



# Teaching Guide

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# Introduction

## **Welcome to *Grammar Club*!**

*Grammar Club* is a lively and engaging grammar series for primary students. The book has ten six-page units, each with its own theme. Students follow four friends—members of the Grammar Club—through the book as they explain and use new grammar structures in familiar contexts. This is supported by delightful illustrations, enabling the students to see how the new language is used in everyday life. In *Grammar Club*, grammar really comes to life!

The first page of each unit provides a useful overview of the unit's content. At the top is a context-setting picture, showing members of the Grammar Club using a sample of the language to be presented. Teachers can encourage students to talk about this picture, for example, discussing where the character in the picture is and what he or she is doing and saying, and identifying things they can see in the picture.

This is followed by an activity introducing key vocabulary. This activity establishes the theme of the unit, and the language presented through the unit follows this theme.

Also on the first page of each unit is a grammar box—a simple and concise explanation of the language structures introduced in the unit, with example sentences. This summary is designed for teachers and students alike. Students may want to refer back to it while completing exercises. Teachers will find it useful to refer to throughout the lesson.

This is followed by four pages of activities that introduce the new structures and provide practice in using them. There is a wide and stimulating variety of activities, including drawing activities and puzzles as well as written exercises. The activities are graded within each unit, giving students the opportunity to develop skills and then use the language they have learned with confidence.

Each unit finishes with a Review page, covering the main structures of the unit. The Review page also contains personalised activities in which students write about themselves using the structures they have learned.

At the end of the book, students complete Grammar Round-up, a review activity covering all ten units. The answers for Grammar Round-up are provided in the Student's Book so students can check their own work. They can then fill out a *Grammar Club* certificate saying they are members of the club. You might like to sign this certificate for them.

This Teacher's Guide contains step-by-step guidance to help you use the Student's Book effectively with your class. The language structures, sample language and key vocabulary for each unit are provided as well as the answers to all questions. There are also two review tests: Test 1 reviews Units 1 to 5, and Test 2 reviews Units 6 to 10. These tests may be photocopied for classroom use or self-study.

We hope you find *Grammar Club* an enjoyable and stimulating resource for your classroom.

# Scope and sequence

## Structures

## Sample language

## Key vocabulary

### Unit 1

Page 9

**Finite and non-finite verbs**

Finite verbs  
Kinds of non-finite verbs

We performed well at the music festival.  
We must perform well at the music festival.  
We need to practise hard for that.

perform, practise, season, festival, competition, want to, need to, have to, must, complete, decide, participate, choose, invite, agree, observe

### Unit 2

Page 15

**Gerunds and participles**

Kinds of non-finite verbs  
Gerunds  
Participles—  
Present participles  
Past participles

Walking is good for one's health.  
I like walking.  
I get to see the sunrise, walking on the beach.

plucking, managing, mending, making fun of, expecting, disappointed, improving, overcome, forsaken, encouraged, defeated, annoyed

### Unit 3

Page 21

**Future time**

Future time  
The simple future  
The future progressive  
The future perfect

I will start karate lessons in May.  
I will be attending a coaching camp for cricket from October.  
By October, I will have completed two levels of training in karate.

will attend, will be attending, will have completed, by, going to, arrive, board, weed, migrate, increase, enroll, announce, ripen, cheer, check in, believe, suffer

### Unit 4

Page 27

**Subject-verb agreement**

Singular and plural subject  
Compound subject  
Noun phrases as subject  
Collective nouns as subject  
Indefinite pronouns as subject

My brother and sister go to the same school.  
A basket of flowers was delivered...  
A lot of people in our town like plays.  
Somebody has to do the lighting.  
The audience was bored.  
The audience was asked to be in their seats by 7 p.m.

costumes, organiser, plan, carefully, stage lighting, audience, theatre, attendant, committee, crew, spectators, information

### Unit 5

Page 33

**Modals (revision)**

**can / could**  
**may / might**  
Negative forms  
**must**  
**shall / should;**  
**will / would**

You must sing for us.  
I can't sing very well.  
I dare not sing aloud.

permission, ability, possibility, request, formal, unsure, hesitant, certain, likely, probable, necessary, compulsory, inference, intention, resolve, suggestion

## Structures

## Sample language

## Key vocabulary

### Unit 6

Page 41

**Phrases and clauses** (revision)

Phrase  
Adjectival phrase with preposition and with participle  
Adverbial phrase  
Noun phrase  
Gerund phrase  
Clause  
Converting a phrase into a clause

This aircraft with a beaked nose...  
...behind the house  
...in the white sari  
...because of the rain  
...in spite of his century  
...wearing huge earrings  
The only thing which flies faster than a Concorde is...

meaningful, ahead, opposite, beyond, in spite of, despite, although, while, oppressive, humidity, dangling, sense, distorts, prohibits, useless burden, fascinated, unidentified

### Unit 7

Page 47

**Co-ordinating conjunctions**

**and  
but  
or**

I play tennis and my friend Hina plays hockey.  
You love to talk but Raheel is quiet.  
Should I take the bus or go by train?

go together, contrast, reasonable, choice, collapsed, composition, exhibition, expression, falter, graceful, desolate, prescribed, rounded off, consult, overcast,

### Unit 8

Page 53

**Subordinating conjunctions**

**because  
although  
when  
while**

I hate this city because it is so crowded.  
I love this city although it is so crowded.  
The spectators cheered when the batsman hit a six.  
She read a book quietly while her family watched television.

thrive, fertile, opening scene, agitated, survived, severe, avoid, pursue, secure, stalled, forgetful, interrupts

### Unit 9

Page 59

**Relative clauses**

Defining and non-defining relative clauses with **who, which / that**

The player who scored the winning goal was David Beckham.  
Have you heard of the famous football player David Beckham, who married one of the Spice Girls?

describe, specific, additional, distinction, separating, inherited, architect, embedded, set off, effective, rousing, victorious

### Unit 10

Page 65

**Conditionals** (revision); **the third conditional**

The first and the second conditional – revision  
The third conditional

If the rain lets up, I shall meet you this evening.  
If I went to Islamabad, I would stay with my cousins.  
If I had been a space tourist, I would have bought land on Mars.

condition, promise, real, unreal, impossible, in case, provided that, on condition that, space tourist, satellite, definitely, resemble, identify, warned, drenched, precaution, drought



## Finite and non-finite verbs

We must perform well.

Our band has been invited to perform at the music festival this season.

We need to practise hard for that.



In this unit we look at finite and non-finite verbs.

A finite verb is a verb that changes its form when the tense is changed.

*Hina **comes** here once a week.*

*Hina **came** here twice last week.*

*Hina **will come** here again next week.*





## 1 Finite and non-finite verbs

Finite verbs change their form according to tense, number or person.

Nazia **sings** sweetly.

Raheel and Alex **play** football in the playground.

Alex **wakes up** at 6 o' clock every day.

Our band **has been invited** to the music festival this season.

### A. Circle the finite verbs in these sentences.

1. The children **sang** funny songs in the bus.
2. Rachel **cleans** her room every week.
3. Salma **will visit** her grandmother next month.
4. The film star **waved** to the crowd from the window.
5. Wasif **is distributing** sweets to all the children in the hall.

Non-finite verbs do not change. But non-finite verbs cannot exist on their own.

We **perform** well in the concert. *X*

We **must perform** well in the concert. ✓ (non-finite)

We **practise** hard for that. *X*

We **need to practise** hard for that. ✓ (non-finite)

### B. Tick the finite verbs and circle the non-finite verbs in these sentences.

1. I saw a man **riding** a horse. ✓
2. The teacher refused **to accept** the gift. ✓
3. **Hearing** the noise, she ran to the window. ✓
4. The policeman asked him for his licence.

5. She ~~wrote~~ a long letter to her uncle. ✓  
 6. He played chess all day. ✓  
 7. The competition is due (to start) in July. ✓

**C.** Rewrite the following by changing the non-finite verbs into finite verbs. Use the words in the box.

is    have    are    is    wants

1. The boys to go for their hockey practice now.

The boys have to go for their hockey practice now.

2. Lubna to learn French next year.

Lubna wants to learn French next year.

3. The cat chasing the mouse.

The cat is chasing the mouse.

4. Our teachers correcting our term papers.

Our teachers are correcting our term papers.

5. Salma to be ready for the oral examination.

Salma is to be ready for the oral examination.

There are three kinds of non-finite verbs—infinitives, gerunds and participles. In this unit we shall learn about infinitives. We shall learn about gerunds and participles in Unit 2.

An infinitive is a non-finite verb that expresses an action.

*Hina **sing** a song for us now. X*

*Hina **must sing** a song for us now. ✓*

*Nazia **to play** the guitar. X*

*Nazia **wants to play** the guitar. ✓*

## 1 Finite and non-finite verbs

**D.** Tick (✓) the correct sentences and cross (✗) the wrong ones. Say why they are wrong.

1. I sat down to read the newspaper after I finished my breakfast.
2. They made us to wait for an hour outside the door.  made us wait
3. The shopkeeper agreed giving me a huge discount for the books.  to give
4. Saira loves to solve mathematical puzzles.
5. Her parents have promised take her boating on Sunday.  to take her boating
6. We must have our meals on time.

An infinitive preceded by **to** is called a full infinitive. It is also called the **to-** infinitive.

*Hina loved **to watch** the rain.*

A bare infinitive is not used with **to**. It consists of only the verb.

*We heard her **hum** a tune.*

We use the bare infinitive without **to**

1. after modals (except **ought**).

*You should **decide** quickly or it will be too late.*

*We must **perform** well in the concert.*

2. after verbs like **made** and **let**.

*The gardener let us **pluck** the flowers.*

*His jokes made us **laugh**.*

**E.** Combine the following pairs of sentences by using non-finite verbs.

1. Abdul did not have enough paper. Abdul could not complete the assignment.  
Abdul did not have enough paper to complete the assignment.

2. Javeria practises very hard. Javeria wants to set a new record in the long-jump.  
Javeria practises very hard to set a new record in the long-jump.

3. Wasif went to Kaghan. Wasif wanted to visit the Lake Saif-ul-mulk.  
Wasif went to Kaghan to visit the Lake Saif-ul-mulk.

4. They drove a long distance. They wanted to watch the sunset.

They drove a long distance to watch the sunset.

5. Ahmed is too sick. Ahmed cannot go to school.

Ahmed is too sick to go to school.

**F. Insert these infinitives to complete the sentences given below.**

to choose

to decide

to rest

to walk

to participate

to work

1. Shehla wants to participate in the drawing competition held by the Arts Club.
2. Beena likes to walk bare-foot on the grass.
3. It was difficult to decide on the man of the match.
4. They decided to rest for a while before resuming their journey uphill.
5. Tanya had to work all through the night to complete the school project.
6. Will you help me to choose some books for the library?

**G. Complete these sentences with the correct form of the verb in brackets.**

1. You must brush (brush) your teeth every morning and night.  
She was asked to brush (brush) her teeth as soon as she got up.
2. He liked to listen (listen) to classical music.  
Could you be quiet and listen (listen) to what I have to say.
3. They made us wear (wear) a yellow badge before entering the stadium.  
We didn't have to wear (wear) a uniform in our school.
4. We agreed to help (help) them with the project.  
Could you help (help) me with this suitcase, please?
5. The team members gathered together to celebrate (celebrate) their victory.  
We can't celebrate (celebrate) this victory till our captain returns.

