

Grammar Supplement

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Chapter One: Adjective Clauses

An adjective could be a single or compound word which comes before a noun or after a linking verb:

He has an *expensive* car.

Learning English is *easy*.

The leaves turn *yellow* in autumn.

John looked quite *upset* after he heard the news.

An Adjective Clause

It is also possible to have a complete clause as an adjective describing a previous noun or as the object of a verb or preposition. These clauses are called adjective (or relative) clauses. A relative pronoun (e.g., who, whom, which, or that) is needed to introduce an adjective clause.

- **Who** and **that** refer to people and are used as *subject* of the relative clause, i.e., they are used before a main verb:

The man *that is teaching English* is my brother.

This is the researcher *who published the paper in the journal*.

- **Whom** and **that** refer to people and are used as the object of the relative clause, i.e., they are used before a noun or pronoun in the subject position of the relative clause and as the object of the verb in the adjective clause:

She is the girl *whom I saw in the mall*.

The student *that you want to meet* is here.

- **Which** and **that** refer to *things* (and *animals*) as both subject and object of the relative clause:

The books *which I bought* were very interesting. (*which* is the object of the relative clause: *I bought which*)

The book *which is about geometry* is very interesting. (*which* is the subject of the relative clause)

The book *that is over that shelf* is written by a famous writer. (*that* is subject of the relative clause)

- **Where** and **when** are relative pronouns modifying place and time, respectively.

This is the school *where (in which) I studied*.

Autumn is the season *when (that) birds migrate to the south*.

- **Whose** refers to possession (of *people* but sometimes of *places* and *things*). Examples:

The man *whose car I bought* is an engineer.

Points:

1. *Whom* and *who* are used interchangeably in informal English. However, when used as object of proposition only *whom* is acceptable.

This is the professor *to whom I wrote* (or *whom I wrote to*).

2. *Whom*, *which* (as object) and *that* (instead of *whom* and objective *which*) can be omitted. Don't omit *who*, subjective *which* and *that* when used as the subject.

The student (*whom/that*) *they interviewed* was very competent.

The book (*which/that*) *they borrowed from us* was about physics.

3. In objective relative clauses (*whom*, *which*, *that*), do not repeat the object.

The man *whom I saw* ~~him~~ *in the street* was Nick's brother.

This is the article *which they sent* ~~it~~ *to the conference*.

4. Often it is possible to use *that* instead of *who*, *whom*, *which* and *when*. But *that* is not used as the object of preposition.

This is the professor *to whom* (but not *that*) *I wrote*.

This is the professor *whom* (or *that*) *I wrote to*.

5. Separating an adjective clause with two commas from the main clause means that the information it presents is not necessary. In such cases, *that* cannot be used as a relative pronoun.

My brother who teaches English lives in Tehran (I have several brothers).

My brother, who teaches English, lives in Tehran (I only have one brother).

Practice A: Join the following sentences to form a relative clause.

1. Last week, I registered for a workshop. The workshop was about biomedical engineering innovations.

.....

2. Mary is a music teacher. Johanna is practicing with her.

.....

3. The person is Joe's brother. I used to work for him.

.....

4. Do you know the man? Ali bought the man's car.

.....

5. The government is going to ban factories. Factories cause a lot of air pollution.

.....

Practice B: Complete the following sentences using the right relative pronoun.

1. The girl you want to meet is Mina's sister.
2. He is the man works for the police.
3. The house Nima Yooshij was born is still standing.
4. Do you know the date we are going to visit the museum?

5. As he was sitting on the hill, he was painting the horses were running down the hill
6. The results of this study confirms the hypotheses of the research are congruent with previous studies.

Chapter Two: Reduced Adjective Clauses

Subjective adjective clauses can be reduced to adjective phrases. A present participle (-ing form) is used when the adjective clause is active and a past participle (-ed form) when the adjective clause is passive, i.e., when the relative pronoun is in the subject position.

Clause: The man *who teaches English* is my brother. (active)

Reduced: The man *teaching English* is my brother.

Clause: They received a letter *which was posted last month*. (passive)

Reduced: They received a letter *posted last month*.

In cases where the adjective clause contains a 'linking verb + adjective' structure or a prepositional phrase, the modifying adjective phrase starts with the adjective or the prepositional phrase.

The company, which was doubtful to make a decision, decided to postpone it until the following year.

Reduced: The company, doubtful to make a decision, decided to postpone it until the following year.

The book which is over there is about geography.

Reduced: The book *over there* is about geography (prepositional phrase).

If the action in the adjective clause has happened before the verb in the main clause, a perfect participle is used in the reduced form.

