

# CHAPTER 1

## NOUNS, PRONOUNS AND DETERMINERS

### 1. PERSONAL PRONOUNS: OBJECT vs. SUBJECT: I, ME, SHE, HER ...

Personal pronouns are used for persons or things and change form according to the people or things they refer to and their position in a sentence (Subject or Object). Thus **I** is used as the subject of a sentence (*I am happy.*), **me** is used as an object in various ways (He hit **me**. He gave **me** a book. Do this for **me**.), and **my** is used as the possessive form (That's **my** car.) The same is true of the other personal pronouns: the singular you and **he/she/it** and the plural **you, they, and we**. These forms are called cases.

When a personal pronoun is connected by a conjunction to another noun or pronoun, its case does not change. We would write "**I** am taking a course in Asian history"; if Mary is also taking that course, we would write "**Mary and I** are taking a course in Asian history." (Notice that Mary gets listed before "I" does. This is one of the few ways in which English is a "polite" language.) The same is true when the object form is called for: "Professor DEMIREZEN gave all her books to **me**"; if Mary also received some books, we'd write "Professor DEMIREZEN gave all her books to **Mary and me**."

Nouns and pronouns in English have a case in relation to their function in the sentence. They can be **subjective** (which means they act as the subject of independent or dependent clauses), **possessive** (which means they show possession of something else), or **objective** (which means they function as the recipient of action or are the object of a preposition).

Except for the possessive forms (usually formed by the addition of an apostrophe and the letter s), nouns do not change form in English. Pronouns, however, do change form when they change case; these changes are most clearly illustrated among the Personal Pronouns. The chart below illustrates the different forms among the cases.

Singular	Subject Pronouns	Object Pronouns
<b>1<sup>st</sup> person</b>	<b>I</b>	<b>me</b>
<b>2<sup>nd</sup> person</b>	<b>you</b>	<b>you</b>
<b>3<sup>rd</sup> person</b>	<b>he</b>	<b>him</b>
	<b>she</b>	<b>her</b>
	<b>it</b>	<b>it</b>
Plural	Subject Pronouns	Object pronouns
<b>1<sup>st</sup> person</b>	<b>we</b>	<b>us</b>
<b>2<sup>nd</sup> person</b>	<b>you</b>	<b>you</b>
<b>3<sup>rd</sup> person</b>	<b>they</b>	<b>them</b>

## 2. POSSESSIVE ADJECTIVES: MY, YOUR, HIS, HER,...

Possessive adjectives show to whom the thing belongs.

PERSON		ADJECTIVES
1 <sup>st</sup>	(I)	my
2 <sup>nd</sup>	(you)	your
3 <sup>rd</sup>	(he)	his
	(she)	her
	(it)	it
Plural		
1 <sup>st</sup>	(we)	our
2 <sup>nd</sup>	(you)	your
3 <sup>rd</sup>	(they)	their

**NOTE:** In English, possessive adjectives and pronouns refer to the possessor, not the object or person that is possessed.

Example:

Mary's brother is married to John's sister.  
**Her** brother is married to **his** sister.

Examples:

- Ted and *his sister*.
- Mary and *her father*.
- Do you know where *your books* are?

## 3. POSSESSIVE PRONOUNS: MINE, YOURS, HIS, HERS,...

The possessive pronouns are used instead of a possessive adjective + noun.

PERSON		ADJECTIVES	PRONOUNS
1 <sup>st</sup>	(I)	my	mine
2 <sup>nd</sup>	(you)	your	yours
3 <sup>rd</sup>	(he)	his	his
	(she)	her	hers
	(it)	it	its
Plural			
1 <sup>st</sup>	(we)	our	ours
2 <sup>nd</sup>	(you)	your	yours
3 <sup>rd</sup>	(they)	their	theirs

Examples:

<ul style="list-style-type: none"> <li>This is my book. This book is <b>mine</b></li> </ul>	<ul style="list-style-type: none"> <li>That is your book. This book is <b>yours</b></li> </ul>	<ul style="list-style-type: none"> <li>This is his book. This book is <b>his</b></li> </ul>
<ul style="list-style-type: none"> <li>This is her book. This book is <b>hers</b>.</li> </ul>	<ul style="list-style-type: none"> <li>These are our books. These books are <b>ours</b>.</li> </ul>	<ul style="list-style-type: none"> <li>These are your books. These are <b>yours</b>.</li> </ul>

#### 4. REFLEXIVE PRONOUNS: MYSELF, YOURSELF, HERSELF...

Singular	Subject Pronouns	Object Pronouns	Reflexive Pronouns
1 <sup>st</sup> person	I	Me	myself
2 <sup>nd</sup> person	you	You	yourself
3 <sup>rd</sup> person	He	Him	himself
	She	her	herself
	it	it	itself
Plural	Subject Pronouns	object pronouns	Reflexive pronouns
1 <sup>st</sup> person	we	us	ourselves
2 <sup>nd</sup> person	you	you	yourselves
3 <sup>rd</sup> person	they	them	themselves

The reflexive pronouns indicate that the sentence subject also receives the action of the verb. For example : *She encouraged herself to do well.*

When pronouns are combined, the reflexive will take either the first person

- **Juanita, Carlos, and I** have deceived **ourselves** into believing in my uncle.

Or, when there is no first person, the second person:

- **You and Carlos** have deceived **yourselves**.

The indefinite pronoun (see above) *one* has its own reflexive form ("One must have faith in oneself."), but the other indefinite pronouns use either *himself* or *themselves* as reflexives.

Reflexive pronouns are also used for emphasis. The reflexive pronoun is placed immediately after the subject.

- **I myself** finished the job!
- **You yourself** have to do all this !

*by + reflexive pronoun ( by myself, by yourself, etc..) means " alone "*

- Amy lives **by herself**.
- Ted can't do this **by himself**. Go and help him.
- I want to sit here **by myself!** Please leave me alone.

#### 5. PLURAL FORMS OF NOUNS

- Most nouns form the plural by adding **-s** or **-es**.

Singular	Plural
boat	boats
hat	hats
house	houses
river	rivers

- A noun ending in **-y** preceded by a consonant makes the plural with **-ies**.

Singular	Plural
a cry	cries
a fly	flies
a nappy	nappies
a poppy	poppies
a city	cities
a lady	ladies
a baby	babies

There are some **irregular** formations for noun plurals. Some of the most common ones are listed below.

Examples of irregular plurals:

Singular	Plural
woman	women
man	men
child	children
tooth	teeth
foot	feet
person	people
leaf	leaves
half	halves
knife	knives
wife	wives
life	lives
loaf	loaves
potato	potatoes
cactus	cacti
focus	foci
fungus	fungi
nucleus	nuclei
syllabus	syllabi/syllabuses
analysis	analyses
diagnosis	diagnoses
oasis	oases
thesis	theses
crisis	crises
phenomenon	phenomena
criterion	criteria
datum	data

Some nouns have the same form in the singular and the plural.

Examples:

Singular	Plural
sheep	sheep
fish	fish
species	species
aircraft	aircraft

Some nouns have a plural form but take a singular verb. Examples:

**news** → The **news is** on at 6.30 p.m.  
**athletics** → **Athletics is** good for young people.  
**linguistics** → **Linguistics is** the study of language.  
**darts** → **Darts is** a popular game in England.  
**billiards** → **Billiards is** played all over the world.

Some nouns have a plural form and take a plural verb. Examples:

**trousers** → My **trousers are** too tight.  
**jeans** → Her **jeans are** black.  
**glasses** → Those **glasses are** his.

others include: **savings, thanks, steps, stair, customs, congratulations, tropics, wages, spectacles, outskirts, goods, wits**

## 6. SUMMARY CHART OF REGULAR & IRREGULAR PLURAL NOUNS

a) ball – balls                      hat – hats sister – sisters				Plural –s is added to most nouns.
b) box – boxes                      church – churches brush – brushes                  class - classes buzz – buzzes				Final –es is added to nouns that end in –ch, -sh, -ss, and -z
c) baby – babies                      party – parties city – cities                              poppy – poppies				Words ending in <i>consonant + y</i> take –ies as a plural suffix.
d) man - Men	Foot- feet	Ox – oxen	Tooth – teeth	These nouns have irregular forms, so there is no specific rule.
Woman -	Women	Mouse -	Mice	
Child -	Children	Goose -	Geese	
e) echo – echoes                      potato – potatoes hero – heroes                          tomato – tomatoes				Some nouns ending in –o take final –es.
f) auto- autos                      photo- photos                      studio – studios ghetto-ghettos                      piano- pianos                      tattoo- tattoos kilo- kilos                              radio –radios                      video – videos memo-memos                          solo- solos                          zoo- zoos soprano – sopranos kangaroo- kangaroos				Only the final –s is added to some nouns ending in – o
g) memento – mementoes/ mementos volcano- volcanoes/ volcanos zero – zeroes/ zeros mosquito- mosquitoes/ mosquitos tornado – tornadoes/ tornados				It is possible to add –es or –s to nouns in this category.
h) calf –calves                      life – lives                      thief- thieves half – halves                      loaf- loaves                      wolf – wolves knife- knives                      self- selves                      scarf – scarves shelf – shelves				Some nouns that end in –f or fe are changed to – ves to form the plural.
i) belief – beliefs                      cliff- cliffs chief – chiefs                          roof – roofs				Some nouns ending in –f are not changed and simply – s is added to form the plural.
j) deer – deer                      series – series                      means - means fish - fish                          sheep – sheep                      shrimp – shrimp offspring- offspring species – species				Some nouns have the same singular and plural form.
k) criterion – criteria                      phenomenon- phenomena  l) cactus – cacti/ cactuses                      nucleus – nuclei fungus- fungi                                      stimulus – stimuli syllabus- syllabi/ syllabuses  m) formula – formulae/ formulas vertebra – vertebrae  n) appendix – appendices/ appendixes index- indices/ indexes  o) analysis – analyses                      basis – bases crisis – crises                                  hypothesis- hypotheses oasis – oases                                  thesis- theses parenthesis – parentheses  p) bacterium – bacteria                      curriculum – curricula datum – data                                  medium – media memorandum – memoranda				Some nouns that English has borrowed from other languages have foreign plurals.

## 7. POSSESSIVE NOUNS:

Possession can be shown in English by simply adding a final **'s** to a noun. That is, “**noun's**”

- the car's front seat
- Charles's car
- Bartkowski's book
- a hard day's work

Possessives of Plurals & Irregular Plurals

Most **plural nouns** already end in **s**. To create their possessive, simply add an apostrophe after the **s**:

- The Pepins' house is the big blue one on the corner.
- The lions' usual source of water has dried up.
- The gases' odors mixed and became nauseating.
- The witches' brooms were hidden in the corner.
- The babies' beds were all in a row.

With **irregular plural** nouns on the other hand, we need to add an apostrophe followed by an **s** to create the possessive form.

- She plans on opening a women's clothing boutique.
- Children's programming is not a high priority.
- The geese's food supply was endangered.  
(But with words that do not change their form when pluralized, you will have to add an -s or -es.)

### Compound Possessives

When you are showing possession with **compounded nouns**, the apostrophe's placement depends on whether the nouns are acting separately or together.

- Niko's and Tatiana's new cars are in the parking lot.  
This means that each of them has at least one new car and that their ownership is a separate matter.
- Niko and Tatiana's new cars are in the parking lot.  
This means that Niko and Tatiana share ownership of these cars. The possessive (indicated by 's) belongs to the entire phrase, not just to Tatiana.

## 8. Using Nouns as modifiers

Nouns can modify other nouns. When a noun comes in front of another noun, it functions as an adjective. A noun that is used as an adjective is always in its singular form.

**Correct:** He works at a **shoe store**.

**Incorrect:** He works at a *shoes store*.

Examples:

• I bought a grammar book	• I bought a story book
• We ate at an Italian restaurant	• We ate at a Chinese restaurant.
• I like vegetable soup	• I like lentil soup.

**When a noun precedes another noun, it functions as an adjective and it is in its singular form**

- The soup has vegetables in it, so it is **vegetable soup**.
- My garden has flowers in it, so it is a **flower garden**.
- They sell shoes in that store, so it is a **shoe store**.

If a noun is combined with a number expression, the noun is singular and a hyphen (-) is used.

- The movie lasted three hours. In other words, it was a **three-hour film**.
- Last year we had a **four-week vacation** in the Alps.
- Mary and Jack have a **ten-month old baby**.

## 9. UNCOUNTABLE NOUNS

a) He bought some, chairs, desks, and tripods. In other words, he bought some furniture.	Many uncountable nouns are the names of “whole Groups made up from different parts”
b) I never have sugar with tea	
c) He has courage.	Many uncountable nouns are abstractions. That is, these nouns do not have any physical form, so you can't touch or feel them.
d) Rain is needed in agricultural areas.	A phenomenon of nature, like “rain” is often used an uncountable noun.
<b>REFERENCE LIST FOR UNCOUNTABLE NOUNS</b>	
Here is a sample list of uncountable nouns that are commonly used. Keep in mind that there may be many other nouns not stated in the following list.	
II) <u>WHOLE GROUPS MADE UP OF SIMILAR ITEMS</u> : baggage, clothing, equipment food, fruit, furniture, garbage, hardware, jewelry, junk, luggage, machinery , mail, makeup, money, cash, change, postage, scenery, traffic, etc..	
mm) <u>FLUIDS</u> : water, coffee, tea, milk, oil, soup , gasoline , blood, etc.. a) <u>SOLIDS</u> : ice, bread, cheese, meat, gold, iron, silver, glass, paper, wood, cotton, wool, etc..  b) <u>GASES</u> : steam, air, oxygen, etc c) <u>PARTICLES</u> : rice, chalk, corn dirt, dust, etc.. d) <u>ABSTRACTIONS</u> : beauty, luck, courage, fear, justice, etc.. e) <u>LANGUAGES</u> : Turkish, English, German, etc.. f) <u>FIELDS OF STUDY</u> : Chemistry, physics, Semantics, etc. g) <u>RECREATION</u> : baseball, soccer, tennis, etc.. h) <u>ACTIVITIES</u> (Gerunds): driving, shopping, swimming, etc.. i) <u>NATURAL PHENOMENA</u> : weather, dew, fog, rain, snow, etc...	

## 10. USING A, AN,

Use ‘**a**’ with nouns starting with a **consonant** (letters that are not vowels),  
 ‘**an**’ with nouns starting with a **vowel** (a,e,i,o,u)

Examples:

**A** boy  
**An** apple  
**A** car  
**An** orange  
**A** house  
**An** opera

### NOTE:

**An** before an *h* mute - **an** hour, **an** honour.

**A** before *u* and *eu* when they sound like ‘you’: **a** european, **a** university, **a** unit

The indefinite article is used:

- **to refer to something for the first time:**  
An *elephant* and a *mouse* fell in love.  
Would you like a *drink*?  
I've finally got a *good job*.
- **to refer to a particular member of a group or class**

Examples:

- **with names of jobs:**  
John is **a doctor**.  
Mary is training to be **an engineer**.  
He wants to be **a dancer**.
- **with nationalities and religions:**  
John is **an Englishman**.  
Kate is **a Catholic**.
- **with musical instruments:**  
Sherlock Holmes was playing **a violin** when the visitor arrived.  
(BUT to describe the activity we say "He plays the violin.")
- **with names of days:**  
I was born on **a Thursday**
- **to refer to a kind of, or example of something:**  
the mouse had **a tiny nose**  
the elephant had **a long trunk**  
it was **a very strange car**
- **with singular nouns, after the words 'what' and 'such':**  
What **a shame!**  
She's **such a beautiful girl**.
- **meaning 'one', referring to a single object or person:**  
I'd like **an orange** and two lemons please.  
The burglar took **a diamond necklace** and **a valuable painting**.

Notice also that we usually say **a hundred**, **a thousand**, **a million**.

**NOTE:** that we use '**one**' to add emphasis or to contrast with other numbers:  
I don't know **one person** who likes eating elephant meat.  
We've got **six computers** but only **one printer**

## 11. USING SOME, ANY, NO

**Some**, **any** and **No** are used with countable and uncountable nouns.  
**Some** and **any** describe an indefinite or incomplete quantity.  
**No** talks about *absence* or *nonexistence*.

**Some** is used in **positive** statements:

- I had **some** rice for lunch
- He's got **some** books from the library.

It is also used in questions where we are sure about the answer:

- Did he give you **some** tea? (= I'm sure he did.)
- Is there **some** fruit juice in the fridge? (= I think there is)

**Some** is used in situations where the question is not a request for information, but a method of making a request, encouraging or giving an invitation:

- Could I have **some** books, please?
- Why don't you take **some** books home with you?
- Would you like **some** books?



**Any** is used in questions and with **not** in **negative** statements:

- Have you got **any** tea?
- He didn't give me **any** tea.
- I don't think we've got **any** coffee left.

**No** is used in positive sentences and in questions to talk about absence or nonexistence of a quantity.

- I have **no** time, so I have to hurry up.
- He didn't give me **any** tea, so I had **no** tea
- I think we have **no** coffee left.
- Are there **no** people in the room?
- I don't think we've got **any** coffee left.

More examples:

#### **SOME in positive sentences.**

- I will have **some** news next week.
- She has **some** valuable books in her house.
- Philip wants **some** help with his exams.
- There is **some** butter in the fridge.
- We need **some** cheese if we want to make a fondue.

#### **SOME in questions:**

- Would you like **some** help?
- Will you have **some** more roast beef?

#### **ANY in negative sentences**

- She doesn't want **any** kitchen appliances for Christmas.
- They don't want **any** help moving to their new house.
- No, thank you. I don't want **any** more cake.
- There isn't **any** reason to complain.

#### **ANY in interrogative sentences**

- Do you have **any** friends in London?
- Have they got **any** children?
- Do you want **any** groceries from the shop?
- Are there **any** problems with your work?

## 12. USING THE (Simple)

a) A speaker uses **the** when the listener and the speaker think of the same person or object. The is used with specific nouns.

- Did you give the cat its milk?
- Jane is waiting for you in the living room.
- A: I have two pieces of paper, which one do you want?  
B: May I have **the** blue one.

b) **The** is also used with nouns of natural phenomena;

- **The** sky is blue.
- **The** weather in Istanbul is usually clear, while the weather in London is not.
- We were unable to navigate because of **the** fog.

c) The is used with all forms of nouns such as, singular, plural or non-count nouns;

- Jane has some pens and pencils. **The** pens are yellow and **the** pencils are gray.
- Martin has some rice and some cheese. **The** rice is from India and **the** cheese is from Holland

As it can be easily seen in the examples, the speaker is using **the** for the second mention of a noun. When the speaker mentions a noun for the second time, both the speaker and the listener are now thinking about the same thing.

For example: Yesterday I met **a man**. **The man** was waiting for **a woman**.

**The woman** was waiting for **a girl**. **The girl** was **the woman's** daughter.

### 13. USING ARTICLES :A/AN, THE ( ADVANCED)

**A** is used to indicate one thing or one person:

- Jane works in **a** bank.
- May I ask **a** question?
- I haven't got **a** car yet.
- There is a man in the lounge.

**An** is used before a/e/i/o/u:

- Would you like an apple or an orange?
- I am planning to buy an umbrella.
- There was an important meeting

Note the exceptions in the examples below;

**An hour** (h is not pronounced: an (h)our)

A university (pronounced *yuniversity*)

**A European** country (pronounced *yuropean*)

**Another** ( an + other ) is one word:

- May I have another cup of tea please?
- I will buy another pair of shoes.

