

Unit 17

Your neighbours **heard** you **playing** music last night. **The later** it was, **the louder** the music became.

Sentence patterns



Grammar in Context

Theme: Rights and responsibilities

Words by Theme



Read the following email and answer the questions.

Subject: Terms of Service¹ of the FilmWorld Platform Send

Dear Chris,

Thank you for purchasing the online film *The Revenge: Final Game*. Before you proceed to enjoy it, please read the terms of service below.

- Meeting** the minimum age requirement², you can manage your account without parental permission³.
- Whatever** happens, do not distribute content on the platform for any unlawful purposes.
- Check **whether** the emails received are legitimate⁴ **or** phishing attempts.
- You may access our films **not only on a computer but also on a smart TV**.
- There is** an attachment **listing** the reasons why we may suspend access to our services or disable accounts.
- The more** you purchase from us, **the bigger** the discount will be. [Contact Us](#) or visit [Help Centre](#) for more information.

The FilmWorld Team

1. Read sentences ①, ②, ③ and ⑤. Fill in each blank with ONE word taken from the sentences. Make sure your answers are grammatical.

①	As you _____ the minimum age requirement, ...
②	No matter what _____, ...
③	Are the emails _____? Are they phishing attempts?
⑤	See the attachment that _____ the reasons why we ...

2. Read sentences ④ and ⑥. Complete each sentence by underlining the correct answer.

- In ④, the structures of the two underlined parts are (different / the same).
- In ⑥, two (comparatives / superlatives) are used at the beginning of the clauses.



More to take away

phishing (n.) = the criminal activity to trick someone into giving away information over the internet

PART 1 *I caught him stealing.*

We can use a participle to give information about the object of a sentence.

Subject	Verb	Object	Present / Past participle
I	caught	my father	vaping.
He	saw	his sister	eating
Joseph	had	his room	furnished



The verbs used in this sentence pattern can be divided into the following types:

Perception	Discovery	Others
<i>see, hear, smell, feel, watch</i>	<i>find, catch, notice</i>	<i>leave, keep, have, get</i>

We use a present participle to show that the object is performing an action.

- John **saw** Nancy **hiding** something. (Nancy was hiding something when John saw her.)
- The driver **left** the engine **running**. (The engine was still running when the driver went away.)

We use a past participle to show that an action is performed on the object.

- Sophia **heard** her name **called**. (Sophia's name was called when she heard it.)
- We **had** / **got** our dinner **delivered** from the restaurant.
(Someone delivered the dinner to us. We told them to do so.)



DRILL

Exercise 1

Rewrite the following sentences using the sentence pattern above.

- The ground was shaking. All of us felt it.
All of us felt the ground shaking.

- Tom heard Paula while she was talking behind his back.

- Ronald's hair was cut. He got it done last week.

- John kept me. I had been waiting in the café for hours.

- A prisoner was breaking out of the jail. A guard saw it.

- Rose's books were returned. She had it done before the due date.

- Katrina was preparing dinner in the kitchen. My mum found her.

- The dishes are unwashed. They always leave them overnight.

- My smartphone needs to be fixed. I am going to have it done as soon as possible.

- A man was stealing from the store. The shopkeeper caught him.

PART 2 *There is a path leading to the village.*

There is the introductory subject in this sentence pattern. It is followed by a verb *to be*.

<i>There</i>	Verb <i>to be</i>	Subject	Present participle	
<i>There</i>	<i>is</i>	<i>a dog</i>	<i>running</i>	<i>around him.</i>
<i>There</i>	<i>was not</i>	<i>anyone</i>	<i>sitting</i>	<i>here minutes ago.</i>



If the subject is singular, the verb *to be* must be in the singular form.

If the subject is plural, the verb *to be* must be in the plural form.

- *There is* a busker *singing* in the underpass.
- *There were* shoes *lying* on the floor.

Originally, the sentence pattern includes a relative clause. However, the relative pronoun and its verb are reduced to a present participle.

- *There is* a boy ^{wearing} ~~who is wearing~~ his uniform inside out.
- *There will be* a person ^{loving} ~~who will love~~ you as much as I do.

Do not use the continuous form of the verb *to be* (X *There is being ...*).



DRILL

Exercise 2

Rewrite the following sentences using the sentence pattern above.

