

Grammar Supplement

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Chapter One: Adjective Clauses (Part I)

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

Learning English is easy.

He has an expensive car.

His ground-breaking research changed the way scientists look at the issue.

He looked sad.

The leaves turn yellow in autumn.

It is also possible to have a complete clause as an adjective describing a previous noun or as the object of a verb or proposition. These clauses are called adjective (or relative) clauses. A relative pronoun is needed to introduce an adjective clause.

- The relative pronouns *who* and *that* refer to people and are used as **subject relative pronouns (used before a main verb)**:

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

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

- *Whom* and *that* refer to people and are **objective relative pronoun (used before a subject as the object of the verbs in relative clauses)**

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

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

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

The books *which* I bought were very interesting (*which* is object: *I bought which*)

The book *which* is about geometry is very interesting (*which* is subject)

The book *that* is over that shelf is written by a famous writer.

- *Where* and *when* are relative pronouns modifying place and time, respectively. *Whose* refers to possession (of people but sometimes of places and things). Examples:

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

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

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

Points:

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

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

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

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

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

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

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

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

5. **Don't use *which* instead of *that* in noun clauses.**

That Beethoven was a genius was evident from early childhood.

The staff knew *that the board was going to change the manager*.

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

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

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

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

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

.....

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

.....

3. The person is Joe's brother. I worked for him.

.....

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

.....

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

.....

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

1. The girl you want to meet is Mina's sister.

2. He is the man, I believe, works for the police.

3. The house Nima Yooshij was born is still standing.

4. Do you know the date we are going to visit the museum?

5. As he was sitting on the hill, he was painting the horses were running down the hill

6. The results of this study confirms the hypotheses of the research are congruent with previous studies.

Chapter Two: Adjective Clauses (Part II: Reduced forms)

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

Clause: The man who teaches English is my brother.

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

Clause: They received a letter which was posted last month.

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

In cases where the adjective clause contains a (linking verb + adjective) structure or a propositional phrase, the modifying adjective phrase starts with the adjective or the propositional phrase.

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

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

The book which is over there is about geography.

The book *over there* is about geography (propositional phrase).

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

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

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

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

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

Exercises

A. Change the following sentences into the reduced form.

1. The plants which are located near big cities produce a lot of air pollution.

.....

2. Ali walked to the post office which was at the corner of Bahar Street.

.....
 3. Albert Einstein, who was a prominent physicist, contributed to the development of modern astronomy too.

4. The clock, which has been made from glass, was beautiful.

5. The man who is sitting next to you is my cousin.

6. The runner who is in the lead of the marathon match won an Olympic gold medal last year.

7. The author, who has already written 10 books, is now working on her new book.

8. When you work on a project which lasts more than a year, you need to cooperate with a team.

9. These poems, which was composed by an anonymous writer last century, are going to be published now.

10. Students who had passed the course in another university do not need to repeat it here.

B. Choose the best participle to complete the following sentences.

1. The criminal the bank last week was arrested today.

- a. robbed b. robbing c. having been robbed

2. John, as a volunteer firefighter when he was young, knew how to put out the fire.

- a. having worked b. worked c. having been worked

3. Do you know the man to the prison by the police?

- a. taking b. having taken c. taken

4. I started my paper with a summary the whole idea in a few words.

- a. explaining b. explained c. having explained

5. Medicine, by a small infant, must not exceed a particular dosage.

- a. taking b. having been taken c. taken

6. The student admission for Oxford University has worked on his proposal for two years.

- a. gets b. got c. getting

Chapter Three: Adverbial Clauses (Part I)

What is an adverbial clause?

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

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

What are different types of adverbial clauses?