**A & An** are used when we say what a thing or a person is

- The world is a planet.
- Football is a game.
- Hamburg is a city in Germany.
- A bear is an animal.
- A bat is a mammal.

**A & AN** are also used to express occupation:

- I am a dentist.
- He is a mechanical engineer.
- I want to be a teacher some day.
- Beethoven was a very famous composer.

#### A& AN vs. THE

A /An	THE
<ul style="list-style-type: none"> <li>▪ <b>I have got a car.</b> (There are many cars and I have got one)</li> <li>▪ <b>May ask a question?</b> (There are many questions - can I ask one?)</li> <li>▪ Is there a hotel near here?</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>I will clean the car tomorrow</b> (My car)</li> <li>▪ <b>Can you repeat the question please?</b> (The question that you asked)</li> <li>▪ We enjoyed our hotel. The hotel was very nice.</li> </ul>

IDIOMATIC USES OF "THE"			
The same + noun		The police / the fire brigade ( of a city)	
<ul style="list-style-type: none"> <li>▪ <b>We live in the same apartment.</b></li> <li>▪ <b>I want the same pair of shoes.</b></li> </ul>		<ul style="list-style-type: none"> <li>▪ My father is a soldier. He is in the army.</li> <li>▪ The police is looking for Jim everywhere.</li> </ul>	
The + nouns of natural phenomena		The top / the middle / the left etc..	
The winter / the rain / the fog / the wind / the sea / the sun / the moon / the sky		<ul style="list-style-type: none"> <li>▪ <b>Add your name at the top of the page.</b></li> <li>▪ <b>My apartment is at the end of the street.</b></li> <li>▪ <b>The table is in the middle of the room.</b></li> <li>▪ <b>Our office is on the left.</b></li> </ul>	
Before musical instruments The piano / the guitar / the violin		The radio <ul style="list-style-type: none"> <li>▪ I listen to the radio.</li> </ul>	
The + Superlative forms of adjectives <ul style="list-style-type: none"> <li>▪ <b>The best car / the most important</b></li> </ul>			

**The** is **not used** with the following:

<b>Television:</b> <ul style="list-style-type: none"> <li>I watch television a lot.</li> <li>What's on television tonight?</li> </ul> <b>But;</b> <ul style="list-style-type: none"> <li>Can you turn off the television <b>the television</b>? (The TV set)</li> </ul>
<b>Breakfast / lunch / dinner</b> <ul style="list-style-type: none"> <li>What will you have for breakfast?</li> <li>Tell everybody that dinner is ready!</li> </ul>
<b>Next / last + week / month / year / summer / Monday / ect..</b> <ul style="list-style-type: none"> <li>I am going to Istanbul <b>next week</b>.</li> <li>I was in the USA <b>last month</b></li> </ul>

#### 14 .USING MANY. MUCH,

Many + Countable Plural Noun	Much + Uncountable Noun
Many students / many people <ul style="list-style-type: none"> <li>Did you buy <b>many</b> magazines?</li> <li>I don't know <b>many</b> people in my town.</li> <li>How many classes do you take a semester?</li> </ul>	Much money / Much water <ul style="list-style-type: none"> <li>How <b>much</b> money do you spend a day ?</li> <li>I don't have <b>much</b> confidence in him.</li> <li>There isn't <b>much</b> water in the glass.</li> </ul>
<b>We use many in all types of sentences:</b> <ul style="list-style-type: none"> <li>Do you have <b>many</b> friends?</li> <li>I don't have <b>many</b> friends.</li> <li>There are <b>many</b> people in this town.</li> </ul>	<b>We use Much in questions and negative sentences, but <i>not generally</i> in positive sentences.</b> <ul style="list-style-type: none"> <li>Do you drink <b>much</b> tea?</li> <li>I don't drink <b>much</b> tea.</li> </ul>
	<b>Other uses of Much</b> <ul style="list-style-type: none"> <li>Mary spoke to me, but she didn't say much.</li> <li>Do you go out much ? <i>Not much</i>.</li> <li>I don't like her much.</li> </ul>

#### 15. USING A FEW, A LITTLE

A few + countable plural noun	A little + uncountable noun
A few students / <b>a few</b> people <ul style="list-style-type: none"> <li>Do you have <b>a few</b> minutes?</li> <li>I want to ask <b>a few</b> questions.</li> <li>I bought <b>a few</b> books?</li> </ul>	<b>A little</b> money / <b>A little</b> water <ul style="list-style-type: none"> <li>There is <b>a little</b> water in the bottle.</li> <li>There was <b>a little</b> traffic.</li> </ul>
<b>A few means some , but not many.</b> <ul style="list-style-type: none"> <li>I have <b>a few</b> friends.</li> <li>Martin has <b>a few</b> problems.</li> <li>There are <b>a few</b> people in this town.</li> </ul>	<b>A few means some , but not much.</b> <ul style="list-style-type: none"> <li>She didn't eat anything, but she drank <b>a little</b> coffee.</li> <li><b>A:</b> Can you speak Turkish? <b>B:</b> <b>A little</b></li> </ul>

**16. A FEW vs. (VERY) FEW , A LITTLE vs. (VERY)LITTLE**

A few Few	+ countable plural noun	A little Little	+ uncountable noun
A few means some , but not many.		A Little means some , but not much.	
<ul style="list-style-type: none"><li>I have <b>a few</b> friends.</li><li>Martin has <b>a few</b> problems.</li><li>There are <b>a few</b> people in this town.</li><li>I have <b>a few</b> friends.</li><li>Martin has <b>a few</b> problems.</li><li>There are <b>a few</b> people in this town.</li></ul>		<ul style="list-style-type: none"><li>She didn't eat anything, but she drank <b>a little</b> coffee.</li><li><b>A</b> :Can you speak Turkish ? <b>B: A little</b></li></ul> <p><b>A little</b> money / <b>A little</b> water</p> <ul style="list-style-type: none"><li>There is <b>a little</b> water in the bottle.</li></ul> <p>There was <b>a little</b> traffic</p>	
(Very) Few means that something hardly exists		(Very) Little means that something hardly exists	
<ul style="list-style-type: none"><li>I feel really sorry for him because he has few friends.</li><li>I admire him because he has few problems.</li><li>I am lucky because I have few financial difficulties.</li></ul>		<ul style="list-style-type: none"><li>I can't afford that car since I have little money.</li><li>We were able to arrive at the airport on time because there was little traffic.</li><li>I can't wait any longer. I have little patient left</li></ul>	
<b>Note</b> : it can be easily seen that <b>(very) few</b> & <b>(very) little</b> do not carry positive or negative meanings by themselves. They may give positive or negative meanings according to the context in which they are used. The only difference between <b>a few / a little</b> & <b>few/ little</b> is that <b>few &amp; little</b> indicate smaller quantities than <b>a little</b> and <b>a few</b> do.			

**17.USING ONE, EACH, EVERY, EITHER, NEITHER**

<b>One Each Every Either Neither</b>	<b>+ Singular Countable Noun + Singular Verb</b>
<ul style="list-style-type: none"> <li><b>One student is waiting for Dr. Donald in the teacher's room.</b></li> <li><b>Every student must take a final exam.</b></li> <li><b>Each exam was quite difficult.</b></li> <li><b>It doesn't matter. Either date is ok with me.</b></li> <li><b>I checked the tubes , but neither one contained gas.</b></li> </ul>	
<b>One of Each of Every one of Either of Neither of</b>	<b>+ Specific Plural noun + Singular Verb</b>
<ul style="list-style-type: none"> <li><b>One of the students has an excuse for being late.</b></li> <li><b>Each of the students has an excuse for being late.</b></li> <li><b>Every one of the students has an excuse for being late.</b></li> <li><b>I checked both engines. Either of them is working properly.</b></li> <li><b>Neither of my parents speaks German.</b></li> </ul>	
<b>Special Note:</b> the words <b>every one (two words, an expression of quantity) &amp; everyone (one word, an indefinite personal pronoun)</b> must not be confused.	

**18. EXPRESSIONS OF QUANTITY (ADVANCED LIST)**

Quantifier			Type of NOUN	Sample Phrase
All (of) the Both (of) the Half (of) the			NOUN – PLURAL	All (of) the desks Both (of) these boys Half (of) the those girls
Several (of these) Few (of those) A few (of the) Many (of the) Most (of the)			NOUN – PLURAL	Several (of these) teachers Few (of those) bags Many (of the) bags Most (of the) bags
Each One Either Neither Every one	of	these the those those	NOUN – PLURAL	Each of these bags One of these bags Either of these bags Neither of these bags Every one of these bags
Both Few A few Many Most No Several Quite a few A good many A great many			NOUN – PLURAL	Both bags Few bags many bags most bags no bags several bags quite a few bags a good many bags a great many bags
A couple A lot lots	of	the these those	NOUN – PLURAL	A couple of these bags A lot of these bags Lots of these bags
Little A little Much	Of the		NOUN – NONCOUNT	Little (of the) money A little (of the) money Much (of the) money
A great deal of A good deal of A great amount of			NOUN – NONCOUNT	A great deal of money A good deal of money A great amount of money
One Each Every Neither Either Many a			NOUN – SINGULAR	Each bag One bag Every bag Neither bag Either bag Many a bag
No All Most (of the)			NOUN – NONCOUNT / Plural	No money / no bags All the money /all the toys Most (of the) bags
None of the			Count or NONCOUNT NOUN	None of the information None of the bags
Some Any Plenty of A lot of			Count or NONCOUNT NOUN	Some bags/ some money Any bags / any money Plenty of bags Plenty of money A lot of money / bags

## 19. USING “OF” IN EXPRESSIONS OF QUANTITY: ALL OF, MOST OF, EACH OF...

<i>Of + Specific Plural Noun</i>		
<b>All</b> <b>Most</b> <b>Some</b> <b>One</b> <b>Every</b> <b>Each</b> <b>Either</b> <b>Neither</b> <b>Etc.</b>	<b>of</b>	<b>the</b> <b>these</b> <b>those</b> + <i>Plural Noun</i> <b>Jane’s</b> <b>my</b> <b>her</b> <b>our</b>
As it can be seen in the chart above, “ <b>of</b> ” precedes a specific noun.		

## 20.USING FORMS OF OTHER: ANOTHER, THE OTHER, OTHERS

<b>Other</b> and <b>the other</b> may be used as both pronouns and adjectives. They can be plural when they are used as pronouns. However, they remain singular when used as an adjective.	
<b>Other</b> people ⇒ <b>Others</b> <b>Other</b> men ⇒ <b>Others</b>	<ul style="list-style-type: none"> <li>Some people like coffee, while <b>other people</b> like tea. Some people like coffee, while <b>others</b> like tea</li> </ul> <p>The meaning of “<b>other</b>” is : more, in addition to the same category/ thing mentioned before.</p>
<b>The other</b> boys ⇒ <b>The others</b> <b>The other</b> students ⇒ <b>The others</b>	<ul style="list-style-type: none"> <li>Out of ten students in class five went out. <b>The others</b> stayed in class. <b>The other students</b> stayed in class.</li> </ul> <p>“<b>The Other</b>” refers to the remaining part of the members of the mentioned group before.</p>
<b>Another + Singular NOUN</b> <b>Another pen</b> ⇒ <b>Another</b> (one)	<ul style="list-style-type: none"> <li>My keyboard got broken, so I had to buy another keyboard My keyboard got broken, so I had to buy another.</li> </ul> <p>“<b>Another</b>” refers to an item which is one more in addition to the one(s) already mentioned.</p>

## 21. SUBJECT – VERB AGREEMENT

BASIC SUBJECT VERB AGREEMENT		
SINGULAR VERB	PLURAL VERB	
a) My brother <i>lives</i> in the UK	b) My brothers <i>live</i> in the UK	The form of the verb is determined according to the quantity of the subject. (Singular or Plural)
	c) My brother and sister <i>live</i> in the UK.  d) My brothers, sisters, and cousin <i>live</i> in Boston.	Subjects, Two or more, combined with and require plural verb.
e) <b>Every</b> man, woman and child <i>is</i> invited.  f) <b>Each</b> answer and <b>result</b> <i>is</i> listed.		Subjects containing <b>each &amp; ever, one</b> take singular verb
g) <b>The article</b> on economic problems is not true.  i) <b>My father</b> , as well as my mother, <i>hates</i> golf.  k) <b>The book</b> which I have borrowed from Tom <i>is</i> really fantastic.	h) The beliefs in that magazine are interesting.  j) My friends, as well as my colleagues, are here.  l) The presents I bought are in the closet.	It is quite normal that a clause or a phrase separates the Subject and the Verb. These structures do not change the agreement of the Subject and the Verb.
m) <b>Teaching</b> languages <i>is</i> hard.		If the Subject is formed by a gerund or a gerund phrase singular verb is used.  <i>Gerunds are considered Noncount Nouns</i>
USING EXPRESSIONS OF QUANTITY		
A) Some of the <b>story</b> is good  C) A lot of the <b>money</b> <i>is</i> here  E) Two – thirds of the <b>money</b> <i>is</i> Jane's	b) Some of the <b>stories</b> <i>are</i> good. D) A lot of my <b>friends</b> are here.  F) Two – thirds of the <b>pennies</b> are Jane's.	The form of noun specifies the Verb.
l) <b>The number of</b> stories in this book <i>is</i> ten.	m) <b>A number of</b> stories <i>were</i> interesting.	
IRREGULARITIES IN SUBJECT – VERB AGREEMENT		
SINGULAR VERB		
A) <b>The United States</b> is large in area. B) <b>The Philippines</b> <i>is</i> big. C) <b>The United Nations</b> <i>has</i> many members. D) <b>Simpsons</b> <i>is</i> a good cartoon film.		Some proper nouns may end in <b>–s</b> no matter they are singular. In such a case the singular verb is used.
E) <b>The news</b> <i>is</i> really surprising.		<b>News</b> is singular

F) <b>Mathematics</b> is thought to every child		Fields of study that end in – <b>ics</b> take singular verb.
G) <b>AIDS</b> is an illness.		Names of diseases require singular verb.
H) <b>Six hours of flight</b> is too much. I) <b>Two thousand dollars</b> is not much. M) Seven hundred miles is too much.		Singular verb is used with the subjects containing expressions of <b>time, distance</b> and <b>money</b> .
K) Two times tow is four. Six minus three is three.		Arithmetic expressions require singular verb.
<b>PLURAL VERB</b>		
A) <b>These people</b> are from Japan. B) <b>The Police</b> are looking for Dr. Kimble C) <b>Cattle</b> are domestic.		People, police and cattle require plural verb.
<b>SINGULAR VERB</b> D) English is a language F) Turkish is an old language	<b>PLURAL VERB</b> E) The English are kind people G) The Turkish are kind people	
	H) The poor need care. I) The rich are getting richer. M) The old need care.	A few adjectives can be preceded by <b>the</b> and used as a plural noun to refer to people having that quality. <b>The young, the elderly , the living, the dead, the blind the deaf, the blind, the disabled.</b>



# CHAPTER 2

## ADJECTIVES

### 1. TYPES OF ADJECTIVES

<b>a) Demonstrative Adjectives:</b> this, that, these, those
<b>b) Distributive Adjectives:</b> each, every, either, neither
<b>c) Indefinite Quantities:</b> some , any, no , little, few many , much, one, twenty, etc..
<b>d) Forms of Other:</b> other, the other, another
<b>e) Question Words:</b> which, What , Whose
<b>f) Possessive Adjectives:</b> my, your, his, her, its our, you, their
<b>g) Adjectives of Physical Appearance:</b> square, tall, etc..
<b>h) Opinion Adjectives:</b> beautiful, early, cheap, important, difficult, dangerous, etc..
<b>i) Adjectives of Age:</b> old , young, middle- aged ,etc
<b>j) Adjectives of Size:</b> large, small, little, etc..
<b>k) Colors:</b> yellow, blue, purple, etc...
<b>l) Nationalities:</b> Turkish, American, Chinese, etc...
<b>m) Material:</b> metal, iron, gold, etc...
<b>n) Participles:</b> boring – bored, interesting – interested in, tired- tiring, etc..

### 2. USUAL WORD ORDER OF ADJECTIVES

Relative Adjectives	Size Adjectives	Adjectives of Age	Colors	Nationality	Material
Beautiful	Large	Young	Red	Italian	Gold
Dangerous	Tall	Old	Purple	Turkish	Plastic
Important	Little	Middle-aged	White	Chinese	Leather
a) A beautiful large old Turkish gold necklace.			A nouns is generally preceded not more than two or three adjectives, but if required the following sequence is a guide to order the adjectives in accordance with the category they belong to. Such a use as in example (a) is rare.		

### 3. USING MODIFIERS WITH ADJECTIVES

SUBJECT	Pre- Modifiers			
	Modifier	Adjectives	Modifier/ clauses	
She is Tom is She is It is He is I am I am He is They are not He got	<b>quite</b> <b>very</b> <b>much</b> <b>almost</b> <b>so</b> <b>fully</b> <b>totally</b> <b>too</b> <b>as</b> <b>so</b> <b>rather</b>	<b>Certain</b> <b>intelligent</b> <b>richer</b> <b>impossible</b> <b>rich</b> <b>convinced</b> <b>busy</b> <b>rich</b> <b>interested</b> <b>old</b>	<b>of</b> achievement.  <b>than</b> they say. <b>for</b> us to leave. <b>that</b> he doesn't have to work. <b>with</b> her explanation. <b>that</b> I can't help you with your homework. <b>as</b> his brother. <b>as</b> we are.	The Modifiers beside are used to amplify or to take more attraction on the adjectives being used. These modifiers may give additional meanings, such as negative – positive, sufficient-less-much. When modifies, adjectives do not increase in quality but emphasis.

