

## PREFACE

### ■ Underlying Concepts of the Text ■

The grammatical rules of a language do not tell us *what to say*. Rather, the grammatical rules of a language tell us *how to respond correctly* within the structural system of the language. Therefore, using a language is, to a large degree, a psychological activity in that a speaker's responses depend not only upon a knowledge of structure but also upon a knowledge of the events of a situation and the speaker's feelings toward those events. Students (at every level) must be expected to give semantically and situationally correct responses as well as grammatically correct ones.

Although "formal" studies of grammatical analysis and of meaning are often autonomous, encoding one's thoughts into a correct as well as situationally appropriate response is not. When speaking or writing, semantics and syntax work together to transmit meaning, and a message will be anomalous if there is a mistake in one or the other. For example, the student who says, "I have been arriving in the United States," understands the grammatical formation of the present perfect continuous tense, but the meaning of the verb *arrive* in this sentence limits us to an activity that occurs only one time.

### ■ Features of the Exercises ■

With few exceptions, the exercises are contextual; that is, they are built around a center of interest so that the student is talking about something rather than simply repeating or completing a series of unrelated statements.

Although the explanations are presented deductively, the exercises that follow provide oral as well as written practice. High-level students need just as much aural-oral practice with complex structures as do low-level students with more basic structures.

The exercises require that the student make a grammatically correct response as well as one that is semantically appropriate. For this reason, many of the exercises allow for a number of correct responses that reflect the particular way in which a student has perceived the situation or has understood what has previously been stated. The student must think instead of merely filling in the blanks. Students who are required only to fill in the blanks are not provided with an opportunity to reuse previously learned structures or vocabulary.

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## Lesson One

### 1-1 PRESENT TIME

#### ■ Simple Present ■

1. The simple present is used to make factual statements.

*Martina plays tennis very well.*

*Colombia produces good coffee.*

*Roberto is from Colombia. His father owns a coffee plantation.*

2. The simple present is also used to express customs and habitual activity.

*Many office workers take a fifteen-minute coffee break every day.*

*I drink three cups of coffee every morning.*

3. The simple present is also used to express future time with a future time word or phrase.

A. *What time does the flight to Bogota leave tomorrow?*

B. *It leaves at noon.*

#### ■ Present Continuous ■

1. The present continuous is used to express a single activity or a series of activities happening at the moment of speaking.

*Martina is playing tennis well these days.*

*It's noon, and I am sitting in the park.*

*It's a beautiful day, so many office workers are eating their lunches outside.*

*A few people are standing in line in front of a park vendor. They are waiting for hot dogs. A little boy is enjoying a huge ice cream cone.*

2. The present continuous is also used to express a single activity or a series of activities happening over a given period of time, but not necessarily at the moment of speaking.

*This quarter my roommate is working in the dorm cafeteria. He serves breakfast from 6:30 to 8:30 every morning. He is taking only two night courses this quarter, so his father agreed to let him work. His mother, however, is trying to convince him to quit the job.*

3. The present continuous is also used to express future time. A future time word or phrase is necessary to distinguish between a present and future time reference. Sometimes an earlier statement makes the future time clear, and a future time word is not necessary.

*Jim's plane is arriving at Denver at 6:00 tonight.*

3. *Consider* and *think* can be used in the continuous form if the speaker is *not* giving an opinion.

#### Not Giving an Opinion

*I'm thinking about my vacation plans.*  
*Linda is considering buying my old car.*

#### Giving an Opinion

*I think Disney World is a tourist trap.*  
*She considers it a good buy.*

### ■ Verbs Expressing Possession ■

belong

have

own

possess

- These verbs also do not usually occur in the continuous tenses.
- Have* can be used in the continuous form when it does *not* express possession. Compare:

#### Non-Possession

*We're having a test today.*  
*Ted and Pam are having a party tomorrow.*  
*The Smiths are having a good time in Paris.*  
*My sister is having a baby in June.*

#### Possession

*The teacher has the tests upstairs.*  
*They have a beautiful apartment.*  
*They have a lot of money.*  
*She already has five children.*

### ■ Verbs Expressing Emotion ■

care

hate

refuse

desire

like

want

forgive

love

wish

- These verbs also do not usually occur in the continuous tenses.
- Wish* can be used in the continuous form when the speaker expresses a desire silently to himself or herself.

