

MINI GRAMMAR

2B HOW LONG/ HOW MANY QUESTIONS IN PRESENT PERFECT (CONT) TENSE

We use the perfect continuous to say how long (for something that is still happening):

How long have you been reading that book?

How long + have/has + subj. + been+ Ving ?

- How long has it been raining?

Examples:

How long have we been watching this film?

How long have they been living here?

In Class Exercise 1

A. For each situation, ask a question using the words in brackets.

1. How long for me? (you / wait)

2. How long glasses? (Jill / not wear)

3. (how long / you / study Japanese?)

4. (how long / he / work in the bank?)

5. (how long / we / wait for the bus?)

We use the perfect simple to say how much, how many/much or how many times:

- How much of that book have you read?

Example: Dan and Jenny are married. They got married exactly 20 years ago, so today is their 20th wedding anniversary. They have been married for 20 years.

We say: They are married. (present)

but How long have they been married? (present perfect)

~~(not How long are they married?)~~

They have been married for 20 years.

~~(not They are married for 20 years.)~~

B. For each situation, ask a question using the words in brackets.

1. (How many times / you / visit Scotland?)

2. (How many books / you / read this week?)

3. (How much food / you / buy?)

C. For each situation, ask a question using the words in brackets.

1. You have a friend who is learning Arabic. You ask:

(how long / learn / Arabic?) How long have you been learning Arabic?

2. You have just arrived to meet a friend. She is waiting for you. You ask:

(wait / long?) How long _____?

3. Some friends of yours are having a party next week. You ask:

(how many people / invite?) _____?

4. A friend of yours is a teacher. You ask:

(how long / teach?) _____?

5. You meet somebody who is a writer. You ask:

(how many books / write?) _____?

(how long / write / books?) _____?

6. A friend of yours is saving money to go on a world trip. You ask:

(how long / save?) _____?

(how much money / save?) _____?

D. Read the situation and complete the sentences. Use the verbs in brackets.

1. Tom started reading a book two hours ago. He is still reading it and now he is on page 53.

He has been reading for two hours. (read)

He has read 53 pages so far. (read)

2. Rachel is from Australia. She is travelling round Europe at the moment. She began her trip three months ago.

She _____ for three months. (travel)

_____ six countries so far. (visit)

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3. Patrick is a tennis player. He began playing tennis when he was ten years old. This year he won the national championship again - for the fourth time.

_____ the national championship four times. (win)

_____ since he was ten. (play)

4. When they left college, Lisa and Sue started making films together. They still make films.

They _____ films since they left college. (make)

_____ five films since they left college. (make)

MINI GRAMMAR 3B SOME, ANY, ALL, MOST, NONE OF

Some and Any

We use **some** and **any** + **noun** when we don't know the exact number/amount, or it is not important:

- We've got **some** vegetables. Have we got **any** milk?

We usually use some in positive sentences and any in questions and negative sentences.

- Can I have **some** information? Would you like some brochures? Shall we do **some** work now?

We can use some and any without a noun, when it is clear what we are talking about:

- We haven't got **any** bread. I'll go and get **some**.
- 'We need **some** coins for the ticket machine.' 'Oh dear, I haven't got **any**.'

We can use any to mean 'it doesn't matter which':

- 'Which flavour ice cream do you want?' 'Oh, get me **any** flavour- I don't mind which.'

All, Most, Some and No

We can use all, most, some and no before the subject or object in a sentence:

- **All** the tickets cost \$30.00. I've got **all** the tickets.

They can go before plural or uncountable nouns:

- **All** fruit contains sugar.
- **Most** vegetables contain a lot of vitamins.
- **Some** fish is expensive.
- **No** sugary food is good for you.

In Class Exercise 1

A. Complete the sentences with some, any, all, no and most.

1. 'Which suit should I wear?' ' _____ will be OK'.
2. Look over there! I can see _____ people walking across the street.
3. She asked me for some food but there was _____ food in the house.
4. Caroline doesn't show _____ interest in mathematics.
5. Would you like _____ more coffee?
6. In Turkey _____ meals contain meat. It is very hard to be a vegan in Turkey.
7. _____ students in this class are trying to learn English.

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We use **all (of)**, **most of**, **some of** and **none of** for particular people or things:

- **All (of)** the vegetables in this soup are fresh.
- **Most of** our customers like vegetarian dishes.
- Do you want **some of** this White chocolate?
- **None of** our jam contains extra sugar.

You can use **all of**, **some of**, **most of**, **many of** + [determiner] + noun. The **determiner** is usually an article (a, an, or the) or a pronoun. You CAN'T USE **all of**, **some of**, **most of**, **many of** + noun WITHOUT a determiner. This is where a lot of people make a mistake, so please be careful:

- **All of my friends** like pizza. Not, ~~All of friends~~~
- **Some of the people** in my office like to play sports. Not, ~~Some of people~~~
- **Most of those cars** are for sale. Not, ~~Most of cars~~~

Let's compare some examples that talk about *general* and *specific* groups.

- **General:** Most people like strawberries.
- **Specific:** Most of the people I know like strawberries. (determiner = the (also called an article))
- **General:** Many clothes are made in Asia.
- **Specific:** Many of my clothes are blue. (determiner = my (also called a possessive adjective))
- **General:** Some webpages are not suitable for children.
- **Specific:** Some of this website's webpages are for students. (determiner = this)

- don't recycle.
 - Some people
 - Some of people
- ... his teeth are yellow.
 - Many
 - Many of
- ... classmates listen to hiphop music.
 - Most
 - Most of
 - Most of my
- ... money the organization collected was given to the people who needed it.
 - All
 - All of
 - All of the

MINI GRAMMAR 4A NECESSARY/UNNECESSARY ACTIONS

Need as a modal, need to

Need can be a modal verb. Its only form is **needn't**.

- You **needn't** leave yet, it's early.

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We generally prefer to use **need to** for affirmative sentences. Need to is a regular verb, with the usual verb changes:

- You **need to** leave now. **Do I need to** buy batteries?
- She **does not (doesn't) need to** do it. We **didn't need to** charge the battery.

Necessary actions

We can use need to

- *to say that something is physically necessary:* I'm tired. I **need to** get some sleep.
- *when we believe that something is necessary or important:* He really **needs to** lose weight.
- *to mean have to :* You **need to** score 60% to pass the exam.

Past Jane's condition was quite serious. She **needed to** stay in the hospital overnight.

Future You'll **need to** get some photos for this passport application.

Unnecessary actions, present and future

We use needn't/don't need to, don't have to to say that something isn't necessary or isn't a rule:

- You **needn't** take any food - lunch is provided. (It isn't necessary.)
- You **don't need to** buy a battery - (it already has one.)
- Men **don't have to** do military service in Britain. (It isn't a rule.)

We use won't need to or won't have to for unnecessary future actions:

- You **won't need to** bring any extra money on Friday, everything is included in the price.
- I **won't have to** wait for long; the bus comes every ten minutes.

Unnecessary actions in the past

We use didn't need to or didn't have to to say that something wasn't necessary in the past. We don't know if the action happened or not:

- The pain went away so I **didn't need to** see a doctor.
- We **didn't have to** pay - it was free.
- Carol didn't need to take a towel. The gym provides them free of charge. (We don't know whether Carol took a towel or not.)

