

Transitive The Phrasal Verb needs an Object.	Separable	<ul style="list-style-type: none"> • Could you fill out this form? • Could you fill this form out? • They gave me a form and told me to fill it out. (<i>fill out it</i>) • She tried out an unusually <u>complicated new device</u>. • She made up a <u>really interesting story</u>.
	Inseparable	<ul style="list-style-type: none"> • She ran into her science teacher in the library. • She ran into her .
	must-be-separated Phrasal Verbs	<ul style="list-style-type: none"> • Keep your earmuffs on. • He had a dark sweater on. • She talked them into a raise.
	Phrasal Verbs+ Prep.	<ul style="list-style-type: none"> • Are you looking forward to your vacation? • You're walking too fast. I can't keep up with you. • Jack has cut down on smoking. He only smokes five cigarettes a day now. • She came up with a brilliant idea. • He dropped out of school at the age of 15. • Do you get along with your boss? • We looked up at the plane as it flew above us.
Intransitive		<ul style="list-style-type: none"> • Sorry I'm late. The car broke down. • Look out! There's a car coming. • It was my first flight. I was very nervous as the plane took off. • I was so tired this morning that I couldn't get up. • His earmuffs caught on. Everyone wanted a pair.

Beyond the lesson :Phrasal Verbs used as NOUNS

blackout = when there is no electricity : "The storm caused a blackout of several hours."

breakdown = when something stops working

"The breakdown in the talks happened because the two sides couldn't agree on anything."

comeback = when you try to become famous or important again

"The band are trying to make a comeback with their new tour and album."

dropout = someone who leaves school or university early

"Make sure you revise for your exams – you don't want to be a dropout!"

kick-off = when a ball game like football or rugby starts

"What time is kick-off?"

get-together = a reunion

We're planning a small get-together this weekend to celebrate Emma's promotion.

Articles

Definite Article : the
Indefinite Article: a/ an
Zero Article

Use “the”

1 Use *the* to refer to something which has already been mentioned.

Examples

- On Monday, an unarmed man stole \$1,000 from the bank. **The thief** hasn't been caught yet.
- I was walking past Benny's Bakery when I decided to go into **the bakery** to get some bread.
- There's a position available in my team. **The job** will involve some international travel.

Use “the”

②

Use *the* when you assume there is just one of something in that place, even if it has not been mentioned before.

Examples

- We went on a walk in **the forest** yesterday.
- Where is **the bathroom**?
- Turn left and go to number 45. Our house is across from **the Italian restaurant**.
- My father enjoyed **the book** you gave him.

Use “the”

③ Use *the* in sentences or clauses where you define or identify a particular person or object.

Examples

- **The man** who wrote this book is famous.
- I scratched **the red car** parked outside.
- I live in **the small house** with a blue door.
- He is **the doctor** I came to see.

Use “the”

④

Use *the* to refer to people or objects that are unique.

Examples

- **The sun** rose at 6:17 this morning.
- You can go anywhere in **the world**.
- Clouds drifted across **the sky**.
- **The president** will be speaking on TV tonight.
- **The CEO** of Total is coming to our meeting.

Use “the”

(5)

Use *the* before superlatives and ordinal numbers.

Examples

- This is **the highest building** in New York.
- She read **the last chapter** of her new book first.
- You are **the tallest person** in our class.
- This is **the third time** I have called you today.

Use “the”

6

Use *the* with adjectives, to refer to a whole group of people.

Examples

- **The French** enjoy cheese.
- **The elderly** require special attention.
- She has given a lot of money to **the poor**.

Use “the”

7
Use *the* with decades.

Examples

- He was born in **the seventies**.
- This is a painting from **the 1820's**.

Use “the”

3

Use *the* with clauses introduced by *only*

Examples

- This is **the only day** we've had sunshine all week.
- You are **the only person** he will listen to.
- **The only tea** I like is black tea.

Use “the”

⑨ Proper nouns



Use *the* with names of geographical areas, rivers, mountain ranges, groups of islands, canals, and oceans.

Examples

- They are travelling in **the Arctic**.
- Our ship crossed **the Atlantic** in 7 days.
- I will go on a cruise down **the Nile**.
- Hiking across **the Rocky Mountains** would be difficult.

Use “the”

10

Use *the* with countries that have plural names

Examples

- I have never been to **the Netherlands**.
- Do you know anyone who lives in **the Philippines**?

Use “the”

11

Use *the* with countries that include the words "republic", "kingdom", or "states" in their names.

Examples

- She is visiting **the United States**.
- James is from **the Republic of Ireland**.

Use “the”

12

Use *the* with newspaper names.

Examples

- I read it in **the Guardian**.
- She works for **the New York Times**.

Use “the”

13

Use *the* with the names of famous buildings, works of art, museums, or monuments.

Examples

- Have you been to **the Vietnam Memorial**?
- We went to **the Louvre** and saw **the Mona Lisa**.
- I would like to visit **the Eiffel Tower**.
- I saw King Lear at **the Globe**.

Use “the”

14

Use *the* with the names of hotels & restaurants, unless these are named after a person.

Examples

- They are staying at **the Hilton** on 6th street.
- We ate at **the Golden Lion**.