*Mother: Why do you have your eyes closed and your fingers crossed?*

*Little girl: I'm wishing for a baby brother to play with.*

#### Exercise 2

A mother is speaking to her sixteen-year-old son. Complete each sentence with a verb of emotion. Use *not* where necessary.

- Your father and I \_\_\_\_\_ about you. You are our only child.
- We don't want to make you miserable. We only \_\_\_\_\_ the best in life for you.



8. by 4:00 / what important document / they / sign
9. when / the president and prime minister / meet / with reporters
10. the president / tour / the city from 4:00 to 5:00
11. by approximately what time / the president / get / ready to go to dinner
12. before the day is over / how many meetings / the president / have

### Exercise 6

*In a group of three or four, take turns asking and answering the questions. Answer in complete sentences.*

1. What will you probably be doing at eight o'clock tonight?
2. Which assignments will you be working on tonight?
3. Will you have finished today's homework assignments before eleven o'clock tonight?
4. At nine o'clock tomorrow morning, will you still be sleeping?
5. By five o'clock tomorrow, which classes will you have already had?
6. By 12:30 tomorrow, will you have finished lunch?
7. At this time next year, what will you be doing?
8. Will you have completed your university degree by the time you return to your country?
9. Will you be studying in the summer?
10. Where do you think you will be living next year?
11. By next year, how long will you have been living in the United States?
12. Do you know anyone who will be getting married this summer?
13. Who do you know who will have been married for more than two years at the end of this year?
14. By the time you finish your studies in the United States, will your parents have had a chance to visit you here?

### Exercise 7

*Complete the note from a teacher to her students.*

While I \_\_\_\_\_<sub>1</sub> (sit) at my desk at home, trying to think of an interesting way to test your understanding of the tenses, I suddenly \_\_\_\_\_<sub>2</sub> (have) the idea of writing you a note.

**Exercise 3**

Complete the sentences. Be sure that your completed sentences are logical.

1. The life of a foreign student is sometimes difficult, yet \_\_\_\_\_.
2. The life of a foreign student is sometimes difficult, for \_\_\_\_\_.
3. The students in this program must pass three out of five courses, and \_\_\_\_\_.
4. The students in this program must pass three out of five courses, or \_\_\_\_\_.
5. I have always enjoyed studying languages, so \_\_\_\_\_.
6. I have always enjoyed studying languages, but \_\_\_\_\_.
7. Marcel has not enjoyed living in the United States, nor \_\_\_\_\_.
8. Marcel has not enjoyed living in the United States, for \_\_\_\_\_.

**Exercise 4**

With another student, complete the statements. When you finish, compare sentences with another pair of students.

1. This course began a few weeks ago, and \_\_\_\_\_.
2. The students in the class down the hall are all men, but \_\_\_\_\_.
3. I didn't attend class yesterday, for \_\_\_\_\_.
4. Some students have been complaining about the amount of homework, yet \_\_\_\_\_.
5. Money cannot buy love, nor \_\_\_\_\_.
6. Some people love money more than anything else, so \_\_\_\_\_.
7. I've been working hard all my life, yet \_\_\_\_\_.
8. I've never had much money, and \_\_\_\_\_.
9. I don't have a government scholarship for studying, nor \_\_\_\_\_.
10. I was a terrible student in my country, so \_\_\_\_\_.
11. The embassy of one of my classmates pays for her tuition, books, and food, but \_\_\_\_\_.
12. After I finish my studies, I will get a job, or \_\_\_\_\_.