ADJ + ENOUGH	
a) She can't drive the car yet because she is not <b>old enough</b> . b) They are not <b>relaxed enough</b> to work.	Enough follows the adjective and when an adjective is followed by enough, a speaker mentions insufficiency or lack of something.
VERY vs. TOO + ADJ	
a) This coffee is <b>too</b> hot. I can't drink it. b) The food is <b>very</b> good. I like it. c) Thank you <b>very</b> much. d) It's <b>too</b> expensive for me to buy.	A speaker uses too before an adjective to talk about excessiveness. The idea is simply "impossible or negative"

#### 4. COMPARATIVE FORMS OF ADJECTIVES: -er than / More than

a) Jane is 20 years old. Jack is 15. Jane is <b>older than</b> Jack. b) People say that health is <b>more important</b> than money.		<ul style="list-style-type: none"> <li>Nouns, things or even people may be compared by using adjectives and the Comparative form.</li> <li>The comparative form is the comparison of two things, people or two groups.</li> </ul>	
a) One syllable Adjective	Adjective	Comparative	Adj + er
	Tall Cheap Big	Taller Cheaper bigger	<ul style="list-style-type: none"> <li>Special Note: the last consonant is doubled if it is preceded with one vowel as in bigger, thin-thinner, hot-hotter</li> </ul>
b) Adjectives ending in - y	Pretty Funny	Prettier Funnier	<ul style="list-style-type: none"> <li>The -y is converted to -i and -ier is added to the adjective</li> </ul>
c) Two or more syllable Adjectives	Important Intelligent Famous	More important More intelligent More famous	<ul style="list-style-type: none"> <li>More is used before adjectives having more than two syllables.</li> </ul>
d) Irregular Adjectives	Good Bad Far	Better Worse Farther / further	<ul style="list-style-type: none"> <li>As seen in the chart beside, these three adjectives totally change their forms when used in the comparative form.</li> </ul>
Using "than" in the comparative			
a) These chairs are <b>more comfortable than those chairs</b> . b) Your apartment is <b>larger than my apartment</b> . c) Your father is <b>older than my father</b> . d) His brother is <b>more hard working than mine</b> <b>But,</b> e) My father is old, but your father is <b>older</b> . f) Joan Collins is famous, but Michael Jackson is <b>richer</b> .		<b>Than</b> is used with the comparative in front of the compared noun in the sentence. As in examples (a), (b), (c), (d).  <ul style="list-style-type: none"> <li>Nevertheless, if it is clear for the listener, the speaker does not need to use the compared noun</li> </ul>	

g) Galatasaray is good, but Fenerbahçe is better.	and not <b>than</b> as well. As in examples (e),(f),(g).
<b>Using “as <u>adjective</u> as” in Comparative Sentences ( The Equal Degree )</b>	
<p>a) Mike is 45 years old and Jack is 45, too. Mike is <b>as old as</b> Jack.</p> <p>b) Niko and Berke got the same grades from their final exams, so we can say that Niko is <b>as hardworking as</b> Berke.</p> <p><b>But,</b></p> <p>c) John and James are identical twins. However, You can distinguish them because John is <b>not as tall as</b> James.</p> <p>d) Roosen LTD. and Sintek CO. are two companies in the United States. Nevertheless, Roosen LTD is <b>not as big as</b> Sintek CO.</p> <p>e) Istanbul is as three times as large as Ankara.</p> <p>f) My grand father is four times as old as his grand son.</p>	<p>Using “ <b>as + adjective + as</b> “ indicates equality between the two mentioned items. When using “<b>as ..... as</b>” the speaker says that the two compared items are equal in terms of the adjective used. As seen in examples (a), (b).</p> <p>▪ Nevertheless, using the <b>negative</b> with <b>as.....as</b> removes the equality and shows the difference between two items, as in examples (c), (d).</p> <p>Difference between two items can be shown by placing phrases like <b>three times, two times etc..</b></p>
<b>Using “less + adjective + than” in Comparative Sentences</b>	
<p>a) This car is <b>less expensive than</b> that car.</p> <p>b) Money is less important than health.</p> <p>c) The book that I read was <b>less interesting than</b> the one I read last month.</p>	<p><b>Less</b> is the opposite of “<b>more</b>”. <b>Less</b> is used with adjectives having at least two or more syllables. <b>Less</b> is not used with one-syllable adjectives and adjectives ending in – <b>y</b></p>

<b>Using “but “ to show contrast between two items</b>	
<p><b>Positive Sentence+ , but + negative auxiliary</b></p> <p>a) Jack is rich, <b>but</b> John isn't .</p> <p>b) They are good, <b>but</b> those aren't .</p> <p>c) I was at home , <b>but</b> Sue wasn't .</p> <p>d) Mary studies hard, <b>but</b> Sam doesn't.</p> <p>e) I watched the film , <b>but</b> she didn't.</p> <p>f) I can speak English, <b>but</b> he can't.</p> <p>g) Jim will be there, <b>but</b> Morris won't.</p> <p><b>Positive Sentence + , but + negative auxiliary</b></p> <p>h) Jack isn't rich, <b>but</b> John is.</p> <p>i) They aren't good, <b>but</b> those are .</p> <p>j) I wasn't at home , <b>but</b> Sue was.</p> <p>k) Mary doesn't study hard, <b>but</b> Sam does.</p> <p>l) I didn't watch the film , <b>but</b> she did.</p> <p>m) I can't speak English, <b>but</b> he can.</p> <p>n) Jim will not be there, <b>but</b> Morris will.</p>	<p>▪ “<b>but</b>” can be used to show difference between two items or two events. Being a conjunction, “<b>but</b>” is followed simply by an auxiliary in order not to repeat the verb phrase.</p>

## 5 SUPERLATIVE FORMS OF ADJECTIVES : “ the adjective + -est / the most + adjective “

<p>a) Among the 20 students in class, Ayşe is <b>the youngest</b> of all.</p> <p>b) People say that health is <b>the most important</b> thing in one's living.</p> <p>c) The Nile River is <b>the longest river</b> in the world.</p>			<p>▪ The superlative is used to show difference between an item and the group in which it belongs.</p>
	Adjective	Superlative Form	
a) One syllable Adjectives	Tall Cheap big	<b>The tallest</b> <b>The cheapest</b> <b>The biggest</b>	<b>The + adjective + - est</b>
b) Adjectives ending in - y	Pretty Funny	<b>The Prettiest</b> <b>The Funniest</b>	<b>The + adj + iest</b>
c) Two or more syllable Adjectives	Important Intelligent Famous	<b>The most important</b> <b>The most intelligent</b> <b>The most famous</b>	<b>The most + adjective</b>
d) Irregular Adjectives	Good Bad Far	<b>The best</b> <b>The worst</b> <b>The farthest / the furthest</b>	<p>▪ As seen in the chart beside, these three adjectives totally change their forms when used in the Superlative form.</p>
Using “ <b>The Least + adjective</b> “ in Superlative sentences			
<p>a) This is the least interesting book I have ever read.</p> <p>b) I think Amanda is the least attractive girl in the entire world!</p>			<p><b>The Least</b> is the opposite of <b>the most</b>.</p> <p><b>The Least</b> is used with adjectives having at least two or more syllables. <b>The least</b> is not used with one-syllable adjectives and adjectives ending in – <b>y</b></p>
Using “ <b>one of + superlative adj + Plural Noun</b> ”			
<p>a) Martin is one of my best friends.</p> <p>b) The Golden Gate Bridge is one of the longest bridges in the world.</p> <p>c) 19 March was one of the longest days in my life.</p> <p>d) You are one of the most important people in my life.</p>			<p><b>One of</b> indicate some particular item form the group to which the mentioned item belongs to</p>

**6. SUMMARY CHART OF COMPARATIVE AND SUPERLATIVE FORMS.**

a) One syllable Adjective	Adjective	Comparative	Superlative Form
	Tall Cheap big	Taller Cheaper bigger	<b>The tallest</b> <b>The cheapest</b> <b>The biggest</b>
b) Adjectives ending in -y	Pretty Funny	Prettier Funnier	<b>The Prettiest</b> <b>The Funniest</b>
c) Two or more syllable Adjectives	Important Intelligent Famous	<b>More</b> important <b>More</b> intelligent <b>More</b> famous	<b>The most</b> important <b>The most</b> intelligent <b>The most</b> famous
d) Irregular Adjectives	Good Bad Far	<b>Better</b> <b>Worse</b> <b>Farther / further</b>	<b>The best</b> <b>The worst</b> <b>The farthest / the furthest</b>

**7. MODIFICATION OF COMPARATIVES AND SUPERLATIVES**

A - MODIFICATION OF COMPARATIVES		
Degree Adverbs used for Modification		
Considerably	Istanbul is <b>considerably larger than</b> Ankara	<ul style="list-style-type: none"> <li>These degree adverbs are used to amplify the strength or emphasis of the comparisons made.</li> <li>Such a modification is not required to make a comparison, but it is optional for a speaker to use.</li> </ul>
Much	She is <b>much richer than</b> you are	
Far	The building was <b>far more expensive than</b> I expected.	
A lot	She seems a <b>lot thinner</b> now	
A great deal	It can be <b>a great deal cheaper</b> if you bargain.	
A little	She is only <b>a little taller than</b> I am.	
Even	It is cold today. It is <b>even colder than</b> yesterday.	
No	We will accept <b>no lower wages than</b> planned.	
Any	If he turns out to be <b>any happier</b> , give me a call ASAP.	

<b>All the</b>	I tried to do <b><i>all the best</i></b> .	
<b>Rather</b>	The results are <b><i>rather worse than</i></b> I expected	
<b>B - MODIFICATION OF SUPERLATIVES</b>		
<b>Degree Adverbs used for Modification</b>		
<b>Quite</b> <b>Much</b> <b>Very</b> <b>By far</b>	That is <b><i>quite the best</i></b> This is <b><i>much the worst</i></b> story I have ever heard. I will give you the <b><i>very best</i></b> work conditions. It was probably by <b><i>far the most</i></b> hazardous pollution.	<ul style="list-style-type: none"> <li>These degree adverbs are used to amplify the strength or emphasis of the comparisons made.</li> </ul> <p>Such a modification is not required to make a comparison, but it is optional for a speaker to use.</p>

## 8. COMPOUND ADJECTIVES OF MEASUREMENT

<b>Age</b>	<b>A two-year old baby</b>	<ul style="list-style-type: none"> <li>Compound adjectives are formed by putting terms of numbers and nouns in their singular forms.</li> <li>Note that hyphens ( - ) are placed between the numbers and the nouns following them.</li> </ul>
<b>Volume</b>	<b>A three- liter bottle</b>	
<b>Length</b>	<b>A fifty - meter building.</b>	
<b>Price</b>	<b>A ten- dollar shirt</b>	
<b>Area</b>	<b>A thirty- acre campus</b>	
<b>Duration</b>	<b>A nine – hour journey</b>	
<b>Weight</b>	<b>A five – kilo bag</b>	
<b>Time / distance</b>	<b>A five – minute walk</b>	

## 9. PARTICIPLE ADJECTIVES :BORING vs. BORED, INTERESTING vs INTERESTED ...

<p>a) The event <b><i>interests</i></b> all the people.</p> <ul style="list-style-type: none"> <li>it is an <b><i>interesting event</i></b>.</li> <li><b><i>They</i></b> are <b><i>interested people</i></b>.</li> </ul> <p>b) The lesson <b><i>bored</i></b> the students.</p> <ul style="list-style-type: none"> <li><b><i>It</i></b> was a <b><i>boring lesson</i></b></li> <li><b><i>They</i></b> were <b><i>bored students</i></b></li> </ul>	<ul style="list-style-type: none"> <li>The Verb -ing forms and the V<sub>3</sub> forms are quite often used as adjectives in English and they function as adjectives with slight differences.</li> <li>The Verb-ing indicates an active meaning. In example (a) : it is an event which interests people.</li> <li>The V<sub>3</sub> ( Past Participle) indicates a passive meaning. In example (a) : people are interested by the event</li> </ul>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# CHAPTER 3

## ADVERBS

### 1. CLASSIFICATION OF ADVERBS

<b>Adverb</b> Adverbs function as words which modify verbs, adjectives, other adverbs, or even an entire sentence in accordance with their places and functions in a sentence. Adverbs differ according to place and function in a sentence.		
<b>Time adverbs</b>	Today, now, yesterday, next week, later, afterwards	These adverbs indicate when something happened. They determine the verb tense of the sentence.
<b>Adverbs of Place</b>	Here, there, inside, outside, upstairs, downtown	These adverbs are used to show location in a sentence. They can be used instead of prepositional phrases of location.
<b>Adverbs of manner</b>	Quickly, easily, clearly, accurately, precisely, slowly, fast, hard, late, well a) The student answered the question <b>quickly</b> . b) Drive <b>carefully</b> ! c) I opened the case <b>easily</b> . d) She swims <b>fast</b> e) She speaks English <b>well</b>	These adverbs modify verbs, demonstrating in what way something is done. Such an adverb is derived by adding <b>-ly</b> at the end of an adjective: That is: <b>adjective + ly = adverb of manner</b> <b>but,</b> <b>fast, hard, late, early &amp; well</b> are do not require <b>-ly</b> as in examples (d) & (e)
<b>Adverbs of restriction</b>	<b>Only, merely, just, purely, solely, simply, exclusively</b> a) <b>Only</b> men can enter! b) <b>You</b> can just sit here. c) <b>His</b> success is purely his achievement.	These adverbs are used for limitation and emphasis in a sentence.
<b>Adverbs of Viewpoint</b>	<b>Scientifically, Chemically, Semantically,</b> a) <b>Grammatically</b> this sentence is not accurate. b) <b>Economically</b> , we are in a bad position. c) <b>Scientifically</b> , this can't be true.	These adverbs show in what point the idea should be seen.
<b>Adverbs of Degree</b>	<b>Rather, quite, fairly, extremely, much, a lot, highly</b> a) She was quite talented. b) He was fairly well equipped.	These adverbs show what degree the adjectives are.

<b>Adverbs of Focus</b>	<p><i>Mainly, specifically, primarily, notably, especially, principally, predominantly, mostly, chiefly</i></p> <p>a) <b>Especially</b>, the children in India are suffering.</p> <p>b) Semantics <b>primarily</b> deals with meanings of utterances.</p>	These adverbs takes the listeners attraction on the phrase it modifies.
<b>Frequency adverbs</b>	<p><i>Always, usually, sometimes, ever, never, seldom</i></p> <p>a) She <b>always</b> has breakfast in the morning.</p> <p>b) <b>Sometimes</b> I feel afraid in the night.</p> <p>c) I <b>never</b> sleep before mid-night.</p> <p>d) She is <b>sometimes</b> late for work.</p>	<p><b>Frequency Adverbs</b> indicate how often something is done. These adverbs are placed before the action verb of the sentence. Nevertheless, if the main verb is “be” then these adverbs simply follow the verb <b>be</b>, as in (d)</p> <p>▪ Only <b>sometimes</b> may come at the beginning of a sentence. As in (b)</p>
<b>Adverbs modifying a whole Sentence</b>	<p>a) <b>Essentially</b>, I can't sleep alone. .</p> <p>b) It seems difficult, but <b>basically</b> it is easy.</p> <p>c) <b>Fortunately</b>, we were able to arrive on time.</p> <p>d) <b>Obviously</b>, he is innocent.</p>	

## 2. USE OF RATHER, QUITE, AND FAIRLY

### RATHER

With negative Adjectives to amplify the negative idea	I had a <b>rather difficult</b> day.
With some verbs	My father <b>rather likes</b> raw meat. I <b>rather</b> surprised us
With Comparative forms to amplify the negative idea	She is <b>rather taller than</b> her sister
With some nouns	It is <b>rather a pity</b> .
With would to express preference	I <b>would rather</b> sleep than stay up.
Meaning mostly	The society should be accused <b>rather than</b> him
Before <b>too</b>	The car was <b>rather too</b> expensive.
With positive adjectives (Unexpectedly)	Though I hadn't studied, my grades are <b>rather good!</b>



**QUITE**

Before Adjectives	My French is quite good.
Before Adverbs	He can speak French quite well now.
Rarely with some nouns	Mr. Chalmers is quite an authority on playing darts
Before verbs meaning completely	I couldn't quite understand what you
With superlative forms	It's quite the worst match I have ever watched.

**FAIRLY**

Generally with positive adjectives and adverbs	The exercises were fairly easy. It was fairly hot today
------------------------------------------------	------------------------------------------------------------

### 3. POSITION OF ADVERBS

When there is more than one adverb in a sentence, they are organized in accordance with some rules.

<b>Manner – Place – Time Usual sequence</b>	He read his book <i>carefully in his room yesterday</i> .
<b>Place – manner-time</b>	He drove <i>home in a hurry two hours ago</i> .
<b>Place – manner – frequency – time</b>	Terry read the book <i>in his room with great interest twice yesterday</i>

#### 4. POSITION OF NEGATIVE ADVERBS

When a negative adverb comes at the beginning of a sentence, inversion is required

Usual word order	Inverted word order
Thomas rarely drinks whisky	Rarely does Thomas drink coffee.
I hardly ever eat at home	Hardly ever do I eat at home
I will not accept his offer under any circumstances	Under no circumstances will I accept his offer.
You should on no account spend your last money	On no account should you spend your last money

# CHAPTER 4

## NOUN CLAUSES

### 1- FORMATION OF NOUN CLAUSES

There are three main structures of noun clauses. The following conjunctions are used to form noun clauses in English.

1) <b>that</b>	2) <b>whether / if</b>	3) <b>Question Words</b>
		what      why when      how where      how long which      how often who      how much...

### 2- NOUN CLAUSES BEGINNING WITH THAT

1. (a) I think this. He is a good dentist. (b) I think <b>(that) he is he is a good dentist</b>  2. (a) I know this. George is innocent. (b) I know <b>(that) George is innocent.</b>  3. (a) The burglar broke in through the window. I am sure. (b) I am sure <b>(that) the burglar broke in through the window.</b>	<p><b>That</b> is used to join two statements.</p> <p>In (1-b) <b>that he is a good dentist</b> is a <b>noun clause</b>. It is used as the <b>object</b> of the verb think.</p> <p>When it introduces a noun clause, the word <b>that</b> has no meaning itself. It only marks the beginning of the noun clause. It is usually omitted as in (1-b) and (2-b).</p>
4. (a) The earth goes around the sun. This is a fact. (b) <b>That the earth goes around the sun</b> is a fact. (c) It is a fact <b>that earth goes around the sun.</b>  5. (a) She should see a doctor. It is very important. (b) <b>That she should see a doctor</b> is very important. (c) It is very important <b>that she should see a doctor</b>  6. (a) The weather will be rainy. It seems obvious. (b) <b>That the weather will be rainy</b> seems obvious. (c) It seems obvious <b>that the weather will be rainy.</b>	<p>In (4-b), the noun clause <b>that the earth goes around the sun</b> is the <b>subject</b> of the sentence. The word <b>that</b> is not omitted when it introduces a noun clause as the subject of a sentence as in (4-b), (5-b), and (6-b)</p> <p>Most of the time, the word <b>it</b> is used as the subject and the noun clause is placed at the end of the sentence, as in (4-c), (5-c) and (6-c). There is no change in meaning.</p>

### 3- NOUN CLAUSES BEGINNING WITH QUESTION WORDS

<p>1. (a) <b>Where</b> does he live? I don't know <b>it</b>. (b) I don't know where she lives.</p> <p>2. (a) <b>Where</b> can I find stamps? Can you tell me <b>this</b>? (b) Can you tell me <b>where I can buy some stamps</b>?</p> <p>3. (a) <b>When</b> will they arrive here? Do you know <b>it</b>? (b) Do you know <b>when they will arrive here</b>?</p> <p>4. (a) <b>Why</b> didn't you come to the party? I wonder <b>it</b>. (b) I wonder <b>why you didn't come to the party</b>.</p>	<p>In(1-b) , <b>where she lives</b> is the object of verb <b>know</b>. In noun clauses question word order is never used. The subject always precedes the verb. Auxiliary verbs <b>does, did</b> and, <b>do</b> are used in questions, but never in noun clauses.</p>
<p>5. (a) <b>Who</b> are those people? I wonder <b>it</b>. (b) I wonder <b>who those people are</b>.</p> <p>6. (a) <b>Whose</b> car is it? Do you know <b>this</b>? (b) Do you know <b>whose car it is</b>?</p> <p>7. (a) <b>Who</b> is he? I don't know <b>it</b>. (b) I don't know who he is.</p>	<p>In noun clauses the subject always precedes the verb, so the same rule is applied for the sentences with the verb <b>to be</b>.</p>
<p>8. (a) <b>Who killed</b> this man? Nobody knows <b>it</b>. (b) Nobody knows <b>who killed this man</b>.</p> <p>9. (a) <b>What happened?</b> Do you know it? (b) Do you know <b>what happened</b>?</p> <p>10. (a) <b>Who is responsible</b> for this accident? I have no idea. (b) I have no idea <b>who is responsible for this accident</b>.</p>	<p>In the examples 8,9 and 10, the question sentences' subject precedes the verb. Therefore, there is no need to change in noun clauses.</p>
<p>11. (a) <b>How</b> did the robbers open the safe? <b>This</b> must be investigated. (b) <b>How the robbers opened the safe</b> must be investigated. (c) <b>It</b> must be investigated <b>how the robbers opened the safe</b>.</p> <p>12. (a) Why did he resign from his post? It doesn't concern me. (b) <b>Why he resigned from his post</b> doesn't concern me. (c) <b>It</b> doesn't concern me <b>why he resigned from his post</b>.</p>	<p>Most of the time, the word <b>it</b> is used as the subject and the noun clause is placed at the end of the sentence, as in (11-c), (12-c). There is no change in meaning</p>