In Class Exercise 1

A. Match the two parts of the sentences.

- | | | | |
|-----|---|---|---|
| 1__ | Tomorrow's meal is included in the price so | A | I need to earn lots of money. |
| 2__ | My rent is really high so | B | I needed to take plenty of money. |
| 3__ | It's going to be an expensive evening so | C | I didn't need to take any money at all. |
| 4__ | My parents paid for everything yesterday so | D | I won't need to take any money. |
| 5__ | We went on a really long holiday last year so | E | I'll need to take lots of money. |

B. Match sentences A-G with 1-6. Then write a suitable form of need in the gaps.

- A There was no rain last summer and the grass didn't grow.
 B John cut his hand badly while he was cooking yesterday.
 C My parents changed their plans and didn't come to stay with us last month.
 D My brother doesn't have any money.
 E Helen is going on holiday next week.
 F Maria's just painted her house.
 G Adam's got fantastic eyesight.

- 0 E She will need to buy a new suitcase before she leaves.
 1 He get a job.
 2 He wear glasses.
 3 We tidied up the guest bedroom.
 4 She paint it again for several years.
 5 We cut it at all.
 6 We call an ambulance.

C. Complete the conversations with the words from the box.

didn't need to	do I need to	don't have	'll need to	need to	didn't need to	needs to	won't need to
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a. Customer: I'd like to join the sports club.

Receptionist: Right. You (0)need to.... fill in this form. Then, after we've processed the form, you (1) make an appointment for a health check. Each new member (2) have a health check before using the equipment.

Customer: Oh. I (3) do that at my previous club.

Receptionist: Well, we have a very strict policy here. But don't worry, it's only an interview. You (4) to see a doctor or anything like that.

b. Customer: Here's my camera. I'd like to get some prints made.

Assistant: Oh, you (5) bring in the camera. All we need is the memory card.

Customer: And I want to take some more photos. (6) buy more film?

Assistant: No, you (7) do that, it's a digital camera. You just delete the pictures and use the space on the memory card for your new photos.

MINI GRAMMAR 5B STILL/NO LONGER/NO MORE

still

We use **still** to show that something **continues up to a time** in the past, present or future. It goes **in front of the main verb**:

Even when my father was 65, he **still enjoyed** playing tennis.

It's past midnight but she's **still doing** her homework.

I won't be at work next week. We'll **still be** on holiday.

or **after the present simple or past simple of be**:

Her grandfather has been very ill, but he **is still** alive.

We tried to help them, but they **were still** unhappy.

no longer

We use **no longer** to show the idea of something **stopping** in the past, present or future. It goes **in front of the main verb**:

At that moment, I realised that I **no longer loved** him.

We **no longer live** in England. We've moved to France.

From midnight tonight, Mr Jones will **no longer be** the president.

or **after the present simple or past simple of be**:

Sadly, Andrew and Bradley **are no longer** friends. They had an argument.

It **was no longer** safe to stay in the country. We had to leave immediately.

In a **negative sentence**, we use **any longer** or **any more**. It goes **at the end** of the sentence:

We **don't** live in England **any longer**.

It **wasn't** safe to stay in the country **any more**.

'still' and 'no longer' 1

A. Complete the sentences with 'still', 'no longer' or 'any longer'/'any more'.

1. Pilar isn't answering her phone. Maybe she's angry with me.

2. Don had a heart attack last year but he smokes 40 cigarettes a day.

3. I'm sorry, but this ticket is valid. You'll have to buy a new one.

4. Federer lost the final but he was the number-one tennis player in the world.

5. You worry about Malcolm too much. He's not a child .

6. I'm afraid Mr Ackroyd lives here. Do you want his new address?

7. I've stopped drinking coffee, so I don't have problems sleeping .

8. I've stopped drinking coffee, but I have problems sleeping.

TARGET GRAMMAR UNIT 6A**THE PASSIVE (ALL TENSES) IN INTERROGATES**

	Y/N QUESTIONS
Present Continuous	Is the trial being held at the moment?
Present Perfect	Has your car been stolen?
Past Continuous	Was the cinema being rebuilt when it was set on fire?
Past Perfect	Had one of the windows been broken before you arrived there?
Future	Will the prisoner be released next month? / Is the verdict going to be given tomorrow?
Inf. with to	Did people use to be imprisoned for stealing bread?
Inf. without to	Can a solution be found for the problem?
Gerund	Did he pay a fine to avoid being sent to jail?

	WH QUESTIONS
Present Continuous	When is the trial being held?
Present Perfect	What has been stolen?
Past Continuous	Why was the cinema being rebuilt?
Past Perfect	How had one of the windows been broken?
Future	When will the prisoner be released? / When is the verdict going to be given? / Who is going to be given a prize?
Inf. with to	Why did people use to be imprisoned for stealing bread?
Inf. without to	How can a solution be found for the problem?
Gerund	How did you avoid being sent to jail?

In Class Exercise 1**A. Change the passive to active.**

1. Has the kitchen been cleaned yet?
.....
2. Is the road being mended by the workers this week?
.....
3. Will the car be stopped by the police?
.....
4. Can these exercises be done by the students at home?
.....
5. Was the computer being repaired by your brother when you got home?
.....
6. Had the room been painted by the painters?
.....
7. Where are grapes being grown by farmers?
.....
8. When are the exam results going to be announced by the head of the department?
.....
9. How has the house been destroyed by the earthquake?
.....

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10. Who was being examined by the examiners when you entered the class?

.....

MINI GRAMMAR 6B MAY/MAY NOT

may + infinitive might + infinitive could + infinitive Use these modal verbs when you make a guess but you are only suggesting one possibility . You are not certain you are correct.	<i>'Where's John?'</i> <i>'He's not here. He may be in the bathroom, or he might be in the kitchen, or he could be outside.'</i>
may not + infinitive might not + infinitive Use these modal verbs when you make a guess about what is not true , but you are only suggesting one possibility . You are not certain you are correct.	<i>'Where's John?'</i> <i>'He's not here. He may not be at work today.'</i> <i>She hasn't called me. She may not have my number.</i>
NOTE: Do NOT use could not instead of may not or might not when you make a guess about what is not true .	<ul style="list-style-type: none"> • Are you sure that's a good idea? The boss may not / might not like it when he finds out. The boss could not like it when he finds out. • I may not / might not be the smartest person in the class, but I definitely work the hardest. I could not be the smartest person in the class, but I definitely work the hardest.

MINI GRAMMAR 7B FIRST CONDITIONAL

a) 'Provided' or 'as long as' have a similar meaning and are used when we want to emphasise the condition. (Provided that and providing that have the same meanings.)For example:

- **Provided/Providing that you pay me back soon** (condition), I will lend you the money.
- My teacher thinks I will pass the exam, **provided that I continue to work hard** (condition).
- **As long as our governments stay firm** (condition), we will get global warming under control.
- I think I'll continue studying English, **as long as I have the time to do so** (condition).
- You can watch TV **on condition that** you finish your homework first.

"If" could also be used in all these examples above.

