

# Unit

# Twenty-one

I'll never forget the day when Prince William and Kate Middleton married.



## Target Language

- ❖ Do you remember the day when we first met?
- ❖ Ann's mother isn't home yet, which worries her.
- ❖ Show me what you bought.

<Key Vocabulary>

### NOUNS

structure

### ADJECTIVES

different  
particular

### VERBS

retire  
precede

### PHRASAL VERBS

run across  
bring up

### ADVERBS

immediately



# Unit

# Twenty-one

## LISTENING AND READING

1. Watch your teacher playing the roles of Q-rex and Erica.
2. Listen and repeat
3. Read and listen

**Q-rex** : Erica. Just like 'where' we learned yesterday, you can use 'when' instead of the adverb 'then'.

**Erica** : Could you give me an example, please?

**Q-rex** : OK. You have two sentences here.

(e) I'll never forget the day.

(f) Prince William and Kate Middleton married then (=on that day).

I want you to combine these sentences. Remember? You should always place a relative adverb immediately after the noun it modifies.

**Erica** : I'll try. I can use 'when' instead of 'then' and it should be placed after the noun it modifies. So, my answer is: 'I'll never forget the day when Prince William and Kate Middleton married.'

**Q-rex** : Brilliant, Erica. You can use the relative adverb 'when' in an adjective clause to modify a noun of time (year, month, day, time, etc.). If you want to use the relative pronoun, you can say that 'I'll never forget the day on which Prince William and Kate Middleton married.'

## WRITING

4. Combine the sentences, using the relative adverb 'when'.
1. 2011 is the year. Prince William and Kate Middleton married then (in that year).
  2. Friday is the day. His father will retire then (on that day).
  3. Do you remember the day? We first met then (on that day)
  4. The early morning is the time. I work best then (in the early morning).

### Grammar Reference

#### Relative Adverbs

'Where' and 'when' can be 'relative adverbs': they link a relative clause to the main clause by a connection of PLACE or TIME.

Is there a shop *where* I can buy postcards?

2001 is the year *when* we enter the twenty-first century.

## LISTENING AND READING

5. Watch your teacher playing the roles of Q-rex and Erica again.
6. Listen and repeat
7. Read and listen

# Unit

## Twenty-one

- Erica** : I have another question. I just ran across the following sentence.  
"Ann's mother isn't home yet, which worries her."  
I don't understand the use of the relative pronoun 'which' in this sentence. It doesn't seem to modify any particular noun.
- Q-rex** : That's a good point, and I'm glad you brought it up, Erica. The relative pronoun 'which' here is different from what\* we've learned so far. This structure is called a 'Coordinating relative clause'. In a coordinating relative clause, 'which' refers back to a whole sentence. Coordinating relative clauses are always non-defining and so you need a comma before.

### GRAMMAR MEMO

#### \*What = the thing(s) that

We can use 'what' instead of 'the thing(s) that' to introduce a noun clause.

E.g. Show me what you bought.

= Show me the thing that you bought.

## WRITING

### 8. Combine the sentences. Use the second sentence as an adjective clause.

1. Mike got promotion. That surprised all of his co-workers. → *Mike got promotion, which surprised all of his co-workers.*
2. There was an accident on the M1 motorway. That means I'll be late to work this morning.
3. Jack is going to give up his evening job. That will give him more time to spend with his family.
4. His grandfather is going to have an electric wheelchair soon. It will be a great help to him.
5. Betty has decided to study abroad. It will be an interesting experience for her.

### Grammar Reference

#### Coordinating relative clauses

In a coordinating relative clause, *which* refers back to an idea or situation expressed in a previous sentence, especially when you want to give your opinion about it.  
Coordinating relative clauses are always non-defining.



## SPEAKING

9. Now your teacher is going to give you a sentence. Make up a sentence to precede the given sentence. Then combine the two sentences, using the teacher's sentence as an adjective clause.