15

Use *the* with the names of families, but not with the names of individuals.

Examples

- We're having dinner with **the Smiths** tonight.
- **The Browns** are going to the play with us.

Use “a/an”

The indefinite article is used to refer to something for the first time or to refer to a particular member of a group or class. Some use cases and examples are given below.

1

Use *a* to refer to something for the first time.

Examples

- Would you like **a drink**?
- I've finally got **a good job**.
- An elephant and **a mouse** fell in love.

Use “a/an”

Naming members of a group

②

Use *a* with names of jobs.

Examples

- John is a **doctor**.
- Mary is training to be an **engineer**.
- He wants to be a **dancer**.

Use “a/an”

③

Use *a* with nationalities and religions in the singular.

Examples

- John is **an Englishman**.
- Kate is a **Catholic**.

Use “a/an”

4

Use *a* with the names of days of the week when not referring to any particular day.

Examples

- I was born on a **Thursday**.
- Could I come over on a **Saturday** sometime?

5

Use *a* to refer to an example of something.

Examples

- The mouse had a **tiny nose** .
- The elephant had a **long trunk** .
- It was a **very strange car** .

Use “a/an”

⑥

Use *a* with singular nouns after the words 'what' and 'such'.

Examples

- **What a shame !**
- **She's such a beautiful girl .**
- **What a lovely day !**

Use “a/an”

7

Use *a* meaning 'one', referring to a single object or person, or a single unit of measure. In these sentences using "one" instead of the indefinite article is grammatically correct. It will add emphasis to the number, and contrast with other numbers.

Examples

- I'd like **an orange** and two lemons please.
- I'd like **one orange** and two lemons please.
- The burglar took **a diamond necklace** and some valuable paintings.
- I can think of **a hundred reasons** not to come.

- I need **a kilogram** of sugar.
- I need **one kilogram** of sugar.
- You can't run **a mile** in 5 minutes!

Use “a/an”

7

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Use “a/an”

When telling stories and jokes, **this** is commonly used instead of **a / an** to introduce a new person or thing. Using **this** highlights the person or thing as the topic of what is to come next:

- As I was walking along, **this** spider (= a spider) landed on my head, and ...
- This** man (= a man) goes into a chemist and he says ...

Use “Zero Article”

①

Do not use *the* with names of countries (except for the special cases above).

Examples

- Germany is an important economic power.
- He's just returned from Zimbabwe.

Use “Zero Article”

2. Do not use *the* with the names of languages.

Examples

- French is spoken in Tahiti.
- English uses many words of Latin origin.
- Indonesian is a relatively new language.

3. Do not use *the* with the names of meals.

Examples

- Lunch is my favorite meal.
- I like to eat breakfast early.

Use “Zero Article”

4. Do not use *the* with people's names.

Examples

- John is coming over later.
- Mary Carpenter is my boss.

5. Do not use *the* with titles when combined with names.

Examples

- Prince Charles is Queen Elizabeth's son.
- President Kennedy was assassinated in Dallas.

Use “Zero Article”

6. Do not use *the* after the 's possessive case

Examples

- His brother's car was stolen.
- Peter's house is over there.

7. Do not use *the* with professions

Examples

- Engineering is a well-paid career.
- He'll probably study medicine.

Use “Zero Article”

8. Do not use *the* with names of shops

Examples

- I'll get the card at Smith's.
- Can you go to Boots for me?

Use “Zero Article”

9.

Do not use *the* with years

Examples

- 1948 was a wonderful year.
- He was born in 1995.

10.

Do not use *the* with uncountable nouns

Examples

- Rice is an important food in Asia.
- Milk is often added to tea in England.
- War is destructive.

Use “Zero Article”

11.

Do not use *the* with the names of individual mountains, lakes and islands

Examples

- Mount McKinley is the highest mountain in Alaska.
- She lives near Lake Windermere.
- Have you visited Long Island?

12.

Do not use *the* with most names of towns, streets, stations and airports

Examples

- Victoria Station is in the centre of London.
- Can you direct me to Bond Street?
- She lives in Florence.
- They're flying into Heathrow.

Generic Nouns

Generic Nouns

Generic nouns are nouns that refer to a **whole class or category of things**, rather than a specific individual. They are used to make general statements.

Countable Nouns

the+ singular countable Noun	<ul style="list-style-type: none">• The library is a place where you find books.• The computer has revolutionized publishing.• The computer is an important research tool. (general)
a/an+singular countable Noun	<ul style="list-style-type: none">• A library is a place where you find books.• A computer is an important research tool .• A corkscrew is a gadget for getting corks out of bottles.• A tiger is a large cat with stripes.
zero Article + Plural Nouns	<ul style="list-style-type: none">• Most paintings nowadays are quite abstract.• Women generally live longer than men.• Articles are difficult to use.• Books are expensive. (<i>All books are expensive.</i>)• Libraries are places where you find books.• People are worried about rising crime.• Computers are an important research tool. <p>*Don't use the + Plural Countable Nouns in this sense:</p> <ul style="list-style-type: none">• The computers have arrived. Where shall I put them?

