ **WHERE TO PUT THE PREPOSITION IN A RELATIVE CLAUSE**

There are often prepositions in relative clauses, and the relative pronoun is the *object* of the preposition. This means that the relative pronoun can sometimes be omitted.

1. In **informal, spoken English**, the preposition is normally placed at the end of the relative clause:

---Is that the man (whom/that/...) you arrived with?

---Do you know the girl (that/whom/...) John is talking to?

---Is that the man with whom you arrived? (Formal)

2. In formal or written English, the preposition is often placed before the relative pronoun, and in this case the pronoun cannot be omitted:

---The person with whom he is negotiating is the chairman of a large company.

---A **symbiotic** relationship in which both organisms benefit is called **mutualism**.

(symbiotic: a symbiotic relationship is one in which the people, organizations, or living things involved depend on each other)

---It is a society to which many important people belong.

---This is the place about which we were reading.

---She is the teacher for whom I worked so hard.

---I want to go back to the place to which I belong.

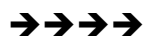
---Variation within a **species** is the raw material upon which **natural selection** acts.

---The efficiency and the extent to which it can **gain ground** and **unravel** the mysteries **is bound to** several factors.

---I like the town in which I grew up.

---Do you like the town (that) you grew up in?

---The tree under which he is standing is a very old one.



Subject:	Object:
1. The boy is happy. He passed the exam. (a) (b)	1. The film was good. I watched it last night. (a) (b)
2. I stayed at a hotel. It was in the center of the city. (a) (b)	(c) (d)
3. The teacher is in the classroom. He teaches us English. (a) (b)	2. The teacher liked the term paper. I gave it last week. (a) (b)
4. The car belongs to my father. It is on the left. (a) (b)	(c) 3. The woman is a doctor. I met her yesterday. (a) (b) (c) (a) INCORRECT: The woman who(m) I met her yesterday is a doctor. (b) INCORRECT: The woman that I met her yesterday is a doctor. (c) INCORRECT: The woman Ø I met her

	<p>yesterday is a doctor.</p> <p>4. The apples were too sour. We bought them from the market.</p> <p>(a)</p> <p>(b)</p> <p>(c)</p>
--	--

<p>Object of preposition:</p> <p>1. This is the student. I told you about him.</p> <p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p>	<p>2. The song was very romantic. We listened to it.</p> <p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p>
<p>3.</p> <p>INCORRECT: The song to that we listened was very romantic.</p> <p>INCORRECT: This is the student about who I told you.</p>	

<p>Possessives:</p> <p>1. The man called the police. His car was stolen.</p> <p>(a)</p> <p>(b)</p> <p>2. The teacher gives hard tests. I am taking his course.</p> <p>(a)</p> <p>(b)</p> <p>3. This is the girl. I borrowed her books.</p> <p>(a)</p> <p>(b)</p>	<p>4. This is the car. Its seats are leather.</p> <p>(a)</p> <p>(b)</p> <p>5. I have an antique table. Its value is over \$1000.000.</p> <p>(a)</p> <p>(b)</p>
---	--

Place:

1. That is the village. I was born there (in that village).

(a)

(b)

(c)

(d)

(e)

2. The restaurant was fantastic. We had lunch there (in/at that restaurant).

(a)

(b)

(c)

(d)

(e)

Time:

1. 1975 is the year. I was born then (in that year).

(a)

(b)

(c)

(d)

2. Tuesday is the day. The holiday will start then (on that day).

(a)

(b)

(c)

(d)

	<p>INCORRECT: (a) Tuesday is the day on when the holiday will start.</p> <p>INCORRECT: (b) Tuesday is the day on that the holiday will start.</p>
--	---

<p>Object:</p> <p>---One of the <u>teachers</u> () I know goes to Costa Rica every year.</p> <p>---Women men love, women men leave</p>
<p>---All the books () <i>he is reading</i> are about history.</p>
<p>➔➔➔➔ Note: Whenever <u>2 NPs</u> come after each other and there are <u>2 main verbs</u> in the sentence, the RP <u>which, whom, who...</u> have been left out, provided that there is no <u>of which</u> or <u>of whom</u>.</p> <p>---Many of the <u>fatigue cases</u> <u>doctors see</u> <u>are</u> due to clinical depression.</p> <p>---The Muggle sport it most resembles is basketball, which is probably the sport I enjoy watching most.</p>
<p>---The librarian () <i>I gave the book</i> was very polite.</p>
<p>---The branch () <i>you are standing</i> is going to break.</p>
<p>Relative adverb:</p> <p>---The day () <i>he broke his leg</i> was stormy.</p>
<p>Relative adverb:</p> <p>---The room () <i>we eat</i> is very crowded. [The room <i>that we eat in</i> is very crowded.]</p>
<p>Possessive adj.:</p> <p>---The teacher () <i>book you borrowed</i> is absent today.</p> <p>---This is the man () <i>house</i> was burgled last night.</p> <p>---We arranged to meet at a place () <i>location</i> was supposed to be kept secret.</p>

<p>➔➔➔ After <i>few, little, all, none, much, no(thing), any(thing), every(thing), some(thing), only,</i> and <i>superlative adjectives</i> that is more common.</p>

---**The only** thing **that** matters is to find our way home.

---**All**.....you say about their prejudices is certainly true.

a) that b) whose c) which d) whom

---The professor **readily** acknowledged that my paper was **the best** one.....he had ever read.

a) whose b) who c) that d) which

→→→ A relative pronoun may be in an *of phrase* which is preceded by the word it refers to. This construction is especially common after pronouns of indefinite quantity (some, any, none, all, both, several, enough, many, and few) and after superlatives used as nouns.

---The new students, some of whom came from other countries, were required to take part in preparatory classes.

Superlative adj	<i>of</i>	<i>which/whom/whose</i>
Pronouns of indefinite quantity		
Cardinal no.		
Noun		

---The youngest of whom
 ---The majority of whom
 ---Some of whom
 ---Some of which
 ---All of whom
 ---All of which
 ---A number of whom
 ---Half of which
 ---Most of whom
 ---Most of which
 ---Among which
 ---Among whom
 ---Two of which/whom

---Examples of which

---Including

1. ---He asked many questions, the answers to which were impossible to give.
2. ---They decided to see the movie, the title of which attracted them.
3. ---The painting, the original of which is at London museum, is my favorite.
4. ---The Rocky Mountains have a lot of scree, the formation of which dates back to the ice ages.
5. ---The agency sent us several applicants, the most qualified of whom was the first one.
6. ---The President has made many visits to Japan, the most recent of which began today.
7. ---The bank was held up by a group of men, three of whom were said to be armed.
8. ---She had a doll, both of whose eyes were missing.
9. ---She brought with her three friends, none of whom I had ever met before.
10. ---Iranians had three runners in the 1500 meters, any of whom **could** take the gold medal.
11. ---We studied several units, examples of which are future tense and past tense.
12. ---We studied several units, two of which are future tense and past tense.
13. ---We studied several units, some of which are future tense and past tense.
14. ---We studied several units, among which are future tense and past tense.
15. ---We studied several units, including future tense and past tense.
16. ---They have introduced a new system whereby all employees must undergo regular training.
17. ---They made a **deal** whereby she would pay for the expenses and he would complete the work by Saturday.
18. ---Regular exercise strengthens the heart, **thereby** reducing the risk of heart attack.
19. ---It might be made of plastic, in which case you could probably carry it. ("In which case" is always followed by a subject and verb).
20. ---This study was designed to provide an index of translation quality, **by means of which/by which** several translations of the same text could be compared for research purposes in Translation Studies (TS).
21. ---The meaning of Neanderthals is identified by the phrase "early humans," of which Neanderthal is one example.

22. ---They estimate that there are about 10,000 zoos in the world, of which around 1,000 represent a core of quality collections capable of participating in co-ordinated conservation programmes.
23. ---Thus, fantasy or fiction (**of which** drama is one form) permits people to objectify their anxieties and fears, confront them, and fulfill their hopes in fiction if not fact. The theater, then, is one tool **whereby** people define and understand their world or escape from unpleasant realities.

Exercises:

In each group of sentences, change the second sentence into an adjective clause and insert it in the blank in the first sentence. Use commas for the adjective clause.

EXAMPLE:

The **toys** were returned to the manufacturer. Most of **them** had been damaged in transit.

The **toys**, most of **which** had been damaged in transit, were returned to the manufacturer.

He gave several **reasons**. Only a few of **them** were valid.

He gave several **reasons**, only a few of **which** were valid.

1. The members of the band came from all parts of the city. The majority of them were amateurs.
2. She hurried home to feed her cats. One of them had just had kittens.
3. The president appointed a special committee. The chairman of the committee was to report to him periodically.
4. Their apartment was one of the most expensive in the building. The windows of their apartment faced the river.
5. This old book has had a great influence on me. The author of the book is unknown.
6. The children went to look for something to stand on. The tallest of them could not reach the shelf where the cookies were.
7. **The storekeepers in the neighborhood asked for more police protection. Several of them had already been robbed.**
8. The residents were given help by the Red Cross. All of their homes had been damaged by the flood.
9. He was put out of business by his many competitors. The most unscrupulous of them had cut prices below cost.

→→→→ NB Sometimes—after phrases, such as **the only, the first/second/third** etc., and after **superlative adjectives**—an infinitive phrase is used instead of an adjective clause.

---The last man to leave the ship was the captain. = The last man who left the ship was the captain.

---The last man to leave the ship is the captain. = The last man who leaves the ship is the captain.

---The only person to understand...= The only person who understood/understands...

---The first man **to be seen**...= The first man **who is/was seen**...

---Communal online encyclopedias **represent** one of the latest resources **to be found** on the Internet.

---The first large windmill **to produce** electricity **was** a multi-blade design with a 12-kilowatt capability, built in 1888.

---One major factor **to affect** the demographics of the country during this period **was** a dramatic decrease in birthrates.

On January 7, 1955, Marian Anderson became to sing a major role at New York City's Metropolitan Opera House.

- A) the first African American
- B) the first African American was
- C) she was the first African American

In 1976, Sarah Caldwell became ... at the Metropolitan Opera House in New York city.

- A) the first woman to conduct
- B) she was the first woman to conduct
- C) the woman conducts first

Penicillin, ... , kills **a broad spectrum of** bacteria, many of which cause disease in humans.

- A) the first antibiotic to be discovered
- B) when the first antibiotic to be discovered
- C) the first antibiotic that discovered
- D) was the first antibiotic to be discovered

Most historians trace the beginning of the Internet to Sputnik, the first satellite

- A) orbited the earth successfully
- B) to successfully orbit the earth
- C) which it successfully orbited the earth
- D) the earth's being successfully orbited by it

→→→→ Adjective clauses can be **restrictive** or **nonrestrictive (defining or non-defining)**:

1. A restrictive adjective clause contains information that is necessary to identify the noun it modifies. If a restrictive adjective clause is removed from a sentence, the meaning of the main clause

changes. A restrictive adjective clause is not separated from the main clause by a comma or commas.

Most adjective clauses are restrictive; all of the examples of adjective clauses above are restrictive.

---People who can't swim should not jump into the sea.

2. A nonrestrictive adjective clause gives additional information about the noun it modifies but is not necessary to identify that noun. If a nonrestrictive adjective clause is removed from a sentence, the meaning of the main clause does not change. A nonrestrictive adjective clause is separated from the main clause by a comma or commas. *The relative pronoun 'that' cannot be used in nonrestrictive adjective clauses.*

---Billy, who couldn't swim, should not have jumped into the sea.

→→→Other examples

---Surgeons who are talented deserve awards.

---Surgeons, who are talented, deserve awards.

✗---He, who is a student, studies hard.

✓---Ali, who is a student, studies hard.

→→Adjective clause modifying a sentence.

---Jim tried to sing at the party, *which made everybody laugh*.

---He climbed the mountain wearing only a T-shirt and trainers, **which** was a stupid thing to do.

---Our team finally won the championship, **which** made all the effort worthwhile.

---I don't have to work on Fridays, **which** is great.

---We missed our sales quota, **which** upset everyone.

---I injured my knee, **which** will cause me to miss the next few games.

➔➔ Restrictive and Nonrestrictive Clauses with Proper Nouns.

To this point, we have talked about only common nouns. The situation with proper nouns is much simpler. Proper nouns are normally modified only by nonrestrictive nouns. That's because proper nouns already refer to specific persons, places, or things, and thus they cannot be further narrowed or defined by adjective clauses. Here are some examples of nonrestrictive clauses modifying proper nouns:

Person: We met Dr. Edwards, **who** is our director of research.

Place: We went to Berkeley, **where** my brother lives.

Thing: The original Declaration of Independence, **which** was signed on July 4, 1776, is still on display in Washington.

➔➔ The rare exception is the case in which we turn a proper noun into a kind of common noun by using the. For example:

We visited the Oakland which is in Michigan, not the one in California.

The San Francisco which we knew in the 1960s does not exist anymore.

Exercises:

Insert the adjective clause in each of the sentences below. Do not use commas if the adjective clause serves to identify the antecedent or to limit the quantity of the antecedent.

1. Adjective clause—who has too great expectations from his son.

a. Dr. White.....may be disappointed.

b. A man.....may be disappointed.

2. Adjective clause—where he keeps his money now.

a. The bank.....is a very old and reliable one.

b. The National Savings Bank.....is a very old and reliable one.

3. Adjective clause—who gave the lecture yesterday

a. The gentleman.....is a famous scientist.

b. Dr. William Johnson.....is a famous scientist.

4. Adjective clause—which revolves around the sun

a. The earth.....is called a planet.

b. A heavenly body.....is called a planet.

5. Adjective clause—who serves as a symbol of nobility and dignity

- a. The queen of England.....is loved by her people.
b. A queen.....is loved by her people.
6. Adjective clause—who has studied his culinary art in France
a. The restaurant hired a new cook recently. The cook.....is expected to be very good.
b. A cook.....is expected to be very good.
7. Adjective clause—which has all the latest improvements
a. An air-conditioner.....is quite expensive.
b. An air-conditioner is being installed in the new theater. The air-conditioner.....is quite expensive.
8. Adjective clause—which were painted by the great masters of the Renaissance
a. Some of the pictures.....sold for a high price at the auction. (omit *some of*)
b. All the pictures.....sold for a high price at the auction. (omit *all*)
9. Adjective clause—who liked the insurance plan
a. All the teachers.....signed up for it. (omit *all*)
b. Some of the teachers.....signed up for it. (omit *some of*)
10. Adjective clause—who is very strict with his children
a. John's father.....believes that young people need a sense of discipline.
b. A man.....believes that young people need a sense of discipline.
11. Adjective clause—which uses a white whale to represent evil
a. A novel.....tells of one man's attempt to capture this whale.
b. Moby Dick.....tells of one man's attempt to capture this whale.

Tests:

1. This is the student book I borrowed last Friday.
1. whom 2. who 3. which 4. whose
2. We saw some cats in the zoo were as big as a tiger.
1. which 2. who 3. whom 4. whose
3. The man you saw in that market is my friend.
1. what 2. who 3. whom 4. which
4. The boy lost his money is waiting in the office.
1. what 2. who 3. which 4. whose
5. Children eat a lot of sugar often get bad teeth.
1. that 2. whom 3. whose 4. which

6. The man car you borrowed needs it tomorrow.
 1. his 2. whose 3. what 4. that
7. The man over there name I don't remember is an artist.
 1. whom 2. who 3. whose 4. him
8. Can you remember the person you took the book from?
 1. who 2. whose 3. whom 4. he who
9. The boys ball broke my window were playing football.
 1. who 2. which 3. that 4. whose
10. The teacher was one of the most famous teachers in Tehran.
 1. which I talked 2. whose I talked 3. whom I talked 4. I talked with
11. This is the person we saw at the police station.
 1. who 2. whose 3. which 4. that
12. This is the best film I have ever seen.
 1. that 2. who 3. whom 4. whose
13. People think too much of themselves are rarely admired by others.
 1. that they 2. who 3. whom 4. whose
14. The magazine you lent me is very interesting.
 1. who 2. which 3. whom 4. whose
15. The old man lived next door died yesterday.
 1. which 2. that 3. whose 4. whom
16. "Who is the new teacher?" "He is the man"
 1. which is talking to the principal 2. talks to the principal now
 3. who is talking to the principal now 4. whom talks to the principal
17. He wanted to know they went.
 1. what 2. where 3. which 4. whom
18. I don't like to return to the question..... you have just answered
 1. that,--- 2. when,--- 3. which, it 4. whatever, it
19. We are grateful to Mr. Rogers car we traveled home.
 1. which 2. whose 3. in whose 4. in which
20. No matter what his parents say, he does he likes
 1. whatever 2. wherever 3. whichever 4. however
21. The man lectures on Saturday is a specialist in this field.

1. who 2. whose 3. which 4. whom

22. The individual is my mother.

1. who I feel closest to 2. whose I feel closest to
3. whom I feel closest to 4. that I feel closest to her

23. He is the man about I told you before.

1. whose 2. who 3. which 4. whom

24. "What's the name of the man car you borrowed?"

"He's my close friend, Jack."

1. whom 2. of which 3. whose 4. that his

25. This is the boy.....was hit by the car.

1. when 2. where 3. what 4. that

26. Mr. Amini, I spoke on the phone last night, is very interested in our plan.

1. to who 2. whom 3. which 4. to whom

27. I can't come at the time you suggested last week.

1. when 2. who 3. where 4. what

28. The automobilewas continually being stopped by the cheering crowds.

1. in which the artist was driving
2. which the artist was driving in
3. in that the artist was driving
4. that the artist was driving

29. The tree are almost naked now is very old.

1. which the branches 2. whose branches
3. of the branches which 4. which branches

30. I know the date

1. when he was born 2. which he was born
3. he was born on that day 4. when he was born in

31. We visited Barcelona, is a city in northern Spain.

1. which 2. that 3. who 4. 1&2

32. Helen Keller, became deaf, dumb, and blind shortly after birth, wrote her name in the pages of history.

1. which 2. who 3. that 4. 2 & 3

پاسخ تستهای ضمایر موصولی

4-10 دقت کنید که حرف اضافه with درگزینه	4-9	3-8	3-7	2-6	1-5	2-4	3-3	1-2	4-1
های دیگر استفاده نشده و همگی اشتباه هستند.									
	3-16	2-15	2-14		2-13	1-12			4-11

2-17 اشاره به مکان دارد.

1-18

3-19

1-20 whatever به معنی هرچیزی که و با توجه به معنی جمله صحیح است.

1-21

3-22 دلیل اشتباه بودن گزینه 4 این است که whom به جای ضمیر مفعولی قرار گرفته و دیگر نیازی به ضمیر مفعولی her نیست.

4-23

3-24

4-25

4-26

1-27 به زمان اشاره دارد.

4-28

2-29

1-30

1-31 ، چون توضیح اضافه در مورد اسم قبل از خود داده و نقش بدل را دارد.

2-32 ، رجوع شود به تست فوق

Tests: Peterson's Success

1. Most folk songs are ballads.....have simple words and tell simple stories.

- (A) what
- (B) although
- (C) when
- (D) that

2. After its introduction in 1969, the float process.....the world's principal method of manufacturing flat sheets of glass.

- (A) by which it became
- (B) it became
- (C) became
- (D) which became

3. Dolphins lack vocal cords but they have a large, oil-fined organ called the

A

B

'melon' which with they can produce a wide variety of sounds.

C

D

4. In 1850, Yale University established Sheffield Scientific School,.....

- (A) engineers were educated there
- (B) where engineers were educated
- (C) in which were engineers educated
- (D) where were engineers educated

5. Most beans.....are a form of kidney bean.

- (A) that are cultivated in the United States
- (B) their cultivation in the United States
- (C) are cultivated in the United States they
- (D) they are cultivated in the United States

6. In addition to being a naturalist, Stewart E. White was a writer.....the struggle for survival on the American frontier.
(A) whose novels describe
(B) he describes in his novels
(C) his novels describe
(D) who, describing in his novels
7. Diamonds are often found in rock formations called pipes,.....the throats of extinct volcanoes.
(A) in which they resemble
(B) which resemble
(C) there is a resemblance to
(D) they resemble
8. Seals appear clumsy on the land,.....are able to move short distances faster than most people can run.
(A) but they
(B) which they
(C) they
(D) which
9. The instrument panel of a light airplane has at least a dozen instruments.....
(A) the pilot must watch
(B) what the pilot must watch
(C) which the pilot must watch them
(D) such that the pilot must watch them
10. A keystone species is a species of plants or animals.....absence has a major effect on an ecological system.
(A) that its
(B) its
(C) whose
(D) with its
11. The size and shape of a nail depends primarily on the function intended.
(A) which it is
(B) for which it is
(C) which it is for
(D) for which is
12. In geometry, a tangent is a straight line.....a curve at only one point.
(A) it touches
(B) whose touching
(C) its touching
(D) that touches

2. c
3. c
4. b
5. a
6. a
7. b
8. a
9. a
10. c
11. b
12. d

REVIEW OF ADJECTIVE CLAUSES

Combine the following groups of sentences so that the second sentence in each group becomes an adjective clause modifying the italicized word(s) in the first sentence.

Punctuate carefully. Consider all possible forms, both formal and informal, for the introductory words.

Person as Antecedent

1. Albert Einstein will always be revered in history. He was not only a great scientist but a great human being.
2. A man meets all his responsibilities. Everyone admires *such a man*. (omit *such*)
3. The student was highly praised by his teacher. The student's composition was read in class.
4. Mr. Peters is a very prominent lawyer. The judge is talking to him at the moment.
5. The man is a very prominent lawyer. The judge is talking to him at the moment.
6. All of the office workers were dismissed by the company. They had gone on strike for higher pay. (omit *all of*)
7. Some of the office workers were dismissed by the company. They had gone on strike for higher pay. (omit *some of*)
8. Suddenly a man appeared at the back door. She knew the man was wanted by the police.
9. The soldiers on the European front were overjoyed when they received the news of the armistice. Many of them had been on active duty for four years.

Thing as Antecedent

10. Tennis offers a pleasant means of recreation for young people. It can be played by two or four players.
11. His last letter was lost. It was the letter in which he enclosed the check.

12. The books finally arrived. He had written for the books.

13. This television program is very popular with young children. Some educators are producing the program.

14. Some people do not like modern art. They believe it is only a random splashing of paint on canvas.

15. He made some notes on a piece of paper. He then quickly put the piece of paper in his pocket.

Place as Antecedent

16. The town has been very much in the news these days. The university is located there.

17. The city is rich in historical associations. Henry James preferred to live there.

18. London is rich in historical associations. Henry James preferred to live there.

19. The garage is very expensive. The executives of the company park their cars there.

20. There was a wonderful view from the hilltop. The hikers had stopped there to have lunch.

Time as Antecedent

21. The president will see you on Saturday. On this day he will have more time to spend with you.

22. Most students look forward to the Christmas holidays. At this time they can relax after months of hard work.

23. They generally take a short vacation in January. In this month there is very little business in their store.

8. M8: Adjectival/participle phrases

An adjectival phrase is a phrase with an adjective as its head (e.g. ---Full of toys). In English, an adjectival phrase may occur as a *postmodifier* to a noun

(---A bin full of toys)

---The car parked in the garage belongs to a friend.

The relative pronoun (RP) must be the subject of the verb in the adjective clause. Adjective clauses can be reduced to phrases in two different ways depending on the verb in the adjective clause.

1. RP + be = Who/which/that + be

---People who are living in glass houses should not throw stones. (Clause)

(People should not criticize other people for the faults that they have themselves)

---People living in glass houses should not throw stones. (Phrase)

---The student who is talking to the teacher is my brother.

---The student talking to the teacher is my brother.

---Mary applied for a job that was advertised in the paper. (Clause)

---Mary applied for a job advertised in the paper. (Phrase)

---The essays that are written in this book are very interesting.

---The essays written in this book are very interesting.

---The pictures which were taken last month are on the wall.

---The pictures taken last month are on the wall.

---This ozone layer lies between 15 and 30 kilometers above earth's surface and absorbs ultraviolet ray emitted by the sun.

---A powder obtained from grinding sugar cane is used for healing infections.

---The proliferation of computer games designed to involve many players at once was first developed before the widespread availability of high-speed Internet connections.

---He said that the large-scale corn production needed to produce ethanol would be highly damaging to the Earth's soil.

---A potato plant developed to resist an insect known to attack it is another example.

---Elephants are slowly becoming trapped in isolated forest enclaves completely surrounded by land cleared for agriculture.

قلمرو بسته (در برابر: برونوم exclave)

---According to dental researchers, a vaccine that could significantly reduce the number of microorganisms thought to cause cavities will soon be ready for human trials.

Test:

Philosophy has many aspects and different manifestation according to the problems are involved and the method of approach used by the individual philosopher.

---Clothes wet from the rain can be hung here.

---The person who is responsible for the damage will have to pay for it.

---The person responsible for the damage will have to pay for it.

---As an example, plants make chemicals toxic to fungal and bacterial parasites, along with ones toxic to predatory animals.

---For example, **some early** societies ceased to consider certain rites essential to their wellbeing and abandoned them; nevertheless, they **retained** as parts of their oral tradition the myths that had grown up around the rites and admired them for their artistic qualities rather than for their religious usefulness.

TPO 3 1 last paragraph beams that

---If the pores are large, the water in them will exist as drops too heavy for surface tension to hold, and it will drain away; but if the pores are small enough, the water in them will exist as thin films, too light to overcome the force of surface tension holding them in place; then the water will be firmly held.

---Since the raising of most crops necessitates the prior removal of the natural vegetation, crop failures leave extensive tracts of land **devoid** of a plant cover and **susceptible** to wind and water

erosion.

→→---The 50-million-year-old fossils of an ancient whale found in the Himalayan foothills of Pakistan give strong **evidence** that modern whales are descended from a four-legged, land-dwelling animal.

---The book which is on my desk contains many topics.

---The book on my desk contains many topics.

---Organisms very like them still exist in the sea today.

---The lady next to the fire place is a fat cat.

---In Europe, medical prescriptions were historically written in Latin, for many centuries the universal medium of communication among the educated. (Manhatan GRE)

1. P.P.

→→→Note: if **Noun** + 2. V-ing , then **RP, which/who/that** and the verb '**be**' are **left out**.

3. Adj.

4. PP

2. RP + Verbs Other Than **be** = ~~Who/which/that~~ + Other Verbs + ing

اگر فعل حال ساده یا گذشته ساده باشد.

---People who live in glass houses should not throw stones. (Clause)

---People living in glass houses should not throw stones. (Phrase)

---Students who sit in the front row usually participate more. (Clause)

---Students sitting in the front row usually participate more. (Phrase)

---Everyone who has a library card can **check** books.

---Everyone having a library card can check books.

---Advertising agencies have designed studies bearing out the truth of this **observation**.

---This dictionary is suitable for translators who want to translate economic texts.

---This dictionary is suitable for translators wanting to translate economic texts.

---The process may be accelerated in subsequent decades if global warming resulting from air pollution seriously increases.

The women who work

1. Am, is, are, was, were, ...be,...been	Ving در حالت فعلی/صفت فاعلی است
2. Noun + Ving	Ving = Participle Phrase
3. Ving + Noun	Ving = 1. Gerund 2. Adj. 3. Purpose

1. Am, is, are, was, were, ...be,...been,...being	P.P. در حالت مجهولی/ صفت مفعولی است
2. Have, has, had	P.P. = حال کامل یا گذشته کامل
3. a. P.P.+ Noun ⇨ irregular verbs b. ed form + Noun	P.P. = M2 (Adjective) ed form= M2/Simple past
4. Noun + P.P. ⇨ irregular verbs Noun + ed form	P.P. = Participle Phrase ed form= Participle Phrase/Simple past

Exercises:

Change the adjective clauses to participial phrases. Use the required form of the participles. Keep the commas if they are used with the adjective clauses.

EXAMPLE:

a. The woman **who is washing** the dishes is our new cook.

The woman **washing** the dishes is our new cook. (The participle is derived from a progressive verb.)

b. Anyone **who violates** this law will be punished.

Anyone **violating** this law will be punished. (The participle is derived from a nonprogressive verb.)

1. The gentleman who is crossing the street is an old friend of my father's.

2. Anyone who travels in a foreign land should make sure that he has the proper documents.

3. All passengers who are not going to Rockaway must change trains at the next stop.

4. We need a room which seats one hundred people.

5. Anyone who doesn't enter the country legally will be immediately deported to the country he came from.
6. The young woman, who was running to catch the bus, stumbled and fell.

Past Participle

The time of the main verb determines the time of the participle.

EXAMPLE:

Doctors often recommend rabies shots for anyone **who is bitten** by a strange dog.

Doctors often recommend rabies shots for anyone **bitten** by a strange dog.

1. The jewelry which was stolen from our neighbor's house was found by the police.
2. A letter which is sent by airmail should arrive sooner than one which is sent by regular mail.
3. We will prosecute anyone who is caught trespassing on this property.
4. Mr. X, who has been exiled from his homeland for many years, began to make inquiries about whether he could return.
5. The young violinist, who was encouraged by his teacher, decided to enter his name in the music contest.
6. The two women, who were dressed in their Sunday best, proceeded on to church.
7. Any package which is not wrapped properly will not be accepted by the post office.

Progressive Passive Participle

This participle expresses present action.

Example:

Those houses **which are now being** torn down were built fifty years ago.

Those houses **now being** torn down were built fifty years ago.

1. The music which is being played now is by Bach.
2. The tooth that is being extracted by the dentist has been hurting me for some time.
3. They expect to help the poor with the money that is being collected.
4. The air-conditioner which is now being installed should make the room more comfortable.
5. The letter which is being typed now will introduce you to our representative in London.

Perfect Participial Forms (Examples, having offered, having been offering, having been offered)

The perfect forms indicate time that corresponds to the present perfect or the past perfect tense. (Informally the general forms of the participle may also be used.)

Example:

Anyone **who has talked** to him once will be convinced of his innocence.

Anyone **having talked** to him once will be convinced of his innocence.

1. The Smiths, who had found just the house they wanted to buy, began to bargain with the owners to reduce the price.
2. Mr. Preston, who had been offered a good job out of town, told his wife they would have to move.
3. The orchestra members, who had been practicing all day, were very tired by evening.
4. Anyone who has served a term in prison will not be hired by that company.
5. Mr. Richards, who had been badly wounded in the last war, was receiving a pension from the government.
6. Alice, who had not understood the chemistry lectures at all, failed the examination.
7. The garden, which had been neglected by the former tenants, was overgrown with weeds.

FORMS OF PARTICIPLES

Change the adjective clauses to participial phrases, using one of the participial forms. Keep the commas if they are used with the adjective clauses.

1. The girl who is making the most noise is my daughter.
2. The leaflets which were printed last week will be distributed at tonight's meeting.
3. The general, who had been warned of the enemy's approaching attack, had all his men ready.
4. The movement, which was doomed from the beginning, came to a very inauspicious end.
5. The children, who had been instructed not to stay out too long, came back before dinner time.
6. The snow which is falling on the highway will make the roads icy by nightfall.
7. The children who were swimming too far from shore were ordered back by the lifeguards.
8. The money which was not accounted for in his will was distributed equally among his children.

9. The men, who were surrounded on all sides by the enemy, had to surrender.
10. The patient, who had been advised by his doctor to stop smoking, made every effort to do so.
11. Many people who live in large cities are very lonely.
12. The dinner which is being prepared now is for the members of the conference.
13. All the guests who are not leaving the hotel tomorrow must let the management know at once.
14. Any student who does not pass the swimming test will not get credit for this course.