- **If** you finish your homework first, you can watch TV.
- **If** she invites me I will go.
- **If** you pay me, I will take you there. **OR** I will take you there **on condition that** you pay me.

b) We use 'unless' when it has the meaning 'except if'. "Except if" means that 'x' is generally true apart from when 'y' happens. For example:

- I won't be able to go on holiday this year, **unless** I can earn more money.
- I'll be able to travel home this weekend, **unless** the train strike continues.

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In the first example above, the speaker doesn't expect to be able to go on holiday.

In the second example, the speaker is optimistic that he/she will be able to go home.

c) An *in case*-clause gives a reason while an *if*-clause describes a condition:

I'll buy a sandwich in case I get hungry. (I'll buy a sandwich because I may get hungry later.)

I'll buy a sandwich if I get hungry. (I'll buy a sandwich when I get hungry.)

In Class Exercise 1

A. Test your understanding of these expressions with this grammar exercise. More than one answer can be correct for some of the questions!

1. We can win the championship, we avoid bad injuries.
 - a. providing
 - b. unless
2. I will leave now, there is anything left to do now.
 - a. unless
 - b. as long as
3. We can hold the party in the garden it doesn't rain.
 - a. provided
 - b. unless
4. The public will be admitted to the galleries, they make a donation.
 - a. unless
 - b. providing
5. You can keep the puppy you promise to take care of it.
 - a. as long as
 - b. provided that
6. You can take my car you drive carefully.
 - a. as long as
 - b. provided that
 - c. Either could be used here
7. I can't help you you tell me what is wrong.
 - a. unless
 - b. providing
8. I can help you you tell me what is wrong.
 - a. unless
 - b. provided that
9. He wouldn't eat anything he cooked it himself.
 - a. providing
 - b. unless

10. You can take this seat, no one has reserved it.
- a. unless
 - b. providing
 - c. as long as
11. My parents don't care who I marry I am happy.
- a. as long as
 - b. unless
12. You can go out now you finish your homework first.
- a. providing
 - b. provided that
 - c. as long as
 - d. All of these

TARGET GRAMMAR UNIT 8A

INFINITIVE AND GERUND

➤ VERBS WITH GERUND

- ADMIT:** He admitted **cheating** on the test.
- AVOID:** She avoids **talking** with her boss.
- DENY:** He denied **committing** the crime.
- DISLIKE:** I dislike **waiting** for buses.
- ENJOY:** I enjoyed **living** in France.
- FEEL LIKE:** I feel like **dancing** tonight.
- FINISH:** We've finished **preparing** for the meeting.
- HATE:** She hates **waiting** in queues.
- KEEP:** She kept on **working** although she was ill.
- LIKE:** I like **getting** up late at the weekends.
- LOVE:** The children love **playing** in the garden.
- MIND:** I don't mind **coming** early tomorrow.
- MISS:** We miss **living** near the beach.
- PRACTISE:** She practices **playing** the song on her guitar.
- PREFER:** I prefer **swimming** to jogging.
- RECOMMEND:** The waiter recommended us **eating** the soup of the day.
- SPEND:** He always spends his time **playing** computer games.
- STOP:** He stopped **smoking** last year.
- SUGGEST:** He suggested **staying** at the Grand Hotel.
- GIVE UP:** She gave up **working** as a secretary.

GO ON: She went on **talking** although nobody was listening to her.

➤ **VERBS WITH INFINITIVE**

AGREE: She agreed **to give** a presentation at the meeting.

CAN AFFORD: We can't afford **to go** on a holiday this summer.

CAUSE: His poor attendance caused him **to fail**.

COMMAND: I command you **to leave** the room immediately!

CONVINCE: I could not convince them **to stay** for another week.

DECIDE: We decided **to go** out for dinner.

ENABLE: The loan enabled Jane **to buy** a house.

ENCOURAGE: The teacher encouraged the students **to write** a two-page essay.

EXPECT: We expect **to get** a pay rise in July.

FORBID: They forbid us **to jump** that wall.

FORCE: They forced him **to clean** the toilets.

FORGET: I forgot **to pay** him back.

HELP: He helped **to clean** the kitchen. / He helped his **flat mate** to clean the kitchen.

HOPE: I hope **to pass** the exam.

INVITE: I invited them **to come** to my barbeque party.

LEARN: They are learning **to sing**.

NEED: I need **to talk** to you about an important matter.

OFFER: Fred offered **to drive** us to the supermarket.

ORDER: The judge ordered me **to pay** a heavy fine.

PERSUADE: I persuaded my sister **to do** my homework.

PLAN: She is planning **to buy** a new flat next year.

PRETEND: The child pretended **to be** a monster.

PROMISE: We promised **not to be** late.

REFUSE: The guard refused **to let** them enter the building.

REMINDE: I reminded her **to lock** the door.

REQUEST: We request all club members **to attend** the annual meeting.

SEEM: Alice seems **to be** ill.

TEACH: Ali teaches me how **to play** the guitar.

TELL: The doctor told me **to take** these pills.

THREATEN: My boss threatened **to fire** me unless I was punctual.

TRY: I tried **to open** the windows.

WANT: I want **to come** to the party. / I want **her** to come to the party.

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WARN: He warned me **not to drive** too fast.

WOULD LIKE: I would like **to see** her tonight. / I would like **you** to see her tonight.

➤ VERBS WITHOUT TO

CAN: John can **swim** very well.

COULD: My daughter could **draw** very good pictures when she was a child.

MAY: George may **be** in his office now.

MIGHT: John might **be** at home, but I am not sure.

MUST: You must **make** your own bed.

SHALL: Shall I **make** you a cup of coffee?

SHOULD: You should **study** regularly if you want to pass the test.

WILL: I will **go** on a vacation.

WOULD: If I were you, I would **invite** her to the party.

LET: I let my children **watch** television for an hour.

MAKE: I make the workers **clean** my office.

➤ VERBS BOTH USED WITH GERUND AND INFINITIVE WITH DIFFERENT MEANING

FORGET + GERUND: someone does not remember something that they have done in the past.

*She forgot **locking** the door before she left home.

*Tim forgets **buying** bread at the supermarket.

NEVER +FORGET +GERUND: someone will always have the memory of what they did in the past.

*He will never forget **spending** so much money on his first computer.

FORGET+TO INFINITIVE: someone did not do something because they forget that they need to do something.

*She often forgets **to lock** the door.

*Tim forgot **to buy** some bread at the supermarket.

MEAN + DOING: something has to be done to get a result.

*The pipes are frozen. That means **getting** a plumber.

*You have forgotten your homework again. That means **phoning** your mother.

MEAN + TO INFINITIVE: intend to do something

*I meant **to phone** the plumber, but I could not find his number.

INT GRAMMAR PACK

*I meant **to phone** your mother, but her line is engaged.

*I did not mean **to hurt** your feelings. I did not do that on purpose.

REGRET + GERUND: someone does not like what they did in the past and they are not happy about it.

*I regret **being** late for school. The teacher has written my name as absent.

*Allison regretted **buying** that expensive red dress.

REGRET + TO INFINITIVE: someone has to give bad news in a formal way and they are not happy about it.

*We regret **to inform** you that the flight has been delayed for another two hours.