## Review

**A.** Underline the finite verbs and circle the non-finite verbs in these sentences.

1. The people on stage wore bright-coloured hats.
2. It is easy to fool Alex.
3. Jawad was skipping on the terrace when the phone rang.
4. Walking slowly, she reached home after dark.
5. I would like to borrow some books from the library.

**B.** Insert the correct form of the verb to make complete sentences.

write   look   play   drink   complete   observe

1. The nurse made me drink the bitter medicine.
2. You should let me complete this project today.
3. Do you want to observe the sky through this telescope?
4. She should look after her sick aunt.
5. Here are some suggestions but you might want to write about another experience.
6. We let them play for a while in the park.

**C.** Match columns A and B to form meaningful sentences.

A

B

- |   |   |                            |
|---|---|----------------------------|
| 1. When will you be ready               | — | a. to cry over spilt milk. |
| 2. The prices of these goods are likely | — | b. to stage the play?      |
| 3. They have asked for extra time       | — | c. to complete the work.   |
| 4. She knew it was useless              | — | d. to stay indoors today.  |
| 5. As it is raining heavily, we plan    | — | e. to go up next month.    |

I walk for an hour every morning.

Oh! Walking is very good for health.

I have other reasons too. I get to see the sunrise, walking on the beach.



In this unit we learn about gerunds and participles. The gerund is a verb that ends in **-ing**. It does the work of both a verb and a noun in a sentence.

**Walking** is very good for one's health.

I like **walking** on the beach.



## 2 Gerunds and participles

### A. Complete these with the **-ing** form of the verbs in the box.

cut    shop    read    mend    learn    visit

1. She likes reading stories with a twist at the end.
2. After cutting the cloth, the tailor proceeded to stitch it.
3. I am tired of visiting the same place every year.
4. She does her weekly shopping on Sundays.
5. The workers have not finished mending the roof.
6. Learning a new language is always great fun.

### B. Rewrite these sentences using gerunds (**-ing** form of the verbs).

1. Shahid went for a swim in the pond with his friends.  
Shahid went swimming in the pond with his friends.
2. I love to stroll on the beach at dawn.  
I love strolling on the beach at dawn.
3. He began to sing for the audience.  
He began singing for the audience.
4. They like to go out for dinner on Sundays.  
They like going out for dinner on Sundays.
5. To make fun of others is not good.  
Making fun of others is not good.

The participle is the form of a verb that ends in **-ing** or **-ed**. It does the work of a verb and an adjective in a sentence.

*I get to see the sunrise, **walking** on the beach.*

Participles that end in **-ing** and represent an action going on or incomplete are called **present participles**.

*I saw Nazia **playing** in the water.*



**C.** Complete these sentences using the present participle form of the verbs in the box.

look    howl    speak    shiver    cheer    build

1. Cheering loudly, the crowd rushed forward to greet the players.
2. Speaking in whispers, they moved silently to the other side of the room.
3. They heard a wolf howling in the distance.
4. The children had a nice time building castles in the sand.
5. Looking up at the sky, he spotted the bird.
6. Shivering in the cold, the little girl sat down on the pavement.

Both gerunds and present participles end in **-ing** but there is a difference between the two. Gerunds do the work of nouns and participles do the work of adjectives.

*The **crying** baby had to be picked up.* (used as an adjective – hence present participle)

***Crying** is good for the lungs!* (used as a noun – hence a gerund)

***Listening** to music, she fell asleep.* (used as an adjective-hence present participle)

*She is very fond of **listening** to music.* (used here as a noun hence a gerund)

**D.** Underline the gerunds and circle the participles in these sentences.

1. Raheel was tired of waiting for the bus.
2. He is interested in watching cricket.
3. Plucking flowers is forbidden in this park.
4. Running behind the bus, he sprained his ankle.
5. We saw a small boy chasing the ducks in the garden.
6. Managing a business is not very easy.

**E.** Join these pairs of sentences by making use of participles.

1. Those are my friends. They are playing cricket over there.  
Those are my friends, playing cricket over there.
2. I will meet the Prime Minister in Islamabad. I will return to Karachi.  
Meeting the Prime Minister in Islamabad, I will return to Karachi.



## 2 Gerunds and participles

3. We cooked extra food. We expected a lot of people.

We cooked extra food, expecting a lot of people.

4. She went to the kitchen. She smelt something burning.

Going to the kitchen, she smelt something burning.

### F. Circle the correct word.

1. Thank you for (to help / helping) me lift the bag.

2. She is very interested in (to swim / swimming).

3. I would like (to buy / buying) a new dress this month.

4. Do you enjoy (to play / playing) in the snow?

5. I am sorry (to hear / hearing) the news.

6. It is difficult (to find / finding) the ring in the dark.

### G. Tick (✓) the correct sentences.

1. Hoping for a miracle, she continued to pray.

To hope for a miracle, she continued to pray.

2. She decided against go for the trip at the last minute.

She decided against going for the trip at the last minute.

3. Not to know where to go, he stood still.

Not knowing where to go, he stood still.

4. Hissing loudly, the snake raised its hood.

To hiss loudly, the snake raised its hood.

5. They are about to start their journey uphill.

They are about starting their journey uphill.

### H. Complete these sentences with the correct phrases from the box.

improving your knowledge of English  
waking up early  
walking on the beach  
sailing around the world  
selling handmade shawls

1. Hina enjoys walking on the beach barefoot.
2. Waking up early in the morning gives you a good start to the day.
3. Improving your knowledge of English will help you communicate better with people.
4. She earns extra money by selling handmade shawls.
5. He dreams of sailing around the world in a sailing boat.

Participles that end in **-ed**, **-d**, **-en** or **-t** and represent a completed action or state, of the thing spoken of are called **past participles**.

**Shocked** at the news, Anum sat down and wept.



**I. Complete these sentences with the past participle of the verbs given in brackets.**

1. Filled with guilt, he surrendered himself to the police. (fill)
2. Forsaken by the world, she had nowhere to go. (forsake)
3. Encouraged by her parents, the girl tried again. (encourage)
4. Defeated by the champions, they returned home dejected. (defeat)
5. Annoyed at his behaviour, she complained to the Official. (annoy)

Participles that take the form **having + past participle** and represent an action as completed at some past time are called **perfect participles**.

**Having closed** the door, he opened the treasure-chest.



**J. Complete these sentences with suitable -ing, -ed or -en forms of the verbs in brackets.**

1. Having started early, she reached the office on time. (start)
2. We found the students comparing notes before the examination. (compare)
3. They saw many police cars parked all over the place. (park)
4. He began sweating profusely when the policeman walked in. (sweat)
5. Knowing fully well the consequences of his action, he went ahead with his plan. (know)

## Review

**A.** Underline the gerunds and circle the participles in these sentences.

1. He saw a farmer ploughing his field.
2. Driven by hunger, the poor boy fainted.
3. She is very interested in collecting recipes.
4. After standing in the queue for hours, he managed to get the autograph.
5. He sat under a tree laden with fruit.
6. Seeing a shadow outside the window, he stepped out to investigate.

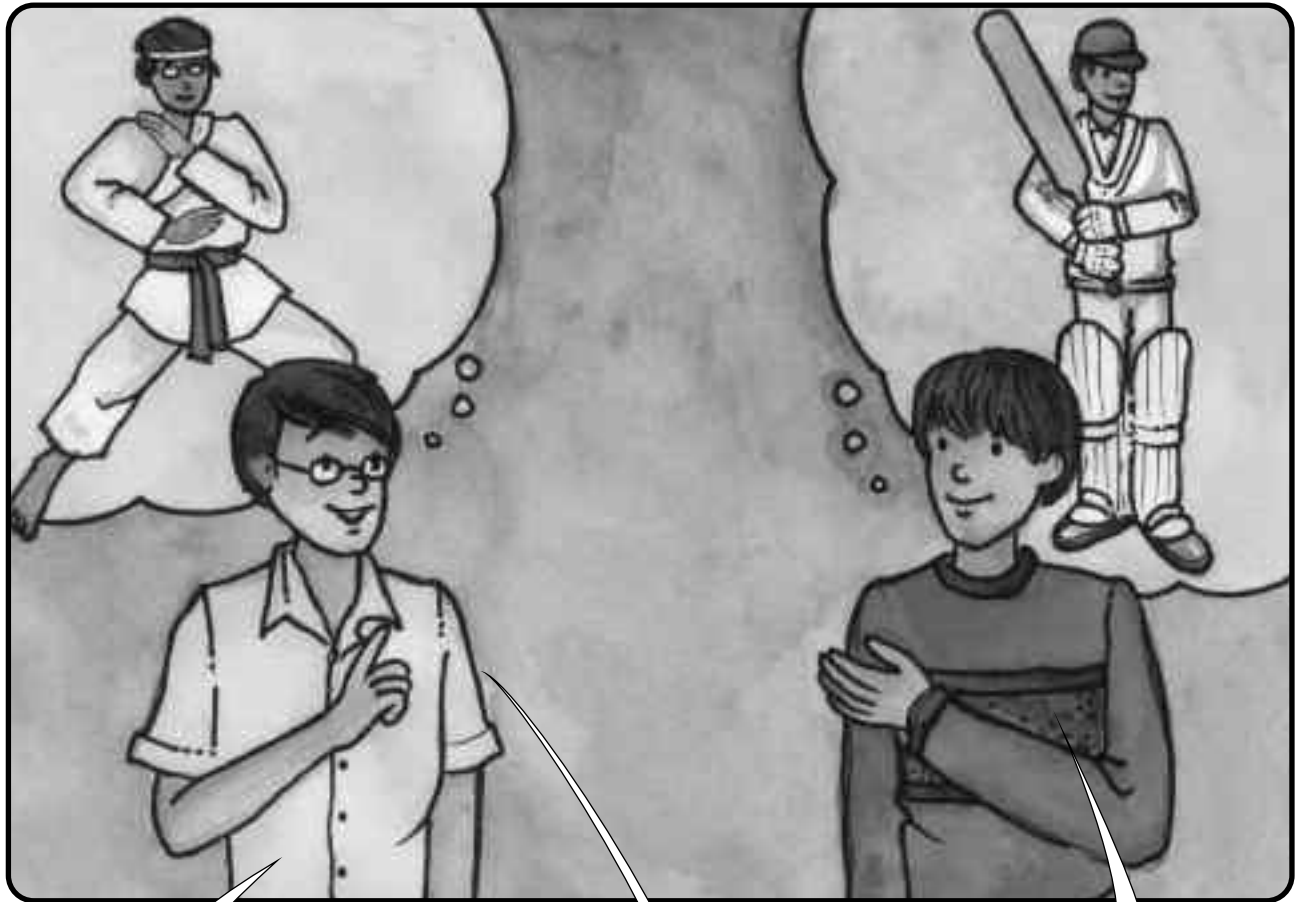
**B.** Join these sentences using participles.

1. He slept soundly. He woke up feeling very refreshed.  
Having slept soundly, he woke up feeling very fresh.
2. The team played well. They won the World Cup.  
Having played well, they won the World Cup.
3. The principal was busy. He could not meet us.  
Being busy, the principal could not meet us.
4. Hina thought about the problem. She found the answer.  
Thinking about the problem, she found the answer.

