

OXFORD



# CANADIAN GRAMMAR SPECTRUM

REFERENCE AND PRACTICE

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# Sentences

We can form simple sentences with a subject and a verb in a single clause (*Jenny laughed*). We can include auxiliary verbs (**be, do, have**, and modals) as part of the verb phrase and an adverbial after the verb (*She was sitting at the table*). We can use verbs with an object (*She was drawing a picture*), without an object (*She giggled*), or with two objects (*She showed me the picture*). We can also use linking verbs with complements (*It looked very silly*).

We form compound sentences with clauses joined by the coordinating conjunctions **and, but, and or** (*I made some coffee, but Jenny wanted orange juice*). We form complex sentences with clauses joined by subordinating conjunctions such as **after, because, if, and while** (*We talked in the kitchen while I made breakfast*).

## A Read through this newspaper report and find

- 1 a simple sentence
- 2 a complex sentence with two conjunctions

**A** 16-YEAR-OLD SASKATCHEWAN boy will receive a Medal for Bravery, after rescuing a young girl who had fallen through thin ice on Wascana Lake. 5 Last Saturday, Nolan Agecutay, of Regina, was walking through Wascana Park with some friends when he heard cries for help. He and his friends quickly realized that the yelling was coming from the ice. A group of 10 four young teenagers had been playing hockey when the ice cracked and one 12-year-old girl fell into the icy water.

Agecutay ran to the scene of the accident. He dropped onto his stomach and crawled to 15 the hole in the ice where the girl was struggling. He grabbed one of the hockey sticks lying on the ice and used it to reach out to the victim. He admits that it was a scary situation, but said “I tried to remain calm 20 when I was talking to her. I knew that if she stopped panicking and grabbed the end of the stick, I would be able to pull her out.”

After Agecutay had pulled the girl to safety, he wrapped her in his own jacket 25 while they waited for an ambulance, which showed up a few minutes later. Emergency responders called the teenager a hero. They said that he had done the right thing crawling onto the ice instead of walking, and 30 praised him for staying calm. Agecutay credits his grandfather for teaching him proper survival skills. He said “I didn’t even have to think about what I was doing. I saw that someone needed help and I knew that 35 I had to do something.”

The City of Regina would like to remind everyone to stay off the ice until officials announce that it is safe for skating. The group of young teenagers took an enormous 40 risk when they ignored the signs posted around the lake. Luckily for one little girl, Nolan Agecutay was there to prevent a tragedy. ■

## B Using verbs and conjunctions from the newspaper report above, complete this summary.

Teenager Nolan Agecutay (►) ..... *pulled* ..... a girl to safety (1) ..... she (2) ..... through the ice on Wascana Lake. He dropped to his stomach (3) ..... crawled across the ice to her. He then used a hockey stick to (4) ..... her out of the water. (5) ..... rescuing her, he (6) ..... her in his jacket to keep her warm. (7) ..... of his actions, Agecutay will receive a Medal for Bravery.

## Simple sentences

A simple sentence is a single clause with a subject and a verb.

1 *Gisella sneezed.* • *Somebody coughed.* • *The bus didn't come.* • *People were waiting.*

Simple sentences can also have an object (2) and/or an adverbial, such as an adverb (3) or a prepositional phrase (4).

2 *Mr. Rampaul made **lunch**.* • *I brought **some cookies**.* • *We drank **coffee**.* • *Everyone enjoyed **it**.*

3 ***Suddenly** the weather changed.* • *We **quickly** closed the windows.* • *It **often** rains **there**.*

4 *Shakespeare married Anne Hathaway **in 1582**.* • *He moved **to London in 1588**.*

Simple sentences with linking verbs, such as **be** or **look**, have complements that describe the subject.

5 *Frank is **a nurse**.* • *He wasn't **ready**.* • *His hair looked **wet**.* • *The room felt **like an oven**.*

## Verbs

Most verbs are action verbs, used to describe actions (what we do) and events (what happens).