- A tall guy is blocking our way.
There is a tall guy blocking our way.
- Some pigeons were harassing us for food.
- An exchange student will be staying with us for a year.
- Some scientists claim that life outside the earth exists.
- An acrobat was juggling on this corner of the street.
- A car accident is keeping us.
- A catering counter is serving refreshments.
- A video was spreading fake news.
- A tribal tradition demands everyone's obedience.
- Some cleaning robots have been disinfecting the mall for days.

PART 3 *Listening to the story, I fell asleep.*

The present participle phrase and the main clause share the same subject. We use this sentence pattern in the following situations.

To talk about ...	Present participle phrase	Main clause
a reason	<i>Not studying hard enough,</i>	<i>I failed the exam.</i>
an action that happens at the same time as another	<i>Standing in a long line,</i>	<i>I kept checking if it was my turn.</i>
an action that happens right before another	<i>Opening the door,</i>	<i>he saw a messy room.</i>



Exercise 3

DRILL

Rewrite the following sentences using the sentence pattern above.

- I did not make my bed this morning because I was hurrying to go to school.
Hurrying to go to school, I did not make my bed this morning.
- Paul frowned and sighed since he did not know what to do.

- The grumpy old man yelled at the kids in his yard while he was sitting in a rocking chair.

- Frederick felt disappointed that he got a dictionary as his birthday present.

PART 4 *Whatever he says, you can't believe him.*

This sentence pattern emphasises that something is always true or that something must be done under all circumstances.

<i>Whatever</i>	<i>you do,</i>	<i>don't lose the money.</i>
<i>My parents forgave me</i>	<i>no matter what</i>	<i>I did.</i>

(= It doesn't matter what you do. Just don't lose the money.)

(= It didn't matter what I did. My parents always forgave me.)

Exercise 4

DRILL

Rewrite the following sentences using the given words.

- It doesn't matter what George eats. He will not put on weight. (... *whatever* ...)
George will not put on weight whatever he eats.
- It didn't matter what people told her. She remained optimistic. (... *no matter what* ...)

- It doesn't matter what happens. My parents will have my back. (... *whatever* ...)

- It doesn't matter how excited you feel. You must remain calm. (*No matter how* ...)

- It doesn't matter when the assignment is due. Just start doing it as soon as possible. (*Whenever* ...)

PART 5***The earlier you wake up, the more you can do.***

We use comparatives in this sentence pattern to show how one change leads to another.

The	Comparative 1	Subject	Verb	the	Comparative 2	Subject	Verb
The	later	you	stay up,	the	sleepier	you	are.
The	more	the kid	whines,	the	less	he	will get.

- *The more important a task is, the earlier you should get it done.*
(You should prioritise your tasks according to their importance.)
- *The more she insisted that she was the victim, the less the public seemed to believe her.*
(Public distrust of her grew, though she repeatedly said that she was the victim.)

The two comparatives can be an adjective or adverb.

- *The richer you are, the more successful you may seem.* — adjective
- *The more often we practise, the better we will perform.* — adverb

**Exercise 5**

Rewrite the following sentences using the sentence pattern above.

1. If you work harder, you will gain more.

The harder you work, the more you will gain.

2. As Tony spoke more loudly, we could hear him better.
-

3. Your rank is high. Your benefits are attractive.
-

4. Go hiking more often. You will be more familiar with the trails.
-

5. When my sister has little sleep, she gets irritable.
-

6. If the idea is crazier, it seems more interesting.
-

7. Ida wants to overcome the challenges, especially the difficult ones.
-

8. I thought about what I had seen. The situation appeared suspicious.
-

9. Tina performed badly in the chess match. Her opponent appeared confident.
-

PART 6 We cannot say **whether** the policy is harmful **or** beneficial.

We use **whether ... or ...** to express a doubt or a choice between two options.

Main clause	whether		Option 1	or	Option 2
I wondered	whether	the woman	was crying	or	laughing.
I did not know	whether	the guests	would stay	or	go somewhere else.
I do not remember	whether	he	came late	or	not.

We use **whether + to-infinitive** when the subject of the main clause is the same as the subject of the **whether-clause**.

I am not sure **whether I should trust Liam or Noah.** → I am not sure **whether to trust Liam or Noah.**



DRILL

Exercise 6

Complete the following sentences using the sentence pattern above.

1. This can be an original screenplay. This can be an adapted screenplay.
We have no idea whether this is an original screenplay or an adapted one.