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

Type	Function	Subordinating conjunctions	Examples
Adverbs of time	highlight when or how often something happens	after, as, as long as, soon, as soon as, before, since, until, when, whenever, while, by the time	<ul style="list-style-type: none"> • <i>The dog started chasing the cat, once he saw her coming out of the house.</i> • <i>When you finish planting that bush, wash your hands.</i>
Adverbs of place	highlight the place of a happening	where, wherever	<ul style="list-style-type: none"> • <i>Wherever you see a rainbow, there has been rain.</i>
Adverbs of manner	highlight how something happens	as, like, the way, as if, as though	<ul style="list-style-type: none"> • <i>You always talk to us the way a boss talks to his employees.</i>
Adverbs of reason	highlight the reason behind a happening	because, given, since, as	<ul style="list-style-type: none"> • <i>Since the weather is so polluted in this city, we are going to move.</i>
Adverbs of purpose	highlight the purpose behind a happening	so that, in order that	<ul style="list-style-type: none"> • <i>I am planning to rent a house in the countryside so that I can enjoy the fresh air and healthy food.</i>
Adverbs of condition	highlight a condition for a happening or main idea	if (not), in case, as long as, unless, provided that, whether or not	<ul style="list-style-type: none"> • <i>I will become proficient enough in English provided that I spent some time practicing it every day.</i>
Adverbs of result	highlight the result of a happening	so ... that such ... that	<ul style="list-style-type: none"> • <i>Mathematics is so complicated for me that I can't imagine studying it at university.</i>
Adverbs of contrast	highlight a contrast with the main idea or happening	though, although, even though, while, whereas, even if,	<ul style="list-style-type: none"> • <i>Even though I gave it my best effort, I couldn't pass the test.</i>

- 2. Rewrite the following sentences in a way that a part of the idea is expressed in an adverb clause. Use appropriate subordinating conjunction(s).**

4. I am trying to pass the IELTS exam. I want to study at universities abroad.
.....
5. Educational technologies have developed over the past decades. Many educators follow conventional methods of teaching without technology.
.....

Chapter Four: Adverb Clauses (Part II: Reduced Forms)

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

What type of adverbial clauses can be reduced?

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

How to reduce an adverbial clause!

General rules for reduction

Active Sentences:

1. If the adverb clause contains a continuous form of the verb, omit the subject and any form of the *be* verb but keep the present participle (ing).

When I was crossing the street, I saw John.
(When) crossing the street, I saw John.

2. If there is the “subj + be verb + adj” in the adverb clause, omit the subject and the *be* verb but keep the adjective. Or you can use the “being + adj” structure. The word *because* is also omitted.

Because she was late for the meeting, she had to apologize to everyone.
Late for the meeting, she had to apologize to everyone.
Being late for the meeting, she had to apologize to everyone.

3. If the verb in the adverb clause is not in the continuous form or passive, omit the subject and change the main verb into the ing form.

After I graduated from college, I will apply for a job.
After graduating from college, I will apply for a job.

Passive Sentences:

4. In passive sentences, omit the subject and *be* verb in the adverb clause but keep the past participle.

If the oil is heated too much, it will lose its viscosity.
If heated too much, the oil will lose its viscosity.

Notes:

1. Instead of when + clause, we can use on/upon + V ing

When Sandra graduated from university, she applied for a job.
On/upon graduating from university, she applied for a job.

2. In cause and effect sentences, we can omit “as, since, because” using Ving/having P.P.

Because she is a mother now, she has more responsibilities.
Being a mother now, she has more responsibilities.

3. If adverbial clause mentions an event which happened before the event in main clause, then we prefer “having + perfect participle.”

Because I injured my back yesterday, I now have difficulty in walking.
Having injured my back yesterday, I now have difficulty in walking.

4. If there is "to be + adjective" in adverbial clauses, then we can use (being) + adjective

As/Because/Since she is suitable for the vacant post, she is lucky.
Being suitable for the vacant post, she is lucky.
Suitable for the vacant post, she is lucky.

5. In negative reductions, we use "not + Ving" or "not having P.P."

Because I don't know her phone number, I can't call her.
Not knowing her phone number, I can't call her.

Because she hadn't studied well, she failed in the exam yesterday.
Not having studied well, she failed in the exam yesterday.

6. We can make reductions with “if, unless, and as if”

If they were treated fairly, they wouldn't lose the game.
If treated fairly, they wouldn't lose the game.

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

They were running hurriedly, as if they were being chased by someone.
They were running hurriedly, as if being chased by someone.