**C.** Complete these sentences with the correct form of the verb given in brackets.

1. She was very sorry when she heard the news of the accident.  
(hear)
2. Ali came running to me as I got off from the bus. (run)
3. The soldiers resumed their duty of guarding the borders of the country.  
(guard)
4. Laughing uncontrollably, she narrated the whole story. (laugh)
5. Having made up her mind, she marched confidently into the room.  
(make)

# Future time: the simple future/the future progressive/the future perfect



I will start karate lessons in May this year.

I will be attending a coaching camp for cricket starting from October.

By October, I will have completed two levels of training in karate.

In this unit we look at words used to indicate future.

We know that **will** and **going to** are used to indicate some action that will take place in the future.

*I **will start** karate lessons in May this year.*

*I am **going to visit** my grandmother in the country this weekend.*



**A. Use will or is going to with the verb to complete these sentences.**

1. The eclipse will darken the sky for a few minutes. (darken)
2. Nazia will finish her homework before she goes out to play. (finish)
3. Jamil is going to the concert with his friends next Sunday. (go)
4. The company will build another factory outside the town soon. (build)
5. He will revise his class notes before the exam. (revise)
6. Peter is going to watch the highlights of the match on TV tonight. (watch)

**B. Write answers in the future tense. Use the word in brackets.**

1. Q: When is Hamid going to board the train to Lahore? (tonight)  
A: Hamid is going to board the train to Lahore tonight.  
\_\_\_\_\_
2. Q: When will Sanya finish reading this novel? (next week)  
A: Sanya will finish reading this novel next week.  
\_\_\_\_\_
3. Q: When will the guests arrive? (in an hour)  
A: The guests will arrive in an hour.  
\_\_\_\_\_
4. Q: When is Moin going to attend the coaching camp for cricket? (next August)  
A: Moin is going to attend the coaching camp for cricket next August.  
\_\_\_\_\_
5. Q: When will Tahir tidy his cupboard? (on Sunday)  
A: Tahir will tidy his cupboard on Sunday.  
\_\_\_\_\_



We use the future continuous tense to show that an action will be going on in the future. The future continuous tense is used in this way:

**will be** + base form of verb + **-ing**

*I **will be attending** a coaching camp for cricket starting from October.*

*Ali and I **will be weeding** the garden at 4 pm.*

The future continuous tense can also be formed using **shall** for **I** and **we**, although it is more common to use **will** for all nouns and pronouns.

*I **shall be participating** in the drawing competition tomorrow.*

**C. Use the **will be** + **-ing** form of the verb to complete these sentences.**

1. Kamal will be learning (learn) a new language this school term.
2. My sister will be starting (start) school next year.
3. I will be visiting (visit) Japan next month for the sports meet.
4. We will be moving (move) to our farmhouse next week.
5. The girls will start decorating (start to decorate) the hall for the party at 5 pm.
6. The train will be leaving (leave) the station in a few minutes.

**D. Fill in the blanks with **will** or **will be**.**

1. Karim and Abdul will be going to Central Mall next week.
2. The lecture tomorrow will last for three hours.
3. I will meet you at the shopping mall tomorrow.
4. Ralph will return home for the holidays next year.
5. The men will rest for a while before resuming their journey.
6. The birds will be migrating south for the winter.

### 3 the simple future / the future progressive / the future perfect



We use the future perfect tense to refer to actions or situations which will be completed by a definite time in the future. The future perfect tense is formed in this way: **will have** + past participle of verb

*By October I **will have completed** two levels of training in karate.*

*Our train **will have reached** Bahawalpur by midday tomorrow.*

We use the words **already** and **just** with the future perfect tense to refer to actions or situations which will be finished by an approximate time in the future.

*By the end of this month, Nazia and Raheel **will have already finished** the project.*

#### E. Circle the correct answers.

1. Alex and his father (are playing / will be playing) hockey at the stadium tomorrow.
2. Our school term (was ending / will be ending) next month.
3. We (are going to buy / will be buying) a present for Mother.
4. By the year 2030, the world's population (will have increased / will be increasing) enormously.
5. Saira (will visit / visits) her sister at the hospital next Wednesday.
6. She (will have taught / will be teaching) in this school for ten years next June.
7. He (will be enrolling / enrolled) for a new course next year.

#### F. Fill in the blanks with the correct form of the verbs in the box.

reach      announce      ripen      attend      learn

1. She will be attending a wedding at the church tonight.
2. My sister will learn how to write when she starts school.
3. This parcel will reach Quetta tomorrow morning.
4. They will have announced the results of the match this time next week.
5. The mangoes on this tree will ripen by the end of next month.

**G.** Tick (✓) the sentences that talk about the future.

1. Aman and I are going to the funfair on Thursday.
2. Neelo washed the clothes and hung them out to dry in the sun.
3. I take my dog for a walk every day.
4. Mike will have cleaned up the house by the time the visitors come this evening.
5. Uncle Ahmed has been suffering from fever for the past three days.
6. Miss Mary will be teaching us fractions this week.
7. She will spend her pocket money on the latest video games.

**H.** Here is an artist's idea of what the world will be like in the future. Write a few sentences about it using the different forms of the future tense that you have learnt in this unit.



1. In the future, we will live in a world dominated by machines.
2. We will be travelling in superfast cars.
3. We will have built flyovers in the sky.
4. We will have aliens visiting us.
5. We will have built very tall skyscrapers reaching upto the sky.
6. We will have built restaurants in space.



# Review

## A. Write full sentences about their holiday plans.

- Nasir / attend / coaching camp for cricket  
Nasir will attend a coaching camp for cricket.
- Naila / visit aunt / Murree  
Naila will visit her aunt in Murree.
- Julie / go trekking / mountains  
Julie will go trekking in the mountains.
- Husain / practise / trumpet  
Husain will practise playing the trumpet.

## B. Fill in the blanks with the correct form of the verbs.

- My father will be waiting (wait) for me at the school gate in the evening.
- Faryal will be moving (move) to Hyderabad from Quetta by next June.
- The kitten was hiding (hide) under the bed when we spotted it.
- Carol has taken out the new Ludo set. We will be playing (play) a game after dinner.
- Sonia would have laid (lay) the table for dinner by the time we get home.
- Our school will host (host) the finals of the music competition next month.
- Press this button and you will hear (hear) music.

## C. Now write a few sentences about your own holiday plans. Add one sentence about your friend's plans too.

I will \_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

# Subject–verb agreement

Somebody has to do the stage lighting.

One of us has to organize the costumes.



Everyone has to sell tickets for the play.

Everything has to be planned carefully.

A lot of people in our town like plays.

In this unit we look at subject–verb agreement. As we know, every sentence must have a subject (a noun, a pronoun or a noun phrase) and a verb. When the subject is a noun phrase, we decide what form the verb must take by looking at the headword in the subject.



## 4 Subject–verb agreement

A headword is the noun that is the most important part of a noun phrase. If the headword is singular, the verb is in the singular. If the headword is plural, the verb is in the plural.

**The pile of books on the table belongs to the school library.**

**A basket of flowers was delivered this afternoon.**

**A lot of people in our town like plays.**

Two or more subjects (also called compound subjects) joined by **and** take a plural verb.

**My brother and sister go to the same school.**

**Do your brother and sister go to the same school?**

Two or more subjects consisting of singular nouns joined by **or / nor** take a singular verb.

**Either Janet or Joan has painted this beautiful picture.**

**Neither my brother nor my sister knows how to drive a car.**

**Has your brother or sister ever driven a car?**

Two or more subjects consisting of plural nouns joined by **or / nor** take a plural verb.

**Either the pilots or the in-flight attendants have to make an announcement.**

**Neither the pilots nor the attendants know what the problem is.**

**Do either the pilots or the attendants know what the problem is?**

If one of the subjects is singular and the other is plural then the verb agrees with the subject nearer to it.

**Either the pilot or the attendants have to help in this situation.**

**Neither the attendants nor the pilot is available right now.**

**A.** Complete these sentences with the correct form of the verb in brackets.

- Many kinds of flowers grow (grow) in this garden.
- Noodles and spring rolls are (be) my favourite food.
- The boy and his parents want (want) to buy tickets for a ride on the roller-coaster.

4. Neither the adults nor the child know (know) the rules.
5. No samosas or drinks are (be) available at this time.
6. The teacher and her students are planning (plan) to put on a play.

**B.** Complete these questions with the right words from the box.  
One word in the list may be used more than once.

are has do remind shop is snarl don't does

1. Does your cat always snarl at strangers?
2. Do you and your mother shop regularly at the supermarket?
3. Are the cricket matches on television interesting to watch?
4. Has the exam time-table been put up on the board?
5. Don't those people remind you of our former neighbours?
6. Is the cinema full or are there a few seats available?

**C.** Some of the underlined verb forms are incorrect. Correct them.

1. Do the car have enough petrol for the journey? Does
2. Has the announcement been made yet? ✓
3. The cars and scooters was parked in the large parking lot. were
4. I hope that man and his children realizes how noisy they are. realize ✓
5. The olive ridley turtles come ashore to lay their eggs in the sand. ✓
6. Is this invitation meant for us? ✓

We use a singular or plural verb with a collective noun depending on the context.

The collective noun takes a singular verb if it is thought of as a single unit.

*The committee **is expected** to take a decision by tomorrow.*

The collective noun takes a plural verb when the components of the noun are thought of individually.

*The audience **were asked** to be in their seats by 7 p.m.*

## 4 Subject–verb agreement

### D. Choose the correct word to complete these sentences.

1. Has / have your luggage been loaded onto the train?
2. The public have / has a right to know how decisions are being made in their name.
3. The police was / were informed of the accident.
4. The jury was / were convinced that he was not guilty.
5. The family enjoy / enjoys going out together on picnics.

### E. Tick the correct sentences. Correct the others.

1. The class is going on an excursion next week. ✓  
\_\_\_\_\_
2. The herd of cattle are walking in the middle of the road, blocking the traffic.  
The herd of cattle is walking in the middle of the road, blocking the traffic.  
\_\_\_\_\_
3. The board of directors is divided on the issue of examinations reform. ✓  
\_\_\_\_\_
4. There is a large flock of storks nesting on the treetops on this island. ✓  
\_\_\_\_\_
5. A pack of playing cards cost around Rs 50 these days.  
A pack of playing cards costs around Rs 50 these days.  
\_\_\_\_\_
6. The crew are unhappy with the increase in pay; they expected better rewards.  
The crew is unhappy with the increase in pay; it expected better rewards.  
\_\_\_\_\_

### Indefinite pronouns and agreement

Many indefinite pronouns such as **anyone, everyone, anybody, somebody, everybody, anything, everything, something, nobody, nothing, either** and **neither** are singular in form, though plural in meaning, and all of them take a singular verb.

**Anybody is** welcome to join the Drama Club.

**Somebody has to do** the stage lighting.

**Everyone has to sell** tickets.



## F. Complete these sentences with the correct form of the verb in brackets.

1. Nobody wants (want) to help the organizers of the concert by selling tickets.
2. Do you know whether anything has (have) come for me in the post?
3. Something happens (happen) every time I visit the zoo; I come away feeling angry.
4. Neither of them know (know) what the problem is.
5. Nothing is being done (be) done about my complaint to the bank manager yesterday.
6. Somebody has been cleaning (clean) this room every morning, I don't know who.