The mechanic said, "I may have time later."	The mechanic said he might have time later.
She said, "You must finish by 2:30."	She said we must finish by 2:30. She said we had to finish by 2:30.
"Could I use your phone?" he said.	He asked if he could use my phone.
She said, "I would help you, but I don't have time today."	She said she would help me, but she didn't have time today.
Jeff said, "I might go to the party tomorrow."	Jeff said he might go to the party tomorrow.
Penny said, "You should work harder."	Penny told me I should work harder.

1. In indirect speech, *can* changes to *could*, *will* changes to *would*, *may* changes to *might*.
2. In indirect speech, *must* (meaning *necessity*) remains the same or changes to *had to*.
3. Note that the main verb after the modal does not change.
4. In indirect speech, *could*, *would*, *might*, and *should* do not normally change.

## Exercise 2

Read each dialog. Then complete the statement about each dialog in indirect speech, changing the tense where necessary.

1. He said, "The police know who committed the crime."
2. The police say, "We will catch the guilty persons."
3. Mrs. Jones says, "I'm going to tell the police everything I know."
4. The police captain said, "Our investigation has already begun."
5. The reporter said, "My paper will cover the trial in court."
6. Mr. Jones said, "I did not see the men."
7. One old man said, "I was sleeping when everything happened."
8. The lawyer said, "I told the witnesses to tell the truth."
9. The witnesses said, "We can identify the men who are guilty."
10. One female witness says, "I'm not afraid to tell the truth."
11. Then she said, "I have always obeyed the law."
12. The judge said, "It is difficult to find honest and brave citizens."
13. The judge says, "My court will punish the guilty."
14. Then the judge said, "The crime rate in this city has increased 50 percent."

In sentence C, the speaker has two or more brothers. (*Which* brother got married? The adjective clause tells you it is the brother in Chicago, not the brother in Texas.) In sentence D, the speaker has only one brother. (The adjective clause gives additional information, but because the speaker has only one brother, the clause is not needed to identify *which* brother.)

3. An unnecessary adjective clause is separated by commas from the rest of the sentence.

*My father, who is very tall, played tennis in college.*

*I learned how to play tennis from my father, who is an excellent player.*

4. The relative pronoun *that* is used to introduce necessary (restrictive) adjective clauses. It is not used to introduce unnecessary adjective clauses.

Correct: *Chicago, which is in the state of Illinois, is the third largest city in the United States.*

Incorrect: *Chicago, that is in the state of Illinois, is the third largest city in the United States.*

5. Sometimes it is difficult to distinguish between necessary and unnecessary adjective clauses. The following guidelines may help.

- a. If a noun is preceded by modifiers, these modifiers are usually enough to identify the noun; therefore, the following adjective clause is not necessary.

*My grammar book, which is at home, was not very expensive.* (The modifier *grammar* identifies which book the speaker is talking about, so the adjective clause provides additional, unnecessary information.)

The modifiers in these sentences also make the adjective clauses unnecessary:

*The first grammar test, which was on the tenses, was difficult for me.*

*When the teacher returned my test, she gave me a disappointed look, which made me feel very uncomfortable.*

- b. The names of specific places, persons, and geographical locations usually do not require a necessary adjective clause.

*Denver, which is a beautiful city, has two universities.*

*Nelson Mandela, who spent many years in prison, became the first black president of South Africa.*

*If you are looking for a new doctor, I can recommend Dr. Parker, who is associated with City Hospital.*

*The Arctic Ocean, which is a polar ocean, occupies about 5,440,000 square miles between North America and Greenland.*



**Exercise 13** ■ ■ ■ *Combine the sentences. Omit the relative pronouns where possible, and add commas where necessary.*