6 *Richard **eats** a lot of pasta.* • *It **gives** him energy.* • *He **runs** every night.* • *I **saw** him in the park.*

Some verbs are stative verbs rather than action verbs. They are used to describe states: what we think (7), how we feel (8), and relationships, especially those concerned with inclusion and possession (9).

7 *I **know** what you **mean**.* • *My parents **understood** everything.* • *They **believe** in fate.*

8 *I **appreciate** all your help.* • *Some people **hate** mustard on sandwiches.*

9 *The city guide **contains** useful information.* • *That old suitcase **belongs** to me.*

We don't usually use stative verbs in the progressive. (NOT *That suitcase is belonging to me.*)

Other stative verbs include **consist of**, **exist**, **include**, **matter**, **own**, **prefer**, **realize**, **remember**, **resemble**

We also use linking verbs (**be**, **seem**, etc.) to describe states: how things are or seem to be.

10 *These flowers **are** beautiful.* • *Everything **seems** fine.* • *Your friend **appears** to be nervous.*

We can use some verbs, such as **taste** or **weigh**, as stative verbs (11) or as action verbs (12).

11 *Flowers don't usually **taste** very good.* • *The box **weighs** two kilograms.*

12 *Have you **tasted** this soup?* • *They **weighed** it at the post office.*

We use the auxiliary verbs **be**, **do**, and **have** with other verbs when we form different tenses (13), in questions and negatives (14), and for emphasis (15).

13 *The boys **have been** waiting for you.* • *I think they've gone outside.* • *They're playing soccer.*

14 *What **did** Josh say? ~ He **didn't** say anything.* • ***Does** he want coffee? ~ I **don't** think so.*

15 *You aren't working very hard. ~ I **am** working hard!* • *You don't miss me. ~ I **do** miss you!*

We also use **be**, **do**, and **have** as main verbs: *He **is** lazy.* • *He **does** nothing.* • *He **has** no money.*

We use modal auxiliary verbs (modals) such as **can**, **must**, **should**, or **will** with other verbs to express concepts such as permission, obligation, necessity, prediction, etc.

16 ***Can** I leave now?* • *You **shouldn't** go yet.* • *I **must** catch the next bus or I'll be late for work.*

# Subjects and verbs

## Subjects

The subject of a sentence is usually the first noun phrase or pronoun identifying who or what is performing an action expressed by the verb (1). It can identify who or what is experiencing something (2). It can also be the focus of a description (i.e. who or what the complement is linked to) (3).

- 1 *Tony lost his keys.* • *The dog ate my homework.* • *You are working too hard these days.*
- 2 *The children heard a loud noise.* • *The audience enjoyed the concert.* • *Meg doesn't like coffee.*
- 3 *Moose are large and powerful.* • *Her new classmates seem friendly.* • *Your hair looks great.*

We usually put the subject before the verb except in questions (4) and sentences using inversion (5).

- 4 *Where has she been?* • *Does this bus go to the university?* • *Isn't Lunenburg in Nova Scotia?*
- 5 *In front of us and blocking the way stood a large dog.* • *Never had I seen such a fierce animal.*

The subject can also be a gerund (6), an infinitive (7), or a clause (8).

- 6 *Reading books is her favourite thing.* • *Studying always makes me sleepy.*
- 7 *Just to complete the classes has become my new goal.* • *To go without you wouldn't be any fun.*
- 8 *That the NDP would win the election was never in doubt.* • *What he said wasn't very polite.*

## Subject-verb agreement

The subject determines whether the verb is singular or plural (9). It is the main noun or subject, not a prepositional phrase, that makes the verb singular (10) or plural (11).