PUNCTUATION AND POSITION OF PARTICIPIAL PHRASES

Participial phrases that appear after the nouns they modify are punctuated in the same way as adjective clauses, depending on whether the phrase is restrictive (narrows down the reference) or nonrestrictive (does not narrow down the reference).

1. Restrictive—A student hoping to finish college in three years must work very hard. (No commas are used.)

2. Nonrestrictive—Robert, hoping to finish college in three years, worked very hard. (Commas are used.)

A. Insert the participial phrases in the blank spaces. Do not use commas if the participial phrases serve to identify the words they refer to, or to limit their quantity.

1. Participial phrase—taking a walk in the woods

- a. A person.....can see a great variety of birds.
- b. Our botany class.....saw a great variety of birds.

2. Participial phrase—sitting in the rear of the lecture hall

- a. Oliver and his friends.....could not hear the professor.
- b. The students.....could not hear the professor.

3. Participial phrase—feeling tired

- a. Any of the swimmers.....should start to come back to shore.
- b. One of the swimmers.....started to come back to shore.

4. Participial phrase—gossiping maliciously about her neighbors

- a. Mrs. Smith.....soon lost their friendship.
- b. A woman.....will soon lose their friendship.

5. Participial phrase—having achieved success early in life
 - a. A person.....may become bored with life.
 - b. My best friend.....became very bored with life.

6. Participial phrase—not satisfied with the service in the store
 - a. Mrs. Johnson.....complained to the management.
 - b. Any customer.....may complain to the management.

7. Participial phrase—living a life of great luxury
 - a. People.....are often heedless of the suffering of the poor.
 - b. The millionaire's son.....was often heedless of the suffering of the poor.

8. Participial phrase—much admired by women
 - a. The handsome actor.....became very vain and arrogant.
 - b. A man.....may become very vain and arrogant.

9. Participial phrase—getting to the concert hall late
 - a. The Browns.....had to wait until the first number was over before they could be seated.
 - b. Anyone.....will have to wait until the first number is over before he can be seated.

10. Participial phrase—spoiled by his parents.
 - a. Their eldest son.....never became a mature, responsible adult.
 - b. A boy.....may never become a mature, responsible adult.

11. Participial phrase—not registered for the course
 - a. Anyone.....will not be allowed to attend the lectures.
 - b. Albert.....was told he could not attend the lectures.

12. Participial phrase—leaving the classroom last
 - a. Their teacher.....turned off the lights.
 - b. The person.....should turn off the lights.

Nonrestrictive participial phrases may also appear in initial, or less commonly, in final position.

1. Initial position—Hoping to finish college in three years, Robert worked very hard.
 2. Final position—Robert worked very hard, hoping to finish college in three years.
- B. Go over the sentences you have made in A and see which nonrestrictive participial phrases may be moved to initial and final position.

Tests:

1. The boy to the teacher is Alex.

1. is talking 2. was talking 3. talked 4. talking

2. Do you know the woman English well?

1. speak 2. to speak 3. speaking 4. spoke

3. The police found the money last month.

1. stolen 2. stole 3. steal 4. to steal

4. The girl a raincoat is a clever student.

1. wear 2. to wear 3. wore 4. wearing

5. Do you know the man by the children.

1. who invites 2. inviting 3. who invited 4. invited

6. The answer usually to this question is wrong.

1. gives 2. given 3. giving 4. gave

7. The girl English comes from Canada.

1. speaking 2. speaks 3. speak 4. spoke

8. The woman in the accident was my aunt.

1. who killed 2. killed 3. who kills 4. killing

9. The boys there are my classmate.

1. playing 2. play 3. played 4. who playing

10. The boys together are brothers.

1. who are walking 2. are walking 3. walked 4. walk

11. Which sentence is grammatically wrong?

1. Most of the bicycles made in this factory are exported.
2. Some of the guests inviting to the dinner can't come.
3. The boy injured in the accident was taken to hospital.
4. Who were those people waiting outside?

12. Thechair is now repaired.

1. broken 2. was broken 3. breaking 4. to break

13. The bridge two years ago is said to be unsafe.

1. was built 2. building 3. has been built 4. built

14. In some countries people trash are punished.

1. produce 2. to produce 3. producing 4. who producing

15. The strategy to control pollution in Tehran is effective.

1. to plan 2. planned 3. that planned 4. planning

16. The boy a red hat kicked the ball.

1. worn 2. wore 3. wearing 4. wears

17. Acid rain by burning gas, oil, and coal destroys forests.

1. is created 2. creating 3. created 4. which created

18. The force the solar system together is called gravitation.

1. holding 2. holds 3. in held 4. to hole

19. The photographs in the newspaper were extraordinary.

1. publishing 2. published 3. to publish 4. which published

20. Students late will not be permitted to enter the class.

1. arrive 2. arrived 3. arriving 4. to arrive

21. A lot of people to the party could not attend on time.

1. inviting 2. invited 3. to invite 4. are invited

22. The psychologists the nature of sleep have made important discoveries.

1. studying 2. study 3. to study 4. be studying

23. The airports in Turkey were full of tourists to visit that country.

1. which had come 2. who had come
3. whom had come 4. that they had come

24. Somebody Jack phoned while you were out.

1. named 2. naming 3. being named 4. which named

25. The experiment at the University of Tehran was successful.

1. conducted 2. conducting 3. which conducted 4. to conduct

26. People think too much of themselves are rarely admired by others.

1. that they 2. whom 3. whose 4. who

27. The ladythe dishes is our new cook.

1. washed 2. washing 3. who washing 4. who is washed

28. All passengers..... to city center must change trains at the next stop.

1. who's going 2. whose are going 3. that going 4. who are going

29. Medical doctors often recommend rabies shots for anyone by a strange dog.

1. is bitten 2. who is bitten it 3. bitten 4. that bits

30. Anyone the USA legally will be immediately deported to the country he came from.

1. not entered 2. not entering 3. who is not entered 4. who not entering

31. Inhabitants this law will be punished.

1. violate 2. violated 3. who violating 4. violating

32. The man the street is an old friend of my father's.

1. crossed 2. is crossing 3. who crossing 4. crossing

33. Anyonein an unfamiliar land should make sure that he has the proper documents.

1. travels 2. traveled 3. traveling 4. which travels

34. The jewelryfrom our neighbor's house was found by the police force.

1. that are stolen 2. which stolen 3. which were stolen 4. stolen

تست های جمله واره های وصفی

- | | |
|----|---|
| 1 | 4 ، جمله معلوم و ساختار جمله واره who is talking بوده که به عبارت (phrase) تبدیل شده است . |
| 2 | 3 ، جمله معلوم است پس گزینه صحیح شکل ing می باشد و ساختار جمله واره who speaks بوده است. |
| 3 | 1 ، جمله مجهول است ، بنابراین گزینه صحیح شکل قیمت سوم فعل می باشد . ساختار جمله واره which was stolen بوده است. |
| 4 | 4 ، رجوع شود به تست 1 و 2 |
| 5 | 4 ، رجوع شود به تست 3 |
| 6 | 2 ، رجوع شود به تست 3 |
| 7 | 1 ، رجوع شود به تست 1 و 2 |
| 8 | 2 ، رجوع شود به تست 3 |
| 9 | 1 ، رجوع شود به تست 1 و 2 |
| 10 | 1 ، ساختار جمله واره وصفی بدون تبدیل به عبارت |
| 11 | 2 ، گزینه 2 مجهول می باشد و فعل جمله بایستی بصورت قسمت سوم نوشته شود (invited) |
| 12 | 1 ، رجوع شود به تست 3 |
| 13 | 4 ، رجوع شود به تست 3 |
| 14 | 3 ، رجوع شود به تست 1 و 2 |
| 15 | 2 ، رجوع شود به تست 3 |
| 16 | 3 ، رجوع شود به تست 1 و 2 |
| 17 | 3 ، رجوع شود به تست 3 |
| 18 | 1 ، رجوع شود به تست 1 و 2 |
| 19 | 2 ، رجوع شود به تست 3 |
| 20 | 3 ، رجوع شود به تست 1 و 2 |
| 21 | 2 ، رجوع شود به تست 3 |
| 22 | 1 ، رجوع شود به تست 1 و 2 |
| 23 | 2 ، به جای ضمیر فاعلی انسان از who استفاده می شود. |
| 24 | 1 ، رجوع شود به تست 3 |
| 25 | 1 ، رجوع شود به تست 3 |
| 26 | 4 ، رجوع شود به تست 23 |
| 27 | 2 ، رجوع شود به تست 1 و 2 |
| 28 | 4 ، ساختار جمله واره وصفی بدون تبدیل به عبارت وصفی |
| 29 | 3 ، رجوع شود به تست 3 |
| 30 | 2 ، در اصل این جمله به این صورت بوده : ... anyone who does not enter the USA does حذف شده و ing به فعل enter اضافه شده است. |
| 31 | 4 ، رجوع شود به تست 1 و 2 |
| 32 | 4 ، رجوع شود به تست 1 و 2 |
| 33 | 3 ، رجوع شود به تست 1 و 2 |

1. a
2. b
3. b
4. b
5. d
6. d
7. d
8. a
9. a
10. c
11. b
12. c
13. d
14. a
15. d
16. c

9. M9: Appositives

An *appositive* is a noun or a pronoun that renames another noun or pronoun. Appositives are placed directly after the nouns or pronouns they identify. Appositive phrases are nouns or pronouns with modifiers.

---My brother, Hamid, is a lawyer.

يعني / يا / ،...،

---Khatami, ex-president of Iran, was a reformist.

---Lisa, a friend, **should have understood** my fear.

که... (جمله واره)

---The car, *an old Ford*, belongs to a friend.

→→→ Appositives come 1. Between two:

,....,

--....--

a—a b—c

(.....)

2.

,....

--....

:

- An appositive or appositive phrase (which includes all modifying words) is usually set off by commas:

---The general, Rommel, won the battle.

---The fat boy, the one with the glasses, sat on my ice cream.

---I like sports, namely boxing, more than studying.

---Her most outstanding characteristic, being kind, brought her success.

---The guide, a man of great courage and skill, was mainly responsible for our rescue.

---His trouble was money, the **notorious** root of all evil.

- Dashes may be used when the appositive phrase is long, or is separated from its governing word:

---Only one passenger in the entire bus load—a tall, pale gentleman in clerical garments—seemed unperturbed by the incident.

- A colon is often used to precede an appositive at the end of a sentence:

---We took only the bare essentials: blankets, toilet kits, a few pots and pans.

---There is a serious weakness in your whole **scheme**: lack of money.

---Most of the growers have decided to limit their efforts to two varieties: McIntosh and Delicious.

These are called *close* or *restrictive* appositives.

- An appositive is in the same case as the word with which it is in apposition. This rule is meaningful with regard to personal pronouns:

---There were only three absentees: you, Stanley, and I. (absentees is a predicate nominative; hence the nominative I)

---Two of us, Harriet and I, are reading Le Carre's popular thriller, *The Spy Who Came in from the Cold*.

---The **brunt** of the punishment fell on the two guards, Stanley and me. (guards is object of the preposition; hence the objective me)

→→ Note: in some cases we don't use these signs:

1. When the appositive is simple and very closely related to its governing word, no punctuation is used:

---My friend Bob has a new car.

---The man Jon lit a smoke.

---We all went to see it.

---You members must give your support.

---Shaw's **play** Arms and the Man is included in the anthology.

2. If the appositive comes after some specific phrases:

---The word hard is both an adj. and an adv.

---The expression on the rocks means with ice.

---The term triskaidekaphobia means an abnormal fear of the number 13.

---The proverb everything you write or speak should pass through three gates: Is this kind? Is this necessary? Is this true? originated in Arab countries.

---The idiom bite the bullet means that one should brace **him-** or herself to **endure** something with courage.

---The novel Gone with the Wind was written by Margaret Mitchell.

---The London-based magazine She just covers news about fashion.

---The Tehran-based newspaper Hamshahri covers all sorts of news.

Test: Which company has just invested heavily in an unpublished children's book?

---UK publishing outfit Orion recently negotiated a six-figure sum with US company Scholastic for *The Seeing Stone*, a children's novel by Kevin Crossley-Holland, the majority of **which** will go to the author.

---The main growth area has been the market for **eight-** to fourteen-year-olds, and there is little doubt that the **boom** has been fuelled by the **bespectacled** apprentice, *Harry Potter*. **So influential has** J. K. Rowling's series of books been **that** they have helped to make reading fashionable for pre-teens.

---**So admired were** these pieces **that** they encouraged the development of earthenware made in imitation of porcelain and **instigated** research into the method of their manufacture.

Appositive Phrases:

a. A predicate noun

---He had asked Mr. Wilson, a prominent lawyer, to represent him in court.

b. A predicate adjective

---The professor, unaware that many of his students were asleep, went right on lecturing.

c. An adverb (or adverbial expression)

---The young man, now a lawyer in a large firm, has lost much of his old ambition.

d. A prepositional phrase

---Mr. Harris, in a hurry to get home, took a taxi from the airport.

→→→(Advanced Classes)

POSITION OF APPOSITIVE PHRASES:

The most common position for appositive phrases is after the nouns they refer to.

→→→Mid-position

---His uncle, a proud and unbending man, refused all help that was offered him.

---Charles, eager to get ahead in his career, worked hard day and night.

→→→Initial position

---A proud and unbending man, his uncle refused all help that was offered him.

---Eager to get ahead in his career, Charles worked hard day and night.

→→→ Final position (less common)

---His uncle refused all help that was offered him, a proud and unbending man.

---Charles worked hard day and night, eager to get ahead in his career.

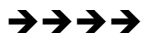
Examples:

---The widow, who was afraid to be seen crying, dried her tears quickly.

---The widow, afraid to be seen crying, dried her tears quickly.

---Afraid to be seen crying, the widow dried her tears quickly.

---The widow dried her tears quickly, afraid to be seen crying.



---The White House, which is located in Washington D.C., is the house of the president.

---The White House, located in Washington D.C., is the house of the president.

---Located in Washington D.C., the White House is the house of the president.

---Preparing to give a speech, the president is meeting with his advisors.

---A large fierce brown bear largely living in North America and parts of Russia, Grizzly bear feeds mainly on fish.

---Ruth, who was a longtime family friend, could be trusted to do the right thing.

---Ruth, a longtime family friend, could be trusted to do the right thing.

---A longtime family friend, Ruth could be trusted to do the right thing.

---Our old truck, a useless piece of junk, finally quit working altogether.

---A useless piece of junk, our old truck finally quit working altogether.

---Beginning with nothing, Lincoln managed to educate himself, raise a family in comfort, and **subsidize** his history-shaping political campaigns — all thanks to that useful instrument, money.

---Widely reported, if somewhat distrusted, accounts by figures like the famous traveler from Venice, Marco Polo, of the willingness of people in China to trade with Europeans and of the immensity of the wealth to be gained by such contact made the idea irresistible.

➡➡ The option of shifting is not open to restrictive participial phrases.

For example:

✓---The cables leading to the power source had been disconnected.

✗---Leading to the power source, the cables had been disconnected.

✗---The cables had been disconnected, leading to the power source.

➡➡ We normally shift appositives that modify personal pronouns to the beginning of the sentence.

For example:

✗---I, a hopeless romantic, always want movies to have happy endings.

✓---*A hopeless romantic*, I always want movies to have happy endings.

✗---She, the most popular actress in the 1950s, appeared in dozens of films.

✓---The most popular actress in the 1950s, she appeared in dozens of films.*

✗---He, a **noted** expert on the Middle East, is often quoted on the BBC.

✓---A *noted expert on the Middle East*, he is often quoted on the BBC.

....., Sara rarely misses her basketball shots.

- A. An excellent basketball player
- B. An excellent basketball player is
- C. Sara is an excellent basketball player
- D. Her excellent basketball play

Cultivated for salad since ancient times, lettuce is harvesting before its flower

A

B

stem shoots up to bear its small yellow flowers.

C

D

Joseph Henry, director of the Smithsonian, was President Lincoln's advisor on scientific matters.

- A) the first
- B) to be the first
- C) was the first
- D) who the first

Students joining the soccer team are asked to attend tryouts this afternoon at five.

- A) who fond of
- B) are fond of
- C) fond of
- D) who are fond to

..... in the daytime for most of the year, the groundhog hibernates in a burrow during winter.

- A) Is active
- B) That it is active
- C) Active
- D) It is

Norman Weiner,.....mathematician and logician, had an important role in the development of the computer.

- A) whom a
- B) was a
- C) a
- D) was

.....in 1800, Middleburg college is the oldest college in Vermont.

- A) Opened
- B) Opened it
- C) The opening
- D) There was open

A group of shakers, , settled around Pleasant Hill, Kentucky, in 1805 .

- A) members of a strict religious sect which
- B) Whose members of a strict religious sect
- C) members of a strict religious sect
- D) were members of a strict religious sect

The Olympic Games, in 776 B.C., did not include women participants until 1912.

- A) they were first played
- B) first played
- C) that they were first played
- D) which they were first played

➔➔➔(Advanced classes)

Dangling Modifiers: Non-restrictive participial (or participle) phrases which are reduced relatives can also be moved to the very front of the noun phrase and set off by commas. Make sure, if you do this, that the NP is the underlying subject of the participial phrase:

✓---*Rapidly evaporating*, the lake may be in danger.

Where the participle phrases apply to other NPs in the sentence--or even to some "understood" NP out of the sentence, as in the following examples--we get dangling modifiers. These will amuse any reader who notices them, but they won't thank you. Notice that any attempt to move the following modifiers back into relative clauses is absurd. Trying to do so is one way of checking to make sure that such openings are not dangling modifiers:

✗---*Looking closely*, the errors were obvious.

✗---*Talking all night on the phone*, I asked my daughter to hang up.

✗---*Hit by a speeding car*, I picked up the dead deer.

✗---*Having hiked all day*, my backpack was killing me.

To see what the problem is, shift the participial phrase back to its normal position—following the noun it is supposed to modify:

✗---My backpack, *having hiked all day*, was killing me.

✓---*Having hiked all day*, I had to get out of my backpack.

✗---*Damaged beyond all repair*, Sam had to trash his hard drive.

✗---Sam, *damaged beyond all repair*, had to trash his hard drive.

✓---*Damaged beyond all repair*, Sam's hard drive had to be trashed.

✗---Running across the uneven ground, my ankle twisted.

✗---My ankle, running across the uneven ground, twisted.

✓---Running across the uneven ground, I twisted my ankle.

✗---Terrified by the loud noise, there was panic among the animals.

✓---Terrified by the loud noise, the animals panicked.



When the adjective clause is the result of the preceding independent clause, it must be reduced to a present participle and must be preceded by a comma.

---The bus arrived late due to heavy rain, causing me to be late for my class.

---From 1776 to **1800**, the population of the U.S. continued to rise, reaching five million citizens by the turn of the century.

---The bridge of Niagara falls spans the longest unguarded border in the history of the world, symbolizing the peace and goodwill that exist between Canada and the U.S.

پل آبشار نیگارا بر روی طولانی ترین مرز بی نگهبان تاریخ جهان قرار گرفته است. این عمل، نماد صلح و حسن نیتی است که بین کانادا و ایالات متحده وجود دارد.

---This is a time-consuming process, and many travelers usually take an operator's claims at face value, only adding to the **proliferation** of fake ecotours.

---The increasing water pressure under the glacier might lift it off its bed, overcoming the friction between ice and rock, thus freeing the glacier, which rapidly slides downhill.

---In some cases, the loose soil is blown completely away, leaving a stony surface.

خاک سست

TOEFL:

مطابقت فاعل و بدل

---The people in my class, mostly international students, are very friendly.

---Clones, parts grown from a single specimen, are genetically homogeneous.

Test:

---The Gray wolf, a species **reintroduced** into their native habitat in Yellowstone National Park, has begun to breed naturally there.

گرگ خاکستری، گونه ای که مجدداً به زیستگاه اصلی خود در پارک ملی یلوستون انتقال داده شده است، به طور طبیعی در آنجا در حال تولید مثل کردن می باشد.

Tests: Peterson's Success

1. The Democratic party is older than the other major American political party,.....
(A) which the Republican party
(B) the Republican party
(C) it is the Republican party
(D) the Republican party is

- 2.....relations with friends and acquaintances, play a major role in the social development of adolescents.
(A) What are called peer group relations are
(B) Peer group relations are
(C) Peer group relations, the
(D) By peer group relations, we mean

3. Joseph Henry,.....director of the Smithsonian Institution, was President Lincoln's adviser on scientific matters.
(A) the first
(B) to be the first
(C) was the first
(D) as the first

4. The Wasatch Range,.....extends from southeastern Idaho into northern Utah.
(A) which is a part of the Rocky Mountains,
(B) a part of the Rocky Mountains that
(C) is a part of the Rocky Mountains
(D) a part of the Rocky Mountains, it

- 5.....Ruth St. Dennis turned to Asian dances to find inspiration for her choreography.
(A) It was the dancer
(B) The dancer
(C) That the dancer
(D) The dancer was

- 6.....a vast network of computers that connects many of the world's businesses, institutions, and individuals, primarily through modems and phone lines.
(A) The Internet,
(B) That the Internet, as
(C) The Internet is
(D) The Internet, which

7. In 1878, Frederick W. Taylor invented a concept called scientific management,.....of obtaining as much efficiency from workers and machines as possible.
(A) it is a method
(B) a method which
(C) a method
(D) called a method

8. A group of Shakers,.....settled around Pleasant Hill, Kentucky, in 1805.
(A) members of a strict religious sect which

Adverb clauses

An *adverbial clause* is a clause that functions as an adverb. In other words, it contains subject (explicit or implied) and predicate, and it modifies a verb. They are introduced with Subordinating conjunctions such as *although, if, etc.*

Adverb Clause Subordinators

Time	when, whenever, while, as soon as, after, since, as, before, until	Whenever I had to speak in front of people, I was paralyzed by fear.
Place	where, wherever, everywhere, anywhere	I saw unfriendly, critical faces everywhere I looked.
Distance, Frequency, Manner	as + <i>adverb</i> + as as + <i>adverb</i> + as as as if/as though	She runs on the beach as far as she can. He visits his family as often as he can. I tried to act as if I were not afraid.
Reason	because, since, as	Since I need to make speeches for career advancement, I enrolled in a speech class.
Purpose	so that, in order that	I took a speech class so that I could overcome my fear of public speaking.
Result	so + <i>adjective / adverb</i> + that... such a(n) + <i>noun</i> + that... so much/little + <i>noun</i> + that... so many/few + <i>noun</i> + that...	At first, making a speech made me so nervous that I got a stomachache before every class. During the semester, I made so many speeches that I lost some of my fear.
Concession	although, even though, though	Even though I am a successful business executive, I still do not enjoy speaking in public.
Contrast	while, whereas, where	At social events, I like to talk quietly with one or two people, whereas my friend enjoys being in the center of a crowd.
Conditional	if, unless, provided (that), providing (that), on condition that, as/so long as	If I hadn't taken that speech class in college, I wouldn't be able to do my job well. Unless I have to give an impromptu speech on a topic I know nothing about, I feel quite confident in front of any audience.

Kinds of adverbial clauses

Time Clauses

When:

1. At or during the time that something happens:

---When he came, she was turning on the radio.

---When he came, she had already turned on the radio.

---When he came, she turned on the radio.

---When he was out, she turned on the radio.

---When he comes tomorrow, she will turn on the radio.

2. After or as soon as something happens:

---When the meal was finished, Rachel washed up and made coffee.

---I'll phone you again when I get home.

3. Used to mention a type of event or situation when talking about what happens on occasions of that type:

---When lead is added to petrol, it improves the car's performance.

---When (it is) mixed with water, the powder forms a smooth paste.

---He always wears glasses except when (he is) playing football.

Whenever:

---She listens to the radio whenever he comes.

---Larry always blames me whenever anything goes wrong.

---Whenever I hear that tune, it makes me think of you.

Before: *conjunction* = earlier than a particular event or action [\neq after]:

---Before he came, she had turned on the radio.

---Say goodbye before you go.

---I saw her a few days before she got married.

Before: Preposition

1. Earlier than something or someone [\neq after]:

---The new road should be completed before the end of the year.

---Let's meet at our house before the show.

---Larry arrived home before me.

2. Used to say that something happens where it can be watched by people:

---Italy will face Brazil this afternoon before a crowd of 100,000 **spectators**.

---Put the cart before the horse.

---An actor who had performed before the Queen...

3. Used to say that one thing or person is considered more important than another:

---I put my wife and kids before anyone else.

---In the air transport business, safety must always come before profit.

4. Formal in front of something or someone:

---The priest stood before the altar.

---The sea stretched out before them.

5. If one place is before another place on a road or journey, the first place is nearer to you than the second, so you will reach it first [\neq after]:

---The pub is 100m before the church on the right.

---The last station before the Simplon Tunnel.

After:

---After he had come, she turned on the radio.

---After he comes, she will turn on the radio.

After all:

a) In spite of what you thought was true or expected to happen:

---Union leaders announced that they would, after all, take part in the national conference.

---He wrote to say they couldn't give me a job after all.

b) Used to say that something should be remembered or considered, because it helps to explain what you have just said:

---Prisoners should be treated with respect - they are human beings after all.

---I don't know why you're so concerned - it isn't your problem after all.

Since: Conjunction

A. (Used with the present perfect, past perfect or simple present tense in the main clause) from an event in the past until a later past event, or until now:

---Cath hasn't phoned since she went to Berlin.

---She hasn't listened to the radio since he came.

---It was the first time I'd had visitors since I'd moved to London.

B. Because; as:

---He could not come since (because, as) he was ill.

---Since she had never heard about cloning, she decided not to speak about it.

Since: Preposition

→→→ (Used with the present perfect or past perfect tense) from a time in the past until a later past time, or until now:

---She's been off work since Tuesday.

---We've lived here since 1994.

---I haven't eaten since breakfast.

---He's been working in a bank since leaving school.

---That was years ago. I've changed jobs since then.

While: Conjunction

1. During the time that something is happening:

---While she was listening to the radio, he knocked at the door.

---They arrived while we were having dinner.

---While she was asleep, thieves broke in and stole her handbag.

2. Used to emphasize the difference between two situations, activities etc.; Used to contrast two things:

---While a few people are rich in our country, many people live in abject poverty.

---Mary is rich, while John is poor.

---John is poor, while Mary is rich.

3.

---While there was no conclusive evidence, most people thought he was guilty. (PR)

---While I am willing to help, I do not have much time available.

As:

1. While or when:

---As she was listening to the radio, he knocked at the door.

---I saw Peter as I was getting off the bus.

---As time passed, things seemed to get worse. (over time)

---The phone rang just as I was leaving.

---**Another** pragmatist, John Dewey, held that since truth is an instrument for solving problems, it must change as the problems it confronts change.

2. In the way that someone says or that something happens, or in the condition something is in:

---**Do as I say, not as I do!**

---We'd better leave things as they are until the police arrive.

---The money was repaid, as promised.

---He did not need to keep moving house, as his father had.

---Roberta was late as usual (=in the way that she usually was).

---As is often the case with children, Amy was completely better by the time the doctor arrived.

---As I thought, Danny was **to blame**.*

3. Used to say that what you are saying is already known or has been stated before:

---David, as you know, has not been well lately.

---As I explained on the phone, your request will be considered at the next meeting.

---As Napoleon once said, and I am quoting, "Attack is the best method of defense."

4. Used to state why a particular situation exists or why someone does something:

---As it was getting late, I turned around to start for home.

---We asked Philip to come with us, as he knew the road.

---You can go first as you're the oldest.

---She may need some help as she's new.

5.

---Unlikely as it might seem, I'm tired too.

---Happy as they were, there was something missing.

---Try as he might, he couldn't open the door.

---Try as she might, Sue couldn't get the door open.

→→→ As:

As a conjunction, one sense of AS is "because": ---*As she was bored, Sue left the room.* AS also has an equally common use in the sense "while, when": ---*As the parade passed by, the crowd cheered and applauded.* These two senses sometimes result in ambiguity: ---*As the gates were closed, he walked away.* (When? Because?)

AS TO, as a compound preposition, has long been standard though occasionally criticized as a vague substitute for *about*, *of*, *on*, or *concerning*: ---*We were undecided as to our destination.* AS TO sometimes occurs at the beginning of a sentence, where it introduces an element that would otherwise have less emphasis: ---*As to his salary, that too will be reviewed.* AS TO WHAT and AS TO WHETHER are sometimes considered redundant but have long been standard:

---*There was an argument as to what department was responsible.*

As long as = so long as = during all that time, from beginning to end.

---He won't come as long as she smokes.

---As long as he works for this company, he can't learn anything.

---He will never come so long as she doesn't call him.

Until:

→→→ Until and till have the same meaning. *Till* is more usual in spoken English, and is not used in formal writing:

---She stayed at home until he came.

---He waited until she had finished speaking.

---Tom waited until he saw the flag.

---I'll sit here till you get back.

تا چایی سرد نشده...

by تا فردا

Once:

1. On one occasion only:

یکمرتبه، یکبار، فقط یکبار

---I've only met her once.

---Paul's been to Oxford once before.

2. At some time in the past, but not now:

سابقا

---Sonya and Ida had once been close friends.

---She and her husband had once owned a house like this.

---Once a widely practiced profession, pearl diving has largely disappeared with the development of the cultured pearl.

Once-great/proud, etc:

---It was sad to see the once-great man looking so frail.

---The once-mighty steel industry is now bankrupt.

---A few kilometres from the crowded beaches of Spain's Mediterranean coast, many once-thriving villages stand deserted and in ruins.

---Once-living

3. As soon as = when one event happens, another event happens soon afterwards.

---Once he knocks at the door, she will turn off the radio.

---As soon as he knocks at the door, she will turn off the radio.

4. In the past, at a time that is not stated

---Marx **once** described religion as the 'opium of the people.'

5. When

---We didn't know how we would cope once the money had gone.

---The water is fine once you're in!

By the time:

---The phone was ringing but by the time she got indoors, it had stopped.

Exercises:

Combine the sets of sentences for the following types of adverbial clauses. Replace the italicized expression in the second sentence by a subordinate conjunction in the first sentence. Then note which position each adverbial clause may occupy.

Time—with **when, while, as, before, after, until, since**

EXAMPLE: I was in South America last year.

During this time I learned to speak Spanish.

While (or When) I was in South America last year, I learned to speak Spanish.

I learned to speak Spanish while (or when) I was in South America last year.

(A comma does not usually precede a time clause in final position.)

1. John's employer warned him about his careless work. *From then on* John was more careful.
2. Edison invented a lamp which conducted electricity. *Up to this time*, gas had been the chief means of lighting homes and streets.
3. They moved into an expensive apartment. *Already* they have become very snobbish.
4. I was entering the building. *Just then* I saw an old friend of mine.
5. He decided to go into business for himself. *Before then*, he had worked for many other people.
6. She was next door chatting with her neighbor. *Meanwhile*, someone broke into her house and stole her jewelry.

Purpose Clauses

In order to:

➔➔➔➔Note:

To talk about the PURPOSE of something we can use **in order to / so as to + infinitive**:

---He took the course in order to get a better job.

---I enrolled in a cooking class in order to learn how to cook.

---Trees are being planted by the roadside so as to reduce traffic noise.

In spoken English in particular it is much more common simply to use a to-infinitive without 'in order' or 'so as' to express the same meaning:

---He took the course to get a better job.

➔➔To make a negative sentence with *in order / so as + to-infinitive*, we put not before the to-infinitive:

---He kept the speech **vague** in order not to commit himself to one side or the other.

---The land was bought quickly so as not to delay the building work.

