Advanced Grammar in Use

A self-study reference and practice book for advanced learners of English

with answers

SECOND EDITION

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Thanks

I was given considerable help by many people in writing the first edition of *Advanced Grammar in Use*, and their influence will still be seen in this new edition. In particular, I would like to thank Jeanne McCarten at Cambridge University Press, and my colleagues and students in the English for International Students Unit at the University of Birmingham.

For this new edition, I have been equally lucky in the support I have received from a number of knowledgeable, professional, and generous people. Alison Sharpe had guided the project to completion with constant encouragement and great diplomacy. Also at Cambridge University Press I would like to thank Kerry Maxwell, Xanthe Sturt Taylor, Jean Hudson, and Anna Teevan. Drafts of the reference material were also read by Sylvia Chalker, Frances Eaves-Walton, Carmina Gregori Signes, Carita Paradis, Richard Smith. Their comments were invaluable in helping me to revise and clarify this part of the book.

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Finally, my gratitude, as always, to Ann, David and Suzanne.
To the student

Who the book is for

The book is intended for advanced students of English. It is written mainly as a self-study book, but might also be used in class with a teacher.

How the book is organised

There are 100 units in the book. Each one looks at a particular area of grammar. Some sections within each unit focus on the particular use of a grammatical pattern, such as will be + -ing (as in will be travelling). Others explore grammatical contrasts, such as whether to use would or used to to report past events, or when we use except or except for. The 100 units are grouped under a number of headings such as Tenses and The future. You can find details of this in the Contents pages.

Each unit consists of two pages. On the left hand page are explanations and examples; on the right are practice exercises. The letters next to each exercise show you which sections of the left hand page you need to understand to do that exercise. The Grammar Review presents examples and explanations on areas of grammar that you are likely to have studied already at earlier stages of learning English. Although terms to describe grammar have been kept to a minimum some have been included, and you can find explanations of these terms in the Glossary. Four Appendices tell you about passive verb forms, basic question forms, quotation, and irregular verbs. A number of Additional Exercises are included for further practice of particular areas. You can use the Study Guide to help you decide which units to study and which areas of grammar to revise in the Grammar Review. You can check your answers to the practice exercises, Additional Exercises and Study Guide in the Key. The Key also comments on some of the answers. To help you find the information you need there is an Index at the back of the book.

How to use the book

It is not necessary to work through the units in order. If you know what grammar points you have difficulty with, go straight to the units that deal with them, using the Contents or Index to help you find the relevant unit. If you think that it would be useful to revise more basic information before you read the reference material in a unit and do the exercises, many units have links at the bottom of the reference page pointing you to the section of the Grammar Review where you can find this. In some units you will also find links to the Grammar Review in the explanations; for example ‘(see GR:B1)’.

You can use the units in a number of ways. You might study the explanation and examples first, do the exercises on the opposite page, check your answers in the key, and then look again at the explanations if you made any mistakes. If you just want to practise an area of grammar you think you already know, you could do the exercises first and then study the explanations for any you got wrong. You might of course simply use the book as a reference book without doing the exercises.
To the teacher

*Advanced Grammar in Use* was written as a self-study grammar book but teachers might also find it useful for supplementing or supporting their classroom teaching.

The book will probably be most useful for advanced level students for reference and practice. The Grammar Review towards the back of the book is a reference-only section which presents basic knowledge on a number of areas of grammar. This will be useful for students who wish to revise a particular area before moving on to the more advanced material in the units. No attempt has been made to order the units according to level of difficulty. Instead you should select units as they are relevant to the syllabus that you are following with your students, or as particular difficulties arise.

There are many ways in which you might use the book with a class. You might, for example, present the explanations on the left hand page of a unit, and use the exercises for classroom practice or set them as consolidation material for self-study. Alternatively, you might want to begin with the exercises and refer to the left hand page only when students are having problems. You could also set particular units or groups of units (such as those on *Articles* or *The future*) for self-study if individual students are having difficulties.

There is a set of Additional Exercises, most of which can be used to provide practice of grammar points from a number of different units.

A ‘classroom edition’ of *Advanced Grammar in Use* is also available. It has no key and some teachers might prefer to use it with their students.

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**Advanced English Grammar in Use Second Edition**

If you have already used the first edition of *Advanced Grammar in Use*, you will see some major changes in this new edition. The more basic areas of grammar have been moved out of the units into a reference section at the back, called the Grammar Review. All of the reference pages have been revised, some substantially, and some new units have been added. Most of the exercise pages have entirely new exercises or many new questions.

The book is now available with or without a CD-ROM. On the CD-ROM you will find more exercises on all of the units (different from those in the book). There are also hundreds of test questions, and you can make your own tests. The CD-ROM can also be bought separately.
Advanced Grammar in Use
Present continuous and present simple (1)

A

We can use the present continuous with some state verbs (e.g. attract, like, look, love, sound) when we want to emphasise that a situation is temporary or for a period of time around the present. Compare:

- Jean stays with us quite often. The children love having her here. and
- Jean’s with us at the moment. The children are loving having her here.

State verbs which we rarely use with the present continuous include believe, consist of, doubt, own. (For more examples see GR:A4.)

B

Some verbs have different meanings when they are used to talk about states and when they describe actions. With their ‘state’ meanings, they usually take simple rather than continuous forms. With their ‘action’ meanings, they may take simple or continuous forms, depending on context. Compare:

- The new treatment for influenza doesn’t appear to work. (appear: state = seem) and
- Madonna is currently appearing in a musical on Broadway./ She often appears in musicals. (appear: action = take part)
- Do you think it’s a good idea? (think: state = about an opinion) and
- I’m thinking of going in August./ Your trouble is you think too much.
  (think: action = consider)

Other verbs like this include anticipate, cost, expect, feel, fit, have, imagine, measure, weigh.

C

With some verbs describing mental states (e.g. find, realise, regret, think, understand) we can use the present continuous to emphasise that we have recently started to think about something or that we are not sure about something. Compare:

- I regret that the company will have to be sold. (= I have made the decision and I am sorry about it) and
- I’m regretting my decision to give her the job. (= I am increasingly aware that it was the wrong decision)

When it means ‘think carefully about’ the verb consider is only used with the present continuous:

- He’s considering taking early retirement. (not He considers taking early retirement.)

Some other verbs describing preferences and mental states (e.g. agree, believe, conclude, know, prefer) are rarely used with the present continuous:

- I believe you now. (not I’m believing you now.)

D

We use the present simple with verbs which perform the action they describe:

- I admit I can’t see as well as I used to.
- We apologise for not replying earlier.

Other verbs like this (sometimes called performatives) include acknowledge, advise, beg, confess, congratulate, declare, deny, forbid, guarantee, name, order, permit, predict, promise, refuse, remind, request, thank, warn. Some verbs used as performatives in affirmative (= positive) sentences (apologise, deny, guarantee, promise, suggest) have a similar meaning with either the present simple or the present continuous in negative sentences:

- I don’t deny/ I’m not denying taking the books, but Andy said it would be okay.

Note that we can use modals with performatives, often to make what we say more tentative or polite:

- We would advise you to arrive two hours before the flight leaves.
- I must beg you to keep this a secret.

Grammar review: present continuous → A1-A2; present simple → A3-A5
Exercises

1.1 Complete the sentences with the verbs given, using negatives or questions where necessary. Use the same verb for each sentence in the pair. Choose the present continuous if possible; if not, use the present simple. Use / to add any words outside the space and use contracted forms where appropriate, as in 1. (A & B)

- attract consist of doubt feel fit have like look measure sound

1 a I hear you’re having your house repainted. How’s it looking? (or How does it look?)
   b I bought this new dress today. How’s it look?

2 a What are you doing with that ruler? B: I measured the area of the kitchen.
   b The garden measures 12 by 20 metres.

3 a I doubt whether I’ll get another chance to retake the exam.
   b I suppose she might be at home tonight, but I don’t think so.

4 a The new science museum currently attracts 10,000 visitors a month.
   b Flowers attract bees with their brightly coloured petals.

5 a Mike won’t work at the top of the 20-storey building because he can’t stand heights.
   b A: How’s the new job? B: Well, at the moment, I don’t think I’ll be working there at all.

6 a My car’s in the garage today. They’ve got new brakes.
   b I bought this jumper for Sue, but it doesn’t fit her so I’ll have to take it back.

7 a What’s your shirt made from? It feels like silk.
   b I won’t be coming to work today. I feel very well.

8 a The roof of the house has only plastic sheets nailed down in a few places.
   b Their school uniforms are black trousers and a dark green jumper.

9 a Simon has been practising the song for days. It sounds quite good, but he doesn’t think he’s ready yet to perform it in public.
   b A: What’s that noise? B: It sounds like a bird stuck in the chimney.

10 a I had a postcard from Joanne on holiday in Spain. It sounds like she’s enjoying a really good time.
   b My sister has long blonde hair. You’re bound to recognise her.

1.2 Cross out any improbable answers. (C & D)

1 I’m understanding/ I understand biology a lot better now that we’ve got a new teacher.
2 I went to see a Formula One race last week, but I admit/ I’m admitting that I don’t know much about cars.
3 Do you find/ Are you finding it difficult to concentrate on your work with this music on?
4 We’ll do our best to get the computer repaired by next week, but we’re not guaranteeing/ we don’t guarantee it.
5 I’ve just started to learn how to drive. Now I’m knowing/ I know how difficult it is, I’ll never criticise your driving again.
6 She says that she wasn’t in the kitchen when the bottle smashed, but I refuse/ I’m refusing to believe her.
7 I’m certainly agreeing/ I certainly agree with you that people shouldn’t drink and drive.
8 I know the company has made a loss this year, but I’m not apologising/ I don’t apologise for that.
9 It’s very difficult for us to get jobs here, so we’re considering/ we consider emigrating to Canada.
Present continuous and present simple (2)

A We often use the present simple and present continuous in stories and jokes in informal spoken English to create the impression that events are happening now. This can make them more direct and exciting and hold people's attention:
- She goes up to this man and looks straight into his eyes. He's not wearing his glasses, and he doesn't recognise her...
- This man's playing golf when a kangaroo bounds up to him, grabs his club and hits his ball about half a mile...

The main events are usually described in sequence using the present simple and longer background events are described using the present continuous.

In narratives and anecdotes the present simple can be used to highlight an event. Often it is used after past tenses and with a phrase such as suddenly or all of a sudden:
- I was sitting in the park, reading a newspaper, when all of a sudden this dog jumps at me.

B We also use the present simple and present continuous in live commentaries (for example, on sports events) when the report takes place at the same time as the action:
- King serves to the left-hand court and Adams makes a wonderful return. She's playing magnificent tennis in this match....

C We can use the present simple in phrases such as It says here, I hear, I gather, I see, I understand and They say, (Someone) says, (Someone) tells me to introduce news that we have heard, read, seen (e.g. on television), or been told. We can also use past tenses (e.g. It said here, I heard):
- I gather you're worried about Ken.
- Jane tells me you're thinking of emigrating.
- Professor Otto is at the conference and I hear she's an excellent speaker.

D The present simple is often used in newspaper headlines to talk about events that have recently happened:

- **QUAKE HITS CENTRAL IRAN**
- **FOREIGN MINISTER RESIGNS**
- **SCIENTISTS FIND BRIGHTEST STAR**
- **FIRE BREAKS OUT IN HOTEL ROOM**

We can use the present simple to refer to the contents of books, films, newspapers, etc:
- Thompson gives a list of the largest European companies in Chapter Six.
- At the beginning of the book, three men find $4 million in a crashed plane.
- In the film, Joan Smithson takes the role of a private detective.

E We can use the present continuous with adverbs such as always, constantly, continually or forever to emphasise that something is done so often that it is characteristic of a person, group or thing:
- A: I think I'll stay here after all. B: You are constantly changing your mind.
- Tony is a really kind person. He's always offering to help me with my work.

We often use this pattern to indicate disapproval. The past continuous is used in a similar way with these adverbs (e.g. Was Kath always asking you for money, too?).

We can use the present continuous to describe something we regularly do at a certain time:
- At 8 o'clock I'm usually driving to work, so phone me on my mobile.
- 7 o'clock is a bit early. We're generally eating then.

F We can use the present (or past) continuous rather than the present (or past) simple with the verb wonder if we want to be especially friendly or polite, particularly if we are unsure about the other person's feelings towards something or how they will react to what we say:
- You said that there were only 50 books in the boxes. I'm just wondering/ I was just wondering whether you counted them all? (more polite than 'I just wonder...')

Grammar review: present continuous → A1–A2; present simple → A3–A5
Exercise

Unit 2

2.1 Complete these sentences using the verbs in brackets. Choose the present simple or present continuous. (A & B)

1. Beckham passes to Giggs who shoots just over the bar. Manchester United need to do much more in this half... (pass – shoot – attack)

2. A man arrives home late one night after the office Christmas party. His wife waits for him, and she says to him... (arrive – wait – say)

3. I went to a concert yesterday in the Town Hall. In the middle of it, while the orchestra is playing this man suddenly stands up on his seat and starts to conduct them. (play – stand – start)

2.2 Complete what each person says about the news they have read or heard using the present tense phrases in C. (C)

1. [Government gives health service billions] I see the government’s giving the health service a lot more money.

2. Vegecorp are going to sack 1000 workers.

3. In a surprise move yesterday President Cartman announced a new public holiday on his birthday, August 6th. He made the announcement...

4. Did you hear that Tony’s car has crashed again?

5. I’ve got a new job.

6. Scientists from Newtown University claim to have produced a vaccination to prevent malaria.

2.3 Expand one of the sets of notes below to complete each dialogue. (E)

continually/change/mind forever/moan/work forever/ask me/money constantly/criticise/driving always/complain/handwriting

1. A: I can’t read this. B: You’re always complaining about my handwriting.

2. A: Can I borrow £10? B: You’re

3. A: That was a dangerous thing to do. B: You’re

4. A: I think I’ll stay here after all. B: You’re

5. A: I had a bad day at the office again. B: You’re

2.4 Complete the sentences with appropriate verbs, using negatives or questions where necessary. Use the same verb for each sentence in the pair with either the present continuous or the present simple. Use / to add any words outside the spaces. (D–F)

1. a I whether you could help me. You see, my car’s broken down outside your house and I need to phone a garage.

   'Do you think Philip would be good at the job?' 'Hmm, I .

   b  I phone at 6.00? 'No, we usually dinner at that time.'

   b  I lamb, thanks. I’m a vegetarian.

3. a Gielman in the latest production at the Royal Theatre.

   They constantly loud music until the early hours of the morning.

4. a I the children to school at half eight. Perhaps we could meet at nine.

   b In his 1954 book, Wall a controversial view of Britain’s role in the war in Europe.
Past simple and present perfect

A

Time expressions that refer to the present, such as this morning/week/month and today, can be used with either past simple or present perfect verbs. If we think of this morning (etc.) as a past, completed time period, then we use the past simple; if we think of this morning (etc.) as a time period which includes the present moment, then we use the present perfect. Compare:

- I didn’t shave this morning. (= the morning is over and I didn’t shave) and
- I haven’t shaved this morning. (= it is still the morning and I might shave later)

B

In news reports, you will often read about or hear recent events introduced with the present perfect, and then the past simple or other past tenses are used to give details:

- ‘The film star Jim Cooper has died of cancer. He was 68 and lived in Texas...’
- ‘A teacher from Oslo has become the first woman to cross the Antarctic alone. It took her 42 days to make the crossing with her dog team...’
- ‘The US space shuttle Atlantis has returned safely to earth. It landed in Florida this morning...’

C

In a sentence which includes a time clause with since, we generally prefer a past simple verb in the time clause and a present perfect verb in the main clause. The time clause refers to a particular point in the past:

- Since Mr Hassan became president, both taxes and unemployment have increased. (rather than ...has become...)
- She hasn’t been able to play tennis since she broke her arm. (rather than ...has broken...)

Notice, however, that we use the present perfect in the time clause if the two situations described in the main clause and time clause extend until the present:

- Have you met any of your neighbours since you’ve lived here? (not ...you lived...)

D

After the pattern It/This/That is/will be the first time... we generally use the present perfect in the next clause:

- That’s the first time I’ve seen Jan look embarrassed. (reporting a past event)
- It won’t be the first time she has voted against the government in her long career. (talking about a future event)

Notice, however, that after It/This/That was the first time... we generally use the past perfect (see Unit 5):

- It was the first time I’d talked to Ella outside the office.

E

With time clauses introduced by after, when, until, as soon as, once, by the time and the time expressions the minute/second/moment the past simple refers to past, completed events and the present perfect refers to future events. Compare these examples:

- After she left hospital (past), she had a long holiday. and
- After Dominic has left school (future), he will be spending six months in India.
- The minute I got the news about Sue (past) I telephoned my parents. and
- I’ll contact you the minute I’ve got my exam results. (future)

In the time clause in sentences like this it is possible to use the past perfect instead of the past simple (e.g. After she had left...) and the present simple instead of the present perfect (e.g. After Dominic leaves...) with the same meaning (see also Unit 5).
Exercises

3.1 Choose a verb to complete the sentence. Use the present perfect or past simple. (A)

<table>
<thead>
<tr>
<th>have</th>
<th>go</th>
<th>oversleep</th>
<th>read</th>
<th>spend</th>
<th>wear</th>
</tr>
</thead>
</table>

1. I __________ a lot this week, but I have to get the book completely finished by this weekend.
2. A: Shall I make us some dinner? It’s already 8 o’clock. B: No thanks. I __________ to the dentist this afternoon and my mouth hurts too much to eat anything.
3. I __________ three lectures today and I still have two more later this afternoon.
4. It was so hot today that I __________ shorts and a T-shirt at work.
5. We __________ £200 on food this month and there’s another week to go before I get paid.
6. A: Do you want a lift home? B: No, I __________ this morning because my alarm clock didn’t go off, so I need to work late.

3.2 Complete the sentences with these pairs of verbs. (Note that the verb pairs are not always in sentence order.) Choose the most appropriate tense – present perfect or past simple. (C)

| be able | feel | happen | speak | improve | be | not want | fall | rescue | be | work | not have |

1. Maria __________ to go swimming since she __________ in the river.
2. Since she __________ at the company she __________ a day off through illness.
3. Since he __________ the girl from the frozen pond, he __________ on TV almost every day.
4. A lot __________ since I last __________ to you.
5. Since I __________ to drive I __________ much more independent
6. Robert’s reading __________ enormously since he __________ at school.

3.3 Choose a verb that can complete both sentences in each pair. Use the present perfect in one and the past simple in the other. Use / to add any words outside the spaces. (E)

| finish | get | hear | sign |

1. a. Remember that after you __________ the contract you won’t be able to change your mind.
   b. Carlo’s injury only became apparent after he __________ to play for Real Madrid.
2. a. As soon as I __________ college I want to travel around Australia.
   b. I didn’t have time to check the composition. I handed it in as soon as I __________ it.
3. a. By the time Sarah __________ to work the meeting had finished.
   b. I’ll probably have finished breakfast by the time the children __________ up.
4. a. I recognised her the moment I __________ her laugh.
   b. I’ll tell you what time we’re coming the moment I __________ from Frank.

3.4 Here are some extracts from a television news report. Choose the more appropriate tense – present perfect or past simple – for the verbs given. (B & D)

1. In tonight’s World Cup match, France are currently beating Germany 2–1 with five minutes of the match to go. If the score remains the same it will be the first time Germany __________ (lose) to France since 1998.
2. The Victoria Hospital in Milltown __________ (close) to new patients after more cases of food poisoning. Three elderly patients __________ (die) last week in the outbreak.
3. In last night’s final Mark Peters __________ (defeat) Ed Myers in three sets. It was the first time in six attempts that Peters __________ (beat) the world champion.
4. Nearly 600 laptops __________ (steal) from Ministry of Defence staff over the past five years. However, a spokesperson __________ (insist) that there had been no security problems as none of the computers __________ (hold) secret information.
Past continuous and past simple

When we talk about two events or activities that went on over the same period of past time, we can often use the past continuous or the past simple for both:

- Sally was reading to the children while Kevin was washing up. (or ...read...washed up.)

Using the past continuous emphasises that the event or activity ('was reading') was in progress during the past period of time ('while Kevin was washing up'). Compare:

- When I was learning/learned to drive I was living with my parents.

Was learning emphasises that the activity was in progress ('I had lessons during this time') and learned emphasises completion ('I passed my test during this time').

When we talk about two or more past completed events that followed one another, we use the past simple, not the past continuous, for both (see also Unit 5C):

- She got up when the alarm clock went off.
- He jumped out of bed and ran to see who the parcel was for.

We usually use the past simple rather than the past continuous to talk about repeated past actions:

- We went to Spain three times last year.
- Did you drive past her house every day?

However, we can use the past continuous, particularly in spoken English, when we want to emphasise that repeated actions went on for a limited and temporary period of past time:

- When Carlo was in hospital, we were visiting him twice a day. (or ...we visited...)
- To lose weight before the race, I wasn't eating any sweets or biscuits for weeks.
  (or ...I didn't eat...)

or to talk about something that happened surprisingly often:

- Last week I was having to bring work home every night to get it all done. (or ...had...)
- When the builders were here I was making them cups of tea all the time. (or ...made...)

We often use the past simple in a narrative (e.g. a report or a story) to talk about a single complete past event and the past continuous to describe the situation that existed at the time. The event might have interrupted the situation, or happened while the situation was in progress:

- Erika dropped her bag while she was getting into her car.
- She was shaking with anger as she left the hotel.

We can use either the past continuous or past simple (or past perfect; see Unit 5E) to talk about things we intended to do but didn't:

- We were meaning to call in and see you, but Jane wasn't feeling well. (or We meant...)

Other verbs used like this include: consider + -ing; expect to; hope to; intend to; plan to/on + -ing; think about + -ing/of + -ing; want to. These verbs (with the exception of mean and expect) and wonder about can also be used with the present and past continuous to report what we might do in the future. The past continuous is less definite than the present continuous:

- I was thinking of going down to London next weekend, but it depends how much money I've got. (less definite than I'm thinking of going...)
- We were wondering about inviting Kay over tomorrow. (less definite than We're wondering about...)

Grammar review: past continuous → A13; past simple → A6–A8
4.1 Complete the sentences using these pairs of verbs. Use the past simple in one space and the past continuous in the other. (A–D)

---
1. Just as I ___________ into the bath all the lights ___________ off.
2. I ___________ to go away this weekend, but my boss ___________ me some work that I have to finish by Monday.
3. When I ___________ in Paris, I ___________ three hours a day travelling to and from work.
4. A friendly American couple ___________ chatting to him as he ___________ at the hotel reception.
5. I bumped into Mary last week. She ___________ a lot better than when I last ___________ her.
6. My boss ___________ into the office just as I ___________ everyone my holiday photos.
7. I ___________ badminton four times a week before I ___________ my ankle.
---

This time, use the same tense in both spaces:
add – taste go off – light not listen – explain push – run not watch – dream
8. The smoke alarm ___________ when he ___________ a cigarette underneath it.
9. I can’t remember how to answer this question. I must confess that I ___________ while the teacher ___________ it to us.
10. She ___________ more salt to the soup, and then it ___________ much better.
11. Although the television was on, I ___________ it. Instead I ___________ about my holidays.
12. She ___________ open the door and ___________ into the room.
---

4.2 Look again at numbers 1, 4, 7 and 11 in 4.1. Which of these could also be in the past simple? What difference in meaning, if any, would there be?

4.3 Complete this text with either the past simple or the past continuous form of the verbs in brackets. Where alternatives are possible, think about any difference in meaning. (A–C)

I (1) ___________ (buy) a new alarm clock the other day in Taylor’s the jewellers, when I actually (2) ___________ (see) somebody shoplifting. I’d just finished paying for my clock and as I (3) ___________ (turn) round, an elderly woman (4) ___________ (slowly put) a silver plate into a bag that she (5) ___________ (carry). Then she (6) ___________ (walk) over to another part of the shop and (7) ___________ (pick up) an expensive-looking watch a number of times. When she (8) ___________ (think) that nobody (9) ___________ (look), she (10) ___________ (drop) it into the bag. Before I (11) ___________ (have) a chance to tell the staff in the shop, she (12) ___________ (notice) that I (13) ___________ (watch) her and (14) ___________ (hurry) out.

Unfortunately for her, two police officers (15) ___________ (walk) past just at that moment and she (16) ___________ (run) straight into them.
Past perfect and past simple

A When we give an account of a sequence of past events we usually put these events in chronological order using the past simple. If we want to refer to an event out of order—that is, an event which happened before the last event in the sequence we have written or spoken about—we can use the past perfect. Study the use of the past perfect and past simple in the text on the right:

<table>
<thead>
<tr>
<th>Order of events:</th>
<th>1 made fortune 2 reforms began 3 emigrated to Mexico 4 moved to U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order events are mentioned:</td>
<td>1 emigrated to Mexico 2 reforms had begun (out of order) 3 moved to U.S. 4 had made fortune (out of order)</td>
</tr>
</tbody>
</table>

Don José was a wealthy Cuban landowner who emigrated to Mexico in 1959. The agricultural reforms had begun a few months before this. He moved again in 1965 and made his home in the United States. He had made his fortune in growing sugar cane as a young man in Cuba, and he brought his expertise to his new home.

B When we understand that we are talking about events before another past event, we don’t have to continue using the past perfect:

- We bought a new car last month. We’d driven my parents’ old car for ages, but it started (or had started) to fall apart. We put (or had put) a new engine in it, but that didn’t solve (or hadn’t solved) the problems we were having.

C If the order of past events is clear from the context (for example, if time expressions make the order clear) we can often use either the past perfect or the past simple:

- After Ivan had finished reading, he put out the light. (or ...Ivan finished...)
- They were given help and advice before they had made the decision. (or ...they made...)
- The two leaders agreed to meet, even though earlier talks had failed to reach an agreement. (or ...talks failed...)

D The past perfect is often used in reporting what was originally said or thought in the present perfect or past simple (see also Unit 35):

<table>
<thead>
<tr>
<th>Talking about a past event</th>
<th>Reporting this past event</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘I have met him before.’</td>
<td>‘I was sure that I had met him before. (not ...I met him...)’</td>
</tr>
<tr>
<td>‘The village hasn’t changed much.’</td>
<td>‘I was sure that the village hadn’t changed much. (not ...the village didn’t change...)’</td>
</tr>
<tr>
<td>‘Smithers drowned in the recent floods.’</td>
<td>‘Police were convinced Smithers had drowned in the recent floods. (or ...drowned...)’</td>
</tr>
<tr>
<td>‘She stole the watch.’</td>
<td>‘She admitted that she had stolen the watch. (or ...stole...)’</td>
</tr>
</tbody>
</table>

E We can use either the past perfect or past simple (and often past continuous and past perfect continuous; see Units 4 and 7) when we talk about things that we intended to do, but didn’t or won’t now do in the future:

- I had hoped to visit the gallery before I left Florence, but it’s closed on Sundays. (or I hoped..., I was hoping..., I had been hoping...)
- Bill planned to retire at 60, but we have persuaded him to stay for a few more years. (or Bill had planned..., Bill was planning..., Bill had been planning...)

Other verbs used like this include: consider + -ing; expect to; intend to; mean to; think about + ing/of + -ing; want to.

Grammar review: past perfect → A14–A15; past simple → A6–A8
5.1 A number of the events in the text are listed on the right. List the events (i) in the order in which they occurred (or were thought to occur), and (ii) the order in which they are mentioned. Comparing these two lists, consider why the past perfect was used where it is marked. (A & B)

From an account of how a house was bought

When I first saw the old house I had just moved to the area. It had been empty for about a year and was beginning to need some repairs, but the house was exactly what I wanted. But by the time I had put together enough money I learnt that a property developer had bought it and planned to turn it into a hotel. Six months later I had nearly given up hope of finding anywhere to live in the village when I heard that the house was for sale again. The property developer had decided to invest his money in a new housing development on the edge of the village. I bought the house immediately and I’ve lived there happily ever since.

Events
I moved...
I learnt...
The property developer decided...
I heard...
I first saw the old house
A property developer bought it
I nearly gave up...
I put together enough money...
It was empty

5.2 Underline the correct answers. In some cases only one is correct, and in others both are correct. (C & D)

1 As Geoff was introduced to Mrs Snape, he realised that he had met/ met her before.
2 During the previous week, I had been/ went to the gym every evening.
3 He denied that he had taken/ took the money from the office.
4 I didn’t know the marking would take so long until I had read/ read the first couple of essays.
5 The boy told me that he had lost/ lost his train ticket and didn’t know how he would get home.
6 At the conference, scientists reported that they had found/ found a cure for malaria.
7 The teacher guessed that some of the children had cheated/ cheated in the exam.
8 Thomas explained that he had gone/ went home early because he felt ill.
9 The waiter took my plate away before I had finished/ finished eating.
10 Jane didn’t want any dinner. She had eaten/ ate already.