*We regret **to inform** you that you are dismissed. (You are fired! Informal)

STOP + GERUND: someone has completely quit an action. This form is often used when speaking about bad habits.

*I stopped **smoking**.

*You should stop **complaining** about money all the time.

STOP + TO INFINITIVE: someone stops one action in order to do another action.

*My friend stopped **to smoke** a cigarette before he continued with the conversation.

*Jason stopped **to speak** with his boss about the meeting.

In Class Exercise 1

Fill in the blanks using a gerund / an infinitive / without to.

1. Ali is trying _____ (repair) the radio, but he has no luck.
2. It looks nice outside, but I might _____ (take) my umbrella with me.
3. Before I punish you two, I need _____ (know) who broke the vase.
4. Janice stopped _____ (make) a phone call before she continued with her shopping.
5. I regret _____ (tell) you that we are going out of business next month.
6. I cannot _____ (fill) in this application form. There are some questions I don't understand.
7. Jason stopped _____ (play) the piano at six because it was time for dinner.
8. I certainly did not forget _____ (ask) him the question because he has already given me his answer.
9. What is the worst thing you regret _____ (do) in your life?
10. Have you ever forgotten _____ (get) a present for your wife on your anniversary?
11. I am very tired tonight. I don't feel like _____ (go) out.
12. She refused at first, but then, after a while, I persuaded her _____ (play) me a song on her guitar.
13. These suitcases are heavy. Would you mind _____ (carry) them?

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14. I didn't expect them _____ (come) to the party. I thought they were abroad.
15. The bodyguard let us _____ (enter) the disco even though we were not well-dressed.
16. It was a wonderful evening. I really enjoyed _____ (talk) to his friends.
17. I simply can't afford _____ (buy) such an expensive car.
18. On the first day of school, I helped the students _____ (go) to their classes because all of them were confused.
19. You are this close to be a workaholic! You should _____ (take) a break because you have been working for five hours!
20. She loves _____ (sunbathe) all day on the beach and _____ (read) magazines.
21. I don't regret _____ (tell) those things to her even if they made her _____ (cry).
22. Julia was with her boyfriend in the café where I was sitting, so I pretended _____ (not / notice).
23. We always go out in such a hurry that it always makes me _____ (forget) my purse.
24. I cannot _____ (look) for a job with opportunities for travel. I must _____ (be) at home every night to look after my baby.
25. My mother forced me _____ (iron) the curtains at the weekend. How I hate _____ (iron)!
26. He is such a bore that I always avoid _____ (meet) him in parties.
27. I have changed the connecting cables of these speakers. They will _____ (work) this time.
28. She is so angry that she refuses _____ (talk) with us. We should _____ (apologize) to her.
29. I'm planning _____ (spend) the summer holiday abroad, but I am still short of money.
30. I am taking an umbrella. It may _____ (rain) this afternoon.
31. We were able to encourage the children _____ (ride) on the ponies.
32. Linda is trying _____ (lose) more weight because she wants her new dress to fit her.
33. He prefers _____ (ski) than _____ (swim).

IN CLASS EXERCISE 2

A. Rewrite the following sentences by using infinitives and gerunds so that they have a similar meaning.

1. I was surprised to see Alice at the party. (expect)

.....

2. Can you wait for a minute? (mind)

.....

3. Let's list all the alternatives before making a decision. (suggest)

.....

INT GRAMMAR PACK

4. I fancy going somewhere different on holidays. (would like)

.....

5. Clara and Robert do not go out anymore. (stop)

.....

6. I shouldn't consume too much sugar. (avoid)

.....

7. Although I couldn't study hard for the exam, I succeeded in getting a high mark. (manage)

.....

8. I have to pay the bills tomorrow; it's important. (forget)

.....

9. Teachers do not allow students to look up their dictionaries while they are writing their first drafts. (let)

.....

10. He made us think that he was ill. (pretend)

.....

B. Put the verbs in brackets into to the correct form of the infinitive or gerund form.

I have always enjoyed (take) risks, so when I saw some people bungee jumping, I decided (give) it a try. It was harder (do) than I had expected. At first, I found that I couldn't (look) down from the top. When I finally jumped, it was almost impossible for me (open) my eyes till the end of it. I hate (fail) at anything in life, so I continued (practice) and finally managed (go) all the way down with my eyes wide open. It was then that I realized what a great thing it is, and I advise everybody (experience) it once in their lives.

HOMEWORK ON GERUNDS AND INFINITIVES

Choose the best answer.

1. I cannot afford _____ my time in watching television. I have an exam tomorrow!

A. waste B. wasting C. to waste D. wasted

2. We were very happy when we heard that Ali has given up _____ drugs.

A. to take B. take C. took D. taking

3. _____ you take this vacuum cleaner to Mrs. Water cutter and thank her?

A. Will B. Must C. Shall D. Should

4. At the next gas station, he stopped _____ a newspaper.

A. buying B. bought C. to buy D. buy

5. I don't think I will get the job, but I _____ as well apply for it. I have got nothing to lose.

A. must B. might C. will D. can

INT GRAMMAR PACK

6.If you have finished _____ the dictionary, I'd like _____ it for a while.

- A. to use / to borrow B. using / borrowing C. using / to borrow D. use / borrow

7.You'd better stop _____ and get on with your work.

- A. daydreaming B. to daydream C. daydream D. to have daydreamed

8.John now regrets _____ school at eighteen. He realizes it was a big mistake.

- A. leave B. leaving C. left D. to leave

9.A: I'm having trouble with this exercise.

B: Don't worry. I _____ help you.

- A. could B. might C. will D. should

10.We regret _____ passengers that the 7:30 train for Paris will leave approximately 15 minutes late.

- A. to inform B. informing C. inform D. to be informed

11.You must remember _____ the alarm clock to six before you go to bed.

- A. setting B. to set C. having set D. set

12.A: It _____ rain this evening. Why don't you take an umbrella?

B: That's a good idea. _____ I borrow yours?

- A. will / Do B. might / May C. must / Will D. has to / Can

13.You always keep _____ me I should tidy my room. I like my room just as it is.

- A. telling B. tell C. to tell D. told

14.I'm sorry, I take back what I said. I didn't mean _____ you.

- A. offending B. having offended C. offend D. to offend

15.Stop _____ fun of him. He is going to cry.

- A. to make B. make C. making D. having made

16.Congratulations, Mrs. Brown. Your healthy appearance should convince people _____ more regularly.

- A. exercising B. to be exercising C. to exercise D. exercise

17.We can go to Spain for our summer holiday, but that means _____ much more money.

- A. to spend B. spending C. spent D. spend

18.I cannot remember _____ you in the ELT conference. Was it in Paris?

- A. having met B. meet C. meeting D. to meet

19. _____ I make you a cup of tea as you have taken a break?

- A. May B. Must C. Can D. Shall

20.I mind _____ that film again because I can remember how it ends.

- A. to watch B. watch C. watching D. watched

INT GRAMMAR PACK

21. Don't forget _____ the bank first thing tomorrow morning.

- A. to phone B. phoned C. phoning D. phone

22. There was a sale in a boutique yesterday. I was in a hurry, so I couldn't stop _____ at the shop window.

- A. look B. to look C. looking D. looked

23. A: I still have a terrible headache.

B: You've already taken two aspirins. You _____ take another one.

