

RS: 370/-

ENGLISH COMPULSORY

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Spelling and Pronunciation Tips

1. **i before e, except after c, or when sounded like "ay", as in neighbor and weigh.** Here are some words that follow the rule:
 - IE words: believe, field, relief
 - CEI words: ceiling, deceit, receive
 - EI words: freight, reign, sleigh
 - "CIEN words" are another exception to the rule. These include ancient, efficient, and science.
 - Some exceptions: either, foreign, height, leisure, protein, weird
2. C can say /k/ or /s/. C says /s/ before an e, i, or y (cent, city, cycle). It says /k/ before everything else (cat, clip).
3. G can say /g/ or /j/. G may say /j/ before an e, i, or y (gem, giant, gym). It says /g/ before everything else (garden, glad).
4. "Silent e helps a vowel say its name." This means that when a word ends with a vowel followed by a consonant and then silent e, the vowel has a long sound. That's the difference between rate and rat, hide and hid, and cube and cub. Family, not fainly. Stats, not Staites. States, because e. Makeup, not mackup, math, not maith. Plan and plane
5. "When two vowels go walking, the first one does the talking?" This means that when there are two vowels in a row, the first usually has a long sound and the second is silent. That's why it's team, not taem; coat, not caot; and wait, not wiat. Remembering this rule will help you to put vowels in the right order. Other examples: creature, feature, traitor, plain
6. It's also helpful to try making up a funny memory aids. For example, do you have trouble remembering which has two s's—desert (arid land) or dessert (a sweet treat)? Remember that with dessert, you'd like seconds. Similarly, do you have trouble remembering how to spell separate? Remember that there's a rat in the middle. In stationery, remember that 'e' is for envelopes, but 'a' is for automobile as in stationary. Lose is to misplace; loose is not tight - so drop an o. Principal and principle - Principal a pal.

Grammatical Terms/Word Classes/Features of Sentences

Term	Nouns
Noun	A noun is a 'naming' word: a word used for naming an animal, a person, a place or a thing.
Proper noun	This is a noun used to name particular people and places: <i>Jim, Betty, London... – and some 'names': Monday, April, Easter...</i> It always begins with a capital letter.
Common noun	A common noun is a noun that is used to name everyday things: <i>cars, toothbrushes, trees,... – and kinds of people: man, woman, child ...</i>
Collective noun	This is a noun that describes a group or collection of people or things: <i>army, bunch, team, swarm...</i>
Abstract noun	An abstract noun describes things that cannot actually be seen, heard, smelt, felt or tasted: <i>sleep, honesty, boredom, freedom, power ...</i>
Term	Adjectives
Adjective	An adjective is a 'describing' word: it is a word used to describe (or tell you more about) a noun.
Adjective	Example: The burglar was wearing a <i>black</i> jacket, a <i>furry</i> hat and a <i>large</i> mask over his face. (The words in bold tell us more about the noun that follows.)
Adjective	An adjective usually comes before a noun but sometimes it can be separated from its noun and come afterwards (e.g.: Ben looked <i>frightened</i> , the dog was <i>very fierce</i> .)
Term	Demonstrative ('pointing-out') adjectives
Noun	e.g.: this, that, these, those... Demonstrative adjectives answer the question: Which? Example: Those apples and these pears are bad. That man stole this handbag.
Term	Definition
Verb	A verb is a word, or a group of words, that tells you what a person or thing is being or doing. It is often called a 'doing word': e.g. <i>running, eating, sitting</i> . All sentences have a subject and a verb. The subject is the person or thing doing the action. Example: Cats purr (cats is the subject and purr is the verb)
Term	Adverbs
Adverb	An adverb tells you more about the verb (it 'adds' to the verb). It nearly always answers the questions: How? When? Where? or Why? Most adverbs in English end in <i>-ly</i> and come from adjectives: E.g. <i>soft - softly</i> ; <i>slow - slowly</i> .
Adverb	Some words can be either adverbs or adjectives depending on what they do in a sentence. e.g. <i>fast, hard, late</i> . If they answer the questions: How? When? Where? or Why? – they are adverbs. If they answer the question: 'What is it like?' – they are adjectives, and will be telling you more about a specific noun.
Adjective	Examples: <i>Life is hard. (adjective)</i> <i>The train arrived early. (adverb)</i> <i>Kim works hard. (adverb)</i> <i>I took an early train. (adjective)</i>
Term	Adjectives of number or quantity
Adjective	e.g. much, more, most, little, some, any, enough... These answer the question: How much? Example: She invited <i>five</i> friends for breakfast; she did not have any food left.

Pronouns	
Term	Definition
Pronoun	<p>Sometimes you refer to a person or a thing not by its actual name, but by another word which stands for it. The word you use to stand for a noun is called a pronoun (which means 'for a noun').</p> <p>We use pronouns so that we do not have to repeat the same nouns over again.</p> <p>Have a look at the following sentence: When Barnaby stroked the cat and listened to the cat purring softly, Barnaby felt calm and peaceful.</p> <p>Compare it with the same sentence where some of the nouns have been replaced by pronouns: When Barnaby stroked the cat and listened to it purring softly, he felt calm and peaceful.</p>
Singular pronouns	<p>Singular pronouns are used to refer to one person or thing. E.g.: I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its</p>
Plural pronouns	<p>Plural pronouns are used to refer to more than one person or thing. E.g.: we, they, us, them, ours, yours, theirs</p>
Other word classes and grammatical terms	
Term	Definition
Prepositions	<p>Prepositions are words which show the relationship of one thing to another.</p> <p>Examples: Tom jumped <u>over</u> the cat. The monkey is <u>in</u> the tree.</p> <p>These words tell you where one thing is in relation to something else.</p> <p>Other examples of prepositions include: <u>up</u>, <u>across</u>, <u>into</u>, <u>past</u>, <u>under</u>, <u>below</u>, <u>above</u> ...</p>
Connectives (conjunctions)	<p>Connectives (conjunctions) join together words, phrases, clauses and sentences. They help us to create compound sentences by joining two main clauses together.</p> <p>E.g.: She went to the shops. She bought a box of chocolates.</p> <p>We can use a conjunction to join these sentences together: She went to the shops <u>and</u> bought a box of chocolates.</p>
Subordinating connectives	<p>Other connectives (conjunctions) include: <u>but</u>, <u>as</u>, <u>so</u>, <u>or</u> ...</p> <p>Subordinating connectives link a main (independent) clause with a subordinate (dependent) clause (a clause which does not make sense on its own).</p> <p>Example: When we got home, we were hungry. We were hungry because we hadn't eaten all day.</p> <p>Other subordinating connectives include: <u>if</u>, <u>while</u>, <u>after</u>, <u>until</u>, <u>before</u>, <u>although</u>...</p>

Term	Definition
Article	<p>An article is always used with and gives some information about a noun. There are three articles: <u>a</u>, <u>an</u> and <u>the</u></p> <p>Examples: <u>the</u> chair, <u>a</u> table, <u>an</u> elephant</p> <p>*There is sometimes confusion about whether to use <u>a</u> or <u>an</u>. The sound of a word's first letter helps us to know which to use: If a word begins with a vowel sound, you should use <u>an</u>; if a word begins with a consonant sound, you should use <u>a</u>.</p> <p>Features of sentences/Types of sentences</p>
Term	Definition
Declarative sentence (statement)	<p>These are sentences which state facts. E.g.: It is hot. The butter is in the fridge.</p>
Interrogative sentence (question)	<p>Interrogative sentences (questions) are sentences which ask for an answer. E.g.: Are you hot? Where is the butter?</p>
Imperative sentence (command)	<p>These are sentences which give orders or requests. E.g.: Play the movie. Give me a dinosaur for my birthday.</p>
Exclamatory sentence (exclamation)	<p>Exclamatory sentences (exclamations) are sentences which express a strong feeling of emotion. E.g.: My goodness, it's hot! I absolutely love this movie!</p>
Clause	<p>A clause is a group of words which does contain a verb, it is part of a sentence.</p> <p>There are two kinds of clauses:</p> <ol style="list-style-type: none"> 1. A main clause (makes sense on its own) e.g.: Sue bought a new dress. 2. A subordinate clause (does not make sense on its own; it depends on the main clause for its meaning) <p>E.g.: Sue bought a new dress <u>when</u> she <u>went shopping</u>. *'when she went shopping' is the subordinate clause as it would not make sense without the main clause</p>
Phrase	<p>A phrase is a group of words which does not make complete sense on its own and does not contain a verb; it is not a complete sentence: e.g.: up the mountain</p>

UNIT 22 BASIC SENTENCE PATTERNS

Structure

- 22.0 Objectives
- 22.1 Introduction
- 22.2 Basic Elements of a Sentence
- 22.3 Basic Sentence Patterns
- 22.4 Let Us Sum Up
- 22.5 Key Words
- 22.6 Suggested Reading

Answers

22.0 OBJECTIVES

The main aim of this unit is to introduce you to the basic sentence patterns of English. However, we shall first introduce you to the essential elements (or constituents) of an English sentence, namely, Subject, Verb, Object, Complement, and Adverbial. A detailed analysis of these elements of the English sentence will be done in the units that follow.

After you have completed this unit, you should be able to identify the different constituents of an English sentence — Subject, Verb, Object, Complement and Adverbial. You should also be able to distinguish clearly between *direct* and *indirect objects*, *subject and object complements*, and *subject complements and direct objects*.

22.1 INTRODUCTION

In Unit 21, we tried to show you that a sentence is not just a string of words which are randomly put together. If it were so, one could pick up the dictionary of a language, learn the words in it and by putting them to use, start speaking the language. But languages consist of systematically organised sentences and not just words strung together at random. In fact there is a limited and definable set of constituents that combine to make sentences. The set of rules which are used to combine these constituents is also finite. But the infinite variety of sentences that proficient users of a language both understand and produce are made possible by the application of these rules. So an important point to remember at this stage is that to use a language one makes use of a relatively small number of rules to produce an unlimited number of sentences or, in speech, what are called utterances.