➔➔You can't use a negative if you use only a to-infinitive:

---I carried the knife carefully in order / so as not to cut myself. (not ➔ ~~carefully not to cut...~~)

➔However, compare negative sentences with in order / so as / to-infinitive + but:

---I came to see you **not to complain, but to apologize**.

---He has his place in the Asian team **not because he is white, but because he is good**.

In order that & in order for: Used to show the purpose of sth = in order to = in order that = in order (for sb/sth) to:

---All those **concerned** must work together in order that agreement can be reached on this issue.

---Parents offered to help in order that the children could have an after-school club every day.

*---In order for us to assess what is needed, everyone will have to keep a diary of what they do for a week.

Edit these sentences:

✖---It is generally approved that in order to persuade someone face to face communication is more effective in compare with other ways.

✖---I, myself, believe to lead a happy life, another one should pay attention to reasons which are more vital.¹

→→→**"So that"** is used with can, may, and will if the main verb is present, and could, might, would if the verb is past.

---We make airline reservations early so that we will be sure of a seat.

---We made airline reservations early so that we would be sure of a seat.

---I gave you a map so you wouldn't get lost!

→---Leave the keys out so (that) I remember to take them with me.

---I plan to buy a computer so that I can master some new software programs.

---I purchased a video course on public speaking so that I could learn to give better speeches.

---They climbed higher so that/ in order that/ that they might get a better view.

→→→→ Compare it with "so that" result below.

---*Nothing more was heard from him **so that** we began to wonder if he was dead.*

---*The gravestones were covered with moss **so that** it was impossible to read the names on them.*

---*There are no buses, **so** you'll have to walk.*

---*They climbed higher, **so that** they got a better view.*

...so much so that = ...to such an extent that = ...to the extent that = ...inasmuch as = ...such that...

¹ I, myself, believe that ~~to in order to~~ -lead a happy life, ~~another~~ one should pay attention to other reasons which are more vital.

Reason Clauses

Because:

- Because she wanted to visit her friends, she went to Miami.
- She went to Miami because she wanted to visit her friends.
- Hubert never experienced any fear. This was partly because he was not particularly intelligent.
- Many exam candidates lose marks simply because they do not read the questions properly.
- I decided to go with them, mainly because I had nothing better to do.

- Because she was sick, she didn't attend the speech.
- Because of her sickness, she didn't attend the speech.
- Due to her sickness, she didn't attend the speech.
- Due to the fact that she was sick, she didn't come to attend the speech.

Since: ↑

As: ↑

Whereas:

1. (Formal) used to say that although something is true of one thing, it is not true of another:

- Mary is rich, whereas John is poor.
- Whereas Mary is rich, John is poor.
- Some people are fat, whereas others are thin.
- Whereas some people are fat, others are thin.
- Some people are thin, whereas others are fat.

2. (Law) used at the **beginning** of an official document to mean 'because of a particular fact' = Since

- Whereas they have disobeyed the law, they will be punished.

Inasmuch as: (Formal) because:

- Ann is guilty, inasmuch as she knew what the others were planning.
- Inasmuch as no one was hurt because of his negligence, the judge gave him a light sentence.
- He was a very unusual musician inasmuch as he was totally deaf.
- Inasmuch as you are their commanding officer, you are responsible for the behavior of these men.

Note: Giving reason

For and with ⇒ We can use for and with to introduce reasons. For has a similar meaning to 'because of':

---She was looking all the better for her stay in hospital.

⇒ all the better, harder, etc. = so much better, harder, etc.:

---We'll have to work all the harder with two people off sick.

→ **With** has a similar meaning to 'because there is/are':

---With so many people ill, I've decided to cancel the meeting.

Notice we can use with, but not for, at the beginning of a sentence to introduce a reason.

→ **With + noun + -ing** often gives a reason for something in the main clause. Notice that a subject has to come between with and -ing:

---With Louise living in Spain, we don't see her often. (= Because Louise lives in Spain...)

---With sunshine streaming through the window, he found it impossible to sleep. (= Because sunshine was streaming...)

We also give reasons with these phrases in formal or literary written English:

---We must begin planning now, for the future may bring unexpected changes.

---The film is unusual in that there are only four actors in it.

Now (that): because now used to give an explanation of a new situation: It is used for present and future situations.

---Now I've got a car, I don't get exercise as much as I used to.

---She's enjoying the job now that she's got more responsibility.

---Now that he has a lot of money, he can afford a new computer.

---Now that we know each other a little better, we get along fine.

---I'm going to relax now the school year is over.

---Now that I think of it, I acted the same way when I was his age.

Due to the fact that:

---The school's poor exam record is largely due to the fact that it is **chronically** under-funded.

Tpo reading 18 15 hameye gozineha

On account of the fact that:

---On account of the fact that the country was at war, all the young men were drafted.

Given the fact that/in view of the fact that (= used when saying that a particular fact influences your judgment about something or someone)

---Given the fact that this is their first game, I think they did pretty well.

Result Clauses

1. Such:

---Such people

---Such a decision

---Such interesting ideas

---There are various forms of secret writing. Such systems are called codes.

2. Such.....that:

Subject + verb + such (a/an) + (adj.) noun + that +...

---It was a very cold day.

---I had to stay at home.

---It was such a cold day that I had to stay at home.

---They are very clever students.

---They can solve the problem easily.

---They are such clever students that they can solve the problem easily.

---It was such nice weather that we **were able to/could** have lunch in the garden.

No adj. ↓

---He is an artist.

---Everyone likes to see him.

---He is such an artist that everyone likes to see him.

1. So:

---I am sorry, you are so tired.

---I wish she didn't drive so quickly.

2. So ...that:

Subject + verb + so + adj./adv. + that + ...

---The tea was very hot.

---We couldn't drink it.

---The tea was so hot that we couldn't drink it.

---She spoke very clearly.

---All the students got the subject.

---She spoke so clearly that all the students got the subject.

---The problem was very easy.

---Everyone solved it.

---The problem was so easy that everyone solved it.

---He was so weak that he could **hardly** stand up.

So + many/few + اسم ق ش جمع + that clause

So + much/little + اسم غ ق ش + that clause

---There are so many trees in the jungle that you can't count them.

---There were so few students in the class that the teacher canceled it.

---Mary had so much homework that she couldn't watch TV.

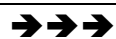
---He had so little education that he **hardly** got the job.

So + many/much/few/little without that

---I have read so much and learned so little.

---I have never seen so much beautiful jewellery. (~~not so beautiful jewellery~~)

---The jeweler is so handsome. (~~not so much handsome~~)



So + adj. + a/an + اسم

---I had never before met so gentle a person. (=... such a gentle person)

---It was so good a game that the stadium was jam-packed. (=...such a good game that the stadium was packed.

Enough, too:

Enough: adj. & adv.

---Do you have enough time?

adj

---You are not driving fast enough.

adv.

---That's enough, thank you.

---Half a pond of apples will be enough.

---Have you got enough milk?

---There aren't enough glasses.

Enough + to:

Subject + verb + adj. + enough + (for+NP) + to do

---The words are easy.

---The words are easy enough for me to learn.

---I can learn them.

→→→ If the subjects are the same, use this structure.

---He is five years old.

---He isn't old enough to go to school.

---He can't go to school.

---The box was light.

---The box was light enough for her to move.

---She could move it.

Subject + verb + enough + noun + to verb +...

---I have money.

---I have enough money to buy a car.

---I can buy a car.

---I want to go to the park.

---I don't have enough time to go to the park.

---I don't have the time.

---He had experience.

---He had enough experience to get the job.

---He could get the job.

Too:

---My brother is 5 years old.

→---He is too young to go to school.

---He can't go to school.

---Hamid is 60.

→ ---He is too old to play football well.

---He can't play football well.

Compare:

---He is a **very intelligent** child.

---He is **too intelligent** for his class.

1- I could hardly see him, as he moved

- a. too fast b. fast too c. fast enough d. very fast

2- I cannot wear this shirt because it is big for me.

- a. so b. such c. too d. very

Too much + اسم غ ق ش

---You put too much salt in the soup.

Too many + اسم ق ش جمع

---There are too many cars in the street.

Cambridge practice test 3 reading

Subject + verb + too + adj/adv. + (for + NP) + to verb + ...

---The problem is very difficult.

---It can't be solved.

---The problem is too difficult to be solved.

---The problem is very difficult.

---I can't solve it.

---The problem is too difficult for me to solve.

➡➡➡ If the subjects are the same, use this structure.

---She is very old.

---She can't play ping-pong.

---She is too old to play ping-pong.

Very + adj. /adv.

---You are very kind.

---I came very quickly.

➡➡➡ Very much is not followed by adj. or adverb except for comparison:

---I am very much happier in my new job.

Exercises:

Combine the sets of sentences for the following types of adverbial clauses. Replace the italicized expression in the second sentence by a subordinate conjunction in the first sentence. Then note which position each adverbial clause may occupy.

Cause—with **because, since, as, inasmuch as** (Formal)

EXAMPLE: She loved to draw. *For this reason* she decided to become a painter.

Because she loved to draw, she decided to become a painter.

She decided to become a painter because she loved to draw.

1. He couldn't take his wife with him. He, *therefore*, decided not to go to the conference.
2. His car was much too small. *This is why* he decided to sell it.
3. My assistant is on vacation. *For this reason* I have a lot of extra work to do.
4. A number of the conditions in the contract have not been met. Our company, *therefore*, has decided to cancel the contract.
5. Every effort is being made to improve the financial condition of this company. *Therefore*, the term of the loan will be extended.
6. Hitler believed that the Germans were the master race. *Consequently*, he set out to conquer all of Europe.

Result—with **so + adj. or adv. + that; such (a) + noun + that; so (that)**

EXAMPLE: Everything upsets her. This happens because she is very emotional.

She is so emotional that everything upsets her.

1. Their school play was very successful. This was because they had rehearsed many times.
2. He cannot pass such a difficult examination. This is because he is very stupid.
3. I could not catch up with him. The reason is that he ran very fast.
4. Now I can pay back what I owe you. This is because I received my pay check yesterday.

Purpose—with **that, in order that, so (that)**

EXAMPLE: He wanted to learn about different people and their customs. *For this purpose* he decided to take a trip around the world.

In order that he might learn about different people and their customs, he decided to take a trip around the world.

He decided to take a trip around the world in order that he might learn about different people and their customs.

(The auxiliaries *may* or *can* are often used in purpose clauses.)

1. The flowers should be fresh for the party. *For this purpose*, they will be delivered as late in the evening as possible.

2. They want to finish the building at the scheduled time. *For this purpose*, they are working night and day.

3. He wanted to save a few dollars. *For this purpose*, he walked to work every day.

Tests:

1. You can't lie in the back seat, Mohsen. You are taking room.

1. too much 2. too many 3. very 4. enough

2. These are interesting stories that I can't stop reading them.

1. such an 2. such a 3. such 4. so

3. Please drive more slowly. We have time to get to the airport on time.

1. too 2. enough 3. very 4. so

4. Is there bread for all the sandwiches we have to make?

1. so many 2. too 3. enough 4. such as

5. I'd like to be a singer, but I don't think I've got a ... voice to be a professional one.

1. so good 2. too good 3. good enough 4. enough good

6. She had many letters to type that she couldn't leave the office early.

1. very 2. enough 3. so 4. such

7. The foreigner speaks clearly that everybody understands what she is saying.

1. too 2. very 3. enough 4. so

8. It was expensive car that nobody could buy it.

1. such an 2. so 3. too 4. very

9. My uncle is old man that he is not able to climb the mountains anymore.

1. so 2. too 3. very 4. such an

10. I'm sure fifteen minutes is time for you to have a cup of tea.

1. such 2. enough 3. very 4. so

11. This problem is hard for a young girl like her to solve.
1. as 2. enough 3. such 4. too
12. You talked to her that I don't think she'll be coming back.
1. so rudely 2. very rude 3. too rude 4. such rude
13. Is Carol to go to school? He is only five.
1. old enough 2. too old 3. enough old 4. old
14. This desk is small for the two of us to work at.
1. much 2. so 3. too 4. very
15. The book that you gave me to read was ... interesting that I finished it in one day.
1. such 2. so 3. too 4. very
16. "Is the room for ten people to sleep"? The traveler asked.
1. so large 2. such large 3. very large 4. large enough
17. The student is polite that all the teachers like him dearly.
1. so 2. such 3. too 4. very
18. It is a very large box. It is heavy for the little girl to carry.
1. so 2. too 3. enough 4. very
19. Bob has information about computers that no one can be compared with him.
1. too 2. so 3. such an 4. so much
20. The baby was light that it felt like feathers in my arms.
1. too 2. so 3. very 4. such
21. I haven't got on holiday at the moment.
1. too much money to go 2. very money to go
3. enough money to go 4. so much money that I go
22. Have we got sandwiches for everyone for lunch?
1. enough 2. such 3. too 4. very
23. When I told her the news she became excited that she couldn't talk for some minutes.
1. such 2. so 3. too 4. very
24. You look so funny! This hat is big for you to wear.
1. such 2. so 3. too 4. very
25. Ali drives carelessly that he usually has one accident each week.
1. so 2. more 3. very 4. much
26. There may be little sea animals in the sea that they color it.
1. so much 2. enough 3. very 4. so many

27. We had.....in our holiday that we didn't want to come back home.

1. such a good time 2. so a good time 3. too good time 4. a good time enough

28. I waslonely that my parents bought me a puppy.

1. very 2. such 3. too 4. so

29. The garage was just for two cars to fit in.

1. so big 2. very big 3. big enough 4. enough big

30. Tara's got high IQ that she entered university at the age of fourteen.

1. so 2. too 3. such 4. such a

31. There was dust across the road that we could see nothing.

1. such 2. such a 3. so many 4. so much

32. Are you or do you want me to turn on the heater?

1. too warm 2. so warm 3. such warm 4. warm enough

33. A: "Is there enough salt in the soup?" B: "There is I can't eat it".

1. too many 2. too much 3. enough 4. so many

34. He had work to do that she was completely confused.

1. so many 2. so much 3. too 4. enough

35. It was stormy that the wind blew the roof off the building.

1. so 2. very 3. too 4. such

36. The house was small for us to live in, so we moved to a bigger one.

1. so 2. such 3. very 4. too

37. It was amusing film that I couldn't stop laughing.

1. so 2. too 3. a very 4. such an

38. She speaks good English that you would think it were her native language.

1. so 2. such 3. very 4. too

39. There were people in the room and not enough chairs.

1. too many 2. so much 3. enough 4. such

40. My parents didn't think I was to get married.

1. so old 2. very old 3. such old 4. old enough

41. The weather is bad today that we can't go on a picnic.

1. too 2. such 3. so 4. very

42. I think it is late for us to provide the computer.

1. so 2. too 3. very 4. such

43. It is now hot to play football. Let it be later.

1. so 2. very 3. too 4. such

44. Which sentence is grammatically wrong?

1. We moved to London so that we could visit our friends more often.
2. The weather is lovely, isn't it? I didn't expect it to be so nice day.
3. I didn't get the job, though I had all the necessary qualifications.
4. Her illness was much more serious than we thought at first.

45. Which sentence is grammatically wrong?

1. It was such boring film that I fell asleep while I was watching it.
2. I managed to get to sleep, although there was a lot of noise.
3. Please arrive early so that we can start the meeting on time.
4. Some things are too small to see without a microscope.

46. Which sentence is grammatically wrong?

1. As you do aerobic and bring in oxygen, your heart becomes stronger.
2. The teacher made all the students give a lecture during the term.
3. The earthquake was such light that only special instruments could record it.
4. Energy which comes from fuels like coal and oil is used to heat and light our homes.

تست های ساختار so , such, too, enough

- | | | |
|----|---|----|
| 1 | ، در این جمله room به معنی جا و فضا می باشد و اسم غیر قابل شمارش می باشد که too much قبل از اسم غیر قابل شمارش می آید . معنی جمله : شما نمی توانید در صندلی پشتی دراز بکشید ، جای زیادی می گیرید. | 1 |
| 2 | 3، همانطور که می بینید قبل از that صفت و اسم جمع آمده است که قبل از آنها such به کار می رود. | 2 |
| 3 | 2، در اینجا time نقش اسم دارد و قبل از آن enough در نقش صفت به کار می رود: مصدر یا to+اسم+enough | 3 |
| 4 | 3 ، bread اسم است و قبل از آن enough می آید. | 4 |
| 5 | 3 ، enough هم قبل از اسم می آید و هم بعد از صفت | 5 |
| 6 | 3 ، so many قبل از اسم جمع به کار می رود: that+اسم جمع+ so many | 6 |
| 7 | 4 ، clearly قید است و طبق ساختار: that+ قید/صفت+ so صحیح است. | 7 |
| 8 | 1 ، طبق ساختار : that+اسم+ صفت+ (a/an) + such | 8 |
| 9 | 4 ، رجوع شود به تست 2 و 8 | 9 |
| 10 | 2 ، رجوع شود به تست 3 | 10 |
| 11 | 4 ، طبق ساختار : مصدر یا to+ (مفعول+for) + قید/صفت + too که مفهوم جمله منفی است. | 11 |
| 12 | 1 ، طبق ساختار that+ قید/صفت+so | 12 |
| 13 | 1 ، طبق ساختار مصدر یا to+ (مفعول+for) + enough+ صفت | 13 |
| 14 | 3 ، رجوع شود به تست 11 | 14 |
| 15 | 2 ، رجوع شود به تست 12 | 15 |
| 16 | 4 ، رجوع شود به تست 13 | 16 |
| 17 | 1 ، رجوع شود به تست 12 | 17 |
| 18 | 2 ، رجوع شود به تست 11 | 18 |
| 19 | 4 ، so much قبل از اسم غیر قابل شمارش (information) به کار می رود. طبق : that+ اسم غیر قابل شمارش + so much | 19 |
| 20 | 2 ، رجوع شود به تست 12 | 20 |
| 21 | 3 ، رجوع شود به تست 3 | 21 |
| 22 | 1 ، enough به عنوان صفت قبل از اسم (sandwiches) به کار رفته است. | 22 |
| 23 | 2 ، رجوع شود به تست 12 | 23 |

رجوع شود به تست 11	24
رجوع شود به تست 12	25
رجوع شود به تست 6	26
رجوع شود به تست 8	27
رجوع شود به تست 12	28
رجوع شود به تست 13	29
رجوع شود به تست 8	30
dust غیر قابل شمارش است . رجوع شود به تست 19	31
enough به عنوان قید بعد از صفت بکار می رود.	32
salt اسم غیر قابل شمارش است	33
work اسم غیر قابل شمارش است (اگر به معنی آثار باشد قابل شمارش است)	34
رجوع شود به تست 12	35
رجوع شود به تست 11	36
رجوع شود به تست 8	37
	38
people اسم جمع قابل شمارش است	39
رجوع شود به تست 13	40
رجوع شود به تست 12 ، لازم به ذکر است که در این قسمت bad صفت است و today قید است. Today در این تست نکته انحرافی است می توانید آنرا به ابتدای جمله منتقل کنید تا بهتر متوجه جواب تست شوید :	41
Today , the weather is <i>so bad that</i> we can't go on a picnic.	
رجوع شود به تست 11	42
رجوع شود به تست 11	43
2 ، باید such a nice day باشد.	44
1 ، چون film قابل شمارش است باید قبل از آن a بیاید.	45
3 ، چون بعد از صفت light اسم نیامده باید از so استفاده می شد.	46

Concessive Clauses

While: ↑

Where:

---Sometimes a teacher will be listened to, where a parent might not.

---Some people **spend** their spare time **reading**, where others watch TV.

Whereas: ↑

Although:

→→→

Although/even though/though + clause, IC
IC, although/even though/though + clause
IC./, + Clause, + though

---Although/Even though/Though I was tired, I tried to finish the work.

---I tried to finish the work, (al) though/even though I was tired.

---I was tired, I tried to finish the work, though.

---I was tired, but I tried to finish the work.

---Once the soil has been removed by erosion, only the passage of centuries or millennia will enable new soil to form. In areas where considerable soil still remains, **though**, a rigorously enforced program of land protection and covercrop planting may make it possible to reverse the present deterioration of the surface.

---**IC** . During the dry periods that are common phenomena along the desert margins, **though**, the pressure on the land is often far in excess of its diminished capacity, **and** desertification results.

In excess of = more than, over, above

Although/Even though/Though:

---*Although* he has a physical handicap, he has become a successful businessman.

---*Although* we call them shooting stars, meteorites are bits of matter from other planets entering the earth's atmosphere.

---He promised to call me, till now I haven't received any call from him, **though**.

---Her **appointment** was significant, *although* / *albeit* temporary success.
 ---He performed the task well, *although*/ *albeit* slowly.

Even though and even if

We can use **even though** (*but not* 'even although') to mean 'despite the fact that' (see also Unit 103) and **even if** to mean 'whether or not'. Compare:

• Even though Tom doesn't speak Spanish, I think he should still visit Madrid.	= Despite the fact that he doesn't speak Spanish	i.e. The speaker knows that Tom doesn't speak Spanish
• Even if Tom doesn't speak Spanish, I think he should still visit Madrid.	= Whether or not he speaks Spanish	i.e. The speaker doesn't know definitely whether Tom speaks Spanish or not

Even though / Even if:

---I'll get there, even if I have to walk.
 ---I like her, even though she can be annoying at times.

In spite of the fact that / Despite the fact that:

---English became the official language for business in spite of the fact that the population was largely Chinese.

Notwithstanding + NP/Ving: Despite

→→ **Notwithstanding**: Prep.

---Some major financial problems notwithstanding, the school has had a successful year.
 ---The bad weather notwithstanding, the event was a great success.

Notwithstanding (the fact that) + clause: Conjunction = although, despite the fact that

---He was still unknown, notwithstanding (the fact that) he had lived here many years.
 ---It was the same material, notwithstanding the texture seemed different.

No matter: no matter who, what, where, etc. it is used to show that something must happen or be done whatever the situation is.

---We have to **get the car fixed**, *no matter how much* it costs.

---We have to get to the airport on time, **no matter what**. (At any cost, come what may, regardless of/irrespective of what may happen)

---Call me when you get there, *no matter what* the time is. (Not important)

---I am always tired, *no matter if* I have a good night's sleep.

Exercises:

Combine the sets of sentences for the following types of adverbial clauses. Replace the italicized expression in the second sentence by a subordinate conjunction in the first sentence. Then note which position each adverbial clause may occupy.

Contrast

Concessive—with **although, though** (less formal), **even though**

EXAMPLE: We worked day and night. *Still*, we couldn't meet the deadline.

Although we worked day and night, we couldn't meet the deadline.

We couldn't meet the deadline, although we worked day and night.

1. She spends a lot of money on clothes. *Still*, they never seem to suit her.

2. He was deeply hurt by her remarks. *However*, he said nothing in reply.

3. You may not succeed right away. *But* you should keep on trying.

4. My uncle has worked hard all his life. *However*, he could never save up enough money to go on a long vacation.

Adversative—with **while, where, whereas** (formal)

EXAMPLE: Robert is friendly with everyone. His brother, *on the contrary*, makes very few friends.

While Robert is friendly with everyone, his brother makes very few friends.

1. The former governor had tried to get the cooperation of the local chiefs. The new governor, *on the other hand*, aroused their hostility by disregarding their opinions.

'Adversative clauses are often reversible—Robert is friendly with everyone, while his brother makes very few friends.

2. Some newspapers have no advertising at all. Others, *on the contrary*, carry many advertisements.

3. Some people take pleasure in doing evil. Others, *however*, take pleasure in doing good.

Place Clauses

Where:

---We live where the road crosses the river.

---A **crater** was formed where the **meteor** hit the earth.

Wherever:

---Wherever possible, the illustrations are taken from literature.

---She is **shadowed** by detectives wherever she goes.

---Everywhere we go, people seem to recognize us.

Clauses of Manner:

As: ↑

Like:

1. In the same way as. Some people consider this use to be incorrect:

---No one else can score goals like he can!

---Don't talk to me like you talk to a child.

As if/as though:

---It looks as if / as though it's going to rain.

---It sounds as if / as though John's going to change his job.

نکته مهم در مورد *as if / as though* این است که اگر گوینده بداند آنچه می گوید درست/واقعی نیست بعد از *as if / as though* یک زمان به

عقب برمی گردیم (یعنی اگر زمان جمله حال باشد بعد از *as if/as though* از زمان گذشته ساده و اگر زمان جمله گذشته ساده باشد از بعد از

if/as though از ماضی بعید استفاده می کنیم). در دو مثال بالا گوینده مطمئن است (جمله غیرواقعی نیست)

نکته : توجه داشته باشید که برای تمام ضمائر از *were* استفاده می شود.

---Why is he looking at me as though / as if he knew me?

---He speaks as though / as if he were rich. (می دانیم که وضع مالیش بد است)

---English is not her native language but she speaks as if / as though she were a native speaker.

---It was raining. When Ali came in, he looked as if / as though he had taken a shower.

Tests:

1. He studies hard he is going to go to university.

1. whether 2. since 3. when 4. so

2..... I saw John, he was studying math.

1. when 2. since 3. whether 4. because

3. You become less flexible you get older.

1. since 2. for 3. because 4. as

4. I become more and more interested in math I learn more and more.

1. as 2. but 3. since 4. whether

5.....I was studying physics, Mary arrived.

1. since 2. because 3. as 4. when

6. We had to stay at home it was raining.

1. so that 2. as 3. or 4. so

7.....she opened the door; Mary was reading a newspaper.

1. while 2. or 3. when 4. but

8..... I got fat, I decided to lose weight by exercising.

1. as 2. or 3. whether 4. so that

9. I can't study tonight I have a bad headache.

1. so 2. although 3. since 4. so that

10. She asked me "..... I can speak English".

1. or 2. whether 3. so 4. as

11. In which sentence Adverbial clause is used?

1. the boy who is speaking English is my brother.
2. I know that she is from Canada.
3. when she came, they were watching TV.
4. the girl talking to the teacher is Mary.

12. She is tired she was working all the yesterday.

1. whether 2. or 3. so 4. since

13. All the banks were closed it was a national holiday.

1. until 2. because 3. so that 4. while

14. Just I was taking the photograph, somebody walked in front of the camera.

1. so 2. as 3. since 4. so as to

15. Everybody can still exercisehe/she is young or old.

1. so that 2. since 3. has 4. whether

16. Everybody can still enjoy sports he is young or old.

1. Unless 2. since 3. whether 4. so that

17. We will go on a trip we are ready or not.

1. Unless 2. whether 3. because 4. although

18. I met a lot of interesting people I was working in Norway.

1. Whether 2. since 3. for 4. while

19. the economy is uncertain, people tend to spend less.

1. As 2. For 3. While 4. Where

20. We watched television all evening we had nothing better to do.

1. so that 2. while 3. although 4. as

21. Do you ever watch TV you are having dinner?

1. although 2. since 3. whereas 4. while

22. The school has given George a prize he has been a good student.

1. unless 2. since 3. so that 4. even though

23.all of the students have done poorly on the test, the teacher decided to give it again.

1. since 2. unless 3. so that 4. until

24. We have to write the letter in French they don't understand English.

1. since 2. when 3. whether 4. while

25. Tom will get a good mark in his exam the questions are easy or difficult.

1. unless 2. so that 3. whether 4. since

26. He wasn't sure he had locked the door, so he went back to check.

1. since 2. whether 3. whereas 4. because

27. you win this race lose it doesn't matter as long as you do your best.

1. Both/and 2. Not only / but also 3. Either /or 4. Whether/or

1	2	بیانگر دلیل
2	1	بیانگر کار هم زمان
3	4	بیانگر نسبت
4	1	بیانگر نسبت
5	3	بیانگر زمان (کارهمزمان)
6	2	بیانگر دلیل
7	3	بیانگر زمان
8	1	بیانگر دلیل
9	3	بیانگر دلیل
10	2	
11	3	به دلیل قید when
12	4	بیانگر دلیل
13	2	بیانگر دلیل
14	2	بیانگر زمان (کارهمزمان)
15	4	or در تشخیص این تست به شما کمک می کند.
16	3	رجوع شود به تست 15
17	2	رجوع شود به تست 15
18	4	بیانگر زمان (کارهمزمان)
19	1	صحیح است as بیانگر علت است
20	4	بیانگر دلیل
21	4	بیانگر زمان (کارهمزمان)
22	2	بیانگر دلیل
23	1	بیانگر دلیل
24	1	بیانگر دلیل
25	3	رجوع شود به تست 15
26	2	در حقیقت جمله به این صورت بوده : he was not sure whether he had locked the door or not.
27	4	

Tests:

1. The customer asked the shopkeeper for a bag put the fruits in.

1. for 2. because 3. so that 4. in order to

2. I gave my friend my telephone number..... she could contact me, if necessary.

1. so that 2. in order to 3. unless 4. whether

3. The teacher usually puts on her glasses..... read and write better.

1. because 2. so that 3. for 4. in order to

4. The bus stopped at the bus stop..... the people could get on and off.

1. so that 2. such as 3. for 4. in order to

5. He has to wear dark glasses..... the sunshine may not hurt his eyes.

1. for 2. in order to 3. so that 4. such that

6. Bob went to the library.....he could study in a quiet place.

1. in order to 2. even though 3. so that 4. since

7. The first thing to do was to develop powerful rockets..... put a satellite into orbit.

1. so that 2. to 3. so as 4. in order that

8. My mother always keeps some fruits in the fridge.....keep them fresh.

1. so as to 2. unless 3. so that 4. in order that

9. Nora got her mother's wedding dress shortened..... it fit perfectly.

1. so that 2. in order to 3. so as to 4. so as that

10. The soldiers moved at night.....alarm the villagers.

1. in order not that 2. so that not 3. in order to not 4. so as not to

11. We had better make reservations..... we will be sure of getting a good table.

1. in order to 2. so that 3. so as to 4. whether

12..... she is six years old, she doesn't speak properly.

1. although 2. because 3. otherwise 4. unless

13. Although Maria is interested in reading a single book.

1. but she had been buying. 2. but she will be buying.
3. she has not yet bought. 4. she should have not yet bought.

14. Although she has been studying English all day,... most of the new words.

1. but she had been learning. 2. but she was learning.
3. she has not yet learned. 4. she would have not yet learned

15. The doctors did their best to save my grandfather's life,.....it was too late.

1. although 2. because 3. otherwise 4. unless

16. They talked to him for hours;.....,he couldn't understand what they meant.

1. however 2. because 3. moreover 4. whether

17. I didn't pass the test,..... I had studied a lot.

1. as 2. whether 3. although 4. because

18..... the weather was bad, we climbed to the top of the mountains.

1. unless 2. though 3. whereas 4. however

19..... they played well, they never looked like winning.

1. since 2. while 3. although 4. whereas

20. she is young, she is not inexperienced.

1. therefore 2. so 3. although 4. moreover

21. I managed to walk to the nearest village,..... my foot was injured.

1. whereas 2. since 3. so that 4. although

22. I was driving too fast and, there was no-one around, I was caught by a speed camera.

1. whereas 2. although 3. since 4. whether

23. We took a taxi..... we might get there on time.

1. so as 2. so that 3. until 4. to

24. Some people are tall, whereas others are

1. intelligent 2. thin 3. short 4. large

25. A box is square, whereas

1. a rectangle has four sides 3. my village has a town square in the corner
2. we use envelopes for letters 4. a circle is round

26. While some parts of the world get an abundance of rain, others

1. are warm and humid 3. get little or none
2. are cold and wet 4. get a lot

27. In some nations the favorite drink is coffee, while

1. I like tea 2. it has caffeine 3. in others it is tea 4. tea has caffeine, too

28. few people were able to read, the development of writing was essential to the rise of civilization.