## Grammar Focus

- ◆ Relative Adverbs
- ◆ Coordinating relative clauses
- ◆ 'what' instead of 'the thing(s) that'

## WRITING

## Check 21 Word order

*Write the words in the correct order. Each sentence must begin with a capital letter.*

1. all / promotion / co-workers / of / surprised / got / which / his / Mike / , / . /
2. from / we / is / have / far / what / different / so / learned / it / . /
3. first / when / remember / day / met / you / we / the / do / ? /
4. twenty-first / year / enter / we / the / the / is / century / when / 2001 / . /

# Unit

## Twenty-two

The lady playing the piano is Martha Argerich.



### Target Language

- ❖ Two-thirds of those arrested for car theft are under twenty years of age.
- ❖ She is the most famous Argentine concert pianist, who was born in 1941.

<Key Vocabulary>

#### NOUNS

prominence  
competition

#### VERBS

rise - rose - risen  
win - won - won

#### IDIOMS

on purpose =  
intentionally  
= deliberately



### LISTENING AND READING

1. Watch your teacher playing the roles of Q-rex and Erica.
2. Listen and repeat
3. Read and listen

# Unit

## Twenty-two

**Q-rex** : Erica. Do you know the lady who is playing the piano in the picture?

**Erica** : No, I'm afraid I don't know.

**Q-rex** : Well, the lady playing the piano is Martha Argerich. She is the most famous Argentine concert pianist, who was born in 1941 in Argentina. She started playing the piano at age three.

In 1955 the family moved to Europe, where Argerich studied with Friedrich Gulda. She rose to international prominence in 1965 when she won the International Frederic Chopin Piano Competition, at age 24.

**Erica** : Wow! You have used two 'who' relative clauses, one relative adverb 'where' and one relative adverb 'when'.

**Q-rex** : I'm glad you have noticed, Erica. I did that on purpose.

### SPEAKING

4. Read the text again. Specify the four sentences which Erica refers to, containing (a) one defining relative pronoun, (b) one non-defining relative pronoun, (c) one non-defining relative adverb and (d) one defining relative adverb.

- (a)
- (b)
- (c)
- (d)

#### General guidelines for the punctuation of relative clauses

- Defining relative clauses: Do not use commas if the relative clause is necessary to identify the noun it modifies.
- Non-defining relative clauses: Use commas if the relative clause simply gives additional information and is not necessary to identify the noun it modifies.

### WRITING

5. Change the adjective clauses to adjective phrases.

1. Do you know the girl who is talking to our teacher? → *Do you know the girl talking to our teacher?*
2. The people who are waiting for the bus in the rain are getting wet.
3. Any student who wants to come to the party is welcome.
4. She is the most famous Argentine concert pianist, who was born in 1941 in Argentina.
5. The children who attend that school receive a good education.
6. Jason's mother comes from a city which is located in the southern part of Spain.
7. Martha Argerich, who is the most famous Argentine concert pianist, was born in 1941.
8. Two-thirds\* of those who are arrested for car theft are under twenty years of age.



# Unit

# Twenty-two

## Fractions

A fraction is less than one.  
 $1/2$  = a half    $1/4$  = a quarter    $2/3$  = two thirds  
Except for 'half' and 'quarter', we use the ordinal number for the bottom part of a fraction.  
And we use the cardinal number for the top part.  
 $3/16$  = three sixteenths

## Grammar Reference

### Reduction of adjective clauses to adjective phrases

- A clause is a group of words that contains a subject and a verb, but which is usually only part of a sentence.
- A phrase is a group of words that does not contain a subject and a verb.

(a) ADJECTIVE CLAUSE:

The lady who is playing the piano is Martha Argerich.

(b) ADJECTIVE PHRASE;

The lady playing the piano is Martha Argerich.

(a) and (b) have the same meaning.

- Only adjective clauses that have a subject pronoun, such as 'who', 'which', or 'that', are reduced to adjective phrases.

(c) ADJECTIVE CLAUSE:

The lady (whom) I saw was Martha Argerich.