- 9 *Asad's sister lives in Montreal.* • *His parents live near Calgary.*
- 10 *A new pair of shoes doesn't cost a lot.* • *A woman with three children was waiting outside.*
- 11 *New shoes don't always feel comfortable at first.* • *The children were crying.*

We use singular verbs after indefinite pronouns (**everybody**, **nobody**, etc.) as subjects (12). We usually use singular verbs after subjects beginning with **none of** and **neither of** (13). We sometimes use plural verbs in informal situations (14).

- 12 *Everybody in the country wants one of these.* • *Nobody except his parents was willing to help.*
- 13 *None of the candidates has much support.* • *Neither of them was skating very well.*
- 14 *She shouted, "None of you have a chance."* • *He's complaining that neither of them were asked.*

We use singular verbs after some subjects that seem to be plural: some nouns ending in **-s** (15), phrases describing an amount (16), and some combinations with **and** (17). There are some nouns such as **people** and **police** that appear to be singular, but that are used with a plural verb (18).

- 15 *The news wasn't too bad.* • *Measles is a disease.*
- 16 *Fifty dollars is too much.* • *Twenty kilometres was too far and two days wasn't enough time.*
- 17 *Tom and Jerry is a violent cartoon.* • *Rice and beans doesn't cost very much.*
- 18 *The police are trying to stop speeding in the city, but people are still driving too fast.*

We usually use a group noun to refer to the group as a single unit, with a singular verb.

- 19 *Our team is in second place.* • *The committee hasn't reached a decision yet.*

Other group nouns include **audience**, **class**, **crowd**, **enemy**, **family**, **government**, **orchestra**, **staff**

**A Add one of these verbs to each of the sentences.**

does, doesn't, has, have, is, isn't, are, aren't, was, wasn't, won't

- ▶ Excuse me, but <sup>does</sup> this bus stop in Waterloo?
- 1 To get an A in every class be easy.
  - 2 *Lord of the Flies* the name of the book we had to read last year?
  - 3 My new pair of jeans pockets on the side of the legs.
  - 4 What they're doing in Parliament interest me.
  - 5 Being absent from class a lot going to improve his chances of passing.
  - 6 Jan got really angry with us and screamed, "None of you my friends anymore!"
  - 7 Never I had to listen to so many boring people!
  - 8 I watched *Dances with Wolves*, which about dancing at all.
  - 9 Statistics more difficult than Economics?
  - 10 These new sunglasses made of glass or plastic or anything like that.

**B Choose an ending (a–e) for each beginning (1–5) and add an appropriate form of the verb be.**

- |   |  |
|---|--|
| ▶ <i>The Simpsons</i> ..... is ..... (f.) | a a lot to carry by yourself, don't you think? |
| 1 <i>Romeo and Juliet</i> ..... (..)      | b usually seated before the play starts.       |
| 2 Last night's news ..... (..)            | c written by Shakespeare.                      |
| 3 Twenty-five kilograms ..... (..)        | d going camping this weekend.                  |
| 4 Juan and all his friends ..... (..)     | e very interesting, I thought.                 |
| 5 The audience ..... (..)                 | f the name of a TV show.                       |

**C Complete each sentence with one of these words plus *has* or *have*.**

committee, marbles, diabetes, eggs, everybody, nobody, orchestra, police, teachers

- ▶ Diabetes has ... become a more common disease, mainly because of the way we eat.
- 1 The conductor and the ..... had very little time to rehearse for the concert.
  - 2 Security is just something that ..... to go through in airports nowadays.
  - 3 ..... from the new student group ..... volunteered to help with the year-end party.
  - 4 Members of the planning ..... all been given individual copies of the agenda for the meeting.
  - 5 ..... always been a popular game for children.
  - 6 According to the rules, none of the ..... the right to make students stay after school.
  - 7 The ..... no idea how the robbers got into the bank.
  - 8 Bacon and ..... been the Sunday breakfast in our house for years.



# Verbs and objects

## Verbs with objects (transitive verbs)

Transitive verbs have objects—usually noun phrases or pronouns.

