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The English language, reading/writing is a complex system that includes numerous rules, structures, and elements that govern how words, phrases, and sentences are constructed. To become proficient in English, it is essential to understand the fundamentals of advanced English grammar, including complex sentence structures, modal verbs, reported speech, passive voice, relative clauses, gerunds and infinitives, conditionals, prepositions, articles, and conjunctions. In this article, we will provide an overview of each of these topics.Topics Covered in Advanced English GrammarTopicSubtopicsExamplesKey NotesComplex SentencesAdverbial, Relative, Noun ClausesBecause it rained, I stayed home.Ensures coherence and clarity.Modal VerbsCan, Could, May, Might, Shall, etc.She might join us.Express modality (ability, possibility, etc.).Reported SpeechTense/Pronoun ChangesHe said he was coming tomorrow.Adjust time and pronouns appropriately.Passive VoiceSubject receives the actionThe cake was baked by her.Use for focus on action.Relative ClausesEssential/Non-Essential, Reduced ClausesThe book I read was amazing.Adds detail about nouns.Gerunds & InfinitivesVerb forms acting as nounsI love swimming vs. I love to swimKey for verb-object relationships.ConditionalsZero, First, Second, Third, MixedIf I were you, Id apologize.Describes hypothetical or factual situations.PrepositionsTime, Place, Direction, MannerShes at the park.Pay attention to prepositional phrases.ArticlesDefinite, IndefiniteA dog vs. The dog.Specifies general or specific nouns.ConjunctionsCoordinating, Subordinating, CorrelativeShe likes coffee and tea.Links clauses or phrases.Complex Sentence Structures:A complex sentence is a sentence that contains an independent clause and at least one dependent clause. An independent clause is a group of words that can stand alone as a sentence, while a dependent clause cannot. A dependent clause depends on an independent clause to make sense. Complex sentences are often used to express relationships between ideas, such as cause and effect, time, and contrast.There are several types of dependent clauses, including adverbial clauses, relative clauses, and noun clauses. Adverbial clauses modify the verb in the independent clause and answer questions such as when, where, why, how, and to what extent. Relative clauses modify a noun in the independent clause and begin with relative pronouns such as who, whom, whose, that, and which. Noun clauses function as nouns in the sentence and can act as the subject, object, or complement.Types of Dependent Clauses:Adverbial Clauses: Modify verbs (e.g., I stayed home because it was raining).Relative Clauses: Provide more information about a noun (e.g., The book that I read was fascinating).Noun Clauses: Function as nouns (e.g., What he said surprised everyone).Importance of Parallelism: Ensures consistency in sentence structure (e.g., She likes reading, writing, and jogging).Parallelism:In complex sentences, maintaining parallelism is crucial for clarity and coherence. Parallelism refers to the repetition of a chosen grammatical structure within a sentence. This technique enhances the readability and balance of the sentence, making it easier for the reader to understand the relationship between the ideas being expressed. For example, She likes reading, writing, and to jog should be revised to She likes reading, writing, and jogging to maintain parallelism.Compound-Complex Sentences:Beyond complex sentences, there are also compound-complex sentences, which combine multiple independent clauses with at least one dependent clause. These sentences allow for even more intricate expression of ideas, often reflecting the multifaceted nature of thoughts and relationships. For example, I finished my homework, but I was still tired because I had stayed up late the night before.A complex sentence is a sentence that contains an independent clause and at least one dependent clause. An independent clause is a group of words that can stand alone as a sentence, while a dependent clause cannot. A dependent clause depends on an independent clause to make sense. Complex sentences are often used to express relationships between ideas, such as cause and effect, time, and contrast.There are several types of dependent clauses, including adverbial clauses, relative clauses, and noun clauses. Adverbial clauses modify the verb in the independent clause and answer questions such as when, where, why, how, and to what extent. Relative clauses modify a noun in the independent clause and begin with relative pronouns such as who, whom, whose, that, and which. Noun clauses function as nouns in the sentence and can act as the subject, object, or complement.Modal Verbs:Modal verbs are auxiliary verbs that express modality, which refers to the speakers attitude toward the action or state described in the sentence. The most common modal verbs are can, could, may, might, shall, should, will, would, and must. They can express a variety of meanings, including ability, permission, obligation, possibility, and prediction.For example, I can swim expresses ability, while You must finish your homework expresses obligation.Modal verbs have several characteristics that distinguish them from other verbs. They are always followed by the base form of the main verb, and they do not take -s or -ed endings in the third person singular. They also have no infinitive or participle forms.Examples: Can, Could, May, Might, Shall, Should, Will, Would, Must.Usage: You must finish your homework.Semi-Modals:In addition to modal verbs, there are also semi-modals like ought to, used to, need to, and dare to, which share some characteristics of modals but behave like regular verbs in other ways. These semi-modals add subtlety and nuance to sentences, allowing speakers to express advice, habits, or necessity with more flexibility.Reported Speech:Reported speech, also known as indirect speech, is