John, *who had received the main prize*, decided to devote it to the charity. (active)

John, *having received the main prize*, decided to devote it to the charity.

The students, who had been accepted for the course, took a placement test. (passive)

The students, *having been accepted for the course*, took a placement test.

Exercises

Practice A: Change the following sentences into the reduced form.

1. The factories which are located near the city produce a lot of air pollution.
.....
2. Ali walked to the post office which was at the corner of Bahar Street.
.....
3. Albert Einstein, who was a prominent physicist, contributed to the development of modern astronomy too.
.....
4. The clock, which has been made of glass, is very beautiful.
.....
5. The man who is sitting next to you is my cousin.
.....
6. The runner who is in the lead of the marathon match won an Olympic gold medal last year.
.....
7. The author, who has already written 10 books, is now working on her new book.
.....
8. When you work on a project which lasts more than a year, you need to cooperate with a team.
.....
9. These poems, which were composed by an anonymous writer last century, are going to be published now.
.....
10. Students who had passed the course in another university do not need to repeat it here.
.....

Practice B: Choose the best option to complete the following sentences.

1. The criminal the bank last week was arrested today.
a. robbed b. robbing c. having been robbed
2. John, as a volunteer firefighter when he was young, knew how to put out the fire.
a. having worked b. worked c. having been worked
3. Do you know the man to the prison by the police?
a. taking b. having taken c. taken
4. I started my paper with a summary the whole idea in a few words.
a. explaining b. explained c. having explained
5. Medicine, by a small infant, must not exceed a particular dosage.
a. taking b. taken c. having been taken
6. The student admission for Oxford University has worked on his proposal for two years.
a. gets b. got c. getting

Chapter Three: Adverbial Clauses

What is an adverbial clause?

Adverbial clauses are dependent clauses that function as the adverb of the sentence. A clause must have some properties to be considered adverbial:

1. It can be removed from the sentence without making it grammatically wrong.
2. It must start with a subordinating conjunction such as *when*, *until*, *because*, *if*, or *although*.
3. It must contain a subject and a verb.
4. It must be a dependent clause, which means it needs to be used with another clause.

What are different types of adverbial clauses?

Adverbial clauses can be of eight main types. The following table summarizes different types of adverbial clauses.

Type:	Function	Subordinating Conjunctions
Time	highlights when/how often something happens	after, as, as long as, soon, as soon as, before, since, until, when, whenever, while, by the time
	<ul style="list-style-type: none"> The dog started chasing the cat once <i>he saw her coming out of the house</i>. When <i>you finish planting that bush</i>, wash your hands. 	
Place	highlights where something happens	where, wherever
	<ul style="list-style-type: none"> Wherever <i>you see a rainbow</i>, there has been rain. 	
Manner	highlights how something happens	as, as if, as though
	<ul style="list-style-type: none"> She looks as if <i>she had seen a ghost</i>. In California, we can enjoy the beach as <i>we used to in Florida</i>. 	
Reason	highlights the reason something happens	because, since, as
	<ul style="list-style-type: none"> Since <i>the weather is so polluted in this city</i>, we are going to move. 	
Purpose	highlights the purpose behind a happening	so that, in order that
	<ul style="list-style-type: none"> I left home early so that <i>I could be on time for the meeting</i>. 	
Condition	highlights a condition for a happening	if, in case, as long as, unless, provided (that)
	<ul style="list-style-type: none"> I will become proficient enough in English provided that <i>I spent some time practicing it every day</i>. 	
Results	highlights the result of a happening	so ... that, such ... that
	<ul style="list-style-type: none"> Mathematics is so complicated for me that <i>I can't imagine studying it at university</i>. Mathematics is such a complicated subject that <i>I can't imagine studying it at university</i>. 	

Contrast	highlights a contrast with the idea in the main clause	though, although, even though, while, whereas, in spite of the fact that
	<ul style="list-style-type: none"> • <i>Even though I gave it my best effort, I couldn't pass the test.</i> • <i>While I never miss the polluted air in the city, I will sure miss my friends.</i> 	

Where do the adverbial clauses appear?

Adverbial clauses can appear in one of the three places inside the sentence:

1. Before an independent clause:

When I was a little baby, I was afraid of dark places.

2. Inside an independent clause:

*My brother, **when he is angry**, becomes red in face.*

3. After an independent clause:

We will start skiing as soon as you put on your goggles.

Exercises

Practice A: Complete the following sentences with the best option.

