

КАЗАНСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ



И.Н. Айнутдинова

GRAMMAR TIME

for law students

**with short comments,
training exercises, tests and much more**

Учебное пособие
по английскому языку для студентов
юридических факультетов вузов

Часть 4



КАЗАНЬ
2017

УДК 811.111
ББК 81.2Англ
А36

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А36 GRAMMAR TIME for law students (with short comments, training exercises, tests and much more): учеб. пособие по английскому языку для студентов юридических факультетов вузов: в 4 ч. / И.Н. Айнутдинова. – Казань: Изд-во Казан. ун-та, 2017. – Ч. 4. – 288 с.

ISBN 978-5-00019-792-9

GRAMMAR TIME for law students (часть 4) является продолжением серии пособий по грамматике английского языка, состоящей из 4 частей, для студентов юридических факультетов высшей профессиональной школы. Пособие по грамматике английского языка содержит разделы грамматики, необходимые для развития навыков и умений по дисциплине «Иностранный язык» для неязыковых вузов, краткие теоретические материалы (комментарии и инструкции), комплекс упражнений для аудиторной и самостоятельной работы, а также дополнительные разделы по развитию коммуникативных навыков владения иностранным языком в соответствии с образовательными стандартами, установленными для неязыковых вузов РФ, и в соответствии с современной европейской классификацией языковой компетенции по ЯМО (языкам мирового общения). Предполагаемый уровень обучающихся: В1 и В2.

Пособие может использоваться для повторения, закрепления и совершенствования грамматических знаний и навыков широким кругом лиц, изучающих английский язык, для занятий со студентами юридических факультетов вузов (бакалавриат и магистратура), а также как образовательный ресурс при обучении студентов, получающих дополнительную квалификацию «Переводчик в сфере профессиональной коммуникации».

УДК 811.111
ББК 81.2Англ

ISBN 978-5-00019-792-9

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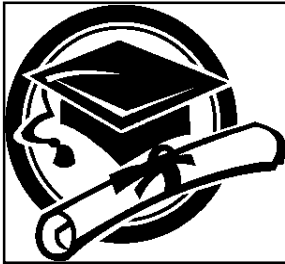
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Introduction: What is English for Specific Purposes?

Based on <http://www.teachingenglish.org.uk/>

From the authors



- ESP (English for Specific Purposes) has been referred to as *applied ELT* (English language teaching) as the content and aims of any course are determined by the needs of a specific group of learners.
- ESP is often divided into EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). Further sub-divisions of EOP are sometimes made into: business English, professional English (e.g., for doctors, lawyers) and vocational English (e.g., for tourism, nursing, aviation, and bricklaying).
- According to Dudley-Evans (2001) *the absolute characteristics of ESP are*: 1) it is designed to meet the specific needs of the learners; 2) it makes use of the underlying methodology and activities of the specialism it serves; 3) it is centered not only on the language (grammar, lexis, register), but also the skills, discourses and genres appropriate to those activities; 4) it deals with intercultural communication and the development of intercultural competence.
- For Dudley-Evans (2001) the defining characteristic of ESP is that teaching and materials are based on the results of the needs' analysis where the key questions are: 1) What do students need to do with English? 2) Which of the skills do students need to master and how well? 3) Which genres do students need to master either for comprehension or production purposes?
- Traditionally ESP courses were typically designed for intermediate or advanced adult learners. Nowadays many students can start to learn academic or vocational English at an earlier age and at a lower level of proficiency.
- *Recently, ESP has become increasingly important as*:
 - 1) There has been an increase in vocational training and learning throughout the world.
 - 2) With the spread of globalization has come the increasing use of English as the language of international communication. More and more people are using English in a growing number of occupational contexts.
 - 3) Students are starting to learn and therefore master general English at a younger age and so move on to ESP at an earlier age.
 - 4) An increasing number of learners are taught in English medium schools using approaches such as CLIL (Content and Language Integrated Learning).
 - 5) In some English speaking countries governments are launching initiatives

to help economic migrants obtain the practical English skills necessary to function in the workplace. For example, the new ESOL for Work Qualifications in the UK are designed to help employers and employees access courses which offer them the functional language skills demanded across a variety of employment sectors. Content includes topics such as customer care and health and safety.

- Some teachers are afraid of making the transition from teaching general English to teaching ESP. There is also the danger that the novice ESP teacher will only use materials that they feel comfortable with and will not stretch their learners. Bell (2002) argues that the depth of knowledge of a subject matter that a teacher requires depends on a number of variables which include:

- 1) How much do the learners know about their specialism? 2) Are the students pre-experience or post-experience learners? 3) How specific and detailed are the language, skills and genres that the learners need to learn?

- Although, you perhaps don't need to be an expert in a specialist area, you do need to have some awareness and feel for a particular vocational area. Bell (2002) advocates the three Cs for helping teachers to improve their knowledge and skills in a particular area of ESP:

- 1) *Curiosity* – the teacher himself should be interested in the subject area and want to learn more.

- 2) *Collaboration* – teachers should seek out subject specialists, show them their work and ask for their feedback.

- 3) *Confidence* – will grow as teachers explore the new subject matter, engage with subject specialists and learn from their learners.

- Harding (2007) stresses that the general skills which a general English teacher uses – e.g., being communicative, using authentic materials and analyzing English in a practical way – are also applicable in ESP. He also suggests that teachers should understand the nature of their students' subject area; motivate the students with variety, relevance and fun; take the classroom into the real world and bring the real world into the classroom.

- Like it or not, the days of the EFL generalist teacher may be numbered, so it might just be time to explore the possibility of working in ESP!

- *Some Acronyms in ESP:*

CLIL (Content and Language Integrated Learning); EAP (English for Academic Purposes); EBP (English for Business Purposes); ESAP (English for Specific Academic Purposes); EGAP (English for General Academic Purposes); EMP (English for Medical Purposes); EOP (English for Occupational Purposes); EPP (English for Professional Purposes); EST (English for Science and Technology); EVP (English for Vocational Purposes); EWP (English for/in the Workplace); ELP (English for Legal Purposes), etc.

YOUR FOURTH TERM ACADEMIC GRAMMAR SYLLABUS

I. Communicative Grammar

1. Conjunctions

- Coordinating conjunctions: (and, or, but, etc.)
- Subordinating conjunctions (of time, reason, concession, place, condition and manner)
- Correlative conjunctions (either ... or; both ... and; neither ... nor; etc.)
- Conjunctive adverbs (also, hence, however, etc.)



2. Prepositions

- Prepositions of time/ place/ direction
- Postpositions with verbs (in phrasal verbs)

3. Kinds of Sentences by purpose:

- declarative, imperative, interrogative, exclamatory + rhetoric question

4. Patterns of Sentence Structure

- Simple sentence
- Compound sentences
- Complex sentences
- Compound-complex sentences

5. Clauses

- Defining clauses/ Main (independent) and subordinate (dependent)
- Finite and non-finite clauses/ Subordinating words
- Noun/ Relative/ Adverbial Clauses/ Clauses within clauses/ Common errors

II. ESP Grammar

1. The Mood

- General overview of indicative, imperative, subjunctive mood
- General overview of infinitive and conditional mood
- The difference between mood and modality

2. Subjunctive mood

- Perfect and non-perfect Subjunctives
- Present and past Subjunctive as synthetic subjunctive forms and their use
- Suppositional and Conditional as analytical subjunctive forms and their use

3. Conditionals

- Zero conditionals
- Real and hypothetical possibilities with if about the future and present
- Hypothetical possibilities with if about the past
- Mixed Conditionals



Your Grammar Knowledge Criteria

Your grammatical awareness of English as of the learners of English as a foreign language could be evaluated both in receptive and productive levels according to the following criteria:

1. Your level of knowledge and ability to interpret different data connected with grammar;
2. Your ability to prove the validity of the data, which is truly exercised if:
 - You are able to appropriately select and correctly judge the ungrammatical or syntactically ill-formed sentences or other phenomena;
 - You are able to appropriately select and correctly judge the grammatical or syntactically correct sentences or other grammatical phenomena.
3. Your ability to analyze the data, which is truly exercised if:
 - You show the grammatically correct or syntactically well-formed use of English;
 - The problem is pointed and corrected via your own judgments and/or with the help of reference books/ or your tutor's instructions/ or any sufficient Internet resources and by using appropriate terminology;
 - You are able to find the underlying reasons for the uses of grammatical structures and discuss them and then edit them and comment on them to prove them with possible underlying reasons;
 - You are able to enhance your knowledge from a holistic perspective.
4. Your ability to use your English grammar knowledge while presenting the outputs in written and oral forms.
5. Your ability to use your English grammar knowledge along with the avoidance of spelling mistakes in the papers or pronunciation errors in oral speech.
6. Your ability to use your English grammar knowledge to follow all the instructions given so as to show a well-organized style of education.
7. Your ability to use your English grammar knowledge so as to cope with all exercises, tests (self-assessment; your teacher's; your final) and evaluation papers presented in this educational resource.

With the reference to the above mentioned you may score as much as:

Nº	THE CRITERION	POINTS/100	TOTAL
1	Knowledge and ability to interpret data	10	10x1=10
2	Knowledge and ability to correctly judge	10	10x1=10
3	The analysis of the data	10	10x1=10
4	The ability to use your English grammar	10	10x1=10
5	Spelling/ pronunciation/ well-organized model	10	10x1=10
6	Exercises/ Self-assessment tests	TE-2; SA-2	10x2+5x2=30
7	Teacher's/ Final Test	TA-3; FT-5	5x3+5x1=20



Grammar Rules: Conjunctions

Conjunctions

A conjunction is the part of speech that serves to connect words, phrases, clauses, or sentences. Conjunctions are words used as *joiners*. Different kinds of conjunctions join different kinds of grammatical structures.

1) *Coordinating conjunctions* connect words, phrases, and clauses.

Coordinating conjunctions are used when you want:

- to give equal emphasis to two main clauses;
- to connect any two items (any grammatical unit except main clauses);
- to connect any three or more items in a series.

Coordinating conjunctions

and	or	but	nor	for	so	yet
-----	----	-----	-----	-----	----	-----

- **and** is used to join or add words together in the sentence;
- **or** is used to show choice or possibilities;
- **but** is used to show opposite or conflicting ideas;
- **so** is used to show result;
- **nor** is used before the second or last of a set of negative possibilities;
- **for** presents a reason (is used instead of *because* or *since*);
- **yet** presents a contrast/ exception (*and despite this, nevertheless* or *still*)

2) *Correlative conjunctions* do not only denote equality, but they also make the joining tighter and more emphatic:

Correlative conjunctions examples

both ... and	not only ... but also	whether ... or
either ... or	neither ... nor	just as ... so too

3) *Subordinating conjunctions* allow showing which idea is more and which is less important. Normally the idea in the main clause is more important, while the idea in the subordinate clause (which is made subordinate by the *subordinating conjunction*) is less important. The subordinate clause supplies a time, place, condition, manner, reason, concession (smth. allowed), etc. for the main clause:

Rubric	Subordinating conjunctions examples
<i>Time</i>	After; as; as ... as; as long as; before; now that; once; since; till; until; when; whenever; while
<i>Reason</i>	Because; in order that; since; so that; why
<i>Concession</i>	Although; even though; though; while
<i>Place</i>	Where; wherever
<i>Condition</i>	Assuming; even if; if; if only; in case; provided that; unless; until that
<i>Manner</i>	As if; as though; than; how

4) *Conjunctive Adverbs* make up an even stronger category of conjunctions. They show logical relationships between two independent sentences, between sections of paragraphs, or between entire paragraphs. Conjunctive adverbs are so emphatic that they should be used sparingly (=rarely); however, when used appropriately, they can be quite effective:

Conjunctive Adverbs					
also	still	therefore	consequently	instead	thus
hence	likewise	conversely	furthermore	moreover	meanwhile
however	otherwise	rather	nevertheless	then	accordingly

Example: The tire was flat therefore we called a service station.

5) *Relative pronouns* and *relative adjectives* are also used to join ideas together by creating adjective or noun clauses, which allow creating smoother, more flowing and effective sentences by combining ideas:

Relative pronouns and relative adjectives				
who	whose	whomever	that	whichever
whom	whoever	which	what	whatever

Example: Here is an idea *that* I would like to think through.

6) *Adverbs of time, place, and sequence* are actually transitions of logic, but as such they also have conjunctive force, because they connect ideas by showing a time relationship:

Adverbs of time, place, and sequence					
earlier	later	then	here	first	fourth
next	before	now	there	second	eventually
lastly	after	soon	today	third	tomorrow

Example: *First*, get a pad and pencil. *Next*, find a quiet place to think.

7) *Sentential Adverbs* are closely related to conjunctive adverbs. The "official" line on these words is that they convey no meaning of their own but instead serve only to emphasize the statement to which they are attached. The sentential adverbs create a relationship of emphasis between ideas: this new idea is important in light of what preceded it. Indeed, that is why they are included here:

Sentential Adverbs					
importantly	in short	in fact	I suppose	to be sure	of course
significantly	I hope	I think	assuredly	without doubt	indeed
surprisingly	at least	it seems	definitely	after all	importantly
unquestionably	remarkably	in brief	evidently	for all that	certainly
unfortunately	obviously	oddly	presumably	fortunately	apparently
on the whole	strangely	sadly	undoubtedly	predictably	ironically
paradoxically	clearly	tellingly	naturally	in any event	apparently

Example: Obviously, it doesn't make any sense to say that!



Your Training Exercises



Exercise A: Identify and underline the conjunctions used in the following sentences. Also state what kind of conjunction it is:



1. Gerald had to begin his thesis over again when his computer crashed.
2. The explosion destroyed not only the school but also the neighboring pub.
3. After she had learned to drive, Alice felt more independent.
4. Corinne is trying to decide whether to go to medical school or to go to law school.
5. You cannot be a lawyer unless you have a law degree.
6. Austria is famous for the beauty of its landscape and the hospitality of its people.
7. If that is true, then what happened is not surprising.
8. Have you decided whether you will come or not?
9. We knew what to expect. Therefore, we were not surprised at what happened.
10. His visit was unexpected. I was pleased to see him, nevertheless.
11. I left early because I had an interview the next day.
12. I find it very difficult to forgive, although I do eventually.
13. The proposal could not have been considered further unless it had been signed by all the members back in May.
14. When I get tired, I don't work as well as I normally do.
15. They wanted to go boating in the lake, but the weather was hardly suitable.
16. The movie was funnier than I had expected.
17. Whenever you get into town, come by and see me.
18. She left him, even though she still loved him.
19. When they got there the place was empty and they found no evidence the place had ever been occupied recently.
20. He always studied hard, yet he never seemed to do well.
21. Once we have the information, we will begin the analysis.
22. She was annoyed, as they had not completed the work.
23. She could either have one week abroad or two weeks at home.
24. Scarcely had she gone out, when he arrived.
25. The place was such a problem in terms of maintenance that he sold it.

26. If he had told the truth, then he wouldn't be in trouble.
27. Before the clock struck seven, several juvenile delinquents had assembled in the road.

28. He used to be reckless, whereas now he is almost cautious.

29. The police and the doctors are trying to find out the cause of death.

30. I knew the test would be hard, so I planned accordingly to study for several hours.

31. Joey had an upset stomach. Accordingly, he took antacid tablets.

32. The antacids must not have worked. Otherwise, he would quit complaining.

33. The antacids didn't work for Jill either. Instead, they made her feel even sicker.

34. Take two tablets daily until the doctor tells you to stop.

35. Give me the piece of string that is waxed.

36. There goes the horse which won the Derby.

37. He is a good friend. Hence, I was not embarrassed to ask him for help.

38. He has both a good education and good work habits.

39. He was very persuasive; accordingly, I did what he asked.

40. They were upset because the flight had been delayed.

41. Presbyterians and Methodists and Baptists are the prevalent Protestant congregations in Oklahoma.

42. This is a useful rule, but difficult to remember.

43. Although Hemingway is sometimes disparaged for his unpleasant portrayal of women and for his glorification of machismo, we nonetheless find some sympathetic, even heroic, female figures in his novels and short stories.

44. That is not what I've meant to say, nor should you interpret my statement as an admission of guilt.

45. John thought he had a good chance to get the job, for his father was on the company's board of trustees.

46. Johnson kept looking out the window as though he had someone waiting for him.

47. Because e-mail now plays such a huge role in communications industry, the postal service would very much like to see it taxed in some manner.

48. The ceremony was both long and tedious.

49. My objections are, first, that the measure is unjust; second, that it is unconstitutional.





Exercise B: Join each pair of sentences into one by using a suitable conjunction or a linking word:

although	so	if only	since	for
as	until	and	so ... that	otherwise
but	however	both ... and	neither ... nor	because
as though	whereas	meanwhile	when	predictably

1. Let us be more serious in our revision. We may not perform as well as we want.
2. The students were unhappy with their final test results. Their parents were unhappy with their children's final test results either.
3. Do not start the rehearsal. The chairman has not arrived yet.
4. The meeting had to be called off. There was not enough quorum.
5. My teeth were hurting the whole morning. I made an appointment to go to the dentist.
6. The committee rejected the proposal. They just did not think it was practical.
7. Last week Bill was so worried about his coming examination results! He could not sleep peacefully without nightmares! He could not eat properly without choking!
8. The world is making steady progress towards the recovery of the ozone layer. Recent studies show that the total amount of ozone depleting chemicals in the troposphere is declining too slowly to be true.
9. Linda is finally going to buy a new car. They say, she has won the lottery.
10. Julia is extremely bright. She also has a wicked sense of humor.
11. Ms. Lukas often looks fierce. She has a kind heart though.
12. Many people cause dreadful accidents on the roads nowadays. They drink and drive!
13. She would open the door. She couldn't find the key again.
14. The lecture was boring and irrelevant. Some of the students began to fall asleep.
15. The government increased the duty on wine. There's been registered an immediate fall in demand.
16. An immediate interest cut might give a small boost to the economy. Any recovery is likely to be very slow.
17. The BBC decided not to show the program. It could upset many people!
18. Conversation used to be a mere entertainment. Now it's a means of exchanging important information.
19. My uncle had been driving for 40 years. Once he fell asleep at the wheel and had an accident.



Exercise C: The famous quotes are missing a linking word each. Choose the appropriate option from the multiple-choices given:

1. ___¹ we accept our limits, we go beyond them. (*Albert Einstein*) **a) once; b) twice; c) otherwise**

2. A house is not a home ___² it contains food and fire for the mind as well as the body. (*Benjamin Franklin*)

a) as though; b) though; c) unless

3. I am always ready to learn ___³ I do not always like being taught. (*Winston Churchill*)

a) since; b) as if; c) although

4. Giving up smoking is the easiest thing in the world. I know ___⁴ I've done it thousands of times. (*Mark Twain*) **a) and; b) because; c) when**

5. Every legend, ___⁵, contains its residuum of truth, and the root function of language is to control the universe by describing it. (*James A. Baldwin*)

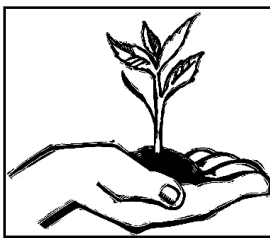
a) instead; b) moreover; c) because

6. Let us speak, ___⁶ we show all our faults and weaknesses, – for it is a sign of strength to be weak, to know it, and out with it – not in a set way and ostentatiously, though, but incidentally and without premeditation. (*Herman Melville*) **a) before; b) after; c) though**

7. ___⁷, he who wishes to attain to human perfection, must therefore first study Logic, next the various branches of Mathematics in their proper order, then Physics, and lastly Metaphysics. (*Maimonides*)

a) absurdly; b) consequently; c) ironically

8. When people do not respect us we are sharply offended; ___⁸ in his private heart no man much respects himself. (*Mark Twain*) **a) yet; b) nor; c) because**



9. Keep the body in good health is a duty, ___⁹ we shall not be able to keep our mind strong and clear. (*Buddha*)

a) in other words; b) for example; c) otherwise

10. Courage is what it takes to stand up and speak; courage is ___¹⁰ what it takes to sit down and listen. (*Winston Churchill*)

a) however; b) also; c) nonetheless

11. I am prepared to meet my Maker. ___¹¹ my Maker is prepared for the great ordeal of meeting me is another matter. (*Winston Churchill*)

a) when; b) whether; c) where

12. Live ___¹² it were your last day on earth. Some day you will be right. (*Robert Anthony*)

a) so that; b) as though; c) no matter how





Exercise D: Combine the following sentences into one sentence using paired correlative conjunctions:

Choose between:

a) both ... and; b) not only ... but also; c) either ... or; d) neither ... nor



1. The speaker will not confirm the story. The speaker will not deny the story either.
2. Smoking isn't good for your heart. Drinking isn't good for your health.
3. Food and drink prices in New York are very high. Renting an apartment there is very expensive either.
4. Life in New York is very expensive. Life in New York can be extremely exciting.
5. Caroline has forgotten where Matt lived. She has incidentally lost his cell phone number as well.
6. The advertisement promised a surprisingly easy promotion. The advertisement promised general success in life.
7. Andrew was always an industrious student. I remember him to be an excellent athlete too.
8. Jessica didn't not only excel in mathematics. She also astounded audiences with her musical talent.
9. Not only do students enjoy summer vacation. They also enjoy Christmas break.
10. The camper fell during the hike and got hurt. Later, it turned out, he had broken his leg!
11. Not many students are below national academic standards. Not many students are above national academic standards either.
12. We were told to reduce the staff. We should search for new ancillary markets to survive.
13. I remember, when I was a young recruit I was told what to do. Moreover I was even told what to think.
14. Sam hoped to go to France for the summer. Sam hoped to meet a nice French girl there, marry her and stay in France for a permanent living.
15. The author not only wants fame. The author has a big family and also wants money.
16. Ask Ben to prepare the agenda for tonight's meeting. You may also ask Marianne for any help.
17. The doctor promised not to cause pain during the procedure. The doctor promised not leave a scar either.





Exercise E: Have a drill with various conjunctions. Choose the appropriate option so as to fit the content of each sentence given:

Choose between:

A. a) so that; b) as long as; c) while; d) until; e) as if

1. You can come to the meeting ___¹ you don't say anything.

2. I'm going shopping for food this evening ___² I don't have to go at the weekend.

3. I'm not leaving ___³ I get an apology from you.

4. I came here ___⁴ you could give me an explanation.

5. You look so scared ___⁵ you've seen a ghost.

6. I refuse to pay anything ___⁶ you do the work properly.

7. You look so pale ___⁷ you haven't eaten for a week.

8. I came earlier that morning ___⁸ I could talk to you privately.

9. ___⁹ I don't think she's perfect for the job of a paralegal; she's certainly better qualified than Marla.

10. I don't mind if you go out for lunch ___¹⁰ you're back for the meeting at two.

11. Are you OK? You look so depressed ___¹¹ you have a problem.

12. ___¹² the job is very interesting, it's also very badly paid.

13. We'll go to the mountains on Saturday ___¹³ it doesn't rain.

14. The winters here are very cold ___¹⁴ the summers are very hot.

15. You can write the report when you want ___¹⁵ it's ready by the end of the month.

16. It looks ___¹⁶ the government has got a lot of problems.

17. I want you to be in charge of the office ___¹⁷ I get back from my business trip.

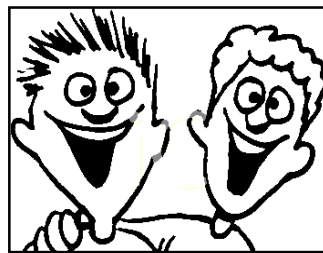
18. ___¹⁸ I don't approve of what you did, I'm not going to punish you for it.

19. I'm learning English and German ___¹⁹ I can get a better job.

20. Marla is pretty energetic ___²⁰ her husband is rather phlegmatic and dull.

21. Once he starts his investigating job he won't stop ___²¹ it's finished.

22. I felt ___²² I'd been lying in the sun for hours.



Choose between:

B. a) although; b) despite; c) however; d) nevertheless; e) while



1. Knowledge is becoming the new source of power ____¹ lifelong learning is the only way to remain competitive in today's rapidly changing job market.
2. ____² I had the necessary qualifications, I didn't get the job.
3. ____³ engineering is still a male area of study, things are changing.
4. The prosecution tried to prove their case ____⁴ the defendant was acquitted due to the lack of essential evidence.
5. ____⁵ the position you applied for has now been filled, we shall keep your personal details for the future reference.
6. ____⁶ numerous reminders from our department, the bill for the work we had done hasn't been paid yet.
7. ____⁷ I accept that he's not perfect in many respects, I do actually quite like the man.
8. There are serious problems in this country. ____⁸, we feel this is a good time to return.
9. She walked home by herself, ____⁹ she knew that it was dangerous.
10. This is one possible solution to the problem. ____¹⁰, there are others.
11. ____¹¹ I fully understand your point of view, I do also have some sympathy with Michael's.
12. ____¹² repeated assurances that the product is safe, many people have stopped buying it.
13. She'll be coming tonight, ____¹³ I don't know exactly when.
14. I knew a lot about the subject already, but her talk was interesting ____¹⁴.
15. He's rather shy, ____¹⁵ he's not as bad as he used to be.
16. I have no money at the moment, ____¹⁶ I still plan to go on holiday.
17. He decided to go, ____¹⁷ I begged him not to.
18. I still enjoyed the week off in Thailand ____¹⁸ the rainy weather.
19. There may, ____¹⁹, be other reasons that we don't know about his sudden departure.
20. He managed to eat a big lunch ____²⁰ having eaten an enormous breakfast.
21. She hasn't phoned, ____²¹ the fact that she said she would.
22. He sounded very depressed when we spoke on the telephone yesterday, ____²² at the press conference, he sounded at his most relaxed.
23. ____²³ hungry I am, I never seem to be able to finish off a whole pizza.

Choose between:

C. **a) or; b) and; c) but; d) so; e) nor; f) for; g) yet; h) as**

1. He's overweight and bald, and ___¹ somehow, he's attractive.

2. She's very hard-working ___² not very imaginative.

3. She remained silent, ___³ her heart was heavy and her spirits low.

4. Leave the keys out ___⁴ that I remember to take them with me.

5. The patent was granted in either 1962 ___⁵ 1963 – I can't quite remember which.

6. I'm sorry, ___⁶ I think that she did it deliberately.

7. You can pay now ___⁷ when you come back to pick up the automobile.

8. We haven't needed extra staff ___⁸, but may do in the future.

9. While every crime violates the law, not every violation of the law counts ___⁹ a crime.

10. You can invite Keith to the party, ___¹⁰ please don't ask that friend of his.

11. Crime is the breach of rules ___¹¹ laws for which some governing authority can ultimately prescribe a conviction.

12. Tidy up your room. ___¹² don't forget to make your bed!

13. We can neither change ___¹³ improve it.

14. I was lost ___¹⁴ I bought a street map.

15. The Romans systematized law ___¹⁵ applied their system across the Roman Empire.

16. We must not complain about the problem, ___¹⁶ instead we must help to put it right.

17. The initial rules of Roman law regarded assaults ___¹⁷ a matter of private compensation.

18. He was the best qualified party candidate, ___¹⁸ he didn't win the elections.

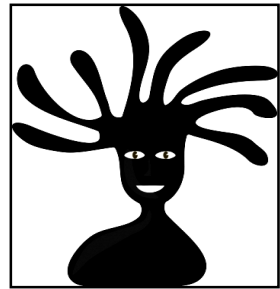
19. In continental Europe, Roman law persisted, ___¹⁹ with a stronger influence from the Christian Church.

20. This mistake is not caused by evil, ___²⁰ by simple ignorance.

21. Strangely, neither Carlo ___²¹ Juan saw what had happened.

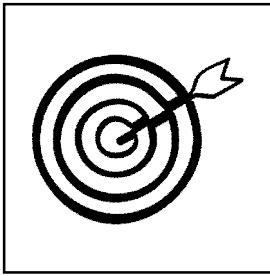
22. ___²² we leave on Thursday and get back the next Tuesday, is that right?

23. My father wanted to watch soccer match on television ___²³ my mother was already watching another program.



Choose between:

D. a) because; b) and; c) or; d) but; e) though; f) while; g) until



1. John welcomed his guests ___¹ offered them drinks.
2. She had an unpleasant experience ___² she was in Thailand.
3. Keep the food covered ___³ the flies'll contaminate it.
4. Mary is a member of the Historical Society ___⁴ the Literary Society.
5. Receptionists must be able to relay information ___⁵ pass messages accurately.
6. It is quite simple to cross the border between the Switzerland and Germany ___⁶ these two countries have friendly relations.
7. ___⁷ we may know Him by a thousand names, He is one and the same to us all. (*Mohandas Gandhi*)
8. Chains of habit are too light to be felt ___⁸ they are too heavy to be broken. (*Warren Buffett*)
9. ___⁹ silence is not necessarily an admission; it is not a denial, either. (*Marcus Tullius Cicero*)
10. We can never obtain peace in the outer world ___¹⁰ we make peace with ourselves. (*Dalai Lama*)
11. I make it a rule never to smoke ___¹¹ I'm sleeping. (*Mark Twain*)
12. The European Union is a unique economic ___¹² political partnership between 27 European countries.
13. Life is what happens ___¹³ you are busy making other plans. (*John Lennon*)
14. Good people do not need laws to tell them to act responsibly, ___¹⁴ bad people will find a way around the laws. (*Plato*)
15. Trust, ___¹⁵ verify. (*Ronald Reagan*)
16. Nothing can cure the soul ___¹⁶ the senses, just as nothing can cure the senses ___ the soul. (*Oscar Wilde*)
17. Without friends no one would choose to live, ___¹⁷ he had all other goods. (*Aristotle*)
18. Memory is deceptive ___¹⁸ it is colored by today's events. (*Albert Einstein*)
19. Forgive your enemies, ___¹⁹ never forget their names. (*John F. Kennedy*)
20. All my life I've looked at words as ___²⁰ I were seeing them for the first time. (*Ernest Hemingway*)
21. Don't ever take a fence down ___²¹ you know why it was put up. (*R. Frost*)
22. I may be drunk, Miss, ___²² in the morning I will be sober and you will still be ugly. (*Winston Churchill*)
23. If a man is proud of his wealth, he should not be praised ___²³ it is known how he employs it. (*Socrates*)



Exercise F: Find explanation for each *italicized* conjunction or a linking word/ adverb used in the sentences given in the left row:

Sentence	Explanation
1) <i>Whereas</i> this is a public building, it is open to everyone.	a) immediately when
2) <i>After</i> the train left, we went home.	b) in that case
3) Jack arrived <i>before</i> the notary office was open.	c) although
4) <i>Unless</i> he helps us, we cannot succeed.	d) for that reason
5) Please be careful, <i>or else</i> you may have an accident.	e) on condition that
6) Write your report <i>as soon as</i> you can.	f) in this way
7) We had to wait, <i>because</i> we arrived early.	g) in a similar way
8) I watched closely, <i>lest</i> he make a mistake.	h) until now
9) All will be well, <i>providing</i> you are careful.	i) in order to
10) He is dull, <i>whereas</i> you are energetic.	j) because
11) <i>While</i> I am not an expert, I will do my best.	k) if not
12) She talks <i>as if</i> she knows everything.	l) may result in
13) I hurried <i>so as</i> to be on time.	m) later in time
14) He travelled as quickly as possible. <i>Thus</i> , he reached Boston the next day.	n) in a suitable/ right way for the situation
15) You should stop smoking. <i>Furthermore</i> , you should do it the sooner the better!	o) for the reason that
16) He was very persuasive; <i>accordingly</i> , I did what he asked.	p) alternatively
17) We should consult them; <i>otherwise</i> , they may be upset.	q) it represents two alternative choices
18) Did you go out <i>or</i> stay at home?	r) earlier than
19) <i>Either</i> you should study harder, <i>or</i> you should take a different course.	s) otherwise
20) He started working for the company when he left school, and has been there <i>ever since</i> .	t) for fear that
21) I am going out <i>even if</i> it rains.	u) also
22) Take a sweater <i>in case</i> it gets cold.	v) but
23) I was nervous; <i>therefore</i> , I couldn't do my best.	w) on the other hand
24) I like the job. <i>Besides</i> , I need the money.	x) in addition
25) We wanted to arrive on time; <i>however</i> , we were delayed by traffic.	y) in spite of a possibility
26) If you are sure, <i>then</i> I must believe you.	z) because of a possibility



Exercise G: Complete the given patterns. Make full sentences. Pay attention to the usage of conjunctions and rules of their punctuation:



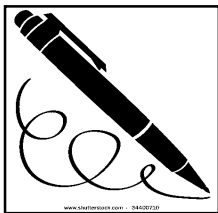
Punctuation with conjunctions:

Punctuation with coordinating conjunctions: 1) When it joins two words, phrases, or subordinate clauses, *no comma* should be placed before the conjunction; 2) Joining three or more words, phrases, or subordinate clauses it creates a series and *requires commas* between the elements; 3) Joining two independent clauses, it creates a compound sentence and *requires a comma* before the coordinating conjunction.

Punctuation with conjunctive adverbs: Place a semicolon before the conjunctive adverb and a comma after the conjunctive adverb.

Punctuation with subordinating conjunctions: 1) When the dependent clause is placed first in a sentence, *use a comma* between the two clauses; 2) When the independent clause is placed first and the dependent clause second, *do not separate the two clauses with a comma*.

Punctuation with correlative conjunctions: These pairs of conjunctions require equal (parallel) structures after each one, no comma is required.



a) Decide the ending of each "short story":

1. Although he/she wanted to get married, _____
2. Although the apartment is not expensive, _____
3. After we broke up, _____
4. After I spilt coffee all over my silk shirt, _____
5. After I get my college degree, _____
6. As the car sputtered once or twice, _____
7. Because I love you madly, _____
8. Because she always hated speaking in public, _____
9. Before she would testify in a court of law, _____
10. Before he/she would introduce me to his/her parents, _____
11. Before I even let him/her kiss me, _____
12. Even if you take a taxi, _____
13. Even though he left school at 16, _____
14. Ever since he/she got divorced, _____
15. As ever, I was the last to find out, _____
16. Even if she can be a bit tiring at times, _____
17. If he/she had known about her/ his financial situation, _____
18. Even assuming that smokers do see the health warnings, _____
19. If you are going to pass your final exam, _____
20. If I were in charge of the world order, _____
21. Since I first learned how to use a computer, _____

22. Since Emma went to work in New York a year ago, _____
23. Since he was stopped and searched by police last time, _____
24. Even though I gave Jim very clear instructions, _____
25. Though you can render no reason, _____
26. Unless you try to change your eating habits, _____
27. Unless my boss changes his mind, _____
28. Unless you've got enough experience for the job, _____
29. Until he understands the whole idea of the project, _____
30. Until both of them recognize each others' rights, _____
31. Whatever you do, _____
32. When you buy your first car, _____
33. Whenever they go out, _____
34. Wherever I go shopping, _____
35. Whether you are male or female, _____

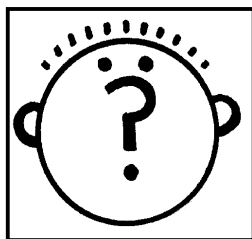
b) Decide the beginning of each "short story":

1. _____ although I tried very hard.
2. _____ although she drives me crazy.
3. _____ after he won the lottery.
4. _____ as she got on the crowded bus.
5. _____ as they argued with the clerk.
6. _____ as if she had never seen a handsome man before.
7. _____ because he had never been on a jury duty before.
8. _____ because her mother was always very strict with her.
9. _____ before the volcano erupted.
10. _____ before they got married.
11. _____ even if you know every detail of that case.
12. _____ in order that her car could start on a cold winter day.
13. _____ in order that she could go to law school.
14. _____ since I came back from holiday.
15. _____ ever since he/ she got divorced.
16. _____ so I stopped talking.
17. _____ so we had to agree with the ruling.
18. _____ though there was not enough evidence.
19. _____ though he behaved outrageously badly.
20. _____ unless he killed his innocent victim.
21. _____ until the police found the corpse of the last suspect.
22. _____ until people quit supporting local businesses.
23. _____ whatever happens.
24. _____ whatever makes you happy.
25. _____ while you were answering their tough questions.





Exercise H: Now when you've got enough experience in making of sentences, create the "story of your life." Complete the sentences below; mind the usage of conjunctions; make your personal profile:



1. _____, but at the same time who knows you better than you yourself do?
2. When I was born, _____
3. Before my parents decided to call me _____
4. _____ where I live now together with _____
5. When I look at myself in the mirror, I see _____
6. Nowadays it's expensive to be smart and fashionable but I try _____
7. As for my character, _____
8. As for my interests, I am fond of _____
9. First of all, I _____
10. Besides, I enjoy _____
11. When I have free time, _____
12. Though I don't have time to do everything, I like, _____
13. Ever since my childhood on I have both strengths and weaknesses, such as _____
14. Before diving into this issue again, I would like to point out that _____
15. When it comes to strengths, _____
16. When it comes to weaknesses, _____
17. When I was three was sent to a kindergarten because _____
18. As all the children in this country I went to school at the age of _____ and there I _____
19. There I got a basic training in such subjects as _____
20. When I had breaks from school, I used to _____
21. While at school, I have been asking myself hundreds of times what I wanted to be when I _____
22. A few years ago it was difficult _____
23. As the years passed I made _____
24. But it was only in my last year at school that I _____
25. Once I clearly realized that my strongest desire was to _____
26. As you can guess my future profession is connected with _____
27. Even when I was a little boy/girl I dreamed to be _____
28. I hope my dream will _____
29. Though I'm not married yet, I _____
30. And finally, the things I hope to achieve in my life are: _____



Exercise I: Examine the given Smoking facts below. Identify and state the type/ kind of each conjunction used in the text:

Based on <http://ks3.smokesnojoke.org.uk/>

1. Scientists estimate that cigarettes are more addictive than cocaine, heroin, or alcohol.

2. Most people who smoke do so because they can't stop, since nicotine is a highly addictive substance that makes people feel energized and alert.

3. According to the World Health Organization, smoking kills more people than any disease in the world.

4. As global production of tobacco increases, land is being cleared to make way for tobacco farming, and now accounts for an estimated 200,000 hectares of woodland being removed each year. This is the size of Tokyo!

5. When the nicotine level starts to drop, the smoker starts to feel like they need another cigarette.

6. It is less than a minute since the person inhaled from the cigarette and yet nicotine has already reached the brain triggering the release of adrenaline.

7. Meanwhile, the person's blood is now flooded with a gas called carbon monoxide. This means that the blood can't carry as much oxygen as it usually does.

8. Breathing other people's smoke is known as passive smoking or second-hand smoking. This can affect the health of everyone who lives with a smoker, particularly children and even pets!

9. Smoking any tobacco is harmful to health. However illicit cigarettes are often produced without regulation over content or quality making them susceptible to contamination.

10. Three out of four children are aware of cigarettes before they reach five years of age regardless of whether members of their family smoke or not.

11. It's never too late to stop smoking. Once you get over the age of 35, every year you continue to smoke costs you 3 months of life expectancy.

12. Two major laws came into effect in 2007 to provide stronger regulation of tobacco products and smoking habits in the UK.

13. These laws acknowledge that smoking is the cause of serious health problems in the UK for both smokers and non-smokers alike.

14. Children are more likely to smoke if one or both of their parents smoke. Parental approval or disapproval of smoking is also a critical factor.

15. A person who stops smoking will experience withdrawal symptoms as their body adjusts to life without nicotine.



▼ Choose the appropriate answer from a chain of multiple choices:

1. Which conjunction is used to connect two equal parts of a sentence?

a) either; b) until; c) but; d) since; e) after

2. Which conjunction is used to connect two unequal parts of a sentence?

a) so; b) or; c) but; d) if; e) and

3. Which conjunction is used with the correlative *neither*?

a) and; b) nor; c) but; d) so; e) or

4. Which conjunction fits best in the sentence: *I am hungry ... I don't want to eat.*

a) but; b) so; c) after; d) before; e) or

5. Which conjunction fits best in the sentence: *He will eat ... he gets home.*

a) or; b) because; c) when; d) and; e) since

6. Which conjunction fits best in the sentence: Do you want pizza ... a hamburger? **a) than; b) so; c) while; d) as; e) or**

7. Which conjunction fits best in the sentence: *I would tell you ... I knew.*

a) and; b) unless; c) if; d) or; e) so

8. Which conjunction fits best in the sentence: Come ... get it.

a) but; b) while; c) and; d) when; e) so

9. Which conjunction fits best in the sentence: *He ate ... he was hungry.*

a) if; b) so; c) or; d) although; e) because

10. How many conjunctions are in the sentence: *After Ben and Sid come, we can leave.* **a) 0; b) 1; c) 2; d) 3; e) 4**

11. Which conjunction fits best in the sentence: *Do you think this is something ... can be learned?*

a) who; b) that; c) no conjunction; d) which; e) whom

12. Which paired conjunction fits best in the sentence: *She's ... a snobbish person ... nobody likes to be with her.*

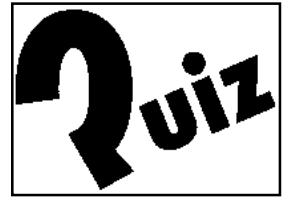
a) such...that; b) such...as; c) so...that; d) neither...nor; e) either...or

13. Which conjunction fits best in the sentence: *... a university professor returns from his exchange program, he should be better qualified.*

a) until; b) when; c) even though; d) unless; e) as if

14. Which conjunction fits best in the sentence: *My friend John, ... lives in California, has a car with a New York license.*

a) whose; b) whom; c) which; d) that; e) who



15. Which conjunction fits best in the sentence: ... *I had known how much I would disappoint him, I wouldn't have done it.*
a) whether; b) as; c) if; d) while; e) when
16. Which conjunction fits best in the sentence: *I would go to bed now, ... my homework is not done* **a) and; b) nor; c) but; d) so; e) or**
17. Which conjunction fits best in the sentence: ... *were his words and gestures that the listeners were hypnotized.*
a) so; b) such; c) as; d) that; e) hence
18. Which conjunction fits best in the sentence: *There will be no trouble ... you keep your mouth shut.*
a) unless; b) whether; c) so long as; d) so that; e) as if
19. Which conjunction fits best in the sentence: *They were disappointed ... you weren't in.* **a) that; b) such that; c) so that; d) even though; e) until**
20. Which conjunction fits best in the sentence: *I will forgive you ... you don't repeat your misdeed.*
a) however; b) though; c) as if; d) lest; e) on condition that
21. Which conjunction fits best in the sentence: *She was ... weak that she could hardly stand.* **a) too; b) so; c) as; d) even though; e) such**
22. Which conjunction fits best in the sentence: *I worked hard ... I might win the first prize.* **a) for; b) so that; c) lest; d) because; e) as though**
23. Which conjunction fits best in the sentence: *Coming late, James tiptoed into the room ... he should disturb the class.*
a) lest; b) so that; c) in order than; ; d) for; e) so as
24. A coordinating conjunction joins words or phrases that are ... in rank.
a) equal; b) subordinate; c) intransitive; d) superior; e) minor
25. Identify the coordinating conjunction(s) in the following sentence: *He and his father planned to go fishing and golfing this summer, but not until August.* **a) He, his; b) and, but; c) fishing, golfing; d) planned, to go**
26. Which group lists examples of correlative conjunctions?
a) she, he, her, his, they, their; b) aren't, couldn't, you're, who's; c) neither/nor, both/and, whether/or
27. Identify the subordinating conjunction(s) in the following sentence: *She will not finalize the marketing deal unless her boss in Hong Kong approves.*
a) unless; b) finalize, approves; c) in; d) she, her boss; e) deal, her
28. Which group lists examples of subordinating conjunctions?
a) jump, leap, sit, walk, scream, laugh, sing; b) under, over, in, between, among, on; c) after, if, since, than, while, because
29. Subordinating conjunctions join ... elements, linking a clause that cannot stand alone to a clause that can.
a) coordinating; b) unequal; c) equal; d) correlative; e) comparing



Grammar Rules: Preposition

Prepositions

A *preposition* links nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the *object of the preposition*. A *preposition* sits in front of its *object*.

There are hardly any rules as to when to use which preposition. The only way to learn prepositions is looking them up in a dictionary, reading a lot in English and learning useful phrases off by heart.

● *The rules for the most frequently used prepositions of time in English:*

English	Usage	Example
on	days of the week	on Monday
in	months/ seasons; time of day; year; after a certain period of time (when?)	in August/ in winter; in the morning; in 2006; in an hour
at	for night; for weekend; a certain point of time (when?)	at night; at the weekend; at half past nine
since	from a certain point of time (past till now)	since 1980
for	over a certain period of time (past till now)	for two (2) years
ago	a certain time in the past	two (2) years ago
before	earlier than a certain point of time	before 2004
to	telling the time	ten to six (5:50)
past	telling the time	ten past six (6.10 pm/am)
to/ till/ until	marking the beginning and end of a period of time	from Monday to/till Friday
till/until	of how long smth. is going to last	He is on holiday until Friday.
by	at the latest; up to a certain time	I'll be back by 6 o'clock.

● *The rules for the most frequently used prepositions of place/ direction:*

English	Usage	Example
in	room, building, street, town, country; book, paper; car, taxi; picture, world	in the kitchen, in London; in the book; in the car, in a taxi; in the picture, in the world
at	meaning next to, by an object; for table; for events; place where you are to do something typical (study, work)	at the door, at the station; at the table; at a concert, at the party; at school, at work
on	attached; for a place with a river; being on a surface; for a certain side (left, right); for a floor in a house; for public transport; for television, radio	the picture on the wall; London is on the Thames; on the table; on the left; on the first floor; on the bus, on a plane; on TV, on the radio

by/next to/ beside	left or right of somebody or something	is standing by/ next to/ beside the car
under	on the ground, lower than smth. else	the bag is under the table
below	lower than something else but above ground	the fish are below the surface
over	covered by smth. else; meaning more than; getting to the other side (also across); overcoming an obstacle	put a jacket over your shirt; over 16 years; walk over the bridge; climb over the wall
above	higher than smth. else, but not directly over it	a path above the lake
across	getting to the other side (also over)	walk across the bridge; swim across the lake
through	smth. with limits on top, bottom and the sides	drive through the tunnel
to	movement to person or building; to a place or country; for bed	go to the cinema, to London/ Ireland, to bed
into	enter a room/ a building	go into the room/ the house
towards	movement in the direction of smth. (but not directly to it)	go 5 steps towards the house
onto	movement to the top of something	jump onto the table
from	in the sense of where from	a flower from the garden

● *The rules for the other important prepositions in English:*

English	Usage	Example
from	who gave it	a present from Jane
of	who/what it belongs to; what it shows	of a book; of a palace
by	who made it	a book by Mark Twain
on	walking or riding on horseback; entering a public transport vehicle	on foot, on horseback; get on the bus
in	entering a car/ taxi	get in the car
off	leaving a public transport vehicle	get off the train
out of	leaving a car/ taxi	get out of the taxi
by	rise or fall of smth.; travelling (other than walking or horse riding)	prices have risen by 10 percent; by car, by bus
at	for age	she learned Russian at 45
about	for topics, meaning what about	we were talking about you

● *Prepositions (or adpositions) – can be used to express various semantic relations between their complement and the rest of the context:*

1) spatial (=relating to the position, area and size of things) relations: location (inclusion, exclusion, proximity) and direction (origin, path, endpoint); 2) temporal relations; 3) comparison: equality, opposition, price, rate; 4) content: source, material, subject matter; 5) agent; 6) instrument, means, manner; 7) cause, purpose; 8) reference.

- English prepositions are also divided into one word, two word prepositions and three word prepositions:

Most Common One Word Prepositions

about	around	beside	except	like	out	towards
above	as	between	for	near	outside	under
across	at	beyond	from	next	over	until
after	before	by	in	of	past	up
against	behind	despite	including	off	through	upon
along	below	down	inside	on/onto	to	with
among	beneath	during	into	opposite	toward	without

Most Common Two Word Prepositions

according to	because of	except for	instead of	out of
ahead of	close to	far from	near/ next to	outside of
aside from	due to	inside of	out from	regardless of

Most Common Three Word Prepositions

as far as	in addition to	in spite of
as well as	in case of	on account of/ on behalf of
by means of	in front of	on top of
in accordance with	in place of	with regard to

Noun + Prepositions

For	In	Of	To	With	Between
check+	rise+	cause+	damage+	relationship+	connection+
demand+	increase+	photo+	invitation+	connection+	relationship+
need+	fall+	picture+	reaction+	contact+	contact+
reason+	decrease+		solution+		difference+
			attitude+		

Preposition + Nouns

By	For	In	On
by check	for a walk	in love (with)	(be) on fire
by credit card	for a swim	in (my) opinion	on the telephone/phone
by accident	for a drink		on television/ radio
by mistake	for a visit		(go/ be) on a diet/strike
by chance	for breakfast/ dinner		on holiday/ vacation
by someone	(a need) for something		(go/ be) on a trip/ tour
			(go/ be) on excursion
			(go away) on business

Adjective + Preposition

About	For
angry/ annoyed/ furious about smth.	angry with smb. for smth.
excited/worried/upset/sorry about smth.	famous for smth.
At	responsible for smth.
good/excellent/brilliant at smth. OR at doing smth.	sorry for doing smth.
bad/hopeless at smth. or at doing smth.	(feel/ be) sorry for someone

At/ By	From
amazed/astonished/shocked/surprised at/ by smth.	different from smb./smth.
Of	To
nice/kind/good/generous of <i>someone</i> (to do smth.) mean/stupid/silly/impolite/unreasonable of ~ intelligent/clever/sensible/polite of ~ proud/ ashamed/ jealous/envious of someone/ smth. aware/ conscious/ capable/ incapable of smth. tired/short of ~	married/ engaged to smb. nice/ kind/ good/ generous/ mean/impolite/rude/ cruel unpleasant/unfriendly to someone similar to smth.
With	On
angry/ annoyed/ furious with someone for smth. delighted/pleased/satisfied with smth. bored/fed up/ disappointed with smth. crowded with (people, tourists, etc.)	(be) keen on smth.

Prepositions (following verbs) and Postpositions (particles)

The two options when a verb is followed by a preposition are:

- 1) the preposition can introduce a complement after the verb;
- 2) the postposition can change the meaning of the verb (=a phrasal verb).

Phrasal verbs are verbs that form a combination (a phrase) with postpositions, prepositions and nouns. Such structures are usually idiomatic in meaning, and should be memorized as such. Phrasal verbs can be divided into two basic structures: **a) verbs with prepositions and nouns:** verb + preposition + noun (*E.g.:* to agree on something, to agree with someone) ← suitable noun is chosen by the speaker according to the situation. In a number of cases, another object may be used btw the verb and the preposition with noun in the structure. (*E.g.:* She blames Mike for his fault.) **b) verbs with postpositions:** their meaning is not predictable from the meanings of their components; they may have several idiomatic meanings. (*E.g.:* give up = stop trying to do smth.; watch out = be careful, etc.)

Prepositions & postpositions are the same in form but different in function:

- 1) Some prepositions are not used as postpositions. *E.g.:* at, for, from, into, onto, of, with.
- 2) Some postpositions are not used as prepositions. *E.g.:* ahead, apart, aside, away, back, forward.
- 3) Some can function as prepositions or postpositions depending on the structure in which they are used. *E.g.:* about, across, along, around, behind, by, down, in, off, on, out, over, through, under, up.
- 4) A preposition is used with a noun (or its substitute), stands before it, it is not stressed; as a part of a prepositional noun phrase it always needs a noun.
- 5) A postposition is used with a verb, stands after it, forms an idiom with the verb, is always stressed; as a part of the predicate it always needs a verb.



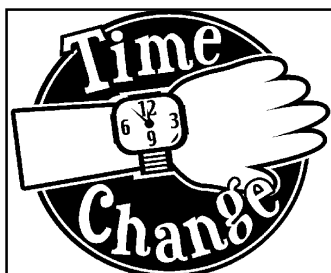
Your Training Exercises



Exercise A: Have a drill with various prepositions. Choose the appropriate option so as to fit the content of each sentence given:

a) Choose between these prepositions of time, date and extended time:

at, on, in, since, for, by, from→to, from→until, from→on, during, within



1. We recorded our biggest losses ____¹ fiscal year 2010.
2. The fiscal year ends ____² September 30th.
3. The forensic laboratory closes ____³ 11:00 p.m. ____⁴ weekdays.
4. The computers have been rebooting automatically ____⁵ yesterday.
5. I think, he will reach Istanbul ____⁶ June, no later.
6. ____⁷ the morning, I like to eat something that is light. ____⁸ the afternoon, I am ready for a big meal of meat or vegetables. ____⁹ the evening, I like to eat leftovers and then something sweet with a cup of tea.
7. The bus will be leaving ____¹⁰ a few minutes.
8. The astronauts explored the moon ____¹¹ the 1960s.
9. There were huge advances in aviation technology ____¹² World War Two.
10. We recommend that this wine should be consumed ____¹³ six months.
11. The program will be shown on television ____¹⁴ the weekend.
12. She managed to complete her last project well ____¹⁵ a week.
13. The price of petrol will rise by 5% per gallon ____¹⁶ tomorrow.
14. The museum is open ____ 9.30am ____¹⁷ 6.00pm Tuesday to Sunday.
15. The Winter Olympics were held in Vancouver ____¹⁸ 2010.
16. ____ that day ____¹⁹, she vowed never to trust him again.
17. England has not won the World Cup in football ____²⁰ 1966.
18. She's out of the office ____²¹ a few days next week.
19. ____²² the time I got to the station the train had already gone.
20. In theory, women can still have children ____²³ the age of 50.
21. Please hand in your keys at reception ____²⁴ your departure from the hotel.
22. She had promised to be back ____²⁵ five o'clock ____²⁶ the evening.
23. I was really busy ____ early morning ____²⁷ late at night trying to fix it!
24. Do you think we will go to Jupiter ____²⁸ the nearest future?
25. I'm busy ____²⁹ the moment – can you call back later?
26. The application must be in ____³⁰ the 31st each month to be accepted.
27. We've had a lot of problems ____³¹ the last few months.

b) Choose between these prepositions of place: at, on, in, among, after, to, across, above, behind, between, from, over, under, next to, through, by

1. The burglar stole his keys and escaped ___¹ the wall.

2. Our house is ___² the supermarket and the police station.

3. You mustn't go ___³ this road here. Traffic seems to be too heavy this morning!

4. I saw one crazy person drive ___⁴ a red light. He did not stop ___⁵ the red traffic light!

5. In the year 79 AD the city of Pompei was buried ___⁶ a layer of ash seven meters deep.

6. Rescue teams searched ___⁷ the wreckage for survivors.

7. Her name comes ___⁸ mine on the list.

8. There was a really strange man standing ___⁹ me at the station.

9. When the wandering pilgrim reached the river, he simply swam ___¹⁰.

10. I was annoyed to discover that I'd left my bag ___¹¹.

11. I saw a few familiar faces ___¹² the crowd.

12. She took her hairbrush ___¹³ her handbag and began to brush her hair.

13. She squeezed ___¹⁴ the parked cars and ran out into the road.

14. My aunt used to live ___¹⁵ that old farmhouse ___¹⁶ the hill. Their house was ___¹⁷ the rail station. Now she lives in the house ___¹⁸ the river.

15. They stood ___¹⁹ a tree just ___²⁰ its branches to avoid getting wet.

16. How long the journey takes will depend on how long it takes to get ___²¹ the traffic.

17. I enjoyed my three years ___²² university. That bit ___²³ the beginning of my legal training was brilliant.

18. Look at all the books ___²⁴ your desk! You always make such a terrible mess when you're working.

19. She sent me a postcard ___²⁵ Majorca. She stays ___²⁶ a 4-star hotel ___²⁷ the seafront.

20. Her words kept running ___²⁸ my mind and thus creating endless reminiscences about my own youth.

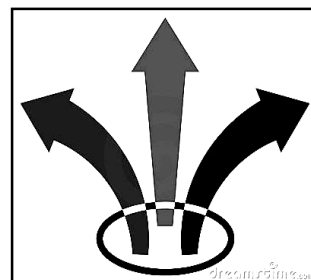
21. The police helicopter was hovering ___²⁹ the building.

22. I could sense him ___³⁰ me, building up the courage to ask me a question.

23. The company's CEO was carrying a personnel file plainly ___³¹ her arm.

24. The police are holding several people ___³² custody ___³³ the police station for questioning.

25. I knew that ___³⁴ (=hidden by) her smile was sadness.



c) Choose between these prepositions of Ways, Means and Manner – show how or like, why, with what or by what, what for or purpose – **as, by, like, with, for, in, towards** (=for reason/ purpose), **by means of, via**



1. The winner was chosen ___¹ a secret ballot.
2. You'll have to come ___² air if you want to get here before Thursday.
3. The man robbed the bank ___³ a fake revolver.
4. He takes over ___⁴ managing director next month.
5. Inflation is growing fast, isn't it? – Yes, it's getting higher ___⁵ the day.
6. She always acts ___⁶ a child when she doesn't get her way.
7. He ran the race ___⁷ spirit and enthusiasm.
8. This machine is used ___⁸ making computer screens and televisions.
9. These chemicals are used ___⁹ the film developing process.
10. I'm saving up to buy a car, and Dad's given me some money ___¹⁰ it.
11. He was killed ___¹¹ a falling boulder (=a very large rock).
12. The new shopping mall was built ___¹² a private company.
13. Have you read the new book ___¹³ Stephen King?
14. We flew ___¹⁴ Brussels so as to get to Athens from New York.
15. Wood pulp is used ___¹⁵ the production of paper products.
16. How should we vote for the Academy president? – ___¹⁶ a show of hands.
17. My parents put a lot of money ___¹⁷ my university education.
18. Stop acting ___¹⁸ such a fool. Sit up and pay attention.
19. How will you go to New York? ___¹⁹ Paris, I think.
20. After he heard the news he just stood ___²⁰ a bowed (=bent over) head.
21. He was hit ___²¹ a bottle thrown from the crowd.
22. He worked ___²² a paralegal before he went to the Law school.
23. He was assaulted ___²³ a knife as he went through the park.
24. He has been collecting funny facts ___²⁴ a hobby for 15 years.
25. What did you do that ___²⁵? You're acting ___²⁶ a complete idiot!
26. I felt frightened ___²⁷ the anger in his voice.
27. Reports from Libya are coming in ___²⁸ satellite.
28. The work that students do during the term counts ___²⁹ their final grade.
29. He was shot at close range ___³⁰ a pistol.
30. The motorcycle was driven ___³¹ a tiny bald man.
31. We watched ___³² horror as they pulled the bodies from the wreckage.
32. It's not ___³³ you to be so quiet – are you all right, my dear?
33. Please handle this package ___³⁴ care. It contains very fragile items.



Exercise B: Examine the sentences. Identify each preposition used; underline it; guess what it indicates; state its kind/ type by number:



• Prepositions are of different kinds:

1. Simple prepositions (in, on, at, about, over, under, off, of, for, to etc.)
2. Compound prepositions (without, within, inside, outside, into, beneath, below, behind, between etc.)
3. Double prepositions (outside of, out of, from behind, from beneath etc.)
4. Participle prepositions (concerning, notwithstanding, pending, considering etc.)
5. Phrase prepositions (because of, by means of, with regard to, on behalf of, instead of, on account of, in opposition to, for the sake of etc.; adjectival and adverbial phrases)
6. Modifiers of quantified noun phrases (apart from, except, save etc.)
7. Postpositions (ago, aside, away, hence, notwithstanding, on, through, with etc.)

• We may also distinguish between the following types of prepositions:

1. Of time (anteriority; duration; posteriority), extended time and date;
2. Of place (source; position; goal reached), direction and motion (movement);
3. Of course, reason (because of), consequences (in order to) or topic;
4. Of goals, targets, purposes (for, with intention of), conditions or backdrops;
5. Of ways (how), means (instrument/ activity), capacity, manner (agent) or use;
6. Of comparative relationship (despite, in spite of, as opposed to, in contrast to, instead of, notwithstanding etc.), similarity, association, doubles or tandems;
7. Of exception, exclusion, barriers (except for) or void complement;
8. Of possession or membership or party;
9. Of quantity, numbers, quality or scale;
10. Of addition or additive relationship (in addition to, besides)

• There are ten main functions of prepositions and prepositional phrases:

- 1) Head of preposition phrase; 2) Noun phrase modifier; 3) Noun phrase complement; 4) Adjective phrase modifier; 5) Adjective phrase complement; 6) Verb phrase modifier; 7) Verb phrase complement; 8) Adjunct (a single word, a phrase, or a clause); 9) Adverbial; 10) Particle.

Example: There was rejoicing throughout the land when the government was defeated. = *compound preposition of place; introduces the noun phrase* → 2/2/1

1. The children climbed the mountain without fear.
2. The spider crawled slowly along the banister.
3. The dog is hiding under the porch because it knows it will be punished for chewing up a new pair of shoes.
4. The screenwriter searched for the manuscript he was certain was somewhere in his office.
5. She could not afford a plane ticket to fly to London, that's why she



decided to swim by boat across the Channel. It seems to be much cheaper.

6. Small children often insist that they can do it by themselves.

7. Frankenstein is the name of the scientist not the monster.

8. Running a marathon in summer time is a thirsty work.

9. Mark was driven extremely mad by the sound of his neighbor's constant piano practicing.

10. My father-in-law locked his keys in the trunk of a borrowed car.



11. None of the possibilities can be ruled out yet.

12. By using a stone, he broke the window.

13. Nowadays, you can reach almost any location by air.

14. The meeting will be held between 4 am and 6 am.

15. She gave a brief account of her interview.

16. A feeling of panic was rising in him.



17. His illness had some connection with his diet.

18. They demanded a large increase in wages.

19. Jonathan was a child of seven when it all happened.

20. There is a demand for foreign good in China.

21. Yoga helps us to cope with the stress of modern life.

22. He is addicted to high-stakes gambling besides heavy drinking.

23. Many people are getting colds on account of the humid weather.

24. This nation has not moved forward due to unabated political bickering.

25. The female candidate for general manager has five years of experience as opposed to the male candidate's three years.

26. He won his political battles despite the early setbacks.

27. She was a woman of energy and ambition.

28. Four men on holiday were in the car.

29. A sound behind him made him turn.

30. In spite of the stormy weather, the ship sailed out of port.

31. Notwithstanding his financial acumen, the new CEO is not well liked.

32. In contrast to most rivers in the region, the Marikina River is remarkably clean.

33. The company lost a major customer in consequence of its continuing delayed deliveries.

34. The snatcher took his victim's gold necklace in addition to the brand new cellular phone and CD player.

35. They went into the building; however, they left just a few minutes later.

36. They were so disgusted to find that their office was in total disarray. Someone had obviously ransacked the place.

37. The burglars ransacked the office but found nothing of value.



Exercise C: Analyze the text about the "legal brief." Use the table below the text to identify the type/kind of the *italicized* prepositions:

a) Read the given text and pay attention to the italicized prepositions:

Confusion often arises *over* the term "legal brief." There are at least two different senses *in* which the term is used. An appellate brief – is a written legal argument presented *to* an appellate court. Its purpose is *to* persuade the higher court *to* uphold or reverse the trial court's decision. Briefs *of* this kind are therefore geared *to* presenting the issues involved *in* the case *from* the perspective *of* one side only. Appellate briefs *from* both sides – can be very valuable *to* anyone assessing the legal issues raised *in* a case. Unfortunately, they are rarely published. The U.S. Supreme Court is the only court *for* which briefs are regularly available *in* published form. A student brief – is a short summary and analysis *of* the case prepared *for* use *in* classroom discussion. It is a set *of* notes, presented *in* a systematic way, *in order to* sort *out* the parties, identify the issues, ascertain what was decided, and analyze the reasoning *behind* decisions made *by* the courts. Although student briefs always include the same items *of* information, the form *in* which these items are set *out* can vary.



Beginning students often have difficulty identifying relationships *between* the parties involved *in* court cases. The following definitions may help: 1) Plaintiffs sue defendants *in* civil suits *in* trial courts. The government (state or federal) prosecutes defendants *in* criminal cases *in* trial courts. 2) The losing party *in* a criminal prosecution or a civil action may ask a higher (appellate) court *to* review the case *on the ground* that the trial court judge made a mistake. If the law gives the loser the right *to* a higher court review, his or her lawyers will appeal. If the loser does not have this right, his or her lawyers may ask the court *for* a writ *of* certiorari. *Under* this procedure, the appellate court is being asked *to* exercise its lawful discretion *in* granting the cases a hearing *for* review. 3) These two procedures, appeals and petitions *for* certiorari, are sometimes loosely grouped together as "appeals." A person who seeks a writ *of* certiorari, i.e., a ruling *by* a higher court that it hear the case, is known as a petitioner. The person, who must respond *to* the petition, i.e., the winner *in* the lower court, is called the respondent. A person who files a formal appeal demanding appellate review as a matter *of* right is known as the appellant. His or her opponent is the appellee. The name *of* the party initiating the action *in* court, *at* any level *on* the judicial ladder, always appears first *in* the legal papers.

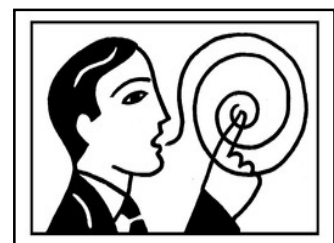
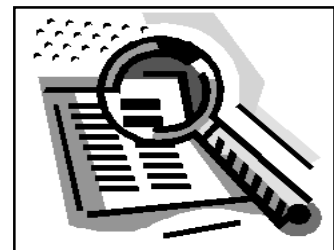
b) Fill in the table on the italicized prepositions used in the above text:

Preposition	Regular/ normative uses	Uses in the text (with examples)
over	Above/ higher than; across; from side to side of; on the whole surface of; throughout the whole extent of; superiority in excellence/ dignity/ condition/ value/ authority; across/ during the time of; from beginning to end of; beyond; in excess of; in addition to; more than; across; crosswise.	.....
in	Reference to space/ place; circumstances/ conditions; a whole; physical surrounding; personal states; reach; scope; movement/ tendency; limit of time.	.....
to	Motion/ course/ tendency toward a limit; connects adjectives/ nouns/ verbs with their governed terms and contains less the idea of appropriation than <i>for</i> ; a sign of the infinitive; extent; limit; degree of comprehension; inclusion <i>as far as</i> ; effect; end; consequence; apposition; connection; antithesis; opposition; accord; accompaniment; adaptation; union; comparison; character; addition; condition of being.	.....
of	Out from; proceeding from; belonging to; relating to; concerning; about; belonging to; connected with; indicating origin, source, descent, possession or ownership, relation of subject to attribute, material, part, source of a purpose or action, distance in space or time, identity or equivalence, agent, or passage from one state to another.	.....
from	Lessening/ losing proximity to; leaving behind; by reason of; out of; by aid of; indicates the point of space/ time at which the action/ state is regarded as setting out/ beginning; the source; the cause; the correlative of <i>to</i>.	.....
for	In consideration of; in view of; with reference to; the cause/ occasion/ motive/ inducement of; the reason of; in favor of; in promoting which; on account of which; indicating the object of an act; toward which; in the character of; instead of which; during; in/ through the space/ time of; in prevention of which.	.....
out	Forth from; through; beyond/ outside of; within.	.....
by	In the sense of <i>at the latest</i> ; up to a certain time; with the use/ help of; through; in the name of; indicates a succession of individuals/ groups/ quantities; up to and beyond; past smth.; close to; next to; in the amount of/ extent of; according to; with respect to; used in multiplication/ division/ with measurements; toward - direction due to the compass; through the	.....

	agency/ action of someone or smth.	
behind	At the back part; in the rear; toward the back part/ rear; backward; out of sight; remaining.	.....
between	In the space which separates; from one place to another; shared by both; affecting mutual relation; with relation to two/ tandem.	.....
under	Below/ lower; lower than; beneath; denoting relation to some thing, condition/ person that is superior; to smth. that comprehends/ includes/ furnishes a cover.	.....
at	The relations of presence; proximity to; nearness in place/ time; age/ order; state/ condition; employment/ action; point/ position; rate/ value; source/ occasion/ reason/ consequence/ effect; direction toward an object/ end; occupied with.	.....
on	At/ to/ against the surface; by means of; with; adjacent to; in addition to; besides; indicating dependence/ reliance; at/ in the time of; during; in consequence of; toward; for; at the peril of; for the safety of; by virtue of; with the pledge of; to the account of; in reference/ relation to; occupied with; in the performance of; in the service of; connected with; of the number of; forward; onward; in continuance; without interruption/ ceasing; adhering; not off; attached to the body; in progress; proceeding.	.....
in order to	For the purpose of; to the end; as means to.	.....
on the ground(s)	Idiom: among the general public; with a reason, cause or argument; knowledge of some particular subject	.....

c) Answer the following questions:

1. What sort of confusion may often arise over the term "legal brief"?
2. What is the major difference between an appellate brief and a student's brief?
3. Who is an appellate brief normally presented to?
4. What is the main purpose of an appellate brief?
5. What is the main purpose of a student's brief?
6. What difficulties may any student have while identifying relationships between the parties involved in court cases?
7. Which terms could be of help to the students while they are preparing a brief of some case? (*Name all mentioned in the text. Give their definitions.*)
8. What is the difference between appeals and petitions for certiorari?
9. What is the common feature between appeals and petitions for certiorari?
10. Where shall the name of the initiating party appear in the legal papers?





Exercise D: Fill in the gaps with the appropriate preposition or postposition from the box of words; some are used more than once:

from	into	hereby	on	to	at	during
with	prior to	against	versus	for	up	before
against	concerning	after	of	in	by	out



1. Arlo Tatum and others sued ___¹ Federal District Court ___² an injunction ___³ Secretary ___⁴ Defense Melvin Laird and others to stop the Army ___⁵ spying ___⁶ them.
2. Tatum and his friends became plaintiffs ___⁷ the case which was then known as Tatum ___⁸ Laird.
3. The Tatum group lost ___⁹ the District Court and appealed ___¹⁰ the Court of Appeals, where they were referred ___¹¹ as the appellants, and the defendants became the appellees. Thus the case was still known at Tatum vs. Laird.
4. When Tatum and his fellow appellants won ___¹² the Court of Appeals, Laird and his fellow appellees decided to seek review ___¹³ the Supreme Court.
5. They successfully petitioned ___¹⁴ a writ ___¹⁵ certiorari ___¹⁶ the Supreme Court directing the Court of Appeals to send ___¹⁷ the record ___¹⁸ the case (trial court transcript, motion papers, and assorted legal documents) ___¹⁹ the Supreme Court.
6. ___²⁰ this point the name ___²¹ the case changed ___²² Laird ___²³ Tatum: Laird and associates were now the petitioners, and Tatum and his fellows were the respondents.
7. Several church groups and a group ___²⁴ former intelligence agents obtained permission ___²⁵ file briefs (written arguments) ___²⁶ behalf ___²⁷ the respondents to help persuade the Court to arrive ___²⁸ a decision favorable ___²⁹ them.
8. Each ___³⁰ these groups was later termed an amicus curiae, or "friend ___³¹ the court."
9. ___³² criminal cases, switches ___³³ the titles ___³⁴ cases are common, because most reach the appellate courts as a result ___³⁵ an appeal ___³⁶ a convicted defendant.
10. Thus, the case ___³⁷ Arizona ___³⁸ Miranda later became Miranda ___³⁹ Arizona.
11. Ernesto Arturo Miranda was arrested based ___⁴⁰ circumstantial evidence linking him ___⁴¹ the kidnapping and rape ___⁴² an 18-year-old woman 10 days earlier.

12. ___⁴³ two hours ___⁴⁴ interrogation ___⁴⁵ police officers, Miranda signed a confession ___⁴⁶ the rape charge ___⁴⁷ forms that included the typed statement "I do ___⁴⁸ swear that I make this statement voluntarily and ___⁴⁹ my own free will, ___⁵⁰ no threats, coercion, or promises ___⁵¹ immunity, and ___⁵² full knowledge ___⁵³ my legal rights, understanding any statement I make may be used ___⁵⁴ me."

13. However, ___⁵⁵ no time was Miranda told ___⁵⁶ his right ___⁵⁷ counsel, and he was not advised ___⁵⁸ his right to remain silent or that his statements would be used ___⁵⁹ him ___⁶⁰ the interrogation ___⁶¹ being presented ___⁶² the form ___⁶³ which he was asked to write ___⁶⁴ the confession he had already given orally.



14. ___⁶⁵ trial, when prosecutors offered Miranda's written confession as evidence, his court-appointed lawyer, Alvin Moore, objected that because ___⁶⁶ those facts, that the confession was not truly voluntary and should be excluded.

15. Moore's objection was overruled and based ___⁶⁷ this confession and other evidence, Miranda was convicted ___⁶⁸ rape and kidnapping and sentenced ___⁶⁹ 20 ___⁷⁰ 30 years imprisonment ___⁷¹ each charge, ___⁷² sentences to run concurrently.

16. Moore filed Miranda's appeal ___⁷³ the Arizona Supreme Court claiming that Miranda's confession was not fully voluntary and should not have been admitted ___⁷⁴ the court proceedings.

17. The Arizona Supreme Court affirmed the trial court's decision to admit the confession ___⁷⁵ State ___⁷⁶ Miranda, 401 P.2d 721 (Ariz. 1965).

18. ___⁷⁷ affirming, the Arizona Supreme Court emphasized heavily the fact that Miranda did not specifically request an attorney.

19. Miranda ___⁷⁸ Arizona, 384 U.S. 436 (1966), was a landmark 5–4 decision ___⁷⁹ the United States Supreme Court.

20. The Court held that both inculpatory and exculpatory statements made ___⁸⁰ response ___⁸¹ interrogation ___⁸² a defendant ___⁸³ police custody will be admissible ___⁸⁴ trial only if the prosecution can show that the defendant was informed ___⁸⁵ the right to consult ___⁸⁶ an attorney ___⁸⁷ and ___⁸⁸ questioning.

21. A defendant shall also be informed ___⁸⁹ the right ___⁹⁰ self-incrimination ___⁹¹ questioning ___⁹² police, and the defendant shall not only understand these rights, but voluntarily waive them.

22. This had significant impact ___⁹³ law enforcement ___⁹⁴ the United States, ___⁹⁵ making what became known as the Miranda rights (or warning) – part ___⁹⁶ routine police procedure ___⁹⁷ the necessity to ensure that suspects were informed ___⁹⁸ their rights.



Exercise E: Choose the best option to match the meaning of some terms used in the previous Exercise D (see pp. 38-39):

a) plaintiff 1. borrower 2. whistle-blower 3. claimant 4. informer 5. dobber	b) defendant 1. correspondent 2. pen-pal 3. soccer player 4. witness 5. accused	c) case 1. antipathy 2. lawsuit 3. passion 4. mission 5. transaction	d) trial 1. happiness 2. situation 3. relief 4. proceeding 5. survey
e) interrogation 1. questioning 2. analysis 3. diagnosis 4. conclusion 5. findings	f) spying 1. catching 2. voyeurism 3. following 4. suspecting 5. recognizing	g) appellant 1. candidate 2. applicant 3. manager 4. petitioner 5. aspirant	h) respondent 1. plaintiff 2. defendant 3. witness 4. accuser 5. prosecutor
i) to appeal 1. to disclaim 2. to recall 3. to renounce 4. to request 5. to suggest	j) evidence 1. declaration 2. proof 3. symptom 4. thesis 5. security	k) to swear 1. to insist 2. to announce 3. to assure 4. to deny 5. to proclaim	l) confession 1. custom 2. holy orders 3. reparation 4. admission 5. apology
m) to admit 1. to outline 2. to condemn 3. to exclude 4. to consent 5. to decline	n) objection 1. disagreement 2. compliment 3. applause 4. approval 5. ratification	o) appellee 1. vs. appeal 2. vs. order 3. vs. peace 4. vs. everyone 5. vs. anything	p) convicted 1. innocent 2. hopeless 3. found guilty 4. embarrassed 5. blamed
q) police custody 1. care 2. possession 3. detention 4. teaching 5. protection	r) circumstantial 1. incidental 2. unlimited 3. incomplete 4. biased 5. confusing	s) voluntary 1. obligatory 2. required 3. willing 4. chargeless 5. accidental	t) routine 1. unusual 2. original 3. thought-out 4. necessary 5. automatic
u) exculpatory 1. unjustifiable 2. inexcusable 3. clearing of guilt 4. too bad 5. unforgivable	v) to waive 1. to claim 2. to accept 3. to suspend 4. to reject 5. to refuse	w) to inculcate 1. to incriminate 2. to acquit 3. to praise 4. to dismiss 5. to quit	x) impact 1. contact 2. shock 3. accident 4. perception 5. influence



Exercise F: Do you want to enhance your legal terms acquisition? Fill then the gaps with the words from the box of words. Some may be used more than once. Also do not forget about the prepositions!

impact	waives	interrogation	swear	defendant	plaintiff
inculcate	trial	exculpatory	case	appellee's	convicted
respondent	spying	circumstantial	routine	evidence	appellant
objection	admitted	police custody	appeal	confession	voluntary

1. There is only ___¹ ___² against her, so she is unlikely to be convicted.

2. ___³ is the first stage of coming to terms with what you've done.

3. Ordinarily, the prisoner whose ___⁴ is being heard is present in the court.

4. At first he denied stealing the money but he later ___⁵ to it.

5. He knew he was in these men's power, that only by force had they brought him there, that force alone gave them the right to demand answers to their questions, and that the sole object of that assembly was to ___⁶ him.

(War and Peace by Tolstoy, Leo)

6. English common law and the United States Constitution recognize the right to a jury ___⁷ to be a fundamental civil liberty or civil right that allows the accused to choose whether to be judged by judges or a jury.

7. The accused pilot of the aircraft will surely be acquitted and thus released when all the ___⁸ facts are known and presented.

8. Thousands of dissidents have been imprisoned in recent weeks. One by one they have been taken for inquisitorial ___⁹. Some have been already ___¹⁰.

9. The police have found no ___¹¹ of a terrorist link with the murder.

10. The hospital has asked various ___¹² organizations to help raise money for the new operating theatre.

11. The undercover detective posed as an ordinary customer and got enough ___¹³ to swear out the search warrant used in the bank raid.

12. According to Nevada law, USA, only one ___¹⁴ is required be identified at the time of filing a class action lawsuit.

13. The most contentious part of the bill is the proposal to allow juries to be told of a complete criminal record of a ___¹⁵.