(d) ADJECTIVE PHRASE; (none)

- ***There are two ways in which an adjective clause is changed to an adjective phrase:***

1. The ***subject pronoun*** is omitted AND the ***be*** form of the verb is omitted.

CLAUSE: The manager who is responsible for training new staff is Jack.

PHRASE: The manager responsible for training new staff is Jack.

CLAUSE: The ideas which were suggested by the new teacher was interesting.

PHRASE: The ideas suggested by the new teacher was interesting.

CLAUSE: George Washington, who was the first president of the United States, was a wealthy colonist.

PHRASE: George Washington, the first president of the United States, was a wealthy colonist.

2. If there is no ***be*** form of a verb in the adjective clause, it is sometimes (mostly *state* verbs) possible to omit the subject pronoun and change the verb to its ***-ing*** form.

CLAUSE: English has an alphabet that consists of 26 letters.

PHRASE: English has an alphabet consisting of 26 letters.

## SPEAKING

6. Now your teacher is going to give you a sentence containing an adjective clause. Give a sentence back to the teacher containing an adjective phrase.

## Grammar Focus

- ◆ Reduction of adjective clauses to adjective phrases
- ◆ Fractions
- ◆ General guidelines for the punctuation of relative clauses

## WRITING

## Check 22 Word order

*Write the words in the correct order. Each sentence must begin with a capital letter.*

1. twenty / are / car / arrested / of / of / under/ for / those/ theft / two-thirds / years/ age/ . /
2. most / Argentine / born / concert / she / 1941 / pianist / the / in / famous / is / was / who / , / . /
3. letters/ alphabet/ English/ consisting/ 26/ an/ has/ of / . /
4. manager / responsible/ the/ training/ Jack/ staff / for / is / new / . /



# Unit

## Twenty-three

We saw some children playing soccer.



### Target Language

- ✦ We enjoyed following our favorite player, Tiger Woods.
- ✦ We always want to watch him win golf tournament after golf tournament,
- ✦ He learned to play golf as a child.

<Key Vocabulary>

#### NOUNS

flagship  
coverage  
tournament

#### ADJECTIVES

live /laɪv/  
enjoyable  
favorite  
successful

#### VERBS

notice



### LISTENING AND READING

1. Watch your teacher playing the roles of Jane and Q-ty.
2. Listen and repeat
3. Read and listen

# Unit

## Twenty-three

- Jane** : Did you have a nice weekend, Q-ty?
- Q-ty** : Yes, my father and I decided to watch live coverage of the PGA Championship, the flagship event of the European Tour, on TV. We enjoyed following our favorite player, Tiger Woods. He learned to play golf as a child and he is now one of the most successful golfers. We always want to watch him win golf tournament after golf tournament, because it is always enjoyable. How was your weekend, Jane?
- Jane** : I went out for a long walk with my mother. When we walked past the park, we saw some children playing soccer. We also noticed an outdoor picnic concert taking place in the park in the summer sun.
- Q-ty** : The weather was lovely over the weekend, wasn't it? So you must have enjoyed your walk.

### SPEAKING

#### 4. Read the dialogue again and choose the correct verb form without looking at the text above.

- Jane** : Did you have a nice weekend, Q-ty?
- Q-ty** : Yes, my father and I decided (1) to watch / watching live coverage of the PGA Championship, the flagship event of the European Tour, on TV. We enjoyed (2) to follow / following our favorite player, Tiger Woods. He learned (3) to play / playing golf as a child and he is now one of the most successful golfers. We always want (4) to watch / watching him (5) to win/ win golf tournament after golf tournament, because it is always enjoyable. How was your weekend, Jane?
- Jane** : I went out for a long walk with my mother. When we walked past the park, we saw some children (6) to play / playing soccer. We also noticed an outdoor picnic concert (7) to take / taking place in the park in the summer sun.
- Q-ty** : The weather was lovely over the weekend, wasn't it? So you must have enjoyed your walk.