1. The adverb clause test was easy. The test was last Friday.  
\_\_\_\_\_
2. I enjoy taking grammar tests. The tests are easy for me.  
\_\_\_\_\_
3. Our grammar teacher didn't tell us the test would take two hours. She surprised everyone.  
\_\_\_\_\_
4. I had reviewed the practice exam. I understand it very well.  
\_\_\_\_\_
5. The test will be on adjective clauses. We will take this test next.  
\_\_\_\_\_
6. This quarter is almost over. It started approximately six weeks ago.  
\_\_\_\_\_
7. The students in this class will be studying in a partial academic program next quarter. The students receive an average of 70 in their classes this quarter.  
\_\_\_\_\_
8. When I enter the university, I'll study economics. I have always liked this subject.  
\_\_\_\_\_
9. Before I begin my academic work, I'm going to take a short vacation. I need a vacation.  
\_\_\_\_\_
10. My parents are planning to visit the United States at this time. I really want to see them.  
\_\_\_\_\_
11. My sister isn't coming with them. I haven't seen her in two years.  
\_\_\_\_\_
12. My sister is going to have a baby soon, so I'll be an uncle. She was married last year.  
\_\_\_\_\_
13. When I talked to her on the phone last week, she told me that her husband was really a nice person, so I'm anxious to meet him. I have never seen her husband.  
\_\_\_\_\_
14. Her husband has a good job with the government. He has a master's degree in economics.  
\_\_\_\_\_

7. A: Do you know whether or not he enjoyed the party?

B: He didn't tell me \_\_\_\_\_.

8. A: Did he know about the party before last night?

B: I really don't know \_\_\_\_\_.

9. A: Where is he now?

B: I have no idea \_\_\_\_\_.

10. A: How long will he be gone?

B: He didn't tell me \_\_\_\_\_.

### Exercise 9

Complete each sentence, using a noun clause as object. Be careful of meaning and tense changes.

- Three weeks ago, a police officer stopped me and my roommate and wanted to know where \_\_\_\_\_.
- Since I was driving, he asked me why \_\_\_\_\_.
- I was so nervous that I began speaking in my native language, so he asked if \_\_\_\_\_.
- I began to speak English and explained that \_\_\_\_\_.
- He wanted to know how long \_\_\_\_\_.
- He also wanted to know what \_\_\_\_\_.
- Then the officer asked to see my driver's license, but I didn't know where \_\_\_\_\_.
- My roommate, who was sitting quietly, couldn't believe what \_\_\_\_\_.
- The officer wanted to know whether \_\_\_\_\_ or not.
- Finally, he gave me a ticket and said that \_\_\_\_\_.
- As we drove away, my roommate promised me that \_\_\_\_\_.

### ■ Noun Clause as Object of a Preposition ■

*Everyone believes in whatever Tony says.*

*I never think about how I will pay my bills.*

*I can't rely on what you tell me.*



## LESSON TWELVE

## 12-1 ADVISABILITY VS. NECESSITY

## ■ Advisability ■

- A *My grandmother hasn't been feeling well. She should go to see her doctor.*  
*My grandmother hasn't been feeling well. She ought to go to see her doctor.*
- B *My grandmother should be living closer to her children.*  
*My grandmother ought to be living closer to her children.*
- C *My grandmother shouldn't spend so much time alone in her home.*
- D *My grandmother shouldn't be living alone.*
- E *Should we stop by my grandmother's place and say "hello"?*

- The modals *should* and *ought to* express advisability. When giving advice, the speaker is expressing an opinion as to what to do or what not to do. (It is not necessary to follow the advice, however.)
- The modals *should* and *ought to* are similar in meaning, but *ought to* is less common and is rarely used in negative and question forms.
- To make a statement about an event in progress, *should/ought to + be + present participle* is often used. (See sentences B and D.)
- In indirect speech, *should* does not change.  
*She says, "You should go home and rest."*  
*She told me that I should go home and rest.*

## ■ Moral Obligation ■

The modals *should* and *ought to* express obligation. The obligation is usually a moral one; it is the right or wrong thing to do.