Syntax-I: Sentence Structure-I
3. Virnila has searched the room carefully.
4. They made Rahul the captain this year.
5. It rained heavily last night.
6. Neha gave Sanjay a book yesterday.
7. My brother is playing hockey in the playground.

Each of these sentences is composed of all or most of the following basic elements:

- Subject (S)
- Verb (V)
- Object (O)
- Complement (C)
- Adverbial (A)

The last four, i.e. Verb, Object, Complement and Adverbial, are parts of the predicate (P). Sentences are formed by combining S with one or more elements of the P. So a normal sentence consists of S+P. Also note, however that in a normal sentence V is never optional. It is therefore said to be an essential part of every sentence.

Sentence 4 above has, for example, all the five elements. S V O C A
They made Rahul the captain this year.

We talked about S and V briefly in Unit 21. But O, C and A are new elements that we shall discuss briefly below. A fuller discussion of these elements will be taken up in subsequent units.

Objects:

Among objects we need to distinguish between Direct Objects (DO) and Indirect Objects (IO). In sentence 6 above, a book is the DO and Sanjay the IO. Whatever is directly affected by the verb is called the DO. The IO is generally the recipient of what is directly affected by the verb. In an English sentence, the DO generally follows the IO.

Among complements, we need to distinguish between Subject Complements (SC) and Object Complements (OC). In 1 above, a student is an SC because it is directly related to the subject of the sentence, i.e. Sudhir. It is Sudhir who is a student at Delhi University. In 4, the captain is an OC because it relates directly to the object of the sentence i.e. Rahul. It is Rahul who is the captain.

It is also important to make sure that you do not confuse an SC and a DO. An SC simply gives additional information about the subject. A DO on the other hand is directly affected by the verb. For example in 8 below a doctor is an SC because it only tells us something new about Nilima, the subject. 'Nilima' and 'doctor', as you must see, refer to the same person.

- 8. Nilima is a doctor (S V SC)
- 9. He became the president (S V SC)

You have already come across sentences such as the following in Unit 21:

Sudhir is now a student at Delhi University.

22.2 BASIC ELEMENTS OF A SENTENCE

10. She made a cake. (S V DO)
 11. Anju opened the door. (S V DO)

Notice also that Sentences 10 and 11 which have the S V DO pattern can be converted into the passive voice. But Sentences 8 and 9 which have the S V SC pattern cannot be passivised. Sentences 12 and 13 are the passives for 10 and 11.

12. A cake was made by her.
 13. The door was opened by Anju.

Adverbials:

Adverbials (A) elaborate on the action denoted by the verb and generally form answers to questions beginning with *how*, *when*, *where*, etc. For example, in the case of Sentence 1, the question asked, 'At what university is Sudhir a student?' would lead to the answer: 'At Delhi University'. Here 'At Delhi University' is an Adverbial of place. Similarly adverbs tell us about the time, manner, frequency, etc. of the action denoted by the verb. In Sentences 1-7, *now*, *every year*, *last night*, *yesterday* are all adverbials of time; *in the playground* is an adverbial of place, and *carefully* is an adverb of manner; it shows 'how something was done'.

So far we have provided a very elementary discussion of the different constituents of a sentence. Let us now analyse Sentences 1-7 in terms of the following elements: S V SC IO OC A. However, before you look at the analytical table that follows please make sure that you know well what each symbol (S,V..) stands for.

S	V	SC	IO	DO	OC	A
Sudhir	is	a student				now at Delhi University
The Babus of were Nayanjore	famous landlords					
Vimala	has		the room			carefully.
They	made		Rahul	the captain		this year
If	rained					heavily last night
Neha	gave	Sanjay	a book			yesterday
My brother	is playing	hockey			on the play ground	

Basic Sentence Patterns

Syntax-1: Sentence Structure-1

Pattern A). S V
 as in the following sentences:

14. Fire (S) burns (V).
 15. Birds (S) fly (V).

We may optionally add A (Adverbs) to these sentences as in:

16. Fire (S) always (A) burns (V).
 17. Birds (S) fly (V) every morning (A).

In fact all the seven sentences in 22.2 will make perfect sense without the element A.

One of the most frequently used patterns in English is the

Pattern B) S V DO (A) (The element A is shown in brackets to indicate that it is optional). The pattern is illustrated in sentence 3 in 22.2 above. Two more examples are:

18. Meera wrote a letter.
 19. The good-looking teenager drives a scooter.

Sentence 6 in 22.2 above illustrates the very productive pattern

Pattern C), S V IO DO (A)

Here are a few more examples.

20. The team (S) gave (V) their coach (IO) an expensive parting gift (DO).
 21. Ravi (S) sent (V) me (IO) an unexpectedly friendly note (DO).

Sentences 18 and 19 contain only one object each. Each of these sentences can also have a passive voice form. But there are two objects each in 20 and 21 and each of them may have two passive sentences corresponding to it as follows.

22. An expensive parting gift was given to the coach (by the team).
 23. The coach was given an expensive parting gift.
 24. An unexpectedly friendly note was sent to me (by Ravi).
 25. I was sent an unexpectedly friendly note (by Ravi).

Usage Note:

As we saw above verbs like *give*, *send*, *buy*, *tell* take two objects, namely IO and DO. So too do verbs like *suggest*.

Example: I suggest we discuss the plan thoroughly.
 I suggest you leave this plan to Govinda.

However, it is not good English to say:

*I suggested him this idea. Or

The two ideas may be expressed thus:
 I suggested this idea to him.
 We explained our proposition to the committee.

22.3 BASIC SENTENCE PATTERNS

The above analysis of the seven sentences in 22.2 illustrates some of the basic sentence structures of English. In the subsequent form an English sentence can

Another frequently used pattern of English, namely

Pattern D) $S \quad V \quad SC$ (A)

is illustrated in Sentence 1 in 22.2 above. It may also be seen in the following sentences.

26. Rajiv is a well-liked family doctor
27. The sky became dark.

The pattern
Pattern E) $S \quad V \quad DO \quad OC$ (A)

may be seen in Sentence 4 in 22.2 above and also in the following examples.

28. We named our son Mukul.
29. She called me a coward.

Although it is rare to find the same verb flexible enough to be used in all the above major sentence patterns, it seems possible to illustrate all five patterns above by using a verb like 'keep'. The following table does that:

Pattern	S	V	SC	IO	DO	OC	(A)
A.	I timed	keeps					indefinitely.
B.	Mohan	kept			dogs.		
C.				us	seats.		
D.	Tinned food	keeps	fresh.				
E.	Blankets	kept			us	warm.	

Check Your Progress 1

1. Look at the following sentences:

He brought some coffee. $S \quad V \quad IO \quad DO$

Use the following verbs to make up pairs of sentences similar to the above:

- i) give.....
- ii) sell.....
- iii) lend.....

Basic Sentence Patterns

Syntax-1: Sentence Structure-1

v)

ask:.....
.....

2.

Place the following sentences into three groups. In each case add one or more sentences of your own to help you become more fully aware of the composition of each pattern and the important differences between them.

- a) $S \quad V$
- b) $S \quad V \quad SC$
- c) $S \quad V \quad DO$

- i. He became a national hero.

ii. The sun has set.

iii. We paused.

iv. Neetu can drive a car.

v. The total is ninety-seven.

vi. Meera's father is a doctor.

vii. The men hunted animals.

viii. Fire interrupted the last performance.

ix. They were flying kites.

x. Birds fly.

S V

S V SC

S V DO

3. Identify the patterns in the following sentences:

i) She became blind.

ii) Roopa became an excellent model.

iii) I gave him all my money.

iv) That will save us a lot of trouble.

v) We painted the house white.

vi) He wrote the letter quickly.

vii) Experience made her confident.

viii) You promised me an ice-cream yesterday.

ix) They will set the prisoners free on the 15th of August.

x) He always brings sweets on Diwali.

4. It is sometimes possible to use either the $S \quad V \quad IO \quad DO$ or the $S \quad V \quad DO$ pattern to say much the same thing as may be expressed in the pattern $S \quad V \quad DO$, e.g.

i) Her explanation clarified the situation. ($S \quad V \quad DO$)
ii) Her explanation made the situation clear. ($S \quad V \quad DO \quad OC$)

iii) They fed the animals. ($S \quad V \quad DO$)

iv) They gave the animals food. ($S \quad V \quad IO \quad DO$)

Make up a sentence based on either iia or iiia above for each of the following sentences.

- i) They rewarded us.....
- ii) The journey tired him.....

(1)

(36)

Articles

There are only three articles in English: **a**, **an**, and **the**.

There are two types of articles: **indefinite "a" and "an"** or the **definite - "the"**. You also need to know when not to use an article.

1. Indefinite articles - A and An

A and **an** are indefinite articles. They are used when talk about something that is not specifically known to the person you are talking to with. **A** and **an** are used before nouns that introduce something or someone you have not mentioned before.

- Paul : Hi Peter, I saw **an** accident this morning outside my house. (You are speaking about the "accident" for the first time to Peter. He did not know about it before.)

A and **an** are also used when talking about your profession.

- I am **an** English teacher.
- I am **a** builder.

You use **A** when the noun you are referring to begins with a **consonant**: a house, a building, a car.

You use **An** when the noun you are referring to begins with a **vowel** (a, e, i, o, u).

Pronunciation changes this rule. It's **the sound** that matters, not the spelling.

If the next word begins with a consonant sound when we say it, for example, "university" then we use **a**. If the next word begins with a vowel sound when we say it, for example "hour" then we use **an**.

We say "university" with a "y" sound at the beginning as though it were spelt "you niversity". - So, "a university" IS correct.