**4- NOUN CLAUSES BEGINNING WITH WHETHER & IF**

<p>1. (a) Does he speak English? I don't know <b>it</b>.          (b) I don't know <b>if he speaks English</b>.          (c) I don't know <b>whether he speaks English</b>.</p> <p>2. (a) Is she studying at the moment? I wonder <b>it</b>.          (b) I wonder <b>whether she is studying at the moment</b>.          (c) I wonder <b>if she is studying at the moment</b>.</p> <p>3. (a) Did the boss call me? I want to know <b>this</b>.          (b) I want to know <b>whether the boss called me</b>.          (c) I want to know <b>if the boss called me</b>.</p>	<p>In order to change a yes/no question to a noun clause, <b>whether</b> or <b>if</b> is used to introduce the clause.</p> <p>In examples 1,2 and 3, the noun clauses are in object position.</p>
<p>4. (a) Does she like fish? I must know <b>it</b>.          (b) I must know <b>whether or not</b> she likes fish.          (c) I must know <b>whether</b> she likes fish <b>or not</b>.          (d) I must know <b>if</b> she likes fish <b>or not</b>.</p> <p>INCORRECT:          (e) I must know <i>if or not</i> she likes fish.</p>	<p>In (4-b-c-d): See how to use <b>or not</b>.</p>
<p>5. (a) Will she come to the party? It is unimportant to me.          (b) <b>Whether she will come to the party or not</b> is unimportant to me.</p> <p>INCORRECT:          (c) <b>If she will come to the party</b> is unimportant to me.</p>	<p>In (4b), the noun clause is in the subject position. While in subject position, the noun clause always starts with <b>whether</b>.</p> <p>Use of <b>if</b> is incorrect in this position, as in (5-c)</p>

## 5- FUNCTIONS OF NOUN CLAUSES

<p>1. (a) I didn't hear <b>his story</b>. (b) I didn't hear <b>what he said</b>.</p> <p>2. (a) I believe in <b>her honesty</b>. (b) I believe <b>that she is honest</b>.</p> <p>3. (a) I remember <b>his suggestion</b>. (b) I remember <b>what he suggested</b>.</p>	<p>In the examples 1,2,3:The noun clauses are used as the <b>OBJECT</b> of a sentence.</p>
<p>4. (a) <b>His story</b> was unbelievable. (b) <b>What he said</b> was unbelievable.</p> <p>5. (a) <b>Her offer</b> was reasonable. (b) <b>What she offered</b> was reasonable.</p> <p>6. (a) <b>His office</b> is so big. (b) <b>Where he works</b> is so big.</p> <p>7. (a) <b>His sudden death</b> surprised everybody. (b) <b>That he died suddenly</b> surprised everybody.</p> <p>8. (a) <b>His approval</b> to the project is not important. (b) <b>Whether he approves</b> the project is not important.</p>	<p>In the examples 4 to 7:The noun clauses are used as the <b>SUBJECT</b> of a sentence</p>
<p>9. (a) We are sure of <b>his success</b>. (b) We are sure <b>that he will be successful</b>.</p> <p>10. (a) I am certain of <b>her respect</b>. (b) I am certain that <b>she is respectful</b>.</p> <p>11. (a) Nobody is aware of <b>his illness</b>. (b) Nobody is aware <b>that she is ill</b>.</p>	<p>In the examples 9 to 11:The noun clauses are used as the <b>ADJECTIVE COMPLEMENT</b>.</p>
<p>12. (a) This is my <b>suggestion</b>. (b) This is <b>what I suggest</b>.</p> <p>13. (a) The surprise is <b>her promotion</b>. (b) The surprise is <b>that she has been promoted</b>.</p>	<p>In the examples 12 and 13:The noun clauses are used as the <b>SUBJECT COMPLEMENT</b>.</p>
<p>14. (a) We are interested in <b>his explanation</b> about the accident. (b) We are interested in <b>how he will explain the accident</b>.</p>	<p>In the example 14:The noun clause is used as the <b>SUBJECT COMPLEMENT</b>.</p>
<p>15. (a) The committee will give <b>the winner</b> a scholarship. (b) The committee will give <b>whoever wins</b> a scholarship.</p>	<p>In the example 15:The noun clause is used as the <b>INDIRECT OBJECT</b>.</p>

**6- THE SUBJUNCTIVE IN NOUN CLAUSES**

<ol style="list-style-type: none"> <li>1. (a) It is essential <b>that she should see</b> a doctor. (b) It is essential <b>that she see</b> a doctor.</li> <li>2. (a) It is important <b>that we should be</b> on time. (b) It is important <b>that we be</b> on time.</li> <li>3. (a) It is necessary <b>that she should not fail</b> the exam. (b) It is necessary <b>that she not fail</b> the exam.</li> <li>4. (a) It is critical <b>that air pollution should be controlled</b>. (b) It is critical <b>that air pollution be controlled</b>.</li> <li>5. (a) The teacher demanded <b>that we write a new paragraph</b>. (b) I recommended <b>that John be the member of the club</b>. (c) They requested <b>that we not play music after midnight</b>.</li> </ol>	<p>A subjunctive verb is the simple form of the verb (bare infinitive). It doesn't have a present, future or past forms; it is neither singular nor plural. Subjunctive sentences are frequently used to emphasize importance or urgency.</p> <p>The examples (1-b), (2-b), (3-b), (4-a, b) and (5-a, b, c) are the sentences having subjunctive verbs.</p>
<p style="text-align: center;"><b>LIST OF WORDS THAT TAKE THE SUBJUNCTIVE FORM</b></p> <p><b>ADJECTIVES:</b> important, obligatory, significant, obligatory, mandatory, imperative, necessary, urgent, vital, Advisable, crucial, recommendable</p> <p><b>VERBS:</b> order, prefer, propose, require, recommend, request, rule, suggest, urge, advise, ask, demand</p> <p><b>NOUNS:</b> advice, demand, insistence, order, proposal, recommendation, and suggestion.</p>	

**7- QUOTED SPEECH vs. REPORTED SPEECH**

<b>QUOTED SPEECH</b>	<p>Quoted speech (direct speech) indicates the words as they were originally spoken.</p> <p>Quotation marks (“...” ) are used to start and finish the sentences.</p>																														
<p>1. (a) She said, “My father is a dentist.”</p> <p>(b) “My father is dentist,” she said.</p> <p>(c) “My father,” she said, “is a student.</p>																															
<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left; width: 50%;"><b>QUOTED SPEECH</b></th><th style="text-align: left; width: 50%;"><b>REPORTED SPEECH</b></th></tr> </thead> <tbody> <tr><td>a. “I play tennis everyday.”</td><td>He said he played tennis everyday.</td></tr> <tr><td>b. “I am playing tennis.”</td><td>He said he is playing tennis.</td></tr> <tr><td>c. “I have played tennis.”</td><td>He said he had played tennis.</td></tr> <tr><td>d. “I played tennis.”</td><td>He said he had played tennis.</td></tr> <tr><td>e. “I had played tennis.”</td><td>He said he had played tennis.</td></tr> <tr><td>f. “I will play tennis.”</td><td>He said he would play tennis.</td></tr> <tr><td>g. “I am going to play tennis.”</td><td>He said he was going to play tennis.</td></tr> <tr><td>i. “I can play tennis.”</td><td>He said he could play tennis.</td></tr> <tr><td>j. “I may play tennis.”</td><td>He said he might play tennis.</td></tr> <tr><td>k. “I must play tennis.”</td><td>He said he had to play tennis.</td></tr> <tr><td>l. “I have to play tennis.”</td><td>He said he had to play tennis.</td></tr> <tr><td>m. “I should play tennis.”</td><td>He said he should play tennis.</td></tr> <tr><td>n. “I ought to play tennis.”</td><td>He said he ought to play tennis.</td></tr> <tr><td>o. “I might play tennis.”</td><td>He said he might play tennis.</td></tr> </tbody> </table> <p>Reported speech (Indirect Speech) refers to using a noun clause to report what someone has said. Quotation marks are not used in reported speech.</p> <p>Note that if the main verb of the sentence (reporting verb) is simple past, the verb in the noun clause will usually be in a past form.</p>		<b>QUOTED SPEECH</b>	<b>REPORTED SPEECH</b>	a. “I play tennis everyday.”	He said he played tennis everyday.	b. “I am playing tennis.”	He said he is playing tennis.	c. “I have played tennis.”	He said he had played tennis.	d. “I played tennis.”	He said he had played tennis.	e. “I had played tennis.”	He said he had played tennis.	f. “I will play tennis.”	He said he would play tennis.	g. “I am going to play tennis.”	He said he was going to play tennis.	i. “I can play tennis.”	He said he could play tennis.	j. “I may play tennis.”	He said he might play tennis.	k. “I must play tennis.”	He said he had to play tennis.	l. “I have to play tennis.”	He said he had to play tennis.	m. “I should play tennis.”	He said he should play tennis.	n. “I ought to play tennis.”	He said he ought to play tennis.	o. “I might play tennis.”	He said he might play tennis.
<b>QUOTED SPEECH</b>	<b>REPORTED SPEECH</b>																														
a. “I play tennis everyday.”	He said he played tennis everyday.																														
b. “I am playing tennis.”	He said he is playing tennis.																														
c. “I have played tennis.”	He said he had played tennis.																														
d. “I played tennis.”	He said he had played tennis.																														
e. “I had played tennis.”	He said he had played tennis.																														
f. “I will play tennis.”	He said he would play tennis.																														
g. “I am going to play tennis.”	He said he was going to play tennis.																														
i. “I can play tennis.”	He said he could play tennis.																														
j. “I may play tennis.”	He said he might play tennis.																														
k. “I must play tennis.”	He said he had to play tennis.																														
l. “I have to play tennis.”	He said he had to play tennis.																														
m. “I should play tennis.”	He said he should play tennis.																														
n. “I ought to play tennis.”	He said he ought to play tennis.																														
o. “I might play tennis.”	He said he might play tennis.																														
<p>2. (a) “Play tennis!”</p> <p>(b) He <b>told</b> me to play tennis.</p> <p>3. (a) “Don’t enter this room.”</p> <p>(b) He <b>told</b> us not to enter this room.”</p>	<p>In reported speech, imperative sentences are changed to infinitives. The verb <b>tell</b> is used as the reporting verb instead of <b>say</b>.</p>																														
<p>4. (a) “Play tennis everyday.”</p> <p>(b) He <b>says</b> he <b>plays</b> tennis everyday.</p> <p>(c) He <b>has said</b> that he <b>plays</b> tennis everyday.</p> <p>(d) He <b>will say</b> that he <b>plays</b> tennis everyday.</p>	<p>When the reporting verb is simple present, present perfect, or future, the verb of a noun clause is not changed.</p>																														
<p>5. (a) “The sky is blue”</p> <p>(b) She said the sky is blue.</p>	<p>Sentences of general truth are not changed into past.</p>																														

This	That
These	Those
Here	There
Today	That day
Yesterday	The previous day
Ago	Before
Last week	The previous week
Tomorrow	The next/ the following day
Next week	The week after / the following week
Now	Then / at that moment, that time
Next year	The year after / the following year

In reported speech, the expressions of time and location are changed as in the box. See the changes in (6-b), (7-b) and (8-c).

6. (a) "She said, "I saw my uncle **this morning**."  
(b) She said that she had seen her uncle **that morning**.

7. (a) "I will fly to Istanbul **tomorrow**" he said.  
(b) He said that he would fly to Istanbul **the next day**.

8. (a) "I came **here last week**." The old man said.  
(b) The old man said he had come **there the previous week**.

## 8- REDUCTION OF NOUN CLAUSES

Noun clauses are usually reduced to infinitive phrases if the subjects of the clauses that form the sentence are the same. However, in some cases, noun clauses can also be reduced if the object of the main clause and the subject of the noun clause is identical as in example (6 - b) and (7 - b).

- (a) It's vital **that she see a doctor**.

(b) It is vital **for her to see a doctor**.
- (a) I am so happy **that I have been given a scholarship**.

(b) I am so happy **to have been given a scholarship**.
- (a) She is excited **that she is here**.

(b) She is excited **to be here**.
- (a) I don't know **what I should do**.

(b) I don't know **what to do**.
- (a) Do you know **when you should start**?

(b) Do you know **when to start**?
- (a) Could you please tell *me* **how I can get to the museum**?

(b) Could you please tell *me* **how to get to the museum**?
- (a) The teacher told *me* **when I should bring the term paper**.

(b) The teacher told *me* **when to bring the term paper**.
- (a) We haven't decided **whether we should get married this year**.

(b) We haven't decided **whether to get married this year**.



# CHAPTER 5

## ADJECTIVE (RELATIVE) CLAUSES

### 1- INTRODUCTION TO RELATIVE CLAUSES

Relative clauses are used to combine two simple sentences having *identical noun phrases*. Relative clauses function as adjectives in the sentence; they are used to modify the nouns in the sentences. Relative clauses are combined or embedded to the sentence by means of relative pronouns or relative adverbs that you can see below.

1- RELATIVE PRONOUNS	2- RELATIVE ADVERBS
<ul style="list-style-type: none"> <li>Who (For people as subject)</li> <li>Who (m) (For people as object)</li> <li>Which (For things or animals)</li> <li>That (For people, things and animals)</li> <li>Whose (Possessions)</li> </ul>	<ul style="list-style-type: none"> <li>Where (Place)</li> <li>When (time)</li> <li>Why (reason)</li> </ul>

### 2- USING RELATIVE PRONOUNS AS THE SUBJECT

<p>1. (a) <b>The boy</b> is happy. <b>He</b> passed the exam.          (b) The boy <b><u>who</u> passed the exam</b> is happy.          (c) The boy <b><u>that</u> passed the exam</b> is happy.</p> <p>2. (a) I stayed at <b>a hotel</b>. <b>It</b> was in the center of the city.          (b) I stayed at a hotel <b><u>which</u> was in the center of the city</b>.          (c) I stayed at a hotel <b><u>that</u> was in the center of the city</b>.</p> <p>3. (a) <b>The teacher</b> is in the classroom. <b>He</b> teaches us English.          (b) The teacher <b><u>who</u> teaches us English</b> is in the classroom.          (c) The teacher <b><u>that</u> teaches us English</b> is in the classroom</p> <p>4. (a) The car belongs to my father. It is on the left.          (b) The car <b><u>which</u> is on the left</b> belongs to my father.          (c) The car <b><u>that</u> is on the left</b> belongs to my father.</p>	<p>The bold parts of the <b>(b)</b> and <b>(c)</b> sentences of the examples are relative clauses and have the same meaning.</p> <p>The relative pronouns <b>who</b>, <b>which</b> and <b>that</b> are in the <b>subject position</b> of the relative clauses.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### 3- USING RELATIVE PRONOUNS AS THE OBJECT

<p>1. (a) <b>The film</b> was good. I watched <b>it</b> last night.          (b) The film <u><b>which I watched</b></u> last night was good.          (c) The film <u><b>that I watched</b></u> last night was good.          (d) The film Ø <b>I watched</b> last night was good.</p> <p>2. (a) The teacher liked the <b>term paper</b>. I gave <b>it</b> last week.          (b) The teacher liked term paper <u><b>which I gave last week</b></u>.          (c) The teacher liked term paper <u><b>that I gave last week</b></u>.          (d) The teacher liked term paper Ø <b>I gave last week</b>.</p> <p>3. (a) <b>The woman</b> is a doctor. I met <b>her</b> yesterday.          (b) The woman <u><b>who (m) I met yesterday</b></u> is a doctor.          (c) The woman <u><b>that I met yesterday</b></u> is a doctor.          (d) The woman Ø <b>I met yesterday</b> is a doctor.</p> <p>4. (a) <b>The apples</b> were too sour. We bought <b>them</b> from the market.          (b) The apples <u><b>which we bought from the market</b></u> were too sour.          (c) The apples <u><b>that we bought from the market</b></u> were too sour          (d) The apples Ø <b>we bought from the market were</b> too sour</p>	<p>The bold parts of the (b), (c), and (d) sentences of the examples are relative clauses and have the same meaning.</p> <p>The relative pronouns <b>who (m)</b>, <b>which</b> and <b>that</b> are in the <b>object position</b> of the relative clauses.</p> <p>Both <b>who</b> and <b>whom</b> can be used in the relative clauses <i>if the pronoun is in object position</i>. In subject position only <b>who</b> is acceptable.</p>
<p>5- (a) INCORRECT: The woman <u>who(m) I met <i>her</i></u> yesterday is a doctor.          (b) INCORRECT: The woman <u>that I met <i>her</i> yesterday</u> is a doctor.          (c) INCORRECT: The woman Ø <u>I met <i>her</i> yesterday</u> is a doctor.</p>	<p>Relative pronouns can be omitted when they function as an object of the verb in the relative clause.</p> <p>Object pronouns are not used in relative clauses. Example 5 is incorrect.</p>

### 4- USING RELATIVE PRONOUNS AS THE OBJECT OF A PREPOSITION

<p>1. (a) This is <b>the student</b>. I told you <b>about him</b>.          (b) This is the student <u><b>about whom</b></u> I told you.          (c) This is the student <u><b>whom</b></u> I told you <u><b>about</b></u>.          (d) This is the student <u><b>that</b></u> I told you <u><b>about</b></u>.          (e) This is the student Ø I told you <u><b>about</b></u>.</p> <p>2. (a) The song was very romantic. We listened to it.          (b) The song <u><b>to which we listened</b></u> was very romantic.          (c) The song <u><b>which we listened to</b></u> was very romantic.          (d) The song <u><b>that we listened to</b></u> was very romantic.          (e) The song Ø <b>we listened to</b> was very romantic.</p>	<p>Prepositions can be used at the beginning of a relative clause or after the verb of a relative clause. Using prepositions after the verb is more common.</p> <p>Prepositions never come at the beginning of a relative clause if the relative pronoun is <b>that</b> or <b>who</b>, as in example 3.</p>
<p>3. INCORRECT: The song <i>to that</i> we listened was very romantic.          INCORRECT: This is the student <i>about who</i> I told you.</p>	