Certain words like **any, more, most, enough, none, plenty, all**, etc can be either singular or plural. They go with a singular verb when they refer to one person or a part of something.

*Is there any food left? No, there is none.*

*There is plenty of food left.*

*Most of the work was done by the students themselves.*

They go with a plural verb when they refer to a number of individual things.

*Most of the people in this village are craftspeople.*

*There are enough reference books in the library for all the children in the class.*

*None of these books belongs to me.*



## G. Circle the correct word to complete these sentences.

1. There was / were more spectators at the match than I had expected.
2. All of them has / have brought their identity cards with them.
3. Most of the homework we have been given today is are oral, not written work.
4. There is are not enough milk in the fridge for ten cups of coffee.
5. Plenty of foodstuff is are stored in this large cupboard.
6. Was / Were there any information on the dates of the film festival?

Note:

Some nouns ending in **s** take singular verbs.

*news, mathematics, measles*

Other nouns ending in **s** take plural verbs, even if they refer to one thing or a pair.

*spectacles, trousers*



## Review

### A. Add suitable verbs.

1. Where are the spectacles I bought yesterday?
2. What is the latest news about the elections?
3. Everyone in this group is concerned about the noise pollution in this area.
4. Several dancers are in the village festival.
5. Most young people have a tendency to spend long hours at the computer.
6. The students, along with their parents, have been invited to the Annual Day celebrations.
7. Red and black are two of the strongest colours.
8. The army has taken over the relief operations in this quake-hit area.
9. There are more cars on the roads today than a couple of years ago.
10. Six months is not enough time to learn a new language.

### B. Circle the correct word to complete these sentences.

1. Does Do your children always feel shy in the presence of strangers?
2. Do / Does each student have a copy of the brochure which we handed out?
3. Are / Is they still interested in getting tickets for the film?
4. Was / Were neither the cashier nor the manager aware that the cheques had been misplaced?
5. Aren't / Isn't the information in this news programme dated?
6. Doesn't / Don't Saneela and Jawaid know that the work is interesting?
7. Haven't / Hasn't the family or the newly wed couple got any recent photographs of the wedding?
8. Does / Do he realize that he has made a mistake?
9. Are / Is the heat and the dust bothering you?
10. Doesn't / Don't Kazim and his cousin go to the same school?



In this unit we look at modals.

We use words like **can / could, may / might, must, shall / should, will / would** along with a base verb to express different meanings. These words are called **modals**.

### **can / could**

We use **can / could** to

1. ask for permission.
2. request for help.

(**Could** is more polite than **can**.)

**Can / Could** *I use your computer to check my mail?*

**Can / Could** *you tell me how to get to the bus-stop?*







We use **can / could** to express that something is possible in the present and in the future.

*I **can** wait until you finish your work and then drive you home.*

*I **could** wait until you finish your work... (we use **could** to show that we are more hesitant or unsure)*

We use **can** to refer to the ability to do something. **Could** is used as the past tense of **can** – it means the ability to do something in the past.

*Nadir **can** ride a motorbike now.*

*He **could** ride a bicycle when he was six years old.*

**A. Insert **can** or **could** in the right place.**

1. Yesterday she <sup>could</sup> do the high jump easily.
2. **Could** I speak to the principal, please?
3. We **could** hold a meeting to arrive at a decision.
4. Ms Kiran, **can** I have a word with you?
5. **Can** you do your own project without any help.

**B. Read these sentences and note in what sense **can / could** is used. Mark **P** for **permission**, **R** for **request**, **A** for **ability** and **PO** for **possibility**.**

1. Can we bring the dog into your house?   P
2. I could check the Internet to find out more about migraine.   PO
3. She can paint portraits very well. Let's ask her.   A
4. Can you read without your glasses?   A
5. Could you pass me that magazine?   R
6. These footprints could be those of a trespasser.   PO
7. You can go home early if you are feeling unwell.   P



**may / might**

We use **may** and **might** to ask for permission in a more formal manner. (In fact, we use **might** when we are a little unsure or hesitant.)

***May** I go home now?*

***Might** I ask you to please address the gathering?*

The response is usually with **may**, and not with **might**.

*Yes, you **may** go now. / No, you **may not**.*

We also use **may** to offer help.

***May** I get you something warm to cover yourself?*



2. It doesn't look like rain; these clouds will be dispersed by the wind. *mightn't*
3. He was not able to see very well, but his vision has improved after the surgery. *couldn't*
4. Shahin is unlikely to complete the project before she leaves for America. *mightn't*
5. To ask her to travel without a reservation does not seem to be a good idea. *mightn't*

### must

We use **must** to mean that something is compulsory or necessary.

*I **must** get the leak in the roof repaired before noon.*

In a question, we use **must** like this.

***Must** I wear the school uniform even on Saturdays?*

We also use **must** to mean that something is sure to be true. We make an inference.

*They look so alike. They **must** be twins.*



### F. Insert **must** in the correct place and write **N** for necessity and **I** for inference.

1. That is a nasty wound. It **must** be very painful.   I
2. We **must** plan to reach Lahore by 9 a.m. since the meeting is at 11.   N
3. **Must** we fetch the doctor now; can't we wait a day or two?   N
4. It **must** be raining somewhere outside the city, the sky is overcast.   I
5. Why **must** we attend this programme when it is certain to be boring?   N

### shall / should; will / would

We use **shall** and **will** in these ways:

1. to show that an action or event is strongly possible

**Shall** is used with **I** and **we**.

*He **will** feel less tired after he gets some sleep.*

*I **shall** feel better if I have a cold shower.*

2. to show that one intends to do or say something

*I **shall** / We **will** write to thank him for his generous gesture.*

*I **shall** / We **will** help her with the arrangements for the meeting.*

We also use **shall** to mean an order or to communicate a strong resolve.

*He **shall** be punished for his action.*

*We **shall** ensure that the protest is peaceful.*

We use **shall** in questions to suggest something.

***Shall** we stop for a bite on the way?*





We use **should**:

1. to show that an action or event is probable.  
*This **should** be an interesting match because it is a tie-breaker.*
2. to show that something has to be done because it is right or proper.  
*We **should** always be polite when we take messages on the phone.*
3. in questions to ask for advice.  
***Should** I pack warm clothes for Karachi in November?*

We use **will** or **would** to request help.

***Will / Would** you do me a favour?*

We can also make an offer like this.

***Would** you like to buy these wooden dolls?*

### G. Complete these sentences with **will** or **shall**.

1. We shall not be in tonight, so could you call tomorrow morning?
2. I shall get some rest before I start practising my music.
3. You will enjoy watching this film, it has a very unusual twist at the end.
4. Umair and his family are on their way to Multan. They will arrive by six o'clock.
5. Shall I help you find a taxi?
6. He shall pay the price for his carelessness.

### H. Underline the incorrect sentences and rewrite them correctly.

Sonia: Thanks for the coffee. Must I go now. I must go now.

Hira: You are welcome. You will call me when you get home? Will you call me when you get home?

Sonia: Of course. Will you give my regards to your parents, please?

Hira: Sure. Will I also give your regards to my sister? I will also give your regards to my sister.

Sonia: Yes, she must have forgotten me by now.

Hira: I'm sure she hasn't. You will talk to her sometime. You can talk to her sometime.

Sonia: When might I do that?

Hira: Would you call her later tonight? I would tell her. I will tell her.

Sonia: Okay, then. Bye!

## Review

### A. Choose the correct word from the brackets.

Dear Wasif,

Well-done! Your results are amazing! Your family (~~must~~/ shall) be thrilled.  
(Should / ~~Would~~) you convey my congratulations to them too, please?

I (would / ~~shall~~) take my music exams this year. My teacher says  
I (must / ~~should~~) be able to pass them easily but I want to excel. I (would / ~~must~~)  
work very hard. (Shall / ~~Will~~) you share some of your ideas with me as to how  
I can prepare for them?

I am really happy to know you (~~will~~/ shall) be here for your holidays.  
(We would / ~~shall~~) enjoy ourselves for a whole week before going back  
to hard work. Father says we (~~should~~/ would) play as hard as we work!

Bye for now,

Jamil

### B. Circle the correct sentences. There may be more than one correct answer.

1. a. Must be you are running a fever?  
b. You must be running a fever?  
c. ~~You must be running a fever.~~
2. a. Would Komal take Bina to school?  
b. ~~Komal shall take Bina to school.~~  
c. ~~Komal should take Bina to school.~~
3. a. ~~The monsoon will set in soon.~~  
b. Shall the monsoon set in soon?  
c. ~~Will the monsoon set in soon?~~
4. a. ~~Boys must learn how to do housework.~~  
b. Boys would learn how to do housework.  
c. ~~Should boys learn how to do housework?~~
5. a. ~~Would you like to read the latest *Harry Potter*?~~  
b. ~~I shall lend you the latest *Harry Potter* to read.~~  
c. You would like to read the latest *Harry Potter*?

# Test 1

## A. Underline the finite verbs in these sentences.

1. She walks to school every morning.
2. The bird caught a fish in the stream.
3. They will run around the track twice.
4. The tennis player drank some water before the match.
5. The baby coughed a lot this morning.

## B. Combine the following pairs of sentences using infinitives.

1. Amir went to Kohat last month. Amir wanted to visit his relatives.  
\_\_\_\_\_
2. Angela was too sleepy. Angela did not prepare for her examination.  
\_\_\_\_\_
3. Nadir wanted to join a band. Nadir practices his songs.  
\_\_\_\_\_
4. She ran all the way home. She wanted to watch her favourite programme on television.  
\_\_\_\_\_
5. Neelo did not have enough ink in her pen. Neelo did not complete her assignment.  
\_\_\_\_\_

## C. Circle the gerunds and underline the participles in these sentences.

1. They do not appreciate his whistling.
2. Travelling may satisfy your need for new experiences.
3. The crying girl had lost her dog.
4. She hurried away from the wrecked truck.
5. She was arrested for speeding.

## D. Fill in the blanks with the correct form of the verbs.

1. Faisal \_\_\_\_\_ (hear) about the incident when he returns.
2. Hadiqa Kayani \_\_\_\_\_ (judge) the Singing Competition next week.
3. When you arrive, I \_\_\_\_\_ (clean) the apartment.

4. By next May, I \_\_\_\_\_ (receive) my certificates.
5. When you get to Islamabad, my sister \_\_\_\_\_ (show) you around the city.