### WRITING

#### 5. What's the verb pattern? Write the examples from the dialogue on the chart.

verb + -ing	verb + to + infinitive	verb + sb/ sth + infinitive (no to)*	verb + sb/ sth + -ing
(1)	<i>decided to watch</i>		
(2) <i>enjoyed following</i>			
(3)			
(4)			
(5)			
(6)			
(7)			

- NB: \* An infinitive phrase without to is called 'bare infinitive'.  
(sb=somebody; sth=something)

# Unit

## Twenty-three

### 6. Supply an appropriate form, gerund or infinitive, of the verbs in parentheses.

1. I don't mind (wait) ..... for you.
2. I can't afford (buy) ..... a new car.
3. Did Jane agree (go) .....out with you?
4. Sometimes students avoid (look) .....at the teacher if they don't want (answer).....a question.
5. The members discussed (postpone).....the next meeting until June.

#### Grammar Reference

##### Verb patterns (1)

- Gerunds (=the -ing form of a verb, e.g., playing, talking) can be used as the object of certain verbs. Common verbs followed by gerunds: *enjoy, mind, finish (=get through), quit (=give up), suggest, consider (=think about), mention, deny, delay, postpone (=put off), discuss (=talk about)*. These are not followed by a to-infinitive.  
 ✓enjoy + ~ing    xenjoy + to ~
- Some verbs are followed immediately by a to-infinitive. These are not followed by a gerund. Common verbs followed by to-infinitives: *decide, hope, promise, expect, want, agree, afford*.

### SPEAKING

### 7. What's the difference in meaning between sentences (a) and (b)? (a) He stopped smoking.    (b) He stopped to smoke.

#### Grammar Reference

##### Verb patterns (2)

- Some verbs, such as *stop, remember, forget, go on, and regret*, can be followed by either an -ing form(=gerund) or a to-infinitive, usually with a difference of meaning. The difference is connected with time. The -ing form refers to things that happen earlier; the to-infinitive refers to things that happen after. I remember seeing the Alps for the first time. (=remember something that happened in the past)  
I always remember to lock the door. (=remember to perform responsibility, duty, or task)
- Some verbs, on the other hand, can be followed by either a gerund or a to-infinitive with little or no difference in meaning. Common verbs in this group: *begin, start, hate, love*.  
It began to rain. / It began raining.  
NB: It was beginning to rain. (If the main verb is progressive, a to-infinitive is used.)



# Unit

## Twenty-three

### WRITING

#### 8. Supply an appropriate form, infinitive or -ing form, of the verbs in parentheses.

1. When I walked past the park, I saw some children (play) .....baseball.
2. I remember it clearly. At 10:30 last night, I saw Peter (walk) ..... to his car, (open) .....the door, and (get in).
3. Do you see Jenny (walk) .....down the street? Isn't that her, the woman in the white dress?

### Grammar Reference

#### Verb patterns (3)

- Perception verbs include *see (notice, watch, observe), hear (listen to), feel, smell*. These verbs can be followed by either *somebody/something + the infinitive form without 'to'* or *somebody/something + the -ing form*.
  - (a) We watched him win the game. (INCORRECT: We watched him to win the game.)
  - (b) We watched the rain falling on the roof.
- Sometimes there is a clear difference in meaning between the two forms.
  - (c) I heard a famous opera singer sing at the concert last night.
  - (d) When I walked into the apartment, I heard my roommate singing in the shower.

In (c): I heard the singing from beginning to end (completed action).  
In (d): The singing was in progress when I heard it. (action in progress)

### SPEAKING

#### 9. Now your teacher is going to ask you some questions.

#### Grammar Focus

- ◆ Verbs of perception
- ◆ Verb patterns: verb + -ing ; verb + to + infinitive ; verb + sb/ sth + infinitive (no to) ; verb + sb/ sth + -ing

### WRITING

#### Check 23 Word order

**Write the words in the correct order. Each sentence must begin with a capital letter.**

1. until /postponing / next / the / the / June / members / meeting / discussed / . /
2. Jane / with / out / agree / go / you / to / did / ? /
3. following / favorite / enjoyed / player / Tiger Woods / our / we / , / . /
4. a / as / golf / play / child / to / learned / he / . /

I'm happy to let him carry them.