14. The law will apply equally to men and women except in the ___¹⁶ of maternity leave.

15. The security service checked under the car for bombs as a matter of ___¹⁷.



16. You might find it difficult to believe, but I ___¹⁸ that the guy just came up to me and gave me the money.

17. The ___¹⁹ ___²⁰ against the trustworthiness of the ___²¹ is based on a single pretty questionable fact presented by the ___²².



18. If the government ___²³ (=removes) the time limit for this open position, many more applications will soon come in.

19. The anti-smoking campaign had made quite an ___²⁴ on young people.

20. The double agent was arrested for ___²⁵ on missile sites last Tuesday.

21. In a recent opinion poll, a majority of ___(s) ___²⁶ were against nuclear weapons.

22. The suspect will be remanded in ___²⁷ until his trial.

23. The defendant has twice been ___²⁸ of both robbery and arson.

24. She divorced the ___²⁹ on the grounds of his unreasonable behavior.

25. The unlawful dismissal ___³⁰ against the manager was just ___³¹. The detective on the ___³², responsible for solving it, has been suspended from duty. The ___³³ will go before the industrial court next week.

26. There are multiple techniques employed in ___³⁴ including deception, torture, increasing suggestibility, and the use of mind-altering drugs.

27. Sex offences are difficult to investigate and prosecute. Conviction rates are low unless a suspect confesses in which case a conviction is highly likely. Consequently, attempting to obtain ___³⁵ from guilty sex offender is a worthwhile endeavor.

28. A forensic scientist who testifies that ballistics proves the firearm that has killed the victim belonged to the ___³⁶ gives ___³⁷ evidence from which the suspect's guilt may be inferred (=guessed to be true).

29. "Spytector" is the ultimate invisible and undetectable ___³⁸ software (key logger) you can find on the market which is tracking and recording, in stealth mode, all the activities of computer users.

30. In the US law, an ___³⁹ is a formal protest raised in court during a ___⁴⁰ to disallow a witness's testimony or other ___⁴¹ which would be in violation of the rules of procedural law.



31. Involuntary actions are opposite of ___⁴² actions that occur because of free will.

32. ___⁴³ activity theory says that crime is a normal act and depends on the opportunities available. If a target is not protected enough, and if the reward is worth it, crime will happen.



Exercise G: Beneath each sentence you'll find a chain of options to choose from. Fill in the gaps with the respective option by letter:

Example: Crime is the breach c rules or laws d which some governing authority (b mechanisms employed e the legal systems a the aim c discouraging or preventing crime) can ultimately prescribe a conviction.

a) with; b) via; c) of; d) for; e) by

1. The conviction yesterday ¹ I. Lewis Libby Jr. ² perjury and other charges, ³ a trial with a parade ⁴ press witnesses, leaves a legacy ⁵ intensified concern ⁶ legal proceedings that force journalists to disclose confidential sources.



a) by; b) of; c) on; d) at; e) about; f) after

2. It is a legitimate and ⁷ an urgent concern. ⁸ the ability to promise confidentiality, the press would have been unable to report notorious abuses ⁹ government power ¹⁰ Watergate ¹¹ the Bush administration's violations ¹² fundamental rights ¹³ the "war ¹⁴ terror."

a) through; b) on; c) without; d) from; e) hence of; f) in; g) of

3. Consider libel. ¹⁵ its 1964 decision, New York Times ¹⁶ Sullivan, the Supreme Court held that public officials (and, ¹⁷ a later decision, public figures) could not recover damages ¹⁸ a libel suit ¹⁹ they proved that someone had published (put ²⁰ print) a falsehood ²¹ them ²² public distribution or sale knowingly or recklessly.

a) unless; b) by; c) about; d) for; e) in; f) into; g) versus

4. The court ²³ a trial defined recklessly ²⁴ mean that the author ²⁵ the falsehood was aware ²⁶ its probable untruth which would give the press a chance ²⁷ enormous protection while the victim would effectively be barred ²⁸ recovering damages ²⁹ the grave injury ³⁰ his/her reputation.

a) for; b) of; c) from; d) in; e) to

5. Suppose that a federal shield law – the kind ³¹ statute that many ³² the press have been urging Congress ³³ enact – gave journalists an absolute right not to disclose confidential sources ³⁴ the victim ³⁵ the article would be unable ³⁶ show that the source was biased or that the reporter had misused the information or acquired it ³⁷ illicit means.

a) by; b) whereas; c) in; d) of; e) to

6. Then a reckless journalist could write and put ³⁸ print that ³⁹ a confidential source, a member ⁴⁰ the cabinet had taken a bribe or a Hollywood star had sexual contact ⁴¹ a child or ⁴² abused him or her.

a) of; b) into; c) according to; d) otherwise; e) with



Exercise H: Case Study: You'll need to apply some referred legal resources to answer our questions. First, provide due examination of the facts; then discuss the issue; pay attention to the prepositions:

Based on <http://www.barnonereview.com/past-criminal.php>

Episode 1

a) Are all of the italicized words prepositions? Prove your answer:



Late **at** night officer Mary Jones observed a red sports car **with** one headlight **out**, a violation **of** a traffic law. Jones stopped the car, approached the driver **to** issue a citation and, **following** standard police procedure, asked the driver **for** his license and registration. The license identified the driver **as** Dan Deft. **As** Deft handed the license and registration **to** Jones, Deft said that he "could make life very unpleasant" **for** Jones if she "messed" **with** him. **As** Jones was writing a citation, she heard a police all points bulletin to be **on** the alert **for** a red sports car driven **by** a male, **about** 5'8" tall, 150 pounds, clean-shaven, **with** dark hair, and wearing glasses, dark pants **with** a pink puff-sleeved shirt unbuttoned **down to** the navel. This person was wanted **for** robbery **of** someone Smith, whose purse had just been taken. Deft was **actually** 5'9" tall, 160 pounds, clean-shaven, **with** dark hair, and wore glasses, blue trousers and a rose-colored, puff-sleeved shirt buttoned **up to** the neck. Jones placed Deft **under** arrest **for** robbery and read him Miranda warnings. Deft invoked his right **to** remain silent and **to** counsel. Jones turned Deft **over to** other police officers who had arrived **at** the scene. She **then** searched Deft's car and discovered a purse **under** the seat. One hour **after** Deft was arrested Smith identified Deft **as** the robber in a one-on-one confrontation **at** the police station. She said that she was positive **in** her identification. She also identified the purse found **in** Deft's car **as** hers. Deft was **again** given Miranda warnings. This time he waived his rights and confessed **to** the robbery. Deft was then formally charged **with** robbery. Now he is awaiting his trial.

b) Questions to answer and discuss with your group mates:

1. Which Amendment to the U.S. Constitution delegates the basic right of government to enact measures to preserve and protect the safety, health, welfare, and morals of the community to the states?

a) the Fourth; b) the Fifth; c) the Sixth; d) the Tenth Amendment

2. What is police power? It is the right of state and local governments ~:

a) ~ to create police forces; b) ~ to curb and restrain the individual freedom, any business or activity; c) ~ to promote the public health and wealth; d) ~ to enact ordinances regulating businesses; e) ~ to impose laws

and regulations related to the protection or promotion; of a public good such as health, safety or welfare.

3. The exercise of police power shall be in the form of:

a) taking away civil rights from individuals; b) arresting people, even if the offense is a minor infraction; c) providing unreasonable searches and seizures; d) turning traffic stops into drug searches; e) stop and search anyone regarded of having committed any kind of crime.

4. Which Amendment to the U.S. Constitution limits the powers of the police to perform searches and seizures?

a) the Fourth; b) the Fifth; c) the Sixth; d) the Tenth Amendment

5. Which of police actions are the basic in the procedure of "traffic stop"?

a) stop and search; b) search and seizure; c) stop and detect; d) stop and humiliate; e) stop and investigate; f) search and arrest.

6. Once an officer has lawfully stopped a vehicle, there are certain actions he may take with no additional factual justification. These may include:

a) ordering the person suspected of criminal conduct out of the vehicle; b) asking the driver for his driver's license and vehicle registration; c) asking the driver and occupants questions about their recent holidays; d) examining the exterior of the car out of curiosity; e) extending the duration of the stop on the road up to 36 hours.

7. Typically, a traffic stop is regarded reasonable when:

a) any traffic violation detected; b) driving in excess of the speed limit; c) the driver's outer clothing seemed not enough fashionable to the officer; d) the car has been operated in an erratic manner; e) the driver was reasonably suspected in commission of some other crime.

8. What was the reason for the police officer to stop Deft's car?

a) she liked the color of his car; b) Deft was detected as speeding on the high way; c) Deft was driving in a strangely erratic manner; d) one headlight was out; e) the door remained open while operating on the road.

9. What made the police officer suspect Deft in commission of the robbery?

a) he had evident facial traits of a robber; b) there was an alert police message via satellite; c) Deft confessed himself; d) Deft was holding the stolen purse in his arm; e) Deft fit the description of the wanted fugitive.

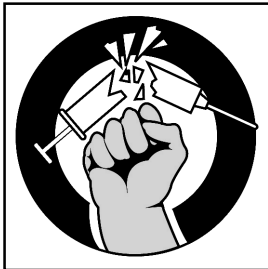
10. Why did police officer read Miranda warning to Dan Deft?

a) to make him laugh; b) to fulfill the police duty; c) to enhance Deft's legal knowledge; d) to examine Deft's language acquisition; e) to take his time.

11. Why do police officers read Miranda warnings to suspects?

a) in fear of violation of the 5th Amendment to the US Constitution; b) to frighten a suspect; c) to force a suspect to confess; d) to inform a suspect of his/her constitutional rights; e) to show an ability to read fluently.

a) Are all of the italicized words prepositions? Prove your answer:



Police officers believed *that* Deft had assaulted Bart *because* Bart failed *to* pay Deft *for* cocaine Deft sold *to* Bart. The others obtained a valid warrant *for* the arrest *of* Deft *on* an assault charge. They went *to* Deft's apartment and arrested Deft *at* the front door when he responded *to* their knock. The officers *then* walked *through* the apartment and, *in* a rear bedroom, saw drug paraphernalia (=objects connected *with* a particular activity) which they left *in* place. A police officer advised Deft *of* his Miranda rights. Deft immediately stated: "I do not want *to* talk *to* you." Deft was booked and placed *in* a cell *with* Snitch, an inmate who was known *by* the jailers *to* be an informant. Snitch asked Deft why he had been arrested and engaged Deft *in* a conversation *about* drug sales *during* which Deft made statements incriminating himself *concerning* drug trafficking. Snitch promptly related Deft's statements *to* jail personnel. Police *then* obtained a warrant authorizing a search of Deft's apartment *for* cocaine and drug paraphernalia. The affidavit *in* support *of* the warrant recited *that* Deft had sold cocaine *to* Bart. The affidavit also recited *that* a police officer had seen drug paraphernalia *in* Deft's apartment. The affidavit did not disclose Deft's statements *to* Snitch *or* the circumstances *in* which police observed the drug paraphernalia. Officers *who* executed the search warrant seized the drug paraphernalia and cocaine which they *also* found *in* the apartment. Deft has been charged *with* possession *of* cocaine and drug paraphernalia *under* applicable state laws.

b) Questions to answer and discuss with your group mates:

1. What arguments based on the Fourth Amendment to the United States Constitution should Deft make in support of his position?

a) the fact that he'd sold drugs to Bart wasn't proved; b) the testimony was obtained via illegal search; c) he decided to show his ignorance of law.

2. What sort of evidence is admissible in a court of law?

a) in the form of witness testimony; b) which tends to prove some fact that is at issue; c) in the form of informant prompts; d) based on invalid warrant.

3. What charges were brought before Deft this time?

a) illicit pharmaceutical business; b) drug possession; c) drug consumption; d) illegal drug distribution; e) illegal drug advertisement.





Exercise I: Identify and underline the *prepositional phrases* in the sentences below; also explain the meaning of the phrase used:



A *prepositional phrase* consists of a preposition, a noun, gerund or pronoun that serves as the object of the preposition, and, more often than not, an adjective or two that modifies the object.

Prepositional phrases usually tell *when* or *where*. A prepositional phrase *at the beginning* of a sentence constitutes an introductory modifier, which is usually a signal for a comma. However, unless an introductory prepositional phrase is unusually long, we seldom need to follow it with a comma. You may have learned that ending a sentence with a preposition is a serious breach of grammatical etiquette. Based on shaky historical precedent, the rule itself is a latecomer to the rules of writing! When you could leave off the preposition and it wouldn't change the meaning, you should leave it off. NOTE! A prepositional phrase will never contain the subject of a sentence.

Example: Tommy, ***along with the other students***, breathed a sigh of relief when Mrs. Markham announced that she was postponing the due date for the research essay. ***Along*** = (here) in addition to the others; as a companion.

1. It's against the law to leave children under a certain age alone in the house.
2. Poor people are increasingly at the mercy of money-lenders.
3. Despite fears of violence, the demonstration passed off without incident.
4. There will be an increase in tax for those earning in excess of twice the national average wage.
5. After a press scandal concerning the company's CEO, the deal was canceled by order of the state attorney general.
6. This situation needs to be tackled without delay.
7. When you're at the airport, you should make sure you have your luggage with you at all times.
8. His behavior in the meeting was out of order.
9. I found her letter as I was looking through my files, but I deleted that particular file by accident.
10. The judge reminded the witness that she was under oath.
11. Many firms understand that giving work experience to students from colleges and schools will benefit everyone in the long term.



12. He was under the mistaken belief that I was in charge.
13. Unfortunately, George cannot be with us today so I am pleased to accept this award on his behalf.
14. She spoke first, by right of her position as director.
15. In the light of recent incidents, we are asking our customers to take particular care of their personal belongings.
16. For his own safety, the double agent has to operate under a false name.
17. The Press Complaints Commission acknowledged that newspaper coverage of the event had been completely out of order.
18. He sent me some flowers by way of an apology.
19. I didn't do it on purpose – it was an accident.
20. Commercial banks are under orders not to begin selling the new coins to customers until Thursday.
21. He doesn't drink alcohol on account of his health.
22. The winning entry will be the first correct answer drawn at random.
23. Shall we all drive to the party in convoy so we don't get lost?
24. The future of the building is in doubt because of a lack of money.
25. The point at issue is what is best for the development of the region.
26. Management has granted a 10% pay rise in response to union pressure.
27. This group is not representative of the population at large.
28. I believe marriage should be only for life.
29. She's gone and this time it's for good.
30. We realized we had to fight the lawsuit at any cost.
31. We want to ensure that help is at hand for all children suffering abuse.
32. The economy seems to be improving by degrees.
33. Some people hold their beliefs very strongly, even to the extent of being prepared to go to prison for them.
34. The proposals are now under consideration by the Board of Governors.
35. These measures have been taken with a view to increasing the company's profits.
36. She told him what she thought of his behavior in no uncertain terms.
37. Driving under the influence is a very serious offence.
38. Airport security was extra tight in the wake of yesterday's bomb attacks.
39. To this day nobody knows what happened to him.
40. I am writing to you with regard to your letter of 15 March.
41. She felt that the job she had always wanted was finally within reach.
42. He has, on occasion, made a small mistake.
43. Her loyalty is beyond question.
44. We can wear what we like to work, within limits.
45. If a judge finds in someone's favor, they say that they are not guilty.



It is important to know: Most Common Prepositional Phrases

Based on <http://www.advanced-english-grammar.com>

List of Prepositional Phrases <i>AT</i>			
at (a) high speed at (the) risk (of) at/ by one's side at/ for a fraction of at/ from the outset at/ in the end at/ on sight at/ on the double at a/ one time at a disadvantage at a discount at a distance at a glance at a guess at a loose and at a loss at a low ebb at a moment's notice	at a price at a rate of at a speed of at a standstill at all costs at all events at an advantage at any cost at any rate at breakfast at ease (with) at face value at fault at full strength at hand at heart at home (with) at issue	at large at least at length at liberty at most at night/ at noon at odds with at once at one's best at one's discretion at one's disposal at one's leisure at one's request at peace/ war (with) at play at present at random at sea	at the/ in front of at the age of at the beginning at the expense of at the foot of at the hands of at the height of at the latest at the mercy of at the peak of at the same time at the thought of at the time of at the top of at this juncture at times at war with at work
after a fashion		against the law	along the line
List of Prepositional Phrases <i>BY</i>			
by (any) chance by/under the name of by/ with luck by accident by air /sea /land by all accounts by all means by any standard by appointment by birth	by check by coincidence by courtesy of by definition by degrees by design by dint of by far by force by hand	by heart by law by marriage by means of by mistake by my watch by nature by no means by oneself by order of	by process of by profession by reason of by request by rights by sight by surprise by the side of by virtue of by way of
behind the scenes			
List of Prepositional Phrases <i>FOR/ FROM</i>			
for/ in a good cause for/to the benefit (of) for a (good) reason for a change for certain/ sure	for fear of for good for granted for hire for lack of	for life for love for my/ your part for real for the good of	for the sake of for want of from experience from memory
List of Prepositional Phrases <i>IN</i>			
in (no) time in/at the forefront of in/on demand in/out of focus in/out of ... element in/out of prison in/out of season in/out of stock in/out of touch (with)	in consequence of in contact with in contrast with/to in control of in convoy in custody in danger in debt in decline	in line with in love with in mind in moderation in mourning (for) in name in office in absence/ presence in one's spare time	in silence in small change in support of in suspense in sympathy with in tears in terms of in terror in the absence of

in/out of use in/with difficulty in/within sight (of) in a deep sleep in a flash in a heap in a hurry in a mess in a pile in a sense in a temper in abeyance in abundance in accordance with in action in addition to in advance in agony in agreement with in aid of in all likelihood in an instant in an uproar in answer to in anticipation of in arrears in awe of in blossom in brief in bulk in cash in character in charge of in code in collaboration with in combination with in comfort in command of in common in comparison with in compensation for in conclusion in confinement in confusion in confidence in conjunction with in connection with	in defense of in detail in disgrace in disguise in disorder in dispute in distress in doubt in due course in duplicate in earnest in effect in error in essence in excess of in exchange for in existence in fact in fairness to in favor of in fear of in flames in flower in full in future in gear in general in good/bad condition in good faith in hand in harmony (with) in haste in hiding in high spirits in honor of in horror (of) in ink/ pencil in its infancy in jeopardy in keeping with in isolation in labor in league with in length in memory of in mid-air	in operation in opposition to in origin in other words in pain in Parliament in particular in person in pieces in place of in possession of in poverty in practice in preference to in preparation for in principle in private in progress in proportion to/with in public in pursuit of in quantity in question in reality in recognition of in relation to in reply to in reserve in residence in respect of in response to in retrospect in return in reverse in ruins in safety in smb.'s interest in smb.'s opinion in search of in revenge for in secret in self-defense in settlement of in short in store for in succession	in the aftermath in the balance in the case of in the course of in the distance in the event of in the extreme in the eyes of in the flesh in the form of in the habit of in the interests of in the lead in the light of in the long run in the making in the meantime in the midst of in the mood for in the name of in the night in the open in the process of in the right in the seclusion of in the shade in the space of in the wake of in the way of in the wrong in theory in time for in times of in town in trouble in tune with in turmoil in turn in two minds in twos / threes / tens in uniform in unison in vain in view of in vogue in words
--	--	--	--

List of Prepositional Phrases *TO*

to/ on the contrary to an extent to date to excess	to one's credit to one's dismay to smb.'s face to the/this day	to the best of to the detriment of to the exclusion of to the full
---	---	---

to one's astonishment	to the accompaniment of	to the satisfaction of
List of Prepositional Phrases <i>WITH/ WITHIN/ WITHOUT</i>		
with/ in reference to with/ without success with a view to with an eye to with regard to with regret with respect to with the aid of with the compliments of with the exception of with the help of with the intention of	within/ out of earshot within/ without reason within grasp within limits within one's budget within one's power within one's rights within reach (of) within site within walking distance within striking distance	without (a) doubt without a break without a hitch without delay without exception without fail without foundation without precedent without question without respite without warning
List of Prepositional Phrases <i>UNDER</i>		
under/in the circumstances under age under arrest under consideration under construction under cover of under discussion	under lock and key under one's protection under orders under pressure under regulations under repair under strain	under stress under suspicion under the command of under the impression that under the influence (of) under the misapprehension under treatment
List of Prepositional Phrases <i>OUT</i>		
out of/ in fashion out of/ in print out of/ in step out of breath out of context out of control out of curiosity/ jealousy out of love/ hatred out of date	out of doors out of duty out of hand out of ideas out of one's mind out of order out of pity out of place	out of practice out of reach out of respect for out of sight out of spite out of stock out of the ordinary out of the question out of work
List of Prepositional Phrases <i>ON</i>		
on (the) watch (for) on/ behind schedule on/ off the record on/ off the road on/ under oath on/ under pain of on/of the air on/off balance on a diet on a journey/cruise on a cruise/ trip on a scale on a pension on a regular basis on a spree on account of on an expedition on an island	on approval on average on bail/ behalf of on board/ business on condition that on credit on display on edge/ end/ the top of on file/ paper on fire on foot/ tiptoe on good terms on guard on hand on horseback on impulse on leave/ the way to on loan/ no account	on occasion on one's (own) terms on one's own on one's initiative on order/ principle on parade/patrol on purpose on reflection on remand/ trial on sale/ show on second thoughts on strike/ vacation on suspicion of on the agenda on the assumption on the brink of on the dot on the edge of
		on the eve of on the grounds of on the horizon on the hour/ time on the increase on the job/ the move on the off-chance on the outskirts on the part of on the phone on the point of on the run on the strength of on the stroke of on the tip of on the understanding that on the verge of



Exercise G: Identify and underline the *phrasal verbs* in these sentences below; explain the meaning of the *phrasal verbs* used:

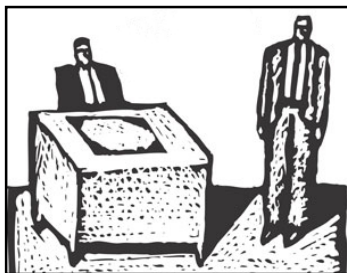


Phrasal verbs are idiomatic expressions, combining verbs and prepositions (or adverbs). They make new verbs whose meaning is often not obvious from the definitions of the individual words.

The particle that follows the verb changes the meaning of the verb completely. Some particles can be separated from the verb so that a noun or pronoun can be inserted (e.g., add {smth.} up = add), and some particles can't be separated from the verb (e.g., get around = evade). In addition, some phrases are intransitive, meaning they cannot take a direct object (e.g., catch on = understand). There is usually no indicator whether an idiomatic phrase is separable, inseparable, or intransitive. In most cases the phrases must simply be memorized.

NOTE! Phrasal verbs are different from *verbs with helpers*.

Example: a) Even though you don't agree with the judge's decision, you need **to abide by** the ruling. b) Competitors must **abide by** the judge's decision. (=accept or obey)



1. a) Can you account for your whereabouts on the night of the crime? b) He has to account to his manager for all his movements.

2. a) The police have increased the number of officers working in the downtown area. They really want to crack down on crime. b) The library is

cracking down on people who lose their books.

3. a) We have followed the activities of the thieves. We hope to catch up with the criminals before they commit another crime. Before we can catch them, the police station needs to catch up on its paper work. b) They had been selling stolen cars for years before the police caught up with them. c) I have to catch up on my reading if I want to pass my final exam.

4. a) He won't speak to me. He will only deal with you. He trusts you more. b) She's used to dealing with difficult customers.

5. a) When starting a new job, you need to draw up a contract with your new employer before being officially hired. b) I've drawn up a list of candidates that I'd like to interview.

6. a) Be careful who you enter into an agreement with. You want to make sure that person can be trusted. b) They refuse to enter into any discussion on this matter.

7. a) Many people smoke in bars even though it is illegal. Next week, the police are going to lay down the law. They're giving tickets to all smokers with no warnings. b) She can't just come into this office and start laying down the law.
8. a) The contract limits you to a specific use of the computer software. You can only use it at the office, not at home. b) I've been asked to limit my speech to ten minutes maximum.
9. a) I'm not sure how long my morning meeting is going to last. I will pencil you in for 10 o'clock, but that may have to change. b) We'll pencil in the dates for the next two meetings and confirm them later.
10. a) Do not talk about unrelated information. Only talk about the information pertaining to the case. b) We are only interested in the parts of the proposals that pertain to local issues.
11. a) If you think the company is changing the rules, refer to the contract to see what they had promised to do. b) She spoke for an hour without once referring to her notes.
12. a) The clerk has to report to his superiors to tell them about what he has done and what he wants to change. b) You will report directly to the boss.
13. a) If you want to speak with a lawyer, you need to call his office and set up an appointment. b) We need to set up a meeting to discuss the proposals after the government agreed to provide a public enquiry about taxation.
14. a) The police set up the car thief by using a hidden camera. b) They claimed that they weren't selling drugs, but that they'd been set up by the police.
15. a) I'll have to think this job offer over before I make my final decision. b) I'll think it over and give you an answer next week.
16. a) We need to sort the bills out before the first of the month. b) We've sorted out the computer system's initial problems. c) Most of the job involves sorting customers out who have queries.
17. a) Business is only flourishing so the company is taking on extra staff. b) She was taken on as the FBI forensic laboratory assistant.
18. a) It's important to stick up for one's principles. b) It's sweet the way he sticks up for his little brother.
19. a) She only bought that sports car to show off and prove she could afford one. b) She always shows off to/ before her colleagues.
20. a) The tour guide pointed out the inscription that runs round the inside of the dome. b) I'll point the suspect out when he appears within our vision.
21. a) They kept their relationship from public eye for two years. b) He says it's alright but I think he's keeping something from me.



It is important to know: 50 Most Common Phrasal Verbs

№	Phrasal Verb	Definition
1	Break down	to fall apart; to have a physical or mental collapse; to itemize; to decompose
2	Bring about	to make something happen
3	Bring back	to return; to return to consciousness
4	Bring in	to yield as profit or income; to present (for consideration) formally; to submit (Also literal)
5	Bring up	to mention a person or thing; to raise a child; to vomit; to (cause to) stop quickly
6	Carry on	to continue with something; to make a great fuss over smb. or smth; to cry and become out of control about smb. or smth.
7	Come down	to drop; to descend to someone through inheritance; to attack/ scold vigorously (Also literal)
8	Carry out	to perform a task; to perform an assignment (Also literal)
9	Come back	to (have) return(ed) to one's origin/previous location; to retort; a return success
10	Come in	to receive or acquire something (Also literal)
11	Come on	to hurry up; to follow; to flirt aggressively
12	Come out	to become; to turn out; to be presented/ released to the public (Also literal)
13	Come up	to happen unexpectedly (Also literal)
14	Find out	to discover; to learn of; to discover facts about someone or something; to learn a fact
15	Get back	to return; to repay one for a bad deed; to continue communicating with someone at a later time
16	Get on	to make progress; to agree or be friendly; to advance in age (Also literal)
17	Get out	to get free/ away; to produce or complete
18	Get up	to arise; to ascend; to dress (as in costume)
19	Give up	to quit; to surrender; to abandon hope
20	Go back	to return to one's origin/previous location; to break a promise
21	Go down	to be accepted; to happen (Also literal)
22	Go in	to take part in something; to make an approach, as before an attack (Also literal)
23	Go off	to explode; to leave; to happen (as planned)
24	Go on	to continue; to stop saying those things; not so; I don't believe you (Also literal)
25	Go out	to try out for something (usually sports); to go out of fashion; to go out with someone for entertainment; to date someone (Also literal)

26	Go up	to increase; happening; to be in the process of construction (Also literal)
27	Hold up	to rob someone; to offer; to expose; to support; to hinder; to wait (Also literal)
28	Look back	to review past events; to return in thought (Also literal)
29	Look down	to regard with disdain or scorn; have contempt for (Also literal)
30	Look out	to be vigilant or on guard; to afford a view (Also literal)
31	Look up	to search for information; to become more prosperous (Also literal)
32	Make up	to put makeup on oneself; to repay or redo something; to create a story or a lie from no facts at all; to compensate for
33	Pick up	to clean; to learn/obtain; to get busy; to go faster
34	Point out	to select or indicate someone or something (from a group)
35	Put down	to write down, record; to attribute; to mercifully kill an animal
36	Put out	irritated, bothered; to extinguish; to publish; to exert/ apply
37	Put up	to provide lodging for someone; to display or show; to offer something; to build/ erect something
38	Set off	to cause to be ignited/ exploded; to anger someone; to begin
39	Set out	to begin a journey or course; to define/ describe; to design/ plan; to undertake/ attempt
40	Set up	to establish someone as something; to help establish; to provide something for someone to start up something
41	Sit down	to encamp/ besiege (Also literal)
42	Take back	to withdraw or cancel one's statements; to regain ownership; to cause to remember (Also literal)
43	Take off	to leave the ground and begin to fly; to become popular and successful; to begin to chase something; to take a break from something; to withdraw or remove from; to deduct
44	Take on	to undertake/ assume; to employ; to acquire; to show great emotion
45	Take out	to take someone on a date; something made to be taken away (as in food)/a restaurant that performs this service (Also literal)
46	Take over	to take charge; to assume control
47	Take up	to accept someone's offer; to begin to deal with an issue; to shorten a skirt, dress or pants
48	Turn out	to end satisfactorily; to send someone out of somewhere; to manufacture/produce something; to be present/attend; to turn off/ extinguish
49	Turn up	to appear; to search for and find something; to intensify/ increase; to happen/ occur
50	Work out	to settle/ solve a problem; to turn out/ happen (Also literal)



Exercise H: Identify and underline the *adjective + preposition* in the sentences below; explain the meaning of the *construction* used:



- *Some adjectives* used after link verbs can be used alone or followed by a prepositional phrase. E.g.: He was afraid. // He was afraid of his enemies.

- *Some adjectives* must be followed by particular prepositions. E.g.: aware of; accustomed to; fond of; used to, etc.

- *Some adjectives* can be followed by different prepositions (by either of two or more prepositions) to introduce different types of information. E.g.: annoyed about smth. – annoyed with someone; good/ bad at smth. – good/ bad for smth. – good/ bad with smth./ someone, etc.

- *These combinations of adjectives with prepositions* may be followed by noun or noun phrase. E.g.: The students were **very excited about** the results of the experiment.

- *When followed by a verb*, the *-ing* form must be used. E.g.: Please let me know whether you would be **interested in** arranging a meeting.

NOTE! In English grammar, it's hard to remember which preposition is used with which adjective. The secret of remembering is through practice only!



1. a) Ann was crazy about the Spice Girls and had all their CD's. b) Both my sons were crazy about old motorbikes. c) And Lorna was completely crazy about her boyfriend.

2. a) The policeman was strangely polite to me. b) He was too polite to point out to speed restrictions on this part of the road.

3. a) Pauline is directly responsible for the efficient running of the office. b) Her department is responsible for overseeing the councils.

4. In Australia, the Prime Minister and the Cabinet are responsible to the House of Representatives.

5. a) She was tired of commuting by taking the train to work every day and decided to drive instead. b) He is never tired of playing games on his computer.

6. a) This sort of hot and spicy food is very typical of the food in the south of the country. b) It's just typical of our managers to spend all that money on the equipment and then lose interest half way through the course.

7. a) I'm really angry about our losses on the stock market. b) I don't understand what he's angry about.

8. a) She is very jealous of her independence, and doesn't want to get married. b) We are jealous of our good name.
9. a) The banker was guilty of stealing money. b) The jury has to decide whether a person is guilty or innocent of a crime.
10. a) A person accused of a crime is presumed innocent until proven guilty. b) The government stands accused of eroding freedom of speech.
11. a) We are committed to withdrawing our troops by the end of the year. b) She is committed to improving health care system in this country.
12. a) He was discouraged by not getting the job. b) I think he felt discouraged by all the criticism he'd received.
13. a) The surfer is terrified of being attacked by a shark. b) She was just terrified of the idea of parachuting out of a plane.
14. a) His view of the situation is diametrically (=very strongly) opposed to mine. b) She is opposed to religious education in schools.
15. a) She was known for causing problems. b) There is no any known reason for the accident.
16. a) Try not to become too emotionally involved with the children in your care. b) The couple was having a loud argument, and I was afraid to get involved with their personal matrimonial affairs.
17. a) We were amazed by what she told us about the bloody consequences of the terror act. b) We were amazed by the fact that no one else has applied for the job.
18. a) He was happy about winning the lottery. b) Are you happy about your new working arrangements?
19. a) All parties interested in the results of the competition are advised to contact this office. b) Yes, I'd be very interested in knowing more about the services your firm offers.
20. a) Her energies and life are devoted to the care of homeless people. b) The report recommends that more financial resources be devoted to life long learning (LLL) project.
21. a) I'm a bit concerned about your health. b) Parents were concerned about the dangerous playground and decided to complain to a town mayor.
22. a) I am bored of doing the same old job day and night! b) The speeches went on for an hour or so; and I was bored to death of hearing all those silly things!
23. a) Greenpeace organization is dedicated globally to protecting the environment. b) The new President said he would always be dedicated to protecting the rights of the old, the sick and the homeless.



It is important to know: Common Adjectives + Prepositions

adj. + TO	adj. + WITH	adj. + ABOUT	adj. + OF	adj. + FOR
accustomed ~	acquainted ~	angry ~ smth.	accused ~	angry ~ smth.
addicted ~	annoyed ~	annoyed ~	ashamed ~	appreciated ~
allergic ~	associated ~	anxious ~	aware ~	boastful ~
attached ~	angry/furious ~	careful ~	afraid ~	blamed ~
beneficial ~	bored ~	certain ~	capable ~	disliked ~
cruel ~	busy ~	concerned ~	careful ~	eager ~
different ~	careful ~	crazy ~	characteristic ~	eligible ~
exposed ~	connected ~	curious ~	conscious ~	famous ~
faithful ~	content ~	doubtful ~	envious ~	fit ~
grateful ~	crowded ~	delighted ~	free ~	happy ~ smb.
happy ~ do smth.	dissatisfied ~	depressed ~	frightened ~	heading ~
immune ~	disappointed ~	enthusiastic ~	fond ~ smb.	intended ~
(im)polite ~	familiar ~	excited ~	full ~ smth.	invited ~
inferior ~	fed up/ happy ~	furious ~	guilty ~	known ~
indifferent ~	friendly ~	generous ~	hopeful ~	late ~
kind/ good ~	furnished ~	guilty ~	innocent ~	mature ~ age
limited ~	generous ~	happy ~	incapable ~	noted ~
married ~	gentle ~	hopeful ~	jealous ~	praised ~
opposed ~	identical ~	nervous ~	nervous ~	punished ~
polite ~	impressed ~	pessimistic ~	proud ~	qualified ~
related ~	involved ~	pleased ~	rid ~	ready ~
relevant ~	patient ~	puzzled ~	scared ~	remembered ~
rude/nice ~	pleased ~	sad ~	short ~ smth.	respectful ~
sensitive ~	popular ~	serious ~	sick ~	responsible ~
similar ~ smth.	presented ~	sorry ~ smth.	sure ~	sorry ~ smb.
superior ~	satisfied ~	special ~	suspicious ~	sorry ~ smth.
thankful ~	sympathetic ~	sure ~	terrified ~	suitable ~
(un)friendly ~	thrilled ~	upset ~	tired ~	sweet ~
(un)pleasant ~	troubled/ill ~	wrong ~	typical ~	thankful ~
used ~	wrong ~	worried ~	unaware ~	
adj. + AT	adj. + FROM	adj. + BY	adj. + ON	adj. + IN
annoyed ~	absent ~	accepted ~	based ~	absorbed ~
amazed ~	derived ~	amazed ~	bent ~	clothed/dressed
astonished ~	detached ~	astonished ~	dependent ~	covered ~
brilliant ~	different ~	back ~	engraved ~	disappointed ~
bad/ good ~	distinct ~	caused ~	hanging ~	engaged ~
clever ~	far ~	discouraged ~	hard ~	excellent ~
delighted ~	free/ safe ~	driven ~	intent ~	experienced ~
excellent ~	made ~	frightened ~	keen ~ smth.	immersed ~
hopeless ~	omitted ~	puzzled ~	kept ~	interested ~
lucky ~	originated ~	shocked ~		involved ~
skilful ~	removed ~	surprised ~		rooted ~
slow/terrible ~	separated ~	translated ~		stuck ~
surprised ~	tired ~	written ~		successful ~



Exercise I: Fill in the gaps with the appropriate option from the multiple choices given at the beginning of the exercise:

Choose from:

a) to; b) with; c) about; d) of; e) for; f) from; g) at; h) by; i) on; j) in

1. I'm not enthusiastic ___¹ our endless debating for no reason, but I'll come anyway.

2. Were you truly disappointed ___² your examination results?

3. Don't be so hard ___³ yourself! It's unreasonable ___⁴ you to expect to understand everything immediately.

4. She's really envious ___⁵ her neighbor's wealth.

5. He's very worried ___⁶ his business just now. It's hardly making any profit at all.

6. I was amazed ___⁷ all the improvements they had undertaken so quickly.

7. Samsung are famous ___⁸ their electronic goods.

8. He has very little experience. I don't think he would be capable ___⁹ running such a large project.

9. The Finance Director said he was strongly opposed ___¹⁰ awarding everyone a tax refund.

10. We saved containers suitable ___¹¹ recycling and discarded the others. Later, recycled paper, made ___¹² newspapers and books, helps save the forest.

11. Known ___¹³ its shallows, the river challenged even experienced pilots.

12. In legislative drafting, as in other types of writing, we are often confronted ___¹⁴ the problem of compound words and phrases and where to use hyphenation effectively in order to make meaning clear.

13. I felt completely embarrassed ___¹⁵ what she said.

14. Shakespeare's plays are susceptible ___¹⁶ various interpretations.

15. It's very easy to become dependent ___¹⁷ sleeping pills.

16. Two points in this report are especially worthy ___¹⁸ notice.

17. They've been engaged ___¹⁹ a legal battle with the council for several months.

18. I was a bit alarmed ___²⁰ how much weight she'd lost.

19. She got some books out of the library and immersed herself ___²¹ Jewish history and culture.

20. We remained blissfully ignorant ___²² the troubles that lay ahead.

21. I think she's very conscious ___²³ being the only person in the office who didn't have a university education.



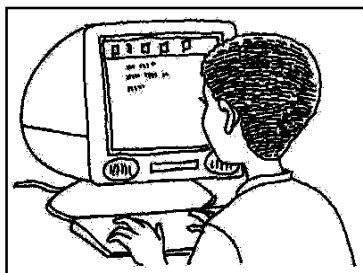


Exercise J: Identify and underline fixed *noun + preposition* phrases in the sentences; explain the meaning of *the fixed phrases* used:



Gerunds are used after prepositions. Most commonly, these are "verb + preposition" combinations and phrasal verbs. There are many "adjective + preposition" and "noun + preposition" combinations in English as well. They are also usually followed by gerunds.

NOTE! You just need to remember that gerunds are used after prepositions!



1. His addiction ___¹ surfing the Internet is a real problem.
2. He has the advantage ___² speaking English fluently even with the native speakers.
3. The criminal's regret ___³ having committed the crime did not convince the judge.
4. His responsibility ___⁴ completing the project on time was acknowledged by the company.
5. She took a bank credit ___⁵ improving her living conditions.
6. Her anxiety ___⁶ speaking in public caused her to lose the job.
7. Her reputation ___⁷ lying is well known.
8. His dedication ___⁸ defending his clients in the court was impressive.
9. His belief ___⁹ not harming or hurting people was something he learned from his mother.
10. The delay ___¹⁰ processing the visa caused problems connected with his departure overseas.
11. The main reason ___¹¹ taking the course is to improve his language skills.
12. His devotion ___¹² racing allowed him to win the competition.
13. The process ___¹³ painting such a large poster paint is more complicated than you might think.
14. The magazine's report ___¹⁴ choosing the right car was not well researched.
15. The disadvantage ___¹⁵ flying is that you can't see the scenery along the way.
16. His reaction ___¹⁶ winning the prize was quite unexpected.
17. She has a great deal of experience ___¹⁷ introducing new products to international markets.
18. I think his preference ___¹⁸ speaking his native language is natural.
19. His fear ___¹⁹ travelling by air made our trip pretty difficult.
20. His love ___²⁰ painting developed when he was a child.

21. Her fondness ___²¹ traveling led to her career in the travel industry.
22. Their memories ___²² traveling in Africa will stay with them forever.
23. His habit ___²³ smoking caused many of his health problems.
24. His talent ___²⁴ creating a good impression on potential customers helped him to start his own business.
25. There has been an evident fall ___²⁵ unemployment rates over the last few months.
26. The Chinese hunter's story ___²⁶ seeing a grizzly bear was really exciting. But I don't know whether his story ___²⁷ seeing a UFO could be regarded as a trustworthy one.
27. There is a real need ___²⁸ better discipline in this penitentiary.
28. We have seen many increases ___²⁹ production levels recently.
29. Your devil-may-care attitude ___³⁰ our financial problems would hardly help to resolve them in good time.
30. Sheriff Goren is absolutely sure that there is no connection ___³¹ the two reported crimes.
31. The court ordered that any access ___³² his children would be restricted to alternate Sundays.
32. It was his contribution ___³³ molecular biology that won him the Nobel Prize.
33. Addiction ___³⁴ alcohol is perhaps as serious as addiction ___³⁵ drugs in this country.
34. The damage caused ___³⁶ his house by the hurricane was quite serious.
35. Recent discoveries ___³⁷ corruption have done serious damage ___³⁸ the company's reputation.
36. I have nothing but admiration ___³⁹ the way he handles any difficult situation.
37. There is no known cure ___⁴⁰ this type of snake bite.
38. The search ___⁴¹ the missing teenager was called off as darkness fell.
39. The children in this remote part of the country show unprecedented thirst ___⁴² learning.
40. I have real sympathy ___⁴³ his family. They must be so upset that he is in prison now.
41. She has no control ___⁴⁴ her emotions.
42. The transition ___⁴⁵ a controlled economy ___⁴⁶ a market one can not be easily achieved.
43. You have no reason to change the schedule ___⁴⁷ business expenses.
44. There was no mutual agreement ___⁴⁸ the shorter working week and the decision ___⁴⁹ benefits ___⁵⁰ employees was deferred until the next meeting.



It is important to know: Common *Nouns* + *Prepositions* (phrases)

noun + <i>TO</i>	noun + <i>WITH</i>	noun + <i>ON</i>
<p>an alternative to/ exception to have access to an objection to/ a solution to a response/ a reply/ a reaction to shut one's eyes to = ignore pay attention to lay siege to = besiege a threat to/ an addiction to</p>	<p>association with contrast/ trouble with link with/ matter with have a connection with fall in love with find fault with = criticize change places with relationship with</p>	<p>authority on/ tax on an attack on/ an effect on make an impression on shed light on = explain dependence on play a joke on have pity on report on</p>
noun + <i>OF</i>	noun + <i>FOR</i>	noun + <i>ABOUT</i> ; noun + <i>AGAINST</i> ; noun + <i>BETWEEN</i> ; noun + <i>IN/INTO</i> ; noun + <i>TOWARDS (TO)</i>
<p>have an abhorrence of an acknowledgement of advantage of/ disadvantage of take command of evidence of an example of/ a way of an excess of/ a lack of love of/ fear of make a fool of make fun of = ridicule have an impression of neglect of/ knowledge of a number of / a pair of be part of a possibility of/ a process of make a practice of = do often a proof of/ an opinion of a quantity of/ a characteristic of recognition of catch sight of = see suddenly a survey of/ notice of/ habit of a symbol of/ a sign of a symptom of/ smell of/ taste of make use of wash one's hands of = (stop caring about and dealing with) take care of a recollection of/ memory of a result of/ a victim of run the risk of = risk a token of</p>	<p>application for an excuse for have affection for admiration for cheque for credit for cure for desire for/ appetite for demand for fondness for/ esteem for hope for/ grief for have compassion for have respect for have a talent for make allowances for need for/ excuse for have a reputation for have sympathy for lie in wait for = ambush order for pave the way for = (prepare for) preference for reason for recipe for regret for request for responsibility for respect for room for talent for</p>	<p>anxiety about information about opinion about story about take precautions against comparison between connection between difference between/ of absence from protection from belief in decrease in delay in difficulty in/ with expert in/ on/ at experience in have confidence in have an interest in have faith in increase in make progress in take part in pleasure in reduction in rise in have insight into animosity toward(s) an attitude toward(s) cruelty toward(s) dedication to devotion to/ obedience to</p>



Exercise K: Identify, underline and state whether *the italicized words* are conjunctions, prepositions or other. Give your reasons:

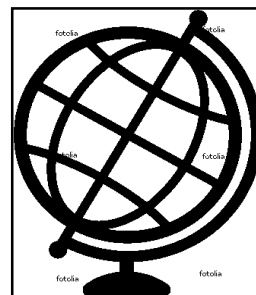


Prepositions Versus Conjunctions

- Both prepositions and conjunctions are connecting words.
- Conjunctions only join two words, clauses or sentences without modifying or qualifying any of them.
- A preposition not only joins two words but also modifies a noun/ pronoun and tells about its relationship with another word/ words in the sentence.
- A preposition is a word used to express some relation of different things/ thoughts to each other, and is generally placed before a noun or a pronoun.
- In contrast, a conjunction can connect any two like elements together in a sentence (of independent and dependent nature). Conjunctions have the ability to connect verbs together and, hence, two sentences together.
- Prepositional phrases generally contain the preposition and an object of the preposition. Objects of the preposition **MUST** be nouns.
- If the *word* brings into the sentence a noun/ pronoun, it's a preposition.
- If a *verb* is involved, you are most likely dealing with a conjunction.

Example: Traveling **around** the world is often a cheaper option **than** a return ticket **to** a single destination.

Around – prep.; **than** – conj.; **to** – prep.



1. **At** some point **in** your life, **whether** it is **after** college **or when** you retire, everyone should take an extended trip **outside of** their own country. The only way **to** really have a sense **of how** the world works is to see it yourself. The desire **to** travel is there, **but** fears **and** excuses usually prevent people **from** doing it.

2. Many people are afraid **of** the world **beyond** their door, **yet** the vast majority **of** humans are not thieves, murderers **or** rapists. They are people just **like** you **and** me **who** are trying **to** get **by, to** help their families **and** go **about** living their lives. There is no race, religion **or** nationality **that** is **exempt from** this rule. **How** they go **about** living their lives might be different, **but** their general goals are the same.

3. **If** you only learned **about** other countries **from** the news, you'd think the world was a horrible place. The media will always sensationalize **and** simplify a story. The media makes us scared **of** the rest **of** the world, **though** we shouldn't be.

4. **If** there isn't a natural disaster **or** an armed conflict, most places will never even be mentioned **in** the news. **When** was the last time you've heard

about Laos *or* Oman mentioned *in* a news story? *What* make *for* good news are exceptional events, *but* not the ordinary events.

5. There is a stereotype *that* Americans don't know much *about* the rest of the world. There is some truth *to* that, *but* it isn't *as* bad *as* you might believe. The reason this stereotype exists is *because* most other countries *on* Earth pay very close attention *to* American news, lifestyle *and* politics.

6. Americans don't travel *overseas as much as* Brits, Dutch, Germans, Canadians *or* Scandinavians. There are some good reasons *for* this (big country, short vacation time) *and* bad ones (fear *and* ignorance). Americans don't have a gap year culture *like* they have *in* the UK *and, as a result,* Americans don't tend *to* take vacations longer *than* a week.

7. Many people travel *with* their own supply *of* water *and* an industrial vat (=a large container) *of* hand sanitizer. It is true *that in* many places you can get nasty illnesses *from* drinking untreated water, *but unless* you have a particularly weak immune system *or* other illness, you shouldn't worry too much *about* local bugs.

8. *If* you insist *on* staying *in* five-star hotels *and* luxury resorts, travel can be very expensive. *However,* it is possible *to* visit many parts *of* the world *and* only spend \$10-30 *per* day. *In addition to* traveling cheap, you can also earn money *on* the road teaching English *or* working *on* an organic farm.

9. Many people go *overseas* expecting *to* have an "authentic experience", *which* really means they want *to* confirm some stereotype they have in their mind *of* some "happy people living *in* huts *and* villages *apart from* civilization". Such travelers are often disappointed *to* find ordinary urban people *with* science *and* technology. Visiting a different place doesn't mean visiting a different time. It's the 21st Century, *and* most people live *in* it. Locals are *as* likely to wear traditional clothes *as* Americans are *to* wear stove top hats *like* Abraham Lincoln.

10. Cultures have always changed *as* new ideas, religions, technologies sprang *up and* different cultures mingled *and* traded *with* each other.

11. *When* you meet someone local *in* another country, most people will be quick *to* tell you something *about* their city, province *or* country *that* they are proud *of*. Pride *and* patriotism seem *to* be universal values.

12. You might be surprised *at where* you can find internet access. There are remote villages *in* the Solomon Islands *with* a packet radio link *to* another island *for* their internet access!

13. Just *because* people use electricity *or* have running water doesn't mean they are abandoning their culture *to* embrace western values. Technology *and* culture are totally different. Modernization will certainly change cultures, *but* it can't make the rest *of* the world just purely mimic the West.



Exercise L: Match the term with its definition. Then find the sentence by number (below) the particular phrasal verb will suit:

Legal Phrasal Verb	Its definition
1) account to smb. for smth.	a) reach an agreement/ solution after a lot of negotiation/ discussion
2) adhere to	b) file a legal action, a claim or a complaint
3) attach (smth). to (smth.)	c) provide people with what they need
4) bail out	d) report someone for breaking the law
5) cater to	e) try to keep smth. secret not to damage the reputation of a person/ organization
6) come up	f) complete a task
7) cut back	g) explain the reason for smth./ cause of smth.
8) decide against	h) face a difficult situation/ opponent
9) get through	i) refuse to give information to someone
10) hammer out	j) continue to obey a rule/ have a belief in law
11) hold out on	k) reduce smth. spent (money, etc.)
12) hush up	l) believe smth. to have importance to smth.
13) sue out	m) think carefully about smth. before making a final decision
14) mull over	n) pay money to temporarily release from jail
15) write up	o) change your mind/ plans after due consideration

1. When choosing a career, most people ___ too much weight ___¹ how much money they'll earn.

2. This hotel ___² the needs of business travelers, so every room has an internet connection, a printer and a fax machine.

3. The prisoner tried to ___³ his captors, but after being tortured he told them everything.

4. You can't trust that company. They don't ___⁴ the terms of the contracts they sign.

5. We were thinking of opening an office in London, but we've ___⁵ it because of the high cost of renting office space there.

6. His family decided not to ___ him ___⁶ after he was arrested for DUI (Driving Under the Influence) for the third time.



7. Before deciding which job to accept, she said she needed a couple of days to ___⁷ her options.
8. Anyone who competes in this tournament will ___⁸ against some very tough opponents.
9. It'll take hours to ___⁹ all these emails. There must be hundreds of them!
10. After unsuccessfully attempting to resolve the employment discrimination case through mediation, we decided to ___¹⁰ the case.
11. It took their lawyers nearly a year to ___¹¹ a divorce settlement.
12. Governments try to ___¹² anything that could damage their chances of being re-elected, such as corruption charges.
13. The police officer stopped the couple who were arguing on the street corner and ___ them ___¹³ for disorderly conduct.
14. The government had to ___¹⁴ programs for things like education and healthcare in order to pay the cost of invading foreign countries.
15. We ___¹⁵ last year's higher production costs by showing how the price of labor and raw materials had increased.



Exercise M: Match the term with its definition from the multiple choices given below each of the legal phrasal verb:

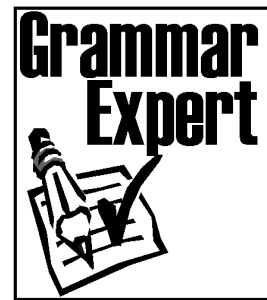
<p>1. zip around</p> <p>a) reduce the file size</p> <p>b) fasten smth.</p> <p>c) move quickly</p>	<p>2. win over</p> <p>a) get smb. defeat you</p> <p>b) get smb. trust you</p> <p>c) achieve smth.</p>	<p>3. wrap up</p> <p>a) conclude</p> <p>b) cover smth. with</p> <p>c) dress in warm clothes</p>
<p>4. vouch for</p> <p>a) promise</p> <p>b) trust for good quality</p> <p>c) pay back a debt</p>	<p>5. urge on</p> <p>a) persuade someone</p> <p>b) strongly advise</p> <p>c) encourage to do smth</p>	<p>6. take on</p> <p>a) employ</p> <p>b) remove smth.</p> <p>c) accept</p>
<p>7. sign in</p> <p>a) notice</p> <p>b) sign a register</p> <p>c) direct</p>	<p>8. rough up</p> <p>a) live uncomfortably</p> <p>b) physically attack</p> <p>c) violate law</p>	<p>9. quarrel with</p> <p>a) improve smth.</p> <p>b) disagree about smth.</p> <p>c) remove smth.</p>
<p>10. play down</p> <p>a) minimize</p> <p>b) produce ideas</p> <p>c) risk money</p>	<p>11. object to</p> <p>a) cause smth.</p> <p>b) oppose smth.</p> <p>c) express dislike</p>	<p>12. put forward</p> <p>a) present an event</p> <p>b) change the time</p> <p>c) offer an idea/ opinion</p>
<p>13. mess up</p> <p>a) make a mistake</p> <p>b) lose one's job</p> <p>c) waste time</p>	<p>14. lay down</p> <p>a) require approval</p> <p>b) set down rules</p> <p>c) need support</p>	<p>15. lose out</p> <p>a) win anything</p> <p>b) invest anything</p> <p>c) fail to benefit</p>



It is important to know: Linking words and phrases

Linking words and phrases

Linking words and phrases help you to connect ideas and join clauses, sentences and paragraphs together so that people can follow your ideas. *Most pieces of formal writing are organized in a similar way:* 1) introduction; 2) development of main ideas or arguments; 3) conclusion. *Linking words and phrases* are used for: 1) giving examples; 2) adding information; 3) summarizing; 4) sequencing ideas; 5) giving a reason; 6) giving a result; 7) contrasting ideas.



There are three main types of linking words: 1) **Conjunctions (C)** – are used to join two parts of a sentence together generally in the *middle* of a sentence. 2) **Sentence connectors (SC)** – are used to introduce, order, contrast, sequence ideas, theory, data etc. and are placed at the *beginning* of a sentence. 3) **Subordinators (S)** – are used to join clauses (independent or dependent) together and are used at the *beginning* or *in the middle* of a sentence.

N ^o	Type	Usage	Examples
1	C	Coordinating	And, But, So, Or, For, Nor, Yet
2	SC	Result	As; as a result (of); so (then); as a consequence (of); due to (the fact); therefore; thus; consequently; hence; it means that.
3	SC	Logical/ Sequential order	Firstly, secondly, thirdly; next, last(ly), finally; in addition, moreover; further/furthermore; another; also/ at present; the former ... the latter; the first point is; the following.
4	SC	Contrast	However; whereas; nevertheless; still; but; nonetheless; yet; even though/ although/ though; despite/ in spite of; in contrast (to)/ (by) in comparison; while; on the other hand; on the contrary; in theory ... in practice; unlike; irrespective.
5	SC	Comparison	Similarly; similar to; likewise; also like; just as; just like; same as; compare/compare(d) to/ with; not only ... but also
6	SC	Order of importance	Most/ more importantly; most significantly; above all; primarily; it is essential/ essentially.
7	SC	Reason	For; because (of); since; as; the cause of; the reason for.
8	S	Comparison & Contrast	Although; though; even though; while; whereas
9	S	Cause & effect	Since; so that; because; since; as (for); as regards; regarding
10	S	Time	After; when; until; whenever; before; at last; as soon as
11	S	Place & manner	Wherever; where; how
12	S	Possibility	If; as if; whether; unless
13	SC 2	Example	For example; for instance; that is (i.e.); such as; including; namely
14	SC 2	Addition	And; in addition; furthermore; also; too; as well as (that); moreover; apart from; besides; likewise; again; coupled with.
15	SC 2	Emphasis	Undoubtedly; indeed; importantly; generally; admittedly; in fact; particularly/ in particular; especially; clearly; obviously
16	SC 2	Summary	In short; in brief; in conclusion; in summary/ to summarize;



Exercise N: Have a drill in matching the correct linking word or phrase. Choose the appropriate one from the multiple options given:

a) Express some contrasting ideas:

1. The team haven't been playing too well. ____, they are expected to win this afternoon. **a) nevertheless; b) in contrast; c) on the contrary; d) whereas**

2. ____ that the company was doing badly, they took on extra employees.

a) in spite of; b) nonetheless; c) however; d) despite the fact

3. Taxes have gone up, ____ social security contributions have gone down.

a) nevertheless; b) in contrast; c) on the contrary; d) whereas

4. He works hard, ____ he doesn't earn much

a) but; b) in contrast; c) on the contrary; d) whereas

5. ____ in nearly every country in the world they drive on the right, in England they insist on driving on the left.

a) nevertheless; b) in contrast; c) while; d) on the other hand

6. The man was arrested ____ claiming to have been nowhere near the scene of the crime. **a) in spite of; b) whereas; c) while; d) despite the fact**

7. I know we agreed to raise the issue at the next meeting ____ we simply won't have the time to discuss it. **a) although; b) but; c) while; d) whereas**

8. ____ the computer had recently been repaired, it still kept crashing.

a) although; b) whereas; c) while; d) in spite of

9. He couldn't get the machine to work ____ following the instructions carefully. **a) in spite of; b) however; c) while; d) despite**

10. ____ to the north, which will remain warm and sunny, the south will become cloudy during the early morning.

a) although; b) in contrast; c) on the contrary; d) whereas

11. The company is doing well. ____, they aren't going to expand this year.

a) in spite of; b) nonetheless; c) however; d) despite the fact

12. ____, solicitors should prepare the briefs of the cases with due diligence, but ____, they often don't have enough time.

a) although; b) in theory ... in practice; c) on the contrary; d) whereas

13. ____ in the UK, the USA has much cheaper petrol.

a) although; b) in contrast; c) unlike; d) whereas

14. ____ I accept that he's not perfect in many respects, I do actually quite like the man. **a) in spite of; b) nonetheless; c) while; d) despite the fact**

15. She walked home by herself, ____ she knew that it was dangerous.

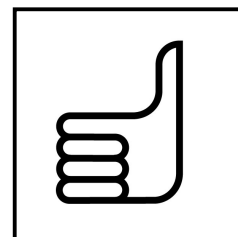
a) although; b) in contrast; c) unlike; d) whereas



b) Add information:

1. The meeting concluded without any agreement being reached. ____, several further issues arose.

a) apart from; b) as well as that; c) in addition; d) furthermore

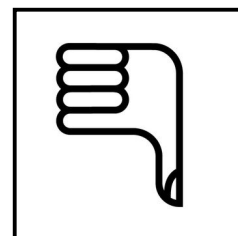


2. We discussed training, education and the budget.

a) apart from; b) as well as that; c) in addition; d) and

3. The witness claims to have seen the suspect at the scene of the crime. ____, the police are in possession of video evidence of the man entering the building.

a) apart from; b) as well as that; c) moreover; d) and



4. Payments to your account have fallen behind considerably. ____, on several occasions your credit limit has been exceeded.

a) besides this; b) as well as that; c) apart from; d) moreover

5. The report is expected to be critical of the industry. ____, it is likely to recommend extensive changes to production.

a) apart from; b) as well as that; c) in addition; d) furthermore

6. ____ Rover, Ford is the largest sports car manufacturer.

a) apart from; b) as well as that; c) in addition; d) furthermore

7. Marketing plans give us an idea of the potential market. ____, they tell us about the competition.

a) apart from; b) as well as that; c) moreover; d) furthermore

8. We are interested in market costs ____ the competition.

a) apart from; b) as well as; c) moreover; d) furthermore

9. I overslept this morning. ____, my car ran out of petrol on the way to work. **a) apart from; b) not only that; c) in addition; d) furthermore**

10. When there is a trusting relationship ____ positive reinforcement, the partners will be able to overcome difficult situations.

a) apart from; b) not only that; c) coupled with; d) furthermore

11. We'd like to explore our options in South America ____ those in Mexico.

a) apart from; b) as well as that; c) in addition to; d) furthermore

12. Our customers are our first priority. ____, customers are provided with updates at no extra cost.

a) apart from; b) as well as; c) moreover; d) furthermore

13. ____ have I prepared your bid, but I have added a few suggestions on how you can improve cash flow.

a) apart from; b) not only; c) in addition; d) furthermore

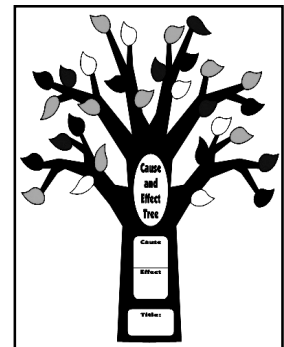
14. ____ developing new consumer products, management wants to expand into new Asian markets.

a) besides this; b) as well as; c) apart from; d) moreover

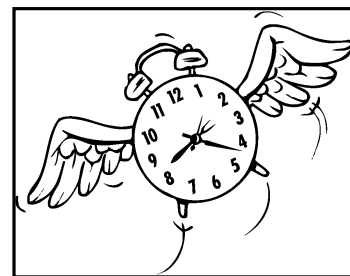


c) Indicate cause and result:

1. The accident happened ___ of terrible weather.
a) as a result; b) because; c) consequently; d) therefore
2. ___ that oil prices have risen, the inflation rate has gone up by 1%²⁵.
a) as a result; b) because; c) due to the fact; d) therefore
3. We believe in incentive schemes, ___ we want our employees to be more productive. **a) because; b) consequently; c) due to the fact; d) therefore**
4. Highway traffic came to a stop ___ of an accident that morning.
a) as a result; b) because; c) due to the fact; d) therefore
5. The train was cancelled ___ I missed my appointment.
a) so; b) because; c) due to the fact; d) therefore
6. They decided to buy a new car ___ that they were having problems with their old one. **a) because; b) consequently; c) due to the fact; d) therefore**
7. I spent most of my money in the first week and ___ had very little to eat by the end of the holiday. **a) because; b) consequently; c) due to the fact; d) owing to**
8. Phone home, ___ your parents will start to worry.
a) because; b) consequently; c) due to the fact; d) otherwise
9. In 1982 he was arrested and ___ convicted on drug trafficking charges. **a) because; b) subsequently; c) due to the fact that; d) otherwise**
10. We were unable to get funding and ___ had to abandon the project.
a) therefore; b) because; c) due to the fact; d) otherwise
11. Profits have declined ___ of the recent drop in sales.
a) as a result; b) because; c) due to the fact; d) therefore
12. The fire ___ damage to their property.
a) as a result; b) resulted in; c) due to the fact; d) therefore
13. His difficulty in walking ___ a childhood illness.
a) as a result; b) resulted in; c) due to the fact; d) results from
14. The tape was left near a magnetic source ___ a considerable damage.
a) as a result; b) resulted in; c) resulting in; d) results from
15. Have a rest now, and ___ you won't be so tired this evening.
a) then; b) resulted in; c) resulting in; d) results from
16. They planned to reduce staff and ___ to cut costs.
a) thus; b) resulted in; c) resulting in; d) results from
17. Dr. Frampton is in charge, but ___, her assistant runs the office.
a) as a result; b) for all practical purposes; c) resulting in; d) so



d) Express time:



1. The audience waited patiently for the delayed performance to start. ___ the curtain rose.
a) after; b) before; c) lastly; d) at last
2. We waited for you ___ 10.00 and finally decided you weren't coming.
a) after; b) before; c) until; d) as soon as
3. ___ of the film the main character arrives in town looking for somewhere to stay. **a) after; b) before; c) at the beginning; d) in the beginning**
4. The music had a very retro sound but ___ incorporated a complex modern rhythm.
a) at the same time; b) before; c) at the beginning; d) in the beginning
5. Police questioned him and he was ___ arrested.
a) after; b) before; c) later; d) as soon as
6. She said she'd prefer us to arrive ___ than nine o'clock.
a) after; b) before; c) no later; d) as soon as
7. ___ I treat myself to a meal in an expensive restaurant.
a) every so often; b) before now; c) no later; d) as soon as
8. Do it in a spare moment at the weekend or ___ – it really doesn't matter.
a) every so often; b) before now; c) no later; d) whenever
9. He was quite shocked ___ I told him.
a) after; b) before; c) when; d) whenever
10. Three months ___ they moved out, the house was still empty.
a) after; b) before; c) when; d) whenever
11. ___ we make a decision, does anyone want to say anything else?
a) after; b) before; c) when; d) whenever
12. You should always wash your hands ___ meals.
a) every so often; b) before; c) no later; d) whenever
13. Up ___ yesterday, we had no idea where the kidnapped child was.
a) after; b) before; c) until; d) as soon as
14. ___ the government is starting to listen to our problems.
a) after; b) before; c) lastly; d) at long last
15. He never even thanked me, so that's ___ I do him a favor.
a) after; b) before; c) the last time; d) at long last
16. In accepting this award, I would like to thank the producer, the director, the scriptwriter and, ___, the film crew.
a) after; b) before; c) lastly; d) at last
17. Some people believe in life ___ death.
a) after; b) before; c) lastly; d) at long last



Exercise O: Identify, underline and state the purpose of using the particular linking words or phrases in the given sentences below:

Example: He reduced the amount of time studying for his final exams. **As a result**, his marks were rather low. = *sentence connector; indicates result*



1. We've been steadily improving our customer service center. On the other hand our shipping department needs to be redesigned.
2. Smoking is proved to be dangerous to the health. Nonetheless, 40% of the population smokes.
3. His problems with his parents are extremely frustrating. Moreover, there seems to be no easy solution to them.
4. We've lost over 3,000 customers over the past six months. Consequently, we have been forced to cut back our advertising budget.
5. Peter was warned not to invest all of his savings in the stock market. Nevertheless, he invested and lost everything.
6. He had spent most of his time hanging around instead of revising his lessons. Consequently, he had a lot of trouble passing his final exam.
7. Our energy bills have been increasing steadily. In addition to these costs, our telephone costs have doubled over the past six months.
8. If the project fails this will have terrible consequences not only on our department, but also on the whole organization
9. Although she's very nice, her colleagues hate her.
10. There are many causes of air pollution. Firstly, there is the use of private cars.
11. He reduced the amount of time studying for his final exams. As a result, his marks were rather low.
12. As well as being sent to prison they were fined \$900.
13. Furthermore, other forms of transport cause air pollution, for example buses, boats and motorcycles.
14. In addition, factories produce gasses that go into the air causing pollution.
15. Regarding our efforts to improve the local economy, we have made pretty detailed financial arrangements.
16. The report is badly written. Moreover, it's inaccurate.
17. She remained silent, for she was so depressed to talk.
18. I assured him that I would come to his presentation. Furthermore, I also invited a number of important representatives from the local chamber of commerce.

19. The government has drastically reduced its spending. Therefore, a number of programs have been canceled.
20. On the whole, his speech was well received, despite some complaints from new members.
21. The South East of the UK often has the coldest weather in the winter. Conversely, the North West of Scotland frequently has the mildest temperatures.
22. It was a very expensive holiday, the weather was bad and the people weren't very friendly. Nevertheless, we would probably go back to the same place.
23. Desktop computers are cheaper and more reliable than laptops; furthermore, they are more flexible.
24. Prices fell by more than 20% last year. As a result, sales increased by 15% at least.
25. Polls show that Tony Blair is the most popular Prime Minister this century. However, there are even members of his own party who are uneasy with his approach.
26. Even though it has been shown that fractures can occur at even relatively low pressures, the use of the material should not be completely discounted.
27. There are some slight variations in temperature, but as a rule 26 to 27°C should be expected.
28. The two main Channel Islands, namely Jersey and Guernsey, are much closer to France than to England.
29. It was announced that nurses' working hours would be increased by 25%. As a result, even fewer trainee nurses are expected to join the profession.
30. Sales of CDs have experienced a small but steady fall over the past 12 months. In contrast, vinyl records have seen an increase in their share of the market, up to 1.7%.
31. The Vice Chancellor explained that in light of the current financial climate and because of unexpected bad debts, it would be necessary to peg salary levels at their current level for all grades of staff. In other words, no-one was getting a pay rise.
32. It is clear, therefore, that the situation in Brazil will improve only slowly. With reference to the economic problems being experienced in Japan, the outlook is slightly more optimistic.
33. In order to try to reduce car use in the inner cities, the government has announced new restrictions on company parking spaces and in addition, a new tax on individual car use.



It is interesting to know

Based on Brad Templeton <http://www.templetons.com>

11 Big Myths about copyright



Copyright – is basically the legal exclusive right of the author of a creative work to control the copying and selling of that work usually for a limited period of time.

Myth 1: *If it doesn't have a copyright notice, it's not copyrighted.* This was true in the past, but today almost all major nations follow the Berne copyright convention

(1886) and the Universal Copyright Convention (UCC) (Geneva, 1952). It is true that a notice strengthens the protection, by warning people, and by allowing one to get more damages, but it is not necessary. The correct form for a notice is: "Copyright [dates] by [author/ owner]".

Myth 2: *If I don't charge for it, it's not a violation.* False. Whether you charge can affect the damages awarded in court, but that's main difference under the law. It's still a violation if you give it away and there can still be serious damages if you hurt the commercial value of someone's property.

Myth 3: *If it's posted to Usenet it's in the public domain.* False. Nothing modern and creative is in the public domain anymore unless the owner explicitly puts it in the public domain: "I grant this to the public domain."

Myth 4: *My posting was just fair use!* Fair use is generally a short excerpt and almost always attributed. (One should not use much more of the work than is needed to make the commentary.) It should not harm the commercial value of the work – in the sense of people no longer needing to buy it (which is another reason why reproduction of the entire work is a problem.) Facts and ideas can't be copyrighted, but their expression and structure can. You can always write the facts in your own words though.

Myth 5: *If you don't defend your copyright you lose it. Somebody has that name copyrighted!* False. Copyright is effectively never lost these days, unless explicitly given away. You also can't "copyright a name" or anything short like that, such as almost all titles. You can't use somebody else's trademark in a way that would steal the value of the mark, or in a way that might make people confuse you with the real owner of the mark, or which might allow you to profit from the mark's good name, etc.

Myth 6: *If I make up my own stories, but base them on another work, my new work belongs to me.* False. U.S. Copyright law is quite explicit that the making of what are called "derivative works" – works based or derived from another copyrighted work – is the exclusive province of the owner of the original work. This is true even though the making of these new works

is a highly creative process. If you write a story using settings or characters from somebody else's work, you need that author's permission. There is a major exception – criticism and parody. The fair use provision says that if you want to make fun of something, you don't need their permission.

Myth 7: *They can't get me, defendants in court have powerful rights!* Copyright law is mostly civil law. If you violate copyright you would usually get sued, not be charged with a crime. "Innocent until proven guilty" is a principle of criminal law, as is "proof beyond a reasonable doubt". In civil cases you can even be made to testify against your own interests.

Myth 8: *Oh, so copyright violation isn't a crime or anything?* Actually, in the 90s in the USA commercial copyright violation involving more than 10 copies and value over \$2500 was made a felony.

Myth 9: *It doesn't hurt anybody – in fact it's free advertising.* It's up to the owner to decide if they want the free ads or not. If they want them, they will be sure to contact you. Don't rationalize whether it hurts the owner or not, ask them.

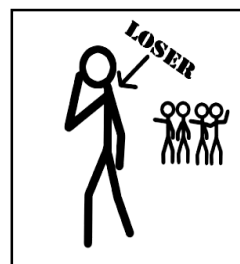
Myth 10: *They e-mailed me a copy, so I can post it.* To have a copy is not to have the copyright. All the E-mail you write is copyrighted. However, E-mail is not, unless previously agreed, secret. Note as well that, the law aside, keeping private correspondence private is a courtesy one should usually honor.

Myth 11: *So I can't ever reproduce anything?* No, copyright isn't an iron-clad lock. Indeed, by many arguments, by providing reward to authors, it encourages them to not just allow, but fund the publication and distribution of works so that they reach far more people than they would if they were free or unprotected and less promoted. While copyright law makes it technically illegal to reproduce almost any new creative work (other than under fair use) without permission, if the work is unregistered and has no real commercial value, it gets very little protection.



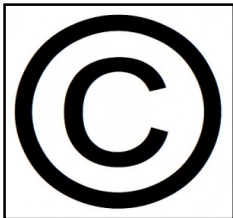
Have Fun! Lawyer Jokes!

Crime Of Thought: *Defendant* (after being sentenced to 90 days in jail): "May I address the court?" – *Judge:* "Of course." *Defendant:* "If I called you a stupid ass, what would you do?" – *Judge:* "I'd hold you in contempt and impose an additional five days in jail." *Defendant:* "What if I thought you were a stupid ass?" – *Judge:* "I can't do anything about that. There's no law against thinking." *Defendant:* "In that case, I think you're an old pompous totally incapable stupid ass!"





Exercise 1. Examine the given text with due diligence. Identify, underline and if possible explain the reason for using that or this particular connector such as prepositions, conjunctions and other linking words or phrases:



1. Copyright is a legal concept, enacted by most governments, giving the creator of original work exclusive rights to it, usually for a limited period of time.
2. Generally, it is "the right to copy", but it also gives the copyright holder the right to be credited for the work, to determine who may adapt the work to other forms, perform it, financially benefit from it, and other related rights.
3. It is an intellectual property form (like the patent, the trademark, and the trade secret) applicable to any expressible form of an idea or information that is substantive and discrete.
4. Most jurisdictions recognize copyright limitations, allowing "fair" exceptions to the creator's exclusivity of copyright, thus giving users some certain rights as well.
5. The development of digital media and computer network technologies have prompted reinterpretation of these exceptions, introduced new difficulties in enforcing copyright, and inspired additional challenges to copyright law's philosophic basis.
6. Simultaneously, businesses with great economic dependence upon copyright have advocated the extension and expansion of their copyrights, and sought additional legal and technological enforcement.
7. Copyright may apply to a wide range of creative, intellectual, or artistic forms, or "works".
8. Specifics vary by jurisdiction, but these can include poems, theses, plays, other literary works, movies, dances, musical compositions, audio recordings, paintings, drawings, sculptures, photographs, software, radio and television broadcasts, and industrial designs.
9. Copyright does not cover ideas and information themselves, only the form or manner in which they are expressed.
10. Copyright laws are standardized through international conventions such as the Berne Convention and Universal Copyright Convention.
11. These multilateral treaties have been ratified by nearly all countries, and international organizations such as the European Union or World Trade Organization require their member states to comply with them.

Exercise 2. Examine the quotes by famous people below. They all miss one of the conjunctions presented in the instruction list. Fill in the gaps with one of the options to complete the saying and give it a meaning in full:

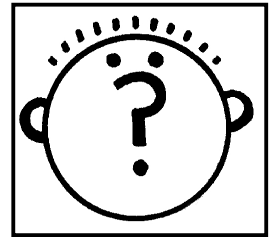
Choose between: a) so; b) so that; c) although; d) when; e) since; f) after

1. Education is what remains ____¹ one has forgotten what one has learned in school. (*Albert Einstein*)
2. ____² the world is full of suffering, it is also full of the overcoming of it. (*Helen Keller*)
3. ____^{3a} you are courting (=trying to please) a nice girl an hour seems like a second. ____^{3b} you sit on a red-hot cinder a second seems like an hour. That's relativity. (*Albert Einstein*)
4. We cannot despair of humanity, ____⁴ we ourselves are human beings. (*Albert Einstein*)
5. ____⁵ spoken English doesn't obey the rules of written language, a person who doesn't know the rules thoroughly is at a great disadvantage. (*Marilyn vos Savant*)
6. Before marriage, a girl has to make love to a man to hold him. ____⁶ marriage, she has to hold him to make love to him. (*Marilyn Monroe*)
7. ____⁷ everything is in our heads, we had better not lose them. (*Coco Chanel*)
8. I destroy my enemies ____⁸ I make them my friends. (*Abraham Lincoln*)
9. Let us live ____⁹ when we come to die even the undertaker will be sorry. (*Mark Twain*)
10. ____¹⁰ all is said and done, more is said than done. (*Aesop*)
11. The king must die ____¹¹ the country can live. (*Maximilien Robespierre*)
12. ____¹² climbing a great hill, one only finds that there are many more hills to climb. (*Nelson Mandela*)
13. Be ever engaged, ____¹³ whenever the devil calls he may find you occupied. (*St. Jerome*)
14. What's right about America is that ____¹⁴ we have a mess of problems, we have great capacity – intellect and resources – to do some thing about them. (*Henry Ford*)
15. ____¹⁵ in doubt, don't. (*Benjamin Franklin*)
16. ____¹⁶ you see something that is technically sweet, you go ahead and do it and you argue about what to do about it only after you have had your technical success. That is the way it was with the atomic bomb. (*J. Robert Oppenheimer*)
17. I believe I can even yet remember ____¹⁷ I saw the stars for the first time. (*Max Muller*)
18. ____¹⁸ Religion and Royalty are swept away, the people will attack the great, and after the great, they will fall upon the rich. (*Honore de Balzac*)

19. Life is short, ___¹⁹ enjoy it to the fullest. (*John Walters*)
20. Age is getting to know all the ways the world turns, ___²⁰ if you cannot turn the world the way you want, you can at least get out of the way so you won't get run over. (*Miriam Makeba*)
21. Imagine my surprise when, ___²¹ a lifetime of teaching me to keep personal things to myself, Mom insisted my drawings were the start of a comic strip for millions of people to enjoy. (*Cathy Guisewite*)
22. ___²² we love the idea of choice – our culture almost worships it – we seek refuge in the familiar and the comfortable. (*Hugh Mackay*)
23. There has to be evil ___²³ that good can prove its purity above it. (*Buddha*)
24. ___²⁴ people have repeated a phrase a great number of times, they begin to realize it has meaning and may even be true. (*H. G. Wells*)
25. Live, ___²⁵ you do not have to look back and say: "God, how I have wasted my life." (*Elisabeth Kubler-Ross*)
26. Frustration, ___²⁶ quite painful at times, is a very positive and essential part of success. (*Bo Bennett*)
27. God gave us memory ___²⁷ we might have roses in December. (*James M. Barrie*)
28. ___²⁸ having dispatched a meal, I went ashore, and found no habitation save a single house, and that without an occupant; we had no doubt that the people had fled in terror at our approach, as the house was completely furnished. (*Christopher Columbus*)
29. As you think, ___²⁹ shall you become. (*Bruce Lee*)
30. ___³⁰ Darwin was able to persuade much of the world that a modern eye could be produced gradually from a much simpler structure, he did not even attempt to explain how the simple light sensitive spot that was his starting point actually worked. (*Michael Behe*)
31. Accept the challenges ___³¹ you can feel the exhilaration of victory. (*George S. Patton*)
32. ___³² all these years, I am still involved in the process of self-discovery. It's better to explore life and make mistakes than to play it safe. Mistakes are part of the dues one pays for a full life. (*Sophia Loren*)
33. If we have been pleased with life, we should not be displeased with death, ___³³ it comes from the hand of the same master. (*Michelangelo*)
34. ___³⁴ one door closes, another opens; but we often look so long and so regretfully upon the closed door that we do not see the one which has opened for us. (*Alexander Graham Bell*)
35. ___³⁵ I don't take myself very seriously, I do take my work extraordinarily seriously. (*Alton Brown*)

Exercise 3. Complete the text about a student's working day. Fill in all the missed prepositions. Mind the difference in the use of various prepositions:

My working day



1. I want to tell you ___¹ my daily routine or a working day.
2. ___² working days I usually get up ___³ half past 6 ___⁴ the morning. I do not like to get up early, but I have to, because I have a lot of work to do ___⁵ the day.
3. Then go ___⁶ the bathroom. I wash myself, brush my teeth and comb my hair.
4. While I am ___⁷ the bathroom my mother makes breakfast ___⁸ me and my dad.
5. I usually have porridge, omelet or pancakes and a sandwich ___⁹ cacao or coffee ___¹⁰ breakfast.
6. ___¹¹ half past 7 I leave home and go ___¹² University. Luckily, it is not far ___¹³ my house, but I don't like to be late ___¹⁴ my classes, that's why I leave home earlier.
7. ___¹⁵ my way ___¹⁶ University I often meet my group mates and friends. We talk and discuss recent news and other things together.
8. I usually have two or three lectures or seminars ___¹⁷ the day depending ___¹⁸ our schedule.
9. My favorite class definitely is Video Game Law. It is very challenging, not only because ___¹⁹ the decent amount ___²⁰ readings ___²¹ every class but also because the legal instructor is an avid gamer himself and it's really hard to beat his high scores!
10. My classes usually last ___²² 4 pm. Then I have dinner ___²³ the University canteen and ___²⁴ a short rest go ___²⁵ the library to prepare reports and do my homework.
11. There is a spacious gym ___²⁶ our University. So two or three times a week I go there to play volleyball or basketball for I care ___²⁷ sports.
12. ___²⁸ the evening when I have some spare time I like to watch TV or listen ___²⁹ music. Sometimes I go ___³⁰ a disco club ___³¹ my friends but, unfortunately, not very often.
13. I regularly spend my spare time visiting different websites ___³² the Internet. Besides surfing the Web, I like to play computer games as well.
14. I also have a habit ___³³ reading a bit ___³⁴ going ___³⁵ bed.
15. ___³⁶ about 12 o'clock I feel that I'm very tired and go ___³⁷ bed. Sometimes I have to count sheep though to fall asleep.