Generic Nouns

Uncountable Nouns :

With ZERO ARTICLE

- **Paint** is hard to remove.
- **Inflation** is rising.
- **Information** is important to any organisation.
- **Coffee** is bad for you.

Generic Nouns

Context :

- The tiger is in danger of becoming extinct.
- Tigers are in danger of becoming extinct.
- A tiger is in danger of becoming extinct.

- I love basketball games . (generic)
- I loved the basketball game last night. (specific)

Generic Nouns

Examples:

1. A dog is a loyal animal.

→ Here, "a dog" means **any dog**, not a specific one.

2. Dogs are loyal animals.

→ The plural noun "dogs" is used generically to refer to all dogs.

3. The dog is a loyal animal.

→ "The dog" can also be used generically to represent the whole species.

Generic Nouns

Ways to express generic nouns in English:

Form	Example	Meaning
Singular with "a"	A smartphone is expensive.	Any smartphone
Plural without "the"	Smartphones are expensive.	All smartphones
Singular with "the"	The smartphone is expensive.	The whole class of smartphones
Uncountable noun	Sugar is sweet.	Sugar in general

a/the/ - + names of people

We usually use **zero article** before the name of an individual person or place. However, we use **the** –

- ★ when there are two people with the same name to specify which one we mean:
 - That's not **the Stephen Fraser** I went to school with.
but compare 'There was **a** Stephen Fraser in my class.' (= a person named Stephen Fraser)
- ★ when we want to emphasise that the person we are referring to is the most famous person with that name. Used this way, **the** is stressed and pronounced /ði:/:
 - Do they mean **the Neil Armstrong**, or someone else?
- ★ with an adjective to describe a person, or another noun which tells us their job:
 - the late Stephen Hawking** (= no longer alive)
 - (the) artist Joseph Turner** ('the' is sometimes left out, particularly in journalism)
- ★ when we talk about a family as a whole:
 - The Robinsons** are away this weekend.

a/the/ - + names of people

Note that **a / an**, or sometimes **zero article**, is used with a name when referring to the particular excellent qualities of the person named:

- Majid plays tennis well, but he'll never be **(a) Roger Federer**.

We also use **a / an** when we refer to an individual example of a product made by a particular manufacturer (e.g I've just bought **a** Mercedes) or a work by a particular artist (e.g. Do you think it could be **a** Van Gogh / **a** Rembrandt?).

You can use **a / an** before a person's name if you don't know the person yourself. Compare:

- Dr Lee is here for you. (= I know Dr Lee) *and*
- There's **a** Dr Amy Lee on the phone. (= I haven't heard of her before) Do you want to talk to her?

Generic Nouns

Countable Nouns

With " the+ singular countable Noun " :

- The library is a place where you find books.
- The computer has revolutionized publishing.
- The computer is an important research tool. (general)

With " a/ an +singular countable Noun "

Definition:

- A library is a place where you find books.
- A computer is an important research tool .(general class+ individual item)
- A corkscrew is a gadget for getting corks out of bottles.
- A tiger is a large cat with stripes.

In Plural Form :

- Most paintings nowadays are quite abstract.
- Women generally live longer than men.
- Articles are difficult to use.
- Books are expensive. (*All books are expensive.*)
- Libraries are places where you find books.
- People are worried about rising crime.
- Computers are an important research tool.
-

*Don't use the + Plural Countable Nouns in this sense:

- The computers have arrived. Where shall I put them?

Uncountable Nouns :

With ZERO ARTICLE

- Paint is hard to remove.
- Inflation is rising.
- Information is important to any organisation.
- Coffee is bad for you.

Context :

- The tiger is in danger of becoming extinct.
- Tigers are in danger of becoming extinct.
- ~~A tiger is in danger of becoming extinct.~~

- I love basketball games . (generic)
- I loved the basketball game last night. (specific)

(* In the following examples : **Green=Modifiers** , **Red=Head Noun**)

Modifiers are words used to modify a Noun : It is **a nice house**.

an Adjective : She is **amazingly intelligent**.

a Verb : He **spoke clearly**.

• Modification of NOUNS

- 1.(adjectives) : It's **an expensive car**.
- 2.(nouns) : It's **a whiteboard marker**.
- 3.(Adjective modifier+ Noun modifier) : It's **a furry pet dog**.
- 4. Several modifiers together:

⚠ The order is important.

				Descriptive / Adjective Modifiers							Noun Modifiers	Head Noun
Determiners	Possessive Amplifiers	Sequence Words	Quantifiers	Opinion Quality	Size	Age	Shape	Color	Nationality	Material		

- ➡ **the third most important city**
- ➡ He is **the second most intelligent student** in the class.
- ➡ **the fist three competitions**
- ➡ **that interesting old lady**
- ➡ **a big round red ball**
- ➡ **that beautiful old Russian vase**
- ➡ **those fragile old porcelain vases**
- ➡ Jansen is a famous American **speed skater**.

- 5.Compound Modifiers:

- (**number+noun** Compound) :

She has a ten-year-old daughter. (~~ten years old~~)

It is a 500-meter race. (**NOT 500-meters**)

- (Noun + PAST PARTICIPLE Compound)

It's a crime-related problem.