## Target Language

- ❖ He is strong enough to lift heavy bags.
- ❖ That car is too expensive for me to buy.
- ❖ I had to have a hotel porter carry it.
- ❖ I let him carry them.

<Key Vocabulary>

### NOUNS

porter  
strength  
transportation

### ADJECTIVES

fortunate  
willing

### VERBS

involve  
lift  
handle  
need

POR TER



## LISTENING AND READING

1. Watch your teacher playing the roles of Q-rex and Erica .
2. Listen and repeat
3. Read and listen

# Unit

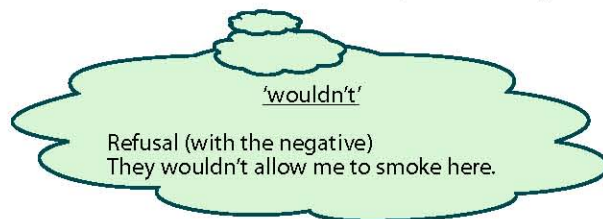
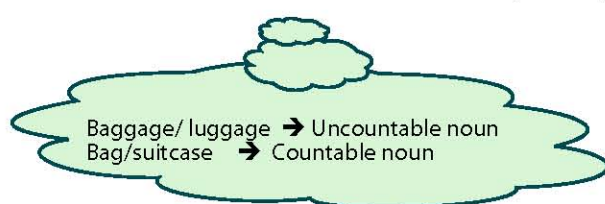
## Twenty-four

**Erica :** Can I ask you a question? What is a porter?

**Q-rex :** Well, Erica, a porter is someone who handles baggage at a hotel or transportation center. This job involves heavy lifting and so a porter's main skill is his strength.

**Erica :** In that case, I don't need a porter. When a bag is too heavy for me to lift, my big brother is always willing to help. He is strong enough to lift heavy bags and he wouldn't make me carry them. And it makes me happy to know that my big brother cares for me. And I'm glad that he does. So I let him carry them, of course.

**Q-rex :** You are lucky to have a brother who is strong. When I visited London last month, I had a really heavy suitcase. So I had to have a hotel porter carry it.



### WRITING

#### 4. Complete the sentences with to-infinitives.

1. She is lucky ..... a brother who is strong.
2. He is always willing .....me.
3. I was glad .....a letter from you.
4. Betty is afraid .....home alone.
5. We were sorry .....the bad news.

### SPEAKING

#### 5. Answer "yes" to the question. Use a to-infinitive phrase in your response.

**Example :** You saw your friend at the airport. Were you happy?

**Response :** Yes, I was happy to see my friend at the airport.

1. You went to Tasmania, Australia, last summer. You saw a Tasmanian devil there. Were you surprised?



2. You're going to take a test tomorrow. Are you prepared?
3. Q-rex has a lot of good friends. Is he fortunate?



# Unit

## Twenty-four

### Grammar Reference

#### Adjectives followed by to-infinitives

Certain adjectives can be immediately followed by to-infinitives. In general, these adjectives describe a person's feelings or attitudes.

*I was pleased to see Tom at the meeting.*

### WRITING

#### 6. Think of a negative result, and then complete the sentence with a to-infinitive phrase.

1. That car is too expensive. → (Negative result) I can't buy it. → *That car is too expensive for me to buy.*
2. It's too cold outside.
3. Latin is too difficult.
4. That box is too heavy.

#### 7. Think of a positive result, and then complete the sentence with a to-infinitive phrase.

1. That car is not too expensive. → (Positive result) I can buy it. → *I am rich enough to buy that car.*
2. It's not too cold outside.
3. Latin is not too difficult.
4. That box is not too heavy.