5.3 Expand these sets of notes using the past perfect to begin each sentence. (E)

I/expect/operation/painful
I/hope/leave/by 9.00
He/not mean/insult/her
Lucy/not intend/become/dentist
I/not think of/cook rabbit

1 I had hoped to leave by 9.00, but I overslept and missed the train.
2 ..................................................; she always wanted to be a vet.
3 .................................................., but I didn’t feel a thing.
4 .................................................., until Derek told me how tasty it was.
5 .................................................., but Daphne was very offended.
Unit 6

Present perfect continuous and present perfect

A

We use the present perfect continuous to express the idea of an activity (a task, piece of work, etc.) in progress until recently or until the time of speaking:

☐ Have you been working in the garden all day? You look exhausted.
☐ She's been writing the book since she was in her twenties and at last it's finished.

Notice that we often use time expressions to say how long the activity has been in progress.

We don't use the present perfect continuous with verbs such as belong, know, (dis)like, and understand that describe unchanging states:

☐ Have you known each other long? (not Have you been knowing...)
☐ I haven't liked ice cream since I ate too much and was sick. (not I haven't been liking...)

When we talk about situations (general characteristics or circumstances) that exist until the present we often use either the present perfect or present perfect continuous:

☐ ‘Where's Dr Owen's office?’ ‘Sorry, I don't know. I haven't been working here for long.’
   (or I haven't worked here for long. Present perfect continuous emphasises the activity of working; present perfect emphasises the state of having a job.)
☐ We've been looking forward to this holiday for ages. (or We've looked forward to...)
   Present perfect continuous emphasises a mental process; present perfect emphasises a mental state.

B

We often use the present perfect or the present perfect continuous to talk about something that has recently finished if we can still see its results. However, we generally use the present perfect continuous with verbs that suggest extended or repeated activity. Compare:

☐ He's broken his finger and is in a lot of pain. (not He's been breaking... and
☐ He's been playing football all afternoon and needs a shower! (more likely than He's played...)

We use the present perfect continuous rather than the present perfect when we draw a conclusion from what we can see, hear, etc. We often use this form to complain or criticise:

☐ Who's been messing around with my papers? They're all over the place.
☐ You've been eating chocolate, haven't you? There's some on your shirt.

When we talk about the result of circumstances or an activity, we use the present perfect, rather than the present perfect continuous. When we focus on the process we often use either the present perfect or the present perfect continuous. Compare:

☐ Prices have decreased by 7%. (not Prices have been decreasing by 7%.) and
☐ Prices have been decreasing recently. (or Prices have decreased...)
☐ I've used three tins of paint on the kitchen walls. (not I've been using three tins of paint on the kitchen walls.) and
☐ I've been using a new kind of paint on the kitchen walls. (or I've used...)

C

We use the present perfect continuous to emphasise that an activity is ongoing and repeated, while the present perfect suggests that the activity happened only once or on a specified number of occasions:

☐ Joseph has been kicking a football against the wall all day. (more likely than ... has kicked...)
☐ He has played for the national team in 65 matches so far. (not He has been playing for the national team in 65 matches so far.)

Compare:

☐ The workers have been calling for the chairman's resignation. (= emphasises a number of times, probably over an extended period) and
☐ Workers have called for management to begin negotiations on pay. (= maybe a number of times or only once.)

Grammar review: present perfect continuous → A16–A17; present perfect → A9–A12
6.1 Complete the sentences with appropriate verbs, using the same one for each sentence in the pair. Use the present perfect in one sentence and the present perfect continuous in the other. Use negative forms where appropriate. (A–C)

**disappear**  **give**  **move**  **put**  **read**  **stay**  **stop**  **swim**

1 a Maria Harris ___________ in a rented flat since returning to Liverpool.
   b We ___________ at this hotel a couple of times before.

2 a With their win yesterday, Italy ___________ into second place in the table.
   b As house prices in the cities have risen, people ___________ into the countryside.

3 a All day, the police ___________ motorists to question them about the accident.
   b Good, the noise ___________. I can start concentrating on my work again.

4 a I ___________ any of Dickens’ novels.
   b I ___________ this book on astrophysics for hours and I’m still only on page 6.

5 a Dr Fletcher ___________ the same lecture to students for the last ten years.
   b Mr Goldman ___________ nearly a million pounds to the charity this year.

6 a I did 20 lengths of the pool today. I ___________ that far since I was at school.
   b I ___________ and I feel exhausted.

7 a In recent years, Brazilian companies ___________ a lot of money into developing advanced technology.
   b The South African coal company ___________ the Calverton Mine up for sale.

8 a An important file ___________ from my office.
   b Plants and vegetables ___________ from my garden since we had new neighbours.

6.2 The government has just announced that it is cutting the money it gives to the Influenza Research Centre. Complete these texts about it with an appropriate form of the verb given. Use the present perfect continuous if possible; if not, use the present perfect or past simple. Indicate where more than one of these tenses is possible. (A–C and Unit 3)

a Dr Petra Adams, *the Director of the Centre*, talks to a reporter:

It’s remarkable to think that since 1950 influenza (1) ___________ (claim) more than 50,000 lives in this country, and in 1957 alone around 6,000 people (2) ___________ (die). But over the last 20 years we at the Centre (3) ___________ (make) considerable progress on understanding the illness. We (4) ___________ (produce) over a hundred books and articles reporting the results of our research and in 1995 they (5) ___________ (award) the Nobel Prize for medicine to one of my colleagues. In our more recent work we (6) ___________ (look) into the effects of influenza on heart disease and we (7) ___________ (also explore) a possible link between climate change and the recent increase in the number of cases of influenza. It is a tragedy that the government (8) ___________ (make) this decision now.

b Kenneth Sparks, *the Opposition spokesperson for science*, talks to a television interviewer:

The previous government (1) ___________ (invest) huge amounts of money into the Centre and I think it’s terrible that the present government (2) ___________ (announce) this cut when the number of cases of influenza (3) ___________ (increase). The Centre (4) ___________ (run) successfully for many years. But this decision is just typical of this government. It (5) ___________ (neglect) health research ever since it was elected, and (6) ___________ (cut) back on spending on science generally. Although the government says that the cut is necessary because of the recent world economic problems, I (7) ___________ (find) evidence that they (8) ___________ (plan) this for some time. I (9) ___________ (speak) to the Minister about this yesterday and (10) ___________ (also write) to the Prime Minister demanding that the decision should be reversed.
Past perfect continuous, past perfect and past continuous

A

We use the past perfect continuous to talk about something that was in progress recently before or up to a past point in time, and the past perfect when we talk about a finished activity before a past time:

- I'd been finishing some work in the garden when Sue arrived, so I didn’t hear her come in. (not I’d finished some work in the garden when Sue arrived, so I didn’t hear her come in.) and
- I'd finished all the ironing so I started cleaning the windows. (not I’d been finishing all the ironing so I started cleaning the windows.)

Sometimes we can use either the past perfect continuous or the past perfect with a very similar meaning:

- I'd been working/I'd worked hard all year, so I felt that I deserved a holiday.

B

If we talk about how many times something happened in a period up to a particular past time, we use the past perfect, not the past perfect continuous:

- How many times had you met him before yesterday? (not How many times had you been meeting...)
- I'd had stayed in the hotel twice in the 1980s. (not I had been staying in the hotel twice...)

C

The past perfect continuous can be used to talk about a situation or activity that went on before a particular past time and (i) finished at that time, (ii) continued beyond it, or (iii) finished shortly before it:

- (i) We’d been driving for about an hour when the engine suddenly stopped.
- (ii) She felt terrible during the interview because she had been suffering from flu since the previous day.
- (iii) When I last saw John, he’d been running and was out of breath.

If we are not interested in how long the activity went on, we can use the past continuous instead of the past perfect continuous. Compare:

- When the merger was announced it became apparent that the two companies had been discussing the possibility since last year, and
- A friend told me about a conversation she’d recently overheard. Two women were discussing their holiday plans...
- I first met Steve and Jane when they had been going out together for five years, and they didn’t get married for another three years after that, and
- Emma met Graham when she was going out with his best friend.

D

Remember that we don’t describe states with continuous tenses (see Unit 1), and we use the past perfect, not the past perfect continuous, even when we focus on the length of a situation up to a particular past time:

- We had owned the car for 6 months before we discovered it was stolen. (not We had been owning the car for 6 months...)

E

The past perfect continuous is mainly used in written texts and is less common in speech. Here are two examples of the past perfect continuous used in newspaper stories:

- The body of a climber who went missing in the Alps was finally found yesterday. Carl Sims had been climbing alone in the dangerous area of Harz Waterfall, which has claimed many lives in the past.
- A spokesman for the company said Morgan hadn’t been working for them long and wasn’t familiar with safety procedures: ‘It was an unfortunate incident...’
Exercises

7.1 Complete the sentences with one of these verbs, using the same verb for each sentence in the pair. Use the past perfect continuous if possible; if not, use the past perfect. (A)

apply carry fly smoke work

1 a She __________ for the company since she left school, so I wasn’t surprised when she took a new job in London.

b She __________ finally ___________ her way up from trainee to a management position, and she celebrated her promotion with a big party.

2 a The avalanche ___________ them 500 metres down the mountain but no-one was hurt.

b She took a bottle from the bag she ___________ all the way from home.

3 a Michael ___________ all his cigarettes and had to borrow some from Kate.

b By the smell in the room and his guilty expression I could tell that Alex ___________.

4 a We ___________ for visas early, but still hadn’t got them by the week before the holiday.

b She ___________ for jobs, without success, since leaving university.

5 a He ___________ all the way from New York to be at yesterday’s meeting.

b When the plane was diverted, shortly after take-off, it ___________ from London to Frankfurt.

Look again at the sentences where you have used the past perfect continuous and decide when you could use the past simple instead of the past perfect in these sentences. (You may need to study Unit 5 again.)

7.2 Choose the past perfect continuous form of the verb if appropriate; if not, use the past perfect. (B–D)

1 Mrs Bishop ___________ to have children for years; then she finally became pregnant at the age of 45. (try)

2 This was the first time we had been to the castle, even though we ___________ Edinburgh a few times before. (visit)

3 She bought her first watch at the age of 8. It ___________ two pounds. (cost)

4 Meg James ___________ children’s stories for 10 years when she got her first book published. (write)

5 For some time Mark ___________ about passing the exams and eventually decided to change the course he was taking. (worry)

6 My teacher was really annoyed with me. It was the third time I ___________ late for school that week. (arrive)

7 I ___________ always ___________ it would be easy to get a job, and was disappointed to be rejected. (believe)

8 We ___________ about Sue when, to our amazement, she walked through the door. (talk)

In which one of the sentences where you have used the past perfect continuous do you think the past continuous is more likely? (C)

7.3 Study this conversation extract. If the underlined verbs are correct, write ✓. If they are wrong, correct them using either the past perfect (active or passive) or past perfect continuous. (A–E)

A: How was your weekend?

B: Not great, actually. I (1) ‘d really been looking forward to a relaxing couple of days. But early on Saturday morning Mum phoned to say that Dad (2) had been taking ill.

A: Oh, no! What (3) had happened?

B: She (4) had just been hearing that he (5) had been flown by helicopter to hospital in Edinburgh from a village called Contin where he (6) had fished with my Uncle Mark.

A: And is he okay? What’s wrong with him?

B: Well, Uncle Mark said that Dad (7) had been complaining of a bad headache most of yesterday, but he (8) hadn’t been wanting to go back to the hotel and spoil the day. But then in the evening, just as they (9) had stopped fishing for the day, he (10) had been collapsing...
Present and past time: review

A Continuous and simple

When we focus on an activity itself, starting before and continuing up to (and possibly beyond) a particular point of time, rather than focusing on actions as completed events, we use continuous forms:

☐ Janet can’t come to the phone. She’s washing her hair.
☐ As you’re not using your car at the moment, can I borrow it?
☐ This time yesterday I was flying over the Pacific.
☐ Was she wearing that red dress when you saw her?

We use simple forms to talk about general situations, habits, and things that are or were always true:

☐ When I worked as a postman I got up at 3 o’clock every morning.
☐ Miguel doesn’t play golf very well.
☐ These birds build their nests on the ground.
☐ The earthquake struck the area at midday yesterday. (past simple for completed events)

We use simple forms with verbs that describe unchanging states; that is, things that stay the same:

☐ She intends to work hard at school and go on to university.
☐ Did you understand the instructions we were given?

However, we can use continuous forms with these verbs when they describe something happening or changing:

☐ She was intending to talk to Tony about the idea, but she didn’t get the opportunity.
☐ I’m understanding physics much better now that Mr Davies is teaching us.

B Perfect

We use perfect verb forms to describe one event or state from the point of view of a later time. The present perfect suggests a connection between something that happened in the past and the present time. Notice, however, that the situation or event does not have to continue until the time of speaking, only to have some connection or relevance to the present time:

☐ I’ve finished the new Harry Potter book now, so you can borrow my copy if you like.
☐ Have you turned the gas off? I don’t like it to be on when I’m not at home.
☐ Your nose is bleeding. Has somebody hit you?

The past perfect is used to locate a past event before another past event:

☐ I invited him out to dinner, but he said he had already eaten.
☐ By the time I picked up the phone, they had rung off.

C Combinations of perfect and continuous

We combine the perfect and continuous forms in the present perfect continuous to describe an activity in progress either at or recently before the time of speaking, and possibly beyond it:

☐ I have been following the discussions with great interest.

We can also use the present perfect continuous to talk about activities that have recently finished with some result that can be seen, heard, etc.:

☐ Look at the dirt on your clothes! Have you been digging in the garden again?

The past perfect continuous has a similar meaning. However, the point of reference is not ‘now’ (as it is with the present perfect continuous) but a point in the past:

☐ When we met Simon and Pat, they had been riding.
☐ It had been snowing heavily for hours and when I went to the door I couldn’t open it.
8.1 Complete this letter from Australia using the following verbs. Use the present simple, present continuous, past simple or past continuous. (A)

In 1–10 use: arrive feel (×2) get go know spend wait write (×2)
In 11–20 use: ask complain enjoy get (not) go on hear look (×2) seem start

Dear Mum and Dad
I (1) am writing this letter in a hotel room in Perth. I (2) __________________ here a couple of hours ago after a long coach journey from Adelaide. I (3) __________________ pretty tired so this will only be a short note before I (4) __________________ to sleep.
As you (5) __________________, I (6) __________________ last week in Adelaide with Jean and David. I (7) __________________ to them a month or so ago to tell them when I would be arriving, and they (8) __________________ at the airport for me when I (9) __________________ there. For the first few days I (10) __________________ quite jet-lagged, but I soon (11) __________________ over that after a few days of lazing around on the beach.
Jean and David (12) __________________, living in Adelaide a lot, although Jean (13) __________________ for a new job just now. It (14) __________________, that she (15) __________________ very well with her colleagues. Apparently they constantly (16) __________________ about the working conditions and it (17) __________________ to annoy Jean. They (18) __________________ me to pass on their best wishes to you.
So now I (19) __________________ forward to exploring Perth. I (20) __________________ it’s a wonderful place. I’ll write again in a few days.

Love, Abigail

8.2 Complete this extract from a newspaper article with the verbs given. Use the past simple, present perfect or past perfect. (B)

RONSON SACKED IN UNITED CUTS

Aston United (1) ________________ (appoint) Ronson as manager two years ago and last season they (9) ________________ (finish) second in the First Division.
However, they (10) ________________ (win) only five matches so far this season.
The Chairman of the club, Peter White, last night (11) ________________ (accuse) Ronson of lack of commitment to the club. “Neil’s attitude (12) ________________ (disappoint) us recently. Over the last few months he (13) ________________ (spend) more time on Spanish beaches than working with the players in Aston…”

8.3 In Unit 7 (Exercise 7.3) you read the beginning of a conversation. Here is the rest of it. If the verb in the underlined section is correct, write ✓. If it is wrong, correct it using the past simple, present perfect, past perfect, present perfect continuous or past perfect continuous as appropriate. (A–C)

A: (1) Did he have any health problems recently?
B: Well, he (2) ________________ (suffer) from high blood pressure for some time, but we (3) ________________ (think) a fishing holiday in Scotland would be relaxing for him. He (4) ________________ (work) too hard for months now, and we (5) ________________ (try) to persuade him to have a break for ages before he finally agreed.
A: So (6) ________________ (go) up to Scotland when you (7) ________________ (hear)?
B: No, Mum (8) ________________ (go) up to be with him, but the doctors (9) ________________ (check) him over and (10) ________________ (say) that it’s not too serious. They (11) ________________ (give) him some medicine to bring down his blood pressure and (12) ________________ (tell) him that he needs complete rest for a couple of months. So Mum’s driving him back in the car tomorrow.
A: Well, send him my best wishes when you speak to him.
B: Thanks, I will do.
Will and be going to

A We can use either will or be going to to talk about something that is planned, or something that we think is likely to happen in the future:
- We will study climate change in a later part of the course. (or We are going to study...)
- Where will you stay in Berlin? (or Where are you going to stay...?)
- The south of the city won't be affected by the power cuts. (or ...isn't going to be affected...)
We often prefer be going to in informal contexts (see also D).

B We use will rather than be going to to make a prediction based on our opinion or experience:
- Why not come over at the weekend? The children will enjoy seeing you again.
- ‘Shall I ask Sandra?’ ‘No, she won't want to be disturbed.’
We use be going to rather than will when we make a prediction based on some present evidence:
- The sky has gone really dark. There’s going to be a storm.
- ‘What's the matter with her?’ ‘It looks like she's going to faint.’

C To predict the future we often use will with I bet (informal), I expect, I hope, I imagine, I reckon (informal), I think, I wonder, and I’m sure, and in questions with think and reckon:
- I imagine the stadium will be full for the match on Saturday.
- That cheese smells awful. I bet nobody will eat it.
- When do you think you’ll finish work? Do you reckon he’ll say yes?
Be going to can also be used with these phrases, particularly in informal contexts.

D We use will when we make a decision at the moment of speaking (see GR:B1) and be going to for decisions about the future that have already been made (see GR:B5). Compare:
- I will pick him up at 8.00. (an offer; making an arrangement now) and
- I’m going to collect the children at 8.00. (this was previously arranged)
- ‘Pineapples are on special offer this week.’ ‘In that case, I’ll buy two.’ and
- When I’ve saved up enough money, I’m going to buy a digital camera.

However, in a formal style, we use will rather than be going to to talk about future events that have been previously arranged in some detail. Compare:
- Are you going to talk at the meeting tonight? and
- The meeting will begin at 9.00 a.m. Refreshments will be available from 8.30 onwards.

E We can use will or be going to with little difference in meaning in the main clause of an if-sentence when we say that something (often something negative) is conditional on something else:
- If we go on like this, we’ll/we’re going to lose all our money.
- You’ll/You’re going to knock that glass over if you’re not more careful.

When the future event does not depend on the action described in the if-clause, we use be going to, not will. This kind of sentence is mainly found in spoken English. Compare:
- I’m going to open a bottle of lemonade, if you want some. (= I’m going to open a bottle of lemonade. Do you want some?) and
- I’ll open a bottle of lemonade if you want some. (= If you say you want some, I’ll open a bottle.)

However, we use will, not be going to, when the main clause refers to offers, requests, promises, etc. and ability:
- If Jack phones I’ll let you know. (= an offer; ‘...I’m going to let you know’ suggests ‘I intend to let you know when Jack phones’)
- If you look to your left, you’ll see the lake. (= you’ll be able to see; ‘...you’re going to see...’ suggests ‘I know this is what you can see when you look to your left’)

and when one thing is the logical consequence of another:
- If you don’t switch on the monitor first, the computer won’t come on.

Grammar review: will → B1–B4; be going to → B5
Exercises

9.1 Complete the text using the verbs given. Choose will (‘ll) or (be) going to with each verb, depending on which is more appropriate. (A-D)

1. A: I can’t come over during the day.
   B: I __________ you tomorrow evening, then. (see)

2. The method is quite simple, and I’m sure it __________ familiar to most of you already. (be)

3. A: Have you seen Karen recently? She __________ another baby. (have)

4. A: Did you get the theatre tickets?
   B: No, I forgot all about them. I __________ them tomorrow. (book)

5. Wherever you go in Brazil, you __________ the people very friendly. (find)

6. John says he __________ a politician when he grows up – and he’s only 5 years old! (be)

7. Are these new skis yours? __________ you __________ skiing? (take up)

8. It’s getting very humid – we __________ a thunderstorm. (have)

9. A: We’ve got small, medium and large. What size do you want?
   B: I __________ a large one, please. (have)

10. A: Shall I give Ian another ring?
    B: Yes, I expect he __________ home by now. (be)

11. A: What are all those bricks for?
    B: I __________ a wall at the side of the garden. (build)

12. I hear you __________ your car. How much do you want for it? (sell)

13. You can’t play football in the garden. I __________ the grass. (cut)

14. A: What’s the matter with Paula?
    B: She says she __________.
    A: She __________ better with some fresh air. (be sick – feel)

15. A: I’ve been offered a new job in Manchester, so I __________ Camco.
    B: When __________ your boss?
    A: I’m not sure. Perhaps I __________ to see him later today. (leave – tell – try)

16. A: Did I tell you I __________ dinner with Ken on Thursday?
    B: But we __________ a film with Ray and Mary on Thursday. You’ve known about it for weeks.
    A: Sorry, in that case, I __________ a different day with Ken. (have – see – sort out)

9.2 Complete the sentences with will (‘ll) or (be) going to and an appropriate verb. If both will and be going to are possible, write them both. (E)

1. If you want me to, I __________ explain how the equipment works.

2. If you listen carefully, you __________ an owl in the trees over there.

3. You __________ your back if you try to lift that box.

4. If I give you the money __________ you __________ me some oranges when you’re out?

5. If you press the red button, the machine __________.

6. I __________ Jane this weekend, if you’d like to come too.

7. He’s been told that if he’s late once more he __________.

8. If you want to help us, we __________ those trees at the bottom of the garden.
Present simple and present continuous for the future

### Present Simple

**A** We can often use either the present simple or will to talk about future events that are part of some timetabled or programmed arrangement or routine. However, we prefer the present simple for fixed, unchangeable events. Compare:

- Does the sale finish on Thursday or Friday? (or Will the sale finish...?) and
- The sun rises at 5.16 tomorrow. (more likely than The sun will rise...)

We avoid the present simple when we talk about less formal or less routine arrangements, or predictions. Instead we use will, be going to, or the present continuous:

- Are you just staying in to watch TV tonight, or are you coming dancing? (not Do you just stay to watch TV tonight, or do you come...?)
- It's only a problem in Britain now, but it will affect the rest of Europe soon. (not... but it affects the rest of Europe soon.)

### Present Continuous

**B** We use the present simple, not will, to refer to the future –

- in time clauses with conjunctions such as after, as soon as, before, by the time, when, while, until:
  - When you see Dave, tell him he still owes me some money. (not When you will see Dave...)
  - I should be finished by the time you get back. (not... by the time you will get back.)
- in conditional clauses with if, in case, provided, and unless:
  - Provided the right software is available, I should be able to solve the problem.
  - I'll bring some sandwiches in case we don't find anywhere decent to eat.
- when we talk about possible future events with suppose, supposing, and what if at the beginning of a sentence. Notice that the past simple can be used with a similar meaning:
  - Suppose we miss the bus – how will we get home? (or Suppose we missed...)
  - What if the train's late? Where shall I meet you then? (or What if the train was late?)

**C** We can often use either the present continuous or be going to with a similar meaning to talk about planned future events. This use of the present continuous indicates that we have a firm intention or have made a definite decision to do something, although this may not already be arranged:

- Are you seeing the doctor again next week? (or Are you going to see...?)
- I'm not asking Tom to the party. (or I'm not going to ask...)

However, we don't use the present continuous for the future –

- when we make or report predictions about activities or events over which we have no control (we can't arrange these):
  - I think it's going to rain soon.
  - Scientists say that the satellite won't cause any damage when it falls to Earth some time this afternoon.
- when we talk about permanent future situations:
  - People are going to live/will live longer in the future.
  - Her new house is going to have/will have three floors.

**D** Many people avoid be going to + go/come and use the present continuous forms of go and come instead:

- I'm going to town on Saturday. (rather than I'm going to go to town...)
- Are you coming home for lunch? (rather than Are you going to come...?)

Grammar review: present simple for the future → B6; present continuous for the future → B7
Exercises

Unit 10

10.1 Use the present simple of one of these verbs to complete the sentences if possible. If not, use will + infinitive. (A-C)

accept  change  get  give out  go  lend  look after
miss  play  rain  read  start  stop  want

1 We __________ our exam results on the 20th August.
2 Jack __________ our cats while we’re away next week.
3 I think I’ll take an umbrella in case it __________ .
4 There is a reading list to accompany my lecture, which I __________ at the end.
5 The new drug __________ on sale in the USA next year.
6 The concert __________ at 7.30, not 7.15 as it says in the programme.
7 Provided it __________ raining, we’ll go for a walk this afternoon.
8 What if I __________ my plans and decide to stay in Taiwan longer? Will I need to renew my visa?
9 We __________ Sue when she leaves, but she says she’ll keep in touch.
10 Unless my parents __________ me some money, I won’t be able to go on holiday this year.
11 Tonight France __________ Germany in a match important for both teams.
12 It is unlikely that the government __________ the court’s decision.
13 Supposing I __________ to transfer a file from one computer to another? How do I do that?
14 By the time you __________ this letter, I should be in New Zealand.

10.2 Cross out any answers that are wrong or very unlikely. If two answers are possible, consider the difference in meaning, if any, between them. (C, D and Unit 9)

1 It’s not a deep cut, but it __________ a scar.
   (a) will leave  (b) is going to leave  (c) is leaving
2 Did you know I __________ a new car next week?
   (a) will buy  (b) am going to buy  (c) am buying
3 ‘I’m not sure how I’ll get to the concert.’ ‘We can take you. We __________ you up at 8.00.’
   (a) will pick  (b) are going to pick  (c) are picking
4 I’m sorry I can’t come for dinner. I __________ to York tonight.
   (a) will drive  (b) am going to drive  (c) am driving
5 The new road __________ the journey time between the cities significantly.
   (a) will cut  (b) is going to cut  (c) is cutting
6 I have to go now. I __________ you back later today.
   (a) will call  (b) am going to call  (c) am calling
7 Don’t go out now. I __________ lunch and it’ll be cold by the time you get back.
   (a) will serve  (b) am going to serve  (c) am serving
8 Unless help arrives within the next few days, thousands __________.
   (a) will starve  (b) are going to starve  (c) are starving

10.3 Complete these texts with either present simple for the future or present continuous for the future with the verbs given. If neither of these is correct, use will or be going to. (Units 9 & 10)

1 A: Alan Johnson (1) __________ (join) us for dinner. You know, the novelist.
   B: Yes, I’ve read some of his books.
   A: I’m sure you (2) __________ (like) him. His latest book (3) __________ (come) out at
   the end of this week. If you want, I’m sure he (4) __________ (give) you a signed copy.

2 A: Have you heard that BWM (1) __________ (sack) 300 workers?
   B: That’s bad news. Supposing they (2) __________ (close) completely – that would be
   awful.
   A: But I’ve heard that they (3) __________ (build) a new factory in Ireland. If you read
   today’s local newspaper, you (4) __________ (see) a long article on it.
Future continuous and future perfect (continuous)

**Future continuous: I will be doing**

We can use the future continuous to talk about something that is predicted to start before a particular point of future time, and that may continue after this point. Often it is the result of a previous decision or arrangement:
- This time next year this part of the garden will be looking beautiful.
- She will be taking up her place at university in October.
- When it goes into orbit, the spacecraft will be carrying 30 kilos of plutonium.

We can also use the future continuous to talk about a future activity that is part of the normal course of events or that is one of a repeated or regular series of events:
- Dr Jones will be giving the same talk in room 103 at 10.00 next Thursday.
- Will you be driving to Glasgow, as usual?

We can often use either the future continuous or the present continuous when we talk about arranged activities or events in the future (see also Unit 10). Compare:
- We will be leaving for Istanbul at 7.00 in the evening. (timetabled; or ...are leaving...) and
- When the race starts later this afternoon the drivers will be hoping for drier weather than last year. (not ...are hoping...; not reporting the details of a programme or timetable)

**Future perfect and future perfect continuous: I will have done and I will have been doing**

The future continuous is sometimes used to indicate that a future activity is pre-arranged. Using will can indicate willingness, intention, invitation, etc. Compare:
- Ann will be helping us to organise the party. (suggests a previous arrangement) and
- Ann'll help us organise the party. (suggests she is willing to help)

When we don't want to indicate willingness, intention, invitation, etc., we prefer to use the future continuous instead of will. For example, if guests have stayed longer than you wanted, and you don't know when they are leaving, you might ask:
- Will you be staying with us again tonight? (asking about their plans) rather than
- Will you stay with us again tonight? (they might think this is an invitation)

We use the future perfect to say that something will be ended, completed, or achieved by a particular point in the future:
- By the time you get home I will have cleaned the house from top to bottom.
- I'm sure his awful behaviour will soon have been forgotten. (= passive form)

We use the future perfect continuous to emphasise the duration of an activity in progress at a particular point in the future:
- On Saturday, we will have been living in this house for a year.
- Next year I will have been working in the company for 30 years.

With both the future perfect and future perfect continuous we usually mention the future time (By the time you get home..., On Saturday..., etc.).