1. although 2. as a result 3. besides 4. therefore

29. Jack is an interesting storyteller and conversationalist, whereas his brother

1. is a newspaper reporter
2. bores other people by talking about himself all the time
3. has four children
4. knows a lot of stories, too

30. Adana is hot in summer, it is a nice city to spend your holiday.

1. although 2. due to 3. as a result 4. however

31. she was sick, she went to school.

1. moreover 2. although 3. therefore 4. besides

32. we don't like him, we'll help him with his duty.

1. besides 2. nonetheless 3. although 4. so

33. it rained a lot, I enjoyed the match.

1. however 2. although 3. therefore 4. so

34. I prefer to work for the government,my brother likes to be self-employed.

1. while 2. since 3. although 4. whether

35. The south of Italy is agricultural,.....the north is industrialized.

1. because 2. whereas 3. therefore 4. since

36. Workers are usually poor,.....factory owners are mostly rich.

1. because

2. so that

3. whereas

4. otherwise

پاسخ تست ها

- 1 4 ، بیانگر قصد و منظور انجام کار، بعد از in order to فعل ساده می آید در حالیکه بعد از so that جمله می آید.
- 2 1 ، بیانگر قصد و منظور، بعد از so that فاعل و معمولاً فعل مدال می آید.
- 3 4 ، بیانگر قصد و منظور ، رجوع شود به تست 1
- 4 1 ، رجوع شود به تست 2
- 5 3 ، رجوع شود به تست 2
- 6 3 ، رجوع شود به تست 2
- 7 2 to بیانگر قصد و هدف انجام کار و پس از آن فعل ساده می آید.
- 8 1 so as to نیز بیانگر قصد و منظور کار می باشد و بعد از آن فعل ساده می آید.
- 9 1 ، رجوع شود به تست 2
- 10 4 ، رجوع شود به تست 8
- 11 2 ، رجوع شود به تست 2
- 12 1 ، بیانگر تضاد غیرقابل پیش بینی
- 13 3 ، در صورتی که حروف ربط تضاد although, though, even though درجمله وجود داشته باشد نباید از but استفاده کرد.
- 14 3 ، رجوع شود به تست 13
- 15 1 ، بیانگر تضاد غیرقابل انتظار
- 16 1
- 17 3 ، بیانگر تضاد غیرقابل انتظار
- 18 2 ، بیانگر تضاد غیرقابل انتظار
- 19 3 ، بیانگر تضاد غیرقابل انتظار
- 20 3 ، بیانگر تضاد غیرقابل انتظار
- 21 4 ، بیانگر تضاد غیرقابل انتظار
- 22 2 ، بیانگر تضاد غیرقابل انتظار
- 23 2 ، رجوع شود به تست 2
- 24 3 ، تضاد مستقیم (short ≠ tall)
- 25 4 ، تضاد مستقیم
- 26 3 ، تضاد مستقیم
- 27 3 ، تضاد مستقیم
- 28 1 ، تضاد غیرقابل انتظار
- 29 2 ، تضاد مستقیم
- 30 1 ، تضاد غیرقابل انتظار
- 31 2 ، بیانگر تضاد غیرقابل انتظار
- 32 3 ، بیانگر تضاد غیرقابل انتظار
- 33 2 ، تضاد غیرقابل انتظار
- 34 1 ، تضاد مستقیم
- 35 2 ، تضاد مستقیم
- 36 3 ، تضاد مستقیم

Conditional Sentences

First Conditional:

Compare the following two sentences:

- A. If you call me, I come.
- B. If you call me, I will come.

Both sentences seem to suggest that an action will take place, if a certain condition is met. That's what they have in common.

There is a difference though, in a way that sentence A seems to express a sort of general rule, a principle that the speaker adheres to.

In sentence B the speaker merely states an intention (what is likely to happen).

Use: We use the 1st Conditional in offers, suggestions, warnings and threats.

Examples: If we hurry, we will catch the bus.

If we miss it, there will be another one.

IF + SIMPLE PRESENT (IF-CLAUSE)	WILL + BASE FORM (RESULT CLAUSE)
If I have the money,	I will buy a car.

OR

WILL + BASE FORM (RESULT CLAUSE)	IF + SIMPLE PRESENT (IF-CLAUSE)
I will buy a car	if I have the money.

The *if*-clause establishes a condition, which means that something is necessary or must occur in order for something else to occur. In the example above, I must have money in order to buy the car, so having money is the condition for buying the car.

The first conditional uses the simple present in the *if*-clause and the future in the result clause. We normally use *will* in the result clause, but *going to* is also possible.

IF + SIMPLE PRESENT (IF-CLAUSE)	GOING TO + BASE FORM (RESULT CLAUSE)
If you get straight A's,	I'm going to buy you a new computer.
GOING TO + BASE FORM (RESULT CLAUSE)	IF + SIMPLE PRESENT (IF-CLAUSE)

I'm going to buy you a new computer

if you **get** straight A's.

We can begin the sentence with the *if*-clause or the result clause. If the sentence begins with the *if*-clause, we use a comma after it (as in this sentence). If the *if*-clause comes at the end of the sentence, we do not use a comma before it.

Remember: Never use *will/would/may/might* in the *if*-clause!

The first conditional is used to express a real possibility in the future. If you use the first conditional, you believe there is a good chance that the condition will be met. In our example, the speaker believes that there is a good chance that he/she will have the money necessary to buy the car.

We often use the negative form *won't* with *even if* to make a negative more emphatic.

WON'T + BASE FORM

I won't go to the party,

EVEN IF + SIMPLE PRESENT

even if they beg me.

Here the speaker will not go to the party under any conditions, and begging will not change his/her mind.

Another variation is the use of *whether or not* to say that one thing would not be affected by another thing. *Whether or not* is usually separated, but it can be used without being separated.

WILL + BASE FORM

I will go to the party,

WHETHER + SIMPLE PRESENT + OR NOT

whether you go **or not**.

WILL + BASE FORM

I will go to the party,

WHETHER OR NOT + SIMPLE PRESENT

whether or not you go.

Conditional sentences can have any combination of affirmative and negative clauses.

IF + DO/DOES + NOT + BASE FORM

If you **don't go** to the party,

WILL + BASE FORM

I'll **stay** home.

IF + DO/DOES + NOT + BASE FORM

If you **don't go** to the party,

WILL + NOT + BASE FORM

I **won't go** either.

IF + SIMPLE PRESENT

If you **go** to the party,

WILL + NOT + BASE FORM

I **won't stay** home.

IF + SIMPLE PRESENT

If you **go** to the party,

WILL + BASE FORM

I'll **go** too.

You can use *unless* instead of *if* in the conditional clause. *Unless* is approximately equivalent to *if...not*.

WILL + BASE FORM	UNLESS + SIMPLE PRESENT
I'll stay home	unless you go to the party.
UNLESS + SIMPLE PRESENT	WILL + BASE FORM
Unless you go to the party,	I'll stay home.

---If you don't go to the party, I'll stay home.

---I'll stay home unless you go to the party. = I will stay home if you don't go to the party.

Instead of using *if*, we can use *provided (that)*, *providing*, *as long as*, *so long as*, and *on condition that*.

WILL + BASE FORM	PROVIDED/ETC. + SIMPLE PRESENT
I'll go to the party,	provided you go too.
I'll go to the party,	providing you go too.
I'll go to the party,	as long as you go too.
I'll go to the party,	so long as you go too.
I'll go to the party,	on condition that you go too.

We can use *only* in these conditionals.

WILL + ONLY + BASE FORM	IF + SIMPLE PRESENT
I will only go to the party	if you go too.
WILL + BASE FORM	ONLY IF + SIMPLE PRESENT
I will go to the party	only if you go too.

A variation of the first conditional is the use of the imperative in the result clause instead of the future.

IF + SIMPLE PRESENT	IMPERATIVE
If you come to the party,	bring some soft drinks.

It is also possible to use modals other than *will* in the result clause.

IF + SIMPLE PRESENT	MODAL + BASE FORM
If you go to New York,	you should visit the art museums.
If you go to New York,	you must see a Broadway show.

If you go to New York,	I may go with you.
If you go to New York,	I might go with you.

You can also use quasi-modals in the result clause.

IF + SIMPLE PRESENT	QUASI-MODAL + BASE FORM
If you go to New York,	you have to go to a good restaurant. **
If you go to New York,	you need to visit Greenwich Village.

In order to express more doubt about the condition in the *if*-clause, we sometimes use *should* or *happen to*.

IF + SHOULD + BASE FORM	WILL + BASE FORM
If I should get the job,	I'll move to Los Angeles.

IF + HAPPEN TO + BASE FORM	WILL + BASE FORM
If I happen to get the job,	I'll move to Los Angeles.
If I should happen to get the job,	I'll move to Los Angeles.

We can also use adverbs such as *probably* or *possibly* to modify the verb in the result clause.

IF + SIMPLE PRESENT	WILL + PROBABLY + BASE FORM
If I get the job,	I'll probably move to Los Angeles.

1. If I lose my job now I...
would start a business of my own.
will take a long holiday and apply for a new job later.
2. If he calls me 'lazy' again I...
won't ever help him again if he's in trouble.
go and tell his parents.
3. Philippa won't ever speak to me again if...
I let her down now.
I would let her down now.
4. If the demand increases, prices...
rise.
will rise.
5. Our dog Gelert will start licking you if...
you pat him on the back.

you will give it a cuddle.

6. Don't be offended. If Jane is annoyed she...
will start yelling at people.
starts yelling at people.

7. If Jeremy doesn't answer the phone this time, I...
won't call again.
don't call again.

Second Conditional: unreal possibility or dream

The **second conditional** is like the first conditional. We are still thinking about the future. We are thinking about a particular condition in the future, and the result of this condition. But there is not a real possibility that this condition will happen. For example, you do **not** have a lottery ticket. Is it possible to win? No! No lottery ticket, no win! But maybe you will buy a lottery ticket in the future. So you can think about winning in the future, like a dream. It's not very real, but it's still possible.

IF	Condition	result
	past simple	WOULD + base verb
If	I won the lottery,	I would buy a car.

Notice that we are thinking about a future condition. We use the past simple tense to talk about the future condition. We use WOULD + base verb to talk about the future result. The important thing about the second conditional is that **there is an unreal possibility that the condition will happen.**

Here are some more examples:

IF	condition	result
	past simple	WOULD + base verb
If	I married Mary,	I would be happy.
If	Ram became rich,	she would marry him.
If	it snowed next July,	would you be surprised?
If	it snowed next July,	what would you do?

result	IF	condition
WOULD + base verb		past simple
I would be happy	If	I married Mary.

She would marry Ram	If	he became rich.
Would you be surprised	If	it snowed next July?
What would you do	if	it snowed next July?

Sometimes, we use **should**, **could** or **might** instead of **would**, for example: If I won a million dollars, I **could** stop working.

Third Conditional: no possibility

The first conditional and second conditionals talk about the future. With the **third conditional** we talk about the **past**. We talk about a condition in the past that did **not** happen. That is why there is no possibility for this condition. The third conditional is also like a dream, but with **no possibility** of the dream coming true.

Last week you bought a lottery ticket. But you did not win.

	condition	result
	Past Perfect	WOULD HAVE + Past Participle
If	I had won the lottery,	I would have bought a car.

Notice that we are thinking about an impossible past condition. You did not win the lottery. So the condition was not true, and that particular condition can never be true because it is finished. We use the past perfect tense to talk about the impossible past condition. We use WOULD HAVE + past participle to talk about the impossible past result. The important thing about the third conditional is that both the condition and result are **impossible** now.

Sometimes, we use **should have**, **could have**, **might have** instead of **would have**, for example: If you had bought a lottery ticket, you **might have** won.

Look at some more examples in the tables below:

IF	condition	result
	past perfect	WOULD HAVE + past participle
If	I had seen Mary,	I would have told her.
If	Tara had been free yesterday,	I would have invited her.
If	they had not passed their exam,	their teacher would have been sad.

If	it had rained yesterday,	would you have stayed at home?
If	it had rained yesterday,	what would you have done?

result	IF	condition
WOULD HAVE + past participle		past perfect
I would have told Mary	if	I had seen her.
I would have invited Tara	if	she had been free yesterday.
Their teacher would have been sad	if	they had not passed their exam.
Would you have stayed at home	if	it had rained yesterday?
What would you have done	if	it had rained yesterday?

Use:

We use this conditional to talk about things in the past happening differently from the way they really happened. This sometimes means:

1. criticizing people, 2. pointing out their mistakes or 3. expressing regret about the past.

Choose the correct answer:

1. If only I had known about your difficult situation, I
will help you.
would have helped you.

2. We wouldn't have gone bankrupt if...
we had conducted better market research.
we conducted better market research.

3. If you hadn't given your approval...
this would never have happened.
this would never happen.

4. Geraldine would never have left Jim if...
he were more reasonable and understanding.
he had been more reasonable and understanding.

5. France would never have won the world cup if...
the final stage were played in Brazil.
the final stage had been played in Brazil.

6. If we had had a better marketing strategy we...
would easily have conquered the German market.
will easily conquer the German market.

1. If people were a little more tolerant...
 our world would have been a better place.
 our world would be a better place.
 our world will be a better place.

2. If my father had locked his car properly...
 his car would never have been stolen.
 his car will not be stolen.
 his car would not be stolen.

3. If the ozone layer peels off a little more we...
 we ran a much higher risk of attracting skin cancer.
 would run a much higher risk of attracting skin cancer.
 will run a much higher risk of attracting skin cancer.

4. I would never feel comfortable on a plane if...
 I know it's the pilot's maiden trip.
 I knew it's the pilot's maiden trip.
 I would know that it's the pilot's maiden trip.

5. A dogs will never bite you if...
 you will look it straight in the eyes, I'm told.
 you look it straight in the eyes, I'm told.
 you looked it straight in the eyes, I'm told.

6. The first thing I will do is drive to Spain if...
 I would get my driving license.
 I got my driving license.
 I get my driving license.

7. If John hadn't responded in such an aggressive manner he...
 would never have a black eye.
 won't have a black eye.
 would never have had a black eye.

Exercise:

If I.....(stay) in Berlin, I would have found a new job.

He would do more to help the poor if he ... (be) the Pope.

If he goes to London on a business trip, he often ... (visit)Soho.

We won't go to the film unless they ... (arrive) in the next 5 minutes.

She ... (buy) a new car if she had had the money.

If Yoko were me, she ... (go) to Manchester immediately.

➔➔ Things to remember about inversions with "should"

➔ Should does not act like a modal for advice. It is simply a signal word that you think the events are unlikely.

e.g.

---Should it snow in August, people will not be prepared.

---Should I win the lottery, I will buy you a car.

➔ If "should" appears in the main clause, it does act like a modal for advice.

e.g.

---Should it snow in August in Canada, you should ski.

---Should you win the lottery, you should buy me a car.

➔ Usually, the subordinate clause is the first clause in this sentence, as it gives key information. It is rare to see this structure where the main clause is first.

e.g.

---Should you forget your password, please e-mail the appropriate department.

---Please email the appropriate department should you forget your password.

This structure is rare in modern conversational English, but it is common in academic written English.

Exercises:

Combine the sets of sentences for the following types of adverbial clauses. Replace the italicized expression in the second sentence by a subordinate conjunction in the first sentence. Then note which position each adverbial clause may occupy.

Condition—with **if**, **unless**, **in the event that**, **provided (that)**, **in case**

EXAMPLE: I might see him. *In this case*, I'll invite him to our party tomorrow.

If I see him, I'll invite him to our party tomorrow.

I'll invite him to our party tomorrow if I see him.

1. The performance might be called off. *In this case*, I'll let you know at once.
2. A robbery might occur in the hotel. *In this case* the management must be notified at once.
3. Perhaps we can get a baby-sitter. *In this case* we will go to the theater with you tonight.

4. It might not rain tomorrow. *In this case* I'll go to the beach.
5. You must have this leak in the roof fixed. *Otherwise*, the whole ceiling will be ruined.
6. I must get the money on time. *Otherwise* I can't go on my vacation.

CONDITIONAL CLAUSES WITH UNLESS

In many sentences, unless is the equivalent of if... not.

If you don't get off my property, I'll call the police, or Unless you get off my property, I'll call the police.

Use unless to replace if ... not in the following sentences.

EXAMPLE: If it doesn't stop raining soon, they'll have to cancel the ball game. Unless it stops raining soon, they'll have to cancel the ball game.

1. If he doesn't study harder, he won't pass the examination.
2. If she doesn't learn to be more courteous, she will never have any friends.
3. If there isn't more snow, we can't go skiing.
4. If he doesn't get better soon, he may have to drop out of school.
5. We will sue you if we don't get the money by tomorrow.
6. If we don't leave right away we'll miss our bus.
7. I wouldn't be bothering you now if I didn't need help desperately.
8. If we don't start out now, we won't get there before dark.
9. You'll lose the money if you don't put it in a safe place.
10. If he can't pay cash, they won't sell to him.
11. The strikers won't go back to work if a contract isn't signed.
12. If you don't watch your diet, you may become sick.
13. Don't give this package to him if he doesn't sign a receipt for it.
14. If he doesn't get here soon, we'll have to leave without him.

MIXED TIME IN UNREAL CONDITIONS

A conditional clause containing a past unreal form may be combined with a main clause containing a present unreal form.

If the boy had listened to his parents last year, he wouldn't be in trouble now.

He would be studying at the university now if his father hadn't lost all his money.

Supply the required conditional forms.

1. If he (want).....to run for office again, he (be).....the mayor now.
2. They (still be).....missing at sea if a passing freighter (not spot).....them.
3. I (be).....angry if you (not call).....me as soon as you arrived in town.
4. If he (not be).....so stubborn, he (now be).....our new chairman.
5. If you (come).....sooner, you (be).....skating with them now.
6. If you (not eat).....so much, you (not be).....so sleepy now.
7. If she (do).....as the doctor told her, she (already be).....back at work.
8. They (be).....rich now if they (buy).....the land when it was offered to them.
9. If the floods (not destroy).....their home, they (be).....living comfortably now.
10. The children (still be).....in the park if their mother(not come).....for them.
11. He (be).....dead now if the doctor (not operate).....on him right away.

Tests:

1. I may go to Tehran tomorrow.
 1. If I go, I'll buy you the book.
 2. If I will go, I buy you the book.
 3. If I went, I would buy you the book.
 4. If I had gone, I would have bought you the book.
2. I'm not feeling well today at all.
 1. If I am, I will go on a picnic.
 2. If I had been, I would have gone on a picnic.
 3. If I were, I would have gone on a picnic.
 4. If I were, I would go on a picnic.
3. If we when your birthday was, we would have bought you a present.
 1. have known 2. had known 3. would know 4. were known
4. My father could lend me some money to pay the rent if Ihim.
 1. ask 2. asked 3. will ask 4. had asked

- 227

20. You could have bought the vase if he you twenty dollars for it.
 1. had charged 2. has charged 3. should charge 4. charged
21. A: "Did you go to the seaside yesterday?"
 B: "No, it was too cold. If it had been warmer, we"
 1. would go 2. should have gone 3. might have gone 4. will go
22. If Tina had done as he was told, he off the tree.
 1. should not have fallen 2. need not have fallen
 3. were not able to fall 4. might not have fallen
23. If the company hadn't lost money in 1992, the management the number of workers last year.
 1. hadn't been reduced 2. hadn't reduced
 3. wouldn't reduce 4. wouldn't have reduced
24. Unless John Martin receives lots of compensation, the other workers on strike.
 1. were going 2. are gone 3. have gone 4. will go
25. Unless I am offered a better position, I accept the job you have offered me.
 1. won't 2. will 3. would 4. wouldn't
26. "Is your engineering project ready?"
 "No, and today, I will be dismissed."
 1. unless I get finish 2. if I got finished
 3. unless I get finished 4. if I'm not finishing
27. "Did you study the previous night?"
 "No, but if I....., I would have done better on today's test."
 1. had 2. did 3. have 4. had done
28. for the great bravery of the firemen, all the people in the burning building would have been killed.
 1. It had not been 2. It had been 3. If it weren't for 4. Had it not been
29. Unless she had lost my key, she wait outside in the rain.
 1. didn't have to 2. wouldn't have had to
 3. wouldn't have 4. had had to
30. Unless there a rise in interest rates my cousin would have closed his account at the bank and so would I.
 1. would 2. should have 3. had been 4. should

پاسخ تست های جملات شرطی

1-18 ، شرطی نوع سوم	1-1 ، شرطی نوع اول
1-19 ، شرطی نوع سوم	4-2 ، شرطی نوع دوم
1-20 ، شرطی نوع سوم	2-3 ، شرطی نوع سوم
3-21 ، شرطی نوع سوم	2-4 ، شرطی نوع دوم
4-22 ، شرطی نوع سوم	1-5 ، شرطی نوع دوم

- 4-6 ، شرطی نوع دوم
 4-7 ، شرطی نوع دوم
 3-8 ، شرطی نوع دوم
 4-9 ، شرطی نوع سوم
 1-10 ، شرطی نوع سوم
 3-11 ، شرطی نوع دوم
 1-12 ، شرطی نوع اول
 3-13 ، شرطی نوع سوم
 3-14 ، شرطی نوع دوم . چون s سوم شخص به آخر فعل let اضافه نشده ، پس گذشته ساده می باشد (یادآوری: سه قسمت فعل let یکسان است.)
 3-15 ، شرطی نوع دوم (رجوع شود به تست 14)
 4-16 ، شرطی نوع دوم
 1-17 ، شرطی نوع سوم
- 4-23 ، شرطی نوع سوم
 4-24 ، شرطی نوع اول
 1-25 ، شرطی نوع اول
 3-26 ، شرطی نوع اول
 1-27 ، شرطی نوع سوم
 4-28 ، شرطی نوع سوم
 2-29 ، شرطی نوع سوم
 3-30 ، شرطی نوع سوم

Tests:

- Situation: Kathy wants to go to the movies but doesn't have any money.
 "If" sentence: If Kathy _____ some money, she would go to the movies.
 a) were have
 b) would have
 c) had
- Situation: Joe is sleepy and would like to take a nap, but he cannot because he's in an important meeting.
 "If" sentence: If Joe _____ in an important meeting, he would go home and take a nap.
 a) didn't
 b) were
 c) weren't
- Situation: Chuck isn't stupid, but he failed his midterm exam. Why? -- He didn't study for it.
 "If" sentence: If Chuck _____ , he probably wouldn't have failed his midterm exam.
 a) had studied
 b) weren't stupid
 c) might have studied
- Situation: Rex had to miss work today. Why? -- His wife and children were all sick with the flu.
 "If" sentence: Rex _____ miss work today if his wife and children hadn't all been sick with the flu.
 a) didn't have
 b) wouldn't have had to
 c) hadn't had to
- Situation: I finished my work, but only because you helped me.
 "If" sentence: I _____ my work if you hadn't helped me.
 a) couldn't have finished
 b) wasn't able to finish
 c) hadn't been able to finish
- Situation: It's possible for you to do this quiz because you have a computer and modem.
 "If" sentence: It _____ possible for you to do this quiz if you didn't have a computer and modem.

- a) hadn't been
- b) wasn't
- c) wouldn't be

7. I won't talk to her againshe does not apologize for her rude behavior.

- a. so that
- b. in case
- c. as much as
- d. as long as

8. You are late again. I wish youon time more often.

- a. was not
- b. will be
- c. should be
- d. were

9. You can stay in the dormitoryyou obey the rules.

- a. even though
- b. whereas
- c. provided that
- d. so that

10. Once youthe examination, you will be able to relax.

- a. have taken
- b. took
- c. will have taken
- d. taken

11. I don't have a dictionary, but if I, I would lend it to you.

- a. would
- b. do
- c. did
- d. had had

12. You can take my car you don't smash it up.

- a. as much as
- b. as well as
- c. as soon as
- d. as long as

13. I wish I with you last summer.

- a. went
- b. had gone
- c. have gone
- d. go

14. He'd make fewer mistakes if he.....more grammar.

- a. had known
- b. knew
- c. has known
- d. would have known
- e. known

15. Jim.....study harder if he had more time.

- a. will
- b. won't
- c. were
- d. would

16. If my car down again, I'll sell it.

- a. broke
- b. break
- c. will break
- d. breaks

17. If I prime minister, I'd abolish all taxes.

- a. would
- b. be
- c. will be
- d. were

18. If Ms. White is unable to answer your question, Ms. Williams, her supervisor, _____ help you.

- a. can
- b. did
- c. could not
- d. would not

19. "Are you thinking about going to Europe for your vacation?"

"No, but if I _____ money, I would definitely go."

- a. have
- b. had
- c. have had
- d. would have

20. "It's really raining." "Yes. If the weather _____, we'll have to give up camping."

- a. would get worse
- b. get worse
- c. might get worse
- d. should get worse

21. "Why did you send me only twenty dollars?"
"Sorry. If I had had more money, I _____ given you more."
a. will have b. would c. would have d. have
22. "My boss always gives me a hard time." "If I were you, I _____ quit the job."
a. will b. would c. must d. just
23. "My car broke down, when I was about to leave home, and I took a taxi."
"_____, we would have picked you up."
a. If you had called us b. If you called us
c. Have you called us d. If you did call us
24. "Do you need help with your English?" "If I did, I _____ you."
a. would ask b. ask c. will ask d. asked
25. "I'm very hungry, but I have a lot of work to do."
"_____ what you want for lunch, and I'll get it for you."
a. Tell me b. You will tell to me
c. If you did tell me d. If you say to me
26. "Mary went to hospital alone." "If _____, I would have taken her there."
a. had she told me b. she has told me
c. she had told me d. she would tell me
27. "It started raining." "_____, we won't be able to finish this game."
a. If it stopped b. unless it stops
c. should it stop d. If it didn't stop
28. "Did you go camping last weekend?" "No. We would have gone _____ nicer."
a. had the weather been b. would the weather be
c. if the weather has been d. if the weather might be
29. This room is smoky. I wish you _____ smoking.
a. would stop b. have stopped c. stop d. stopping
30. "Rick often makes me mad."
"He makes many people mad. I wish he _____ more polite."
a. is b. will be c. were d. has been
31. "Did you go to Europe last winter?" "Yes, but I wish I _____ in the summer when the days were longer."
a. have gone b. went c. go d. had gone
32. "Would you like to eat out tonight?" "I wish I _____, but I have to prepare my speech for tomorrow."
a. did b. would c. had d. could

A B C D
of the best advertisements this year.

47. If we would have bought that house then, we'd have a valuable piece of
A B C D
property today.

48. Had I known that it would rain, I would bring my umbrella.
A B C D

Reduction of Adverb Clauses

Rule: If the subject of the adverb clause and that of the main clause are the same, the adverb clause may be reduced after adverbs - before, after, while, when, since...

To reduce, drop the subject and the verb 'to be' in the adverb clause.

---I had an accident while I was driving past the REI climbing rock.

---I had an accident while driving past the REI climbing rock.

---Even though she was hungry, she didn't eat the pie.

---Even though hungry, she didn't eat the pie.

If there is not 'be' verb, change the adverb clause verb to the present participle.

---Before she owned a pet, she was afraid of dogs.

---Before owning a pet, she was afraid of dogs.

You may omit the subordinating conjunction (while) with simultaneous actions.

---While camping at Mt. Rainier, I saw several mountain goats.

---Camping at Mt. Rainier, I saw several mountain goats.

---While he was reading, he felt very upset.

---While reading, he felt very upset.

---Reading, he felt very upset.

Because is always omitted in reduced clauses.

---Because she didn't get accepted to the university, she is going to attend community college. = junior college

---Not getting accepted to the university, she is going to attend community college.

You may also omit being in the reduced clause.

---Because David is dyslexic, he doesn't like to read in public.

	<p>---Being dyslexic, he doesn't like to read in public.</p> <p>---Dyslexic, David doesn't like to read in public.</p>
Remember: Only sentences in which the subjects of both clauses are the same maybe be reduced.	<p>✓---While I was eating corn on the cob, my tooth fell out.</p> <p>This adverb clause cannot be reduced because the subject of the adverb clause is not the same as the subject of the main clause.</p>

More examples:

Full Adverbial Clause (Subjects are underlined.)	Reduced Adverbial Clause using <u>ING</u>
---While I was biking last summer, I fell and hurt my knee.	---(While) biking last summer, I fell and hurt my knee.
---Because Jessie knew I had forgotten mine, she let me borrow her sleeping bag.	<p>✓---Knowing I had forgotten mine, Jessie let me borrow her sleeping bag.</p> <p>(** Notice, "mine" and "sleeping bag" also refer to the same thing.)</p>
---Since I had never played Spades before, I was not very good.	---Having never played Spades before, I was not very good.
---Since I had never played Spades before, Joe took his time explaining the game to me.	<p>WRONG: ✗---Having never played Spades before, Joe took his time explaining the game to me.</p> <p>Written this way, this sentence means that Joe had never played before.</p> <p>The full clause therefore cannot be reduced, because it has 2 different subjects, "I" and "Joe."</p>

Some adverbial clauses can also use "ed or P.P."; however, the subjects of both parts of the sentence still must be the same.

For example:

Full Adverbial Clause	Reduced Adverbial Clause Using <u>P.P.</u>
---Because we were exposed to the sun for so long, we got sunburned.	---(<i>Being</i>) exposed to the sun for so long, we got sunburned.
---Jane was embarrassed by the photo, so she left.	---(<i>Being</i>) embarrassed by the photo, Jane left.
---Mom was concerned about Tommy, so she called the police. ---Since Jane was photographed by famous people, she became very well-known in the music world.	---(<i>Being</i>) concerned about Tommy, Mom called the police. ---(<i>Being</i>) photographed by famous people, Jane became very well-known in the music world.
---Because I was irritated by the dog, Joanne put it in the backyard.	<i>WRONG: ✗---Irritated by the dog, Joanne put it in the backyard.</i> Written this way, the sentence means that Joanne was irritated by the dog. The full clause therefore cannot be reduced, because it has 2 different subjects, "I" and "Joanne."
	→→→ When broken open, Allende stones are revealed to contain an assortment of small, distinctive objects, spherical or irregular in shape, and embedded in a dark gray matrix (binding material), which were once constituents of the solar nebula—the interstellar cloud of gas and dust out of which our solar system was formed.

The Reduced Adverbial Clause does not have to be the first clause in the sentence.

For Example:

---The family left, irritated that the bears had stolen their food.	---Irritated that the bears had stolen their food, the family left.
---Jill stared at the sky, looking for signs of life among the stars.	---Looking for signs of life among the stars, Jill stared at the sky.

Common Errors: **Dangling** Participles

✗---Using a heater, the house was much warmer.	This means that the house was using a heater itself. Reword: ✓---Using a heater, I felt much warmer.
✗---Sealed in an airtight container, Jill kept her flour fresh.	This means that Jill is sealed in a waterproof container. Reword: ✓---Sealed in an airtight container, the flour was kept fresh by Jill.

DANGLING MODIFIERS

The subject of the main clause must be the same as the understood subject of the introductory phrase. In other words, the introductory phrase modifies the subject of the main clause.

INTRODUCTORY PHRASE MAIN CLAUSE

---Looking at his watch, Mr. Jones got up and left.

SUBJECT

Who looked at his watch? Mr. Jones

Who got up and left? Mr. Jones

INTRODUCTORY PHRASE MAIN CLAUSE

---Compared to his father, John is a tall man.