**E. Tick the correct sentences. Correct the others.**

1. Either the principal or the chief administrators of the school is going to make this decision.  
\_\_\_\_\_

2. Some of his paintings appear strange.  
\_\_\_\_\_

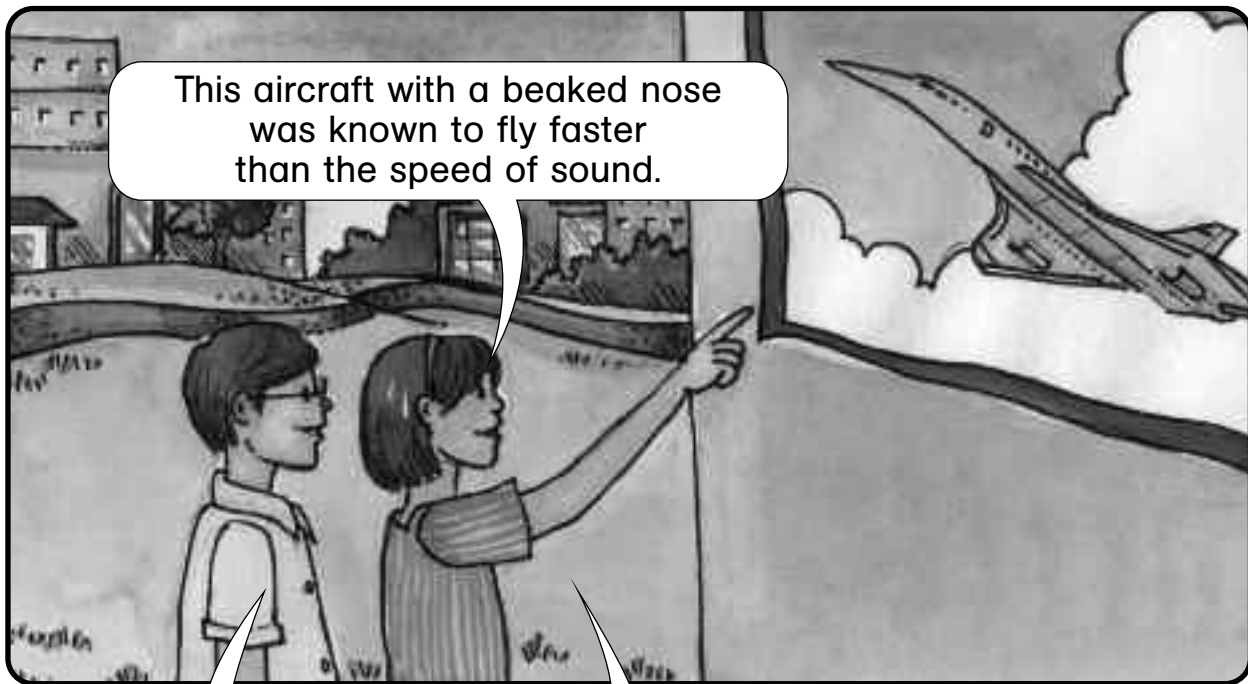
3. Everyone appointed to serve in the committee have to be aware of the responsibilities.  
\_\_\_\_\_

4. Sawera, together with her friends, presents a strong case against animal cruelty in today's discussion.  
\_\_\_\_\_

5. One-third of the students is against the assigning of homework.  
\_\_\_\_\_

**F. Tick the correct sentences.**

1. a. Can you play the piano?  
b. You may play the piano?
2. a. We could go for a walk this evening.  
b. Can we go for a walk this evening?
3. a. Your father can not like the gift you have chosen.  
b. Your father may not like the gift you have chosen.
4. a. When shall we come and see you?  
b. When will we come and see you?
5. a. Will the boy be late again?  
b. The boy could be late again?



Faster than sound?  
I don't believe it!

Yes, the only thing which flies  
faster than a Concorde is  
perhaps a rocket.

In this unit we look at how to use phrases.

*This aircraft **with a beaked nose** was known to fly faster than the speed of sound.*

We also look at how to use clauses.

*The only thing **which flies faster than a Concorde** is perhaps a rocket.*

G



We know that a phrase is a meaningful cluster of words. It does not have a finite verb.

...*the garden **behind the house***

...*the woman **in the white dress***

...*cancelled **because of the rain***

...*lost the match **in spite of his century***

...*girl **wearing huge earrings***

G

We know that a clause is also a meaningful group of words.

But unlike the phrase, a clause has a subject and a predicate.

The subject has a noun and other words that go with the noun.

The predicate has a finite verb and the words that go with it.

However, a clause (like a phrase) cannot stand on its own and is not a complete sentence.

G

**A.** Compare these clauses with the phrases in the box above. Underline the subject and circle the finite verb.

1. the garden which is behind the house
2. the woman who is wearing a white dress
3. cancelled because it started to rain heavily
4. lost the match though he scored a century
5. girl who is wearing huge earrings

**B.** Underline the phrases in these sentences.

1. We live in the house opposite the park.
2. My sister is the girl in the pink shalwar kameez.
3. They wanted to go on a long drive beyond the mountains.
4. Two big lorries blocked the road ahead of us.
5. I admired the view from the top of our building.

**C.** Say if the underlined parts of the sentences are phrases or clauses.

1. She waited while I talked to my friend on the phone.  
clause
2. Talking to my friend on the phone, I realised that it was getting late for school.  
phrase
3. The match which was held at this stadium ended in a draw.  
clause
4. The match at the stadium was very exciting.  
phrase
5. The little boy in a clown's costume is my nephew.  
phrase
6. The little boy who won the fancy dress competition is my nephew.  
clause

**D.** Rewrite these sentences changing the phrases into clauses.

1. We visited an ancient ruin near the jungle.  
We visited an ancient ruin which was near the jungle.  
 \_\_\_\_\_  
 \_\_\_\_\_
2. He played well despite his injury.  
He played well though he was injured.  
 \_\_\_\_\_  
 \_\_\_\_\_
3. The weather is oppressive because of the humidity.  
The weather is oppressive because it is humid.  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Everyone staying around here is invited.  
Everyone who is staying around here is invited.  
 \_\_\_\_\_  
 \_\_\_\_\_
5. She is the mother of the boy performing in tonight's concert.  
She is the mother of the boy who is performing in tonight's concert.  
 \_\_\_\_\_  
 \_\_\_\_\_



### Kinds of phrases

Here are some kinds of phrases:

1. **adjectival phrase with prepositions** (doing the work of an adjective)  
*the dog **with a collar**;*  
*the hill **behind the house***
2. **adjectival phrase with -ing participle** (doing the work of an adjective)  
*the woman **wearing a white sari**;*  
*the man **running the marathon***
3. **adverbial phrases** (doing the work of an adverb)  
*is popular **because of its song sequences**;*  
*is popular **despite the poor acting**; has been acting **since five years ago***
4. **noun phrases** (doing the work of a noun)  
***the big, black dog**;*  
***two dozen wooden crates***
5. **gerund phrases** (doing the work of a gerund)  
***Working long hours** is tiring.*  
*The law prohibits **hunting of tigers**.*

### E. Underline the phrases in these sentences and say what kind they are.

1. That man waving his hand at us is my uncle. adjectival phrase with -ing participle
2. I used to live in a flat above a restaurant. adjectival phrase with preposition
3. Receiving the 'Best Singer' award is an honour. gerund phrase
4. He went home early because of a headache. adverbial phrase
5. The large steel almirah contains my grandmother's belongings. noun phrase
6. In spite of the rain, many people bought tickets for the match. adverbial phrase
7. Several, well-fed, happy-looking cows grazed on the slopes. noun phrase
8. He met with a minor accident, returning from work this evening. gerund phrase

### F. Look at this picture. Write five phrases describing it.



1. \_\_\_\_\_ nine street boys
2. \_\_\_\_\_ waist-deep water
3. \_\_\_\_\_ because of heavy rains
4. \_\_\_\_\_ the boy wearing a black t-shirt
5. \_\_\_\_\_ playing in water

### Dangling phrases

Sometimes the **phrase** is **placed incorrectly** in the sentence. This distorts the meaning of the sentence completely.

Here are examples of a '**dangling**' phrase.

*Feeling rather warm, the woollens were a useless burden.*

*Shooting through the sky, I saw a jet plane.*

These should read

*Feeling rather warm, he found the woollens a useless burden.*

*I saw a jet plane shooting through the sky.*



### G. Correct these sentences.

1. Driving at 80 km an hour, the distance was covered in less than two hours.  
 Driving at 80 km an hour, they covered the distance in less than two hours.
2. Lying in the gutter, the man saw a bright gold coin.  
 The man saw a bright gold coin lying in the gutter.
3. Before paying the bill, it must be checked carefully.  
 Before paying the bill, we must check it carefully.
4. Being a naturally curious child, everything new fascinated him.  
 Being a naturally curious child, he was fascinated by everything new.
5. While opening unidentified baggage, care must be taken.  
 Care must be taken while opening unidentified baggage.

## Review

**A.** Write whether the underlined parts of these sentences are phrases or clauses.

1. We went to bed after we finished dinner.

clause

---

2. Taking his usual walk in the morning, he saw a lovely sight.

phrase

---

3. I started going to school at the age of five.

phrase

---

4. She has not written to me since she emigrated to Australia.

clause

---

5. The man who sang at the concert this evening is a famous Pakistani vocalist.

clause

---

**B.** Convert the underlined phrases into clauses and then rewrite these sentences.

1. On account of his illness he did not attend the ceremony.

As he was ill, he did not attend the ceremony.

---

2. I went home, having finished my work.

I went home because I had finished my work.

---

3. Despite working hard, he did not succeed in his test.

Though he worked hard, he did not succeed in his attempts.

---

4. An extremely charming person, she drew people to her easily.

As she was an extremely charming person, she drew people to her easily.

---

5. Can you get me the book on the top shelf?

Can you get me the book which is on the top shelf?

---

# Co-ordinating conjunctions



Hi, I am Nazia. This is Hina.  
We both love sport.  
I play tennis and my friend  
Hina plays hockey.

Alex, you love to talk,  
but Raheel is quiet.



Should I take the bus  
or should I go by train?



In this Unit, we look at how to use conjunctions such as **and**, **but** and **or** to join two or more simple sentences.

As you know, a simple sentence has a subject and a predicate.

The predicate includes a finite verb.

Alex **loves** to talk. Raheel **is** quiet.

## 7 Co-ordinating conjunctions



We use **and** to join sentences when their meanings agree or go well together.

*I play tennis **and** my friend Hina plays hockey.*

We use **but** to join sentences when their meanings contrast with each other.

*Alex loves to talk **but** Raheel is quiet.*

We use **or** to join sentences to show that there is a choice.

*Should I take the bus **or** should I go by train?*

Two or more simple sentences joined together by **and**, **but** or **or** form a compound sentence. The compound sentence will have two or more finite verbs.

### A. Choose the correct answer to complete these sentences. There may be more than one answer for each.

- The school is very good
  - and the teachers are excellent. ✓
  - or the classrooms are small.
  - but the fees are reasonable. ✓
- His shoes were well-polished
  - but his socks were unwashed. ✓
  - and his socks were clean. ✓
  - or his socks were torn.
- You should leave now
  - and you will catch the flight.
  - but you will miss the flight.
  - or you will miss the flight. ✓
- The children performed a wonderful dance
  - and the audience clapped. ✓
  - but the audience clapped.
  - but the audience was restless. ✓
- Mariam had a fall during the match
  - and Nadeem sprained his ankle. ✓
  - but she did not fracture her leg. ✓
  - or she sprained her ankle.

**B. Underline the correct word in brackets.**

1. At night my sister reads a book (and / but) I play computer games.
2. Janet looks grim (but / and) is short-tempered.
3. You could give her roses (or / and) buy her a book.
4. I had a huge breakfast (and / but) I am still hungry.
5. Razi washes up after dinner (or / and) leaves it until the next morning if he's tired.

When we use **and** / **or** to join three or more sentences, we use commas like this.