**D**

The future continuous, future perfect and future perfect continuous can also be used to say what we believe or imagine is happening around now:
- We could ask to borrow Jim's car. He won't be using it today - he went to work by bike.
- Most people will have forgotten the fire by now.
- Tennis fans will have been queuing at Wimbledon all day to buy tickets.

We can use the future perfect continuous to say what we think was happening at a point in the past:
- Motorist Alan Hesketh will have been asking himself whether speed cameras are a good idea after he was fined £100 last week for driving at 33 mph in a 30 mph zone.

Grammar review: future continuous → B8
11.1 Choose a verb that can complete both sentences in the pair. Use the future continuous (will/won't be + -ing) in one sentence and will/won't + infinitive in the other. (A & B)

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<tbody>
<tr>
<td>A</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>I'm sorry that the train is delayed, ladies and gentlemen, but we ___________ the station as soon as the driver arrives.</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Without more cheap housing, families ___________ the village and find homes in town.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>___________ you ___________ late at the office again? I want to know when to cook.</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>'We need to get this order sent out before Monday.' 'Well, I ___________ over the weekend if that will help.'</td>
<td></td>
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<tr>
<td>E</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>___________ my car until next week, so you can borrow it if you like.</td>
<td></td>
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<tr>
<td>b</td>
<td>My father ___________ a computer. He says he's very happy with his old typewriter for letters and doesn't want to change now.</td>
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<tr>
<td>G</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>Is your suitcase very heavy? I ___________ you a hand with it if you like.</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Dr Sankey ___________ evidence at the trial of James Morgan next week.</td>
<td></td>
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<tr>
<td>I</td>
<td>J</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>He's parked his car across our drive and says he ___________ it. Shall I call the police?</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>The company's headquarters closes in June, when most of the staff ___________ to its new building in Madrid.</td>
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11.2 Use a beginning from (i), an ending from (iii), and a verb from (ii) to make sentences, as in 1. Use either the future perfect or the future perfect continuous. (C & D)

<table>
<thead>
<tr>
<th>(i)</th>
<th>(ii)</th>
<th>(iii)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The weather forecast says that the rain...</td>
<td>act</td>
<td>...the objective we set ourselves when we took over.</td>
</tr>
<tr>
<td>2 If the company is making a profit by the end of the year then we...</td>
<td>achieve</td>
<td>...by the morning and tomorrow will be dry.</td>
</tr>
<tr>
<td>3 In two years' time Morneau...</td>
<td>clean</td>
<td>...for 50 years, and shows no sign of retiring from the theatre.</td>
</tr>
<tr>
<td>4 I am confident that I...</td>
<td>discover</td>
<td>...the report before the end of the week.</td>
</tr>
<tr>
<td>5 This book on Proust is really difficult. On Saturday I...</td>
<td>read</td>
<td>...it for a month, and I'm still only half way.</td>
</tr>
<tr>
<td>6 Whether I've finished the report or not, by 9 o'clock I...</td>
<td>work</td>
<td>...for 12 hours without a break and I'm going home.</td>
</tr>
<tr>
<td>7 As delegates who arrived early...</td>
<td></td>
<td>...there have been some late changes to the conference programme.</td>
</tr>
</tbody>
</table>

1 The weather forecast says that the rain will have cleared by the morning and ___________ tomorrow will be dry.

11.3 Here is part of a letter from Jane to her friend Rosa, a teacher in England. Underline the correct alternative. (A–D)

**Dear Rosa**

Hope this finds you all well. I suppose by now school (1) will close/ will have closed for Christmas and you (2) will be enjoying/ will have been enjoying a rest. It's hard to believe that Tim's already 18 and that it's only a few months until he (3) will be leaving/ will have been leaving school for college.

My main news is that my brother John, and his family (4) will have been arriving/ will be arriving next Friday as part of their big trip around the world. By the time they get here they (5) will be going/ will have been to California and New Zealand. No doubt John's children (6) will have been planning/ will plan it all out for months! They (7) won't be spending/ won't have spent all their time with me... John has to go to Perth on business, so I (8) will have kept/ will be keeping the rest of the family entertained while he's away. Then they (9) will all be going/ will all have been going to Sydney...

**Darwin, 20th December**
Be to + infinitive is commonly used in news reports to talk about events that are likely to happen in the near future:

- Police officers are to visit every home in the area.
- The main Rome to Naples railway line is to be reopened today. (passive form)

It is used to talk about formal or official arrangements, formal instructions, and to give orders:

- You are not to leave the school without my permission.
- The European Parliament is to introduce a new law on safety at work.
- Children are not to be left unsupervised in the museum. (passive form)

Passive forms are often used to make orders and instructions more impersonal.

Notice that we only use be to + infinitive to talk about future events that can be controlled by people. Compare:

- In the next few years, thousands of speed cameras are to appear on major roads.
  (or ...will appear...) and
- Scientists say they can’t predict when or where the disease will appear again. (not ...the disease is to appear again; the appearance of the disease can’t be controlled)
- The President is to return to Brazil later today. (or ...will return...) and
- The comet will return to our solar system in around 500 years. (not The comet is to return...; the movement of the comet can’t be controlled)

However, when be to + infinitive refers to the future from the past (see Unit 14B), we often use it to describe what happened to someone, whether they were able to influence events or not:

- Matthew Flinders sailed past Tasmania in 1770, but it was to be a further 30 years before he landed there.
- Clare Atkins was to write two more books about her experiences in Africa before her death in 1967.

We often use be to + infinitive in if-clauses to say that something must happen first (in the main clause) before something else can happen (in the if-clause):

- If the human race is to survive, we must look at environmental problems now.
- The law needs to be revised if justice is to be done. (passive form)

Compare the use of be to + infinitive and the present simple for the future in if-clauses:

- If Jones is to win gold at the next Olympics, he needs to work on his fitness. and
- If Jones wins gold at the next Olympics, he has said that he will retire from athletics.

Notice how the order of cause and effects in if-sentences is reversed with these two tenses:

- If Jones is to win gold... (= effect), he needs to work... (= cause) and
- If Jones wins gold... (= cause), he has said that he will retire... (= effect)

We can use be about to + infinitive to say that something will (not) happen in the very near future:

- I’m about to start work on my second novel.
- Appearing on TV might make her famous, but it’s not about to make her rich.

Notice that while be to + infinitive is mainly used in news reports and formal contexts, we often use be about to + infinitive in conversation:

- We’re just about to eat. Do you want to join us?
- I was about to go to bed when my brother turned up.
Exercises

12.1 Complete these newspaper extracts using the verbs given. Use be to + infinitive if possible and will + infinitive if not. Use active or passive forms as necessary. (A)

1 John Stobbard has written his first new play for 15 years. Its first performance .................. 
(stage) at the New Victoria Theatre.

2 The new safety system .................. (stop) trains automatically if they pass a danger signal.

3 Stafford Boys’ School .................. (merge) with the nearby Stoke Girls’ School to form a new co-educational establishment.

4 There are fears that sea levels .................. (rise) catastrophically in the next 50 years.

Now use these verbs to do the same in 5 to 9.
become increase receive replace retire

5 Managing director Robin Oakland, 59, .................. this summer a year early. He .................. by Chris Clarke, who joined the company last year.

6 As the temperatures fall with the onset of winter, the refugee crisis .................. more severe.

7 Production line staff at the Heathcote garden furniture factory in Northam .................. a pay rise following a big new order from Italy.

8 Seventy new posts .................. at the factory following a major investment by the parent company in the United States.

9 The recent rapid rise in house prices in the south east .................. the demand for higher salaries among lower-paid workers.

12.2 Underline the correct answers. In some cases both alternatives are possible. (B & C)

1 You need to work much harder if you have/are to have any chance of passing the exam.

2 My sister is to start/ is about to start a PhD in Physics.

3 Mrs Patel is likely to become the Foreign Minister if the party wins/ is to win power at the next election.

4 If you enjoy/ are to enjoy romantic comedies, then this is a film you must see.

5 ‘Can you type this letter for me?’ ‘Sorry, I'm just to go/ 'm just about to go home. It'll have to wait until tomorrow.’

6 If Beckman recovers/ is to recover from a foot injury, it seems certain that he will play in Saturday's match against Spain.

7 If the university keeps/ is to keep its international reputation, it must first invest in better facilities for students.

8 Jim Brandon has denied that he is to resign/ is about to resign as marketing manager.

9 If the railway system is improved/ is to be improved, the government should invest substantial amounts of money now.
Other ways of talking about the future

Some phrases are commonly used to refer to actions or events in the future with a meaning similar to be about to + infinitive (see Unit 12C). We can use be on the verge of.../ brink of.../ point of... (+-ing or noun) to say that something will happen soon:

- People are on the verge of starvation as the drought continues.
- Scientist are on the brink of making major advances in the fight against AIDS.
- I looked for my car everywhere in the car park but couldn’t find it. I was on the point of phoning the police, when I remembered that I’d walked to work that morning.

Be on the brink of usually refers to something important, exciting, or very bad.

We use be due to (+ infinitive) to say that something is expected to happen at a particular time, be sure/bound to (+ infinitive) to say that something is likely or certain to happen, and be set to (+ infinitive) to say that something is ready to happen.

- The company’s chief executive is due to retire next year, but following today’s announcement of further losses she is sure to be asked to leave sooner.
- ‘Will there be somewhere to get a coffee at the station?’ ‘Oh, yes, there’s bound to be.’
- Her new film is set to be a great success.

Notice that we use due to + noun to give the reason for something, not to talk about the future (e.g. Due to illness, Pavarotti is unable to perform tonight).

Note that past tense forms of be can be used with these phrases to talk about future events seen from the past:

- It was his 64th birthday in 1987 and he was due to retire the following year.

We use some verbs with a to-infinitive to talk about intentions:

- Do you mean to work any harder in your second year at college?
- We guarantee to refund your money if you are dissatisfied with the computer.

Other verbs like this include agree, aim, expect, hope, intend, plan, promise, propose, resolve, undertake, and want. The present continuous + to-infinitive or present simple + to-infinitive can be used with aim, expect, hope, intend, plan, propose, and want to talk about intentions:

- I’m aiming to get to Bangkok by the end of June. (or I aim to get...)

Some people, particularly in speech and in journalism, use be looking + to-infinitive to mean planning a course of action:

- We’re looking to create 3,000 jobs in the city over the next year.

When these verbs are used with past tense forms, they are concerned with future events seen from the past (see also Unit 14):

- Jack had resolved to become fluent in Spanish before his 30th birthday.
- She was expecting to inherit her father’s fortune when he died.
- The new management had been looking to create 20 new jobs.

Some people use shall (and shan’t) instead of will (and won’t) in statements about the future with I and we. However, it is more common to use will (particularly its contracted form ‘ll) and won’t:

- He was a good friend and we shall miss him greatly. (more commonly ...we’ll miss...)
- I definitely intend to visit Canada, but I shan’t go for the next five years. (more commonly ...I won’t...)

In current English we don’t usually use shall/shan’t with other subjects (it, she, they, etc.) to talk about the future, although this is found in formal rules and in older literary styles:

- The match referee shall be the sole judge of fair play.
- All people of the world shall live together as brothers.
13.1 Expand the notes to complete the sentences, using the phrases in A.

doctor – announce

verge – become

bound – forget

brink – go

set – make

point – phone

sure – prove

set – rise

brink – sign

point – turn back

verge – quit

due – undergo

1 The government’s tax increases are sure to prove unpopular, especially among low-paid workers.

2 The snow was getting heavier, and I was ________________ when I saw lights from a house across the fields.

3 I have always wanted to own a sports car, and now my dream is ________________ a reality.

4 The Finance Minister is ________________ his economic plans for the year to the public later today.

5 The number of new jobs in London is increasing and is ________________ even more dramatically in the next few years.

6 We were ________________ a multi-million dollar contract with the oil company when it was taken over by its main rival.

7/8 Can you bring some paper plates when you come to the party tonight? I was ________________ Kate to ask her to bring some, but you know how unreliable she is. She’s ________________ them.

9/10 Tennis star Sancho Gomez is ________________ a second operation on his injured shoulder. He was ________________ tennis earlier this year after a first operation was unsuccessful.

11/12 EU agriculture ministers are ________________ an important announcement on increasing support to farmers when they meet in Brussels on Monday. ‘Many farmers are ________________ out of business,’ said the Italian representative, ‘and the matter must be decided very soon.’

13.2 Complete the sentences with these verb pairs. Use either the present simple or present continuous for the first verb. If both tenses are possible, write them both. (B)

aim – to study

expect – to finish

look – to replace

intend – to move

propose – to deal

resolve – to give up

guarantee – to find

1 My computer is now 5 years old, and I’m looking to replace it with a faster one.

2 In the first half of the course we’ll study microbiology, and in the second half I ________________ with genetic engineering.

3 We haven’t completed the work yet, but we ________________ it later this week.

4 I haven’t done much work at college so far, but I ________________ harder during the rest of the course.

5 Every New Year he ________________ smoking, but by February he has started again.

6 We can’t provide the spare parts ourselves, but we ________________ a supplier who can.

7 At the moment I commute for over three hours a day, but I ________________ closer to my work in the next few months.

13.3 Underline the possible answers. (C)

1 I have passed your letter on to the head of department who shall/ will reply as soon as possible.

2 Sorry, but I shan’t/ won’t be able to give you a lift after all.

3 I think your parents shall/ will be very happy with your decision.

4 Only people over the age of 18 on 31st December shall/ will be eligible to vote in the referendum.

5 You shan’t/ won’t want to eat your dinner tonight after all that chocolate.
The future seen from the past

There are a number of ways of talking about an activity or event that was in the future at a particular point in the past. In order to express this idea, we can use the past tenses of the verb forms we would normally use to talk about the future. These forms are often used in reporting (see Units 32–36). Compare the following sentences:

<table>
<thead>
<tr>
<th>The future from the past...</th>
<th>The future from the past...</th>
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<tbody>
<tr>
<td>□ I haven’t got much money, so I think I’ll stay at home this summer.</td>
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<tr>
<td>□ I’m not going to say anything about the exams today, because I don’t have time.</td>
<td></td>
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<tr>
<td>□ I’m having a meeting with my tutor tomorrow to discuss my work.</td>
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<tr>
<td>□ Will you be going alone, or is Jane going with you?</td>
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<tr>
<td>□ The exam will have finished by 3 o’clock, so I’ll see you then.</td>
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<tr>
<td>□ There is to be a meeting of ministers this evening.</td>
<td></td>
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<tr>
<td>□ When the school closes, all the teachers and children are to be moved to one nearby.</td>
<td></td>
</tr>
<tr>
<td>□ As the bell is about to go for the end of the lesson, you can pack your books away.</td>
<td></td>
</tr>
<tr>
<td>□ Maureen decided that she would stay at home for the summer.</td>
<td></td>
</tr>
<tr>
<td>□ I wasn’t going to say anything about the exams, but the students asked me to.</td>
<td></td>
</tr>
<tr>
<td>□ I couldn’t go to the match because I was having a meeting with my tutor.</td>
<td></td>
</tr>
<tr>
<td>□ At the time, I thought I would be going alone, but then Tom said he wanted to come.</td>
<td></td>
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<tr>
<td>□ The exam was so easy that most people would have finished after 30 minutes.</td>
<td></td>
</tr>
<tr>
<td>□ It was announced that there was to be a meeting of ministers that evening.</td>
<td></td>
</tr>
<tr>
<td>□ As she approached retirement she heard that she was to be moved to a post in a nearby school.</td>
<td></td>
</tr>
<tr>
<td>□ The bell was about to go when all the children started to pack their books away.</td>
<td></td>
</tr>
</tbody>
</table>

If the future seen from the past is still in the future for the speaker, then either form is possible:

□ It was announced this morning that there is/was to be a statement this evening.

In some cases we don’t know whether the activity or event happened or not. Compare:

□ I didn’t phone to give him the news because we were seeing each other later. He was very upset when I told him. (= we saw each other) and

□ We were seeing each other later that day, but I had to phone and cancel. (= we didn’t see each other)

□ They left the house at 6.00 a.m. and would reach Edinburgh some 12 hours later. (= they reached Edinburgh) and

□ He was sure that the medical tests would show that he was healthy. (= we don’t know whether he was healthy or not)

To talk about an activity or event that was in the future at a particular point in the past, we can use was/were to + infinitive (for things that actually happened) and was/were to have + past participle (for things that were expected, but didn’t happen):

□ At the time she was probably the best actor in the theatre company, but in fact some of her colleagues were to become much better known.

□ He was to find out years later that the car he had bought was stolen.

□ The boat, which was to have taken them to the island, failed to arrive.

□ There was to have been a ban on smoking in restaurants, but restaurant owners have forced the council to reconsider.

Note, however, that in less formal contexts we would often more naturally use be supposed to:

□ I was supposed to help, but I was ill. (more natural than I was to have helped...)

and that was/were to + infinitive can be used informally to talk about things that didn’t happen:

□ We were to see each other that day, but I had to phone and cancel. (or We were to have seen... / We were supposed to see...)
14.1 Write ✓ if the underlined parts are correct. If they are wrong, correct them. (A)

1 I’m going to do the washing, but we’d run out of washing powder.
2 The concert tonight would be over by about 9.30. We could eat after that.
3 When we were passing Mike’s house, we thought we’d drop in and see him.
4 ‘Where shall I hang my coat?’ ‘Sorry, I thought Dawn will have shown you. The cloakroom is through there.’
5 The manager of Newtown United said that the team is to be announced at 9.00 tomorrow.
6 The second half was about to start, so shall we go back to our seats now?
7 I knew that by the morning I would be feeling exhausted, but I just couldn’t refuse her invitation to go dancing.
8 ‘Where’s Alan? He is supposed to be here yesterday, and there’s still no sign of him.’ ‘I’m about to ask the same question.’
9 I didn’t phone Tom this morning because I was going to see him when I’ve finished work.
10 DNA testing was to be used by police in the search for the missing Dublin schoolboy. His parents have welcomed the news.
11 We are meeting at 7.00 in the Globe coffee bar. Can you be there, too?
12 We didn’t expect that having a rabbit as a pet will cause so many problems.

In which three cases can we use either a past or present tense form in the underlined parts?

14.2 Choose the more appropriate alternative, (a) or (b), to complete these sentences. (B)

1 The meeting was to have taken place in the hall,...
   a but had to be cancelled at the last moment.   b and was well attended.
2 She was to have appeared with Elvis Presley in his last film...
   a and was a tremendous success.   b but the part went to her sister.
3 Later, in Rome, I was to meet Professor Pearce...
   a but he left before I got there.
   b and was very impressed by his knowledge of Italian culture.
4 The twenty police officers who were to have gone off duty at 8.00...
   a went to the Christmas party.   b had to remain in the police station.
5 It was to take 48 hours to get to Japan...
   a and we were exhausted when we arrived.   b but we managed to do it in only a day.
6 After the war he was to teach at London University...
   a but no money was available to employ him.   b for 10 years.
7 The bridge was to have been completed this year...
   a but a number of accidents have led to delays.
   b and is to be opened by the president next month.
8 The new road was to have a major impact on traffic in the busy town centre,...
   a making life much easier for commuters.   b but the crowded roads continued.
9 The construction of the cathedral was to have begun in 1650...
   a but a shortage of labour delayed the start for a further 20 years.
   b and go on for over 80 years.
10 We were to stay with Vince in Lisbon...
   a many times before he moved to Madrid.   b but he moved to Madrid.
Can, could, be able to and be allowed to

Can, could and be able to: talking about ability

A
We sometimes use be able to instead of can and could to talk about ability. However, we avoid be able to –
- when we talk about something that is happening as we speak:
  - Watch me, Mum; I can stand on one leg. (not ... I'm able to stand on one leg.)
- before passives:
  - CDs can now be copied easily. (rather than CDs are now able to be copied...)
- when the meaning is 'know how to':
  - Can you cook? (rather than Are you able to cook?)

B
If we talk about a single achievement, rather than a general ability in the past, we usually use be able to rather than could. Compare:
- Sue could play the flute quite well. (or ... was able to...; a general ability) and
- She swam strongly and was able to cross the river easily, even though it was swollen by the heavy rain. (not She swam strongly and could cross...; a specific achievement)

However, could is usually more natural –
- in negative sentences:
  - I tried to get up but I couldn't move. (rather than ... I wasn't able to move.)
- with verbs of the senses – e.g. feel, hear, see, smell, taste – and with verbs of 'thinking'
  - e.g. believe, decide, remember, understand:
    - I could remember the crash, but nothing after that. (rather than I was able to remember...)
- after the phrases the only thing/place/time, and after all when it means 'the only thing':
  - All we could see were his feet. (rather than All we were able to...)
- to suggest that something almost didn't happen, particularly with almost, hardly, just, nearly:
  - I could nearly touch the ceiling. (rather than I was nearly able to...)

Can and could: talking about possibility

C
To talk about the theoretical possibility of something happening we use could, not can. However, we use can, not could, to say that something is possible and actually happens. Compare:
- It could be expensive to keep a cat. (= if we had one, it could or it may not be expensive) and
- It can be expensive to keep a cat. (= it can be, and it sometimes is)

We use can't, not couldn't, to say that something is theoretically or actually impossible:
- There can't be many people in the world who haven't watched television.
- The doctor can't see you this morning; he's busy at the hospital.

D
We use can to indicate that there is a very real possibility of a future event happening. Using could suggests that something is less likely or that there is some doubt about it. Compare:
- We can stay with Jim in Oslo. (= we will be able to stay) and
- We could stay with Jim in Oslo. (= it's possible; if he's there)

Could and be allowed to: talking about permission

E
To say that in the past someone had general permission to do something – that is, to do it at any time – we can use either could or was/were allowed to. However, to talk about permission for one particular past action, we use was/were allowed to, but not could. Compare:
- Anyone was allowed to fish in the lake when the council owned it. (or ... could fish...) and
- Although he didn't have a ticket, Ken was allowed to come in. (not ... could come in.)

In negative sentences, we can use either couldn't or wasn't/weren't allowed to to say that permission was not given in general or particular situations:
- We couldn't/weren't allowed to open the presents until Christmas morning.

Grammar review: can, could → C1–C4; be able to → C5–C6; be allowed to → C7
15.1 Underline the correct or more natural answer. If both answers are possible, underline them both. (A & B)

1 Valuables can/are able to be left in the hotel safe. Please ask at the reception desk.
2 We could/were able to finish the football match before it started snowing too heavily.
3 The rebels could/were able to draw on the support of over 20,000 soldiers.
4 Could you/Were you able to understand Professor Larsen’s lecture? I found it really difficult.
5 ‘Do you want a game?’ ‘Sorry, I can’t/I’m not able to play chess.’
6 Look at me, I can’t/I’m able to ride my bike without any help.
7 When the fire officers arrived they could/were able to put out the flames in a couple of minutes.
8 The air was so polluted in the city centre, I could hardly/was hardly able to breathe.
9 I knew John had been smoking. I could/was able to smell the cigarettes when I came into the room.
10 Can you/Are you able to drive without your glasses?
11 No changes can/are able to be made to this rail ticket after purchase.
12 He could/was able to untie the ropes without the guards noticing.
13 She looked all over the house, but couldn’t/wasn’t able to find her keys anywhere.
14 I was very busy at work, but I could/was able to have a couple of days off last week.

15.2 Complete these texts with can, could and be allowed to. Use negative forms where necessary. Where two answers are possible, give them both. (A–E)

a

We went camping in the north of Spain last July. As you probably know, it (1) __________ rain a lot on the coast, even in mid-summer, and the day we arrived we (2) __________ believe how heavy the rain was. Eventually we found a place to camp, in a field next to a beach. We had a new tent – the advertisement for it said, ‘This tent (3) __________ be assembled in two minutes with no previous experience.’ What a joke! Now, there (4) __________ be many people who haven’t had difficulty putting up a tent at some time, but it took us more than two hours. And then, just as it was finished, a man came along and said that we (5) __________ camp there – it was private property. So we had to take the tent down again. Then Sue just said, ‘Well, we (6) __________ stay here all night. Let’s go to that hotel in the last village we drove through.’ Unfortunately, when we got there they were full. But they were very kind and we (7) __________ camp at the end of their garden!

b

It is often said that sports coaches (1) __________ be strict, but athlete Peter Black’s was incredibly hard on him in the year before the Olympic Games. For instance, Peter (2) __________ stay up later than 9.00, although on his birthday he (3) __________ watch television until 10.00 as it was a special occasion! Of course, all Peter (4) __________ think of was going out with his friends in the evening, and he (5) __________ hardly wait for the Games to finish and get back to a normal life. When he complained, his coach just said, ‘Trust me and you’ll win gold – you (6) __________ lose!’ And his coach was right. He won a gold medal in the 400 metres in a world record time. And on the night of his victory Peter (7) __________ celebrate – by staying up until 11 o’clock! ‘But no later,’ said his coach. ‘The World Championships are only two years away.’
**Unit 15**

**Will, would and used to**

We can use will (for the present) and would (for the past) to talk about characteristic behaviour or habits:

- Every day Dan will come home from work and turn on the TV.
- At school she would always sit quietly and pay attention.

and about things that are or were always true:

- Cold weather will kill certain plants.
- During the war, people would eat all kinds of things that we don't eat now.

(For the use of will to talk about the future, see Unit 9.)

We don't use will or would in this way to talk about a particular occasion. Compare:

- Each time I gave him a problem he would solve it for me. and
- Last night I gave him a problem and he solved it for me. (not Last night I gave him a problem and he would solve it for me.)

However, we can use will not (won't) and would not (wouldn't) in either case. Compare:

- He would/wouldn't walk the 5 miles to his place of work. (characteristic behaviour) and
- She wouldn't say what was wrong when I asked her.

**B**

In speech, we can stress will or would to criticise people's characteristic behaviour or habits. It often suggests that criticisms have been made before but ignored:

- She just won't do the washing up when I ask her.
- I was happy when Sam left. He would talk about people behind their backs.

We can also criticise a person directly or express disapproval of something they have done or do regularly using will:

- 'I feel sick.' 'Well, if you will eat so much, I'm not surprised.' (indicating disapproval)

**C**

We can use will to draw conclusions or state assumptions about things that are the case now (see also Unit 9B):

- Jack will be at home by now. Let's go and see him.
- You will know that John and Sandra are engaged. (= I believe you already know)

**D**

When we talk about repeated events in the past that don't happen now we can use either would or used to + infinitive. However, we can use would only if the time reference is clear. Compare:

- We used to play in the garden. (not We would play...; time reference not given) and
- Whenever we went to my uncle's house, we would/used to play in the garden.

We can use used to but not would when we talk about past states that have changed:

- The factory used to be over there. Didn't you use to smoke at university?

We don't use either used to or would when we say exactly how many times in total something happened, how long something took, or that a single event happened at a given past time:

- We visited Switzerland four times during the 1970s. (not We would/used to visit...)
- She went to Jamaica last month. (not She would/used to go to Jamaica last month.)

**E**

To talk about an unreal past situation – that is, an imaginary situation or a situation that might have happened in the past, but didn’t – we use would have + past participle:

- I would have been happy to see him, but I didn't have time.
- My grandmother wouldn't have approved of the exhibition.

However, when we want to indicate that we think a past situation actually happened, we prefer will have + past participle:

- As you will have noticed, he's got new glasses. (rather than ...would have noticed...)
- Most people won't have seen last night's lunar eclipse. (rather than ...wouldn't have seen...)

Grammar review: will and would → C8-C12; used to → C13-C14
Exercises

16.1 If possible, complete these sentences with will (or won’t) or would (or wouldn’t) followed by one of these verbs. If it is not possible to use will or would, use a verb in the past simple. (A & C)

<table>
<thead>
<tr>
<th>come</th>
<th>decide</th>
<th>eat</th>
<th>help</th>
<th>invite</th>
<th>keep</th>
<th>remember</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy works really hard. Every afternoon she ____________ home from school at 4.15 and do an hour of piano practice.</td>
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<tr>
<td>Richard phoned yesterday and ____________ me out for dinner.</td>
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<tr>
<td>When Dominic was young he ____________ any green vegetables.</td>
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<tr>
<td>The creaking noises in the old house ____________ me awake until I became accustomed to them.</td>
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<tr>
<td>I’m sure that many people ____________ seeing Sarah Thomas on television in the 1980s.</td>
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<tr>
<td>Whenever I had a problem with my maths homework, Sam ____________ me.</td>
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<tr>
<td>After standing on the bathroom scales, I ____________ that I needed to lose some weight.</td>
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16.2 If necessary, correct these sentences using would or used to. If neither would nor used to is correct, use a past simple verb form. (D)

1 I would enjoy studying Latin when I was at school.
2 Orwell would spend winters in Spain and summers in England.
3 We would live in a bungalow on the south coast, and then we moved to a flat in London.
4 You used to teach at Halston University, didn’t you?
5 On Saturdays and Sundays the ferry used to take tourists across to the island.
6 The committee would meet four times last week, but still no decision has been reached.