SUBJECT

Who is compared to his father? John

Who is a tall man? John

INTRODUCTORY PHRASE MAIN CLAUSE

---To **make a collect phone call**, Mary must speak to the operator.

SUBJECT

Who is making a collect phone call? Mary

Who must speak to the operator? Mary

INTRODUCTORY PHRASE MAIN CLAUSE

---While a dancer in New York, Kathy injured her leg.

SUBJECT

Who was a dancer in New York? Kathy

Who injured her leg? Kathy

Error Examples

✗---Running home from school, a dog bit me.

✓---Running home from school, I was bitten by a dog.

✗---When only a child, my father took me to the circus.

✓---When only a child, I was taken to the circus by my father.

✗---Hidden in his pocket, George left the room with the key.

✓---Having hidden the key in his pocket, George left the room.

✗---To understand the directions, they must be read carefully.

✓---To understand the directions, one must read them carefully.

➔➔➔Be careful when reducing time clauses that come at the end of sentences.

---We saw many beautiful birds while we were fishing in the lake.

---We saw many beautiful birds while fishing in the lake.

---Fishing in the lake, we saw many beautiful birds.

✗---We saw many beautiful birds fishing in the lake.

In the last sentence, the meaning is ambiguous: Are we fishing or are the birds fishing?

Different times:

---Before he left the room, Jerry said good-bye to everybody.

---Before leaving the room, Jerry said good-bye to everybody.

---After I finished my homework, I went to bed.

---After finishing my homework, I went to bed.

---After I had finished my homework, I went to bed.

---After having finished my homework, I went to bed.

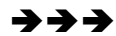
---Having finished my homework, I went to bed.

---They bought their tickets. Then, they went to the theater.

---Having bought their tickets, **they** went to the theater.

---She finished her homework. Then, she went home.

---Having finished her homework, **she** went home.



---Because she had moved, she didn't remember the way to the market.

---Having moved, she didn't remember the way to the market.

---Because she has moved, she doesn't remember the way to the market.

---Having moved, she doesn't remember the way to the market.

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

---The children are playing football now. Afterwards, they will watch TV.

---**Having played** football, the children will watch TV.

نکته: اگر عمل کوتاهی بعد از عمل کوتاه دیگر اتفاق افتد از این ساختار استفاده می کنیم:

---Ali took a key out of his pocket. He opened the door.

---**Taking** a key out of his pocket, Ali opened the door.

نکته: شکل منفی این ساختارها به این صورت است که not قبل از شکل ing دار یا قسمت سوم فعل می آید:

---**Not** knowing what to do, I went home.

---**Not** having studied, they reluctantly went to school.

و در صورتی که مجهول باشد به این صورت نوشته می شود:

---Having **been** invited, I went to the party.

---She is angry about **not having been** invited.

Other clauses: Sometimes clauses with *because* can be reduced.

---Because he was a doctor, George knew how to handle the situation.

---Being a doctor, George knew how to handle the situation.

---As a doctor, George knew how to handle the situation.

→→→TOEFL

✓---Once (it is) submitted, your thesis will be reviewed.

The sentence above makes sense to me. But my question is that when 'once' is used in active, why it can't be reduced like this:

---Once you submit your thesis, you will graduate.

✗---Once submitting your thesis, you will graduate.

⇒ In the first one you drop 'it is' and everything's fine. In the second you don't just drop something, you manipulate it: you drop the 'you' and you add '-ing' on the end of submit, and this changes the nature of the verb.

In these contexts, 'once' refers to a discrete point in time, a particular moment. When you change the second sentence to a present participle, you introduce something that clashes with 'once', since present participles suggest duration, continuation, *not* discrete points in time. Present participles are more typically used with words such as 'while', therefore:

---'While submitting my thesis, I stumbled and fell and the pages went flying all over the room'.

Similarly, you couldn't use 'while' with a past participle.

⇒ Those do not work because "once" implies a finished action. You could, however, say

---'Once you have submitted your thesis, you will graduate,' because the present perfect can imply a finished action.

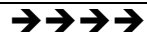
More examples:

---While she was walking in the rain, she got wet.

---Walking in the rain, she got wet.

---While I was crossing the road, I met my friend.

---Crossing the road, I met my friend.



TOEFL: *-ing* forms and *-ed* forms may be used as verbals. Verbals function as modifiers.

An introductory verbal modifier with *-ing* or *-ed* should immediately precede the noun it modifies. Otherwise, the relationship between the noun and the modifier is unclear, and the sentence is illogical.

Avoid using a noun immediately after an introductory verbal phrase which may not be logically modified by the phrase.

✗---After graduating from City College, Professor Baker's studies were continued at State University, where he received his Ph.D. in English.

✓---After graduating from City College, Professor Baker continued his studies at State University, where he received his Ph.D. in English.

✗---Returning to her room, several pieces of jewelry were missing.

✓---Returning to her room, *she* found that several pieces of jewelry were missing.

✗---Having been delayed by heavy traffic, it was not possible for her to arrive on time.

✓---Having been delayed by heavy traffic, *she* arrived late.

✗---Accustomed to getting up early, the new schedule was not difficult for him to adjust to.

✓---Accustomed to getting up early, he had no difficulty adjusting to the new schedule.

✗---After finishing his speech, the audience was invited to ask questions.

✓---After finishing his speech, he invited the audience to ask questions.

.....air traffic controllers guide planes through conditions of near zero visibility.

(A) They talk with pilots and watch their approach on radar,

(B) Talking with pilots and watching their approach on radar,

(C) Talk with pilots and watch their approach on radar,

(D) When they talked with pilots and watched their approach on radar,

Have designed his own plane, *The Spirit of St. Louis*, Lindbergh flew from Roosevelt Field in New York across the ocean to Le Bourget Field outside Paris.

Exercise:

1. While I was searching for an apartment, I ran into an old friend from high school.

2. Before Bob and Jane ran outside to get her, they had understood the bad news.

3. Since the product was sold internationally, it has made great profits for the company.

4. After the young teen got a car and a music career, he decided to leave the old neighborhood.

5. When John is tired, he seldom does well on classroom tests.

6. Before Alexander became a priest, he was a lawyer in a major law firm.

7. When you apply to a major university, be sure to write an excellent essay.

Tests:

- 1..... their lunch, they went out for a walk.
1. having 2. having had 3. have 4. had had
- 2..... the whole day, we became very tired.
1. driving 2. have driven 3. had driven 4. having driven
3. Listening to the teacher,
1. the teacher became happy 2. the lesson was very easy
3. I understood the lesson nicely 4. the class was very noisy
- 4..... the news, I shouted for joy.
1. got 2. getting 3. having get 4. had got
- 5....., the students placed their pencils on their desks and left the room.
1. being finished the test 2. all the test now being over
3. having completed the test 4. before the bell's ringing
6. My brother said, the furniture he felt a sharp pain in his back.
1. being lifted 2. having lifted 3. lifted 4. to lift
- 7..... all the way, I got home and told my father the good news.

1. ran 2. run 3. running 4. to run

8. Watching television

1. I fell asleep 2. the light went out
3. my father came in 4. it fell down

9. John cut his finger while with the knife in the kitchen.

1. to work 2. works 3. work 4. working

10. I fell asleep,my homework.

1. doing 2. have done 3. did 4. do

11. the whole morning, the young boys went home happily.

1. swimming 2. having swum 3. swam 4. to swim

12. Peter was feeling sick. He called a doctor. In other words sick, Peter called a doctor.

1. felt 2. feeling 3. having felt 4. to feel

13. George was reading a story. He fell asleep. In other words a story, George fell asleep.

1. read 2. having read 3. reading 4. to read

14., I didn't want to go to the Cinema.

1. having already seen the film twice 3. I have already seen the film twice
2. seeing the film twice before 4. having had seen the film twice

15. his breakfast, the father took the children to school.

1. had 2. to have 3. have had 4. having had

16 I went round the back the front door locked.

1. find 2. found 3. to find 4. having found

17.air traffic controllers guide planes through conditions of near zero visibility.

1. They talk with pilots and watch their way on radar,
2. Talking with pilots and watching their way on radar,
3. Talk with pilots and watch their way on radar,
4. When they talked with pilots and watched their way on radar,

18. Choose the incorrect item.

Have designed his own plane, Wilber flew from New York across the ocean to Le

1

2

3

Bourget outside Paris.

4

19. Choose the correct item.

1. After graduating from City College, Professor Baker's studies were continued at State University.
2. Having been delayed in heavy traffic, it was not possible for her to arrive on time.
3. Accustomed to getting up early, he had no difficulty adjusting to the new schedule.
4. After finishing his speech, the audience was invited to ask questions.

20. Choose the incorrect item.

1. driving to work, an accident happened.
2. having finished her work, she took a taxi and went home.
3. Not being able to understand English, the man didn't know what I wanted.
4. Turning off the lights, I went to bed.

1 2 ، عملی بعد از عمل دیگر اتفاق افتاده است.

2

3 3 ، دقت کنید که در موارد دیگر بعد از کاما از فاعلی استفاده نشده است که فاعل listening to the teacher نیز باشد.

4 2 همانطور که گفته شد کاری با فاصله زمانی بسیار کمی بعد از کار دیگری اتفاق افتاده است.

5 3 ، عملی بعد از عمل دیگر اتفاق افتاده است.

6 2 ، عملی بعد از عمل دیگر.

7 3

8 1 ، همانطور که گفته شد فاعل هر دو قسمت باید یکی باشد. گزینه 2 the light نمی تواند فاعل watching TV باشد، my father نمی تواند هم تلویزیون تماشا کند و هم از در وارد شود (منطقاً اشتباه است) در گزینه 4 هم، it نمی تواند فاعل watching TV باشد.

9 4 ، دو عمل همزمان

10 1 ، دو عمل همزمان

11 2 ، عملی بعد از عمل دیگر، شناکردن و سپس به خانه رفتن

12 2

13 3 ، دو عمل همزمان

14 1 ، عملی بعد از عمل دیگر

15 4 ، عملی بعد از عمل دیگر (had در اینجا فعل اصلی و به معنی خوردن می باشد)

16 4 ، عبارت وصفی در ابتدای جمله نیامده

17 2 ، air traffic controller فاعل هردو جمله است.

18 1 ، باید having designed باشد.

19 3 ، همانطور که گفته شد فاعل بعد از کاما ، باید فاعل هردو طرف باشد. در مثال 1 ، professor Baker's studies نمی تواند فاعل فارغ

التحصیل شدن (graduating) باشد و در مثال 2 نیز it نمی تواند فاعل having been delayed باشد. گزینه 4 the accident فاعل عبارت قبلی یعنی finishing his speech نیست.

20 1 ، همانطور که گفته شد بعد از کاما باید فاعل بیاید که فاعل هردو طرف نیز باشد ، an accident فاعل driving to work نیست.

Exercise 7.24: Dangling Modifiers

Directions: Rewrite any constructions that modify the wrong word or seem illogical.

1. Walking along the street, the bird flew over the houses.
2. Too young to be left alone, the parents took the child with them.
3. As he saw the sun rise, it made a yellow glow across the horizon.
4. When protective, the babies are shadowed by their mothers.
5. The man ran over the bump with a flashy car.
6. Besides being an escapee, the police wanted the fugitive for tax evasion, too.
7. In addition to hunger, the agency tackles many problems.

8. The man told the girl he loved her sitting on the fence.
9. We picked flowers up and down the street.
10. The candidate at the rear roared an answer in front to the accusations.
11. By working cooperatively, the game was won by the team.
12. The man was informed that he was no longer employed by the manager.
13. The dog that was damaged by the hurricane ran under the bridge.
14. The plant, as well as the parking lot, sustained due to the storm power loss.
15. The boy fell down the street.
16. Walking through the woods, the rabbits were jumping everywhere.
17. Down-and-out, the banker gave the homeless man some food.
18. Bewildered by his sudden wealth, the police investigated the robber.
19. Itching due to the poison ivy, the doctor gave the patient some ointment.
20. Laughing loudly, the clowns put on quite a show.

Answers to Exercise 7.24: Dangling Modifiers

Directions: Rewrite any constructions that modify the wrong word or seem illogical.

1. **As we were** walking along the street, the bird flew over the houses.
2. The parents took the child who was too young to be left alone with them.
3. The sun made a yellow glow across the horizon as the man saw it rise.
4. When protective, mothers shadow their babies.
5. The man ran over the bump with **his** flashy car.
6. The police wanted the fugitive for tax evasion besides his being an escapee.
7. The agency tackles many problems **in addition to hunger**.
8. The man told the girl **sitting on the fence** that he loved her.
9. We picked flowers up and down the street. (OK as is)

10. The candidate at the rear roared an answer to the accusations **in front**.
11. By working cooperatively, the team won the game. Keep your sentences active, and you can eliminate most problems like the one here.
12. The man was informed **by the manager** that he was no longer employed. This sentence is passive, so we need *by* + agent (*by the manager*) immediately after the clause it modifies. Therefore, the modifier will describe the structure next to it and not dangle.
13. The dog ran under the bridge **that was damaged by the hurricane**.
14. The plant, as well as the parking lot, sustained power loss **due to the storm**.
15. The boy **down the street** fell down. Which boy?
16. **As we were walking through the woods**, the rabbits were jumping everywhere. Make both clauses self-sufficient like these are. I call them self-sufficient, because they both have a subject and a verb that act independently of one another. Yet, if you write sentences with participial phrases at the front, do it like this:
present part. phrase—S –V.
Running a good race, the man excelled toward the end.
The participial phrase describes the element directly in front of it, the subject of the IC. The principle is true even with participles that immediately follow the unit they modify, such as ***The man, beaten and tired, gave in to the demands of the group.*** Again, the principle is the same with exercise 17, although the modifier is an adverbial realized by a couple of prepositions comprising a phrase.
17. The banker gave the **down-and-out**, homeless man some food.
18. Bewildered by **the robber's** sudden wealth, the police investigated.
19. The doctor gave the patient, **itching due to the poison ivy**, some ointment.
20. **As we were** laughing loudly, the clowns put on quite a show.

Tests: Peterson's Success

1. Small sailboats can easily capsize.....they are not handled carefully.
(A) but
(B) which
(C) if
(D) so
- 2.....they are tropical birds, parrots can live in temperate or even cold climates.
(A) Despite
(B) Even though
(C) Nevertheless
(D) But

3. Despite cats cannot see in complete darkness, their eyes are much more

A

B

C

sensitive to light than humans' eyes.

D

4.....added to a liquid, antifreeze lowers the freezing temperature of that liquid.

(A) That

(B) As is

(C) It is

(D) When

5. Because of cheese is essentially a concentrated form of milk, it contains the

A

B

C

D

same nutrients as milk.

6.....advertising is so widespread in the United States, it has had an enormous effect on American life.

(A) Why

(B) The reason

(C) On account of

(D) Since

7.toward shore, its shape is changed by its collision with the shallow sea bottom.

(A) During a wave rolls

(B) As a wave rolls

(C) A wave rolls

(D) A wave's rolling

8. Snakebirds were not given their name because they eat snakes, but because of

A

B

C

D

their long, slender necks resemble snakes.

9.....people are increasingly linked over long distances by electronic communications, but many of them still prefer face-to-face encounters.

(A) Although

(B) Despite

(C) Today

(D) The fact that

10.....together in one place, they form a community.

(A) When people who live

(B) When people living

(C) Whenever people live

(D) Whenever living people

11.....managed by an independent governor and board of directors, the Bank of Canada is owned by the Canadian government.

(A) And yet

(B) In spite of it

- (C) Although
(D) It is

12. In the sixteenth century, it was thought that a compass needle pointed north
A B C
because some mysterious influence of the stars.

D

13. During lava cools exceptionally fast, it forms a natural glass called obsidian.
A B C D

14....., the seeds of the Kentucky coffee plant are poisonous.

- (A) Until they have been cooked
(B) Cooking them
(C) They have been cooked
(D) Cooked until

15. Although Adlai Stevenson was never elected president, he was one of the
A B
preeminent American politics of the mid-twentieth century.
C D

16. Natural silk is still highly prized.....similar artificial fabrics.

- (A) although is available
(B) despite there are available
(C) in spite of the availability of
(D) even though an availability of

17. Cattle ranches are found almost.....in Utah.

- (A) wherever
(B) everywhere
(C) overall
(D) somewhere

18. Since its acute sense of smell, the blood hound is often used in tracking.
A B C D

19.....through a prism, a beam of white light breaks into all the colors of the rainbow.

- (A) When shines
(B) It shines
(C) It is shone
(D) When shone

1. c
2. b
3. a
4. d
5. a
6. d

- 7. b
- 8. d
- 9. c
- 10. c
- 11. c
- 12. d
- 13. a
- 14. a
- 15. c
- 16. c
- 17. b
- 18. a
- 19. d

Misplaced modifiers:

1. Fearing economic hardship,.....

- (A) many New Englanders emigrated to the Midwest in the 1820s
- (B) emigration from New England to the Midwest took place in the 1820s
- (C) it was in the 1820s that many New Englanders emigrated to the Midwest
- (D) an emigration took place in the 1820s from New England to the Midwest

2. Rich and distinctive in flavor,.....

- (A) there is in the United States a very important nut crop, the pecan
- (B) the most important nut crop in the United States, the Pecan
- (C) farmers in the United States raise pecans, a very important nut crop
- (D) pecans are the most important nut crop in the United States

3. Orbiting from 2.7 to 3.6 billion miles from the sun,.....

- (A) the astronomer Clyde Tombaugh discovered Pluto in 1930
- (B) Pluto was discovered by the astronomer Clyde Tombaugh in 1930
- (C) it was in 1930 that the astronomer Clyde Tombaugh discovered Pluto
- (D) the discovery of Pluto was made by Clyde Tombaugh in 1930

4. A popular instrument,.....

- (A) only a limited role has been available to the accordion in classical music
- (B) there is only a limited role for the accordion in popular music
- (C) classical music provides only a limited role *for* the accordion
- (D) the accordion has played only a limited role in classical music

5. Unlike most birds,.....

- (A) the heads and necks of vultures lack feathers
- (B) feathers are not found on the heads and necks of vultures
- (C) vultures do not have feathers on their heads and necks
- (D) there are no feathers on vultures' heads and necks

6. Widely reproduced in magazines and books,.....

- (A) Ansel Adams depicted the Western wilderness in his photographs

- (B) the Western wilderness was depicted in the photographs of Ansell Adams
- (C) Ansell Adams' photographs depicted the Western wilderness
- (D) it was through his photographs that Ansell Adams depicted the Western wilderness

7. Smaller and flatter than an orange,.....

- (A) a tangerine is easy to peel and its sections separate readily
- (B) the peel of a tangerine is easily removed and its sections are readily separated
- (C) it's easy to peel a tangerine and to separate its sections
- (D) to peel a tangerine is easy, and its sections can be readily separated

8. Like the federal government,.....

- (A) taxation provides most of the funds for state and local governments as well
- (B) state and local governments obtain most of their funds through taxation
- (C) through taxation is how state and local governments obtain most of their funds
- (D) funds are provided from taxation for state and local governments

9. Originally settled by Polynesians around 700 AD,.....

- (A) Hawaii received its first European visitor in 1778, when Captain James Cook landed there.
- (B) Hawaii's first European visitor, Captain James Cook, landed there in 1778
- (C) in 1778 the first European, Captain James Cook, visited Hawaii
- (D) the first European to visit Hawaii was Captain James Cook, landing there in 1778

10. Though.....near the coast, the town doesn't get much of an ocean breeze.

- (A) is located
- (B) locating
- (C) located
- (D) is locating

11. The application will be reviewed ifby the fifteenth of the month.

- (A) submitting
- (B) submits
- (C) have submitted
- (D) submitted

12.struck by lightning, the tree continued to thrive.

- (A) as if
- (B) when
- (C) although
- (D) more than

Noun Clause:

A. Noun clauses perform the same functions in sentences that nouns do.

→→→→ You can combine two independent clauses by changing one to a noun clause and using it in one of the ways listed above. The choice of the noun clause marker (see below) depends on the type of clause you are changing to a noun clause.

1. To change a **statement** to a noun clause use **that**:

(برای بیان حقیقت یا یک ایده از that استفاده می کنیم.)

I know. + Billy made a mistake. =

---I know *that Billy made a mistake.*

2. To change a **yes/no question** to a noun clause, use **if** or **whether**:

George wonders. + Does Fred know how to cook? =

---George wonders *if Fred knows how to cook.*

3. To change a **wh-question** to a noun clause, use the **wh-word**:

I don't know. + Where is George? =

---I don't know *where George is.*

→→→→ Pattern to look for:

1. Verb + question word/that clause;

---I don't know where he is.

2. Preposition + question word;

---He wants to learn about whatever is interesting.

3. It + is + passive verb + that clause;

---It is reported that the finance minister is to resign.

4. Question word/that + subject + verb (at the beginning of a sentence) + VP

---What Mary said confused her parents.

→→The subordinators in noun clauses are called noun clause markers. Here is a list of the noun clause markers:

That

If, whether or not

Wh-words: *how, what, when, where, which, who, whom, whose, why*

Wh-ever words: *however, whatever, whenever, wherever, whichever, whoever, whomever, how much, how many, how long, how often, how soon, etc.*

→→When a question word is used as a connector, it has a special meaning. An easy way of remembering this is that the noun clause creates an adjective clause, in these forms:

What = the things that

Who = the person that

When = the time that

Why = the reason that

Where = the place that

How = the way that

---Please describe what you saw = Please describe the things that you saw.

---Tell me how I can get there = Tell me the way that I can get there.

ترجمہ:	
That=	کہ (وسط جملہ) ، اینکه (اول جملہ)
Wh...	<p>1. اسم wh + کہ</p> <p>2. کہ، اینکه + ضمیر پرسشی</p>
Who	<p>(وسط جملہ) -- (اول جملہ)</p> <p>کہ چہ کسی-- کسی کہ</p>

What	که چه -- آنچه که
Why	که چرا -- دليلي که، علتی که، اینکه چرا
Where	که کجا -- جایی که
Whom	که چه کسی -- کسی که
Which	که کدام -- آنچه که



1- Whichever هرکدام (که)

2- Whatever هرچه (که)

3- Whoever هر کس (که)

4- Whenever هر وقت (که)

5- Wherever هرکجا (که)

6- However هرطور (که)

---Take whatever you want.

---This is for whoever wants it.

---However you do it is ok with me.

---Whenever you want to come is fine with me.

---Whichever of them you marry, you will have problems.

Functions of Noun Clauses

1. A noun clause can be a *subject of a verb*:

- Thomas made her angry.
- That he had even asked her made her angry.
- That George learned how to swim is a miracle.
- That no one was killed in that terrible accident was strange.
- Whether Fred can get a better job is not certain.
- However you learn to spell is OK with me.
- What Billy did shocked his friends.

2. A noun clause can be an *object of a verb*:

- We discovered his arrogance.
- We discovered what he had asked her. ⇨ Tense
- Billy's friends didn't know that he couldn't swim.

- We didn't know that Billy would jump.
- We didn't know Billy would jump.
- Can you tell me if Fred is here?
- George eats whatever is on his plate.

3. Indirect object:

Remember that the direct object should answer the question, "What did she give?" while the indirect object answers, "To whom (or what) did she give it?"

- I gave whoever he was my assistance.

4. A noun clause can be a *subject complement* (predicate noun):

- The truth is that Billy was not very smart.
- The truth is Billy was not very smart.

- The question is whether other boys will try the same thing.
- The winner will be whoever runs fastest.
- The insult was that he had even asked her.

---Billy's mistake was that he refused to take lessons.

5. A noun clause can be an object of a preposition:

---She found fault in his question.

---She found fault in what he had asked her.

---Mary is not responsible for what Billy did.

---Billy didn't listen to what Mary said.

6. Object complement:

---You can call him a genius.

The word "genius" is an object complement that describes the direct object "him."

---You can call him what you wish.

7. A noun clause (but not a noun) can be an adjective complement:

---Everybody is sad that Billy drowned.

---He is happy that he is learning English.

---We are all afraid that the final exam will be difficult.

8. Appositive to the subject:

---We *adults* understand life better than children.

Adults is an appositive that defines the subject "we."

---We *that are older* understand life better than children.

9. Appositive to the object:

---I love those gentlemen.

---I love **those** who support me.

→→→A. Except for that, noun clause markers cannot be omitted. Only *that* can be omitted, but it can be omitted only if it is not the first word in a sentence:

✓---Billy's friends didn't know that he couldn't swim.

✓---Billy's friends didn't know he couldn't swim.

✓---Billy's mistake was that he refused to take lessons.

✓---Billy's mistake was he refused to take lessons.

✓---That Billy jumped off the pier surprised everyone.

✗---Billy jumped off the pier surprised everyone.

➔➔➔B. Statement word order is *always* used in a noun clause, even if the main clause is a question:

✗---Do you know *what time is it?* (Question word order: is it)

✓---Do you know what time it is? (Statement word order: it is)

✗---Everybody wondered *where did Billy go.* (Question word order: did Billy go)

✓---Everybody wondered where Billy went. (Statement word order: Billy went)

➔➔Remember that question words can be used as conjunctions. Question words introduce a clause of indirect question.

Question words include the following:

who *why*

what *how*

what time *how long*

when *how many*

where *how much*

➔➔Avoid using *do*, *does*, or *did* after the question word. Avoid using the verb before the subject after the question word.

✗---I didn't understand what did he say.

✓---I didn't understand what he said.

✗---Do you know how much do they cost?

✓---Do you know how much they cost?

✗---I wonder when is her birthday.

✓---I wonder when her birthday is.

✗---Could you please tell me where is the post office?

✓---Could you please tell me where the post office is?

✗---Can they tell you what time does the movie start?

✓---Can they tell you what time the movie starts?

Recently, there have been several outbreaks of disease like Legionnaire's syndrome, and doctors don't know.....

- (A) what is the cause
- (B) the cause is what
- (C) is what the cause
- (D) what the cause is

In Ground Control Approach, the air traffic controller informs the pilot how far is the plane from the touchdown point.

Exercise:

Change these questions into noun clauses, as in the example. Begin every sentence with “I don't know” or “I'd like to know”

e.g. Where was the first capital of Greece?

I don't know where the first capital of Greece was.

1. Where was Alexander the Great from?
2. Who discovered Saturn?
3. Who was the biggest enemy of Athens?
4. Who teaches biology 101?
5. Who is your lab partner?
6. Who is coming to the party tomorrow?
7. Who was the strongest god in Greece?
8. Who was the most famous Greek mathematician?
9. What should I do if I lose my library card?

Exercise

1. They are curious about something. Will you come to the party tomorrow?
2. Give the professor something. What did you write yesterday?
3. They are watching something. What did the professor show in class?
4. They are listening to something. What did the professor play in class?
5. They are writing something. What did the professor assign?

6. Something is important. What did the professor talk about yesterday in class?

7. Doing something is possible. What assignment do you want to do?

➔➔ We can use **if** or **whether** to say that two possibilities have been talked about, or to say that people are not sure about something:

---They couldn't decide **whether/if** it **was worth re-sitting** the exam.

---I doubt **whether/if** anyone else agrees with me.

Whether can usually be followed directly by *or not*. Compare:

---I didn't know **if** Tom was coming **or not**. (not ...~~if or not~~ Tom was coming.) and

---I didn't know **whether or not** Tom was coming. (or ...whether Tom was coming or not.)

Whether is preferable to **if** in these cases:

1- **After preposition**

---We argued **about whether** women are more liberal in Britain or in the USA.

2- **Before infinitives**

---She was uncertain **whether to** stay **or** leave.

---I didn't know **whether to** believe him **or not**.

3- In clauses acting as a **subject** or **complement**

---**Whether** the minister will quit over the issue remains to be seen.

---The first issue is **whether** he knew he was committing a crime.

4- In this pattern **noun + as to + whether** to mean 'about' or 'concerning'

---There was some **disagreement as to whether** he was eligible to play for France.

➔➔➔ Other nouns commonly used in this pattern are **debate, discussion, doubt, question, uncertainty, controversy**.

5- **After** the verbs **advise, consider, discuss**

---You should **consider** carefully **whether** the car you are interested in **is good value**.

➔➔➔ Although **if** and **whether** are often interchangeable, a distinction worth noting is that **if** is

also used in conditional constructions and **whether** in expressing an alternative or possibility. Thus, “**tell me if you’re going to be in town next week**” could be strictly interpreted as ‘you need not reply if you are *not* going to be in town,’ whereas “**tell me whether you’re going to be in town next week**” clearly means ‘a reply is desired one way or the other.’

➔➔➔ A common way of reporting what is said by people in general or by an unspecified group of people is to use **it + passive verb + that-clause**:

---It has been **acknowledged that** underfunding is part of the problem.

---It can be **seen that** prices rose sharply in September.

Other verbs that can be used in this pattern include **agree, allege, announce, assume, calculate, claim, consider, decide, declare, discover, estimate, expect, feel, find, know, mention, propose, recommend, say, show, suggest, suppose, think, understand.**

➔➔➔➔ D. Sequence of tenses in sentences containing noun clauses:

A. When **the main verb** (the verb in the independent clause) is **present**, the verb in the noun clause is:

1. Future if its action/state is *later*

---He thinks that the exam next week will be hard.

---He thinks that the exam next week is going to be hard.

2. Present if its action/state is at the *same time*

---He thinks that Mary is taking the exam right now.

3. Past if its action/state is *earlier*

---He thinks that George took the exam yesterday.

➔➔➔➔ B. When **the main verb** (the verb in the independent clause) is **past**, the verb in the noun clause is:

1. *Was/were going to or would + BASE* if its action/state is *later*

---He thought that the exam the following week was going to be hard.

---He thought that the exam the following week would be hard.

2. *Past continuous* if its action/state is at the *same time*

---He thought that Mary was taking the exam then.

3. *Past perfect* if its action/state is *earlier*

---He thought that George had taken the exam the day before.

→→→→^{Advanced} **Class.** If the action/state of the noun clause is still in the **future** (that is, after the writer has written the sentence), then a **future** verb can be used even if the main verb is past.

---The astronaut said that people will live on other planets someday.

→→→→D. If the action/state of the noun clause continues in the present (that is, at the time the writer is writing the sentence) or if the noun clause expresses a general truth or fact, the simple present tense can be used even if the main verb is past.

---We learned that English is not easy.

---The boys knew that the sun riser in the east.

→→→→Note: Notice the difference between the pairs of sentences below. The first has a *wh-clause* with **whether** and the second has a *that-clause*

---I didn't know *whether* the university was shut.

---I didn't know *that* the university was shut.

---We couldn't see *whether* he was injured.

---We couldn't see *that* he was injured.

---The story that he was in a crash isn't true. (NC)

---The story that he told us isn't true. (RC)

Exercises:

Change to indirect speech. Observe the sequence of tenses. Make the necessary changes in pronouns.

EXAMPLE: He said, "I need more time to get ready."

He said that he needed more time to get ready.

1. He said, "They have already finished the work."
2. He said, "Construction on your house will begin as soon as the lumber arrives."
3. The technician said, "The laboratory has already sent in the report."
4. The mechanic said, "Your car is repaired and you can pick it up at the garage at any time."
5. She said, "We are planning a farewell party for our two guests."
6. He said, "I will meet you at the airport whenever you wish."
7. Our visitor said, "It rains a great deal in my country."
8. He said, "The weather is so bad that I won't go out at all."
9. The gardener said, "The bushes should be trimmed once a month."
10. She said, "My parents live too far away for me to visit them often."
11. He said, "I would like to see a good movie but I don't see anything in the paper that interests me."

Indirect Speech

Noun Clauses from Questions

Change to indirect speech. Observe the sequence of tenses and make the necessary changes in pronouns. Use a period at the end of the sentence.