We say "hour" with a silent h as though it were spelt "our". - So, "an hour" IS correct.

2. Definite article - the

You use **The** when you know that the listener knows or can understand what particular person/thing you are talking about.

You should also use **The** when you have already mentioned the thing you are talking about.

- Paul : Hi Peter, I saw **an** accident this morning outside my house. (you are speaking about the "accident" for the first time to Peter. He did not know about it before)
- Peter: Hi Paul, do you know how **the** accident happened?(Peter now knows about the accident)

We use **The** to talk about geographical points on the globe.

- **the** North Pole, **the** equator

We use **The** to talk about rivers oceans and seas.

- **the** Nile, **the** Pacific, **the** English channel

We also use **The** before certain nouns when we know there is only one of a particular thing.

- **the** Rain, **the** sun, **the** wind, **the** world, **the** earth, **the** White House

However if you want to describe a particular instance of these you should use **a/an**.

- I could hear **the** wind.
- There's **a** cold **wind** blowing.

The is also used to say that a particular person or thing being mentioned is the best, most famous, etc. In this use, 'the' is usually given strong pronunciation:

- Harry's Bar is **the** place to go. (Note – **The** doesn't mean all.)
- **The** books are expensive. (Not all books are expensive, just the ones I'm talking about.)
- Books are expensive. (All books are expensive.)

3. When not to use an article

We usually use no article to talk about things in general.

- People are worried about rising crime.
- People generally, so no article.

You do not use an article when talking about sports.

- My son plays football.
- Tennis is expensive.

You do not use an article before uncountable nouns when talking about them generally.

- Information is important to any organization.
- Coffee is bad for you.

You do not use an article before the names of countries **except** where they indicate multiple areas or contain the words (state(s), kingdom, republic, union). Kingdom, state, republic and union are nouns, so they need an article.

Without an article

- Italy, Mexico, Bolivia, England

With The

- the UK (United Kingdom), the USA (United States of America), the Irish Republic

Multiple areas

- the Netherlands, the Philippines , the British Isles

Complete the following sentences using appropriate articles. In some cases, no articles are needed.

1. man is mortal.
2. I am university student.
3. She goes to the temple in mornings.
4. Kiran is best student in the class.
5. This book has won Booker prize.
6. I do not like coffee.
7. Harishchandra was honest king.
8. I am fond of classical music.
9. I met boy in the store.
10. Gold is precious metal.
11. She returned after hour.
12. There is institution for blind in this city.
13. We are going to see Statue of Liberty this weekend.
14. I am afraid of guns.
15. I like to play badminton.

Julia and Steve want to buy a new home. They have come to see a house for sale. Complete the conversation below by adding 'a/an' or 'the'.

Julia: Well, here we are, number 378 Maple Street. I think this is (1) _____ house we saw on-line. What do you think of (2) _____ location?

Steve: It's in (3) _____ nice neighborhood. And it's close to downtown.

Julia: And there's (4) _____ bus stop not too far away.

Steve: How many bedrooms are there?

Julia: Um. There are three bedrooms. They're all upstairs, I think.

Steve: There's (5) _____ back yard behind the house, right?

Julia: That's right. (6) _____ back yard is actually quite large. It would be great for our kids to play in.

Steve: Yeah, I think so, too. Did you see any photos of (7) _____ living room online? What does it look like?

Julia: (8) _____ living room looks great. It looks bright and sunny and it has (9) _____ nice view of (10) _____ mountains. But (11) _____ kitchen looks a little small.

Steve: And ... I remember you said there isn't (12) _____ basement, right?

Julia: No, but there is (13) _____ attic where we can put things.

Steve: Hmm That's good. Remember, we'll have to put our bicycles away during (14) _____ winter. I wonder if there's (15) _____ school nearby.

Julia: Let's ask (16) _____ real estate agent when she comes. She said she would be here at three o'clock.

Steve: Hey, look! There she is now!

- 21 We have a very good train service from here to ... city centre and most people go to ... work by train. You can go by ... bus too, of course, but you can't get a season ticket on ... bus.
- 22 ... dead no longer need ... help. We must concern ourselves with ... living. We must build ... houses and ... schools and ... playgrounds.
- 23 I'd like to see ... Mr Smith please. — Do you mean ... Mr Smith who works in ... box office or ... other Mr Smith?
- 24 Did you come by ... air? — No, I came by ... sea. I had a lovely voyage on ... Queen Elizabeth II.
- 25 ... most of ... stories that ... people tell about ... Irish aren't true.
- 26 ... married couples with ... children often rent ... cottages by ... seaside for ... summer holidays.
- 27 It's usually safe to walk on ... sand, but here, when ... tide is coming in, ... sand becomes dangerously soft. ... people have been swallowed up by it.
- 28 When ... Titanic was crossing ... Atlantic she struck an iceberg which tore a huge hole in her bow ... captain ordered ... crew to help ... passengers into ... boats.
- 29 Everywhere ... man has cut down ... forests in order to cultivate ground, or to use ... wood as ... fuel or as ... building material.
- 30 But ... interference with ... nature often brings ... disaster. ... tree-felling sometimes turns ... fertile land into a dustbowl.
- 31 ... people think that ... lead is ... heaviest metal, but ... gold is heavier.
- 32 Our air hostess said, ... rack is only for ... light articles. ... heavy things such as ... bottles must be put on ... floor.
- 33 ... windows are supposed to let in ... light; but ... windows of this house are so small that we have to have ... electric light on all ... time.
- 34 There'll always be a conflict between ... old and ... young. ... young people want ... change but ... old people want ... things to stay ... same.
- 35 ... power tends to corrupt and ... absolute power corrupts absolutely.
- 36 You can fool some of ... people all ... time, and all ... people some of ... time; but you cannot fool all ... people all ... time.

3 Articles: a/an, the

PEG 1-8

Insert a, an or the if necessary.

- 1 There was ... knock on ... door. I opened it and found ... small dark man in ... blue overcoat and ... wooden cap.
- 2 He said he was ... employee of ... gas company and had come to read ... meter.
- 3 But I had ... suspicion that he wasn't speaking ... truth because ... meter readers usually wear ... peaked caps.
- 4 However, I took him to ... meter, which is in ... dark corner under ... stairs (... meters are usually in ... dark corners under ... stairs).
- 5 I asked if he had ... torch; he said he disliked torches and always read ... meters by ... light of ... match.
- 6 I remarked that if there was ... leak in ... gaspipe there might be ... explosion while he was reading ... meter.
- 7 He said, 'As ... matter of ... fact, there was ... explosion in ... last house I visited; and Mr Smith, ... owner of ... house, was burnt in ... face.'
- 8 'Mr Smith' was holding ... lighted match at ... time of ... explosion.
- 9 To prevent ... possible repetition of this accident, I lent him ... torch.
- 10 He switched on ... torch, read ... meter and wrote ... reading down on ... back of ... envelope.
- 11 I said in ... surprise that ... meter readers usually put ... readings down in ... book.
- 12 He said that he had had ... book but that it had been burnt in ... fire in ... Mr Smith's house.
- 13 By this time I had come to ... conclusion that he was ... genuine meter reader; and ... moment he left ... house I rang ... police.
- 14 Are John and Mary ... cousins? — No, they aren't ... cousins; they are ... brother and ... sister.
- 15 ... fog was so thick that we couldn't see ... side of ... road. We followed ... car in front of us and hoped that we were going ... right way.
- 16 I can't remember ... exact date of ... storm, but I know it was ... Sunday because everybody was at ... church. On ... Monday ... post didn't come because ... roads were blocked by ... fallen trees.
- 17 Peter thinks that this is quite ... cheap restaurant.
- 18 There's been ... murder here. — Where's ... body? — There isn't ... body. — Then how do you know there's been ... murder?

- 19 Number ... hundred and two ... house next door to us, is for sale. It's quite ... nice house with ... big rooms. ... back windows look out on ... park.
- 20 I don't know what ... price ... owners are asking. But Dry and Rot are ... agents. You could give them ... ring and make them ... offer.
- 21 ... postman's little boy says that he'd rather be ... dentist than ... doctor, because ... dentists don't get called out at ... night.
- 22 Just as ... air hostess (*there was only one on the plane*) was handing me ... cup of ... coffee ... plane have ... lunch and ... coffee went all over ... person on ... other side of ... gangway.
- 23 There was ... collision between ... car and ... cyclist at ... crossroads near ... my house early in ... morning. ... cyclist was taken to ... hospital with ... concussion. ... driver of ... car was treated for ... shock. ... witnesses say that ... car was going at ... seventy miles ... hour.
- 24 Professor Jones, ... man who discovered ... new drug that everyone is talking about, refused to give ... press conference.
- 25 Peter Piper, ... student in ... professor's college, asked him why he refused to talk to ... press.
- 26 We're going to ... tea with ... Smiths today, aren't we? Shall we take ... car?
- We can go by ... car if you wash ... car first. We can't go to ... Mrs Smith's in ... car all covered with ... mud.
- 27 He got ... job in ... south and spent ... next two years doing ... work he really enjoyed.
- 28 It is ... pleasure to do ... business with such ... efficient organization.
- 29 ... day after ... day passed without ... news, and we began to lose ... hope.
- 30 Would you like to hear ... story about ... Englishman, ... Irishman and ... Scotsman? —
- No. I've heard ... stories about ... Englishmen, ... Irishmen and ... Scotsmen before and they are all ... same.
- 31 But mine is not ... typical story. In my story ... Scotsman is generous, ... Irishman is logical and ... Englishman is romantic. — Oh, if it's ... fantastic story I'll listen with ... pleasure.
- 32 My aunt lived on ... ground floor of ... old house on ... River Thames. She was very much afraid of ... burglars and always locked up ... house very carefully before she went to ... bed. She also took ... precaution of looking under ... bed to see if ... burglar was hiding there.
- 33 ... modern burglars don't hide under ... beds, said her daughter. 'I'll go on looking just ... same,' said my aunt.
- 34 One morning she rang her daughter in ... triumph. 'I found ... burglar under ... bed ... last night,' she said, and he was quite ... young man.'