16.3 Complete these sentences with will have or would have and the past participle of one of these verbs. (E)

<table>
<thead>
<tr>
<th>buy</th>
<th>hear</th>
<th>hurt</th>
<th>notice</th>
<th>prefer</th>
<th>say</th>
<th>record</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘I wanted to watch The Simpsons last night, but I missed it.’ ‘I’m certain Derek ____________ it. We can go over to his place to see it.’</td>
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<tr>
<td>Don’t accept lifts from strangers – as my mother ____________ .</td>
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<tr>
<td>I don’t think the dog ____________ anyone, but I was still glad when the owner took it away.</td>
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<tr>
<td>I’m sure by now you ____________ about yesterday’s robbery at the supermarket.</td>
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<tr>
<td>My parents weren’t very affectionate towards me. I always thought they ____________ a daughter.</td>
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<tr>
<td>Sampras’s rivals ____________ the difficulties he had with his shoulder in the tournament last week.</td>
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<tr>
<td>‘Did you like the present Joan gave you for your birthday?’ ‘Well, an umbrella stand isn’t something I ____________ myself, but I suppose it might be useful.’</td>
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16.4 Suggest completions to these responses as in the last example of B. Show that you are criticising or expressing disapproval. (B)

‘I think I’m putting on weight.’ ‘Well, if you will _______________________.’
‘I’ve got a headache.’ ‘Well, if you will _______________________.’
‘I’m really hot.’ ‘Well, if you will _______________________.’
May and might: possibility

May and might often have a similar meaning when we talk about possibility. However, we prefer may in academic or formal language to talk about the characteristics or behaviour of something:

- The seeds from the plant may grow up to 20 centimetres in length.
- and in speech we prefer might to say what we will possibly do in the future:
  - I might paint the kitchen purple.

We don’t use may to ask questions about the possibility of something happening. Instead we use, for example, could(n’t) or the phrase be likely:

- Could it be that you don’t want to leave? (not May it be that you …?)
- Are you likely to be in Spain again this summer? (not May you be in Spain…?)

It is possible to use might in this type of question, but it is rather formal:

- Might they be persuaded to change their minds?

Note that we can use may in formally asking for permission and offering help:

- May I leave now?
- May I help you?

Might (not ‘may’) + bare infinitive is sometimes used to talk about what was typically the case in the past. This is a formal or literary use:

- During the war, the police might arrest you for criticising the king.
- Years ago children might be sent down mines at the age of six. (passive form)

We can also use could + bare infinitive in examples like this to talk about past ability (see Unit 15). For example, ‘During the war, the police could arrest you…’ means that the police were legally able to arrest you.

When we say that a person or thing compensates to some extent for a limitation or weakness by having another characteristic, we can use a pattern with may/might not + bare infinitive...but... or may/might not have + past participle...but...:

- The painting may not be a masterpiece, but you’ve got to admit that the colours are striking.
- She might not had danced very gracefully, but she had a lot of energy and enthusiasm.

We use may/might (not ‘can’) + have past participle and may/might (not ‘can’) + be + -ing to talk about possible events in the past, present and future:

- Do you think Jean may/might have completed the report by now? (past)
- His maths may/might have improved by the time the exam comes round. (future)
- Malcolm isn’t in his office. He may/might be working at home today. (present)
- When I go to Vienna I may/might be staying with Richard, but I’m not sure yet. (future)

Note that could can be used in the same patterns instead of may or might:

- Do you think Jean could have completed the report by now?

We can use may/might have been + -ing to talk about possible situations or activities that went on over a period of past time:

- David didn’t know where the ball was, but he thought his sister might have been playing with it before she left for school.

We use might/could + have + past participle to criticise someone because they didn’t do something we think they should have:

- She’s gone without us. She might/could have waited!
- You might/could have done the ironing instead of leaving it all to me.

We usually stress might or could in sentences like this.
17.1 Complete the sentences with either may or might, whichever is more likely. If neither is possible, suggest an alternative completion. (A & B)

1. We ___________ go to Majorca for our holiday this summer.
2. The planet Venus ___________ be seen clearly in the night sky during this month.
3. ___________ you see Becky this weekend?
4. I feel really sore after playing tennis. I think I ___________ have a bath.
5. ‘Someone’s left their coat.’ ___________ it be Ken’s?
6. Exceeding the stated dose ___________ cause drowsiness.

17.2 Complete the sentences with may or might followed by one of the following forms of the verb in brackets: be + past participle, have + past participle, be + -ing, have been + -ing. If both may and might are possible, indicate this. (C & E)

1. There’s a man lying down on the pavement over there. Do you think he ___________ himself? (hurt)
2. I ___________ you this before. I can’t remember. (tell)
3. Is that John’s car that just stopped? He ___________ for us. (wait)
4. In the early 19th century a person ___________ to Australia for stealing as little as a loaf of bread. (send)
5. ‘Ann looks exhausted.’ ‘I suppose she ___________ .’ (run)
6. I’ve heard that the newsagent’s is losing a lot of money and it ___________ down. (close)
7. Real Madrid started well and ___________ an early lead when Figo hit the post, but Barcelona scored first after 20 minutes. (take)
8. As little as 50 years ago a worker still ___________ for being ill. (dismiss)
9. ‘When will the painting be ready?’ ‘Well, I ___________ it by this evening.’ (finish)
10. The race had to be stopped because the oil on the track ___________ an accident. (cause)

17.3 Complete these sentences in any appropriate way. (D)

1. He may not be the best singer in the world, but ____________________________
2. Hugh’s old car might not be terribly comfortable, but ____________________________
3. Her English grammar may not be very accurate, but ____________________________

Now expand these notes to complete the sentences.

sound/ exciting agree/ him express/ feelings openly work/ quickly

4. He may/might not work very quickly _______, but at least he’s very reliable.
5. ____________________________, but his opinions on architecture certainly make you think.
6. ____________________________, but the new museum of fishing is actually very good.
7. ____________________________, but she is really very fond of you.
Unit 18

Must and have (got) to

A We use must and must not in formal rules and regulations and in warnings:
- Bookings must be made at least seven days before departure.
- The government must not be allowed to appoint judges.

In spoken English we often use must and mustn't (= must not) to propose a future arrangement, such as a meeting or social event, without making detailed plans:
- We must get together more often.
- We mustn't leave it so long next time.

We can also use I must... to remind ourselves to do something:
- I must phone Steve when I get home. I said I'd call him last night, but I forgot.

B To draw a conclusion about –
- something that happened in the past we use must + have + past participle:
  - That's not Kate's car. She must have borrowed it from her parents.
- something happening at or around the time of speaking we use must be + -ing:
  - I can't hear anyone moving around upstairs. You must be imagining things.
- something that is likely to happen in the future we use must be going to or must be + -ing:
  - 'What are all those workmen doing?' 'I think they must be going to dig up the road.'
  - I was wrong about the meeting being today. It must be happening next Friday.
- a present situation we use must be, or have (got) to be in informal speech:
  - Their goalkeeper has got to be at least two metres tall! (or ...must be...)

We can use must have to to say that we conclude something based on what we know about a present situation and must have had to to conclude something about a past situation:
- I can't start the computer. You must have to know a password. (= a password is necessary)
- John wasn't at home when I went round. He must have had to go out unexpectedly.

Note that we can't say 'must've to' or 'must have got to/ must've got to' (but we can say must've had to).

C In questions that hope for or expect a negative answer we prefer have (got) to, although in formal contexts must is sometimes used:
- Do we have to answer all the questions? (or Have we got to...?; Must we...? is also possible but rather formal)

We use have to in questions that imply a criticism. Must can also be used, although some people think this is rather old-fashioned. We usually stress have and must in sentences like this:
- Do you have to play your trumpet here? It's deafening me! (or more formally Must you play...?)

D Sometimes we can use either have to or have got to. However –
- we use have to with frequency adverbs such as always, never, normally, rarely, sometimes, etc:
  - I often have to work at the weekend to get everything done.
- with the past simple we use had to especially in questions and negative sentences:
  - When did you have to give it back? (not When had you got to give it back?)
  - We didn't have to wait too long for an answer. (not We hadn't got to wait too long...)
- if have is contracted (e.g. I've, He's, It's) then we must include got:
  - The experiment has failed twice before, so it's got to work this time. (not ...so it's to work this time.)

- we don’t use have got to with other modal verbs:
  - Employees will have to accept the new conditions or be dismissed. (not Employees will have got to accept...)

Notice also that have got to is often preferred in informal speech.

Grammar review: → c20–c24
18.1 Complete these sentences with one of these forms: must have + past participle; must + bare infinitive; must be + -ing; or must have (had) to. Use the verbs given. (B)

1. When I left my laptop on the train I thought I’d never see it again. But someone ____________ it and handed it in to the lost property office. (find)
2. Janine owns a big car and a yacht. She ____________ incredibly rich. (be)
3. ‘Everyone’s going into the hall.’ ‘The meeting ____________ soon. Let’s go.’ (start)
4. Without things like washing machines and dishwashers our grandparents ____________ much harder in the kitchen than we do today. (work)
5. ‘Where’s the camera?’ ‘If it’s not in the cupboard, Ken ____________ it. He said he was going to take some photos of the city centre today.’ (use)
6. The children are putting balloons outside their house. They ____________ a party. (have)
7. I didn’t think Bob was coming to the meeting. He ____________ his mind. (change)
8. ‘I wonder how you get permission to go into the building.’ ‘I suppose you ____________ some form of identification.’ (show)
9. ‘I thought Paul would be home.’ ‘He ____________ Jenny to work. He said he would.’ (take)
10. Look at all those birds. There ____________ at least a thousand of them. (be)

18.2 Write new sentences with a similar meaning. Use have/has got to where it is possible or preferable; otherwise use have/has to. (D)

1. It is necessary to do all of this photocopying before lunchtime. ____________ photocopying ____________ to be done before lunchtime.
2. It is rarely necessary to ask Suzanne to tidy her room. ____________ Suzanne ____________ to tidy her room.
3. Is it necessary for us to hand in the homework tomorrow? ____________ Homework ____________ in tomorrow.
4. It wasn’t necessary for me to go to the hospital after all. ____________ went to the hospital.
5. Was it necessary for Ben to go alone? ____________ Ben ____________ go alone.
6. It is sometimes necessary for Don to start work at 6.30. ____________ start at 6.30.
7. It is necessary to extend the college to accommodate the growing number of students. ____________ extend ____________ accommodate.
8. It may be necessary for us to cancel our holiday because my mother is ill. ____________ cancel ____________ because my mother is ill.

18.3 Where necessary, make corrections in the underlined parts of this email message. (A–D)

Hello Marge

Sorry I haven’t been in touch for a while. You (1) ____________ been wondering what’s been happening. Well, I must admit I’ve had a pretty awful week. When I got home from work last Monday, the front door was wide open. The door’s very stiff, and I (2) ____________ got to pull it very hard to shut it. My neighbour’s always saying, “(3) ____________ to bang the door so hard? When I went in I found that the house had been burgled. They (4) ____________ climbed over the fence in the back garden. None of the windows and doors were damaged, so someone very small (5) ____________ squeeze through the tiny window in the kitchen. I suppose I (6) ____________ leave it open, but I didn’t expect anyone to be able to get in. Then they (7) ____________ come through the house and opened the front door for the others. Of course, the first thing I did was to call the police and I (8) ____________ wait very long for them to get here. Fortunately, the only thing that was taken was my television. I think the burglars (9) ____________ disturbed, perhaps when the postman came. So now (10) ____________ get a new lock for the front door and replace the television, and I (11) ____________ put some locks on the windows. I suppose I (12) ____________ get a burglar alarm, too. I must say I’ve never really wanted one, but needs must!

Anyway, (13) ____________ to go. Hope the family is well. Julie (14) ____________ ready to go back to university. And you (15) ____________ be busy with the new school year just about to start. When you have time, we (16) ____________ get together for a weekend.

All the best for now,

Wendy
Need(n’t), don’t need to and don’t have to

We can use need as an ordinary verb or as a modal verb (followed by a bare infinitive). As a modal verb it doesn’t change its tense and doesn’t add ‘s’ for the third person singular.

Compare:
- I needed to leave early. or She’s thirsty. She needs a drink. (= ordinary verb) and
- You needn’t speak so loudly. (= modal verb)

When it is a modal verb need is most commonly used in negative sentences, often with verbs like bother, concern, fear, panic, worry:
- I’ve already cleaned the car so you needn’t bother to do it.
- Judges in England need not retire until they are 75.
- I was very nervous before the interview, but I needn’t have worried. Everyone was very friendly and I got the job.

It is sometimes used in questions, but we prefer to use need as an ordinary verb or have to:
- Need you go so soon? (= modal verb; less common and rather formal)
- Do you need to go so soon? (= ordinary verb) or Do you have to go so soon?

It is rarely used in affirmative sentences (that is, not questions or negatives), but is sometimes found in written English, particularly in fiction:
- We need have no fear for Nicole, she can take care of herself.

In other styles of formal written English it is used in this way with negative words such as hardly, never, nobody/no-one, and only:
- The changes need only be small to make the proposals acceptable. (less formally The changes only need to be...)
- Nobody ever need know about the money. (less formally Nobody ever needs to know...)
- I don’t want my parents to know. They need never find out. (less formally They never need to find out.)

To give permission not to do something we can use either needn’t or don’t need to:
- You needn’t cut the grass, I’ll do it later. (or You don’t need to cut the grass...)

To talk about a general necessity, we prefer don’t need to:
- You don’t need to be over 18 to get into a disco. (rather than You needn’t be...)

We can often use either needn’t or don’t have to with little difference in meaning to say that it is unnecessary to do something:
- You needn’t whisper. Nobody can hear us. (or You don’t have to...)

However, some people prefer needn’t when it is the speaker who decides the lack of necessity, and don’t have to when external rules or somebody else’s actions make something unnecessary. Compare:
- As you worked late yesterday you needn’t come in until 10.00 tomorrow morning. (the speaker’s decision) and
- We’ve been told that we don’t have to be at work until 10.00 tomorrow. (reporting someone else’s decision.)

We can use needn’t (or don’t have to) to say that something is not necessarily true. We don’t use mustn’t in this way (see also Unit 18C):
- Volcanoes needn’t erupt constantly to be classified as ‘active’. (or Volcanoes don’t have to erupt...; not Volcanoes mustn’t erupt...)
- Nowadays it needn’t cost a fortune to own a powerful computer. (or Nowadays it doesn’t have to cost...; not Nowadays it mustn’t cost...)

Grammar review: → C25–C28
Exercises

19.1 Match the sentence beginnings and ends. Join them with needn't and the bare infinitive of one of the following verbs. (A)

bother change concern panic worry

1 I'll give you a lift to the station so you... ...the details on the form.
2 The questions are in the book so you... ...yourself with his safety.
3 All the windows have screens so you... ...to copy them down.
4 Your son is being looked after by friends so you... ...about booking a taxi.
5 The new tax laws don't come into force until next year so you... ...about being bitten by mosquitoes.

19.2 Rewrite the following in a formal style using need. (A)

1 It is hardly necessary for us to remind you that the money is now due.
   We need hardly remind you that the money is now due.
2 It is only necessary for us to look at the population projections to see the seriousness of the problem.
3 With such a lead in the opinion polls it is hardly necessary for the Democrats to bother campaigning before the election.
4 It is not necessary for anyone to know who paid the ransom to the kidnappers.
5 After such a huge lottery win, it is not necessary for him to work again.

19.3 Underline the more likely answer. If they are equally likely, underline them both. (B)

1 In most developed countries, people needn't/ don't need to boil water before they drink it.
2 You needn't/ don't need to walk. I'll give you a lift.
3 There'll be a handout at the end of the lecture so you needn't/ don't need to take notes.
4 You needn't/ don't need to have a university degree to become a police officer.
5 You needn't/ don't need to buy me a birthday present.
6 In most cities you needn't/ don't need to pay to get into the galleries and museums.

19.4 Here are some extracts from a speech made by the managing director of a company to her employees. Correct any mistakes. (A-D)

1 You needn't to worry about losing your jobs.
2 Need we make any changes in company policy? We are always happy to hear your views.
3 Changes in technology mustn't be a problem, but could be seen as a great opportunity.
4 I don't have to remind you that we are competing with two other companies.
5 I need hardly to tell you how important it is that we get this order.
6 You don't have to cancel your holiday plans.
7 We mustn't allow our speed of production to drop.
8 The present financial difficulties mustn't mean that people will lose their jobs.
Should, ought to and had better

We can often use either should or ought to to talk about obligations and recommendations (e.g. You should/ought to finish your homework before you go out) and probability (e.g. It should/ought to be ready by now) although in general should is used more frequently. Ought to is used particularly in speech and most often to talk about obligation rather than probability.

Notice also the following details –

☆ we prefer should when we say what an outside authority recommends:
  ☐ The manual says that the computer should be disconnected from the power supply before the cover is removed. (rather than ...ought to be disconnected...)
☆ we use should (or would), not ought to, when we give advice with I...:
  ☐ I should leave early tomorrow, if I were you. (or I would leave...; or I'd leave...)
☆ we prefer should in questions, particularly wh-questions:
  ☐ What should I do if I have any problems?    ☐ Should I ring you at home?
Some people might use ‘What ought I to do...?’ and ‘Ought I to...?’, but this is rather formal.

Note that when we conclude, on the basis of some evidence we have, that something is certain or very likely we can use must (see Unit 18) but not should/ought to:
  ☐ It’s the third time she’s been skating this week. She must really enjoy it.

We use should/ought to + have + past participle to talk about something that didn’t happen in the past and we are sorry that it didn’t:
  ☐ We should/ought to have waited for the rain to stop. (I’m sorry we didn’t)

We often use this pattern to indicate some regret or criticism and the negative forms shouldn’t/oughtn’t to have are almost always used in this way.

We also use should/ought to + have + past participle to talk about an expectation that something happened, has happened, or will happen:
  ☐ If the flight was on time, he should/ought to have arrived in Jakarta early this morning.
  ☐ The builders should/ought to have finished by the end of the week.

We can use should in questions that are offers or that request confirmation or advice:
  ☐ Should I phone for a taxi for you?    ☐ Who should I pass the message to?

Note that in sentences like these we can also use shall with a very similar meaning, and ought to is also used in questions, although less commonly.

Compare the use of shall and should in sentences such as the following, where ‘I shall’ means ‘I intend to’ and ‘I should’ means ‘I ought to’:
  ☐ I shall read the script on the train tomorrow. (or I’ll read...)
  ☐ I should read the script on the train tomorrow but I know that I’ll be too tired.

We can use had better instead of should/ought to, especially in spoken English, to say that we think it is a good idea to do something:
  ☐ If you’re not well, you’d better ask Ann to go instead. (or... you should/ought to...)
although we don’t use it to talk about the past or to make general comments:
  ☐ You should/ought to have caught a later train. (not You had better have caught...)
  ☐ I don’t think parents should/ought to give their children sweets. (not I don’t think parents had better give their children sweets.)

We prefer had better if we want to express particular urgency and in demands and threats:
  ☐ There’s someone moving about downstirs. We’d better call the police, quickly.

Notice that the negative form is had better not. In question forms the subject comes after had, although many people avoid questions with had better:
  ☐ He’d better not be late again or he’ll be in trouble.
  ☐ Hadn’t we better get a taxi? (or Shouldn’t we get...?)

Grammar review: should and ought to → C29–C32
20.1 Complete these sentences with should/ought to + infinitive (active), should/ought to be + past participle (passive), or should/ought to have + past participle using each of these verbs once only. (A & B)

answer arrive be go put remove resign send take visit wear win

1. He is running so well at the moment that Thomas ................. the 800 metres easily.
2. Where ................. I ................. the cheese? In the fridge?
3. The tickets ................. a couple of weeks before we go on holiday.
4. Payment for the full amount ................. with this application form.
5. You really ................. the exhibition before it closes. There are some wonderful paintings.
6. Don told us not to take this road. We ................. his advice.
7. All packaging ................. before switching on the printer for the first time.
8. It's important to look smart at the interview. You ................. a suit.
9. There are many people who think the President ................. years ago.
10. .......... we ................. the questions in English or in French?
11. If you want my advice, I ................. by train rather than car.
12. I can't imagine what's happened to Kathy. She ................. here by now.

20.2 In which sentences can you use should or must and in which can you only use must? Where both are possible, consider the difference between should and must. (A)

A timetable ................. be set for withdrawing the army.
2. Les isn't home yet. He ................. have been held up at work.
3. 'I wonder how old Mike is?' 'Well, he went to school with my mother, so he ................. be well over 50.'
4. If you smell gas, you ................. phone the emergency number.
5. You ................. try to visit Nepal – it's a beautiful country.
6. 'I know I'm always complaining that my house is small, but it's very convenient for work.'
   'Yes, it ................. be handy living so close to your office.'

20.3 Where necessary correct these sentences using should/ought to, must, shall, or had better, or write ✓. (A, C & D)

1. Cyclists had better not be allowed to ride on pavements, even where roads are very busy.
2. 'There's something wrong with David's computer yet again.' 'He should wish he'd never bought it.'
3. The concert starts at 7.45. I'd better make a note of that.
4. I shall take my library books back today, but I don't think I'll have time.
5. 'The children from next door have been throwing stones at our windows.' 'Well, they shouldn't do it again, otherwise I'll call the police.'
6. 'I'm freezing.' 'You'd better have worn a thicker coat.'
7. We have to be in Bristol by 4.00. I think we'd better get started.
8. I should phone Gary this evening, but it will probably be too late by the time I get home.
9. 'I've looked all over the house and can't find the car keys.' 'Well, if they're not here, they must still be in the car.'
10. We believe that parents had better pay grandparents to look after their children.
Linking verbs: be, appear, seem; become, get, etc.

When an adjective or noun phrase is used after a verb to describe the subject or say what or who the subject is, the adjective or noun phrase is a complement and the verb is a linking verb:
- □ Ian is a doctor. □ She seemed unable to concentrate. □ The house became Peter’s in 1980.

The most common linking verb is be. Others are to do with ‘being’, e.g. keep, prove, remain, stay; ‘becoming’, e.g. become, come, end up, grow, turn out; and ‘seeming’, e.g. appear, look, seem, sound. Most of these verbs can be followed by either an adjective or noun phrase (e.g. It sounds nice/a nice place). However, when they are used as linking verbs, come and grow (e.g. come to know, grow thoughtful) can’t be followed by a noun phrase, and keep is only followed by a noun if an adjective follows it (e.g. It kept him awake).

After the verbs appear (= seems true), look (= seem), prove, seem, and turn out we can often either include or omit to be:
- □ The room appears (to be) brighter than when I last saw it.
- □ She proved (to be) an extremely enthusiastic teacher.

However, following these verbs to be is usually included before the adjectives alive, alone, asleep, and awake, and before the -ing forms of verbs:
- □ I didn’t go in because she appeared to be asleep. (not ...she appeared asleep.)
- □ The roads seem to be getting icy so drive carefully. (not The roads seem getting...)

Before a noun we include to be when the noun tells us what the subject is, but can often leave it out when we give our opinion of the person or thing in the subject. We tend to leave out to be in more formal English. Compare:
- □ He walked into what seemed to be a cave. (not ...what seemed a cave.) and
- □ She seems (to be) a very efficient salesperson.

We use the linking verb become to describe a process of change. A number of other linking verbs can be used instead of become, including come, get, go, grow, turn (into).

We use get rather than become: in informal speech and writing before difficult, ill, interested, pregnant, suspicious, unhappy, and worried; in imperatives; and in phrases such as get changed (clothes), get dressed, get married/divorced:
- □ I first got suspicious when he looked into all the cars. (more formally ...became suspicious...)
- □ Don’t get upset about it! □ Where did you live before you got married?

We prefer become to talk about a more abstract or technical process of change with words such as adapted, apparent, aware, convinced, infected, irrelevant, obvious, and recognised:
- □ He became recognised as an expert. □ Their bodies have become adapted to high altitudes.

We use become, not get, if there is a noun phrase after the linking verb:
- □ Dr Smith became an adviser to the government. □ She became a good tennis player.

We use go or turn, not usually get or become, when we talk about colours changing:
- □ The traffic lights turned/went green and I pulled away.

We often use go to talk about changes, particularly to unwanted situations. We use go, not turn or get, with deaf, blind, bald, or to say that someone behaves in a mad or excited way; and also with go bad/off/mouldy/rotten (about old food), go bust (= a company closes because it has run out of money), go dead (= when a telephone stops working), go missing, and go wrong:
- □ The children went completely crazy at the party. □ My computer’s gone wrong again.

Notice, however, some common exceptions: get ill, get old, get tired.

After the verbs come, get, and grow (but not after become) we can use a to-infinitive. Come and grow are often used to talk about gradual change:
- □ I eventually came/grew to appreciate his work. (not ...became to appreciate his work.)
- □ I soon got to know their names. (not ...became to know their names.)
21.1 Put brackets around to be in these sentences if it can be left out. (B)
1 The job turned out to be far easier than I’d expected.
2 When I looked through the window, Charles appeared to be alone.
3 What he called his ‘little cottage in the country’ proved to be a castle.
4 Hasan proved to be an excellent source of information about the town.
5 She appeared to be satisfied with the work I’d done.
6 I’ve adjusted the aerial and the television seems to be working okay now.
7 When I picked the crab up I thought it was dead, but it turned out to be alive and bit me.
8 With only five minutes of the match left, Spain look to be heading to victory.
9 ‘We’ve decided to buy a Ford.’ ‘That seems to be a very good choice.’
10 He only looked to be about 10 years old, but I knew he must be a lot older.

21.2 Complete the sentences with an appropriate form of become or get. Use the correct or more likely alternative. (C)
1 Give me a few minutes to _____________ changed, and then I'll be ready to go.
2 The condition of the railways _____________ a major political issue during the last election campaign.
3 The welfare reforms will help single women who _____________ pregnant.
4 The reasons for my decision will _____________ clear at the next meeting.
5 Don't _____________ annoyed with me, but I've lost the car keys.
6 I didn't finish the book. I just couldn't _____________ interested in it.
7 After the strange events in the house she _____________ convinced that it was haunted.
8 I had just _____________ divorced when I met Marianne.
9 It's easy to find your way to the foot of the mountain, but after that things _____________ difficult.

21.3 Complete the sentences with an appropriate form of one of the verbs in brackets and one of the following words or phrases. (D)
- bend - break - burst - dead - to know - to like - red - tired
1 I was at a zoo once when an elephant _____________ berserk and attacked its keeper. (go/ turn)
2 A few seconds later the line _____________ and Graham replaced the receiver. (go/ turn)
3 After the spider bit Rachel her ankle _____________ and started to swell up. (go/ get)
4 He's actually quite friendly when you _____________ him. (become/ get)
5 Cutting that wood looks like hard work. I'll take over from you when you _____________ . (get/ go)
6 We soon _____________ each other and have been great friends ever since. (become/ come)
7 The doctor told me that without immediate treatment I might _____________ . (go/ turn)
8 The engineering firm Malco _____________ during the economic recession of the late 1990s. (go/ get)

21.4 Where necessary, suggest corrections in the underlined parts of this text. (A-D)
The morning we were going on holiday everything seemed to (1) turn wrong. The taxi was due at 8.00 to take us to the airport. When I looked in on Tom at 7.00 he (2) seemed awake, so I went downstairs to make breakfast. When I opened the fridge I found that the milk (3) had gone off, so there was no breakfast for us. Then Tom (4) seemed taking a long time to come down, so at 7.30 I went back upstairs and he still (5) hadn't become dressed. He said he wasn't feeling well, but I just shouted, "You can't (6) get ill when we're going on holiday!" After that the keys to the luggage (7) got missing, but Tom eventually found them in his jacket pocket. By 8.30 the taxi hadn't arrived and I was starting (8) to become worried. It was (9) getting obvious that we were going to miss our plane if we didn't leave soon. But just then the taxi arrived and we made it to the airport with minutes to spare. Surprisingly, after such a bad start, it (10) turned out to be an excellent holiday.
Forming passive sentences (1)

A

Verbs such as give take both a direct object (DO) and an indirect object (IO) in two patterns: V + IO + DO or V + DO + preposition + IO. These verbs have two corresponding passives:

<table>
<thead>
<tr>
<th>active pattern: V+IO+DO/ V+DO+prep+IO</th>
<th>passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice gave us that vase. ✓</td>
<td>We were given that vase (by Alice). ✓</td>
</tr>
<tr>
<td>Alice gave that vase to us. ✓</td>
<td>That vase was given (to) us (by Alice). ✓</td>
</tr>
</tbody>
</table>

The passive form you choose depends on which is more appropriate in a particular context. If we specify an agent (see Appendix 1), this follows by at the end of the clause. Note that in informal contexts ‘to’ can be left out in the second passive pattern. Many of these verbs are to do with ‘giving’, e.g. award, hand, lend, offer, send, throw, and ‘telling’ e.g. ask, read, teach.

Verbs that can't be followed by IO + DO in the active have only one of these passive forms:

<table>
<thead>
<tr>
<th>active pattern: V + DO + prep + IO</th>
<th>passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>He explained me the problem. ✗</td>
<td>I was explained the problem. ✗</td>
</tr>
<tr>
<td>He explained the problem to me. ✓</td>
<td>The problem was explained to me. ✓</td>
</tr>
</tbody>
</table>

Many of these verbs are to do with reporting what was said or thought, including announce, demonstrate, describe, introduce, mention, propose, report, suggest.