7. We can make reductions even when the subjects are different as long as we use them at the beginning of the sentence.

Because our car is broken down, we have been traveling to work by bus since last week.
Our car being broken down, we have been traveling to work by bus since last week.

As the weather was cold, we had to postpone the picnic.
The weather being cold, we had to postpone the picnic.

Because there was a long queue, we didn't want to wait.
There being a long queue, we didn't want to wait.

Dangling Structures:

In reduced forms, the modifying phrase must be adjacent to the noun or pronoun it modifies. If there is distance between the modifying phrase and the modified noun or pronoun, it is called a dangling structure. This happens in the reduced forms of adjective clauses.

- Everybody congratulated John, *accepted as the winner of the scholarship*.
- *Accepted as the winner of the scholarship*, John was congratulated by everyone.
- *Accepted as the winner of the scholarship, everybody congratulated John.

Another case of a dangling structure happens when the subjects of the main clause and the modifying clause are not the same. This happens in the case of adverb clauses.

- *Although not having enough practice, we thought, the team will win the game.
- *Although not having enough practice*, the team, we thought, will win the game.
- *After working the whole day, the project finished.
- *After working the whole day*, they finished the project.
- *To study in a quiet place, Michael's choice was a library.
- *To study in a quiet place*, Michael chose a library (or Michael decided to go to a library).

Exercises

A. Reduce the following adverbial clauses into adverbial phrases.

- While she was baking the cake, she asked Tim to make some coffee.
.....
- Though he had a very good resume, he didn't get the job.
.....
- Since he arrived late, he started his lecture with a 10-minute delay.
.....
- As the teacher used very difficult vocabulary in the test, she let the students use their dictionaries.
.....
- As soon as I realized that the car keys were left at home, I went back to fetch them.
.....
- I didn't speak English very well before I came to Australia.
.....
- Because Sue wanted some cash, she wanted to find an ATM.
.....
- When you are doubtful about the meaning of a word, look it up in a dictionary.
.....
- The machine will stop functioning if it is heated to a high degree.
.....
- As Mr. Jason slept deeply, he didn't hear the telephone ring.
.....
- Because Dr Cawley had been elected as the head of the department, the staff sent him letters of congratulation.
.....
- Since the tourist did not know the correct address, he was lost in the busy streets of downtown.
.....

B. Choose the correct option to complete the sentences.

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

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

1. An instructional manual is sent to the buyers from the selling company.
2. Having passing the entrance exam, John was admitted to the course.
3. After left, she remembered meeting him at a conference once.
4. To achieve your goals, hard work is necessary.
5. The primitive man, had to fight with wild animals, sheltered in caves and above trees.
6. While having drunk a glass of milk, Johnny spilled it on his dress.
7. Alfred, reporting his dog lost, is searching the city streets for him.
8. Viewing from distance, the trees looked like tall buildings.

D. Each of the following sentences contains a dangling structure (misplaced modifying phrases, misplaced or wrong modified noun or pronoun or incorrect participle). Correct and rewrite them.

1. When only a child, Beethoven's artistic talent was apparent.
.....
2. Complete with references, Mina submitted her thesis to her supervisor.
.....
3. Collecting references as she worked on her thesis, identifying the relevant ones became a challenge to Mina.
.....
4. Having been busy with the children, her lunch burnt.
.....
5. Considerably developed, John believes his project will be ready next week.

Chapter Five: Noun Clauses

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

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

Noun Clauses Function:

- **As a Subject:**
Whichever restaurant you pick is fine with me.
- **As a Direct Object:**
Do you know *how the weather will be?*
- **As an Indirect Object:**
Be sure to send *whoever interviewed you* a thank-you note.
- **As an Object of the Preposition:**
Choose a gift for *whomever you want.*
- **As a Predicate Nominative:**
The focus of our work is *how we can satisfy customers most effectively.*
My greatest asset is *that I am a hard worker.*

Exercises:

A. Underline the noun clause in each sentence below and mention what their functions are.

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

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

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

C. Fill in the blanks with the suitable conjunctions.

1. The poor boy couldn't ever learn killed him.
2. I've been trying to understand it is Nick who insisted that the teachers should come up with a new proposal to the next meeting in order to improve their teaching ability.
3. You'll be surprised to learn phone I've found on the shelf.
4. I really want to find out is you've made this mistake on purpose.
5. You should have guessed she would surely let you down even at the most unexpected occasions.
6. It's clearly understood he took the trouble to help you in the garden.
7. It is not difficult to understand different people speak different languages.
8. People, at times, can be so blind that they don't even see is in front of their eyes.