35 ... apples are sold by ... pound. These are forty pence ... pound. It was ... windy morning but they hired ... boat and went for ... sail along ... coast. In ... afternoon ... wind increased and they soon found themselves in ... difficulties.

4 Articles and possessive adjectives

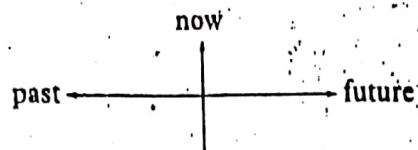
PEG 1-8, 62-3

Insert a, an, the, or my, his, her, our, your, their if necessary.

- He took off ... coat and set to work.
- Why are you standing there with ... hands in ... pockets?
- At most meetings ... people vote by raising ... right hands.
- The bullet struck him in ... foot.
- They tied ... hands behind ... back and locked him in a cellar.
- He took ... shoes off and entered on ... tiptoe.
- Someone threw ... egg which struck the speaker on ... shoulder.
- I have ... headache.
- I have ... pain in ... shoulder.
- The windscreen was smashed and the driver was cut in ... face by broken glass.
- He was ... very tall man with ... dark hair and ... small beard, but I couldn't see ... eyes because he was wearing ... dark glasses.
- He tore ... trousers getting over a barbed wire fence.
- Brother and sister were quite unlike each other. He had ... fair wavy hair; ... hair was dark and straight.
- She pulled ... sleeve to attract his attention.
- 'Hands up!' said the masked man, and we all put ... hands up.
- Ask ... woman in front of you to take off ... hat.
- He stroked ... chin thoughtfully.
- If you're too hot why don't you take off ... coat?
- I saw him raise ... right hand and take ... oath.
- The lioness bit him in ... leg.
- You should change ... wet shoes, or you'll catch another cold.
- There was a shot and a policeman came out with ... blood running down ... face.
- We shook ... hands with ... host.
- He fell off his horse and injured ... back.
- The barmen seized the drunk by ... collar.
- Leave ... coats in ... cloakroom; don't bring them into ... theatre.
- He fell down a flight of stairs and broke ... rib.
- He pointed to a woman in ... green dress.
- He is ... thoroughly selfish man; he wouldn't lift ... finger to help anyone.
- You'll strain ... eyes if you read in ... bad light.

(42)

AN OVERVIEW OF ENGLISH VERB TENSES FOLLOWS IN CHARTS I-1 THROUGH I-5. The diagram shown below will be used in the tense descriptions:



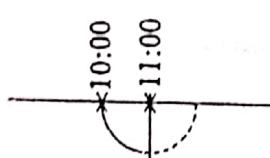
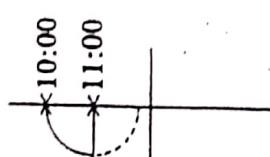
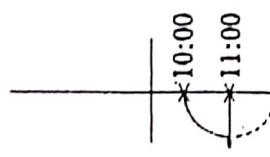
1-1 THE SIMPLE TENSES

TENSE	EXAMPLES	MEANING
SIMPLE PRESENT 	(a) It snows in Alaska. (b) I watch television every day.	In general, the simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.
SIMPLE PAST 	(c) It snowed yesterday. (d) I watched television last night.	At one particular time in the past, this happened. It began and ended in the past.
SIMPLE FUTURE 	(e) It will snow tomorrow. (f) I will watch television tonight.	At one particular time in the future, this will happen.

1-2 THE PROGRESSIVE TENSES*

Form: *be + -ing (present participle)*

Meaning: The progressive tenses give the idea that an action is *in progress* during a particular time. The tenses say that an action *begins before*, is *in progress during*, and *continues after* another time or action.

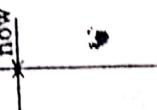
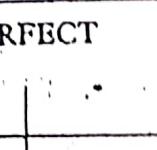
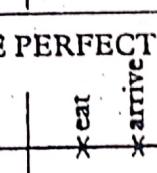
PRESENT PROGRESSIVE 	(a) He <i>is sleeping</i> right now.	He went to sleep at 10:00 tonight. It is now 11:00 and he is still asleep. His sleep began in the past, is <i>in progress at the present time</i> , and probably will continue.
PAST PROGRESSIVE 	(b) He <i>was sleeping</i> when I arrived.	He went to sleep at 10:00 last night. I arrived at 11:00. He was still asleep. His sleep began before and <i>was in progress at a particular time in the past</i> . It probably continued.
FUTURE PROGRESSIVE 	(c) He <i>will be sleeping</i> when we arrive.	He will go to sleep at 10:00 tomorrow night. We will arrive at 11:00. The action of sleeping will begin before we arrive and it <i>will be in progress at a particular time in the future</i> . Probably his sleep will continue.

*The progressive tenses are also called the continuous tenses: *present continuous*, *past continuous*, and *future continuous*.

1-3 THE PERFECT TENSES

Form: ' have + past participle

Meaning: The perfect tenses all give the idea that one thing *happens before* another time or event.

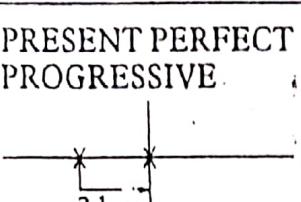
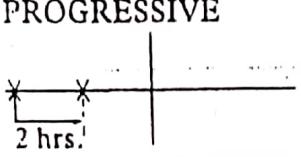
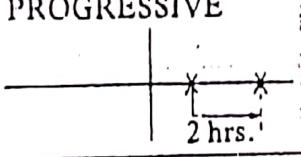
Form: <i>have + past participle</i>	Meaning: The perfect tenses all give the idea that one thing <i>happens before</i> another time or event.
PRESENT PERFECT 	(a) I <i>have already eaten</i> .
PAST PERFECT 	(b) I <i>had already eaten</i> when they <i>arrived</i> .
FUTURE PERFECT 	(c) I <i>will already have eaten</i> when they <i>arrive</i> .

(45)

1-4 THE PERFECT PROGRESSIVE TENSES

Form: *have + been + -ing (present participle)*

Meaning: The perfect progressive tenses give the idea that one event is *in progress immediately before, up to, until another time or event*. The tenses are used to express the *duration* of the first event.

PRESENT PERFECT PROGRESSIVE 	(a) I <i>have been studying</i> for two hours.	Event in progress: studying. When? <i>Before now, up to now.</i> How long? <i>For two hours.</i>
PAST PERFECT PROGRESSIVE 	(b) I <i>had been studying</i> for two hours before my friend came.	Event in progress: studying. When? <i>Before another event in the past.</i> How long? <i>For two hours.</i>
FUTURE PERFECT PROGRESSIVE 	(c) I <i>will have been studying</i> for two hours by the time you arrive.	Event in progress: studying. When? <i>Before another event in the future.</i> How long? <i>For two hours.</i>

1-7 SIMPLE PRESENT

	<p>(a) Water consists of hydrogen and oxygen. (b) Most animals kill only for food. (c) The world is round.</p> <p>(d) I study for two hours every night. (e) My classes begin at nine. (f) He always eats a sandwich for lunch.</p> <p>(g) I have only a dollar right now. (h) I don't recognize that man. (i) He needs a pen right now.</p>	<p>The simple present says that something was true in the past, is true in the present, and will be true in the future. It is used for general statements of fact.</p> <p>The simple present is used to express habitual or everyday activity.</p> <p>Certain verbs are not used in the progressive tenses. (See Chart 1-9.) With these verbs, the simple present may indicate a situation that exists right now, at the moment of speaking.</p>
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1-8 PRESENT PROGRESSIVE

	<p>(j) John is sleeping right now. (k) I need an umbrella because it is raining. (l) John and Mary are talking on the phone.</p> <p>(m) I am taking five courses this semester. (n) John is trying to improve his work habits. (o) She is writing another book this year.</p>	<p>The present progressive expresses an activity that is in progress at the moment of speaking. It began in the recent past, is continuing at present, and will probably end at some point in the future.</p> <p>Often the activity is of a general nature: something generally in progress this week, this month, this year.</p> <p>Note (o): The sentence means that writing a book is a general activity she is engaged in at present, but it does not mean that at the moment of speaking she is sitting at her desk with pen in hand.</p>
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(47)

EXERCISE 10: Use either the SIMPLE PRESENT or the PRESENT PROGRESSIVE of the verbs in parentheses.

1. Diane can't come to the phone because she (*wash*) is washing her hair.
2. Diane (*wash*) _____ her hair every other day or so.
3. Kathy (*sit, usually**) _____ in the front row during class, but today she (*sit*) _____ in the last row.
4. Please be quiet. I (*try*) _____ to concentrate.
5. (*Lock, you, always**) _____ the door to your apartment when you leave?
6. I wrote to my friend last week. She hasn't answered my letter yet. I (*wait, still**) _____ for a reply.
7. After three days of rain, I'm glad that the sun (*shine*) _____ again today.
8. Every morning, the sun (*shine*) _____ in my bedroom window and (*wake*) _____ me up.
9. A: Look! It (*snow*) _____.
B: It's beautiful! This is the first time I've ever seen snow. It (*snow, not**) _____ in my country.
10. Mike is a student, but he (*go, not**) _____ to school right now because it's summer. He (*attend*) _____ college from September to May every year, but in the summers he (*have, usually**) _____ a job at the post office. In fact, he (*work*) _____ there this summer.

EXERCISE 11—ORAL: On a piece of paper, write one direction that you want a classmate to follow. Examples: *Stand up. Smile. Open the door. Sneeze.*

(To the teacher: Collect and then redistribute the directions. Ask each student in turn to perform the required action, and have another student use the present progressive to describe this action.)