**5- USING WHOSE IN RELATIVE CLAUSES**

<p>1. (a) <b>The man</b> called the police. <b>His car</b> was stolen.  (b) The man <u><b>whose car</b></u> was stolen called the police.</p> <p>2. (a) <b>The teacher</b> gives hard tests. I am taking <b>his course</b>.  (b) The teacher <u><b>whose course</b></u> I am taking gives hard tests.</p> <p>3. (a) This is <b>the girl</b>. I borrowed <b>her books</b>.  (b) This is the girl <u><b>whose books</b></u> I borrowed.</p>	<p><b>Whose</b> is used to express possession and has the same meaning as other possessive pronouns used as adjectives: <b>his, her, its</b> and <b>their</b>.</p> <p><b>Whose</b> cannot be omitted.</p>
<p>4. (a) This is <b>the car</b>. <b>Its seats</b> are leather.  (b) This is the car <u><b>whose seats</b></u> are leather.</p> <p>5. (a) I have an <b>antique table</b>. <b>Its value</b> is over \$ 1000.000.  (b) I have an antique table <u><b>whose value</b></u> is over \$ 1000.000.</p>	<p><b>Whose</b> can be used to modify things, too, as in 4 and 5.</p>

**6- USING WHERE IN RELATIVE CLAUSES**

<p>1. (a) That is <b>the village</b>. I was born <b>there</b>.  (b) That is the village <u><b>where</b></u> I was born.  (c) That is the village <u><b>in which</b></u> was born.  (d) That is the village <u><b>which</b></u> I was born <u><b>in</b></u>.  (e) That is the village <u><b>that</b></u> I was born <u><b>in</b></u>.  (f) That is the village Ø I was born <u><b>in</b></u>.</p> <p>2. (a) <b>The restaurant is fantastic. We had lunch there.</b>  (b) The restaurant <u><b>where</b></u> we had lunch was fantastic.  (c) The restaurant <u><b>at which</b></u> we had lunch was fantastic.  (d) The restaurant <u><b>which</b></u> we had lunch <u><b>at</b></u> was fantastic.  (e) The restaurant <u><b>that</b></u> we had lunch <u><b>at</b></u> was fantastic.  (f) The restaurant Ø we had lunch <u><b>at</b></u> was fantastic.</p>	<p><b>Where</b> is used in relative clauses in order to modify a place.</p> <p>If <b>where</b> is used, prepositions are not included in the relative clauses. <i>If <b>where</b> is not used, prepositions must be used.</i></p> <p>Prepositions are not used immediately before <b>that</b>.</p>
<p>3. INCORRECT: (a) The restaurant <u><b>at where</b></u> we had lunch was fantastic.  INCORRECT: (b) The restaurant <u><b>at that</b></u> we had lunch was fantastic.</p>	

**7- USING WHEN IN RELATIVE CLAUSES**

<p>1. (a) 1975 is <b>the year</b>. I was born <b>then</b>.          (b) 1975 is the year <b><u>when</u></b> I was born.          (c) 1975 is the year <b><u>in which</u></b> I was born.          (d) 1975 is the year <b><u>that</u></b> I was born.          (e) 1975 is the year Ø I was born.</p> <p>2. (a) Tuesday is <b>the day</b>. The holiday will start <b>then</b>.          (b) Tuesday is the day <b><u>when</u></b> the holiday will start.          (c) Tuesday is the day <b><u>on which</u></b> the holiday will start.          (d) Tuesday is the day <b><u>that</u></b> the holiday will start.          (e) Tuesday is the day Ø the holiday will start.</p>	<p><b>When</b> is used in relative clauses in order to modify a <i>noun of time</i>.</p> <p>The use of preposition in relative clauses modifying time is a little different from other relative clause patterns. A preposition can only be used preceding <b><u>which</u></b>, as in (1-c) and (2-c); there is no other possibility for a preposition.</p>
<p>INCORRECT: (a) Tuesday is the day <u>on when</u> the holiday will start.          INCORRECT: (b) Tuesday is the day <u>on that</u> the holiday will start.          INCORRECT: (c) Tuesday is the day <u>which</u> the holiday will start <u>on</u>.</p>	<p>See the common mistakes on use of prepositions in relative clauses modifying a noun of time.</p>

## 8- PUNCTUATION IN RELATIVE CLAUSES (Defining vs. Non-defining)

<p>There are two types of relative clauses.</p> <p>1- <b>Defining relative clauses.</b></p> <p>2- <b>Non-defining relative clauses.</b></p> <p>If the relative clause is necessary to identify the noun it modifies, commas are not used. This kind of relative clauses is called as defining relative clauses.</p> <p>If the relative clause is not necessary to identify the noun it modifies; in other words, if the noun that the relative clause modifies is a specific noun ( or a proper noun), commas are used in the beginning and at the end of relative clauses. This kind of relative clauses is called as non-defining relative clauses. Non-defining relative clauses are used only to give additional information about the nouns they modify.</p>	
<p>1) The secretary <u>who works at the trade department</u> knows five languages.</p> <p>2) <b>Mrs. Emerson</b>, <u>who works at the trade department</u>, knows five languages.</p> <p>3) The architect <u>who built this mosque</u> was a genius.</p> <p>4) <b>Mimar Sinan</b>, <u>who built this mosque in 1450s</u>, was a genius.</p> <p>5) The man <u>who started this company</u> died of hearth attack.</p> <p>6) <b>Atatürk</b>, <u>who established Turkish Republic in 1923</u>, died in 1938.</p> <p>7) Ankara, <u>which is the capital city of Turkey</u>, has an interesting history.</p>	<p>In (1): There is no need to commas because the relative clause is necessary to identify <i>which secretary</i> is meant. The relative clause in this sentence is a defining relative clause.</p> <p>In (2): The adjective clause simply gives additional information; it doesn't identify the noun because it is already specific. Therefore, commas are used to show that it is a non-defining relative clause. With proper nouns, relative clauses are always used with commas because they are always specific and don't need to be identified.</p> <p>In (5): No commas are used because the relative clause identifies which man died of heart attack. It is a defining relative clause.</p> <p>In (6): Commas are used because the relative clause doesn't identify which Atatürk established TR. It only gives additional information about Atatürk.</p>
<p>8) The students <u>who passed the proficiency exam</u> were given a scholarship.</p> <p>The students, <u>who passed the proficiency exam</u> , were given a scholarship</p>	<p>In (8): the speaker expresses that only the students who passed the exam were given a scholarship. In the sentence, the relative clause identifies which students were given a scholarship; therefore it is a defining relative clause and commas are not used.</p>
<p>INCORRECT:</p> <p>(10) The students, <u>that</u> passed the proficiency exam, were given a scholarship.</p> <p>INCORRECT:</p> <p>(11) Ankara ,<u>that</u> is the capital of Turkey, is a big city.</p>	<p>In (9): the speaker expresses that all the students passed the exam and they are all given a scholarship. The relative clause in this sentence is non-defining, and it doesn't identify the students; therefore, it is used between commas. <del>It just gives an additional information</del></p> <p><b>THAT</b> is not used in non-defining relative clauses. So, the sentences (10) and (11) are incorrect.</p>

**9- USING QUANTIFIERS IN RELATIVE CLAUSES**

<ol style="list-style-type: none"> <li>(a) I have two secretaries. Both of <b>them</b> speak English. (b) I have two secretaries, <b>both of whom</b> speak English</li> <li>(a) She bought many carpets from Turkey. Most of <b>them</b> were hand-made. (b) She bought many carpets from Turkey, <b>most of which</b> were hand-made.</li> <li>(a) I have three brothers. All of <b>them</b> are doctors. (b) I have three brothers, <b>all of whom</b> are doctors.</li> <li>(a) We talk about Sally. One of <b>her</b> problems is her marriage. (b) We talked about Sally, <b>one of whose problems</b> is her marriage.</li> </ol>	<p>Expressions of quantity are used with <b>of</b> in relative clauses; <i>some of, a little of, all of, most of, both of, either of, several of</i> etc...</p> <p>Quantifiers come before the pronoun. Only <b>whom, which</b> and <b>whose</b> are used in this pattern.</p> <p>Relative clauses that begin with expressions of quantity are non-defining relative clauses, so commas are used.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**10- USING SUPERLATIVES IN RELATIVE CLAUSES**

<ol style="list-style-type: none"> <li>(a) There are many mountains in Turkey. The highest of <b>them</b> is Mt. Ağrı. (b) There are many mountains in Turkey, <b>the highest of which</b> is Mt. Ağrı.</li> <li>(a) I have seen many cities. The most beautiful of <b>them</b> is Istanbul. (b) I have seen many cities, <b>the most beautiful of which</b> is Istanbul.</li> </ol>	<p>See how the superlative forms are used in relative clauses. They follow the same pattern as quantifiers.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------

**11- MODIFYING A WHOLE SENTENCE WITH WHICH**

<ol style="list-style-type: none"> <li>(a) Brian didn't come to the party. That surprised everybody. (b) Brian didn't come to the party, <b>which</b> surprised everybody.</li> <li>(a) I couldn't finish writing the reports. This made my boss angry. (b) I couldn't finish writing the reports, <b>which</b> made my boss angry.</li> <li>(a) I signed the contract without reading it. This was really stupid of me. (b) I signed the contract without reading it, <b>which</b> was really stupid of me.</li> </ol>	<p>In all examples, <b>this</b> and <b>that</b> refer to the whole sentence that comes before. Similarly, the relative clauses starting with <b>which</b> modify the idea of whole sentence.</p> <p>Relative clauses that modify a whole sentence with <b>which</b> are non-defining, so they are separated from the sentence with a comma.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**12- MODIFYING A WHOLE SENTENCE WITH WHICH**

<p>1. (a) I read an article. The title of the article is <i>Racism in Modern World</i>.          (b) I read an article, <b>the title of which</b> is <i>Racism in Modern World</i>.</p> <p>2. (a) They made an experiment. The result of the experiment was shocking          (b) They made an experiment, <b>the result of which</b> was shocking.</p>	<p>The adjective clauses that include <b>noun+of which</b> carries the meaning of <b>whose</b>.</p> <p>Commas are used.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------

**13- REDUCTION OF RELATIVE CLAUSES : ACTIVE CONSTRUCTIONS**

Active constructions in relative clauses are reduced to <b><u>-ing participles</u></b> .	
<p>1. (a) The man <b>who is sitting</b> on the desk is my chemistry teacher.          (b) The man Ø Ø <b>sitting</b> on the desk is my chemistry teacher.</p> <p>2. (a) The people <b>who are attending</b> the meeting are from China.          (b) The people Ø Ø <b>attending</b> the meeting are from China.</p> <p>3. (a) The people <b>who are waiting</b> for the bus are getting nervous.          (b) The people Ø Ø <b>waiting</b> are getting nervous.</p> <p>4. (a) I like watching the children <b>who are playing</b> in the garden.          (b) I like watching the children Ø Ø <b>playing</b> in the garden.</p>	<p>If the relative clause contains verb (to) <b>be</b>, omit the pronouns and the <b>be</b> form as in examples (1-b), (2-b), (3-b).</p>
<p>5. (a) Anyone <b>who wants</b> to join the meeting should call Mr. Watson.          (b) Anyone <b>wanting</b> to join the meeting should call Mr. Watson.</p> <p>6. (a) The students <b>who come</b> to English Club learn English well.          (b) The students <b>coming</b> to English Club learn English very well.</p> <p>7. (a) The scientists <b>who study</b> on prehistoric animals have made some important discoveries.          (b) The scientists <b>studying</b> on prehistoric animals have made some important discoveries</p>	<p>If the verb of the relative clause is not <b>be</b>, omit the subject pronoun and change the verb to its <b>-ing form</b>.</p>
<p>8. (a) Our company needs a manager <b>who has</b> excellent management skills.          (b) Our company needs a manager <b>having</b> excellent management skills          (c) Our company needs a manager <b>with</b> excellent management skills</p> <p>10. (a) They have a baby girl <b>who has</b> blue eyes.          (b) They have a baby girl <b>having</b> blue eyes.          (c) They have a baby girl <b>with</b> blue eyes.</p>	<p>The relative clauses containing the verb <b>have</b> indicating possession may be reduced by using <b>with</b>, as in examples (9-c) and (10-c).</p>

**14- REDUCTION OF RELATIVE CLAUSES : PASSIVE CONSTRUCTIONS**

Passive constructions in relative clauses are reduced to <u>PAST PARTICIPLES (V3)</u>	
<p>9. (a) The report <b>which is prepared</b> for the seminar ....          (b) The report <b>which was prepared</b> for the seminar...          (c) The report <b>which has been prepared</b> for the seminar...          (d) The report <b>which had been prepared</b> for the seminar...          become;          (e) The report <b>prepared</b> for the seminar...</p> <p>10. (a) The man <b>who was killed by the robbers</b> was found in the forest.          (b) The man <b>killed by the robbers</b> was found in the forest.</p> <p>11. (a) The soldiers <b>who were surrounded by the enemy</b> had to drop their weapons.          (b) The soldiers <b>surrounded by the enemy</b> had to drop their weapons.</p> <p>12. (a) The woman <b>who was being interviewed by the committee</b> left the room angrily.          (b) The woman <b>being interviewed by the committee</b> left the room angrily.</p> <p>13. (a) The room <b>that is being cleaned</b> will be given to me.          (b) The room <b>being cleaned</b> will be given to me.</p>	<p>Passive: be+V3</p> <p>If the relative clause contains verb (to) <b>be</b>, omit the pronouns and the <b>be</b> form as in examples.</p> <p>Note that relative clauses 9a, 9b, 9c, 9d are all reduced as in 9e: <i>prepared</i>.</p> <p>The passive forms of present continuous and the past continuous tenses in relative clauses are reduced as in 12-b and 13-b.</p>

**15- REDUCTION OF RELATIVE CLAUSES : TO BE**

When the relative clauses containing verb <b>to be</b> are reduced, the remaining part could be ;	
<p><b>1. -ing participle ( if it is active)</b>          a) The people <b>who are walking on the street</b> are getting wet.          b) The people <math>\emptyset</math> <math>\emptyset</math> <b>walking on the street</b> are getting wet.</p> <p><b>2. Past participle – V3 ( if it passive)</b>          c) The students <b>who were given a scholarship</b> were very happy.          d) The students <math>\emptyset</math> <math>\emptyset</math> <b>given a scholarship</b> were very happy.</p> <p><b>3. A prepositional phrase</b>          e) The files <b>which are on the table</b> belongs to my company.          f) The files <math>\emptyset</math> <math>\emptyset</math> <b>on the table</b> belongs to my company.</p> <p><b>4. An adjective</b>          g) The manager <b>who was responsible for the delay</b> was fired.          h) The manager <math>\emptyset</math> <math>\emptyset</math> <b>responsible for the delay</b> was fired.</p> <p><b>5. An adverb of location</b>          i) The doors <b>which are inside</b> need to be repaired.          j) The doors <math>\emptyset</math> <math>\emptyset</math> <b>inside</b> need to be repaired.</p>	
40	



**16- REDUCTION OF RELATIVE CLAUSES INTO INFINITIVE PHRASES**

<p>1. (a) Mr. Chapman was <u>the first guest</u> <b>who came</b> to the party. (b) Mr. Chapman was <u>the first guest</u> <b>to come</b> to the party.</p> <p>2. (a) <u>The next person</u> <b>who enters</b> the shop will be given a present. (b) <u>The next person</u> <b>to enter</b> the shop will be given a present.</p> <p>3. (a) Captain Brown was <u>the last person</u> <b>who left</b> the sinking ship. (b) Captain Brown was <u>the last person</u> <b>to leave</b> the sinking ship.</p>	<p>Relative clauses containing <b>ordinal numbers</b> (<i>the first, the second, the third, the next, the last etc...</i>) are replaced by infinitive phrases.</p>
<p>4. (a) Morris was <u>the only person</u> <b>who survived</b> in the accident. (b) Morris was <u>the only person</u> <b>to survive</b> in the accident.</p> <p>5. (a) Elizabeth is the <u>only woman</u> <b>who will be promoted</b> this year. (b) Elizabeth is the <u>only woman</u> <b>to be promoted</b> this year.</p>	<p>Relative clauses containing <b>the only</b> are replaced by infinitive phrases.</p>
<p>6. (a) Peter was <u>the oldest student</u> <b>who finished</b> the school last year. (b) Peter was <u>the oldest student</u> <b>to finish</b> the school last year.</p> <p>7. (a) This is <u>the biggest branch office</u> <b>that will be opened</b> this year. (b) This is <u>the biggest branch office</u> <b>to be built</b> this year.</p>	<p>Relative clauses containing <b>superlative forms</b> are replaced by infinitive phrases.</p>
<p>8. (a) She has a lot of homework <b>which she must finish</b> this evening. (b) She has a lot of homework <b>to finish</b> this evening.</p> <p>9. (a) I don't have much free time <b>when I can attend</b> French classes. (b) I don't have much free time <b>to attend</b> French classes.</p> <p>10. (a) In this company, the rules <b>that must be obeyed</b> are simple. (b) In this company, the rules <b>to be obeyed</b> are simple.</p> <p>11. (a) It is not a company <b>that can be trusted</b>. (b) It is not a company <b>to be trusted</b>.</p> <p>12. (a) It is not the true way <b>which should be followed</b>. (b) It is not a company <b>to be followed</b>.</p>	<p>Relative clauses containing <b>modals</b> are replaced by infinitive phrases</p>

## 17- REDUCTION OF NON-DEFINING RELATIVE CLAUSES

In addition to the same procedure followed in reduction of defining relative clauses, non-defining clauses are preposed after reduction. In other words, a non-defining relative clause is placed at the beginning of the sentence after it is reduced. Follow the examples:

1. (a) Ankara, **which is the capital city of Turkey**, has an interesting history.  
 (b) Ankara, ~~Ø~~ ~~Ø~~ **the capital city of Turkey**, has an interesting history.  
 (c) **The capital city of Turkey**, Ankara has an interesting history.
  
2. (a) Kapadokia, **which has a fantastic view and history**, is visited by thousands of tourists every year.  
 (b) Kapadokia, **having fantastic view and history**, is visited by thousands of tourists every year.  
 (c) **Having fantastic view and history**, Kapadokia is visited by thousands of tourists every year.
  
3. (a) The new software, **which is available in only big computer shops**, is very expensive to buy.  
 (b) The new software, **available in only big computer shops**, is very expensive to buy.  
 (c) **Available in only big computer shops**, the new software is very expensive to buy.
  
4. (a) Mr. White, **who was the first worker who retired from the new factory last year**, won a lottery yesterday.  
 (b) Mr. White, **the first worker to retire from the new factory last year**, won a lottery yesterday.  
 (c) **The first worker to retire from the new factory last year**, Mr. white won a lottery yesterday.