1. he was a hardworking student, the teacher was not surprised that he passed such a difficult test.
a. When b. Since c. Although
2. I will close the door I do not disturb other classes.
a. so as not to b. so that c. in order to
3. You should see your best friend you leave for the US.
a. despite b. however c. before
4. It appears easy to fix we carefully follow the instructions.
a. unless b. in case c. although
5. you find yourself on the side of the majority, it is time to pause and reflect.
a. Although b. Whether c. Whenever
6. this product is very cheap, it lasts for a long time.
a. Although b. Because c. Since
7. You need to use proper shoes for jogging the ground sometimes turns out to be so rough.
a. so that b. because c. even though
8. You may get malaria you are bitten by a mosquito.
a. so that b. though c. if

Practice B: Rewrite the following sentences in a way that a part of the idea is expressed in an adverb clause.

Use appropriate subordinating conjunction(s).

1. It keeps snowing for three hours from now. The football game will be cancelled.
.....
2. The suspect hid behind the container. The police officer could not find him.
.....

3. The climate gets hotter. The sea levels will rise.
.....
4. I am trying to pass the IELTS exam. I want to study at universities abroad.
.....
5. Educational technologies have developed over the past decades. Many educators follow conventional methods of teaching without technology.
.....

Chapter Four: Reduced Adverb Clauses

When we reduce a longer group of words into a shorter word group, it is called a reduction. Reduction is done with the purpose of simplifying a word group.

What type of adverbial clauses can be reduced?

1. Only when the subjects of both the independent and dependent clauses are the same, we can reduce an adverbial clause.
2. Only adverbial clauses of *time*, *reason*, *contrast*, *condition*, *manner*, and *place* can be reduced to adverbial phrases.

How to reduce an adverbial clause!

Active Sentences:

1. If the adverb clause contains a continuous form of the verb, omit the subject and any form of the *be* verb but keep the present participle (*ing*).
 - When I was crossing the street, I saw John.
(When) crossing the street, I saw John.
2. If there is the “subj + be verb + adj” structure in the adverb clause, omit the subject and the *be* verb but keep the adjective. Or you can use the “being + adj” structure. The word *because* is also omitted.
 - Because she was late for the meeting, she had to apologize to everyone.
Late for the meeting, she had to apologize to everyone.
Being late for the meeting, she had to apologize to everyone.
3. If the verb in the adverb clause is not in the continuous form or passive form, omit the subject and change the main verb into an *ing* form.
 - After I graduated from college, I will apply for a job.
After graduating from college, I will apply for a job.

Passive Sentences:

4. In passive sentences, omit the subject and *be* verb in the adverb clause but keep the past participle.
 - If the oil is heated too much, it will lose its viscosity.
If heated too much, the oil will lose its viscosity.

Notes:

1. In cause and effect sentences, we omit '*as, since, and because*' and use '*Ving/having P.P.*'
 Because she is a mother now, she has more responsibilities.
 Being a mother now, she has more responsibilities.
2. If an adverbial clause mentions an event which happened before the event in the main clause, we prefer the '*having + P.P.*' structure.
 Because I injured my back yesterday, I now have difficulty in walking.
 Having injured my back yesterday, I now have difficulty in walking.
3. If there is a '*to be + adjective*' structure in the adverbial clause, we can use '*(being) + adjective*' instead.
 As/Because/Since she is suitable for the vacant post, she is lucky.
 Being suitable for the vacant post, she is lucky.
 Suitable for the vacant post, she is lucky.
4. In negative reductions, we use '*not + Ving*' or '*not having P.P.*'
 Because I don't know her phone number, I can't call her.
 Not knowing her phone number, I can't call her.
 Because she hadn't studied well, she failed in the exam yesterday.
 Not having studied well, she failed in the exam yesterday.
5. We can make reductions with '*if, unless, and as if*.'
 If they were treated fairly, they wouldn't lose the game.
 If treated fairly, they wouldn't lose the game.

Dangling Structures:

A dangling structure happens when we have a reduction in sentences in which the subject of the main clause and the subject of the adverb clause are not the same.

Original form: After they worked on the project for months, it finally finished.

Dangling: * After working on the project for months, it (the project) was finally finished (it means the project was working rather than the workers).

Correct reduction: After working on the project for months, they finally finished it.

Original sentence: While she was talking on the phone, her lunch burnt.

Dangling: * While talking on the phone, her lunch burnt (it means her lunch was talking on the phone).

Correct reduction: While talking on the phone, she burnt her lunch.

Practice A: Reduce the following adverbial clauses into adverbial phrases.