- A. couldn't B. wouldn't C. might not D. shouldn't

24. Thanks for reminding me _____ John. I would have forgotten it otherwise.

- A. phone B. phoned C. phoning D. to phone

25. I've been meaning _____ him a copy of my book for a long time, but I have been unable to do so.

- A. to send B. sending C. send D. sent

26. I will never forget _____ the Alps for the first time.

- A. to have seen B. seeing C. to see D. see

27. I think we can afford _____ that house. We have some savings in the bank.

- A. bought B. buying C. to buy D. buy

28. My father always advises me _____ my life in the way that I would like my children _____ theirs.

- A. living / living B. live / to live C. live / live D. to live / to live

29. Instead of sneaking secretly in her garden, the old lady let us _____ all the apples.

- A. picking up B. pick up C. to pick up D. picked up

30. I haven't forgotten _____ out with you last summer. It was very nice. I suggest _____ it once more.

- A. to dine / to do B. dining / doing C. dine / do D. to have dined / do

31. If you have a lot of mistakes in this test, it means _____ gerunds and infinitives all over again!

- A. to revise B. revise C. having revised D. Revising

TARGET GRAMMAR UNIT 10A

NON-DEFINING RELATIVE CLAUSES

A defining adjective (relative) clause is used to identify and modify a noun. This type of adjective clauses provides "essential" or "identifying" information about the noun they modify and does **not** require commas.

Examples:

- a. Only **people** who speak English should apply for the job.
- b. **The rice** which we had for dinner last night was very dry.
- c. It is **the school** where children from more than 50 countries are educated.

Explanation:

In these examples, relative clauses are used as necessary adjectives to identify which people, rice and school the speaker means. Also the relative pronouns can be replaced with that, preposition + which and they can also be omitted (ø) where necessary.

Different from defining relative clauses, non-defining adjective clauses do not give necessary information about the noun they modify. Instead, as the name suggests, they are used to provide "extra" and "non-essential" information about the noun they modify. Therefore, the information in these clauses does not help us to define or identify what we are talking about.

Examples:

a. Gorillas, which are large and originate in Africa, can sometimes be found in zoos.

b. I've just come back from London, where John lives .

Explanation:

The adjective clauses in these examples are not necessary to identify the nouns that they modify since we already know gorillas, the city and the woman. They have been identified by name, so the information provided in the adjective clause is additional or non-essential. If the non-defining relative clause were removed from the sentence, the sentence would still be grammatically correct and the meaning would not have changed, although we would have less detail. Finally, as shown in the examples, non-defining relative clauses are always separated from the rest of the sentence by commas, and unlike defining relative clauses, non-defining (nonessential) clauses cannot be introduced with that, and the pronoun object cannot be eliminated.

c. Sally Ride, whom you met at my party, is a former astronaut.

Explanation:

We use "whom" if the pronoun is the object of the dependent clause.

Sally Ride is a former astronaut. You met **her** at my party.

d. Chris did really well in his exams, which is quite a surprise.

As shown in example "d", the relative pronoun "which" at the beginning of a non-defining relative clause can also refer to all the information contained in the previous part of the sentence, rather than to just one word.

➤ We can use **when** with times to make it clear which time we are talking about:

England won the World Cup in 1966. It was the year when we got married.

I remember my twentieth birthday. It was the day when the tsunami happened.

Do you remember the place where we caught the train?

Stratford-upon-Avon is the town where Shakespeare was born.

- We can leave out **when**:

England won the World Cup in 1966. It was the year we got married.

I remember my twentieth birthday. It was the day the tsunami happened.

DEFINING AND NON-DEFINING ADJECTIVE CLAUSES

<p>1. Definition</p> <p>a. A defining adjective clause is one that is necessary to identify the noun that it modifies.</p> <p>b. A defining clause provides “essential” or “identifying” information and does not require commas.</p> <p>2. Examples</p> <p>a. The professor <u>who/that teaches English 1101</u> is an excellent teacher.</p> <p>b. The woman <u>whom/that/∅ you met at my party</u> is a former astronaut.</p> <p>c. The newspaper <u>which/that is on the table</u> has an interesting article on polar bears.</p> <p>d. The television show <u>which/that/∅ I watched last night</u> was informative.</p> <p>3. Explanation</p> <p>a. The adjective clauses in these examples are essential in order to identify <u>which professor</u>, <u>which woman</u>, <u>which newspaper</u>, or <u>which television show</u> is meant.</p> <p>b. Notice that defining (essential) clauses can be introduced with that, who, whom, or which and that the object pronoun can be eliminated (∅) in examples b and d.</p>	<p>1. Definition</p> <p>a. A non-defining clause is one that is <u>not</u> necessary to identify the noun that it modifies.</p> <p>b. A non-defining clause provides additional, but “nonessential” information and requires the use of commas.</p> <p>2. Examples</p> <p>a. Professor Hack, <u>who teaches English 1101</u>, is an excellent professor.</p> <p>b. Sally Ride, <u>whom you met at my party</u>, is a former astronaut.</p> <p>c. The Miami Herald, <u>which is on the table</u>, has an interesting article on polar bears.</p> <p>d. Dateline, <u>which I watched last night</u>, was informative.</p> <p>3. Explanation</p> <p>a. The adjective clauses in these examples are <u>not</u> necessary to identify the nouns that they modify. We know which professor, woman, newspaper and TV show because they have been identified by name, so the information provided in the adjective clause is additional or nonessential.</p> <p>b. Non-defining (nonessential) clauses <u>cannot</u> be introduced with that, and the pronoun object <u>cannot</u> be eliminated.</p>
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In Class Exercise 1

A. Combine the two sentences into one sentence with an appropriate adjective clause by using a suitable pronoun.

- a. Add commas if necessary.

b. Decide if the sentence is defining or non-defining.

Example:

a. My sister knows a lot about cars. (I have only one sister)

b. I live with my sister.

My sister, who I live with, knows a lot about cars.

1. a. He gave me the letter. (There was only one letter)

b. It was in blue envelope.

_____.

2. a. My sister is 25 years old. (I have only one sister)

b. She spent her holiday in France.

_____.

3. a. My brother lives in Sidney. (I have three brothers)

b. He came to see me last month.

_____.

4. a. Besiktas JK is a football club.

b. Besiktas JK is trying to transfer a brilliant player.

_____.

5. a. Chris did really well in his exams.

b. This (Chris did well in his exams) is quite a surprise.

_____.

6. a. Tourists want to visit Cappadocia.

b. There are a lot of fairy chimneys there.

_____.

7. a. She was born on the 29th of October.

b. Turkish Republic was founded on the 29th of October.

_____.

HOMEWORK ON NON-DEFINING CLAUSES**A. Circle the correct option.**

1. Turkey, _____ we visited last summer, is the cradle of many ancient civilizations.

- a. where b. which c. what d. that

2. Last year, Tanzania welcomed about 290,000 visitors, _____ made tourism the third most important source of foreign exchanges.