*See Appendix 1 for usual placement of mid-sentence adverbs (Chart A-4), for question forms (Chart B-1), and for negative forms (Chart C-1).

1-9 NONPROGRESSIVE VERBS

NONPROGRESSIVE	
(a) Ali knows this grammar.	Some verbs are <i>nonprogressive</i> ; they are not used in any of the progressive tenses. These verbs describe states (i.e., conditions that exist); they do not describe activities that are in progress. In (a): "Ali knows" describes a mental state that exists.
PROGRESSIVE (b) Kim is reading about this grammar.	COMPARE: In (b): "Kim is reading" is an activity in progress. Progressive tenses can be used with the verb <i>read</i> but not with the verb <i>know</i> .

COMMON NONPROGRESSIVE VERBS

(1) MENTAL STATE	know realize understand recognize	believe feel suppose think*	imagine doubt remember forget	want need prefer mean
(2) EMOTIONAL STATE	love like appreciate	hate dislike	fear envy	mind care
(3) POSSESSION	possess	have*	own	belong
(4) SENSE PERCEPTIONS	taste* smell*	hear feel*	see*	
(5) OTHER EXISTING STATES	seem look* appear*	cost owe weigh*	be* exist	consist of contain include

*Verbs with an asterisk are also commonly used as progressive verbs, with a difference in meaning, as in the following examples:

	NONPROGRESSIVE (existing state)	PROGRESSIVE (activity in progress)
think	I think he is a kind man.	I am thinking about this grammar.
have	He has a car.	I am having trouble. She is having a good time.
taste	This food tastes good.	The chef is tasting the sauce.
smell	These flowers smell good.	Don is smelling the roses.
see	I see a butterfly. Do you see it?	The doctor is seeing a patient.
feel	The cat's fur feels soft.	Sue is feeling the cat's fur.
look	She looks cold. I'll lend her my coat.	I am looking out the window.
appear	He appears to be asleep.	The actor is appearing on the stage.
weigh	A piano is heavy. It weighs a lot.	The grocer is weighing the bananas.
be	I am hungry.	Tom is being foolish.**

**COMPARE:

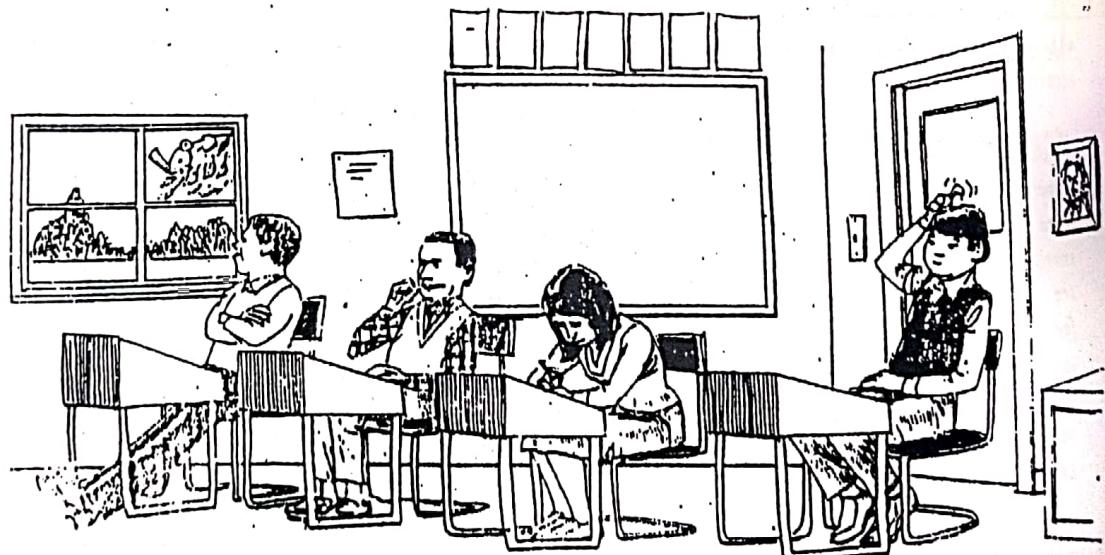
- (a) **Bob is foolish.** = Foolishness is one of Bob's usual characteristics.
- (b) **Tom is being foolish.** = Right now, at the moment of speaking, Tom is doing something that the speaker considers foolish.

The verb **be** (+ an adjective) is used in the progressive to describe a temporary characteristic. Very few adjectives are used with **be** in the progressive; some of the most common are: *foolish, nice, kind, lazy, careful, patient, silly, rude, polite, impolite*.

9a

EXERCISE 12: Use either the SIMPLE PRESENT or the PRESENT PROGRESSIVE of the verbs in parentheses.

1. I can't afford that ring. It (*cost*) _____ costs _____ too much.
2. Look. It (*begin*) _____ to rain. Unfortunately, I (*have*, *not**) _____ my umbrella with me. Tom is lucky. He (*wear*) _____ a raincoat.
3. I (*own, not*) _____ an umbrella. I (*wear*) _____ a waterproof hat on rainy days.
4. Right now I (*look*) _____ around the classroom. Yoko (*write*) _____ in her book. Carlos (*bite*) _____ his pencil. Wan-Ning (*scratch*) _____ his head. Ahmed (*stare*) _____ out the window. He (*seem*) _____ to be daydreaming, but perhaps he (*think*) _____ hard about verb tenses. What (*think, you*) _____ Ahmed (*do*) _____?



A form of *do* is usually used in the negative when the main verb is *have* (especially in American English but also commonly in British English); e.g., *I don't have a car*. Using *have* without a form of *do* is also possible but less common: *I haven't a car*.

AN ALPHABETICAL LIST OF IRREGULAR VERBS

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
arise	arose	arisen	forbid	forbade	forbidden
be	was, were	been	forecast	forecast	forecast
bear	bore	borne/born	forget	forgot	forgotten
beat	beat	beaten/beat	forgive	forgave	forgiven
become	became	become	forsake	forsook	forsaken
begin	began	begun	freeze	froze	frozen
bend	bent	bent	get	got	gotten*
bet	bet	bet*	give	gave	given
bid	bid	bid	go	went	gone
bind	bound	bound	grind	ground	ground
bite	bit	bitten	grow	grew	grown
bleed	bled	bled	hang	hung	hung
blow	blew	blown	have	had	had
break	broke	broken	hear	heard	heard
breed	bred	bred	hide	hid	hidden
bring	brought	brought	hit	hit	hit
broadcast	broadcast	broadcast	hold	held	held
build	built	built	hurt	hurt	hurt
burst	burst	burst	keep	kept	kept
buy	bought	bought	know	knew	known
cast	cast	cast	lay	laid	laid
catch	caught	caught	lead	led	led
choose	chose	chosen	leave	left	left
cling	clung	clung	lend	lent	lent
come	came	come	let	let	let
cost	cost	cost	lie	lay	lain
creep	crept	crept	light	lit/lighted	lit/lighted
cut	cut	cut	lose	lost	lost
deal	dealt	dealt	make	made	made
dig	dug	dug	mean	meant	meant
do	did	done	meet	met	met
draw	drew	drawn	mislay	mislaid	mislaid
eat	ate	eaten	mistake	mistook	mistaken
fall	fell	fallen	pay	paid	paid
feed	fed	fed	put	put	put
feel	felt	felt	quit	quit	quit*
fight	fought	fought	read	read	read
find	found	found	rid	rid	rid
fit	fit	fit*	ride	rode	ridden
flee	fled	fled	ring	rang	rung
fling	flung	flung	rise	rose	risen
fly	flew	flown	run	ran	run

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
say	said	said	sting	stung	stung
see	saw	seen	stink	stank/stunk	stunk
seek	sought	sought	strive	strode	striven
sell	sold	sold	strike	struck	struck/stricken
send	sent	sent	string	strung	strung
set	set	set	swear	swore	sworn
shake	shook	shaken	sweep	swept	swept
shed	shed	shed	swim	swam	swum
shine	shone/shined	shone/shined	swing	swung	swung
shoot	shot	shot	take	took	taken
show	Showed	shown/showed	teach	taught	taught
shrink	shrank/shrunk	shrunk	tear	tore	torn
shut	shut	shut	tell	told	told
sing	sang	sung	think	thought	thought
sit	sat	sat	throw	threw	thrown
sleep	slept	slept	thrust	thrust	thrust
slide	slid	slid	understand	understood	understood
slit	slit	slit	undertake	undertook	undertaken
speak	spoke	spoken	upset	upset	upset
speed	sped/speeded	sped/speeded	wake	woke/waked	woken/waked
spend	spent	spent	wear	wore	worn
spin	spun	spun	weave	wove	woven
spit	spit/spat	spit/spat	weep	wept	wept
split	split	split	win	won	won
spread	spread	spread	wind	wound	wound
spring	sprang/sprung	sprung	withdraw	withdrew	withdrawn
stand	stood	stood	wring	wrong	wrong
steal	stole	stolen	write	wrote	written
stick	stuck	stuck			

*The following are some differences in verb forms between American English and British English:

American

bet-bet-bet

fit-fit-fit

get-got-gotten

quit-quit-quit

British

bet-bet-bet OR bet-botted-botted

fit-fit-fit-fitted

get-got-got

quit-quitted-quitted

American: burn, dream, kneel, lean, leap, learn, smell, spell, spill, spoil are usually regular: burned, dreamed, kneeled, leaned, leaped, etc.

British: simple past and past participle forms of these verbs can be regular but more commonly end with -t: burnt, dreamt, knelt, leant, leapt, learnt, smelt, spelt, spoilt.