## CHAPTER 6

### CONDITIONAL SENTENCES AND WISHES

#### 1. INTRODUCTION TO CONDITIONAL SENTENCES

<p>a) <u>If I pass all my exams, I will organize a great party.</u>  <b>Condition (If clause)                      Result Clause</b></p> <p>b) <u>I will organize a great party if I pass all my exams</u></p>	<ul style="list-style-type: none"> <li>Conditional sentences are used to talk about present, past and future conditions and their results. Thus, a conditional sentence has two parts; <b>the If clause and a result clause.</b></li> <li>When the If clause is used before the result clause, a comma is used to separate the two clauses. As in (a).</li> <li>Nevertheless, when the result clause is used in the beginning, no commas are used. As in (b)</li> </ul>
<p>a) If I have time, I watch TV every evening.  b) If I have time, I will watch TV this evening.  c) If I had time, I would watch TV now.  d) If I had had time, I would have watched TV yesterday evening.</p>	<ul style="list-style-type: none"> <li>Conditional sentences differ according to time and reality. Conditional sentences have special verb forms in accordance with the concept of time and reality.</li> </ul>

#### 2. CONDITIONAL SENTENCES: GENERAL FACT & USUAL ACTIVITY ( ZERO CONDITIONAL)

<p>a) If the winter comes, it snows in New York.  b) If you disobey the traffic rules, you get punished.  c) If you mix blue with yellow, you get green.  d) If I have free time, I surf on the web.</p>	<p>A speaker uses this type of a conditional sentence when the condition and the result never change. These ideas may be utterances of facts, as in (a),(b),(c) or usual happenings, as in (d).</p>
<p><b>Rule: If + Simple present, Simple present</b></p> <p>e) if the winter comes = when the winter comes</p>	<p>Using simple present in the If Clause is the same as using it in the time Clause When, as in (e).</p>

#### 3. CONDITIONAL SENTENCES TYPE I: POSSIBLE CONDITION IN THE PRESENT OR FUTURE

<p>a) If I work hard this year, I will get a promotion.  b) If I see Recy, I will give you message.  c) If I pass all my exams, I will get my diploma.</p>	<p>A speaker uses this type of conditional sentence when he expects the condition to happen. He simply says that there is a condition for my expectation to come true.</p>
<p><b>General Rule: If + Simple present, will + verb<sub>1</sub></b></p>	<p>The simple present is used in the If Clause and in the result clause will, can, might is used to indicate the possibility of the mentioned condition to happen.</p>

<p><b>Additional Rule:</b> <b>If + Simple present, present modals + verb<sub>1</sub></b></p>	<p>The use of modals in the result clause indicates what modality may the condition cause., such as possibility, obligation, advice, ect..</p>
<p><b>Possibility</b> a) If the weather gets worse, the flight may be diverted. b) If you consult Prof. Roth, he might help you</p>	<p>The use of may &amp; might shows weak possibility in the conditionals.</p>
<p><b>Permission</b> a) If all your documents are ready, you may enter. b) May I leave class early If it is OK? c) You can make a phone call if you talk only for a minute.</p>	<p>The use of may &amp; can indicate permission in conditionals.</p>
<p><b>Obligation</b> a) If you want to go abroad, you must have a passport. b) If you leave work early, you have to report to the admin.</p>	
<p><b>Advice &amp;Warning</b> a) If you feel worse, you should see a doctor. b) If you want to pass, you should study harder. c) If Mr. Jenkins returns, you had better leave here. d) If the pressure keeps increasing, turn the valve left.</p>	
<p><b>Threat</b> a) If you tell our secret anyone, I will kill you! b) If you keep coming late for work, I will fire you!</p>	

#### 4. CONDITIONAL SENTENCES TYPE II : IMPOSSIBLE CONDITION IN THE PRESENT OR FUTURE

<p>a) Jack and I never talk to each other, but if he talked to me, I would talk to him as well. c) I don't have enough time to help you, but if I had, I would help you. d) If I were you, I would accept his offer without doubt. e) If he were here now, we could consult him.</p>	<p>The use of the simple past tense indicates an impossibility of a condition in the present. That is, the use of this type means that “ such a condition does not exist, and such a result may never come true.</p> <p><b>Were</b> used for both singular and plural subjects and <b>was</b> is never used in the conditional sentences.</p>
<p><b>Rule: If + simple past, would &amp; could + verb<sub>1</sub></b></p>	

<b>Conditional Sentences Type II can be used in the following situations as well;</b>	
<b>When an assumption is contrary to fact</b>	
a)	If water boiled at 40 C <sup>0</sup> , there would be no life on the earth.
b)	If man had three eyes, it would be easier for us to view things
<b>When the action in the If Clause is not expected to happen</b>	
a)	If your dead uncle suddenly appeared here, what would you do?
b)	What would you do first, If you were given the chance to be the president of your country?

## 5. CONDITIONAL SENTENCES TYPE III : IMPOSSIBLE CONDITION IN THE PAST

<p>a) I couldn't attend the meeting yesterday because I was sick. <b><i>If I had not been sick, I would have attended the meeting.</i></b></p> <p>b) A terrible flood damaged the whole town and many people were killed in the disaster. But, <b><i>if the people had been given a warning, they would have escaped to safety.</i></b></p>	<p>This type of conditional sentences only talk about completed actions in the past and they mean that "such a fact did not exist and nor did a such a result".</p> <p>If clauses type II and type III are merely assumptions on events which can never come true or which never happened.</p>
<div style="border: 1px solid black; padding: 5px; background-color: #fde9d9;"> <p><b>Rule: If had verb<sub>3</sub>, would</b> <b>Could + have verb<sub>3</sub></b> <b>Might</b></p> </div>	
<p><b>Compare</b></p> <p>a) If I had had time, I would have helped you.</p> <p>b) If I had had time, I could have helped you.</p> <p>c) If I had had time, I might have helped you.</p>	<p><b><i>Would</i></b> states a desired but not full filled action.</p> <p><b><i>Could</i></b> talks about a possible option which did not applied.</p> <p><b><i>Might</i></b> expresses a slight possibility which was not applied.</p>

## 6. CONDITIONAL SENTENCES MIXED TYPE

<p><b>Mixed Type conditional sentences are combinations of Type II and Type III.</b> This type is selected when the time in the If Clause and the time in the result clause are different. Mixed Type conditionals talk about un-true situations, Therefore, they do not reflect facts, but assumptions that can never come true or never came true.</p>	
<p><b>A true Situation</b></p> <p>a) I don't understand this class because I did not study well last night</p> <p>b) She doesn't have a passport, so she couldn't get a visa yesterday.</p>	<p><b>Mixed type Conditional</b></p> <p>c) <u>If I had studied well <b><i>last night</i></b>, I would understand it <b><i>now</i></b>.</u></p> <p style="text-align: center;"><b>Past</b> <span style="float: right;"><b>present</b></span></p> <p>d) <u>If she <b><i>had</i></b> a passport, she <b><i>could have</i></b> gotten a visa.</u></p> <p style="text-align: center;"><b>Present</b> <span style="float: right;"><b>Past</b></span></p>

**7. IMPLIED CONDITIONS**

<p>a) I would have joined you, <b>but</b> I had to study</p> <p>b) He never would have solved it <b>without</b> your assistance.</p>	<p>The if clause is often omitted and implied for ease in English., but conditional verb forms are still used in the result clause.</p> <p>In (a) implied condition is : If I hadn't had to study, In (b) implied condition is : If You hadn't assisted him.</p>
<p>d) I took a taxi. <b>Otherwise</b>, I would have missed the plane</p> <p>e) I took his address, <b>or else</b>, I wouldn't have been able to find his apartment.</p>	<p>Both Otherwise and or else are used to imply an If clause as in (d) and (e)</p>

**8. OTHER CONSTRUCTIONS SHOWING CONDITIONS ( ADVANCED)**

<p><b>Should in If Clauses</b></p> <p>a) <b>If you should need further information</b>, please contact me.</p> <p>b) <b>If you should not reach me</b>, call Mrs. Collins.</p>	<p>Should in If clauses indicate weak expectation. The speaker doesn't even expect such a thing to happen.</p> <p><b>If + should = in case</b></p>
<p><b>Will &amp; Would in If Clauses</b></p> <p>a) Politeness</p> <ul style="list-style-type: none"> <li><b>If you will wait a moment</b>, I will see if Mrs. Roth is here.</li> <li>I would be grateful, <b>if you would arrange an invitation for me</b></li> </ul> <p>b) Request</p> <ul style="list-style-type: none"> <li><b>If you would just sign here</b> = please sign here.</li> <li><b>If you would open your books</b> = please open your books.</li> </ul> <p>c) Denial (If + won't)</p> <ul style="list-style-type: none"> <li><b>If you won't listen to me</b>, how can I help you?</li> <li><b>If the car won't start</b>, I will leave it here.</li> </ul> <p>d) Persistence (If + will)</p> <ul style="list-style-type: none"> <li><b>If you will keep doing that</b>, I will kill you.</li> <li><b>If you will watch TV all night</b>, I will go home.</li> </ul>	<p><b>Will &amp; would</b> are not normally used in If clauses since they show result. However, when a speaker feels necessity for kindness, will and would might be used to express high level of politeness.</p>
<p><b>Be + infinitive in If Clauses</b></p> <ul style="list-style-type: none"> <li>Anyone must study hard <b>if he is to succeed</b>.</li> <li>Serious precautions must be taken, <b>if inflation is to be taken under control</b>.</li> <li>You had better study harder <b>if you are to pass your classes</b></li> </ul>	<p>If clauses rarely contain <b>be + infinitive</b> in order to express purpose.</p>

<div>Whether or not</div> <ul style="list-style-type: none"> <li>I am going to get married with him <b>whether or not he loves me</b></li> <li>I am certainly going to fail <b>whether I study or not.</b></li> </ul>	<p><b>Whether or not</b> states the idea that whatever the condition is, the result will not change. It doesn't matter.</p>
<div>Even If</div> <ul style="list-style-type: none"> <li>I am going to get married with him <b>even if he doesn't love me</b></li> <li>I am certainly going to fail <b>even if I study.</b></li> </ul>	<p><b>Even if</b> is very close in meaning to <b>whether or not</b> since it also reflects the idea that it doesn't matter.</p>
<div>In case &amp; In the event that</div> <ul style="list-style-type: none"> <li>The weather seems fine, but I will take my umbrella <b>in case it rains.</b></li> <li>The weather seems fine, but I will take my umbrella <b>in the event that it rains.</b></li> <li>Do not hesitate to contact me <b>in case you need further information.</b></li> <li>Do not hesitate to contact me <b>in the event that you need further information.</b></li> </ul>	<p><b>In case</b> and <b>in the event that</b> indicate weak expectations of the speaker. <b>In case</b> and <b>in the event that</b> mean "If by chance this should happen"</p> <p><b>In the event that</b> is more formal than <b>in case</b>. "<b>Should</b>" may be used with <b>In case</b> and <b>in the event that</b> to express uncertainty about the future</p>
<div>UNLESS ( If....not)</div> <ul style="list-style-type: none"> <li>I will do my homework <b>unless</b> I am tired.</li> <li>I will do my homework <b>if</b> I am <b>not</b> tired.</li> <li>I won't accept the job offer <b>unless</b> they pay me well.</li> <li>I won't accept the job offer <b>if</b> they <b>don't</b> pay well</li> </ul>	<p><b>Unless = if .....not</b></p> <p>There is no difference between using <b>unless</b> or <b>if...not</b>.</p> <ul style="list-style-type: none"> <li>Sentences with <b>unless</b> are always affirmative. That is <b>unless</b> cannot be used in negative sentences.</li> </ul>
<div>ONLY IF &amp; PROVIDED (THAT) PROVIDING (THAT)</div> <p>a) She will accept the job offer <b>only if</b> she is given an office.</p> <p>b) She will accept the job offer <b>provided</b> she is given an office.</p> <p>c) Only if she is given an office will she accept the job offer</p>	<p><b>Only if &amp; provided</b> give the idea that there is only one condition to meet the result. there is no other choice.</p> <p>In example (a) &amp; (b), the speaker is simply saying : <i>She won't accept the job offer if she is not given an office. If this condition is not provided, she definitely won't accept the offer.</i></p> <ul style="list-style-type: none"> <li>If the sentence begins with <b>only if</b>, inversion is required in the main clause. As in (c)</li> </ul>

<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>IF ONLY</b></div> <p>a) <b>If only</b> he comes on time. = <b>I wish</b> he comes on time  b) <b>If only</b> he didn't smoke. = <b>I wish</b> he didn't smoke  c) <b>if only</b> you hadn't said that = <b>I wish</b> you hadn't said that</p>	<p><b>If only</b> means <b>I wish</b> and it can be used for wishes.</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>But for &amp; If it weren't for.../ If it hadn't been for</b></div> <ul style="list-style-type: none"> <li>▪ My grand father pays my fees. <b>But for that</b> I wouldn't be able to continue my education.</li> <li>▪ My grand father pays my fees. <b>If it weren't for</b> my grand father I wouldn't be able to continue my education.</li> <li>▪ Jack saved my life yesterday. <b>If it hadn't been</b> for Jack, I would have died.</li> </ul>	<p><b>But for, If it weren't for &amp; If it hadn't been for</b> means if something did not exist, the present condition could never be met.</p>

## 9. USING AS IF / AS THOUGH

<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Possible in the Future</b></div> <p>a) it looks I <b>as if</b> it is going to rain.  b) it looks <b>as though</b> it is going to rain.</p>	<p><b>As if &amp; as though</b> are followed by a clause and the use of future is normal with them.  <b>As if &amp; as though</b> is used to indicate that the speaker expects some thing to happen in the very near future.</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Unreal in the Present &amp; Past</b></div> <div style="border: 1px solid black; padding: 2px;"><b>True Situation (reality)</b></div>	<div style="border: 1px solid black; padding: 2px;"><b>Using As if &amp; as though</b></div>
<p>a) He is not a little child.  b) She did not fall in to a swimming pool  c) She will pay.</p>	<p>The teacher talked to him <b>as if he were a little child</b>.  After the rain, she looked <b>as if she had fallen into a swimming pool</b>.  She acted <b>as though she wouldn't pay</b>.</p> <ul style="list-style-type: none"> <li>▪ Note that the use of verb tenses is the same as in conditional sentences when the situations are <b>untrue</b>.</li> </ul>

## 10. REDUCTION OF IF CLAUSES ( OMMITING IF)

<p>a) <u>if I were you</u>, I wouldn't say that. = <b>Were I you</b>, I wouldn't say that  c) <u>If I had studied</u> , I would have passed = <b>had I studied</b>, I would have passed.  d) <u>If you should need</u> help, call me = <b>Should you need help</b>, call me</p>	<p>If can be omitted with were, had V<sub>3</sub> and should and inversion is made.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------



**11. VERB FORMS FOLLOWING WISH**

	<b>REALITY (The True situation)</b>	<b>MAKING A WISH (Untrue)</b>	<b>Wish + Noun Clause</b>
<b>Wishes about future situations.</b>	a) she will not come c) he isn't going to return e) she can't pass.	b) I wish she <u>would come</u> d) I wish he <u>were going to return</u> . f) I wish she <u>could pass</u> .	<b>Would, could and were going to</b> indicate wishes about future happenings.
<b>Wishes about present situations</b>	a) I don't understand it. c) He is sleeping right now. e) he can't swim.	b) I wish I <u>understood it</u> . d) I wish he <u>weren't sleeping right now</u> . f) I wish he <u>could swim</u>	As in conditional sentences, <b>Simple past tense indicates unreality in the present</b> in wish sentences.
<b>Wishes about Past situations.</b>	a) Jane didn't tell me the truth b) Jason could not pass.	b) I wish she <u>had told me the truth</u> d) I wish he <u>could have passed</u> .	As in conditional sentences, the <b>past perfect indicates unreality in the past</b> in wish sentences.

**12. USING WOULD FUTURE WISHES**

a) she is crying. <b>I wish she would stop crying.</b> b) I am waiting for John. <b>I wish he would come soon.</b>	<b>Would</b> is used to indicate that the speaker wants something to happen in the future. Instead of doing something, the speaker hopes some thing to happen.
d) I think you are very special. <b>I wish you would marry me.</b> e) I really exhausted. <b>I wish you would drive me home.</b>	<b>I wish you would</b> is a polite way of making a request. The speaker simply implies his request by using this strycture.

**OTHER CONSTRUCTIONS SHOWING WISHES (ADVANCED)****13. OTHER CONSTRUCTIONS SHOWING WISHES (ADVANCED)**

a) If only he were alive now b) If only ha had given me another chance.	<b>If only = I wish</b>
c) I would rather he lived in Ankara. d) I would rather he had given me another chance.	<b>Would rather + someone + simple past = present wish. As in (c)</b> <b>Would rather + someone + pas perfect = past wish. As in (d)</b>
e) My father won't let me drive his car. <b>I would just as soon he did.</b> f) My father won't let me drive his car. <b>I would sooner he did.</b>	<b>Would just as soon &amp; would sooner + someone+ simple past</b> may be used instead of a future wish.
g) Everybody! It's time you went home.	<b>It is time somebody + simple past</b> indicates present wish.

## CHAPTER 7

# THE PASSIVE VOICE

### 1. WHY PASSIVE VOICE?

<ul style="list-style-type: none"> <li>▪ <b>Corn</b> is grown in Canada (<i>Who grows Corn is not important.</i>)</li> <li>▪ <b>This car</b> was made in Germany (<i>Who produced this car is not known or not important</i>)</li> </ul>	We generally use the passive voice when the real subject is not known.
<ul style="list-style-type: none"> <li>▪ <b>The Lord Of the Flies</b> was written by <b>William Golding</b>.</li> <li>▪ <b>The first light bulb</b> was invented by <b>Thomas Edison</b>.</li> </ul>	Occasionally we use the passive for the purpose of emphasizing the object not the subject.
<ul style="list-style-type: none"> <li>▪ I was given a fine because I didn't have my driving licence. (by the police )</li> <li>▪ The murderer was arrested last night. (by the police )</li> <li>▪ The injured man was examined at the hospital. (by a doctor)</li> </ul>	The passive is also used when we don't need to mention the real person who performed the action. Using the passive may be easier and shorter to say in certain occasions, as in the examples

### 2. FORMING THE PASSIVE

<p>Active Sentence:    <u>Jane</u>   <u>prepared</u>   <u>the dinner</u>                                          S        VERB        O</p> <p>Passive Sentence: <u>The dinner</u>   <u>was prepared</u>   <u>by Jane</u>                                          O                    Passive Verb                    S</p>		<p>A passive sentence is formed by placing the object at the beginning, changing the verb into <b>be + V<sub>3</sub></b> and adding <b>the by + subject</b></p> <p>Passive: <b>Object + be V<sub>3</sub> + by + subject</b></p>
Form	Active	Passive
<b>Simple Present</b>	John <b>prepares</b> the dinner	The dinner <b>is prepared</b> by John
<b>Present Continuous</b>	John <b>is preparing</b> the dinner	The dinner <b>is being prepared</b> by John
<b>Present Perfect</b>	John <b>has prepared</b> the dinner	The dinner <b>has been prepared</b> by John
<b>Simple Past</b>	John <b>prepared</b> the dinner	The dinner <b>was prepared</b> by John
<b>Past Progressive</b>	John <b>was preparing</b> the dinner	The dinner <b>was being prepared</b> by John
<b>Past Perfect</b>	John <b>had prepared</b> the dinner	The dinner <b>had been prepared</b> by John
<b>Simple future</b>	John <b>will prepare</b> the dinner	The dinner <b>will be prepared</b> by John
<b>Be going to</b>	John <b>is going to prepare</b> the dinner	The dinner <b>is going to be prepared</b> by John
<b>Future perfect</b>	John <b>will have prepared</b> the dinner	The dinner <b>will have been prepared</b> by John

There is no change in the concept of time when using the passive. Passive is only a way of talking about the same event in a different way. The stress is on the object, not on the subject.  
The progressive forms of the present perfect , past perfect future perfect are hardly used in the passive form.