### Grammar Reference

#### Using to-infinitives with too and enough

**In the speaker's mind, the use of *too* implies a negative result.**

The suitcase is **too** heavy **for** me **to** lift. = The suitcase is too heavy, and I **can't** lift it.

**Enough follows an adjective.**

My brother is strong **enough to** lift the suitcase.

**Enough may precede a noun, or follow a noun.**

My brother has **enough** strength **to** lift the suitcase.

My brother has strength **enough to** lift the suitcase.

### WRITING

#### 8. Supply an appropriate form for each verb in parentheses.

1. Mr. White made his son ..... the windows before he could go outside to play. (wash)
2. Jack had his house ..... (paint)
3. Mrs. White got her hair ..... (cut)
4. I don't know if my boss will let me ..... the day off. (take)
5. The government TV commercials are trying to get people ..... smoking. (stop)
6. Mr. White got his chauffeur ..... the car. (wash)
7. Mr. White had his chauffeur ..... the car. (wash)

# Unit

## Twenty-four

### 9. Complete the sentences below using the correct form of the verbs 'let', 'make', 'have' and 'get'.

- Emily really wanted a cat, but her parents wouldn't .....her have a pet.
- I can't believe she .....you look at her holiday pictures again last night.  
We have to look at those stupid pictures every time we go to her place.
- My account manager requested a copy of that expense report, so I .....  
the courier take one over to her yesterday.
- Mr. White ..... his secretary call Ms. Jackson and reconfirm their  
meeting on Monday.
- How did you ..... the doctor to make a house call? I haven't heard of a  
doctor actually going to a patient's house in years.
- Cathy didn't want to wash her car, so with a little smooth talk she .....  
her boyfriend to wash it for her.

#### Grammar Reference

##### Verb patterns (4)

- Causative verbs are used when one thing or person causes another thing or person to do something.
- Basic causative structures

There are two basic causative structures. One is like an active, and the other is like a passive. These examples use the causative verb "have". The causative verb "have" is often used when speaking about various services.

- The active causative structure: Subject + have + person + **bare infinitive**  
Pat had Peter fix the car. (= Pat asked Peter to fix the car : Subject+ ask+ person + **to-infinitive**)
- The passive causative structure: Subject + have + thing + **past participle**  
Pat had the car fixed by Peter. (= Pat arranged for the car to be fixed by Peter.)

- Causative active:

- I had the mechanic check my brakes. (= I asked the mechanic to check the brakes.)
- I let the mechanic check my brakes. (= The mechanic was very keen on checking the brakes, so I allowed him to check the brakes.)
- I made the mechanic check my brakes. (= At first the mechanic wasn't keen, so I forced him to check the brakes.)
- I got the mechanic to check my brakes. (= At first the mechanic didn't think it was necessary, but I convinced him to check the brakes.)

- Causative passive: (No passive form for *let* or *make*)

- I had my brakes checked by the mechanic.
- I got my brakes checked by the mechanic.

- Sometimes causative 'make' can be followed by an adjective, instead of a bare infinitive.

- The news made them happy. : Subject + make + person + **adjective**

# Unit

# Twenty-four

## GRAMMAR MEMO

- Most infinitive phrases begin with **to**. We call such a phrase a 'to-infinitive'.  
Erica allows her big brother to carry her bags.
- An infinitive phrase without **to** is called 'bare infinitive'.  
Erica lets her big brother carry her bags.

## SPEAKING

10. Now your teacher is going to ask you some questions.

### Grammar Focus

- ◆ Adjectives followed by to-infinitives
- ◆ Using to-infinitives with too and enough
- ◆ Causative verbs

## WRITING

### Check 24 Word order

*Write the words in the correct order. Each sentence must begin with a capital letter.*

1. is / heavy / lift / the / me / for / to / suitcase / too / ./
2. painted / had / house / he / his / ./
3. lift / enough / bags / to / is / he / heavy / strong / ./
4. check / brakes / got / the / mechanic / to / I / my / ./



# Unit

# Twenty-five

Needing some money, I stopped at an ATM.