Exercise 4. Complete the given sentences with the appropriate prepositions from the box of words. Some prepositions should be used more than once:

under	for	on	by	from ... to
within	into	of	through	to
with	concerning	in	between	as



Law is a system ___¹ rules and guidelines which are enforced ___² social institutions to govern behavior, wherever possible. It shapes politics, economics and society ___³ numerous ways and serves ___⁴ a social mediator ___⁵ relations ___⁶ people. Contract law regulates everything ___^{7a} buying a bus ticket ___^{7b} trading ___⁸ derivatives markets. Property law defines rights and obligations related ___⁹ the transfer and title ___¹⁰ personal and real property. Trust law applies ___¹¹ assets held ___¹² investment and financial security, while tort law allows claims ___¹³ compensation if a person's rights or property are harmed. If the harm is criminalized ___¹⁴ legislation, criminal law offers means ___¹⁵ which the state can prosecute the perpetrator. Constitutional law provides a framework ___¹⁶ the creation ___¹⁷ law, the protection ___¹⁸ human rights and the election ___¹⁹ political representatives. Administrative law is used to review the decisions ___²⁰ government agencies, while international law governs affairs ___²¹ sovereign states ___²² activities ranging ___^{23a} trade ___^{23b} environmental regulation or military action. ___²⁴ 350 BC the Greek philosopher Aristotle declared, "The rule ___²⁵ law is better than the rule ___²⁶ any individual." Legal systems elaborate rights and responsibilities ___²⁷ a variety ___²⁸ ways. A general distinction can be made ___²⁹ civil law jurisdictions, which codify their laws, and common law systems, where judge-made law is not consolidated. ___³⁰ some countries, religion create the law. Law provides a rich source ___³¹ scholarly inquiry, ___³² legal history, philosophy, economic analysis or sociology. Law also raises important and complex issues ___³³ equality, fairness and justice. " ___³⁴ its majestic equality", said Anatole France, the writer, ___³⁵ 1894, "the law forbids rich and poor alike to sleep ___³⁶ bridges, beg ___³⁷ the streets and steal loaves ___³⁸ bread." ___³⁹ a typical democracy, the central institutions ___⁴⁰ interpreting and creating law are the three main branches ___⁴¹ government, namely judiciary, legislature, and executive. To implement and enforce the law, a government's bureaucracy, the military and police are vital. While all these bodies ___⁴² the state system are created and bound ___⁴³ law, an independent legal profession and a vibrant civil society will support their progress ___⁴⁴ accordance ___⁴⁵ the rule ___⁴⁶ law.

Exercise 5. Complete the given sentences with the appropriate conjunctions from the box of words. Some conjunctions should be used more than once:

although	so that	nor	however	that	or
which	thus	when	but	and	while

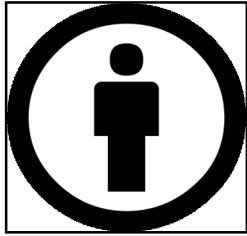
All legal systems deal with the same basic issues, ___¹ jurisdictions categorize ___² identify its legal subjects in different ways. A common distinction exists between "public law", ___³ closely relates to the state ___⁴ includes constitutional, administrative ___⁵ criminal law, ___⁶ "private law", ___⁷ covers contract, tort ___⁸ property law. In civil law systems, contract ___⁹ tort fall under a general law of obligations, ___¹⁰ trusts law is dealt with under statutory regimes ___¹¹ international conventions. International, constitutional ___¹² administrative law, criminal law, contract, tort, property law ___¹³ trusts are regarded as the "traditional core subjects", ___¹⁴ there are many further disciplines. International law can refer to three things: public international law, private international law ___¹⁵ conflict of laws ___¹⁶ the law of supranational organizations. Constitutional ___¹⁷ administrative laws govern the affairs of the state. Constitutional law concerns ___^{18a} the relationships between the executive, legislature ___¹⁹ judiciary ___^{18b} the human rights ___²⁰ civil liberties of individuals against the state. The fundamental constitutional principle, inspired by John Locke, holds ___²¹ the individual can do anything ___²² that which is forbidden by law, and the state may do nothing ___²³ that which is authorized by law. Criminal law, also known as penal law, pertains to crimes ___²⁴ punishment. It ___²⁵ regulates the definition ___²⁶ penalties for offences found to have a sufficiently deleterious social impact ___²⁷, in itself, makes no moral judgment on an offender ___²⁸ imposes restrictions on society ___²⁹ physically prevents people from committing a crime. Investigating, apprehending, charging, ___³⁰ trying the suspected offenders are all regulated by the law of criminal procedure. Contract law concerns enforceable promises, ___³¹ it can be summed up in the Latin phrase "*pacta sunt servanda*", ___³² can be translated as "agreements must be kept." Property law governs valuable things ___³³ people call "theirs". Real property, sometimes called "real estate", refers to ownership of land ___³⁴ things attached to it ___³⁵ personal property refers to everything else: movable objects ___³⁶ intangible rights. Torts, sometimes called delicts, are civil wrongs regulated by tort law. More infamous are economic torts, ___³⁷ form the basis of labor law in some countries by making trade unions liable for strikes, ___³⁸ statute does not provide immunity. Law, ___³⁹, spreads far beyond the core subjects ___⁴⁰ covers virtually every area of life.



Exercise 1. Follow the instructions and make the following tasks *a)* and *b)*:

Based on <http://www.beyondbooks.com>

a) Read this information just to refresh your knowledge about conjunctions:



Conjunctions show the relationships among words, phrases, and the clauses they connect. The choice of conjunction can change the meaning of a sentence entirely.

E.g.1: I wanted to go to the Caribbean **until** I learned that you would be there at the same time.

E.g.2: I wanted to go to the Caribbean **because** I learned that you would be there at the same time.

E.g.3: I wanted to go to the Caribbean after I learned that you would be there at the same time.

E.g.4: I wanted to go to the Caribbean, **but** I learned that you would be there at the same time.

What a difference one simple change makes! The meaning of the sentence changed completely with the substitution of the conjunctions "because," "after," and "but." Conjunctions are often overlooked, but they are critically important in creating logical transitions in written arguments. Conjunctions connect words, phrases, clauses, and sentences.

Coordinating conjunctions, such as "and," "but," "or," "nor" and "yet," "so" and "for" connect passages of equal value. They can connect words: "She likes basketball and soccer." They can connect phrases: "In outrageous costumes and with loud fanfare, the band mounted the stage." They can connect clauses or sentences: "She can leap high in the air, but her brother leaps higher." (In this last example, a comma separates the connected elements because each could otherwise stand on its own.)

Subordinating conjunctions, such as "when," "as," "before," "because," and "unless," introduce and connect subordinate clauses (which generally contain minor ideas) to the rest of the sentence. In the sentence "Make sure you have purchased everything on your list before you leave the store," the phrase "before you leave the store" is a subordinate clause.

Correlative conjunctions come in pairs, such as "either" and "or," "neither" and "nor," and "whether" and "or." Consider what the famous saying "Neither a borrower nor a lender be" would be like without the conjunctions.

b) Use the text above to answer the questions below:

Question 1: How do conjunctions make logical transitions in writing? Give an example.

Answer _____

Question 2: What is the difference between a subordinating conjunction and a coordinating conjunction? Give an example of each.

Answer _____

Question 3: Many people frown on starting sentences with coordinating conjunctions. Why do you think this is?

Answer _____

Question 4: When might a writer want to start a sentence with a conjunction?

Answer _____

Question 5: What are correlative conjunctions? Give examples.

Answer _____

Question 6: What does FANBOYS stand for? What kind of conjunctions are these?

Answer _____

Exercise 2. Fill in the blanks with *these conjunctions*: a) although; b) and; c) because; d) but; e) or; f) since; g) so; h) unless; i) until; j) when; k) as

1. Man is not free ___¹ government is limited. (*Ronald Reagan*)

2. The obvious is that which is never seen ___² someone expresses it simply. (*Khalil Gibran*)

3. All the world's a stage, ___³ all the men and women merely players. (*William Shakespeare*)

4. Aristotle maintained that women have fewer teeth than men; ___⁴ he was twice married, it never occurred to him to verify this statement by examining his wives' mouths. (*Bertrand Russell*)

5. ___⁵ everything is in our heads, we had better not lose them. (*Coco Chanel*)

6. Never look back ___⁶ you are planning to go that way. (*Henry David Thoreau*)

7. This City is what it is ___⁷ our citizens are what they are. (*Plato*)

8. Nobody cares how much you know, ___⁸ they know how much you care. (*Theodore Roosevelt*)

9. I tremble for my country ___⁹ I reflect that God is just; that his justice cannot sleep forever. (*Thomas Jefferson*)

10. ___¹⁰ it is not true that all conservatives are stupid people; it is true that most stupid people are conservative. (*John Stuart Mill*)



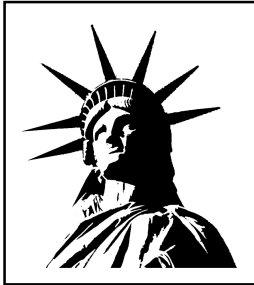
11. I hate women ___¹¹ they always know where things are. (*Voltaire*)
12. At his best, man is the noblest of all animals; separated from law ___¹² justice he is the worst. (*Aristotle*)
13. Democracy cannot succeed ___¹³ those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education. (*Franklin D. Roosevelt*)
14. ___¹⁴ none of the rules for becoming more alive is valid, it is healthy to keep on formulating them. (*Susan Sontag*)
15. ___^{15a} many gods, ___^{15b} many creeds, ___^{15c} many paths that wind and wind while just the art of being kind is all the sad world needs. (*E. W. Wilcox*)
16. ___¹⁶ a president can protect the privacy of the advice he gets, he cannot get the advice he needs. (*Richard M. Nixon*)
17. We will never have true civilization ___¹⁷ we have learned to recognize the rights of others. (*Will Rogers*)
18. All men commend patience, ___¹⁸ few are willing to practice it. (*Thomas Kempis*)
19. Ancient Rome declined ___¹⁹ it had a Senate, now what's going to happen to us with both a House and a Senate? (*Will Rogers*)
20. ___²⁰ we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them. (*John F. Kennedy*)
21. A woman is like a tea bag - you can't tell how strong she is ___²¹ you put her in hot water. (*Eleanor Roosevelt*)
22. Conviction is worthless ___²² it is converted into conduct. (*Thomas Carlyle*)
23. All the great things are simple, ___²³ many can be expressed in a single word: freedom, justice, honor, duty, mercy, hope. (*Winston Churchill*)
24. Never invoke the gods ___²⁴ you really want them to appear. It annoys them very much. (*Gilbert K. Chesterton*)
25. Life has become serious for me, ___²⁵ I do like to party every now and then. (*Lita Ford*)
26. I generally avoid temptation ___²⁶ I can't resist it. (*Mae West*)
27. You never achieve success ___²⁷ you like what you are doing. (*Dale Carnegie*)
28. We have no right to express an opinion ___²⁸ we know all of the answers. (*Kurt Cobain*)
29. You can't be in politics ___²⁹ you can walk in a room and know in a minute who's for you and who's against you. (*Samuel Johnson*)
30. Think twice before you speak, ___³⁰ your words and influence will plant the seed of either success or failure in the mind of another. (*Napoleon Hill*)
31. ___³¹ you are content to be simply yourself and don't compare or compete, everybody will respect you. (*Lao Tzu*)

32. A woman who gives any advantage to a man may expect a lover ___³² will sooner or later find a tyrant. (*George Byron*)
33. Confusion of goals ___³³ perfection of means seems, in my opinion, to characterize our age. (*Albert Einstein*)
34. ___^{34a} one has the feeling of dislike for evil, ___^{34b} one feels tranquil, one finds pleasure in listening to good teachings; ___^{34c} one has these feelings and appreciates them, one is free of fear. (*Buddha*)
35. Politics is for the present, ___³⁵ an equation is for eternity. (*Albert Einstein*)
36. Nothing is more destructive of respect for the government ___³⁶ the law of the land than passing laws which cannot be enforced. (*Albert Einstein*)
37. It is impossible to enjoy idling thoroughly ___³⁷ one has plenty of work to do. (*Jerome K. Jerome*)
38. ___³⁸ the builders say, the larger stones do not lay well without the lesser. (*Plato*)
39. We are shaped by our thoughts; we become what we think. ___³⁹ the mind is pure, joy follows like a shadow that never leaves. (*Buddha*)
40. We can live without religion and meditation, ___⁴⁰ we cannot survive without human affection. (*Dalai Lama*)
41. Everyone should be respected as an individual, ___⁴¹ no one idolized. (*Albert Einstein*)
42. ___⁴² one grows older, one becomes wiser and more foolish. (*Francois de La Rochefoucauld*)
43. ___⁴³ a man undertakes more than he possibly can do, he will never do all he can do. (*Henry Drummond*)
44. A leader is best ___⁴⁴ people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves. (*Lao Tzu*)
45. It is my conviction that killing under the cloak of war is nothing ___⁴⁵ an act of murder. (*Albert Einstein*)
46. ___⁴⁶ the days of slavery, if you were a good singer or dancer, it was your job to perform for the master after dinner. (*Spike Lee*)
47. First rule of politics: you can't win ___⁴⁷ you're on the ballot. Second rule: If you run, you may lose. And, if you tie, you do not win. (*Donald Rumsfeld*)
48. ___⁴⁸ great minds have the faculty of saying a great deal in a few words, so lesser minds have a talent of talking much, and saying nothing. (*Francois de La Rochefoucauld*)
49. ___⁴⁹ the nature of people is bad, to become corrected they must be taught by teachers and to be orderly they must acquire ritual and moral principles. (*Xun Zi*)
50. Not everything that can be counted counts ___⁵⁰ not everything that counts can be counted. (*Albert Einstein*)

Exercise 3. Case Study: Examine the given episode on the so-called Buffett Rule. Follow the instructions and make all tasks given before/ after the text:

Based on the plot by Marieke van Woerkom <http://www.teachablemoment.org/>

a) Read the text and analyze it. What part of speech do all the italicized words belong to? What part of speech do all words in bold belong to?



"Tax the rich!" is a demand voiced often *by* protesters involved *in* the "Occupy Wall Street" protest *in* New York City **and** others *like* it *around* the country. The protesters believe **that** the whole American society is suffering **because of** the growing disparity *between* rich **and** poor. They also charge **that** this disparity is undermining democracy, **because** the very rich are able *to* use their money *to* get candidates elected **who** will vote *in* their interests. Meanwhile, Republicans are arguing **that** the federal government should be cutting taxes further – **and that** all efforts *to* reduce the federal deficit should focus *on* cuts *in* public services **and** public workers' jobs, not increases *in* tax revenue.

On September 8, 2011, President Obama proposed the "American Jobs Act," **which** includes some new spending *on* things *like* school repair, *as well as* \$240 billion *in* tax cuts *to* small businesses **and** a temporary payroll tax cut. He proposed *to* pay *for* the plan *with* a combination *of* spending cuts *to* programs *including* Medicaid, Medicare, **and** the military – **and** *by* raising taxes *for* the very wealthy. Taxes would be raised *by* closing some tax loopholes *for* the wealthy, increasing the capital gains tax, **and** allowing some *of* the Bush-era tax breaks *for* the rich *to* expire.

President Obama called his plan the Buffett Rule, *after* Warren Buffett, the billionaire investor **who** has pointed *out* repeatedly **that** the wealthiest Americans pay a smaller percentage *of* their earnings *in* federal taxes **than** the middle **and** low-income people. Buffett illustrates this *by* pointing *to* his secretary **who** pays a higher tax rate *on* earnings **than** he *as* a billionaire does. The top U.S. tax rate *on* regular income (wages) is 35%. Most very rich Americans get most *of* their income not *from* wages, **however, but** *from* selling stocks **and** other financial maneuvers. This income, called "capital gains," is taxed *at* only 15%. **When** President Obama stated **that** the wealthiest Americans, many *of* whom are taxed *at* remarkably low rates, should bear part *of* the burden *of* reducing the budget deficit, he was accused *of* waging class warfare. The term "class warfare" was traditionally used *by* socialists *to* describe a struggle *by* workers *to* challenge capitalism **and** create a more equal society. **What** President Obama proposed would instead level *out* the playing field somewhat *by* expecting the very rich *to* pay the same overall tax rate *on* their earnings *as* other taxpayers.

b) Answer the following questions:

1. What is *taxation*? _____
2. What is *tax/ taxes*? _____
3. What do taxes consist of? _____
4. Who pays taxes? _____
5. Whom are the taxes paid to? _____
6. Why do people pay taxes? _____
7. What kind of taxes has been mentioned in the text? _____
8. What is the main difference between *the income tax* and *the capital gains tax*? _____
9. What is *progressive (regressive and proportional) taxation*? Provide examples. _____
10. Why are the taxes Americans pay on their earnings different? What does it depend on? _____
11. What associations with the words *tax/ taxes/ taxation* do you have? Give three (3) associations with each of these words at least. Remember in a brainstorm there are no wrong or right answers and all (appropriate) responses should be listed. _____
- _____
12. What do we pay taxes for? Why do we have to pay taxes at all? Are they fair? Give your reasons. _____
13. Create a list of what taxes pay for. For instance, we pay taxes on income, things we buy (sales tax), on property, etc. _____
- _____
14. Explain why taxes are not voluntary. They are imposed and collected by the local, state and federal government to provide services, aren't they? What services would be provided due to the taxes imposed? _____
- _____
15. What is the tax debate in the US news these days about? _____
16. What have you heard about President Obama's proposal for a Millionaire's Tax? _____
17. What is known as the Buffett Rule? Explain the essence of a Buffett Rule. _____
18. What are some ways the US government could help reduce the deficit? Which of these ways are Democrats arguing for? Which of these ways are Republicans arguing for? _____
19. What are the pros and cons of President Obama's proposed "millionaire's tax"? Discuss them with your group mates. _____
20. So should the rich pay more in taxes or not? _____

c) Here are some quotes on what people say about President Obama's new proposal on taxing the rich from different perspectives. Give your arguments **for** and **against** President Obama's millionaire tax proposal. List them in the appropriate **pro** (for) and **cons** (against) columns in your chart:

Quote № 1: Republicans responded that the president was engaging in "class warfare" against the rich. "Veto threats, a massive tax hike, phantom savings and punting on entitlement reform is not a recipe for economic or job growth – or even meaningful deficit reduction," charged Senate Republican leader Mitch McConnell.

Quote № 2: We are often reminded these days that the top 1% of earners in America pay about 40% of the nations federal income taxes – nearly double the share they paid in 1980. The latest to weigh in on this factoid is billionaire-mayor Mike Bloomberg, who disputed the Buffett doctrine and said that, "A very small percentage in this country pay a big chunk of the taxes."

Quote № 3: Ari Fleischer, the former Bush White House spokesman, once said, "50 percent of the country gets benefits without paying for them."

Quote № 4: Data from the Tax Foundation show that "in 2008 millions of poor Americans didn't not make enough to owe income taxes. But they still paid plenty of other taxes, including federal payroll taxes. Between gas taxes, sales taxes, utility taxes and other taxes, no one lives tax-free in America."

Quote № 5: "When it comes to state and local taxes, the poor bear a heavier burden than the rich in every state except Vermont, the Institute on Taxation and Economic Policy calculated from official data."

Quote № 6: Republicans say the high share is due to our overly progressive tax structure and growing programs for the rest of the non-taxpaying Americans. Democrats, to the extent that they even concede the number, argue that it's because the rich now make all the money. Who's right? An article in the Economist states the answer quite simply: "In America the income share of the rich has grown faster than their share of taxes paid." In other words, the top 1% share of income grew nearly five times faster than their share of taxes. [So] when pundits and politicians talk about the rich paying "a big chunk," they should be clear that it's because the rich earn "an even bigger chunk."

Quote № 7: "The wealthiest 1 percent of the taxpayers pays 34 percent of all federal income taxes. The top 50 percent pay 96 percent of the total bill. This means that the least wealthy 50 percent pay almost nothing. (...) In the name of justice, the President, Congress and the American public should be demanding a tax cut that lowers the tax bill of the wealthy. But the opponents of tax cuts do

not want justice. They want redistribution of wealth. They want to confiscate the income earned by the wealthy and give it to people who have not earned it. They want the rich – which includes the most productive people in society – to be the servants of the poor."

Quote № 8: "This proposal makes sure millionaires and billionaires share the responsibility for reducing the deficit. It would correct, for example, the fact that multibillionaire Warren Buffett's secretary currently pays taxes at a higher rate than he does. The other side is already saying it's "class warfare" – that's their rhetorical smokescreen for providing millionaires and billionaires special treatment. As the President said this morning, "This is not class warfare – it's math." The wealthiest Americans don't need further tax cuts and in many cases aren't even asking for them. Requiring that they pay their fair share is the only practical way forward."

Quote № 9: Jim Messina, President Obama's 2012 campaign manager, quoted in "Some Thoughts on Obama's Deficit Plan, Class Warfare, and Equal Protection": "President Barack Obama is right. It is time for "fairness." It is time to ask some Americans to do more, contribute more, sacrifice more. But like most things Obama does, he has singled out the wrong group. The rich and business owners already pay far too much in taxes. They already sacrifice too much. They already share their wealth too much. The top 1 percent of income earners (...) already pay 40 percent of the personal income taxes in America, more than the bottom 95 percent combined. (...) Now is not the time to target, demonize, and punish them, it's time to reward them. It's time to stop class warfare and tell the truth. (...) Yes, we need more "fairness." The problem is that Obama voters, those doing the most protesting and complaining, are the ones who need a refresher course in the definition of "fair." They want something for nothing. It's not just that they "want" it, they "expect and demand" it. It's no surprise when pollsters ask Obama's voters if others should pay higher taxes, they emphatically scream "YES!" Why not? It costs them nothing, and they get 100 percent of the benefits. So, Obama is right. Let's make the tax system fairer. Let's ask Obama's voters to sacrifice, contribute, and bear at least a little more of the load."

Quote № 10: "Nobody got rich in the US on his own, said Massachusetts Democratic Senate candidate Elizabeth Warren. "You built a factory out there? Good for you," she said. "But I want to be clear. You moved your goods to market on the roads the rest of us paid for. You hired workers the rest of us paid to educate. You were safe in your factory because of police-forces and fire-forces that the rest of us paid for. You didn't have to worry that marauding bands would come and seize everything at your factory – and hire someone to protect against this – because of the work the rest of us did." Warren added, "Now look, you built a factory and it turned into something terrific, or a great idea. God bless – keep a big hunk of it. But part of the underlying social contract is, you take a hunk of that and pay forward for the next kid who comes along."

d) Examine the list of services the government would not be able to pay for without taxes. Then complete the sentences according to the example given:

Without taxes, the government would not be able to pay for these services:

1) schools/ public education; 2) infrastructure – building and maintaining roads, bridges, etc.; 3) public transportation; 4) garbage collection and other sanitation services; 5) safe water/ safe food; 6) military; 7) police and fire protection; 8) the court system; 9) libraries, museums and other places of learning; 10) parks, national forests, etc.; 11) research work; 12) student loans; 13) food stamps and other supports for people with low income; 14) Social Security (support for seniors); 15) public health insurance, like Medicare/ Medicaid; 16) unemployment insurance; 17) the space program and other science-related programs; 18) international aid; 19) environmental protection, etc.

NOTE! Why does the government need to provide all these services in the first place? Why, for instance, don't we make individuals "pay as they go" (pay for services as they need them)? What it would be like to live in a world where you had to pay as an individual for all of the services listed above? – Some people would not have enough money to pay for the services. This would have potentially deadly consequences for the individual, but would also have consequences for society as a whole. Providing all the services would be too great a burden for any individual, or group of individuals, to pay for. Instead the government imposes taxes on everyone so it can pool the money and provide these kinds of services to all people, allowing society to function as a whole. Some taxes are "progressive" in that those with high incomes pay a higher share. Society pays taxes to support the general welfare and the public good. When it comes to many of the services government provides, we all suffer if they services aren't universal. Of course, no one enjoys paying taxes, but it is important to realize what we get in return. The vast majority of people think taxes are worth it when they are collected properly and fairly.

Fancy and give examples of what it would be like if every individual had to pay out of pocket for government services. For example:

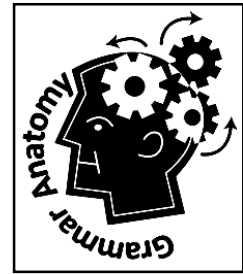
1) *schools/ public education* → Many people would not be able to afford school, as a result, a high percentage of the people in our communities would be illiterate.

2) *infrastructure – building and maintaining roads, bridges, etc.* → Roads and other infrastructure would be in good condition in rich areas, but perhaps nonexistent in areas where poor people lived.

4) *garbage collection and other sanitation services* → Sanitation would be spotty, so disease would spread.



A short overview of taxes and taxation



- *A tax* – may be defined as a pecuniary burden laid upon individuals or property owners to support the government as a payment exacted by legislative authority. A tax is not a voluntary payment or donation, but an enforced contribution, imposed by government under the name of toll, tribute, tallage, gabel, impost, duty, custom, excise, subsidy, aid, supply, or other name.

- Taxes are most often levied as a percentage, called *the tax rate*.

- *Taxation has four main purposes or effects. The Four "R"s are:*

- 1) *Revenue*: taxes raise money to spend on armies, roads, schools, hospitals, and on indirect government functions like market regulation/ legal systems.

- 2) *Redistribution*: normally, this means transferring wealth from the richer sections of society to poorer sections.

- 3) *Repricing*: taxes are levied to address externalities; e.g., tobacco is taxed to discourage smoking; a carbon tax discourages use of carbon-based fuels.

- 4) *Representation*: the American revolutionary slogan "no taxation without representation" implied the following: the rulers tax citizens, and the latter demand accountability from their rulers as the other part of this bargain.

- An important feature of tax systems is the percentage of the tax burden as it relates to income or consumption. The following terms describe a distribution effect, which can be applied to any type of tax system:

- 1) *A progressive tax* – is a tax imposed so that the effective tax rate increases as the amount to which the rate is applied increases.

- 2) *A regressive tax* – where the effective tax rate decreases as the amount to which the rate is applied increases.

- 3) *A proportional tax* – where the effective tax rate is fixed, while the amount to which the rate is applied increases.

- 4) *A lump-sum tax* – is a tax that is a fixed amount, no matter the change in circumstance of the taxed entity.

- Taxes could be either *direct* or *indirect*. According to economic definition given by Anthony Barnes Atkinson:

- 1) *Direct taxes* – generally mean a tax paid directly to the government by the persons on whom it is imposed and may be adjusted to the individual characteristics of the taxpayer (income taxes, some corporate taxes, transfer taxes such as estate (inheritance) tax and gift tax, etc.)

- 2) *Indirect taxes* – are levied on transactions irrespective of the circumstances of buyer or seller (sales tax, value added tax (VAT), goods and services tax (GST), etc.)



Types of Sentences and Clauses

• **A sentence** is a group of words that tells a complete thought/ idea. A sentence always tells who or what and what is or what happens. The complete subject of a sentence names someone or something and may be one or more than one word. The complete predicate of a sentence tells what the subject is or does and may be one or more than one word.

Sentences are categorized in two ways: by structure and by purpose.

I. There are four sentence types by purpose in English: Declarative, Imperative, Interrogative and Exclamatory + Rhetorical question:

1) **Declarative** – such sentence "declares" or states a fact, arrangement or opinion. Declarative sentences can be either positive or negative. It ends with a period (.). *E.g.:* The judge ruled in favor of the defendant. *E.g.:* He didn't show any emotions as he walked into the witness box.

2) **Imperative** – such sentence gives commands (or sometimes requests). The imperative takes no subject "you" but as the implied subject it is mainly understood. The imperative form ends with either a period (.) or an exclamation point (!). *E.g.:* "Wait over there," she ordered. *E.g.:* Never judge a book by its cover! *E.g.:* Put the files in a chronological order.

3) **Interrogative** – such sentence asks a question. In the interrogative form the auxiliary verb precedes the subject which is then followed by the main verb. The interrogative form ends with a question mark (?). *E.g.:* Are they going to get married? – Who knows? Who can tell what will happen then?

4) **Exclamatory** – such sentence emphasizes a statement (either declarative or imperative) with an exclamation point (!). *E.g.:* That sounds fantastic!

5) **Rhetorical (question)** – is a question which you do not actually expect the reader to answer: *E.g.:* Why did the War of 1812 take place? Some scholars argue that it was simply a land-grab by the Americans...

II. All of these sentence types further fall into four basic sentence types by structure, namely, Simple; Compound; Complex; Compound - Complex.

A sentence may be one of four kinds, depending upon the number and type(s) of clauses it contains.

An independent clause contains a subject, a verb, and a complete thought.

A dependent clause contains a subject and a verb, but no complete thought.

1) **Simple sentence** has one independent clause and no conjunction. A simple sentence can be as short as one word: *E.g.:* Run! Usually, however, the sentence has a subject as well as a predicate and both the subject and the predicate may have modifiers. No commas separate its elements (subject, verb, direct object, indirect object, subjective complement, etc.) in a simple

sentence. A simple sentence can be quite long – it is a mistake to think that you can tell a simple sentence from a compound sentence or a complex sentence simply by its length. E.g.: He advocates the return of capital punishment.

2) **Compound sentence** has two independent clauses joined by: a) a coordinating conjunction (for, and, nor, but, or, yet, so); b) a conjunctive adverb (e.g. however, therefore), or c) a semicolon (;) alone.

Punctuation patterns (to match a) b) and c) above):

a) Independent clause, coordinating conjunction + independent clause.

E.g.: The test was difficult, but the class passed it with excellent marks.

b) Independent clause; conjunctive adverb, independent clause.

E.g.: This is one possible solution to the problem; however, there are others.

c) Independent clause; independent clause.

E.g.: He won his appeal; the previous sentence was halved.

3) **Complex sentence** has one dependent clause (headed by a subordinating conjunction or a relative pronoun) joined to at least one independent clause. The two clauses are often connected by a subordinator (which, who, although, despite, if, since, etc.).

Punctuation patterns:

a) Dependent clause, independent clause.

E.g.: Although it was difficult, the class passed the test with good marks.

b) Independent clause + dependent clause.

E.g.: She's one of those people who love to be the centre of attention.

c) Independent, nonessential dependent clause, clause.

E.g.: My daughter, who was late for class, arrived shortly after the bell rang.

d) Independent + essential dependent clause + clause.

E.g.: The town where I grew up is in the United States.

4) **Compound – complex sentences** contain at least one dependent clause and more than one independent clauses. The clauses are connected by both conjunctions (i.e., but, so, and, etc.) and subordinators (i.e., who, because, although, etc.)

Two independent clauses may be joined by coordinating conjunctions (FANBOYS) or conjunctive adverbs.

A dependent (subordinate) clause may be introduced by: (1) Subordinating conjunctions (adverb clause); (2) Relative pronouns (adjective clause); (3) Relative pronoun, subordinating conjunctions, or adverbs (noun clause).

E.g.: John, who briefly visited last month, won the prize, and then he took a short vacation. E.g.: The report which Tom compiled was presented to the board, but it was rejected because it was too complex. E.g.: Sir John A. Macdonald had a serious drinking problem; when sober, however, he could be a formidable foe in the House of Commons.

● **A clause** is a group of related words containing a subject and a verb. A clause can be usefully distinguished from a phrase, which is a group of related words that does not contain a subject-verb relationship, e.g.: in the morning; running down the street; having grown used to this harassment.

Normally we categorize clauses into independent and dependent clauses.

This simply means that some clauses can stand by themselves, as separate sentences, and some can't.

I. **Independent or main clause** is complete on its own. It may be a complete sentence written with a capital letter and full stop (or ?!).

Simple sentences consist of just one main clause. E.g.: The winner has been disqualified for cheating.

Compound sentences consist of two or more main clauses – clauses of equal weight, joined together by *and*, *or*, *but*, or *so*. This relationship is called co-ordination. E.g.: We must not complain about the problem, but instead we must help to put it right.

Complex sentences and *compound – complex sentences* may contain more than one independent clauses joined by coordinating conjunctions or conjunctive adverbs. (see examples above in the related paragraphs)

II. **Dependent or subordinate clauses** cannot stand by themselves: this means that the clause is subordinate to another element (the independent clause) and depends on that other element for its meaning. The subordinate clause is created by *a subordinating conjunction* or *dependent word*. E.g.: There's no justice in the world when people can be made to suffer like that.

You can usually recognize subordinate clauses easily because they are **signaled**:

1) *by a non-finite verb* which is the clause's first or only verb: E.g.: After he arrived things started to happen.

2) *by a subordinating word* (conjunction or dependent word): E.g.: We had already been briefed on what the job would entail.

3) some subordinate clauses *have no signal at all*, because the subordinating word (which is always *that*) is omitted. They are harder to recognize, but can nearly always be identified by replacing the missing *that*: E.g.: I know you are hiding something. (... know that you are ...)

Dependent or subordinate clauses can be classified as :

1. *Finite and non-finite* clauses.

2. *Noun clauses*, like nouns, pronouns and noun phrases.

3. *Relative clauses*, as adjectival or adjective clauses.

4. *Adverbial* clauses.

5. *Elliptical clauses*, which are grammatically incomplete in the sense that they are missing either the relative pronoun (dependent word) or something from the predicate in the second part of a comparison.

6. *Restrictive and nonrestrictive* (essential and nonessential) clauses.

1. **Finite clauses** have a finite verb as their head and may generally be used as complete sentences (once any subordinating words have been removed). *E.g.*: (I know), *everyone* involved in the accident has been questioned by the police.

Non-finite clauses have a non-finite verb (an infinitive or a participle) as their head and are always part of a larger clause: the use of a non-finite verb is often one of the main signals that a clause is a subordinate clause.

E.g.: Everyone hopes to have finished their projects by the end of the week.

E.g.: Having already finished their projects, they can have a rest.

2. If a clause fulfils *the role of a noun* in a sentence, it is a **noun clause**.

Noun clauses, like nouns, pronouns and noun phrases, can act as:

(1) the object of a verb: *E.g.*: I know that authorities regard him as a cocaine dealer. (2) the subject of a verb: *E.g.*: Why she bought it is a great mystery to us all. (3) the object of a preposition: *E.g.*: Don't judge her **by** what she says. (4) a complement: *E.g.*: She seems to be pleased with it.

3. **Relative clauses** are adjectival because, like adjectives, they modify nouns; but unlike adjectives, they come after the modified nouns. *E.g.*: This computer, which I usually use, is faster. *E.g.*: These principles, which we all believe in, are created by society itself.

Relative clauses usually start with *a relative pronoun*: **that, who, which, whom, whose, whoever, whichever, whomever** or *a relative adverb*: **when, where, how, why, whether**. Relative pronouns and relative adverbs act as subordinating words – they signal a subordinate clause. Sometimes, the relative pronoun can be left out, but sometimes it can't. When the noun that the clause refers to is *the object of the relative clause* and the relative pronoun would have been **that**, this pronoun can be omitted; but in Standard English it cannot be omitted if it is *the relative clause's subject*. *E.g.*: The computer I use at home is faster. (correct) *E.g.*: The bullet killed him was silver. (not correct)

4. **An adverbial subordinate clause** modifies the meaning of the main clause in much the same way as an adverb: *E.g.*: Although I regret it, I must decline your invitation. *E.g.*: They arrived before it started raining.

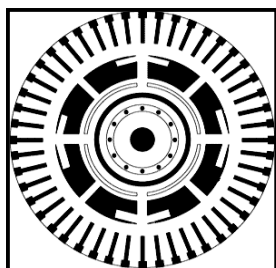
Relationships	Subordinating conjunctions
Time	After; as; as soon as; before; once; since; until; when and whenever; while
Place	Where; wherever
Reason	As; because; since
Comparison	As; as if; as though; than
Condition	As long as; if; in case; provided; provided that
Negative condition	If ... not; unless
Concession	Although; as long as; even if; even though; though; whereas; while
Purpose	To; in order to; so that
Result	So that; so ... that; such ... that



Your Training Exercises



Exercise A: Examine the sentences; identify the type of each of the given sentences by structure and indicate that information:

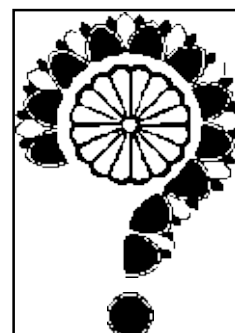


1. If at first you don't succeed, destroy all evidence that you tried.
2. The hardness of the butter is proportional to the softness of the bread.
3. You never really learn to swear until you learn to drive.
4. It takes about half a gallon of water to cook spaghetti, and about a gallon of water to clean the pot.
5. Monday is an awful way to spend one-seventh of your life.
6. Genetics explains why you look like your father and if you don't, why you should.
7. To succeed in politics, it is often necessary to rise above your principles.
8. Two wrongs are only the beginning.
9. When oxygen is combined with anything, heat is given off, a process known as constipation.
10. To steal ideas from one person is plagiarism; to steal from many is research.
11. University students should make good use of their time because not every young person has this opportunity.
12. You can register in person at the counter or you can do so on-line.
13. Many citizens are dissatisfied with the government as they are experiencing unprecedented economic difficulties.
14. University chiefs these days spend much of their time on fund-raising and publicity activities.
15. Students need good time management at university since they have numerous classes to attend and extra-curricular activities to take part in.
16. Lying exposed without its blanket of snow, the ice on the river melts quickly under the warm March sun.
17. The package arrived in the morning, but the courier left before I could check the contents.
18. More mobile phones will become Web-enabled smart phones soon.
19. Because the rain fell for three days, every street in town was flooded, and people abandoned their homes as the river overflowed its banks.
20. Most people enjoy visiting European cities; but few do not.
21. The man who cannot govern himself is a slave.



Exercise B: Examine the sentences; identify the type of each of the given sentences by purpose and indicate that information:

1. I want to know why you believe that.
2. Please accept my apology.
3. Senator Kerry lied about his war experiences in Vietnam!
4. Because the second offer was low, they decided to accept the first bid.
5. Why did they decide to accept the first bid, rather than the second?
6. Accept the first bid, not the second one.
7. Who was the inventor of the automobile?
8. Can you give me one good reason why I should vote?
9. Stop the car, I want to get out!
10. Stop that foolish talk now!
11. Oh, my goodness, I won!
12. She phoned to say she couldn't keep her appointment.
13. Watch for oncoming traffic.
14. Should I telephone you or send an email?
15. In the meantime, the shares will continue to trade on the open market.
16. Go and pick up the courier from the station in the evening.
17. The monster is attacking!
18. Do not go out until you have cleaned your room!
19. What a stupid man he is!
20. She examined newspapers in her community to learn of possible openings, and she checked out employment sites on the Internet.
21. Send the relevant documents to us as soon as possible.
22. Mexico gained its independence from Spain in 1821.
23. She hit me for no reason!
24. In the last twenty years, the world has moved from the industrial age to the information age, an event that will change the way we work and think.
25. No talking until everyone finishes the assignment.
26. Keep medicines in a locked cupboard.
27. Kindly give me a hand with this.
28. Ask a question if you don't understand.
29. Is industry getting a rough deal from the EU?
30. Keep an account of how much you're spending.
31. The local education authorities have devolved financial control to individual schools.





Exercise C: Examine the sentences; identify the types of clauses the sentences are composed of and indicate it next to each clause:

Example: We discussed the possibility (*main clause*) **that she had bought a new car** (*subordinate, noun, restrictive clause*).



1. Sam is the one who usually violates the law.
2. While he was paying for his petrol, his car was stolen.
3. I'll do the laundry when I'm out of clothes.
4. Although Jay has a Master's degree, he works as a store clerk.
5. He knows that he will easily pass the aptitude test before he gets a job with an insurance company.
6. The novel that won the Pulitzer Prize didn't sell well when it was first published.
7. She refused to help him because he had hurt her feelings.
8. Charlie didn't get the job in administration, and he didn't even apply for the Dean's position, which really surprised his friends.
9. You can achieve anything provided that you struggle for it.
10. She took a computer course so that she could get a better job.
11. The host told us how the suspect escaped.
12. She feels that it would be unfair to exclude him from the ceremonies.
13. What he did made a problem for his family.
14. Whether these principles will be accepted has not yet been determined.
15. If you save your money, you will be able to go to college.
16. The politician, whom I respect, recently received an official high-ranking public position.
17. The ceremony, which several celebrities attended, received widespread media coverage.
18. The café that sells the best coffee in town has recently been closed.
19. Women who work are happier than women who don't work.
20. Wherever there are computers, there is Microsoft software.
21. The candidate who gets more votes becomes the president.
22. The Empire State Building, which used to be the tallest building in the world, is still a popular tourist attraction.
23. New York is a place where people of many different cultures live and work together.
24. George Washington, who was the first president of the United States, is a symbol of honesty, bravery, and patriotism.
25. The police usually ask for every detail that helps identify the fugitive.



Exercise D: The sentences below appeared in papers written by students. Act as their editor, marking as **C** if the sentences are all complete and as **F** if any of the sentences is a fragment. Correct the omissions in structure and make full sentences where possible:

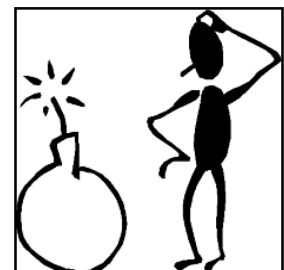


Why the fragments are incomplete sentences? – A fragment **resembles** a sentence in a number of ways: it begins with a capital letter; concludes with an end mark – usually a period (.) or sometimes a question mark (?) or an exclamation mark (!). The one important **difference** is that a fragment does not contain a main clause and thus is missing one or more parts needed to make a sentence: either the subject or the verb (predicate) or both. **As a result** fragment doesn't make a complete thought. **Dependent clauses** or **phrases** are called fragments because they are missing one or more parts needed to make a sentence. Therefore, they are only **pieces** or **fragments of complete sentences**.

How can fragments be corrected? – There are two main ways: 1) by adding the fragment to the sentence that it is linked with; 2) by making the fragment into an independent clause, in other words, a sentence that can stand alone. With either of these two approaches, the order of the words can be changed if the change makes the language sound more academic and professional, but retains the original meaning.

Example: A well-organized paragraph should start with a topic sentence. A paragraph is a unit of thought. Not a unit of length. **F** → A well-organized paragraph should start with a topic sentence because it is a unit of thought, not a unit of length. **OR** A well-organized paragraph should start with a topic sentence. It is a unit of thought, not a unit of length.

1. Then I attended Morris Junior High. A junior high that was a bad experience.
2. The scene was filled with beauty. Such as the sun sending its brilliant rays to the earth and the leaves of various shades of red, yellow, and brown moving slowly in the wind.
3. He talked for fifty minutes without taking his eyes off his notes. Like other teachers in that department, he did not encourage students' questions.
4. Within each group, a wide range of features to choose from. It was difficult to distinguish between them.
5. A few of the less serious fellows would go into a bar for a steak dinner and a few glasses of beer. After this meal, they were ready for anything.
6. It can be really embarrassing to be so emotional.



Especially when you are on your first date, you feel that you should be in control.

7. The magazine has a reputation for a sophisticated, prestigious, and elite group of readers. Although that is a value judgment and in circumstances not a true premise.

8. In the seventh grade every young boy goes out for football. To prove to himself and his parents that he is a man.

9. She opened the door and let us into her home. Not realizing at the time that we would never enter that door in her home again.

10. As Christmas grows near, I find myself looking back into my childhood days at fun-filled times of snowball fights. To think about this makes me happy.

11. Making up his mind quickly. Jim ordered two dozen red roses for his wife. Hoping she would accept his apology.

12. They were all having a good time. Until one of Joe's oldest and best friends had a little too much to drink.

13. Although it only attained a speed of about 20 miles/ an hour. My old boat with its three-horsepower motor seemed like a high-speed job to me.

14. With my brother standing by my side, I reached for the pot handle. Tilting the pot way too much caused the boiling water to spill.

15. The small, one-story houses are all the same size and style. With no difference except the color.

16. Being a friend of mine like he was when we first joined the soccer team. Together we learned a lot.

17. A Black Widow spider is one of the most venomous creatures in the world and one bite can kill a child. Or even a large adult.

18. A well-written academic essay will present an argument in a logical way. Also there will be quotations. And clear references.

19. The city has developed beyond recognition and now the centre is full of theatres and thriving restaurants. Because of the funds that came from the European Union.

20. A larger percentage of the population is now following a first-degree course than ever before. Despite the cost.

21. The results of this research have yet to be published but the impact on the young people is likely to be significant. Whatever the findings of the research.

22. A safe car will be able to protect the passengers in the event of a crash. It will have seat belts for every passenger. Also side impact bars and an air bag.

23. Today many people are returning to education after some years of working. Many of them find it difficult. Because they have been away from an educational environment for some years.
24. When the students left school they found it very difficult to find a regular job with prospects and good pay. The result was that some of them tended to cause trouble because they gravitated towards petty crime and general anti-social behavior.
25. Having spent most of his career dealing with young offenders, the director of the centre was realistic about his chances of success in solving the problems that they had, despite their willingness to try.
26. The invaders regarded themselves as superior. While other groups were seen as inferior. The invaders maintained their power by their cruelty and repressive laws.
27. This paper will consider two groups. The Arakaw Indians and the African slaves. The former were the original inhabitants while the latter were brought in by the plantation owners.
28. The essay will examine why slaves were introduced into the islands. Firstly, by the Spanish. Later by the British.
29. The appellate court ruled for the plaintiff. Affirming the judgment of the trial court.
30. The appellate court found that the constitutional prohibition against warrantless searches had been violated; it therefore remanded the case for a new trial.
31. Scholars disagree about the best approach to negligence law.
32. The counsel for the defendant was called to the judge's chambers. Because he had failed to file the complaint within the time provided in the statute of limitations.
33. After years of disappointment in her search for a cancer cure, the scientist finally made a breakthrough.
34. She didn't want to be on vacation anymore. She wanted to be back with her things. Her things that meant so much to her.
35. The argument is different than the one the court adopted.
36. The clouds were drifting in the sky.
37. The downtown takes you back to the time when there was a single sweet shop, baker, and post office in every city. When people knew the shopkeeper by name and knew about each other's lives.
38. He stood still. Listening. Waiting for the sound of an approaching car.
39. Everyone seems to believe that the problems are someone else's fault, not their own.



Exercise E: Make long sentences using many fragments shorter and more convenient to read. The part in bold is the main clause:

NOTE! Some sentences (*rambling* or *run-on/ fused sentences*) are much too long and are probably cumbersome, though they are grammatically correct.



1. Shocked by the sudden imposition of this stranger, a man who I bumped into on the subway, on my way home from work, **I dropped my papers on the ground**; whereupon he helped me pick them up, touching my hand ever-so-slightly as he passed them to me, saying that he really meant it when he'd said that I was the most beautiful woman he'd ever met.

Revised

2. **John usually gets up** before 7 o'clock, but yesterday his alarm clock did not ring, so he was still asleep when his boss called him at 10.30 to ask where he was and tell him that he would lose his job if he was late again.

Revised

3. Although the blue whale has been protected for over 30 years and its numbers are increasing, especially in the North Pacific, where whale hunting has been banned, it is still at risk of extinction as its habitat is being polluted by waste from oil tankers and its main food, the plankton, is being killed off by harmful rays from the sun, which can penetrate the earth's atmosphere because there is a huge hole in the ozone layer over Antarctica.

Revised

4. Now if nature should intermit her course and leave altogether, though it were but for awhile, the observation of her own laws; if those principal and mother elements of the world, whereof all things in this lower world are made, should lose the qualities which now they have; if the frame of that heavenly arch erected over our heads should loosen and dissolve itself; if celestial spheres should forget their wonted motions, and by irregular volubility turn themselves any way as it might happen; if the prince of the lights of heaven which now as a giant doth run his unwearied course, should, as it were through a languishing faintness, begin to stand and to rest himself; if the moon should wander from her beaten way, the times and seasons of the year blend themselves by disordered and confused mixture, the winds breathe out their last gasp, the clouds yield no rain, the earth be defeated of heavenly influence, the fruits of the earth pine away as children at the withered breasts of their mother no longer able to yield them relief — what would become of man himself, whom these things now do all serve?

Revised

5. The Swiss watchmakers' failure to capitalize on the invention of the digital timepiece was both astonishing and alarming – astonishing in that the Swiss had, since the beginnings of the industrial revolution in Europe, been among the first to capitalize on technical innovations, alarming in that a tremendous industrial potential had been lost to their chief competitors, the watchmakers of Japan.



Revised

6. If any part sold and installed new by us becomes defective during the warranty period or if faulty workmanship has occurred, and the vehicle is brought to our shop during our regular business hours, no including Saturday, we will, at our option, with ought charge, either repair the faulty workmanship or defective part, or replace it with another part, within a reasonable period of time, which shall not exceed 30 days.

Revised

7. Tom Cruise, one of the finest actors in the whole world, is perhaps the most powerful celebrity to exist ever according to Time Magazine, but many people still dispute this fact and point out that there are more powerful and popular actors than Cruise, though they were unsuccessful in providing the total number of fans, who liked the films of those actors.

Revised

8. When you are reading along in a sentence, I mean, and you just never seem to get to the main verb which is absolutely essential to any sentence, instead, you can't see the writer's point because you can't figure out what the main sentence is since you're stuck in some dinosaur of a clause that is lumbering all over the place and not headed anywhere, and so you begin to forget what the writer's talking about because it has been so long since he last mentioned it that who could remember back that far back anyway except maybe Einstein or some memory genius but not a poor teacher who has a big stack of papers to read and has to evaluate them in terms of what this person or that person has or has not learned, you know. For example, students' papers.

Revised

9. If the Roman government at the height of its power, and at a time when means of communication had been greatly improved, showed anxiety for the food supply of that Italy which was dominant in the Mediterranean world, it may be imagined that in the period preceding the great economic organization introduced by the Roman Principia the peoples of the Mediterranean region, peoples no one of which at the height of its power

had controlled the visible food supply of the world so widely or so absolutely, had far graver cause for anxiety on the same subject, an anxiety such as would be, under ordinary circumstances, the main factor, or, even under the most favorable circumstances possible in those ages, a main factor, in molding the life of the individual and the policy of the state.



Revised

10. Long sentences are also problematic in writing because, even if they are punctuated properly, they can be hard to read since readers often want a pause, and writers need to be aware of this and consider the effect that any writing has on the reader. Writing that contains long sentences can seem wordy, even if this isn't the case, for the information in long sentences, like in short ones, can be hard to understand and connect.

Revised

11. New York has many lakes, and two of the biggest ones are Lake Erie and Lake Ontario, and these lakes make up part of the border between New York and Canada.

Revised

12. In this case, since the shelf description text must be hidden for the Web in order not to show up in the main window, the content of those elements is duplicated between the Web items and the print one, so whenever possible this should be avoided to prevent needing to update the information in both places.

Revised

13. Although the two men were strangers, they fought as if they had known each other long enough to build a history of hard feelings, grabbing and poking at each other, then hitting and punching until they crashed through a table onto the floor, but they got back up to fight some more, even though they were wheezing and bleeding neither of them would give up and it seemed that neither of them wanted the other one to give up either.

Revised

14. James had been raised in a series of crappy apartments and aging trailer courts – whatever his grandmother could afford – all of which had three things in common: roaches large enough to wear doll clothes, neighbors addicted to late night arguments fueled by cheap wine, and scrappy unsupervised kids who had no patience for a nerd who was more interested in bird's eggs and biology than stealing cigarettes and smoking.

Revised



Exercise F: Identify all the sentence fragments in the following items, and explain why each is grammatically incomplete. Then revise each one in at least two ways:

Example: Controlling my temper. That has been one of my goals this year.

→ **Option 1:** Controlling my temper has been of my goals this year.

→ **Option 2:** One of my goals this year has been controlling my temper.

1. As soon as the seventy-five-year-old cellist walked onstage. The audience burst into applause.

Option 1 _____

Option 2 _____

2. The patient has only one goal. To smoke behind the doctor's back.

Option 1 _____

Option 2 _____

3. Fishing for Alaskan king crab, one of the most dangerous professions there is.

Option 1 _____

Option 2 _____

4. After writing and rewriting for almost three years. She finally felt that her novel was complete.

Option 1 _____

Option 2 _____

5. In the wake of the earthquake. Relief workers tried to provide food and shelter to victims.

Option 1 _____

Option 2 _____

6. Forster stopped writing novels after *A Passage to India*. Which is one of the greatest novels of the twentieth century.

Option 1 _____

Option 2 _____

7. Because the speaker's fee was astronomical. The student organization invited someone else.

Option 1 _____

Option 2 _____

8. The jury found the defendant guilty. And recommended the maximum sentence.

Option 1 _____

Option 2 _____

9. Production began in late September. Four months ahead of schedule.

- Option 1** _____
Option 2 _____
 10. Long stretches of white beaches and shady palm trees. Give tourists the impression of an island paradise.
- Option 1** _____
Option 2 _____
 11. Being a celebrity. That is what many Americans yearn for.
- Option 1** _____
Option 2 _____
 12. Much of New Orleans is below sea level. Which makes it susceptible to flooding.
- Option 1** _____
Option 2 _____
 13. Uncle Ron forgot to bring his clarinet to the party. Fortunately for us.
- Option 1** _____
Option 2 _____
 Oscar night is an occasion for celebrating the film industry. And criticizing the fashion industry.
- Option 1** _____
Option 2 _____
 14. Diners in Creole restaurants might try shrimp gumbo. Or order turtle soup.
- Option 1** _____
Option 2 _____
 15. Tupperware parties go back to the late 1940s. Parties where the hosts are salespersons.
- Option 1** _____
Option 2 _____
 16. Attempting to lose ten pounds in less than a week. I ate only cottage cheese and grapefruit.
- Option 1** _____
Option 2 _____
 17. None of the adults realized that we were hiding there. Under the porch.
- Option 1** _____
Option 2 _____
 18. Thomas Edison was famous for his inventions. As well as for his entrepreneurial skills.
- Option 1** _____
Option 2 _____



Exercise G: Join the given clauses together. Choose the appropriate connector from the box of words; some words may be used twice:

as	because	which	that	who
after	in order to	where	so that	so
as if	when	and afterwards	so as	though

1. Harry graduated to be a lawyer from a university situated in the suburbs of Australia, ___^{1a} he came back to his home country ___^{1b} start practicing as a lawyer.

2. One of our favorite actors, Jim Carrey, ___^{2a} acted in several films ___^{2b} revolutionized comic roles, was the lead star of the film, Bruce Almighty.



3. ___³ we left the campsite where we had stayed for a week, we drove on to Toronto for the Exhibition.

4. The company conducted a detailed survey ___⁴ gauge its clients' views.

5. Dr Chan adjusted the overhead projector ___⁵ the students would be able to see the chart more clearly.

6. Mark joined the English Drama Club ___⁶ he wanted to improve his intonation.

7. The lecture was boring and irrelevant, ___⁷ some of the students began to fall asleep.

8. Dr Leung arranged some extra tutorials ___⁸ to give her students more opportunities to ask questions before the examination.

9. The store honored the complaints, ___⁹ were less than 60 days old.

10. The suspect in the lineup, ___¹⁰ owns a red car, committed the crime.

11. The lecturer finished his lecture five minutes early ___¹¹ the students could come and ask him questions.

12. I know ___¹² Latin is no longer spoken as a native language.

13. The car ___¹³ is parked in front of the City Council will be towed away.

14. He found himself in a situation ___¹⁴ he was unable to pay off his debts.

15. We were unable to carry out the experiment ___¹⁵ the computer malfunctioned.

16. The question is ___¹⁶ I can find enough money for my project.

17. The time ___¹⁷ they were friends is gone.

18. ___¹⁸ there are several possible answers to this question, let's discuss all of them.

19. She described it ___¹⁹ she had seen it all with her own eyes.

20. Soon ___²⁰ we joined the motorway, the car started to make a strange noise ___²¹ the on-board computer showed no technical problems.

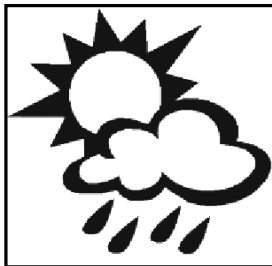


Exercise H: All of the given sentences contain at least one error in Grammar, Punctuation or Style. Identify the mistake, explain what the problem is and try to resolve/ correct it by due rewriting:

Example: The **reason for** the legislation was **due to** the long waiting lists.

Problem: Double constructions; this is a form of grammar overkill in which a part of speech is unnecessarily duplicated.

Solution: The reason for the legislation was the long waiting lists.



1. Recent discoveries about the weather reveals that several cycles are involved.
2. Once one has decided to take the course, you must keep certain policies in mind.
3. Home care has been expanding tremendously over the past decade partly due to technological advances that enable treatments to be a part of the home setting which at one time could only be performed within the hospital environment.
4. It is through this paper that the proposed benefits of active exercise for Chronic Lower Back Pain (CLBP) will be examined.
5. A student is free to express their opinion.
6. We poured the acid into a glass beaker. Being the only material impervious to these liquids.
7. Eating huge meals, snacking between meals, and too little exercise can lead to obesity.
8. In the report they suggest that moderate exercise is better than no exercise at all.
9. By manipulating the lower back, the pain was greatly eased.
10. The council advises physicians at regular intervals to administer the drug.
11. Since the legislation has passed, therefore we will have more nurse practitioners.
12. The blood serum levels in the control group were higher when compared to the treatment group.
13. Our results are similar to our previous studies.
14. Many studies indicate favorable results in function, decreased pain and range of motion.
15. We started to unpack our equipment, pretty soon we were ready for the aptitude test.
16. Much of the literature advocates stretching preparatory to exercise, however, the mechanisms are not well understood.
17. It is evident that this term is associated with much ambiguity. Many

concepts and ideas come to mind upon first hearing this phrase; however, a true grasp of its meaning is quite difficult to establish.

18. Explaining the rationale for treatment can help distil patients' fears.

19. Like a bolt from the blue the idea grabbed him, and it quickly took its place as one of his hobby-horses.

20. We studied pain management techniques for Canada's rapidly aging population.

21. When not going to University, my hobbies range from athletics to automobiles.

22. Hypertension is an established risk factor for the development of ischemic heart disease. It is also present in many patients who develop stroke.

23. I could see my grandfather coming through the window.

24. Our coach is paid too much, obese, over forty, and a former champion wrestler.

25. We studied pain management techniques for Canada's rapidly aging population.

26. A definition that can be employed usefully, according to LaPlante et al. (1993), states that "assistive technology."

27. Power corrupts and absolute power corrupts absolutely.

28. Power corrupts, absolute power corrupts absolutely.

29. His enthusiasm for the project and his desire to be of help, led him to volunteer.

30. Strunk (1995) asserts that: "Too many programs are already underfinanced" (p.87).

31. The new procedure was popular with both doctors as well as nurses.

32. I gave the patient 10cc orally, and 5 more were given intravenously.

33. Tests of the Shroud of Turin have produced some curious findings. For example, the pollen of forty-eight plants native to Europe and the Middle East.

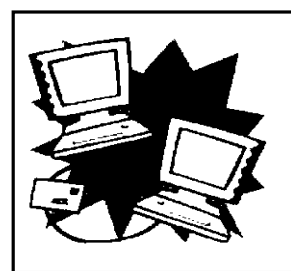
34. The candidate's goals include winning the election, a national health program, and the educational system.

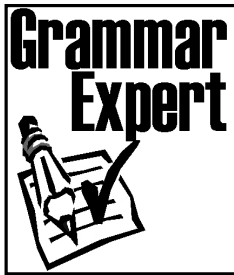
35. Einstein was a brilliant mathematician. This is how he was able to explain the universe.

36. Castro's communist principles inevitably led to an ideological conflict between he and President Kennedy.

37. The recession had a negative affect on sales.

38. The hearing was planned for Monday, December 2, but not all of the witnesses could be available, so it was rescheduled for the following Friday, and then all the witnesses could attend.





Rules and conventions of Academic Writing

Rule 1: You must write in sentences. Sentences have the following characteristics: they start with a capital letter; end with a full stop, exclamation mark or question mark; and contain a verb (doing word). Students commonly make the mistake of not writing in full sentences or write very long, rambling sentences that would be better chopped into more effective smaller ones to make sense if it were read out independently.

Rule 2: Subjects and verbs in sentences must agree with one another. If the subject of a sentence is singular, then the verb form must be singular as well; also remember that collective nouns may also cause confusion.

Rule 3: You must use appropriate punctuation. If you have any doubt about punctuation use as little as possible and write short, direct sentences.

1) *Commas* (,) are used to denote a weak pause in a sentence. If you write in long sentences, create several short sentences replacing commas with (.)

2) *Dashes* (–) and *hyphens* (-). Dashes are used to separate parts of a sentence; they should not be used as a substitute for parentheses or mixed with them. Try to minimize the use of dashes in your formal work. Hyphens are used to join two words together, or show that a word has been divided into two parts; they connect prefixes to words or when forming compounds such as "second-in-command".

3) *Exclamation marks* (!) should be used as little as possible in formal work. They give the work a juvenile and over-excited tone.

4) *Full stops* are not needed after titles such as Dr, Mrs or Co, nor are they required for well-known company titles such as IBM, BBC, etc.

5) *Question marks* (?) are put at the end of a phrase or sentence.

6) *Colons* (:) are used to introduce a strong pause within a sentence. It separates two clauses which could stand alone as separate sentences but are linked by some relationship in their meaning. There are four instances in which you might use a colon: 1) to introduce a list; 2) to precede a long quotation; 3) before a clause which explains (often by way of illustration) the previous statement; 4) to indicate a sharp contrast.

7) *Semi-colons* (;) should only be used if you know how to use it properly. It is difficult to identify when to use it, since it represents a pause that is longer than a comma, but shorter than a full stop. There are four main uses:

(1) when a second clause expands or explains the first; (2) to describe a sequence of actions or different aspects of the same topic; (3) before clauses which begin with "nevertheless", "therefore", "even so" and "for instance"; (4) to mark off a series of phrases or clauses which contain commas.

Rule 4: You must use the right vocabulary. The mistakes that crop up regularly in students' work are usually due to confusion between two words such as: 1) *affect/effect*, *quote/quotation*, *practise/practice*, *license/licence* (the first is the verb, the second is the noun); 2) *dependent* and *dependant* (the first is an adjective, the second is a noun); 3) *alternate* and *alternative*; *principal* and *principle* (these words have different meanings); 4) *less* and *fewer* (*less* means less in quantity, while *fewer* means smaller in number).

Rule 5: You must use the apostrophe correctly (and with care). It has two functions and indicates: 1) the possessive case (refers to ownership) and 2) contractions (in written English words they show where the missing letters would normally appear.). Possessive adjectives (my, your, his, her, its, our, their) do not use apostrophes.

№ 1 – Style Conventions: 1) *Numbers and dates:* (1) Numbers below one hundred are usually written in full (*ten students*); (2) Numbers above one hundred may be presented by digits (*400 students*); (3) Dates are usually given in the conventional combinations of numbered day, named month and numbered year. Punctuation is not required (*11 April 2009*); (4) References to centuries are spelt out, without capitals (*the twentieth century*); (5) Decades may be referred to by name or number. The numbered form is not followed by an apostrophe (*in the 1990s*). 2) *Capitals or capital letters* are used for: (1) proper nouns (*Hazel Hall*); (2) names of civic holidays (*Christmas Day*); (3) geographical names (*Baltic Sea*); (4) public thoroughfares (*Princes Street*); (5) important events (*Graduation Day*); (6) trade names (*Netscape*); (7) journal titles (*International Journal of Jurisprudence*); (7) the first letter (only) of book titles (*A practical guide for lawyers and their clients*). 3) *Print enhancements* should be used sparingly (very little). 4) *Abbreviations* are not used in formal English. They give the impression of a style that is chatty and too informal. 5) *Typing and spelling.* Don't be lazy about proof-reading.

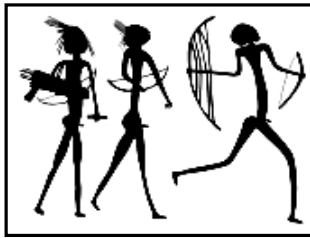
№ 2 – Tone conventions: 1) *Write formally.* The use of brackets should be kept to a minimum. Square brackets are used to indicate additions or changes that the author has made to the text. 2) *Avoid clichés* (expressions that have been so overused that they have lost their force of meaning). 3) *Avoid "journalese"* (an exaggerated or sensational style). 4) *Avoid jargon* or use the jargon of your subject area with precision, accuracy and constraint. 5) *Aim to write impersonally:* remove any personal bias from the argument.

№ 3 – Forming arguments conventions: 1) *Sensible use of paragraphs:* a paragraph deals with just one topic or major point of an argument relevant to the essay or report; it should be long enough (50-200 words) to develop a point, not just state it. 2) *Repetition* (or waffle) will not win marks. 3) *Answer and analyze:* you must always answer the questions set and the work that you present should be relevant to the discussion.



Exercise I: These sentences below contain either a comma splice or a fused sentence. Choose the correct way to fix the problem from the multiple options given. The problem will be highlighted in **bold**:

Based on <http://www.chompchomp.com>



NOTE! Comma splices and fused sentences are major sentence errors, knowing how to correct these two problems will make you a more successful writer.

1. Andy can tolerate any lecture, no matter how boring the instructor **is, in** his mind, Andy imagines that he is on board the starship Enterprise, blasting Romulans, a fictional alien race in the Star Trek universe, from his post on the bridge.
a) ... **is in** ...; b) ... **is: in** ...; c) ... **is; in** ...
2. Sandy shivered in her silk **shirt, the** difference in temperature between the hot bath and the cold library was extreme.
a) ... **shirt the** ...; b) ... **shirt, for the** ...; c) ... **shirt, because the** ...
3. Many road signs warned Tommy of the construction work **ahead, he** didn't realize that his lane was closed, though, until he mowed down a traffic barricade with the front of his car.
a) ... **ahead he** ...; b) ... **ahead but** ...; c) ... **ahead. He** ...
4. The grip of the pantyhose, the stranglehold of the scarf, and the bite of the tight shoes made Rachel want the interview to **end, she** longed for a cotton T-shirt and jeans.
a) ... **end she** ...; b) ... **end; however, she** ...; c) ... **end. She** ...
5. Ryan is highly allergic to **cats, he** requires at least twenty god-bless-yours every time he visits Mariko and her seven Siamese.
a) ... **cats he** ...; b) ... **cats, so he** ...; c) ... **cats, as a result, he** ...
6. Mrs. Britton was grading papers at her **desk, her** students were slaving over their in-class compositions, sighing heavily and flipping through their dictionaries for the correct spellings of words.
a) ... **desk her** ...; b) ... **desk while her** ...; c) ... **desk, moreover, her** ...
7. Ryan looked at his wife's collection of cookbooks and **sighed, although** there were thousands of recipes for delicious meals, he knew Valerie would want to order another pepperoni and mushroom pizza for dinner.
a) ...**sighed although**...; b) ...**sighed. Although**...; c) ...**sighed; although**...
8. Mike has terrible eating **habits when** he opened his lunch bag, we saw a bag of potato chips, two candy bars, cellophane-wrapped cupcakes, and a carton of chocolate milk.
a) ... **habits, when** ...; b) ... **habits, but when** ...; c) ... **habits; when** ...
9. While flirting on the phone with the satellite dish salesman, Rose forgot

about the omelet cooking in the **kitchen**, **she** did not expect the stovetop fire that filled the house with smoke.

a) ...**kitchen she**...; b) ...**kitchen, so she**...; c) ...**kitchen, consequently; she**

10. Several students sat sneezing and sniffing in their **seats**, **Jason** always wore too much cologne, and allergic reactions kicked into high gear as the odor wafted through the classroom.

a) ... **seats Jason** ...; b) ... **seats, and Jason** ...; c) ... **seats. Jason** ...

11. Sandra spent every dime on her vacation to Cancun, Mexico, where she went shopping, dancing, swimming, and **sightseeing**, **she** doesn't care that her rent will be late and that she will have to eat macaroni and cheese for a week.

a) **sightseeing she**; b) **sightseeing, nevertheless, she**; c) **sightseeing; she**

12. The terrified passengers aboard the 747 gripped their armrests as the jet bucked in a bad stretch of **turbulence** **after** a ride like this one, everyone knew that five minutes on Disney's Space Mountain would feel like relaxing in a rocking chair.

a) ...**turbulence, after**...; b) ...**turbulence; After**...; c) ...**turbulence. After**..

13. Richard squeezed, thumped, and shook the empty shampoo bottle, hoping for a few drops to wash his dirty **hair**, **since** the bottle was completely empty, Richard worked up a lather with a few sprinkles of bathroom cleanser instead.

a) ... **hair since** ...; b) ... **hair; since** ...; c) ... **hair, consequently, since** ...

14. After the thunderstorm, Teresa splashed through the puddles left on the **street**, **she** enjoyed feeling the cool rainwater on her hot feet.

a) ... **street she** ...; b) ... **street, because she** ...; c) ... **street, for she** ...

15. Fred blew and blew on the globs of liquid white-out, but they refused to **dry when** the professor called time, Fred closed the cover of his exam book and hoped the pages wouldn't cement together.

a) ... **dry, when** ...; b) ... **dry; when** ...; c) ... **dry, as a result, when** ...

16. As Irene scooped stuffing out of the Thanksgiving turkey, she saw gold glinting from the **breadcrumbs**, **finally**, she had found her earring, which she had lost early that morning.

a) ... **breadcrumbs finally** ...; b) ... **breadcrumbs, finally at last** ...; c) ... **breadcrumbs; finally** ...

17. No foot powder, no shoe insert, no expensive soap can kill the odor of Bartholomew's **feet**, **when** he takes off his shoes, even the goldfish gag.

a) ... **feet when** ...; b) ... **feet. When** ...; c) ... **feet, thus when** ...

18. Ursula clutched her head, trying to remember the correct formula to solve the statistics **problem**, **the** only thing she could focus on, however,

was the stupid fight she had in the car with her boyfriend, Mac.

a) problem the; b) problem, consequently, the; c) problem; the

19. George wants a degree in business **administration**, **he** fantasizes about yelling at future employees who are too afraid of losing their jobs to talk back.

a) ... administration he ...; b) ... administration, because he ...; c) ... administration since he ...

20. In Dr. Ripley's calculus (=an area of advanced mathematics) class, Yi-Ping tapes every lecture and carefully rewrites her **notes**, **she** is planning to sell these guides to desperate freshmen next semester.

a) ... notes since she ...; b) ... notes, because she ...; c) ... notes, for she ...



Exercise J: Choose the sentence that has **no** misplaced or dangling modifier and makes logical sense from the given multiple options:



NOTE! Modifiers are words, phrases, or clauses that add description and will often stand right next to (in front of or behind) the target words they logically describe. Sometimes, however, the modifier *dangles* because the missing target word leaves nothing to describe. *Dangling modifiers* are errors. Their poor construction confuses readers. To fix an error, revise the sentence so that the modifier has a target word to describe.

1) **A.** Filling the shopping cart with D batteries and bottled water, we finally completed our hurricane preparation.

B. Filling the shopping cart with D batteries and bottled water, our hurricane preparation was finally complete.

C. Filling the shopping cart with D batteries and bottled water, the completion of our hurricane preparation soothed our anxiety.

2) **A.** Michael rode his bike to the beach, which was squeaky with rust.

B. Squeaky with rust, Michael rode his bike to the beach.

C. Michael rode his squeaky, rusty bike to the beach.

3) **A.** After the librarian scolded the noisy teenagers, silence returned.

B. Scolding the noisy teenagers, the library returned to silence.

C. Scolding the noisy teenagers, silence returned to the library.

4) **A.** Knocking the baseball into the stands, the fans cheered the homerun.

B. Knocking the baseball into the stands, the homerun was cheered by the fans.

C. When Wesley knocked the baseball into the stands, the fans cheered the homerun.

- 5) **A.** Brushing her long hair, strands fell into the sink where they got washed down the drain and clogged the pipes.
B. Because Claudine brushed her long hair over the sink, strands got washed down the drain and clogged the pipes.
C. Falling into the sink, Claudine brushed her long hair, which got washed down the drain and clogged the pipes.
- 6) **A.** Wiping fingerprints off his eyeglasses with a paper towel, the book pages were finally readable.
B. Wiping fingerprints off his eyeglasses with a paper towel, Kareem could finally read the book pages.
C. Wiping fingerprints off the eyeglasses with a paper towel, the wisdom on book pages finally revealed itself to Kareem.
- 7) **A.** Watching the second hand sweep the clock, the end of the boring lecture on the French Revolution seemed as if it would never arrive.
B. Watching the second hand sweep the clock, Dr. Grayson's boring lecture on the French Revolution seemed as if it would never end.
C. Watching the second hand sweep the clock, Adriana wondered if Dr. Grayson's boring lecture on the French Revolution would never end.
- 8) **A.** Walking in the hot summer sun, sweat dripped from Kenny's face.
B. Walking in the hot summer sun, Kenny's face dripped sweat.
C. While Kenny walked in the hot summer sun, his face dripped sweat.
- 9) **A.** Collapsed on the couch, Nick's relaxation was well earned after the hard day of moving heavy furniture to his new apartment.
B. Collapsed on the couch, Nick relaxed after the hard day of moving heavy furniture to his new apartment.
C. Collapsed on the couch, the hard day of moving heavy furniture to his new apartment was soon forgotten as Nick relaxed.
- 10) **A.** For the party, Samantha made pizza gooey (=soft and sticky) with extra cheese.
B. Gooey with extra cheese, Samantha made pizza for the party.
C. Samantha made pizza for the party, which was gooey with extra cheese.
- 11) **A.** Hissing with bursts of hot steam, Ann pressed the pants with an iron.
B. Ann pressed the pants with an iron hissing with bursts of hot steam.
C. With an iron, Ann pressed the pants which hissed with bursts of hot steam.
- 12) **A.** Francis ate his burger alone at the cafeteria table, which he ordered with no onions and extra pickle.
B. Alone at the cafeteria table, Francis ate his burger, which he ordered with no onions and extra pickle.
C. Alone at the cafeteria table, Francis's burger, which was ordered with no onions and extra pickle, was consumed.



Exercise K: Read the passage below. Choose the correction from the multiple options given below that fixes *the fragments*:



Punctuation Rules for Fixing Fragments

PR 1: main clause + Ø + subordinate clause

PR 2: subordinate clause + , + main clause

PR 3: main clause + , + participle phrase

PR 4: participle clause + , + main clause

PR 5: main clause + Ø + infinitive phrase

PR 6: infinitive phrase + , + main clause

PR 7: main clause + , + afterthought transition + Ø + details

PR 8: main clause + Ø + lonely verb fragment

PR 9: main clause + , + appositive// appositive + , + main clause//
start of main clause + , + appositive + , + end of the main clause



1. Scooting the glass of iced tea closer to her plate. Brave Vanessa dipped the tortilla chip into Pedro's infamous hot sauce.

A. Scooting the glass of iced tea closer to her **plate, brave** Vanessa dipped the tortilla chip into Pedro's infamous hot sauce.

B. Scooting the glass of iced tea closer to her **plate brave** Vanessa dipped the tortilla chip into Pedro's infamous hot sauce.

C. Brave Vanessa dipped the tortilla chip into Pedro's infamous hot **sauce scooting** the glass of iced tea closer to her plate.