Fill in the correct form verb – All Tenses

1. I _____ a great film yesterday. (see)
2. _____ a new car? (you ever buy)
3. I _____ him last Monday. (meet)
4. The band _____ while I _____. (play, write)
5. She _____ the new car in 2005. (buy)
6. Her mother _____ in Victoria for the past five years. (live)
7. They _____ in Germany when we arrived a few days ago. (already be)
8. _____ to get married? (you plan)
9. I _____ so much fun since I was a kid. (have)
10. When I got up I _____ out of the window and _____ that it _____. (look, see, rain)
11. Janet _____ for Smith and Brothers before she came to work for us. (work)
12. I _____ three movies so far this week. (see)
13. How long _____ for me? (you wait)
14. I _____ over Loch Ness last week. - _____ the Loch Ness monster? (fly, you see)
15. I'm afraid I'm not hungry. I _____. (already eat)
16. Peter _____ football in the afternoon when he got the call. (play)
17. "What _____ between 9 and 12 yesterday morning", the detective said. (you do)
18. He kept looking at her, wondering where he _____ her before. (see)
19. The doctor's waiting room was full of people. Some _____ a magazine, a woman _____ and a child _____ with a doll. Suddenly the door _____ and a nurse _____ out. (read, knit, play, open, come)
20. Travelling _____ much easier and more comfortable in the past hundred years. (become)
21. I _____ cake. That's why my hands are full of flour. (bake)
22. When I first came to this house it _____. quite a noisy area. (be)
23. He twisted his ankle while he _____. (ski)
24. _____ the doors before you leave the house? (you ever lock)
25. My best friend and I _____ each other for 15 years. (know)
26. Jack usually _____ but he _____ when his father comes. (smoke, not smoke)
27. _____ breakfast yet? – Yes I had it together with Sue at 7. (you have)
28. I _____ this kind of work when I was a small boy. (do)
29. He _____ the paper when his wife came home. (read)
30. He _____ for an hour now. I'll be finished soon. (speak)
31. How long _____ John and Maria? – We met the couple over thirteen years ago. (you know)
32. He _____ in Oxford for two years and when his mother died he moved to London. (live)
33. After Harry _____ his work he _____ Jude from the office. (finish, call)
34. You _____ your homework for two hours. Haven't you finished yet? (do)
35. He always _____ to the supermarket alone, but today he _____ his son with him. (go, take)
36. He never _____ in the evening, only on Sundays. (work)
37. I _____ to South America but I have been to New York several times. (never, be)
38. _____ Jean? – No, she probably went to her friend's place. (anyone, see)
39. I _____ to the bank yesterday but when I got there it was closed. (go)
40. She _____ in school all day. (be)
41. Lee _____ late every day since Tuesday. (be)
42. Herbert's father _____ his son's birthday (never forget)
43. I _____ my report because I had a problem with my computer. (not finish)

Fill in the correct form of the verb – All tenses

1. My family have _____ (buy) some land in southern France recently. They _____ (build) a summer house there at the moment.
2. Andy and Mary _____ (go) to a concert tomorrow night. They _____ (look forward to) it the whole week.
3. Jonathon _____ (watch) the news on TV every day and it _____ (help) him with his English.
4. My car _____ (break) down when I _____ (drive) home from work. I _____ (fix) it if I _____ (know) what was wrong. But I didn't so _____ (have) to take it to the garage.
5. When he _____ (found) Microsoft, Bill Gates was only 20 years old. He _____ (already write) his first computer programme six years earlier.
6. An accident _____ (happen) near my house last night. A car _____ (hit) a young man. He _____ (ride) his bike when someone in front of him suddenly _____ (open) a car door. Many people _____ (see) the accident. The police _____ (interrogate) them last night.
7. Mrs Smith said that one day she _____ (retire) from teaching. She said that she _____ (spend) her new free time learning about computers.
8. I _____ (not sleep) at all last night. Someone _____ (listen) to music all night.
9. I _____ (see) a film a week ago, but I _____ (not enjoy) it very much because I _____ (already read) the book. If I _____ (not read) the book I _____ (probably enjoy) the film more.
10. The judge sentenced the man to eight years in prison because he _____ (rob) a bank.
11. They _____ (stand) in the queue for over an hour when the manager _____ (tell) them that there were no more tickets.
12. Alan _____ (be) in the car accident yesterday. The other driver _____ (lose) control of his car because he _____ (fall) asleep.
13. She _____ (not see) her father since he _____ (start) to work in Marseille two years ago.
14. I _____ (sleep) when the fire broke out.
15. Linda phoned and explained that she _____ (not can) to come to the party the next day because she _____ (be) still sick.
16. I _____ (just see) the film "The Da Vinci Code". – _____ (you see) it too? – No, I _____ (not have) but I _____ (read) the book.
17. My sister _____ (fly) home from London today. Her flight _____ (arrive) in an hour so I _____ (leave) for the airport right now to get there in time.
18. Unless he _____ (sell) more he won't get much money.
19. While he _____ (wait) for the bus there _____ (be) a robbery at the bank. After the robbers _____ (go) away the police _____ (come) but they _____ (not can) to catch them.
20. I _____ (use) to ski when I was at the university but I _____ (break) a leg five years ago and since then I _____ (not ski) any more.

Conditional Clauses

Conditional sentences have two parts: the **if-clause** and the **main clause**.

Example sentence: If it rains, I will cancel the trip.

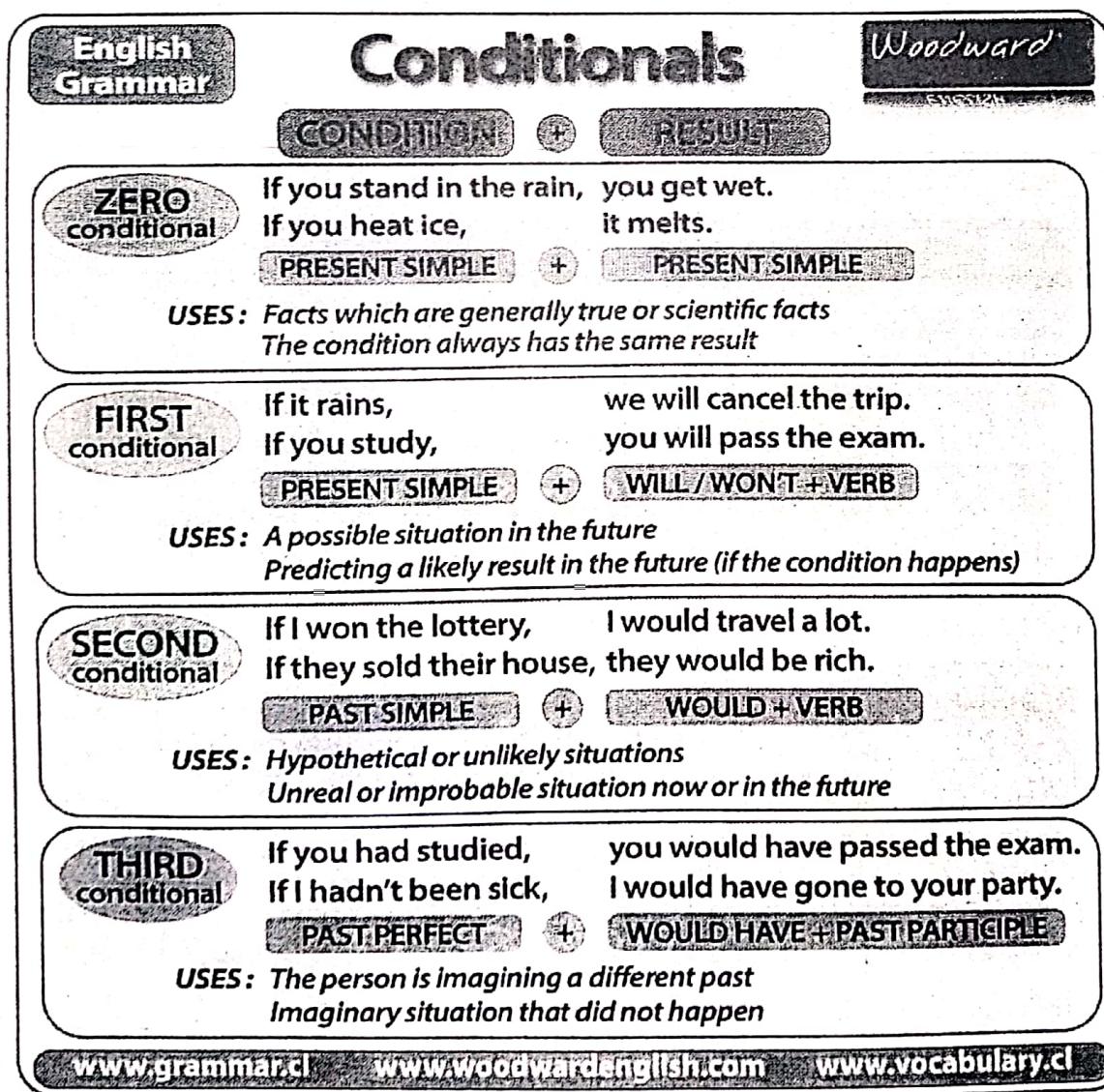
If it rains is the if-clause and *I will cancel the trip* is the main clause.

The IF-clause introduces a **condition**. The main clause is the **result** of that condition.

What happens in the main clause is conditional to what happens in the if-clause. In other words the main clause only happens when the events in the if-clause happen.

There are 4 main types of conditional clauses (if-clauses)...

Conditionals Summary Chart



As you can see, each type of conditional has its own combination of tense used in the if-clause and tense used the main clause. These different pairings of tenses give each type of condition its own meaning.

Other types of conditional clauses

Now, these four types of conditional clauses are the traditional ones though there are OTHER types of conditional clauses.

IF + PRESENT SIMPLE, ...+ IMPERATIVE

We use the imperative to give instructions of advice.