2. Mr Clark might buy a sedan. Mr Clark might buy a sport utility vehicle.

Mr Clark was thinking _____.

3. Her co-workers may like her. Her co-workers may not like her.

The new employee does not know _____.

4. The football club will win. The football club will not win.

The fans weren't sure _____.

5. Mila may watch the film with subtitles. Mila may watch the film dubbed into Cantonese.

Mila has not decided _____.

6. That might be a case of murder. That might be a case of self-defence.

The police still couldn't tell _____.

PART 7 The actress is **not only** pretty **but also** talented.

We use **not only ... but also ...** to connect similar ideas.

Sloths eat	not only	leaves	but also	twigs.
We	not only	finished all our tasks	but also	stayed behind to help.



Not only and but also have to be followed by phrases of the same structure.

✗ The model looks **not only gorgeous but also has a great sense of fashion.**

✓ The model looks **not only gorgeous but also fashionable.**

adjective

✓ The model **not only looks gorgeous but also has a great sense of fashion.**

verb phrase

This sentence pattern can link up different parts as long as the parts are parallel.

- **Not only AM schools but also whole-day schools** are suspended today. (linking two subjects)
- The war has caused **not only death but also generations of hatred.** (linking two objects)
- He **not only invited everyone he knew but also prepared a sumptuous meal.** (linking two actions)
- **Not only is organic food safer, but also it is better for the environment.** (linking two clauses)



Exercise 7

Complete the following sentences.

- Smoking is bad for health. It also pollutes the air.
Not only is smoking bad for health, but also it pollutes the air.
- I bought my daily supplies in supermarkets. I bought them from online vendors too.
_____ not only _____ but also _____.
- Newspapers provide a source of information. They allow readers to voice their opinions too.
_____ not only _____ but also _____.
- The club members will participate in the meeting and so will some teachers.
Not only _____ but also _____.
- This old phone is slow. Its software cannot be updated.
Not only _____ but also _____.
- The islanders are close to each other. They are hospitable to outsiders as well.
_____ not only _____ but also _____.
- New customers will receive gifts. They will receive a 15% discount too.
_____ not only _____ but also _____.

PART 8 *It was not until 11 pm that I studied for the exams.*

This sentence pattern tells us that something does not happen before a certain point in time or before something else has happened.

<i>It was not until</i>	A point in time / Action	<i>that</i>	Action
<i>It was not until</i>	<i>3 pm</i>	<i>that</i>	<i>he died.</i>
<i>It was not until</i>	<i>the ambulance arrived</i>	<i>that</i>	<i>he died.</i>

Before the ambulance arrived, he was still alive. When the ambulance arrived, he died.

Before 3 pm, he was still alive. At 3 pm, he died.



Exercise 8

Rewrite the following sentences using the sentence pattern above.

- Diana did not realise she was late until she saw the clock saying 8:01.
It was not until Diana saw the clock saying 8:01 that she realised she was late.
- Not until recently did the principal resign.

- Ms Weber helped me with my schoolwork. Before that, I could not catch up.

- I bought a new laptop only because my old one had broken down.

- The government started to charge consumers 50 cents for each plastic shopping bag in 2015.

Grammar in Pre-DSE Text Type

Theme: Rights and responsibilities

Ella is writing a poster. Complete the poster using the sentence patterns in this unit.

Words by Theme



Rights and Responsibilities at School

(1) I noticed some of you fidgeting in class. (I noticed something. Some of you were fidgeting¹ in class.) You had no idea (2) _____

(Was it acceptable² to ask questions?). (3) _____

(You did not speak up until the teacher left.) It is time to learn more about the expectations³ for students. (4) _____

_____ (If you understand these expectations earlier, you can empower⁴ yourselves sooner.)



STUDENTS' RIGHTS

✓ Regardless of your gender⁵ or race⁶, you have the right to be treated fairly.

✓ (5) _____

(You can enquire of the teachers about your progress. You can seek help from them too.)

✓ You are free to ask questions.

✓ (6) _____

(There should be trained personnel. They support students with special educational needs.)

STUDENTS' RESPONSIBILITIES

✓ (7) _____

(It doesn't matter what the purpose of your project is.), do not use the computers to browse violent or obscene⁷ materials.

✓ (8) _____

(Since students should see everyone as equals⁸), students should not harm, steal from or intrude on others.

✓ Enable yourselves to learn in a positive atmosphere. Do not disrupt the learning of your fellow students.