*I am in Class 8, she's in Class 9 **and** he's in Class 10.*

*I could sing, you could dance **or** we could do both.*

**C. Join these sets of three sentences. Use **and**, **but**, **or** or a **comma** where necessary.**

1. a. Farzana picked up the guitar.  
b. Raheel sat at the piano.  
c. They played a lovely tune.

Farzana picked up the guitar, Raheel sat at the piano and they played a lovely tune.

2. a. Let me leave first.  
b. You can leave a little later.  
c. Would you like us to leave together?

Let me leave first and you can leave a little later or would you like us to leave together.

3. a. Amir has a cold.  
b. His brother has cough.  
c. Their mother has a fever.

Amir has a cold, his brother has cough and their mother has a fever.

4. a. Saleem sweeps the house in the morning.  
b. Kiran mops it at midday.  
c. They sometimes decide to do it in the afternoon.

Saleem sweeps the house in the morning and Kiran mops it at midday but sometimes they decide to do it in the afternoon.



## 7 Co-ordinating conjunctions

5. a. Ali ordered fish.  
b. Bina ordered a baked dish.  
c. They both shared the food.

Ali ordered fish, Bina ordered a baked dish, and they both shared the food.

Sometimes when two or more sentences have the same subject, only the first subject is used to form the compound sentence.

*Sharon was invited to the wedding. Sharon did not attend it.*

*Sharon was invited to the wedding **but** did not attend it.*

*Wasif takes the train to work. Wasif goes by bus sometimes.*

*Wasif takes the train to work **or** sometimes goes by bus.*

*Should I take the train **or** go by bus.*



### D. Join these sentences with **and**, **but**, **or** or **a comma**.

1. A large tree collapsed in the storm. It crashed to the ground. No one was injured.

A large tree collapsed in the storm and crashed to the ground but no one was injured.

2. For Grandmother's birthday we give her funny little presents. We plan surprises. We try to make her happy.

For Grandmother's birthday we give her funny little presents, plan surprises and try to make her happy.

3. A good teacher works hard. She keeps up with the latest knowledge. She really cares for her students.

A good teacher works hard, keeps up with the latest knowledge and really cares for her students.

4. His compositions are interesting. His colours are pleasing. His exhibitions are very successful.

His compositions are interesting, his colours are pleasing and his exhibitions are very successful.

5. Atif took driving lessons. He practised very hard. He did not succeed in getting a driving licence.

Atif took driving lessons and practised very hard but he did not succeed in getting a driving licence.

### E. Complete these sentences with **and**, **but**, **or** or **a comma**.

Hilda: Sonia, the Dance Club is staging a show \_\_\_\_\_ **and** \_\_\_\_\_ we'd like you to dance in the group.

Sonia: It's nice of you to ask me \_\_\_\_\_ **but** \_\_\_\_\_ I can't dance very well. I'll help with costumes \_\_\_\_\_ **and** \_\_\_\_\_ in some other way.

Hilda: You are just fussing. We know you can dance. Don't forget we all live in the same hostel and we've seen you dance at parties. You move gracefully and your expression is good and you look great.

Sonia: It's kind of you to say that but I can only dance at parties. On stage I would be very nervous. My steps would falter and / or I would forget the moves. I love dancing but I dare not dance in public.

**F. Tick the correct sentences. Correct the wrong ones.**

1. Keep the gate closed or that dog will run out into the road. ✓  
\_\_\_\_\_
2. He would like to take up piano lessons and they are too expensive.  
He would like to take up piano lessons but they are too expensive.
3. This dress is made of pure silk, it's badly designed or it is too tight.  
This dress is made of pure silk but it's badly designed and too tight.
4. It was very dark and desolate outside but she was not scared. ✓  
\_\_\_\_\_
5. I would like to go home early but watch my favourite programme on television or have dinner after that.  
I would like to go home early and watch my favourite programme on television and have dinner after that.

**G. Write complete sentences with **and**, **but**, **or** or **a comma**.**

1. visited the doctor / prescribed some medicines / fever has not come down  
I visited the doctor and she prescribed some medicines but the fever has not come down.
2. ordered a dosa / ordered some sandwiches / rounded it off with an ice cream  
I ordered a dosa, some sandwiches and rounded it off with an ice cream.
3. doctor consults / mornings / evenings on weekdays / never on weekends  
The doctor consults in the mornings and evenings on weekdays but never on weekends.
4. the temperatures have dropped / the sky has been overcast / the monsoon is going to set in  
The temperatures have dropped, the sky has been overcast and the monsoon is going to set in.
5. loves good food / writes a food column in the newspaper / can't cook  
She loves good food and writes a food column in the newspaper but she can't cook.

## Review

Look at these pictures and write sentences as prompted.

music CD?  
computer mouse?



Use **or**.

Shall I get the music CD or the computer mouse?

chocolate? juice?



Use **and**.

I bought some chocolates and a bottle of juice from the shop.

books

Oh dear! I have forgotten  
to bring my wallet!



Use **but**.

I want to buy some books but I have forgotten to bring my wallet!

# Subordinating conjunctions

I love this city although it is so crowded.

I hate this city because it is so crowded.



The spectators cheered when the batsman hit a six.



She read a book quietly while her family watched television.

In this unit we will look at how to use conjunctions such as **because**, **although**, **when** and **while** to join main clauses and subordinate adverbial clauses to form complex sentences.



## 8 Subordinating conjunctions



We use a clause beginning with **because** when we want to give the reason for or explain what is stated in the main clause.

*She sings very well. She has had a lot of training.*

*She sings very well **because** she has had a lot of training.*

We use a clause beginning with **although** to show that what is stated in the main clause cannot be changed by what is happening or stated in the subordinate clause.

*She performed well in the concert. She was unwell.*

*She performed well in the concert **although** she was unwell.*

### A. Tick the correct word in the brackets.

1. My grandfather is very fit (although / because ) he is eighty-five years old. ✓
2. We were very disappointed (because / although) we lost the match. ✓
3. Richard loves to eat salad (although / because) it is good for health. ✓
4. Plants thrive in this soil (although / because) it is not very fertile. ✓
5. He is still limping a little (because / although ) the wound in his leg has healed. ✓

### B. Tick the correct word to complete these sentences.

1. The children (don't want / want) to play although it is dark outside. ✓
2. The play was a great (success / failure) because it was well acted. ✓
3. Although she was (late / punctual), Sara did not miss the opening scene of the film. ✓
4. Mother was (calm / agitated) because my brother was late coming home from school. ✓
5. The plants have (survived / died) although this summer has been very severe. ✓

**C. Join these sentences with either **because** or **although**.**

1. a. Many people avoid him.  
b. He is not good-natured.

Many people avoid him because he is not good-natured.

2. a. I try to exercise regularly.  
b. I have little time to spare in the mornings.

I try to exercise regularly although I have little time to spare in the mornings.

3. a. I didn't feel hot.  
b. A cool breeze was blowing.

I didn't feel hot because a cool breeze was blowing.

4. a. You could not see the eclipse this morning.  
b. The sky was partly cloudy.

You could not see the eclipse this morning because the sky was partly cloudy.

5. a. Sameer does not want to pursue medicine for a career.  
b. He has secured the required marks.

Sameer does not want to pursue medicine for a career although he has secured the required marks.

**D. Fill in the blanks with the words in the box. You may use a word more than once.**

stalled    because    lost    although    stopped    had    forgetful

Our family outing was good fun although we had a number of problems. Quite a few of these problems surfaced because both Grandfather and I are forgetful. Just a few kilometres along the way, the car stalled because it had run out of petrol. We had not remembered to check the petrol although Grandfather had written 'Check petrol' on a piece of paper.

## 8 Subordinating conjunctions

“How like you to forget that I had made a note!” said Grandfather.

“I forgot because we lost the note Grandfather,” I replied.

“Things keep getting lost because you’re so careless” complained Grandfather.

I did not reply and kept quiet although I distinctly remembered seeing Grandfather throw a piece of paper into the waste paper basket that morning. Grandfather suddenly recalled it too and, smiling broadly, said, “You’re careless, my boy, because you are like your Grandfather!”

We use an adverbial clause beginning with **when** for a short action that takes place just before another short action mentioned in the main clause.

*The spectators cheered **when** the batsman hit a six.*

We also use a **when** clause for a short action that interrupts a long action in the main clause. We use the continuous tense for the main clause.

*I was talking to Lubna on the phone **when** the lights went out.*

The **while** clause is used for an action that takes place at the same time as another action in the main clause. We usually use the same tense for both the clauses.

*Hina read a book quietly **while** her family watched television.*



### E. Choose the correct word to complete these sentences.

1. She hurt her knee (when / while) she fell off the bicycle. ✓
2. Wasif was talking on the phone (while / when) he heard a strange sound in the kitchen. ✓
3. Kiran called us (when / while) she was ready to leave. ✓
4. (While / When) Sarwat decorated the cake, the others watched in admiration. ✓
5. (When / While) the announcement was made, people started scrambling to get onto the bus. ✓

**F. Underline the correct word in the brackets.**

1. We (had / were having) a lot of fun when school closed for the summer.
2. They finished their chores (while / when ) the baby slept.
3. Mother was tending to the rose plants in the garden (when / while ) it began to rain.
4. My parents waited outside (while / when) the passport officer interviewed me.
5. The children (were jumping / jumped) on the bed when it broke.

**G. Rewrite these sentences correctly using adverbial clauses with **when** or **while**.**

1. He was waiting impatiently when his daughter talked on the phone.  
He was waiting impatiently while his daughter was talking on the phone.
2. I was playing with my friends' dog when it was biting me.  
I was playing with my friends' dog when it bit me.
3. They gave their leader a rousing reception while he arrived at the airport.  
They gave their leader a rousing reception when he arrived at the airport.
4. Rehan was daydreaming when his teacher was asking him a question.  
Rehan was daydreaming when his teacher asked him a question.
5. He sat quietly for hours when she painted his portrait.  
He sat quietly for hours while she painted his portrait.



## Review

A. Join these sentences. Make those under A the main clause and those under B the adverbial clause with **because** or **although**.

**A**

**B**

- |   |   |
|---|---|
| <p>1. Some kinds of mushrooms are dangerous</p> <p>2. The little girl in the park thanked us tearfully</p> <p>3. The children stayed on in the playground</p> <p>4. The food is still fresh</p> <p>5. Mona's grandmother is a very interesting person</p> | <p>a. we helped her to find her lost pup.</p> <p>b. she didn't put it in the fridge.</p> <p>c. she's full of wonderful stories.</p> <p>d. it was raining.</p> <p>e. they are poisonous.</p> |
|---|---|

1. Some kinds of mushrooms are dangerous because they are poisonous.
2. The little girl in the park thanked us tearfully because we helped her to find her lost pup
3. The children stayed on in the playground although it was raining.
4. The food is still fresh although she didn't put in the fridge.
5. Mona's grandmother is a very interesting person because she's full of wonderful stories.

B. Join these sentences. Make those under A the main clause and those under B the adverbial clause with **when** or **while**.