### Negative passive: *not be + V<sub>3</sub>*

<b>Simple Present</b>	John doesn't <b>prepare</b> the dinner	The dinner <b>is not prepared</b> by John
<b>Present Continuous</b>	John <b>is not preparing</b> the dinner	The dinner <b>is not being prepared</b> by John
<b>Present Perfect</b>	John <b>has not prepared</b> the dinner	* The dinner <b>has not been prepared</b> by John
<b>Simple Past</b>	John <b>did not prepared</b> the dinner	The dinner <b>was not prepared</b> by John
<b>Past Progressive</b>	John <b>was not preparing</b> the dinner	The dinner <b>was not being prepared</b> by John
<b>Past Perfect</b>	John <b>had not prepared</b> the dinner	The dinner <b>had not been prepared</b> by John
<b>Simple future</b>	John <b>will not prepare</b> the dinner	The dinner <b>will not be prepared</b> by John
<b>Be going to</b>	John <b>is not going to prepare</b> the dinner	The dinner <b>is not going to be prepared</b> by John
<b>Future perfect</b>	John <b>will not have prepared</b> the dinner	The dinner <b>will not have been prepared</b> by John

### Passive Questions: *auxiliary + passive sentence*

<b>Simple Present</b>	Does John <b>prepare</b> the dinner?	<b>Is</b> the dinner <b>prepared</b> by John?
<b>Present Continuous</b>	<b>Is</b> John <b>preparing</b> the dinner ?	<b>Is</b> the dinner <b>being prepared</b> by John ?
<b>Present Perfect</b>	<b>Has</b> John <b>prepared</b> the dinner?	<b>Has</b> the dinner <b>been prepared</b> by John?
<b>Simple Past</b>	<b>Did</b> John <b>prepare</b> the dinner?	<b>Was</b> the dinner <b>prepared</b> by John?
<b>Past Progressive</b>	<b>Was</b> John <b>preparing</b> the dinner?	<b>Was</b> the dinner <b>being prepared</b> by John?
<b>Past Perfect</b>	<b>Had</b> John <b>prepared</b> the dinner?	<b>Had</b> the dinner <b>been prepared</b> by John?
<b>Simple future</b>	<b>Will</b> John <b>prepare</b> the dinner?	<b>Will</b> the dinner <b>be prepared</b> by John?
<b>Be going to</b>	<b>Is</b> John <b>going to prepare</b> the dinner?	<b>Is</b> the dinner <b>going to be prepared</b> by John?
<b>Future perfect</b>	<b>Will</b> John <b>have prepared</b> the dinner?	<b>Will</b> the dinner <b>have been prepared</b> by John?

Auxiliary verbs such as **do**, **did** & **does** are not used in the passive questions.

### 3. USING THE PASSIVE

We use the passive voice in the following situations

A) When we know who performed the action and when it is necessary to mention the Subject.

- The junk hasn't been collected
- The streets are being cleaned every day.
- You will be examined before you leave the clinic.

B) When we don't know who performed the action, or when we are not sure;

- John F. KENNEDY was assassinated in his car.
- My flat has been burgled.
- This carpet was made in Turkey.

C) If the real Subject is " People"

**Active:** People say that he is a murderer.

**Passive:** He is said to be a murderer.

**Active:** People believe that he has never won any game.

**Passive:** He is believed not to have won any game

We use the passive in this manner mainly with these verbs: **acknowledge, assume, believe, claim, consider, estimate, feel, find, know, presume, report, say, think, understand,**

- You are supposed to know how to solve the problem.
- He is known to have built the highest building in the world.

D) The passive can be preferred for psychological purposes.

1) The speaker might use the passive to throw off the responsibility of the action he performs.

- EMPLOYER: *You are fired!*
- EMPLOYER: I am firing you!
- Your results will be sent in a week sir.

2) In order not be rude, the passive might be preferred.

- Just give me a call in case the problem cannot be solved. (In case you can't be able to do so).

### 4. TRANSITIVE AND INTRANSITIVE VERBS

#### TRANSITIVE VERBS

**Active Sentence:** Jane prepared the dinner  
S VERB O

**Passive Sentence:** The dinner was prepared by Jane  
O Passive Verb S

- Transitive verbs are verbs that are followed by an object (NOUN). Any verb followed by a noun is transitive.
- *Transitive verbs* can be used in the passive because they have objects to form the passive voice.

#### INTRANSITIVE VERBS

**Active Sentence:** Jane slept at seven tonight  
S VERB Time

- Intransitive verbs are not followed by an object. Therefore, they cannot be used in the passive voice.

--	--

## 5. THE PASSIVE FORM OF MODALS

PRESENT & FUTURE PASSIVE FORMS “ MODAL + BE V <sub>3</sub> ”				
<ul style="list-style-type: none"> <li>The dinner</li> <li>The car</li> <li>The letter</li> <li>You</li> <li>The report</li> <li>All Answers</li> <li>You</li> <li>Jane</li> </ul>	<ul style="list-style-type: none"> <li>will</li> <li>can't</li> <li>should</li> <li>may</li> <li>had better</li> <li>ought to</li> <li>have to</li> <li>is supposed to</li> </ul>	<ul style="list-style-type: none"> <li>be prepared</li> <li>be started.</li> <li>be sent</li> <li>be given</li> <li>be finished</li> <li>be written</li> <li>be examined</li> <li>be met</li> </ul>	<ul style="list-style-type: none"> <li>by Jane.</li> <li>ASAP</li> <li>a quiz.</li> <li>tomorrow</li> <li>in ink.</li> <li>at 7:00.</li> </ul>	<p>The form of passive is barely used after the modal auxiliaries.</p> <p><b>Modal + be V<sub>3</sub></b></p>
PAST PASSIVE FORMS “ MODAL HAVE BEEN + V <sub>3</sub> ”				
<ul style="list-style-type: none"> <li>All taxes</li> <li>This car</li> <li>You</li> </ul>	<ul style="list-style-type: none"> <li>should</li> <li>must</li> <li>could</li> </ul>	<ul style="list-style-type: none"> <li>have been paid</li> <li>have been produced</li> <li>have been killed.</li> </ul>	<ul style="list-style-type: none"> <li>on Friday</li> <li>in Germany</li> </ul>	<p>As seen in the examples, the “be” from of the passive is also used in the past participle.</p> <p><b>“modal have been + v<sub>3</sub>”</b></p>

## 6. THE STATIVE PASSIVE

<p>a) The floor is clean. b) The floor is swept.</p>	<p>The past participle (V<sub>3</sub>) can also be used as an adjective to describe nouns. Examples <b>(a) &amp; (b)</b> both talk about the state of the floor. They describe how the floor is.</p>
<p>a)</p> <ul style="list-style-type: none"> <li>Jack paid his bills yesterday. —————→ <b>Completed Action</b></li> <li>His bills were paid yesterday. —————→ <b>Completed Action</b></li> <li>Now his bills are paid. —————→ <b>Present Situation</b></li> </ul> <p>b)</p> <ul style="list-style-type: none"> <li>Susie ironed my shirt. —————→ <b>Completed Action</b></li> <li>My shirt was ironed by Susie. —————→ <b>Completed Action</b></li> <li>Now my shirt is ironed. —————→ <b>Present Situation</b></li> </ul>	<p>The stative passive is used to indicate an existing situation or case.</p> <ul style="list-style-type: none"> <li>There is no intention of an action.</li> <li>The action took place and the result is seen as a state.</li> <li>The <b>by Phrase</b> is not used.</li> <li>The V<sub>3</sub> is no longer a verb; rather it is used as an adjective.</li> </ul>

THE STATIVE PASSIVE VERBS USED WITH PREPOSITIONS			
<b>Accustomed to</b>	<b>Discriminated against</b>	<b>Interested in</b>	<b>Satisfied with</b>
<b>Acquainted with</b>	<b>Divorced from</b>	<b>Involved in</b>	<b>Scared of, by</b>
<b>Addicted to</b>	<b>Done with</b>		
<b>Annoyed with, by</b>	<b>Dressed in</b>	<b>Opposed to</b>	<b>Terrified of, by</b>
<b>Associated with</b>			<b>Tired of, from</b>
		<b>Please with</b>	
<b>Bored with, by</b>	<b>Engaged to</b>	<b>Prepared for</b>	<b>Worried about</b>
<b>Composed of</b>	<b>Equipped with</b>	<b>Protected from</b>	
<b>Concerned about</b>	<b>Excited about</b>	<b>Provided with</b>	
<b>Connected to</b>	<b>Exhausted from</b>		
<b>Coordinated with</b>	<b>Exposed to</b>	<b>Qualified for</b>	
<b>Covered with</b>			

	<i>Filled with</i>	<i>Related to</i>	
<i>Dedicated to</i>	<i>Finished with</i>	<i>Remembered for</i>	
<i>Devoted to</i>	<i>Frightened of, by</i>		
<i>Disappointed in, with</i>	<i>Gone from</i>		

## 7. PASSIVE WITH “GET”

### A) Get + adjective = Verb

- The teacher is getting angry.
- You are getting fat. You should eat less.
- I got tired, so left work early today.

**Get + adjective** gives the idea that a new situation has become. For example:” I got hungry” means *I wasn’t hungry before, but later I turned out to be hungry.*

### A) Get + Verb<sub>3</sub>

- Recy got married this month.
- I am getting worried about my future.
- Why didn’t you get excited? It’s incredible.

**Get** is also used with the past participle and it shows hat the state of the object has become.

## CHAPTER 8

### MODALS

#### 1- INTRODUCTION: WHY DO WE USE MODALS?

The modals are a sort of auxiliary verb and they play a very important role in English. By using modals we can create vast variety of sentences for very different situations. Modal auxiliaries generally express speakers' attitudes. For instance, modals can express that a speaker feels something is possible, permissible, necessary, advisable etc.

Each modal has more than one meaning or use. Modal auxiliaries in English are **may, might, can, could, had better, must, should, ought to, shall, will and would**. There are also some other expressions, phrasal modals, whose meanings are similar to those of some modals, which are **be able to, be going to, be supposed to, have to, have got to, used to**.

#### 2- POLITE REQUESTS : ASKING FOR ASSISTANCE

<b>WILL YOU</b> <b>WOULD YOU</b>  <b>CAN YOU</b> <b>COULD YOU</b>	<p>(a) <b>Will you</b> open the door, please?</p> <p>(b) <b>Would you</b> open the door, please?</p> <p>(c) <b>Can you</b> open the door, please?</p> <p>(d) <b>Could you</b> open the door please?</p> <p>The meanings of the above sentences are nearly the same. The only difference is that the sentences made with “<b>would you</b>” and “<b>could you</b>” are more polite than “<b>can you</b>” and “<b>will you</b>”. The degree of politeness is also determined by the speaker's tone of voice.</p>
-------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

#### 3- POLITE REQUESTS : ASKING FOR PERMISSION

<b>MAY I</b> <b>CAN I</b>  <b>COULD I</b>	<p>(a) <b>May I</b> use your car? (Please)</p> <p>(b) <b>Can I</b> use your car?</p> <p>(c) <b>Could I</b> use your car?</p> <p>The meanings of the above sentences are nearly the same. The only difference is that the sentences made with “<b>may I</b>” and “<b>could I</b>” are more polite than “<b>can I</b>”. The degree of politeness is also determined by the speaker's tone of voice.</p>
----------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**4- POLITE REQUESTS : GIVING PERMISSION: MAY AND CAN**

<b>MAY</b>  <b>CAN</b>	(a) You <b>may use</b> my car today. (b) You <b>can work</b> in my room.
	“Can” and “ May” are used to give permission in the sentences above

**5- POLITE REQUESTS WITH WOULD YOU MIND**

ASKING PERMISSION: Would you mind + if I DID something?  (a) Would you mind <b>if I smoked</b> in this room? (b) Would you mind <b>if I opened</b> the window?	In <b>(a)</b> and <b>(b)</b> , the speaker kindly asks permission for the activity he will perform. This is a very formal and polite way of asking for permission.
ASKING SOMEONE TO DO SOMETHING: Would you mind + DOING  (c) Would you mind <b>opening</b> the door? (d) Would you mind <b>mailing</b> this letter for me?	In <b>(c)</b> and <b>(d)</b> , the speaker kindly asks the other person to do something for him. This is also a very formal and polite way of asking someone to do something.

**6- EXPRESSING NECESSITY: MUST, HAVE TO , HAVE GOT TO**

(a) All students <b>must wear</b> uniforms. (b) All students <b>have to wear</b> uniforms. (c) I really <b>must do</b> something to redecorate this house. (d) We <b>have to pay</b> this bill within two weeks. (e) I <b>must be</b> at my desk by 10:00 every morning.	Both “ <b>must</b> ” and “ <b>have to</b> ” are used to express necessity. They refer to the fact that there is no other choice and it is absolutely necessary to do the mentioned activity.
(f) It is a fantastic movie. You really <b>must see</b> it. (g) Jim is really a very nice man. You <b>must meet</b> him.	“ <b>Must</b> “ is also used for strong recommendation.
(h) I <b>have got to be</b> at the office as soon as possible. (i) You <b>have got to call</b> your boss now.	“ <b>Have got to</b> ” has the same meaning as “must “ and “have to”.
(j) I missed the bus this morning, so I <b>had to take</b> a taxi. (k) I <b>had to spend</b> all day in the meeting. (l) I <b>have had to enter</b> three exams since October.	Past form of “must”, “have to” and “have got to” is “ <b>HAD TO</b> ”.



**7- LACK OF NECESSITY AND PROHIBITION: DON'T HAVE TO , NEEDN'T, MUSTN'T**

<p>LACK OF NECESSITY</p> <p>(a) You <b>don't have to buy</b> any eggs. We have plenty at home.</p> <p>(b) Bob <b>doesn't have to bring</b> his guitar. We have one.</p> <p>(c) It's holiday today. We <b>don't have to get up</b> early.</p>	<p><b>MUSTN'T</b></p> <p>In (a),(b), and (c) "<b>don't have to</b>" gives the idea that the activity is <i>not necessary</i> to do.</p>
<p>(d) You <b>don't need to buy</b> any eggs. We have plenty at home.</p> <p>(e) You <b>needn't buy</b> any eggs. We have plenty at home.</p> <p>(f) You <b>don't need to pay</b> the bill today. You can pay it tomorrow as well.</p>	<p>"<b>Don't need to</b>" and "<b>needn't have</b>" have the same meaning as "<b>don't have to</b>". They all express the same idea: "<i>It is not necessary</i>".</p>
<p>PROHIBITION</p> <p>(g) You <b>must not enter</b> this room.</p> <p>(h) Cars <b>mustn't be parked</b> here.</p> <p>(i) You <b>mustn't go</b> out alone at nights.</p>	<p><b>Mustn't</b> expresses prohibition, and it gives the idea that an activity is not allowed. In other words, "<i>You mustn't do it,</i>" means, "<i>Don't do it!</i>"</p>

**8- GIVING ADVICES: SHOULD, OUGHT TO , HAD BETTER**

<p>(a) You look sick. You <b>should see</b> a doctor.</p> <p>(b) You look sick. You <b>ought to see</b> a doctor.</p> <p>(c) You <b>should study</b> harder to pass the test.</p> <p>(d) Drivers should wear seat belts.</p>	<p>"<b>Should</b>" and "<b>ought to</b>" have the same meaning and they both express the idea that "it is a good idea to do that" or "it is very important to do that."</p>
<p>(e) You shouldn't eat so much sweet food.</p> <p>(f) Children shouldn't be allowed to watch horror films.</p>	<p>Negative form of "should" is "<b>shouldn't</b>."</p>
<p>(g) You <b>had better take</b> your umbrella, or you will get wet.</p> <p>(h) You <b>had better hurry up</b>; otherwise we will go without you.</p> <p>(i) You <b>'d better go</b> to bed early tonight. You have to get up early tomorrow. You may be late to the exam.</p> <p>(j) You <b>had better not be late</b> to the meeting.</p>	<p>"<b>Had better</b>" is usually stronger than "should". It is a <b>WARNING</b>. It gives the idea that "it's my urgent advise. There may be bad consequences if you ignore."</p>

**9- PAST FORM OF SHOULD**

<p>(a) I didn't wear my coat last night, and I am cold now. <b>I should have worn my coat last night.</b> <i>I made a mistake.</i></p> <p>(b) Mary had an exam yesterday but she didn't study and failed. <b>She should have studied.</b></p> <p>(c) I overslept this morning because I didn't set my alarm clock. <i>It was a big mistake!</i> <b>I should have set my alarm clock</b> before I went to bed last night.</p>	<p>In (a), "<i>I should have worn my coat,</i>" means that wearing the coat was a good idea, but I didn't.</p> <p>The sentences including the past form of "should" expresses the idea that "<b>it was a mistake</b>".</p>
<p>(d) I didn't wear my coat last night, and I am cold now. <b>I ought to have worn my coat last night.</b> <i>I made a mistake.</i></p>	<p>The past form of ought to is "<b>ought to have + past participle.</b>" There is no difference in the meaning.</p>

## 10- EXPRESSING EXPECTATIONS : BE SUPPOSED TO

<p>a) The president <b>is supposed to</b> join the meeting at 7:00.</p> <p>b) The exam <b>is supposed to start</b> at 9:00.</p> <p>c) The football match <b>is supposed to begin</b> in ten minutes.</p>	<p><b>"Be supposed to</b> "expresses the idea that someone or people expect something to happen.</p> <p><b>"Be supposed to</b> " is often used to express expectations about correct procedures and scheduled events.</p>
<p>d) All students <b>are supposed to wear</b> uniforms in this school.</p> <p>e) I had better leave now. I <b>am supposed to be</b> at the office in an hour.</p>	<p><b>"Be supposed to</b> " is also used to express expectations about behaviors. In the sentences (d) and (e), <b>"be supposed to</b> " gives the idea that someone else expects, requires or requests a certain behavior.</p>
<p>f) I <b>was supposed to be</b> at the meeting yesterday, but I couldn't go because I was very ill.</p>	<p>Past form of "<i>be supposed to</i>" expresses unfulfilled expectations.</p>

**11- MAKING SUGGESTIONS : LET'S, WHY DON'T, SHALL I / WE**

a) <b>Let's go</b> to lunch. b) <b>Let's not go</b> on a picnic. c) <b>Let's play</b> football.	<b>Let's = Let us.</b> Let is used with the simple form of verbs.  <b>"Let's"</b> means: "I have a suggestion for us".
d) <b>Why don't you take</b> an aspirin if you have a headache? ? e) <b>Why don't we visit</b> uncle Billy this afternoon? f) <b>Why don't you call</b> me this evening?	<b>"Why don't"</b> is used to make friendly suggestions. It is mostly use din spoken English.
g) <b>Shall I call</b> you at 7:00? Is that OK? h) <b>Shall we have</b> lunch this afternoon?	<b>"Shall"</b> is used with <b>I</b> and <b>we</b> to make suggestions and ask the other people if they are agree with this suggestion.
i) Let's go to a movie, <b>shall we?</b>	<b>"Shall we"</b> is used as a tag question after <b>"let's"</b> . .