B

Verbs followed by object + complement (see Glossary) in the active have one passive form:

<table>
<thead>
<tr>
<th>active pattern: V + object + complement</th>
<th>passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>They elected her president.</td>
<td>She was elected president.</td>
</tr>
</tbody>
</table>

Other verbs like this are to do with giving someone a particular position, e.g. appoint, declare, make, nominate, vote, and ‘naming’, e.g. call, name, title.

C

Some verbs that are followed by object + bare infinitive (= an infinitive without ‘to’) in the active are followed by a to-infinitive in the passive.

<table>
<thead>
<tr>
<th>active pattern: V + object + bare infinitive</th>
<th>passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>They have made him return the money.</td>
<td>He has been made to return the money.</td>
</tr>
</tbody>
</table>

Other verbs like this include feel, hear, help (‘help’ can also be followed by V + object + to-infinitive in the active), observe, see (see also Unit 23A).

D

We can make a passive form of many transitive two- and three-word verbs (see also Unit 94).

<table>
<thead>
<tr>
<th>active</th>
<th>passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy looks after him.</td>
<td>He is looked after (by Kathy).</td>
</tr>
<tr>
<td>They put the accident down to bad luck.</td>
<td>The accident was put down to bad luck.</td>
</tr>
</tbody>
</table>

Other examples include: carry out (= put into practice), disapprove of, hold over (= delay), talk down to (= patronise). However, some transitive two- and three-word verbs are not used in the passive (e.g. brush up on (= revise), cast (your mind) back (= try to remember), come up against (= encounter), get (something) down (= write), take after (= resemble)):

- We came up against a problem. (not A problem was come up against)
- or only used in the passive in certain senses when it may not be important to mention the subject (e.g. call (someone) up (= ordered to join the army, etc., passive possible; = telephone, no passive), call (someone) back (= ask to return, passive possible; = telephone, no passive), let in (= allow into a place, passive possible; = allow rain, etc. in, no passive), let out (= allow to leave, passive possible; = let out a sound, no passive), put out (= put out a statement/light/fire, passive possible; = put out a hand/arm/foot/tongue, no passive)):
  - I put out a hand to steady myself. (not A hand was put out...)
  - They put out the fire. (or The fire was put out.)

Grammar review: → Section D & Appendix 1
22.1 Make one corresponding passive sentence or two, if possible, as in 1. Look carefully at the tense in the sentences given. (A)
1 Someone handed me a note. I was handed a note. A note was handed to me.
2 Someone offered her a second-hand bicycle. Someone gave her a second-hand bicycle.
3 Someone has proposed improvements to the developers. Improvements have been proposed to the developers.
4 Someone suggested some interesting changes to me. Suggestions were made to me.
5 Someone awarded him a prize. A prize was awarded to him.
6 Someone will announce the President's arrival to the waiting journalists. The President's arrival will be announced to the waiting journalists.
7 Someone had mentioned the password to the thieves. The password had been mentioned to the thieves.
8 Someone has lent me some skis. Someone has lent me some skis.
9 Someone is sending him threatening letters. Threatening letters are being sent to him.
10 Someone is going to explain the changes to the students. The changes will be explained to the students.

22.2 Choose an appropriate form of one of these verbs to complete the sentences and write a corresponding passive sentence starting with the word(s) given. Use each verb once only. (A, B, C)

appoint bring declare demonstrate help introduce see tell

1 People helped Bobby to his feet after the accident. Bobby was helped to his feet after the accident.
2 Tony introduced me to Mrs Jennings at his birthday party. I was introduced to Mrs Jennings.
3 Has anyone seen Chris this morning? Has Chris been seen?
4 The Romans may have brought rabbits to Britain as a source of food. Rabbits were brought to Britain as a source of food.
5 People have told the story of Father Christmas to young children to explain the presents they receive. The story of Father Christmas has been told to young children.
6 They have appointed Martin Johnson team captain for the whole of the World Cup. Martin Johnson has been appointed team captain.
7 I am certain that Sarah has told her suitability as company director to those who still have any doubt. I am certain that Sarah’s suitability as company director has been told to those who still have any doubt.
8 They have introduced Alan Watson winner of the election after a recount.

22.3 If possible, make a corresponding sentence with a passive form of the underlined two- or three-word verb, as in 1. If it is not possible, write 'No passive'. (D)

1 Children often look up to strict teachers. Strict teachers are often looked up to by children.
2 The company phased out the product over a period of three years.
3 The students got the information down as fast as they could.
4 The decision has deprived many people of the right to vote.
5 People often brush up on a foreign language just before a holiday.
6 John called Mrs Jones back as soon as he got home.
7 The chairman held over the last two items until the next committee meeting.
8 The farmer prevented walkers from crossing the field after he fenced it off.
Forming passive sentences (2): verb + -ing or to-infinitive

### Active patterns with verb + -ing

<table>
<thead>
<tr>
<th>A</th>
<th>The active pattern verb + object + -ing is made passive with ‘be’ + past participle + -ing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ They saw the monkey climbing over the fence. (= active)</td>
<td></td>
</tr>
<tr>
<td>□ The monkey was seen climbing over the fence. (= passive)</td>
<td></td>
</tr>
</tbody>
</table>

Other verbs in this pattern include bring, catch, hear, find, keep, notice, observe, send, show:

□ Everyone was brought running into the room by her screams.

□ In the security video the burglars are seen entering the bank through a window.

### Some verbs that can be followed by an -ing form can be used with a passive form being + past participle:

□ I really love being given presents.

□ The children enjoyed being taken to the zoo.

Other verbs like this include avoid, deny, describe, dislike, face, hate, (not) imagine, like, remember, report, resent.

### Verbs which in the active are followed by an object consisting of a noun phrase and -ing clause usually have no passive:

□ I dread him (or his) finding out. (but not He is dreaded finding out)

Other verbs like this include anticipate, appreciate, dislike, forget, hate, imagine, like, (not) mind, recall, remember.

### Active patterns with verb + to-infinitive

<table>
<thead>
<tr>
<th>D</th>
<th>The active pattern verb + object + to-infinitive is made passive with ‘be’ + past participle + to-infinitive. Compare:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Mr Price has taught Peter to sing for many years. and</td>
<td></td>
</tr>
<tr>
<td>□ Peter has been taught to sing (by Mr Price) for many years.</td>
<td></td>
</tr>
</tbody>
</table>

Other verbs in this pattern include advise, allow, ask, believe, consider, expect, feel, instruct, mean, order, require, tell, understand.

Notice that in some contexts it is possible to make both verbs passive:

□ Changes to the taxation system are expected to be proposed. (compare the active We expect the government to propose changes to the taxation system.)

Some verbs followed by an object + to-infinitive in the active have no passive:

□ Susan liked Tom to be there. (but not Tom was liked to be there.)

Verbs like this are to do with ‘liking’ and ‘wanting’, and include (can’t) bear, hate, love, need, prefer, want, wish.

### The active pattern verb + to-infinitive + object is made passive with verb + to be + past participle. Compare:

<table>
<thead>
<tr>
<th>E</th>
<th>□ Supermarkets started to sell fresh pasta only in the 1990s. and</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Fresh pasta started to be sold by supermarkets only in the 1990s.</td>
<td></td>
</tr>
</tbody>
</table>

Other verbs in this pattern include appear, begin, come, continue, seem, tend; also agree, aim, arrange, attempt, hope, refuse, want. The verbs in the first group (and start) have corresponding meanings in active and passive sentences, but the verbs in the second group do not. Compare:

□ People have come to regard her as the leading violinist of her generation. (active) corresponds to

□ She has come to be regarded as the leading violinist of her generation. (passive) does not correspond to

□ Mr Smith wanted to help me. (active) wanted to be helped by Mr Smith. (passive)
23.1 Complete these sentences using one of these pairs of verbs. Use either was/were + past participle + -ing or past simple + being + past participle. (A & B)

- avoid - take  
- deny - involve  
- face - expel  
- find - wander  
- keep - wait  
- leave - hold  
- observe - hide  
- remember - bite  
- resent - give  
- send - tumble

1 Inger was kept waiting for over three hours when she went for her dental appointment.
2 When the police first questioned him, Wayne involved in the robbery.
3 I held the baby while Karen went to answer the phone.
4 When I woke up in hospital, I was bitten by the snake but nothing after that.
5 They pretended to be dead.
6 The man observed a suspicious package under a seat in the train.
7 When the bike hit her, Ann was thrown to the ground.
8 Two teenagers yesterday returned from school after they were found with over a hundred stolen mobile phones.
9 The woman was taken to hospital when she gave herself lost and alone in the forest.
10 Adam had worked in the company for 30 years and he rather ordered by people who had been there only weeks.

23.2 If possible, complete the sentences using the pair of verbs given. Make passive forms with past participle + -ing, past participle + to-infinitive, or past simple + being + past participle. If no passive is possible, write 'No passive'. (A-D)

1 Robert always hated being teased by other children.  (hate - tease)
2 We asked the officer at the border. (ask - show)
3 You required two copies of the customs declaration. (require - fill)
4 The children wanted to fill in science lessons at school. (want - enjoy)
5 Jack and Martha could hear the conversation in the next room. (hear - argue)
6 He caught the fish money out of the cash box. (catch - take)
7 I needed me to decorate the bedroom. (need - help)
8 I was anticipatrices when they found out the window was broken. (anticipate - be)
9 She phoned the police and reported outside her home. (report - attack)
10 The pop concert attracted over 20,000 people. (expect - attract)

23.3 Make passive sentences beginning with the underlined word(s). Does the sentence you have written have a corresponding meaning to the original, or a different meaning? Look carefully at the tense in the sentences given. (E)

1 Kay's questions began to irritate Malcolm.

2 The team captain hopes to select Kevin.

3 Alan arranged to take Kathy to the station.

4 Critics have come to recognise Galdos as one of Spain's greatest novelists.

5 The south coast continues to attract holidaymakers.

6 Harris has agreed to interview the finance minister.
Unit 24

Using passives

A

Here are some situations where we typically choose a passive rather than an active.

☆ In an active sentence we need to include the agent as subject; using a passive allows us to omit the agent by leaving out the prepositional phrase with by. Consequently, we prefer passives when the agent:

– is not known:  ☆ My office was broken into when I was on holiday.
– is ‘people in general’:  ☆ An order form can be found on page 2.
– is unimportant:  ☆ He is thought to be somewhere in Russia.
– is obvious:  ☆ She is being treated in hospital. (the agent is clearly ‘medical staff’)

☆ In factual writing, particularly in describing procedures or processes, we often wish to omit the agent, and use passives:

☆ Nuclear waste will still be radioactive even after 20,000 years, so it must be disposed of very carefully. It can be stored as a liquid in stainless-steel containers which are encased in concrete. The most dangerous nuclear waste can be turned into glass. It is planned to store this glass in deep underground mines.

☆ In informal contexts, particularly in conversation, we often use active sentences with a subject such as people, somebody/someone, something, they, we, or you even when we do not know who the agent is. In more formal contexts, we often prefer to use a passive so that we can avoid any mention of an agent. Compare:

☆ Somebody will give you the questions a week before the exam. and
☆ You will be given the questions a week before the exam. (or The questions will be given to you...)  (both more formal)
☆ They’re installing the new computer system next month. and
☆ The new computer system is being installed next month. (more formal)

B

Notice also that some verbs have related nouns which express the same meaning. These nouns can be used as the subject of passive sentences, with a new passive verb introduced. Compare the example above and:

☆ The installation of the new computer system will be completed by next month.

C

In English we usually prefer to put the topic (what is already being talked about) at the beginning of a sentence (or clause) and a comment on that topic at the end. Choosing the passive often allows us to do this. Compare these two texts and notice where the topic (in italics) is placed in the second sentence of each. The second text uses a passive where the emphasis is on the equipment:

☆ The three machines tested for the report contained different types of safety valve. The Boron Group in Germany manufactured all the equipment.
☆ The three machines tested for the report contained different types of safety valve. All the equipment was manufactured by the Boron Group in Germany.

It is often more natural to put long subjects at the end of a sentence. Using the passive allows us to do this. So, for example:

☆ I was surprised by Don’s decision to give up his job and move to Sydney.

is more natural than ‘Don’s decision to give up his job and move to Sydney surprised me’, although the choice can depend on considerations of style and context.

D

Instead of making a that-clause the subject of a passive sentence, it is normal to use an it-clause (see also Unit 25):

☆ Everybody believed (that) the plan would fail. (active)
☆ It was believed that the plan would fail. (passive) is more natural than
☆ That the plan would fail was believed by everybody. (passive)

Grammar review: → Section D & Appendix 1
Exercises

Unit 24

24.1 Rewrite these sentences. Instead of using 'people', 'somebody', or 'they', write one corresponding passive sentence or two if possible (as in 1), beginning with the underlined words. Use an appropriate verb form and make any other necessary changes. (A & Appendix 1)

1 They presented Maria Svensson with the award last night. Maria Svensson was presented
with the award last night. / The award was presented to Maria Svensson last night.

2 People are blaming climate change for the recent flooding.
3 Somebody has described Keith Jones as the world's greatest guitarist.
4 Somebody had stolen the painting from the gallery.
5 They will have cleared the litter from the pitch before the match starts.
6 People were watching the game outside the stadium on a huge screen.
7 Somebody will spray the walls with green paint.
8 Somebody should have offered Mary a drink when she arrived.
9 People will provide you with food for the journey.
10 They have planted the fields with cotton.

24.2 Rewrite these sentences beginning with (The) + noun formed from the underlined verb and a passive verb. Use the verb given, and make any other necessary changes. (B)

1 They will consider the issue at next week's meeting. (give) Consideration will be given to 
the issue at next week's meeting.

2 They will appoint a new managing director next week. (make)
3 People have accused the local council of corruption. (make)
4 They demolished the building in only two days. (complete)
5 They will present the trophy after the speeches. (make)
6 Local residents will certainly resist the proposed new industrial area. (show)

24.3 Use appropriate forms of the verbs given to complete this text. In each case, decide whether an active or passive form is needed. (A–D)

Slowly but surely the coastline of Britain (1) is being worn away (wear away) by an advancing sea. The country which once ‘ruled the waves’ now (2) rule by them, with huge forces threatening to destroy vast areas of human and wildlife habitat. Already some of Britain's last wild, natural areas (3) disappear (disappear), and experts (4) fear (fear) that this is just the beginning. It (5) estimate that there will be a 38–55 cm rise in average sea levels by the year 2100. According to the Department of the Environment, during the next 50 years at least 10,000 hectares of farmland (6) turn into (turn into) mud flats and salt marshes by the increases in sea levels. Rather than trying to prevent the erosion, the present government (7) use a method of ‘managed retreat’ by creating new defences further inland and allowing low-lying coastal farm land (8) abandon (abandon) to the sea. However, many of the country’s major cities could also (9) affect (affect). London, Bristol and Cardiff all (10) expect (expect) severe flooding as our sea defences (11) destroy (destroy) by the rising tides.
### Reporting with passive verbs: It is said that...

#### A
We often use a passive to report what people say, think, etc., particularly if it is not important to mention who is being reported:
- People in the area **have been told** that they should stay indoors.
- Everyone **was asked** to bring some food to the party.

#### B
Another common way of reporting what is said by an unspecified group of people is to use **it + passive verb + that-clause** (see Unit 33 for more on that-clauses). Using this pattern can allow us to put important information at the end of the sentence (see Unit 24C):
- **It is reported that** the damage is extensive. (compare The damage is extensive, according to government sources.)
- **It has been acknowledged that** underfunding contributed to the problem.
- **It can be seen that** prices rose sharply in September.

Other verbs that can be used in this pattern include:

agree, allege, announce, assume, believe, calculate, claim, consider, decide, demonstrate, discover, establish, estimate, expect, feel, find, hope, intend, know, mention, plan, propose, recommend, reveal, say, show, suggest, suppose, think, understand.

Notice that many other verbs connected with reporting are not used in this pattern, including encourage, inform, persuade, reassure, remind, tell, warn, but can be used as in A:
- **We have been informed** that we have to leave the building. (but not It has been informed us...)

These verbs need a personal object before the that-clause in an active form (e.g. They have informed us that...).

#### C
An alternative to **it + passive verb + that-clause** is to use **subject + passive verb + to-infinitive** if we want the subject to be the topic of the sentence (see Unit 24C). Compare:
- **It is reported that** the damage is extensive.  
  **and**
- **The damage is reported to be** extensive.
- **It has been acknowledged that** underfunding contributed to the problem.  
  **and**
- **Underfunding has been acknowledged to have contributed** to the problem.

Most of the verbs listed in the box in B can also be used in this pattern except for announce, decide, mention, propose, recommend, suggest.

We can only use **tell** in this pattern when it means ‘order’. So we can say:
- **I was told (= ordered) to go** with them to the railway station.
  but not ‘The accident was told (= said) to have happened just after midnight’.

#### D
With the verbs discover, establish, explain, find, know, reveal, show, understand we can also use **it + passive verb + wh-clause** to report information given or found out:
- **It has now been revealed who** was responsible for the accident.
- **The decision to build the bridge was taken before it was established whether** it was actually needed.

#### E
When a **that-clause** begins **that + there...**, we can make a corresponding passive form **there + passive verb + to be/to have been**. Compare:
- **It is thought (that) there are** too many obstacles to peace.  
  **and**
- **There are thought to be** too many obstacles to peace.
- **In 1981 it was believed (that) there were** only two experts on the disease in the country.  
  **and**
- **In 1981 there were believed to be** only two experts on the disease in the country.

We can use the same verbs in this pattern as with **subject + passive verb + to-infinitive** (see C).
Exercises

Unit 25

25.1 Which of the verbs can complete the sentence? Underline one or both. (B & D)

1. It is ____________ to employ 500 people in the factory. (expected/intended)
2. It has been ____________ that the crash was the result of pilot error. (proposed/shown)
3. It was ____________ that Mrs Ho would chair the meeting. (hoped/explained)
4. It has been ____________ to appoint Dr Smithers as head teacher. (decided/suggested)
5. It has not yet been ____________ who was responsible for the error. (claimed/explained)
6. It has now been ____________ that the president broke the law in sending troops into the city. (established/revealed)
7. It was ____________ to hold new negotiations next month. (agreed/announced)
8. It is ____________ to close the library permanently from next April. (planned/recommended)
9. It is ____________ that another Moon landing will take place next year. (assumed/thought)
10. It has been ____________ how spiders are able to travel across the sea. (discovered/said)

25.2 If possible, rewrite these newspaper headlines as passive sentences with the pattern It + passive verb + that-clause, as in 1. If this is not possible, write X after the headline. (A & B)

1. AGREEMENT THAT UN WILL SEND IN TROOPS _____________________________________________________________________
2. PATIENTS REASSURED ABOUT HOSPITAL SAFETY _____________________________________________________________________
3. WATER DISCOVERED ON MARS _____________________________________________________________________
4. TERRORISTS BELIEVED TO BE OPERATING IN BERLIN _____________________________________________________________________
5. SPACE SHUTTLE EXPECTED TO RETURN TODAY _____________________________________________________________________
6. EX-PRESIDENT JULIUS REVEALED AS SPY _____________________________________________________________________
7. WARNING GIVEN ABOUT COMPUTER VIRUS _____________________________________________________________________
8. KING SAID TO BE MAKING GOOD RECOVERY _____________________________________________________________________
9. RESTAURANT ESTABLISHED AS SOURCE OF DUBLIN FOOD POISONING OUTBREAK _____________________________________________________________________
10. POLICE TOLD TO WORK LONGER HOURS _____________________________________________________________________

25.3 If possible, write two corresponding impersonal sentences from the pieces of information in the text using it + passive verb + that-clause in one and subject + passive verb + to-infinitive in the other, as in 1. In some cases the second pattern is not possible. (C)

(1) We have discovered that a mechanical fault caused the problem. (2) We don't think that the fault is serious. (3) We expect that it will take several weeks to correct the fault. (4) We have decided to postpone the next rocket launch, and (5) we suggest that the next launch should take place in May.

1. It has been discovered that a mechanical fault caused the problem. / A mechanical fault was discovered to have caused the problem. _____________________________________________________________________

2. _____________________________________________________________________

3. _____________________________________________________________________

4. _____________________________________________________________________

5. _____________________________________________________________________
Unit 26

Wh-questions with who, whom, which, how and whose

A  Who refers to people, and can be used as subject, object or complement:
   □ Who owns that car?    □ Who did you meet?    □ Who was her father?

Whom is used as a formal alternative to who as object, and also directly after prepositions:
   □ Whom did you meet?    □ To whom were you talking?

Which is used to refer to people when we want to identify somebody in a group (for example, in a crowded room or on a photograph):
   □ Which is your brother? ‘The one next to Ken.’
   and we can use which instead of who to talk about particular classes of people:
   □ Which do you think earns more, a teacher or a police officer? (or Who do you think...?)

B  We usually use which, rather than who or what, in questions before one(s) and of, as which is commonly used to ask or talk about a choice between one or more things:
   □ I’ve decided to buy one of these sweaters. Which one do you think I should choose?
   □ Which of you would like to go first? (rather than Who of...?)

C  When we use who or what as subjects, the verb that follows is usually singular, even if a plural answer is expected:
   □ Who wants a cup of coffee? (said to a number of people; not Who want a cup of coffee?)
   □ What is there to do in Birmingham at Christmas? (expects an answer giving a number of things to do; not What are there to do in Birmingham at Christmas?)

However, the verb can be plural in echo questions (see Unit 27E) after a plural subject or a subject consisting of two or more noun phrases joined by and:
   □ ‘Mr Smith and his family are here to see you.’ ‘Who are here?’ (or Who’s here?)
   and when who and what function as complements:
   □ Who are those people over there? □ What are the consequences of the decision?

D  We use how, not what, to ask –
   □ a general opinion on something:
     □ How was the journey?
     □ How is your brother?
   □ about general health:
     □ How do you like your coffee?
   □ about preferences relating to food and drink:

We use what, not how, to ask –
   □ a general opinion on something with What...like?
     □ What was the journey like?
     □ What do you like about the job?
   □ for details with What...like/hate (etc.) about...?
     □ What if your plan doesn’t work?
     □ What’s it called?
   □ about the consequences of something with What if...?
     □ What do you mean?
     □ How/What about having a swim?
   □ about the naming of something in the question

We use either what or how –
   □ to make a suggestion with What/How about...?
     □ How/What about having a swim?
   □ to ask for more information in the question How/What do you mean?
     □ ‘There’s something wrong with the car.’ ‘Something wrong? How/What do you mean?’

We can use whose to ask about the person that owns or is responsible for something. Whose can be used either before a verb (as a pronoun):
   □ Whose are these boots?
   or before a noun or noun phrase (as a determiner) introducing direct or indirect questions:
   □ Whose boots are these?
     □ She asked me whose coat I was wearing.
   In formal contexts we can use a preposition before whose (see also Unit 55B):
   □ In whose desk was it found? (less formally Whose desk was it found in?)

However, in questions without a verb a preposition comes before whose:
   □ ‘We’re meeting at nine.’ ‘In whose house?’ (not Whose house in?)

Grammar review: questions → Section E & Appendix 2
Exercises

Unit 26

26.1 Underline the correct word. If both are possible, underline them both. (A & B)

1 To whom/ who should the documents be sent?
2 Which/ Who of you is Dr Jameson? I have a message for you.
3 ‘Here’s a photo of our children at the fancy dress party.’ ‘Whom/ Which is Wendy?’
4 ‘Is your sister at home?’ ‘What/ Which one do you want to speak to?’
5 Whom/ Who do you hold responsible for the damage?
6 Whom/ Which will captain the team if Nick isn’t available?
7 Which/ Who would you rather be – a doctor or a vet?
8 Whom/ Whom translated the book?

26.2 Complete the sentences with an appropriate present simple form of the verb in brackets. (C)

1 What ___________ those cakes made from? (be)
2 Who ___________ you for Maths and English? (teach)
3 What ___________ there to see on the island? (be)
4 Who ___________ the major decisions in the company? (take)
5 ‘The Turners are in France.’ Who ___________ in France?’ (be)
6 Who ___________ their textbook with them? Put your hands up. (have)

26.3 First, complete the sentences with how, what, or how/what if both are possible. Then choose an appropriate answer for each question. (D)

1 ‘_____________ do you like about your new job?’ a ‘It’s really boring.’
2 ‘_____________ if Tom calls while you’re out?’ b ‘I’d love one.’
3 ‘_____________ about a coffee?’ c ‘I mean you’ve got to wear a suit.’
4 ‘_____________ are your parents these days?’ d ‘Tell him I’ll call back.’
5 ‘_____________ your boss like?’ e ‘It was great.’
6 ‘_____________ do you like your new job?’ f ‘Janet Gibbs,’
7 ‘_____________ was the camping trip?’ g ‘It’s never boring.’
8 ‘_____________ your boss called?’ h ‘Quite well, thanks.’
9 ‘_____________ do you mean, ‘Smart clothes’?’ i ‘We had an excellent time.’
10 ‘_____________ was the camping trip like?’ j ‘She works us really hard.’

26.4 If necessary, suggest corrections in the underlined parts of these sentences or make them sound more natural. If the sentence is already correct, write ✓. (B, C & E)

1 Who’s caravan were you staying in? ____________
2 Whose are all these books? ____________
3 He asked us who’s car was parked in front of his house. ____________
4 ‘Who live in the flat upstairs?’ ‘The Thompson family.’ ____________
5 Whose going with you to Canada? ____________
6 About whose travels in Nepal did Nigel Smith write a book? ____________
7 What one of the following statements is true? ____________
8 Who of us has not wanted to own an expensive sports car at some time in our lives?
9 ‘Ants have got into the fridge!’ ‘What has got into the fridge?’ ____________
10 ‘Can you post the books to us?’ ‘Whose address to?’ ____________
Unit 27

Negative questions; echo questions; questions with that-clauses

Negative questions

A We usually make a negative yes/no or wh-question with an auxiliary verb (have, did, would, etc.) + -n't to suggest, persuade, criticise, etc. (see also GR:E4–E6):

- Wouldn't it be better to go tomorrow?  Why don't we go out for a meal?

In formal contexts, or when we want to give some special emphasis to the negative (perhaps to show that we are angry, very surprised, or to strongly persuade someone), we can use not after the subject in negative questions. This happens particularly in yes/no rather than wh-questions:

- Did she not realise that she'd broken it? (less emphatically Didn't she realise that...?)
- Can you not get there a bit earlier? (less emphatically Can't you...?)

B We sometimes use negative words other than -n't such as never, no, nobody, nothing, nowhere:

- Why do you never help?  Have you nowhere to go? (or Do you have nowhere to go?)

or less emphatically or more informally:

- Why don't you ever help?  Haven't you got anywhere to go? (or Don't you have anywhere...)

C We can make a suggestion with Why not + verb or Why don't/doesn't...

- (but not Why do not/does not...):

- Why not decorate the house yourself? (or Why don't you decorate...?)
- Why not give her what she wants? (or Why don't we give her ...?)

Why didn't... isn't used to make a suggestion, but can show that we think an action was wrong. For example, depending on intonation and context, it can be used to criticise someone:

- Why didn't you decorate the house yourself? (I think you should have done)
- Why didn't you tell me that in the first place? (I'm annoyed that you didn't)

D Negative question forms are used in exclamations giving opinions:

- Haven't you grown!
- Doesn't she look lovely!
- Didn't it snow a lot!

Exclamations like this are usually said with a falling intonation.

Echo questions

E Echo questions are used when we haven't understood what has been said or to check that we heard correctly, perhaps because we found it very surprising. We might repeat, usually with a rising intonation, the whole of what was said:

- 'Jane's lost her job.' 'Jane's lost her job?

or focus on part of what was said using a stressed wh-word or a phrase with how:

- 'Tom's arriving at 6.30.' When's Tom arriving? Tom's arriving when?
- 'We paid £3,000 for the painting.' How much did you pay? You paid how much?

We can use what or 'do' what to focus on the verb or part of the sentence beginning with the verb:

- 'We paid £3,000 for the painting.' You what? (or You did what?)
- 'I think she's having a sleep.' She's what? (or She's doing what?)

Questions with that-clauses

F A wh-question can refer to a following that-clause, particularly after verbs such as expect, hope, reckon, say, suggest, suppose, and think. We can leave out that in these questions:

- When do you reckon (that) you'll finish the job?
- Why did they suggest (that) we should buy new computers for the library?

However, when the wh-word is the subject, object or complement of the verb in the subordinate clause, we do not use that:

- What did you think was in the box? (not What did you think that was in the box?)
- Who do you suppose did it? (not Who do you suppose that did it?)
Exercises

Unit 27

27.1 Write an appropriate negative question for each situation, using -n't in your answer. (A)

1 Can you lend me £10?
   Again? Haven't you got any money left? (...money left?)

2 I'm annoyed that you didn't come to the meeting.
   Why? (...my letter/ on holiday?)

3 I've had to bring the children with me.
   Why? (...babysitter?)

4 I'll just finish my homework before I go to school.
   But ...be supposed to/ last night?

5 I've put my bike in the sitting room.
   The sitting room! (...outside?)

6 I'm taking the coach to Vienna.
   But that will take ages. (...rather/ train?)

27.2 Expand the notes and write two alternative negative questions in each situation. In the first use -n't; in the second choose never, no, nobody, nothing or nowhere. (B)

1 (ever/ considered you might/ wrong) 'Haven't you ever considered you might be wrong?'/
   'Have you never considered you might be wrong?' 'No, I'm sure I'm right.'