**A**

**B**

- |   |   |
|---|---|
| <p>1. Seema chopped the onions</p> <p>2. My sister was walking to school</p> <p>3. We went out to play in the park</p> <p>4. The acrobat walked the tightrope expertly</p> <p>5. Nida almost fainted in shock</p> | <p>a. she saw a large flock of migrating geese.</p> <p>b. she saw her telephone bill for last month!</p> <p>c. I peeled the potatoes.</p> <p>d. the thunderstorm stopped.</p> <p>e. the audience watched with bated breath.</p> |
|---|---|

1. Seema chopped the onions while I peeled the potatoes.
2. My sister was walking to school when she saw a large flock of migrating geese.
3. We went out to play in the park when the thunderstorm stopped.
4. The acrobat walked the tightrope expertly while the audience watched with bated breath.
5. Nida almost fainted in shock when she saw her telephone bill for last month!



The player who scored the winning goal was David Beckham.



Have you heard of the famous football player David Beckham, who married one of the Spice Girls?



'HARRY POTTER' is a film series that is based on the theme of magic.

Have you watched the film 'HARRY POTTER', which won the Saturn Award?

In this unit we look at **defining** and **non-defining relative clauses**.

'HARRY POTTER' is a film **that is based on the theme of magic**.

Have you heard of the famous football player David Beckham, **who married one of the Spice Girls?**





A relative clause is also known as an **adjectival clause**. We use a relative clause to describe a noun. We use a relative clause beginning with **who** to describe a person or people. We use a relative clause beginning with **that** or **which** to describe a thing or place.

*I saw a man **who** had a huge python wrapped around his arm.*

*On Discovery channel I saw a huge python **that** swallowed a whole deer.*

A relative clause helps us join two sentences. In doing so, we get a **main clause** and a **subordinate clause**.

*I saw a man. He had a huge python wrapped around his arm.*

*I saw a man **who** had a huge python wrapped around his arm.*

### A. Join these pairs of sentences with **who**, **that** or **which**.

1. This is Shehla. She was the lead dancer in yesterday's show.

This is Shehla, who was the lead dancer in yesterday's show.

2. We love to visit Grandfather. He has such interesting stories to tell us.

We love to visit Grandfather who has such interesting stories to tell us.

3. I love wearing the new skirt. My mother bought it for me last month.

I love wearing the new skirt that my mother bought for me last month.

4. Pack these books. They have to be sent off first.

Pack these books which have to be sent off first.

5. I love this view of the town. The town lies far below in the valley.

I love this view of the town that lies far below the valley.

### B. Rearrange these sets of words to make sentences.

1. any – food – she – is – fried – likes – that

She likes any food that is fried.

2. love – I – laugh – make – films – which – me

I love films which make me laugh.

3. grandmother – written – who – has – excellently - book – cooks – my – a

My grandmother who cooks excellently has written a book.

4. lost – here’s – cassette – that – the – was

Here’s the cassette that was lost.

5. the – designed – she – house – who – architect – this – is

She is the architect who designed this house.

**Relative clauses** may be of **two kinds**.

*This is my uncle **who bakes delicious cookies**.*

*He lives in a small house, **which is always filled with the smell of baking**.*

In the first sentence, the relative clause is a **defining** relative clause. It explains which particular person, place or thing we are talking about.

Here, it is a specific person or the uncle who bakes cookies and not any other.

In the second sentence, the relative clause is a **non-defining** relative clause.

It gives additional information which is not really needed to identify the person/s, place or thing we are talking about.

The clause **which is always...baking** has extra information about the small house.

Another distinction is that there is usually no comma separating the defining relative clause from the main clause. But there is usually a comma separating a non-defining relative clause from the main clause.

- C. Complete these sentences with **defining relative clauses** from the box.**

which I have just completed      who I knew      who was on stage  
that I have always wanted to do      which were served

- This is something that I have always wanted to do.
- She could only hear but not see the person who was on stage.
- Nearly all the people who I knew have left this neighbourhood.
- The samosas which were served were crisp and spicy.
- I would like to show you the painting which I have just completed.

**D. Match the main clause with the non-defining relative clause.**

MAIN CLAUSE

NON-DEFINING RELATIVE CLAUSE

- |  |  |
|--|--|
| 1. He inherited a lot of wealth          | a. who used to live with us until a few years ago.   |
| 2. I was very fond of my aunt            | b. who turned eighty yesterday!                      |
| 3. She has applied for a job             | c. which he later spent on building primary schools. |
| 4. They are going to visit a grand-uncle | d. which my father planted three years ago.          |
| 5. This is a beautiful lemon tree        | e. that she is not trained to do.                    |

We find that **non-defining relative clauses** can occur in the middle of sentences; we say they are embedded in a sentence. Note the commas that set off the clause.

*My aunt, **who lives in Singapore**, is coming to stay this month.*



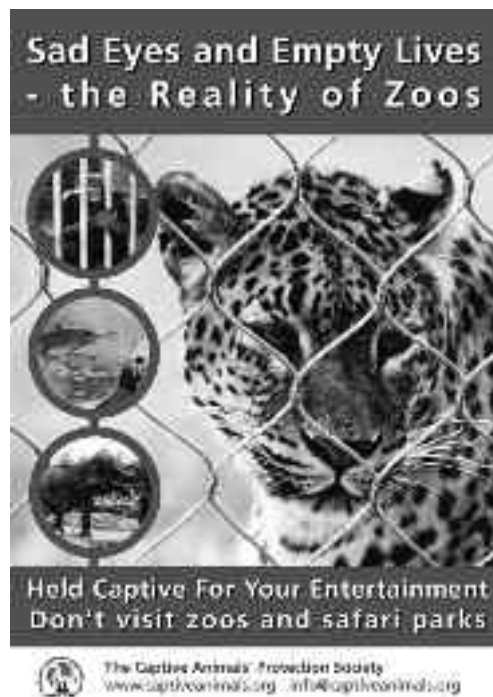
**E. Underline the non-defining relative clause in these sentences and put in the commas where required.**

- This medicine, which is prepared from herbs, is very effective.
- My dog, who I lovingly call Podgy, is very fat.
- Mr Rahman, who interviewed me yesterday, is a tall, serious-looking man.
- This house, that was built in the year 1900, is where my great-grandfather was born.
- Those kebabs, which were absolutely delicious, were not home made.

**F.** Look at the underlined relative clauses in these sentences. Write **D** for **defining** and **ND** for **non-defining** relative clause.

1. He was waving to the boy who was running along the platform.     D
2. There are many people who love horror films.     D
3. The woman who owns this restaurant is a friend of ours.     D
4. My sister, who turned sixteen yesterday, is starting college this year.     ND
5. The cricketers, who returned from a victorious tour, were given a rousing welcome.     ND

**G.** Look at this poster. Write five sentences with relative clauses to describe it. Say if they are defining or non-defining relative clauses.



1. This is a poster that shows the sad life of animals in captivity. Defining
2. It is designed by The Captive Animals' Protection Society, which works round the clock for the welfare of animals.     D
3. It wants people who visit zoos and safari parks to understand the truth of the matter.     D
4. Zoos which give us entertainment, in fact do so at the cost of the animals' freedom.     ND
5. The sad eyes and empty lives of the animals that are behind bars, is the reality of zoos.     ND

## Review

### A. Correct these sentences if necessary.

1. All the rooms in the hotel ~~who~~<sup>which</sup> are occupied face the road.
2. The Indian city ~~which~~<sup>that</sup> has the longest stretch of beach is Chennai. ✓
3. Those who live near the school will not be allowed to take the school bus. ✓
4. The animals ~~who~~<sup>that</sup> are kept in captivity suffer from distress in the long term.
5. Children ~~that~~<sup>who</sup> are over 13 are eligible to take part in this competition.
6. The clouds that gathered across the sky this morning threatened to bring heavy showers. ✓

### B. Put commas where necessary in these sentences.

1. These pizzas, which were delivered an hour late, are from Pizza Plaza.
2. Those who wish to enrol for karate lessons should submit their names to the sports captain today. ✓
3. This is an example of a non-defining relative clause, which is usually set off by commas from the main clause.
4. The towels, that were drying on the clothesline yesterday, are missing.
5. This tree, which yields a good crop of mangoes every year, was planted by my grandmother.
6. The winds which blow from the northwest bring cold air to Karachi in December. ✓

If I had been a space tourist,  
I would have bought land on Mars.



If I had been a space tourist,  
I would have lived on a satellite and  
gone around the Earth.



In this unit we look at the third conditional.

**If I had been a space tourist,** I would have bought land on Mars.

**If I had been a space tourist,** I would have lived on a satellite and gone around the Earth.

G





We have learnt that we use the **if clause**, or the adverbial clause of condition, to stipulate or state a condition. The main clause states what will happen or might happen if the condition is fulfilled or realised.

*I shall meet you this evening.*

*I shall meet you this evening **if the rain lets up.***

The first sentence is a promise while the second sentence attaches a condition to the promise. The rain may or may not stop but if it does, I shall meet you.

The condition stated may be real or unreal.

1. ***If she calls**, I will tell her the news.*

2. ***If she called**, I would tell her the news.*

The sentences above are examples of the **first and second conditional**.

In sentence 1, there is a real possibility of the 'if event' happening. Here is another example of the first conditional.

*We will watch this film **if the review is good.***

We also use **unless** in conditional sentences like this. **Unless** suggests 'if not'.

***Unless the review is good**, we will not watch the film.*

Note that the verb in the **if** clause is in the **simple present tense**. The verb in the main clause takes the future tense.

In sentence 2, the 'if event' is unlikely to happen; there is little possibility of the condition being realised. Here is another example of the second conditional.

***If I went to Islamabad**, I would stay with my cousins. (The chances are that I may not go to Islamabad.)*

The **second conditional** can also express the extremely impossible or the downright impossible.

***If I were taller**, I would do the high jump easily.*

***If I were an astronaut**, I would go to Mars.*

Note that the verb in the 'if clause' is in the **simple past tense**. The verb in the main clause is **would** (past tense of **will**) + verb.

### A. Complete these first conditionals by putting the verbs in brackets in the right tenses.

1. If the shops close (close) early, I will buy (buy) the book tomorrow.
2. He will come (come) home this evening if he finishes (finish) his work.
3. If, he has (have) a cold shower, he will feel (feel) less tired.
4. If they probe (probe) this case further, they will find (find) the key to the mystery.
5. She will pursue (pursue) her studies abroad, if her parents emigrate (emigrate).

**B. Rewrite these sentences with *unless*.**

1. If you don't leave early, you might miss your flight.  
*Unless you leave early, you might miss your flight.*

---

2. Your place in the marathon might be cancelled, if you don't improve your performance.  
*Your place in the marathon might be cancelled, unless you improve your performance.*

---

3. If you don't return the book today, you will have to pay a fine.  
*Unless you return the book today, you will have to pay a fine.*

---

4. If you don't have enough will power, you can't follow this punishing routine.  
*Unless you have enough will power, you can't follow this punishing routine.*

---

5. I never stay awake late, if I am not preparing for an exam.  
*I never stay awake late unless I am preparing for an exam.*

*Note:* Here are other ways of expressing a real condition.