2. As he scrubbed the tile grout with a toothbrush and bleach. Nick vowed never again to let the bathroom get so filthy.

A. As he scrubbed the tile grout with a toothbrush and **bleach Nick** vowed never again to let the bathroom get so filthy.

B. As he scrubbed the tile grout with a toothbrush and **bleach, Nick** vowed never again to let the bathroom get so filthy.

C. Nick vowed never again to let the bathroom get so **filthy, as** he scrubbed the tile grout with a toothbrush and bleach.

3. To keep her basset hound away from the pizza, Ana keeps the squirt bottle close by. So that she can "draw" like a gunslinger if a dog tongue gets too close to the delivery box.

A. To keep her basset hound away from the pizza, Ana keeps the squirt bottle close **by, so that** she can "draw" like a gunslinger if a dog tongue gets too close to the delivery box.

B. To keep her basset hound away from the pizza, Ana keeps the squirt bottle close **by; so that** she can "draw" like a gunslinger if a dog tongue gets too close to the delivery box.

C. To keep her basset hound away from the pizza, Ana keeps the squirt bottle close **by so that** she can "draw" like a gunslinger if a dog tongue gets too close to the delivery box.

4. Even though the windows leak and the paint is peeling, Georgette loves her old pickup truck. The vehicle that has dependably taken her everywhere since junior year of high school.

A. Even though the windows leak and the paint is peeling, Georgette loves her old pickup **truck; the** vehicle that has dependably taken her everywhere since junior year of high school.

B. Even though the windows leak and the paint is peeling, Georgette loves her old pickup **truck, the** vehicle that has dependably taken her everywhere since junior year of high school.

C. Even though the windows leak and the paint is peeling, Georgette loves her old pickup **truck the** vehicle that has dependably taken her everywhere since junior year of high school.

5. Deidre has to watch her baby constantly, for Mathew likes to crawl around the floorboards and pop anything into his mouth. Such as fuzz-covered candies, dog biscuits, and dead bugs.

A. Deidre has to watch her baby constantly, for Mathew likes to crawl around the floorboards and pop anything into his **mouth such as** fuzz-covered candies, dog biscuits, and dead bugs.

B. Deidre has to watch her baby constantly, for Mathew likes to crawl around the floorboards and pop anything into his **mouth: such as,** fuzz-covered candies, dog biscuits, and dead bugs.

C. Deidre has to watch her baby constantly, for Mathew likes to crawl around the floorboards and pop anything into his **mouth, such as** fuzz-covered candies, dog biscuits, and dead bugs.

6. Baking in his hot car during rush-hour traffic, Joe slurped up the last few drops of his iced tea. And hoped that after this week's paycheck he could afford to make the costly repair to his broken air conditioner.

A. Baking in his hot car during rush-hour traffic, Joe slurped up the last few drops of his iced **tea and hoped** that after this week's paycheck he could afford to make the costly repair to his broken air conditioner.

B. Baking in his hot car during rush-hour traffic, Joe slurped up the last few drops of his iced **tea and he hoped** that after this week's paycheck he could afford to make the costly repair to his broken air conditioner.

C. Baking in his hot car during rush-hour traffic, Joe slurped up the last few drops of his iced **tea, and hoped** that after this week's paycheck he could afford to make the costly repair to his broken air conditioner.

7. To stomach the cup of strong coffee that he desperately needed to keep awake. Lawrence added seven packets of sugar and a quarter cup of cream.

A. To stomach the cup of strong coffee that he desperately needed to keep **awake, Lawrence** added seven packets of sugar and a quarter cup of cream.

B. Lawrence added seven packets of sugar and a quarter cup of **cream, to** stomach the cup of strong coffee that he desperately needed to keep awake.

C. To stomach the cup of strong coffee that he desperately needed to keep **awake Lawrence** added seven packets of sugar and a quarter cup of cream.

8. Jaime grabbed the leash with both hands and threw his weight backward. To keep Roxie, his German shepherd, from attacking Mr. Velasquez, who was walking down the sidewalk.

A. Jaime grabbed the leash with both hands and threw his weight **backward; to** keep Roxie, his German shepherd, from attacking Mr. Velasquez, who was walking down the sidewalk.

B. Jaime grabbed the leash with both hands and threw his weight **backward, to** keep Roxie, his German shepherd, from attacking Mr. Velasquez, who was walking down the sidewalk.

C. Jaime grabbed the leash with both hands and threw his weight **backward to** keep Roxie, his German shepherd, from attacking Mr. Velasquez, who was walking down the sidewalk.

9. O'Neil quietly closed the front door and tiptoed through the living room. Hoping not to wake his sleeping mother, who would begin a loud and long lecture on missing curfew.

A. O'Neil quietly closed the front door and tiptoed through the living **room hoping** not to wake his sleeping mother, who would begin a loud and long lecture on missing curfew.

B. O'Neil quietly closed the front door and tiptoed through the living **room, hoping** not to wake his sleeping mother, who would begin a loud and long lecture on missing curfew.

C. O'Neil quietly closed the front door and tiptoed through the living **room; hoping** not to wake his sleeping mother, who would begin a loud and long lecture on missing curfew.

10. Erin cannot tolerate tight and restrictive clothing. Because, she claims, she had been wrapped too tightly as a mummy in her previous Egyptian life.

A. Erin cannot tolerate tight and restrictive **clothing because**, she claims, she had been wrapped too tightly as a mummy in her previous Egyptian life.

B. Erin cannot tolerate tight and restrictive **clothing, because**, she claims, she had been wrapped too tightly as a mummy in her previous Egyptian life.

C. Erin cannot tolerate tight and restrictive **clothing; because**, she claims, she had been wrapped too tightly as a mummy in her previous Egyptian life.

11. Whenever Delores makes her infamous rubbery meatballs. David sneaks them off his plate and into the willing mouth of Jellybean, the family's terrier.

A. Whenever Delores makes her infamous rubbery **meatballs David** sneaks them off his plate and into the willing mouth of Jellybean, the family's terrier.

B. Delores makes her infamous rubbery **meatballs whenever David** sneaks them off his plate and into the willing mouth of Jellybean, the family's terrier.

C. Whenever Delores makes her infamous rubbery **meatballs, David** sneaks them off his plate and into the willing mouth of Jellybean, the family's terrier.

12. While Kristy labored through another evening of incomprehensible accounting homework, her roommate Bob read a sci-fi novel. And ate an entire bag of potato chips.

A. While Kristy labored through another evening of incomprehensible accounting homework, her roommate Bob read a sci-fi **novel and ate** an entire bag of potato chips.

B. While Kristy labored through another evening of incomprehensible accounting homework, her roommate Bob read a sci-fi **novel, and ate** an entire bag of potato chips.

C. While Kristy labored through another evening of incomprehensible accounting homework, her roommate Bob read a sci-fi **novel and he ate** an entire bag of potato chips.

13. To make her ex-boyfriend Brad jealous, Georgia saved her money. To buy a head-turning black dress that would attract a flock of men at the dance.

A. To make her ex-boyfriend Brad jealous, Georgia saved her money, to buy a head-turning black dress that would attract a flock of men at the dance.

B. To make her ex-boyfriend Brad jealous, Georgia saved her money to buy a head-turning black dress that would attract a flock of men at the dance.

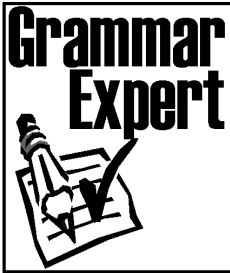
C. To make her ex-boyfriend Brad jealous, Georgia saved her money; to buy a head-turning black dress that would attract a flock of men at the dance.



It is important to know: Common Errors in English

Based on <http://writing.wisc.edu/>; <http://www.writing.utoronto.ca>

Common Errors in Style, Grammar and Punctuation



1. Sentence Fragments. This happens when a sentence does not have both a subject and a verb (predicate). Also, a complete sentence must contain at least one "independent clause." Sentence fragment doesn't indicate a grammatically complete and independent thought and can't stand alone as an acceptable sentence.

2. A Sprawl (run-on) Sentence is made up of too many equally weighted phrases and clauses with excessive subordination and coordination. A loose (rambling) sentence also results from a weak sentence construction and the inclusion of many phrases and clauses in no particular order. There are no grammatical errors, but these fused sentences do not communicate clearly and concisely since they only produce tiresome and confusing sentences.

3. Lack of Agreement or Faulty Agreement occurs when within a sentence: a) subjects and verbs do not agree in number; b) nouns and pronouns do not agree in number; c) pronouns do not agree with each other.

4. Overuse of Passive Voice occurs when a passive verb was used while an active verb would make the sentence stronger, more direct and less wordy.

5. Faulty Parallelism happens when a phrase that explains a component of the subject is misplaced and sounds incorrect. Building parallel elements into a sentence adds clarity and elegance. Make sure that the different elements are grammatically the same (i.e., "parallel").

6. Vague Pronouns do not describe specifically who the subject is. Make sure that pronouns such as "it" and "this" refer to something specific. "It is" and "There are" beginnings not only add meaningless words, they can also create confusion.

7. Dangling Modifiers. Modifiers are words that give explanation and make the subject more interesting. When used incorrectly, it can be difficult to determine what the subject is since a modifying phrase or clause "dangles" (=hangs loosely) without the subject it is intended to modify.

8. Squinting or Misplaced Modifiers occur if they equally apply to two different parts of a sentence. Make sure the modifier clearly refers to the element you want it to.

9. Mixed or Dead Metaphors. A metaphor is a figure of speech or a phrase used to contrast things. Recognize the literal meanings of your metaphors to avoid confusion. Also, avoid clichés. Instead, give a precise description.

10. Faulty Word Choice (Faulty Diction). Don't use "fancy" words for their own sake; check words whose meaning you are not sure of.

11. Wordiness is the use of many extra words to explain one theme or idea.

12. Comma splices occur due to the joining ("splicing") of two independent clauses with only a comma. Overuse of commas makes a sentence too long and difficult to read. Use a period or semicolon to separate two independent clauses, or join them with a subordinating conjunction. Also use a semicolon as well as a conjunctive adverb to join two independent clauses

13. Misuse of Comma, Semicolon, and Colon. a) Use a comma after each item in a series of three or more events; note, though, that the final comma is generally omitted when the series consists of single-word items. b) Use a comma when you join independent clauses with one of the seven coordinating conjunctions (*and, or, nor, but, so, yet, for*). c) Use a semicolon when you join independent clauses without a coordinating conjunction. d) Do not use a comma to separate subject and verb. e) Use a colon to preface (introduce) a list or a long/ formal quotation after a complete sentence.

14. Incorrect Comparison is the comparison of items that are unlike each other. "Compared to" is often used incorrectly. It shouldn't be used if the sentence contains a comparative term such as "higher," "greater," "less," or "lower." Besides, one of the rules for using comparatives and superlatives is that a comparative form should refer to only two objects. A superlative form should refer to three or more objects.

15. Apostrophe Errors. Apostrophes show possession and help two words become one in contractions, but apostrophes are often misused too. They indicate possession for nouns but not for personal pronouns. In general, they are not used to indicate plurals.

16. Words easily confused. "Effect" is most often a noun (the effect), and "affect" is almost always a verb. Other pairs commonly confused: lead/ led and accept/ except. Check a glossary of usage to find the right choice.

17. Misspellings. Spelling errors are usually perceived as a reflection of the writer's careless attitude toward the whole project. Don't be lazy, proofread!

18. Double Constructions. This is a form of grammar overkill in which a part of speech is unnecessarily duplicated.

19. Parenthesis (). Use parentheses to set off explanatory elements.

20. Dashes. Do not use a dash when you can use a comma. Don't use a hyphen for a dash. They are not the same (dash –; hyphen -).

21. Ellipses (...) are used to indicate that a word, phrase, line or paragraph has been omitted. The correct way to punctuate the dots is with a space before each one. Ellipses can be at the beginning, the middle or the end of a sentence. Don't use those little dots indiscriminately instead of commas, dashes or colons.

22. That and which create a lot of confusion. The main problem is that *which* can be used in two ways (for essential or non-essential material, creating either a restrictive or non-restrictive clause); that – in only one (for essential material, creating what we call a restrictive clause).



Your Self - Assessment Test: Test №2

Exercise 1. Examine the given quotes. Identify the type of each of the given sentences *by purpose*; indicate that information next to the sentence:



1. Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught. (*Oscar Wild*)

2. Life's most persistent and urgent question is, "What are you doing for others?" (*Martin Luther King, Jr.*)

3. Believe in yourself! Have faith in your abilities!

Without a humble but reasonable confidence in your own powers you cannot be successful or happy. (*Norman Vincent Peale*)

4. Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning. (*Albert Einstein*)

5. You have enemies? Good. That means you've stood up for something, sometime in your life. (*Winston Churchill*)

6. Always desire to learn something useful. (*Sophocles*)

7. It's odd how violence and humor so often go together, isn't it? (*Dan Simmons*)

8. Take time to deliberate, but when the time for action has arrived, stop thinking and go in. (*Napoleon Bonaparte*)

9. Using rhetorical questions in speeches is a great way to keep the audience involved. Don't you think those kinds of questions would keep your attention? (*Bo Bennett*)

10. Winners never quit and quitters never win. (*Vince Lombardi*)

11. Turn your wounds into wisdom. (*Oprah Winfrey*)

12. I write music with an exclamation point! (*Richard Wagner*)

13. Give a man health and a course to steer (=direction), and he'll never stop to trouble about whether he's happy or not. (*George Bernard Shaw*)

14. Go big or go home. Because it's true. What do you have to lose? (*Eliza Dushku*)

15. Never become so much of an expert that you stop gaining expertise. View life as a continuous learning experience. (*Denis Waitley*)

16. Does wisdom perhaps appear on the earth as a raven which is inspired by the smell of carrion? (*Friedrich Nietzsche*)

17. The truth is on the march and nothing will stop it. (*Emile Zola*)

18. Press forward. Do not stop, do not linger in your journey, but strive for the mark set before you. (*George Whitefield*)

Exercise 2. Examine the given sentences. Identify the type of each of the given sentences *by structure*; indicate that information next to the sentence:

1. I really wonder what gives us the right to wreck this poor planet of ours. (*Kurt Vonnegut*)
2. To improve is to change; to be perfect is to change often. (*Winston Churchill*)
3. Laughter and tears are both responses to frustration and exhaustion. I myself prefer to laugh, since there is less cleaning up to do afterward. (*Kurt Vonnegut*)
4. True happiness involves the full use of one's power and talents. (*John W. Gardner*)
5. You never know what motivates you. (*Cicely Tyson*)
6. I think I've discovered the secret of life – you just hang around until you get used to it. (*Charles M. Schulz*)
7. From the errors of others, a wise man corrects his own. (*Publilius Syrus*)
8. I am so clever that sometimes I don't understand a single word of what I am saying. (*Oscar Wilde*)
9. Don't follow any advice; no matter how good it is, until you feel as deeply in your spirit as you think in your mind that the counsel is wise. (*Joan Rivers*)
10. America is the only country that went from barbarism to decadence without civilization in between. (*Oscar Wilde*)
11. Wisdom is the quality that keeps you from getting into situations where you need it. (*Doug Larson*)
12. The teacher who is indeed wise does not bid you to enter the house of his wisdom but rather leads you to the threshold of your mind. (*Khalil Gibran*)
13. A man who dares to waste one hour of time has not discovered the value of life. (*Charles Darwin*)
14. You can't depend on your eyes when your imagination is out of focus. (*Mark Twain*)
15. Discipline is the bridge between goals and accomplishment. (*Jim Rohn*)
16. By giving us the opinions of the uneducated, journalism keeps us in touch with the ignorance of the community. (*Oscar Wilde*)
17. We should not judge people by their peak of excellence; but by the distance they have traveled from the point where they started. (*Henry Ward Beecher*)
18. If one cannot enjoy reading a book over and over again, there is no use in reading it at all. (*Oscar Wilde*)
19. In every walk with nature one receives far more than he seeks. (*John Muir*)
- 20 I like persons better than principles, and I like persons with no principles better than anything else in the world. (*Oscar Wilde*)

Exercise 3. Examine the sentences. Identify the type of subordinate clause each of the given sentences has; indicate information next to the sentence:

Choose between Noun (nominal), Relative (adjectival) and Adverb (time/ place/ reason/ concessive (=expresses an idea that suggests the opposite of the main part of the sentence)/ cause and effect/ condition) Clauses

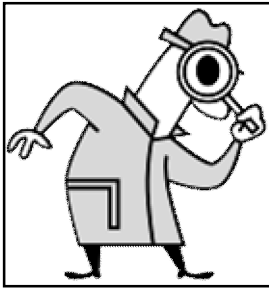
1. Even though there are many advantages to working the night shift, people who do so generally feel that the disadvantages greatly outweigh any financial advantages that might be gained.
2. What the newspapers say may be false.
3. Billy's mistake was that he refused to go for a job interview.
4. Don't worry about your spelling errors because the editor will fix them.
5. I tried hard to complete the task, though it seemed impossible.
6. I will never forget Seattle where I spent so many wonderful summers.
7. I'd like to know the reason why he decided not to come.
8. Put the keys where you can find them easily
9. Help is needed for families whose homes were flooded.
10. Only after the phone rang did I realize that I had fallen asleep in my chair.
11. Some firefighters never meet the people whom they save.
12. The bank manager, whom he addressed his complaints to, was very unhelpful.
13. If the British co-operate, the Europeans may achieve monetary union.
14. Mary heard a frightening noise that would scare the bravest of people
15. They were a group of college friends who I hadn't seen for several years.
16. Her previous manager, who she had never liked, retired six months ago.
17. Do not get off the train until it stops.
18. The man whom she married was a notorious drinker and the drug addict.
19. I always switch the lights off before I step out of the room.
20. The book which she is referring to is no longer published.
21. The counselor has been wondering if she chose the right career.
22. The judge will give what you said some deliberation during her decision.
23. Eventually I reached a stage at which I began to enjoy my work.
24. My question is whether you will sue the company for losses.
25. This new project, which begins in September, will cost several million pounds.
26. Since I had never been to Japan, I brought a guide book with me.

Exercise 4. Have a drill in the usage of subordinating conjunctions and relative pronouns. Join the main and subordinate clauses with due diligence. Choose the appropriate connectors from the box of words below:

provided that	even if	whose	that	if	who
after	whilst	wherever	which	as	unless
so	provided	although	whereas	before	where

1. He must be about sixty, ___¹ his wife looks about thirty.
2. All across Europe, ___² you look, marriage is in decline and divorce rates are soaring.
3. ___³ we make a decision, does anyone want to say anything else?
4. ___⁴ the taxes are lowered, there will be trouble.
5. See if you can guess ___⁵ one is me in my old school photo.
6. The movie ___⁶ we have just watched was too long and boring for me.
7. ___⁷ some people claim to present their driving license to a traffic cop along with a \$20 bill, you should never attempt to bribe a police officer, ___⁸ he gives you an open invitation.
8. ___⁹ in many countries most complaints against the police are dismissed out of hand by police review boards, most people consider it a waste of time reporting cases of bad cops.
9. ___¹⁰ you're stopped by a policeman, either in a car or when walking, don't make any sudden moves and keep your hands ___¹¹ they can be seen.
10. In addition to federal and state police forces, there are around 75 federal law enforcement agencies in the USA such as the Federal Bureau of Investigation (FBI), ___¹² deal with interstate crime.
11. In many areas lawyer referral services are maintained by local bar associations, ___¹³ members provide legal aid for a "reasonable fee."
12. Most Americans support gun registration, ___¹⁴ few favor a complete ban on the sale and possession of guns.
13. ___¹⁵ you've been introduced to someone, you usually say something like, "Pleased to meet you" or "My pleasure" and shake hands with a firm grip.
14. Some American families say grace before meals, ___¹⁶ follow your host's example before tucking in (=start eating something eagerly).
15. Due to the etiquette you should never be late for funerals and weddings (___¹⁷ you're not the bride, who's always late) or business appointments.
16. Guests are normally expected to be punctual, with the exception of certain society parties, when late arrival is *de rigueur* (___¹⁸ you don't arrive after the celebrity guest).

Exercise 5. Examine the sentences. Identify the type of error in grammar, punctuation or style made here *for educational purposes* and state it. Then rewrite these sentences correctly to eliminate the problem and give reasons:



1. We brought several things to the picnic; champagne, oysters, chocolate truffles and fresh strawberries.
2. I told him that I was leaving early.
3. The University offers many majors in business. Such as advertising, marketing, and economics.
4. The game did not effect the outcome of the series.
5. Flashing a brilliant smile, she was bursting with news of her new raise.
6. His idea which I like best is the one about saving money.
7. Home care has been expanding tremendously over the past decade partly due to technological advances that enable treatments to be a part of the home setting which at one time could only be performed within the hospital environment.
8. Going shopping frequently can cause debt.
9. He came out his building into the bright sunlight glaring off the sheer, clean windows of the enormous structures surrounding him on all sides.
10. After finishing this book, the meal will be served.
11. After going to see a show, we will have dinner, and then we can decide if we want to go bowling, to the park, or home.
12. We elected the following Mary, president, Sue, vice-president, Richard, secretary, and Roger, treasurer.
13. She liked writing stories and to read novels.
14. Paramedics saves lives when called to an emergency.
15. They say you shouldn't have too much sodium in your diet.
16. There are three things you must remember about this house; keep the lights on; turn up the heat; and wipe your feet at the door.
17. He is never home and he is very dedicated to his work.
18. Tony Bennett is selling a million records with a song "My heart was left in San Francisco by me."
19. The cute white cat with the fluffy, soft, thick fur walked out of the tiny cage.
20. She was walking in the park when she was robbed.
21. The reason we're doing this is because it's important.
22. Co-ownership and co-tenancy is on the increase.
23. Everyone must do their own work.

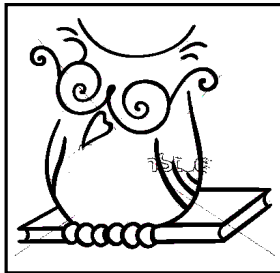
Exercise 6. Examine the sentences. Identify the independent and dependent clauses; indicate them by letters **I** or **D** next to each clause. How many clauses does each sentence contain? Indicate it at the end of the sentence:

Example: Nothing is more destructive of respect for the government and the law of the land than passing laws (I) which cannot be enforced (D, relative clause). (*Albert Einstein*) → 2 = (I + D)

1. If you have ten thousand regulations you destroy all respect for the law. (*Winston Churchill*)
2. The best way to get a bad law repealed is to enforce it strictly. (*Abraham Lincoln*)
3. Only one thing is impossible for God: To find any sense in any copyright law on the planet. (*Mark Twain*)
4. Constant development is the law of life, and a man who always tries to maintain his dogmas in order to appear consistent drives himself into a false position. (*Mohandas Gandhi*)
5. There is an order in the universe, there is an unalterable law governing everything and every being that exists or lives. It is no blind law; for no blind law can govern the conduct of living beings. (*Mohandas Gandhi*)
6. To declare that in the administration of criminal law the end justifies the means, to declare that the Government may commit crimes in order to secure conviction of a private criminal would bring terrible retribution. (*Louis D. Brandeis*)
7. The law of sacrifice is uniform throughout the world. To be effective it demands the sacrifice of the bravest and the most spotless. (*Mohandas Gandhi*)
8. Law and order exist for the purpose of establishing justice and when they fail in this purpose they become the dangerously structured dams that block the flow of social progress. (*Martin Luther King, Jr.*)
9. It may be true that the law cannot make a man love me, but it can keep him from lynching me, and I think that's pretty important. (*M. Luther King, Jr.*)
10. I submit that an individual who breaks the law that conscience tells him is unjust and willingly accepts the penalty by staying in jail to arouse the conscience of the community over its injustice, is in reality expressing the very highest respect for law. (*Martin Luther King, Jr.*)
11. We prefer world law in the age of self-determination to world war in the age of mass extermination. (*John F. Kennedy*)
12. I have gained this from philosophy that I do without being commanded what others do only from fear of the law. (*Aristotle*)
13. No man is above the law and no man is below it: nor do we ask any man's permission when we ask him to obey it. (*Theodore Roosevelt*)

Exercise 7. Analyze the sentences given below. Give a complete data concerning the purpose/ structure of each sentence and the clauses inside:

Example: If I were a magistrate (D1, adverb, condition) and the law carried the death penalty against atheists (D2, adverb, condition), I would begin by sending to the stake (I) whoever denounced another (D3, relative). (*Jean-Jacques Rousseau*) → complex-compound sentence; declarative sentence.



1. In England, the profession of the law is that which seems to hold out the strongest attraction to talent, from the circumstance, that in its ability, coupled with exertion, even though unaided by patronage, cannot fail of obtaining reward. (*Charles Babbage*)
2. At least half the mystery novels published violate the law that the solution, once revealed, must seem to be inevitable. (*R. Chandler*)
3. Any law which violates the inalienable rights of man is essentially unjust and tyrannical; it is not a law at all. (*Maximilien Robespierre*)
4. I learned law so well, the day I graduated I sued the college, won the case, and got my tuition back. (*Fred Allen*)
5. Law is not a profession at all, but rather a business service station and repair shop. (*Adlai E. Stevenson*)
6. When the severity of the law is to be softened, let pity, not bribes, be the motive. (*Miguel de Cervantes*)
7. Variability is the law of life, and as no two faces are the same, so no two bodies are alike, and no two individuals react alike and behave alike under the abnormal conditions which we know as disease. (*William Osler*)
8. Nature has given women so much power that the law has very wisely given them little. (*Samuel Johnson*)
9. Whatever be the qualities of the man with whom a woman is united according to the law, such qualities even she assumes, like a river, united with the ocean. (*Guru Nanak*)
10. Act that your principle of action might safely be made a law for the whole world. (*Immanuel Kant*)
11. What is tolerance? It is the consequence of humanity. We are all formed of frailty and error; let us pardon reciprocally each other's folly – that is the first law of nature. (*Voltaire*)
12. Curses on the law! Most of my fellow citizens are the sorry consequences of uncommitted abortions. (*Karl Kraus*)
13. Live your life as though your every act were to become a universal law. (*Immanuel Kant*)



Exercise 1. Use the conjunctions/ adverbs from the box of words so as to order cause and effect correctly. Some words may be used more than once:

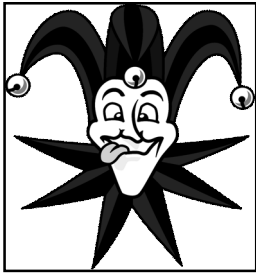
since	thus	as a result	because of + noun phrase
because	even though	therefore	due to + noun phrase
for this reason	on account of	so	consequently

NOTE! The topic sentence usually introduces an effect, while the supporting sentences all describe causes.



1. The moon has a gravitational pull; __¹, there are ocean tides.
2. The children survived __² the immediate help of the rescue team.
3. We were unable to get funding and __³ had to abandon the project.
4. In recent decades, cities have grown tremendously __⁴ now about 50% of the Earth's population lives in urban areas.
5. __⁵ wet leaves on the line, this train will arrive an hour late.
6. The snowman melted __⁶ the sun came out.
7. He doesn't drink alcohol __⁷ his serious health problems.
8. __⁸ gas flowed freely from the gas pipe, water could not put out the fire and several homes burned down completely.
9. __⁹ residents smelled gas, the authorities and the gas company did not replace the gas line.
10. I have all the tools I need, __¹⁰ I will be able to fix the car without having to call a mechanic.
11. __¹¹ the customers place themselves in a state of misery which they wouldn't have entered had they understood the problems which most of the professional medical insurances operate on.
12. The speech required preparation and an in-depth analysis of the situation; __¹², the students carefully surveyed the issue.
13. __¹³ of a car accident my friend could not work for several months.
14. He travelled by train. __¹⁴, he reached Boston the next day.
15. __¹⁵ you are here, you can help me.
16. Investing is this sort of a game that would make you feel a whole lot better and assured. __¹⁶ this virtually every single particular person seeks to acquire a overall health insurance coverage.
17. In Sussex, blizzard (=snow) conditions made the main roads almost impassable. __¹⁷, the schools were closed.

Exercise 2. Examine the sentences. Identify the subordinate conjunctions/ adverbs/ relative pronouns **in bold** for the relationships they express in here:



Example: **Although** it was after midnight, we did not feel tired. → subordinating conj., adverb clause; expresses concession (contrast)

1. Any voters **who** have registered can vote.
2. **Whenever** a country goes to war, certain freedoms in that country may be compromised.
3. **After** Josie studied the lab reports, she determined **that** Glen would need further treatment.
4. My car is making strange noises; **therefore**, I will take it to the service.
5. **Because** the war is being fought in the Middle East, oil prices will continue to rise.
6. The candidate, **who** ran a clean race, was elected by a wide majority.
7. He walked into the room **as though** he owned the place.
8. **If** Taylor moves to New Zealand, he will have a better job.
9. Dreams **that** have been denied still are not forgotten.
10. Margo clearly heard **what** her neighbors were gossiping about her.
11. We watched **as** the plane took off.
12. All will be well, **providing** you are careful.
13. **Whereas** this is a public building, it is open to everyone.
14. **While** I am not an expert, I will do my best.
15. **As long as** we cooperate, we can finish the work easily.
16. Please be careful, **or else** you may have an accident.
17. **Whatever** you ask is going to be too much.
18. The boxes **that** are filled with the books, **which** have not been sold, are too heavy for me to lift.
19. He succeeded **because** he worked a lot.
20. The builder, **who** erects very fine houses, will make a large profit.
21. **What** he did is clearly impossible, but I saw him doing it.
22. **Even though** John fell asleep, the telephone salesman kept talking.
23. I do not recommend **that** you play with a dynamite stick lit at both ends.
24. **Wherever** he goes, she will follow.
25. Artie told the waiter **what** his date wanted to order.
26. The biggest obstacle is **that** no one wants to spend money on repairs.
27. **First**, get a pad and pencil. **Next**, find a quiet place to think.
28. The lazy students **whom** Mrs. Russell hit in the head with a chalk eraser soon learned to keep their complaints to themselves.

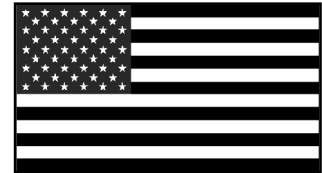
Exercise 3. Choose the appropriate type of sentence *by structure*:

Choose between: **a)** Simple Sentence; **b)** Compound Sentence; **c)** Complex Sentence; **d)** Compound-Complex Sentence

1. Ottawa is the capital of Canada, but Toronto is the capital of Ontario.



2. Democracy is a noble goal; it is important, however, to protect the minority from the tyranny of the majority.



3. Call your father as soon as you arrive in New York.

4. Unless my girlfriend postpones her visit from Calgary, I will not have time to study for my exam.

5. Susanne wanted to be here, but she cannot come because her car is in the repair shop.

6. Many parts of the Asian coastline were destroyed by a tsunami in 2004.

7. You can write your essay on paper, or you can use a computer.

8. You can write on paper, although a computer is better if you want to correct mistakes easily.

9. Because the road was icy and the driver was going too fast, he was unable to brake in time when a fox ran into the road in front of him.

10. We visited Paris in September, and then we visited Berlin in October.

11. Lisa drove her 13-year-old, rusty Mustang, which had 150,000 miles and no air conditioning, from Minneapolis to Milwaukee on a steamy July day.

12. The Minister of the Crown designated by the Governor in Council for the purposes of this Act may issue a license.

13. The bank officer, who had been dealing with both parties, signed, in a hasty manner, the contract which had been drawn up two years previously.

14. There are two reasons at least why some people buy cars with automatic transmission and why others like cars with manual transmission.

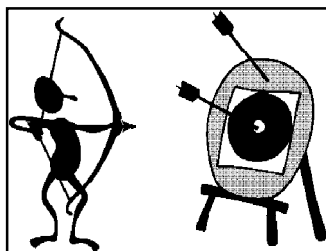
15. If you shop in a local store, the supplies are inexpensive.

16. Although the blue whale has been protected for over 30 years and its numbers are increasing, especially in the North Pacific, where whale hunting has been banned, it is still at risk of extinction as its habitat is being polluted by waste from oil tankers and its main food, the plankton, is being killed off by harmful rays from the sun, which can penetrate the earth's atmosphere because there is a huge hole in the ozone layer over Antarctica.

17. The old hotel at the end of the street is going to be knocked down to make way for a new supermarket.

Exercise 4. Choose the appropriate type of sentence *by purpose*:

Choose between: **a)** Declarative Sentence; **b)** Interrogative Sentence; **c)** Exclamatory Sentence; **d)** Imperative Sentence



1. Legislation sets out broad powers and limits but within these it is up to the court to decide how they should be applied in each individual case.
2. Please note this link takes you to the original version of the Act which has been amended over time.
3. Give judges discretion in murder sentencing!
4. Where do I find the Court Rules for civil claims?
5. What is an opening statement in a civil trial?
6. Arbitration is a method to resolve disputes between parties using a neutral third-party to decide the matter.
7. A confrontation is brewing – we hope – between the Obama administration and Congress over the ability of the Justice Department to try accused terrorists in the criminal justice system.
8. Please provide me with the name and address of each person you intend to call as a witness.
9. Please note that the fees for serving writ of summons and complaint on each defendant at separate addresses in Kent and Sussex Counties differ from those in New Castle County.
10. If a member of the public requests assistance, court personnel will advise the litigant to seek advice from an attorney.
11. How do I file an answer to a complaint?
12. Join us on Facebook! Follow us on Twitter!
13. How can schools prevent cheating on the SAT (=Scholastic Aptitude Test)?
14. Do you have fears for your safety when attending court?
15. So how dangerous were these men? Very, the police said.
16. Can I appeal if I am not happy with the result of the trial?
17. For further information call 000, or visit a family law registry near you.
18. Witnesses say they heard the officer shout: "Police! Get down! Get down!" They heard a single gunshot.
19. Don't bomb on the SAT! Use our free SAT test prep and practice questions to get an edge on exam day. No registration, start preparing today!
20. So what, exactly, does this mean for the case itself? What is going to be different about the case being tried in state court rather than federal court? Will it be more difficult, or will it be easier?
21. According to several legal experts, handling the case in state court should not be that much different as opposed to federal court.

Exercise 5. Check your *acquisition* of the rules and terms connected with the variety of sentence structure, their purpose, clauses and possible errors in sentence constructions, etc. Find the missed word to finalize the thought:

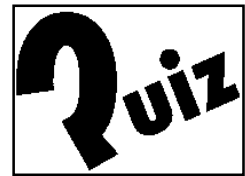
Example: Every complete sentence contains two parts: ___[?] and a predicate. ? = a **subject**



1. In grammar, the ___¹ is a part of a sentence which contains the verb and gives information about the subject

2. To determine the ___^{2a} of a sentence, first isolate the verb and then make a question by placing "who?" or "what?" before it – the answer is the ___^{2b}.

3. The most basic and natural type of sentence is the ___^{3a} sentence, which contains only one clause. It is the first kind which children learn to speak, and it remains by far the most common sentence in the spoken language of people of all ages. A short ___^{3b} sentence will grab a reader's attention.



4. A compound sentence consists of two or more ___^{4a} clauses (or simple sentences) joined by ___^{4b} conjunctions like *and*, *but*, *nor*, *for*, *yet*, *so* and *or*. It will emphasize balance and parallelism.

5. Unlike a compound sentence, a ___^{5a} sentence contains clauses which are not equal. A ___^{5b} sentence contains one independent clause and at least one dependent clause.

6. A ___⁶ sentence has a two or more independent clauses and one or more subordinate clauses.

7. You can write as many independent ___^{7a} and subordinate ___^{7b} into a single sentence as your imagination will support. However, reader comprehension declines as complexity increases.

8. Sentences may be classified according to the structure and the ___⁸ of the sentence.

9. An ___^{9a} sentence is used to express astonishment or extreme emotion. Such sentences are rarely used in expository writing. An ___^{9b} sentence, used sparingly, will jolt the reader.

10. People who have authority use ___^{10a} sentences. Sometimes, people who don't have authority use ___^{10b} sentences. The results may differ.

11. An ___^{11a} sentence is normally used to give a command or to implore or entreat. An ___^{11b} sentence will make it clear that you want the reader to act right away.

12. An ___¹² sentence is used to pose a question. It will force the reader to think about what you are writing.

13. A ___¹³ sentence is used to make a statement. It will avoid any special emotional impact though.
14. If you put your main point at the beginning of a long sentence, you are writing a ___^{14a} sentence. A ___^{14b} sentence will tell the reader in advance how to interpret your information.
15. If your main point is at the end of a long sentence, you are writing a ___^{15a} sentence. A ___^{15b} sentence will leave the reader in suspense until the very end.
16. There is a special type of direct question called a ___¹⁶ question – that is, a question which you do not actually expect the reader to answer.
17. A ___¹⁷ is a collection of grammatically-related words including a predicate and a subject (though sometimes the subject is only implied).
18. A collection of grammatically-related words without a subject or without a predicate is called a ___¹⁸.
19. If a clause can stand alone as a sentence, it is an ___¹⁹ clause.
20. Some clauses, however, cannot stand alone as sentences: in this case, they are ___^{20a} clauses or ___^{20b} clauses.
21. When the dependent clause answers the questions – *When, Where? How? Why? (What caused this?) Why? (What was the reason for doing this?) Why is this unexpected? Under what conditions/ circumstances? To what degree?* – just like an ___^{21a}, it is called a dependent ___^{21b} clause (or simply an ___^{21c} clause, since ___^{21d} clauses are always dependent clauses).
22. There are certain words which introduce ___^{22a} clauses. They are called ___^{22b} conjunctions. If you don't like that, think of them as ___^{22c} signals. A ___^{22d} signal is a word that signals a dependent clause.
23. Adverb and ___^{23a} clauses are both introduced by dependent signals, but those signals are different. Subordinating conjunctions introduce ___^{23b} clauses and ___^{23c} pronouns introduce ___^{23d} clauses.
24. ___²⁴ pronouns are called so because they relate the clause to something in the sentence.
25. An ___^{25a} clause is a dependent clause which takes the place of an adjective in another clause or phrase. Like an adjective, an ___^{25b} clause modifies a noun or pronoun, answering such questions as – *Which?* or *What kind of?*
26. In informal writing or speech, you may leave out the ___^{26a} pronoun when it is not the subject of the adjective clause, but you should usually include the ___^{26b} pronoun in formal, academic writing.
27. There are only five dependent signals which introduce ___²⁷ clauses. They are: *Who, Whom, Whose, Which, That*.

28. Dependent signals which introduce ___²⁸ clauses perform a double duty. They introduce the clause and they also function inside the clause as a subject or object.

29. Some ___^{29a} clauses need to be set off by commas and others don't. ___^{29b} (nonessential) clauses need commas and ___^{29c} (essential) clauses don't.

30. The adjective clause is ___³⁰ when you need the information it provides. It requires no commas.

31. A ___^{31a} clause is an entire clause which takes the place of a noun in another clause or phrase. Like a noun, a ___^{31b} clause acts as the subject or object of a verb or the object of a preposition, answering the questions – *Who(m)?* or *What?*

32. Dependent signals which introduce ___³² clauses are: *Who, Whom, Whose, Which, That, if, Whether, What, When, Where, How, Why* and various forms of "-ever": *Whoever, Whenever, Whatever, Wherever, etc.*

33. The comma ___³³ is the incorrect joining of two independent clauses with a comma in the absence of any coordinating conjunction.

34. A ___³⁴ sentence fuses two or more independent clauses together without any appropriate punctuation or conjunction thus causing a lot of confusion.

35. A sentence ___³⁵ is a piece of a sentence which has been punctuated as if it were a complete sentence. Usually it is a phrase or subordinate clause which has been improperly separated from a main clause.

36. Doublespeak and redundant expressions are both examples of ___^{36a}. In short, ___^{36b} means using more words than needed.

37. Writers sometimes use ___³⁷ expressions because they are rambling and don't realize they have stated a similar idea.

38. An ___ ___ ___^{38a} changes the feeling of writing. In a sense, it removes the action; it seems that things are happening to the subject instead of the subject doing the action. When you write in ___^{38b} voice too much, then the writing seems weak.

39. To avoid ___ ___³⁹ be sure you use grammatically equal sentence elements to express two or more matching ideas or items in a series.

40. To avoid ___ ___⁴⁰ be sure that the subject agrees with the verb in number; the nouns and pronouns agree in number; pronouns agree with each other.

41. To avoid ___ ___⁴¹ make sure that a modifying phrase or clause doesn't hang loosely without the subject it is intended to modify.

42. A ___⁴² modifier appears in the middle of the sentence, where its object is not clear.

43. To avoid a ___⁴³ modifier be sure to place a modifying word or phrase should next to the word it describes.



Sentencing and imposition of punishment

In law, the word "sentence" means a judicial decision of the punishment inflicted on one adjudged guilty; or the penalty meted out. Often lost in the chaos of accusation, investigation and trial, sentencing is the process where a judge imposes a punishment on a person convicted of a crime. In order to safeguard the rights of defendants against discriminatory punishments, states developed rules, codes and guidelines on how a judge can decide on an appropriate sentence. Collectively, these rules and guidelines became known as *sentencing law*.

There are certain types of sentences normally imposed for crimes/ offences:

- *Concurrent sentence* is served at the same time as another sentence imposed earlier or at the same proceeding.
- *Consecutive (or cumulative) sentence* occurs when a defendant has been convicted of several counts, each one constituting a distinct offense/ crime, or when a defendant has been convicted of several crimes at the same time. The sentences for each crime are then "tacked" on to each other, so that each sentence begins immediately upon the expiration of the previous one.
- *Discretionary sentencing* gives a judge a fair amount of discretion in determining the length and intensity of a sentence for a wide range of crimes. A sentence made within such discretion is generally not appealable.
- *Deferred sentence* occurs when its execution is postponed until later time.
- *Determinate sentence* serves as a fixed sentence (a fixed period of time).
- *Final (concluding) sentence* puts an end to a criminal case.
- Interlocutory (interim) sentence is a temporary or provisional sentence.
- *Indeterminate sentence*, rather than stating a fixed period of time for imprisonment, instead declares that the period shall be "not more than" or "not less than" a certain prescribed duration of time.
- *Life sentence* represents the disposition of a serious criminal case, in which the convicted person spends the remainder of his or her life in prison.
- *Mandatory sentence* is created by state statute and represents the rendering of a punishment for which a judge has no room for discretion. Thus, the sentence may not be suspended and no probation may be imposed, leaving the judge with no alternative but the "mandated" sentence.
- *Maximum sentence* represents the outer limit of a punishment, beyond which a convicted person may not be held in custody.
- *Minimum sentence* represents the minimum punishment or the minimum time a convicted person must spend in prison before becoming eligible for parole or release.

- *Presumptive sentence* specifies an appropriate or "normal" sentence for each offense to be used as a baseline for a judge when meting out a punishment. It is considered along with other relevant factors (aggravating or mitigating circumstances) in determining the actual sentence.
- *Straight flat sentence* is a fixed sentence without a maximum/ minimum.
- *Suspended sentence* actually has two different meanings. It may refer to a withholding/ postponing of pronouncing a sentence following a conviction or it may refer to the postponing of the execution of a sentence after it has been pronounced.

There are some certain modes of punishment imposed for crimes/ offences:

- *Asset forfeiture* – consists of the government's seizing of personal assets obtained from or used in a criminal enterprise.
- *Community service* – is an unpaid service for the benefit of the public that is performed by lawbreakers as part (or all) of their sentence
- *Community supervision* – is generally imposed instead of incarceration; it is the management by overseeing the performance/ operation of a convict by local probation authorities (e.g., house arrest, electronic monitoring).
- *Compensation* – or paying back – consists of remedies, damages recovered for an injury, or the violation of a contract.
- *Death penalty* – the sentence of execution for some capital crimes
- *Fine* – is the sum of money required to be paid as a penalty for an offense to the government. If fines aren't paid, offenders go to jail.
- *Incarceration* – is a legal deprivation of liberty where jails are short-term lock-up centers normally run by counties and prisons are long-term (of more than one year) penal facilities operated by state/ federal governments.
- *Intensive support and supervision order* – is for the juvenile offender to be under the supervision of a probation officer for a fixed period of time.
- *Punishing by shaming* – provides a cheap and morally satisfying alternative to punishment. Courts will order people convicted of assault or child molestation to put signs in their yards, announcing their crimes.
- *Parole* – is an early release of a prisoner who is then subject to continued monitoring as well as compliance with certain terms and conditions for a specified period.
- *Probation* – is the act of suspending the sentence of a convict and granting that person provisional freedom on the promise of good behavior.
- *Reprimand* – is the censure which in some cases a public office pronounces against an offender; a warning by the judge.
- *Restitution* – is a sum of money paid to a victim in compensation for loss or injury by reverting to the position before such injury occurred.
- *Scarlet-letter punishments* – occur when judges order chronic drunk drivers to put bright orange bumper stickers on their cars, announcing their problem and urging other drivers to report erratic driving to the police.



It is important to know: Connecting Words between Clauses



Connecting Words between Clauses

- *Coordinating Conjunctions* (also known as coordinators) connect words, phrases, or clauses of equivalent grammatical structure or serve as transitions between sentences. You may learn these words with the memory clue, the mnemonic, BOYFANS or FANBOYS (for, and, nor, but, yet, so).

RULE: When two independent clauses are joined by a short linker, put a comma in front of that linker.

Coordinators	Meaning
BUT	shows opposition or contrast ("however")
OR	indicates choices or alternatives
YET	shows an occurrence in spite of another occurrence
FOR	indicates a cause will follow in a cause-effect relationship
AND	indicates additional information will follow
NOR	shows a negative option ("not this either")
SO	indicates a result will follow in a cause-effect relationship

- *Correlative Conjunctions* are pairs of connectors that function together to join words, phrases, and clauses. *Remember* that the items that follow each correlative conjunction must be grammatically parallel to one another.

as ... as	both ... and	either ... or	whether ... or	as ... so
neither ... nor	not ... but	not only ... but also	from ... to	so ... that

- *Conjunctive adverbs or transitional words* and phrases show relationships between sentences or independent (main) clauses; they join two sentences separated by a period or two clauses separated by a semi-colon.

ADDITION (=and)	Also; besides; equally (important); further; furthermore; in addition; additionally; moreover, next, too, likewise, etc.
SIMILARITY	Also; likewise; moreover; similarly; in the same way
DIFFERENCE (=but/ yet)	Conversely; in contrast; still; in spite of; however; on the contrary; on the other hand; nevertheless; notwithstanding
EXAMPLES	For example; for instance; in fact; specifically; in particular
RESTATEMENTS/ SUMMARIES	Finally; in brief; in conclusion; in other words; in short; in summary; therefore
RESULT	Accordingly; so; as a result; consequently; for this reason; therefore; thus; as a consequence, etc.
CHRONOLOGY (TIME ORDER)	Afterward; beforehand; after that; before that; in the meantime; later; meanwhile; next; second; earlier; finally; first; soon; still, then; third; subsequently, etc.
FOR EMPHASIS	Indeed; in fact; certainly; truly; surely; actually; namely

- The process of combining main ideas (independent clauses) with secondary ideas (dependent clauses) is called *subordination*. *Subordinators* are words and phrases that signal dependent (subordinate) clauses. *Subordinating conjunctions* introduce dependent clauses and signal the relationship between the dependent clause and a word, phrase, other clause. *RULE*: Use a comma after a dependent clause if it comes at the beginning of a sentence.

There are only three kinds of dependent clauses: 1) Adverb clauses; 2) Adjective clauses; and 3) Noun clauses.

- Various words can introduce *adverb clauses*. The most common are:

TIME	After; before; since; when; whenever; while; until; as; once; as soon as
REASON	Because; since; so that; in order that; why; so (that); inasmuch as; as/so long as; now that
CONCESSION	Although; though; even though; while; whereas; but
PLACE/ LOCATION	Where; wherever
CONDITION	If; only if; unless; in case; provided (that); providing (that); assuming (that); even if; in the event (that)
MANNER	As if; as though; how
RESULT/ EFFECT	In order that; so; so that; that

- Another type of subordinators are *relative pronouns* and *relative adjectives* which introduce and/ or serve as subjects of dependent clauses. *Relative pronouns* and *relative adjectives* are also used to join ideas together by creating *adjective* or *noun clauses*, which allow a writer to create smoother, more flowing and effective sentences by combining ideas.

- There are only five (5) words which introduce *adjective clauses*. They are called *relative pronouns* because they relate the clause to something else in the sentence. Dependent signals which introduce *adjective clauses* perform a *double duty*: they introduce the clause and they also function inside the clause as a subject or object. We call them *double duty dependent signals*:

Who	Whom	Whose	Which	That
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NOTE! Sometimes these words function as dependent signals, but sometimes they don't. For example, when "that" doesn't introduce a clause, it may identify something, thus acting as a demonstrative pronoun, etc.

- Dependent signals which introduce *noun clauses* are:

Who	Whose	Whether	When	How
Whom	Which	What	Where	Why
Whoever	Whichever	Whatever	Wherever	That if
Whomever	Whosoever	Whosoever	Whenever	That

NOTE! Most of these words are flexible. They can do different things in different sentences.



Your Irregular Verb Dictionary

Infinitive	Simple Past	Past Participle	Definition
arise	arose	arisen	occur, develop
awake	awoke/ awaked	awoken/ awaked	stop sleeping
backslide	backslid	backslid/ blackslided	revert to sin
be	was, were	been	exist in actuality
bear	bore	born/ borne	hold; carry
beat	beat	beaten/ beat	strike repeatedly
become	became	become	develop into
begin	began	begun	start; commence
bend	bent	bent	form a curve
bet	bet/ betted	bet/ betted	risk; guess; fancy
bid (farewell)	bid/ bade	bidden	wish; say; greet
bid (offer)	bid	bid	propose price
bind	bound	bound	fasten; wrap; tie
bite	bit	bitten	grip; cut off
bleed	bled	bled	lose/ emit blood
blow	blew	blown	exhale hard
break	broke	broken	separate; damage
breed	bred	bred	produce; raise
bring	brought	brought	carry; take
broadcast	broadcast/ broadcasted	broadcast/ broadcasted	transmit; relay
browbeat	browbeat	browbeaten/ browbeat	frighten; oppress
build	built	built	form; establish
burn	burned/ burnt	burned/ burnt	destroy by fire
burst	burst	burst	explode
bust	busted/ bust	busted/ bust	break; split
buy	bought	bought	purchase
cast	cast	cast	throw; indicate
catch	caught	caught	capture; seize
choose	chose	chosen	pick out, select
cling	clung	clung	remain close
clothe	clothed/ clad	clothed/ clad	put clothes on
come	came	come	arrive; reach
cost	cost	cost	be priced at
creep	crept	crept	go stealthily

crossbreed	crossbred	crossbred	produce a hybrid
cut	cut	cut	chop; split; divide
daydream	daydreamt/ daydreamed	daydreamt/ daydreamed	indulge in fantasy
deal	dealt	dealt	be concerned with
dig	dug	dug	excavate; unearth
disprove	disproved	disproven/ disproved	prove to be false
dive (jump)	dove/ dived	dived	plunge into water
dive (scuba)	dived/ dove	dived	swim under water
do	did	done	perform; execute
draw	drew	drawn	portray; attract
dream	dreamt/ dreamed	dreamt/ dreamed	have dreams
drink	drank	drunk	take in liquids
drive	drove	driven	operate a vehicle
 dwell	dwelt/ dwelled	dwelt/ dwelled	live; stay; reside
eat	ate	eaten	have a meal
fall	fell	fallen	move downward
feed	fed	fed	give food
feel	felt	felt	perceive by senses
fight	fought	fought	struggle against
find	found	found	discover by search
fit (change)	fitted/ fit	fitted/ fit	modify; tweak
fit (be right)	fit/ fitted	fit/ fitted	match
flee	fled	fled	run away
fling	flung	flung	throw with force
fly	flew	flown	go by air
forbid	forbade	forbidden	prohibit
forecast	forecast	forecast	predict; plan
forego (forgo)	forewent	foregone	precede in time
foresee	foresaw	foreseen	act in advance
foretell	foretold	foretold	tell beforehand
forget	forgot	forgotten/ forgot	fail to remember
forgive	forgave	forgiven	excuse for a fault
forsake	forsook	forsaken	abandon; give up
freeze	froze	frozen	change to ice
frostbite	frostbit	frostbitten	injure by freezing
get	got	gotten/ got	receive; earn
give	gave	given	deliver voluntarily

go	went	gone	travel; proceed
grind	ground	ground	reduce to powder
grow	grew	grown	increase in size
handfeed	handfed	handfed	feed by hand
handwrite	handwrote	handwritten	write by hand
hang	hung	hung	swing; suspend
have	had	had	possess
hear	heard	heard	become aware of
hew	hewed	hewn/ hewed	cut; chop; axe
hide	hid	hidden	keep out of sight
hit	hit	hit	affect
hold	held	held	keep; maintain
hurt	hurt	hurt	cause pain; injure
inbreed	inbred	inbred	develop within
inlay	inlaid	inlaid	decorate
input	input/ inputted	input/ inputted	enter data/program
interbreed	interbred	interbred	hybridize
interweave	interwove/ interweaved	interwoven/ interweaved	blend together
interwind	interwound	interwound	become joined
jerry-build	jerry-built	jerry-built	build cheaply
keep	kept	kept	retain possession
kneel	knelt/ kneeled	knelt/ kneeled	rest on knees
knit	knitted/ knit	knitted/ knit	join closely
know	knew	known	perceive directly
lay	laid	laid	place; put; set
lead	led	led	guide; direct
lean	leaned/ leant	leaned/ leant	incline; recline
leap	leaped/ leapt	leaped/ leapt	act impulsively
learn	learned/ learnt	learned/ learnt	gain knowledge
leave	left	left	go away
lend	lent	lent	give/ allow the use
let	let	let	give permission
lie	lay	lain	be lying
lie (not truth)	lied	lied	tell an untruth
light	lit/ lighted	lit/ lighted	set on fire; ignite
lip-read	lip-read	lip-read	interpret by lip
lose	lost	lost	be deprived of
make	made	made	cause to exist

mean	meant	meant	convey; refer to
meet	met	met	come together
miscast	miscast	miscast	act unusually
misdeal	misdealt	misdealt	deal incorrectly
misdo	misdid	misdone	do wrongly
mishear	misheard	misheard	misunderstand
mislay	mislaid	mislaid	put incorrectly
mislead	misled	misled	lead into error
mislearn	mislearnt/ mislearned	mislearnt/ mislearned	learn wrongly
misread	misread	misread	read inaccurately
misset	misset	misset	set/ place wrongly
misspeak	misspoke	misspoken	speak mistakenly
misspell	misspelt/ -ed	misspelt/ misspelled	spell incorrectly
misspend	misspent	misspent	spend improperly
mistake	mistook	mistaken	identify wrongly
misteach	mistaught	mistaught	instruct wrongly
misunderstand	misunderstood	misunderstood	misinterpret
miswrite	miswrote	miswritten	write carelessly
mow	mowed	mowed/ mown	cut down
offset	offset	offset	compensate for
outbid	outbid	outbid	bid higher than
outbreed	outbred	outbred	produce offspring
outdo	outdid	outdone	exceed in action
outdraw	outdrew	outdrawn	extract
outdrink	outdrank	outdrunk	exceed in drinking
outdrive	outdrove	outdriven	provide power
outfight	outfought	outfought	defeat in a battle
outfly	outflew	outflown	surpass in flying
outgrow	outgrew	outgrown	grow too large
outleap	outleapt/ -ed	outleapt/ outleaped	surpass in leaping
outlie	outlied	outlied	exceed in lying
outride	outrode	outridden	ride faster
outrun	outran	outrun	escape from
outsell	outsold	outsold	sell more than
outshine	outshone/ -ed	outshone/ -ed	shine brighter than
outshoot	outshot	outshot	shoot better than
outsing	outsang	outsung	surpass in singing
outsit	outsat	outsat	outstay

outsleep	outslept	outslept	exceed in sleeping
outsmell	outsmelt/ -ed	outsmelt/ -ed	smell so to irritate
outspeak	outspoke	outspoken	speak better than
outspeed	outsped	outsped	excel in speed
outspend	outspent	outspent	outdo in spending
outswear	outswore	outsworn	outdo in swearing
outswim	outswam	outswum	excel in swimming
outthink	outthought	outthought	outwit
outthrow	outthrew	outthrown	excel in throwing
outwrite	outwrote	outwritten	excel in writing
overbid	overbid	overbid	bid higher than
overbreed	overbred	overbred	breed to excess
overbuild	overbuilt	overbuilt	erect too many
overbuy	overbought	overbought	buy too much
overcome	overcame	overcome	defeat or succeed
overdo	overdid	overdone	exaggerate
overdraw	overdrew	overdrawn	exaggerate
overdrink	overdrank	overdrunk	drink to excess
overeate	overate	overeaten	consume too much
overfeed	overfed	overfed	feed excessively
overhang	overhung	overhung	extend over
overhear	overheard	overheard	hear without intent
overlay	overlaid	overlaid	cover
overpay	overpaid	overpaid	pay too much
override	overrode	overridden	rule against
overrun	overran	overrun	overwhelm
oversee	oversaw	overseen	supervise
oversell	oversold	oversold	overpraise
oversew	oversewed	oversewn/ -ed	sew with stitches
overshoot	overshot	overshot	go too far
oversleep	overslept	overslept	sleep longer
overspeak	overspoke	overspoken	speak too much
overspend	overspent	overspent	spend in excess of
overspill	overspilt/ -ed	overspilt/ -ed	change residence
overtake	overtook	overtaken	catch up with
overthink	overthought	overthought	think hard
overthrow	overthrew	overthrown	rule against
overwind	overwound	overwound	wind too tightly
overwrite	overwrote	overwritten	write new data

partake	partook	partaken	participate
pay	paid	paid	recompense for
plead	pleaded/ pled	pleaded/ pled	offer reasons
prebuild	prebuilt	prebuilt	build in advance
predo	predid	predone	do in advance
premake	premade	premade	make in advance
prepay	prepaid	prepaid	pay for beforehand
presell	presold	presold	sell in advance
preset	preset	preset	set beforehand
preshrink	preshrank	preshrunk	decrease before
proofread	proofread	proofread	read for errors
prove	proved	proven/ proved	establish validity
put	put	put	place in; set
quick-freeze	quick-froze	quick-frozen	freeze rapidly
quit	quit/ quitted	quit/ quitted	depart from; leave
read	read	read	obtain data
reawake	reawoke	reawaken	awake again
rebid	rebid	rebid	offer a revised bid
rebind	rebound	rebound	put a new cover
rebroadcast	rebroadcast/-ed	rebroadcast / -ed	repeat the broadcast
rebuild	rebuilt	rebuilt	remodel
recast	recast	recast	cast/ model anew
recut	recut	recut	separate again
redeal	redealt	redealt	deliver again
redo	redid	redone	do over again
redraw	redrew	redrawn	draw differently
refit (replace)	refit/ refitted	refit/ refitted	repair
refit (retailor)	refitted/ refit	refitted/ refit	use second time
regrind	reground	reground	crush again
regrow	regrew	regrown	grow anew
rehang	rehung	rehung	fix/ attach again
rehear	reheard	reheard	hear again
reknit	reknit/ -ed	reknit/ -ed	remake a fabric
relay	relaid	relaid	control; supply
relay (pass)	relayed	relayed	pass along
relearn	relearnt / -ed	relearnt / relearned	learn again
relight	relit/ -ed	relit/ -ed	ignite again
remake	remade	remade	make again/ anew
repay	repaid	repaid	do in return

reread	reread	reread	read anew/ again
rerun	reran	rerun	broadcast again
resell	resold	resold	sell to an end user
resend	resent	resent	send back/ again
reset	reset	reset	set again; restore
resew	resewed	resewn/ resewed	sew again
retake	retook	retaken	take back/ again
reteach	retaught	retaught	instruct again
retear	retore	return	separate again
retell	retold	retold	render verbally
rethink	rethought	rethought	change one's mind
retread	retread	retread	do over again
retrofit	retrofit/ retrofitted	retrofit/ retrofitted	provide with parts
rewake	rewoke/ rewaked	rewaken/ rewaked	awake again
rewear	rewore	reworn	change dress
reweave	rewove/ reweaved	rewoven/ reweaved	renew the pattern
rewed	rewed/ rewedded	rewed / rewedded	marry again
rewet	rewet/ rewetted	rewet / rewetted	recharge a firearm
rewin	rewon	rewon	win back/ again
rewind	rewound	rewound	wind again; anew
rewrite	rewrote	rewritten	write again
rid	rid	rid	free from
ride	rode	ridden	travel in a vehicle
ring	rang	rung	produce a sound
rise	rose	risen	move upward
roughcast	roughcast	roughcast	prepare in rough
run	ran	run	move swiftly
sand-cast	sand-cast	sand-cast	produce
saw	sawed	sawed/ sawn	divide with a saw
say	said	said	express in words
see	saw	seen	perceive by sight
seek	sought	sought	search for
sell	sold	sold	deliver for money
send	sent	sent	dispatch
set	set	set	fix firmly

sew	sewed	sewn/ sewed	do needlework
shake	shook	shaken	move back/ forth
shave	shaved	shaved/ shaven	crop; trim
shear	sheared	sheared/ shorn	remove with razor
shed	shed	shed	diffuse
shine	shined/ shone	shined/ shone	emit light
shit	shit/ shat/ shitted	shit/ shat/ shitted	inform
shoot	shot	shot	fire a shot
show	showed	shown/ showed	display
shrink	shrank/ shrunk	shrunk	become smaller
shut	shut	shut	become closed
sight-read	sight-read	sight-read	act not prepared
sing	sang	sung	produce tones
sink	sank/ sunk	sunk	move down
sit	sat	sat	be seated
slay (kill)	slew/ slayed	slain/ slayed	kill violently
slay (amuse)	slayed	slayed	impress
sleep	slept	slept	be asleep
slide	slid	slid	move smoothly
sling	slung	slung	hang loosely
slink	slinked/ slunk	slinked/ slunk	walk stealthily
slit	slit	slit	cut into strips
smell	smelled/ smelt	smelled/ smelt	inhale the odor
sneak	sneaked/ snuck	sneaked/ snuck	move furtively
sow	sowed	sown/ sowed	propagate
speak	spoke	spoken	deliver a speech
speed	sped/ speeded	sped/ speeded	proceed quickly
spell	spelled/ spelt	spelled/ spelt	name the letters
spend	spent	spent	pay out; expend
spill	spilled/ spilt	spilled/ spilt	allow to run
spin	spun	spun	rotate
spit	spit/ spat	spit/ spat	expel; eject
split	split	split	separate into parts
spoil	spoiled/ spoilt	spoiled/ spoilt	damage; impair
spoon-feed	spoon-fed	spoon-fed	feed with a spoon
spread	spread	spread	be extended
spring	sprang/ sprung	sprung	move quickly
stand	stood	stood	be upright

steal	stole	stolen	appropriate
stick	stuck	stuck	puncture
sting	stung	stung	wound painfully
stink	stunk/ stank	stunk	smell badly
strew	strewed	strewn/ strewed	spread here/ there
stride	strode	stridden	walk in long steps
strike (delete)	struck	stricken	damage; destroy
strike (hit)	struck	struck/ stricken	hit sharply
string	strung	strung	thread on
strive	strove/ strived	striven/ strived	exert much effort
sublet	sublet	sublet	rent to another
sunburn	sunburnt/ sunburned	sunburnt/ sunburned	get a sunburn
swear	swore	sworn	make a promise
sweat	sweat/ sweated	sweat/ sweated	excrete moisture
sweep	swept	swept	clear away
swell	swelled	swollen/ swelled	increase
swim	swam	swum	move in water
swing	swung	swung	move back & forth
take	took	taken	gain possession
teach	taught	taught	give instructions
tear	tore	torn	pull apart
telecast	telecast	telecast	broadcast
tell	told	told	communicate
test-drive	test-drove	test-driven	evaluate condition
test-fly	test-flew	test-flown	make control
think	thought	thought	believe; suppose
throw	threw	thrown	propel; reject
thrust	thrust	thrust	push
tread	trod	trodden/ trod	place the foot
typecast	typecast	typecast	play the same role
typeset	typeset	typeset	compose
typewrite	typewrote	typewritten	write; type
unbend	unbent	unbent	become less tense
unbind	unbound	unbound	unfasten; set free
unclothe	unclad/ -ed	unclad/ unclothed	uncover; lay bare
underbid	underbid	underbid	propose less
undercut	undercut	undercut	charge less
underfeed	underfed	underfed	give too little food

undergo	underwent	undergone	experience
underlie	underlay	underlain	be the basis of
undersell	undersold	undersold	sell for less
underspend	underspent	underspent	spend less
understand	understood	understood	comprehend
undertake	undertook	undertaken	agree to start
underwrite	underwrote	underwritten	guarantee; promise
undo	undid	undone	cancel or reverse
unfreeze	unfroze	unfrozen	make available
unhang	unhung	unhung	remove hangings
unhide	unhid	unhidden	discover; disclose
unknit	unknit/ -ed	unknit/ unknitted	weaken; destroy
unlearn	unlearnt/ unlearned	unlearnt/ unlearned	try to forget
unsew	unsewed	unsewn/ unsewed	undo; rip apart
unslung	unslung	unslung	remove ropes
unspin	unspun	unspun	untwist
unstick	unstuck	unstuck	free; loosen
unstring	unstrung	unstrung	loosen the strings
unweave	unwove/ unweaved	unwoven/ unweaved	unfold; undo
unwind	unwound	unwound	undo; unravel
uphold	upheld	upheld	give moral support
upset	upset	upset	disturb stability
wake	woke/ waked	woken/ waked	rouse from sleep
waylay	waylaid	waylaid	wait to attack
wear	wore	worn	have on
weave	wove/ weaved	woven/ weaved	make cloth
wed	wed/ wedded	wed/ wedded	take as a spouse
weep	wept	wept	express grief
wet	wet/ wetted	wet/ wetted	dampen
whet	whetted	whetted	sharpen; stimulate
win	won	won	achieve victory
wind	wound	wound	blow; cover
withdraw	withdrew	withdrawn	remove; retire
withhold	withheld	withheld	refuse to share
withstand	withstood	withstood	oppose with force
wring	wrung	wrung	twist to squeeze
write	wrote	written	put in writing



Grammatical Mood (short overview)

In linguistics, *grammatical mood* is a grammatical feature of verbs, used to signal *modality*. It is the use of *verbal inflections* (=additions to the form) that allow speakers to express their attitude toward what they are saying. In addition to *verb tenses* (which demonstrate the location of an action or state in time), *verb aspects* (which express ongoing actions or states with or without distinct end points) and *verb voices* (which express relationships between the predicate and nominal functions), *verb moods* indicate a state of being or reality through *modality* of an action or state. *Modality* is the expression of possibility, necessity, or contingency. In English *modality* can be expressed through *modal verbs* as well as through *grammatical mood*.

The most common moods in English include the following:

- 1. The indicative mood** – indicates a state of factuality and reality. It simply states a fact of some sort, or describes what happens, or gives details about reality. Most sentences in English are in the indicative mood; they may express an assertion, denial, or question. *E.g.*: In a criminal case the jury hears the evidence and decides on the guilt or innocence of the accused.
- 2. The imperative mood** – indicates a state of command, prohibition, entreaty, advice, or request. One marker of the imperative is that frequently the subject does not appear in the sentence, but is only implied. *E.g.*: Do keep an open mind all throughout the trial. (...) Don't try to uncover evidence on your own. (*Do's and Don'ts for Jurors*)
- 3. The interrogative mood** – indicates a state of questioning. One marker of the interrogative is that frequently the speaker inverts the subject-verb order by placing the helping verb first, before the subject: "Will you leave me alone?" instead of "You will leave me alone." Frequently the interrogative appears with requests for a course of action or requests for information. *E.g.*: Why should my employee be required to serve? Aren't many people totally exempt from jury service because of their occupations?
- 4. The conditional mood** – indicates a conditional state that will cause something else to happen. The conditional is marked by the words *might*, *could*, and *would*. Frequently, a phrase in the conditional appears closely linked to a phrase in the subjunctive preceded by a subordinate conjunction like *if*. *E.g.*: The bomb might (could/ would) explode if you jiggle the switch. (*see more on that topic in the next Section on Conditionals*)
- 5. The subjunctive mood** – a rare mood – indicates a hypothetical state, a state contrary to reality, such as a wish, a desire, or an imaginary situation. *E.g.*: If I were you, I wouldn't keep driving on those tires. May you have many more birthdays! If I should see him, I will tell him. (*see more below*)

6. The Infinitive mood – expresses an action or state without reference to any subject. It can be the source of sentence fragments when the writer mistakenly thinks the infinitive form is a fully-functioning verb. When we speak of the English infinitive, we usually mean the basic form of the verb with "to" in front of it: to go, to sing, to walk, to speak, etc. Verbs said to be in *the infinitive mood* can include participle forms ending in -ed and -ing. Verbs in the infinitive mood are not being used as verbs, but as other parts of speech: *E.g.*: *To err* is human; *to forgive*, divine. (as nouns) He is a man *to be admired*. (as an adjective) He came *to see* you. (as an adverb)

The summary of tenses, aspects, moods, and voices in English:

TENSES	Past; present; future
ASPECTS	Simple; progressive; perfect; perfect-progressive
VOICES	Active; passive
MOODS	Indicative; Imperative; Subjunctive (widely recognized as such); Infinitive; Interrogative; Conditional (rarer recognized as such)

The Subjunctive Mood

Though rarely used by the native speakers of English, the *subjunctive mood* survives in a few, fossilized examples. By far the most common use of the subjunctive mood is *to express various states of unreality such as doubt, wish, belief, emotion, possibility, judgment, opinion, necessity, or action that has not yet occurred*. The subjunctive mood sentences violate the usual rules relating to subject-predicate agreement in number and in tense. But these sentences are considered grammatically correct ones.

Let's explore some of the common forms of the Subjunctive Mood:

1. Present Subjunctive Mood – here the verb is always in the singular and present tense form, even if the subject is in plural number, and the tense is in past tense or in future tense. Sentences in which you would normally have used the verbs *is, are, was, were* or *will be* should have the root word "be" if they are in the Subjunctive mood. There are two ways in which sentences are formed in the Present Subjunctive Mood:

- 1) In formal phrases expressing a wish or a hope or a cause. *E.g.*: Long **live** the Queen! May heaven **help** you! Far **be** it from me to interfere!
- 2) In a noun clause formed as the object of a verb indicating a desire, intention, command, recommendation, request, resolution, etc. *E.g.*: The disciplinary committee recommended that the manager **be** dismissed from service. The court ordered that the defendant **pay** the plaintiff a sum of ten thousand dollars.

2. Past Subjunctive Mood is used in the following circumstances:

- 1) After the verb "wish." *E.g.*: I wish Harvard University **gave** me admission to MBA. I wish I **were** the Prime Minister of India for a year.
- 2) In sentences describing contrary-to-fact situations. *E.g.*: If the earth were to rotate in the opposite direction, the sun would rise in the west. If we

traveled at the speed of light, it would take us eight minutes to reach sun.

NOTE! Not all clauses beginning with "if" are contrary to fact. When an "if-clause" indicates something that is likely to happen, use the indicative, not the subjunctive.

3) In sentences starting with "as if" and "as though". *E.g.*: Do you notice Robert walking *as though* he **were drunk**? William spends money *as if* he **had won** a lottery.

4) In sentences starting with "it is time" (which indicates that it is already late for taking the intended action). *E.g.*: It is already half past midnight, and it is time we **returned** home. (Not "it is time we return home")

5) In sentences starting with "I would rather", "he would rather", etc. (such sentences normally indicate one's preferences). *E.g.*: I would rather you **took up** the job. His mother would rather he **applied** to the Law School.

EXAMPLES TENSES	to own (for example)	to be (for example)	Time of action	Usage
Present indicative	I own he/she/it owns we/you/they own	I am he/she/it is we/you/they are	present or future	
Present subjunctive	that I own that he/she/it own that we/you/they own	that I be that he/she/it be that we/you/they be	past, present or future	desire in <i>that clauses</i>
Past indicative	I owned he/she/it owned we/you/they owned	I was he/she/it was we/you/they were	past	
Past subjunctive	that I owned that he/she/it owned that we/you/they owned	that I were that he/she/it were that we/you/they were	present	contrary-to-fact statements in <i>if clauses</i> or in <i>that clauses</i> after <i>wish</i>
Future indicative	I shall own he/she/it will own we shall own you/they will own	I shall be he/she/it will be we shall be you/they will be	future	
Future subjunctive	if I were to own if he/she/it were to own if we/you/they were to own	if I were to be if he/she/it were to be if we/you/they were to be	future	doubtful possibility in <i>if clauses</i>
Present negative indicative	I do not own he/she/it does not own we/you/they do not own	I am not he/she/it is not we/you/they are not	present or future	
Present negative subjunctive	that I not own that he/she/it not own that we/you/they not own	that I not be that he/she/it not be that we/you/they not be	past, present or future	desire in <i>that clauses</i>

- **The Subjunctive** can be used in negative, continuous and passive forms:

Negative Examples: The boss insisted that Sam not be at the meeting. The company asked that employees not accept personal phone calls during business hours. I suggest that you not take the job without renegotiating the salary.

Passive Examples: Jake recommended that Susan be hired immediately. Christine demanded that I be allowed to take part in the negotiations. We suggested that you be admitted to the organization.

Continuous Examples: It is important that you be standing there when he gets off the plane. It is crucial that a car be waiting for the boss when the meeting is over. I propose that we all be waiting in Tim's apartment when he gets home.

- **The Subjunctive** is used after the following verbs:

to advise (that)	to desire (that)	to propose (that)	to request (that)
to ask (that)	to demand (that)	to recommend (that)	to suggest (that)
to command (that)	to insist (that)	to order (that)	to urge (that)
to beg (that)	to prefer (that)	to require (that)	to move (that)

Examples: Dr. Smith asked that Mark submit his research paper before the end of the month. Donna requested Frank come to the party. The teacher insists that her students be on time.

- **The Subjunctive** is used after certain impersonal expressions:

It is best (better) (that)	It is essential (that)	It is recommended (that)
It is crucial (that)	It is imperative (that)	It is urgent (that)
It is desirable (that)	It is important (that)	It is vital (that)
It is a good idea (that)	It is a bad idea (that)	It is necessary (that)
It is advisable (that)	It is surprising (that)	It is (un)likely (that)
It is uncertain (that)	It is incredible (that)	It is a shame (that)
It is possible (that)	It is preferable (that)	It is ridiculous (that)

Examples: It is crucial that you be there before Tom arrives. It is important she attend the meeting. It is recommended that he take a gallon of water with him if he wants to hike to the bottom of the Grand Canyon.

- **Should as Subjunctive:** The word "should" is sometimes used to express the idea of subjunctiveness. This form is used more frequently in British English and is most common after the verbs *suggest*, *recommend*, *insist*.

Examples: The doctor recommended that she should see a specialist about the problem. Professor Williams suggested that Wilma should study harder for the final exam.

- **There are some set expressions** with Subjunctive inside:

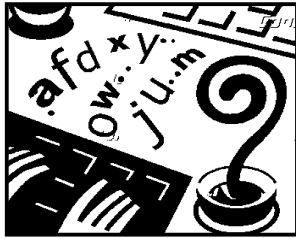
come what may	far be it from me	if need be
suffice it to say	Long live the King!	God bless you! (everyone)
be that as it may	if it please the court	truth be told
perish the thought	God save the Queen!	blessed be!



Your Training Exercises



Exercise A: Examine the given sentences. Identify the mood each of the sentences indicates; write it down then; give your reasons:



Example: It's important that our Judiciary **be** full.
(George W. Bush) → Subjunctive Mood → impersonal expression + be = recommendation

1. There are only three ways to deal with a blackmailer. You can pay him and pay him and pay him until you're penniless. Or you can call the police yourself and let your secret be known to the world. Or you can kill him. (from film noir *The Woman in the Window*, 1944)
2. Always do right. This will gratify some people and astonish the rest. (Mark Twain)
3. If I were two-faced, would I be wearing this one? (Abraham Lincoln)
4. If we ever forget that we are One Nation Under God, then we will be a nation gone under. (Ronald Reagan)
5. If music be the food of love, play on. (William Shakespeare, *Twelfth Night*)
6. If voting changed anything, they'd make it illegal. (Emma Goldman)
7. Go to the edge of the cliff and jump off. Build your own wings on the way down. (Ray Bradbury)
8. Don't part with your illusions. When they are gone, you may still exist, but you have ceased to live. (Mark Twain)
9. The court blocked an Immigration and Naturalization Service order that the boy be returned to his father in Cuba. (News reader, *National Public Radio*)
10. She said company lawyers also have demanded the Web site be transferred to their authority. (Associated Press, *The News-Sentinel (Tennessee)*)
11. There are two men inside the artist, the poet and the craftsman. One is born a poet. One becomes a craftsman. (Emile Zola)
12. Read, every day, something no one else is reading. Think, every day, something no one else is thinking. Do, every day, something no one else would be silly enough to do. It is bad for the mind to be always part of unanimity. (Christopher Morley)
13. Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning. (Albert Einstein)
14. Installing the server requires that an intruder first compromise a machine by different means. (CERT Advisory CA-99-17 *Denial-of-Service Tools*)
15. It is forbidden to kill; therefore all murderers are punished unless they

kill in large numbers and to the sound of trumpets. (*Voltaire*)

16. Never give in. Never give in. Never, never, never, never – in nothing, great or small, large or petty – never give in, except to convictions of honor and good sense. Never yield to force. Never yield to the apparently overwhelming might of the enemy. (*Winston Churchill*)

17. You will never be happy if you continue to search for what happiness consists of. (*Albert Camus*)

18. To live a pure unselfish life, one must count nothing as one's own in the midst of abundance. (*Buddha*)

19. Get up, stand up, Stand up for your rights. Get up, stand up, Don't give up the fight. (*Bob Marley, "Get Up, Stand Up!"*)

20. Success isn't permanent and failure isn't fatal. (*Mike Ditka*)

21. However, for your safety, we do require that you keep your seat belt fastened at all times while seated. (*Flight attendant, Delta Airlines*)

22. A question that sometimes drives me hazy: am I or are the others crazy? (*Albert Einstein*)

23. And that should put you to rest on any terrain, be it off road or on. (*Jeep advertisement (US television)*)

24. If you don't like something, change it. If you can't change it, change your attitude. (*Maya Angelou*)

25. It is extremely urgent that we talk with you right now, sir. (*"The X-Files"*)

26. I was the seventh of nine children. When you come from that far down you have to struggle to survive. (*Robert Kennedy*)

27. They recommend he remain in jail for another six months until the next review. (*Barbara Bradley, All Things Considered, National Public Radio (USA)*)

28. Albright was an attorney, but more importantly, he was a conservationist, and a man who advocated that national parks be spread all across the county to preserve and interpret natural and cultural features and serve people. (*Coggins A. (1999). Place Names of the Smokies, ISBN 0-937207-23-3, p. 23*)

29. The car is programmed to respond sluggishly, the way it might if the driver were indeed intoxicated. (*Newscaster, WBIR-TV*)

30. If God had wanted man to play soccer, he wouldn't have given us arms. (*Mike Ditka*)

31. But if you were a scientist, I think you should ask yourself the same question. (*Marilyn vos Savant, "Ask Marilyn" (weekly column), Parade Magazine*)

32. To rise early is healthful. (*Public wisdom*)

33. The deal requires that teachers join the union. (*Claudio Sanchez*)

34. If I am not allowed to laugh in heaven, I don't want to go there. (*Luther*)

35. It is in the interest of the United States that Russia be a democracy. That is essentially a good thing. (*Strobe Talbot, US Deputy Secretary of State, (2000-03-29)*)



Exercise B: Fill in the gaps with the correct form of the verb in parentheses. Negative, passive, continuous subjunctive forms are possible as well as the other forms of subjunctive mood:



1. It's important that she ___¹ (remember) to take her medicine twice a day.

2. It is necessary that the problem ___² (be) solved right away.

3. If I ___³ (be) you, I would accept this job offer.

4. They will insist that their colleague ___⁴ (admit) to the association.

5. It would have been better if they ___⁵ (invite).

6. He keeps the faith, though he ___⁶ (face) so many trials.

7. It is important that your son ___⁷ (start) studying for TOEFL and GMAT straightaway if he wishes to go to USA.



8. The government official was willing to share some secrets with journalist on condition that the source ___⁸ (keep) secret.