2 (you/ any interest/ Maths at all) 'I didn't think you had an interest.' 'No, I've always hated the subject.'

3 'I spent the night in the railway station.' (could/ find anywhere else/ sleep)
   'Could you have spent the night somewhere else?' 'Not after getting into the car, no.'

4 (can/ remember anything about/ accident) 'I can't think of anything.' 'Not after enough.'

5 (why/ ever do well/ exams) 'Perhaps you don't revise enough.'

6 (there anybody/ you can ask/ help) 'I can't think of anyone.'

27.3 Complete the echo questions using appropriate question words or phrases. Give a number of possible answers. (E)

1 'Jim's going to Chile.' 'He's going where? / He's doing what? / He's what?'

2 'He's leaving at the end of next week.' 'He's going when? / He's doing what? / He's what?'

3 'He'll be away for three months.' 'He'll be away for how long? / He'll what?'

4 'It will cost about £5,000.' 'It'll cost how much? / It'll what?'

5 'He's sold his house to pay for the trip.' 'He's sold what? / He's done what?'

6 'He's going climbing in the Andes.' 'He's going climbing where? / He's doing what?'

27.4 Expand the notes to form questions. Write (that) where that may be included. (F)

1 (why/ suppose/ left all/ money/ Charles) 'Why do you suppose (that) she left all her money to Charles?' 'He was her favourite brother.'

2 (who/ say/ vegetarian) 'Mary's sister.'

3 (what/ suggest/ get/ her birthday) 'How about a pair of earrings?'

4 (how long/ expect/ you'll be/ Istanbul) 'Two or three weeks.'

5 (what/ be think/ the problem) 'A pipe needs replacing.'

6 (who/ suppose/ lives there now) 'I think the house is empty.'

7 (when/ she say/ she be arriving) 'In a couple of hours.'
Verbs, objects and complements

Some verbs can be either transitive or intransitive, allowing us to focus on either the person or thing performing the action, or the person or thing affected by the action. Compare:

- She closed the door. (transitive) and The door closed. (intransitive)
- I’ve ripped my shirt. (transitive) and My shirt has ripped. (intransitive)

Verbs like this are often used to talk about some kind of change. Other examples are begin, bend, break, burn, change, decrease, drop, finish, increase, move, open, shut, start, vary, wake.

Some transitive verbs don’t need an object when the meaning is clear from the context:

- He has smoked (cigarettes) since he was 10.
- She plays (the saxophone) beautifully.

Other verbs like this include answer, ask, change, cook, dance, drink, drive, eat, fail, park, phone, read, sing, study, wash, wash up, wave, win, write.

After some verbs we usually add a complement – a phrase which completes the meaning of a verb, noun or adjective – which is an adverb or prepositional phrase:

- The disease originated in Britain. (not The disease originated. We need to add something about where or how it originated.)

Other verbs commonly have a complement but may not. Compare:

- He paused for a few moments. and He paused. (no complement needed)

Some verbs are commonly followed by a particular preposition or prepositions and then an object (see also Unit 94):

- We had to deal with hundreds of complaints. (not We had to deal.)
- I’m sure that blue car belongs to Matthew. (not I’m sure that blue car belongs.)

Here are some more verbs with the prepositions which usually follow them: adhere to, aspire to, culminate in/with, detract from, differentiate between, incline to/towards, specialise in.

Some verbs are usually followed by an object + prepositional phrase complement:

- I always associate pizza with Italy. (not I always associate pizza.)
- She put the report on the floor. (not She put the report.)

Here are some more verbs with the prepositions which usually begin the complement: attribute ...to, base...on/upon, equate...with, inflict...on, mistake...for, regard...as/with, remind...of.

Some verbs are often followed by an object + adjective (or adjective phrase) complement:

- The people of this country will hold the government responsible.
- Beckman pronounced himself fit for the match.

Other verbs that can be followed by an object + adjective complement include assume, believe, consider, declare, find, judge, prove, report, think. The object after declare, find, pronounce and prove is often a reflexive pronoun (herself, etc.).

Notice that when these verbs are used with an object + adjective complement the sentence is usually rather formal. Less formal alternatives can be made by adding to be after the object or by using a that-clause:

- Dr Adams argues that house prices will fall, but other economists believe the opposite true. (or less formally ...believe the opposite to be true. or ...believe that the opposite is true.)

Note that many of the verbs in this unit can be followed by a number of patterns, sometimes associated with different meanings. Compare, for example:

- She found her ring. and She found herself in an embarrassing situation.
Exercises

Unit 28

28.1 If it is possible to leave out the object (in italics) after the verbs (underlined), put brackets around it, as in 1. (B)

Jill was (1) reading a book when the telephone rang. It was Val. She said, "I called you earlier, but nobody (2) answered the phone. Would you like to come over to (3) eat dinner tonight with me and Tom? Is 8.00 okay?" Jill (4) thanked Val and said that she'd love to come. At about 7.00 Jill started to get ready. She (5) washed herself and (6) brushed her hair. Then she (7) changed her clothes and (8) put on some makeup. After that, she (9) drove her car to Malstowe, the village where Val and Tom lived. Val was gardening when Jill (10) reached their house and she (11) waved her hand when saw Jill. Jill (12) parked her car on the drive and walked over to Val. Val said, "Tom's still (13) cooking dinner, so I thought I had time (14) to pick some flowers. By the way, my sister Kate is staying with us. She's (15) studying French at university, but is on holiday at the moment. I forgot to (16) mention her when I spoke to you earlier. I'll (17) introduce you when we go inside." Jill (18) enjoyed the evening very much. The food was excellent. The others shared a bottle of wine, but Jill didn't (19) drink alcohol and had orange juice instead. They talked a lot about their holiday plans. Jill hoped to go to Canada, but wasn't sure yet that she could (20) afford it. Before she left, Jill helped (21) wash up the dishes. As she drove home, she decided that she must (22) invite Val and Tom for a meal at her house very soon.

28.2 Complete these sentences with: a verb + preposition + noun phrase (for 1-5); and verb + noun phrase + preposition for 6-10. Use verbs from (i) (with an appropriate form), prepositions from (ii), and noun phrases from (iii). (C-E)

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1 Electors deserve more from a political party that ...aspires to national leadership ...
2 Years of research by Fleming ...aspires to national leadership ...
3 Her mental condition makes it difficult for her to ...aspires to national leadership ...
4 All the countries involved in the trade dispute confirmed that they would ...aspires to national leadership ...
5 There's a great restaurant by the harbour which ...aspires to national leadership ...
6 The team of amateur footballers ...aspires to national leadership ...
7 It is too simplistic to ...aspires to national leadership ...
8 After Lewis's victory, he ...aspires to national leadership ...
9 It was dark and raining and she ...aspires to national leadership ...
10 Paula Wills has ...aspires to national leadership ...

28.3 Complete these sentences with any appropriate adjective. (F)

1 The scientific evidence proved him ...guilty ...
2 She declared herself ...guilty ...
3 They considered the food ...guilty ...
4 I'm surprised the plumber hasn't turned up. I've always found him ...guilty ...
5 We believed her ...guilty ...

Now make less formal alternatives to these sentences using either to be after the object or a that-clause.

1 The scientific evidence proved him to be guilty. / The scientific evidence ...proved that he was guilty ...
Verb + two objects

Some verbs can be followed by two objects. Usually the first object (= the Indirect Object (IO)) is a person or group of people and the second object (= the Direct Object (DO)) is a thing:

- Can you bring me (= IO) some milk (= DO) from the shops?
- I read Suzanne (= IO) a story (= DO).
- He made himself (= IO) a cup of coffee. (= DO).

Many verbs that can have two objects may also be used with a DO only (e.g. I read a story).

With many verbs that can have two objects, it is possible to reverse the order of the objects if we put for or to before the IO (this is then called a prepositional object). Compare:

- I built my daughter a doll’s house. and I built a doll’s house for my daughter.
- Can you pass me that bandage? and Can you pass that bandage to me?

We often use this pattern if we want to focus particular attention on the object after for/to. We also use it if the IO is a lot longer than the DO:

- Jasmin taught music to a large number of children at the school. (not Jasmin taught a large number of children at the school music.)

We use for + object with verbs such as book, build, buy, catch, choose, cook, fetch, find, get, make, order, pour, save. For suggests that the IO receives and benefits from goods or services. We use to + object with verbs such as award, give, hand, lend, offer, owe, pass, show, teach, tell, throw. To suggests a transfer of the DO to the IO.

If the DO is a pronoun, a pattern with DO + preposition + IO is usual. Patterns without a preposition are avoided because they are considered to be bad style:

- I gave them to Tim. (rather than I gave Tim them./I gave them Tim.)
- We bought it for them. (rather than We bought them it./We bought them it.)

The verbs bring, leave, pay, play, post, read, sell, send, sing, take, and write can be used with either for or to. Often there is a difference in meaning: to suggests that there is a transfer of something to someone, and for suggests that someone benefits from something. Compare:

- I hadn’t got time to visit Ann, so I wrote a letter to her. and
- Ann had broken her wrist and couldn’t hold a pen, so I wrote a letter for her.

Sometimes, however, the meaning is very similar:

- He played the piece to (or for) me. and Can you sing that song again to (or for) us?

Notice that when object + object is used after these verbs it usually has a similar meaning to the verb with object + to + object. For example:

- I sold him the car. (means I sold the car to him, not I sold the car for him.)

Some verbs that are followed by two objects cannot have their objects reversed with for/to:

- We all envied him his lifestyle. (but not We all envied his lifestyle for/to him.)

Other verbs like this include allow, ask, cost, deny, forgive, guarantee, permit, refuse.

Some verbs can only have a second object if this is a prepositional object with to (see also Unit 22A). Compare:

- She described the situation. or
- She described the situation to me. (but not She described me the situation.) and
- She told this joke. or She told this joke to me. or She told me this joke.

Other verbs like describe include admit, announce, demonstrate, explain, introduce, mention, point out, prove, report, say, suggest.

Some verbs can only have a second object if this is a prepositional object with for. Compare:

- He fixed the tap. or He fixed the tap for me. (but not He fixed me the tap.) and
- I booked a room. or I booked a room for her. or I booked her a room.

Other verbs like fix include collect, mend, and repair.
Exercises

29.1 Complete these sentences with a suitable form of one of the following verbs and either to or for. Write to/for if either can be used with little difference in meaning. Put these in appropriate places, as in 1. (A & B)

- build
- choose
- offer
- pass
- pay
- post
- read
- save
- sell
- take
- teach

1. Tom hasn’t got any money so I’ll have to pay for him.
2. Keith hates going shopping. I have to offer him his clothes him.
3. You’re staying with Sue at the weekend, aren’t you? Can you offer this present her?
4. I can’t reach the salt. Could you offer it me, please?
5. When Mr Jenkins bought the house, we offered all the carpets him as well.
6. He’s got a very rewarding job. He offered sports disabled children.
7. I haven’t got my glasses. Can you offer these instructions me, please?
8. Jane offered the letter me on her way to work because I had flu and couldn’t go out.
9. I offered my old bike him, but he said he wanted something more modern.
10. I’ll be in late tonight. Can you offer some dinner me, please?
11. My parents are coming to live with us, so we offered a flat them at the top of the house.

29.2 If necessary, correct these sentences. If the sentence is already correct, write ✓. (C & D)

1. He kindly collected me some library books.
2. He admitted his error for his colleagues.
3. I have to prepare a report for the meeting.
4. Can I ask a favour to you?
5. A special ticket allows entry for people to all the museums in the city.
6. I’d like to introduce you to my sister.

29.3 Complete these texts with objects chosen from the list below. Give all possible word orders and add prepositions where necessary. (A–D)

- the problem/our teacher
- her photograph/me
- the glass/him
- another half an hour/us
- his sister/me
- three bedtime stories/him
- a letter/-him
- his broken car/him
- the money/me
- a drink/John
- a paper aeroplane/him
- the problem/him
- a fortune/you
- an Irish jig/us
- the flute/him

1. ‘Harry phoned. He wants to come and stay with us at the beginning of September.’ ‘But that’s when my parents will be with us. I’ll have to him a letter/ a letter to him to explain the problem to him.’
2. When he described I didn’t think I knew her, but when he showed I realised that I had seen her at work.
3. I handed and said, ‘Can you play ?

I feel like dancing.
4. The clock on the wall was wrong. When we pointed out , she allowed to finish the exam.
5. My three-year-old nephew, Daniel, always keeps me busy when I babysit. Last night I first had to make , then I had to mend and after that he insisted that I read .
6. ‘Your new motorbike must have cost .’ ‘Well, actually, my parents lent .’
7. I poured and gave .
Verb + -ing forms and infinitives (1)

**A**

Some verbs can be followed either by an object + -ing or a possessive + -ing with a similar meaning, although the possessive + -ing form is usually considered to be rather formal:

- I resented Tom winning the prize. (more formally I resented Tom's winning the prize.)
- Mary recalled him buying the book. (more formally Mary recalled his buying the book.)

Other verbs like this include verbs of ‘(dis)liking’ such as detest, (dis)approve of, (dis)like, hate, love, object to, and verbs of ‘thinking’ such as forget, imagine, remember, think of. Notice that we only use a possessive form (Tom's, his) here to talk about a person or a group of people:

- I remembered the horse winning the race. (but not ...the horse's winning...)

**B**

Some verbs can be followed by to + -ing where to is a preposition:

- She confessed to stealing the money.  □ You don't object to working late tonight, do you?

Other verbs like this include adapt, adjust, admit, look forward, own up, resort. Note that these verbs can also be followed by to + noun phrase:

- She confessed to the crime.  □ You don't object to the work, do you?

**C**

Other verbs can be followed by different prepositions + -ing. For example:

- by + -ing (begin, close, end, finish (off/up), open, start (off/out))
- Can you begin by cleaning the floors, and then do the windows?
- on + -ing or on + object + -ing (concentrate, count, depend, focus, insist, rely)
- Clare insisted on (Jack) wearing a suit to the party.
- of + -ing or of + object + -ing (approve, hear, know, speak, talk, tell)
- I don't approve of (them/their) hunting animals for sport.
- object + from + -ing (deter, discourage, keep, prevent, prohibit, stop)
- The noise from next door prevented me from sleeping.

**D**

Some verbs (feel, hear, notice, observe, overhear, see, watch) can be followed by an object and then either by an -ing form or a bare infinitive, but their meanings may be slightly different. An -ing form suggests that an action is in progress, while a bare infinitive suggests a completed action. Compare:

- I saw them playing football from my window.  and  □ I saw him smash the bottle.

Also, an -ing form can suggest that we watch, hear, etc. some of an action, but not from start to finish, while a bare infinitive suggests that we watch, hear, etc. the whole action from start to finish. Compare:

- I was able to watch them building the new car park from my office window.  and  □ I watched him climb through the window, and then I called the police.

**E**

After the verbs dare and help we can use either a bare infinitive or to-infinitive:

- I was angry with him, but I didn't dare (to) say anything.
- We hope the poster campaign will help (to) raise awareness of the problem.

When dare has an object, we can only use a to-infinitive. Compare:

- I dared him to cross the river. (not I dared him cross...) and  □ I helped them (to) pack.

After have, let and make we can use an object + bare infinitive but not to-infinitive:

- His exam results might make him work harder. (not ...might make him to work...)
- I had Beth clean up her bedroom before I let her go out to play.

**F**

We use a bare infinitive after make and let in the phrases make do (= to manage to deal with a situation by using what is available) and let go (= to stop holding something):

- Jim had borrowed my new bike, so I had to make do with my old one.
- 'Don't let go!'
Exercises

Unit 30

30.1 If possible, rewrite these sentences using the possessive form of the object, as in 1. If it is not possible, write X. (A)

1. I really hate you having to be away from home so much. I really hate your having to be away from home so much.

2. We don’t approve of the developer locating the factory so close to houses.

3. I have always detested the dog jumping up at me when I come home.

4. No-one heard the man shouting for help.

5. It is difficult to imagine him accepting the decision without any objection.

6. No-one in the crowd that day will forget Ashe fighting so hard to win the match.

7. I remember them arguing a great deal when they were children.

8. The police investigated him stealing cars from the city centre.

30.2 Complete these sentences using an appropriate form of a verb from (i), a preposition from (ii) (you will need to use some of these more than once), and an -ing form from (iii). (B & C)

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1. I need to hand in the essay tomorrow, so I’ve got to concentrate on getting it finished today.

2. I’d like to concentrate on all those responsible for organising what has been a very successful conference.

3. Many visitors to Britain find it difficult at first to concentrate on the left.

4. The injury has stopped him from playing tennis for 6 months.

5. Charles Hall has sailed a small dinghy on the local lake, and he has now completed a single-handed yacht journey around the world.

6. You shouldn’t rely on the lottery to solve your financial problems.

7. The first I heard of the factory last night.

8. Although they first denied it, the boys eventually showed up in the school playground.

30.3 Consider which verb form is more likely and why, and underline it. (D)

1. I heard the tyre burst/ bursting and then the lorry skidded across the road.

2. Karl noticed someone watching/ watch him from an upstairs window.

3. She felt the bee sting/ stinging her just before she brushed it off her arm.

4. With a good telescope you can see the eagles feed/ feeding their chicks in the nest.

30.4 Match the sentence beginnings and endings, adding an appropriate object where necessary and write (to) where this might be included. (E & F)

1. When Sue thought of going on the roller-coaster it made her feel quite ill. a go of his lead, he’ll run away.

2. The new course is intended to help... b feel quite ill.

3. I forgot to buy any bread so we had to make... c prevent hay fever.

4. Scientists hope the new drug will help... d control the speed of the fan.

5. The puppy isn’t well trained yet, so if you let... e wait outside my office.

6. We didn’t agree with the decision, but we didn’t dare... f understand modern art.

7. When John arrives, have... g do with coffee for breakfast.

8. The dial on the left lets... h protest against it.

1 + b When Sue thought of going on the roller-coaster it made her feel quite ill.
Verb + -ing forms and infinitives (2)

A

After some verbs we need to include an object before a to-infinitive in active sentences:

- The police warned everyone to stay inside with their windows closed. (not The police warned to stay...)
- My teachers didn’t encourage me to work hard at school. (not My teachers didn’t encourage to work...)

There are many other verbs like this including advise, allow, believe, cause, command, enable, encourage, entitle, force, invite, order, persuade, remind, show, teach, tell.

After other verbs, however, such as agree, consent, fail, hope, manage, offer, pretend, refuse, start, threaten, volunteer, we can’t include an object before a to-infinitive:

- The shop refused to accept his cheque. (not The shop refused him to accept his cheque.)
- We’ve decided to leave early. (not We’ve decided us to leave early.)

B

After some verbs, including apply, arrange, ask, campaign, plan, and wait, we have to put a preposition, usually for, immediately after the verb before an object + to-infinitive (see also Unit 29):

- We waited for the taxi to come before saying goodbye. (not We waited the taxi to come...)
- They arranged for Jane to stay in London. (not They arranged Jane to stay...)

After apply, ask and campaign, the to-infinitive is often passive:

- They applied for the court appearance to be postponed.

Other verbs can be followed by different prepositions + object + to-infinitive. For example:

- at + object + to-infinitive (go on (= to criticise continually), keep on (= to talk about something many times), scream, yell)
- I shouted at the man to open the door.
- on + object + to-infinitive (call (= to officially ask someone to do something), count, prevail, rely)
- We’re depending on you to find a solution soon.
- to + object + to-infinitive (appeal, gesture, motion)
- He closed the door and signalled to the pilot to take off.

C

A number of other to-infinitive and -ing forms can also follow verbs –

- verb + negative to-infinitive and negative -ing forms:
  - We decided not to go to Paris after all. (compare The people didn’t decide to go to war, it was their political leaders.)
  - Some of my friends have considered not going to college because of the cost. (compare I haven’t considered going to college – I don’t want to go on studying after school.)

- verb + to have + past participle. Compare:
  - Can you hear that strange noise? It seems to happen every time I turn on the tap. and
  - The accident seems to have happened at around 1.00 p.m. yesterday.

This form is often used to give an opinion (with verbs like seem and appear) about a past event, or to report what is or was said (with passive verbs like is/was alleged, believed, said, thought) about past events:

- Simons is alleged to have assaulted a police officer.

- verb + having + past participle. The verb + -ing and verb + having + past participle forms have a similar meaning with these verbs. Compare:
  - I now regret buying the car. and
  - I now regret having bought the car.

This form is most often used with the verbs admit, deny, forget, recall, regret and remember.
Exercises

Unit 31

31.1 Choose one of the verbs in brackets to complete each sentence. (A)

1 a My mother __________ me to throw away my old toys. (threatened/ told)
b My mother __________ to throw away my old toys.

2 a They __________ to visit Janet in hospital. (allowed/ offered)
b They __________ us to visit Janet in hospital.

3 a I __________ to carry the heavy boxes up the stairs. (managed/ persuaded)
b I __________ Nigel to carry the heavy boxes up the stairs.

4 a She __________ Jack to help in the garden. (agreed/ encouraged)
b She __________ to help in the garden.

5 a I __________ her to tidy up the house. (pretended/ reminded)
b I __________ to tidy up the house.

6 a Brian __________ to study economics at university. (advised/ hoped)
b Brian __________ me to study economics at university.

31.2 Complete the sentences with a preposition in the first space and one of the following verbs in the second. Use either a to-infinitive or passive form of the to-infinitive. (B)

bring do finish get off lend lose provide release stay

1 I knew I could count __________ you to lend me some money.

2 Mary felt ill and she longed __________ the meeting __________ so that she could go home.

3 I will never give up campaigning __________ my brother __________ from prison. I know he is innocent.

4 He signalled __________ the waiter __________ the bill.

5 She kept on __________ me __________ weight, so I’ve gone on a diet.

6 The earthquake has left many thousands homeless and the government has appealed __________ aid agencies __________ tents, blankets and food.

7 I screamed __________ the children __________ the railway line.

8 The shower isn’t working in my hotel room. I’ll have to ask __________ something __________ about it.

9 Following the fire at the chemical factory, the police called __________ people __________ in their houses with their windows closed.

31.3 Use the verbs in brackets to complete the sentences with one of the patterns in C. Give alternatives where possible.

1 I __________ anyone Jack’s new address. (agree – not tell)
2 The prisoners __________ through a broken window last night. (think – escape)
3 I __________ him at the conference. (not recall – see)
4 He __________ any stolen property. (deny – receive)
5 He __________ as the person who donated the money. (ask – not name)
6 The Etruscans __________ in Italy in the 8th or 9th century BC. (believe – arrive)
7 I am sure my purse was on the table a few minutes ago, but now it __________ . (seem – disappear)
8 She __________ all the way back home. (not feel like – walk)
Reporting people's words and thoughts

Quoting and reporting in our own words

When we report what people think or what they have said, we often report in our own words when the information they convey is more important than their exact words. When we do this we can use sentences that have a reporting clause and a reported clause (see also Units 33 to 39):

<table>
<thead>
<tr>
<th>Reporting clause</th>
<th>Reported clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>She explained</td>
<td>(that) she couldn’t take the job until January.</td>
</tr>
<tr>
<td>He didn’t ask me</td>
<td>where to put the boxes.</td>
</tr>
</tbody>
</table>

If their exact words are important or if we want to create some dramatic effect, we might report their actual words. In writing this is done in a quotation (see also Appendix 3):

- ‘I suppose you’ve heard the latest news,’ she said.
- ‘Of course,’ Carter replied, ‘you’ll have to pay him to do the job.’

The reporting clause can come before, within, or at the end of the quotation.

In the English used in stories and novels, the reporting verb (e.g. say, reply, think) is often placed before the subject when the reporting clause comes after the quotation:

- ‘When will you be back?’ asked Arnold. (or ...Arnold asked.)

However, we don’t use this order when the subject is a pronoun (except in a literary style):

- ‘And after that I moved to Italy,’ she continued. (not ...continued she.)

Negatives in reporting

To report what somebody didn’t say or think, we make the reporting verb negative:

- He didn’t tell me how he would get to London.

If we want to report a negative sentence, then we usually report this in the reported clause:

- ‘You’re right, it isn’t a good idea.’ → He agreed that it wasn’t a good idea.
- ‘I disagree. It’s not a good idea at all.’ → He didn’t agree that it was a good idea.

However, with some verbs, to report a negative sentence we usually make the verb in the reporting clause negative:

- ‘I expect he won’t come.’ ‘I don’t expect he will come.’ → She didn’t expect him to come. (rather than She expected he wouldn’t come.)

Other verbs like this include believe, feel, intend, plan, propose, suppose, think, want.

Reporting questions

To report a wh-question we use a reporting clause and a clause with a wh-word:

- She asked me what the problem was. → I asked her where to go next.

When we report a yes/no question we use a reporting clause followed by a clause beginning with either if or whether (but note that we can’t use if + to-infinitive; see Unit 34):

- Liz wanted to know if/whether we had any photos of our holiday.

The usual word order in a wh-, if-, or whether-clause is the one we would use in a statement:

- ‘Have you seen Paul recently?’ → She wanted to know if I had seen Paul recently.

However, if the original question begins what, which, or who followed by be + complement we can put the complement before or after be in the report:

- ‘Who was the winner?’ → I asked who the winner was. (or ...who was the winner.)

Notice that we don’t use a form of do in the wh-, if-, or whether-clause:

- She asked me where I found it. (not ...where did I find it./...where I did find it.)

However, if we are reporting a negative question, we can use a negative form of do:

- He asked (me) why I didn’t want anything to eat.

Grammar review → 61–67 & Appendix 3
32.1 Report what was said, quoting the speaker's exact words with one of the following reporting verbs, as in 1. Put the reporting clause after the quotation and give alternative word orders where possible. (B & Appendix 3)

boast  chorus  command  confess  explain  grumble  suggest  wonder

1. Come in out of the rain now. (her mother) → 'Come in out of the rain now,' commanded her mother/her mother commanded.

2. Why don't we stop for a coffee? (she)
3. All right Sean, it was me. (he)
4. My novel is more exciting than an Agatha Christie thriller. (she)
5. I always carry two umbrellas with me because I'm always losing them. (Mary)
6. Oh, no, it's raining again. (Dick)
7. Good morning, Miss. (the children)
8. Have I done the right thing? (I)

32.2 Choose a pair of verbs to complete the reports of what was said, using appropriate forms of the verbs. Make the verb negative in the reporting clause (as in 1) or the reported clause, whichever is more likely. (C)

announce - go  expect - be  feel - could  intend - hurt  insist - be promise - would  think - would  threaten - repay

1. 'I didn't mean to upset Astrid.' → He didn't intend to hurt her feelings.

2. 'I won't give you the money back if you keep on at me.' → He ........................................ the money if she kept on at him.

3. 'I can't ask my parents to help me again.' → He ........................................ that he ................................ ask his parents to help him again.

4. 'I wasn't anywhere near the school at the time of the break-in.' → He ........................................ that he ................................ anywhere near the school at the time of the break-in.

5. 'I'm not going back to college.' → She ........................................ that she ................................ back to college.

6. 'I was surprised that Mum was so angry.' → He ........................................ his mother ................................ so angry.

7. 'John won't mind waiting a bit longer.' → She ........................................ John ................................ mind waiting a bit longer.

8. 'I won't be late again.' → She ........................................ that she ................................ be late again.

32.3 Report these questions using a wh-, if- or whether-clause, as appropriate. Make any necessary changes to verb tense, pronouns, etc. (Study also Units 34 and 35 if necessary.) (D)

1. ‘When are you leaving?’ She asked me when I was leaving. (or when I am leaving.)

2. ‘Do you remember David?’ She wanted to know ____________________________

3. ‘Who is the girl in the photo?’ She wondered ____________________________

4. ‘Can we stop at the next village?’ She asked me ____________________________

5. ‘How do you spell ‘chaos?’ She didn’t know ____________________________

6. ‘How many brothers and sisters have you got?’ She asked me ____________________________

7. ‘Where did you put the eggs?’ She wondered ____________________________

8. ‘Do you want a hot or a cold drink?’ She asked ____________________________

9. ‘Why didn’t you go with Jack?’ She asked me ____________________________

10. ‘Which is mine?’ She couldn’t remember ____________________________

11. ‘Are you ready to leave?’ She wanted to know ____________________________

12. ‘What was your grandmother’s maiden name?’ She asked ____________________________
Reporting statements: that-clauses

A When we report statements, we often use a that-clause in the reported clause (see Unit 32):

- He said that he was enjoying his work.
- The members of the Security Council warned that further action may be taken.