EXAMPLE: He asked me, "Does the train always arrive late?" He asked me whether (or informal if) the train always arrived late.

1. He asked me, "Will the report be ready soon?"
2. He asked me, "Has anyone found the missing dog?"
3. He asked me, "What is your name?"
4. He asked me, "What color do you want?"
5. He asked me, "How much does this umbrella cost?"
5. He asked me, "Can you cook ?"

7. He asked me, "Would you prefer to see a movie or a play?"
8. He asked me, "Where is the post office?"
9. He asked me, "Why didn't you answer when I called you?"
10. He asked me, "Who was hurt in the accident?"
11. He asked me, "Can anyone enter the contest?"
12. He asked me, "When are they leaving for Chicago?"
13. He asked me, "Is the bus non-stop?"
14. He asked me, "Have you ever been to New York?"
15. He asked me, "Which typewriter do you like better?"
16. He asked me, "Who is that pretty girl?"
17. He asked me, "What time is it?"
18. He asked me, "Whose hat is this?"
19. He asked me, "Whom does this hat belong to?"
20. He asked me, "How long have you been waiting?"
21. He asked me, "Which beach did you go to?"

SEQUENCE OF TENSES IN NOUN CLAUSES

Change the main verb to the past tense and make the changes in the noun clauses required by the sequence of tenses.

EXAMPLE: a. He denies that he took the money. He denied that he had taken the money.

b. I know that I can do the work if he will give me the chance. I knew that I could do the work if he would give me the chance.

(Note that sequence of tenses must be observed even in the dependent clauses within the noun clauses.)

1. We believe that he may take the late train home.
2. I assume that the insurance company will pay me for the damage to my car.
3. I think that the baby is crying.

4. We doubt that they have already left.
5. I suppose that they are out to lunch.
6. Our neighbors are threatening that they will call the police if we continue to play such loud music.
7. She is pretending that she hasn't seen him come into the room.
8. I suppose that the secretary who has just been hired will prove to be satisfactory.
9. She is complaining that the doctor is charging too much for the series of treatments he is giving her.
10. He insists that the report he has prepared is based on accurate statistics.
11. I promise that after the ball game is over I will come straight home.
12. I feel that I have wasted my time when I go shopping for a suit and can't find anything I like.

→→→→ How to reduce Noun Clauses:

1. Noun Clauses to Gerund Phrases:

When you change noun clauses to gerund phrase, you must first change the verb in the noun clause to its- **ing** form; as shown in the following examples:

1. Full: ---They admit *that they have problems at school*.

Reduced: ---They admit *having problems at school*.

2. Full: ---They recommend *that you buy a less expensive car*.

Reduced: ---They recommend *you buying a less expensive car*.

3. Full: ---I suggested *that John buy a less expensive car*.

Reduced: ---I suggested *John's buying a less expensive car*.

4. Full: ---*That the peace treaty was signed* was important.

Reduced: ---*The signing of the peace treaty* was important.

2. Noun Clauses to Infinitive Phrases:

When you change noun clauses to infinitive phrases, you must first change the verb in the noun clause to an infinitive by adding “to” to the base form of the verb, as shown in the following examples:

1. Full: ---He claims *that he is a genius*.

Reduced: ---He claims *to be a genius*.

2. Full: ---I ask *that you go first*.

Reduced: ---I ask *you to go first*.

You should only make a noun clause reduction if the following criteria are met

1. The connector is a question word;
2. The subject in the noun clause is the same as the main subject in the sentence or there is only one clear "doer" in the sentence;
3. The verb in the noun clause includes the modal "**would**", "**should**" or "**could**".

In these cases, to make a noun clause reduction, first, remove the subject of the noun clause; second, change the entire verb structure to the infinitive.

---I don't know [what I should do].

---I don't know what to do.

Exercises:

Replace the word *this* with an abridged noun clause based on the second sentence in each group of sentences.

EXAMPLE: a. We haven't decided *this*. When should we hold the dance?

We haven't decided when to hold the dance.

b. She is showing the children *this*. How should they draw a tree?

She is showing the children how to draw a tree.

1. I can't remember *this*. How can I start your car?

2. We must find out *this*. Where should we deliver these packages?

3. I have forgotten *this*. Which road should I take to get to the lake?

4. I can't decide *this*. Should I go to the movies or should I stay home and watch television?

5. Please tell me *this*. What should I buy and where should I buy it?

6. The office manager will explain *this* to the new typist. Where should she work and what should she do?

7. I don't know *this*. Whom should I see about my taxes?

8. The committee must decide *this* soon. When should it have its next meeting?

9. I don't know *this*. Should I buy the red dress or the blue one?

10. We must decide *this*. Where shall we put all the new furniture?

11. We will soon let you know *this*. Where should you deliver the merchandise?

12. She asked the doctor *this*. When should I change the bandages?

13. They are considering this. Should they buy a new car?

Tests:

1. "Whose is this book?" "I don't really know"
1. that whose is this book 2. that whose this book is
3. whose is this book 4. whose book this is
2. "What's that gentleman's name?" "I can't remember"
1. his name is what 2. his name what is
3. what is his name 4. what his name is
3. "Do you speak French?" "Yes, I learned in France".
1. how it to speak 2. how to speak it
3. it how to speak 4. to speak it how
4. Do you know when ?
1. they left 2. did they leave 3. they leaves 4. leave they
5. Did you understand what ?
1. did she say 2. she said 3. does she say 4. she say
6. I know when
1. will he arrive 2. does he arrive 3. he'll arrive 4. he arrive
7. He won't tell us what
1. will he make 2. he make 3. does he make 4. he made
8. Do you know who America.
1. does discover 2. do discover 3. discovered 4. did discover
9. Can you guess how the money.
1. the man stole 2. did the man steal
3. does the man steal 4. the man steal
10. "Who is she?" "I don't know who"
1. she is 2. is she 3. is her 4. is hers
11. Do you know how much water in the glass?
1. are there 2. there are 3. is there 4. there is
12. He has forgotten how many books last week.
1. does he buy 2. he buy 3. did he buy 4. he bought
13. "Where are they from?" "I don't know where"
1. are they from 2. they are from 3. do they from 4. did they from
14. "Why did he leave home early?" "I don't know why he home early."

1. left 2. leaves 3. has left 4. had left

15. "Whom has she met?" "We don't know whom she"

1. met 2. meets 3. has met 4. had met

16. Do you really know the reason why the game yesterday?

1. did our team lost 2. lost our team
3. our team lost 4. our team did lose

17. "How did he do his assignment?" "I don't know"

1. how did he do 2. how he had done
3. how he did 4. how had he done

18. "What is he doing?" "I don't know doing."

1. that what he is 2. that what is he
3. what he is 4. what is he

19. "What time is the exam?" "I don't know"

1. that what is the exam 2. that time is the exam
3. what time the exam is 4. that what time the exam is

20. "There is not any price on this." Ask the clerk

1. how much it costs 2. how it costs much
3. it costs how much 4. how much costs

21. He wanted to know how old

1. does my uncle have 2. my uncle has
3. my uncle was 4. was my uncle

22. A: "Do you know how a car?" B: "Unfortunately not."

1. drive 2. driving 3. to drive 4. of driving

23. A: "Does Ali come tonight?" B: "I really don't know"

1. if Ali came 2. if he come 3. what he comes 4. whether he comes

24. in science was important for the young scientist.

1. children that were interested 2. that children interested
3. that children should be interested 4. that interested children

25..... was flat was believed by most people in the 15th century.

1. The Earth 2. That the Earth 3. As the earth 4. Whether the Earth

26.unbelievable.

1. What did he say was 2. What he say was
3. What he said was 4. What he said were

27. A: "Did your sister buy that red car?"

B: "To tell you the truth, I don't know"

1. if she buy it or not 2. whether she bought it or not
3. did she buy it 4. whether she buy it or not

28. A good college history textbook includes ...

1. what to know every student
2. should every student know that
3. what that every should know
4. what every student should know

29. is a general category that includes all mental activities.

1. What do psychologists call cognition
2. Psychologists call it cognition
3. What psychologists call cognition
4. Cognition, as it is called by psychologist which

30. have at least four hour of hazardous materials response training is mandated by federal law.

1. All police officers
2. All police officers must
3. That all police officers
4. For all police officers

31. It became clear what Marilyn wasn't ready to leave home, although it was

A B

what she wanted most.

C D

32. Fossil records support the assumption which microorganisms were the first

A B C

forms of life.

D

33. That spurred the great explorations of the fifteenth and sixteenth centuries

A

was the desire to find a more convenient route to the spice sources of the East.

B C D

34. the ozone layer has already thinned to a dangerous point is a serious problem.

- A) What
- B) That
- C) It is a fact that
- D) Scientists know that

35. The problem with the new, more equitable income tax law is because it does

A B C

not eliminate what could be opportunities for loopholes.

D

پاسخ تست های جمله واره های اسمی

- 1 4 ، جمله واره اسمی whose this book is به عنوان مفعول فعل know آمده است و نیز از حالت سئوالی خارج می شود. (درقسمت جمله واره های اسمی بخش whose را مطالعه کنید).
 - 2 4 ، جمله واره اسمی به عنوان مفعول فعل remember ، از حالت سئوالی هم باید خارج شود.(گزینه 3 به خاطر این که از حالت سئوالی خارج نشده اشتباه است).
 - 3 2، how to speak صحیح است که در اصل به این صورت بوده : ... how I should speak که در این موارد می توان فاعل و should را حذف کرد و به جای آن از مصدر با to استفاده کرد.
 - 4 1 ، when did they leave بوده که ازحالت سئوالی خارج می شود و چون گذشته است می شود when they left. گزینه 2 به خاطر این که از حالت سئوالی خارج نشده اشتباه است و گزینه 3 هم به این خاطر که S سوم شخص به فعل leave اضافه شده ، گزینه 4 هم فعل قبل از فاعل آمده که به کلی غلط است.
 - 5 - 2 ، رجوع شود به تست 4
 - 6 3 ، گزینه های 1 و 3 به صورت سئوالی آمده اند و گزینه 4 جای فعل و فاعل عوض شده است.
 - 7 4 ، گزینه های 1 و 3 به صورت سئوالی آمده اند و گزینه 2 هم چون S سوم شخص ندارد اشتباه است.
 - 8 3 ، بقیه گزینه ها حالت سئوالی دارند.
 - 9 1 ، گزینه های 2 و 3 حالت سئوالی دارند و گزینه 4 چون S سوم شخص نگرفته اشتباه است.
 - 10 1 ، جمله بایستی از حالت سئوالی خارج گردد.
 - 11 4 ، آب غیر قابل شمارش است و بایستی با فعل مفرد بیاید و جمله واره اسمی حالت سئوالی نمی گیرد.
 - 12 4 ، باتوجه به زمان جمله و همچنین جمله واره اسمی در حالت سئوالی به کار نمی رود.
 - 13 2 ، بقیه حالت سئوالی دارند.
 - 14 1 ، با توجه به زمان جمله و ساختار جمله واره در حالت مفعولی که بصورت سئوالی نمی آید.
 - 15 3 ، با توجه به زمان جمله
 - 16 3 ، رجوع شود به تست 14
 - 17 3 ، با توجه به زمان جمله و جمله از حالت سئوالی خارج می گردد.
 - 18 3 ، رجوع شود به تست 17
 - 19 3 ، رجوع شود به تست 17
 - 20 1 ، با توجه به ساختار جمله واره اسمی و بعد از how much فاعل و سپس فعل می آید.
 - 21 3 ، رجوع شود به تست 20
 - 22 3 ، رجوع شود به تست 3
 - 23 4 ، جمله واره اسمی در نقش مفعول (چون این جمله واره با کلمات پرسشی wh- شروع نشده و با فعل کمکی شروع شده همانطور که گفتیم بعد از فعل از if یا whether استفاده می کنیم و جمله را از حالت سئوالی خارج می کنیم)
 - 24 3 ، جمله واره اسمی در نقش فاعل (جمله واره با that شروع شده است . معنی آن این است که : این که بچه ها باید به علم علاقمند باشند، برای جوان دانشمند مهم بود).
 - 25 2 ، جمله واره اسمی در نقش فاعل (جمله واره اسمی با that آغاز شده است)
 - 26 3 ، جمله واره اسمی نقش فاعلی دارد با what هم آغاز شده است . معنی : آنچه او گفت باورکردنی نبود. گزینه 1 به خاطر سئوالی بودن، گزینه 2 به خاطر این که زمان آن حال ساده است وفعل آن S سوم شخص ندارد ، و گزینه 4 به این خاطر که از فعل were استفاده شده است.
- نکته مهم :** هرگاه جمله واره اسمی فاعل جمله باشد فعل آن همیشه مفرد می آید.
- 2 ، رجوع شود به تست 23

Tests: Peterson's Success

- 1.....begin their existence as ice crystals over most of the earth seems likely.
 (A) Raindrops
 (B) If raindrops
 (C) What if raindrops
 (D) That raindrops
2. Scientists cannot agree on.....related to other orders of insects.

- (A) that fleas are
- (B) how fleas are
- (C) how are fleas
- (D) fleas that are

3. It was in 1875.....joined the staff of the astronomical observatory at Harvard University.

- (A) that Anna Winlock
- (B) Anna Winlock, who
- (C) as Anna Winlock
- (D) Anna Winlock then

4. A test pilot tries out new kinds of aircraft to determine if are they safe.

A B C D

5.....is a narrow strip of woods along a stream in an open grassland.

- (A) Ecologists use the term "gallery forest"
- (B) What do ecologists call a "gallery forest"
- (C) "Gallery forest" is the term ecologists use
- (D) What ecologists call a "gallery forest"

6.....developed so rapidly in Alabama primarily because of its rich natural resources.

- (A) That heavy industry
- (B) Heavy industry
- (C) Heavy industry that was
- (D) When heavy industry

7.....so incredible is that these insects successfully migrate to places that they have never even seen.

- (A) That makes the monarch butterflies' migration
- (B) The migration of the monarch butter flies is
- (C) What makes the monarch butterflies' migration
- (D) The migration of the monarch butter flies, which is

8. Art critics do not all agree on what are the qualities that make a painting great.

A B C D

9. In order to grow vegetables properly, gardeners must know.....

- (A) what the requirements for each vegetable are
- (B) that the requirements for each vegetable
- (C) what are each vegetable's requirements
- (D) that is required by each vegetable

10. Exactly when was the wheel invented is not known.

A B C D

11. For many years people have wondered.....exists elsewhere in the universe.

- (A) that life
- (B) life which

- (C) whether life
(D) life as it

12. Although geologists have a clearly understanding of why earthquakes occur
A B C
they cannot reliably predict when they will take place.
D

1. d
2. b
3. a
4. d
5. d
6. b
7. c
8. b
9. a
10. b
11. c
12. b

Subjunctive:

The subjunctive form of the verb is used to express possibilities, recommendations and wishes: Remember that the following verbs are used before *that* and the verb word clause to express importance.

To advise (that)

To ask (that)

To command (that)

To demand (that)

To desire (that)

To insist (that)

To prefer (that)

To propose (that)

To recommend (that)

To request (that)

To require (that)

To suggest (that)

To urge (that)

➡➡ Avoid using a present or past tense verb instead of a verb word. Avoid using a modal before the verb word.

✗---The doctor suggested that she will not smoke.

✓---The doctor suggested that she not smoke.

✗---I propose that the vote is secret ballot.

✓---I propose that the vote be secret ballot.

✗---The foreign student advisor recommended that she studied more English before enrolling at the university.

✓---The foreign student advisor recommended that she study more English before enrolling at the university.

✗---The law requires that everyone has his or her car checked at least once a year.

✓---The law requires that everyone have his or her car checked at least once a year.

✗---She insisted that they would give her a receipt.

✓---She insisted that they give her a receipt.

Note: The verb insist may be used in non-subjunctive patterns in the past tense. For example:

---He insisted that I was wrong.

---Less moderate members of Congress are insisting that changes in the Social Security System.....made.

- (A) will
- (B) are
- (C) being
- (D) be

Test:

---Many architects prefer that a dome is used to roof buildings that need to conserve floor space.

---I recommend that he be sacked immediately.

(✗---He is sacked)

---I propose that the treasurer leave the room.

(✗---leaves)

➔➔Expressions Followed by the Subjunctive

The Subjunctive is used after the following expressions:

It is best (that)

It is crucial (that)

It is desirable (that)

It is essential (that)

It is imperative (that)

It is important (that)

It is recommended (that)

It is urgent (that)

It is vital (that)

It is a good idea (that)

It is a bad idea (that)

Examples:

---It is vital that these questions be answered.

(✗---Are answered)

---It is crucial that you be there before Tom arrives.

---It is important that she attend the meeting.

---It is recommended that he take a gallon of water with him if he wants to hike to the bottom of the Grand Canyon.

➔➔Avoid using a present tense verb instead of a verb word. Avoid using a modal before the verb word.

It + be + adj. + that + S + [verb in simple form]

✓---It is necessary that he find the books.

✓---It has been proposed that we change the topic.

✗---It is not necessary that you ~~must~~ take an entrance examination to be admitted to an American university.

✓---It is not necessary that you take an entrance examination to be admitted to an American university.

✓---It is not necessary to take an entrance examination to be admitted to an American university.

✗---It is imperative that you ~~are~~ on time.

✓---It is imperative that you be on time.

✓---It is imperative to be on time.

✗---It is important that I will speak with Mr. Williams immediately.

✓---It is important that I speak with Mr. Williams immediately.

✓---It is important to speak with Mr. Williams immediately.

✗---It is imperative that your signature appears on your identification card.

✓---It is imperative that your signature appear on your identification card.

✓---It is imperative to sign your identification card.

✗---It is essential that all applications and transcripts are filed no later than July 1.

✓---It is essential that all applications and transcripts be filed no later than July 1.

✓---It is essential to file all applications and transcripts no later than July 1.

---It is necessary.....the approaches to a bridge, the road design, and the alignment in such a way as to best accommodate the expected traffic flow over and under it.

(A) plan

(B) to plan

(C) planning

(D) the plan

---It is essential that vitamins are supplied either by foods or by supplementary tablets for normal growth to occur.

➡➡➡➡ Nouns used with the Subjunctive

There are also nouns that can be followed by a subjunctive verb, like advice, condition, demand, directive, intention, order, proposal, recommendation, request, suggestion, wish.

---My advice is that the company invest in new equipment.

---His deep wish is that his daughter go to university.

Negative, Continuous and Passive Forms of Subjunctive

The Subjunctive can be used in negative, continuous and passive forms.

Negative Examples:

---The boss insisted that Sam not be at the meeting.

---The company asked that employees not accept personal phone calls during business hours.

---I suggest that you not take the job without renegotiating the salary.

Passive Examples:

---Jake recommended that Susan be hired immediately.

---Christine demanded that I be allowed to take part in the negotiations.

---We suggested that you be admitted to the organization.

Continuous Examples:

---It is important that you be standing there when he gets off the plane.

---It is crucial that a car be waiting for the boss when the meeting is over.

---I propose that we all be waiting in Tim's apartment when he gets home.

Should as Subjunctive

After many of the above expressions, the word "should" is sometimes used to express the idea of subjunctiveness. This form is used more frequently in **British English** and is most common after the verbs "suggest," "recommend" and "insist."

Examples:

---The doctor recommended that she should see a specialist about the problem.

---Professor William suggested that Wilma should study harder for the final exam.

For+ Noun/Pronoun+ Infinitive

---It is essential for everyone to be informed of the new regulations.

I wish and if clauses

---If he WERE a gentleman (and he's not), he would apologize on bended knee.

(✕---If he was a gentleman . . .)

---If I WERE rich (and I'm not), I would help you.

(✕---If I was rich . . .)

---I wish I WERE going with you (and sadly I'm not!).

(✕---I wish I was going with you.)

Fixed Expressions using the Subjunctive:

---..., as it were (in a way, to some extent, so to speak)

---Be that as it may... (Whether that is true or not...)

---Come what may... (Whatever happens...)

---Far be it from me to disagree/criticize (To appear less hostile when disagreeing)

---God bless you.

---God save the president!

---Heaven help us! (An exclamation of despair)

---Heaven forbid! (An exclamation that you hope something won't happen)

---If need be... (If it is necessary)

---Long live the bride and groom!

---..., so be it. (We can't do anything to change it)

---If he doesn't want to be involved, then so be it.

---Perish the thought! (A suggestion or possibility is unpleasant or ridiculous) used to say that you find a suggestion unacceptable or that you hope that sth will never happen.

---Me get married? Perish the thought!

---Suffice it to say... (It is obvious/I will give a short explanation)

---Suffice (it) to say, Mike won't be going to Tina's birthday party after what he said about her to her boss.

1. It is very important that all employees _____ in their proper uniforms before 6:30 a.m.
- A. are dressed
B. will be dressed
C. be dressed

2. I wish my brother _____ here.

A. were

B. was

3. The coach insisted that Fabio _____ the center position, even though he's much too short for that position..

A. plays

B. play

4. Evelyn Pumita moved that the meeting _____.

A. was adjourned

B. be adjourned

5. If only Jughead _____ a little more responsible in his choice of courses!

A. was

B. were

6. If Mrs. Lincoln _____ ill that night, the Lincolns would not have gone to Ford Theatre..

A. were

B. had been

7. Her employees treated Mrs. Greenbelt as though she _____ a queen.

A. was

B. were

8. If his parents _____ more careful in his upbringing, Holden Caulfield would have been quite different.

A. had been

B. were

9. I wish I _____ better today.

A. feel

B. felt

Inversion

This involves using question word order after an adverbial with a negative or restrictive meaning comes at the beginning of the sentence. These structures are normally only used in formal speech and writing. Note that all of these adverbials can be used without inversion if they come in the normal position.

List of 18 Types of Subject/Verb Inversion

There are at least eighteen types of inversion:

1. neg intro
2. intro adverbial (in, down, prepositional phrase)
3. intro -ed/p.p.
4. comparative
5. intro comparative
6. as
7. so... that...
8. had, should, were
9. there is
10. here is
11. intro -ing
12. emphasis
13. the bigger, the better
14. questions
15. "story speech"
16. nor
17. so do I/neither do I
18. intro adjective

Type	Examples	Notes
1. neg intro	Never do I sleep . Only at night can I study . In no way could I help you with your Japanese grammar question. I believe that only rarely will I need your help . Not until I got home did I realize that my shoes were untied .	Question form is obligatory . Used with all verbs . This one is very common on the TOEFL and somewhat common on the GMAT and GRE. We need to learn the various types of words and phrases that require this type of inversion. Notice that sometimes the inversion occurs right after the neg intro form and sometimes it occurs in the next subject and verb.

Type	Examples	Notes
		See Neg Intro for more info.
2. intro adverbial	<p>Into the room ran the lady.</p> <p>First comes love, then comes marriage.</p> <p>After A comes B, then comes C, next comes D.</p> <p>Down came the rain and washed the spider out.</p>	<p>Inversion is optional.</p> <p>Used with be-verbs, linking verbs, and verbs of direction.</p> <p>This one is less common on the TOEFL, but more common on the GMAT and GRE.</p> <p>Notice that sometimes we have an adverb, like first and down and sometimes we have an adverb phrase like into the room or after A. These adverbs and adverb phrases usually show location or direction.</p> <p>This type of inversion usually only occurs with be-verbs, linking verbs and verbs that show direction or movement, like come, go, run, etc.</p>
3. intro – P.P./ed	<p>Found in San Francisco is Lombard Street, the so-called crookedest street in the world.</p> <p>Lost among the old tables and chairs was the priceless Victorian desk.</p> <p>Located between San Francisco and Marin County is the Golden Gate Bridge.</p>	<p>Inversion is obligatory.</p> <p>Used with be-verbs.</p> <p>This one is very common on the TOEFL, GMAT, and GRE.</p> <p>This type of inversion usually occurs with be-verbs, but sometimes with linking verbs.</p> <p>Notice that the phrase is the complement of the be-verb.</p>
4. comparatives	<p>Cheetahs run faster than do antelopes.</p> <p>You speak Chinese better than do I.</p> <p>Jessica is more interested in</p>	<p>Inversion is optional.</p> <p>Used with all verbs.</p> <p>This form of inversion is common on the TOEFL, GMAT, and GRE.</p> <p>We normally only have inversion here</p>

Type	Examples	Notes
	Computer Science than is Benjamin .	<p>if we are comparing subjects of the verb, not objects. For example, in the following two sentences, we are comparing objects, carrots and potatoes, not the subject I.:</p> <p>I like carrots more than I do potatoes. I like carrots more than do I like potatoes.</p> <p>Now, in this sentence, we are comparing subjects, I and my friend Carl: I like carrots more than does my friend Carl.</p>
5. intro comparative	<p>Bigger than an apatosaur is the blue whale.</p> <p>More important than your personal statement is your GPA.</p> <p>No less impressive than the invention of the laser was the development of the wheel.</p>	<p>Inversion is obligatory.</p> <p>Used with be-verbs.</p> <p>This form is more common on the GMAT and GRE than it is on the TOEFL.</p> <p>Notice that we can only use this form of inversion when the verb is a be-verb since in every case, the comparative is the complement of the be-verb.</p> <p>Remember that less than is also a comparative.</p>
6. as	<p>Megumi is from Japan, as is Sato.</p> <p>So-eun wants to leave early today, as does Oi.</p> <p>If thrown into the water, camels can swim, as can cats.</p>	<p>Inversion is obligatory.</p> <p>Used with all verbs.</p> <p>We can only use inversion if we are using as for comparisons.</p> <p>As is one of the trickiest words in English; it can have many different meanings.</p>
7. so... that...	So happy was I that I bought flowers for everybody in class.	Question form is obligatory .

Type	Examples	Notes
	<p>So quickly did she leave that we did not even realize she was gone.</p> <p>So rarely does a comet appear visible to the naked eye that when one does, it is considered a major event.</p>	<p>Used with all verbs.</p> <p>This is not so common on the TOEFL, but is fairly common on the GMAT and GRE.</p>
8. <i>had, should, were</i> for <i>if</i> -clauses	<p>Had I remembered Tomomi's birthday, she wouldn't be mad at me now. <i>Note that the word if does NOT appear in the clause when inversion is used:</i></p> <p>Had I remembered = If I had remembered</p> <p>Should you need a hand, I will be more than happy to help you. Should you need a hand = If you should need a hand</p> <p>Were I you, I think I would study more for your exam tomorrow. Were I you = If I were you</p>	<p>Inversion is obligatory.</p> <p>Used with all verbs.</p> <p>This is somewhat common on the TOEFL and more common on the GMAT and GRE.</p> <p>This type of inversion is kind of special. Notice that we can only use this type of inversion when we are using an if-clause. In other words, if is omitted: even though the word if does not appear in the clause, we still have the meaning of an if-clause.</p> <p>For more information, see had, should, were.</p>
9. <i>there is, there are, there exists, there comes, etc.</i>	<p>There is a good restaurant nearby.</p> <p>There comes a time in every person's life when he or she realizes that they are responsible for their own happiness, not other people.</p> <p>Scientists hypothesize that there exists a certain type of particle that can travel faster than the speed of light.</p>	<p>Inversion is obligatory.</p> <p>Usually used only with these verbs.</p> <p>This form of inversion is common on the TOEFL, GMAT, and GRE, as well as in spoken and written English.</p> <p>Most people remember there is and there are. BUT we must also remember that there are other verbs that we can use instead of is and are. The most common ones are exist, come, and go.</p>
10. here is , here	Here is some good food for you to	Inversion is obligatory .

Type	Examples	Notes
are, here comes , here come	try. Here are the books that I don't need anymore. Here comes the bus !	Usually used only with these verbs . You will probably not see this on the grammar section of the TOEFL or on the GMAT or GRE. It could, however, appear on the Listening Comprehension Section of the TOEFL. We use this form mostly in spoken English.
11. intro -ing	Burning out of control was the forest located in the foothills of the Sierra Nevada mountains. Coming in last in the race was Joe "Elephant Legs" Blow . Not helping the situation was little Susie , who was throwing newspaper on the spreading fire.	Inversion is obligatory . Used only with be-verbs . This form is not common on the TOEFL, but might show up on the GMAT or GRE. Notice the intro -ing phrase is the complement of the be-verb.
12. emphasis	Boy am I hungry. Is it ever hot in here! Do you know how to cook!	Inversion is optional . Used with all verbs . You will probably not see this on the grammar section of the TOEFL or on the GMAT or GRE. It could, however, appear on the Listening Comprehension Section of the TOEFL. We use this form mostly in spoken English.
13. the bigger, the better	The closer an object is to another object, the greater is the gravity between the two objects.	Question form is optional . Used with be-verbs .

Type	Examples	Notes
14. questions	<p>Is this the last example?</p> <p>Do you enjoy reading these lists?</p> <p>Are we finished yet?</p>	<p>Inversion is obligatory.</p> <p>Used with all verbs.</p> <p>You will probably not see this on the grammar section of the TOEFL (TOEFL doesn't test questions anymore) or on the GMAT or GRE. It would, however, appear on the Listening Comprehension Section of the TOEFL.</p>
15. "story speech"	<p>"I think it's time to go," said Susan.</p> <p>"It's time for you, but not for me," replied Gary.</p> <p>"Maybe we should collect our thoughts for a moment," commented Lany.</p>	<p>Inversion is optional.</p> <p>Used with verbs that report speech.</p> <p>You will probably not see this on the grammar section of the TOEFL or on the GMAT or GRE.</p>
16. nor	<p>No one has volunteered for the job, nor do we expect anyone to volunteer in the future.</p> <p>Hok-ming cannot speak Portuguese, nor can José speak Cantonese.</p> <p>The zoo regulations will not permit you to touch the animals, nor would most people advise you to do so.</p>	<p>Inversion is obligatory.</p> <p>Used with all verbs.</p> <p>You might see this on the adaptive TOEFL if you are scoring high and it could appear on the GMAT or GRE.</p> <p>Remember that nor is considered a conjunction, but we use it between two sentences (not between any two elements like the other conjunctions).</p>
17. "so do I" / "neither do I."	<p>"So do I."</p> <p>"So can Terry."</p> <p>"Neither do most people I know."</p>	<p>Inversion is obligatory.</p> <p>Used with all verbs.</p> <p>You will probably not see this on the grammar section of the TOEFL or on the GMAT or GRE.</p>
18. intro adjective	<p>Beautiful beyond belief was my baby daughter.</p>	<p>Inversion is obligatory in most cases.</p> <p>Used with be-verbs.</p>

Type	Examples	Notes
	<p>Happy about their acceptance into their dream schools were Lany and Tomo.</p> <p>Quick and painless will be your medical procedure.</p>	<p>This one is fairly rare and probably would not appear on the TOEFL, but you might see it on the GMAT or GRE.</p> <p>Inversion is sometimes not used in poetic language.</p>

More Examples

Never

*I have **never** seen a more obvious case of cheating! (normal position)*

***Never have I seen** a more obvious case of cheating!*

***Never again will they stay** in that hotel.*

***Never** have so many people **been unemployed** as today.*

Rarely

***Rarely does such a rare painting come** on the market.*

Seldom

***Seldom has a scientific discovery had** such an impact.*

***Seldom have I felt** so alone.*

No sooner ... than

***No sooner had I shut the door than** I realized I had left my keys inside.*

Hardly ... when

***Hardly had the play started when** there was a disturbance in the audience.*

***Hardly had I arrived when** he started complaining.*

Scarcely ... when (than)

1. ***Scarcely had they entered the castle when** there was a huge explosion.*

2. ***Scarcely** has an adult **proved** apprehending a child's desires and tendencies, **nor can they have** the slightest idea of the structure of a child's mind.*

Hardly

***Hardly** can a child **be** concerned about anything.*

Negative ..., nor + auxiliary + S + V

*He **had no** money, **nor did he know** anybody from whom he could borrow.*

Only after, only when, only later, only then, only

***Only Jane** managed to finish the project on time. (no inversion)*

Only in a city as large as this can you find so many foreign restaurants.