1. While she was baking the cake, she asked Tim to make some coffee.

2. Though he had a very good resume, he didn't get the job.

3. Since he arrived late, he started his lecture with a 10-minute delay.

4. As the teacher used very difficult vocabulary in the test, she let the students use their dictionaries.

5. Unless we are paid fairly, we will go on a strike.

6. I didn't speak English very well before I came to Australia.
.....
7. Because Sue was in a hurry, she left home without eating breakfast.
.....
8. When you are doubtful about the meaning of a word, look it up in a dictionary.
.....
9. The machine will stop functioning if it is heated to a high degree.
.....
10. Since the tourist did not know the correct address, he was lost in the busy streets of downtown.
.....

Practice B: Choose the correct option which best completes the following sentences.

1. to drive a car, he always uses public transportation.
 - a. He is unable
 - b. Being unable
 - c. Be unable
 - d. Because unable
2. Marry always drinks a cup of tea after the dinner.
 - a. having
 - b. had
 - c. to have
 - d. has
3. While home from work, I met my colleague.
 - a. I walking
 - b. walked
 - c. walking
 - d. to walk
4. Before the exam, I reviewed my notes.
 - a. took
 - b. taking
 - c. I taking
 - d. to take
5. After the test, he hired a tutor.
 - a. passed
 - b. passing
 - c. not to pass
 - d. not passing

Practice C: The following sentences were incorrectly reduced. Find the mistakes and correct them.

1. While having drunk a glass of milk, Johnny spilled it on his dress.
.....
2. Having passing the entrance exam, John was admitted to the course.
.....
3. After left, she remembered meeting him at a conference once.
.....
4. Before went to bed, we put out our campfire completely.
.....
5. Viewing from distance, the trees looked like tall buildings.
.....

Practice D: Each of the following sentences contains a *dangling* structure. Correct and rewrite them.

1. When only a child, Beethoven's artistic talent was apparent.
.....
2. Complete with references, Mina submitted her thesis to her supervisor.
.....
3. Collecting references as she worked on her thesis, identifying the relevant ones became a challenge to Mina.

.....
 4. Having been busy with the children, her lunch burnt.

.....
 5. Considerably developed, John believes his project will be ready next week.

Chapter Five: Noun Clauses

A noun clause plays the role of a noun in a sentence. Noun clauses contain a subject and a verb, but they cannot stand alone in a sentence. That is why a noun clause is a dependent clause. They must always be paired with an independent (main) clause.

Noun clauses begin with words such as *how*, *that*, *what*, *whatever*, *when*, *where*, *whether*, *which*, *whichever*, *who*, *whoever*, *whom*, *whomever*, and *why*. Noun clauses can act as subjects, direct objects, indirect objects, predicate nominatives, or objects of a preposition.

Noun Clauses Function:

- **As a Subject:**
Whichever restaurant you pick is fine with me.
That he is famous is none of my business.
- **As a Direct Object:**
 Do you know *how the weather will be*?
 I didn't know *that he was a famous author*.
- **As an Indirect Object:**
 Be sure to send *whoever interviewed you* a thank-you note.
- **As an Object of the Preposition:**
 Choose a gift for *whomever you want*.
 The teacher talked about *where he went on his vacation*.
- **As a Predicate Nominative:**
 The focus of our work is *how we can satisfy customers most effectively*.
 My greatest asset is *that I am a hard worker*.

Practice A: Underline the noun clause in each sentence below and mention what its function is.

1. The students were in trouble for what they did in the hall.
2. What my brother enjoys most is playing soccer.
3. She explained why she couldn't come to the party.
4. Mrs. Scott assigned whoever was late extra homework.
5. The club will give whoever wins the race a gold cup.

Practice B: Write a sentence using a noun clause as indicated.

1. a noun clause as a subject
.....
2. a noun clause as the object of a preposition
.....
3. a noun clause as a direct object
.....
4. a noun clause as a predicate nominative
.....
5. a noun clause as an indirect object
.....

Practice C: Fill in the blanks with the suitable conjunctions.

1. The poor boy couldn't ever learn killed him.
2. You'll be surprised to learn phone I've found on the shelf.
3. I really want to find out is you've made this mistake on purpose.
4. You should have guessed she would surely let you down even at the most unexpected occasions.
5. It's clearly understood he took the trouble to help you in the garden.
6. It is not difficult to understand different people speak different languages.
7. People, at times, can be so blind that they don't even see is in front of their eyes.
8. he will stay is confidential.
9. I can't rely on you tell me.
10. I'm convinced John cheats on every exam.

Chapter Six: Conditional Sentences

The First Conditional Sentences

(if + present simple, ... will + bare infinitive)

If it rains tomorrow, we'll go to the cinema.