*In case you are delayed, give me a call.*

*They will attend the conference **provided** we arrange for transport.*

*I will definitely come **on condition that** you allow me to bring some food too.*



**C. Match the parts in **A** with the correct parts in **B** to make complete sentences.**

- | A  | B   |
|--|---|
| 1. If they appointed me captain of the team  | a. she would resemble her sister.           |
| 2. I would pass with flying colours          | b. you would identify it more easily.       |
| 3. They would be very sorry                  | c. I would bring in many changes.           |
| 4. If she combed her hair back a little more | e. if they came to know about the accident. |
| 5. If your suitcase had a name tag           | f. if I took a driving test.                |

**D. Look at these pictures and complete the sentences beginning with 'If I were...' in the second conditional.**



1. If I were a bird, ... I would soar high among the clouds.



2. If I were a singer, I would be very popular.



3. If I were a pilot, I would travel to many countries.



4. If I were Santa Claus, I would have a long white beard.



5. If I were a traffic policeman, I would be able to stand in the middle of the road.



6. If I were a wolf, I would be very proud of my tail.

Unlike the first and second conditional, **the third conditional** refers to past time.

1. ***If I had left home early, I would have caught the flight.***

2. ***If he had arranged a taxi to collect us, he would have told us.***

The third conditional refers to an unreal condition in the past. In sentence 1, the fact is that I did not leave early and therefore did not catch the flight. In sentence 2, the fact is that he did not arrange a taxi and so did not tell us.

Note that the verb in the **if** clause is in the past perfect tense while the verb in the main clause has the structure **would have** + past tense form of the verb.



**E. Complete these sentences in the third conditional.**

1. If it had not rained so heavily..., the playground wouldn't have been so flooded.
2. If they had been warned about the floods..., they would have moved out of their homes.
3. If Father had told me about it..., I would have been more careful.
4. If the actors had rehearsed their roles thoroughly..., the play would have been successful.
5. If you had not booked a room for us..., we wouldn't have had a place to rest for the night.

**F. Rewrite these sentences in the third conditional.**

1. Luckily for him, he stayed at home or he would have been drenched in the thunderstorm.  
If he had not stayed at home, he would have been drenched in the thunderstorm.
2. You didn't take the usual precautions, so you caught a bad cold while on holiday.  
If you had taken the usual precautions, you wouldn't have caught a bad cold while on holiday.
3. Unfortunately he did not finish his painting or he would have exhibited it.  
If he had finished his painting, he would have exhibited it.
4. No one visited the exhibition this evening or we would have collected a lot of money.  
If people had visited the exhibition this evening, we would have collected a lot of money.
5. You did not have much time off from the conference, so you did not get to do much sight-seeing.  
If you had some time off from the conference, you could have gone sight-seeing.

**G. Match the two parts of these conditional sentences and write whether they are the first, second or third conditional.**

- | A  | B   |
|--|---|
| 1. They will have to take a loan         | a. there will be a severe drought in this area. <small>second conditional</small> |
| 2. If I had known you were coming        | b. she would have been an excellent teacher. <small>third conditional</small>     |
| 3. I will be delighted                   | c. if they don't have enough money to buy a car. <small>first conditional</small> |
| 4. Unless it rains in the next few days  | d. if they invite me to the party. <small>first conditional</small>               |
| 5. If she had not changed her profession | e. I would have sent the car for you. <small>third conditional</small>            |

*Note: We can sometimes reduce an **if** clause with the verb **be**.  
**If (it is) necessary**, I will remind him on the phone.  
**If (he is) caught red-handed**, he might be sent to jail.  
**If (it is) possible**, could you pick me up on your way?*



## Review

**A.** Write whether the conditional clauses in these sentences are the first, the second or the third conditional.

1. If I had completed my work earlier, I would have had a longer holiday. Third
2. I would go to the doctor if I were you. Second
3. If she gets some rest, she will feel much better. First
4. I shall ask my mother on condition that you come along with me. First
5. There would not have been any shortage of water if people had harvested rain water at home. Third
6. If the umpire ruled him out, he would have to walk. Second
7. Unless he builds up some stamina, he cannot compete in the marathon. First
8. They would feel so happy for you if they knew about the award you have won. Second

**B.** Answer these questions as prompted.

1. What will happen if you do not water the plants every day? (first conditional)  
If I don't water the plants every day they will dry up.
2. What would happen if she were not allowed to take the driving test? (second conditional)  
If she wasn't allowed to take the driving test, she wouldn't be able to drive the car.
3. What would have happened if she had not booked our seats for the concert? (third conditional)  
If she hadn't booked our seats for the concert, we wouldn't have been able to attend it.
4. What would have happened if he had worked with a trainer for his physical fitness? (third conditional)  
If he had worked with a trainer for his physical fitness, he could have become a wrestler.
5. What will happen if she practises her music seriously? (first conditional)  
If she practises her music seriously, she will come first in the music competition.
6. What will happen if he does not eat nourishing food? (first conditional)  
If he doesn't eat nourishing food, he will fall sick very often.

## Test 2

### A. Rewrite these sentences changing the phrases into clauses.

1. The cat on the roof is sleeping.

\_\_\_\_\_

2. That is Umair's brother playing in the neighbour's yard.

\_\_\_\_\_

3. I avoid shopping on Mall Road because of the crowds.

\_\_\_\_\_

4. She lives in Lahore despite owning an apartment in Murree.

\_\_\_\_\_

5. Someone living in the flat will answer the door.

\_\_\_\_\_

### B. Write complete sentences with *and*, *but*, or *a comma*.

1. either come with me to the concert / go with Father to shop / visit relatives with Mother

\_\_\_\_\_

2. the party / blew up the balloons / decorated the house / forgot to get the cake

\_\_\_\_\_

3. hates cooking / gardening / cleaning his apartment

\_\_\_\_\_

4. spent his winter holidays playing with his friends / his three dogs

\_\_\_\_\_

5. is a useful rule / is easy to remember / difficult to follow

\_\_\_\_\_

### C. Join these sentences with *because*, *although*, *when* or *while*.

1. a. She refused to give up her dream of becoming an actor.  
b. She loved acting.

\_\_\_\_\_

2. a. The stranger was wearing a sweater.  
b. It was hot.

\_\_\_\_\_

3. a. Jamil is a talented singer.  
b. Roshan is a good musician.

---

4. a. The horse was in the barn.  
b. The children arrived.

---

5. a. Rabbits are a lovely sight.  
b. They destroy the vegetable garden.

---

**D. Correct these sentences if necessary.**

1. Do you know the man that just walked in?

---

2. The book which is on the table is Saira's.

---

3. There is the toy which was broken.

---

4. She sang the song that I wanted to sing.

---

5. The girl that owns this dog lives in my neighbourhood.

---

**E. Write if these sentences are first, second or third conditional.**

1. If the weather is pleasant tomorrow, they will go to the park.
2. If I had more time, I would read more books.
3. If I had known you were coming, I would have waited for you.
4. If I met Daniel Radcliffe, I would ask him for his autograph.
5. If he had got up earlier, she would not have missed the bus.

# Grammar Round-up



Check the correct sentences from 1 to 10.

1.

Haroon made me to look at his new coin collection.

Haroon made me look at his new coin collection. ✓

Haroon looked me his new coin collection.

2.

She thought about not attending the concert. ✓

She thought about not attend the concert.

She thought about not attended the concert.

3.

By this time next year, I will have completing the course.

By this time next year, I would have been completing the course.

By this time next year, I will have completed the course. ✓

4.

Were neither the bus-driver nor the passenger injured?

Was neither the bus-driver nor the passenger injured? ✓

Was nor the bus-driver neither the passenger injured?

5.

You must be feeling very tired after the match. ✓

Must you be very tired after the match?

Must be you are very tired after the match.



6.

Feeling very happy, he curled up in bed with a book. ✓

He curled up in bed with a book feeling very happy.

With a book feeling very happy he curled up in bed.

7.

Faisal sang and Meher played the guitar or they were not in harmony.

Faisal sang but Meher played the guitar and they were not in harmony.

Faisal sang and Meher played the guitar but they were not in harmony. ✓

8.

We were extremely lucky although we won the competition.

We were extremely lucky because we won the competition. ✓

We were extremely lucky while we won the competition.

9.

This advertisement is very effective, which is about the habit of saving.

This advertisement is very effective, who is about the habit of saving.

This advertisement, which is about the habit of saving, is very effective. ✓

10.

I wouldn't have come today if I had known it was a holiday. ✓

I wouldn't have come today if I hadn't known it was a holiday.

I wouldn't have come today if I had known it wasn't a holiday.

Well done! Here are the correct sentences.

1. Haroon made me look at his new coin collection.
2. She thought about not attending the concert.
3. By this time next year, I will have completed the course.
4. Was neither the bus-driver nor the passenger injured?
5. You must be feeling very tired after the match.
6. Feeling very happy, he curled up in bed with a book.
7. Faisal sang and Meher played the guitar but they were not in harmony.
8. We were extremely lucky because we won the competition.
9. This advertisement, which is about the habit of saving, is very effective.
10. I wouldn't have come today if I had known it was a holiday.





4. Sawera, together with her friends, presents a strong case against animal cruelty in today's discussion.
5. One-third of the students are against the assigning of homework.

(10 points)

**F.**

1. a. Can you play the piano?
2. a. We could go for a walk this evening.
3. b. Your father may not like the gift you have chosen.
4. a. When shall we come and see you?
5. a. Will the boy be late again?

(5 points)

## Test 2

Total score: 50

### A.

1. The cat that is on the roof is sleeping.
2. That is Umair's brother who is playing in the neighbour's yard.
3. I avoid shopping on Mall Road because it is crowded.
4. She lives in Lahore though she owns an apartment in Murree.
5. Someone who is living in the flat will answer the door.

(10 points)

### B.

1. You can either come with me to the concert, go with Father to shop or visit relatives with Mother.
2. For the party, I blew up the balloons and decorated the house but forgot to get the cake.
3. He hates cooking, gardening and cleaning his apartment.
4. He spent his winter holidays playing with his friends and his three dogs.
5. It is a useful rule and is easy to remember but difficult to follow.

(10 points)

### C.

1. She refused to give up her dream of becoming an actor because she loved acting.
2. The stranger was wearing a sweater although it was hot.
3. Jamil is a talented singer while Roshan is a good musician.
4. The horse was in the barn when the children arrived.
5. Rabbits are a lovely sight although they destroy the vegetable garden.

(10 points)

### D.

1. Do you know the man who just walked in?
2. The book which is on the table is Saira's.
3. There is the toy that was broken.

4. She sang the song that I wanted to sing.
5. The girl who owns this dog lives in my neighbourhood.

(10 points)

**E.**

1. If the weather is pleasant tomorrow, they will go to the park. (first conditional)
2. If I had more time, I would read more books. (second conditional)
3. If I had known you were coming, I would have waited for you. (third conditional)
4. If I met Daniel Radcliffe, I would ask him for his autograph. (second conditional)
5. If he had got up earlier, she would not have missed the bus. (third conditional)

(10 points)

**Grammar Club Book 8, Unit 5 (Page 35 Answers)****C**

1. This film may be entertaining.
2. The doctor might have attended to her.
3. The nurse over there might know if the doctor has visited.
4. You may like this new kind of ice cream.
5. May I help you design a cover for this book?
6. You may not stay away from the meeting.

**D**

1. I might join college. I might take up some work.
2. I might undergo training in a software company.  
I might assist a film director.
3. I might send it to the HR department. I might send it to the recruitment agency.
4. I might work for two or three years. I might work for just a year.
5. I might enroll for law or journalism. I might enroll for pure biology or biomedical sciences.