After the more common reporting verbs such as agree, mention, notice, promise, say, and think, we often leave out that, particularly in informal speech. However, it is less likely to be left out –

☆ after less common reporting verbs such as complain, confide, deny, grumble, speculate, warn (and after the common reporting verbs answer, argue, and reply)
☆ in formal writing
☆ if the that-clause doesn’t immediately follow the verb:
  - She agreed with her parents and brothers that it would be safer to buy a car than a motorbike. (rather than ...and brothers it would be safer...)

B Some reporting verbs which are followed by a that-clause have an alternative with an object + to-infinitive (often to be), although the alternatives are often rather formal. Compare:

- I felt that the results were satisfactory. and  I felt the results to be satisfactory.
- They declared that the vote was invalid. and  They declared the vote to be invalid.

Other verbs like this include acknowledge, assume, believe, consider, expect, find, presume, report, think, understand.

C If we use a that-clause after the verb notify in an active form, then we must include an object between the verb and the that-clause, and this object can’t be a prepositional object (see D below):

- I notified the bank that I had changed my address. (but not I notified that I .../I notified to the bank that I ...)

Other verbs like this include assure, convince, inform, persuade, reassure, remind, tell.

With the verbs advise, promise, show, teach, and warn, an object before a that-clause is not always necessary:

- They promised (me) that they would come to the party.
- The government has advised that tourists should leave the country immediately. (or The government has advised tourists that they should leave the country immediately.)

D After some verbs we can use a that-clause with or without a personal object before the that-clause. However, if we do include an object, we put a preposition before it.

☆ After some verbs we use to:
  - She admitted (to me) that she was seriously ill.
  - I pointed out (to the driver) that he had parked across the entrance.

Other verbs like this include announce, complain, confess, explain, indicate, mention, propose, recommend, report, say, suggest.

☆ After some verbs we use with:
  - We agreed (with Susan) that the information should go no further.
  - I checked (with them) that they were free on Thursday.

Other verbs like this include argue, disagree, joke.

☆ After the verbs ask, demand and require we use of:
  - The club asks (of its members) that they pay their fees by 31st December.
  - The company demands (of its staff) that they should be at work by 8.30.
  - This pattern is usually used in formal contexts. Less formally we can use a to-infinitive clause after ask and require (e.g. The club asks its members to pay their fees by 31st December). However, we can’t use a to-infinitive clause after demand (not The company demands its staff to...).
33.1 Underline the correct verb. If both are possible, underline them both. (C)

1. The doctors **advised**/ **persuaded** that I should rest for 3 months.
2. The police **assured**/ **promised** local residents that everything possible was being done to catch the car thieves.
3. A spokesperson for the company **reminded**/ **warned** that there may be delays on the railways this summer due to major engineering work.
4. We should **inform**/ **teach** children that diet is of vital importance to health.
5. Russian scientists **have shown**/ **have convinced** that honey can prevent the growth of bacteria.
6. The company **has reassured**/ **has advised** customers that cars ordered before 1st August would be delivered by the end of the month.
7. Jack **told**/ **promised** that he would be home before midnight.

33.2 If possible, rewrite these sentences in a more formal way with a to-infinitive clause, as in 1.
If it is not possible to rewrite the sentence in this way, write X. (B)

1. Two days after the launch Houston reported that the satellite was missing. **Two days after the launch Houston reported the satellite to be missing.**
2. The employees argued that the reduction in wages was unlawful.
3. The judge thought that his explanation was unconvincing.
4. I expected that her plans would fail.
5. She stressed that her stories were aimed primarily at children.
6. Peter acknowledged that his chances of winning the race were slim.
7. We found that the football supporters were very well behaved.
8. The president's spokesman commented that the election result was a victory for democracy.

33.3 Complete the sentences with an appropriate form of one of the following verbs and to, with, or of. In some cases more than one verb is possible, but use each verb at least once. (D)

announce, complain, disagree, joke, mention, require

1. Mick __________ the shop assistant that the computer he'd bought there was faulty.
2. She __________ her neighbours that their dog was keeping her awake at night.
3. He __________ his friends that he'd won the lottery and was leaving for Barbados that evening.
4. The minister __________ shocked journalists that she was to resign immediately.
5. The college __________ its students that they attend all classes.
6. I __________ Mr Jacobs that the students were lazy. I thought they were very enthusiastic.
7. I forgot to __________ Chris that I'd be home late.

33.4 Suggest corrections to the italicised text in this newspaper article. (A, C & D)

**PIK TO CUT WORKFORCE**

PIK, the toy manufacturer, (1) **has warned** they are to make over 100 employees redundant over the next month. Managing Director Beth Edwards yesterday (2) **explained employees** that a national fall in demand for traditional toys is to blame. She (3) **confessed** her audience that management had been surprised by the downturn, but she (4) **denied management** had been incompetent. When asked whether staff would receive redundancy pay, Ms Edwards (5) **replied an announcement** would be made within a few days, but (6) **reassured that they** would receive financial compensation. She (7) **went on to complain government help** for small businesses was insufficient and (8) **demanded ministers** that they provide more support. She (9) **asked staff** that they continue to work as normal until details of the redundancies were given. She (10) **reassured that** the company would not close completely.
### Verb + wh-clause

**A** Some verbs can be followed by a clause beginning with a *wh*-word (*how*, *what*, *when*, *where*, *which*, *who*, or *why*):
- That might **explain** why he’s unhappy.
- Let’s **consider** how we can solve the problem.

Verbs like this include *arrange*, *calculate*, *check*, *choose*, *debate*, *determine*, *discover*, *discuss*, *establish*, *find out*, *forget*, *guess*, *imagine*, *know*, *learn*, *notice*, *plan*, *realise*, *remember*, *say*, *see*, *talk about*, *think* (*about*), *understand*, *wonder*. Many of these verbs can also be followed by –
  - a **that-clause** (see Unit 33):
  - I couldn’t decide **which** train to catch.
  - **I decided that** I ought to leave.
  - a **wh-clause** (except ‘why’) + to-infinitive:
  - How did you **find out** where to go?
  - **Did you** find out where to go?
  - Notice that if we add a subject in the *wh*-clause we don’t use a to-infinitive:
  - I can’t imagine **what** he likes about jazz.

**B** Some verbs must have an object before the **wh-clause**:
- She **reminded me** what (I had) to do.
- I **told Linda** how to get to my house.

Other verbs like this include *advise*, *inform*, *instruct*, *teach*, *warn*. The verbs *ask* and *show* often have an object before a *wh*-clause, but not always:
- I **asked** (him) how I could get to the station, and he told me.

These verbs can also be followed by object + *wh-word* + to-infinitive:
- She **taught me** how to play chess.
- I showed her where to put her coat.

**C** We can often use **the way** instead of **how** referring to either the route or the means:
- Go back the way (that/by which) you came. *(or informally) Go back how you came.*
- Have you noticed the way (that/in which) he spins the ball? *(or ...noticed how he spins...?)*

Notice that we don’t use ‘the way how’. *(e.g. not ‘Go back the way how you came’)*

**Whether**

**D** We can use **whether** as the *wh*-word in a *wh*-clause when we want to show possible choices. **Whether** has a similar meaning to ‘if’ *(see Unit 86)*:
- He couldn’t remember **whether/if** he had turned the computer off.

**Whether** is commonly followed by a to-infinitive to talk about the choice between two or more possibilities. Notice that ‘if’ is never used before a to-infinitive:
- You have 14 days to **decide whether to keep** it or not. *(not ...to decide if to keep it...)*

Verbs that are often followed by **whether + to-infinitive** are concerned with talking or thinking about choices, and include *choose*, *consider*, *debate*, *decide*, *determine*, *discuss*, *know* *(in questions and negatives)*, *wonder*. Some other verbs to do with talking or thinking are not used with **whether + to-infinitive**, including *ask*, *conclude*, *explain*, *imagine*, *realise*, *speculate*, *think*.

**E** Notice the difference between these pairs of sentences. The first in each pair has a **wh-clause** with **whether** and the second has a **that-clause** *(see Unit 33)*:
- I didn’t know **whether** the shop was shut. *(= if the shop was shut or not)*
- I didn’t know **that** the shop was shut. *(suggests that the shop was shut)*
- They haven’t decided yet **whether** the airport should be closed. *(the *wh*-clause says what the choice is)*
- They decided **that** the airport should be closed. *(the *that*-clause says what was decided)*

**F** In rather formal contexts, particularly in writing, we can use as to with a meaning similar to ‘about’ or ‘concerning’ before a *wh*-clause. This is most common before **whether**:
- Opinion was divided **as to whether** the findings from the study were representative of the population as a whole. *(or less formally ...divided whether...)*
Exercises

34.1 Choose an appropriate sentence ending and choose a wh-word to connect them, as in 1.
Use each ending once only. If necessary, also add an appropriate object. (A & B)

1. Before the meeting finished they arranged... a ...how to fit the parts back together.
2. He took my hands and showed... b ...where she went after that.
3. I explained carefully so that the students understood... c ...where to put their coats.
4. Anna was new in the office and I had to keep reminding... d ...when to meet next.
5. I saw Sarah leave the building, but I didn’t notice... e ...why Helen wasn’t with him.
6. When I saw Steve alone at the party I wondered... f ...how many sweets were in the jar.
7. As we walked over the hills the guide warned... g ...what they had to do in the test.
8. After I’d dismantled the motor I couldn’t remember... h ...where the path was dangerous.
9. To win a prize you had to guess... i ...who everyone was.
10. As the guests came in Peter told... j ...how to hold the golf club

1 + d  Before the meeting finished they arranged when to meet next...

34.2 Underline the correct or more appropriate verb. (D)

1. She was thinking/ debating whether to invite Jeremy over for dinner.
2. The council is meeting this morning to discuss/ ask whether to increase local taxes.
3. Apparently Ray and Mary are considering/ speculating whether to emigrate to Australia.
4. I have to imagine/ choose whether to get a job or apply to go to college.
5. Scientists will have to decide/ conclude soon whether to start testing the new drugs on people.

34.3 When Peter Miles got back from mountain climbing in the Andes he wrote a book about his experiences. Here are some extracts. Correct any mistakes you can find. (A–F)

The villagers warned what the conditions were like at higher altitudes, and advised to take enough food for a week. There was some discussion through the day as whether the snow would arrive before my descent from the mountain, but I never imagined how hard the conditions would be. In the morning they showed me the way how to get to the top of the mountain.

When the snow started falling it was very light, and I couldn’t decide if to carry on or go back down. Soon, however, I couldn’t see where to go.

I wondered if to retrace my steps and try to find the track again, but by the time I decided whether I should go back, the track had disappeared.

As the snow got heavier I began to realise whether my life was in danger. Fortunately, my years in the Andes had taught what to do in extreme conditions. I knew that there was a shepherd’s hut somewhere on this side of the mountain that I could shelter in, but I didn’t know that it was nearby or miles away.
### Tense choice in reporting

#### Verb tense in the *reported* clause

When the situation described in the *reported* clause (see Unit 32) is in the past when we are reporting it, we use a past tense (past simple, past continuous, etc.):

- 'I'm leaving!' → Bob announced that he was leaving.
- 'I don't want anything to eat.' → Mark said that he didn't want anything to eat.
- ‘Are you going to London?' → Connie asked me if I was going to London.

When the situation described in the *reported* clause was already in the past when it was spoken about originally, we often use the past perfect to report it:

- ‘We have found the missing girl.’ → Last night police said that they had found the missing girl.

However, if it is clear from the context that one event took place before another, then it may not be necessary to indicate this by using the past perfect and we use the past simple instead:

- ‘I’ve sent out the invitations. I did it well before the wedding.’ → She reassured me that she sent out the invitations well before the wedding. *(or...had sent...)*

#### When the situation described in the *reported* clause is a *permanent/habitual situation*, or still exists or is relevant at the time we are reporting it, then we use a present tense (or present perfect) if we also use a present tense for the verb in the *reporting* clause:

- Dr Weir thinks that he spends about 5 minutes on a typical appointment with a patient.
- US scientists claim that they have developed a new vaccine against malaria.

Note that the present perfect focuses attention on the *result* of the action, not the action itself.

However, when we use a past tense in the *reporting* clause we can use either a present or past tense (or present perfect or past perfect) in the *reported* clause:

- She argued that Carl is/was the best person for the job.
- They noted that the rate of inflation has/had slowed down.

Choosing a present tense (or present perfect) in the *reported* clause emphasises that the situation being reported still exists or is still relevant when we report it.

If we want to show we are not sure that what we are reporting is necessarily true, or that a situation may not still exist now, we prefer a *past* rather than a present tense. Compare:

- Sarah told me that she has two houses. (= might suggest that this is true) *and*
- Sarah told me that she had two houses. (= might suggest either that this is perhaps not true, or that she once had two houses but doesn’t have two houses now)

#### Verb tense in the *reporting* clause

When we report something that was said or thought in the past, the verb in the *reporting* clause is often in a *past* tense:

- Just before her wedding, she revealed that she had been married before.

When we report current news, opinions, etc. we can use a present tense for the verb in the *reporting* clause. In some cases, either a present or past tense is possible, although we prefer a present tense to emphasise that what was said is true or still relevant when we report it:

- She says that she’ll have to close the shop unless business improves. *(or ...said...)*

We often prefer a present rather than a past tense –

- ☆ to report information that we have been told or heard, but don’t know whether it is true:
  - I hear you’re unhappy with your job.
- ☆ to report what is said by some authority:
  - The law says that no-one under the age of 16 can buy a lottery ticket.
- ☆ to report what many people say:
  - Every teacher I’ve spoken to tells me that standards of spelling are in decline.
Exercises

35.1 Change the sentences into reported speech. Choose the most appropriate verb from the list, using the past simple for the verb in the reporting clause and either the past simple or past perfect for the verb in the that-clause. If more than one answer is possible, give them both. (A)

alleged conceded denied estimated recalled repeated

1 ‘I have never been in love with James.’ → She denied that she had ever been in love with James.

2 ‘Thomas has stolen jewellery from my house.’ → She

3 ‘I think the vase is around 250 years old.’ → She

4 ‘I’ve told you once. I’ve already seen the film.’ → She

5 ‘Well, perhaps you’re right. Maybe I did treat Jane unkindly.’ → She

6 ‘I seem to remember that Michael’s great grandfather was from Spain.’ → She

35.2 Underline the more appropriate verb. If they are both possible, underline both. (B)

1 Engineers hope that they solved/have solved the problems with the bridge now that new supports have been built, and they plan to reopen it next week.

2 The current law states/stated that an employee has the right to appeal against dismissal.

3 After he read the novel, he commented that the plot is/was difficult to follow.

4 In the interview, Mr Brown acknowledged that he wishes/wished to be prime minister.

5 Simon is already a good tennis player, but he accepts that he still has/had a lot to learn.

6 I understood/understood that you want to buy a second-hand car. Your brother just told me.

7 Health officials warn that anyone who looks/looked directly at the sun during an eclipse may put their sight at risk.

8 They reassured us that the path is/was perfectly safe.

35.3 Jim Barnes and Bill Nokes have been interviewed by the police in connection with a robbery last week. Study the verb tenses in the that-clauses in these extracts from the interview reports. Correct them if necessary, or write ✓. Suggest alternatives if possible. (A–C)

1 When I mentioned to Nokes that he had been seen in a local shop last Monday, he protested that he is at home all day. He swears that he didn’t own a blue Ford Escort. He claimed that he had been to the paint factory two weeks ago to look for work. Nokes alleges that he is a good friend of Jim Barnes. He insisted that he didn’t telephone Barnes last Monday morning. When I pointed out to Nokes that a large quantity of paint had been found in his house, he replied that he is storing it for a friend.

2 At the beginning of the interview I reminded Barnes that he is entitled to have a lawyer present. He denied that he knew anyone by the name of Bill Nokes. Barnes confirmed that he is in the area of the paint factory last Monday, but said that he is visiting his mother. He admitted that he is walking along New Street at around 10.00. He maintains that he was a very honest person and would never be involved in anything illegal.
Reporting offers, suggestions, orders, intentions, etc.

Verb + (object) + to-infinitive clause

When we report offers, suggestions, orders, intentions, promises, requests, etc. we can follow some verbs in the reporting clause (see Unit 33) with:

- a to-infinitive clause:
  - ‘I’ll take the children into town.’ → She offered to take the children into town. (not She offered me to take the children...)
  - ‘The theatre will be built next to the town hall.’ → They propose to build the theatre next to the town hall. (not They propose them to build...)

Other verbs followed directly by a to-infinitive clause include agree, demand, guarantee, promise, swear, threaten, volunteer.

- an object + to-infinitive clause:
  - ‘You should take the job, Frank.’ → She encouraged Frank to take the job.
  - ‘Don’t worry about the air fare – we’ll pay.’ → We told her not to worry about the air fare.

The object usually refers to the person who the offer, suggestion, etc. is made to; that is, the person who performs that action in the reported clause (see Unit 33). Other verbs followed by an object + to-infinitive include advise, ask, call on, command, instruct, invite, order, persuade, recommend, remind, request, urge, warn.

Compare the use of ask with and without an object before a to-infinitive clause:
- We asked to leave our bags outside the exam room. (= this is something we wanted) and
- They asked us to leave our bags outside the exam room. (= this is something they wanted)

Verb + that-clause or verb + to-infinitive clause

After some verbs we can use a that-clause instead of a to-infinitive clause:
- He promised to arrive on time. or He promised that he would arrive on time.
- Kathy demanded to be allowed in. or Kathy demanded that she (should) be allowed in.

Verbs like this include agree, expect, guarantee, hope, propose, request, vow. With a that-clause the person promising, etc. and the person referred to in the reported clause may be different:
- He promised that he wouldn’t be late. (‘He...’ and ‘...he...’ may refer to different people)
- Kathy demanded that John should be allowed in.

Verb + that-clause (not verb + to-infinitive clause)

After the verbs insist, order, say and suggest we use a that-clause but not a to-infinitive clause:
- The team captain said that I had to play in goal. (not ...said to play...)
- There were cheers when he suggested that we went home early. (not ...suggested to go...)

Advise and order can be used with an object + to-infinitive clause (see A) or a that-clause:
- I advised that she should accept. (or I advised her to accept.; but not I advised to accept...)

Verb + to-infinitive clause (not verb + that-clause)

After some verbs we use a to-infinitive but not a that-clause:
- Carolyn intends to return to Dublin after a year in Canada. (not ...intends that...)
- The children wanted to come with us to the cinema. (not ...wanted that...)

Other verbs like this include long, offer, refuse, volunteer.

When we report a suggestion, either what the person reported might do themselves, or what someone else might do, we can use a reporting clause with advise, propose, recommend, or suggest followed by an -ing clause rather than a that-clause:
- The lecturer recommended reading a number of books before the exam. (or ...recommended that the students should read a number of books before the exam.)
36.1 Report each sentence using the verbs below and a to-infinitive clause. Use each verb once only. If necessary, add an appropriate object after the verb. (A)

advise  agree  ask  call on  expect  hope  order  urge  vow

1 ‘If I were you, I’d read the exam questions very carefully.’ → He advised us to read the exam questions very carefully.
2 ‘Okay, I’ll collect David from school.’ → He
3 ‘Be quiet!’ → He
4 ‘Please stay for a few more days.’ → He
5 ‘I will fight the ban on smoking in public places.’ → He
6 ‘I imagine I’ll see Olivia at the party.’ → He
7 ‘Can you lend me ten pounds?’ → He
8 ‘The government should do more to help the homeless.’ → He
9 ‘If I leave early I’ll avoid the heavy traffic.’ → He

36.2 Underline the correct verb. If either is possible, underline them both. (B, C & D)

1 The committee agreed/ suggested to postpone the meeting until 11th August.
2 Emma insisted/ said that we should bring the children along.
3 The prime minister insisted/ wanted to discuss transport policy in the interview.
4 She said/ offered that she would call me back.
5 He expected/ advised to leave at 5.30 in the morning.
6 The shop has guaranteed/ has promised that it will deliver the chairs by the end of the week.
7 She offered/ suggested to wait for the children to get ready.
8 Terry wanted/ suggested that I should stand in the student elections.
9 She refused/ requested that her brother should be invited too.
10 He longed/ promised to go back home and see his parents.

36.3 Complete the sentences in any appropriate way using a clause beginning with an -ing form of a verb. (E)

1 To avoid the road works, police have advised leaving the motorway at junction 3.
2 To encourage people to use public transport the council proposed

3 Richard said the play was very entertaining and he recommended

4 To find my way around London, Les suggested

5 I’d been feeling unwell for a few days and my mother advised

6 London urgently needs a new airport, and the government proposes

7 I’ve been putting on weight and my doctor has recommended

8 It was a lovely morning and Emma suggested

Can any of these sentences be rewritten with a to-infinitive clause without an object?
Modal verbs in reporting

When there is a modal verb in the original statement, suggestion, etc., it sometimes changes when we report what was said or thought. The changes are summarised here:

<table>
<thead>
<tr>
<th>modal verb in original</th>
<th>modal verb in report</th>
</tr>
</thead>
<tbody>
<tr>
<td>could, would, should, might,</td>
<td>could, would, should, might,</td>
</tr>
<tr>
<td>needn’t, ought to, used to,</td>
<td>needn’t, ought to, used to, (i.e. no change)</td>
</tr>
<tr>
<td>could have, should have, etc.</td>
<td>could have, should have, etc.</td>
</tr>
<tr>
<td>will, can, may</td>
<td>would, could, might</td>
</tr>
<tr>
<td></td>
<td>will, can, may (existing or future situations and present tense verb in reporting clause)</td>
</tr>
<tr>
<td></td>
<td>will or would, can or could, may or might (existing or future situations and past tense verb in reporting clause)</td>
</tr>
<tr>
<td>shall</td>
<td>would, should (offers, suggestions, etc.)</td>
</tr>
<tr>
<td>must (= necessity)</td>
<td>must or had to</td>
</tr>
<tr>
<td>must (= conclude; see Unit 18B)</td>
<td>must</td>
</tr>
<tr>
<td>mustn’t</td>
<td>mustn’t</td>
</tr>
</tbody>
</table>

We sometimes use a modal verb in a report when there is no modal verb in the original:
- ‘You’re not allowed to smoke here.’ → She told me that I mustn’t smoke there.
- ‘My advice is to look for a new job now.’ → She said that I should look for a new job now.

The verbs could, would, should, might, needn’t, ought to, used to, and could have, should have, etc. don’t change in the report:
- ‘I could meet you at the airport.’ → He said that he could meet us at the airport.
- ‘You should have contacted me earlier.’ → She said I should have contacted her earlier.

Will usually changes to would, can to could, and may to might. However, if the situation we are reporting still exists or is still in the future and the verb in the reporting clause has a present tense, we use will, can, and may in the reported clause (see Unit 32). Compare:
- ‘I’ll be in Paris at Christmas.’ → She tells me she’ll be in Paris at Christmas. and
- ‘Careful! You’ll fall through the ice!’ → I warned him he would fall through the ice.

If the situation we are reporting still exists or is still in the future and the verb in the reporting clause has a past tense, then we can use either would or will, can or could, or may or might in the reported clause:
- ‘The problem can be solved.’ → They said the problem can/could be solved.

When shall is used in the original to talk about the future, we use would in the report:
- ‘I shall (I’ll) call you on Monday.’ → She told me she would call me on Monday.

However, when shall is used in offers, requests for advice and confirmation, etc. then we can use should in the report, but not shall or would:
- ‘Where shall I put this box?’ → He asked where he should put the box.

When must is used in the original to say that it is necessary to do something, we can usually use either must or had to in the report, although had to is more natural in speech:
- ‘You must be home by 9 o’clock.’ → She said I must/had to be home by 9 o’clock.

However, when must is used in the original to conclude that something (has) happened or that something is true, then we use must, not had to, in the report:
- ‘I keep forgetting things. I must be getting old.’ → Neil said he must be getting old.

If mustn’t is used in the original, we can use mustn’t in the report but not didn’t have to:
- ‘You mustn’t tell my brother.’ → He warned me that I mustn’t tell his brother.
Exercises

37.1 Report what was said using a sentence with a that-clause. Use an appropriate modal verb in the that-clause, and give alternative modal verbs where possible. (B)

1 It's vital that you attend the meeting. → She said that I had to/must attend the meeting.

2 If you want to travel with us, that's fine. → She said that

3 I'm not prepared to answer his questions. → She said that

4 Karl's likely to be back soon. → She said that

5 There's a possibility that I'll have to move to Milan. → She said that

6 I refuse to accept that John is dishonest. → She said that

7 Maria is sure to be disappointed if you leave without seeing her. → She said that

37.2 Underline the more appropriate verb. If both are possible, underline them both. (D)

1 The doctor says that he will/ would see you in twenty minutes.

2 In her letter, Elizabeth revealed that she may/ might be getting married soon.

3 Peter tells me that he can't/couldn't come for dinner with us tonight after all.

4 Maggie promised that she will/ would be at home by 9.00, so I phoned her shortly after that.

5 The mechanic admitted that he can't/ couldn't repair the radiator and had to replace it instead.

6 Sue reckons that she can't/couldn't save enough money to go on holiday to Canada.

7 Mario explained that he will/ would be living in Austria for the next six months.

37.3 Complete the sentences to report what was said using a that-, wh- or if-clause. (E-F)

1 ‘I'm sure that we shall be there soon.’ → He reassured us that we would be there soon.

2 ‘You mustn't forget your credit card.’ → He reminded

3 ‘I shall miss the bus if I don’t hurry.’ → He worried

4 ‘Who shall I send the letter to?’ → He wondered

5 ‘It must be cold outside. There's frost on the window.’ → He thought

6 ‘You must come home at once.’ → He said

7 ‘Shall I open a window?’ → He asked

8 ‘I must have made a mistake in the calculations.’ → He admitted

37.4 Complete the sentences to report what was said using a that-clause with a modal verb. (A & D)

1 ‘If all goes to plan, I'll study medicine.’ → He hoped that he would study medicine but instead he became a vet.

2 ‘I won’t be late.’ → She promised and she kept her word.

3 ‘Perhaps we can go to Paris for the weekend.’ → He suggested but I was busy.

4 ‘I can get you there in good time.’ → She guaranteed but I didn’t believe her.

5 ‘I'll pay for the meal.’ → He insisted and I accepted, of course.

Look again at the sentences you have written. Which of them have an alternative with a to-infinitive clause (without a modal verb)? (36B)

1 He hoped to study medicine.
**Unit 38**

**Reporting what people say using nouns and adjectives**

### Reporting using nouns

We sometimes report people's words and thoughts using a **noun** in the reporting clause followed by a reported clause beginning with *that*, a *to*-infinitive-, or *wh*-word. Most of these nouns are related to reporting verbs (acknowledgement – acknowledge, statement – state, etc.). Notice that when we report using **nouns and adjectives** (see C) the exact words that were said are not necessarily reported. Instead we might report what was said in our own words, or report that something was said without reporting *what* was said.

- **Nouns followed by a *that*-clause** include *acknowledgement, advice, allegation, announcement, answer, argument, claim, comment, conclusion, decision, explanation, forecast, guarantee, indication, observation, promise, recommendation, reply, speculation, statement, suggestion, threat, warning*:
  - The claim is often made *that* smoking causes heart disease.
  - The jury came to the conclusion *that* the woman was guilty.

Notice that we don't usually leave out *that* in sentences like this (see Unit 33).

- **Nouns followed by a *to*-infinitive clause** include *decision, encouragement, instruction, invitation, order, promise, recommendation, refusal, threat, warning*:
  - I accepted Louisa's invitation *to visit* her in Rome.
  - He was delighted with his portrait and gave me every encouragement *to take up* painting again.

Notice that some of these nouns can also be followed by a *that*-clause:
  - They carried out their threat *to dismiss* workers on strike. *(or ...their threat *that* they would dismiss workers on strike.)*

- **Nouns followed by a *wh*-clause** include *explanation, discussion, issue, problem, question*.

  We usually use of after these nouns in reporting:
  - John raised the question *of when* the money would be collected.
  - Our previous meeting looked at the issue *of how* to increase income.

### Reporting using adjectives

A number of adjectives can be used to report a speaker's feelings or opinion about a situation. Some are followed by a *that*-clause. These include *adamant, agreed, angry, annoyed, certain, grateful, insistent, sure*:

- The builders are certain *that* they'll be finished by the end of the week.

Adjectives expressing uncertainty are usually followed by a *wh*-clause. These include *doubtful* (usually *whether*), *uncertain, not certain, unsure, not sure*:

- Scientists aren't sure *where* the remains of the spacecraft will come to land.