## Target Language

- ✦ Teaching English here in Cebu, I've made a lot of Japanese friends.
- ✦ Built in the seventh century, Horyuji is one of Japan's oldest temples.

<Key Vocabulary>

### NOUNS

destination  
Buddhist  
Buddhism  
temple  
accident  
geography

### VERBS

invite  
blossom  
spread

### ADJECTIVES

faithful  
silent



# Unit

# Twenty-five

## LISTENING AND READING

1. Watch your teacher playing the roles of Q-rex and Q-ty. They are on the phone.
2. Listen and repeat
3. Read and listen

**Q-rex** : Hi, Q-ty. I'm back in Cebu. Thanks for taking care of me while I was in London.

**Q-ty** : I'm always glad to see you, Q-rex. By the way, what's your next destination?

**Q-rex** : Having traveled to England, I'm planning to visit Japan next. Teaching English here in Cebu, I've made a lot of Japanese friends. Some of them invited me to Japan.

**Q-ty** : Which part of Japan would you like to see?

**Q-rex** : I'd like to go to Nara to see Horyuji.

**Q-ty** : What is Horyuji?

**Q-rex** : It's an important Buddhist temple in Nara. Built in the seventh century, Horyuji is one of Japan's oldest temples. From this temple Buddhism blossomed and spread throughout Japan.

## WRITING

### 4. Change the adverb clauses to adverbial phrases.

1. While Adrian was driving to work yesterday, he had an accident.
2. After I had finished my task, I took a walk.
3. As he has traveled widely, he has a good knowledge of American geography.
4. Because Henry needed some money, he stopped at an ATM (automated teller machine).
5. As she was unable to buy a car, she bought a bicycle.



# Unit

# Twenty-five

## Grammar Reference

### Participial constructions

(Reduction of adverb clauses to adverb phrases)

In Unit 22, we discussed changing adjective clauses to adjective phrases. Some adverb clauses can also be changed to adverb phrases.

- Normally, the subject of an adverb clause is the same as the subject of the main clause.\*

Adverb clause

Main clause

Because they knew him well, the people believed in him.

(1) Omit the conjunction\*\* → Because

(2) Omit the subject of the adverb clause → they

(3) Change the verb of the adverb clause to -ing → Knowing

ADVERB PHRASE → *Knowing* him well, the people believed in him.

<Don't forget to put a comma after the adverb phrase.>

- The above is an example of reducing adverb clauses of reason (conjunction: because, as) to adverb phrases.
- In place of clauses of time (such conjunctions as after, before, when);  
When I came home, I found the door unlocked. → *Coming* home, I found the door unlocked.
- In place of conditionals (if);  
If you turn left, you'll find the hospital. → *Turning* left, you'll find the hospital.
- In place of clauses of concession (though);  
Though he makes a lot of money, he is not happy. → *Making* a lot of money, he is not happy.
- In place of clauses expressing the idea of "during the same time" (while);  
While I was walking along the street, I met an old friend. → *Walking* along the street, I met an old friend.

\*It is usually considered a mistake to make sentences in which the subject of the main clause and the subject of the adverb clause are different and the latter is not expressed.

× Walking along the street, an idea came to me. (It sounds as if an idea was walking along the street.)

✓ *Walking* along the street, I had an idea.

However, there are some set phrases which break this rule.

✓ *Broadly speaking*, dogs are more faithful to man than cats.

In other cases, a participial phrase can be given its own subject. (This is called 'Absolute participial construction'.)

As life is short, we should not waste time. → *Life being* short, we should not waste time.

Sometimes, the subject is introduced by 'with' when the participial phrase expresses 'accompanying circumstances'. (This is called 'Prepositional absolute participial construction'.)

He walked on in the woods, *with his dog following him*.

\*\*You can keep such conjunctions as 'when', 'after', 'before', 'while'.