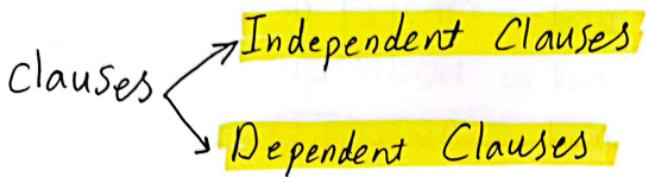
Look at these examples :

- a cautious , high-intermediate **skier**
- an abnormal **muscle function**
- It was a short,easy exam.
- It was a red brick wall.

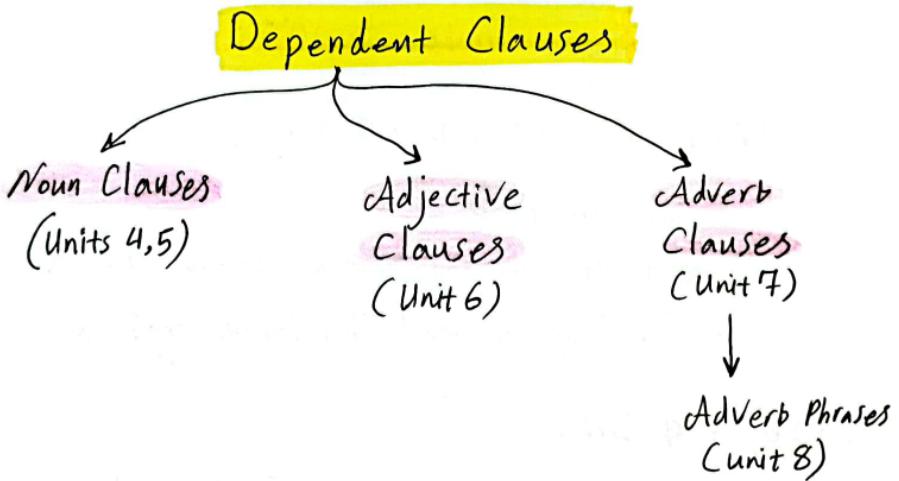
Compare the following examples :

- Jerry Jones won **the student portrait painter** award. (unclear and confusing)
- The **clever little brown-and-white fox** terrier impressed us all.(clear and not confusing)

Clauses = a group of words containing a subject and a verb.



- Tom left the class. → Independent
- After Tom left the class, ...? → Dependent



Noun Clauses

- used as SUBJECT
- used as OBJECT OF VERB
- used as OBJECT OF PREPOSITION
- used as NOUN COMPLEMENT
- used as ADJECTIVE COMPLEMENT
- NOUN CLAUSE INTRODUCERS

① Subject:

- What Sally said made her friends cry.
- What Megan wrote surprised her family.
- What you did was not very polite.



Common Mistakes :

- What did Sally say made her friends cry. X
- What Sally said made her friends cry? X

② Object of Verb:

- I wonder how you managed to do that.
- She didn't know that the directions were wrong.
- Could you tell me where the restaurant is?

③ Object of Preposition:

- I'm not responsible for what you decided to do.
- I didn't listen to what she said.

④ Noun-Clause Introducers:

4.1. Wh-words:

□ Nobody knows why Jack got fired.

□ Why he turned their offer down was very surprising.

□ I can't rely on what you tell me.

⚠ • whichever or whom(ever) ?
sub.

(Someone) telephoned Mike. → (Who) telephoned Mike?

Mike telephoned (Someone). → (Whom) obj. did Mike telephone?
(Who)

Compare:

A. I don't know who telephoned Mike.

B. I don't know whom Obj. Mike telephoned.

4.2. whether/if

- I'm not sure if he's going to pass or not.
- I wonder whether she will attend the party or not.
- I wonder whether or not she will attend the party.
- I wonder if she will attend the party or not.
- I wonder if or not she will attend the party.

4.3. that-clauses

- I think (that) he is a good actor.
- It is obvious (that) she can't sing well.
- That he lied to us was incredible.
- That no one noticed these errors seems almost incredible.
- That you can't speak Spanish is not a big problem.

4.4. Wh-words with -ever

- He makes friends easily with whomever he meets.
- However we go makes no difference to me.
- Whichever way we go is fine with me.
- Whoever wants to attend is welcome.
- You may leave whenever you wish.

4.5. 'the fact that'

- It is a fact that the world is facing water scarcity.
- That the world is facing water scarcity is a fact.
- The fact that the world is facing water scarcity should not be ignored.

SUBJUNCTIVE in Noun Clauses

Verbs: suggest, desire, require, insist, advise, command, demand, ...

Adjectives: important, essential, crucial, necessary, urgent, ...

- She advised [↓] that Nina remain in the hospital.
- I recommend [↓] that she be in the store.

Noun Clauses

ADJECTIVE COMPLEMENTS

- It is evident (that) he is lying
- That he is lying is evident.
- It is necessary that Tom attend the meeting.
- △ It is necessary for Tom to be in the meeting.

NOUN COMPLEMENTS

- There is no ^{possibility} that she will make a full recovery.
- She acted in the belief that she was doing well.
- She had sincere belief that her brother was not the murderer.
- You must always have the belief that you can succeed.
- I don't have any idea where he's gone.