The first conditional sentences are used to talk about things which might happen in the future. Of course, we can't know what will happen in the future, but this describes possible things which could easily come true.

If it **rains**, I **won't** go to the park.

If I **have** enough money, I'll **buy** some new shoes.
 She'll **miss** the bus if she **doesn't leave** soon.
 If I **see** her, I'll **tell** her.

The Second Conditional Sentences

(if + past simple, ... would + bare infinitive)

If I had a lot of money, I would travel around the world.

It has two uses:

1. We can use it to talk about things in the future which are probably not going to be true. Maybe I'm imagining some dream. for example:

If I **won** the lottery, I **would buy** a big house (I probably won't win the lottery).
 If I **met** the Queen of England, I **would say** hello (Most probably I won't see her).
 She **would travel** all over the world if she **were** rich (but we know that she is not rich).
 She **would pass** the exam if she ever **studied** (She never studies, so this won't happen).

2. We can use it to talk about something in the present which is impossible because it's not true. Have a look at the following examples.

If I **had** his number, I **would call** him (I don't have his number now, so it's impossible for me to call him).
 If I **were** you, I **wouldn't go** out with that man.

Note: We use '*were*' instead of '*was*' with *I* and *he, she, and it*. This is mostly done in formal writing.

If I **were** you, I wouldn't buy that car.

This kind of conditional sentence is different from the first conditional because this is a lot more unlikely:

Second conditional: If I had enough money, I would buy a house with twenty bedrooms and a swimming pool (I'm probably not going to have this much money; it's just a dream).

First conditional: If I have enough money, I'll buy some new shoes (It's much more likely that I'll have enough money to buy some shoes).

The Third Conditional

(if + past perfect, ... would + have + past participle)

If I had gone to bed early, I would have caught the train.

It talks about the past. It is used to describe a situation that didn't happen and/or to imagine the result of this situation.

If she **had studied**, she **would have passed** the exam (but she didn't study and she didn't pass).
 If I **hadn't eaten** so much, I **wouldn't have felt** sick (but I did eat a lot, and I did feel sick).
 He **would have been** on time for the interview if he **had left** the house at nine.

Practice A: Complete the following sentences using the appropriate form of the verbs in the parentheses.

1. You will be fined if you your car there (park).
2. Would you mind if I early? (leave).
3. If John hard, he could pass the examination. (work)
4. If I his advice, I would be a fool. (follow)
5. They would have telephoned us if they lost. (be)
6. I don't have a pen, but if I, I would lend it to you. (do)
7. Rob English if he hadn't gone to class. (not learn)
8. If John had missed his flight, what? (happen)
9. If you find the missing cat, the owner. (call)
10. If it rains tomorrow, we the picnic. (cancel)
11. If the final exam easy, I might get an 'A' in grammar. (be)
12. If I a quiet roommate, I could study more. (have)
13. I would drive to Canada if I a car. (have)
14. If I had saved enough money last year, I a new car at the beginning of this semester.
(buy)
15. If my parents rich, I wouldn't be worrying about all of this. (be)

Absence of 'if' in Conditional Sentences

The conjunction 'if' is sometimes omitted in the conditional sentences in which the if-clause contains SHOULD (in first conditionals only), WERE (in second conditionals only), or HAD (in all third conditionals).

In such cases, SHOULD, WERE, or HAD is moved to the beginning of the sentence and stands before the subject of the if-clause.

In the negative sentences omitted IF, the negative particle 'NOT' is not contracted with the auxiliary verb and stands after the subject of the subordinate clause.

Look at the following example!

Real condition (first type):

If Mr. Smith should call, ask him to call me again after five.

Should Mr. Smith call, ask him to call me again after five.

Unreal condition (second type):

If I were younger, I would go to the mountains with you.

Were I younger, I would go to the mountains with you.

Unreal condition (second type, negative form):

If I weren't so tired, I would help you.

Were I not so tired, I would help you.

Unreal condition (third type):

If he had known about it, he would have refused to go there.

Had he known about it, he would have refused to go there.

Unreal condition (third type, negative form):

If he hadn't known about it, he would have agreed to go there.

Had he not known about it, he would have agreed to go there.

Practice A: Rewrite the following sentences without the use of 'if'.

1. If my parents were rich, I wouldn't be worrying about all of this.
.....
2. If John had missed his flight, what would have happened?
.....
3. If he should call, tell him I am out.
.....
4. If I hadn't eaten so much, I wouldn't have felt sick.
.....
5. If I weren't late for the class, I would use the public transportation.
.....