- If you see John, **tell** him he needs to come to my office.
- If you travel abroad, **remember** your passport
- If you go to Australia, **send** me a postcard.
- If you go to the supermarket, **bring** back some milk.
- If Mike comes, **call** me.
- If you drink, **don't drive**.

The highlighted words are in the imperative. These sentences are similar to saying: If the first condition happens, you must do this (in the second/imperative clause).

Complete the following conditionals by providing the main clause in each case:

- I. If I won a million dollars, _____
- II. If you had finished your work on time, _____
- III. If you finish that platter of steak, _____
- IV. If it rains tomorrow, _____
- V. If you go to the supermarket, _____
- VI. If I have enough time, _____
- VII. If you smoke, _____
- VIII. If you do not stop talking, _____
- IX. If I had not been going to the market, _____
- X. If I were going to that castle, _____

The Passive

THE PASSIVE: REVIEW AND EXPANSION ▶

Grammar Notes

- ✓ 1. Passive sentences are formed with the verbs **be** (**am, are, is, was, were, be, been, being**) or **get** (**get, gets, got, gotten, getting**) plus a past participle.

New laws are written every day.
If you touch a hot stove, you'll get burned.

- ✓ 2. Be careful! Only transitive verbs, those that take one or more objects, can be made passive. Intransitive verbs cannot be made passive.

- ✓ 3. In general, the active voice is considered stronger than the passive voice. Writers often prefer the active to the passive voice. In academic writing, however, the passive is frequently used.

In writing and speaking, there are three instances in which the passive voice is recommended.

- a. When we don't know or don't care who performed the action:

My furniture was made in Portugal. (The furniture was made by workers, but the speaker or writer probably doesn't know or care exactly by whom.)

- b. When we wish to avoid mentioning who performed the action:

We were given some incorrect information about our insurance. (Perhaps, to be polite, the speaker or writer wishes to avoid saying who gave the incorrect information.)

- c. When we want to focus on the receiver rather than the performer of the action:

Murder at the Gallop was written by Agatha Christie. (The speaker or writer wishes to focus on the work rather than on its author.)

- ✓ 3. Note that the **by phrase** is usually omitted in passive sentences when the speaker or

writer considers it undesirable or unnecessary to mention the performer.

We were given some incorrect information. (by someone whom I choose not to mention—mention is undesirable)

Two of my friends got hurt in the crash. (by the impact of the collision—mention is unnecessary)

- ✓ 4. The use of the verb **get** to form the passive is considered more informal than the use of the verb **be**. The **get-passive** is conversational and is characteristic of informal writing. The **get-passive** also sometimes seems to focus more on the action than on the result.

Politicians don't get reelected if their views are unpopular. (more informal; action is emphasized)

Politicians aren't reelected if their views are unpopular. (more formal; action is not emphasized)

The **get-passive** is used more often in speech than in formal writing.

- ✓ 5. **Get** and **have** are used to form the passive causative. Use the passive causative to talk about services arranged by one person for himself or herself or for another. They can occur with or without a **by phrase**, but the **by phrase** is often omitted.

I ought to have the phone disconnected.
I need to get my hair done.

We got our property appraised by an expert.

- ✓ 6. Review the formation and the use of the passive in modal constructions.

The crop circles could have been made by extraterrestrials.
Not all mysteries can be unraveled.

transitive:

Ali shot Nadim. — Nadim was shot by Ali.

Nadim died. — X (no passive)

intransitive:

Ali ran away — X

intransitive:

Using passives

A The choice between an active and passive sentence allows us to present the same information in two different orders. Compare:

active • The storm damaged the roof.

This sentence is about *the storm*, and says what it did. (*The storm* is the 'agent').

passive • The roof was damaged by the storm.

This sentence is about *the roof*, and says what happened to it. (The 'agent' goes in a prepositional phrase with *by* after the verb.)

B Here are some situations where we typically choose a passive rather than an active.

- When the agent is not known, is 'people in general', is unimportant, or is obvious, we prefer passives. In an active sentence we need to include the agent as subject; using a passive allows us to omit the agent by leaving out the prepositional phrase with *by*:
- My office **was broken into** when I was on holiday. (unknown agent)
- An order form can be found on page 2. (agent = people in general)
- These boxes should be handled with care. (unimportant agent)
- She is being treated in hospital. (obvious agent; presumably 'doctors')

- In factual writing, particularly in describing procedures or processes, we often wish to omit the agent, and use passives:

• Nuclear waste will still be radioactive even after 20,000 years, so it must be disposed of very carefully. It can be stored as a liquid in stainless-steel containers which are encased in concrete. The most dangerous nuclear waste can be turned into glass. It is planned to store this glass in deep underground mines.

- In spoken English we often use a subject such as *people*, *somebody*, *they*, *we*, or *you* even when we do not know who the agent is. In formal English, particularly writing, we often prefer to use a passive. Compare:

- They're installing the new computer system next month.
- The new computer system is being installed next month. (more formal)

Notice also that some verbs have corresponding nouns. These nouns can be used as the subject of passive sentences, with a new passive verb introduced:

- The **installation** of the new computer system will be completed by next month.

- In English we usually prefer to put old information at the beginning of a sentence (or clause) and new information at the end. Choosing the passive often allows us to do this. Compare these two texts and notice where the old information (in *italics*) and new information (in **bold**) is placed in the second sentence of each. The second text uses a passive:

- The three machines tested for the report contained different types of safety valve. **The Boron Group in Germany** manufactured *the machines*.
- The three machines tested for the report contained different types of safety valve. *The machines* were manufactured by the Boron Group in Germany.

- It is often more natural to put agents (subjects) which consist of long expressions at the end of a sentence. Using the passive allows us to do this. So, for example:

- I was surprised by Don's decision to give up his job and move to Sydney.
'is more natural than 'Don's decision to give up his job and move to Sydney surprised me.'

EXERCISES

30.1 Rewrite these sentences. Instead of using 'people', 'somebody', or 'they', write a passive sentence with an appropriate verb form. (A & B)

- 1 Somebody introduced me to Dr Felix last year. **I was introduced to Dr Felix last year.**
- 2 People are destroying large areas of forest every day. **Large areas of forest are being destroyed every day.**
- 3 Somebody has bought the land next to our house. **The land next to our house has been bought.**
- 4 Somebody had already reported the accident before I phoned. **The accident had already been reported before I phoned.**
- 5 I hope they will have completed all the marking by tomorrow. **All the marking will have been completed by tomorrow.**
- 6 People were using the tennis court, so we couldn't play. **The tennis court was being used, so we couldn't play.**
- 7 Somebody will tell you when you should go in to see the doctor. **You will be told when you should go in to see the doctor.**
- 8 They should have finished the hotel by the time you arrive. **The hotel should have been finished by the time you arrive.**
- 9 No doubt somebody will blame me for the problem. **I will be blamed for the problem.**
- 10 People expect better results soon. **Better results are expected soon.**
- 11 They have found an unexploded bomb in Herbert Square, and they are evacuating the area. **An unexploded bomb has been found in Herbert Square, and it is being evacuated.**

30.2 Here is the beginning of a report of an experiment. Rewrite it, putting verbs in the passive where appropriate and making any other necessary changes. (B)

I conducted the test in the school library to minimise noise.
 I took the children out of their normal lessons and I tested them in groups of four. I carried out all the tests in January 1996. The test consisted of two components. First, I showed the children a design (I presented these in Chapter 3) and I asked them to describe what they saw. I tape recorded all their answers. I then gave them a set of anagrams (words with jumbled letters) which I instructed them to solve in as short a time as possible. I remained in the room while the children did this...

The test ...

30.3 Rewrite these sentences beginning with (The) + a noun formed from the underlined verb and a passive verb. Choose an appropriate verb tense and make any other necessary changes. (B)

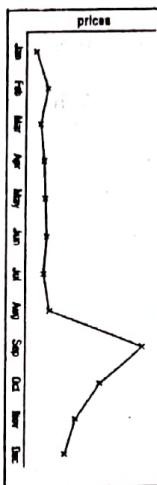
- 1 They will consider the issue at next week's meeting. **Consideration will be given to the issue at next week's meeting.**
- 2 They eventually permitted the site to be used for the festival. **The site was eventually permitted to be used for the festival.**
- 3 They have transferred the money to my bank account. **The money has been transferred to my bank account.**
- 4 They will present the trophy after the speeches. **The trophy will be presented after the speeches.**
- 5 They will not announce the findings until next week. **The findings will not be announced until next week.**
- 6 They demolished the building in only two days. **The building was demolished in only two days.**
- 7 They will produce the new car in a purpose-built factory. **The new car will be produced in a purpose-built factory.**

Reporting with passive verbs

A

We often use a passive to report what people say, think, etc., particularly if we want to avoid mentioning who said or thought what we are reporting:

- People in the area have been told that they should stay indoors.
- Everyone was asked to bring some food to the party.
- A common way of reporting what is said by people in general or by an unspecified group of people is to use **it + passive verb + that-clause** (see Units 44 and 45 for more on **that-clauses**):
- It is reported that the finance minister is to resign.
- It has been acknowledged that underfunding is part of the problem.
- It can be seen that prices rose sharply in September.

**B**

Other verbs that can be used in this pattern include **claim, consider, decide, demand, find, know, recommend, say, show, suggest**.

Notice that many other verbs are not used in this pattern, including **inform, persuade, reassure, remind, tell, warn**.

With the verbs **agree, decide, forbid, hope, plan, and propose**, we can use **it + passive verb + to-infinitive** (notice that some of these are also used in the pattern **it + passive verb + that-clause**):

- It was agreed to postpone the meeting.
- It has been decided to build a road around the village.

C

An alternative to **it + passive verb + that-clause** is to use **subject + passive verb + to-infinitive**:

- It was expected that the damage would be extensive. or
- It had been thought that the chemicals convey important information to the brain. or
- The chemicals had been thought to convey important information to the brain.