Chapter Six: Conditional Sentences

The Zero Conditional:

(if + present simple, ... present simple)

If you heat water to 100 degrees, it boils.

The First Conditional:

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

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

The Second Conditional:

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

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

The Third Conditional

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

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

The Zero Conditional

This conditional is used when the result always happens. So, if water reaches 100 degrees, it always boils.

It's a fact. I'm talking in general, not about one particular situation. The result of the 'if clause' is always the main clause. The 'if' in this conditional can usually be replaced by 'when' without changing the meaning.

Here are some more examples:

If people **eat** too much, they **get** fat.

People **die** if they **don't eat**.

If babies **are** hungry, they **cry**.

The First Conditional

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

- If it **rains**, I **won't go** to the park.
- If I **have** enough money, I'll **buy** some new shoes.
- She'll **miss** the bus if she **doesn't leave** soon.
- If I **see** her, I'll **tell** her.

First vs. Zero Conditional:

The first conditional describes a *particular* situation, whereas the zero conditional describes what happens *in general*.

For example (zero conditional): if you sit in the sun, you get burned (here I'm talking about every time a person sits in the sun - the burning is a natural consequence of the sitting).

But (first conditional): if you sit in the sun, you'll get burned (here I'm talking about what will happen today, another day might be different).

The Second Conditional

It has two uses:

First, we can use it to talk about things in the future that are probably not going to be true. Maybe I'm imagining some dream. for example:

- If I **won** the lottery, I **would buy** a big house (I probably won't win the lottery).
- If I **met** the Queen of England, I **would say** hello.

- She **would travel** all over the world if she **were** rich.
- She **would pass** the exam if she ever **studied** (She never studies, so this won't happen).
(We can use 'were' instead of 'was' with 'I' and 'he/she/it'. This is mostly done in formal writing).

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

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

First vs. second conditional:

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

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

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

The Third Conditional

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

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

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

1. You will be fined if you _____ your car there (park).
2. Would you mind if I _____ early? (leave).
3. If John _____ hard, he could pass the examination. (work)
4. If I _____ his advice, I would be a fool. (follow)
5. They would have telephoned us if they _____ lost. (be)
6. I don't have a pen, but if I _____, I would lend it to you. (do)
7. Rob _____ English if he hadn't gone to class. (not learn)
8. If John had missed his flight, what ? (happen)
9. If you find the missing cat, the owner. (call)
10. If it rains tomorrow, we the picnic. (cancel)
11. If the final exam easy, I might get an 'A' in grammar. (be)
12. If I A quiet roommate, I could study more. (have)

13. I would drive to Canada if I a car. (have)
14. If I had saved enough money last year, I a new car at the beginning of this semester.
(buy)
15. If my parents rich, I wouldn't be worrying about all of this. (be)

Absence of 'if' in Conditional Sentences

The conjunction 'if' is sometimes omitted in the conditional sentences in which the if-clause contains SHOULD, WERE or HAD. In such cases, SHOULD, WERE, or HAD is moved to the beginning of the sentence and stands before the subject of the if-clause. In the negative sentences without IF, the negative particle NOT is not contracted with the auxiliary verb and stands after the subject of the subordinate clause. Examples of conditional sentences with and without the conjunction IF:

Real condition (first type):

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

Unreal condition (second type):

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

Unreal condition (second type, negative form):

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

Unreal condition (third type):

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

Unreal condition (third type, negative form):

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

Practice A.

Rewrite the following sentences without the use of 'if'.

1. If my parents were rich, I wouldn't be worrying about all of this.
.....
2. If John had missed his flight, what would have happened?
.....
3. If he should call, tell him I am out.

.....
4. If I hadn't eaten so much, I wouldn't have felt sick.

.....
5. If I weren't late for the class, I would use the public transportation.
.....