used to report what someone else has said without using their exact words. Reported speech typically involves a change in verb tense, pronoun, and word order.For example, He said, I am hungry' becomes He said that he was hungry in reported speech.There are several rules to follow when using reported speech. The tense of the reported speech is usually shifted back one tense, and the pronouns are often changed to reflect the new speaker. Direct speech marks are also typically removed.Changes in tense, pronouns, and time expressions.Direct: I am happy.Reported: He said that he was happy.Shifting Time Expressions:When using reported speech, its also important to adjust time expressions. For example, today might change to that day, and tomorrow could become the next day. These shifts are necessary to maintain clarity and coherence when the time frame of the original statement differs from the time of reporting.Passive Voice:The passive voice is a grammatical construction in which the subject of the sentence is acted upon by the verb. In the passive voice, the focus is on the action rather than the person or thing performing the action. The passive voice is formed using a form of the verb to be and the past participle of the main verb.For example, The cake was baked by Mary is in the passive voice, while Mary baked the cake is in the active voice.Formation: Form of to be + past participle (e.g., The letter was written by Sarah).Appropriate usage avoids vagueness and emphasizes the right elements in the sentence.Usage and Misuse of Passive Voice:While the passive voice is useful for emphasizing the action or the receiver of the action, overuse or inappropriate use can lead to vague or impersonal writing. Its important to balance passive constructions with active voice to maintain a clear, engaging writing style. In scientific writing, however, the passive voice is often preferred to maintain objectivity.Relative Clauses:Relative clauses are an essential part of advanced English grammar. They provide additional information about a noun or pronoun in the sentence and can be essential or non-essential. Essential relative clauses provide necessary information and are not separated by commas, while non-essential relative clauses provide extra information and are separated by commas.For example, consider the sentence: The woman who lives next door is a doctor. In this sentence, who lives next door is an essential relative clause because it provides essential information about the noun woman. Without this clause, the sentence would simply state that The woman is a doctor, which is not as informative.Essential vs. Non-Essential:Essential: The woman who lives next door is a doctor.Non-Essential: My neighbor, who is a doctor, is moving.Reduced Relative Clauses: The man who is speaking The man speaking.Reduced Relative Clauses:In some cases, relative clauses can be reduced to make sentences more concise. For instance, The woman who is sitting in the front row is my teacher can be reduced to The woman sitting in the front row is my teacher. This reduction streamlines the sentence while retaining the necessary information.Gerunds and Infinitives:Gerunds and infinitives are both verbal nouns that can function as subjects, objects, or complements in a sentence. A gerund is a verb that ends in -ing and functions as a noun, while an infinitive is the base form of a verb preceded by to and can also function as a noun.For example, consider the sentence: Running is good exercise. In this sentence, running is a gerund that functions as the subject of the sentence.In contrast, consider the sentence: I like to run. In this sentence, to run is an infinitive that functions as the direct object of the verb like.Gerunds: Verb + -ing acting as a noun (e.g., Swimming is fun).Infinitives: To + base verb (e.g., I like to swim).Differentiation: Stop smoking vs. Stop to smoke.Verbs Followed by Gerunds or Infinitives:Some verbs are followed by gerunds, some by infinitives, and some can take both but with a change in meaning. For instance, stop can be followed by a gerund (He stopped smoking) or an infinitive (He stopped to smoke), with each structure conveying a different meaning. Mastering this distinction is key to advanced grammar proficiency.ConditionalsConditionals are used to describe situations or events that may happen in the future depending on certain conditions. They are typically formed using if-then clauses and can be classified into four types based on the likelihood of the event occurring.The first conditional describes events that are likely to happen in the future if a certain condition is met. For example, If it rains, the game will be cancelled.The second conditional describes events that are less likely to happen in the future, but are still possible. For example, If I had more money, I would buy a new car.The third conditional describes events that are impossible because they already occurred in the past. For example, If I had studied harder, I would have passed the exam.The zero conditional describes events that always happen when a certain condition is met. For example, If you heat ice, it melts.Zero: Universal truths (e.g., If you heat ice, it melts).First: Likely future events (e.g., If it rains, well stay home).Second: Hypothetical situations (e.g., If I were rich, Id travel the world).Third: Past hypotheticals (e.g., If I had studied, I would have passed).Mixed Conditionals: Blend of time frames (e.g., If I had studied, I would be successful now).Mixed Conditionals:In advanced grammar, mixed conditionals are used to describe situations where the time in the if clause is different from the time in the main clause. These conditionals can reflect a present result of a past condition or a past result of a present condition. For example, If I had taken the job, I would be living in New York now mixes a past condition with a present result.PrepositionsPrepositions are words that show the relationship between a noun or