Only after we had left the ship did we realize that the captain had remained.

Only when we have weighed all the factors involved can we decide when would be the best time to start.

Only in this way could the problem be solved.

Only when European decorative themes were introduced did these meanings become obscured or even lost.

Only when the injured limb is fully mobile will the runner be encouraged to restrengthen it.

On no condition, under no circumstances, on no account, at no time, in no way

Under no circumstances is this door to be left unlocked.

On no account must this switch be touched.

In no way

In no way could I agree with you.

Not until

Not until he stopped to rest did Jack realize that he had been wounded.

Not until the building had been made safe could anyone go back inside.

→→→ It was not until enterprising sea captains imported exotic animals to sell to traveling showmen that words such as lion or polar bear had much meaning to Americans.

TPO 10 3 38

Not only ... but also

Not only did he lose all the money, but he also found himself in debt.

Little

Little did anyone suspect what was about to happen.

Little did I understand what was happening.

Fronting

This involves putting first a clause not normally at the beginning of the sentence. It may also involve putting the verb in an inverted position.

Relative clauses can be placed first when they normally follow negative verbs of understanding, knowing, etc. This is normally a spoken form.

I have no idea who he is. Who he is, I have no idea.

I really don't know what you mean. What you mean, I really don't know.

***Here, there, back, out, up, down, on, off*, etc. can begin a sentence or a clause, followed by a verb.**

This is usually **come** or **go**. The sentence is often an exclamation.

A messenger came back with the answer. Back came a messenger with the answer.

Here comes the rain! Out went the lights!

Down went the ship to the bottom of the sea.

As we were walking home, **down came the rain**, and we had to run for it.

→ This grammar rule does not apply when the subject of the sentence is a pronoun.

✓ **Here comes** Freddy.

✗ **Here comes** he.

✓ **Here he comes**.

✓ **Off we go**.

✗ **Off go** we.

In the same way, an **adverbial phrase** can begin a sentence or a clause, followed by a verb, which are basically intransitive verbs used to indicate position or movement to a position, including hang, lie, live, sit, stand; come, fly, go, march, roll, run, swim, walk. This kind of sentence is common in literary writing.

A group of armed men came along the street.

Beyond the houses **lay open fields**. (rather than ...open fields lay.)

Among the disputed sections of the Monteverdi opera **are** the Sinfonia, the Prologue, and the role of Ottone.

Along the street came a group of armed men.

*Pong is a classic game from which **have** descended many current computer pastimes.*

*While we were waiting to see what would happen next **along the street came** a group of armed men, waving their guns in the air and shouting.*

Up the hill went the bus, creaking and groaning.

Through the window jumped a masked man.

Under the tree was lying one of the biggest men I had ever seen.

In the doorway stood a man with a gun.

Along the road came a strange man.

City dwellers have a higher death rate **than do country people**.

Interbedded with the salt **were** thin layers of what appeared to be windblown silt.

One mill worker who finally quit complained revealingly about “obedience to the ding-dong of the bell—just as though we are so many living machines.” With the loss of personal freedom also **came** the loss of standing in the community.

Conditional sentences

As, though with may, might

It may sound unlikely, but it's true.

Unlikely as it may sound, it's true.

The car may be cheap, but it's in terrible condition.

Cheap though the car may be, it's in terrible condition.

Try as (someone) might

This construction is used to mean that although someone tried hard, they couldn't succeed in what they were trying to do.

She tried hard, but couldn't move the wardrobe.

Try as she might, she couldn't move the wardrobe.

Try as he might, he couldn't pass his driving test.

Were, had, should conditional sentences

These are highly formal, and omit *if*, putting the auxiliary at the beginning of the sentence.

If the government were to resign, the situation might be resolved.

Were the government to resign, the situation might be resolved.

If proper measures had been taken, this situation would not have occurred.

Had proper measures been taken, this situation would not have occurred.

If an outbreak of flu should take place, special measures will be introduced.

Should an outbreak of flu take place, special measures will be introduced.

➔➔➔ **Delta:** Within organizations, proteges are more likely to be promoted, get larger raises, and have more opportunities within a company, law firm, or other groups than are young workers who have no mentor.

An inverted subject and verb may also occur after a comparison. The inversion of a subject and verb after a comparison is optional, rather than required, and it is a rather formal structure. There have been a number of inverted comparisons on recent TOEFL tests, so you should be familiar with this structure.

My sister spends *more* hours in the office *than* John.

My sister spends *more* hours in the office *than* John does.

My sister spends *more* hours in the office *than* does John.

All three of these examples contain the comparison *more...than*, and all three are correct in English. It is possible to have the noun *John* alone, as in the first example; it is possible that the comparison is followed by the subject and verb *John does*, as in the second example; it is also possible that the comparison is followed by the inverted subject and verb *does John*, as in the third example.

The following chart lists the sentence patterns used with comparisons:

INVERTED SUBJECTS AND VERBS WITH COMPARISONS					
The subject and verb <i>may</i> invert after a comparison. The following structures are both possible.					
S	V	comparison	S	V	
We	were	more prepared than	the other performers	were.	
S	V	comparison	V	S	
We	were	more prepared than	were	the other performers.	
NOTE: A subject-verb inversion after a comparison sounds rather formal.					

The following chart outlines the key information that you should understand about subject/verb agreement after inverted verbs:

SUBJECT/VERB AGREEMENT AFTER INVERTED VERBS	
<div style="display: flex; align-items: center;"> <div style="border-left: 1px solid black; border-right: 1px solid black; padding: 0 10px; margin-right: 10px;"> question negative place condition (no if) comparison </div> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">V</div> <div style="border-top: 1px solid black; width: 50px; height: 1px;"></div> <div>S</div> </div> </div>	
After question words, negative expressions, place expressions, conditions without <i>if</i> , and comparisons, the <i>verb</i> agrees with the <i>subject</i> , which may be after the <i>verb</i> .	

Tests:

1. will I visit the National Museum but also (I'll) take some photos as well.

1. Not only 2. As long as 3. As if 4. As soon as

2. The Rockefellers are coming to dinner, we are talking about a future event, but also about the present situation.

1. as if 2. not only 3. as long as 4. as

3. did Frank hurt his knee but also (he) broke his left arm.

1. As much as 2. As many 3. Such as 4. Not only

4. The manager insisted thatby check.

1. they don't pay 2. they not pay 3. they pay not 4. them not to pay

5. Which item is wrong?

It is essential that vitamins are supplied by foods or by tablets for normal growth to occur.

1

2

3

6. The terrorists demand that the airline a plane by the deadline.

1. provides 2. provide 3. providing 4. to provide

7. the committee members draw up a new constitution, but they also changed the name of the association.

1. Neither did 2. Not only 3. Even though 4. Not only did

8. the money for the voyage, but he also lent me his new Pontiac.

1. Not only Grandfather provided 2. Grandfather provided not only
3. Not only does Grandfather provide 4. Not only did Grandfather provide

9. Only by means of foreign labor

1. can the ambitions of rich countries be achieved.
2. the ambitions of rich countries can be achieved.
3. can be achieved in rich countries.
4. can achieve the ambitions of rich countries

10. against the common cold, but it offers considerable protection against other infectious diseases as well.

1. Not only Vitamin C in large doses protects
2. Nor does Vitamin C in large doses protects
3. Nor Vitamin C in large doses protects
4. Not only does Vitamin C in large doses protect

11. Ali's doctor insists thatfor a few days.

1. he is resting 2. his resting 3. he rest 4. he rests

12. His government insisted that he until he finished his degree.

1. will stay 2. has stayed 3. stay 4. stays

13. It is very important that his wife money.

1. save 2. will save 3. must save 4. are going to save

14. It is essential that the teacher for her class over the weekend.

1. prepares 2. prepared 3. prepare 4. must prepare

15. It is essential that a doctor.

1. he sees 2. he see 3. him to see 4. for him to see

16. The mayor requested that.....

1. the members studied more carefully the problem
2. the problem was more carefully studied
3. with more carefulness the problem could be studied
4. the members study the problem more carefully

17. The administrator has requested that weour thermostats to 19" C.

1. lower 2. may lower 3. lowering 4. lowered

18. His mother has suggested that headditional clothing to keep warm.

1. wears 2. wear 3. must wear 4. is going to wear

19. His doctor recommended that hea short leave of absence.

1. has taken 2. takes 3. would take 4. take

20. "What did the doctor tell Mary?"

"He recommended..... smoking."

1. that she quit 2. her quit 3. she quits 4. that she is to quit

21. I recommended that the student..... his project as soon as possible.

1. finished writing 2. finish writing
3. finished writing 4. should finish the writing

22. His English teacher recommends that he..... a regular degree program.

1. begin 2. begins 3. is beginning 4. began

23. The buyers insisted that the company..... rise its prices any more.

1. not 2. didn't 3. does not 4. would not

24. He regretted not having followed his advisor's recommendation that he the class.

1. drops 2. dropped 3. dropping 4. drop

25. Despite their insistence that he will appear when there is an important event, the

a

b

c

president decides to have press conferences with the news media whenever he wants. d

26. It is the recommendation of many psychologiststo associate words and remember names.

1. that a learner uses mental images 2. a learner to use mental images
3. mental images are used 4. that a learner use mental images

27. Only after a yearto see the results of her study.

1. did she begin 2. she began 3. she begins 4. did she began

28. Rarely..... because she thinks nobody understands her.

1. she speaks 2. does she speak 3. she spoke 4. she is speaking

29. Little how rudely he behaved to me.

1. I forget 2. I had forgotten 3. did I forget 4. I forget

30. Never..... better than what it is now.

1. has the situation been 2. the situation has been
3. the situation was 4. has been the situation

31.the ice that there was no danger of the skaters falling through.

1. since it was thick
2. so thick was
3. it was so
4. as though it was

پاسخ تست ها

- | | | | |
|----|---|-------------|--|
| 1 | 1 | reversal | ، ساختار |
| 2 | 2 | reversal | ، ساختار |
| 3 | 4 | reversal | ، اگر not only در ابتدای جمله قرارگیرد فرم جمله سئوالی می شود. |
| 4 | 2 | subjunctive | ، ساختار |
| 5 | 1 | subjunctive | ، ساختار subjunctive ، باید be استفاده شود. |
| 6 | 2 | subjunctive | ، ساختار |
| 7 | 4 | reversal | ، ساختار |
| 8 | 4 | reversal | ، ساختار (گذشته هم هست پس تست 3 صحیح نیست) |
| 9 | 1 | reversal | ، ساختار |
| 10 | 4 | reversal | ، ساختار |
| 11 | 3 | subjunctive | ، ساختار |
| 12 | 3 | subjunctive | ، ساختار |
| 13 | 1 | subjunctive | ، ساختار subjunctive با صفات |
| 14 | 3 | | ، تست فوق |
| 15 | 2 | subjunctive | ، ساختار |
| 16 | 4 | subjunctive | ، ساختار |
| 17 | 1 | subjunctive | ، ساختار |
| 18 | 2 | subjunctive | ، ساختار |
| 19 | 4 | subjunctive | ، ساختار |
| 20 | 1 | subjunctive | ، ساختار |
| 21 | 2 | subjunctive | ، ساختار subjunctive و نیز بعد از finish فعل بصورت ing دار می آید. |
| 22 | 1 | subjunctive | ، ساختار |
| 23 | 1 | subjunctive | ، ساختار |
| 24 | 4 | subjunctive | ، ساختار subjunctive در حالت اسمی |
| 25 | 2 | subjunctive | ، ساختار subjunctive در حالت اسمی |
| 26 | 4 | subjunctive | ، ساختار subjunctive در حالت اسمی |
| 27 | 1 | reversal | ، ساختار |
| 28 | 2 | reversal | ، ساختار |
| 29 | 3 | reversal | ، ساختار |
| 30 | 1 | reversal | ، ساختار |

Tests: Peterson's Success → word order

1. Hills known as land islands, or salt domes, are.....Louisiana's marshlands.

(A) extremely interesting features of

(B) of extremely interesting features

(C) interesting extremely features of

(D) extremely interesting of features

2. During pioneer times, the Allegheny Mountains were a barrier major to

A

B

C

D

transportation.

3. An umbra is a shadow's darkest central part where is light totally excluded.

A

B

C

D

4.of chamber music is the string quartet.

(A) The famous most form

(B) The most famous form

(C) The form most famous

(D) Most the form famous

5. In Philadelphia's Franklin Institute, there is a working model of a human heart

A

B

C

enough large for visitors to walk through.

D

6. Not until the seventeenth century.....to measure the speed of light.

(A) did anyone even attempt

(B) anyone did even attempt

(C) did anyone attempt even

(D) did even attempt anyone

7. Alfalfa is.....for livestock.

(A) a primarily grown crop

(B) grown primarily a crop

(C) a crop grown primarily

(D) a grown crop primarily

8. The Franklin stove, which became common in the 1790s, burned wood.....an open fireplace.

(A) efficiently much more than

(B) much more efficiently than

(C) much more than efficiently

(D) more efficiently much than

9. Mutualism is a relationship between animal species which in both benefit.

A

B

C

D

10. Reinforced concrete is concrete that is strengthened by metal bars.....

- (A) in it that are embedded
- (B) embedded that are in it
- (C) are that it embedded in
- (D) that are embedded in it

11. Most southern states had set up primary school systems by the late eighteenth century, but only in New England.....and open to all students.

- (A) primary schools' were free
- (B) were primary schools free
- (C) free were primary schools
- (D) were free primary schools

12. Sloths are moving slow, shaggy mammals that are often seen hanging upside
A B C
down from tree limbs.
D

13. Geometry is useful..... carpentry and navigation.

- (A) as in such diverse occupations
- (B) such as in diverse occupations
- (C) in such diverse occupations as
- (D) diverse occupations such as in

14. To grow well, a tree must be well-suited to the area where is it planted.
A B C D

15. The minerals grains in basalt are much too small to be seen with the unaided eye.
A B C D

16. Frank Lloyd Wright is known for his original highly methods of harmonizing
A B C
buildings with their surroundings.
D

17.....of the early years of space exploration was the discovery of the Van Allen radiation belt in 1958.

- (A) Perhaps the greatest triumph
- (B) The triumph perhaps greatest
- (C) The greatest perhaps triumph
- (D) The triumph greatest perhaps

18. Some algae are microscopic and consist of one only cell, but others are
A B
large plants containing many cells.
C D

19. A fully grown male mountain lion may be eight long feet.

A B C D

20. Today.....major new products without conducting elaborate market research.

- (A) corporations hardly introduce ever
- (B) hardly ever corporations introduce
- (C) hardly ever introduce corporations
- (D) corporations hardly ever introduce

21. Across the Chesapeake Bay from the rest of the state....., whose farms produce beans, tomatoes, and other garden vegetables.

- (A) there lies Maryland's Eastern Shore
- (B) lies Maryland's Eastern Shore
- (C) Maryland's Eastern Shore lies there
- (D) Maryland's Eastern Shore lies

22. Stone fruits are fruits such as peaches and plums in which a hard pit

A B

surrounded is by soft pulp.

C D

23. Acidophilus bacteria are..... in an acid medium.

- (A) those that grow best
- (B) those grow best that
- (C) that those grow best
- (D) grow best those that

24. Job enrichment is a technique used to increase satisfaction workers' by giving

A B C

them more responsibilities.

D

25. In the days of the American pioneer, it was vital that the wagons crossing the

A B

great prairies carried guns; otherwise, the travelers would have been helpless

C

against wild animals or attacks by hostile Indians.

D

- 1. extremely interesting features of
- 2. major barrier
- 3. light is
- 4. the most famous form
- 5. large enough
- 6. did anyone even attempt
- 7. a crop grown primarily
- 8. much more efficiently than
- 9. in which

10. that are embedded in it
11. were primary schools free
12. slow moving
13. in such diverse occupations as
14. it is
15. mineral grains
16. highly original
17. perhaps the greatest triumph
18. only one
19. feet long
20. corporations hardly ever introduce
21. lies maryland's eastern shore
22. is surrounded
23. those that grow best
24. workers' satisfaction

Gerund Phrases

Gerund phrases may perform all the functions that nouns do.

Subject of verb	Her cleaning the house every day is not necessary.
Object of verb	Her husband appreciates her cleaning the house every day.
Object of preposition: In prepositional object; In adverbial phrase	Her husband insists on her cleaning the house every day. By cleaning the house every day she is pleasing her husband.
Subjective complement (predicate noun)	What her husband insists on is her cleaning the house every day.
Appositive	Her husband insists on one thing—her cleaning the house every day.

Exercises:

Supply the active or the passive gerund form of the verb in parentheses.

EXAMPLE:

- (Be) Being honest at all times is not always easy.
- The aging couple are counting on (help) being helped financially by their children.
- The boy was fired for (not come) not coming to work on time.

- (Tell).....a little white lie is sometimes preferable to (tell) the absolute truth.
- Special forms are required for (record).....that information.
- He doesn't like (drive).....to work; he prefers (take).....the bus.
- He denies (have).....anything to do with the accused man.
- After (interview).....for the job, you will be required to take an aptitude test.
- On (notify).....that he had won a large sum of money in the Sweepstakes, he couldn't believe his good fortune.
- I don't enjoy (shop).....in crowded stores.
- He won't tolerate (tell).....what to do.
- My uncle, who is a lawyer, has often dreamed about (make).....a judge.
- (Not do).....one's work properly may be worse than (not do).....it at all.

11. Please refrain from (smoke).....in this vehicle.

12. I am used to (eat).....a substantial breakfast in the morning.

THE + GERUND + OF PHRASE "OBJECT"

If *the* precedes the gerund, the "object" is contained within an *of phrase*.

---The storing of the merchandise became a problem after the warehouse burned down.

but

---Storing the merchandise became a problem after the warehouse burned down.

Usually the phrase beginning with *the* has stronger noun force. In some gerund phrases, the *of phrase* "object" cannot be used—---Taking drugs is detrimental to the health.

Make a gerund phrase out of the words in parentheses, using an *of phrase* "object." Note where it is also possible to use an "object" without *of*.

EXAMPLE:

a. The school administration is opposed to (shorten, school year).

---The school administration is opposed to the shortening of the school year.

also

---The School administration is opposed to shortening the school year.

b. (bribe, officials) is a very serious offense.

---The bribing of officials is a very serious offense.

also

---Bribing officials is a very serious offense.

1. The office boy is responsible for (mail, packages).

2. (light, torches, night) is a beautiful ceremony in Hawaii.

3. (address, those letters) will take a long time.

4. The world was shocked to hear about (loot and burn, besieged town).

5. (place, wreaths, servicemen's graves) takes place on Memorial Day.

6. The little girl was puzzled by (come and go, so many people).

7. (burn, trash, outdoors) should be done in a safe place.

8. Because of the shortage of water, (water, gardens) can be done only at specified times.

9. (build, moderately-priced houses) has had to stop for a while.

10. There are mechanical devices for (open and close, these doors).

11. (shooting, those rare birds) appalled us.

REVIEW OF GERUND PHRASES

Replace this with a gerund phrase made from the first sentence.

Gerund Phrase as Subject

1. I asked the boss for a raise. *This* didn't do any good.
2. She watered the plants every day. *This* made them grow faster.
3. He looked at me suspiciously. *This* made me feel uncomfortable.
4. The thief returned the money. *This* surprised everyone.
5. The boy drives recklessly. *This* can cause an accident.

Gerund Phrase as Object of Verb

6. I asked the boss for a raise. The boss didn't like *This*.
7. She watered the plants every day. I appreciated *This*.
8. He looked at me suspiciously. I couldn't understand *This*.
9. The thief returned the money. The thief admitted *This*.
10. The boy drives recklessly. The boy's parents mentioned *This*.

Gerund Phrase as Object of Preposition

11. I asked the boss for a raise. My wife laughed at me for *This*.
12. She watered the plants every day. Her father praised her for *This*.
13. He looked at me suspiciously. I was annoyed at *This*.
14. The thief returned the money. We all remarked about *This*.
15. The boy drives recklessly. The boy's parents are concerned about *This*.

Infinitive Phrases

Infinitive phrases may function as nouns, adjectives, or adverbs.

<i>1. Nominal function</i>	
<i>a. subject</i>	For her to clean the house every day is absolutely necessary.
Or	It is absolutely necessary for her to clean the house every day.
<i>b. object of verb</i>	Her husband wants her to clean the house every day.
<i>c. subjective complement</i> (predicate noun)	The regulation is for boys and girls to live in separate dormitories.
<i>d. appositive</i>	He had only one desire—for his family to be in good health.
<i>2. Adjectival function</i>	Here is a letter for you to type.
<i>3. Adverbial function</i>	
<i>a. modifier of a sentence</i>	To tell the truth, I don't understand him at all.
<i>b. modifier of a verb</i>	(In order) for me to buy a car, I'll have to take a loan from the bank.
<i>c. modifier of an adjective</i>	I'm sorry to see you leave.
	This music is too hard for me to play correctly.

General Forms

TO OFFER, TO BE OFFERING, TO BE OFFERED

These forms express time that is simultaneous with, or future from, that of the main verb.

Supply the required form of the infinitive.

EXAMPLE:

- They expect (see) their new grandson soon. They expect **to see** their new grandson soon.
- They appear (have) an argument. They appear **to be having** an argument.
- He gave the report to his secretary (type). He gave the report to his secretary **to be typed**.

- The children quarreled over who was (get) the candy.
- I don't know how (do) this exercise.
- (understand) is (forgive).
- At the present time, he is believed (recuperate) from a serious illness.
- Please give me a vase (put) the flowers in.
- In order (gain) the child's confidence, you must be strict but fair with him.
- In all athletic contests, it is important (not lose) sight of the opponent.
- The child needs (reassure) that he is loved.
- He was happy (relieve) of some of his duties.
- I expect (see) him soon.
- No one is compelling him (work) so hard.
- He appears (have) a hard time convincing his employer that he is right.
- The speaker refused (intimidate) by some threats from the audience.
- The kidnaper forced his victim (get) into the car.
- She asked her daughter (not stay out) late at night.

16. This music is (play) with great animation.
17. The children appear (enjoy) themselves at the party.

FOR "SUBJECTS" OF INFINITIVE PHRASES

Many infinitive phrases do not have a "subject" included within them. If the "subject" is contained within the phrase, it takes a prepositional form that precedes the infinitive. The most usual preposition in such a use is for.

Make an infinitive phrase out of the words in parentheses. Use a for phrase "subject" of the infinitive.

EXAMPLE:

- a. It is not easy (I, get up, early). It is not easy **for me to get up early**.
- b. (She, swim, English Channel) took a lot of courage. **For her to swim the English Channel** took a lot of courage.

1. In order (the children, get, plenty, rest), they all went to bed early every night during their trip.
2. Her teacher is anxious (the girl, make up, work, she missed, during her illness).
3. It will be necessary (we, get, our passports, this week).
4. This question is too difficult (the students, answer).
5. What I would like is (you, give, I, objective opinion, this matter).
6. It is not possible (anyone, visit, the patient, now.)
7. There is too much work (they, take, coffee break).
8. It is useless (we, complain, our neighbor, their loud music).
9. The house is unfit (anyone, live in).
10. He doesn't make enough money (his family, take, vacation, summer).

ANTICIPATORY IT WITH INFINITIVE PHRASE SUBJECTS

Infinitive phrase subjects occur chiefly with the verb be, causative verbs, verbs of emotion, and a few other verbs like require, take, mean.

---For him to get the money now is impossible.

---To dress that way requires courage.

Such infinitive phrase subjects appear more commonly after anticipatory it.

---It is impossible for him to get the money now.

---It requires courage to dress that way.

Change the following sentences so that the infinitive subjects are used after anticipatory it.

EXAMPLE:

---For them to lose their only son was a great tragedy.

---It was a great tragedy for them to lose their only son.

1. For him to open up his own restaurant business would require a great deal of money.
2. To be seen in public without a coat and tie would embarrass him.
3. To grow lime trees in a cold climate is impossible.
4. To pursue this train of thought would be worthwhile.
5. For anyone to do better than he does irritates him.
6. Never to see him again would make her very sad.
7. To keep looking young forever is an ideal of many women.
8. To cook tasty but economical dishes requires much ingenuity.

9. To get him to come with us won't be easy.
10. For anyone to have made such a mess of things is shocking.
11. To watch our neighbor's cat come begging for food is amusing.
12. To change the rebellion into a revolution won't take much.
13. To hire an inexperienced person is against our policy.
14. To build such a bridge will be a difficult task.
15. For me to speak in public is very embarrassing.
16. For us to appeal to him for money would be useless.
17. To be interrupted while he is writing annoys him very much.
18. For the school to have suspended so many students seems unfair.

Clauses with There and It:

Some clauses begin with the introductory words *there* or *it* rather than with the subject of the sentence. These introductory words are sometimes called expletives.

The expletive *there* shows that someone or something exists, usually at a particular time or place. These sentences generally follow the pattern:

There + verb to be + subject.

---*There* are many skyscrapers in New York City.

---*There* was a good movie on television last night.

The expletive ***it*** is used in a number of different situations and patterns:

(with the verb to *be* + adjective + infinitive)

---*It* is important to be punctual for appointments.

(with the verb to *be* + adverbial + noun clause)

---*It* was in 1959 that Alaska became a state.

(with the verb to *take* + time phrase + infinitive)

---*It* takes a long time to learn a language.

(with the verb to *be* + noun + relative clause)

---*It* was David who did most of the work.

It and *there*, along with the verb and other sentence elements, may be missing from the stem.

Grammar Exercises:

Choose the best answer from each pair of alternatives:

(1) According to / in accordance with a (2) research / survey carried (3) on/out recently, (4) men / the men are the cause of (5) far/much more accidents on the roads than (6) the women/women. (7) Moreover / Nevertheless, (8) despite /in spite of the evidence to the (9) contrary / opposite, most men still (10) consider / regard themselves to be better drivers. In my own case, I prefer (11) to travel / traveling by public transport as driving makes me (12) feel / to feel tense and I find it (13) exhausting / exhaustive. (14) Another / The other reason for my reluctance to drive is that I know nothing at all about car maintenance. To (15) say / tell you the truth, I wouldn't even know what to do if I had a (16) flat / punctured tire!

If it needed (17) mending / repairing, I'd have to take it to a garage. (18) Besides / in any case, even (19) if / though I wanted a car of my own, (20) at present / presently I couldn't afford one.

Answers: 1) a; 2)b; 3)b; 4)a; 5)a; 6)b; 7)b; 8)b; 9)a; 10)a; 11)b; 12)a; 13)a; 14)a; 15)b; 16)a; 17)b; 18)b; 19)a; 20)a.

Exercise 8.1: Sentence Corrections

1. The boy wanted to know on the roof if it was hot.

- a. on the roof if it was hot.
- b. if it was hot on the roof.
- c. when on the roof it was hot.
- d. if it was hot when we were on the roof.
- e. if the roof were hot.

2. The team laughed all the way home, sang until midnight, and went swimming until dawn.

- a. and went swimming until dawn.
- b. and went to swim until it was dawn.
- c. and swum until dawn.
- d. and swam until dawn.
- e. and was swimming until dawn.

3. The man, after he won the championship, returned to his normal life.

- a. after he won the championship
- b. after winning the championship
- c. after having winning the championship
- d. after he had won the championship
- e. after he had been winning the championship

4. The man not only faked a heart attack, but collected money on a settlement.

- a. but collected money on the settlement.
- b. but also collected money on the settlement.

- c. but as well collected money on the settlement.
 - d. but then collected money on a settlement.
 - e. but collected money on a settlement, also.
5. Having escaped death by inches, the ship carried the men home.
- a. the ship carried the men home.
 - b. the men were carried home by ship.
 - c. the men carried home the ship.
 - d. the men took the ship home.
 - e. the men were carried home on ship.
6. I liked hiking as a child, sleeping under the stars, and to get up early the next day.
- a. and to get up early the next day.
 - b. and to be getting up early the next day.
 - c. and getting up early the next day.
 - d. and get up the next morning early.
 - e. and to be got up early the next day.
7. He said that we would have to send a letter, mail it before dark, and pay extra, so we did.
- a. He said that we would have to send a letter,
 - b. He said that we would have to have sent a letter,
 - c. He said that we would have had to send a letter,
 - d. He said that we had to send a letter,
 - e. He said that we had to be sending a letter,
8. We didn't think we should send more than a dozen roses, since we barely knew the deceased.
- a. We didn't think we should send more than a dozen roses
 - b. We didn't think we should have sent more than a dozen roses
 - c. We didn't think we should be sending more than a dozen roses
 - d. We didn't think that we should send more than a dozen roses
 - e. We weren't thinking that we should send more than a dozen roses
9. Located at the end of the street, tourists always visit the mansion in the summer.
- a. tourists always visit the mansion in the summer.
 - b. the mansion is visited by tourists in the summer.
 - c. the tourists in the summer visit the mansion.
 - d. the tourists' mansion is visited.
 - e. the tourist's mansion receives visitors.
10. Upset about his test scores, the test was ripped up by the student.
- a. the test was ripped up by the student.
 - b. the test was torn by the student.
 - c. the student ripped up the test.
 - d. the student was ripping up the test.
 - e. the student ripped at the test.
11. Poised to win, the referee followed the boxers into the ring.
- a. the referee followed the boxers into the ring.

- b. the referee guided the boxers into the ring.
- c. the referee was guiding the boxers into the ring.
- d. the boxers followed the referee into the ring.
- e. the boxers had followed the referee into the ring.

12. I had logged about fifteen hundred hours when the system was breaking down.

- a. when the system was breaking down.
- b. when the system had broken down.
- c. when the system broke down.
- d. when the system begun to break down.
- e. when the system was broken down.

13. Maybe he had not done it correctly, but he tried.

- a. Maybe he had not done it correctly
- b. Maybe he was not doing it correctly
- c. Maybe he did not do it correctly
- d. Maybe he had not been doing it correctly
- e. Maybe he would not have done it correctly

14. Had I returned sooner, I would have found the perpetrator.

- a. Had I returned sooner
- b. If I would have returned sooner
- c. If had I returned sooner
- d. If I could of returned sooner
- e. If I would of

15. If I was rich, I would invest in the stock market, but I am not.

- a. If I was rich
- b. If I would be rich
- c. If I would have been rich
- d. If I were rich
- e. If I had been rich

16. With too much time on his hands, the dog was walked by the man.

- a. the dog was walked by the man.
- b. The dog was being walked by the man.
- c. The dog had been walked by the man.
- d. The man walked the dog.
- e. The man had been walking the dog.

17. The man who sees he who steals is obliged to report it.

- a. who sees he who steals
- b. whom sees he who steals
- c. who sees him who steals
- d. who sees him that steals
- e. who sees him that stole

18. I am sick and tired of him whining and complaining.

- a. of him whining and complaining.
- b. of his whining and complaining.
- c. about him whining and complaining.
- d. about his whining and complaining.
- e. over him whining and complaining.

19. He demanded her being returned at once.

- a. her being returned at once.
- b. her be returned at once.
- c. her return at once.
- d. her be return at once.
- e. she be return at once.