Most of the verbs listed in the box in A can also be used in this pattern except for **agree, announce, decide, mention, propose, recommend, suggest**.

We can only use **tell** in this pattern when it means 'order'. So we can say:

- I was told (= ordered) to go with them to the railway station.
- but not 'The accident was told (= said) to have happened just after midnight'.

D

When a **that-clause** begins **that + there...**, we can make a passive form **there + passive verb + to be**. Compare:

- It is thought (that) there are too many obstacles to peace. or
- There are thought to be too many obstacles to peace.

- In 1981 it was reported (that) there were only two experts on the disease in the country. or
- In 1981 there were reported to be only two experts on the disease in the country. or

...and I think there had been a further ...

EXERCISES

32.1 If possible, rewrite these newspaper headlines as passive sentences, as in 1. Begin each sentence with **It has been .. that ...** If this is not possible, write **X** after the headline. (A)

- 1 **DISCOVERY THAT ASPIRIN CAN HELP FIGHT CANCER**
It has been discovered that aspirin can help fight cancer.
- 2 **AGREEMENT THAT UN WILL SEND IN TROOPS**
- 3 **AID WORKERS TELL OF MASSACRE**
- 4 **'EARTH SHRINKING BY TEN METRES EACH YEAR'**
(CLAIM SCIENTISTS)
- 5 **EARTHQUAKE CALCULATED TO HAVE COST \$3 BILLION**
- 6 **YOUNG PEOPLE ENCOURAGED TO APPLY FOR GOVERNMENT GRANTS**
- 7 **REPORTS OF REBEL TROOPS ENTERING CAPITAL**

32.2 *Tony has taken his old car in for an inspection. The news is not good. Read what he was told and report it using a passive + to-infinitive, as in 1. (B)*

- 1 **(We've found that the tyres are unsafe.)**
The tyres have been found to be unsafe.
- 2 **(We've discovered that the brakes are badly worn.)**
We've discovered that the brakes are badly worn.
- 3 **(We consider that the petrol tank is dangerous.)**
We consider that the petrol tank is dangerous.
- 4 **(We think that the electrical system is a fire hazard.)**
We think that the electrical system is a fire hazard.
- 5 **(We expect the repairs to be very expensive indeed.)**
We expect the repairs to be very expensive indeed.



32.3 Write a past simple passive sentence beginning with **There...** from the notes, as in 1. If no passive sentence with **There...** is possible, write a sentence with **It...** that.... (C)

- 1 30,000 people at the concert / report **There were reported to be 30,000 people at the concert.**
- 2 half a million refugees in the camps / estimate **There were estimated to be half a million refugees in the camps.**
- 3 gas was poisonous / assume **It was assumed that the gas was poisonous.**
- 4 the President would make a statement later / expect **It was expected that the President would make a statement later.**
- 5 fault in the equipment / show **There was a fault in the equipment shown.**
- 6 Beijing was not yet ready to hold the Olympic Games / feel **It was felt that Beijing was not yet ready to hold the Olympic Games.**
- 7 over 100 winners in the competition / say **It was said that there were over 100 winners in the competition.**
- 8 she had resigned from the government / understand **It was understood that she had resigned from the government.**
- 9 connection between the disease and eating fish / show **There was a connection between the disease and eating fish shown.**

Appendix 1 Passive verb forms

(64)

Appendix 2 Quoting what people think or what they have said

Present simple active: tell(s) passive: am/is/are told	John tells me that you're thinking of leaving. I'm told (by John) that you're thinking of leaving.
Past simple active: told passive: was/were told	John told me that you were leaving. I was told (by John) that you were leaving.
Present perfect active: have/has told passive: have/has been told	John has told me that you are leaving. I have been told (by John) that you are leaving.
Past perfect active: had told passive: had been told	John had already told me that you were leaving. I had already been told (by John) that you were leaving.
Present continuous active: am/is/are telling passive: am/is/are being told	John is always telling me that you are leaving. I am always being told (by John) that you are leaving.
Past continuous active: was/were telling passive: was/were being told	John was always telling me that you were leaving. I was always being told (by John) that you were leaving.
Future simple active: will tell passive: will be told	I will tell John that you are leaving. John will be told (by me) that you are leaving.
Future perfect active: will have told passive: will have been told	By tomorrow I will have told John that you are leaving. By tomorrow John will have been told that you are leaving.
Present perfect continuous (rare in the passive) active: has/have been telling passive: has/have been being told	John has been telling me for ages that you are leaving. I have been being told (by John) for ages that you are leaving.

Other passive verb forms are very rare.

Modal verbs with passives

active: should/could/might/ought to (etc.) tell passive: should/could/might/ought to (etc.) be told	You should tell John. John should be told.
active: should/could/might/ought to (etc.) have told passive: should/could/might/ought to (etc.) have been told	You should have told John. John should have been told.
active: should/could/might/ought to (etc.) have been telling passive: should/could/might/ought to (etc.) have been told	You should have been telling John while I was outside. John should have been being told while I was outside.

- A You put single ("...") or double ("...") quotation marks at the beginning and end of a report of someone's exact spoken or written words. This is often referred to as *direct speech*:
- "It's a pity you can't come this weekend."
 - "I'm really hungry. I fancy a cheese sandwich."
- B If there is a *reporting clause* (e.g. she said, exclaimed Tom) after the quotation, you put a comma before the second quotation mark:
- "I think we should go to India while we have the opportunity," argued Richard.
- If you are quoting a question or exclamation, you use a question mark or exclamation mark instead of a comma:
- "Can I make an appointment to see the doctor?" asked Bill.
 - "You must be mad!" yelled her brother.
- If the reporting clause comes ~~within~~ before the quotation, you put a comma before the second quotation mark of the first part of the quotation, a comma at the end of the reporting clause, and start the second part of the quotation with a lower case (not a capital) letter:
- "It tastes horrible," said Susan, "but it's supposed to be very good for you."
- If the second part of the quotation is a new sentence, you put a full stop at the end of the reporting clause, and start the second part of the quotation with a capital letter:
- "You should go home," Sandra advised. "You're looking really ill."
- If the reporting clause comes ~~before~~ the quotation, you put a comma at the end of the reporting clause, and a full stop (or question or exclamation mark) at the end of the quotation:
- John said, "Put them all on the top shelf."
- A colon is sometimes used at the end of the reporting clause instead of a comma:
- She stood up and shouted to the children: "It's time to go home!"
- C When you quote what a person *thinks*, you can either use the conventions described in A and B, or separate the quotation from the reporting clause with a comma (or colon) and leave our quotation marks:
- "Why did she look at me like that?" wondered Mary.
 - Perhaps the door is open, thought Chris.
 - Suddenly she thought: Could they be trying to trick me?

Test 11 The passive (Units 54–59)

(95)

Test 11A

Rewrite these sentences beginning with the underlined words.

- Thieves robbed a woman.
A woman was robbed.
- 1 They may ban the film.
- 2 They offered Nancy a pay increase.
- 3 We need to correct the mistakes.
- 4 Someone reported that the situation was under control.
- 5 They are testing the new drug.
- 6 We haven't used the machine for ages.

Test 11B

Read the story and write the missing words. Use one word only in each space.

During periods of terrorist activity by the IRA, people in Britain are always (►) being warned to look out for bombs. Any bag or parcel without an owner (1) seen as a risk to the public. Some time ago a cardboard box was found at the entrance to Bristol Zoo one day. It was noticed (2) a visitor and reported to the director. Clearly, if it was a bomb and it went off, people might (3) killed. So army bomb experts (4) called in, and the box was safely blown up in a controlled explosion. Soon afterwards (5) was reported that the box had (6) left there by a boy wanting to find a new home for his pet rat. He was tired of the rat, he explained, but he was unwilling to (7) it put to sleep by a vet, so he left it in a box outside the zoo. The director of the zoo is thought (8) be unenthusiastic about looking after people's unwanted pets. No one knows what the rat thought about (9) blown up.

Test 11C

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

- We have to test these products. (be)
These products have to be tested.
- 1 Pavarotti sang the song. (by)
.....
- 2 Nigel's passport was stolen. (had)
.....
- 3 They pay doctors a lot of money. (are)
.....
- 4 I hope they'll interview me for the job. (to)
.....
- 5 Someone was cleaning the floor. (being)
.....
- 6 A mechanic is repairing Judy's car. (having)
.....

Test 11

7 Tessa lost her way. (got)

8 Everyone agreed that the plan should go ahead. (it)

9 When did they decorate your kitchen? (get)

10 They say exercise is good for you. (be)

Test 11D

Which of the two sentences follows on best?

- There's going to be a big art exhibition.
 - a) A lot of visitors will be attracted to it. b) It will attract a lot of visitors.
- 1 Our neighbours have got a cat and a dog.
 - a) A lot of mice are caught by the cat. b) The cat catches a lot of mice.
- 2 Last night Martin dreamt he saw his dead grandmother.
 - a) A white dress was being worn by the ghost. b) The ghost was wearing a white dress.
- 3 We've bought a new computer.
 - a) It can do the job much more quickly. b) The job can be done much more quickly.
- 4 My grandfather is very ill.
 - a) He's being looked after in the local hospital. b) The local hospital is looking after him.
- 5 We've completed the experiment.
 - a) The newspapers will publish the results. b) The results will be published in the newspapers.

Test 11E

Each of these sentences is incorrect. Write the correct sentence.

► Those nice glasses got break.

Those nice glasses got broken.

1 The story was written Agatha Christie.

2 Baseball do play at this stadium.

3 This shirt needs iron.

4 I got cut my hair yesterday.

5 It believes that there is going to be a war.

6 My parents divorce themselves last year.

7 I've got a report to be written.

8 To the winner was given a prize.

9 This man on TV supposes to be the tallest person in the world.