pronoun and other words in a sentence. They typically indicate direction, location, time, or manner.For example, consider the sentence: The cat is on the mat. In this sentence, on is a preposition that shows the relationship between the noun cat and the noun mat.Indicate relationships (e.g., The cat is on the mat).Prepositional Phrases: Add context (e.g., She arrived in the morning).Common Errors: Confusion between interested in vs. interested on.Prepositional Phrases:A prepositional phrase includes a preposition and the object of the preposition, along with any modifiers. These phrases provide additional information about time, location, manner, or reason in a sentence. For example, She arrived at the station in the morning includes the prepositional phrases at the station and in the morning.Common Preposition Errors:English learners often struggle with prepositions because their usage is not always logical or consistent. For instance, the difference between interested in and interested on can be confusing, as can the correct use of prepositions after certain verbs or adjectives. Understanding theseArticlesArticles are words that indicate the presence or absence of a noun in a sentence. There are two types of articles in English: definite and indefinite. Definite articles refer to specific nouns, while indefinite articles refer to non-specific nouns.For example, consider the sentence: The dog chased a cat. In this sentence, the is a definite article that refers to a specific dog, while a is an indefinite article that refers to a non-specific cat.Definite: Refers to specific nouns (e.g., The dog).Indefinite: Refers to general nouns (e.g., A cat).ConjunctionsConjunctions are words that connect words, phrases, or clauses in a sentence. There are several types of conjunctions, including coordinating conjunctions, subordinating conjunctions, and correlative conjunctions.Coordinating conjunctions connect words, phrases, or independent clauses of equal importance. For example, I like pizza and pasta.Subordinating conjunctions connect dependent clauses to independent clauses. For example, I will go to bed when I finish my homework.Correlative conjunctions are used in pairs to connect words, phrases, or clauses. For example, Either you come with me, or I will go alone.Coordinating: Connects equal parts (e.g., I like tea and coffee).Subordinating: Links dependent to independent clauses (e.g., I stayed because it was late).Correlative: Work in pairs (e.g., Either you join, or I leave). The course will deepen your insight into English grammar and the linguistic analysis of English. There is a focus on syntactic description, analysis and argumentation, and on the relationship between linguistic form and grammatical function. Particular attention will be given to the forms and functions of the noun phrase and the verb phrase as well as to clause structure and information packaging. Learning outcome After completing this course you will:be able to think analytically about English syntaxhave in-depth knowledge of English verb phrases and noun phraseshave in-depth knowledge of clause structure and information packaging devices in Englishbe able to analyse and explain features of English syntax and argue for your analysis Formal prerequisite knowledge The course requires ENG1100 English Grammar /ENG1100L English Grammar for the teacher education programme or similar knowledge. Teaching Seminar, 2 hours per week for 14 weeks.Obligatory activities:Two obligatory written assignments, the second of which will have the same format as the final exam. Read more about guidelines for compulsory activities and rules concerning valid excuses and how to apply for postponements.It is obligatory to show up for a minimum of 60% of the teaching. In this course this means that you have to attend a minimum of 8 of 14 seminars. The requirement is absolute. The allowed absence limit will cover all absences, including illness. You will not be granted valid absences with documentation, even when the absence is due to something beyond your control.If the course has in-person teaching, and you are signed up for an in-person seminar group, you are to attend the teaching in the location found in the schedule.If the course has digital teaching, and you are signed up for a digital seminar group, you must attend via Zoom with your camera on.In certain circumstances, i.e. serious or chronic illness, you could apply for special needs accomodations.All obligatory activities must be approvedin the same semester for you to sit the exam. Once the course requirements have been fulfilled, they remain valid for the current and the next two semesters that the course is taught. Examination The obligatory requirements must be fulfilled in order to qualify for the exam.The final exam is a 4-hour written take-home exam.Assessment guidelines are published in Canvas after the exam. Language of examination The examination text is given in English, and you submit your response in English. Grading scale Grades are awarded on a scale from A to F, where A is the best grade and F is a fail. Read more about the grading system. More about examinations at UiO You will find further guides and resources at the web page on examinations at UiO. Last updated from FS (Felles studentsystem) May 31, 2025 5:59:02 AM The Pronunciation Bundle has two courses. The first course, Essential Pronunciation, is a beginner course that introduces you to the 44 phonemes, or sounds, that make up the English language. We have moved to nsw.gov.au/NESA To make the NESA online experience better for you, content is being improved and moved in stages to the NSW Government website.If you can't find the information you're looking for here, head to nsw.gov.au/NESA. Share copy and redistribute the material in any medium or format for any purpose, even commercially. Adapt remix, transform, and build upon the material for any purpose, even commercially. The licensor cannot revoke these freedoms as long as you follow the license terms. Attribution You must give appropriate credit , provide a link to the license, and indicate if changes were made . You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. ShareAlike If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original. 