1 *He **kicked** a small stone. It **hit** me. • We **discussed** the problems. They **affected** all of us.*

We use a transitive verb to describe an action that affects an object (2) or to describe a feeling or experience caused by an object (3).

2 *Are they **building** a wall? • I'll **cut** the grass. • Kerwood **bought** an old Volkswagen.*

Others include **carry, catch, fix, heat, prepare, protect, rob, scratch, sell, trim**

3 *Did you **enjoy** the concert? • One of our old teachers **remembered** us. • I don't **like** onions.*

Others include **admire, believe, fear, hate, hear, love, need, please, prefer, receive**

Only transitive verbs can be used in the passive.

4 *Someone **stole** my bag. → My bag was stolen. • They **caught** the thief. → The thief was caught.*

We usually use a prepositional phrase after the object of a transitive verb such as **put**.

5 *He **put** the keys in the drawer. • We **crammed** all our boxes into the back of Kara's car.*

## Verbs without objects (intransitive verbs)

Intransitive verbs are used without an object.

6 *I can't **sleep**. • Everyone was **waiting**, but he didn't **care**. (NOT ~~He didn't care it.~~)*

Others include **arrive, depart, disappear, happen, hesitate, occur, pause, rain**

We use intransitive verbs when we refer to simple events, actions, and sounds.

7 *The roof **collapsed**. • She **sighed** and **yawned**. • A lot of people **were screaming**.*

Others include **cough, faint, fall, growl, moan, scream, shiver, sneeze**

Intransitive verbs are not used in the passive.

8 *The thief **escaped**. (NOT ~~The thief was escaped. The police were escaped by the thief.~~)*

We often use prepositional phrases after intransitive verbs (9), especially verbs describing movement (10).

9 *Darwin **died** in 1882. • I **slept** until noon. • He is **sleeping** on the couch and **snoring**.*

10 *It **came** from Argentina. • Let's **go** to bed. • We **walk** to the park and then we **run** around it.*

## Verbs used with and without objects

We can use some verbs, such as **eat** or **read**, with objects (11) or without objects (12).

11 *She **read** his note. • I don't **eat** fish. • We **won** the game. • Do you **speak** English?*

12 *He always **reads** when he's **eating**. • Did you **win**? • She was so upset she couldn't **speak**.*

Others include **cook, draw, dress, drink, drive, hurt, paint, spread, study, write**

There are some verbs, such as **die** or **smile**, that we usually use without an object (13), but that can also be used with one particular object (14).

13 *Ariana **smiled** and said she was quite certain that none of us would ever **die**.*

14 *Nina **smiled** her bright smile. She seemed unconcerned that she might **die** a painful death.*

Others include **dance, dream, laugh, live, sigh**

We can use some verbs, such as **fight** or **meet**, with objects (15). We can also use them without objects after plural subjects when **each other** (16) or **with each other** (17) is understood.

15 *When I **met** Sergio in San Jose, he **embraced** me like a brother. • Gianni had to **fight** two muggers.*

16 *We **met** in Rome. • Our fingers **touched**. • The old women **embraced**. • They **hugged** and **kissed**.*

17 *Gianni and I always **fight**. • Two of the Okanagan Valley's major wine producers **have merged**.*

**A Using a dictionary if necessary, complete these definitions with the nouns and appropriate forms of the verbs. Add the word *things* after any verb that needs an object.**

hallucination	hinge
<del>hassle</del>	suitcase
hijacker	hypocrite

behave	close	go	seize
carry	demand	pretend	swing
<del>cause</del>	<del>do</del>	see	travel

(►) A hassle is something that is annoying because it causes problems or difficulties when you try to do things.

A (1) \_\_\_\_\_ is a large case in which you can (2) \_\_\_\_\_ when you (3) \_\_\_\_\_.

A (4) \_\_\_\_\_ is a small piece of metal on which a door (5) \_\_\_\_\_ as it opens and (6) \_\_\_\_\_.