Noun Clauses used as **Copplements**

1 Noun Complements:

There is no possibility that she will make a full recovery.

She had sincere belief that her brother was not the murderer.

I don't have any idea where they've gone.

2 Adjective Complements

It is evident **that he is lying.** / **That he is lying** is evident.

It was pointless that she argued over such a minor problem.

It seems apparent that tomorrow will be rainy.

It is **necessary** that Tom attend the meeting. (attend :Subjunctive)

That Tom attend the meeting is necessary. (NOT COMMON IN CONVERSATION)

necessary , essential ,advisable,important,crucial, vital, significant

It is advisable that she apply for that job.

It seemed urgent that he see a counselor.

It is necessary that we be on time for the meeting.

It is important that you not make them angry.

It is suggested that he not go to that place.

3 Changing **Noun Clauses** to **Noun Phrases**

It is necessary that Tom attend the meeting.

It is necessary for Tom to attend the meeting.

The main concern is (the fact) that the new drug may have serious side effects.



It is **important that the boss **arrange** a meeting.**
It is **important for the boss to arrange a meeting.**

It is **vital that she **see** a doctor.**

It is **vital for her to see a doctor.**

It is **important that you **not lose** your temper.**
It is **important for you **not to lose** your temper.**

It is **necessary that she **go** and **see** them.**

It is **necessary for her to go and see them.**

High Intermediate 3 **Unit 6** Adjective Clauses

- 1 Relative pronouns (who, whom, which, that,....)
- 2 How to remove relative pronouns (Adjective Phrases)
- 3 Prepositions + Adjective Clauses
- 4 Quantifiers + Adjective Clauses
- 5 Using "which" to modify a whole sentence
- 6 Identifying vs. Non-identifying Adjective Clauses

1. What are Adjective Clauses

adjective clause

- An ***adjective clause*** is a dependent clause that modifies a noun. It is possible to combine the following two sentences to form one sentence containing an adjective clause:

Example:

1. The children are going to the beach.
2. They are on the bus.



The children who are on the bus are going to the beach.

| adjective clause |

Adjective Clause

An adjective clause provides information for a noun in another part of the sentence.

The cake **that** she bought was delicious.

The people **who** live next door are good neighbors.

The game, **which** was played yesterday, ended in a tie.

I visited the town **where** they met.

The leaders **whom** we elected will commence work next week.

Do you know the woman **whose** picture is in the magazine?

She will always remember the day **when** the accident happened.

When modifying a Noun

A person?

Subject?

who
that

Object?

Who
whom
that

A thing?

Subject?

which
that

Object?

which
that

Relative Pronoun	When to use?
who	for People (as Subjects)
whom	for People (as Objects)
which	for Things (Subject & Object)
that	both People and Things (Subject & Object)
when	time
where	place
why	reason
whose	possession

• How to remove relative pronouns(Adjective Phrases)

1 . Relative Pronoun + be

- The guy **who** **is** **sitting** **next** **to** **me** **is** Mr.Hudson.
- The guy **sitting** **next** **to** **me** **is** Mr.Hudson.

2 . Relative Pronoun as Object

- The book **which** **I** **recommended** **you** **is** a best-seller.
- The book **I** **recommended** **you** **is** a best-seller.

3.

- English has an alphabet **that** **consists** **of** **25** **letters**.
- English has an alphabet **consisting** **of** **25** **letters**.

• Prepositions+ Adjective Clauses

- The guy **whom** **I** **was** **searching** **for** **was** middle-aged. ✓
- The guy **that** **I** **was** **searching** **for** **was** middle-aged. ✓
- The guy **I** **was** **searching** **for** **was** middle-aged. ✓
- The guy **for** **whom** **I** **was** **searching** **was** middle-aged. ✓
- The guy **for** **that** **I** **was** **searching** **for** **was** middle-aged. ✗
- The guy **for** **I** **was** **searching** **was** middle-aged. ✗



• Quantifiers + Adjective Clauses

- Chris has two sisters. Both of them smoke.
- Chris has two sisters, **both of whom smoke**.

- Niki has two phones. One of them is broken.
- Niki has two phones, **one of which is broken**.

- Tom is a writer. All of his books are popular.
- Tom is a writer, **all of whose books are popular**.

• Using which to modify a whole sentence

- ➡ The letter was written in Spanish. This confused me.
The letter was written in Spanish, **which confused me**.

- ➡ There was nobody on the train. This made me suspicious.
There was nobody on the train, **which made me suspicious**.

• Identifying vs. Non-identifying Adjective Clauses

There are two types of relative clause. In these examples, the relative clauses are underlined.

Compare:

Type 1

- The woman who lives next door is a doctor.
- Grace works for a company that makes furniture.
- We stayed at the hotel (that) you recommended.

In these examples, the relative clauses tell you which person or thing (or what kind of person or thing) the speaker means:

'The woman **who lives next door**' tells us *which* woman.

'A company **that makes furniture**' tells us *what kind* of company.

'The hotel **(that) you recommended**' tells us *which* hotel.

We do not use commas (,) with these clauses:

- We know a lot of people who live in London.