9. We asked that our suggestions ___⁹ (consider).

10. If only she ___¹⁰ (be) here, then she would speak up.

11. ___¹¹ (be) he alive, he would be proud of his son.

12. I suggest that the Government ___¹² (implement) a budget cut in March.

13. I could not dictate to the President what he ___¹³ (think) about the Middle East events.

14. I wish I ___¹⁴ (vacation) on an island instead of at my desk working.

15. We are all citizens of the world, as it ___¹⁵ (be).

16. Now, if the fire of electricity and that of lightning ___¹⁶ (be) the same, this pasteboard and these scales may represent electrified clouds. (*Franklin*)

17. The attorney general demanded that the Congress ___¹⁷ (come) to a decision immediately.

18. If I ___¹⁸ (know) how to repair it, I would have done it a long time ago.

19. She wishes that Americans in the South ___¹⁹ (be) more friendly today.

20. The committee recommended that the rules ___²⁰ (change).

21. ___²¹ (come) what may, I will never forget you.

22. It was necessary that every student ___²² (submit) his essay by the weekend.

23. The President requested that they ___²³ (stop) the occupation.

24. If I ___²⁴ (be) a butterfly, I would have wings.

25. The president requested that the emissary ___²⁵ (treat) fairly.
26. If they ___²⁶ (be) rich they would buy a luxury automobile and travel round the world.
27. People demand that the troops ___²⁷ (withdraw).
28. They requested that she ___²⁸ (arrive) early.
29. I suggest you ___²⁹ (not/ embarrass) to approach people and introduce yourself to them
30. I'm going to ask you a question, and it is absolutely imperative that you ___³⁰ (tell) the truth.
31. It is also necessary that a test statistic ___³¹ (not/ be invariant) with respect to a given hypotheses.
32. If I ___³² (be) a fascist, then I would have sent you to one of those Southern military academies a long time ago.
33. You went so far as to argue that the company ___³³ (abolish).
34. The group with the most votes, whether it ___³⁴ (be) the university community or health care professionals, will win.
35. I simply requested, politely, that she ___³⁵ (refrain) from spying on my family.
36. I must emphasize the extreme sensitivity of this information and that it ___³⁶ (not/ leave) this room.
37. He also suggested to the board that a business manager ___³⁷ (hire) to help things run more smoothly.
38. He wants, but knows that he can never demand, that praise ___³⁸ (shower) on him.
39. If that ___³⁹ (be) for real, how big would that measure?
40. I suggest people ___⁴⁰ (not/ be afraid) to make mistakes and try out their language skills whenever they have a chance.
41. What would happen if somebody ___⁴¹ (be) to blow up that bridge?
42. The President requests that you ___⁴² (be present) at the meeting.
43. It is as though you ___⁴³ (become) a Queen of universe.
44. She asked that the report ___⁴⁴ (be ready) yesterday.
45. He ___⁴⁵ (demand) that I should tell him everything.
46. The sentence of the court is that you ___^{46a} (imprison) and ___^{46b} (keep) to hard labor for two years.
47. It is important that the contract ___⁴⁷ (sign) today.
48. Don't look at me as if I ___⁴⁸ (be) crazy!
49. Agatha acts as if she ___⁴⁹ (know) everything.
50. Didn't you see the directive that all male personnel ___⁵⁰ (be) clean-shaven, Commander Edenton?



Exercise C: Do these clauses signal the subjunctive mood or the indicative mood? Indicate your choice next to each of the sentences:



Example: **0a.** If Bill **was** to come over for coffee, we'd talk about football. (=he comes over every Sunday, so it's probably going to happen again in the future) → Indicative mood// **0b.** If Bill **were** to come over for coffee, we'd talk about football. (=he is too far away and it's not going to happen) → Subjunctive mood

1a. She insisted that he was present. (=she knew that he really was there.)

1b. She insisted that he be present. (=she wanted him to be there.)

2a. If Greg is here, I will ask him myself. (=Greg might be here, or he might not be here.)

2b. If Greg were here, I would ask him myself. (=Greg is not here, and I cannot ask him myself.)

3a. It is imperative that more decisions are made by the shareholders.

3b. It is imperative that more decisions be made by the shareholders.

4a. It was essential that his incompetence be unmasked.

4b. It was essential that his incompetence had been unmasked.

5a. She wrote down the address lest she should forget it.

5b. She wrote down the address so that she might not forget it.

6a. It is advisable for her to stay home today.

6b. It is advisable that she stay home today.

7a. I suggest that we wait here.

7b. I suggest waiting here.

8a. I'm sorry that you should think so badly of him.

8b. I'm sorry that you think so badly of him.

9a. It is important that the report be sent without delay.

9b. It is important to send the report without delay.

10a. She does not go there every week.

10b. I suggested that she not go there every week.



Exercise D: Choose the correct word to complete the sentence.
Give comments on the reason of your choice:

1. The UN requested that the government ___¹ its policy.

a) amends; b) amend; c) will amend

2. If only he ___² more skillful, he would make a good football player. **a) was; b) is; c) were**

3. If the tickets ___³ cheaper, we would have gone to the concert. **a) had been; b) were; c) are**

4. The chairman moved that the date of the meeting ___⁴ changed to Wednesday. **a) was; b) is; c) be**

5. The boss insisted that the sales department ___⁵ its results.

a) improve; b) improved; c) improves

6. If Mr. Carmike ___⁶ better behaved, he would not be in so much trouble with police. **a) was; b) were; c) is**

7. The commission recommended that the minister ___⁷.

a) will resign; b) resigns; c) resign

8. If the new striker ___⁸ a better goal-scorer, we might win more matches.

a) is; b) was; c) were

9. The emperor demanded that the thief ___⁹ brought before him.

a) were; b) was; c) be

10. It is important that these new facts ___¹⁰ taken into consideration.

a) were; b) are; c) be

11. The boss demanded that we ___¹¹ back in the office by one o'clock.

a) were; b) are; c) be

12. I would like him better if he ___¹² more sociable.

a) were; b) was; c) be

13. If that ___¹³ the case, I wouldn't be here.

a) is; b) was; c) were

14. It is crucial that a car ___¹⁴ waiting for you when the meeting is over.

a) were; b) are; c) be

15. My advice is that the company ___¹⁵ in new equipment.

a) invests; b) invest; c) will invest

16. I insist that this cheater ___¹⁶ our house at once.

a) leave; b) leaves; c) left

17. The manager requested that the customer ___¹⁷ his complaint in writing.

a) puts; b) will put; c) put

18. It is vital that you ___¹⁸ truthful about what happened.

a) were; b) are; c) be





Exercise E: Choose the best verb from those given in the box of words below (after which the subjunctive mood is normally used):

proposed (that)	suggested (that)	commanded (that)	advised (that)
asked (that)	begged (that)	requested (that)	insisted (that)
desired (that)	demanded (that)	urged (that)	recommended (that)

1. Dr. Smith ___¹ the student turn off her cell phone during class time.
2. The police ___² she step out of the car.
3. The investigators ___³ safety procedures at the site be further improved.
4. The CEO ___⁴ we wait a while before the managerial board make any firm decisions.
5. His doctor ___⁵ he better quit smoking for his own sake.
6. Their neighbors ___⁶ they turn down the music after 10pm.
7. Colonel Rumsfeld ___⁷ the troops cross the water.
8. Her true friends ___⁸ she take a week off to recover from the tragedy.
9. I ___⁹ he revise his paper before handing it in to his professor.
10. He ___¹⁰ she stay, but she simply laughed and put her bags in the car.
11. The associate professor ___¹¹ he go to see a counselor about his academic problems.
12. The director ___¹² we take a one-hour break for lunch.



Exercise F: Choose the best expression from those given in the box of words (after which the subjunctive mood is normally used):

a good idea (that)	a bad idea (that)	ridiculous (that)	uncertain (that)
important (that)	best (that)	vital (that)	essential (that)
recommended (that)	necessary (that)	imperative (that)	urgent (that)

1. It is ___¹ he give me a call before coming by my office this afternoon.
2. It is ___² she get inoculations before visiting any tropical countries.
3. It is really ___³ she continue to search for a job.
4. It is ___⁴ you get in touch with me before you sign that business deal.
5. It is ___⁵ you see a doctor before you take that medicine.
6. It is ___⁶ he read the instruction manual before he starts his computer.
7. It is ___⁷ our prices remain competitive.
8. It is ___⁸ we deliver medical supplies to the area as soon as possible.
9. It is ___⁹ you only deal with companies with a good credit record.
10. It is ___¹⁰ some parents expect a two-year-old to be able to read!
11. It is ___¹¹ the decision be postponed till next week.
12. It is ___¹² the court case generate the enormous publicity.



Exercise G: Choose the best set phrases from those given in the box of words (with the subjunctive mood) to complete the thought:

albeit (<i>although it be</i>)	be that as it may	truth be told
the powers that be	suffice it to say	come December
Long live the King!	woe betide you	if need be
peace be upon him	far be it from me	come what may
peace be with you	God damn it	if I were you
till death do us part	heaven forbid	have her day in court
rue the day	as it were	bless you
so be it	perish the thought	may it please the court

1. _____¹, we'll rent a car.

2. If he still refuses we could always apply a little pressure, _____².

3. She _____³ that she bought that house.

4. To this day I never pass its placards in the street without shaking it by the hand, and she used to sew its pages together as lovingly as though they were a child's frock; but let the _____⁴, when she read that first article she became alarmed, and fearing the talk of the town, hid the paper from all eyes. (*Margaret Ogilvy by Barrie, James Matthew*)

5. The evening was very pleasant, _____⁵ a little quiet.

6. It's up to _____⁶ to decide what should be done next.

7. The royal anthem of Jordan is known as *Al-salam Al-malaki Al-urdoni*, literally translated as _____⁷!

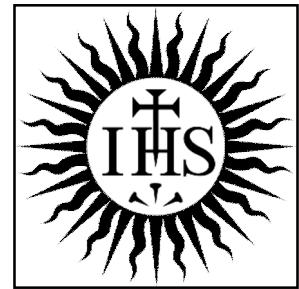
8. Federal Minister for Education said Ummul Momineen Harzat Khuteja Tul Kubra has played a pivotal role being first wife of _____⁸ for promotion of Islam. (*Unity need of hour to face challenges faced by Ummah by Balochistan Times, Baluchistan Province, Pakistan*)

9. _____⁹. As the Father has sent me, even so I send you ... Receive the Holy Spirit. (*John 20:19-22 RSV*)

10. I think I'd take the money _____¹⁰.

11. He certainly was under pressure at the time. _____¹¹, he was still wrong to react in the way that he did.

12. Heaven _____¹², my child," said she, embracing Amelia, and scowling the while over the girl's shoulder at Miss Sharp. (*Vanity Fair by Thackeray, William Makepeace*)



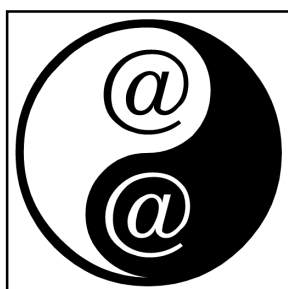
13. You may think that putting up storm windows is a bother, but _____¹³, you'll be glad you did it.



14. _____¹⁴, the mail will get delivered.

15. I was thinking, _____¹⁵, the man said he'd write, so why doesn't he send me a letter?

16. _____¹⁶ to tell you what to do, but don't you think you should apologize?



17. Take my hand And let me lead the way All through your life I'll be by your side _____¹⁷. (from the song *Till Death Do Us Part*, by *White Lion*)

18. _____¹⁸ that his parents should ever find out what miserable life he lived.

19. If she even spends all her money on clothes, _____¹⁹!

20. _____²⁰, Mike won't be going to Tina's birthday party after what he said about her to her boss.

21. _____²¹ if you arrive late.

22. She was determined to _____²² and the TV interview would give it to her.

23. _____²³. My name is Andrew Mallow. Seated to my left is my co-counsel, Fred Reek; we are counsel for Anthony Perkins, the Appellant before this court today.

24. _____²⁴ that the businesses that make billions on the back of this essential 21st-century service should pay up. (*We all lose*, *The Mirror*, UK)

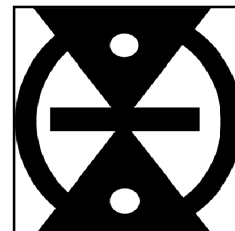


Exercise H: Create constructions by inversion. Examine the notes and follow the given examples:

NOTE! Where the subjunctive is used after "if" in a counterfactual condition, the same effect can be achieved by omitting the "if" and inverting the verb and subject.

Example: If I were the President.../ Were I the President...

If he had a car with him.../ Had he a car with him...



Examples from various funny If-You-Were Poems:

1. If you were a shining star And I were your midnight, I'd let you shine above me, You'd be my only light.

Revised _____

2. If you were a scoop of ice cream And I were an ice cream cone, I'd put you on my shoulders And hold you for my own.

Revised _____

3. If you were a grand piano And I were a sweet love song, I'd let your keys tickle and tease My melody all day long.

Revised _____

4. If you were the pages of my book And I were reading you, I'd read as slow as I could go So I never would get through.

Revised _____

5. If I were a bumblebee* And you were a buttercup, I'd buzz around until I found Your bright face looking up. (*bumblebee = a large hairy bee)

Revised _____

6. If I were the summer rain And you were a new rainbow, I'd try to find the warm sunshine So you would never go.

Revised _____

7. If I were the autumn wind And you were a maple tree, I'd lift your leaves with a gentle breeze And hold them close to me.

Revised _____

8. If I were the first snowfall And you were an evergreen, I'd wrap you in my winter coat And make you my Snow Queen!

Revised _____

9. If the world were mine I would lay it at your feet Just to see you shine It's the only thing I need.

Revised _____

10. If you were busy being right, You'd find yourself too busy quite To criticize your neighbor long Because he's busy being wrong.

Revised _____

11. If you were busy being kind, Before you knew it, you would find You'd soon forget to think 'twas true That someone was unkind to you.

Revised _____

12. If you were busy being glad, And cheering people who are sad, Although your heart might ache a bit, You'd soon forget to notice it.

Revised _____

13. I try to imagine how things would be If you were here right now with me Watching movies or just hanging out Cause baby, that's what I'm all about.

Revised _____

14. If you were my Valentine I'd search the endless skies To find the perfect starlight That would compliment your eyes.

Revised _____



It is important to know: Set phrases in English

Set phrases with the Subjunctive inside

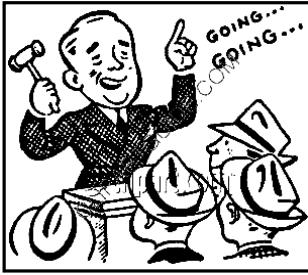
The subjunctive is used in a number of fixed phrases, *relics from an older form of the language* where it was much more common. Some could be misconstrued as the imperative mood. *Common examples are:*

Set phrases	Meaning
If need be	If it is necessary; if necessary; should the necessity arise
As it were	In a manner of speaking; as if such were so
Rue the day	To feel very sorry about an event
(The) truth be told	To tell you the truth
Albeit (a synthesis of all be it)	Although it be; although; even though; notwithstanding
The powers that be	Important people who have/ hold authority/ power over others
Long live the King!	Said to show support for the person or thing mentioned
(May) peace be with you (PBWY)	The spiritual root of the peace testimony: in the hope that all people may be drawn into God's emerging peaceable kingdom
Peace be upon him (PBUH)	(In Islam) a phrase that practicing Muslims often say after saying (or hearing) the name of a prophet of Islam Mohamed; (in Judaism) an honorific used when speaking of the dead
If I were you (IIWY); were I you	Used when you give someone advice
Be that as it may (BTAIM)	<i>Cliché:</i> even if what you say is true; although it may be true; for all that; although you accept some information as a fact, it does not make you think differently about the subject under discussion
(May God) bless you!	May you have good health; normally said to someone who has just sneezed
(Heaven) bless you!	Used to wish someone good health or good luck
Bless your heart	You are a good person; used to wish someone good health or good luck
Come Monday (Tuesday, etc.)	When Monday comes (also used with other expressions for time, come next week, come December, come five o'clock, etc.)

Come what may	<i>Cliché</i> : no matter what might happen; whatever happens; at (the very) least; either way; in any case; in any event
(May God) damn it! (goddamn; dammit) ← slang	Used to express anger or annoyance: sending to hell, consigning to everlasting punishment; = this is very annoying!
Far be it from me/ far it be for me	It is not really my place to do smth. (followed by <i>but</i>); smth. that you say when you are giving advice/ criticizing someone and you want to seem polite.
Till death do us part	A phrase from the marriage liturgy in the Book of Common Prayer, which uses the "us do" phrasing. The "do us" phrasing is more common in the USA
God save our gracious Queen! God Save the Queen God bless America! God keep our land glorious and free! God rest ye merry gentlemen, etc.	=Official national anthem of the British Commonwealth. =An American patriotic song written by Irving Berlin in 1918 and revised by him in 1938; takes the form of a prayer; "as we raise our voices, in a solemn prayer" =A traditional Christmas carol (a noel/ song/ hymn)
(May) Heaven fend/ forbid	Keep from happening/ arising; make impossible; to defend/ protect; a way of saying that you hope smth. does not happen
So be it	It is necessary to accept the situation as it exists
Suffice it to say	Let us say no more than that; I shall just say that; it is enough to say (takes a clause as object) = to be adequate/ satisfactory for smth.
Woe betide (someone)	Misfortune will befall (someone)
Woe is me	An exclamation of sorrow or distress
May it please the court/ if it please the court (MIPTC)	A way of asking a judge for their permission/approval to do smth. (e.g., to speak) that otherwise may not be allowed; old-fashioned gesture of respect
Have your day in court	To get an opportunity to give your opinion on smth./ to explain your actions after they have been criticized
Perish the thought	Used to express the wish that one not even think about smth.: may it never be or happen thus



Exercise I: Put the given sentences into the Passive and Negative forms. Follow the given example and make your own sentences:



Example: It was necessary that we forget all previous instructions.

Passive: It was necessary that all previous instructions be forgotten.

Negative: It was necessary that we not forget all previous instructions.

1. It is necessary that you do this exercise in written form.

Passive _____

Negative _____

2. The Member of Parliament demanded that the Minister explain the effects of the bill on the environment.

Passive _____

Negative _____

3. The committee recommended that the members of both Houses pass the bill immediately.

Passive _____

Negative _____

4. They demanded that he submit the document without delay.

Passive _____

Negative _____

5. The company asked that employees turn off their personal cell phones during business hours.

Passive _____

Negative _____

6. It is crucial that the managerial staff be waiting for the boss when the meeting is over.

Passive _____

Negative _____

7. I advise that every applicant fill in the form of a questionnaire carefully and with due diligence.

Passive _____

Negative _____

8. The rules require that each contestant submit an entry form.

Passive _____

Negative _____

9. The policemen asked that the foreigners present their documents.

Passive _____

Negative _____

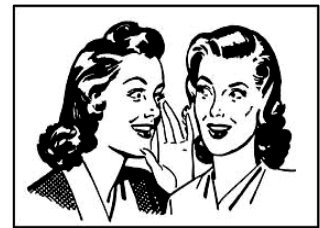


Exercise J: Examine the given sentences and explain the usage of the Subjunctive Mood. What does it express in each case?

Example 1: If I were a butterfly, I would have wings. → describes a hypothetical situation/ counterfactual statement;

Example 2: May you have many more birthdays. → expresses a wish

1. If only she were here, then she would speak up.
2. A toast now: long live the bride and groom.
3. Their main demand was that the lawsuit be dropped.
4. They are writing the proposal so that it not contradict new zoning laws.
5. The boss desires that all employees be working when she returns.
6. She looked as though she were going to kill him, but after glaring for a bit, she just stormed off.
7. I have always supported you financially, but be that as it may, I can no longer support your current lifestyle.
8. He wrote it in his diary in order that he (might) remember.



9. He tried to explain it – as if he knew anything about the subject!
10. If I were still living with John, I'd be much better off, but I wouldn't be so independent.
11. He insists that he be given the chance to prove his innocence.
12. It is essential that references have been included in the report.
13. The executives insist that the copier be repaired by a trained technician.
14. Were your car damaged by an uninsured motorist, then you could sue for damages.
15. For the future well-being of the company, it is imperative that he resign now.
16. A car might crash into his house if he were to build it on Interstate-40.
17. It is imperative that alcoholic drinks be being drunk by only adults at this party.
18. It is essential that you be given your medication by a properly qualified nurse.
19. Had the boy been studying as he said, he would not have failed the test.
20. The committee proposes that she be appointed a treasurer immediately.
21. Whether he be opposed to the plan or not, we must seek his opinion.
22. Had your windows been destroyed by the storm, then you could have filed an insurance claim.

23. If the driveway were being resealed, then I would park on the road.
24. She's already acting as if she were going to be promoted.
25. Let it rise, till it meet the sun in his coming. (*D. Webster*)
26. Be the matter how it may, Gabriel Grub was afflicted with rheumatism to the end of his days. (*Dickens*)
27. You sneezed! God bless you.
28. If I were a millionaire, I would buy a sports car. If I had a car, I would drive around the world.
29. I'll place the book back on the shelf, lest it get lost.
30. I'm putting your dinner in the oven in order that it (may) keep warm.
31. Whoever he be, he shall not go unpunished.
32. Success attend you! May you live long and die happy!
33. If only he were free!
34. The world would be healthier if every chemists shop in England were demolished.
35. If I were to die tomorrow, then you would inherit everything.



Exercise K: Fill in the gaps so as complete the thought in these counterfactual statements below (hypothesis contrary-to-fact):



1. If I ___¹ you, I would accept this job offer.
a) am; b) was; c) were; d) would be
2. If you ___² to give the money to me, then I would say no more about it.
a) am; b) was; c) were; d) would be
3. If he ___³ us of his arrival, we should meet him.
a) will inform; b) informs; c) informed; d) would inform
4. If I were you, I ___⁴ to the manager.
a) will talk; b) would talk; c) talk; d) talked
5. In this country citizens are permitted to own guns. Therefore, if guns ___⁵, citizens would be unable to protect themselves and there would be an uncontrollable crime wave.
a) be outlawed; b) are outlawed; c) outlawed; d) were outlawed
6. If I ___⁶ you logic, you never would have learned logic at all.
a) haven't taught; b) hadn't taught; c) doesn't teach; d) didn't teach
7. If you ___⁷ any money, I would lend you some.
a) need; b) will need; c) would need; d) needed
8. If he ___⁸ to ignore their honeymoon, his bride might be upset.
a) am; b) was; c) were; d) would be



Exercise L: Identify the words, expressions, phrases or clauses that signal the subjunctive mood and give your reasons/ proofs:

Example: If I were a carpenter and you were a lady, would you marry me anyway? → Here *were* (instead of *was*) signals the subjunctive and suggests that the speaker is not in fact a carpenter, i.e. *the condition contrary-to-fact*.



1. The king commanded that the knight go on a quest.
2. If Bob were on Mars, he would see Martians.
3. I wish he were here, and then we could have some fun.
4. It is essential that she get some paperwork from the international office before going to Canada.
5. We are all citizens of the world, as it were.
6. No man must despair, even though he be sinful.
7. If a wish were a horse, then a beggar would ride.
8. Supposing I were to run for president, I might lose.
9. I suggest that judges be appointed on merit.
10. It is imperative that the checks and balances be operating.
11. I insist that she testify before the Grand Jury.
12. I wish that he were wiser.
13. Be that as it may, he still wants to see her.
14. Let us love our neighbors.
15. He was hired on the condition that he be ready to work at any time of the day.
16. You can't get a job unless you have enough experience in that particular thriving area built on high technology.
17. They were afraid to complain about the noise lest they annoy their neighbors.
18. If he weren't so mean, he would buy a diamond ring for me.
19. He talks about it as if he were in the technical know-how of things.
20. She fears lest she should be blamed.
21. His wish that everybody should take part in the work was reasonable.
22. If you went to New York City on Xmas Eve, you would join in carol singing at Washington Square.
23. She proposed that a motion be made to change the present rules.
24. If he were impatient, he would not be suited for the job.
25. They request that we be in time for the beginning of the meeting.
26. The manager stared at him as though he were a prehistoric monster.





Exercise M: Choose the appropriate adverbial conjunction from the box of words to fit the context of the given sentences with the gaps:

NOTE! Some adverbial conjunctions deal with time, state or condition, and are followed by the subjunctive when they introduce an anticipated situation or a pending/ hypothetical action or state.

provided (that)	wherever	as soon as	so that
assuming (that)	on the condition (that)	as though	when
lest	no matter what	until	in case (that)
whatever	while	however	for fear (that)
every time (that)	whenever	as if	grant (that)

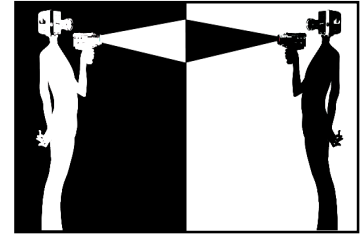


1. The students normally repeat the structures ____¹ the professor be satisfied.
2. It is crucial that the Deputy Manager be waiting for the boss ____² the annual general meeting is over.
3. I fell asleep ____³ I lay down.
4. She goes out running ____⁴ the weather be like.
5. ____⁵ I go I always seem to bump into him.
6. I have some aspirin in my office ____⁶ I get a headache.
7. When my mother came to visit me in Thailand, I tried to make everything ____⁷ she were on vacation.
8. Leave the keys out ____⁸ I remember to take them with me.
9. I'll come to the party ____⁹ you not wear those ridiculous trousers!
10. He's welcome to come along ____¹⁰ he behave himself according to the diplomatic etiquette.
11. Even ____¹¹ smokers do see the health warnings, I doubt they'll take any notice.
12. He fled the country ____¹² he be captured and imprisoned.
13. They lock their car doors ____¹³ they might be attacked.
14. There may, ____¹⁴, be other reasons that we not know about.
15. She looked ____¹⁵ she had some bad news.
16. I ____¹⁶ it must have been upsetting but even so I think she made a bit of a fuss.
17. ____¹⁷ I accept that he not be perfect in many respects, I do actually quite like the man.
18. Cars give us a chance to be free to go ____¹⁸ we feel like going, and at ____¹⁹ time we want.
19. ____²⁰ I turn around she would give me some new rule about recycling the trash.



Exercise N: The given sentences are used by means of *inversion*.
Revert the sentences to the normative order for educational purpose:

Example: Should he come this way, I'll speak to him.
→ If he should come this way, I'll speak to him.



1. Were we of open sense as the Greeks were, we should have found a poem here. (*Carlyle*)

Revised _____

2. Had he for once cast all such feelings aside, and striven energetically to save Ney, it would have cast such an enhancing light over all his glories, that we cannot but regret its absence. (*Bayne*)

Revised _____

3. Were you so distinguished from your neighbors, would you, do you think, be any happier? (*Thackeray*)

Revised _____

4. Were I more conversant with literature and its great names, I could go on quoting them ad infinitum and acknowledge my debt for the merit you have been generous enough to find in my work. (*Knut Hamsun*)

Revised _____

5. Were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter. (*Thomas Jefferson*)

Revised _____

6. Should you find yourself in a chronically leaking boat, energy devoted to changing vessels is likely to be more productive than energy devoted to patching leaks. (*Warren Buffett*)

Revised _____

7. Were I called on to define, very briefly, the term Art, I should call it "the reproduction of what the Senses perceive in Nature through the veil of the soul." The mere imitation, however accurate, of what is in Nature, entitles no man to the sacred name of "Artist." (*Edgar Allan Poe*)

Revised _____

8. Could I have but a line a century hence crediting a contribution to the advance of peace, I would yield every honor which has been accorded by war. (*Douglas MacArthur*)

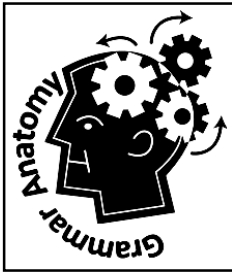
Revised _____

9. Had the decision belonged to Senator Kerry, Saddam Hussein would still be in power today in Iraq. In fact, Saddam Hussein would almost certainly still be in control of Kuwait. (*Dick Cheney*)

Revised _____



It is important to know: Peculiarities of the Subjunctive Mood



Some peculiarities of the Subjunctive mood

- *The subjunctive mood* is largely disappearing from English, though it exists. In modern English its usage is increasingly relying on *indicators* of various unlikely/unreal/ hypothetical/ contingent states such as wish, emotion, possibility, judgment, opinion, necessity, volition, plan, hope, faith, etc. or action that has not yet occurred or is unlikely to occur at all, as formed in the mind of the speaker.
- *Subjunctive* means *subjoined* or joined as dependent/ subordinate to smth.
- *Subjunctive* could be of two kinds: *the optative subjunctive* (represents smth. as desired, demanded, or required) and *the potential subjunctive* (marks smth. as a mere conception of the mind, that may probably be or become a reality; or smth. that is contrary to fact).
- *Subjunctive* is used both in independent clauses (simple sentences) and dependent clauses (as part of complex sentences).
- In simple sentences the subjunctive mood is used:
 - 1) to express wish (with the synthetic forms). *E.g.: Success attend you!*
 - 2) to express wish (with the analytical form may). *E.g.: May you live long!*
 - 3) to express an unreal wish. *E.g.: If only he were free!*
 - 4) in oaths and imprecations (swear words). *E.g.: Manners be hanged!*
 - 5) in some set expressions. *E.g.: Be it so! God forbid!*
 - 6) in a contingent declaration or question; this amounts to the conclusion, or principal clause, in a sentence, of which the condition is omitted. *E.g.: Our chosen specimen of the hero as literary man [if we were to choose one] would be this Goethe.* (Carlyle)
- In complex sentences the subjunctive mood is used with synthetic forms.
 - The present subjunctive of the verb to be and of other verbs is used:
 - 1) *In subordinate clauses of subject* after a principal clause beginning with some impersonal expressions: *it is necessary (that), it is important (that), it is desirable (that), it is ridiculous (that), it is uncertain (that), etc.*
 - 2) *In subordinate clauses of object* when the predicate of the principal clause is expressed by such verbs as: to wish, to command, to suggest, to propose, to decide, etc. *E.g.: The workers demanded that the law be put into effect.*
 - 3) *In subordinate clauses of purpose* after conjunction *lest*. *E.g.: They covered the goods with canvas lest they be damaged by rain.*
 - The past subjunctive of the verb to be (=were) is used:
 - 1) *In subordinate sentences of object* with the verb *to wish*. *E.g.: I wish he were with us!*

2) In *subordinate sentences of course of action*, beginning with such conjunctions as: *as if* and *as though*. *E.g.*: *He spoke as if he were a specialist on the subject.* (also applicable to other verbs)

3) In a *subordinate part of conditional sentences* to express an unreal condition (in the subordinate clause) referring to the present and the past and an unreal consequence (in the principal clause). *E.g.*: *If he were here, he would help us.* *E.g.*: *If I were you, I would accept their offer.*

● In complex sentences the subjunctive mood is used with analytical forms.

— The present subjunctive of should/ may + infinitive/ perfect infinitive:

1) In *subordinate clauses of subject* after a principal clause beginning with some impersonal expressions: *it is necessary (that)*, *it is important (that)*, etc. *E.g.*: *It is impossible that she should have said it.*

2) After the principal clause of the following type: *I am sorry, glad, pleased, vexed, etc.* *E.g.*: *I am sorry you should take such needless trouble.*

— The past subjunctive of the verb to be + to infinitive (of the notional verb) or should/ might + infinitive (for all persons) could be used:

1) with the unreal condition referring to the future (If in the subordinate clause should is used, we often find would + infinitive or the indicative mood in the principal clause). *E.g.*: *If he should come, ask him to wait.* *E.g.*: *If you should send me to a remote place with this man alone, I would feel secure.*

2) with the unreal condition (referring to the past perfect of the indicative mood in the subordinate clause) in the principal clause we find the analytical subjunctive consisting of the auxiliary should/would + the Perfect Infinitive.

E.g.: *If I had consulted my lawyer, I should never have come here.*

3) with the unreal condition of mixed type, where the condition refers to the past and the consequence refers to the present or future. *E.g.*: *If you had taken your medicine yesterday, you would be well now.*

4) with the unreal condition of mixed type, where the condition refers to no particular time and the consequence – to the past. *E.g.*: *If he were not so absent-minded, he would not have mistaken you for your sister.*

5) with the unreal condition the modal verbs *might*, *would* and *could* are often used. *E.g.*: *I could have done very well if I had been without my debts.*

6) after *the conjunctions introducing adverbial clauses of condition*: *if*, *in case*, *provided*, *suppose*, *unless*, etc.; *of purpose*: *lest*, *that*, *so that*, *in order that*, etc.; *of concession*: *although*, *however*, *no matter*, *whatever*, *whoever*, *whenever*, *wherever*, etc. *E.g.*: *Suppose he wrote to you, would you answer?*

7) after *the conjunctions introducing adverbial clauses* 8) in adverbial clauses of condition containing the verbs *had*, *were*, *could* and *should*, often introduced without any conjunctions (*inversion*). *E.g.*: *Should he come this way, I will speak to him.*



Have Fun! Lawyer Jokes!

● One day in heaven, the Lord decided He would visit the earth and take a stroll. Walking down the road, He encountered a man who was crying. The Lord asked the man, "Why are you crying, my son?" The man said that he was blind and had never seen a sunset. The Lord touched the man who could then see... and he was happy. As the Lord walked further, He met another man crying and asked, "Why are you crying, my son?" The man was born a cripple and was never able to walk. The Lord touched him and he could walk... and he was happy. Farther down the road, the Lord met another man who was crying and asked, "Why are you crying, my son?" The man said, "Lord, I'm a high school principal..." and the Lord sat down and cried with him.

● A man thanked God for giving him a wife and he asked God, "Why did you make her so beautiful?" The Lord said, "So you could love her, my son." The man said, "But why did you make her so stupid?" – "So she could love you, my son."

● Three businessmen are on a plane. First guy says, "That suit looks great on you. You must be a Harvard man." Second guy says, "Yes, thank you. I did go to Harvard. And with that classy briefcase, I would guess that you went to Yale." First guy says, "Yes, I am a Yale man." They both look at the third guy, and they say, "You must have gone to University of Oklahoma." Third guy says, "Why yes, I did. How could you tell?" "We saw your class ring when you picked your nose."

● A Baptist preacher and a priest sat next to each other on a plane. When the flight attendant asked what they'd like to drink, the priest said he'd like a glass of wine. The preacher asked for a soft drink saying Christians should avoid alcohol. The priest said, "Jesus drank wine." The Baptist said, "I know and I would have thought a lot more of Him if he hadn't."

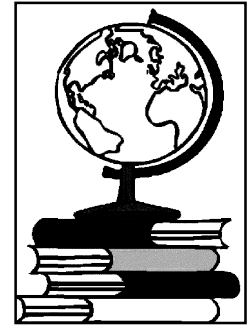
● Three old men are at the doctor for a memory test. The doctor says to the first old man, "What is three times three?" – "274," was his reply. The doctor says to the second man, "It's your turn. What is three times three?" – "Tuesday," replies the second man. The doctor says to the third man, "Okay, your turn. What's three times three?" – "Nine," says the third man. "That's great!" exclaims the doctor. "How did you get that?" – "Simple," says the third man. "I just subtracted 274 from Tuesday."

● A man was stopped by the police around 2 a.m. and asked where he was going at this time of night. He said, "I am going to a lecture about alcohol abuse. The officer said, "Really?... who is giving that lecture at this time of night?" He said, "My wife."



Exercise 1. Examine the given sentences. Identify the mood each of the sentences indicates; write it down next to the sentence; give your reasons:

Example: If these things were true, society could not hold together. (*Lowell*) → The condition that cannot be fulfilled, but are presented only in order to suggest what might be or might have been true → Supposition contrary-to-fact, which cannot be true → Subjunctive mood



1. Be the appeal made to the understanding or the heart, the sentence is the same – that rejects it. (*Brougham*)
2. Distinction is the consequence, never the object, of a great mind. (*Allston*)
3. Now tremble dimples on your cheek, Sweet be your lips to taste and speak. (*Beddoes*)
4. I could lie down like a tired child, And weep away the life of care Which I have borne and yet must bear. (*Shelley*)
5. Honor all men; love all men; fear none. (*Channing*)
6. The first merit, that which admits neither substitute nor equivalent, is, that everything be in its place. (*Coleridge*)
7. See that there be no traitors in your camp. (*Tennyson*)
8. All the ills from which America suffers can be traced to the teaching of evolution. (*William Jennings Bryan*)
9. Burn down your cities and leave our farms, and your cities will spring up again as if by magic; but destroy our farms and the grass will grow in the streets of every city in the country. (*William Jennings Bryan*)
10. If we have to give up either religion or education, we should give up education. (*William Jennings Bryan*)
11. Learning is the beginning of wealth. Learning is the beginning of health. Learning is the beginning of spirituality. Searching and learning is where the miracle process all begins. (*Jim Rohn*)
12. To be a good loser is to learn how to win. (*Carl Sandburg*)
13. Set your goals high, and don't stop till you get there. (*Bo Jackson*)
14. The key is to keep company only with people who uplift you, whose presence calls forth your best. (*Epictetus*)
15. You have enemies? Good. That means you've stood up for something, sometime in your life. (*Winston Churchill*)
16. Adopt the pace of nature: her secret is patience. (*Ralph Waldo Emerson*)

17. Ignorant men raise questions that wise men answered a thousand years ago. (*Johann Wolfgang von Goethe*)
18. If it were not for hopes, the heart would break. (*Thomas Fuller*)
19. Judge each day not by the harvest you reap but by the seeds you plant. (*Robert Louis Stevenson*)
20. Show me your hands. Do they have scars from giving? Show me your feet. Are they wounded in service? Show me your heart. Have you left a place for divine love? (*Fulton J. Sheen*)
21. The power of imagination makes us infinite. (*John Muir*)
22. A true friend never gets in your way unless you happen to be going down. (*Arnold H. Glasow*)
23. So many thoughts move to and fro, That vain it were her eyes to close. (*Coleridge*)
24. Rise up, before it be too late! (*Hawthorne*)
25. Ask the great man if there be none greater. (*Emerson*)
26. I've wished that little isle had wings, And we, within its fairy bowers, Were wafted off to seas unknown. (*Moore*)
27. When I was young I thought that money was the most important thing in life; now that I am old I know that it is. (*Oscar Wilde*)
28. Why was I born with such contemporaries? (*Oscar Wilde*)
29. To expect the unexpected shows a thoroughly modern intellect. (*Oscar Wilde*)
30. What is a cynic? A man who knows the price of everything and the value of nothing. (*Oscar Wilde*)
31. Every gift which is given, even though it be small, is in reality great, if it is given with affection. (*Pindar*)
32. To perceive Christmas through its wrappings becomes more difficult with every year. (*E. B. White*)
33. Unless we make Christmas an occasion to share our blessings, all the snow in Alaska won't make it white. (*Bing Crosby*)
34. Christmas is not a time nor a season, but a state of mind. To cherish peace and goodwill, to be plenteous in mercy, is to have the real spirit of Christmas. (*Calvin Coolidge*)
35. Expectancy is the atmosphere for miracles. (*Edwin Louis Cole*)
36. However many holy words you read, however many you speak, what good will they do you if you do not act on upon them? (*Buddha*)
37. Three things cannot be long hidden: the sun, the moon, and the truth. (*Buddha*)
38. To be idle is a short road to death and to be diligent is a way of life; foolish people are idle, wise people are diligent. (*Buddha*)

Exercise 2. Choose the correct subjunctive verb form from the multiple choice options to complete each of the following sentences:

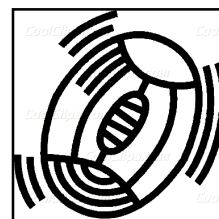
1. If he ___¹ in better shape, he would be a great addition to our rugby team.

a) would be; b) were; c) was; d) would have been



2. The coach wishes the rugby team ___² more motivated, but he still helps the team as a whole, not just the ones who show promise.

a) would have been; b) was; c) were; d) would be



3. The coach asked that each player ___³ twice each day.

a) practice; b) would practice; c) practiced; d) will practice



4. The executive board of the rugby team required that each member ___⁴ twenty-five dollar dues.

a) had paid; b) pay; c) paid; d) would have paid

5. We wished that we ___⁵ New York's rugby team.

a) beat; b) would have beaten; c) had beaten; d) would beat



6. I would grab the ball if I ___⁶ closer to it.

a) had been; b) were; c) was; d) would have been

7. I would have grabbed the ball if I ___⁷ closer to it.

a) were; b) was; c) would have been; d) had been

8. Team rules require that each player ___⁸ responsible for memorizing one rule--and then for teaching that rule to all of the players.

a) is; b) be; c) was; d) were

9. The coach realized that if a rugby player ___⁹ to improve, he or she would need to spend several days working on general physical conditioning.

a) is; b) will be; c) was; d) were

10. To avoid unnecessary injury, the coach insisted that the players' tackling drills ___¹⁰ on the proper way to fall down.

a) focused; b) focus; c) were focused; d) would focus

11. The coach insisted that every rugby contract for next season ___¹¹ signed in the presence of the qualified lawyer.

a) is; b) be; c) was; d) were

12. Rugby Borough Council wishes to ensure that its transactions with its suppliers and contractors ___¹² fair, transparent, and efficient as well as value for money.

a) is; b) be; c) was; d) were

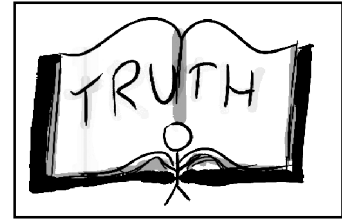
Exercise 3. Put the verbs in brackets into a correct form so as to complete the thought expressed in the subjunctive mood (both passive and active):



1. If I ___¹ (be) king, you would be queen.
2. It's important that she ___² (remember) to take her medicine twice a day.
3. Long ___³ (live) the President!
4. They didn't mention of this story lest they ___⁴ (understand) by people around.
5. Thomas looks as if he ___⁵ (commit) offense.
6. If I had heard these facts two days ago, I ___⁶ (act) myself in differently.
7. He describes this country as if he ___⁷ (be) there himself.
8. I wish I ___⁸ (come) to you the day before yesterday.
9. It is strange that he ___⁹ (come) in time.
10. If Harrison ___¹⁰ (choose) to be the next chief executive officer of the corporation, several controversial hiring practices would change.
11. We recommend that the trip ___¹¹ (postpone) because of widespread violence in the region.
12. The finance department requests that CEO* ___¹² (submit) updated budget projections each month. (*CEO – chief executive officer)
13. I wish that his report ___¹³ (not/ be) not that long and dull.
14. If I were you, I ___¹⁴ (increase) my weekly contribution to the company-sponsored retirement fund.
15. His requirement is that everyone ___¹⁵ (be) computer literate.
16. He began to tremble as if he ___¹⁶ (see) a ghost.
17. I feel so tired as if I ___¹⁷ (work) all day.
18. I don't understand you as though we ___¹⁸ (live) on different planets.
19. They shook hands as if they ___¹⁹ (know) each other for a long time.
20. It is impossible that he ___²⁰ (go) there alone.
21. The students feared lest they ___²¹ (make) mistakes in the last test.
22. They propose that the new law ___²² (discuss) in a week.
23. The tourists were afraid that they ___²³ (may) miss the train.
24. Ann hasn't come yet. I am afraid that she ___²⁴ (may/ forget) my address.
25. It was strange that he ___²⁵ (not/ inherit) his father's passion for order.
26. He looked at me as if he ___²⁶ (not/ recognize) me.
27. It ___²⁷ (be) a big pleasure to help him.
28. The demand that he ___²⁸ (provide) identification will create a delay.
29. I wish I ___²⁹ (have) a car for personal use.
30. I wished I ___³⁰ (be) more careful when I was using the hi-tech machine.

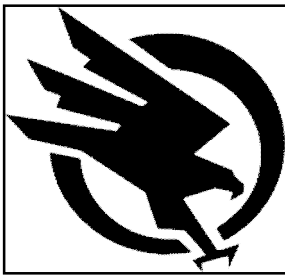
Exercise 4. Examine the given examples of sentences below and draw the distinction in the usage of these sentences due to the mood they express:

Example: We insist that Marsha tells the truth (indicative mood) → means that she has already started to tell the truth and does tell the truth
We insist that Marsha tell the truth (subjunctive mood) → means that we only demand her to tell the truth (which she may eventually not do).



- 1) I recommend writing all his feelings down on paper.
I recommend that he write down all his feelings on paper.
- 2) He commanded that the troops (should) cross the water.
He commanded the troops to cross the water.
- 3) We requested that the next meeting be held on the coming Friday.
We requested the next meeting to be held on the coming Friday.
- 4) She demanded that he be given another chance.
She demanded to give him another chance.
- 5) She demanded that he return the books he borrowed from her.
She demanded him to return the books he'd borrowed from her.
- 6) The passenger requested that the bus driver stop at the next corner.
The passenger requested the bus driver to stop at the next corner.
- 7) The police requested her to accompany them to the crime scene.
The police requested that she accompany them to the crime scene.
- 8) Our solicitors have advised that the costs could be enormous.
Our solicitors have advised us of the possible enormous costs.
- 9) Ideally one would like to ensure that he be on time.
Ideally one would like to ensure that he is on time.
- 10) It's good to study a lot.
It's good that you study a lot.
- 11) The police respond that they be ready to deal with emergencies in just a few minutes.
The police respond to emergencies in just a few minutes.
- 12) We insist that they are learning a lot about computers this term.
We insist that they learn a lot about computers this term.
- 13) It's unusual to have adult conversation like that with such a young child.
It's unusual that they have adult conversation with such a young child.
- 14) We don't doubt they'll do well.
We don't doubt that they do well.

Exercise 5. When we *hypothesize* about the past, very often we talk about our regrets that we did or didn't do something in the past; *we use the 3rd conditional sentences*. Give your hypothetical responds to the statements:



Example: Mr. or Mrs. Harrison drove too fast and exceeded the speed limit. → If Mr. or Mrs. Harrison hadn't driven too fast, they wouldn't have exceeded the speed limit.

1. Mr. or Mrs. Harrison refused to pay their fines. Now they face serious problems.
2. One family got into a car accident after the father was driving too fast on a slick, icy road. He didn't slow down to account for snow melt freezing as temperatures fell.
3. Insurance companies raise your insurance rates when you add a teen driver to your plan – this is standard practice.
4. A Clinton Township woman was killed Wednesday. As the woman drove through the intersection, a Ford Taurus driven by an 18-year-old man disregarded the red signal and crashed into her car.
5. Chantal Tripura of Bangladesh caught a cobra and started playing with it. The snake bit him on the hand. He died in hospital the next day.
6. A young Saudi man, camping with two friends on top of a mountain, was killed instantly when he took a call from a friend on his mobile phone during a storm and the phone was struck by lightning.
7. Adam Goetz from Germany threw himself to his death off the Cairo Tower to demonstrate to his friend his Pharaonic belief that the dead return to life. Goetz, a student of Egyptology, believed the Giza pyramids provided spiritual energy to enable believers to transcend humanity.
8. Pascal Gbah,49, a colonel and electronics engineer in the Ivory Coast army, was fatally wounded by gunfire as he tested a "magic" belt supposedly with powers to protect him from bullets.
9. Awakening to the sudden sound of a ringing telephone beside his bed, Kenneth Barger grabbed instead his Smith & Wesson 38 Special which he kept on the bedside table next to the phone. The gun apparently discharged as he drew it to his ear thinking it was the phone.
10. Tony Roberts lost his right eye during an initiation into a men's rafting club, Mountain Men Anonymous. A friend tried to shoot a beer can off his head, but the arrow entered Roberts' right eye instead.
11. A 22 year old Jeff Lucas, was found dead after he tried to use Occy straps (those stretchy ropes with hooks on each end) to bungee jump off a 70 foot railroad trestle. He jumped and hit the pavement.

Exercise 6. Fill in the blanks below with the correct form of the verb in parentheses to complete the intended thought:

1. It's important that she ___¹ (remember) to take her medicine twice a day.

2. I suggest that Frank ___² (read) the directions carefully before assembling the bicycle. He doesn't want the wheels to fall off while he is riding down a hill.

3. Mrs. Finkelstein demanded that the heater ___³ (repair) immediately. Her apartment was freezing.

4. It's vital that the United States ___⁴ (focus) on improving its public education system. What we do now will affect our country for generations to come.

5. The monk insisted that the tourists ___⁵ (enter) the temple until they had taken off their shoes.

6. I am not going to sit here and let her insult me. I demand that she immediately ___⁶ (apologize) for what she just said.

7. Judy asked that we ___⁷ (attend) her graduation ceremony next week.

8. Was it really necessary that I ___⁸ (sit) there watching you the entire time you were rehearsing for the play? It was really boring watching you repeat the scenes over and over again.

9. It is important to remember that Janine ___⁹ (think) very differently from you. She may not agree to the changes you have made in the structure of the company.

10. It's a little difficult to find the restaurant. I propose that we all ___¹⁰ (drive) together so that nobody gets lost along the way.

11. The woman insisted that the lost child ___¹¹ (take) to store's information desk so his parents could be paged.

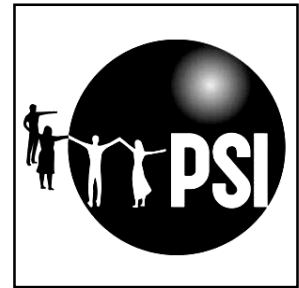
12. The nutritionist recommended that Sally ___¹² (reduce) her daily fat intake.

13. The environmental leader felt it was extremely important that the people of the city ___¹³ (allow) voicing their concerns over the new hotel being built on the bay.

14. She told me that the government ___¹⁴ (regulate) the airline industry. I don't know if that is true.

15. The sign at the pool recommended that you ___¹⁵ (not/ swim) after eating a large meal.

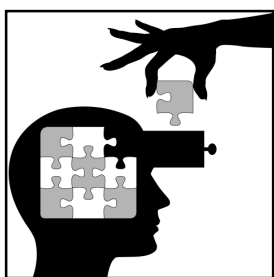
16. It is necessary that a life guard ___¹⁶ (monitor) the swimming pool while the children are taking their swimming lessons.



17. The sun is scorching today. I suggest you ___¹⁷ (put) on sun block immediately before you get a sun burn.
18. John insists that Sarah ___¹⁸ (invite) to the wedding; otherwise he will not attend.
19. I think it's an interesting fact that she ___¹⁹ (come) from Estonia.
20. It is imperative that the world ___²⁰ (work) towards a solution to global warming before the weather patterns of the world are disrupted irreparably.

Exercise 7. Complete the following sentences using the Simple Present Subjunctive of the Passive Voice of the verbs in brackets:

Example: He advises that the plane ___⁰ (fly) at a high altitude. → He advises that the plane be flown at a high altitude.



1. They demand that the change of plans ___¹ (announce) at nine o'clock.
2. We ask that permission to compete ___² (grant) to everyone.
3. It is important that their accomplishments ___³ (recognize).
4. It is crucial that we ___⁴ (advise) of any change in the time-table.
5. He asks that his affairs ___⁵ (put) in order.
6. They requested that their qualifications ___⁶ (accept) as granted.
7. We insist that he ___⁷ (not/ deny) of his rights.
8. It is necessary that the requirements ___⁸ (meet) by the public.
9. She requests that the most experienced candidate ___⁹ (choose).
10. It is recommended that due care ___¹⁰ (take) in making the repairs.
11. He insists that smoking ___¹¹ (forbid) in all educational institutions.
12. It is essential that supplies ___¹² (order) well in advance.
13. We asked that our suggestions ___¹³ (consider).
14. They will insist that their colleague ___¹⁴ (admit) to the association.
15. I request that he ___¹⁵ (invite) to speak at the conference.
16. The manager demanded that the Internet connection ___¹⁶ (restore) immediately.
17. It is important that these new facts ___¹⁷ (take) into consideration.
18. The investigator demanded that the suspected thief ___^{18a} (bring) before him and ___^{18b} (interrogate).
19. The commission recommended that the minister ___¹⁹ (reprimand).
20. It is proposed that these measures ___²⁰ (discuss) during the convention.
21. It is important, however, that no hasty actions ___²¹ (take) which could only complicate the situation.



Exercise 1. Read the text below. Identify the sentences expressed in the Subjunctive mood and underline the signal words/ expressions indicating the presence of the Subjunctive inside. Then answer some questions below:

a) *Read the text and underline the Subjunctive signals:*

"Wishful Thinking"

Heaven help him, I thought when I saw the news item in my local paper that a young man in the area had won millions on the national lottery. It wasn't envy. I honestly felt sorry for him. To win thousands would be fine, but millions could be too much to handle. If need be, I supposed he could give it all way but then that would probably be worse than never having won the money in the first place. If only something like that were to happen to me, I said to myself. Now, I should have the maturity to know precisely what to do. It was high time I had a piece of luck. With these philosophical thoughts turning round in my mind I picked up my daily newspaper. They too ran a sort of lottery and if you had a scratch card with two sums of money the same as the one in the paper, then you won that amount. "Saints preserve us!", I yelled at the top of my voice, although I was alone at the time. Yes, you've guessed it. I had won £250,000. I went cold and found myself quoting Shakespeare: "If this be error and upon me proved ..." I forgot the rest of the line. I was too excited. Naturally I phoned everyone up and told them the news and I received plenty of advice. Someone suggested a financial plan should be drawn up to assess the different possible investments. Another proposed that I went straight to the bank for advice. A third insisted I did nothing until he had had time to consider what to do. I was seriously beginning to wonder who had won the money. The best advice came from the person who recommended that I should go out and enjoy myself. The trouble was that everyone reacted as if they knew everything about money and I hadn't the least idea. It seemed to me that I was being treated as if I were a complete fool. Meanwhile I had to be sensible and take some practical steps in order to get hold of the money. It was time I stopped daydreaming and read the rules on the back of my scratch card. Either they would send you the cheque for the amount after you had sent them the appropriate card or you could actually go round to their main office and do the paperwork there. I thought I would sooner go round to the office. I felt I would rather get the matter sorted out at the



headquarters. The first thing you were instructed to do was to ring a certain telephone number. I tried and the number was engaged. Throughout the rest of that Wednesday I tried phoning again and again and the number was either engaged or nobody answered. It was as if they knew about me and didn't want to part with the money. I just wished they had picked up the phone. I knew that the office closed at 5.30 and so I made one last desperate phone call at 5.15. A young woman answered who sounded as though she knew what she was talking about. I tried hard to sound as if I were in charge of the situation and as if winning £250,000 was the sort of thing that happened every day. My throat was very dry and she asked me to repeat what I had just said. I explained that the amounts on the Wednesday's scratch card were the same as that day's paper and I claimed that sum. There was a long pause and then as politely as she could she suggested I looked at the day on today's paper. "Heaven help me", I cried, "it's Thursday!"

b) Answer some questions below to clarify the plot of the story:

1. What might have caused a person to exclaim "Heaven help him!"?
2. What news might have caused your astonishment or surprise?
3. If you won a lottery what would you spend your money on?
4. Would you have enough maturity to know precisely what to do with the prize?
5. What could some local newspapers offer to their readers so as to attract their attention? What benefits could the newspaper owners expect if the number of their readers/ subscribers increased?
6. What should you do with some lotteries in order to find out the prize?
7. What might have caused a person to exclaim "Saints preserve us!"?
8. What made the author to become so excited?
9. Why did he phone everyone? What did he expect them to talk about?
10. Would you rely on someone's advice if you had ever questions with money investment? Whose advice would you prefer?
11. Why did everyone react as if they knew everything about money in our author's case? Were there any reasonable suggestions?
12. What are the ordinary steps to be undertaken in case you have won any prize at all? What are the routine instructions for those who were lucky?
13. Why is it normally not possible to get through to the desired telephone number of the lottery organizers though they would instruct you to do so?
14. Why was the author so persistent in his endless attempts to get through? Why did he wish the lottery organizers had picked up the phone?
15. What was the result? Why did he beg heaven help him at the end?

Exercise 2. Check your knowledge of the English moods. Find out whether the statement true (T) or false (F) and put tick to confirm your choice:

№	Statement	T	F
1	The indicative mood is that form of a verb which represents a thing as a fact, or inquires about some fact.	.....	.....
2	The term indicative is from the Latin "indicare", which means "indication" or "suggestion".	.....	.....
3	The word "mood" is from the Latin "modus" = manner; when applied to verbs it means "the manner of expressing action".	.....	.....
4	The imperative mood is the form of the verb used in direct commands, entreaties, or requests.	.....	.....
5	The imperative is naturally used mostly with the first person.	.....	.....
6	The imperative may be used with the plural of the first person; we may use the imperative with <i>we</i> in a command, request, etc.	.....	.....
7	Infinitive Mood expresses an action or state without reference to any subject, where verbs are used as other parts of speech.	.....	.....
8	Verbs said to be in the infinitive mood can include the basic form of the verb with "to" in front of it and participle forms.	.....	.....
9	The word "subjunctive" means "subordinated, added", but in English it most often appears in independent clauses.	.....	.....
10	The Subjunctive Mood expresses desires, wishes, and assumptions that are not necessarily to be fulfilled in reality.	.....	.....
11	The conditional mood is used in the independent clause of a conditional sentence to refer to a hypothetical state of affairs/ uncertain events, contingent on another set of circumstances.	.....	.....
12	The Subjunctive Mood is sometimes referred to as the conjunctive mood, as it often follows a conjunction.	.....	.....
13	The Subjunctive Mood sometimes expresses action/ being as a fact, not only as a conceived thought in the mind of a speaker.	.....	.....
14	The subjunctive mood also is used to state a condition or a wish that is contrary to fact.	.....	.....
15	The subjunctive is most distinctive in the verb "to be"; the present subjunctive here is "be"; the past subjunctive – "were".	.....	.....
16	The subjunctive mood is used in a number of fossil phrases that are no longer felt as inflecting the verb in a particular way.	.....	.....
17	One common past-subjunctive expression is "as it was", and common present-subjunctive expressions include "(God) blesses you!"; "God saves our gracious Queen!", etc.	.....	.....
18	The subjunctive regularly appears in subordinate clauses, or so called <i>that clauses</i> , after verbs of commanding or requesting.	.....	.....
19	In British English, it is incorrect to use a negative subjunctive.	.....	.....
20	Never use the helping verb "would" in the "untrue part" of the sentence expressed in the subjunctive mood.	.....	.....

Exercise 3. Revise and rewrite the following sentences with appropriate subjunctive verb forms. Do not change the intended meaning:

Example: I would help the old man if I **was** able to reach him. →

Revised: I would help the old man if I **were** able to reach him.

1. If John Hawkins would have known of the dangerous side effects of smoking tobacco, would he have introduced the dried plant to England in 1565?

Revised _____

2. Hawkins noted that if a Florida Indian was to travel for several days, he would have smoked tobacco to satisfy his hunger and thirst.

Revised _____

3. Early tobacco growers feared that their product would not gain acceptance unless it was perceived as healthful.

Revised _____

4. To prevent fires, in 1646 the General Court of Massachusetts passed a law requiring that colonists smoked tobacco only if they were five miles from any town.

Revised _____

5. To prevent decadence, in 1647 Connecticut passed a law mandating that one's smoking of tobacco was limited to once a day in one's own home.

Revised _____

6. If side effects would have showed up in the first few weeks of smoking, probably no one would smoke.

Revised _____

7. Our ships, God might be thanked, have received little hurt. (*John Hawkins*)

Revised _____

8. If John Hawkins would have been a more delicate man he would not have risked the gallows by making piratical attacks on the Portuguese and by appearing in the West Indies as an armed smuggler; and in that case he would not have played an important part in history by setting the example of breaking down the pretension of the Spaniards to exclude all corners from the New World.

Revised _____

9. The men have been long unpaid and need relief; I pray your Lordship that the money that should go to Plymouth may now sent to Dover. (*John Hawkins*)

Revised _____

10. If Sir John Hawkins was known only as a slave trader, he wouldn't been the most likely candidate number one to have brought tobacco to England.

Revised _____

Exercise 4. Examine the sentences given below. Analyze the usage of the Subjunctive Mood in these sentences according to the example model:

Example: If Roger were an honorable spy, he would not reveal the atomic secret hidden in the bean burrito (=a type of Mexican food). → **Subjunctive** → **Why is it subjunctive?** → Roger is not an honorable spy, and he's going to blab (=reveal) the secret. → **What is the normal subject-verb pair would be?** → Roger was.



1. If Lola had known about the atomic secret, she would not have eaten that burrito.

Why it's subjunctive _____

What the normal subject-verb pair would be _____

2. His Majesty decrees that all his subjects be counted and then beheaded.

Why it's subjunctive _____

What the normal subject-verb pair would be _____

3. His Majesty asks that the governor of each province climb the nearest Alp and jump off the top.

Why it's subjunctive _____

What the normal subject-verb pair would be _____

4. His Majesty further insists that his favorite wedding planner remain in the palace.

Why it's subjunctive _____

What the normal subject-verb pair would be _____

5. Egg worthy hurtled through the air as though a giant metal device were intent on scrambling him.

Why it's subjunctive _____

What the normal subject-verb pair would be _____

6. If I were a president, I would ask the Martian colony to secede.

Why it's subjunctive _____

What the normal subject-verb pair would be _____

7. I wish I were the King of the world!

Why it's subjunctive _____

What the normal subject-verb pair would be _____

8. If he had worked harder, he would have completed the task on time.

Why it's subjunctive _____

What the normal subject-verb pair would be _____

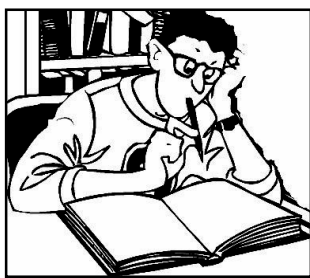
9. I suggest that R. wait a few minutes. I would talk to him if I had the time.

Why it's subjunctive _____

What the normal subject-verb pair would be _____

Exercise 5. Identify and underline *the evident signals* of the Subjunctive mood. Group them by the sentence number in the chart below:

set phrases	1, ...
It is/it was + adjective + THAT+ clause with subjunctive	...
verb + THAT + clause with subjunctive	...
verb + THAT + clause with SHOULD + infinitive	...
would rather/ sooner + perfect infinitive	...
subject 1 + would rather/sooner + clause (subject 2 + unreal tense)	...
3 rd conditional	...
as if/ as though	...
wish/ if only + subject + past tense	...



1. I see what you mean. Be that as it may, I can't agree with you.
2. Susan agreed that Harry should accept that offer.
3. It's vital that everybody get there before the examination begins.
4. The customer demanded that the company should give him a full refund.
5. I would prefer it if it stopped snowing.
6. Come what may, I will not resign!
7. I would rather you didn't smoke in my office. (= I don't want you to smoke in my office.)
8. It's desirable that Mr. Hanson hand in his resignation.
9. As if you could kill time without injuring eternity. (*Henry David Thoreau*)
10. The employees requested that the staff meeting be on Tuesday.
11. Geoffrey insisted that I should try the new Opel.
12. What would you rather I had written? (= What do you wish I had written?)
13. I do not want to bore you, suffice it to say, we finally got full refund.
14. He looks as if he knew the answer.
15. It's important that you be at home when the lawyers arrive.
16. I would rather you didn't smoke in my office.
17. He looks as if he knew the answer.
18. I'd rather not have called the police.
19. May the Force be with you!
20. If he had been more careful, he wouldn't have been killed in the accident.
21. Tim would sooner I returned his camera. (= Tim would like me to return his camera.)

22. It's essential that the car be waiting at the airport.
23. Where would you rather I slept?
24. Jill recommended that they go to the sauna.
25. I'd rather we had never met. (= If only we had never met.)
26. You seem as if you hadn't slept for three days.
27. If we had not received your application, we would have informed you.
28. I wish we could put up some of the Christmas spirit in jars and open a jar of it every month. (*Harlan Miller*)
29. I'd rather your boyfriend stopped calling you in the middle of the night.
30. Would you rather my sister dated your brother?
31. The secretary urged that the reprimanded employee hand in his resignation.
32. He grinned (=smile a wide smile) as though he'd been drinking for hours.
33. If I were you, I would apply right now.
34. If I hadn't heard what he was like, his behavior would've shocked me.
35. If only I could talk to her!
36. I demand that the committee reconsider its decision.
37. If I were older, I would work as a ranger.
38. It is demanded that every member should be informed on these rules.
39. It is important that he read the directions before he does the project.
40. We are all citizens of the world, as it were.
41. It's important that you all listen attentively.
42. If you had asked us clearly on the issue, we would have explained everything yesterday.
43. If she were sensible, she'd order a background check on him.
44. If it had not been for him, we would have stayed there.
45. I demand my account be reactivated immediately.
46. Had I seen him yesterday, I would have asked him about it.
47. It is vital that the subjunctive mood be saved.
48. What questions would you ask if you met a real fortune teller?
49. If only they could give me something interesting to do, I'd be happy to try a job out.
50. If only that were really true, we'd be better off.
51. The doctor suggested that he get some sleep before returning to work.
52. It is vital that he study advanced grammar before taking the SAT test.
53. They demanded that he submit the document without delay.
54. If he were Governor he could pardon you.
55. It is urgent that you get in touch with me before you sign that business deal.



It is interesting to know

The best example of *the subjunctive mood* is
the song "If I were a rich man"

from the Broadway musical "Fiddler on the roof" (=Tevye)
(music by Jerry Bock, lyrics by Sheldon Harnick, 1964)



Dear God, you made many, many poor people.
I realize, of course, that it's no shame to be poor.
But it's no great honor either!
So, what would have been so terrible if I had a small fortune?"

If I were a rich man,
Yubby dibby dibby dibby dibby dibby dum.
All day long I'd biddy biddy bum.
If I were a wealthy man.
I wouldn't have to work hard.
Ya ha deedle deedle, bubba bubba deedle deedle dum.
If I were a biddy biddy rich,
Idle-diddle-daidle-daidle man.



I'd build a big tall house with rooms by the dozen,
Right in the middle of the town.
A fine tin roof with real wooden floors below.
There would be one long staircase just going up,
And one even longer coming down,
And one more leading nowhere, just for show.

I'd fill my yard with chicks and turkeys and geese and ducks
For the town to see and hear.
(Insert)Squawking just as noisily as they can. (End Insert)
With each loud "cheep" "swaqqwk" "honk" "quack"
Would land like a trumpet on the ear,
As if to say "Here lives a wealthy man."



If I were a rich man,
Yubby dibby dibby dibby dibby dibby dibby dum.
All day long I'd biddy biddy bum.
If I were a wealthy man.
I wouldn't have to work hard.
Yubby dibby dibby dibby dibby dibby dum.
If I were a biddy biddy rich,
Idle-diddle-daidle-daidle man.

I'd see my wife, my Golde, looking like a rich man's wife
With a proper double-chin.
Supervising meals to her heart's delight.
I see her putting on airs and strutting like a peacock.
Oy, what a happy mood she's in.
Screaming at the servants, day and night.



The most important men in town would come to fawn on me!
 They would ask me to advise them,
 Like a Solomon the Wise.
 "If you please, Reb Tevye..."
 "Pardon me, Reb Tevye..."
 Posing problems that would cross a rabbi's eyes!



And it won't make one bit of difference if i answer right or wrong.
 When you're rich, they think you really know!

If I were rich, I'd have the time that I lack
 To sit in the synagogue and pray.
 And maybe have a seat by the Eastern wall.
 And I'd discuss the holy books with the learned men, several hours every day.
 That would be the sweetest thing of all.

If I were a rich man,
 Yubby dibby dibby dibby dibby dum.
 All day long I'd biddy biddy bum.
 If I were a wealthy man.
 I wouldn't have to work hard.
 Idle-diddle-daidle-daidle man.



Lord who mad the lion and the lamb,
 You decreed I should be what I am.
 Would it spoil some vast eternal plan?
 If I were a wealthy man.



WATCH and LISTEN!

Fiddler on the roof –
 If I were a rich man (with subtitles)
<http://www.youtube.com/watch?v=RBHZFYpQ6nc>



Have Fun! Lawyer Jokes!

Some of the Murphy's laws

- Anything that can go wrong will go wrong.
- Left to themselves, things tend to go from bad to worse.
- When working toward the solution of a problem, it always helps if you know the answer.
- Nothing is as easy as it looks.
- Everything takes longer than you think.
- If anything simply cannot go wrong, it will anyway.
- Whenever you set out to do something, something else must be done first.
- Every solution breeds new problems.
- The chance of the bread falling with the buttered side down is directly proportional to the cost of the carpet.
- A falling object will always land where it can do the most damage.



Grammar Rules: Conditionals

• Conditionals

There are two kinds of conditional sentences: real and unreal. *Real Conditional* describes real-life situations. *Unreal Conditional* describes unreal, imaginary situations. Although the various conditional forms might seem quite abstract at first, they are actually some of the most useful structures in English and are commonly included in daily conversations.

Conditional 0 or Zero Conditional or Present Real Conditional (Certainty) – refers to situations that are always true *if* something happens (which can usually be replaced by a time clause using *when*)

Form = the present simple in the *if clause* + a comma + the present simple in the result clause. You can also put the result clause first without using a comma between the clauses. E.g.: She doesn't worry if Jack stays out at night. E.g.: We have negotiations if my partner comes to town.

Conditional 1 (A real possibility in the future) – is often called the "real" conditional because it is used for real or possible future situations. These situations take place *if a certain condition is met*.

Form = the present simple in the *if clause* + a comma + *will* verb (base form) in the result clause. You can also put the result clause first without using a comma between the clauses. E.g.: He will arrive late unless he hurries up. E.g.: If he finishes on time, we will go to the movies.

Conditional 2 (Imaginary Present or Unlikely Future) – is often called the "unreal" conditional because it is mostly used for unreal – impossible or improbable – situations. This conditional provides an imaginary result for a given situation.

Form = the past simple in the *if clause* + a comma + *would* verb (base form) in the result clause. You can also put the result clause first without using a comma between the clauses. E.g.: If he studied more, he would pass the exam. E.g.: I would lower taxes if I were the President. **NOTE:** The verb *to be*, when used in the 2nd conditional, is always conjugated as *were*.

Conditional 3 (Imaginary Past) – is often referred to as the "past" conditional because it concerns only past situations with hypothetical results. Used to express a hypothetical result to a past given situation.

Form = the past perfect in the *if clause* + a comma + *would have past participle* in the result clause. You can also put the result clause first without using a comma between the clauses. E.g.: Life would have changed if he had won the competition. E.g.: Jane would have found a new job if she had stayed in New York.

Conditionals: Summary

Here is a chart to help you to visualize the basic English conditionals. Do not take the 50% and 10% figures too literally. They are just to help you.

№	Probability		Conditional	Example	Time
1	100%	Certain	zero conditional	If you heat ice, it melts.	any time
2	50%	Likely	first conditional	If it rains, I will stay at home.	future
3	10%	Unlikely/	2nd conditional	If I won the lottery, I would buy a car.	future
		Impossible	2nd conditional	If I had the money, I would lend it to you	present
4	0%	Impossible	3rd conditional	If I had won the lottery, I would have bought a car.	past

Mixed conditionals

The four types of conditional sentence appear to fit into very rigid patterns of form and meaning but we often find exceptions to these rules. In many cases we may want to talk about events that happened/ did not happen in the past and the present results of those events. Therefore, we will often need to mix clauses from different conditional types in order to get our meaning across clearly and unambiguously.

Third Second Mixed Conditionals → **Form** = If + Past Perfect + a comma + *Would* + Base Form **It is used** for *imaginary present actions or situations* that are not possible because the necessary conditions were not met in the past. E.g.: If you had taken the course, you would know about it. (The conditions were not met because the person did not do the course and as a result does not know about it now.)

Second Third Mixed Conditionals → **Form** = If + Past Simple, + *Would have* + Past Participle **It is used** 1) To avoid the illogicality of saying "If I had been you", which means that "I was not you on that occasion, but could be in the future", which is, of course, impossible. E.g.: If I were you, I wouldn't have done that. 2) Where the first part is still true: E.g.: If I could speak Spanish, I wouldn't have needed to get the letter translated. This means: "I couldn't speak Spanish then when I needed the translation and still can't".

Present Unreal Conditional + Continuous → **Form** = If-clause (were + present participle) + Result (would be + present participle) – **It is used** to discuss imaginary situations which could be happening at this very moment. E.g.: We would be able to go sailing if the wind were blowing.

Past Unreal Conditional + Continuous → **Form** = If-clause (had been + present participle) + Result (would have been + present participle) **It is used** to discuss imaginary situations happening at a very specific time in the past or over a period of time in the past. E.g.: If he had been standing near the house when the wall collapsed, it would have killed him. (*he moved before*)

Future Unreal Conditional + Continuous → **Form** = If-clause (were + present participle) + Result (would be + present participle) **It is used** in imaginary situations to emphasize interruptions or parallel actions in the future. E.g.: If he were staying in that hotel next week while the conference is being held, he might be able to meet some of the key speakers and tell them about our new product. **NOTE:** The future form looks the same as the present form. The future is indicated with words such as "tomorrow," "next week" or "in a couple of days."

A Pool of Examples of Various Conditionals

Conditional	Example	Meaning
Zero Conditional	If you heat water to 100 degrees Celsius, it boils.	Certain fact.
First Conditional	If she gets good grades, she will go to university.	If the condition is met, then she will go.
2nd Conditional	I would buy that computer if it were cheaper.	But it is expensive still so I didn't buy it.
3rd Conditional	If I had found her address, I would have sent her an invitation.	But I failed to find the address.
3rd + 2nd Mixed Conditionals	If Mark had gotten the job, he would move to Shanghai.	But he didn't get the job; as a result doesn't move anywhere.
2nd + 3rd Mixed Conditionals	If I were rich, I would have bought that Ferrari we saw yesterday.	But I am not currently rich and that is why I didn't buy it yesterday.
Present Unreal Conditional + Continuous	If my grandfather were here, he would be talking about the war. If Sam were sitting here, we would be able to ask him the question ourselves.	But he is not here. But Sam is not sitting here. He is somewhere else.
Past Unreal Conditional + Continuous	If she had missed her train, he would have been waiting for her at the station for hours.	Luckily, she caught her train and he didn't have to wait.
Future Unreal Conditional + Continuous	If you went over to Paul's house after work, he would probably be sitting there at his computer surfing the Internet.	But you won't go over.

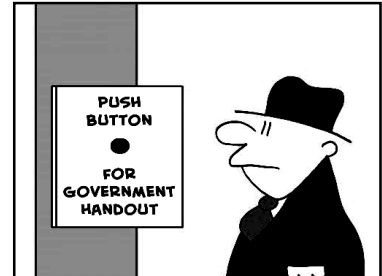


Your Training Exercises



Exercise A: Underline all conditional structures and state whether they are Zero conditional, First conditional or Second conditional:

1. If you take a look at the handout, you'll find all the telephone numbers, addresses and other necessary information.
2. If Tom were here, he'd help me with this presentation. Unfortunately, he couldn't make it today.
3. If a guest loses his passport, call the consulate immediately.
4. If the consulate isn't nearby, you'll have to help the guest get to the appropriate consulate.
5. It would be great if we had some more consulates here. However, there are also a few in Boston.
6. Next, if a guest has an accident which is not so serious, you'll find the first-aid kit under the reception desk.
7. If the accident is serious, call an ambulance.
8. Sometimes guests need to return home unexpectedly. If this happens, the guest might need your help making travel arrangements, re-scheduling appointments, etc. Do everything you can to make this situation as easy to cope with as possible.
9. If there is a problem, the guest will expect us to be able to handle any situation. It's our responsibility to make sure ahead of time that we can.
10. He is gone, but if he were here now, he would help us.
11. If I don't find the answer to my problem in an encyclopedia, I will ask my friend to solve it.
12. If you took more exercise, you might feel healthier.
13. Even if you tell Mr. James a funny story, he doesn't smile.
14. I will contact the company if I get to know something new.
15. They would be offended if we didn't accept their invitation.
16. If you happen to see Mark, tell him I'll be busy tomorrow.
17. If we succeed at our experiments, we receive a prize.
18. If I manage to complete my task by Wednesday, I am free for the rest of the week.
19. If we don't hurry, we'll miss the train.
20. What will happen to the environment, if we don't take care of it?