A (7) \_\_\_\_\_ is a feeling or belief that you are (8) \_\_\_\_\_ when nothing is there.

A (9) \_\_\_\_\_ is a person who (10) \_\_\_\_\_ to have high values that are not matched by the way he or she (11) \_\_\_\_\_.

A (12) \_\_\_\_\_ is a person who (13) \_\_\_\_\_ control of a vehicle, especially an airplane, in order to (14) \_\_\_\_\_ to a new destination or to (15) \_\_\_\_\_ from a government in return for the safety of those in the vehicle.

**B Choose an answer (a–d) for each question (1–4) and add appropriate forms of these verbs. If necessary, add the pronoun *it* and/or a preposition.**

believe, go, hear, like, put, shiver, take, wait

- |   |                                    |
|---|------------------------------------|
| 1 Did Andreas _____ the key? (...)        | a Yes, but I don't _____.          |
| 2 Do you _____ big cities? (...)          | b Yes, he _____ his pocket.        |
| 3 Could you _____ outside? (...)          | c Yes, that's why I'm _____.       |
| 4 Have you _____ the latest rumour? (...) | Toronto.                           |
|   | d No, it's too cold and I'm _____. |

**C Add the correct pair of intransitive verbs to each sentence. Use appropriate forms.**

breathe / snore    ~~dream / sleep~~    eat / hibernate    fall / lie  
get / move    go / sing    happen / talk    nap / rest

► When you dream, you see and experience things while you are sleeping.

- Someone who \_\_\_\_\_ up and \_\_\_\_\_ around while asleep is called a sleepwalker.
- When people in hot countries \_\_\_\_\_ or \_\_\_\_\_ after lunch, it's called having a siesta.
- Animals that \_\_\_\_\_ don't \_\_\_\_\_ at all while they spend the winter in a deep sleep.
- When you \_\_\_\_\_ awake at night and you can't \_\_\_\_\_ asleep, you have insomnia.
- If someone \_\_\_\_\_ about a place as "sleepy," it means that nothing much \_\_\_\_\_ there.
- When you \_\_\_\_\_ softly to help a child \_\_\_\_\_ to sleep, you are singing a lullaby.
- People who \_\_\_\_\_ very noisily when they are sleeping.

# Verbs with indirect objects and clauses

## Verbs with indirect objects

We use two objects after some verbs: an indirect object and a direct object. With a verb such as **send**, we can put the indirect object after the verb (1) or after the preposition **to** (2). The indirect object (**you, Joe, everyone**) receives the direct object (**postcard, note, form**).

1 *I'll send **you** a postcard.* • *She handed **Joe** the note.* • *Did you give **everyone** a form?*

2 *I'll send a postcard **to you**.* • *She handed the note **to Joe**.* • *Did you give a form **to everyone**?*

Others include **bring, lend, mail, offer, pass, read, sell, show, teach, tell, throw, write**

We don't put **to** + indirect object before a direct object (NOT *Did you give to everyone a form?*).

With a verb such as **buy**, we can put the indirect object after the verb (3) or after the preposition **for** (4). The indirect object (**him, me, you**) benefits from the action of the verb (*buy, do, make*).

3 *She bought **him** a tie.* • *Can you do **me** a favour?* • *I'll make **you** a sandwich.*

4 *She bought a tie **for him**.* • *Can you do a favour **for me**?* • *I'll make a sandwich **for you**.*

Others include **build, cook, cut, draw, find, get, keep, leave, order, pick, save**

We don't put **for** + indirect object before a direct object (NOT *I'll make for you a sandwich.*)

We put shorter objects, especially pronouns, before longer objects (5). When we use pronouns for both objects after the verb, we put the indirect object pronoun first (6).

5 *Show **me** the prize you won.* • *Show **it** to everyone who said you couldn't do it.* • *Show **it** to them!*

6 *Show **me** it.* (NOT *Show it me.*) • *I'll make **you** one.* (NOT *I'll make one you.*)

With verbs such as **describe** or **explain**, we put the indirect object after a preposition, not after the verb. But compare (14) below.