Type 2

- My brother Ben, who lives in Hong Kong, is an architect.
- Anna told me about her new job, which she's enjoying a lot.
- We stayed at the Park Hotel, which a friend of ours recommended.

In these examples, the relative clauses do not tell you which person or thing the speaker means. We already know which thing or person is meant: 'My brother Ben', 'Anna's new job' and 'the Park Hotel'.

The relative clauses in these sentences give us *extra information* about the person or thing.

We use commas (,) with these clauses:

- My brother Ben, who lives in Hong Kong, is an architect.

In both types of relative clause we use **who** for people and **which** for things. But:

Type 1

You can use **that**:

- Do you know anyone **who/that** speaks French and Italian?
- Grace works for a company **which/that** makes furniture.

You can leave out **who/which/that** when it is the object (see Unit 93):

- We stayed at the hotel **(that/which) you recommended**.
- This morning I met somebody **(who/that) I hadn't seen for ages**.

We do not often use **whom** in this type of clause

Type 2

You cannot use **that**:

- John, **who (not that)** speaks French and Italian, works as a tour guide.
- Anna told me about her new job, **which (not that)** she's enjoying a lot.

You cannot leave out **who** or **which**:

- We stayed at the Park Hotel, **which a friend of ours recommended**.
- This morning I met Chris, **who I hadn't seen for ages**.

You can use **whom** for people (when it is the object):

- This morning I met Chris, **whom I hadn't seen for ages**.

High Intermediate 3 : Adverb Clauses

Adverbs are words that add to the meaning of a **verb, an adjective, another adverb , or a whole sentence.**

Single-word adverbs : He ran **slowly**.

Adverb Clauses : **When the telephone rang**, I was in the kitchen cooking.

Adverb Clauses of :

Time..... **When ?**

Place..... **Where?**

Condition **On what condition?**

Contrast **What is odd/surprising/contrasting?**

Reason **Why ? What causes ...?**

Result **What is the effect /result?**

Comparison **How similar/different ?**

Subordinating Conjunctions (connect a dependent clause to an independent clause.)

1	Time	when(ever),while,as soon as,as long as,before,after,since,until,as,once,till
2	Place	where,wherever
3	Reason	because,since,now that,because of/on account of/due to/plus/owing to the fact that
4	Purpose	so that,in order that,in order to,to,so as to
5	Result	so ...that,such... that,too,enough
6	Contrast	though,although,even though,whereas,while,in spite of,despite,in spite of the fact that,despite the fact that
7	Condition	if,unless,whether or not,in case,providing/provided (that),
8	Manner	as,as if,as though,however,like
9	Comparison	than,as much/many as,as...as

Adverb Clauses in English

1. Adverb Clauses of Time

Show when something happens.

Common conjunctions: when, while, before, after, since, until, as soon as, whenever.

Examples: -

- I'll call you **when I get home**.
- **Before you leave**, turn off the lights.
- He hasn't spoken to me **since we argued**.

2. Adverb Clauses of Place

Show where something happens.

Common conjunctions: where, wherever.

Examples:

- You can sit **wherever you like**.
- We met **where the two roads cross**.

3. Adverb Clauses of Condition

Show under what condition something happens.

Common conjunctions: if, unless, provided that, in case, even if.

Examples: - I'll help you **if you need me**.

- **Unless you study**, you'll fail the exam.
- **Even if he apologizes**, she won't forgive him.

4. Adverb Clauses of Reason (Cause)

Show why something happens.

Common conjunctions: because, since, as, now that.

Examples:

- She stayed home **because she was sick**.
- **Since you're here**, let's start the meeting.

5. Adverb Clauses of Result (Consequence)

Show the effect or result of an action.

Common conjunctions: so that, such that, so...that.

Examples:

- It was so cold **that the lake froze**.
- She ran fast **so that she could catch the bus**.

6. Adverb Clauses of Contrast

(Concession) Show opposition between two ideas.

Common conjunctions: although, even though, though, while, whereas.

Examples:

- **Although it was raining**, they went out.
- **Even though he's rich**, he isn't happy.
- **While I like coffee**, I prefer tea.

7. Adverb Clauses of Comparison

Show how one thing compares to another.

Common conjunctions: than, as...as.

Examples:

- She runs faster **than he does**.
- He's **as tall as his brother is**.
- The exam was harder **than I expected**.

High Intermediate 3 : Adverbial Clauses of Contrast

1) Expressing contrast



Last year Paul and Sarah had a holiday by the sea. It rained a lot, but they enjoyed it.

You can say:

Although it rained a lot, they enjoyed it.
(= It rained a lot, *but* they ...)

or

In spite of **Despite** } **the rain**, they enjoyed it.

2) Expressing contrast using "although"

After **although** we use a *subject + verb*:

- Although it rained** a lot, we enjoyed our holiday.
- I didn't get the job **although I had** the necessary qualifications.

Compare the meaning of **although** and **because**:

- We went out **although** it was raining heavily.
- We didn't go out **because** it was raining heavily.

3) Expressing contrast using "in spite of" or "despite"

After **in spite of** or **despite**, we use a *noun*, a *pronoun* (**this/that/what** etc.) or **-ing**:

- In spite of the rain**, we enjoyed our holiday.
- I didn't get the job **in spite of having** the necessary qualifications.
- She wasn't well, but **in spite of this** she continued working.
- In spite of what** I said yesterday, I still love you.