20. She not only lost but threw a tantrum.

- a. lost but threw a tantrum.
- b. had lost but also threw a tantrum.
- c. lost but also threw a tantrum.
- d. but threw a tantrum, also.
- e. but then threw a tantrum.

21. Tom, Dick, and me all went to the game last week.

- a. Tom, Dick, and me all
- b. Tom, Dick, and me
- c. Tom, Dick, me
- d. Tom, Dick, and I all
- e. Tom, Dick, and I had all

22. When a person gets home after a long day at work, you think you might want to simply order pizza.

- a. you think you might want to simply order pizza.
- b. he may think he would maybe simply order pizza.
- c. he may simply want to order pizza.
- d. he may want a person to simply order pizza.
- e. you would think he would want to order pizza.

23. To think of they who died for our freedom brings a tear to my eyes.

- a. To think of they who died
- b. Thinking of they who died
- c. Thinking of they whom died
- d. Thinking of them whom died
- e. Thinking of those who died

24. I would have liked to say now: Thanks!

- a. I would have liked to say now:
- b. I would have had liked to say now:
- c. I like to say now:
- d. I would like to say now:
- e. I would like to have said now:

25. We took a great deal of things with us, including the childrens toys, camping gear, and the teams mascot.
- a. including the childrens toys, camping, and the teams mascot.
 - b. including the childrens' toys, camping gear, and the teams' mascot.
 - c. including the children's toys, camping gear, and the teams' mascot.
 - d. including the children's toys, camping gear, and the team's mascot.
 - e. including the childrens toys, camping gear, and the mascot of the teams.
26. She gave directions to the boys and I for school, and she left early for work.
- a. She gave directions and I for school,
 - b. She gave directions to the boys and me for school,
 - c. She gave directions to me and the boys for school,
 - d. She gave directions to I and the boys for school,
 - e. She gave I and the boys directions for school,
27. Completing the test early, the proctor took all the papers.
- a. the proctor took all the papers.
 - b. the proctor had taken all the papers.
 - c. the proctor had took all the papers.
 - d. we took the papers to the proctor.
 - e. we had taken the papers to the proctor.
28. We cut the grass with the mower in the backyard from the neighbor's house.
- a. We cut the grass with the mower in the back from the neighbor's house.
 - b. We cut the grass with the mower from the neighbor's house in the backyard.
 - c. We cut with the mower in the back from the neighbor's house.
 - d. We cut in the grass the back with the mower from the neighbor's house.
 - e. We cut the grass in the backyard with the mower from the neighbor's house.
29. Writing on the walls with the multicolored pens are punishable by law.
- a. are punishable by law.
 - b. is punished by law.
 - c. is punishable by law.
 - d. are punished by law.
 - e. are to be punished by law.
30. Wherever applicable, cigarette smoking carries a fine in elevators of \$50.
- a. cigarette smoking carries a fine in elevators of \$50.
 - b. a smoking cigarette in elevators carries a fine of \$50.
 - c. smoking a cigarette in elevators carries a fine of \$50.
 - d. cigarette smoking in elevators carries a fine of \$50.
 - e. smoking cigarette of \$50 carries a fine in elevators.
31. The principal, the teachers' league, and the officials created a union, which are called the CO-OP, in order to help newcomers to the profession of teaching.
- a. which are called the CO-OP,
 - b. which could call the CO-OP,
 - c. which are calling the CO-OP,

- d. which is called the CO-OP,
- e. which is calling the CO-OP,

32. There are many sights in the Midwest which should be explored; the Rocky Mountains are a prime example.

- a. the Rocky Mountains are a prime example.
- b. the Rocky Mountains chain is a prime example.
- c. the Rocky Mountains is a prime example.
- d. the Rocky Mountains example are prime.
- e. the Rocky Mountains are prime examples.

33. Unawares of the danger, the soldier inched ever closer to certain death.

- a. Unawares of the danger,
- b. Unwary of the danger,
- c. Unweary of the danger,
- d. Unweariful of the danger,
- e. Unaware of the danger,

34. The boy ran in yelling, "We almost ate the whole thing!"

- a. "We almost ate the whole thing!"
- b. "We almost had ate the whole thing!"
- c. "We ate almost the whole thing!"
- d. "We had eaten almost the whole thing!"
- e. "We have ate almost the whole thing!"

35. I understood, at least I'll admit it, only half of what she said.

- a. only half of what she said.
- b. half only of what she said.
- c. half of what she only said
- d. half of only what she said.
- e. half of what only she said.

36. Our instructions were clear: take the cash to the drop point; leave it under the bridge; be walking along the pier, and call at 12:00.

- a. be walking along the pier, and call at 12:00.
- b. walk along the pier, and be calling at 12:00.
- c. walk along the pier, and call at 12:00.
- d. be walking along the pier, and be calling at 12:00.
- e. be walking the pier, and call at 12:00.

37. The best time of your life is where you take responsibility for yourself.

- a. where you take responsibility for yourself.
- b. when you take responsibility for yourself.
- c. where one takes responsibility for himself.
- d. when one takes one's own responsibility.
- e. why you take responsibility for yourself.

38. The devout Catholic family hung Jesus' picture on the wall.

- a. Jesus' picture on the wall.
- b. Jesus's picture on the wall.
- c. Jesuses' picture on the wall.
- d. the picture of Jesus' on the wall.
- e. the picture of Jesus's on the wall.

39. Plainly visible from the lawn of the White House, we could see the president.

- a. we could see the president.
- b. the president was seen by us.
- c. the president saw us.
- d. the people saw the president.
- e. the president and the people saw each other.

40. Flipping back and forth in the water, we saw the dolphin having fun.

- a. Flipping back and forth in the water, we saw the dolphin having fun.
- b. As we were flipping back and forth in the water, we saw the dolphin having fun.
- c. We saw the flipping back and forth in the water, the dolphin having fun.
- d. The dolphin flipping back and forth in the water, we saw him having fun.
- e. We saw the dolphin having fun, flipping back and forth in the water.

41. Unable to attend classes, the notes were given to the boy.

- a. the notes were given the boy.
- b. the boy had notes given to him.
- c. the boy was given the notes.
- d. the notes were taken for the boy.
- e. the notes were giving the boy.

42. Because he was incapacitated by injury, the player sat on the bench.

- a. Because he was incapacitated by injury,
- b. Because incapacitated by injury,
- c. Because he had incapacity by injury,
- d. Because he was being in capacitated by injury,
- e. After he had incapacitated by injury,

43. He whom has squandered has lost his gift of success.

- a. whom has squandered has lost
- b. who has squandered has been lost
- c. whom have squandered have lost
- d. who has squandered has lost
- e. whom has squandered will have lost

44. The class champion from last year plays the game the most smarter of all.

- a. the most smarter of all.
- b. the most smartest of all.
- c. the most smartly of all.
- d. the most of all smart.
- e. the smartest of most.

45. To win, to succeed at all one attempts, and have never given in make dreams come alive.

- a. To win, to succeed at all one attempts, and have never given in
- b. To win, to succeed at all one attempt, and to never give in
- c. To win, to succeed at all one attempts, and to never give in
- d. To win, to succeed at all one attempts, and to have never give in
- e. To win, to succeed at all one attempts, and having never given in

46. Bought on credit is not wise.

- a. Bought on credit is not wise.
- b. To be bought on credit is not wise.
- c. To bought on credit is not wise.
- d. To buy on credit is not wise.
- e. To have been buying on credit is not wise.

47. Walking along the creek sure beats living in the city, commuting to work, and being trudging around in traffic all morning.

- a. commuting to work, and being trudging around in traffic all morning.
- b. commuting to work and having been trudged around in traffic all morning.
- c. commuting to work and having been trudging around in traffic all morning.
- d. commuting to work and trudging around in traffic all morning.
- e. commuting to, working, and trudging around in traffic all morning.

48. I was thrilled, relieved, sad, and overjoyed—all at once.

- a. I was thrilled, relieved, sad, and overjoyed
- b. I was thrilled, relieved, sad, and joyful
- c. I was thrilling, relieved, sad, and joyful
- d. I was thrilled, relieved, saddened, and joyful
- e. I was thrilled, relieved, saddened, and overjoyed

49. I think it was Mr. X whom said that $1 + 1 = B$.

- a. whom said that
- b. who he said that
- c. whom he said that
- d. who said that
- e. who it was that said

50. The people were down-trodding, cast down to nothingness, defeated beyond hope.

- a. down-trodding, cast down to nothingness, defeated beyond hope.
- b. down-trodding, casted down to nothingness, defeated beyond hope.
- c. downtrodden, cast down to nothingness, defeated beyond hope.
- d. down-trod, casted down to nothingness, defeated beyond hope.
- e. down-trod, cast down to nothingness, defeated beyond hope.

51. Because you have annoyed me constantly, have asked me for the car repeatedly, and have begged me for money daily, I have decided to expel you.

- a. I have decided to expel you.
- b. I am expelling you.
- c. I have expelled you.
- d. You are expelled.

e. You have been expelled.

52. The distinguished senator greeted the audience and thanked their attendance.

- a. thanked their attendance.
- b. them for attendance.
- c. them attendance.
- d. them for attending.
- e. their attending.

53. I hate you talking with your mouth full.

- a. you talking with your mouth full.
- b. your talking with your mouth full.
- c. your talking with your full mouth.
- d. you talking with your full mouth.
- e. your talk with your mouth full.

54. The man asked would we move our car.

- a. would we move our car.
- b. if would we move our car.
- c. if we would move our car.
- d. if could we move our car.
- e. if we could have moved our car.

55. The man asked point blank what would we do.

- a. what would we do.
- b. what we would do.
- c. what we could do if.
- d. what would we be doing.
- e. what would we have done.

56. I would rather have been defeated than to have given up.

- a. have been defeated
- b. be defeated
- c. be in defeat
- d. been defeated
- e. have been being defeated

57. If I had took the pen, would I still be here?

- a. If I had took the pen,
- b. Had I took the pen,
- c. If I had taken the pen,
- d. Have I taken the pen,
- e. If I had've took,

58. The best-wrote poem is always clear and concise.

- a. The best-wrote poem
- b. The best-written poem
- c. The best-writ poem
- d. The better-written poem

e. The better-wrote poem

59. Had he went to the military, he'd be a man by now.

- a. Had he went to the military,
- b. Had he gone to the military,
- c. If he had went to the military,
- d. If he would have went to the military,
- e. If he had've went to the military,

60. We reported the incident on the bridge to the captain.

- a. We reported the incident on the bridge to the captain.
- b. We reported on the bridge the incident to the captain.
- c. We reported the bridge on the incident to the captain.
- d. We reported the captain to the incident on the bridge.
- e. We reported the incident to the captain to the bridge.

Answers to Exercise 8.1: Sentence Corrections

1. The boy wanted to know on the roof if it was hot.

- a. on the roof if it was hot.
- b. if it was hot on the roof.**
- c. when on the roof it was hot.
- d. if it was hot when we were on the roof.
- e. if the roof were hot.

2. The team laughed all the way home, sang until midnight, and went swimming until dawn.

- a. and went swimming until dawn.
- b. and went to swim until it was dawn.
- c. and swum until dawn.
- d. and swam until dawn.**
- e. and was swimming until dawn.

Parallelism: *Swam* must be simple past tense like the other two verbs in the sentence.

3. The man, after he won the championship, returned to his normal life.

- a. after he won the championship,
- b. after winning the championship,
- c. after having winning the championship,
- d. after he had won the championship,**
- e. after he had been winning the championship,

We must have past perfect, because he won the championship prior to returning to normal life. On these questions, always look at the time relationship, especially between clauses.

4. The man **not only** faked a heart attack, but collected money on a settlement.

- a. but collected money on the settlement.
- b. but also collected money on the settlement.**
- c. but as well collected money on the settlement.
- d. but then collected money on a settlement.
- e. but collected money on a settlement, also.

When you see *not only* on one side of X (noun or verb or adjective), you need *but also* on the other side, because these are correlative conjunctions. They control two things at once. They simply mean that $X = 1 + 1$. Otherwise, we could be tricked. For example, John is *not* Spanish, *but* Hispanic. That indicates he's not Spanish at all. This is a common trick construction.

5. Having escaped death by inches, the ship carried the men home.

a. the ship carried the men home.

b. the men were carried home by ship.

c. the men carried home the ship.

d. the men took the ship home.

e. the men were carried home on ship.

The original question has a dangling modifier. It says that the ship escaped death by inches. Another common trick question, the dangling modifier has a phrase like this one above describing the wrong thing. Test-Taking Strategy (TTS): Make sure the two nouns in the sentence are the same noun, or at least talking about the same thing. All of the information to the left of the comma must describe the very first noun—the subject—to the right of the comma. Here, it doesn't, so we need to find the answer that will allow that to happen. D is wrong, because it suggests they physically picked it up (the ship) and carried it away. That's conversational English.

6. I liked hiking as a child, sleeping under the stars, and to get up early the next day.

a. and to get up early the next day.

b. and to be getting up early the next day.

c. and getting up early the next day.

d. and get up the next morning early.

e. and to be got up early the next day.

Parallelism: We need the *-ing* ending, as with *hiking* and *sleeping*.

7. He said that we would have to send a letter, mail it before dark, and pay extra, so we did.

a. He said that we would have to send a letter,

b. He said that we would have to have sent a letter,

c. He said that we would have had to send a letter,

d. He said that we had to send a letter,

e. He said that we had to be sending a letter,

No error. We need verb 1 (written as *v1* in all the answers hereafter). A good way to check an answer like this is to read it and make sure the verbs are the same tenses. For example, *we would have to send; we would have to mail; we would have to pay*. It works for time efficiency. *After a modal verb, the next verb immediately after the*

modal is always v1. The modals are will, would, can, could, may, might, shall, should, must, had better, ought to, and need to.

8. We didn't think we should send more than a dozen roses, since we barely knew the deceased.

a. We didn't think we should send more than a dozen roses,

b. We didn't think we should have sent more than a dozen roses,

c. We didn't think we should be sending more than a dozen roses,

d. We didn't think that we should send more than a dozen roses,

e. We weren't thinking that we should send more than a dozen roses,

No error. This is parallel. B is wrong, because, if you change the tenses, *barely knew* must change to past perfect to indicate you *had barely known* him before you sent his roses.

9. Located at the end of the street, tourists always visit the mansion in the summer.

a. tourists always visit the mansion in the summer.

b. the mansion is visited by tourists in the summer.

c. the tourists in the summer visit the mansion.

d. the tourists' mansion is visited.

e. the tourist's mansion receives visitors.

Refer to number 5. Tourists are not located at the end of the street. The mansion is. We don't like the passive. Passive means the subject is acted upon. TTS: If one of the answers is an active sentence that does not change the meaning of the sentence, choose it over a passive sentence. Here, there is no active choice that is suitable. Parallelism supersedes active voice. Plus, we have retained the gist of the passage with the retention of *in the summer*.

10. Upset about his test scores, the test was ripped up by the student.

a. the test was ripped up by the student.

b. the test was torn by the student.

c. the student ripped up the test.

d. the student was ripping up the test.

e. the student ripped at the test.

11. Poised to win, the referee followed the boxers into the ring.

a. the referee followed the boxers into the ring.

b. the referee guided the boxers into the ring.

c. the referee was guiding the boxers into the ring.

d. the boxers followed the referee into the ring.

e. the boxers had followed the referee into the ring.

The referee was not ready to win; the boxers were.

12. I had logged about fifteen hundred hours when the system was breaking down.

a. when the system was breaking down.

b. when the system had broken down.

c. when the system broke down.

d. when the system begun to break down.

e. when the system was broken down.

Prior to the system failure, the speaker had gone fifteen hundred hours; then, the system failed. So, we need past perfect plus simple past to indicate the exact time relationship.

13. Maybe he had not done it correctly, but he tried.

a. Maybe he had not done it correctly,

b. Maybe he was not doing it correctly,

c. Maybe he did not do it correctly,

d. Maybe he had not been doing it correctly,

e. Maybe he would not have done it correctly,

Parallelism: We need simple past tense on both sides of the comma. Past perfect is wrong with the first clause, because he did it and tried at the same time.

14. Had I returned sooner, I would have found the perpetrator.

a. Had I returned sooner,

- b. If I would have returned sooner,
- c. If had I returned sooner,
- d. If I could of returned sooner,
- e. If I would of returned sooner,

This is a past conditional tense, which tells us that something did not happen. It is contrary to fact. We can say this two ways: First: past perfect = present perfect (like here). The sentence order is reversed: Helping verb + Subject + Main verb. Secondly: *If* + Helping verb (v3) + Main verb.

Ex: If I had returned sooner, . . .

I can put my two clauses in any order that I want.

I would have found the perpetrator had I returned sooner.

I would have found the perpetrator if I had returned sooner.

15. If I was rich, I would invest in the stock market, but I am not.

- a. If I was rich,
- b. If I would be rich,
- c. If I would have been rich,
- d. If I were rich,**
- e. If I had been rich,

Conditional: This is a present conditional tense. Again, if the conditional is not true, it must be a past tense form. A good rule is this: In the clause that is not true, make that tense one time tense behind the tense in the other clause of the sentence. Compare the two sentences: (1) If he was there, I didn't see him. Note: He could have been there—it's possible. (2) If he were there, I didn't see him. Note: He was not there—impossible. He was at my house! The time tense in the impossible sounds ungrammatical, but it tells us of the impossibility.

16. With too much time on his hands, the dog was walked by the man.

- a. the dog was walked by the man.
- b. the dog was being walked by the man.
- c. the dog had been walked by the man.
- d. the man walked the dog.**
- e. the man had been walking the dog.

The phrase to the left of the comma must describe the clause to the right of the comma.

17. The man who sees he who steals is obliged to report it.

- a. who sees he who steals
- b. whom sees he who steals
- c. who sees he whom steals
- d. who sees him that steals**
- e. who sees him that stole

Man = subject, so we need *who* as subject; *him* is the object of the action verb *sees*, and *that* renames *him*.

18. I am sick and tired of him whining and complaining.

- a. of him whining and complaining.
- b. of his whining and complaining.**
- c. about him whining and complaining.
- d. about his whining and complaining.
- e. over him whining and complaining.

The word *of* takes the object form, which is usually *him*. But, here, we want the entire phrase to be an object, so that's the possessive form *his* + two nouns (verb + *-ing* as a noun). *About* won't work, because the idiom is *sick and tired of*.

19. He demanded her being returned at once.

a. her being returned at once.

b. her be returned at once.

c. her return at once.

d. her be return at once.

e. she be return at once.

Same as number 18: possessive + noun = object of *demanded*.

20. She not only lost but threw a tantrum.

a. lost but threw a tantrum.

b. had lost but also threw a tantrum.

c. lost but also threw a tantrum.

d. but threw a tantrum, also.

e. but then threw a tantrum.

21. Tom, Dick, and me all went to the game last week.

a. Tom, Dick, and me all

b. Tom, Dick, and me

c. Tom, Dick, me

d. Tom, Dick, and I all

e. Tom, Dick, and I had all

I is the subject that goes before the verb *went*.

22. When a *person* gets home after a long day at work, you think you might want to simply order pizza.

a. you think you might want to simply order pizza.

b. he may think he would maybe simply order pizza.

c. he may simply want to order pizza.

d. he may want a person to simply order pizza.

e. You would think he would want to order pizza.

A *person* is third person, so keep the third person in the second clause, unless referring to separate events or people. Also, this is concise.

23. To think of they who died for our freedom brings a tear to my eyes.

a. To think of they who died

b. Thinking of they who died

c. Thinking of they whom died

d. Thinking of them whom died

e. Thinking of those that died

The word after *of* must be an object; only d and e work. The word before *died* must be a subject; only e works.

24. I would have liked to say now: Thanks!

a. I would have liked to say now:

b. I would have had liked to say now:

c. I like to say now:

d. I would like to say now:

e. I would like to have said now:

Simple present tense (*now*), polite form (*would like*).

25. We took a great deal of things with us, including the childrens toys, camping gear, and the teams mascot.

a. including the childrens toys, camping, and the teams mascot.

b. including the childrens' toys, camping gear, and the teams' mascot

c. including the children's toys, camping gear, and the teams' mascot.

d. including the children's toys, camping gear, and the team's mascot.

e. including the childrens toys, camping gear, and the mascot of the teams.

The plural of *children* is irregular, but you can follow a simple rule for all plural possessives. At the end of the plural part of the word, add an apostrophe: *children* + apostrophe + possessive -s. It's already plural, so add the -s. There is only one *team*.

26. She gave directions to the boys and I for school, and she left early for work.

a. She gave directions and I for school,

b. She gave directions to the boys and me for school,

c. She gave directions to me and the boys for school,

d. She gave directions to I and the boys for school,

e. She gave I and the boys directions for school,

27. Completing the test early, the proctor took all the papers.

a. the proctor took all the papers.

b. the proctor had taken all the papers.

c. the proctor had took all the papers.

d. we took the papers to the proctor.

e. we had taken the papers to the proctor.

The proctor did not complete the test.

28. We cut the grass with the mower in the backyard from the neighbor's house.

a. We cut the grass with the mower in the back from the neighbor's house.

b. We cut the grass with the mower from the neighbor's house in the backyard.

c. We cut with the mower in the backyard from the neighbor's house.

d. We cut in the backyard grass with the mower from the neighbor's house.

e. We cut the grass in the backyard with the mower from the neighbor's house.

Always situate the modifying (describing) phrase next to the word/phrase it describes.

29. Writing / on the walls with the multicolored pens / **are** punishable by law.

a. are punishable by law.

b. is punished by law.

c. is punishable by law.

d. are punished by law.

e. are to be punished by law.

Writing is the subject, so use a singular verb. Chop up the sentences with your pen as shown if you need to in order to see the subject and the verb. This will decrease your time spent on each question.

30. Wherever applicable, cigarette smoking carries a fine in elevators of \$50.

- a. cigarette smoking carries a fine in elevators of \$50.
- b. a smoking cigarette in elevators carries a fine of \$50.
- c. smoking a cigarette in elevators carries a fine of \$50.
- d. **cigarette smoking in elevators carries a fine of \$50.**
- e. smoking cigarettes of \$50 carries a fine in elevators.

See what is doing what.

31. The principal, the teachers' league, and the officials created a union, which are called the CO-OP, in order to help newcomers to the profession of teaching.

- a. which are called the CO-OP,
- b. which could call the CO-OP,
- c. which are calling the CO-OP,
- d. **which is called the CO-OP,**
- e. which is calling the CO-OP,

The verb *is* agrees with *union* (singular).

32. There are many sights in the Midwest which should be explored; the Rocky Mountains are a prime example.

- a. the Rocky Mountains are a prime example.
- b. **the Rocky Mountains chain is a prime example.**
- c. the Rocky Mountains is a prime example.
- d. the Rocky Mountains example are prime.
- e. the Rocky Mountains' are a prime example.

Chain agrees with *is* and with *example*.

33. Unawares of the danger, the soldier inched ever closer to certain death.

- a. Unawares of the danger,
- b. Unwary of the danger,
- c. Unweary of the danger,
- d. Unweariful of the danger,
- e. **Unaware of the danger,**

This is an exercise in vocabulary.

34. The boy ran in yelling, "We almost ate the whole thing!"

- a. "We almost ate the whole thing!"
- b. "We almost had ate the whole thing!"
- c. **"We ate almost the whole thing!"**
- d. "We have eaten almost the whole thing!"
- e. "We have ate almost the whole thing!"

They did not almost eat it. They ate almost all of it.

35. I understood, at least I'll admit it, only half of what she said.

- a. **only half of what she said.**
- b. half only of what she said.
- c. half of what she only said.
- d. half of only what she said.
- e. half of what only she said.

No error.

36. Our instructions were clear: take the cash to the drop point; leave it under the bridge; be walking along the pier, and call at 12:00.

- a. be walking along the pier, and call at 12:00.
- b. walk along the pier, and be calling at 12:00.
- c. **walk along the pier, and call at 12:00.**
- d. be walking along the pier, and be calling at 12:00.
- e. be walking the pier, and call at 12:00.

All of the verbs are v1.

37. The best time of your life is where you take responsibility for yourself.

- a. where you take responsibility for yourself.
- b. **when you take responsibility for yourself.**
- c. where one takes responsibility for himself.
- d. when one takes one's own responsibility.
- e. why you take responsibility for yourself.

Time requires *when*, not *where*.

38. The devout Catholic family hung Jesus' picture on the wall.

- a. Jesus' picture on the wall.
- b. **Jesus's picture on the wall.**
- c. Jesuses' picture on the wall.
- d. the picture of Jesus' on the wall.
- e. the picture of Jesus's on the wall.

One person + apostrophe + s = possessive.

39. Plainly visible from the lawn of the White House, we could see the president.

- a. We could see the president.
- b. **the president was seen by us.**
- c. the president saw us.
- d. the people saw the president.
- e. the president and the people saw each other.

The president is the only one who was visible *from* the lawn.

40. Flipping back and forth in the water, we saw the dolphin having fun.

- a. Flipping back and forth in the water, we saw the dolphin having fun.
- b. As we were flipping back and forth in the water, we saw the dolphin having fun.
- c. We saw the flipping back and forth in the water, the dolphin having fun.
- d. The dolphin flipping back and forth in the water, we saw him having fun.
- e. **We saw the dolphin having fun, flipping back and forth in the water.**

41. Unable to attend classes, the notes were given to the boy.

- a. the notes were given the boy.
- b. the boy had notes given to him.
- c. **the boy was given the notes.**
- d. the notes were taken for the boy.
- e. the notes were giving the boy.

The boy was unable to attend. Remember: the phrase to the left of the comma must describe the phrase to the right of the comma—usually. The exception is if there are two subjects and two verbs.

Then, they are usually self-supporting in terms of action, and they are linked together to indicate unity of time.

As we were walking, he was riding. Before I went to Cairo, she had already returned.

As you can see, both sentences have clauses with separate subjects, but they both have unity regarding time.

42. Because he was incapacitated by injury, the player sat on the bench.

- a. **Because he was incapacitated by injury,**
 - b. Because incapacitated by injury,
 - c. Because he had incapacity by injury,
 - d. Because he was being in capacitated by injury,
 - e. After he had incapacitated by injury,
- No error.

43. He whom has squandered has lost his gift of success.

- a. whom has squandered has lost
 - b. who has squandered has been lost
 - c. whom have squandered have lost
 - d. **who has squandered has lost**
 - e. whom has squandered will have lost
- He* is a subject; *whom* is an object.

44. The class champion from last year plays the game the most smarter of all.

- a. the most smarter of all.
- b. the most smartest of all.
- c. **the most smartly of all.**
- d. the most of all smart.
- e. the smartest of most.

Smartly is an adverb of manner that tells how he plays. Be careful when using adverbs. Action words require adverbs. *Be* verbs require adjectives, because they describe the nouns, not an action.

45. To win, to succeed at all one attempts, and have never given in make dreams come alive.

- a. To win, to succeed at all one attempts, and have never given in
 - b. To win, to succeed at all one attempt, and to never give in
 - c. **To win, to succeed at all one attempts, and to never give in**
 - d. To win, to succeed at all one attempts, and to have never give in
 - e. To win, to succeed at all one attempts, and having never given in
- Parallelism.

46. Bought on credit is not wise.

- a. Bought on credit is not wise.
- b. To be bought on credit is not wise.
- c. To bought on credit is not wise.
- d. **To buy on credit is not wise.**
- e. To have been buying on credit is not wise.

We need the same tense in the infinitive subject as we have in the main verb, which is *is*.

47. Walking along the creek sure beats living in the city, commuting to work, and being trudging around in traffic all morning.

- a. commuting to work, and being trudging around in traffic all morning.
- b. commuting to work and having been trugged around in traffic all morning.
- c. commuting to work and having been trudging around in traffic all morning.
- d. **commuting to work, and trudging around in traffic all morning.**
- e. commuting to, working, and trudging around in traffic all morning.

48. I was thrilled, relieved, sad, and overjoyed—all at once.

- a. I was thrilled, relieved, sad, and overjoyed
- b. I was thrilled, relieved, sad, and joyful
- c. I was thrilling, relieved, sad, and joyful
- d. I was thrilled, relieved, saddened, and joyful
- e. **I was thrilled, relieved, saddened, and overjoyed**

Parallelism. We need v3 (a verbal) on all of these.

49. I think it was Mr. X whom said that $1 + 1 = B$.

- a. whom said that
- b. who he said that
- c. whom he said that
- d. **who said that**
- e. who it was that said

The verb before Mr. X is a *be* verb, so it is subject case, which means we must use a subject—*who*. Compare: This is he. This is she. All of these are subject case after a *be* verb. They rename the subject.

50. The people were down-trodding, cast down to nothingness, defeated beyond hope.

- a. down-trodding, cast down to nothingness, defeated beyond hope.
- b. down-trodding, casted down to nothingness, defeated beyond hope.
- c. **downtrodden, cast down to nothingness, defeated beyond hope.**
- d. down-trod, casted down to nothingness, defeated beyond hope.
- e. down-trod, cast down to nothingness, defeated beyond hope.

Parallelism. Again, they are all v3. V3 = perfect form, usually used for adjectives, such as *the half-eaten apple*.

51. Because you **have annoyed** me constantly, **have asked** me for the car repeatedly, and **have begged** me for money daily, I have decided to expel you.

- a. I have decided to expel you.
- b. I am expelling you.
- c. **I have expelled you.**
- d. you are expelled.
- e. you have been expelled.

Parallelism. All of the verbs are present perfect plus the object.

52. The distinguished senator greeted the audience and thanked their attendance.

- a. thanked their attendance.
- b. thanked them for attendance.
- c. thanked them attendance.
- d. **thanked them for attending.**
- e. thanked their attending.

53. I hate you talking with your mouth full.

a. you talking with your mouth full.

b. **your talking with your mouth full.**

c. your talking with your full mouth.

d. you talking with your full mouth.

e. your talk with your mouth full.

The speaker hates your talking, the object, not the person, who is you.

54. The man asked would we move our car.

a. would we move our car.

b. if would we move our car.

c. **if we would move our car.**

d. if could we move our car.

e. if we could have moved our car.

These kinds of sentences are called embedding, where one sleeps inside another.

They need to follow this pattern: S–V–(sometimes question word)–S–HV–V.

The test is tricky with these, especially in questions. HV = helping verb.

55. The man asked point blank what would we do.

a. what would we do.

b. **what we would do.**

c. what we could do if.

d. what would we be doing.

e. what would we have done.

56. I would rather have been defeated than to have given up.

a. **have been defeated**

b. be defeated

c. be in defeat

d. been defeated

e. have been being defeated

No error.

57. If I had took the pen, would I still be here?

a. If I had took the pen,

b. Had I took the pen,

c. **If I had taken the pen,**

d. Have I taken the pen,

e. If I had've took,

Conditional. *Had* + V3 (Always!)

58. The best-wrote poem is always clear and concise.

a. The best-wrote poem

b. The best-writ poem

c. **The best-written poem**

d. The better-written poem

e. The better-wrote poem

V3 is always the adjective, not v2. V2 looks like the adjective sometimes, but that is when we have a regular verb that does not change from v2 to v3.

Ex: The quickly walked mile is good exercise.

59. Had he went to the military, he'd be a man by now.

a. Had he went to the military,

b. **Had he gone to the military,**

c. If he had went to the military,

d. If he would have went to the military,

e. If he had've went to the military,

Had + V3.

60. We reported the incident on the bridge to the captain.

a. **We reported the incident on the bridge to the captain.**

b. We reported on the bridge the incident to the captain.

c. We reported the bridge on the incident to the captain.

d. We reported the captain to the incident on the bridge.

e. We reported the incident to the captain to the bridge.

No error.