7 *He described the man **to them**.* • *He explained the plan **to us**.* (NOT *He explained us the plan.*)

Others include **admit, announce, mention, murmur, report, shout, suggest, whisper**

Note that these are often verbs of speaking: *He said "Hello" to me.* (NOT *He said me "Hello."*)

With a verb such as **cost**, we must put the indirect object after the verb.

8 *The mistake cost **us** a lot of money.* • *They fined **him** \$250.* • *I bet **you** \$5.* (NOT *I bet \$5 to you.*)

Others include **deny, forgive, refuse**

## Verbs with clauses

We can use **that**-clauses as direct objects after "thinking" verbs such as **believe** or **think** (9) and after "reporting" verbs such as **explain** or **say** (10).

9 *They believed **that** the sun went around the earth.* • *He thinks **that** the students are lazy.*

10 *She said **that** she would be late.* • *He explained **that** there was no money left.*

Note that the word **that** is often omitted: *He thinks the students are lazy.*

After verbs reporting questions, we can begin the clause with **if, whether** (11), or a **wh**-word (12).

11 *The teacher asked **if** anyone was absent.* • *They enquired **whether** it was legal or not.*

12 *We should ask **what** it costs.* • *I wonder **when** they'll make the decision.*

After reporting verbs such as **remind** or **tell**, we must have an indirect object before the clause.

13 *I'll remind **him** that you're here.* • *You told **me** that he was sick.* (NOT *You told that he was sick.*)

Others include **assure, convince, inform, notify**

After a reporting verb such as **admit**, we must use **to** before an indirect object before a clause.

14 *He admitted **to the police** that he had stolen the money.* (NOT *He admitted the police that he had stolen the money.*)

*She mentioned **to me** that she hated her job.* (NOT *She mentioned me that she hated her job.*)

Others include **boast, confess, declare, hint, propose, reveal**

**A Complete each sentence in such a way that it is as similar as possible in meaning to the sentence or sentences before it.**

- They had it. Now we have it. They gave it to us.
- 1 She quietly wished him good luck.  
She whispered .....
  - 2 She was ordered by the judge to pay \$500 for her actions.  
The judge fined .....
  - 3 The farmer wouldn't give permission to us to walk across his field.  
The farmer refused .....
  - 4 Juan took Caroline's book. He told me.  
Juan confessed .....

**B Using a dictionary if necessary, complete the sentences with appropriate forms of these verbs. Add appropriate pronouns and prepositions if necessary.**

find, offer, reserve, sell, spread, transmit, keep, require, retrieve, ~~send~~, trade, ~~transport~~

- Your boxes will be transported by air. We will send them to you soon.
- 1 In a restaurant, if a table is ....., that means the restaurant is ..... a special person or group.
  - 2 Contagious diseases are easily ..... People with contagious diseases can easily ..... the rest of the population.
  - 3 Those computer files that I thought I had lost were ..... by Sotiris. I was so glad that he ..... me.
  - 4 In baseball, when a player is ....., it means that one team ..... another team.
  - 5 In a university, if certain courses are ....., it means that all students must take those courses and the university must ..... students every year.

**C Correct the mistakes in this text.**

During the psychology class, one student reported ~~us~~ her experiment <sup>to us</sup>. She explained us that it was about communication between husbands and wives. The researcher gave the following information half of the husbands. "Your wife has described you a trip to China. One of her friends told to her about it. You think sounds like a really good idea, so you ask to her some questions about the cost." The other group of husbands heard the following information. "Your wife has suggested you a trip to China. You don't like. You believe is a really bad idea, so you ask some questions her about the cost." The researcher didn't tell to the wives she said to the husbands. She asked the wives to listen to the tape recording of their husbands' questions and decide the husbands thought it was a good idea or not. A significant number of the wives couldn't decide. That was very surprising.