After I talk to you, I always feel better. → *After talking* to you, I always feel better.

- If the action in the main clause takes place after the action in the adverb clause, we use 'having + past participle'

After I had finished my work, I went home. → *Having finished* my work, I went home.

- You can omit 'being' and 'having been'.

When the baby was left alone, she began to cry. → *(Being) Left* alone, the baby began to cry.

As he was born and brought up in England, he speaks English fluently. → *(Having been) Born* and brought up in England, he speaks English fluently.

- Negative words, such as 'not', 'never', are put before the participle.

Because he didn't want to hurt her feelings, he didn't tell her the bad news. → *Not wanting* to hurt her feelings, he didn't tell her the bad news.



# Unit

## Twenty-five

### WRITING

#### 5. Change the participial constructions to adverb clauses.

1. Living next door to him, I often see him.
2. Living next door to him, I seldom see him.
3. Having traveled to England, I'm planning to visit Japan next.
4. Teaching English here in Cebu, I've made a lot of Japanese friends.
5. Built in the seventh century, Horyuji is one of Japan's oldest temples.

### SPEAKING

#### 6. Read the following sentences. Discuss the meaning of the sentences with your teacher.

1. Not knowing what to say, I kept silent.
2. Turning left, you'll find the church.
3. Coming home, I found the door unlocked.
4. Having seen that movie before, I don't want to go again.

#### Grammar Focus

- ◆ Participial constructions

### WRITING

#### Check 25 Word order

*Write the words in the correct order. Each sentence must begin with a capital letter.*

1. bought / to / buy / bicycle / car / unable / she / a / a / , / . /
2. don't / again / movie / before / to / seen / go / that / want / having / I / , / . /
3. ATM / at / money / some / stopped / an / I / needing / , / . /
4. Japan / England / traveled / planning / having / am / to / I / next / to / visit / , / . /

# Progress Check

## I. Combine the sentences, using the relative adverb 'when'.

1. 2011 is the year. Prince William and Kate Middleton married then (in that year).
2. Friday is the day. His father will retire then (on that day).
3. Do you remember the day? We first met then (on that day)
4. The early morning is the time. I work best then (in the early morning).

## II. Combine the sentences. Use the second sentence as an adjective clause.

1. Mike got promotion. That surprised all of his co-workers.
2. There was an accident on the M1 motorway. That means I'll be late to work this morning.
3. Jack is going to give up his evening job. That will give him more time to spend with his family.
4. His grandfather is going to have an electric wheelchair soon. It will be a great help to him.
5. Betty has decided to study abroad. It will be an interesting experience for her.

## III. Change the adjective clauses to adjective phrases.

1. Do you know the girl who is talking to our teacher?
2. The people who are waiting for the bus in the rain are getting wet.
3. Any student who wants to come to the party is welcome.
4. She is the most famous Argentine concert pianist, who was born in 1941 in Argentina.
5. The children who attend that school receive a good education.
6. Jason's mother comes from a city which is located in the southern part of Spain.
7. Martha Argerich, who is the most famous Argentine concert pianist, was born in 1941.
8. Two-thirds of those who are arrested for car theft are under twenty years of age.

## IV. Supply an appropriate form, gerund or infinitive, of the verbs in parentheses.

1. I don't mind (wait) ..... for you.
2. I can't afford (buy) ..... a new car.
3. Did Jane agree (go) .....out with you?
4. Sometimes students avoid (look) .....at the teacher if they don't want (answer).....a question.
5. The members discussed (postpone).....the next meeting until June.

## V. Supply an appropriate form for each verb in parentheses.

1. Mr. White made his son ..... the windows before he could go outside to play. (wash)
2. Jack had his house .....(paint)
3. Mrs. White got her hair .....(cut)
4. I don't know if my boss will let me..... the day off. (take)
5. The government TV commercials are trying to get people .....smoking. (stop)
6. Mr. White got his chauffeur .....the car. (wash)
7. Mr. White had his chauffeur .....the car. (wash)