- a. where b. which c. what d. that

3. I like to go for a swim early in the morning, _____ there are not many people on the beach.

- a. when b. that c. at which d. where

B. Choose the best option to complete the test.

A man, identified as Robbie Chase, 1. _____ had been living rough on the streets of South London for several weeks, stole a priceless Rembrandt from the Haywards art gallery yesterday. The painting, 2. _____ is thought to be a portrait of the artist's son, was last valued at five million pounds. Chase tried to sell the painting to a London art dealer, 3. _____ immediately notified the police. The police arrested Chase, now awaiting trial in Bow Street prison.

1. a. where b. which c. who d. that
 2. a. who b. which c. ---- d. that
 3. a. which b. who c. whom d. whose

C. Choose the best option to complete the sentence.

One of the few people I would always trust is Robert, _____.

- a. that he has proved he is not a fair-weather friend
 b. which has managed to win the favor of others as well
 c. whenever and wherever I needed him
 d. whose honesty and integrity I have never doubted

D. Choose the best option that is the closest in meaning with the given sentence.

Goldfish and tropical fish, which prefer different temperatures, cannot coexist in the same aquarium.

- a. Goldfish and tropical fish prefer a special temperature in the aquarium, so they can't live in the same temperature.
 b. Unlike goldfish, tropical fish do not live in cold water, so they shouldn't be put in the same aquarium.
 c. Tropical fish and goldfish should be put in separate aquariums, as the latter prefers lower temperatures than the former.
 d. As their temperatures preferences are different, goldfish and tropical fish can't live in the same fish tank.

TARGET GRAMMAR UNIT 10A

PREPOSITIONS IN RELATIVE CLAUSES (FOR ONLY B LEVEL)

We normally do not prefer putting prepositions before relative pronouns but in formal English, we can use preposition + relative pronoun. Some examples are given below.

- The woman was helpful. I thanked **to** her.
The woman **who** I talked to was helpful.
The woman **that** I talked to was helpful.
The woman **whom** I talked to was helpful.
The woman **to whom** I talked was helpful. (formal / not usual)

- ❖ If the word which is defined is an **inanimate** noun, **whose** can be replaced by "of which".

Can you repair the chair? Its legs are broken.
Can you repair the chair **whose** legs are broken?
Can you repair the chair the legs **of which** are broken?

- ❖ If the word which is defined is an **animate** noun, **whose** **cannot** be replaced by "of which".

We saw some people. Their bicycle had broken down.
We saw some people **whose** bicycle had broken down.

- The chair is comfortable. I am sitting on it.
The chair **which** I am sitting on is comfortable.
The chair **that** I am sitting on is comfortable.
The chair **on which** I am sitting is comfortable. (formal/ not usual)
- They miss the town. They spent their childhood there. (in that town)
They miss the town **where** they spent their childhood.
They miss the town **which/that** they spent their childhood in.
They miss the town **in which** they spent their child. (formal/not usual)
- The hostel was rather cheap. My cousin stayed at that hotel.
The hostel **where** my cousin stayed was rather cheap.
The hostel **which/that** my cousin stayed at was rather cheap.
The hostel **at which** my cousin stayed was rather cheap. (formal/not usual)
- This is the island. We spent our honeymoon there. (on that island)
This is the island **where** we spent our honeymoon.
This is the island **which/that** we spent our honeymoon on.
This is the island **on which** we spent our honeymoon. (formal/not usual)
- That's the bookstore. We go there every Saturday.
That's the bookstore **where** we go every Saturday.
That's the bookstore **which/that** we go to every Saturday.
That's the bookstore **to which** we go every Saturday. (formal/not usual)
- Here you can see the tunnel. A lot of lorries go through it every day.
Here you can see the tunnel **which/that** a lot of lorries go through every day.
Here you can see the tunnel **through which** a lot of lorries go every day. (formal/not usual)

- 1987 is the year. I was born then. (in that year)
1987 is the year when I was born.
1987 is the year **in which** I was born. (formal/not usual)
- I remember the day. She left me (on) that day.
I remember the day when she left me.
I remember the day **on which** he left. (formal/not usual)
- I am not looking forward to the time. I will have to give evidence to the court. (at that time)
I am not looking forward to the time when I will have to give evidence to the court.
I am not looking forward to the time **at which** I will have to give evidence to the court. (formal/not usual)

IN CLASS EXERCISE

A. Reconstruct the sentences by using a relative pronoun. Give all the alternatives.

1. The birthday party took place last Friday. Only close friends were invited to it.

.....

.....

.....

2. The people eventually arrived. We were waiting for them.

.....

.....

.....

3. I bought the bed. Queen Victoria had slept in it.

.....

.....

.....

4. This is the university. I had many literature classes there.

.....

.....

.....

5. This is the university. I graduated from it in 2015.

.....

.....

.....

6. We must arrange a time. Then we can discuss on this issue.

.....

.....

INT GRAMMAR PACK

7. This sofa is shabby. I am sitting on it now.

.....

.....

.....

8. That's the graveyard. I went through it yesterday when I was coming back from school.

.....

.....

.....

9. This is the program. The price of the program is reasonable.

.....

.....

HOMEWORK ON PREPOSITIONS IN RELATIVE CLAUSES

A. Complete the sentences meaningfully with a preposition+ relative clause! Make sure that you use a different preposition each time!

1. May the 19th is the day.....
2. Is that the photo of the cottage?
3. The forest was dark and gloomy.
4. I had an uncle in California
5. This is the teacher
6. We cannot get on well with the woman
7. The town was 75 ks away from the center of the city.
8. The man about whom I told you
9. I enjoyed the music
10. Glasgow,, was a complete disaster for the whole family.
11. the roof of which was damaged during the storm.

B. Complete each sentence using a relative clause with a preposition. Choose from the box.

Lucy went to an exhibition last night

I work with some people

you were looking for some encyclopedias

we were invited to a party

you shouldn't rely on Gary

I applied for the competition

I saw you with a woman

you told me about a congress hall

INT GRAMMAR PACK

1. Are these the encyclopedias?
2. Unfortunately, we couldn't go to the party
3. I enjoy my job. I like the people
4. What's the name of the congress hall?
5. The exhibition wasn't very amusing.
6. I couldn't take part in the competition
7. Gary is a difficult person to cope with. He's somebody
8. Who was that woman in the restaurant?

TARGET GRAMMAR UNIT 10A

REDUCTION OF RELATIVE CLAUSES

Reduced relative clauses refer to shortening of relative clause into a relative phrase. This type of reduction is also called as "participles". In reduced relative clause, the relative pronouns (who, which, that etc.) are deleted. This also causes verbs to change. There are some ways to reduce a relative clause:

a) PRESENT PARTICIPLES:

If the adjective clause has an active form, present participle (Ving) is used in reduction.

Omit relative pronouns and add *-ing* after the main verb in active sentences.

EXAMPLES:

The girl who was riding the bike fell off.

The girl riding the bike fell off.

The woman who lives upstairs is making too much noise.

The woman living upstairs is making too much noise.

The student who is talking to the teacher is very hardworking.

The student talking to the teacher is very hardworking.

The people who wanted to see the head of the department looked furious.

The people wanting to see the head of the department looked furious.