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Each advanced grammar reference page covers a key grammar point with all the explanations and examples you need to become an advanced grammar champion.In addition to these 30 grammar reference guides, you can also try our audio grammar series,Easy 6 Minute GrammarorMedium 6 Minute Grammarand you can check your grammar knowledge with our completeeasy grammar referenceguide,mediumgrammar referenceguide andmedium grammar reference 2guide. You can also try The Grammar Gameshowand study the lessons and use the worksheets from ourEnglish Class series..Relative clausesFuture formsUses of the presentLinking words of contrastStative verbs in the continuous formInfinitives of purposeConditionals reviewUsing the past to talk about the present or futureVerb patterns gerunds or infinitivesFuture continuousNative speaker 'mistakes' past participles, 'me', splitting infinitivesAdding emphasis 'it' cleft sentencesMore native speaker 'mistakes' 'innit', 'there'/'their'/'they're', 'what' as a relative pronounAdding emphasis 'what' cleft sentencesFuture in the pastDiscourse markersAdvanced learner mistakes word order in wh- clausesMore advanced learner mistakes come, bring, go, takeFormal and informal EnglishSubject-verb agreement 1 singular and plurals, no plural, no singularSubject-verb agreement 2 collective nouns, quantities, amounts, indefinite nounsSubject-verb agreement 3 'and', 'or', 'neither', 'nor', separated subjects and verbs, singular or plural verb with a cleft sentence5 uses of 'wish'Being polite: how to soften your EnglishInversion 1 negative and limiting adverbsInversion 2 reduced conditionals, adverbs of place or movement, consequences of an adjectiveDiscourse markers 2 'to tell you the truth', 'I mean', 'you see', 'in other words', 'at the end of the day', 'I know', 'so to speak'Question tagsParticiple clausesAspect simple, continuous, perfect No details available.Course Requirements ChecklistAfter reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in the Course Overview.Discussions (4)Discussions are collaborative learning experiences. Therefore, the student will complete four Discussions in this course. The student will post one thread of at least 500 words. Then, the student must then post 2 replies of at least 250 words.Language Analysis Research Application Assignments (3)Throughout this course, the student will submit three Language Analysis Research Application Assignments. In these assignments, the student will respond to a question or set of questions. His/her response should include research in the field, and an application of this research into his/her present/future profession. Each essay must be a minimum of 750 words and cite at least four peer-reviewed journals as sources for these research application assignments.Grammar in the Professions Project: Proposal AssignmentThis assignment requires the student to choose how he/she will focus the final project and relay this to the professor so that there is clear understanding on the scope and aims of a students final project. For the final project, the student has three options: 1) Grammar and Editing in the Professions, 2) Teaching Grammar in the Professions, and 3) Grammatical Research in the Professions.Grammar in the Professions Project: Final AssignmentThis assignment will let the student choose, to some degree, how to demonstrate evidence of his/her mastery over English grammar. The student will be provided options for this paper, and based on his/her degree program and/or vocational goals, the student can choose the focus of the assignment that will best meet his/her educational needs. Options include: Grammar and Editing in the Professions, Teaching Grammar in the Professions, and Grammatical Research in the Professions.The student must begin a quiz only when prepared to complete it. Each quiz will have 15 or fewer multiple-choice, true/false, multiple-answer, fill in multiple blanks, short answer, matching, and essay questions, covering the Learn material from the assigned module: week. The student may refer to notes and textbooks at any time during the assessment, and may take each quiz twice (although they will have a different set of questions the second time). The highest grade will be recorded. The student will have 30 minutes to complete each quiz.Quizzes: Exam (2)The Quiz: Mid-Term Exam will cover modules: weeks 1-4, while the Quiz: Final Exam covers material from modules: weeks 5-8. These quizzes have 42-46 multiple-choice, true/false, multiple answer, matching, short answer, and essay questions. The student may refer to notes and textbooks at any time during the assessment, but may take each of them only once. The student will have 90 minutes to complete the quiz exams. V MasterclassDiscourse markersR Grammar referenceDiscourse markersV News ReviewDead frog mystery in Peru endangered species, get to the bottom of, a turn of events, pleasV LingohackEcuador limits Jullian Assange's internet access; sweet potato helps tackle child malnutrition; work starts on British polar research ship classified, deficiency, vesselV X uses of Y: David Copperfield13 uses of 'take' takes, taken someone into (your) care, takes the opportunity, take (someone) off to, take refuge, takes pity on, takes an instant dislike to, seems/is taken with, taken advantage of, takes up, take off, take a turn for the worse, take care of We have moved to nsw.gov.au/NESA To make the NESA online experience better for you, content is being improved and moved in stages to the NSW Government website.If you can't find the information you're looking for here, head to nsw.gov.au/NESA. 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