Despite is the same as **in spite of**. We say **in spite of**, but **despite** (*without of*):

- She wasn't well, but **despite this** she continued working. (*not despite of this*)

You can say **in spite of the fact (that)** ... and **despite the fact (that)** ... :

- I didn't get the job { **in spite of the fact (that)** **despite the fact (that)** } I had the necessary qualifications.

4)"although" or "in spite of /despite" ?

After "although" you should use **a clause (Sub. +Verb)**. But, after " in spite of / despite " you should use **a noun** or a **gerund**.

Compare **although** and **in spite of / despite**:

- Although the traffic was bad,** we arrived on time. (not In spite of the traffic was bad)
- I couldn't sleep** { **although I was** very tired. (not despite I was tired)
despite being very tired.

5)"although" or "though" ?

Though is the same as **although**:

- I didn't get the job **though** I had the necessary qualifications.

In spoken English we often use **though** at the end of a sentence:

- The house isn't so nice. I like the garden **though**. (= but I like the garden)
- I see them every day. I've never spoken to them **though**. (= but I've never spoken to them)

Even though (*but not 'even' alone*) is a stronger form of **although**:

- Even though** I was really tired, I couldn't sleep. (not Even I was really tired ...)

6)"because of" or "in spite of /despite" ?

"because of" shows **reason**. "in spite of" shows **unexpected result or contrast**.

Compare **in spite of** and **because of**:

- We went out **in spite of the rain**. (or ... **despite the rain**.)
- We didn't go out **because of the rain**.

adverb clauses expressing result
(so, such, too, enough)

many/few/much/little+N.

1. **so+** ... that-clause ...
Adj./adv.

- 1. It was **so hot that we couldn't sleep.**
- 2. The air conditioner was humming **so loudly that it kept me awake.**
- 3. There were **so many students in the small room that I couldn't breathe.**
- 4. There were **so few windows that the air circulation was poor.**
- 5. There was **so much noise in the hall that I couldn't hear the professor.**
- 6. There was **so little time to finish the exam that I gave up.**

2. **such + (a/an)+adj.+N.** that-clause...

- He had **such a low grade that he hid his exam paper.**
- This is **such an interesting book that I can't put it down**
- She makes **such good coffee that it is impossible to drink only one cup.**
- She wears **such beautiful dresses that I hate to go anywhere with her.**

many/few/much/little+N.

3. **too+** ...infinitive...
Adj./adv.

- Let's take a taxi. It's **too far to walk** home from here.
- They spoke **too quickly for us to understand.**
- The shirt is **too big** for me. I need a smaller size.
- We can't take a vacation. It costs **too much.**

4. **adj.+enough** ...infinitive...

- There were **too many people** and **not enough chairs.**
- He wasn't **experienced enough to do** the job.
- She is not **old enough to get married.**
- Do you have **enough money**? I can lend you some if you don't.
- Some of us had to sit on the floor because there weren't **enough chairs.**
- Do you have **enough money to take** a vacation right now?

Some more examples:

too big=not small enough

too young=not old enough

too boring=not interesting enough

Example 1: The food was very hot. We couldn't eat.

The food was ***so hot that I couldn't eat.***

The food was ***too hot to eat.***

The food wasn't ***cool enough to eat.***

Example 2: The movie was ***so exciting that I watched it again.***

Example 3: It was ***such an exciting movie that I watched it again.***

Example 4: The movie was ***too boring to watch*** again.

(=I didn't watch it again.)

Example 5: The movie wasn't ***interesting enough to watch*** again.

Example 6: "A: Going for a walk?" "B: Sorry, I'm ***too tired.***"

Adverb Phrases

1) Present Participle(-ing)..... ,

Use this structure

a) when you are talking about two things happening at the same time.

- Walking down the street , I ran into an old friend.
- Whistling , he rode away.

b) when you are providing reason.

- Fearing that the police would recognize him , he never went out in daylight.

2) By+V-ing..... ,

Use this structure when you want to explain how you managed to do something.

- She could learn to play the piano by practicing every day.
- Tom could buy a car by saving money.
-

3) P.P. ,

Use this structure when you want to show a cause-and-effect relationship.

- Impressed by his performance, the audience stood up in admiration.

4) Having+P.P. ,

Use this structure when you want to show two actions happening in sequence.

- Having read the instructions , he snatched up the fire extinguisher.
- Having seen the movie before, I didn't want to go again.

5) Conjunction ,

- After finishing his homework, Peter went to bed.
- While watching TV, I fell asleep.

6) infinitive of purpose

- To discover the truth, he did a lot of research.
- You need to be highly educated to find a job.

Phrase

After I played tennis, I called Mike.

Clause

After playing tennis, I called Mike.

Having played tennis, I called Mike.

A common mistake :

Dangling Modifiers

!

Playing tennis, it started to rain.

While we were playing tennis, it started to rain.

1) The Subjunctive + that-clause

- (a) The teacher **demands** that we **be** on time.
- (b) I **insisted** that he **pay** me the money.
- (c) I **recommended** that she **not go** to the concert.
- (d) **It is important** that they **be told** the truth.