- Every society should take care of its senior citizens.*  
*Every society ought to take care of its senior citizens.*  
*People shouldn't ignore the senior citizens in their midst.*

R: A: Aren't you living in the same place any more?

R: No, we \_\_\_\_\_ because my wife changed job.



5. A: You look terrible. The test \_\_\_\_\_ (last) a long time.  
 B: It sure did. It was more than three hours long, and we all \_\_\_\_\_ (stay) until the end, even if we finished early.
6. A: We were lucky when we went to the theater. We \_\_\_\_\_ (not wait) a long time for tickets.  
 B: You \_\_\_\_\_ (get) there early because by the time I arrived, there was a very long line.

**Exercise 13** ■ ■ ■

Respond to the sentences, using *must* and the tense indicated in parentheses.

Example: My brother was a star soccer player in high school.

(present) He must still be a good player.

(past) He must have started playing when he was very young.

- Two 747 airplanes crashed last week, and two hundred people died.  
 (present) Their families \_\_\_\_\_  
 (past) The pilots \_\_\_\_\_
- The men in the controller's tower were responsible for the crash.  
 (present) Today, those men \_\_\_\_\_  
 (past) At the time of the accident, they \_\_\_\_\_
- My friend's parents were aboard the plane, but they survived.  
 (present) Today they \_\_\_\_\_  
 (past) When the accident occurred, they \_\_\_\_\_
- My sister who is a stewardess was supposed to work that flight, but she was sick, so another flight attendant substituted for her.  
 (present) Your sister \_\_\_\_\_  
 (past) When your sister heard about the crash, \_\_\_\_\_
- The two captains were not aware of each other on their radar screens; nevertheless, both of them survived the crash.  
 (present) Now, every time they fly, they \_\_\_\_\_  
 (past) Their equipment \_\_\_\_\_

# PART 8

# Verbals

## INTRODUCTION TO PART 8

In English a verb form may sometimes function in a sentence as another part of speech. Verb forms that are used as other parts of speech are called "verbals." The infinitive and gerund forms of a verb are two examples of verbals. Look at these sentences.

- A To exercise is good for your health.
- B Exercising is good for your health.
- C Some people really like to exercise.
- D Some people really enjoy exercising.

In the sentences, the infinitive and gerund forms are used as nouns. In sentence A, the infinitive is the subject of the sentence. In sentence B, the gerund is the subject of the sentence. In sentences C and D, the infinitive and gerund forms are used as the direct objects of the statements. In addition to functioning as a noun, the infinitive may also be used as an adjective or an adverb.

In this part, you will study infinitive and gerund constructions and the ways they are used in English sentences.

## LESSON FOURTEEN

### 14-1 SIMPLE INFINITIVES AND INFINITIVE PHRASES

#### Simple Infinitives

- A Most people want to work.
- B We stopped our work to rest.
- C To succeed is difficult.

## LESSON FIFTEEN

### 15-1 GERUNDS

1. A gerund is a noun that has been formed from a verb. Any verb can be turned into a gerund by adding *-ing* to the simple form of the verb.

*walk, walking      play, playing      be, being*

When changing some verbs into gerunds, changes in spelling may be necessary.

*lie, lying*

Be careful not to confuse gerunds with present participles.

*Gerund: Swimming is good for you.*

*Present participle: Why aren't you swimming with the others?*

2. Gerunds function as nouns in a sentence.

*Jogging is good exercise.* (subject of the sentence)

*My favorite form of exercise is jogging.* (subject complement)

*I have always enjoyed jogging.* (direct object)

*My roommate is against jogging.* (object of a preposition)

*His favorite form of exercise, dancing, is more enjoyable.* (appositive)

3. A gerund phrase is formed with an object, a complement, and/or other modifiers. In the first sentence, *children* is the direct object of the gerund *interviewing*. In the second sentence, *tennis* is the direct object of the gerund *playing*.