Exercise B: Look at these famous people quotes. They all express conditional mood. State the type of conditional the quotes contain:



1. If you think you can do a thing or think you can't do a thing, you're right. (*Henry Ford*)
2. If everyone is thinking alike, then somebody isn't thinking. (*George S. Patton*)
3. If you can dream it, you can do it. All our dreams can come true, if we have the courage to pursue them. (*Walt Disney*)

4. If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away. (*Henry David Thoreau*)



5. I have learned that if one advances confidently in the direction of his dreams, and endeavors to live the life he has imagined, he will meet with a success unexpected in common hours. (*Henry David Thoreau*)

6. If you're going through hell, keep going. (*Winston Churchill*)



7. If we knew what it was we were doing, it would not be called research, would it? (*Albert Einstein*)

8. If we did all the things we are capable of, we would literally astound ourselves. (*Thomas A. Edison*)

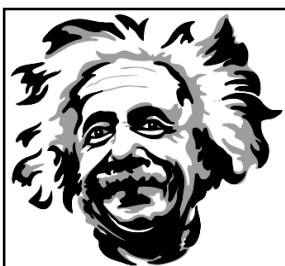
9. If you would not be forgotten as soon as you are dead, either write something worth reading or do things worth writing. (*Benjamin Franklin*)



10. If you spend too much time thinking about a thing, you'll never get it done. (*Bruce Lee*)

11. If a man hasn't discovered something that he will die for, he isn't fit to live. (*Martin Luther King, Jr.*)

12. If you never try, you'll never know what you are capable of. (*John Barrow*)



13. It would be a terrific innovation if you could get your mind to stretch a little further than the next wisecrack*. (*Katharine Hepburn*) (*=a remark; a clever joke, which criticizes someone)

14. If you obey all the rules, you miss all the fun. (*Katharine Hepburn*)

15. If the facts don't fit the theory, change the facts. (*Albert Einstein*)

16. If you don't like something, change it. If you can't change it, change your attitude. (*Maya Angelou*)

17. Three can keep a secret, if two of them are dead. (*Benjamin Franklin*)

18. Live as if you were to die tomorrow. Learn as if you were to live forever. (*Mohandas Gandhi*)

19. If everyone demanded peace instead of another television set, then there'd be peace. (*John Lennon*)

20. How old would you be if you didn't know how old you are? (*Satchel Paige*)

21. If voting changed anything, they'd make it illegal. (*Emma Goldman*)



22. If my critics saw me walking over the Thames they would say it was because I couldn't swim. (*Margaret Thatcher*)

23. If you want something said, ask a man; if you want something done, ask a woman. (*Margaret Thatcher*)

24. If you pretend to be good, the world takes you very seriously. If you pretend to be bad, it doesn't. Such is the astounding stupidity of optimism. (*Oscar Wilde*)



25. If we could first know where we are, and whither we are tending, we could then better judge what to do, and how to do it. (*Abraham Lincoln*)

26. If a man could have half of his wishes, he would double his troubles. (*Benjamin Franklin*)

27. If passion drives you, let reason hold the reins. (*Benjamin Franklin*)

28. If I had no sense of humor, I would long ago have committed suicide. (*Mohandas Gandhi*)

29. If you tell the truth, you don't have to remember anything. (*Mark Twain*)

30. If I had to choose a religion, the sun as the universal giver of life would be my god. (*Napoleon Bonaparte*)

31. If you have ten thousand regulations you destroy all respect for the law. (*Winston Churchill*)

32. If it be a sin to covet** honor, I am the most offending soul. (*William Shakespeare*) (**=to want to have smth. which belongs to someone else)

33. If to do were as easy as to know what were good to do, chapels had been churches, and poor men's cottages princes' palaces. (*William Shakespeare*)



34. If you have tears, prepare to shed them now. (*William Shakespeare*)



Exercise C: Here are some aphorisms that begin with the word "if". You might have known or heard them; so match the 1st part of the saying with its 2nd part; mind the conditional they express:

- *Aphorism – is a short clever saying intended to express a general truth.*

1) If you tell the truth, ...	a) you have to work to earn enough money so that you won't have to work (<i>Ogden Nash</i>)
2) If you chase two rabbits,	b) get out of the kitchen (<i>Harry S. Truman</i>)
3) When the pain is great enough,	c) you have achieved half your success; if you don't, you have achieved half your failure (<i>David Ambrose</i>)
4) If people really liked to work,	d) beggars would ride (<i>Scottish Proverb</i>)
5) If you know,	e) you can only win (<i>Shelley Long</i>)
6) If you have two pennies,	f) it is vain to seek it from outward sources (<i>François de la Rochefoucauld</i>)
7) If you see a friend without a smile,	g) we would still be plowing the land with sticks and transporting goods on our backs (<i>William Feather</i>)
8) If you spend your whole life waiting for the storm,	h) you don't have to remember anything (<i>Mark Twain</i>)
9) If you can't stand the heat,	i) try ignorance (<i>Derek Bok</i>)
10) If you don't quit, and don't cheat, and don't run home when trouble arrives,	j) spend one on bread to give you life, and one on a flower to give meaning to your life (<i>Ancient Chinese proverb</i>)
11) If wishes were horses,	k) it will (<i>Murphy's law</i>)
12) If we have not peace within ourselves,	l) you will not catch either one (<i>Russian Proverb</i>)
13) If anything can go wrong,	m) give him one of yours (<i>Proverb</i>)
14) If you have the will to win,	n) explain to them, logically and politely, why they are wrong (<i>Phil Simborg</i>)
15) If you think education is expensive,	o) you'll never enjoy the sunshine (<i>Morris West</i>)
16) If you don't want to work,	p) it is still a foolish thing. (<i>Anatole France</i>)
17) If you want to live a happy life,	q) live as if you'll die today (<i>James Dean</i>)
18) If fifty million people say a foolish thing,	r) we will let anyone be doctor (<i>Mignon McLaughlin</i>)
19) If you want to make someone hate you,	s) recognize that you know, If you don't know, then realize that you don't know: That is knowledge. (<i>Confucius</i>)
20) Dream as if you'll live forever,	t) tie it to a goal, not to people or objects (<i>Albert Einstein</i>)



Exercise D: Choose the best *if-clause* to fit the content of each of the sentences below. Also state the type of conditionals used:

1) If my father hadn't lost his keys,	11) If only we had known about your difficult situation,
2) If he's late again,	12) If you were more eloquent, being able to give a clear, strong message,
3) If the government raises taxes in the next budget,	13) If you had driven more carefully,
4) If she had known the answer,	14) If you have applied to the police,
5) If I were smarter,	15) If public transport is efficient,
6) If a judge rules a verdict of guilt,	16) Unless you leave now,
7) If we had won the lottery last week,	17) If the bill is passed by both houses of the British Parliament,
8) If I had millions dollars,	18) If the rescue crew had found him earlier,
9) If our house had been broken into,	19) If we sign the contract today,
10) If he had tried to leave the country,	20) If I had installed an antivirus,

1. _____¹, the accused is sentenced to jail or payment of a fine.

2. _____², it becomes law.

3. _____³, consumer spending will fall.

4. _____⁴, we can start our cooperation immediately.

5. _____⁵, you would not have had an accident.

6. _____⁶, my computer wouldn't be so slow now.

7. _____⁷, she would have told us.

8. _____⁸, I would have graduated from Stanford.

9. _____⁹, people normally stop using their cars for commuting.

10. _____¹⁰, they could have saved his life.

11. _____¹¹, we wouldn't have to wait until he finds them.

12. _____¹², he would have been stopped at the frontier.

13. _____¹³, I would give a lot to charity.

14. _____¹⁴, we would buy a new laptop today.

15. _____¹⁵, we would have helped you.

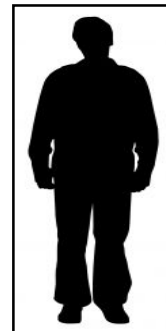
16. _____¹⁶, you would become a politician.

17. _____¹⁷, I will fire him.

18. _____¹⁸, you will be late.

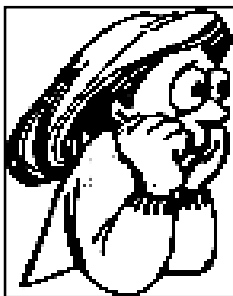
19. _____¹⁹, we would call police.

20. _____²⁰, the answer will be sent in ten days.





Exercise E: Read the short story given below. Then make some exercises attached according to the instructions given:



Andrew Chance's mother was horrified when she received her son's Internet shopping bill. Thirteen year-old Andrew had spent nearly £1 million on eMall, an American Internet shopping site. Andrew used his parents' password to get into the site. He then bought a Rolls Royce, a Van Gogh painting and an antique bed. "I'm in big trouble", the worried teenager admitted yesterday.



a) Fill in the gaps in the given sentences so as to make Andrew Chance's case precisely clear:

1. If Andrew's parents ___¹ (not buy) him the computer, he wouldn't have shopped on the Internet.
2. Andrew would make more friends if he ___² (spend) less time on the Internet.
3. If his parents ___³ (find out) his tricks earlier, Andrew would have spent less money.
4. If Andrew's mother doesn't pay, she ___⁴ (have to) go to prison.
5. Andrew ___⁵ (not get) into trouble if he hadn't used his parents' password.
6. If I ___⁶ (be) Andrew's mother, I'd sell his computer at the first possibility.
7. If all teenagers ___⁷ (have) a computer, they'll want to surf the Internet.

b) Rewrite these sentences in the zero, first, second and third conditionals:



1. In order to bring their children up properly, parents need to spend more time with them.
2. Discipline is difficult to deal with because it demands consistency. Inconsistency and lack of discipline create confused and rootless children.
3. In many households, parents have to go to work, which limits the time they may spend with their children.
4. Parents, who think out loud with their children, will see them develop a similar train of thought.
5. A child who experiences consistent communication with his/ her parents will become confident and learn the rules of good communication.
6. Some families may have problems concerning their children. Parents need to involve their children in the discussion and try to find possible solutions together.



Exercise F: Drill your ability to create sentences with various Conditionals inside. Follow the instructions and have practice:

We remind: Conditional sentences are made up of two parts: the *if-clause** (condition) and the *main clause* (result that follows). (*also *when, unless, provided (that), in case, as long as, so that, on condition (that), even if, suppose*)

a) Drill your ability to create sentences with the Zero Conditionals:

1. If there ___^{1a} (be) a shortage of any product, its prices ___^{1b} (go up).
2. If you ___^{2a} (want) to leave a message, ___^{2b} (speak) after the tone.
3. If you ___^{3a} (cross) an international date line, the time ___^{3b} (change).
4. If you ___^{4a} (put) a block of ice in the sun, it ___^{4b} (melt).
5. If the roads ___^{5a} (be) wet, it ___^{5b} (be) more dangerous to drive on them.
6. ___^{6a} (not drive) if you ___^{6b} (be) tired. You could have an accident.
7. If I ___^{7a} (miss) the train, my sister always ___^{7b} (give) me a lift to work.
8. If you ___^{8a} (park) your car on a double yellow line, you ___^{8b} (pay) a fine.
9. Water ___^{9a} (boil) when it ___^{9b} (reach) 100°C.
10. If the computer ___^{10a} (crash), I ___^{10b} (not/ can) check my e-mail.
11. You ___^{11a} (need) a passport, if you ___^{11b} (want) to travel abroad.
12. We ___^{12a} (not/can) start the meeting if the chairman ___^{12b} (not/be) here.
13. When you ___^{13a} (buy) online, you ___^{13b} (save) 10% at least.
14. Unless you ___^{14a} (pay) extra, you ___^{14b} (get) the basic service.
15. If you ___^{15a} (enter) the wrong password, your account ___^{15b} (be) automatically blocked.

b) Drill your ability to create sentences with the First Conditionals:

1. If they ___^{1a} (offer) a good price, we ___^{1b} (buy) the whole consignment.
2. They ___^{2a} (not/ sign) the contract unless we ___^{2b} (give) them an additional discount.
3. We ___^{3a} (be going) to insure the shipment in case the goods ___^{3b} (get) damaged in transit.
4. I ___^{4a} (agree) to these conditions provided that they ___^{4b} (increase) my salary.
5. I ___^{5a} (take) a credit card so that we ___^{5b} (not run) out of money.
6. If you ___^{6a} (try) very hard, you ___^{6b} (see) the difference.
7. If he ___^{7a} (be) busy now, I ___^{7b} (come) back tomorrow.
8. I ___^{8a} (send) her an invitation if I ___^{8b} (find) her address.
9. Nobody ___^{9a} (notice) if you ___^{9b} (make) a mistake.
10. You ___^{10a} (be) unhappy if you ___^{10a} (not/ break up) with her.
11. If the retailer ___^{11a} (not/ sell) enough of our product, he ___^{11b} (stop) buying from us.

12. If I ____^{12a} (get) bored at the meeting, I ____^{12b} (leave/probably) early.
13. If that bill ____^{13a} (become) law, it ____^{13b} (increase) the price of a new car by 10%.
14. If the defendant ____^{14a} (be convicted), he ____^{14b} (appeal/certainly).
15. If that company ____^{15a} (fail), thousands of workers ____^{15b} (lose) their jobs.

c) Drill your ability to create sentences with the Second Conditionals:

1. If we ____^{1a} (hire) a lawyer, we ____^{1b} (recover) our debts more easily.
2. I ____^{2a} (not/ go) on strike, unless there ____^{2b} (be) no alternative.
3. If I ____^{3a} (have) as much money as Bill Gates of Microsoft, I ____^{3b} retire.
4. If we ____^{4a} (receive) credit, we ____^{4b} (can) expand much more rapidly.
5. If there ____^{5a} (be) no hungry people in this world, it ____^{5b} (be) a much better place to live in.
6. If you ____^{6a} (be) in my position, you ____^{6b} understand me much better.
7. If I ____^{7a} (have) the chance to do it again, I ____^{7b} (do) it differently.
8. If she ____^{8a} (be) happy in her job, she ____^{8b} (not/be) looking for another one.
9. If I ____^{9a} (be) an alien, I ____^{9b} (be able) to travel around the universe.
10. If I ____^{10a} (be) you, I ____^{10b} (not/ go out) with that man.
11. If Tom ____^{11a} (have) a full-time job, he ____^{11b} (probably/ work) in computer graphics.
12. Frank ____^{12a} (take) some time off next month, if he ____^{12b} (can) get an OK from his supervisor.
13. If I ____^{13a} (be) you, I ____^{13b} (drive) more carefully in the rain.
14. You ____^{14a} (not/ be smiling) if you ____^{14b} (know) the truth.
15. If you ____^{15a} (not drink) so much coffee, you ____^{15b} (sleep) better.
16. If William ____^{16a} (not/watch) so many horror films, he ____^{16b} (not/be) scared of the dark.
17. If he ____^{17a} (start) his day with more energy, he ____^{17b} (do) many more essential though useful things.
18. If he ____^{18a} (keep) fit and healthy, he ____^{18b} (feel) more confident.
19. If his self-esteem ____^{19a} (increase), he ____^{19b} (not/have) so many problems.
20. If William ____^{20a} (not/spend) so much time playing video games, he ____^{20b} (get) better results with his academic studies.
21. If he ____^{21a} (not/be) ill so often, he ____^{21b} (not/miss) so many classes.
22. If you ____^{22a} (sleep) better at night, you ____^{22b} (start) your day with more energy.
23. If his parents ____^{23a} (not/allow) him to drink so much coke, he ____^{23b} (not/ put) on weight so fast.
24. If he ____^{24a} (be) older, he ____^{24b} (understand) the course of events better.
25. If I ____^{25a} (meet) him again, I ____^{25b} (tell) him the truth.

d) Drill your ability to create sentences with the Third Conditionals:

1. If I ___^{1a} (know) it was a formal party, I ___^{1b} (not/ go) wearing jeans and jumper. I ___^{1c} (wear) a suit.
2. If my client ___^{2a} (give) me her fax number, I ___^{2b} (not/ have) to post a letter to her.
3. If he ___^{3a} (not/ do) well on the training courses, he ___^{3b} (not/ become) a Project leader now.
4. If I ___^{4a} (study) harder, I probably ___^{4b} (pass) the exam.
5. If you ___^{5a} (save) your money, you ___^{5b} (can/ buy) a computer.
6. If he ___^{6a} (not/ fall) asleep while driving, he ___^{6b} (not/ crash) his car.
7. If they ___^{7a} (have) a better goalkeeper they ___^{7b} (not/ lose) the game.
8. If I ___^{8a} (complete) my legal education, I ___^{8b} (be) somebody else today.
9. If I ___^{9a} (set up) a diamond mining business, I ___^{9b} (become) very rich.
10. If she ___^{10a} (be) more patient, she ___^{10b} (get) what she wanted.
11. If you ___^{11a} (plan) what to do, you ___^{11b} (do) it successfully.
12. If you ___^{12a} (inform) us of these problems with your computer by 8:00 a.m., we ___^{12b} (fix) them this morning.
13. If you ___^{13a} (adopt) that marketing strategy your profits ___^{13b} (increase) dramatically.
14. Your employees ___^{14a} (learn) everything about the program if you ___^{14b} (send) them to that training session.
15. Your company ___^{15a} (do) better financially if you ___^{15b} (produce) for the international market.
16. If I ___^{16a} (go) to university, I ___^{16b} (study) law.
17. If Jane ___^{17a} (not/lose) her job as a paralegal in London, she ___^{17b} (not/move) to Edinburgh.
18. If she ___^{18a} (not/move) to Edinburgh, she ___^{18b} (not/find) a job in a new law firm.
19. If she ___^{19a} (not/find) a job in the new law firm, she ___^{19b} (not/meet) Adam.
20. If she ___^{20a} (not/meet) Adam, they ___^{20b} (not/fall) in love.
21. If they ___^{21a} (not/fall) in love, Adam ___^{21a} (not/ask) Jane to marry him.
22. If Michael's alarm clock ___^{22a} (ring) on time, he ___^{22b} (have) time to have breakfast at home.
23. If he ___^{23a} (have) his breakfast at home, he ___^{23b} (feel) more relaxed.
24. If he ___^{24a} (feel) more relaxed, he ___^{24b} (not/drive) so fast.
25. If he ___^{25a} (drive) slowly, he ___^{25b} (see) the STOP sign.
26. If he ___^{26a} (see) the STOP sign, he ___^{26b} (not/crash) against the other car.
27. ___ I ___^{27a} (not/ train) in this way, I ___^{27b} (not/ survive) in the job for long.

e) Drill your ability to create sentences with the Mixed Conditionals:

Past → Present: If + past perfect, would + infinitive (Third Second Mixed)

1. If their house ___^{1a} (be/ broken into), they ___^{1b} (be) very sad.
2. If you ___^{2a} (smoke) less, you ___^{2b} (not/ be) sick now.
3. If Mr. Douglas ___^{3a} (have) a moustache, Zeta Jones ___^{3b} (not/ be) his wife now.
4. If we ___^{4a} (follow) the sign, we ___^{4b} (not/ be lost) now.
5. If I ___^{5a} (study) law at university, I ___^{5b} (be) prominent lawyer now.
6. If I ___^{6a} (not/ go) out last night I ___^{6b} (not/ be tired) now.
7. If you ___^{7a} (not/ break) the mobile phone, I ___^{7b} (ring) him.
8. Alex ___^{8a} (still/ride) his bike now if he ___^{8b} (not/sell) it last summer.
9. If he ___^{9a} (be driving) long hours without sleep, before we met him, he ___^{9b} (be feeling) very tired now.
10. If I ___^{10a} (not/ offend) him in public, he ___^{10b} (be suing) me for slander.
11. If he ___^{11a} (do) the homework, he ___^{11b} (be) ready for the class.
12. If he ___^{12a} (be) up the Eiffel Tower, he ___^{12b} (know) it's in Paris.
13. If I ___^{13a} (take) an aspirin, I ___^{13b} (not/ have) a headache now.
14. If I ___^{14a} (marry) Peter Jackson 20 years ago, we ___^{14b} (live) in New Zealand now.
15. If he ___^{15a} (not/ buy) the car, he ___^{15b} (not/ be) short of money now.

Past → Future (Third Second Mixed)

1. If their house ___^{1a} (be/ broken into), they ___^{1b} (call) police.
2. If she ___^{2a} (sign up) for the ski trip last week, she ___^{2b} (be joining) us tomorrow.
3. If Mark ___^{3a} (get) the job instead of Joe, he ___^{3b} (be moving) to Bern.
4. If Darren ___^{4a} (not/ waste) his Christmas bonus gambling in Las Vegas, he ___^{4b} (go) to Mexico with us next month.
5. If she ___^{5a} (not/ try) those drugs, she ___^{5b} (not/be facing) a prison sentence.
6. If she ___^{6a} (get on) the plane, she ___^{6b} (be) in New York in the morning.
7. If I ___^{7a} (know) that you're going to come soon, I ___^{7b} (be) in then.
8. If they ___^{8a} (miss) their flight, they ___^{8b} (not/ arrive) today.
9. If she ___^{9a} (get back) late last night, she ___^{9b} (not/get up) early this morning.
10. If I ___^{10a} (save) a bit harder, I ___^{10b} (be going) to Jamaica next week.
11. If she ___^{11a} (book) her flight before, she ___^{11b} (be) in Paris next week.
12. If I ___^{12a} (not/ take) a year off university, I ___^{12b} (be graduating) this June.
13. If it ___^{13a} (not/ be) for his advice, I ___^{13b} (not/ be changing) my plans.
14. If it ___^{14a} (not/ be) for your help, I ___^{14b} (still/ be trying) to resolve the case.
15. If he ___^{15a} (know) her better, he ___^{15b} (not/ be planning) common deals.

Present → Past: If + simple past, would have + past participle (Second Third)

1. If he ___^{1a} (be) clever, he ___^{1b} (not/ admit) that ridiculous fact as true.
2. If you ___^{2a} (be) more polite, you ___^{2b} (not/ speak) to your boss like that.
3. If I ___^{3a} (know) spoken English, I ___^{3a} (get) a better job.
4. If I ___^{4a} (not/ love) him, I ___^{4b} (not/ marry) him.
5. If I ___^{5a} (be invited) to the meeting, I ___^{5b} (come).
6. If I ___^{6a} (be) more diligent, I ___^{6b} (finish) my degree at university.
7. If he ___^{7a} (not/ be) such a good programmer, we ___^{7b} (fire) him long ago.
8. If he ___^{8a} (not/ like) his job so much, he ___^{8b} (quit) years ago.
9. If I ___ (not/ be) afraid of flying, I ___^{9b} (not/ drive) to the meeting.
10. I ___^{10a} (be able) to understand the movie if my French ___^{10b} (be) better.
11. If you ___^{11a} (be) friendlier, they ___^{11b} (give) you the job.
12. If he ___^{12a} (be) a good specialist, he ___^{12b} (find) the problem with my computer quickly enough yesterday.
13. If James ___^{13a} (want) to go to Iceland, he ___^{13b} (book) a flight by now.
14. If she ___^{14a} (have) enough money, she ___^{14b} (can/ do) this trip to Hawaii.
15. If I ___^{15a} (not/ have) an exam tomorrow, I ___^{15b} (go) to the party.
16. If he ___^{16a} (know) her better, he ___^{16b} (greet) her.
17. If I ___^{17a} (be) rich, I ___^{17b} (buy) that Ferrari we saw yesterday.

Present → Future: (Second Third)

1. If Dan ___^{1a} (not/be) so nice, he ___^{1b} (not/be tutoring) you English tonight.
2. If I ___^{2a} (not/ have) so much vacation time, I ___^{2b} (not/ go) with you on the cruise to Alaska next week.
3. If Cindy ___^{3a} (be) more creative, the company ___^{3b} (send) her to New York to work on the new advertising campaign.
4. If I ___^{4a} you, I ___^{4b} (be spending) my vacation in Thailand.
5. If my grandfather ___^{5a} (be) here, he ___^{5b} (be talking) about the war.
6. If I ___^{6a} (be) in Hawaii, I ___^{6b} (be lying) on the beach.
7. If Dr. Mercer ___^{7a} (not/ accept) the research grant at Harvard, he ___^{7b} (be spending) more time with his family.
8. Professor Schmitz ___^{8a} (not/ be talking) so much about the Maasai tribe if she ___^{8b} (not/ be) an expert on African tribal groups.
9. They ___^{9a} (not/ be releasing) the prisoner next month if there ___^{9b} (be) much public opposition to his parole.
10. If the police regularly ___^{10a} (patrol) the area, people ___^{10b} (not/ be worrying) about safety of their households and future of their children.
11. If her business trip ___^{11a} (be canceled), she ___^{11b} (be taking care) of the children for us next weekend.
12. If you ___^{12a} (not/ insult) Tom yesterday, he ___^{12b} (be going) to visit us next weekend as friendly as ever.

Future → Past: If + past continuous/ simple, would have + past participle

1. If I ___^{1a} (not/ be going) on my business trip next week, I ___^{1b} (accept) that new assignment at work.
2. If my parents ___^{2a} (not/ be coming) this weekend, I ___^{2b} (plan) a nice trip just for the two of us to Napa Valley.
3. If Donna ___^{3a} (not/ be making) us a big dinner tonight, I ___^{3b} (suggest) that we go to that nice Italian restaurant.
4. If I ___^{4a} (not/ be flying) to Detroit, I ___^{4b} (plan) a trip to Vancouver.
5. If he ___^{5a} (not/ be testifying) before a Grand Jury next Thursday, he ___^{5b} (leave) the country long ago.
6. If he ___^{6a} (not/ be dreaming) of luxurious life, he ___^{6b} (not/ exhaust) himself with all that endless working.
7. If he ___^{7a} (not/ be planning) to marry her, he ___^{7b} (date) her for five years.
8. If they ___^{8a} (be planning) to commit a bank robbery, they ___^{8b} (find) some accessory before the fact among the bank employees.
9. If the police ___^{9a} (be interested) in the successful investigation, they ___^{9b} (detect) every possible trace or evidence right at the scene of the crime.
10. If I ___^{10a} (be going) to participate in sport contests, I ___^{10b} (train) a lot.
11. If we ___^{11a} (be negotiating) with the strikers, we ___^{11b} (prepare) for that.
12. If they ___^{12a} (be going) to change their policy, they ___^{12b} (announce) it.

Future → Present: If + past continuous/ simple, would + infinitive

1. If I ___^{1a} (be going) to that concert tonight, I ___^{1b} (be) very excited.
2. If Sandy ___^{2a} (be giving) a speech tomorrow, she ___^{2b} (be) very nervous.
3. If Tim ___^{3a} (not/ come) with us to the disco club, everyone ___^{3b} (be) very disappointed.
4. If I ___^{4a} (be taking) this exam next week, I ___^{4b} (be) very nervous.
5. If he ___^{5a} (not/ have) to leave tomorrow, he ___^{5b} (not/ be) depressed.
6. If he ___^{6a} (not/ have) to testify tomorrow, he ___^{6b} (not/ be) so busy.
7. If I ___^{7a} (be waiting) there next week when he gets off the plane, he ___^{7b} (be) totally surprised.
8. If he ___^{8a} (be staying) in that hotel next week while the conference is being held, he ___^{8b} (may be able) to meet some of the key speakers and tell them about our new product.
9. If the government ___^{9a} (be) to legalize marijuana, it ___^{9b} (have) a great deal of difficulty.
10. If you ___^{10a} (be) to lend me a little money, I ___^{10b} (can buy) a ticket to go back home.
11. If you ___^{11a} (be) to stand a little to the left, I ___^{11b} (can see) him better.
12. If I ___^{12a} (be) to remember his wisdom, I ___^{12b} (listen) more attentively.
13. If my boyfriend ___^{13a} (not/ be taking) me to see his parents, I ___^{13b} (be) sad.



Exercise G: Answer the zero conditional questions by choosing the correct number for each one from the pool of answers below:

Pool of answers

1) I ask him to speak more slowly	10) I watch a DVD
2) He tells me to shut up!	11) They tell me to be kind and helpful (more considerate)
3) I make an appointment to see the dentist	12) I lock my door and study for a week
4) I go and lie down	13) I don't do anything, but I never return
5) I call ahead to say I'm late	14) I eat something and that wakes me up
6) I read a book for half an hour	15) They forget mine the next time
7) I eat a few crackers	16) I put pressure on the area but nothing else
8) I look out of the window	17) I go back to the store with it
9) I remember how important it is to learn!	18) I use my mother's face cream to cool my skin

What do you do if you get a headache? **If** _____

What do you do if you feel bored in your English class?

If _____

What do you do if you get toothache? **If** _____

What do you do if you get sunburnt? **If** _____

What do you do if you can't sleep at night? **If** _____

What do you do if you feel sleepy during the day? **If** _____

What do you do if you don't understand your English teacher? **If** _____

What do you do if you don't want to do your English homework? **If** _____

What does your teacher do if you talk in class? **If** _____

What do your parents do if you are not in touch regularly? **If** _____

What do you do if you oversleep? **If** _____

What do your friends do if you forget their birthdays? **If** _____

What do you do if you have to prepare for a difficult exam? **If** _____

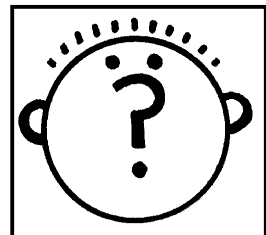
What do you do if you feel hungry at night? **If** _____

What do you do if there is nothing on TV? **If** _____

What do you do if you cut yourself? **If** _____

What do you do if you receive bad service in a restaurant? **If** _____

What do you do if something you buy breaks after a few days? **If** _____





Exercise H: Match the first part of each sentence with its second part (ending). Mind the usage of *if*, *suppose* and *unless*:

1) If we pay them immediately,	a) they might have had to request a higher law court to consider it again.
2) We will sign the agreement,	b) the same civil servants are employed for most of positions.
3) If the president vetoes a bill,	c) if they paid me twice my current salary.
4) If you want to make a will,	d) if we agree to their demands.
5) If the person is found guilty,	e) if we hadn't taken our lawyer's advice in good time.
6) If the case goes to a higher Court for an appeal of the sentence,	f) they will not take any legal action.
7) Even if the Cabinet changes after an election,	g) please tell them I'll be back in the office at 4 o'clock.
8) Unless we pay them immediately	h) he might have become a banker.
9) In England the bill becomes a law	i) if we give quite a decent salary.
10) The union won't go on strike,	j) it turns to steam.
11) She will gladly accept the job,	k) it can still become a law.
12) If he hadn't become a lawyer,	l) he could have prevented the strike.
13) I wouldn't work for them (even),	m) what will we do then?
14) If only sales of our services improve dramatically,	n) the punishment is ruled and pronounced by the presiding judge.
15) We might have lost a great deal of our state funding money,	o) if she had been more aware of the real state of things.
16) If the Chief Manager had offered a 15% pay rise,	p) the best person to advise you is a solicitor.
17) Suppose we miss the train,	q) they will surely take legal actions.
18) Her speech could have been more convincing,	r) the ruling of the lower court is normally completely revised.
19) If you get the work finished by Friday,	s) if both Houses of the Parliament agree or compromise.
20) If they hadn't won that case,	t) we will not suffer pre-tax losses.
21) If anyone rings for me,	u) if you have experience.
22) If she hadn't called,	v) unless something goes wrong.
23) We'll deal with that problem,	w) I'll pay you double price.
24) If I don't get enough sleep,	x) I wouldn't have known the truth.
25) If water is heated to 100°C,	y) if and when it arises.
26) You can only get this job,	z) I get a headache.



Exercise I: Use an appropriate form of either of the verbs: *wish* or *hope* to express real/ unreal desire for possible/ impossible things:



Similar to conditional sentences are those that use "**wish**" to express something isn't true now, or wasn't true in the past. To make sentences with "wish" properly, you should remember:

- To say what you wish about the present, you use the past:

E.g.: I wish I had more money. (describes a present situation)

- To say what you wish about the future, you use *would*:

E.g.: She wishes he would talk to her more often. (describes a present situation)

- To say what you wish about the past, you use the past perfect:

E.g.: They wish they had resolved their dispute. (describes a past situation that can't be changed and only causes a regret)

Note! If you think there is a chance that something *can happen* or *is very possible to happen*, use **hope**, not **wish**. To say what you hope – about the *future* – use present (or future – less common); about the *present* – use the present; about *the past* – use the simple past.

1. I bet she ___¹ that she'd never got involved in the whole affair with a married man.

2. I ___² his proposals about the need to reduce taxes will be well taken by the public.

3. I ___³ you would remember to check your e-mail from time to time.

4. I ___⁴ I didn't have to do any extra work over the weekend.

5. The police still ___⁵ to find the victim of kidnapping alive.

6. I ___⁶ I hadn't promised we'd arrive on time, because now they'll be waiting for us.

7. We ___⁷ to hire someone really efficient who can organize the office and make it run smoothly.

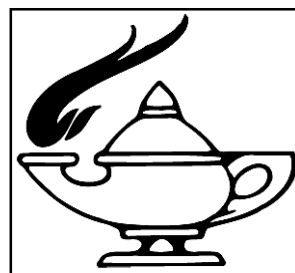
8. I ___⁸ politicians were more trustworthy! Normally they make promises but never intend to keep it.

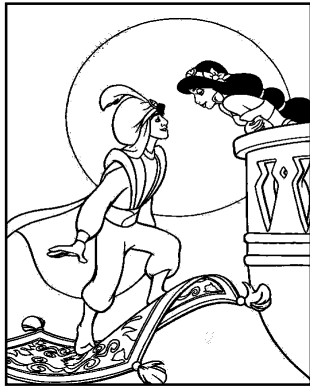
9. I ___^{9a} he will be well-off with his new venture pretty soon. He has such a creative thinking! I ___^{9b} I were in his team!

10. The bus is overcrowded. I ___¹⁰ there weren't so many people.

11. I ___¹¹ I will receive special treatment because my lawyer knows the boss.

12. I ___¹² I could speak some Chinese. It's impossible to go shopping here in





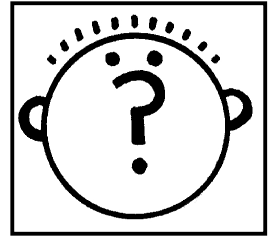
Beijing not knowing at least two Chinese words!

13. I ___¹³ they will resolve their differences pretty soon and make an effort to get along.
14. I ___¹⁴ he will call me before I have to leave.
15. The offer of a free car stereo tempted me into buying a new car. I ___¹⁵ I had also a driver's license to experience all these pleasures of life right away!
16. I ___¹⁶ we shall crush in its birth the aristocracy of our moneyed corporations which dare already to challenge our government to a trial by strength, and bid defiance to the laws of our country. (*Thomas Jefferson*)
17. I ___¹⁷ I had an answer to that because I'm tired of answering that question. (*Yogi Berra*)
18. I ___¹⁸ our wisdom will grow with our power, and teach us, that the less we use our power the greater it will be. (*Thomas Jefferson*)
19. I ___¹⁹ people would love everybody else the way they love me. It would be a better world. (*Muhammad Ali*)
20. I ___²⁰ I could write as mysterious as a cat. (*Edgar Allan Poe*)
21. I ___²¹ I shall possess firmness and virtue enough to maintain what I consider the most enviable of all titles, the character of an honest man. (*George Washington*)
22. I ___²² I didn't bore you too much with my life story. (*Elvis Presley*)
23. Oh, I just ___²³ someone would try to hurt you so I could kill them for you. (*Frank Sinatra*)
24. I only ___²⁴ that ordinary people had an unlimited capacity for doing harm; then they might have an unlimited power for doing good things. (*Socrates*)
25. When we quarrel, how we ___²⁵ we had been blameless. (*R. Waldo Emerson*)
26. When I am dead, I ___²⁶ it may be said: His sins were scarlet, but his books were read. (*Hilaire Belloc*)
27. I ___²⁷ I didn't know now what I didn't know then. (*Bob Seger*)
28. I ___²⁸ they would only take me as I am. (*Vincent Van Gogh*)
29. I ___²⁹ I could give you a lot of advice, based on my experience of winning political debates. But I don't have that experience. My only experience is at losing them. (*Richard M. Nixon*)
30. I ___³⁰ that I may always desire more than I can accomplish. (*Michelangelo*)
31. Some people want it to happen, some ___³¹ it would happen, others make it happen. (*Michael Jordan*)
32. I ___³² you will no longer accuse me of a lack of delicacy, as I now count on your understanding. (*Gustav Mahler*)
33. I ___³³ I wrote more about the world at more distance from myself. (*Sh. Olds*)
34. Don't ___^{34a} it were easier, ___^{34b} it were better. (*Jim Rohn*)



Exercise J: First make sentences based on the possible *past wishes* given in the box of words below. Then make a list of your *real past wishes* and comment whether you were able to make them true:

Once your wish is made, be sure not to tell anyone what you wished for until after it comes true. Talking and discussing about a wish in progress can disturb its energy and break the spell. After your wish comes true, it is perfectly safe to talk about it. (*A'isha*)



Young People Often Wish

make a right career choice	spend a lot of time on the Internet
find the magic and wonder in life	feel positive about life/ its outcomes
date someone special	be surrounded by trusted friends
have less responsibilities/ more joy	follow passions/ develop strengths
become rich with little effort	buy the latest model of i-Phone

1. I wish I _____
2. I wish I _____
3. I wish I _____
4. I wish I _____
5. I wish I _____
6. I wish I _____
7. I wish I _____
8. I wish I _____
9. I wish I _____
10. I wish I _____

Your Specific Wishes

.....
.....
.....
.....
.....

1. I wish I _____
2. I wish I _____
3. I wish I _____
4. I wish I _____
5. I wish I _____
6. I wish I _____
7. I wish I _____
8. I wish I _____
9. I wish I _____
10. I wish I _____



Exercise K: Put these verbs in brackets into the appropriate verb form to complete the sentences with a conditional inside. Identify and state the type of each conditional sentence just next to it:



1. Provided that people ___¹ (elect) stupid politicians, we will continue to have absurd laws.
2. If the proof is not sufficient, the jury ___² (return) a not guilty verdict.
3. If I lost my job, I ___³ (find) life very difficult.
4. If I came across two men fighting with knives, I ___⁴ (call) the police.
5. If the police had been at the scene of the crime immediately after the emergency call, they ___⁵ (catch) the criminals.
6. The criminals wouldn't have gotten into the house so quickly, if you ___⁶ (lock) the door.
7. They would have forced their way into the house if I ___⁷ (not call) for help.
8. If there ___⁸ (be) any necessity of inquiry, he would certainly be sought for questioning.
9. She was sent to prison only because she refused to pay the fine. If she had paid the fine, she ___⁹ (not/ be sent) to prison.
10. The accident was mainly due to Tom's awkward driving manner. He was apparently driving much too close to the car in front of his. If he ___^{10a} (be) further away he ___^{10b} (be able) to stop in time.
11. He could have asked for an annulment of his poor marriage or a divorce, if he ___¹¹ (not/ be known) for his scare of publicity.
12. The authorities should have arrested him in Hanoi, if they ___¹² (know) of his illegal purposes in advance.
13. Unless the case is serious, the arrested person ___¹³ (be) usually granted bail if he or she is able to be quickly brought to court.
14. If the House so decides the whole House sitting in the committee ___¹⁴ (refer) to the bill.
15. If those released until their trial on bail do not return to court for their trial, first, they ___^{15a} (lose) their money (bail) and, second, they ___^{15b} (be arrested) and brought back to court.
16. Occasionally, if any circumstances or policies ___¹⁶ (change), no provisions will be brought into effect until the laws are formally repealed.
17. If the lower House votes for the bill, it then ___¹⁷ (proceed) to the committee stage.



Exercise L: Rewrite the given sentences with the help of *unless*, *in case* or *so that*:

Example: If nothing goes wrong, we'll sign the agreement tomorrow. We'll sign the agreement tomorrow unless something goes wrong.

1. We're not going to get that contract if we don't improve our offer.

We're not going to get that contract _____

2. Only phone me if it is an emergency.

Please don't phone me _____

3. If the conditions don't improve soon, we're going to have a bad year.

We are going to have a bad year _____

4. The project will only be viable if you can cut your overheads.

This project will not be viable _____

5. I'll accept an overseas posting if I can have my job back when I return.

I won't accept an overseas posting _____

6. If the building has smoke alarms, we can detect any fumes or fire immediately.

Any fumes or fire can't be detected immediately, _____

7. Phone me later if you have any problems with the consumer's complaint.

You may phone me later, _____

8. If I send you a fax, you'll get all the information you need today.

You'll get all the information, _____

I'll send you a fax, _____

9. If we have lots of applications from people who want to study here, then we will consider the candidate very carefully.

We will consider the candidate very carefully, _____

10. If we need to make a claim, we'd better keep the insurance documents safe.

We'd better keep the insurance documents safe, _____

11. If I'm going to have a meeting, everyone can say what they think.

I'm going to have a meeting, _____

12. I've left the answering machine on while I'm in a courtroom, if anyone calls.

The answering machine is on while I'm in a courtroom, _____

13. If the election is called in April, or June, we shall be ready for it.

We shall be ready for the election, _____

14. If lack of communication causes serious problems, their marriage is a case in point.

Lack of communication may cause serious problems, _____



Exercise M: Use *if-clause* and either of the conditionals due to the instructions given:

a) Examine each situation; make a sentence; use the First Conditional:

1. the company/ impose sanctions/ the workers / not abandon the strike _____

2. criminals/ not desist from their evil practices/ we / inflict such corporal punishment on them _____
3. I/ tell her about the claim/ I / see her in the court _____
4. you/ tell the police the truth/ I'm sure/ they / believe you _____
5. I am warning/ you/ for the last time/ you/ not win/ you attempt to contest the will/ after my death _____
6. a landlord/ fail to provide adequate proofs/ he/ be able now to receive/ a fine of up to \$250 a day _____
7. Magistrates/ be content/ to deal with the case/ they/ do so/ with the consent of the accused _____
8. an individual MP/ die or resign/ between General Elections/ a by-election in a single constituency/ be held _____
9. traffic/ be OK/ we/ get to the airport/ on time _____
10. the trial/ be postponed/ it/ be necessary _____

b) Rewrite the sentences with if-clause; use the Second Conditional:

1. The reason we don't use them is that they are so expensive.

But _____

2. The reason I can't contact them is that I haven't got their address.

But _____

3. The reason I work so hard is that I enjoy my job.

But _____

4. The reason we have good reputation is that we spend so much on training. **But** _____

5. The reason I can't give you an answer is that I haven't got the authority.

But _____

6. The reason that there is a break in the legal process is that there is no enough evidence.

But _____

7. The reason that I walked out was because I was bored.

But _____

8. The reason (that) I'm ringing is to ask you for a favor.

But _____



Exercise N: Read these short articles about various problems in business matters and try to answer the given questions:

1) Answer these questions:

How would you have reacted if you had been in John Dee's position?

How would you have reacted if you had been in Ms. Han's position?



A negotiation breakdown: John Dee imports microwave ovens from Korea and has been working satisfactorily with the same supplier for five years. Recently he travelled to Korea to meet the supplier and negotiate a reimbursement for a shipment of appliances that John's customers had sent back because of a serious manufacturing defect. He met the Korean company's representative Ms. Han who insisted she could not compensate John financially but would replace the

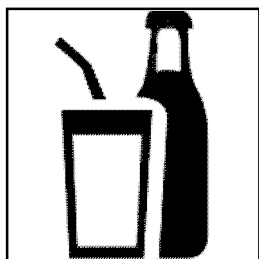
defective appliances. John refused this offer, saying that this gesture would not in itself be sufficient to restore his reputation with his customers. John was booked on a plane leaving that afternoon and could see little point in continuing the discussion. He was getting more impatient with the apparent lack of progress and stood up angrily and walked out of the discussion. Ms. Han was embarrassed and did not wish to lose face by asking him to return to the room. John Dee now buys his microwaves from Taiwan at a higher unit price.



If had been in John Dee's position, _____

If I had been in Ms. Han's position, _____

b) Answer this question: What would you have done to restore consumer confidence if you had been the general director of Sola-Soda?



In June 1999 more than 100 people in Spain and two in Italy complained of headaches, dizziness and stomach upsets after drinking canned soft drinks manufactured by Sola-Soda. Subsequently, the authorities in Spain and Italy ordered Sola-Soda products to be withdrawn as a precaution.

If I had been the general director of Sola-Soda, _____



Exercise O: Do you want to know more about your personality?
Then pass our short test to find out what kind of leader you are:



Examine each question; while answering, estimate how often you would act in this/ that way and put your own number ranging between 1 and 5, where: **1** → **never**, **2** → **rarely**, **3** → **sometimes**, **4** → **often**, **5** → **always**

Nº	Question/ Situation	N
1	If my team had to make a decision, I would encourage everyone to participate and I would try to be first to implement common ideas, proposals and suggestions.	.....
2	If I had to teach people new tasks and procedures, I'd enjoy it.	.....
3	If I was in charge of an important project, I would closely monitor the schedule to make sure it was completed in time.	.....
4	If I faced a very challenging task, I would really enjoy it.	.....
5	If I found a good idea in any book on training, leadership clues or psychology, I would try to put it into effect the sooner the better.	.....
6	If I had to correct any employee's mistake, I wouldn't mind upsetting them with my interference.	.....
7	If I had to manage a complicated task/ project in difficult competitive conditions, I would supervise every detail.	.....
8	If I were in charge of a complicated task/ project, I would enjoy explaining every detail to all employees not involved in that deal.	.....
9	If I had to fulfill a complex project, I would naturally break it up into small manageable tasks.	.....
10	I would achieve my goals, even if it meant upsetting some people.	.....
11	If I were in charge of any project, I would build a great team.	.....
12	If I were in charge of any project, I would analyze every effort.	.....
13	If I were asked for advice, I would gladly give hints and direct answers on how to improve this or that.	.....
14	If I had to carry out several complicated tasks at the same time, I wouldn't reject or quit.	.....
Your Total Score		.....

Impoverished Style* – your total score – 14 - 28

Country Club Style – your total score – 29 - 42

Authoritarian Style – your total score – 43 - 56

Team Management – your total score – 57 - 70

Read more on Leadership styles in our next rubric **It's interesting to know*



It is interesting to know: Leadership styles

Based on <http://www.see.ed.ac.uk/>

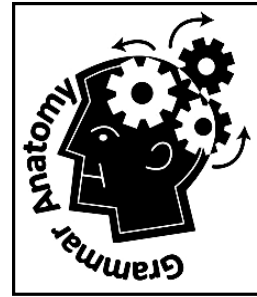
Leadership styles and attitudes

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people.

Looking at different leadership styles could be in terms of *task orientation* versus *employee orientation*.

Task Orientation or Directive Behavior: reflects how much a leader is concerned with the actual task at hand and

ensuring that those following him complete it. *Employee Orientation or Supportive Behavior*: reflects how much a leader is concerned for the people around him, providing support and encouragement for them.



Team Management = Coaching	Country Club Management = Supporting
Authority/Obedience Management = Directing	Impoverished Management = Delegating

1. Team Management = Coaching (shows high concern for task, high concern for people). You see the completion of the task and the well being of the group as interdependent through a common stake in the organization's future. This leads to relationships built on trust and respect, and work accomplishment from committed employees.

MOTTO: "We're in this together. We need to support and help each other to get this job done."

Coaching → After being in the group for a while, somebody might begin to lose confidence and therefore motivation, as they still can't seem to do the work they want to do. At this stage you will need to coach them along. You will still need to tell them what to do at virtually every point along the way, while taking care to encourage them and praise them at every turn.

2. Authority/ Obedience Management = Directing (high concern for task, low concern for people). The most important thing is the task and work. You lead from behind by driving the group in front of you.

MOTTO: "We're here to work; the work needs to be done. If they're working hard enough they won't have time to feel unhappy, they're not here to enjoy themselves."

Directing → A team member who has a lot of enthusiasm for the job but not much actual ability, for example a new start, will need to be directed. You will not need to spend much time giving encouragement or coaxing them along. You will however have to tell them what to do next after they complete every task, and how to do the tasks set.

3. Country Club Management = Supporting (low concern for the task, high concern for people). You take good care of your group, ensuring a comfortable, friendly atmosphere. You hope this will lead to the work getting done.

MOTTO: "It stands to reason, if they're happy they'll work harder and the work will take care of itself."

Supporting → Gradually the team member's technical ability will increase until they are at a stage where they can actually do everything required of them, however they may still lack the confidence to actually do it off their own backs. You should no longer have to tell them what to do, although they may think otherwise. You should seek their opinions on the next stage, and be seen to take notice of their ideas.

4. Impoverished Management = Delegating (low concern for the task, low concern for people). This style is characterized by minimal effort on your part, just enough to get the job done and maintain the group structure.

MOTTO: "I'll just let them get on with it, I'm sure they'll do fine, they don't really want me interfering anyway"

Delegating → A technically competent person's confidence will gradually grow until they feel able to work completely on their own. You should now be able to delegate specific areas of work to them and feel little need to tell them either what to do or to praise them as frequently for doing it. The time that you don't have to spend "leading" these members of the group can be spent with the less experienced group members, or on the work that you need to do.



Have Fun! Lawyer Jokes!

• A new manager spends a week at his new office with the manager he is replacing. On the last day the departing manager tells him, "I have left three numbered envelopes in the desk drawer. Open an envelope if you encounter a crisis you can't solve." Three months down the track there is a major drama, everything goes wrong – the usual stuff – and the manager feels very threatened by it all. He remembers the parting words of his predecessor and opens the first envelope. The message inside says, "Blame your predecessor!" He does this and gets off the hook. About half a year later, the company is experiencing a dip in sales, combined with serious product problems. The manager quickly opens the second envelope. The message read, "Reorganize!" This he does, and the company quickly rebounds. Three months later, at his next crisis, he opens the third envelope. The message inside says, "Prepare three envelopes".



Exercise 1. Examine the given sentences. Identify the type of conditional inside; underline the conditional construction and state its type:

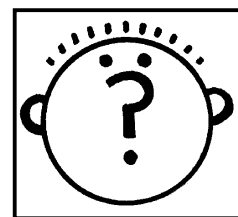
1. If the government raises taxes in the next budget for the coming financial year, consumer spending will fall.
2. If I had his phone number, I would call my lawyer.
3. If he had not gone to the casino, he would not have lost all his money.
4. If I ever had had a chance to study another foreign language, I would have learned Italian.
5. If I had realized that the traffic lights were red, I would have stopped.
6. If he hadn't done well on the training course, he wouldn't be head of department now.
7. I'm flying to the States today; I'll give you a ring if I get in at a reasonable time.
8. If the terms of the contract were different, we might accept it.
9. If we had hired that attorney, we might have lost a lot of money.
10. We would easily move to a bigger hall if there were more people for the presentation.
11. I will sign the contract provided that you guarantee me a commission rate of no less than 15%.
12. If there were not so many mistakes in the document, we wouldn't have to revise and rewrite it.
13. If he had asked you to be his accomplice, would you have accepted?
14. If you hear from Susan today, tell her to ring me.
15. The strike will be successful as long as we all stay together.
16. The legal firm would have made bigger profits if the Senior Partner had been able to cut down on salaries.
17. If I lost my job, I'd find life very difficult.
18. If they are still considering a two-year project, I shall suggest a prolonged, three-year contract.
19. If they had dealt with the complaint more quickly, they wouldn't have received such bad publicity.
20. I'll reserve the conference room from 3.00-5.00 in case the meeting doesn't go on for a longer time.
21. If we had followed our lawyer's advice, we could have lost the case.
22. I don't think you'll have any problems, but call me if you do.

Exercise 2. Put the verbs in brackets into the correct verb form. Create the conditional construction due to the hints at the end of each sentence:

1. If the spy ___^{1a} (intercept) the message, he ___^{1b} (avert) the crisis. (*3rd cond.*)
2. They voted by a show of hands and decided in favor of a strike. But it was by a narrow margin, so I think if they ___^{2a} (hold) a secret ballot there ___^{2b} (not be) a strike. (*3rd cond.*)
3. If it ___^{3a} (be found out) that I had helped you to escape, I ___^{3b} (go) to jail. (*2nd cond.*)
4. If it ___^{4a} (be) not for the law, you ___^{4b} (not/ go out) in broad daylight without the fear of being kidnapped, robbed or murdered. (*2nd cond.*)
5. I am confident that we ___^{5a} (win) the case, if we ___^{5b} (continue) working with witnesses. (*1st cond.*)
6. I ___^{6a} (be) back at 8.30 if the traffic ___^{6b} (not/be) too bad. (*1st cond.*)
7. If everyone ___^{7a} (contribute) at least 20% of their salaries to charity, there ___^{7b} (be) no poverty. (*2nd cond.*)
8. I ___^{8a} (apply) for the job if I ___^{8b} (have) an MBA, but unfortunately I haven't. (*2nd cond.*)
9. Please have a seat. If you ___^{9a} (wait) a couple of minutes, I ___^{9b} (give) you a lift on my scooter. (*1st cond.*)
10. If I ___^{10a} (be) in your position, I ___^{10b} (insist) on enlargement of staff in the legal department. (*2nd cond.*)
11. Suppose it ___^{11a} (be) a cross-examination, the opposing barrister ___^{11b} (ask) the defendant various questions concerning the case. (*1st cond.*)
12. When the court ___^{12a} (acquit) the defendant, the policeman or bailiff ___^{12b} (release) him/ her right in the courtroom. (*zero cond.*)
13. If the defendant ___^{13a} (be) guilty, the police ___^{13b} (take) him to prison. (*2nd cond.*)
14. What laws ___^{14a} (you/change) if you ___^{14b} (be) the Prime Minister? (*2nd cond.*)
15. The judge ___^{15a} (interfere) if he ___^{15b} (think) any of the questions put before either side are unfair. (*zero cond.*)
16. If a person ___^{16a} (betray) his or her country to another state, the court ___^{16b} (sentence) him or her to life imprisonment or death penalty. (*zero cond.*)
17. When somebody ___^{17a} (commit) a felony or misdemeanor, a prosecutor ___^{17b} (suit) him/ her in a court of law. (*zero cond.*)
18. I'm expecting a call from Grayson's. If they ___^{18a} (ring) today, please ___^{18b} (let) me know at once. (*1st cond., Imperative.*)
19. If I ___^{19a} (become) a lawyer, I ___^{19b} (help) people to solve their problems. (*1st cond.*)

Exercise 3. Complete these sentences using your own ideas and thoughts:

1. If I have some spare time this weekend, _____
2. If I go on holiday this coming summer, _____
3. If I can afford it, _____
4. If I decide to study different foreign languages, _____
5. If I spend more time on the Internet, _____
6. If I feel tired this evening, _____
7. If I finish my work earlier this afternoon, _____
8. If I decide to move to Europe, _____
9. If I were prime Minister, _____
10. If I were the main person in my country, _____
11. If my firm's main competitors offered me a better job, _____
12. If I lost all my money and credit cards in the disco club, _____
13. If my girlfriend (boyfriend) were offered a good position in Iceland, _____
14. If the sales of alcohol were banned in Russia, _____
15. If my cousin stood for the presidential elections, _____
16. If the world were governed by a Communist superpower, _____
17. If I had lost my passport while abroad, _____
18. If someone had stolen my credit cards and money while abroad, _____
19. If I had needed to contact the international office urgently, _____
20. If I had missed my return flight, _____
21. If I had had spyware on my computer, _____
22. If my sensitive data had been wiped away from my computer, _____
23. If I were a law enforcement officer, _____
24. If I had been awarded a 100,000\$ prize for creativity, _____
25. If I were offered a tequila drink, _____
26. If I were invited to a salsa dance-party, _____
27. If I were offered a choice of gifts, _____
28. If I had a driver's license, _____
29. If I had been stopped by police for speeding, _____
30. If I had amended the US Constitution, _____
31. If I had invented the common rule for everyone on this earth, _____
32. If I were invited to join the Green peace movement, _____
33. If I had been fighting with a widespread famine in Sudan, _____
34. If I had married a Chinese man (woman), _____
35. If I were a Senior Partner in the prominent law firm, _____
36. If I knew Bill Gates from Microsoft personally, _____



Exercise 4. Fill in the gaps with the appropriate conjunction from the box of words below to join clauses in the sentences. Some could be used twice:

if	only if	providing	assuming
so (as) long as	in the event that	unless	on condition that
provided that	lest	even if	should
in case	whether or not	suppose (that)	granting that

1. We agreed to play in the concert ___¹ the profits go to charity.
2. I will give you a raise ___² you work two extra hours a day.
3. The economy will go down ___³ people don't pay their loans on time.
4. ___⁴ you brush your teeth every day, you probably won't get cavities.
5. ___⁵ he still gets funding after Avatar bombs, James Cameron says his next project will be "The Seven Samurai in space".
6. The Magistrate would sentence him to five years' imprisonment of which two might be suspended for three years ___⁶ he paid the sum of the required compensation to his victim.
7. Normally students will be allowed to proceed to next level of the program ___⁷ they have been awarded 80 credits in the previous year.
8. ___⁸ the Congress failed to act, and act adequately, I would accept the responsibility, and I would act myself.
9. ___⁹ the economic management of the Bank of England was sensible, Scotland would not be disadvantaged.
10. ___¹⁰ animals are intelligent in the broad sense of the word, are they only perceptually intelligent or also conceptually?
11. ___¹¹ you need any more information, do not hesitate to contact me.
12. They would be afraid to complain about the noise ___¹² they annoyed the neighbors.
13. ___¹³ there is a fire emergency, employees should use the stairs to exit the building.
14. ___¹⁴ Marianne loses her job in the Department of Health, I think she will continue to work in the government.
15. The subway fare will increase ___ the mayor supports it ___¹⁵.
16. ___¹⁶ the president dies in office, the vice-president will replace him.
17. Linda will serve five years in jail ___¹⁷ the parole board releases her early for good behavior.
18. ___¹⁸ Mr. Johnson cannot raise enough money, he will drop out of the senatorial race.
19. ___¹⁹ the trains do not run, there will be additional buses to serve commuters.

20. We'll sign the contract today _____²⁰ there aren't any last minute problems.
21. The banks will support us _____²¹ the company is profitable.
22. I won't call you _____²² I have a problem I can't deal with.
23. _____²³ we continue to consult them, they will go on advertising us for free.
24. _____²⁴ we solve the problem now, the situation is going to get worse.
25. We will be able to start the legal process in two months _____²⁵ Mr. Brown thinks it is a good idea.

Exercise 5. Examine the situations given below. Join 2 sentences to make one, where there are 2 clauses: conditional and result. Mind the conjunction:

1. We didn't order the parts at the ends of June. They aren't here now. (mixed cond.. past → present) _____
2. We felt we could trust each other. Now we are partners. (mixed cond.. past → present) _____
3. He lost his driving license. Now he has to take taxi everywhere. (mixed cond.. past → present) _____
4. You didn't attend the course. You don't know how to operate the new equipment. (mixed cond.. past → present) _____
5. I went to school in France. Now I am bilingual. (mixed cond.. past → present) _____
6. She was very busy. She didn't give you a hand. (mixed cond.. past → present) _____
7. He bought a second home in the country. He is short of money now. (mixed cond.. past → present) _____
8. The number of clients is small this spring. It may increase by summer. (1st cond.) _____
9. I may feel disappointed soon. My boss is not going to promote me again this year. (1st cond.) _____
10. We have evident problems with the completion of the project. We have to adopt a better company policy. (1st cond.) _____
11. He did well on the training course. He is the head of department now. (mixed cond.. past → present) _____
12. The burglar made quite a lot of noise getting into the house. The neighbors called the police and the offender was caught. (3rd cond.) _____
13. They were traveling with false passports. That was the trouble. They were arrested. (2nd cond.) _____
14. I changed my job. My salary, unfortunately, decreased twice. (3rd cond.) _____
15. There were too many accidents registered last year. People are driving so fast! (2nd cond.) _____

Exercise 6. Choose the best option of a verb form from the multiple choices given next to each sentence to complete these conditional sentences:

1. If I ___¹, I wouldn't have passed my exams.
a) don't study; b) hadn't studied; c) didn't study; d) wouldn't study
2. If I ___² her address, I would send her an invitation.
a) found; b) find; c) will find; d) had found
3. If I ___³ enough time tonight, I will help you.
a) will have; b) had; c) have; d) had had
4. If you ___⁴ smoking so much, you will ruin your health.
a) go on; b) will go on; c) went; d) had gone
5. If she ___⁵ friends, she would not feel so lonely.
a) would have; b) will have; c) has; d) had
6. What would you do if you ___⁶ a thousand dollars on the street?
a) find; b) found; c) would find; d) had found
7. If I were rich, I ___⁷ a trip around the world.
a) take; b) took; c) will take; d) would take
8. If she ___⁸ to visit us yesterday, she would have found the time for it.
a) would want; b) wanted; c) had wanted; d) wants
9. If it ___⁹ for her, he would never have become such a good lawyer.
a) hadn't been; b) hasn't been; c) weren't; d) wasn't
10. If he ___¹⁰ about the disaster, he would have refused to go there.
a) knew; b) would know; c) has known; d) had known
11. If I weren't so tired, I ___¹¹ you.
a) will help; b) help; c) would help; d) had helped
12. If I ___¹² younger, I would go to the mountains with you.
a) was; b) am; c) will be; d) were
13. Phosphorus burns if you ___¹³ it to air.
a) expose; b) exposed; c) will expose; d) had exposed
14. If dogs ___¹⁴ wings, they would be able to fly.
a) will have; b) have; c) had; d) had had
15. If we ___¹⁵ a little better, we could have won the game.
a) would play; b) played; c) have played; d) had played
16. I wish I ___¹⁶ that. (If fact, I said it)
a) don't say; b) didn't say; c) haven't said; d) hadn't said
17. If you don't eat for a long time, you ___¹⁷ hungry.
a) will become; b) become; c) would become; d) had become
18. If she ___¹⁸ that flight yesterday, she would have arrived at 10 pm.
a) will take; b) took; c) has taken; d) had taken



Exercise 7. Make a conditional sentence from each chain of words below. You'll find a short instruction at the end of each chain of words to help you:

Example: you/ customize/ your/ CV/ your/ chances/ of getting/ a job/ be better (*express what will happen, provided that a certain situation is given; use the 1st cond.*)
→ If you customize your CV, your chances of getting a job will be better.

1. we/ deliver/ poor quality/ we/ not be/ the leading company/ in our business (*express what could happen if a present situation were different; use the 2nd cond.*)

Fixed Sentence

2. you/ read/ the paper/ you/ see/ the advertisement (*express what could have happened in the past if a situation had been different then; use the 3rd cond.*)

Fixed Sentence

3. you/ send/ your order/ by fax/ we/ deliver/ the goods/ immediately (*express what will happen, provided that a certain situation is given; use the 1st cond.*)

Fixed Sentence

4. I/ sleep/ well/at night/ I/ feel/ much happier/ next morning (*describe one potential state of reality which is dependent on another; use zero cond.*)

Fixed Sentence

5. your conditions/ be/ competitive/ we/ place/ an order (*express what will happen, provided that a certain situation is given; use the 1st cond.*)

Fixed Sentence

6. the magistrate/ inform/ him/ he/ go/ to prison/ he/ stop/ stealing (*express what could happen if a present situation were different; use 2nd cond. + conj **unless***)

Fixed Sentence

7. we/ be/ very confident/ of success/ we/ not/ even/ try (*express what could have happened in the past if a situation had been different then; use the 3rd cond.*)

Fixed Sentence

8. we/ have/ more employees/ we/ work/ more efficiently (*express what could happen if a present situation were different; use 2nd cond.*)

Fixed Sentence

9. we/ know/ more/ about/ their culture/ negotiating/ be/ easier (*express what could have happened in the past if a situation had been different then; use the 3rd cond.*)

Fixed Sentence

10. you/ execute/ the order/ carelessly/ they/ not/ contract/ another agreement/ with you/ in the future (*express what will happen, provided that a certain situation is given; use the 1st cond.*)

Fixed Sentence

11. she/ not/ pay/ cash/ she/ have/ a credit/ card (*express what could happen if a present situation were different; use 2nd cond.*)

Fixed Sentence

12. We/ cancel/ our order/ you/ not/ deliver/ the goods/ by Friday (*express what will happen, provided that a certain situation is given; use the 1st cond.*)

Fixed Sentence



Exercise 1. Check your knowledge and understanding of Conditional mood. Choose *False* or *True* next to the statement; confirm your choice by a tick:

№	Statement	True	False
1	The conditional sentence express probability/ possibility/ wonder/ conjecture (based on guess not proof), etc.	.....	.....
2	There are four basic types of conditional sentences.	.....	.....
3	Conditional sentences describe a condition but never the result that follows.	.....	.....
4	Both clauses (the if-clause and the main clause) can be real or unreal and refer to present (future) or past.	.....	.....
5	Zero conditional is used to express absolute uncertainty	.....	.....
6	<i>If</i> means the same as <i>when</i> in a zero conditional sentence	.....	.....
7	Zero conditional = If + Simple Future, Simple Present	.....	.....
8	The zero conditional is often used to give instructions	.....	.....
9	The first conditional is used to consider real, possible events in the present or future.	.....	.....
10	We also use the First Conditional to talk about a future situation that is impossible.	.....	.....
11	In the 1 st Conditional, if you put the result clause first, use a comma between the clauses.	.....	.....
12	1 st Conditional = If + Simple Present, Simple Present	.....	.....
13	2 nd Conditional is often called the "unreal" because it is used for unreal - impossible or improbable - situations.	.....	.....
14	2 nd cond. is used if a certain condition is met	.....	.....
15	The verb <i>to be</i> , when used in the 2 nd conditional, is always conjugated as <i>were</i>	.....	.....
16	We use 2 nd cond. to express the supposition contrary to the known facts	.....	.....
17	2 nd cond. = If + past perfect, would have + past participle	.....	.....
18	There is no difference between the first and second conditionals as far as time is concerned.	.....	.....
19	The third conditional sentences always refer to the past	.....	.....
20	3 rd cond.= If + past simple; would + Infinitive	.....	.....
21	In the 3 rd cond. the condition is always fulfilled	.....	.....
22	In mixed conditionals the <i>if-clause</i> has same time as <i>the main-clause</i>	.....	.....

Exercise 2. Put the verb in brackets into a correct verb form to make a conditional sentence. State the type of conditional you've got as a result:

1. If the High Court upheld the Chicago law, dozens of cities ___¹ (be expected) to pass similar rulings on the basis of the new-born precedent.

2. You ___² (may need) a lawyer, if you wish to buy, sell or rent a house.

3. That will evidently become such a standard which the government can't meet if it ___³ (seek) to limit the power of political speech.

4. In this category the laws which impose civil liability for slander or libel are valid, thus you are not allowed to call a man a thief unless he ___⁴ (be/ prove) to be a real thief by a court of law.

5. The presumption of innocence is the principle that one is considered innocent until he ___⁵ (be/ prove) guilty.

6. If you ___⁶ (finish) everything that needs to be done before five, you can go home.

7. If you become a citizen of the USA, you ___⁷ (have) a chance to be a juror and decide the facts in the court of law.

8. Although the Constitution of the United States ___⁸ (not/ cite) it explicitly, presumption of innocence is widely held to follow from the 5th, 6th, and 14th amendments.

9. Someone could have stolen your car if you ___⁹ (leave) it unlocked.

10. If somebody commits an offence, the police normally ___¹⁰ (take) him to the detention room to clear everything up.

11. If we leave the car here, ___ it ___¹¹ (not/ be) in anybody's way?

12. If I ___¹² (tell) you a secret, do you promise not to tell it to anyone else?

13. If anyone ___¹³ (do) that, they deserve to be punished.

14. If the telephone line were tapped by the police, Sergeant Holcomb ___¹⁴ (know) about it, and if that's the case, the police must have records of the conversations which took place over that particular phone line.

15. Even if we were all as good as we ought to be, laws ___¹⁵ (still/ be) necessary.

16. If the number of those who vote in these elections ___¹⁶ (be included) in Spain, the percentage in fact would not be that much different from the other European countries.

17. The blockades would not happen if the police ___¹⁷ (be) a bit firmer with the strikers.



18. If he had left immediately, he ____¹⁸ (be) here now.
19. If I'd studied hard when I was young, I ____¹⁹ (not/ be) a baby-sitter now.
20. If I had realized what a bad inexperienced driver you were, I ____²⁰ (not/ come) with you.
21. If you ____²¹ (criticize) her the slightest bit, she starts crying.
22. We'll sell you the ranch on condition you ____²² (pay) in cash.
23. If I ____²³ (go) to London, I would visit the British Museum.
24. If you visited Scotland, you ____²⁴ (can/ see) Edinburgh Castle.
25. If the police ____²⁵ (be) confident of their case against Sykes, they surely wouldn't not hesitate to take him into custody.
26. We won't finish in time unless everyone ____²⁶ (work) fast and effective.
27. If I had won a million, I ____²⁷ (start) a business of my own.
28. If oil is discovered in the desert, the oil companies ____²⁸ (make) lots of money.
29. If they ____²⁹ (have) extra money, they'll put it in their savings account.
30. If the court were not in session she ____³⁰ (hang) around his office.
31. If you have finished the essay, ____³¹ (leave) it on my desk.
32. But for his negligence and carelessness I ____³² (kill) him!
33. If I were the teacher I ____³³ (give) lots of homework every day!
34. I ____³⁴ (believe) it if I hadn't seen it with my own eyes.
35. If things ____³⁵ (not/ be) the way they are, I wouldn't be here.
36. Had the tour group gone by bus, they ____³⁶ (get) there much faster.
37. If you had worn a false beard, nobody ____³⁷ (recognize) you.
38. If we ____³⁸ (go) to Frank's Restaurant, we would have had great pizza.
39. If Maria ____³⁹ (go) to a clothes store, she always spends a lot of money.
40. If you had driven more slowly, you ____⁴⁰ (stop) in time.

Exercise 3. Fancy that you were in the place of some prominent people from the past. What would/ could/ might you do? Complete the sentences:

1. If I were the Babylonian king Hammurabi, _____
2. If I were Richard the Lionheart, _____
3. If I were King John, _____
4. If I were Abraham Lincoln, _____
5. If I were Mahatma Gandhi, _____
6. If I were Nelson Mandela, _____
7. If I were Margaret Thatcher, _____
8. If I were Thomas Jefferson, _____
9. If I were Sir Winston Leonard Spencer-Churchill, _____
10. If I were Joseph Stalin, _____

Exercise 4. Each of conditional sentences in these dialogues is missing a verb. Use the verbs in brackets to complete the given conversations:

Dialogue 1



Joe: Hey, Alex, what's up?

Alex: Nothing, really, you know, I like one girl, and I want to ask her out.

Joe: So, what's the problem? If you ___^{1a} (want), ___^{1b} (invite) her somewhere. It's the best way to start a romantic relationship, you know!

Alex: Well, what if I ___^{2a} (ask) her and she ___^{2b} (say) no?

Joe: Why ___ she ___^{3a} (say) no?

Alex: Well, maybe if I ___^{4a} (be) a prominent rock-n-roll musician and ___^{4b} (play) the bass guitar in a popular band, she ___^{4c} (go out) with me...

Joe: Oh, no. Don't even start it! You don't even play any instrument. That's crazy!

Alex: Yeah ... Well, I know, her ex-boyfriend had a really cool car. Maybe if I ___^{5a} (have) a better car, she ___^{5b} say yes.

Joe: You're lucky to have a car. If your 1999 Chevrolet ___^{6a} (be) shabby, you ___^{6b} (worry). But your car is really stylish and fast.

Alex: Well, I don't know then. She's really pretty... If I ___^{7a} (be) better-looking, she ___^{7b} (may/ say) yes.



Joe: You look fine. You can't worry about that either.

Alex: Well, if I ___^{8a} (have) more money, I ___^{8b} (can/ take) her to a really expensive restaurant. Hey, could I borrow some money?

Joe: No way, then she ___^{9a} (expect) you to take her to nice restaurants all the time. If you ___^{10a} (have) a better job, then you ___^{10b} (can/ afford) it.

Alex: Yeah, you're right again.

Joe: Look, maybe if you ___^{11a} (not/ be) so nervous about it, she ___^{11b} (say) yes and ___^{11c} (accept) your invitation. Just be yourself and ask her out. If she ___^{12a} (like) you, she ___^{12b} (surely/ go out) with you.



Alex: Ok, I'll call her and ask her out.

Joe: Great. I'll see you later. Let me know what happens.

Alex: Okay... Wait, Joe. Wait. What if she ___^{13a} (say) yes, but really ___^{13b} (not/ like) me? Joe? Joe?

Questions:

1. If Joe were Alex's boss, would he discuss his personal matters with her?
2. If Joe were Alex's girlfriend, would he discuss his new passion with her?
3. If you were Alex, would you discuss personal questions with anyone?

Dialogue 2



Ashley: My meeting with the legal department wasn't successful.

Bertha: Really? Why not?

Ashley: Well, first they said there were practically no chances of my promotion in this country. There is an opportunity though in our Spanish office, but for me that's almost impossible. If I ___^{1a} (accept) that job in Madrid, I ___^{1b} (not/spend) enough time with my family.



Bertha: Couldn't you all move there?

Ashley: No, because if we all ___^{2a} (move) to Spain, our children ___^{2b} (need) to change school, and we don't want them to do that. And if we all ___^{3a} (go), Laura ___^{3b} (have) to give up her job, and I can't ask her to do that either.

Bertha: Did your manager have any other ideas?

Ashley: He said there were more opportunities in the International department, but that's not a solution again. Even if I ___^{4a} (start) next week, I ___^{4b} (not/get) a senior position for at least three years, and it is too long. So I don't really know what I'm going to do.

Questions: 1. If you were Ashley, which option would you choose?

2. If you were Bertha, what advice would give to Ashley?

Dialogue 3

Travel Agent: Good afternoon. May I help you?

Alice: It's my wedding anniversary next month. I want to surprise my husband with a wonderful vacation plan. What ___¹ (you/ recommend) me?

TA: With pleasure. Ok, if you ___^{2a} (go) to Europe, you ___^{2b} (have) a wonderful time for your wedding anniversary. If you ___^{3a} (go) to London, you ___^{3b} (can/ stop) at Buckingham Palace. You ___⁴ (may/ even/ see) the Queen's guards there. If you ___^{5a} (go) to France, you ___^{5b} (can/ sit) in the sidewalk cafe and drink coffee or French wine with your husband...

A: Well, it's outside the U. S.

TA: Oh. You want to stay in the U. S. If you ___^{6a} (go) to California, you ___^{6b} (may/ visit) Yosemite National Park or Disneyland. If you ___^{7a} (go) to Yosemite Park, you ___^{7b} (see) giant trees, mountains and even bears!

A: Well, I don't like bears.

TA: If you ___^{8a} (go) to Disneyland, you ___^{8b} (not/ see) any bears. You ___⁹ (more likely/ see) Mickey Mouse there. Isn't that interesting?

A: Hm-mm, not really. I don't like mice either...

Questions: 1. If you were a travel agent, what would you recommend?

2. If you were Alice, what would you choose for your travel?

Exercise 5. Read the text about some laws in Italy. Put the verbs in brackets into the correct form to make all necessary types of conditionals:

a) Identify both clauses of the conditional sentences:

As long as it is absurd

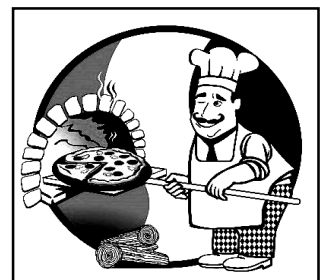
You finally have a week off from work and head towards a sunny beach to relax, collect seashells, play with beach balls and maybe even build a sandcastle. It sounds heavenly, provided that you ___¹ (have) a rest in *Ereclia* in *Italy*, where you could be fined by over €200 for these activities!



A rash of new "public security" laws that ban things like kissing in cars, feeding stray cats and wearing noisy shoes have recently emerged in many *Italian* towns. More than 150 of these laws have been introduced since Prime Minister *Silvio Berlusconi* granted extra powers to local councils to help them crack down on crime and anti-social behaviour. Italians though aren't impressed, saying that unless the laws ___^{2a} (be/ removed), Italy ___^{2b} (become) the ultimate nanny state.

Sitting down on the steps in front of a local monument could be a good way to rest after a long day of sightseeing, as long as you ___³ (visit) *Vigevano*, a town near *Milan*, where a couple were recently fined €160 each for doing exactly this! The town mayor said the reason was that the city had to clean the steps of the mess left by idlers every month with a high-powered water hose. Had you mowed your lawn last weekend, you ___⁴ (also/ may/ be fined) for that! And that would be a case in a number of other cities too! If you ___⁵ (have) a lifelong dream of opening a kebab shop, the laws in the *Tuscan* town of *Lucca* would frustrate you considerably, as opening of new kitchens were banned because officials fear they could harm the town's culinary heritage!

In *Rome*, the capital of Italy, the police would not even turn a head if you ___⁶ (accelerate) towards a pedestrian on a zebra crossing; but if you ___^{7a} (eat) in the street or ___^{7b} (own) a goldfish in a bowl, you can be fined. In case you ___⁸ (be/ stop) by *Castellammare di Stabia*, you could have been punished for wearing a miniskirt or playing football in public spaces. Hanging a towel out



of the window is a great way to dry a towel, unless you ___⁹ (stay) in *Lerici*. Feeding pigeons ___¹⁰ (may/ also/ cause) problems though, on the condition that you're not heading off to *Bergamo* or *Venice*, where you can

be fined €333 and €500 respectively! The list of absurd rules and laws is endless; it just goes on and on and on...



One of the strangest things is the huge inconsistency. Bari, for example, has a park where couples can be "intimate" in the open air, which is meant to help those who live with their parents long due to the uprising house prices. But in Eboli you will be fined if you ___¹¹ (catch) kissing in your own car! At greatest risk are Italy's prized tourists who can't possibly be aware of all of these laws when they come. How can people protect themselves, unless they ___¹² (know) all these rules?

As long as these ridiculously excessive laws exist all over the places, people ___^{13a} (worry) about travelling to Italy soon, unless, of course, a comprehensive list of all these laws were published; which ___^{13b} (can/ just/ turn) us into a laughing stock! We can't bury our head in the sand, so the only option is to return to a common sense. Since what time and why feeding of animals became an anti-social act in that country?