The passengers who were waiting for the bus got wet.

The passengers waiting for the bus got wet.

b) PAST PARTICIPLES:

If the adjective clause has a passive form, past participle (V3) is used in reduction.

Omit relative pronouns and only use past participle!

EXAMPLES:

I didn't like the meal which was cooked by Kate.

INT GRAMMAR PACK

I didn't like the meal ~~which was~~ cooked by Kate.

I like listening to the songs which are sung in English.

I like listening to the songs ~~which are~~ sung in English.

The kid who was punished by her mother was standing in the corner.

The kid ~~who was~~ punished by her mother was standing in the corner.

The film festival, **which was** held in Turkey, attracted people from all over the world.

The film festival, ~~which was~~ held in Turkey, attracted people from all over the world.

The boy, who is known as a liar, can't find anyone to talk.

The boy, ~~who is~~ known as a liar, can't find anyone to talk.

c) PERFECT PARTICIPLES:

If there is a time gap between the verb in relative clause and the main verb and if we want to explain that something happened before the others, we can use Perfect Participles. (having + V3)

EXAMPLES:

The students who failed the Math 101 course have to take it again next term.

The students **having failed** the Math 101 course have to take it again next term.

The ones who have finished their work can go out.

The ones **having finished** their work can go out.

Usain Bolt, who had experienced a failure in 100m final, made no mistake in 200m final.

Usain Bolt, **having experienced** a failure in 100m final, made no mistake in 200m final.

d) TO BE + ADJECTIVE PHRASE:

If there is "to be" verb with an adjective phrase in relative clause, we can reduce it by omitting the relative pronoun and to be verb.

EXAMPLES:

The girl who is happy with the present is playing joyfully.

The girl ~~who is~~ happy with the present is playing joyfully.

The person who was responsible for the accident was put in jail.

The person ~~who was~~ responsible for the accident was put in jail.

ATTENTION:

If there is "to be" verb with an adjective (including only one word) in relative clause, we can not reduce it but we can change the position of adjective in the sentence!!!!

EXAMPLES:

The man who is angry is my uncle.

~~The man angry is my uncle.~~

✓ The angry man is my uncle.

The house, which was beautiful, was sold for \$300,000.

~~The house, beautiful, was sold for \$300.000.~~

✓ The beautiful house was sold for \$300.000.

e) TO BE + PREPOSITIONAL PHRASE:

If there is "to be" verb with a preposition in relative clause, we can reduce it by omitting the relative pronoun and to be verb.

EXAMPLES:

The books ~~which are~~ on the top of the shelf are difficult to reach.

The books on the top of the shelf are difficult to reach.

The man ~~who is~~ in the green car is a pilot.

The man in the green car is a pilot.

f) TO BE + NOUN PHRASE:

If there is "to be" verb with a noun phrase in relative clause, we can reduce it by omitting the relative pronoun and to be verb.

EXAMPLES:

Mr. Johnson, who is the owner of the company, is a very strict man.

Mr. Johnson, **the owner of the company**, is a very strict man.

Marmaris, which is a popular tourist center, has many places to visit.

Marmaris, **a popular tourist center**, has many places to visit.

Doctor James, who is the head of eye department, operated on my father's eye.

Doctor James, **the head of eye department**, operated on my father's eye.

g) TO + INFINITIVE:

After the expressions "**the first, the second, the last, the only**", we use "**to do**" when we reduce the relative clause.

EXAMPLES:

Yesterday, I was the last person who left home.

Yesterday, I was the last person **to leave** home.

I am usually the first person who arrives school.

I am usually the first person **to arrive** school.

h) Do not reduce relative clause when the relative pronouns are the object. Only omit relative pronoun.

The boy who you met yesterday is my son. (There is a subject "you" after "who")

x ~~The boy meeting yesterday is my son.~~

✓ The boy ~~who~~ you met yesterday is my son.

The book which I lost last week was found.

x ~~The book losing last week was found.~~

✓ The book ~~which~~ I lost last week was found.

In Class Exercise 1

A. Reduce the relative clauses where possible appropriately.

1. The man who lives near my home walks to work every day.

_____.

2. She is the only person who helps her mom at home.

_____.

3. The biggest company in Washington State is Boeing, which employs over 100,000 workers.

_____.

4. Many of the students who had studied hard for the TOEFL® Test passed it.

_____.

5. The story that was published in today's newspaper contained several errors.

_____.

6. Jack Oharah, who is the President of Edmonds Community College, began working here in 1997.

_____.

7. The car which was next to mine was gorgeous.

_____.

8. Miki and Mari are the people who are responsible for registering new ESL students.

_____.

B. Complete each sentence with a reduced relative clause.

1. My favourite films are the films _____.

2. I don't like people _____.

3. I love the books _____.

4. The footballer, _____, was injured.
5. The car, _____, was a vintage Mustang.

EXTRA STUDY



GRAMMAR IN CONTEXT



Read and analyze the texts below. You will see many examples of relative clause. (defining relative clause + non-defining relative clause + reduced relative clause)

SAINT PATRICK'S DAY

Get ready for green lights, green hats, even green beer! Saint Patrick's Day is on 17 March. Why is Ireland's national day such a worldwide party?

In the 1971 film *The Flight of the Doves*, an Irish policeman holds a little English girl high so that she can see the nearby parade for Saint Patrick's Day. He tells her, 'It's a great day for the Irish.' The little girl exclaims, 'I'm not Irish!', and the policeman replies, 'You don't have to be Irish to be Irish!' Saint Patrick's Day is the national day of Ireland. Every 17 March, the day is celebrated around the globe by millions of people, Irish and not-so-Irish.

Patrick, the man

Did you know that Saint Patrick himself was not actually Irish? **It is thought that he was either Scottish or Welsh, coming from a wealthy Christian family.** Ancient documents suggest that, as a teenager, he was taken by Irish pirates to work as a slave in Ireland.

Patrick and the snakes

Old legends say that, years ago, Ireland had a lot of snakes and that Saint Patrick used his powers to chase them all into the sea. To this day, Ireland has many old statues of Saint Patrick, often with snakes at his feet.

International popularity

March 17 is a day for huge celebrations in Ireland. However, because of Ireland's history of emigration, many people around the world consider themselves to be partly Irish because of their ancestral connections. This means that Saint Patrick's Day parties take place around the world, from Boston to Tokyo, Sydney to Buenos Aires. In fact, Saint Patrick's Day is celebrated in more countries than any other national festival.

Big parades

The most famous celebrations on Saint Patrick's Day are the parades. **These are carnival-like events, where people dress up and walk along the street, dancing or playing music. Often the parades include big lorries, specially decorated in green.** Many of the world's major cities have enormous parades. **The largest is in New York, where 150,000 people participate in the parade and millions of people watch. The second largest is in Dublin, Ireland's capital city. The people, content with all these events, even call their friends to join them there.**

A day for green

Another well-known aspect of Saint Patrick's Day is the color green. Around the world, many people wear green clothes as a way of marking the day. In major cities, green lights illuminate famous global landmarks such as the Colosseum in Rome or the Christ The Redeemer statue in Rio de Janeiro. In Chicago, thousands of people watch as special boats dye the river a bright green color. **Students at Miami University in Ohio, USA, even have a 70-year-old tradition of drinking special green 'Saint Patrick's' beer!**

Wherever you're from, make sure you celebrate this 17 March by watching your local parade by drinking some Irish beer or perhaps just by wearing a silly green hat. And don't forget to wish your friends a wonderful Saint Patrick's Day, or, as they say in Ireland, 'Happy Paddy's Day!' **People having attended this festival are already looking forward to the upcoming celebrations.**

HOLI

What is Holi and why is it celebrated?