*Interviewing small children is amusing.*

*Playing tennis is fun.*

4. To make a gerund negative, *not* is placed immediately before the gerund.

Compare:

*Betty regretted not seeing that movie.*

*Betty did not regret seeing that movie.*

In the first sentence, the gerund *seeing* is negative. Betty did not see the movie, and she regretted having missed it. In the second sentence, the verb *regret* is negative. Betty saw the movie, and she was not sorry that she had gone to it.



find that they are always in danger \_\_\_\_\_<sup>2</sup> robbed. Some of them have been threatened in the course \_\_\_\_\_<sup>3</sup> their customers. Many people agree that a big city is no longer suitable for \_\_\_\_\_<sup>4</sup> children.

People who live in the big cities are concerned \_\_\_\_\_<sup>5</sup> these conditions. They say that the city governments do not really seem interested \_\_\_\_\_<sup>6</sup> solutions to the problems. On the other hand, the city officials maintain that they are incapable \_\_\_\_\_<sup>7</sup> very much without money from the state and national governments. The mayors of the big urban areas admit that they, too, are worried \_\_\_\_\_<sup>8</sup> the quality of life in their cities. The majority of citizens believe that their police forces have not been good \_\_\_\_\_<sup>9</sup> law and order. Everyone feels that a good police force is essential \_\_\_\_\_<sup>10</sup> a safe environment.

The citizens in these areas are also tired \_\_\_\_\_<sup>11</sup> such high taxes. Again they complain that the city and state governments are responsible for not correctly \_\_\_\_\_<sup>12</sup> the money available to them. Violence and high taxes are only two of the problems that city dwellers face. Many Americans who move to the big cities from small towns have been used \_\_\_\_\_<sup>13</sup> in an atmosphere that is friendly and quiet; therefore, they are not accustomed \_\_\_\_\_<sup>14</sup> in an environment that is cold and impersonal. No American is proud \_\_\_\_\_<sup>15</sup> about these conditions, and all agree that there is a need \_\_\_\_\_<sup>16</sup> the situation. Everyone feels that the problems are very serious, but no one seems to know the best technique \_\_\_\_\_<sup>17</sup> these problems. Some officials are in favor \_\_\_\_\_<sup>18</sup> the law enforcement officials of certain European cities for advice.

While it is true that many European cities, as well as others around the world, have some of the same problems, it is also true that they seem to have found successful solutions to many of them.

■ **GROUP 3: Verbs + infinitive/infinitive phrase (Group 1 pattern)  
OR + object + infinitive/infinitive phrase (Group 2  
pattern)** ■

Remember that the sentences in each pair differ in meaning.

<b>ask</b>	She asked to talk with the manager. She asked me to talk with the manager.
<b>beg</b>	He begged to come with us. He begged us to come with him.
<b>choose</b>	The director chose to investigate the problem. The director chose a committee to investigate the problem.
<b>*dare</b>	They dared to ask the teacher for an answer during the test. They dared me to ask the teacher for an answer during the test.
<b>expect</b>	We expected to be on time. We expected you to be on time.
<b>like</b>	I like to meet new people. I like you to meet new people.
<b>need</b>	We need to help your roommate with his math class. We need your roommate to help us with our math class.
<b>prefer</b>	The children prefer to tell stories. The children prefer their teacher to tell stories.
<b>†promise</b>	My brother promised not to tell. My brother promised me not to tell.
<b>want</b>	The nurse wants to give the injection. The nurse wants the doctor to give the injection.
<b>wish</b>	I wish to consult with my lawyer. I wish you to consult with my lawyer.

\* In interrogative and negative statements, *dare* is used without *to* if no object follows the verb. ("Do you dare jump off that building?" "No, I don't dare do that." "Do you dare me to jump off that building?")

† Only the verb *promise* keeps the same meaning in both patterns.



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