Italy of course is not the only country with strange laws; so as long as we ___¹⁴ (leave) our homes, where we pretend to know everything, we shall remember one golden rule for the travellers. If you want to avoid problems with law while abroad, ___¹⁵ (study) all strange laws of the country you are going to visit in advance! Then if it doesn't change the world, at least it ___¹⁶ (make) your visit to another country easy and comfortable. And it is evident, that when people have less problems with mutual understanding, that ___^{17a} (only/ change) and ___^{17b} (lead) our world to better!

b) Answer the given questions:

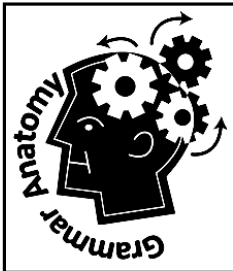
1. What would you normally do if you had a week off?
2. What part of the world would you travel to if you ever had a choice?
3. What sights would you prefer to visit when you were abroad?
4. Would you prefer to relax on a sunny beach if the weather were fine?
5. What shall you know about the country you are going to travel to?
6. What pleasures will you gain if you know a lot about foreign countries?
7. What pleasures will you gain if you know foreign languages?
8. What advantages will you gain if you know foreign laws?
9. What benefits will you have if you comply with the laws of other nations?
10. How will you as a law-abiding traveler contribute to the better world?



It is interesting to know

Based on <http://drbj.hubpages.com/>

Dumb Crazy Laws Worldwide



Australia:

- Children may not purchase cigarettes, but they may smoke them.
- Only licensed electricians may change a light bulb.
- It is illegal to roam the streets wearing black clothes, felt shoes and black shoe polish on your face as these items are

the tools of a cat burglar.

Belgium:

- A driver who needs to turn through oncoming traffic has the right of way unless he slows down or stops.

Cambodia:

- Water guns may not be used in New Year's celebrations.

Canada:

- Margarine producers can't make their margarine yellow.
- It's illegal to climb trees.
- You can't work on your car in the street.



China:

- To go to college, you must be intelligent.
- Drivers of power-driven vehicles who stop at pedestrian crossings are liable to a fine of up to five Yuan, or a warning.

Denmark:

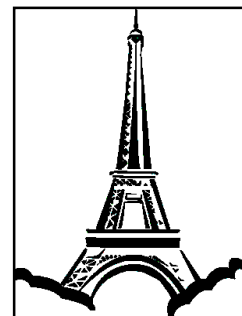
- No one may start a car while someone is underneath the vehicle.
- An attempt to escape from prison is not illegal; however, if one is caught he is required to serve out the remainder of his term.

Finland:

- Donald Duck comics were once banned because he never wore trousers.

France:

- No pig may be addressed as "Napoleon" by its owner.
- It is illegal to kiss on railways.
- An ashtray is considered to be a deadly weapon.



Germany:

- Every office must have a least small view of the sky,
- A pillow can be considered a "passive" weapon.
- It is illegal for one's car to run out of gas on the Autobahn.

Israel:

- It is forbidden to bring bears to the beach.

Italy:

- A man may be arrested for wearing a skirt.

Mexico:

- Bicycle riders may not lift either foot from the pedals, as it might result in a loss of control.

Netherlands:

- Prostitution is legal but the prostitutes must pay taxes like any other business.

Norway:

- Licenses must be bought in order to own television sets, and even VCRs.

Singapore:

- Failure to flush a public toilet after use may result in very hefty fines.

South Africa:

- Young people wearing bathing suits are prohibited from sitting less than 12 inches apart.

South Korea:

- Traffic police are required to report all bribes that they receive from motorists.

Swaziland:

- Any woman who wears pants faces a possible punishment of having the pants ripped off her and torn to pieces by soldiers.

Sweden:

- While prostitution is legal, it is illegal to use the services of a prostitute.

Switzerland:

- Clothes may not be hung to dry on Sunday. You may not wash your car on Sunday. It is considered an offense to mow your lawn on Sunday.
- It is illegal to flush the toilet after 10 pm.
- If you forget your car-keys inside the car and you leave the car open, you will be punished.

Thailand:

- It is illegal to leave your house if you are not wearing underwear.
- You must pay a fine of \$600 if you're caught throwing away chewed bubble gum on the sidewalk.
- You must wear a shirt while driving a car.

Turkey:

- All married women must get their husband's permission to have a job.

United Kingdom:

- It is an act of treason to place a postage stamp bearing the British monarch upside down.
- It is illegal to be drunk on Licensed Premises (in a pub or bar).
- It is illegal for a lady to eat chocolates on a public conveyance.
- It is illegal to die in the Houses of Parliament.

Zimbabwe:

- Citizens may not make offensive gestures at a passing state motorcade.



Task 1. Read and examine the given text with due diligence. Be sure you've understood the content so as to further proceed with the tasks below:

Based on <http://ecommerce.hostip.info/pages/681/Legal-Issues.html>

a) Read the text and give definitions of the words highlighted in bold:

1) The rise of the Internet has impacted **virtually** every branch of law and is expected **to revolutionize** the relationship between law, government, and technology. Central questions concerning Internet-related legal **issues** include: If cyberspace constitutes a separate legal domain, should there be a separate branch of "cyber law" to regulate it? Or should existing laws be reinterpreted to adapt to the special legal circumstances of the electronic world? **Alternatively**, should the Internet remain free of regulation altogether? How will the Internet **affect** fundamental principles of civil liberties, commercial relations, and international law?



2) The **terrain** of cyberspace creates unique legal **dilemmas**. The Internet **transcends** all geographic and political borders, potentially rendering **obsolete** one of the fundamental **tenets** of modern law: that laws are created and enforced within discrete, political territories. When users can access online services and information or communicate with individuals all over the world, which legal jurisdiction takes responsibility for disputes that may arise? To what extent should the laws of differing nations – which cover topics as varied as intellectual property and freedom of speech – be **harmonized**, especially **to facilitate** international e-commerce? The branches of law most under discussion at the turn of the millennium included intellectual property, criminal law, conflict of jurisdiction, and the civil liberties issues of privacy and freedom of expression.

3) Intellectual Property (IP) – inventions, artistic creations, and commercial symbols, for example – falls under the branch of law covering protections and rights such as copyrights, patents, trademarks, and trade secrets. Ideally, IP laws **balance** the rights holder's ability to derive **profit** from creations with society's interest in the free flow of information. However, the Internet makes it possible to generate numerous, flawless reproductions of digitized information and **instantaneously** transmit those copies anywhere in the world. This **imperils** the ability of the rights holder to control how and by whom that information is used. However, erecting stricter protections

around intellectual property rights (through, for example, **encryption** or licensing requirements) might **stifle** both creative expression and commercial **innovation**. Copyright and trademark form the **nucleus** of contested cyberspace-related intellectual property issues.

4) The U.S. Constitution grants Congress the power to regulate copyright. The basic statute is the Copyright Act of 1976, which protects traditional creative works and online text, image, and sound files. Copyright violations can be prosecuted as civil or criminal offenses, depending on the **circumstances**, and those committing unintentional or contributory **infringement** may also **incur** liability. **Subsequent** legislation directly addressing copyright in cyberspace included the Copyright Felony Act (1992), which addressed **software** piracy as a **felony**; the Digital Performance Right Act (1996), governing inclusion of non-original music on Web sites; the No Electronic Theft Act (1997), which abolished the requirement that a **violation** had to be committed for financial gain in order to be prosecutable; and the Digital Millennium Copyright Act (1998), which harmonized American copyright law with international law as **embodied** in the World Intellectual Property Organization's Copyright Treaty. Among other things, DMCA prohibits the **circumvention** of technology used to block **unauthorized** access to protected digital content.

5) In the U.S., the states also regulate copyright. In particular, the Uniform Computer Information Transactions Act (USCITA), introduced in 1999, was adopted by Virginia and Maryland and was under consideration in many other states in the early 2000s. It strictly limits permitted ("fair") free use of copyrighted digital materials, and has been opposed by many groups who fear it could **erase** copyright exceptions that currently permit unauthorized use of works for scholarly, news, and critical purposes. Within trademark law, the intellectual-property status of domain names emerged as the leading cyber law dilemma. The practice of "cyber-squatting," the bad-faith registration of domain names in the hopes that the **namesake** will later purchase the name back, **spurred** new guidelines for registration of domain names. WIPO (=World Intellectual Property Organization) implemented a **swift** arbitration procedure **to handle** international domain-name disputes. Many international treaties **govern** IP, including the Berne Convention, the WIPO Copyright Treaty, and the Trade-Related Aspects of Intellectual Property Rights (TRIPs) Agreement. Most industrialized nations provide stronger IP protections than the U.S. Experts **predict** that e-commerce, globalization, and IP piracy will **prompt** increased standardization of international IP laws, perhaps at the expense of developing nations.

b) Check your acquisition of the vocabulary which might cause confusion. If you have trouble with the exact meaning, try to suppose the intended use:

- virtually _____
- to revolutionize _____
- issue _____
- alternatively _____
- to affect _____
- terrain _____
- dilemma _____
- to transcend _____
- obsolete _____
- tenet _____
- to facilitate _____
- to harmonize _____
- to balance _____
- profit _____
- instantaneously _____
- to imperil _____
- encryption _____
- to stifle _____
- innovation _____
- nucleus _____
- circumstance _____
- infringement _____
- to incur _____
- subsequent _____
- software _____
- felony _____
- violation _____
- embodied _____
- circumvention _____
- unauthorized _____
- erase _____
- namesake _____
- to spur _____
- swift _____
- to handle _____
- to govern _____
- to predict _____
- to prompt _____

Task 2. Now read the above text one more time; then analyze each of the paragraphs carefully and answer the following questions:

1) How many branches of law and which (namely) have been mentioned in the above text? _____

2) How many laws, rules and treaties have been mentioned in the above text? What is the area of their regulation? _____

RULES (REGULATIONS) _____

LAWS _____

TREATIES _____

3) Now let's check your Grammar acquisition.

(NOTE! Whenever you illustrate your answer with examples, please do not forget to refer to the episode (paragraph) you've used by indicating its number; put it in brackets at the end of your example. That will only add weight to your statements and make the process of evaluation more comfortable and easy.)

A) Write down all conjunctions used in the above text:

Conjunctions Type	Examples					
Coordinating						
Subordinating	Time	Reason	Concession	Place	Condition	Manner
Correlative						
Conjunctive Adverbs						

B) Write down all prepositions and postpositions used in the above text:

1) *due to what they denote, show or express:*

Time	
Place/ location	
Direction/ movement	
Purpose	
Cause	
Object-related	
Comparative	
Limitation/ addition	

2) *due to relationships of prepositions with other parts of speech:*

Noun + preposition	
Adjective + preposition	
Verb + preposition	
Particle + verb	

4) Analyze each of the sentences and identify what structure each has:

5) Analyze each of the sentences and identify what purpose each serves:

Task 3. Join each dependent clause with its independent clause by using the subordinating conjunction that expresses the most suitable meaning. Some may be used twice. Make your choice from the box of words provided:

when	until	as	whereas	in order to	while
that	so	although	since	if	because

1. Police in Wichita, Kansas, arrested a 22-year-old man at the airport hotel ___¹ he tried to pass two counterfeit \$16 bills.
2. You know it's going to be a bad day just ___² you wake up one day on Friday the thirteenth. Friday is considered to be an unlucky day ___³ Jesus was crucified on a Friday.
3. Cats have more than 100 vocal sounds; ___⁴ dogs have only about 10.
4. ___⁵ a friend gives you a knife as a gift you should give them a coin, or your friendship would be broken.
5. ___⁶ avoid an attack by a vampire, you should eat as much garlic as possible, keep a crucifix close by, and avoid cemeteries.
6. A man in Johannesburg, South Africa, shot his 49-year-old friend in the face, seriously wounding him, ___⁷ the two practiced shooting beer cans off each other's head.
7. Ice cream will actually make you warmer rather than colder ___⁸ it contains so many calories.
8. A Los Angeles man who later said he was "tired of walking", stole a steamroller and led police on a 5 mph chase ___⁹ an officer stepped aboard the steamroller and brought the vehicle to a stop.
9. Superstitions began centuries ago ___¹⁰ our ancestors tried to explain mysterious circumstances or events as best they could with all the knowledge they had.
10. ___¹¹ two service station attendants in Ionia, Michigan, refused to hand over the cash to an intoxicated robber, the robber threatened to call the police. They still refused ___¹² the robber called the police himself and was promptly arrested.
11. Some superstitions are so ingrained* in modern English-speaking societies ___¹³ everyone, from lay people to scientists, succumb** to them or, at least, feel slightly uneasy about not doing so. (*=so firmly held that they are not likely to change; **= to accept defeat)
12. We normally associate the idea of superstition with the supernatural, ___¹⁴ it is good to recognize that beliefs that don't involve the supernatural might be believed for the same reasons as those that do.
13. You should never give someone a pair of shoes as a Christmas gift ___¹⁵ this will make the recipient walk away from you.

Task 4. Fill in the gaps with the Simple Present Subjunctive of the verbs shown in brackets. Use Passive or Active Voice where necessary:

Example: They insisted that she ___ (come) at once. → They insisted that she come at once.

1. The Member of Parliament demanded that the Minister ___¹ (explain) the effects of the bill on the environment.
2. The traffic inspector recommended that Mrs. Beatty ___² (move) her car out of the no-parking zone.
3. The committee recommended that the bill ___³ (pass) immediately.
4. It is necessary that Ms. Wade ___⁴ (transfer) to another department.
5. We regard it as important that he ___⁵ (have) full access to the documents.
6. It is laid down by law that all motor vehicles ___⁶ (license).
7. The meeting decided that he ___⁷ (expel) from the association.
8. The nurse used a face mask lest she ___⁸ (infect).
9. The contract mandates that the publisher ___⁹ (respect) any author's copyright.
10. It is urgent that Dr. Garraway ___¹⁰ (attend) the meeting without fail.

Task 5. Rewrite the subordinate clause in each of the following sentences, using the form in which the word *if* is omitted:

Example: If I were in your position, I would pay close attention to the issue.
→ Were I in your position, I would pay close attention to the issue.

1. If Canada were a tropical country, we would be able to grow pineapples in our backyards.
2. If he were more generous, he would not have chased the canvassers away from his door.
3. If I were rich, I would give a share of my wealth to every known relative.
4. If I were six feet, six inches tall, I would have been playing in the NBA.
5. If I were to find \$20 on the ground, I would buy the latest Harry Potter DVD.
6. My brother would have better grades in math if he were a more conscientious student.
7. If I were president, things would be different.
8. If I were to find some inspiration, I would finish this article with plenty of time to spare.
9. If I had remembered their address, I would have sent them a card.
10. If you had seen the movie, you would have liked it.

Task 6. Identify the type of the Conditional sentence (zero, 1st, 2nd, 3rd or mixed) each of the given quotes by famous people indicates:

1. If we had no winter, the spring would not be so pleasant; if we did not sometimes taste of adversity, prosperity would not be so welcome. (*Anne Bradstreet, "Meditations Divine and Moral"*)

2. If you want a friend in Washington, get a dog. (*Harry Truman*)

3. If I could explain it to the average person, I wouldn't have been worth the Nobel Prize. (*Richard P. Feynman*)

4. If you don't know what to do with many of the papers piled on your desk, stick a dozen colleagues' initials on them and pass them along. When in doubt, route. (*Malcolm Forbes*)

5. I figured that if I said it enough, I would convince the world that I really was the greatest. (*Muhammad Ali*)

6. Change will not come if we wait for some other person or some other time. (*Barack Obama*)

7. If everyone is thinking alike, then somebody isn't thinking. (*George S. Patton*)

8. How old would you be if you didn't know how old you are? (*Satchel Paige*)

9. If my world were to cave in tomorrow, I would look back on all the pleasures, excitements and worthwhilenesses I have been lucky enough to have had. (*Audrey Hepburn*)

10. If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be. (*Thomas Jefferson*)

11. If God listened to the prayers of men, all men would quickly have perished: for they are forever praying for evil against one another. (*Epicurus*)

12. If you tell the truth, you don't have to remember anything. (*Mark Twain*)

13. If we do not maintain justice, justice will not maintain us. (*Francis Bacon*)

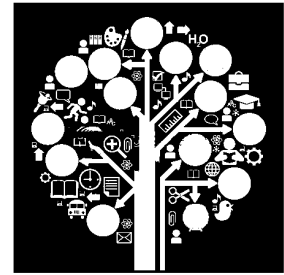
14. Do not be too hard, lest you be broken; do not be too soft, lest you be squeezed. (*Ali ibn Abi Talib*)

15. If you wish to forget anything on the spot, make a note that this thing is to be remembered. (*Edgar Allan Poe*)

16. Americans will put up with anything provided it doesn't block traffic. (*Dan Rather*)

17. You never achieve success unless you like what you are doing. (*Dale Carnegie*)

18. The world would be happier if men had the same capacity to be silent that they have to speak. (*Baruch Spinoza*)



19. Unless we place our religion and our treasure in the same thing, religion will always be sacrificed. (*Epictetus*)
20. I believe in benevolent dictatorship provided I am the dictator. (*Richard Branson*)
21. Man is least himself when he talks in his own person. Give him a mask, and he will tell you the truth. (*Oscar Wilde*)
22. Any activity becomes creative when the doer cares about doing it right or better. (*John Updike*)
23. When I was younger I could remember anything, whether it happened or not. (*Mark Twain*)
24. You'll never do a whole lot unless you're brave enough to try. (*Dolly Parton*)
25. A lie would have had no sense unless the truth had been felt dangerous. (*Alfred Adler*)
26. So long as the memory of certain beloved friends lives in my heart, I shall say that life is good. (*Helen Keller*)
27. If the Bible had said that Jonah swallowed the whale, I would believe it. (*William Jennings Bryan*)
28. If man could have been crossed with the cat, it would have improved man but deteriorated the cat. (*Mark Twain*)
29. Chaos often breeds life, when order breeds habit. (*Henry B. Adams*)
30. Unless you're ashamed of yourself now and then, you're not honest. (*William Faulkner*)
31. If I had consulted my own interests, I should never have come here. (*Galsworthy*)
32. I shall go there provided you consent to accompany me. (*Ch. Bronte*)
33. Had the wanderer remained awake for another half-hour, a strange sight would have met his eyes. (*Conan Doyle*)
34. I should be myself were I once again among the heather (=a low spreading bush with small pink, purple or white flowers, which grows wild, especially on hills) in those hills. (*E. Bronte*)
35. Life has meaning only if one barter it day by day for something other than itself. (*Antoine de Saint-Exupery*)
36. You will not be satisfied unless you are contributing something to or for the benefit of others. (*Walter Annenberg*)
37. If we did not have rational souls, we would not be able to believe. (*Saint Augustine*)
38. You only live once, but if you do it right, once is enough. (*Mae West*)
39. It is impossible to enjoy idling thoroughly unless one has plenty of work to do. (*Jerome K. Jerome*)
40. Let them hate me, provided they respect my conduct. (*Tiberius*)

Task 7. Use the Simple conjugation for actions pertaining to the present or the future, and use the Perfect conjugation for actions pertaining to the past:

NOTE! The following statements contain false or improbable conditions. Pay attention to the underlined *adverbs indicating time* and complete the following sentences. Use the indicated verbs in brackets in the appropriate conjugations with "would".

Example: If you came with us now, you ___ (see) everything. → If you came with us now, you would see everything.// ___ he ___ (wake) us yesterday if we had slept in? → Would he have woken us yesterday if we had slept in?

1. If he were here now he ___ not ___¹ (hesitate) to help us.

2. I ___² (finish) the book last week if I had known you wanted it.

3. ___ you ___³ (speak) to him last night if you had seen him?

4. If they were old enough, they ___⁴ (enter) the contest next week.

5. ___ she ___⁵ (not/ take) a vacation now if she had more time?

6. If he had sent a message, we ___⁶ (receive) it two days ago.

7. I ___⁷ (appreciate) it if you came with me now.

8. ___ she ___⁸ (not/ be) grateful if we offered to help her tomorrow?

9. ___ he ___⁹ (win) yesterday if he had entered the race?

10. ___ they ___¹⁰ (not/ order) more securities last month if they had noticed the stock was low?

11. ___ she ___¹¹ (not/ visit) us this weekend if she knew where we lived?

12. ___ you ___¹² (buy) a new laptop yesterday if they had been on sale?

13. ___ you ___¹³ (go) to the party tonight if you received an invitation?

14. If he did not like his work, he ___¹⁴ (find) another job soon.

15. If I had ordered him to do it last month, he ___¹⁵ (obey) me.

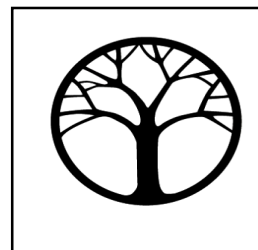
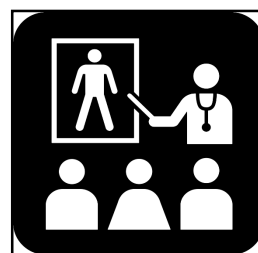
16. If they had been really expecting us yesterday, they ___¹⁶ (arrange) to meet us.

17. If I had not received your message 5 minutes ago, I ___¹⁷ (leave).

18. If they arrived tomorrow, he ___¹⁸ (be giving) them a tour of the city.

19. If they had been here during the last meeting, he ___¹⁹ (be speaking) to them.

20. If they had studied hard, they ___²⁰ (pass) the ILEC* exam last year.
(*=*International Legal English Certificate*)





Some additional Internet Resources that might be useful *(by topic)*

Topic	Web Link
Conjunctions	http://grammar.ccc.commnet.edu/grammar/conjunctions.htm http://www.englishclub.com/grammar/conjunctions.htm http://www.towson.edu/ows/conjunctions.htm http://www.virtualsalt.com/conjunct.htm http://www.writingcentre.uottawa.ca/hypergrammar/conjunct.html http://www.grammar-monster.com/lessons/conjunctions.htm http://newton.uor.edu/facultyfolder/rider/conjunctions.htm http://www.english-grammar-revolution.com/list-of-conjunctions.html
Prepositions	http://www.ego4u.com/en/cram-up/grammar/prepositions http://www.englishclub.com/grammar/prepositions-list.htm http://www.chompchomp.com/terms/preposition.htm http://www.writingcentre.uottawa.ca/hypergrammar/preposit.html http://www.towson.edu/ows/prepositions.htm http://www.stage-door.org/stampact/preps.html http://www.grammaruntied.com/prepositions/prepositions.html
Sentence/ Structure/ Purpose	http://www.writingcentre.uottawa.ca/hypergrammar/sntpurps.html http://www.writingcentre.uottawa.ca/hypergrammar/sntstrect.html http://learningnerd.wordpress.com http://grammar.ccc.commnet.edu/grammar/sentences.htm http://www.butte.edu/departments/cas/tipsheets/grammar/sentence_type.html http://services.smarthinking.com
Clauses/ Independent/ Dependent	http://owl.english.purdue.edu/owl/resource/598/01/ http://writingcenter.gmu.edu http://grammar.ccc.commnet.edu/grammar/clauses.htm http://www.brighthub.com/education/k-12/articles/15766.aspx http://www.butte.edu/departments/cas/tipsheets/grammar/indep_clause.html http://web.cn.edu/kwheeler/gram_clauses_n_phrases.html http://www.learnenglish.de/grammar/clausetext.htm http://www.pitt.edu http://rwc.hunter.cuny.edu/reading-writing/on-line/clause.html
The Subjunctive Mood	http://www.dailywritingtips.com/the-subjunctive-mood/ http://web.cn.edu/kwheeler/grammar_subjunctive.html http://usefulenglish.ru/grammar/subjunctive-mood-summary http://www.english-for-students.com/Subjunctive-Mood.html http://www.langust.ru/unit_ur/ureg_077.shtml http://www.ceafinney.com/subjunctive/examples.html http://www.dummies.com http://www.englishpage.com/minitutorials/subjunctive.html
Conditionals	http://www.englishpage.com/conditional/conditionalintro.html http://esl.about.com/od/gramma1/a/conditional.htm http://www.ego4u.com/en/cram-up/grammar/conditional-sentences http://plato.stanford.edu/entries/conditionals/ http://www.englishlanguageguide.com/english/grammar/conditionals.asp http://speakspk.com/resources/english-grammar-rules/conditionals



Your Glossary of Essential Grammar Terms (with Russian equivalents)

№	Term	English Definition	Russian equivalent
1	Abbreviation	A shortened form of a word or expression: e.g. Conn.–Connecticut, USA	Аббревиатура (сокращение)
2	Abstract Noun	It names: an idea, event, quality, or concept, e.g., courage; freedom	Отвлечённое существительное
3	Acronym	A word constructed by combining the <i>initial letters</i> of the principal words in a phrase: e.g., NATO, EU, USA, etc.	Акроним// Звуковая аббревиатура
4	Action Verb	Specifies/shows the action performed by the subject; the most common verbs: e.g., to hit the ball.	Глагол действия; активный глагол
5	Active Voice	One of two voices in English; a direct form of expression where the subject of the sentence performs/ causes the action expressed by the verb.	Активный залог
6	Adjective	Describes a noun/ pronoun and have three (3) forms or degrees: Positive (new); Comparative (newer); Superlative (the newest). It answers the questions: which? what kind of? how many?	Прилагательное // степени сравнения: положительная; сравнительная; превосходная
7	Adjunct	A word, phrase, or clause – usually an adverbial – that is integrated within the structure of a sentence (unlike a disjunct or sentence adverb) and that can be omitted without making the sentence ungrammatical. E.g.: I need your answer by tomorrow.	Обстоятельственное слово (дополнение)
8	Adverb	Modifies verbs, adjectives, or other adverbs. Adverbs answer such questions as: <i>how? when? where?</i> According to their morphologic form, adverbs may be categorized as being: 1) primary; 2) derivate; 3) compound; 4) adverbial phrases. Based on their function adverbs are: 1) adverbial particles (also known as "verbal particles"); 2) qualifying adverbs; 3) determining adverbs.	Наречие
9	Adverb (or adverbial)	A dependent clause used as an adverb within a sentence to indicate time,	Обстоятельное придаточное

	clause	place, condition, contrast, concession, reason, purpose, or result; begins with a subordinating conjunction (if, when, because, although); includes a subject and a predicate. It describes an action; answers such questions as: when, where, how, in what circumstances?	предложение
10	Adverb Affirmative or of Affirmation	They are used to indicate that a statement is true/ in some other way to affirm it. They can be used within sentences, often as a way of adding emphasis, but they are often used alone as the answer to a question.	Наречия подтверждения/ согласия
11	Adverb of Comment	It provides a comment/ opinion about a situation.	Наречие комментария
12	Adverb Conjunctive	see Conjunctive Adverb	Наречие-связка, соединительное
13	Adverb of Degree	It tells us about the intensity/ degree of an action; answers such questions as: How much? To what extent?	Наречие степени
14	Adverb of Frequency	It provides information on how often something happens; answers such questions as: How often? For how long? How many times?	Наречие частотности
15	Adverb Interrogative	Adverbs answer the questions How? When? Where? Why?, but these words themselves are adverbs. They may be used as adverbs at the beginning of direct questions.	Вопросительное наречие
16	Adverb of Manner	It tells us how something happens; answers such question as: How?	Наречие образа действия
17	Adverb of Place/ location	It tell us where something happens; answers such question as: Where?	Наречие места/ местоположения
18	Adverb of Purpose	Adverbs which answer the question: Why?	Наречие цели
19	Adverb of Time	It tells us when an action happened; answers such question as: When?	Наречие времени
20	Adverb Relative		Наречие относительное
21	Adverbial	A word, phrase or clause that performs the modifying function of an adverb. But their characters are different. An adverbial is a sentence element or functional category. It is a part of a sentence that performs a certain function. An adverb, on the other hand,	Обстоятельственное наречие

		is a type of word or part of speech. We can say that an adverb may serve as an adverbial, but an adverbial is not necessarily an adverb.	
22	Adverbial phrase	A group of words that acts like an adverb to modify a verb (action)	Обстоятельный оборот (группа)
23	Agreement (concord)	The correspondence of a verb with its subject in person and number and of a pronoun with its antecedent in person, number, and gender.	Согласованность/ согласование
24	Affirmative	Statement that expresses/ claims to express truth/ "yes" meaning; opposite of negative.	Утвердительная форма предложения
25	Affix (Synonyms: prefix, suffix)	Language unit (morpheme) that occurs before/ after/ sometimes within the root or stem of a word: e.g.: un- in unhappy (prefix), -ness in happiness (suffix)	Аффикс// приставка, суффикс, постфикс, флексия
26	Amplifier	These are adverbs that increase, enlarge, expand a gradable adjective	Усилитель
27	Antecedent	The word (noun/ pronoun) for which the pronoun stands. The antecedent always comes before the word for which it is the antecedent. E.g.: The boy, (he) likes his new car.	Антецедент (предыдущий член отношения)
28	Apostrophe	The punctuation mark (') that indicates a) possession, or b) that a letter is missing in a contraction.	Апостроф// знак'; надстрочная запятая
29	Appositive	A word/ group of words that identifies/ renames the noun/ pronoun that it follows.	Слово в функции приложения или относящееся к нему
30	Article: definite article; indefinite article	A determiner that modifies nouns and used before a noun. The indefinite articles are A and AN. The definite article is THE.	Артикль: определённый; неопределённый
31	Aspect	The form which shows how the meaning of a verb is considered in relation to time, typically expressing whether an action is complete, repeated or continuous.	Вид (отношение ко времени)
32	Auxiliary verb	A verb that is used with the main verb to help indicate something such as tense or voice. The most common auxiliaries are forms of be, do, and have.	Вспомогательный глагол
33	Case: common; nominative;	The form of a noun or pronoun that reflects its grammatical function in a	Падеж: общий; именительный;

	genitive; possessive	sentence as subject (they), object (them), or possessor (their).	родительный; притяжательный
34	Clause: main; principal; subordinate	A group of related words that contains a subject and predicate.	Предложение: главное; придаточное
35	Collocation	A word/ phrase which is frequently used with another word/ phrase, in a way that sounds correct to the native speakers of the language; a sequence of words/ terms that co-occur more often than would be expected by chance. <u>e.g.</u> : heavy rain; strong tea; ins & outs, etc.	Сочетание слов (в предложении и т. п.)/ словосочетание
36	Comparative	A form of an adjective or adverb made with "-er" or "more" that is used to show differences or similarities between two things.	Степень сравнения (сравнительная)
37	Complex subject	It consists of a noun phrase and any words/ phrases/ clauses that modify it.	Сложное подлежащее
38	Compound noun	A noun that is made up of more than one word; can be one word/ hyphenated/ separated by a space.	Сложное существительное
39	Conditional clause	A type of adverbial clause that states a hypothesis or condition, real or imagined. It may be introduced by the subordinating conjunction if or another conjunction, such as unless or in case of.	Условное придаточное предложение
40	Conditional sentence	A structure where one action depends on another ("if-then" or "then-if" structure); most common are 1st, 2nd, and 3rd conditionals.	Условное предложение
41	Conjugate	To show the different forms of a verb according to voice, mood, tense, number and person.	Спрягать (спряжение глаголов)
42	Conjunction	A word that joins or connects two parts of a sentence; connects words, phrases and clauses.	Союзное слово; союз/ связка
43	Conjunctive adverb	An adverb that indicates the relationship in meaning between two independent clauses. Unlike a conventional adverb, which usually affects the meaning of only a single word or phrase, CA affects the entire clause of which it is a part. (see the list of adverbs on p. 33)	Соединительное наречие

44	Continuous (progressive)	A verb form (an aspect) indicating actions that are in progress/ continuing over a given time period (past, present or future); formed with "be" + "verb-ing"	Продолженное (длительное) время
45	Contraction	Shortening of two or more words into one: e.g.: isn't (is not), we'd've (we would have)	Стяжение; контрактура; сокращение
46	Countable noun	Things that you can count.	Ичисляемое существительное
47	Dependent/ subordinate clause	A part of a sentence that contains a subject and a verb but does not form a complete thought and cannot stand on its own or alone.	Подчинённое предложение
48	Determiner	A word such as an article or a possessive adjective or other adjective that typically comes at the beginning of noun phrases.	Определяющее слово/ детерминанта
49	Direct Object	Something/someone the action is done to in a sentence.	Прямое дополнение
50	Direct speech	Saying what someone has said by using their exact words.	Прямая речь
51	Disjunct	A type of sentence adverb that comments on the content/ manner of what is being said or written.	Разъединённое, выделенное наречие
52	Disjunction	A coordinate construction that uses a disjunctive conjunction (usually or either . . . or) to indicate a contrast. The items on either side of the disjunctive conjunction are called disjuncts.	Дизъюнкция, разделение/ противопоставление
53	Downtoner	A degree adverb that generally decreases the effect of a modified item.	Уменьшитель степени/ качества
54	Embedded question	A question that is not in a normal question form with a question mark; it occurs within another statement or question and generally follows statement structure.	Встроенный/ косвенный вопрос
55	Emphasizer	Adverb used to give added force/ greater degree to another word.	Усилитель С тепени/ качества
56	Finite verb	A verb form that has a specific tense, number and person.	Личный глагол (спрягаемый)
57	First conditional	"If-then" conditional structure used for future actions or events that are seen as realistic possibilities.	Условное предложение 1-го типа
58	Function	A purpose or "job" of a word form or element in a sentence.	Функция

59	Future continuous (progressive) tense	Tense used to describe things that will happen in the future at a particular time; formed with WILL + BE + VERB-ing	Будущее продолженное (длительное) время
60	Future perfect tense	Tense used to express the past in the future; formed with WILL HAVE + VERB-ed	Будущее совершённое время
61	Future perfect continuous (progressive) tense	Tense used to show that something will be ongoing until a certain time in the future; formed with WILL HAVE BEEN + VERB-ing	Будущее совершённо-продолженное время
62	Future simple tense	Tense used to describe something that hasn't happened yet such as a prediction or a sudden decision; formed with WILL + BASE VERB	Будущее неопределённое время
63	Gender	The grammatical arrangement of nouns, pronouns or adjectives into masculine/ feminine/ neuter type.	Род
64	Gerund	A noun form of a verb, formed with VERB-ing	Герундий (неличная форма глагола)
65	Helping verb	Another term for auxiliary verb.	Вспомогательный глагол
66	Idiom	An expression that has a figurative meaning separate from the literal meaning/ definition of the words of which it is made. <u>E.g.</u> : face the music = go to the court	Идиома// фразеологический оборот
67	Imperative mood	A form of verb used when giving a command; formed with the BASE VERB only.	Повелительное наклонение
68	Independent clause (main clause)	A group of words that expresses a complete thought and can stand alone as a sentence.	Независимое (главное) предложение
69	Indirect Object	The person/thing the action is done to or for in a sentence.	Косвенное дополнение
70	Indirect question	Another term for embedded question.	Косвенный вопрос
71	Indirect speech	Saying what someone said without using their exact words.	Косвенная речь
72	Infinitive verb	A base form of a verb preceded by "to".	Неопределённая форма глагола (инфинитив)
73	Intensifier	Intensifiers are adverbs that enhance adjectives and adverbs; they come before the words they modify.	Усилитель значения прилагательных и наречий
74	Interjection	A common word that expresses	Междометие/

		emotion but has no grammatical value; can often be used alone; is followed by an exclamation mark.	восклицание
75	Interrogative	A formal sentence type typically inverted normally used when asking a question.	Вопросительная форма предложения
76	Inversion	Any reversal of the normal word order, especially placing the auxiliary verb before the subject; used in a variety of ways, as in question formation, conditional clauses and agreement or disagreement	Инверсия/ перестановка/ изменение нормативного порядка слов на обратный
77	Irregular verb	A verb that has a different ending for past tense and past participle forms than the regular "-ed".	Неправильный глагол
78	Lexicon, lexis	All of the words and word forms in a language with certain meaning or function.	Словарный запас
79	Linking verb	Verbs that connect the subject to more information but do not indicate action, such as be/ seem	Глагол-связка
80	Main clause	Another term for independent clause.	Главное предложение
81	Main verb (lexical verb)	Any verb in a sentence that is not an auxiliary verb; a main verb has meaning on its own.	Основной глагол
82	Modal verb (modal)	Auxiliary verb such as can, could, must, should, etc.; paired with the bare infinitive of a verb.	Модальный глагол
83	Modifier	Words and phrases that provide additional detail about a subject, action (verb) or object in the sentence. It functions as an adjective/ adverb to limit or qualify the meaning of another word or word group (=the head). Modifiers that appear before the head are premodifiers. Modifiers that appear after the head are postmodifiers.	Модификатор/ определение
84	Mood: Indicative; Imperative; Subjunctive	A sentence type that indicates the speaker's view towards the degree of reality of what is being said, e.g., subjunctive, indicative, imperative	Наклонение: изъявительное; повелительное; сослагательное
85	Negative/ negation	A form which changes a "yes" meaning to a "no" meaning; opposite of affirmative.	Отрицательная форма
86	Noun:	A part of speech that names a person,	Существительное

	common; proper; abstract; collective; material	place, thing, quality, quantity, idea or concept. Most nouns have a plural form and a possessive form.	нарицательное; собственное; отвлечённое; собирательное; вещное
87	Noun clause	A clause that takes the place of a noun and cannot stand on its own; often introduced with words such as that, who or whoever.	Именное придаточное предложение
88	Noun phrase (NP)	Any word or group of words based on a noun or pronoun that can function in a sentence as a subject, object or prepositional object; can be one word or many words; can be very simple or very complex.	Конструкции с существительным
89	Number: singular; plural	A change of word form indicating one person or thing (singular) or more than one person or thing (plural).	Число: единственное; множественное
90	Numeral: cardinal; ordinal	A symbol that represents a number.	Числительное: количественное; порядковое
91	Object	A thing or person affected by the verb; the noun or pronoun that completes a prepositional phrase or the meaning of a transitive verb: direct object (a noun phrase in a sentence that directly receives the action of the verb) and indirect object (a noun phrase representing the person or thing indirectly affected by the action of the verb).	Дополнение (прямое дополнение; косвенное дополнение)
92	Part of speech	One of the classes into which words are divided according to their function in a sentence.	Часть речи
93	Participle: Participle I; Participle II	A verb form that can be used as an adjective or a noun; there are: past participle and present participle.	Причастие
94	Passive voice	One of two voices in English; an indirect form of expression in which the subject receives the action.	Пассивный залог
95	Past tense (simple past)	Tense used to talk about an action, event or situation that occurred and was completed in the past.	Прошедшее неопределённое время
96	Past continuous tense	Tense that refers to the past in the past; formed with HAD + VERB-ed.	Прошедшее продолженное или длительное время

97	Past perfect continuous tense	Tense that refers to action that happened in the past and continued to a certain point in the past; formed with HAD BEEN + VERB-ing	Прошедшее совершённо-продолженное время
98	Past Participle = Participle II	A verb form (V3) – usually made by adding "-ed" to the base verb – typically used in perfect and passive tenses; sometimes used as an adjective.	Прошедшее причастие
99	Perfect tense	A verb form specifically an aspect; formed with HAVE/HAS + VERB-ed (present perfect) or HAD + VERB-ed (past perfect).	Совершённое время
100	Person	A grammatical category that identifies people in a conversation; there are three persons: 1st person (pronouns I/me, we/us) is the speaker(s), 2nd person (pronoun you) is the listener(s), 3rd person (pronouns he/him, she/her, it, they/them) is everybody/ everything else.	Лицо
101	Personal pronoun	A pronoun that indicates person.	Личное местоимение
102	Phrasal verb	A multi-word verb formed with a verb + adverb.	Фразовый глагол
103	Phrase	Two or more words that have a single function and form part of a sentence; phrases can be noun, adjective, adverb, verb or prepositional.	Фраза
104	Plural	Of a noun/ form indicating more than one person or thing; plural nouns are usually formed by adding "-s".	Множественное число
105	Position	A grammatically correct placement of a word form in a phrase or sentence in relation to other word forms.	Положение слова в предложении или фразе/ местоположение
106	Positive	A basic state of an adjective or adverb when it shows quality but not comparative or superlative.	Положительная степень сравнения
107	Possessive adjective	Adjective (also "determiner") based on a pronoun: my, your, his, her, its, our, their.	Притяжательное прилагательное
108	Possessive case	A case form of a pronoun indicating ownership or possession: mine; hers, etc.	Притяжательный падеж
109	Possessive pronoun	Pronoun that indicates ownership or possession: mine; hers, etc.	Притяжательное местоимение

110	Predicate	One of the two main parts (subject and predicate) of a sentence; the predicate is the part that is not the subject. Verb or action being done.	Сказуемое
111	Prefix	Affix that occurs before the root or stem of a word.	Приставка (префикс)
112	Preposition	A part of speech that typically comes before a noun phrase and shows some type of relationship between that noun phrase and another element (including relationships of time, location, purpose, etc.): at, in, for, etc.	Предлог
113	Present participle	-ing form of a verb except when it is a gerund or verbal noun.	Настоящее причастие
114	Present simple (simple present) tense	Tense usually used to describe states and actions that are general, habitual or (with the verb "to be") true right now; formed with the basic verb (+ s for 3rd person singular)	Настоящее неопределённое время
115	Present continuous (progressive) tense	Tense used to describe action that is in process now, or a plan for the future; formed with BE + VERB-ing.	Настоящее продолженное (длительное) время
116	Present perfect tense	Tense that connects the past and the present, typically used to express experience, change or a continuing situation; formed with HAVE + VERB-ed.	Настоящее совершённое время
117	Present perfect continuous (progressive) tense	Tense used to describe an action that has recently stopped or an action continuing up to now; formed with HAVE + BEEN + VERB-ing.	Настоящее совершённо-продолженное время
118	Progressive tense	Another term for continuous.	Продолженное (длительное) время
119	Pronoun	A word that replaces a noun or noun phrase; there are several types including personal pronouns, relative pronouns, indefinite pronouns, etc.	Местоимение
120	Proper noun	A noun that is capitalized at all times and is the name of a person, place or thing.	Имя собственное
121	Qualifier	A word or phrase that precedes an adjective or adverb, increasing or decreasing the quality signified by the word it modifies, e.g.: very, quite, rather, somewhat, more, most, less,	Уточнитель/ определитель

		least, too, so, just, enough, indeed, still, almost, fairly, really, pretty, even, a bit, a little, a (whole) lot, a good deal, a great deal, kind of, sort of.	
122	Quantifier	A determiner or pronoun that indicates quantity: some, many, all.	Выражение количества// квантификатор
123	Question tag	A final part of a tag question; mini-question at end of a tag question.	Вопрос-переспрос
124	Reflexive pronoun	A pronoun ending in -self or -selves, used when the subject and object are the same, or when the subject needs emphasis.	Возвратное местоимение
125	Regular verb	A verb that has "-ed" as the ending for past tense and past participle forms.	Правильный глагол
126	Reported speech	Another term for indirect speech.	Косвенная речь
127	Second conditional	"if-then" conditional structure used to talk about an unlikely possibility in the present or future.	Условное предложение 2-го типа
128	Sentence	The largest grammatical unit must always include a subject (except for imperatives) and predicate; a written sentence starts with a capital letter and ends with a full stop/ period (.), question mark (?) or exclamation mark (!); it contains a complete thought as a statement/ question/ request/ command.	Предложение
129	Singular	Of a noun or form indicating exactly one person or thing.	Единственное число
130	Subject	One of the two main parts (subject and predicate) of a sentence; the subject is the part that is not the predicate; typically, the subject is the first noun phrase in a sentence and is what the rest of the sentence "is about". Who or what the sentence is about. The person doing the action.	Подлежащее
131	Subjunctive mood	Typically used to talk about events that are not certain to happen, usually something that someone wants, hopes or imagines will happen; formed with BARE INFINITIVE (except past of "be")	Сослагательное наклонение
132	Suffix	Affix that occurs after the root or stem	Суффикс

		of a word.	
133	Superlative	Adjective or adverb that describes the extreme degree of something.	Превосходная степень
134	Tag-question	A special construction with statement that ends in a mini-question or a question tag; usually used to obtain confirmation.	Разделительный вопрос
135	Tense: Future; Present; Past	A form of a verb that shows us when the action or state happens.	Время
136	Tense-aspect - mood forms	Refers to the correspondence between the form of the verb, its time and mood	Видовременные формы
137	Third conditional sentence	"if-then" conditional structure used to talk about a possible event in the past that did not happen and is therefore now impossible.	Условное предложение 3-го типа
138	Transitive verb	Action verb that has a direct object (receiver of the action) while intransitive verb does not take a direct object.	Переходный глагол
139	Uncountable noun – mass/ non-count nouns	Things that you cannot count, such as substances or concepts.	Неисчисляемое существительное
140	V1, V2, V3	Referring to Verb 1, Verb 2, Verb 3 - being the base, past and past participle	Глагольные формы 1, 2 и 3-го типов
141	Verb	A word that describes the subject's action/ state that we can change/ conjugate tense and person.	Глагол
142	Voice: Active; Passive	A form of a verb that shows the relation of the subject to the action.	Залог: Активный; Пассивный
143	WH-question	A question using a WH-word and expecting an answer that is not "yes" or "no"; WH questions are also called "open" questions.	Специальный вопрос
144	Word order	An order or sequence in which words occur within a sentence; basic word order for English is subject-verb-object or SVO.	Порядок слов в предложении
145	Yes-no question	A question to which the answer is <i>yes</i> or <i>no</i> ; these questions are also called "closed" questions.	Общий вопрос
146	Zero conditional sentence	"if-then" conditional structure used when the result of the condition is always true (based on fact): e.g.: "If you dial O, the operator comes on".	Нулевое условие = условное предложение, выражает факт или истинность чего-л.



Answers and Solutions to the exercises and tasks

(which may cause questions or confusion)

p. 10 Ex. A: 1-when (subordinate conj.); 2-not only... but also (correlative conj.); 3-after (sub. conj.); 4-whether ... or (cor. conj.); 5-unless (sub. conj.); 6-and (coordinate conj.); 7-if ... then (cor. conj.); 8-whether ... or (cor. conj.); 9-therefore (conj. adverb; shows cause and effect); 10- nevertheless (conj. adverb); 11-because (sub. conj.); 12-although (sub. conj.); eventually (sentential adverb; emphasizes the statement); 13-unless (sub. conj.); 14-when (sub. conj.); 15-but (coord. conj.); hardly (sentential adverb; emphasizes the statement); 16-than (sub. conj.); 17-whenever (sub. conj.); and (coord. conj.); 18-even though (sub. conj.); 19-when (sub. conj.); and (coord. conj.); 20-yet (coord. conj.); 21-once (sub. conj.); 22-as (sub. conj.); 23-either ... or (cor. conj.); 24-scarcely ... when (cor. conj.); 25-such ... that (cor. conj.); 26-if ... then (cor. conj.); 27-before (sub. conj.); 28- whereas (sub. conj.); 29-and (coord. conj.); 30-so (coord. conj.); 31-accordingly (conj. adverb; helps to connect two independent clauses together); 32-otherwise (conj. adverb); 33-instead (conj. adverb; helps to connect two independent clauses together); 34-until (sub. conj.); 35-that (relative pronoun); 36-which (relative pronoun); 37-hence (conj. adverb); 38-both ... and (cor. conj.); 39-accordingly (conj. adverb); what (relative pronoun); 40-because (coord. conj.); 41-and, ... and (coord. conj.); 42-but (coord. conj.); 43-although (sub. conj.); and (coord. conj.); nonetheless (conj. adverb); and (coord. conj.); 44-what (relative pronoun); nor (coord. conj.); 45-for (coord. conj.); 46-as though (sub. conj.); 47-because (coord. conj.); 48-both ... and (cor. conj.); 49-first, ... second (adverbs of time).

p. 12 Ex. B: (by sentence) 1-otherwise; 2-both ... and; 3-until; 4-as; 5-so; 6-because; 7-so ... that; neither ... nor; 8-however; 9-for; 10-and; 11-but; 12-since; 13-if only; 14-meantime; 15-predictably; 16-although; 17-on the other hand; 18-as though 19-when.

p. 13 Ex. C: 1-a; 2-c; 3-c; 4-b; 5-b; 6-c; 7-b; 8-a; 9-c; 10-b; 11-b; 12-b.

p. 14 Ex. D: 1-d; 2-a; 3-b; 4-b; 5-b; 6-a; 7-b; 8-b; 9-a; 10-b; 11-d; 12-a; 13-a; 14-b; 15-b; 16-c; 17-d.

pp. 15-18 Ex. E: A: 1-b; 2-a; 3-d; 4-a; 5-e; 6-d; 7-d; 8-a; 9-c; 10-b; 11-e; 12-c; 13-b; 14-c; 15-b; 16-e; 17-d; 18-c; 19-a; 20-c; 21-d; 22-e; **B:** 1-c; 2-b; 3-a; 4-c; 5-a; 6-b; 7-e; 8-d; 9-a; 10-c; 11-e; 12-b; 13-a; 14-d; 15-a; 16-d; 17-a; 18-b; 19-c; 20-b; 21-b; 22-e; 23-c; **C:** 1-g; 2-c; 3-f; 4-d; 5-a; 6-c; 7-a; 8-g; 9-h; 10-c; 11-a; 12-b; 13-e; 14-d; 15-b; 16-c; 17-h; 18-c; 19-c; 20-c; 21-e; 22-d; 23-c; **D:** 1-b; 2-f; 3-c; 4-b; 5-b; 6-a; 7-e; 8-g; 9-e; 10-g; 11-f; 12-b; 13-f; 14-f; 15-d; 16-d; d; 17-e; 18-a; 19-d; 20-e; 21-g; 22-d; 23-g.

p. 19 Ex. F: 1-j; 2-m; 3-r; 4-k; 5-s; 6-a; 7-o; 8-t; 9-e; 10-w; 11-c; 12-g; 13-i; 14-f; 15-x; 16-n; 17-l; 18-p; 19-q; 20-h; 21-y; 22-z; 23-d; 24-u; 25-; 26-b.

p. 23 Ex. I: 1-that (sub. conj. of reason); than (sub. conj. of manner; used after a comparative adjective to introduce the second element of an unequal comparison); 2-who (relative pronoun; combines ideas); so (adv = likewise); because (sub. conj. of cause); since (sub. conj. of reason); that (rel. adj.; modifies noun); and (coordinating conj.; combines ideas); 3-than (sub. conj. of comparison; used after a comparative adjective to introduce the second element of an unequal comparison); 4-as (sub. conj. of manner); and (coordinating conj.); 5-when (sub. conj. of time); like (sub. conj. of manner; in the same way that); 6-than (sub. conj. of comparison); since (sub. conj. of time); and (coordinating conj.); yet (coordinating conj.); already (adverb of time); 7-while (conj. adv.); that (sub. conj. of reason); as much ... as (correlative conj.); 8-

as (sub. conj. of manner); or (coordinating conj.); who (relative pronoun; combines ideas); particularly (Sentential adv.); and (coordinating conj.); even (adverb of extreme); 9-however (conj. adv.); often (adverb of frequency); or (coordinating conj.); 10-before (sub. conj. of time); regardless (adverb of concession); whether ... or not (correlative conj.); 11-never (adverb of time); once (sub. conj. of time); 12-to provide (sub. conj. of condition); and (coordinating conj.); 13-that (sub. conj. of reason); both ... and (correlative conj.); alike (adv = in a similar way); 14-more likely (adv = very probably); if (sub. conj. of condition); or (coordinating conj.; alternative); or (coordinating conj.; alternative); also (adv = in addition); 15-who (relative pronoun; combines ideas); as (sub. conj. of manner); without (adv = in the absence of).

p. 24 Test yourself : Test №1: 1-c; 2-d; 3-b; 4-a; 5-c; 6-e; 7-c; 8-c; 9-e; 10-c; 11-b; 12-a; 13-b; 14-e; 15-c; 16-c; 17-b; 18-c; 19-a; 20-e; 21-b; 22-b; 23-a; 24-a; 25-b; 26-c; 27-a; 28-c; 29-b.

pp. 30-32 Ex. A: *a*) 1-during; 2-on; 3-at; 4-on; 5-since; 6-by; 7-in; 8-in; 9-in; 10-in; 11-in; 12- during; 13-within; 14-during; 15-within; 16-from; 17- from ... to; 18-in; 19-from ... on; 20-since; 21-for; 22-by; 23-at; 24-on; 25-by; 26-in; 27-from ... until; 28-in; 29-at; 30-by; 31-in; *b*) 1-over; 2-between; 3-across; 4-through; 5-at; 6-under; 7-among; 8-above; 9-next to; 10-across; 11-behind; 12-among; 13-from; 14-between; 15-in; 16-on; 17-next to; 18-by; 19-under; 20-below; 21-through; 22-at; 23-at; 24-on; 25-from; 26-in; 27-on; 28-through; 29-above; 30-behind; 31-under; 32-in; 33-at; 34-behind; *c*) 1-by means of (=means - more formal than by); 2-by (=by means); 3-with (=instrument - usually object with a human subject); 4-as (=in the capacity of someone's profession/habit); 5-by (=by degrees); 6-like (=in the manner of); 7-with (=having a quality of manner); 8-for (=the express purpose); 9-in (=a part of a process); 10-towards (=to do something for a specific purpose or reason); 11-by (=instrument, human or object); 12-by (=agent - in the passive); 13-by (=author/creator); 14-via (=by way of); 15-in; 16-by means of; 17-towards; 18-like; 19-via; 20-with; 21-by; 22-as; 23-with; 24-as; 25-for (=why did you do that?); 26-like; 27-by; 28-via; 29-towards; 30-with; 31-by; 32-in; 33-like; 34-with;

p. 33 Ex. B: 1-without (2/5/9); 2-along (1/2/9); 3-under (1/2/9); for (1/3/8); of (1/9/3); 4-for (1/4/10); in (1/2/9); 5-to (particle); to (London) (1/2/7); by (1/5/8); across (1/5/1); to (particle); 6-by (1/5/7); 7-of (1/8/3); 8-in (1/1/1); 9-by (1/5/4); of (1/8/3); 10-in (1/2/9); of (1/8/1); 11-(1/8/2); out (7/ particle); 12-by (1/5/1); 13-by (1/5/9); 14-between ... and (2/ 1/9); 15-of (1/8/3); 16-of (1/8/3); in (1/2/9); 17-with (1/4/3); 18-in (1/2/2); 19-of (1/9/4); 20-for (1/4/3); in (1/2/9); 21-to (particle); with (7/3/10); of (1/8/1); 22-to (1/2/7); besides (2/7/7); 23-on account of (5/3/1); 24-forward (7/4/10); due to (5/3/1); 25-for (1/4/3); 26-despite (2/6/9); 27-of (1/8/4); 28-on (1/2/4); in (1/2/1); 29-behind (2/2/3); 30-in spite of (4/6/1); 31-notwithstanding (4/6/1); 32-in contrast to (5/6/1); 33-in consequence of (5/3/1); 34-in addition to (5/10/7); 35-into (2/2/9); 36-in (1/9/4); 37-of (1/8/3).

pp. 38-39 Ex. D: 1-in; 2-for; 3-against; 4-of; 5-from; 6-on; (1)// 7-to; 8-versus; (2)// 9-in; 10-to; 11-to; (3)// 12-in; 13-by; (4)// 14-for; 15-of; 16-from; 17-up; 18-of; 19-to; (5)// 20-at; 21-of; 22-to; 23-versus; (6)// 24-of; 25-to; 26-on; 27-of; 28-at; 29-to; (7)// 30-of; 31-of; (8)// 32-in; 33-in; 34-of; 35-of; 36-by; (9)// 37-of; 38-versus; 39-versus; (10)// 40-on; 41-to; 42-of; (11)// 43-after; 44-of; 45-by; 46-to; 47-on; 48-hereby; 49-of; 50-with; 51-of; 52-with; 53-of; 54-against; (12)// 55-at; 56-of; 57-to; 58-of; 59-against; 60-during; 61-before; 62-with; 63-on; 64-out; (13)// 65-at; 66-of; (14)// 67-on; 68-of; 69-to; 70-to; 71-on; 72-with; (15)// 73-to; 74-into; (16)// 75-in; 76-versus;

(17)// 77-in; (18)// 78-versus; 79-of; (19)// 80-in; 81-to; 82-by; 83-in; 84-at; 85-of; 86-with; 87-before; 88-during; (20)// 89-of; 90-against; 91-prior to; 92-by; (21)// 93-on; 94-in; 95-by; 96-of; 97-concerning; 98-of (22).

p. 40 Ex. E: a-3; b-5; c-2; d-4; e-1; f-3; g-4; h-2; i-4; j-2; k-3; l-4; m-4; n-1; o-1; p-3; q-3; r-1; s-3; t-4; u-3; v-2; w-1; x-5.

pp. 41-42 Ex. F: 1-circumstantial; 2-evidence; 3-confession; 4-appeal; 5-admitted; 6-inculcate; 7-trial; 8-exculpatory; 9-interrogation; 10-convicted; 11-evidence; 12-voluntary; 13-evidence; 14-plaintiff; 15-defendant; 16-case; 17-routine; 18-swear; 19-appellee's; 20-objection; 21-case; 22-appellant; 23-waives; 24-impact; 25-spying; 26-respondents; 27-police custody; 28-convicted; 29-respondent; 30-case; 31-circumstantial; 32-case; 33-case; 34-interrogation; 35-confession; 36-defendant; 37-circumstantial; 38-spying; 39-objection; 40-trial; 41-evidence; 42-voluntary; 43-routine.

p. 43 Ex. G: 1-b; 2-c; 3-f; 4-b; 5-b; 6-e (1)// 7-e; 8-c; 9-g; 10-d; 11-a; 12-g; 13-f; 14-b (2)// 15-e; 16-g; 17-b; 18-e; 19-a; 20-f; 21-c; 22-d (3)// 23-d; 24-e; 25-b; 26-b; 27-a; 28-c; 29-a; 30-e (4)// 31-d; 32-c; 33-e; 34-b; 35-d; 36-e; 37-a (5)// 38-b; 39-c; 40-a; 41-e; 42-d (6).

pp. 44-46 Ex. H: *Episode 1:* **a) prep** - at; with; out; of; **particle** - to (issue); **prep** - following (=subsequent to; after); for; as (=in the role of); **conjunction** - As (=subordinate conj. = at the same time that; while); **prep** - to; for; with; **conjunction** - As (=subordinate conj. = at the same time that; while); **prep** - on; for; by; about; with; with; down to; for; of; **adverb** - actually; **prep** - with; up to; under; for; **particle** - to (remain); **prep** - to (counsel); **particle** - (turn) over (=phrasal verb = to transfer to another); **prep** - to; at; **adverb** - then; **prep** - under; after; as (=in the role of); at; in; in; as (=in the role of); **adverb** - again; **prep** - to; with; **b) 1) d** - It is derived from *the Tenth Amendment*, which states, "The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the States respectively, or to the people." State legislatures exercise their police power by enacting statutes, and they also delegate much of their police power to counties, cities, towns, villages, and large boroughs within the state. 2) e; 3) e; 4) a - *The Fourth Amendment* protects persons and their property from unreasonable searches and seizures; 5) a; 6) a, b; 7) a, b, d, e; 8) d; 9) b, e; 10) b, c; 11) a, d // *Episode 2:* **a) Conjunction** - that; because; **particle** - to (pay); **prep** - for; to; for; of; on; to; at; to; **adverb** - then; **prep** - through; in; with; in; of; **particle** - to (talk); **prep** - to; in; with; by; **particle** - to (be); **prep** - in; about; during; concerning; to; **adverb** - then; **prep** - for; in; of; **conjunction** - that; **prep** - to; **conjunction** - that; **prep** - in; to; **conjunction** - or; **prep** - in; **conjunction** - who (relative pronoun); **adverb** - also; **prep** - in; with; of; under; **b) 1) a, b** - The 4th Amendment guards against unreasonable searches and seizures, along with requiring any warrant to be judicially sanctioned and supported by probable cause. The warrant here was issued in reliance of testimony that was obtained pursuant to a Fourth Amendment violation (testimony of drug paraphernalia) and because of a recitement of fact that Deft sold drugs to Bart. Conclusory affidavits aren't sufficient to create probable cause. Also the testimony obtained pursuant to an illegal search is insufficient to create probable cause. Thus, the warrant may be held invalid; 2) a, b; 3) b;

pp. 47-48 Ex. I: 1-against the law (=in opposition to); 2-at the mercy of (= when someone/ smth. has complete power over you); 3-without incident (=with nothing unpleasant or unusual happening); 4-in excess of (=more than); 5-by order of (=according to someone in a position of authority); 6- without delay (=not longer than expected; as soon as possible); 7-at all times (=constantly and continuously); 8-out of

order (=beyond the suitable norms or standards); 9-by accident (=without intending to); 10-under oath (=formally promise to tell the truth); 11-in the long term (=for a long period of time in the future); 12-under the (mistaken) belief (=according to wrong thoughts); 13-on (is) behalf (=instead of); 14-by right of (=because of); 15-in the light of (=because of); 16-under a (false) name (=using not a real name); 17-out of order (not acceptable according to a law, rule or public opinion); 18-by way of (=as a type of); 19-on purpose (=intentionally); 20-under orders (=according to official warning); 21-on account of (=because of smth.); 22-at random (=without choosing intentionally; by chance); 23-in convoy (=travelling one behind another in a row); 24-in doubt (=unlikely to continue/ be successful); 25-at issue (=most important in what is being discussed); 26-in response to (=as an answer/ reaction); 27-at large (=generally); 28-for life (=for the whole of a person's life); 29-for good (=forever); 30-at any cost (=no matter what dangers/ difficulties are involved); 31-at hand (=easily available); 32-by degrees (=gradually); 33-to the extent of (=so strongly that); 34-under consideration (=in the process of being considered); 35-with a view to (=with the aim of doing smth.); 36-in no uncertain terms (=in a very clear way); 37-under the influence (=drunk); 38-in the wake of (=after and often because of smth.); 39-to this day (=until now); 40-with regard to (=in connection with); 41-within reach (=certain to happen); 42-on occasion (=sometimes but not often); 43-beyond question (=no doubt about it); 44-within limits (=following certain rules and restrictions though); 45-in someone's favor (=to advantage of someone).

pp. 52-53 Ex. G: 1-account for (your whereabouts) = explain; 2-to crack down (on crime) = start dealing with bad/ illegal behavior in a more severe way; 3-to catch up with (the criminals) = punish; to catch up on = do smth. that you have not been able to do recently; 4-deal with (you) = talk to or meet someone, especially as part of one's job; 5-to draw up (a contract) = prepare smth. official in writing; 6-enter into (an agreement) with = start to become involved in agreement; 7-to lay down (the law) = forcefully make known; 8-limits (you) to (a specific use) = controls smth, so that it is not greater than a particular amount, number or level; 9-(will) pencil (you) in for (10 o'clock) = arrange for smth. to happen/ for someone to do smth. on a particular date/ occasion, knowing that the arrangement might be changed later; 10-pertaining to (the case) = connected with a particular subject/ event/ situation; 11-refer to (the contract) = look at (a book or similar record) in order to find information and help; 12-to report to (his superiors) = report to the person in authority who gives you tasks and checks that you do them; 13-set up (an appointment) = arrange for an event/ activity to happen; 14-set up (the car thief) = trick someone in order to make them seem guilty; 15-to think (this job offer) over = consider; 16-to sort (the bills) out = organize, resolve a problem; 17-taking on (extra staff) = hire/ engage (staff); 18-to stick up for (one's principles) = defend; 19-to show off = brag/ want to be admired; 20-pointed out (the inscription) = indicate/direct attention to smth.; 21-kept (their relationship) from (the public eye).

pp. 56-57 Ex. H: 1-crazy about = being in love with someone/ smth. very much; 2-polite to = behaving in a way that is socially correct and shows understanding of and care for other people's feelings; 3-responsible for = having control and authority over (the office) and the duty of taking care of it; 4-responsible to = being controlled by someone/ smth.; 5-tired of = been annoyed by something; 6-very typical of = showing all the characteristics that you would usually expect from a particular group of things; 7-angry about (our losses) = against; 8-jealous of = extremely careful in protecting smth.; 9-guilty of (stealing money) = responsible for breaking a law; 10-accused of =

being said to have done smth. illegal; 11-committed to (withdrawing) = having promised to be involved in a plan of action; 12-discouraged by = having lost one's confidence/ enthusiasm for smth.; 13-terrified of = very frightened; 14-opposed to = completely different; disagree with a principle/ plan; 15-known for = familiar to/ understood by people; 16-involved with = being in a close relationship with someone; 17-amazed by = extremely surprised; 18-happy about = satisfied with; 19-interested in = involved; 20-devoted to = giving all to smth./ someone you believe in/ love; 21-concerned about = worried; 22-bored of = extremely tired; 23-dedicated (globally) to = designed/ giving a lot of time/energy for some particular purpose.

p. 58 Ex. I: 1-c; 2-b; 3-i; 4-d; 5-d; 6-c; 7-g; 8-e; 9-d; 10-a; 11-e; 12-f; 13-e; 14-b; 15-h; 16-a; 17-i; 18-d; 19-j; 20-g; 21-j; 22-d; 23-d.

pp. 60-61 Ex. I: 1-to; 2-of; 3-for; 4-for; 5-for; 6-about; 7-for; 8-to; 9-in; 10-in; 11-for; 12-to; 13-of; 14-on; 15-of; 16-to; 17-in; 18-for; 19-of; 20-of; 21-for; 22-of; 23-of; 24-for; 25-in; 26-about; 27-about; 28-for; 29-in; 30-to; 31-between; 32-to; 33-to; 34-to; 35-to; 36-to; 37-about; 38-to; 39-for; 40-for; 41-for; 42-for; 43-with; 44-over; 45-from; 46-to; 47-of; 48-on; 49-about; 50-for.

pp. 63-64 Ex. K: 1) **At** - prep; **in** - prep; **whether** - conj.; **after** - prep.; **or** - conj.; **when** - conj.; **outside of** - prep.;// **to** - particle; **of** - prep.; **how** - conj.;// **to** - particle; **but** - conj.; **and** - conj.; **from** - prep; 2) **of** - prep; **beyond** - prep; **yet** - conj.; **of** - prep; **or** - conj.; // **like** - prep; **and** - conj.; **who** - conj. (relative pronoun); **by** - prep.; **to** - particle; **and** - conj.; **about** - prep.;// **or** - conj.; **that** - conj.; **exempt** - adjective; **from** - prep; // **how** - conj.; **about** - prep.; **but** - conj.; 3) **If** - conj.; **about** - prep; **from** - prep; // **and** - conj.; // **of** - prep.; **of** - prep.; **though** - conj.; 4) **If** - conj.; **or** - conj.; **in** - prep.;// **When** - conj.; **about** - prep.; **or** - conj.; **in** - prep; // **What** - conj.; **for** - prep.; **but** - conj.; 5) **that** - conj.; **about** - prep.; **of** - prep.;// **to** - prep.; **but** - conj.; **as ... as** - adverb in the form of conj.; // **because** - conj.; **on** - prep.; **to** - prep.; **and** - conj.; 6) **overseas** - adverb; **as much as** - adverb in the form of conj.; **or** - conj.; // **for** - prep.; **and** - conj.; **and** - conj.;// **like** - conj.; **in** - prep.; **and** - conj.; **as a result** - adverb; **to** - particle; **than** - conj.; 7) **with** - prep.; **of** - prep.; **and** - conj.; **of** - prep.; **that** - conj.;// **in** - prep.; **from** - prep.; **but** - conj.; **unless** - conj.; **or** - conj.; **about** - prep.; 8) **If** - conj.; **on** - prep.; **in** - prep.; **and** - conj.;// **However** - conj.; **to** - particle; **of** - prep.; **and** - conj.; per (day) - prep.; // **In addition to** - prep.; **on** - prep.; **or** - conj.; **on** - prep.; 9) **overseas** - adverb; **to** - particle; **which** - conj. (relative pronoun); **to** - particle; **of** - prep.; **in** - prep.; **and** - conj.; **apart from** - prep.;// **to** - particle; **with** - prep.; **and** - conj.;// **and** - conj.; **in** - prep.; // **as likely ... as** - adverb in the form of conj.; **to** - particle; **like** - conj.; 10) **as** - conj.; **up** - prep.; **and** - conj.; **and** - conj.; **with** - prep.; 11) **When** - conj.; **in** - prep.; **to** - particle; **about** - prep.; **or** - conj.; **that** - conj.; **of** - prep.;// **and** - conj.; **to** - particle; 12) **at** - prep.; **where** - conj.;// **in** - prep.; **with** - prep.; **to** - prep.; **for** - prep.; 13) **because** - conj.; **or** - conj.; **to** - particle;// **and** - conj.; **but** - conj.; **of** - prep.

pp. 65-66 Ex. L: 1-g/15; 2-j/4; 3-l/1; 4-n/6; 5-c/2; 6-h/8; 7-k/14; 8-o/5; 9-f/9; 10-a/11; 11-i/3; 12-e/12; 13-b/10; 14-m/7; 15-d/13.

p. 66 Ex. M: 1-c; 2-b; 3-a; 4-b; 5-c; 6-a; 7-b; 8-b; 9-b; 10-a; 11-b; 12-c; 13-a; 14-b; 15-c.

pp. 68-69 Ex. N: **a)** 1-a; 2-d; 3-d; 4-a; 5-c; 6-a; 7-b; 8-a; 9-d; 10-b; 11-b; 12-b; 13-c; 14-c; 15-a; **b)** 1-c; 2-d; 3-c; 4-d; 5-d; 6-a; 7-c; 8-b; 9-b; 10-c; 11-c; 12-d; 13-b; 14-b; **c)** 1-b; 2-c; 3-a; 4-a; 5-a; 6-c; 7-b; 8-d; 9-b; 10-a; 11-a; 12-b; 13-d; 14-c; 15-a; 16-a; 17-b; **d)** 1-d; 2-c; 3-c; 4-a; 5-c; 6-c; 7-a; 8-d; 9-c; 10-a; 11-b; 12-b; 13-c; 14-d; 15-c; 16-c; 17-a.

pp. 72-73 Ex. O: 1-on the other hand/ SC/ contrast; 2-nonetheless/ SC/ contrast; 3-moreover/ SC/ addition; 4-consequently/ SC/ result; 5-nevertheless/ SC/ contrast; 6-consequently/ SC/ result; 7-in addition to these costs/ SC/ addition; 8-not only/ SC/ addition; 9-although/ SC/ contrast; 10-firstly/ SC/ consequence; 11-as a result/ SC/ result; 12-as well as/ SC/ contrast; 13-furthermore/ SC/ addition; for example/ SC/ example; 14-in addition/ SC/ addition; 15-regarding our efforts/ S/ cause & effect; 16-moreover/ SC/ addition; 17-for/ S/ cause & effect; 18-furthermore/ SC/ addition; 19-therefore/ SC/ result; 20-on the whole/ SC/ generalizing; 21-conversely/ SC/ contrast; 22- nevertheless/ SC/ contrast; 23-furthermore/ SC/ addition; 24-as a result/ SC/ result; 25-however/ SC/ contrast; 26-even though/ SC/ contrast; 27-as a rule/ SC/ generalizing; 28-namely/ SC/ generalizing; 29-as a result/ SC/ result; 30-in contrast/ SC/ contrast; 31-in other words/ SC/ addition; 32-it is clear/ SC/ generalizing; 33-in addition/ SC/ addition.

p. 76 Your Self - Assessment Test: Test № 1

p. 76 Ex.1: 1-by-prep; of-prep; to-prep; for-prep; of-prep;// 2-generally - SC/ generalizing; to-particle; but-conj.; also-SC/ addition; to-particle; for-prep; to-particle; who-conj. (relative pronoun); to-prep; from-prep; and-coord. conj.;// 3-like-prep.; and-coord. conj.; to-prep; of-prep; or-coord. conj.; that-conj; and-coord. conj.;// 4-to-prep.; of-prep.; thus-sub. conj.; as well-SC/ addition// 5-of-prep.; and-coord. conj.; of-prep.; in-prep.; and-coord. conj.; to-prep.;// 6-Simultaneously-SC/sequence and time; with-prep.; upon-prep.; and-coord. conj.; of-prep.; and-coord. conj.; and-coord. conj.;// 7-to-prep.; of-prep.; or-coord. conj.; or-coord. conj.;// 8-by - prep.; but-coord. conj.; and-coord. conj.; and-coord. conj.;// 9-and-coord. conj.; or - coord. conj.; in-prep.; which-conj. (relative pronoun);// 10-through-prep.; such as-SC/ example; and-coord. conj.;// 11-by-prep.; and-coord. conj.; such as-SC/ example; or-coord. conj.; to-particle; with-prep.

p. 77 Ex. 2: 1-f; 2-c; 3-d; d; 4-e; 5-c; 6-f; 7-e; 8-d; 9-b; 10-f; 11-b; 12-f; 13-b; 14-c; 15-d ; 16-d; 17-d; 18-d; 19-a; 20-b; 21-f; 22-c; 23-a; 24-f; 25-a; 26-c; 27-b; 28-f; 29-a; 30-c; 31-32-f; 33-e; 34-d; 35-c.

p. 79 Ex 3: 1-about;// 2-on; 3-at; 4-in; 5-during;// 6-to;// 7-in; 8-for;// 9-with; 10-for;// 11-at; 12-to; 13-from; 14-for;// 15-on; 16-to;// 17-during; 18-on;// 19-of; 20-of; 21-for;// 22-till; 23-at; 24-after; 25-to;// 26-at; 27-for;// 28-in; 29-to; 30-to; 31-with;// 32-on;// 33-of; 34-before; 35-to;// 36-at; 37-to.

p. 80 Ex.4: 1-of; 2-through; 3-in; 4-as; 5-of; 6-between; 7-from ... to; 8-on; 9-to; 10-of; 11-to; 12-for; 13-for; 14-in; 15-by; 16-for; 17-of; 18-of; 19-of; 20-of; 21-between; 22-in; 23-from ... to; 24-in; 25-of; 26-of; 27-in; 28-of; 29-between; 30-in; 31-of; 32-into; 33-concerning; 34-in; 35-in; 36-under; 37-in; 38-of; 39-in; 40-for; 41-of; 42-within; 43-by; 44-in; 45-with; 46-of.

p. 81 Ex. 5: 1-but; 2-and; 3-which; 4-and; 5-and; 6-and; 7-which; 8-and; 9-and; 10-while; 11-or; 12-and; 13-and; 14-although; 15-or; 16-and; 17-and; 18- both ... and; 19-and; 20-or; 21-that; 22-but; 23-but; 24-and; 25-thus; 26-and; 27-but; 28-nor 29-that; 30-and; 31-so that; 32-which; 33-that; 34-and; 35-whilst; 36-or; 37-which; 38-when 39-however; 40-and.

p. 82 Your Teacher's Assessment Test: Test № 1

pp. 83-85 Ex. 2: 1-h; 2-i; 3-b; 4-a; 5-f; 6-h; 7-c; 8-i; 9-j; 10-a; 11-c; 12-b; 13-h; 14-a; 15-g; g; g; 16-h; 17-i; 18-a; 19-c; 20-k; 21-i; 22-h; 23-b; 24-h; 25-a; 26-h; 27-h; 28-i;

29-h; 30-c; 31-j; 32-d; 33-b; 34-j; j; j; 35-d; 36-b; 37-h; 38-k; 39-j; 40-d; 41-d; 42-k; 43-h; 44-j; 45-d; 46-f; 47-h; 48-49-f; 50-b.

p. 86-90 Ex. 3: 1) all *italicized words* - are prepositions; all **words in bold** - are conjunctions; 2) (1) **taxation** - the practice of the government in imposing/ levying taxes=charges against a citizen's person/ property/ activity for the support of government (=revenue enhancement); (2) **tax** - a compulsory financial contribution imposed by a government to raise revenue and for the support of a government required of persons/ groups/ businesses within the domain of that government; (3) **taxes are levied on** the income or property of persons or organizations, on the production costs or sales prices of goods and services, etc.; (8) **the income tax** - a personal tax, usually progressive, levied on annual income subject to certain deductions (income tax return - document giving the tax collector information about the taxpayer's tax liability; false return - an incorrect income tax return); **capital gains tax (CGT)** - a tax on the profit made from the sale of an asset (chargeable asset - any asset that can give rise to assessment for capital gains tax on its disposal. Assets include anything of material value or usefulness that is owned by a person/ company. Exempt assets include - principal private residences, cars, investments held in a personal equity plan and government securities). In the USA the top income tax=35%, while CGT=15% (fixed rate); (9) **progressive taxation** - any tax in which the rate increases as the amount subject to taxation (=the taxable base amount) increases (=graduated tax). "Progressive" describes a distribution effect on income or expenditure, referring to the way the rate progresses from low to high, where the average tax rate is less than the marginal tax rate. It can be applied to individual taxes or to a tax system as a whole; a year, multi-year, or lifetime. Progressive taxes attempt to reduce the tax incidence of people with a lower ability-to-pay, as they shift the incidence increasingly to those with a higher ability-to-pay. Progressive taxation often must be considered as part of an overall system since tax codes have many interdependent variables. For instance, the United States has a relatively low top marginal income tax rate of 35% when compared to other industrialized nations; **regressive taxation** - a tax imposed in such a manner that the tax rate decreases as the amount subject to taxation increases. "Regressive" describes a distribution effect on income/ expenditure, referring to the way the rate progresses from high to low, where the average tax rate exceeds the marginal tax rate. In terms of individual income and wealth, a regressive tax imposes a greater burden (relative to resources) on the poor than on the rich — there is an inverse relationship between the tax rate and the taxpayer's ability to pay as measured by assets, consumption, or income; **a proportional tax** - is a tax imposed so that the tax rate is fixed. The amount of the tax is in proportion to the amount subject to taxation. "Proportional" describes a distribution effect on income/ expenditure, referring to the way the rate remains consistent (does not progress from "low to high" or "high to low" as income/ consumption changes), where the marginal tax rate is equal to the average tax rate. It can be applied to individual taxes or to a tax system as a whole; a year, multi-year, or lifetime. Proportional taxes maintain equal tax incidence regardless of the ability-to-pay and do not shift the incidence disproportionately to those with a higher or lower economic well-being; **income redistribution** - refers to a political policy intended to even the amount of income individuals are permitted to earn = that money should be distributed to benefit the poorer members of society, and that the rich should be obliged to assist the poor. Thus, money should be redistributed from the rich to the poor, creating a more financially egalitarian society. Proponents of redistribution often claim

that the rich exploit the poor or otherwise gain unfair benefits. Therefore, redistributive practices are justified in order to redress the balance; this differs slightly from **wealth redistribution** or **property redistribution**, a policy which takes assets from the current owners and gives them to other individuals or groups. Critics deride it as "theft, put to a vote".