- (e) I **suggested/recommended** that she **see** a doctor.
- (f) I **suggested/recommended** that she **should see** a doctor.

Common verbs and expressions followed by the subjunctive in a noun clause

advise (that)	propose (that)	it is essential (that)	it is critical (that)
ask (that)	recommend (that)	it is imperative (that)	it is necessary (that)
demand (that)	request (that)	it is important (that)	it is vital (that)
insist (that)	suggest (that)		

The subjunctive is more common in American English than British English. In British English, **should** + **simple form** is more usual than the subjunctive: *The teacher insists that we should be on time.*

2) Inversion in Conditionals

- (a) **Were I** you, I wouldn't do that.
- (b) **Had I known**, I would have told you.
- (c) **Should anyone call**, please take a message.

With **were**, **had** (past perfect), and **should**, sometimes **if** is omitted, and the subject and verb are inverted.

In (a): **Were I you** = **if I were you**

In (b): **Had I known** = **if I had known**

In (c): **Should anyone call** = **if anyone should call**

3) Implied Conditionals

- (a) I **would have gone** with you, **but I had to study**.
- (b) I never **would have succeeded without your help**.

- (c) She ran; **otherwise**, she **would have missed** her bus.

Often the **if**-clause is implied, not stated. Conditional verbs are still used in the result clause.

In (a): the implied condition = **if I hadn't had to study**

In (b): the implied condition = **if you hadn't helped me**

Conditional verbs are frequently used following **otherwise**.

In (c), the implied **if**-clause = **if she had not run**

4) It's time...

You can say **It's time** (for somebody) **to** ... :

- It's time **to go** home. / It's time for us **to go** home.

But you can also say:

- It's late. It's time **we went** home.

When we use **it's time** + past (we **went** / I **did** / they **were** etc.), the meaning is present, *not* past:

- It's time** they **were** here. Why are they so late? (*not* It's time they are here)

It's time somebody **did** something = they should have already done it or started it. We often use this structure to criticise or to complain:

- This situation can't continue. **It's time** you **did** something about it.
- He's very selfish. **It's time** he **realised** that he isn't the most important person in the world.

You can also say **It's about time** This makes the criticism stronger:

- Jack is a great talker. But **it's about time** he **did** something instead of just talking.

5) I'd rather...

I'd rather somebody **did** something

We say '**I'd rather** you **did** something' (*not* I'd rather you do). For example:

- 'Who's going to drive, you or me?' '**I'd rather** you **drove**.' (= I would prefer this)
- 'Jack says he'll repair your bike tomorrow, OK?' '**I'd rather** he **did** it today.'
- Are you going to tell Anna what happened, or **would you rather** I **told** her?

In this structure we use the *past* (**drove**, **did** etc.), but the meaning is present *not* past.

Compare:

- I'd rather **make** dinner now.
I'd rather **you made** dinner now. (*not* I'd rather you **make**)

I'd rather you **didn't** (do something) = I'd prefer you *not* to do it:

- I'd rather** you **didn't tell** anyone what I said.
- 'Are you going to tell Anna what happened?' 'No. **I'd rather** she **didn't** know.'
- 'Shall I tell Anna what happened?' '**I'd rather** you **didn't**.'

Unit 10

How to express contrary-to-fact situations:

1.using type II Conditionals:

- If I had more time ,I would learn another language.
- If it stopped raining,we could go out.
- If Tom were here,he could help us.
- If he were home now, I could call him.

2.Using Type III Conditionals:

- They would have been here if they had caught the early train.
- If she hadn't been wearing a seat belt,she would have been injured in the accident.

3.I wish.../ I hope:

- (simple past) I wish I had a car.
- (past form of To Be) It's very crowded here. I wish there weren't so many people here.
- (could+verb) Do you wish you could fly?
- (past perfect)I feel sick.I wish I hadn't eaten so much cake.
- (would+verb)
- The phone has been ringing for five times.I wish somebody would answer it.
- I wish you would do something instead of just sitting and doing nothing.
- I wish you wouldn't keep interrupting me.

4.If only(=I wish) (=I hope):

- If only he had talked to her sooner!
- If only I weren't so tired!
- If only I had a decent car!
- If only he'd call!
-

5. as if/ as though:

- He behaved as though nothing had happened.
- Mrs Crump looked as if she was going to explode.
- I don't like Tim. He talks as if he knew every thing.

Fact or Contrary to fact?

1. If we made a noise, our teacher got angry.
2. If I was home late, my father got angry.
3. If my brother were here, he could help us.
4. I wish I were a bird.
5. She looks as if she's just gotten out of bed.
6. She's always asking me to do things for her-as if I didn't have enough to do already.
7. They treat me as if I were their personal slave.
8. Mark looks tired. He looks as if he needs a good rest.
9. If only I weren't so forgetful!
10. He is acting as if he is sick.
11. If only she doesn't turn me down.
12. I hear the party was great. I wish I could have gone.
13. If I were you, I wouldn't buy that coat.
14. If I didn't want to go to the party, I wouldn't go.
15. If I were hungry, I would eat something.