Holi is an ancient Hindu festival that originated in India and Nepal and is now celebrated in many places around the world. The date changes each year depending on the full moon, **but it takes place at a time when it is the end of February and the middle of March**, and it lasts a night and a day. It also represents the arrival of spring and the victory of good over evil. **An important part of the celebration is forgiving anyone who has upset you.** Holi is sometimes called the festival of colors.

What happens on Holika Dahan?

The festivities start the night before Holi, which is called Holika Dahan. **People build bonfires which represent good winning over evil and the end of winter.** They perform rituals around the fire. **In ancient stories, Holika was a devil whom the God Vishnu destroyed through fire.** People start collecting wood for the bonfires several days before so that they can build big fires.

What happens on Rangwali Holi?

The next day is called Rangwali Holi. In the morning everyone goes into the streets and people throw colored powders and water at each other. Some people use water guns and water balloons. After a few hours everyone is soaking wet and covered in a rainbow of different colors. Many people prepare themselves by putting oil on their skin and hair to make it easier to remove the color afterwards. In the evening people put on clean clothes, go, and visit their friends and family. **They exchange sweets and other delicious food cooked by themselves.**

Why do people throw colors?

Some people say that colors are a way of celebrating the many colors of the flowers in springtime. But in the area around Mathura and Vrindavan the people also tell a story about the god Krishna. Krishna was passionately in love with a girl called Radha, **but Krishna, whose skin was not the same color as Radha, was worried that she would not love him.** He didn't need to worry because Radha let him paint her face the same color as his face to show that she loved him. It is said that lovers nowadays often paint their faces the same color during Holi to remember this story. **In a way, the lovers having painted their faces the same color long ago are inspiring many lovers nowadays.**

There is a spirit of togetherness and equality during the Holi festival as people from all backgrounds celebrate and have fun together. **If you feel like taking part in these festivities, get your plane tickets in advance and be the first one to share this experience with your friends!**

HOMEWORK ON REDUCED RELATIVE CLAUSES

A. Combine each pair of sentences by changing one of them to a reduced relative clause.

1. The paragraph which is above is too boring.

2. Ms. Brown, who is the manager of the company, is a reliable person.

3. Psychologists have studied successful business leaders. The psychologists are interested in creativity.

4. Bollywood makes different kinds of films. It was named after Hollywood.

5. The product seemed perfect in many ways. It failed to succeed in the market.

6. The box was on the table. It was made in Italy.

7. Flexibility is the first characteristic. This characteristic is found in very creative leaders.

8. They are usually the first people. They ask questions to the teacher.

9. The people were waiting for the bus. They saw the accident.

10. The man lives upstairs. He is making too much noise.

11. The students attended the course. They will get discount next year.

B. Read the memory about a scary movie. Find and correct errors with relative clauses.**A Memorable Movie**

I will never forget how I felt the night where I saw the movie "The Birds". I was watching it on TV with my family in the house which he grew up. The movie, which was directed by Alfred Hitchcock, was made many years ago, but to this day just thinking about it scares me to death. I'll never forget the moment in when the woman was locked in a room with all the birds which attacking her. My oldest brother, who wanting to be funny, started making loud bird noises and moving his arms like wings. The shadows that created by his moving arms frightened me even more. Since then I have never been able to look at a lot of birds are sitting on a telephone wire or on tree branches without getting scared. I will never forgive Alfred Hitchcock, or my brother, for that.

C. Translate the following sentences into English by using relative clauses. Then reduce the relative clauses if possible.

1. Bizi Ankara'ya götüren tren yolda bozuldu.

2. Mahmut kirayı zamanında ödeyecek bir ev arkadaşı arıyor.

3. Davet edilen misafirler adres hakkında yanlış bilgilendirildi.

4. O her zaman geç kalırdı ki bu da babasını kızdıırırdı.

EXTRA HOMEWORK ON RELATIVE CLAUSES FOR B LEVEL

D. Fill in the blanks with suitable relative pronouns where necessary. Give all the possible forms for each blank.

WORLDWIDE FAME with ONE BOOK

Margaret Mitchell, (1) lived between the years 1900 and 1949, wrote only one book, but it sold as many as 50.000 copies in a single day. The book, (2) inspired one of the most popular films in motion-picture history, won the Pulitzer prize. When Margaret Mitchell, (3) was a locally respected journalist, wrote 'Gone with the Wind', she went in one great leap from being an obscure journalist to an internationally recognised novelist.

Margaret Mitchell, (4) demonstrated at an early age an aptitude for writing, primarily used as source material the American Civil War stories (5) she heard from older relatives and friends of the family. She attended Washington Seminary in Atlanta and then Smith College in Massachusetts. In 1922, (6) the year she took up journalism, she started to work as a writer for *The Atlanta Journal*, but in 1926, an ankle injury (7) kept her housebound for an extended time forced her early retirement.

It was while recovering from the injury that Mitchell began the novel 'Gone with the Wind', (8) a story of the American Civil War and the Reconstruction period (9) told from a Southern point of view. Mitchell, (10) took ten years to write the saga, carefully crafted her hero and heroine, Rhett Butler and Scarlett O'Hara. The book, (11) published in June 1936, sold a million copies in the first six months (12) followed the publication. By 1939 United States sales had reached 2 million, and by 1949 the book had been distributed in forty countries, with total sales of 8 million copies. Motion-picture rights were sold for \$50,000, and the public eagerly followed the producer's search for the perfect actress to play Scarlett O'Hara, for (13) Vivien Leigh was eventually selected. The film, (14) won ten Academy awards in 1940, held the record for gross earnings for more than 20 years. Mitchell's fame made her a tremendous asset as a Red Cross volunteer in World War II, during (15) she worked devotedly.

E. Choose the best option to fill in the blanks.

Jane Hamilton wrote about the lives of small-town inhabitants in her second novel, *A Map of the World*, 1 _____ tells the story of Alice and Howard Goodwin, 2 _____ are well-educated city dwellers 3 _____ move to the rural Midwest to farm. Natives of the farming town treat the somewhat eccentric Goodwins as outsiders and maintain little contact with them. The family is faced with tragedy when a neighbor child drowns on their property. Alice Goodwin, devastated with guilt and self-doubt, faces a second blow when a young troubled boy at the school 4 _____ she works falsely accuses her of sexual abuse. The event leads to the incarceration and trial of Alice and further worsens the family's position within the community. As the town rallies against her, Alice labours to understand the motivation of those 5 _____ her.

1. a) where b) which c) who d) that
2. a) who b) which c) ---- d) that
3. a) which b) who c) whom d) whose
4. a) who b) which c) where d) that
5. a) accusing b) accused c) to accuse d) accuse