**12- MAKING SUGGESTIONS: COULD vs SHOULD**

- I need to get to the bus station.  (a) You should get the service bus to the bus station. It's much cheaper than a taxi.	In <b>(a)</b> : the speaker simply gives a definite advice with "should".
- I need to get to the bus station.  (b) Well, you <b>could take the service</b> to the bus station. Or you <b>could take a taxi</b> . You <b>could also go</b> there by the subway.	In <b>(b)</b> , "could" offers suggestions or alternative possibilities.
- I took a taxi to the bus station, and it cost me a lot of money.  (c) You <b>shouldn't have taken</b> a taxi. It was a mistake.  (d) Why did you do that? You <b>could have taken</b> the service bus to the bus station. Or you <b>could also have gone</b> there by the subway.	In <b>(c)</b> : The speaker says that taking a taxi was a wrong decision and it was a mistake.  In <b>(d)</b> : The speaker says that there were better alternatives of going to the bus station and you had the chance to use those alternatives. <b>"Could have"</b> expresses missed opportunities in the past.

**13- DEGREES OF CERTAINTY : PRESENT TIME**

<p>- Where is Linda?</p> <p>100% sure;</p> <p>(a) She <b>is</b> at home. I spoke to her on the phone a few minutes ago and I know that she is at home at the moment.</p>	<p>In <b>(a)</b>: the speaker says that Linda is definitely at home. The speaker is stating the fact that Linda is at home. It is 100% certain.</p>
<p>- Where is Linda?</p> <p>%95 sure;</p> <p>(b) She usually stays at home on rainy days, so she <b>must be</b> at home. I feel quite sure about that.</p>	<p>In <b>(b)</b>: The speaker is making his best guess with the evidence that make him to believe Linda is at home. (She stays home on rainy days.)</p> <p><b>Must</b> is used to make <i>logical conclusions</i> for the thinks we don't know for certain.</p>
<p>- Where is Linda?</p> <p>Not sure;</p> <p>(c) Well, I don't know. She <b>may be</b> at home.</p> <p>(d) Well, I'm not sure. She <b>might be</b> at home.</p> <p>(e) Who knows! She <b>could be</b> at home. Or she <b>could be</b> at the library. She <b>could</b> also be with her boyfriend. Why don't you call him?</p>	<p><b>May, Might</b> and <b>Could</b>, are used to express ordinary guesses. The speaker never feels sure about the guess he/she makes.</p>

**14- DEGREES OF CERTAINTY : PRESENT TIME NEGATIVE**

SITUATION: Some people are talking about Linda. They say that she is going to leave this city soon.	
(a) That <b>isn't</b> true. We were together yesterday and she said that she wanted to live in this city for the rest of her life.	In <b>(a)</b> : the speaker is sure that Linda will not leave the city soon because he heard it from Linda herself.
(b) That <b>can't / couldn't be</b> true. I never believe that she will leave this city. She bought a new house for herself two days ago. It is impossible.	In <b>(b)</b> : the speaker doesn't believe the statement and denies the fact saying that it is impossible. <b>Can't</b> and <b>couldn't</b> express impossibility.
(c) Well, she was born in this city. All her family and her friends live here. She has a good job and her husband will be promoted soon. So, that <b>must not be</b> true.	In <b>(c)</b> : the speaker is making his best guess with the evidence(s) that make him feel sure. <b>Must (not)</b> is used to express logical conclusions
(d) Well, people are always telling this and that. I am not sure ,but it <b>may / might not be</b> true. Don't believe everything you hear!	In <b>(d)</b> : the speaker is just making an ordinary guess about something which he has no idea by using " <b>may not</b> " and " <b>might not</b> "

## 15- DEGREES OF CERTAINITY : PAST TIME

**SITUATION:** Last night Mr. Chalmers was found dead in his house. He had dinner with three people last night at his home. One of them was his only son Jack, another was his new wife Margaret and the other was his partner Mr. Walters. Now people are talking about this mysterious murder and the murderer.

<p>(a) Jack <b>must have killed his father</b>. He didn't like his father at all and was always saying that he was looking forward to the day his father would die.</p> <p>(b) Margaret <b>must have killed</b> Mr. Chalmers. I have never approved their marriage because she is 25 years younger than him. She likes money so much that she can do anything for the sake of money</p> <p>(c) I am not sure, but Mr. Walter <b>may / might have killed</b> him last night. But who knows, Margaret <b>could have killed</b> him, as well.</p>	<p>In <b>(a)</b> and <b>(b)</b>, The speakers are making their <i>best guesses</i> with the evidence that make them believe Jack or Margaret killed Mr. Chalmers. They are not 100% sure, but they feel quite certain about their <i>logical conclusions</i>.</p> <p>In <b>(c)</b>; the speaker is just making an <i>ordinary guess</i>, which is not based on any particular evidence or experience.</p>
<p>(d) Mr. Walters <b>mustn't have killed</b> him because they had been partners and friends for 25 years. And they started a new business together last month. Mr. Walters put a fortune for this new business because he trusted Mr. Chalmers and his experience on this business.</p> <p>(e) Jack <b>couldn't have killed</b> his father last night because he left home just after the dinner and flew to London immediately. I, myself, took him to the airport. I never believe it. It was impossible for him to kill his father last night.</p> <p>(f) Margaret <b>can't have killed</b> Mr. Chalmers because she cannot kill even a fly.</p>	<p>In <b>(d)</b>: The speaker is making his best guess based on the evidences that make him believe Mr. Walters didn't kill Mr. Chalmers. <i>It is a logical conclusion</i>.</p> <p>In <b>(e)</b> and <b>(f)</b>; the speakers express their <i>disbelief</i> on the fact that Jack or Margaret killed Mr. Chalmers. They both deny the fact and think it was <i>impossible, not true, and not acceptable</i>.</p>
<p>(g) Well, I am not sure. Think twice.. Jack <b>may / might not have killed</b> his father. You shouldn't blame people so quickly!</p>	<p>In <b>(g)</b>; the speaker is just making an <i>ordinary guess</i>, which is not based on any particular evidence or experience. "Jack may not have killed his father," means, "Maybe he didn't kill his father, who knows."</p>

## 16- DEGREES OF CERTAINTY : FUTURE TIME

(a) Daniel has just called me!. He <b>will be</b> here in ten minutes.	In <b>(a)</b> : the speaker is <i>sure</i> that Daniel will be there in ten minutes. <b>WILL</b> is used when we are <i>100% sure</i> about the future events.
(b) Brain has been studying very hard for the English exam .He <b>should do</b> well on the test on Monday.  (d) Susie's plane will arrive at the airport at 7:00, so she <b>should be</b> at home at about 7:45 (e) Susie's plane will arrive at the airport at 7:00, so she <b>ought to be</b> at home at about 7:45	In <b>(b)</b> : the speaker feels almost sure that Brain will do well on the test In <b>(c)</b> , the speaker feels almost sure that Susie will be at home at about 7:45. <b>SHOULD</b> is used to express strong expectations about future events, but the speakers are never %100 sure that what they expect will happen.
(f) It's 8:45. I wonder why Susie hasn't arrived home, yet. She <b>should have been</b> here an hour ago.	In <b>(d)</b> : The past form of <b>should /ought to</b> is used to express the expectations which didn't occur. This form, mostly, expresses the feeling of <i>frustration</i> .

## 17- EXPRESSING REPEATED ACTIONS IN THE PAST: USED TO AND WOULD

(a) When I was a child, my father and I <b>used to go</b> fishing every week. (b) When I was a child, my father and I <b>would go</b> fishing every week (c) We <b>used</b> to work 12 hours a day when we first started this factory.	<b>USED TO</b> expresses the regularly repeated activities, habits and situations in the past.
(d) There <b>used to be</b> a Chinese restaurant on this street. (e) He <b>used to be</b> a famous singer. (f) I <b>used to live</b> in Istanbul when I was a little boy. (g) INCORRECT: <i>There <u>would be</u> a Chinese restaurant on this street.</i> (h) INCORRECT: <i>I <u>would be</u> a famous singer.</i> (i) INCORRECT: <i>I <u>would live</u> in Istanbul when I was a little boy.</i>	<b>WOULD</b> is only used to express regularly repeated activities. Therefore, the sentences <b>(a)</b> , <b>(b)</b> and <b>(c)</b> can only be made with <b>used to</b> because they do not express regularly repeated activities in the past.

**18- EXPRESSING PREFERENCE: WOULD RATHER**

(a) I <b>would rather</b> <i>watch</i> TV <b>than</b> <i>listen</i> to music. (b) I <b>would rather</b> <i>play</i> football <b>than</b> <i>(play)</i> basketball.	<b>Would rather</b> is used to express preferences.
(c) I'd <b>rather not</b> go to the party tonight.	Contraction: <b>I'd rather</b> Negative form: <b>I'd rather not</b>
(d) I'd <b>rather be sleeping</b> than studying right now.	Progressive form: <b>Would rather be + V<sub>ING</sub></b>
(e) The movie was okay, but I <b>would rather have gone</b> to the theatre last night.	Past Form: <b>Would rather have + V<sub>3</sub></b>

**19- EXPRESSING ABILITY: CAN - COULD**

<p>(a) I have a driving license. I <b>can drive</b> a car.</p> <p>(b) She is only 5 years old but she <b>can swim</b> perfectly.</p> <p>(c) My secretary <b>can speak</b> 5 foreign languages.</p> <p>(d) <b>Can you sing</b> an English song?</p>	<p><b>Can</b> is used to express physical ability and acquired skills. In <b>(d)</b>: can sing = knows how to sing.</p>
<p>(e) You <b>can get</b> the information from this desk.</p> <p>(f) Where <b>can I buy</b> a packet of tissues?</p>	<p><b>Can</b> is also used to express possibility.</p>
<p>(g) I can sing but I <b>cannot/ can't</b> dance well.</p> <p>(h) Deaf people <b>cannot</b> hear.</p>	<p>The negative form of <i>can</i> is <b>can't</b> or <b>cannot</b>.</p>
<p>(i) My brother <b>could read</b> and write before he went to school.</p> <p>(j) My grandfather <b>could ride</b> a horse when he was seventy years old.</p>	<p>The past form of the sentences which express ability is <b>could</b>.</p>
<p><b>USING BE ABLE TO:</b></p> <p>(k) I am able to swim well.</p> <p>(l) In order to get the job, you <b>must be able to speak</b> at least two foreign languages.</p> <p>(m) You are a good student. You <b>will be able to speak</b> English perfectly very soon.</p> <p>(n) I <b>have been able to ride</b> a horse since I was a child.</p>	<p>In <b>(k)</b>: <b>be able to</b> means can. But be able to is not usually preferred to express general abilities.</p> <p><b>Be able to</b> is most commonly used with <i>modal+modal</i> combinations as in <b>(l)</b> and <b>(m)</b> , or in <i>perfect</i> structures as in <b>(n)</b>.</p>
<p>(o) It was a very difficult exam but I <b>was able to answer</b> most of the questions.</p> <p>(p) The bus driver caused a traffic accident last night , but the passengers <b>were able to escape</b> unhurt.</p> <p>(q) Although I studied very hard for the exam, I <b>wasn't able to pass</b>.</p> <p>(r) Although I studied very hard for the exam, I <b>couldn't pass</b>.</p>	<p>When talking about an event in a particular situation, <b>was/were able to</b> is used to express that particular ability in the meaning of achievement. Sentences (o), (p) and (q) express particular abilities for those particular situations.</p> <p>Note that <b>couldn't</b> is possible for all situations but <b>could</b> is not used to express particular ability. You cannot use <b>could</b> for the sentences (o) and (p).</p>



# CHAPTER 9

## ASKING QUESTIONS

### 1. STRUCTURE OF YES/ NO AND INFORMATION QUESTIONS

**A yes/no question** : a question that may be answered by *yes* or *no*.

A: Does he work in Istanbul?

B: Yes, he does. OR No, he doesn't.

**An information question**: a question that asks for information by using a question word.

A: Where does he work?

B: In Istanbul.

**Question word order = (Question word) + helping verb + subject + main verb**

*the same subject-verb order is used in both yes/no and information questions.*

(QUESTION WORD)	AUXILIARY VERB	SUBJECT	MAIN VERB	(REST OF SENTENCE)	
(a)	Does	she	work	there?	If the verb is in the simple present, use <b>does</b> (with he, she, it) or <b>do</b> (with I, you, we, they) in the question. If the verb is simple past, use <b>did</b> . Notice: The main verb in the question is in its simple form; there is no final -s or -ed.
(b) Where	does	she	work?		
(c)	Do	they	work	there?	
(d) Where	do	they	work?		
e)	Did	he	work	there?	
(f) Where	did	he	work?		
(g)	Is	he	living	there?	If there is already an auxiliary (helping) verb in the sentence, the same auxiliary is used to make questions
(h) Where	is	he	living?		
(i) Where	Have have	They they	worked worked?	there?	
(k)	Can	Mary	work	there?	
(l) Where	can	Mary	work?		If there is more than one auxiliary , only the main auxiliary is used as in (m) and (n).
(m)	Will	he	be living	there?	
(n) Where	will	he	be living?		
(o) Who	Ø	Ø	works	there?	
(p) Who	can	Ø	come?		If there is no specific Subject or if the question verb itself is the Subject, normal word order is used <b>Statement: Jack came.</b> <b>Question: Who came?</b>
(q)	Are	they	Ø	there?	<b>Verb be</b> always precedes the subject in question forms
(r) Where	are	they?	Ø		
(8)	Was	Pam	Ø	there?	
(t) Where	was	Pam?	Ø		

## 2. QUESTION WORDS

	QUESTION	ANSWER	
<b>WHEN</b>	(a) <i>When</i> did they come? (b) <i>When</i> will you come?	Last night. Next Tuesday.	<b>When</b> is used to ask questions about <b>time</b> .
<b>WHERE</b>	(c) <i>Where</i> is she? (d) <i>Where</i> can I find a pen?	At school. In that box.	<b>Where</b> is used to ask questions about <b>place</b> .
<b>WHY</b>	(a) <i>Why</i> did he leave early? (b) <i>Why</i> aren't you coming with us?	Because he's sick. I'm tired.	<b>Why</b> is, used to ask questions about <b>reason</b> .
<b>HOW</b>	(c) How did you come to school? (d) <i>How</i> does he drive?	By bus. Fast.	<b>How</b> generally asks about <b>manner</b> .
	(e) <i>How much</i> money does it cost? (f) <i>How many</i> people came?	Ten dollars. Fifteen.	<b>How</b> is used with <i>much</i> and <i>many</i> .
	(g) <i>How old</i> are you? (h) <i>How cold</i> is it? (i) <i>How soon</i> can you get here? (j) <i>How fast</i> were you driving? (k) <i>How long</i> has he been here? (l) <i>How often</i> do you write home? (m) <i>How far</i> is it to Miami from here?	Twenty Below ten C <sup>0</sup> . In five minutes. 60 miles an hour. For six years. Every week. 400 miles.	<b>How + adjective or adverb</b> . <b>How long</b> asks about <b>duration</b> <b>How often</b> asks about <b>frequency</b> . <b>How far</b> asks about <b>distance</b> .

<b>WHO</b>	(a) <i>Who</i> can tell me the time? (b) <i>Who</i> wanted to see you?	I can. Jim and Erin.	<b>Who</b> is used as the subject of a question It refers to people (Subjects).
	a) <i>Who</i> is coming to see us ? b) <i>Who</i> wants to come with us?	Amy, and Ted We do.	<b>Who</b> is often followed by a singular verb whether or not the speaker is asking about more than one person
<b>WHOM</b>	a) <i>Who(m)</i> did you see? b) <i>Who (m)</i> are you visiting? c) <i>Who(m)</i> should I talk to? d) <i>To whom</i> should I talk? (formal)	<i>I saw Mary.</i> <i>My relatives.</i> <i>The Dean.</i>	<b>Whom</b> is used as the object of a verb or preposition. In everyday spoken English, <b>whom</b> is seldom used; <b>who</b> is more common. <b>Whom</b> is used only in formal questions.
<b>WHOSE</b>	a) <i>Whose</i> book did you borrow? b) <i>Whose</i> book is this? { <i>Whose</i> is this?}	Rejak's. It's mine..	<i>Whose</i> asks questions about <b>possession</b> .

<b>WHAT</b>	a) <i>What</i> made you angry? b) <i>What</i> went wrong?	The sandwich. Nothing.	<b>What</b> is used as the subject of a question. It refers to things.
	c) <i>What</i> do you need? d) <i>What</i> did Alice buy? e) <i>What</i> did he talk <i>about</i> ? <i>About what</i> did he talk? (formal)	<i>I need an eraser.</i> <i>A Pen.</i> <i>His job.</i>	<b>What</b> is also used as an <b>object</b> .
	f) <i>What kind of cake</i> is that? g) <i>What kind of shoes</i> did he buy?	It's cheese cake. . Sports shoes.	<b>What kind of</b> wants to know what sort of something is
	h) <i>What did you do</i> last night? i) <i>What is Mary doing</i> ?	<i>I watched TV..</i> <i>Reading a Cartoon</i>	<b>What + a form of do</b> is used to ask questions about activities.
	l) <i>What countries</i> did you visit? m) <i>What time</i> did she come? <i>What color</i> is his hair?	Turkey and Spain. Six o'clock. Dark	<b>What + a noun</b> .
	n) <i>What is Ed like</i> ? o) <i>What is the weather like</i> ?	<i>He's kind .</i> <i>cold</i>	<b>What + be like</b> is used to know a about general description of qualities
	p) <i>What does Ted look like</i> q) <i>What does her house look like</i> ?	<i>He's short I</i> <i>It's a two-story, red brick house.</i>	<b>What + look like</b> asks a physical description or appearance
<b>WHICH</b>	r) I have two pens. <i>Which pen</i> do you want? s) <i>Which one</i> do you want? <i>Which do you want</i> ?	The small one. That one.	<b>Which</b> is used instead of <b>what</b> when a question asks for a selection from a group..
	t) <i>Which countries</i> did he visit?	USA and UK. This	Sometimes, there is little difference in meaning between <b>which</b> and <b>what</b> when they accompany a noun.

### 3. TAG QUESTIONS

A tag question used to get confirmation from the hearer by simply adding an auxiliary in the question form to the end of a sentence.

<ul style="list-style-type: none"> <li>a) Jack is here, <b><i>isn't he ?</i></b></li> <li>b) Jack is sleeping , <b><i>isn't he ?</i></b></li> <li>c) Jack studies law, <b><i>doesn't he ?</i></b></li> <li>d) Jack will come, <b><i>won' he ?</i></b></li> <li>e) Jack is going to sleep , <b><i>isn't he?</i></b></li> <li>f) Jack watched TV, <b><i>didn't he?</i></b></li> <li>g) Jack has slept, <b><i>hasn't he ?</i></b></li> </ul>	<p><b>Positive Sentences</b> are asked with negative tags.</p>
<ul style="list-style-type: none"> <li>h) Jack isn't here, <b><i>is he ?</i></b></li> <li>i) Jack isn't sleeping, <b><i>is he ?</i></b></li> <li>j) Jack doesn't study law, <b><i>does he ?</i></b></li> <li>k) Jack will not come, <b><i>will he ?</i></b></li> <li>l) Jack isn't going to sleep, <b><i>is he?</i></b></li> <li>m) Jack didn't watch TV, <b><i>did he?</i></b></li> <li>n) Jack hasn't slept, <b><i>has he ?</i></b></li> </ul>	<p><b>Negative Sentences</b> are asked with positive tags.</p>