p. 96 Ex. A: 1-complex; 2-simple; 3-complex; 4-compound; 5-simple; 6-compound-complex; 7-complex; 8-simple; 9-compound-complex; 10-compound; 11-complex; 12-compound; 13-complex; 14-simple; 15-complex; 16-simple; 17-compound-complex; 18-simple; 19-compound-complex; 20-compound; 21-complex.

p. 97 Ex. B: 1-declarative; 2-imperative; 3-exclamatory; 4-declarative; 5-interrogative; 6-imperative; 7-interrogative; 8-interrogative; 9-imperative; 10-imperative; 11-exclamatory; 12-declarative; 13-imperative; 14-interrogative; 15-declarative; 16-imperative; 17-exclamatory; 18-imperative; 19-exclamatory; 20-declarative; 21-imperative; 22-declarative; 23-exclamatory; 24-declarative; 25-imperative; 26-imperative; 27-imperative; 28-imperative; 29-interrogative; 30-imperative; 31-declarative.

p. 98 Ex. C: 1) Sam is the one (MC) who usually violates the law (SC, Relative, nonrestrictive Clause). 2) While he was paying for his petrol (SC, adverbial, time, Nonrestrictive Clause), his car was stolen (MC). 3) I'll do the laundry (MC) when I'm out of clothes (SC, adverbial, time, nonrestrictive Clause). 4) Although Jay has a Master's degree (SC, adverbial, concession, nonrestrictive Clause), he works as a store clerk (MC). 5) He knows (MC) that he will easily pass the aptitude test (SC, noun clause, restrictive clause) before he gets a job with an insurance company (SC, adverbial, time, nonrestrictive clause). 6) The novel that won the Pulitzer Prize (SC, relative, restrictive clause) didn't sell well (MC) when it was first published (SC, adverbial, time, nonrestrictive clause). 7) She refused to help him (MC) because he had hurt her feelings (SC, adverbial, reason, nonrestrictive clause). 8) Charlie didn't get the job in administration (MC-1), and he didn't even apply for the Dean's position (MC-2), which really surprised his friends (SC, relative, nonrestrictive clause). 9) You can achieve anything (MC) provided that you struggle for it (SC, adverbial, condition, nonrestrictive clause). 10) She took a computer course (MC) so that she could get a better job (SC, adverbial, result, nonrestrictive clause). 11) The host told us (MC) how the suspect escaped (SC, noun clause, restrictive clause). 12) She feels (MC) that it would be unfair to exclude him from the ceremonies (SC, noun clause, restrictive clause). 13) What he did (SC, noun clause, restrictive clause) made a problem for his family (MC). 14) Whether these principles will be accepted (SC, noun clause, restrictive clause) has not yet been determined (MC). 15) If you save your money (SC, adverbial, condition, nonrestrictive clause), you will be able to go to college (MC). 16) The politician, whom I respect (SC, Relative, nonrestrictive Clause), recently received an official high-ranking public position (MC). 17) The ceremony, which several celebrities attended (SC, Relative, nonrestrictive Clause), received widespread media coverage (MC). 18) The café that sells the best coffee in town (SC, Relative, restrictive Clause) has recently been closed (MC). 19) Women who work (SC, Relative, restrictive Clause) are happier than women (MC) who don't work (SC, Relative, restrictive Clause). 20) Wherever there are computers (SC, adverbial, place, nonrestrictive clause), there is Microsoft software (MC). 21) The candidate who gets more votes (SC, Relative, nonrestrictive Clause) becomes the president (MC). 22) The Empire State Building, which used to be the tallest building in the world (SC, Relative,

nonrestrictive Clause), is still a popular tourist attraction (MC). 23) New York is a place (MC) where people of many different cultures live and work together (SC, Relative, nonrestrictive Clause). 24) George Washington, who was the first president of the United States (SC, Relative, nonrestrictive Clause), is a symbol of honesty, bravery, and patriotism (MC). 25) The police usually ask for every detail (MC) that helps identify the fugitive (SC, Relative, restrictive Clause).

pp. 99-101 Ex. D: 1-F (dependent clause); 2-F (dependent clause); 3-C; 4-F (no main verb); 5-C; 6-C; 7-F (dependent clause); 8-F (dependent clause); 9-F (dependent clause); 10-C 11-F (dependent clause); 12-F (dependent clause); 13-F (dependent clause); 14-C; 15-F (dependent clause); 16-F (dependent clause); 17-F; 18-F; 19-F; 20-F (dependent clause); 21-F; 22-F; 23-F (dependent clause); 24-C; 25-C; 26-F (dependent clause); 27-F; 28-F; 29-F; 30-C; 31-C; 32-F; 33-C; 34-F; 35-F; 36-C; 37-F; 38-F; 39-C.

p. 107 Ex. G: 1-and; in order to; 2-who; and; 3-after; 4-in order to; 5-so that; 6-because; 7-so; 8-so as; 9-which; 10-who; 11-so that; 12-that; 13-that; 14-where; 15-because; 16-where; 17-when; 18-as; 19-as if; 20-after; 21-though.

p. 108 Ex. H: 1-discoveries/ reveals (subjects and verbs must agree in number); 2-one/ you (pronouns must agree with each other); 3-run-on (fused) sentence (very confusing; a sentence should express only one central idea); 4-will be examined (overuse of Passive Voice; use active verb instead of the passive verb. That will make your sentence more direct and less wordy); 5-A student/ their (nouns and pronouns must agree in number); 6- Sentence Fragments (a complete sentence must contain at least one "independent clause. In this example, the first sentence forms a complete thought. However, the second is a fragment because it depends on the verb "was poured" and answers the question *why the liquid was poured* but doesn't itself express any action); 7-Eating/ snacking/ exercise (faulty parallelism; building parallel elements into a sentence adds clarity and elegance so make sure that the different elements are grammatically the same (i.e., "parallel")); 8-they (vague pronoun; make sure that pronouns such as "it" and "this" refer to something specific. "It is" and "There are" beginnings not only add meaningless words, they can also create confusion); 9-dangling (hanging loosely) modifiers (make sure that a modifying phrase or clause doesn't "dangle" without the subject it is intended to modify. This example implies that *the pain was doing the manipulating*); 10-at regular intervals (a modifying phrase or clause is said to "squint" if it applies equally to two different parts of a sentence. Make sure the modifier clearly refers to the element you want it to. In the following example, is the council advising at regular intervals, or should the physicians be administering the drug at regular intervals?); 11-Since/ therefore (double construction; this is a form of grammar overkill in which a part of speech is unnecessarily duplicated); 12-higher when compared to (incorrect comparison; "compared to" is often used incorrectly; it shouldn't be used if the sentence contains a comparative term such "higher," "greater," "less," or "lower"); 13-results/ studies (incorrect comparison; comparison of items that are unlike each other); 14-misuse of comma (use a comma after each item in a series of three or more. *Note!* The final comma is generally omitted when the series consists of single-word items, for example, "red, yellow and blue"); 15-Comma splices (A comma splice is the joining ("splicing") of two independent clauses with only a comma. Use a period or semicolon to separate two independent clauses, or join them with a subordinating conjunction); 16-Comma splices (use a semicolon as well as a conjunctive adverb to join two independent clauses); 17- Wordiness (don't spin empty words; instead, use the

minimum number of words to express your idea. This example is so wordy and its idea so vague that it should simply be omitted; the idea can be stated much more simply); 18- distil (faulty word choice (faulty diction); don't use "fancy" words for their own sake; use a dictionary to check words whose meaning you are not sure of: here = dispel (=remove); 19-a bolt from the blue/ grabbed him/ hobby-horses (mixed or dead metaphors; recognize the literal meanings of your metaphors. The following example offers a ludicrous image of lightning grabbing someone and then becoming a wooden toy); 20-21-dangling modifiers (make sure that a modifying phrase or clause doesn't "dangle" without the subject it is intended to modify. This example implies that *the hobbies go to school*); 22-vague pronouns (make sure that pronouns such as "it" and "this" refer to something specific. "It is" and "There are" beginnings not only add meaningless words, they can also create confusion. In this example, what does "it" refer to? The ischemic heart disease or the hypertension? It could mean either one); 23-squinting or misplaced modifiers (a "misplaced" modifier (usually an adverb) is positioned so that it changes the meaning of the sentence. This example raises an image of an elderly gentleman climbing through a window); 24-faulty parallelism (building parallel elements into a sentence adds clarity and elegance so make sure that the different elements are grammatically the same (i.e., "parallel"); 25-Canada's rapidly aging population (mixed or dead metaphors; avoid clichés; instead, give a precise description. The cliché in this example suggests that, at some point in their lives, Canadians may begin to age 48 hours for every 24 that pass); 26-Wordiness (don't spin empty words; instead, use the minimum number of words to express your idea. In this example, the idea can be stated much more simply); 27-Misuse of Comma, Semicolon, and Colon (use a comma when you join independent clauses with one of the seven coordinating conjunctions (and, or, nor, but, so, yet, for)); 28-Misuse of Comma, Semicolon, and Colon (use a semicolon when you join independent clauses without a coordinating conjunction.); 29-Misuse of Comma, Semicolon, and Colon (do not use a comma to separate subject and verb); 30-Misuse of Comma, Semicolon, and Colon (use a colon to introduce a list or a long or formal quotation after a complete sentence. Otherwise make the quotation part of the grammar of your sentence); 31-both/ as well as (double construction; this is a form of grammar overkill in which a part of speech is unnecessarily duplicated); 32-Overuse of Passive Voice (be careful not to shift voice unnecessarily); 33-Sentence Fragments; 34-faulty parallelism; 35-Unclear pronoun reference (all pronouns must clearly refer to definite referents (nouns). Use it, they, this, that, these, those, and which carefully to prevent confusion); 36-he: incorrect pronoun case (determine whether the pronoun is being used as a subject, or an object, or a possessive in the sentence, and select the pronoun form to match; here - *him*); 37-affect (Words easily confused; "Effect" is most often a noun (the effect), and "affect" is almost always a verb. Here - *effect*); 38-Sentence sprawl (too many equally weighted phrases and clauses produce tiresome sentences; there are no grammatical errors here, but the sprawling sentence does not communicate clearly and concisely).

pp. 112-114 Ex. I: 1-c; use a semicolon between the two main clauses that create the comma splice; 2-b; use a comma and a coordinating conjunction like **for** to join the main clause and subordinate clause is an excellent way to fix the problem; 3-c; use a period between the two main clauses that create the comma splice; 4-c; use a period between the two main clauses that create the comma splice; 5-b; use a comma and a coordinating conjunction like **so** between the two main clauses that create the comma splice; 6-b; to subordinate the second main clause with the subordinate conjunction

while is a perfect way to fix the problem; 7-b; use a period between the two complete sentences that create the comma splice; 8-c; use a semicolon between the two complete sentences that create the comma splice; 9-b; use a comma and a coordinating conjunction like **so** to join these two main clauses; 10-c; use a period between the two main clauses that create the comma splice; 11-c; use a semicolon between the two complete sentences that create the comma splice; 12-c; use a period between the two main clauses that create the fused sentence; 13-b; use a semicolon between the two complete sentences that create the comma splice; 14-c; use a comma and a coordinating conjunction like **for** to join the main clause with the subordinate clause; 15-b; use a semicolon between the two complete sentences that create the comma splice; 17-b; use a period between the two complete sentences that create the comma splice; 18-c; use a semicolon between the two main clauses that create the comma splice; 19-c; a good way to fix two main clauses that are incorrectly joined is to subordinate one of them with a subordinate conjunction like **since**; 20-a; one correct way to join two main clauses is to use a subordinate conjunction like **since**.

pp. 114-115 Ex. J: 1)-A; a participle phrase, comes right before **we**, its logical target; 2)-C; 3)-A; 4)-C; here a subordinate clause introduces a main clause. Since each clause has its own subject and verb, no misplaced or dangling modifier exists; 5)-B; here a subordinate clause introduces a main clause. Since each clause has its own subject and verb, no misplaced or dangling modifier exists; 6)-B; a participle phrase, comes right before **Kareem**, its logical target; 7)-C; a participle phrase, comes right before **Adriana**, its logical target; 8)-C; here a subordinate clause introduces a main clause. Since each clause has its own subject and verb, no misplaced or dangling modifier exists; 9)-B; a participle phrase, comes right before **Nick**, its logical target; 10)-A; *gooey with extra cheese* is a phrase, which comes right after **pizza**, its logical target; 11)-B; *hissing with bursts of hot steam* is a participle phrase, comes right after **iron**, its logical target; 12)-B; *which he ordered with no onions and extra pickle* is an adjective clause, comes right after **burger**, its logical target.

pp. 116-119 Ex. K: 1-A; Punctuation Rule 4: participle clause + , + main clause; 2-B; PR 2: subordinate clause + , + main clause; 3-C; PR 1: main clause + Ø + subordinate clause; 4-B; PR 9: main clause + , + appositive; 5-C; PR 7: main clause + , + afterthought transition + Ø + details; 6-A; PR 8: main clause + Ø + lonely verb phrase; 7-A; PR 6: infinitive phrase + , + main clause; 8-C; PR 5: main clause + Ø + infinitive phrase; 9-B; PR 3: main clause + , + participle phrase; 10-A; PR 1: main clause + Ø + subordinate clause; 11-C; PR 2: subordinate clause + , + main clause; 12-A; PR 8: main clause + Ø + lonely verb fragment; 13-B; PR 5: main clause + Ø + infinitive phrase.

p. 122 Your Self-Assessment Test № 2:

p. 122 Ex. 1: 1-declarative sentence; 2-interrogative sentence; 3-exclamation/imperative; 4-imperative sentence; 5-interrogative; 6-imperative; 7-interrogative; 8-imperative; 9-interrogative; 10-declarative; 11-imperative; 12-exclamatory sentence (exclamation); 13-imperative; 14-imperative/declarative/interrogative; 15-imperative; 16-interrogative; 17-declarative; 18-imperative.

p. 123 Ex. 2: 1-complex; 2-compound; 3-simple; complex; 4-simple; 5- complex; 6-compound-complex; 7-simple; 8-compound-complex; 9-compound-complex; 10-complex; 11-compound-complex; 12-compound-complex; 13-complex; 14-complex; 15-simple; 16-simple; 17-compound-complex; 18-complex; 19-complex; 20-compound.

p. 124 Ex. 3: 1-even though... (adverb, concessive clause); who do so (relative clause); that ... (noun clause); that ... (relative clause); 2-noun clause; 3-that ... (noun clause); 4-because (adverb, reason); 5- ... though (adverb, concessive clause); 6-where (adverb, place clause); 7-why ... (relative clause); 8-where (adverb, place); 9-whose ... (relative clause); 10-Only after (adverb, time); 11-whom ... (relative clause); 12-whom ... (relative clause); 13-If (adverb, condition); 14-that ... (relative clause); 15-who ... (relative clause); 16-who ... (relative clause); 17-until (adverb, time); 18-whom ... (relative clause); 19-before (adverb, time); 20-which ... (relative clause); 21-if ... (noun clause); 22-what ... (noun clause); 23-at which ... (relative clause); 24-whether ... (noun clause); 25-which ... (relative clause); 26-Since ... (adverb, cause and effect).

p. 125 Ex. 4: 1-whereas; 2-whenever; 3-before; 4-unless; 5-which; 6-that; 7-whilst; 8-even if; 9-as; 10-if; 11-where; 12-who; 13-whose; 14-although; 15-after; 16-so; 17-provided that; 18-provided.

p. 126 Ex. 5: 1-Misuse of semicolon → use a colon (:) before a list of items; 2-Wordiness → **that** can be eliminated before a phrase since the meaning is clear without it; 3-sentence fragment in the 2nd sentence → add further explanation; make a complete structure subject + predicate; fuse it with the main clause; 4-Faulty Word Choice or Diction (here words which are easily confused) → when using a word that is unclear in definition, use a dictionary to clarify: the effect – noun; affect – verb; 5-Mixed or Dead Metaphors → review the sentence for structure and remove extra metaphors. **Possible solution:** It was obvious that she was happy, for she was bursting with news of her raise; 6-misuse/ omission of comma → put commas around non-essential material that would not change the meaning of the subject if it were left out; 7-Run-on (fused) sentence → separate into two or more sentences to give sense to the central idea; 8-Squinting Modifiers (it happens when it's unclear which subject the modifier is describing) → determine what the modifier is supposed to describe and alter the sentence to clarify. **Possible solution:** Going shopping can frequently cause debt; 9-Wordiness (use of many extra words to explain one theme) → remove extra words and reduce the length of the sentence. **Possible solution:** He came out of his building into the sunlight that was glaring off the windows of the buildings around him; 10- Dangling Modifiers (it's difficult to determine what the subject is) → add a subject to the first part of the sentence to determine who is finishing the book and who is serving the meal; 11-Comma Splices (overuse of commas) → add a period and break up the sentence to avoid overuse of commas; 12-Misuse of Comma, Semicolon, and Colon → (1) use a colon before a list of items (=that is); (2) when items in a series are complex, long, it is often best to separate the items with a semi-colon rather than a comma; 13-Faulty Parallelism (the items in a series should be presented in a balanced form that adds to a reader's understanding) → She liked writing stories and reading novels; 14-Lack of agreement (the plurality of the subject and verb do not agree in a sentence) → when the subject is plural, the noun must also be plural; 15-Vague pronouns (do not describe specifically who the subject is) → consider who the subject is and replace the pronoun with a noun. **Possible solution:** The doctors at my office say you shouldn't have too much sodium in your diet; 16-Misuse of Comma, Semicolon, and Colon → (1) use a colon before a list of items (=that is); (2) use commas to describe a series of events; 17-Faulty Parallelism (a phrase that explains a component of the subject is misplaced and sounds incorrect) → rearrange the sentence parts so the phrase complements the subject it is describing. **Possible solution:** Although he is very dedicated to his work, he is never home; 18-Overuse of Passive Voice → in the name of a song a passive verb is

used when an active verb would make the sentence stronger and full of sense. **Possible solution:** I left my heart in San Francisco; 19-Wordiness → avoid using too many descriptive words; 20-Overuse of Passive Voice → **Possible solution:** While out walking in the park, she was robbed; 21-This is tortured English. → A *reason* cannot be because. A reason can be *good* or *significant*. Drop the word *reason* and the sentence will make sense. **Possible solution:** We're doing this because it's important; 22-Lack of agreement (subjects and verbs must agree: both plural or both singular) → when you join two subjects with *and*, you create a compound subject, which is always plural → so use the plural verb *are*; 23-Lack of agreement (*everyone* is singular; *their* is plural) → **Possible solution:** Everyone must do his or her work.

p. 127 Ex. 6: 1) 2 = D (adverb, condition) +, + I; 2) 2 = D (nominal clause fragment) + I; 3) 2=I + D (nominal clause fragment); 4) 3 = I1 +, + and + I2 + D (relative clause) + I2 (continuation); 5) 3 = I1 +, + I2 + D (relative clause). 2 = I + D (adverb. reason); 6) 3 = Ia + D1 (nominal clause) + Ib + D2 (nominal clause) + Iab (continuation); 7) 1=I. 1 = I; 8) 4 = I1 + and + D1 (adverb, time) + I2 + D2 (relative clause); 9) 4 = I1 + D (nominal clause) +, + but I 2+, + and I3; 10) 4 = I + D1 (nominal clause) ... + D2 (relative clause) + D3 (relative clause) + D2 (continuation) +, + D1 (continuation); 11) 1=I; 12) 3 = I + D (nominal clause) + D (nominal clause); 13) 4 = I + I: + I + D (adverb, time).

p. 128 Ex. 7: 1) In England, the profession of the law is (Ia) that (Ib) which seems to hold out the strongest attraction to talent, from the circumstance (D1, relative), that in it ability, coupled with exertion (D2, relative), even though unaided by patronage (D3, adverb, concession, fragment), cannot fail of obtaining reward (Ib). → complex-compound; declarative sentence.// 2) At least half the mystery novels published violate the law (I) that the solution, once revealed (D2, adverb, time, fragment), must seem to be inevitable (D1, adverb, reason). → complex; declarative sentence.// 3) Any law (Ia) which violates the inalienable rights of man (D, relative) is essentially unjust and tyrannical (Ia); it is not a law at all (Ib). → complex-compound; declarative sentence.// 4) I learned law so well (Ia), the day I graduated (D, adverb, time) I sued the college, won the case, and got my tuition back (Ib). → complex-compound; declarative sentence.// 5) Law is not a profession at all, but rather a business service station and repair shop (I). → simple; declarative sentence.// 6) When the severity of the law is to be softened (D, adverb, time), let pity, not bribes, be the motive (I). → complex, declarative + imperative sentence.// 7) Variability is the law of life (Ia), and as no two faces are the same (D1, adverb, manner), so no two bodies are alike (Ib), and no two individuals react alike and behave alike under the abnormal conditions (Ic) which we know as disease (D2, relative). → complex-compound; declarative sentence.// 8) Nature has given women so much power (I) that the law has very wisely given them little (D, adverb, reason). → complex; declarative sentence.// 9) Whatever be the qualities of the man (D1, relative) with whom a woman is united according to the law (D2, relative), such qualities even she assumes (Ib), like a river, united with the ocean (Ia). → complex-compound; declarative sentence.// 10) Act (I) that your principle of action might safely be made a law for the whole world (D, adverb, manner). → complex; imperative.// 11) What is tolerance (Ia)? It is the consequence of humanity (Ib). We are all formed of frailty and error (Ic); let us pardon reciprocally each other's folly (Id) – that is the first law of nature (D, relative). → simple; interrogative sentence + simple; declarative + complex-compound; declarative + imperative.// 12) Curses on the law (Ia)! Most of my fellow citizens are the sorry consequences of uncommitted abortions

(Ib). → simple; exclamatory + simple; declarative.// 13) Live your life (I) as though your every act were to become a universal law (D, adverb, manner). → complex; imperative.

p. 129 Your Teacher's Assessment Test: Test №2:

p. 129 Ex. 1: 1-consequently; 2-because of; 3-therefore; 4-so; 5-due to; 6- because; 7- on account of; 8-since; 9-even though; 10-thus; 11-for this reason; 12-consequently; 13- as a result; 14-thus; 15-Since; 16-due to; 17-as a result.

p. 130 Ex. 2: 1-relative; restrictive; expresses that only registered voters can vote; 2- sub. conj., adverb, time; 3-sub. conj., adverb, time;// relative; connects a subordinate clause to a preceding verb; 4-a conjunctive adverb; expresses cause and effect; used to summarize; 5-sub. conj., adverb, reason; 6-relative; non-restrictive clause; clarifies why the candidate won; 7-sub. conj., adverb, manner; 8-sub. conj., adverb, condition; 9- relative; restrictive; clarifies which dreams; 10-relative; expresses the object; 11-sub. conj., adverb, time; 12-sub. conj., adverb, condition; 13-sub. conj., adverb, cause and effect; 14-sub. conj., adverb, expresses concession (contrast); 15-sub. conj., adverb, condition; 16-sub. conj., adverb, expresses concession (contrast); 17-relative; precedes the noun clause; 18-relative; restrictive clause; clarifies the type of boxes// relative; non-restrictive clause; clarifies the type of books; 19-sub. conj., adverb, cause and effect; 20-relative; non-restrictive clause; clarifies the status of a builder; 21-fused relative pronoun; introduces the nominal clause; 22-sub. conj., adverb, expresses concession (contrast); 23-relative; used to join ideas together; 24-sub. conj., adverb, place; 25-relative; used to join ideas together; 26-sub. conj., used to connect a subordinate clause to a preceding verb; creates nominal clause; 27-adverbs of sequence with conjunctive force; connect ideas by showing a time relationship; 28-relative; restrictive; clarifies which students.

p. 131 Ex. 3: 1-b), because it contains two independent clauses joined by the coordinating conjunction "but"; 2-b) a special type of compound sentence, where the two independent clauses are joined by a semicolon instead of a coordinating conjunction; 3-c), because it contains the dependent clause "as soon as ..."; 4-c), containing the independent clause "I will ..." + the dependent clause "unless my girlfriend ..."; 5-d): it contains two independent clauses joined by the coordinating conjunction "but"; the second independent clause, however, contains the dependent clause "because ..." making the sentence complex as well as compound; 6-a); 7-b); 8-d); 9-d); 10-b); 11-a); 12-a); 13-d); 14-d); 15-c); 16-d); 17-a).

p. 132 Ex. 4: 1-a; 2-d; 3-c (d); 4-b; 5-b; 6-a; 7-a; 8-d; 9-d; 10-a; 11-b; 12-c (d) x 2; 13- b; 14-b; 15-b; 16-b; 17-d; 18-a+d +c + a; 19-c (d) + a + c (d); 20-2b x 3; 21-a.

pp. 133-135 Ex. 5: 1-the predicate; 2-subject; subject; 3-simple; simple; 4- independent; coordinating; 5-complex; complex; 6-compound-complex; 7-clauses; clauses; 8-purpose; 9-exclamatory; exclamatory; 10-imperative; imperative; 11- imperative; imperative; 12-interrogative; 13-declarative; 14- loose; loose; 15-periodic; periodic; 16-rhetorical; 17-clause; 18-phrase; 19-independent; 20-dependent; subordinate; 21-adverb; adverb; adverb; adverb; 22-adverb; subordinating; dependent; dependent; 23-adjective; adverb; relative; adjective; 24-relative; 25-adjective; adjective; 26-relative; relative; 27-adjective; 28-adjective; 29-adjective; non-restrictive; restrictive; 30-essential; 31-noun; noun; 32-noun; 33-splice; 34-run-on; 35-fragment; 36-wordiness; wordiness; 37-redundant; 38-overuse of passive voice; passive; 39- faulty parallelism; 40-faulty agreement; 41-dangling modifiers; 42-squinting; 43-

misplaced.

pp. 154-155 Ex. A: 1-indicative (1)+indicative (2)+indicative (3a)+subjunctive (3b)+indicative (4); 2-imperative (1)+indicative (2); 3-subjunctive (contrary-to-fact clause beginning with *if*); 4-conditional; 5-subjunctive; 6-conditional; 7-imperative (1)+imperative (2); 8-imperative (1)+indicative (2a)+infinitive (2b); 9-subjunctive; 10-indicative (1a)+subjunctive (1b); 11-indicative x 3; 12-(imperative (1a)+indicative (1b))+(imperative (2a)+indicative (2b))+((imperative (3a)+subjunctive (3b)).+(indicative (4a)+infinitive (4b))); 13-(imperative (1a)+imperative (1b)+imperative (1c))+infinitive (2); 14-subjunctive; 15-infinitive (1a)+indicative (1b); 16-imperative x 5; 17-conditional; 18-infinitive; 19-imperative; 20-indicative (1a)+indicative (1b); 21-subjunctive; 22-interrogative; 23-subjunctive; 24-conditional/imperative x 2; 25-subjunctive; 26-indicative (1)+infinitive (2); 27-subjunctive; 28-indicative (1a)+indicative (1b)+indicative (1c)+subjunctive (1d); 29-subjunctive; 30-conditional; 31-subjunctive; 32-infinitive; 33-subjunctive; 34-conditional; 35-subjunctive (1)+indicative (2).

pp. 156-157 Ex. B: 1-remember; 2-be; 3-were; 4-be admitted; 5-had been invited; 6-face; 7-start; 8-be kept; 9-be considered; 10-were; 11-were; 12- implement; 13-think; 14-were vacationing; 15-were; 16-be; 17-come; 18-knew; 19-were; 20-be changed; 21-come; 22-submit; 23-stop; 24-were; 25-be treated; 26-were; 27-be withdrawn; 28-arrive; 29-not be embarrassed; 30-tell; 31-not be invariant; 32-were; 33-be abolished; 34-be; 35-refrain; 36-not leave; 37-be hired; 38-be showered; 39-were; 40-not be afraid; 41- were; 42-be present; 43-had become; 44-be ready; 45-demanded; 46-be imprisoned; 47-be signed; 48-were; 49-knew; 50-be clean-shaven.

p. 158 Ex. C: 1-a I/b S; 2-a C/b S; 3-a I /b S; 4-a S/b I; 5-a S/b I; 6-a I/b S; 7-a S/b I; 8-a S/b I; 9-a S/b I; 10-a I/b S.

p. 159 Ex. D: 1-b; this is the subjunctive after a verb *request* expressing compulsion; 2-c; this is the subjunctive after *if* expressing a hypothetical situation; 3-a; no need for the subjunctive in this case; 4-c; this is the correct form of the subjunctive; 5-a; this is the present subjunctive; 6-b; the correct form of the subjunctive; 7-c; the subjunctive after *recommended that*; 8-c; this is the correct form of the subjunctive; 9-c; this is the present subjunctive; 10-c; 11-c; 12-a; 13-c; 14-c; 15-b; 16-a; 17-c; 18-c.

p. 160 Ex. E: 1-requested (that); 2-demanded (that); 3-urged (that); 4-suggest (that); 5-asked (that); 6-asked (that); 7-command (that); 8-desired (that); 9-insisted (that); 10-begged (that); 11-recommended (that); 12-proposed (that).

p. 160 Ex. F: 1-best (that); 2-imperative (that); 3-necessary (that); 4-urgent (that); 5-recommended (that); 6-important (that); 7-essential (that); 8-vital (that); 9-a good idea (that); 10-ridiculous (that); 11-uncertain (that); 12-a bad idea (that).

pp. 161-162 Ex. G: 1-if need be; 2-as it were; 3-rue the day; 4-truth be told; 5-albeit; 6-the powers that be; 7-Long live the King!; 8-peace be upon him; 9- peace be with you; 10-if I were you; 11-be that as it may; 12-bless you; 13-come December; 14-come what may; 15-God damn it; 16-far be it from me; 17-till death do us part; 18-heaven forbid; 19-so be it; 20-suffice it to say; 21- woe betide you; 22-have her day in court; 23-may it please the court; 24-perish the thought.

pp. 167-168 Ex. J: 1-a counterfactual statement; 2-fixed expression *long live ...* with the subjunctive inside; 3-expresses request; 4-expresses purpose; 5-expresses suggestion; 6-expresses a contrary-to-fact situation that reality is supposed to resemble; 7-fixed expression *be that as it may* with the subjunctive inside; 8-expresses a purpose; 9-expresses a contrary-to-fact situation that reality is supposed to resemble; 10-paired

with the conditional to express a contrary-to-fact situation; 11-expresses a suggestion; 12-expresses a command; 13-expresses a suggestion; 14-counterfactual statement; 15-expresses a suggestion; 16-a hypothetical situation; 17-expresses command; 18-expresses a suggestion (recommendation); 19-counterfactual statement; 20-expresses a suggestion (intention); 21-expresses a concession; 22-a counterfactual statement; 23-paired with the conditional to express a contrary-to-fact situation; 24-expresses hypothetical condition; 25-used in a temporal clause to express the time when an action is to take place; 26-fixed expression *be ... how it may* to express a concession; 27-indicates a hope/ desire that God bless the sneezing individual which is contrary to current reality; 28-a counterfactual statement; 29-the conjunction *lest* indicates a negative purpose; 30-the conjunction *in order that* indicates a positive purpose; 31-expresses doubt/ supposition; 32-expresses wish; 33-expresses an unreal wish; 34-unreal condition referring to the present or future; 35-a counterfactual statement.

p. 168 Ex. K: 1-c; 2-c; 3-c; 4-b; 5-d; 6-b; 7-d; 8-c.

p. 169 Ex. L: 1-use of the subjunctive in noun clause following the verb of command: *commanded that*; 2-If-clause with *were* signals the subjunctive mood; the verb form lets us know that Bob, in fact, was not on Mars; 3-this sentence denotes the subjunctive mood because it uses the verb form *were* and uses *I wish* at the beginning, both of which show that the action has not actually occurred; 4-the phrase *it is essential (that)* signals the subjunctive mood in the noun-clause after the expression; 5-here a fixed (set) expression *as it were* uses the subjunctive mood; 6-the concessive* clause (*a clause, often beginning with *though* or *although*, which expresses an idea that suggests the opposite of the main part of the sentence) introduced by "*even though*," which always takes the subjunctive, regardless of the truth of the statement in the clause; 7-condition contrary-to-fact; if-clause with *were* signals the subjunctive mood; the verb form lets us know that wishes are not horses; 8-supposition + the verb form *were* signal the subjunctive mood; 9-use of the subjunctive in noun clause following the verb of suggestion; 10-the statement of necessity signals the subjunctive mood in the noun-clause after the expression *it is imperative (that)*; 11-the statement of demand signals the subjunctive mood in the noun-clause after the verb *insist (that)*; 12-use of the subjunctive with the verb *were* in a noun clause following the verb of desire; 13-here a fixed (set) expression *be that as it may* uses the subjunctive mood; 14-the Old English subjunctive is often used to make a first/ third person imperative, which usually converts the subject of the verb into an object of "*let*"; 15-here the adverbial conjunction *on the condition that* which is ALWAYS followed by the subjunctive (because it always indicates a pending/hypothetical action/state); 16-here the adverbial conjunction *unless* which is ALWAYS followed by the subjunctive (because it always indicates a pending/hypothetical action/state); 17-the situation in the adverbial clause is viewed as something hypothetical/ anticipated after conjunction *lest*; 18-If-clause with *were* signals the subjunctive mood; the verb form lets us know that he, in fact, is mean; a contrary-to-fact condition; 19-the subjunctive mood is used here in a subordinate clause introduced by the conjunction *as if*, and we find the link verbs *to talk* in the principal clause; 20-the subjunctive mood is used here in the object clause introduced by the conjunction *lest* since the predicate in the principal clause is expressed by a verb *denoting fear*; 21-the subjunctive mood is used in attributive appositive clause modifying the noun *wish*, and the analytical subjunctive with the auxiliary *should* (for all persons) is used; 22-If-clause with *went* signals the subjunctive mood; the verb form lets us know the contrary-to-fact condition; 23-use of the subjunctive in a noun clause

following the verb of proposal: **proposed that**; 24-If-clause with **were** signals the subjunctive mood; the verb form lets us know the contrary-to-fact condition; 25-use of the subjunctive in noun clause following the verb of request: **request that**; or they won't admit us; 26-the subjunctive mood is introduced by **as though** in adverbial clause of comparison depicting the action simultaneous with the principal clause.

p. 170 Ex. M: 1-until; 2-when; 3-as soon as; 4-no matter what; 5-whenever; 6-in case; 7-as though; 8-so that; 9-on the condition (that); 10-provided (that); 11-assuming (that); 12-lest; 13-for fear (that); 14-however; 15-as if; 16-grant (that); 17-while; 18-whenever; 19-whatever; 20-every time (that).

p. 175 Your Self – Assessment Test: Test № 3

pp. 175-176 Ex. 1: 1-subj. mood in a concessive clause; 2-indicative to declare smth. to be true to fact; 3-subj. mood to express a wish; 4-subj. mood – a contingent declaration; amounts to the conclusion, or principal clause, in a sentence, of which the condition is omitted; 5-the imperative mood used in direct command; 6-subj. mood in a noun clause to complement; 7-subj. mood after imperative verb of command; 8-indicative to declare smth. to be true to fact; 9-the imperative mood used in direct command; 10-subj. mood to denote unreal condition; 11-indicative to declare smth. to be true to fact; 12-infinitive mood; 13-the imperative mood used for entreaty; 14-indicative to declare smth. to be true to fact; 15-interrogative; + indicative; 16-the imperative mood used for entreaty; 17-indicative to declare smth. to be true to fact; 18-subj. mood to denote supposition; 19-the imperative mood used in direct command; 20-(the imperative mood used in direct command + interrogative) x 3; 21-indicative to declare smth. to be true to fact; 22-subj. mood to denote concession; 23-the subjunctive to represent the result toward which an action tends; 24-imperative + the temporal clause with the subjunctive (like in the Latin, sometimes subj. mood is used in a clause to express the time when an action is to take place); 25-imperative + the subj. mood in the indirect question; 26-subj. mood to express a wish; 27- indicative to declare smth. to be true to fact; 28-interrogative; 29-infinitive; 30-interrogative; + indicative; 31-indicative + subj. mood + conditional; 32-infinitive; 33-subj. mood in a concessive clause; 34-indicative to declare smth. to be true to fact; + infinitive; 35-indicative to declare smth. to be true to fact; 36-subj. mood in a concessive clause + condition which could not be realized; 37-indicative to declare smth. to be true to fact; 38-infinitive + indicative.

p. 177 Ex. 2: 1-b; 2-c; 3-a; 4-b; 5-c; 6-b; 7-d; 8-b; 9-d ; 10-b; 11-b; 12-b.

p. 178 Ex. 3: 1-were; 2-remember; 3-live; 4-be understood; 5-committed; 6-would have acted; 7-had been; 8-had come; 9-would have come; 10-were chosen; 11-be postponed; 12-submit; 13-not be; 14-would increase; 15-be; 16-had seen; 17-had worked; 18-lived; 19-had known; 20-should have gone; 21-should have made; 22-should be discussed; 23-might; 24-might have forgotten 25-shouldn't have inherited; 26-didn't recognize; 27-would be; 28-provide; 29-had; 30-had been.

p. 181-182 Ex. 6: 1-remember; 2-read; 3-be repaired; 4-focus; 5-not enter; 6-apologize; 7-attend; 8-be sitting; 9-thinks; 10-drive; 11-be taken; 12-reduce; 13-be allowed; 14-regulates; 15-not swim; 16-monitor; 17-put; 18-be invited; 19-comes; 20-work.

p. 183 Your Teacher's Assessment Test: Test № 3

pp. 183-184 Ex. 1: "Wishful Thinking"

Heaven help him, I thought when I saw the news item in my local paper that a young man in the area had won millions on the national lottery. It wasn't envy. I honestly felt

sorry for him. To win thousands *would be* fine, but millions *could be* too much to handle. *If need be*, I *supposed he could give* it all way but then *that would probably be worse than never having won the money* in the first place. *If only something* like that *were to happen* to me, I said to myself. Now, I *should have* the maturity to know precisely what to do. *It was high time I had* a piece of luck. With these philosophical thoughts turning round in my mind I picked up my daily newspaper. They too ran a sort of lottery and *if you had a scratch card* with two sums of money the same as the one in the paper, *then you won* that amount. "*Saints preserve us!*" – I yelled at the top of my voice, although I was alone at the time. Yes, you've guessed it. I had won £250,00. I went cold and found myself quoting Shakespeare: "*If this be error and upon me proved ...*" – I forgot the rest of the line. I was too excited. Naturally I phoned everyone up and told them the news and I received plenty of advice. Someone *suggested a financial plan should be drawn up* to assess the different possible investments. Another *proposed that I went* straight to the bank for advice. A third *insisted I did nothing // until he had had* time to consider what to do. I was seriously beginning to wonder who had won the money. The best advice came from the person who *recommended that I should go out and enjoy myself*. The trouble was that everyone reacted *as if they knew* everything about money and I *hadn't* the least idea. It seemed to me that I was being treated *as if I were* a complete fool. Meanwhile I had to be sensible and take some practical steps *in order to get hold* of the money. *It was time I stopped* daydreaming and *read* the rules on the back of my scratch card. Either they *would send* you the cheque for the amount after you had sent them the appropriate card or you *could* actually *go round* to their main office and *do* the paperwork there. I thought I *would sooner go round* to the office. I felt I *would rather get* the matter sorted out at the headquarters. The first thing you were instructed to do was to ring a certain telephone number. I tried and the number was engaged. Throughout the rest of that Wednesday I tried phoning again and again and the number was either engaged or nobody answered. It was *as if they knew* about me and *didn't want* to part with the money. I just *wished they had picked up* the phone. I *knew that* the office *closed* at 5.30 and so I made one last desperate phone call at 5.15. A young woman answered who sounded *as though she knew* what she was talking about. I tried hard to sound *as if I were in charge* of the situation and *as if* winning £250,000 *was* the sort of thing that happened every day. My throat was very dry and she asked me to repeat what I had just said. I explained that the amounts on the Wednesday's scratch card were the same as that day's paper and I claimed that sum. There was a long pause and then as politely as she could she *suggested I looked* at the day on today's paper. "*Heaven help me*", I cried, "it's Thursday!"

p. 185 Ex.2: 1-T; 2-F; the term indicative is from the Latin *indicare* (=to declare, or assert) = the indicative represents something as a fact, not suggestion; 3-T; 4-T; 5-F; the imperative is naturally used mostly with the *second person*, since commands are directed to a person addressed; 6-T; 7- T; 8-T; 9-F; the word "subjunctive" means "placed underneath, subordinated, added at the end", and derives from a Latin translation from Greek; it was used in classical Greek because in that language the subjunctive mood is used almost exclusively in subordinate clauses, and in English, too, it most often appears in subordinate clauses; 10-T; 11-T; 12- T; 13-F; the Subjunctive Mood expresses action or being, not as a fact, but as merely conceived of in the mind of a speaker/ writer; 14-T; 15-T; 16-T; 17-F; one common past-subjunctive expression is "as it were", and common present-subjunctive expressions include "(God) *bless you!*"

and "God save our gracious Queen!" etc.; 18-T; 19-T; 20-T.

p. 186 Ex. 3: 1) If John Hawkins had known of the dangerous side effects of smoking tobacco, would he have introduced the dried plant to England in 1565? 2) Hawkins noted that if a Florida Indian were to travel for several days, he would smoke tobacco to satisfy his hunger and thirst. 3) Early tobacco growers feared that their product would not gain acceptance unless it were perceived as healthful. 4) To prevent fires, in 1646 the General Court of Massachusetts passed a law requiring that colonists smoke tobacco only if they were five miles from any town. 5) To prevent decadence, in 1647 Connecticut passed a law mandating that one's smoking of tobacco be limited to once a day in one's own home. 6) If side effects showed up in the first few weeks of smoking, probably no one would smoke. 7) Our ships, God be thanked, have received little hurt. (*John Hawkins*) 8) If John Hawkins had been a more delicate man he would not have risked the gallows by making piratical attacks on the Portuguese and by appearing in the West Indies as an armed smuggler; and in that case he would not have played an important part in history by setting the example of breaking down the pretension of the Spaniards to exclude all corners from the New World. 9) The men have been long unpaid and need relief; I pray your Lordship that the money that should have gone to Plymouth may now be sent to Dover. (*John Hawkins*) 10) If Sir John Hawkins had been known only as a slave trader, he wouldn't have been the most likely candidate number one to have brought tobacco to England.

p. 187 Ex. 4: 1-expresses hypothetical condition; Lola knew nothing about the atomic secret; Roger told her that the crunch in the burrito came from an undercooked bean; Lola knew; 2-expresses indirect command;= His Majesty wants his subjects to be counted and then beheaded ; 3-expresses request; His Majesty says that the governor of each province should climb the nearest Alp and jump off the top; 4-expresses indirect command; His Majesty wants his favorite wedding planner to remain in the palace; 5-Egg worthy is not being pursued by giant egg-beaters. He is actually hurtling through the air because he is on a skateboard with one bad wheel; Giant metal device was; 6-contrary-to-fact statement; if I were...; I was; 7-use of the hypothetical subjunctive with the verb "wish"; it is impossible for me to be ...; I am/ I was; 8-supposition: He didn't work harder, so he didn't complete the task on time; 9-it is not a fact; it is a suggestion.// It is not a fact again; it depends on me having the time.

pp. 188-189 Ex. 5:

set phrases	1, 6, 13, 19, 40
It is/it was + adjective + THAT+ clause with subjunctive	3, 8, 15, 22, 39, 41, 47, 52, 55
verb + THAT + clause with subjunctive	10, 24, 31, 36, 46, 51, 53
verb + THAT + clause with SHOULD + infinitive	2, 4, 11, 38
would rather/ sooner + perfect infinitive	18
subject 1 + would rather/sooner + clause (unreal tense)	7, 21, 23, 29, 30
would rather/sooner + clause (subject 2 + past perfect)	12, 25
3 rd conditional	20, 27, 34, 42, 44, 46
as if/ as though	9, 14, 26, 32,
wish/ if only + subject + past tense	28, 35, 37, 45, 48, 49, 50, 54

p. 195 Ex. A: 1-first cond.; 2-second cond.; 3-first cond.; 4-first cond.; 5-second cond.; 6-first cond.; 7-first cond.; 8-first cond.; 9-first cond.; 10-second cond.; 11-first cond.; 12-second cond.; 13-zero cond.; 14-first cond.; 15-second cond.; 16-zero cond.; 17-first cond.; 18-zero cond.; 19-first cond.; 20-first cond.

p. 196-197 Ex. B: 1-zero cond.; 2-zero cond.; 3-zero cond.; 4-zero cond.; 5-first cond.; 6-first cond.; 7-second cond.; 8-second cond.; 9-mixed cond.; 10-first cond.; 11-mixed

cond.; 12-first cond.; 13-second cond.; 14-zero cond.; 15-zero cond.; 16-zero cond.; 17-zero cond.; 18-mixed cond.; 19-second cond.; 20-second cond.; 21-second cond.; 22-second cond.; 23-first cond.; 24-zero cond.; 25-mixed cond.; 26-second cond.; 27-zero cond.; 28-second cond.; 29-zero cond.; 30-second cond.; 31-zero cond.; 32-zero cond.; 33-third cond.; 34-zero cond.

p. 198 Ex. C: 1-h; 2-l; 3-r; 4-g; 5-s; 6-j; 7-m; 8-o; 9-b; 10-e; 11-d; 12-f; 13-k; 14-c; 15-i; 16-a; 17-t; 18-p; 19-n; 20-q.

p. 199 Ex. D: 1-6 (zero cond.); 2-17(zero cond.); 3-3 (first cond.); 4-19 (first cond.); 5-13 (third cond.); 6-20 (mixed cond.: Past and Present); 7-4 (third cond.); 8-5 (mixed cond.: Present and Past); 9-15 (zero cond.); 10-18 (third cond.); 11-1 (mixed cond.: Past and Present); 12-10 (third cond.); 13-8 (second cond.); 14-7 (mixed cond.: Past and Future); 15-11 (third cond.); 16-12 (mixed cond.: Present and Future); 17-2 (first cond.); 18-16 (first cond.); 19-9 (mixed cond.: Past and Future); 20-14 (first cond.).

p. 200 Ex. E: a) 1-hadn't bought; 2-spent; 3-had found; 4-will have to go; 5-wouldn't have gotten; 6-were; 7-have; **b) 1.** If children are to be brought up properly, parents need to spend more time with them. If children are to be brought up properly, parents will need to spend more time with them. If children were to be brought up properly, parents would need to spend more time with them. If children had had to be brought up properly, parents would have needed to spend more time with them. **2.** If discipline is difficult to deal with because it demands consistency, then inconsistency and lack of discipline create confused and rootless children. If discipline is difficult to deal with because it demands consistency, then inconsistency and lack of discipline will create confused and rootless children. If discipline were difficult to deal with because it demanded consistency, then inconsistency and lack of discipline would create confused and rootless children. If discipline had been difficult to deal with because it demanded consistency, then inconsistency and lack of discipline would have created confused and rootless children. **3.** In many households, if parents have to go to work, it limits the time they may spend with their children. In many households, if parents have to go to work, it will only limit the time they may spend with their children. In many households, if parents had to go to work, it would only limit the time they might spend with their children. In many households, if parents had had to go to work, it would have only limited the time they might have spent with their children. **4.** If parents think out loud with their children, they see their children to develop a similar train of thought. If parents think out loud with their children, they will see their children to develop a similar train of thought. If parents thought out loud with their children, they would see their children to develop a similar train of thought. If parents had thought out loud with their children, they would have seen their children to develop a similar train of thought. **5.** If a child experiences consistent communication with his/ her parents, he/ she become confident and learn the rules of good communication. If a child experiences consistent communication with his/ her parents, he/ she become confident and learn the rules of good communication. If a child experienced consistent communication with his/ her parents, he/ she would become confident and learn the rules of good communication. If a child had experienced consistent communication with his/ her parents, he/ she would have become confident and learnt the rules of good communication. **6.** When families have problems concerning their children, parents need to involve their children in the discussion and try to find possible solutions together. When families have problems concerning their children, parents will need to involve their children in the discussion and try to find possible solutions together. When

families had problems concerning their children, parents would need to involve their children in the discussion and try to find possible solutions together. When families had had problems concerning their children, parents would have needed to involve their children in the discussion and try to find possible solutions together.

p. 201-206 Ex. F: **a)** 1-is/ go up; 2-want/ speak; 3-cross/ changes; 4-put/ melts; 5-are/ is; 6-don't drive/ are; 7-miss/ gives; 8-park/ pay; 9-boils/ reaches; 10-crashes/ can't; 11-need/ want; 12-can't/ isn't; 13-buy/ save; 14-pay/ get; 15-enter/ is; **b)** 1-offer/ will buy; 2-won't sign/ give; 3-are going/ get; 4-will agree/ increase; 5-will take/ don't run out; 6-try/ will see; 7-is/ will come; 8-will send/ find; 9-will notice/ make; 10-will be/ do not break up; 11-doesn't sell/ will stop; 12-get/ will probably leave; 13- becomes/ will increase; 14-is convicted/ will certainly appeal; 15-fails/ will lose; **c)** 1-hired/ would recover; 2-wouldn't go/ was; 3-had/ would retire; 4-received/ could (expand); 5-were/ would be; 6-were/ would understand; 7-had/ would do; 8-were/ wouldn't be looking for; 9-were/ would be able; 10-were/ wouldn't go out; 11-had/ would probably work; 12-would take/ could get; 13-were/ would drive; 14-wouldn't be smiling/ knew; 15-didn't drink/ would sleep; 16-didn't watch/ wouldn't be (scared); 17-started/ would do; 18-kept/ would feel; 19-increased/ wouldn't have; 20-didn't spend/ would get; 21-was not/ wouldn't miss; 22-slept/ would start; 23-didn't allow/ wouldn't put on; 24-were/ would understand; 25-met/ would tell; **d)** 1-had known/ wouldn't have gone; would have worn; 2-had given/ wouldn't have had; 3-hadn't done/ wouldn't have become; 4-had studied/ would have passed; 5-had saved/ could have bought; 6-hadn't fallen asleep/ wouldn't have crashed; 7-had had/ wouldn't have lost; 8-had completed/ would have been; 9-had set up/ would have become; 10-had been/ would have gotten; 11-had planned/ would have done; 12-had informed/ would have fixed; 13-had adopted/ would have increased; 14-would have learnt/ had sent; 15-would have done/ had produced; 16-had gone/ would have studied; 17-hadn't lost/ wouldn't have moved; 18-hadn't moved/ wouldn't have found; 19-hadn't found/ wouldn't have met; 20-hadn't met/ wouldn't have fallen; 21-hadn't fallen/ wouldn't have asked; 22-had rung/ would have had; 23-had had/ would have felt; 24-had felt/ wouldn't have driven; 25-had driven/ would have seen; 26-had seen/ wouldn't have crashed; 27- Had ... not been trained/ wouldn't have survive; **e) Past → Present:** 1-had been broken into/ would be; 2-had smoked/ wouldn't be; 3-had had/ wouldn't be; 4-had followed/ wouldn't be lost; 5-had studied/ would be; 6-hadn't gone out/ wouldn't be tired; 7-hadn't broken/ would ring; 8-would still ride/ hadn't sold; 9-had been driving/ would be feeling; 10- hadn't offended/ would be suing; 11-had done/ would be; 12-had been/ would know; 13-had taken/ wouldn't have; 14-had married/ would live; 15-hadn't bought/ wouldn't be short; **Past → Future:** 1-had been broken into/ would call; 2-had signed up/ would be joining; 3-had gotten/ would be moving; 4-hadn't wasted/ would go; 5- hadn't tried/ wouldn't be facing; 6-had got on/ would be; 7-had known/ would be; 8-had missed/ wouldn't arrive; 9-had got back/ wouldn't get up; 10-had saved/ would be going; 11-had booked/ would be; 12-hadn't taken/ would be graduating; 13-hadn't been/ wouldn't be changing; 14-hadn't been/ would still be trying; 15-had known/ wouldn't be planning; **Present → Past:** 1-were/ wouldn't have admitted; 2-were/ wouldn't have spoken; 3-knew/ would have gotten; 4-didn't love/ wouldn't have married; 5-were invited/ would have come; 6-was/ would've finished; 7-wasn't/ would have fired; 8-didn't like/ would have quit; 9-wasn't (afraid)/ wouldn't have driven; 10-would have been able/ were; 11-were (friendlier)/ would have given; 12-were/ would have found; 13-wanted/ would have booked; 14-had/ could have done; 15-didn't have/ would have

gone; 16-knew/ would have greeted; 17-were/ would have bought; **Present → Future:** 1- weren't/ wouldn't be tutoring; 2-didn't have/ wouldn't go; 3- were/ would send; 4- were/ would be spending; 5-were/ would be talking; 6-were/ would be lying; 7-didn't accept/ would be spending; 8-wouldn't be talking/ were not; 9-would not be releasing/ were; 10-patrolled/ wouldn't be worrying; 11-were canceled/ would be taking care; 12-didn't insult/ would be going; **Future → Past:** 1- weren't going/ would have accepted; 2- weren't coming/ would have planned; 3- weren't making/ would have suggested; 4- weren't flying/ would have planned; 5- weren't testifying/ would have left; 6- weren't dreaming/ wouldn't have exhausted; 7- weren't planning/ wouldn't have dated; 8- were planning/ would have found; 9- were interested/ would have detected; 10- were going/ would have trained; 11- were negotiating/ would have prepared; 12- were not going/ would have announced; **Future → Present:** 1- were going/ would be; 2- were giving/ would be; 3- didn't come/ would be; 4- were taking/ would be; 5- didn't have/ wouldn't be; 6- didn't have/ wouldn't be; 7- were waiting/ would be; 8- were staying/ might be able; 9- were/ would have; 10- were/ could buy; 11- were/ could see; 12- were/ would listen; 13- were not be taking/ would be.

p. 208 Ex. H: 1-f; 2-v; 3-k; 4-p; 5-n; 6-r; 7-b; 8-q; 9-s; 10-d; 11-i; 12-h; 13-c; 14-t; 15-e; 16-l; 17-m; 18-o; 19-w; 20-a; 21-g; 22-x; 23-y; 24-z; 25-j; 26-u.

pp. 209-210 Ex. I: 1-wishes; 2-hope; 3-wish; 4-wish; 5-hopes; 6-wish; 7-hope; 8-wish; 9-hope; wish; 10-wish; 11-hope; 12-wish; 13-hope; 14-hope; 15-wish; 16-hope; 17-wish; 18-hope; 19-wish; 20-wish; 21-hope; 22-hope; 23-wish; 24-wish; 25-wish; 26-hope; 27-wish; 28-wish; 29-wish; 30-hope; 31-wish; 32-hope; 33-wish; 34-wish; wish.

p. 212 Ex. K: 1-elect (first cond.); 2-returns (zero cond.); 3-would find (second cond.); 4-would call (second cond.); 5-would have caught (third cond.); 6-had locked (third cond.); 7-hadn't called (third cond.); 8-were (second cond.); 9-wouldn't have been sent (third cond.); 10-had been/ would have been able (third cond.); 11-hadn't been known (third cond.); 12-had known (third cond.); 13-is (zero cond.); 14-will refer (first cond.); 15-will lose/ will be arrested (first cond.); 16-change (first cond.); 17-proceeds (zero cond.).

p. 219 Your Self-Assessment Test: Test №4

p. 219 Ex. 1: 1-raises/ will fall (first cond.); 2-had/ would call (second cond.); 3-had not gone/ would not have lost (third cond.); 4-had had/ would have learned (third cond.); 5-had realized/ would have stopped (third cond.); 6-hadn't done/ wouldn't be (mixed cond., past → present); 7-will give/ get (first cond.); 8-were (different)/ might accept (second cond.); 9-had hired/ might have lost; 10- would easily move/ were (second cond.); 11-will sign/ guarantee (first cond.); 12-were not/ wouldn't have (second cond.); 13-had asked/ would you have accepted (third cond.); 14-hear/ tell (first cond., Imperative); 15-will be/ stay (first cond.); 16-would have made/ had been able (third cond.); 17-lost/ would find (second cond.); 18- are still considering/ shall suggest (first cond., Continuous); 19-had dealt/ wouldn't have received (third cond.); 20-will reserve/ doesn't go (first cond.); 21-had followed/ could have lost (third cond.); 22-call/ do (first cond., Imperative).

pp. 222-223 Ex. 4: 1-only if; 2-provided that; 3-unless; 4-if; 5-assuming; 6-on condition that; 7-providing; 8-in the event that; 9-so long as; 10-granting that; 11-should; 12-lest; 13-in case; 14-even if; 15-whether or not; 16-in the event that; 17-unless; 18-suppose (that); 19-if; 20-provided that; 21-as long as; 22-unless; 23-so long as; 24-unless; 25-as long as.

p. 224 Ex. 6: 1-b; 2-a; 3-c; 4-a; 5-d; 6-b; 7-d; 8-c; 9-a; 10-d; 11-c; 12-d; 13-a; 14-c; 15-d; 16-d; 17-b; 18-d.

p. 225 Ex.7: 1) If we delivered poor quality, we would not be the leading company in our business; 2) If you had read the paper, you would have seen the advertisement; 3) If you send your order by fax, we will deliver the goods immediately; 4) If I sleep well at night, I feel much happier next morning; 5) If your conditions are competitive, we will place an order; 6) The magistrate informed him that he'd go to prison unless he stopped stealing; 7) Unless we'd been very confident of success, we wouldn't have even tried; 8) If we had more employees, we would work more efficiently; 9) If we had known more about their culture, negotiating would have been easier; 10) If you execute the order carelessly, they won't contract another agreement with you in the future; 11) She wouldn't pay cash if she had a credit card; 12) We will cancel our order if you don't deliver the goods by Friday.

p. 226 Your Teacher's Assessment Test: Test № 4

p. 226 Ex.1: 1-T; 2-T; 3-F; they describe a condition and the result that follows; Conditional sentences are made up of two parts: the if-clause (condition) and the main clause (result that follows); 4-T; 5-F; it expresses absolute *certainty* or *facts*; 6-T; 7-F; ZC= If + PrS/ PrS; besides **no future** in the *if-* or *when-clause*; 8-T; 9-T; 10-F; this type of sentence implies that the action is very probable, i.e. possible; 11-F; you can put the result clause first **without using a comma** between the clauses; 12-F; 1st cond. = If + Simple Present, Simple Future; 13-T; 14-F; 2nd conditional provides an imaginary result for a given situation, no certain condition could be met; 15-T; 16-T; we also use it when we don't expect the action in the if-clause to happen; 17-F; 2nd cond. = If + simple past, would + infinitive; 18-T; the first conditional, like the second conditional refers to the present or future. The past tense in the if-clause is not a true past but a subjunctive, which indicates improbability or unreality; 19-T; 20-F; 3rd cond. = If + past perfect, would have + past participle; 21-F; the condition cannot be fulfilled because the action in the if-clause didn't happen; 22-F; mixed conditionals are those unreal conditional sentences whose time in the if-clause **is different** than the time in the main-clause.

pp. 227-228 Ex.2: 1-upheld/ would be expected (second cond.); 2-might need/ wish (wish-sentence; second cond.); 3-will evidently become/ seeks (first cond.); 4-are not allowed/ is proven to be (zero cond.); 5-is considered/ is proven (zero cond.); 6-finish/ can go (first cond.); 7-become/will have a chance (first cond.); 8-does not cite/ is widely held (zero cond.); 9-could have stolen/ had left (third cond.); 10-commits/ take (zero cond.); 11-leave/ won't it be (first cond.); 12-tell/ do you promise (zero cond.); 13-does/ deserve to be punished (zero cond.); 14-were tapped/ would know (second cond.); 15-were/ would still be (second cond.); 16-were included/ would not be (second cond.); 17-would not happen/ were (second cond.); 18-had left/ would be (mixed cond.; past → present); 19-had studied/ wouldn't be (mixed cond.; past → present); 20-had realized/ wouldn't have come (third cond.); 21-criticize/ starts (zero cond.); 22-will sell/ pay (first cond.); 23- went/ would visit (second cond.); 24-visited/ could see (second cond.); 25-were confident/ wouldn't hesitate (second cond.); 26-won't finish/ works (first cond.); 27-had won/ would have started (third cond.); 28-is discovered/ will make (first cond.); 29-have/ will put (first cond.); 30-were not/ would hang (second cond.); 31-have finished/ leave (first cond.); 32-would have killed (third cond.); 33-were/ would give (second cond.); 34-would have believed/ hadn't seen (third cond.); 35-were not/ wouldn't be (second cond.); 36-Had ... gone/ would have gotten (third cond.); 37-

had worn/ would have recognized (third cond.); 38-had gone/ would have had (third cond.); 39-goes/ spends (zero cond.); 40-had driven/ would have stopped (third cond.).

p. 228 Ex. 3: Possible answers: 1) If I were the Babylonian king Hammurabi, I would effect great changes in all spheres of life, mostly from the transformation of a small city-state into a large empire; I would consolidate all my military gains under a central government at Babylon; I would create the first written Code of law...; 2) If I were Richard the Lionheart, I would take the Cross and participate in the Third Crusade; 3) If I were King John, I would be forced to sign Magna Carta or Great Charter at Runnymede, near Windsor, back in 1215; 4) If I were Abraham Lincoln, I would become the 16th president of the United States and abolish slavery as a military necessity (endorse the 13th Amendment to the Constitution abolishing slavery); 5) If I were Mahatma Gandhi, I would participate in the international peace movement; I would advocate for Indian independence from the British and for the emancipation of Hindu "untouchables"; I would encourage Indian Christians, Hindus and Muslims to unite and end the violence between them which followed the partition of India; 6) If I were Nelson Mandela, I would serve as the first South African president to be elected in a fully representative democratic election (1994-1999); 7) If I were Margaret Thatcher, I would become the first (and for two decades the only) woman to lead a major Western democracy, I would win three successive General Elections and serve as British Prime Minister for more than eleven years (1979-90), a record unmatched in the twentieth century; 8) If I were Thomas Jefferson, I would be the main author of the Declaration of Independence and gain appreciation for my role in promoting republicanism in the United States; 9) If I were Sir Winston Leonard Spencer-Churchill, I would give a huge support to Soviet Union against German invasion; I would declare that if I have to choose between communism and Nazis, I will choose communism; 10) If I were Joseph Stalin, I would introduce the concept of "Five-Year-Plan" in Soviet Union seeking a rapid industrialization and economic collectivization; but I wouldn't crush my opponents.

pp. 229-230 Ex. 4: Dialogue 1: 1-want/ invite; 2-asked/ would say; 3-would/ say; 4-were/ played/ would go out; 5-had/ would say; 6-had been/ would have worried; 7-were/ might say; 8-had/ could take; 9-would expect; 10-had/ could afford; 11-were not/ would say/ would accept; 12-likes/ will surely go out; 13-says/ doesn't like; **Dialogue 2:** 1-accepted/ would not spend; 2-moved/ would need; 3-went/ would have; 4-started/ would not get; **Dialogue 3:** 1-would you recommend; 2-go/ will have; 3-go/ can stop; 4-might even see; 5-go/ can sit; 6-go/ may visit; 7-go/ will see; 8-go/ won't see; 9-would more likely see.

pp. 231-232 Ex. 5: 1-sounds/ have; 2-are removed/ will become; 3-could be/ visited; 4-Had you mowed/ might also have been fined; 5-had/ would frustrate; 6-wouldn't even turn/ accelerated; 7-eat/ own/ can be fined; 8-had been stopped/ could have been punished; 9- is (a great way to dry)/ stay; 10-may also cause/ are not heading off; 11-will be fined/ are caught; 12-can (people) protect/ know; 13-would worry/ were published/ could just turn; 14-leave/ shall remember; 15-want/ study; 16-doesn't change/ will make; 17-have/ will only change/(will) lead.

p. 235 Your Final Evaluation Test: Test № 5

p. 237 Task 1 b): *virtually* – almost, nearly, for all practical purposes; *to revolutionize* – change, reform, remodel; *issue* – a subject or problem which people are thinking and talking about; *alternatively* – as a matter of choice, by choice, by preference, first,

instead; *to affect* – influence, modify, transform; *terrain* – area, environment; *dilemma* – problem, difficulty, a situation in which a difficult choice has to be made between two different things you could do; *to transcend* – go beyond/ above; surpass; *obsolete* – no longer in use; out-of-date; old-fashioned; *tenet* – belief, principle; *to facilitate* – assist the progress of; *to harmonize* – correspond, match, come to agreement; *to balance* – accord; make equal; cause to have equilibrium; *profit* – gain, advantage, benefit, favored position or circumstance; *instantaneously* – promptly, at once, directly, immediately, quickly, right away, spontaneously; *to imperil* – cause to be in danger; subject to danger; compromise, endanger, expose, hazard; *encryption* – change of electronic information or signals into a secret code (= system of letters, numbers or symbols) that people cannot understand or use on normal equipment; *to stifle* – disable; make lame (=damage); prevent, restrain; *innovation* – change, novelty; leading position; cutting edge; invention; *nucleus* – core; basis; center of attention, climax, focal point, heart, main event, main feature; *circumstance* – situation, condition, affair; matter or business to be taken care of; happening activity; *infringement* – violation; offense against the law; disobedience; misbehavior; noncompliance with rules; *to incur* – gain, get, induce, obtain, provoke; to experience smth., usually unpleasant, as a result of actions you have taken; *subsequent* – indirect; succeeding; happening after something else; resultant; consequent, consequential; *software* – computer program; application; the instructions which control what a computer does; *felony* – crime; lawbreaking; *violation* – wrong; breach; breaking of the law; *embodied* – included; represented; be composed of, be contained in; classified, categorized; *circumvention* – avoidance, bypass, ignoring; *unauthorized* – not sanctioned or permitted; unlawful; not legal; forbidden; illicit; *erase* – remove; destroy completely; *namesake* – title given to smth., someone; brand/ place/ stage/ trade name; nickname; a person or thing having the same name as another person or thing; *to spur* – to encourage an activity or development or make it happen faster; *swift* – very fast or short in time; happening or moving quickly or within a short time, especially in a smooth and easy way; *to handle* – manage, take care of; to deal with, have responsibility for, or be in charge of; *to govern* – to have a controlling influence on smth.; take control; rule; have power; *to predict* – express an outcome in advance; *to prompt* – initiate smth.; incite; offer recommendation; advise; cause; motivate.

p. 238 Task 2: 1) **9** – namely: cyber law; international law; intellectual property law; criminal law; conflict of jurisdiction; civil law (the civil liberties issues of privacy; freedom of expression); commercial law (commercial relations); (American) copyright law; trademark law; 2) **RULES (REGULATIONS): 5** – encryption requirements; licensing requirements; copyright exceptions; guidelines for registration of domain names; WIPO arbitration procedure to handle international domain-name disputes; **LAWS: 5** – the Copyright Act (1976); the Copyright Felony Act (1992); the Digital Performance Right Act (1996); the No Electronic Theft Act (1997); the Uniform Computer Information Transactions Act (USCITA) (adopted by Virginia and Maryland in 1999); **TREATIES: 3** – the World Intellectual Property Organization's (WIPO) Copyright Treaty/ the WIPO Copyright Treaty (adopted in Geneva, Switzerland, 1996); the Berne Convention (for the Protection of Literary and Artistic Works) is an international agreement governing copyright (Bern, Switzerland, 1886; last amended in 1979); the Trade-Related Aspects of Intellectual Property Rights (TRIPS) Agreement – the TRIPS Agreement is Annex 1C of the Marrakesh Agreement Establishing the World Trade Organization (WTO) – signed in Marrakesh, Morocco, 1994.

3) - A)

Conjunctions Type	Examples					
Coordinating	And; and; or; (1) and; and; and; or; and; and; and; (2); and; and; and; and; or; and; (3); and; and; and; or; and; (4); and; and; and; and; and; (5)					
Subordinating	Time	Reason	Concession	Place	Condition	Manner
	When; (2).	That; (4); that; (5)	None detected	None detected	If (1).	As; (4); than; (5)
Correlative	Both ... and; (3); as ... or; (4).					
Conjunctive Adverbs	Alternatively (1); Ideally; However; However; (3); also; (4); also; In particular; (5)					
Relative Pronouns	That; which; that; To what extent; which; (2); how; by whom; (3); which; which; which; which; (4); who; that; that; (5)					

B)- 1) due to what they denote, show or express:

Time	At; (3); of; (4); in; in; (5)
Place/ location	Between; (1); within; under; all over; (2); under; in; in; around; (3); in; on; in; among; (4); in; under; in; in; (5)
Direction/ movement	To; (1); from; through; (3); to; (4); back; (5)
Purpose	for example; for example; (3); for; in order; (4); for; for; at (5)
Cause	depending on; (4); at the expense of; (5)
Object-related	Of; of; of; concerning; of; of; of; (1) of; of; of; with; for; of; of; of; of; of; of; of; (2); of; with; of; of; of; of; (3); of; with; of; (4); by; of; by; of; of; of; of; of; of; (5)
Comparative	As...as; (2); such as; (3); as; (4); as; (5)
Limitation/ addition	Within; Including; (5)

2) due to relationships of prepositions with other parts of speech:

Noun + preposition	rise of (the Internet); branch of (law); relationship between (...); (1); terrain of (cyberspace); one of (...); responsibility for (disputes); freedom of (speech); branches of (law); turn of (the millennium); conflict of (jurisdiction); issues of (privacy); freedom of (expression) (2); branch of (law); interest in; flow of (information); reproduction of (digitized information); ability of; nucleus of; (3); access to (4); use of; use of; status of; guidelines for; standardization of; at the expense of (5)
Adjective + preposition	free of (regulation); (1); such as; (3); depending on; (4).
Verb + preposition	adapt to; (1); communicate with (individuals) (2); fall under (3); purchase back; (5)
Particle + verb	to revolutionize; to regulate; to adapt; (1); to facilitate; (2); to derive; to generate; to control; (3); to regulate; to be; to be; to block; (4); to handle; (5)

1/ The rise of the Internet has impacted virtually every branch of law and is expected to revolutionize the relationship between law, government, and technology. (**declarative; compound**)// Central questions concerning Internet-related legal issues include: If cyberspace constitutes a separate legal domain, should there be a separate branch of "cyber law" to regulate it? (**declarative; + interrogative/ conditional; complex**) = **compound-complex**// Or should existing laws be reinterpreted to adapt to the special legal circumstances of the electronic world? (**interrogative/ subjunctive; simple**)// Alternatively, should the Internet remain free of regulation altogether? (**interrogative/ subjunctive; simple**)// How will the Internet affect fundamental principles of civil liberties, commercial relations, and international law? (**interrogative; simple**)// 2/ The

terrain of cyberspace creates unique legal dilemmas. *(declarative; simple)*// The Internet transcends all geographic and political borders, potentially rendering obsolete one of the fundamental tenets of modern law: that laws are created and enforced within discrete, political territories. *(declarative; complex)*// When users can access online services and information or communicate with individuals all over the world, which legal jurisdiction takes responsibility for disputes that may arise? *(interrogative/conditional; compound-complex)*// To what extent should the laws of differing nations – which cover topics as varied as intellectual property and freedom of speech – be harmonized, especially to facilitate international e-commerce? *(interrogative/subjunctive; compound-complex)*// The branches of law most under discussion at the turn of the millennium included intellectual property, criminal law, conflict of jurisdiction, and the civil liberties issues of privacy and freedom of expression. *(declarative; simple)*// 3/ Intellectual Property (IP) – inventions, artistic creations, and commercial symbols, for example – falls under the branch of law covering protections and rights such as copyrights, patents, trademarks, and trade secrets. *(declarative; simple)*// Ideally, IP laws balance the rights holder's ability to derive profit from creations with society's interest in the free flow of information. *(declarative; simple)*// However, the Internet makes it possible to generate numerous, flawless reproductions of digitized information and instantaneously transmit those copies anywhere in the world. *(declarative; compound)*// This imperils the ability of the rights holder to control how and by whom that information is used. *(declarative; complex)*// However, erecting stricter protections around intellectual property rights (through, for example, encryption or licensing requirements) might stifle both creative expression and commercial innovation. *(subjunctive; simple)*// Copyright and trademark form the nucleus of contested cyberspace-related intellectual property issues. *(declarative; simple)*// 4/ The U.S. Constitution grants Congress the power to regulate copyright. *(declarative; simple)*// The basic statute is the Copyright Act of 1976, which protects traditional creative works and online text, image, and sound files. *(declarative; complex)*// Copyright violations can be prosecuted as civil or criminal offenses, depending on the circumstances, and those committing unintentional or contributory infringement may also incur liability. *(declarative; compound)*// Subsequent legislation directly addressing copyright in cyberspace included the Copyright Felony Act (1992), which addressed software piracy as a felony; the Digital Performance Right Act (1996), governing inclusion of non-original music on Web sites; the No Electronic Theft Act (1997), which abolished the requirement that a violation had to be committed for financial gain in order to be prosecutable; and the Digital Millennium Copyright Act (1998), which harmonized American copyright law with international law as embodied in the World Intellectual Property Organization's Copyright Treaty. *(declarative; compound-complex)*// Among other things, DMCA prohibits the circumvention of technology used to block unauthorized access to protected digital content. *(declarative; simple)*// 5/ In the U.S., the states also regulate copyright. *(declarative; simple)*// In particular, the Uniform Computer Information Transactions Act (USCITA), introduced in 1999, was adopted by Virginia and Maryland and was under consideration in many other states in the early 2000s. *(declarative; compound)*// It strictly limits permitted ("fair") free use of copyrighted digital materials, and has been opposed by many groups who fear it could erase copyright exceptions that currently permit unauthorized use of works for scholarly, news, and critical purposes. *(declarative; compound-complex)*// Within trademark law, the intellectual-property status of domain names emerged as the

leading cyber law dilemma. *(declarative; simple)*// The practice of "cyber-squatting," the bad-faith registration of domain names in the hopes that the namesake will later purchase the name back, spurred new guidelines for registration of domain names. WIPO (=World Intellectual Property Organization) implemented a swift arbitration procedure to handle international domain-name disputes. *(declarative; complex)*// Many international treaties govern IP, including the Berne Convention, the WIPO Copyright Treaty, and the Trade-Related Aspects of Intellectual Property Rights (TRIPs) Agreement. *(declarative; simple)*// Most industrialized nations provide stronger IP protections than the U.S. *(declarative; simple)*// Experts predict that e-commerce, globalization, and IP piracy will prompt increased standardization of international IP laws, perhaps at the expense of developing nations. *(declarative; complex)*

p. 239 Task 3: 1-whereas; 2-as; 3-because; 4-although; 5-if; 6-in order to; 7-while; 8-since; 9-until; 10-when; 11-when; 12-so; 13-that; 14-although; 15-as.

p. 240 Task 4: 1-explain; 2-move; 3-be passed; 4-be transferred; 5-have; 6-be licensed; 7-be expelled; 8-be infected; 9-respect; 10-attend.

p. 240 Task 5: 1. Were Canada a tropical country, we would be able to grow pineapples in our backyards.// 2. Were he more generous, he would not have chased the canvassers away from his door.// 3. Were I rich, I would give a share of my wealth to every known relative.// 4. Were I six feet, six inches tall, I would have been playing in the NBA.// 5. Were I to find \$20 on the ground, I would buy the latest Harry Potter DVD.// 6. My brother would have better grades in math were he a more conscientious student.// 7. Were I a president, things would be different.// 8. Were I to find some inspiration, I would finish this article with plenty of time to spare.// 9. Had I remembered their address, I would have sent them a card.// 10. Had you seen the movie, you would have liked it.

p. 241-242 Task 6: 1-2nd; 2-zero; 3-mixed; 4-zero; 5-2nd; 6-1st; 7-zero; 8-2nd; 9-2nd; 10-zero; 11-mixed; 12-zero; 13-1st; 14-zero; 15-zero; 16-1st; 17-zero; 18-2nd; 19-1st; 20-zero; 21-zero; + 1st; 22-zero; 23-2nd; 24-1st; 25-3rd; 26-1st; 27-mixed; 28-3rd; 29-zero; 30-zero; 31-3rd; 32-1st; 33-3rd; 34-2nd; 35-zero; 36-1st; 37-2nd; 38-zero; 39-zero; 40-zero.

p. 243 Task 7: 1. If he were here now he would not hesitate to help us.// 2. I would have finished the book last week if I had known you wanted it.// 3. Would you have spoken to him last night if you had seen him?// 4. If they were old enough, they would enter the contest next week.// 5. Would not she take a vacation now if she had more time?// 6. If he had sent a message, we would have received it two days ago.// 7. I would appreciate it if you came with me now. // 8. Would not she be grateful if we offered to help her tomorrow?// 9. Would he have won yesterday if he had entered the race?// 10. Would not they have ordered more securities last month if they had noticed the stock was low?// 11. Would not she visit us this weekend if she knew where we lived?// 12. Would you have bought a new laptop yesterday if they had been on sale?// 13. Would you go to the party tonight if you received an invitation?// 14. If he did not like his work, he would find another job soon.// 15. If I had ordered him to do it last month, he would have obeyed me.// 16. If they had been really expecting us yesterday, they would have arranged to meet us.// 17. If I had not received your message 5 minutes ago, I would have left.// 18. If they arrived tomorrow, he would be giving them a tour of the city.// 19. If they had been here during the last meeting, he would have been speaking to them.// 20. If they had studied hard, they would have passed the ILEC* exam last year. (*=International Legal English Certificate)

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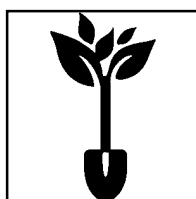
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Your Training Exercises	medium	743/520	743/297
Your Self - assessment Test №1	high +	169/118	169/68
Your Teacher's assessment Test №1	high +	110/77	110/44
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Your Self - assessment Test №2	high +	131/92	131/52
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Your Training Exercises Part 2	medium	107/75	107/43
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Your Teacher's assessment Test №3	high +	119/83	119/48
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Your Self - assessment Test №4	high +	147/103	147/59
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Подписано в печать 20.01.2017.
Бумага офсетная. Печать цифровая.
Формат 60x84 1/16. Гарнитура «Times New Roman». Усл. печ. л. 16,74.
Уч.-изд. л. 17,12. Тираж 300 экз. Заказ 223/3.

Отпечатано с готового оригинал-макета
в типографии Издательства Казанского университета

420008, г. Казань, ул. Профессора Нужи́на, 1/37
тел. (843) 233-73-59, 233-73-28