Some are usually followed by a preposition (followed by a noun phrase). Here are some examples together with the most common preposition(s) following them: *apologetic, complimentary, insulting, tactful (+ about something); critical, dismissive, scornful (+ of somebody/something); abusive, sympathetic (+ towards somebody)*:

- Today's newspapers are very *critical of* the President's decision to appoint Mr Walters.
- When I asked him what he thought of my new suit, he was quite *insulting about it.*
Exercises

38.1 Complete the sentences with one of these nouns and then expand the notes in brackets. Use a that-, to-infinitive or wh-clause. Suggest alternatives where you can, as in 1. (A)

<table>
<thead>
<tr>
<th>announcement</th>
<th>decision</th>
<th>encouragement</th>
<th>explanation</th>
<th>invitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>issue</td>
<td>observation</td>
<td>promise</td>
<td>question</td>
<td>warning</td>
</tr>
</tbody>
</table>

1. The turning point in his life came when he took the _____________.
   He would become an actor.
   (become — actor)

2. He failed to address the...
   (who — pay — repairs — building)

3. I was delighted to get an...
   (spend Christmas — them — Scotland)

4. I think it was Aristotle who made the...
   (no such thing — bad publicity)

5. Amazingly the police accepted Rudi's...
   (taken — wallet — mistake)

6. On the TV programme they debated the...
   (assisted suicide — criminal offence)

7. The letter from the company gave a final...
   (pay — bill by — end of — week)

8. The government has broken its...
   (reduce — rate — income tax)

9. The positive reaction to my work gave me considerable...
   (take up photography — career)

10. Waiting passengers were angry when they heard the...
    (flight — cancelled)

38.2 Report what was said by completing the sentences. Use one of the following nouns + as to and then a wh-word. (B)

| advice | argument | explanation | indication | speculation | suggestion |

1. I was given lots of _____________. clothes to take with me to Malaysia.

2. Smith’s latest injury has prompted _____________ he can carry on playing tennis.

3. We were all very happy when the company won the award, but there has been a great deal of _____________ should get the prize money.

4. A number of very good _____________ have been put forward _____________ the King’s 50th birthday should be celebrated in the village.

5. Mr Johnson resigned last week but gave no _____________ he was leaving.

6. We were told to deliver the wardrobe to the house, but there was no _____________ exactly to put it.

38.3 Complete the sentences with one of the following adjectives and then either that, a wh-word, or a preposition. (C)

<table>
<thead>
<tr>
<th>abusive</th>
<th>adamant</th>
<th>agreed</th>
<th>angry</th>
<th>apologetic</th>
<th>not certain</th>
<th>complimentary</th>
<th>dismissive</th>
<th>doubtful</th>
<th>unsure</th>
</tr>
</thead>
</table>

1. The climbers were _____________. whether the clothes would be warm enough at high altitudes.

2. My boss is very unsympathetic and was _____________ my complaints about the new software.

3. The company is _____________ the child car seats are safe.

4. Sue tried to pick up the rabbit, but was _____________ to hold it.

5. She was very _____________ the window had been broken.

6. Rachel is normally very reliable and was extremely _____________ turning up late.

7. Jack left for New York in September but he was _____________ he would return.

8. The court heard that Hughes became _____________ a police officer and was arrested.

9. Amanda doesn’t normally like spicy food, but was quite _____________ my fish curry.

10. All the players are _____________ the game should go on despite the snow.
We can sometimes report advice, orders, requests, suggestions, etc. about things that need to be done or are desirable using a that-clause with should + bare infinitive:

- They have proposed that Jim should move to their London office.
- We advised that the company should not raise its prices.

After should we often use be + past participle (passive) or be + adjective:

- They directed that the building should be pulled down.
- We insist that the money should be available to all students in financial difficulties.

In formal contexts, particularly in written English, we can often leave out should and use only the base form of the verb (that is, the form you would look up in a dictionary). This form is the present subjunctive (see Unit 85A for the past subjunctive) and is used when we talk about bringing about the situation expressed in the that-clause. Note that although they are called ‘present’ and ‘past’ subjunctive, they do not refer to present and past time:

- They have proposed that Jim move to their London office.
- They directed that the building be pulled down.

To make a negative form, we use not (not ‘do not’) before the verb:

- We advised that the company not raise its prices.

In less formal contexts we can use ordinary forms of the verb instead of the subjunctive. Compare:

- I suggested that he should give up golf. (negative: ...that he shouldn’t give up...)
- I suggested that he give up golf. (more formal) (negative: ...that he not give up...)
- I suggested that he gives up golf. (less formal) (negative: ...that he doesn’t give up...)

Other verbs that can be used in a reporting clause before a that-clause with either should or the subjunctive include advise, ask, beg, command, demand, direct, insist, instruct, intend, order, prefer, propose, recommend, request, require, stipulate, suggest, urge, warn. Notice that we can also use that-clauses with should after reporting clauses with nouns related to these verbs:

- The police issued an order that all weapons (should) be handed in immediately.
- The weather forecast gave a warning that people (should) prepare for heavy snow.

We can also use should or sometimes the subjunctive in a that-clause after it + be + adjective such as advisable, appalling, (in)appropriate, (in)conceivable, crucial, essential, imperative, important, obligatory, (un)necessary, urgent, vital:

- It is inappropriate that he (should) receive the award again. (or ...that he receives...)

We can use should in a that-clause when we talk about our own reaction to something we are reporting, particularly after be + adjective (e.g. amazed, amused, anxious, astounded, concerned, disappointed, shocked, surprised, upset). Compare:

- I am concerned that she should think I stole the money and
- I am concerned that she thinks I stole the money. (not ...that she think I stole...)

Notice that when we leave out should in sentences like this we use an ordinary tense, not a subjunctive. There is usually very little difference in meaning between sentences like this with and without should. We leave out should in less formal contexts.

We can use should in a that-clause to talk about both a situation that exists now:

- It’s not surprising that they should be seen together – they’re brothers.

or one that may exist in the future:

- We believe it is important that she should take the exam next year.

If we are talking about an intention or plan, we can often use a subjunctive rather than should:

- I’ve arranged that she come to the first part of the meeting. (or ...that she should come...)

...that she comes.../ ...for her to come...
39.1 Here are some of the things that were said at a recent board meeting of the Spanit Engineering Company. Report them using a that-clause with should (either should + bare infinitive or should + be + past participle). (A–C)

1. Mr Leeson said: “I think it’s important to expand our business in South America.”
   *Mr Leeson felt that business in South America should be expanded.*

2. Mr Leeson said: “Philip Whittaker would make an excellent export manager. Let’s promote him.” *Mr Leeson urged*.

3. Mrs Appleby said: “It would be valuable for us to send a sales representative to South Africa.”
   *Mrs Appleby recommended*.

4. Mrs Appleby said: “The Delaware Bridge project ought to be completed by August next year.”
   *Mrs Appleby reported*.

5. The Chairman said: “It is vital to keep to our work schedules.” *The Chairman insisted*.

6. The Chairman said: “I’d like all monthly reports sent to me directly.” *The Chairman instructed*.

7. Ms Wells said: “Perhaps we could involve trade union representatives in major decisions.”
   *Ms Wells suggested*.


9. Mr Clarke said: “It’s okay for us to sponsor the European chess league for the next three years.”
   *Mr Clarke agreed*.

10. Mr Clarke said: “In future, all claims for travel expenses are to be made in US dollars.”
    *Mr Clarke announced*.

39.2 Look again at the sentences you have written in 39.1. In which ones is it possible to leave out should and still have a correct sentence? Write ‘yes’ if it is possible and ‘no’ if it isn’t. (A–C)

1. Mr Leeson felt that business in South America be expanded. ... *No*.

39.3 Expand the notes to report these suggestions, requests, advice, etc. Add one of the following adjectives where ... is written. In most cases, more than one word is possible, but use each word once only. Use a that-clause with should in your report. (D & E)

- amused
- appalling
- astounded
- imperative
- inconceivable
- shocked
- upset
- urgent

1. It is .../she/ marry Simon.
   *It is inconceivable that she should marry Simon*.

2. I am .../ Paul/ behave so badly.

3. I am .../ anyone/ vote for him.

4. It is .../ he/ return home immediately.

5. I am .../ he/ take his appearance so seriously.

6. I am .../ they/ think I had cheated them.

7. It is .../ they/ allowed to go free.

8. It is .../ we/ act now to avoid war.
## Agreement between subject and verb (1)

### A

If a sentence has a singular subject it is followed by a singular verb, and if it has a plural subject it is followed by a plural verb; that is, the verb agrees with the subject. Compare:
- She lives in China. **and** More people live in Asia than in any other continent.

When the subject of the sentence is complex the following verb must agree with the main noun in the subject. In the examples below the subject is underlined and the main noun is circled.
- Many **leading members of the opposition party** have criticised the delay.
- The only excuse that he gave for his actions was that he was tired.

The verb must agree with the subject when the subject follows the verb (see Units 99 & 100):
- Among the people invited was the mayor. (compare The mayor was among...)
- Displayed on the board were the exam results. (compare The exam results were displayed...)

### B

If the subject is a clause, we usually use a singular verb:
- To keep these young people in prison is inhuman.
- Having overall responsibility for the course means that I have a lot of meetings.
- Whoever took them remains a mystery.
- That Rangers won both matches was a great achievement.

However, if we use a what-clause as subject (see Unit 98B), we use a singular verb if the following main noun is singular, and either a singular or a plural verb if the following main noun is plural (although a plural verb is preferred in more formal contexts):
- What worries us is the poor selection process.
- What is needed are additional resources. (or more colloquially ...needed is...)

### C

Some nouns with a singular form, referring to groups of some kind, can be used with either a singular or plural form of the verb:
- The council has (or have) postponed a decision on the new road.

We use a singular verb if the focus is on the institution or organisation as a whole unit, and a plural verb if the focus is on a collection of individuals. Often you can use either with very little difference in meaning, although in formal contexts (such as academic writing) it is more common to use a singular verb. Other words like this, sometimes called collective nouns, include army, association, audience, class, club, college, committee, community, company, crew, crowd, department, electorate, enemy, family, generation, government, group, jury, opposition, orchestra, population, press, public, school, team, university, and the names of specific organisations such as the Bank of England, the BBC, IBM, Sony, the United Nations.

In some contexts a plural form of the verb is needed. We would say:
- The committee usually raise their hands to vote ‘Yes’. (not The committee usually raises its hands...)

as this is something that the individuals do, not the committee as a whole. In others, a singular form is preferred. We would say:
- The school is to close next year. (not The school are to close...)

as we are talking about something which happens to the school as a building or institution, not to the individuals in the school.

### D

When names and titles ending in -s refer to a single unit we use a singular verb. Examples include countries; newspapers; titles of books, films, etc.; and quoted plural words or phrases:
- At this time of the year the Netherlands is one hour ahead of the UK.
- The Los Angeles Times lists Derek Jones as the fifth richest man in the world.
- The Machine Gunners was one of Robert Westall’s most successful books.
- ‘Daps’ is the word used in the south west of the country for sports shoes.

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Grammar review → H1–H3
40.1 Complete the sentences with a singular or plural form of the verb in brackets. Use present tense forms. (A & B)

1. Keeping large animals as pets in a small house ______________ cruel. (be)
2. An investigation of the circumstances surrounding her death ______________ that she was murdered. (suggest)
3. What amazes me ______________ his ability to hit the ball so hard. (be)
4. The main reasons for his lack of progress ______________ to be his poor motivation and inability to concentrate. (appear)
5. The cost of housing in the southern parts of the country ______________ risen dramatically in the last year. (have)
6. That he was the best of the many talented golfers of his generation ______________ indisputable. (seem)
7. The village’s first new houses for 20 years ______________ to be built next to Grove Farm. (be)
8. Among the many valuable paintings in the gallery ______________ a self-portrait by Picasso. (be)
9. What I particularly enjoy about the film ______________ the scenes in Australia. (be)

40.2 Complete the sentences with one of the following nouns and an appropriate form of the verb in brackets. If a singular and plural verb form are possible, give both. (C)

audience, class, crew, jury, orchestra
press, team, the United Nations, university

1. The __________ play/plays __________ its first match of the season at its home ground. (play)
2. If the __________ __________ to host the conference, I just don’t know where we will be able to hold it. (refuse)
3. The world-wide television __________ for tomorrow’s cup final __________ expected to be 200 million. (be)
4. The __________ __________ classical concerts throughout the year. (perform)
5. The Waterman’s Junior Book Prize __________ __________ three adults and three children. (include)
6. The __________ __________ all passed the end-of-year exam. (have)
7. The __________ __________ a picture of chaos in our schools, but it’s just not like that at all. (present)
8. __________ __________ ordered an investigation of the capture of members of its peace-keeping force in eastern Africa. (have)

40.3 Correct any mistakes in these sentences or write ✓ if they are already correct. (A–D)

1. The United States come top of the list of countries ranked by economic performance.
2. The people I know who have seen the film say that it’s really good.
4. Northern Lights are one of Suzanne’s favourite books.
5. The stairs leading to the first floor were steep and poorly lit.
6. Chequers is the country house of the British Prime Minister.
7. Whoever made all the mess in the kitchen have to clear it up.
8. The phrase ‘men in white coats’ are used to talk about psychiatrists.
9. The public needs to be kept informed about progress in the peace talks.
10. Musical chairs are a party game where everyone dashes for a seat when the music stops.
Agreement between subject and verb (2)

<table>
<thead>
<tr>
<th>A</th>
<th>With any of, each of, either of, neither of, or none of and a plural noun/pronoun we can use a singular or plural verb. However, we are more likely to use a singular verb in careful written English.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ I don’t think any of them knows (or know) where the money is hidden.</td>
</tr>
<tr>
<td></td>
<td>□ Neither of the French athletes has (or have) won this year.</td>
</tr>
<tr>
<td></td>
<td>□ With the majority of, a number of, a lot of, plenty of, all (of), or some (of) and a plural noun/pronoun we use a plural verb. But if we say the number of, we use a singular verb.</td>
</tr>
<tr>
<td></td>
<td>□ A number of refugees have been turned back at the border.</td>
</tr>
<tr>
<td></td>
<td>□ The number of books in the library has risen to over five million.</td>
</tr>
<tr>
<td></td>
<td>□ After one of and a plural noun/pronoun we use a singular verb. However, after one of plural noun/pronoun + who we can often use either a singular or plural verb, although a plural verb is more grammatical.</td>
</tr>
<tr>
<td></td>
<td>□ One of the reasons I took the job was that I could work from home.</td>
</tr>
<tr>
<td></td>
<td>□ He’s one of those teachers who insists insists on pupils sitting silently in class.</td>
</tr>
<tr>
<td></td>
<td>□ With any of, none of, the majority of, a lot of, plenty of, all (of), some (of) and an uncountable noun we use a singular verb.</td>
</tr>
<tr>
<td></td>
<td>□ All the furniture was destroyed in the fire.</td>
</tr>
<tr>
<td></td>
<td>□ None of the equipment appears to be damaged.</td>
</tr>
<tr>
<td></td>
<td>□ With every or each and a singular noun or co-ordinated noun (x and y) we use a singular verb. (For each of, see above.)</td>
</tr>
<tr>
<td></td>
<td>□ Every room looks over the harbour.</td>
</tr>
<tr>
<td></td>
<td>□ Every boy and girl takes part in the activity.</td>
</tr>
<tr>
<td></td>
<td>□ Each child has drawn a picture. but</td>
</tr>
<tr>
<td></td>
<td>□ The children have each drawn a picture.</td>
</tr>
<tr>
<td></td>
<td>□ With everyone, everybody, everything (and similar words beginning any-, some- and no-) we use a singular verb.</td>
</tr>
<tr>
<td></td>
<td>□ Practically everyone thinks that Phil should be given the job.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th>When a subject has two or more items joined by and, we usually use a plural verb:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Jean and David are moving back to Australia.</td>
</tr>
<tr>
<td></td>
<td>However, phrases connected by and can also be followed by singular verbs if we think of them as making up a single item:</td>
</tr>
</tbody>
</table>
| | □ Meat pie and peas is Tom’s favourite at the moment. (or ...are...)
| | □ The lorry, its cargo and passengers weighs around 35 tonnes. (or ...weigh...)

<table>
<thead>
<tr>
<th>C</th>
<th>When a subject is made up of two or more items joined by (either)...or... or (neither)...nor... we use a singular verb if the last item is singular (although a plural verb is sometimes used in informal English), and a plural verb if the last item is plural:</th>
</tr>
</thead>
</table>
| | □ Either the station or the cinema is a good place to meet. (or ...are... in informal English)
| | □ The President or his representatives are to attend the meeting. |
| | If the last item is singular and previous item plural, we can use a singular or plural verb: |
| | □ Either the teachers or the principal is to blame for the accident. (or ...are to blame...)

<table>
<thead>
<tr>
<th>D</th>
<th>In there + be/have (see Unit 95) we use a singular verb form with singular and uncountable nouns and a plural form with plural nouns. However, in informal speech we often use a shortened singular form of be or have (= There’s) with plural nouns:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Over the last few years there have been many improvements in car safety.</td>
</tr>
</tbody>
</table>
| | □ There’s been lots of good films on lately. (or There’ve been...)
| | We often do the same with how/here/where + be/have: |
| | □ How’s your mum and dad these days? (or How are...?) |
41.1 For each set of sentences, choose an appropriate noun or phrase from (i) and a verb from (ii). Use the present simple for the verb, active or passive as appropriate. If both singular and plural verb forms are possible, give them both. (A)

(i) his early paintings  
Dr Jones's acquaintances  
my children  
the food

(ii) know  
remain  
-taste

1 a I'd be surprised if any of _.my children remember/ remembers_ my birthday.
b It's unlikely that any of __________________________. It seems that he destroyed most of the work he produced during the 1930s.
c I don't think any of __________________________ particularly good. In fact, the restaurant is rather disappointing.
d An investigation is underway to discover whether any of __________________________ where he is.

(i) other museums  
vegetarians  
victims  
medicines

(ii) charge  
exceed  
expect  
-relieve

2 a Mainly because of the recent health scares involving beef and chicken, the number of __________________________ to rise dramatically in the next five years.
b You can still go into the National Museum for free, although a number of __________________________ in the capital __________________________ people for entry.
c A number of __________________________ the symptoms of influenza, but none can cure it.
d It is estimated that the number of __________________________ of the flooding __________________________ a hundred thousand, and further deaths are anticipated.

(i) player  
the cars  
the pieces  
these factors

(ii) influence  
last  
test  
try

3 a The whole concert includes 20 short items from young musicians. Each of __________________________ about 5 minutes.
b There are four major influences on exchange rates: price levels, tariffs, preference for imported goods, and productivity. Here we investigate how each of __________________________ the exchange rate.
c The aim of the game is quite simple. Each __________________________ to buy as many properties on the board as possible.
d Each of __________________________ for safety, fuel economy and reliability.

41.2 Complete the sentences with present simple forms of the verb in brackets. If both a singular and plural form are possible, give them both. (A–D)

1 Plenty of European football clubs __________ interested in signing Nilsen from Rowham City, but the Rowham manager has said that no-one at the club __________ Nilsen to leave. (bel/ want)
2 The majority of those questioned __________ that the government's economic policies have failed, although neither the Prime Minister nor the Education Minister __________ indicated that these policies will change. (think/ has)
3 "It's the first time that either of us __________ been to China, but everyone we've met here __________ been very welcoming and helpful." (bel/ have)
4 Professor Smith and Dr Peters __________ that the wreck of the ship and its cargo __________ a danger to local people fishing near the island. (claim/ constitute)
5 "Oh, good, sausages and chips __________ my favourite." "Sorry, all the sausages __________ gone, but there __________ plenty of chips left if you want some." (bel/ has/ be)
Agreement between subject and verb (3)

A

Some nouns are usually plural and take a plural verb. These include belongings, clothes, congratulations, earnings, goods, outskirts, overheads, particulars (= information), premises (= building), riches, savings, stairs, surroundings, thanks. The noun whereabouts can be used with either a singular or a plural verb. The nouns police and people always take a plural verb, and the noun staff usually does:

- The company’s earnings have increased for the last five years.
- Police believe that Thomas is in Brazil, although his exact whereabouts are/is unknown.
- Staff say that the new computer system has led to greater levels of stress in their work.

B

Some nouns always end in -s and look as if they are plural, but when we use them as the subject they have a singular verb:

- The news from the Middle East seems very encouraging.

Other words like this include means (= ‘method’ or ‘money’); some academic disciplines, e.g. economics, linguistics, mathematics, phonetics, physics, politics, statistics; some sports, e.g. athletics, gymnastics; and some diseases, e.g. diabetes, measles, rabies. However, compare:

<table>
<thead>
<tr>
<th>academic subject</th>
<th>general use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politics is popular at this university.</td>
<td>Her politics are bordering on the fascist. (= political belief)</td>
</tr>
<tr>
<td>Statistics was always my worst subject.</td>
<td>Statistics are able to prove anything you want them to. (= numerical information)</td>
</tr>
<tr>
<td>Economics has only recently been recognised as a scientific study.</td>
<td>The economics behind their policies are unreasonable. (= the financial system)</td>
</tr>
</tbody>
</table>

C

Although the words data and media (= newspaper, television, etc.) are plural (with singular forms datum and medium), they are commonly used with a singular verb. However, in formal contexts such as academic writing a plural verb is preferred. Notice that other similar plurals such as criteria and phenomena (with singular forms criterion and phenomenon) are always used with plural verbs. Compare:

- All the data is available for public inspection. (or ...are available...) and
- I agree that the criteria are not of equal importance. (not ...the criteria is not...)

D

With a phrase referring to a measurement, amount or quantity we usually prefer a singular verb:

- Only three metres separates the runners in first and second places. (rather than ...separate...)
- The fifty pounds he gave me was soon spent. (rather than ...were...)

and a singular verb must be used when the complement is a singular noun phrase (e.g. a long time):

- Three hours seems a long time to take on the homework. (not Three hours seem...)

After per cent (also percent or %) (of) we use a singular verb if the per cent phrase refers to a singular or uncountable noun and a plural verb if it refers to a plural noun. Compare:

- An inflation rate of only 2 per cent makes a big difference to exports. and
- I would say that about 50 per cent of the houses need major repairs.

However, where we use a singular noun that can be thought of as either a whole unit or a collection of individuals, we can use either a singular or plural verb:

- Some 80 per cent of the electorate is expected to vote. (or ...are expected...)
42.1 Make any necessary corrections to the underlined verbs. (A–D)

1 Dr Jones’s whereabouts has been kept a closely guarded secret by his family.
2 Bill Clinton’s politics was inspired by John Kennedy.
3 Phenomena such as sun spots have puzzled scientists for centuries.
4 Some 30 per cent of the milk drunk in the country are imported.
5 When the soldiers got lost in the jungle, their only means of survival were to eat berries.
6 Over the last decade the company’s overheads has increased dramatically.
7 The research data was collected during the period 12th–29th July 2002.
8 You don’t need much sugar for this pudding; ten grams are enough.
9 Modern linguistics is often said to have begun at the start of the 20th century.
10 Congratulations goes to Richard Branch for his excellent exam results.
11 The coastal surroundings of the village is particularly attractive.
12 Nowadays politics seem to be more about saving money than changing society for the better.
13 He feels that the media have criticised him unfairly.
14 I know people often have to wait for hospital treatment, but two years seems ridiculously long.
15 Measles have killed a large number of children in the Nagola region.
16 Further particulars about the house are available from the owner.
17 Around 90 per cent of the concert audience was over 60 years old.
18 Ten kilometers are a long way to run if you’re not fit.
19 If athletics are neglected in schools, this will have a big impact on future national teams.
20 People says the house is haunted.
21 Recent statistics provide firm evidence of a rapid increase in living standards in Asia.
22 About 60 per cent of the people questioned want cars to be banned from the town centre.

42.2 Complete these extracts from newspaper articles with a singular or plural form of the verbs in brackets. If both singular and plural forms are possible, give them both. (A–D; also Unit 40)

1 The outskirts of our cities (have) benefited from the new out-of-town shopping centres that (have) recently been built.
2 On average, 25 litres of water (be) used each day by each household and it is anticipated that as the population (expect) higher living standards, this figure will rise.
3 It has been found that some 30 per cent of the office space in London (be) presently empty and the Department of Employment (blame) high property prices.
4 Three centimetres (be) all that separated the first two runners in last night’s 10,000 metres and the sports club (have) declared the race a dead-heat.
5 The research group now (admit) that the criteria they used in the work (be) not totally reliable.
6 Following last week’s major art theft from the Arcon Art Gallery, the premises (be) searched by police last night and the owner’s belongings (have) been taken away for further inspection.
7 A survey of the opinions of British students (show) that economics (be) the least popular subject studied at university. However, 90 per cent of all those economics students surveyed (believe) that their courses are well taught.
8 Sufferers from diabetes (have) welcomed the launch by Federex of a new drug to combat the disease. The company (say) that earnings from the drug (be) to be put back into further research.
### Compound nouns and noun phrases

A

In a compound consisting of **noun + noun**, often the second noun gives the general class of things to which the compound belongs and the first noun indicates the type within this class. The first noun usually has a singular form:

- **an address book** (= a book for addresses; *not* an addresses book)

However, there are a number of exceptions. These include –

- **when the first noun only has a plural form:**
  - **a savings account**
  - **a customs officer**
  - **a clothes shop** (compare a shoe shop)
  - **the arms trade** (arms = weapons)
  - **a glasses case** (glasses = spectacles. Compare ‘a glass case’ = a case made of glass)
  - **an arts festival** (arts = music, drama, film, dance, painting, etc. Compare ‘an art festival’; art = painting, drawing and sculpture)
  - **when we refer to an institution** (an industry, department, etc.), such as
    - **the building materials industry**
    - **the publications department**
  - **which deals with more than one kind of item or activity** (different types of building material, different forms of publication).

Notice that to make a compound noun plural we usually make the second noun plural:

- **coal mine(s)**
- **office-worker(s)**
- **tea leaf/tea leaves**

B

Sometimes a **noun + noun** is not appropriate and instead we use **noun + -s + noun** (possessive form) or **noun + preposition + noun**. In general, we prefer **noun + -s + noun** –

- **when the first noun is the user (a person or animal) of the item in the second noun:**
  - **a baby’s bedroom**
  - **a lion’s den**
  - **a women’s clinic**
  - **a girls’ school**
  - **birds’ nests**

- **when the item in the second noun is produced by the thing (often an animal) in the first:**
  - **goat’s cheese**
  - **duck’s eggs**
  - **cow’s milk**

(Note, however, **lamb chops** and **chicken drumsticks** (= the lower part of a chicken’s leg))

- **when we talk about parts of people or animals; but we usually use noun + noun to talk about parts of things. Compare:**
  - **a woman’s face**
  - **a boy’s arm**
  - **but**
  - **a pen top**
  - **a computer keyboard**

We prefer **noun + preposition + noun** –

- **when we talk about some kind of container together with its contents. Compare:**
  - **a cup of tea** (= a cup with tea in it)
  - **a tea cup** (= a cup for drinking tea from)

- **when the combination of nouns does not refer to a well-known class of items. Compare:**
  - **income tax** (a recognised class of tax)
  - **a tax on children’s clothes** (rather than ‘a children’s clothes tax’)

- **in the phrases bird of prey**
  - **rule of thumb**
  - **Chief of Staff**
  - **commander-in-chief**
  - **sister-in-law**

Notice that we usually make a plural form of these phrases by making the first noun plural (e.g. *birds of prey*). However, we can say **either sisters-in-law or sister-in-laws** (and **brothers-in-law or brother-in-laws**, etc.).

C

Some compound nouns are made up of verbs and prepositions or adverbs, and may be related to a two- or three-word verb (see Unit 94). Compare:

- **Mansen broke out** of the prison by dressing as a woman. (= escaped) and
- **There was a major break-out** from the prison last night. (= prisoners escaped)

Countable compound nouns like this have a plural form ending in **-s**:

- **read-out(s)**
- **push-up(s)**
- **intake(s)**
- **outcome(s)**

However, there are exceptions. For example:

- **looker(s)-on** (or **onlooker(s)**)
- **runner(s)-up**
- **passer(s)-by**
- **hanger(s)-on**

D

We can form other kinds of hyphenated phrases that are placed before nouns to say more precisely what the noun refers to:

- **a state-of-the-art** (= very modern) computer
- **day-to-day** (= regular) control

Grammar review — compound nouns H4–H6; possessive forms H7–H12
43.1 Study the italicised text and make corrections where necessary. (A & B)

1 Tom worked for a long time in (a) the parks department, but a few years ago he retrained, and now he's (b) a computers programmer. Of course, what he really wants to be is (c) a films star!

2 I was waiting at (a) the bus stop this morning when a cyclist on her way to the (b) girl school up the road got knocked off her bike. Someone got out of a car without looking and (c) the car's door hit her. She was very lucky not to be badly hurt, although she did have (d) a head cut.

3 I shouldn't be long at (a) the corner shop. I've just got three things on my (b) shopping list - (c) a milk bottle, (d) a biscuit packet, and (e) some toothpaste. I'll also look for (f) some goat's cheese, but I don't think they'll have any.

4 The tracks on his latest CD range from (a) love songs to (b) pollution songs.

5 Mary hated going into her grandfather's old (a) tools shed. It was full of (b) spider webs.

6 When Sue was cleaning her (a) armchair, she found a lot of things that had slipped down the back. There was an old (b) pen top, a piece from (c) the 500-pieces jigsaw puzzle that her daughter had been doing, and her (d) glass case with her sunglasses inside.

43.2 First underline the two-word verbs in sentences 1–5, then complete sentences 6–10 with appropriate compound nouns related to these two-word verbs. (C)

1 Dennis tried to cover up the fact that he had gambled and lost most of his money.

2 It is reported that cholera has broken out in the refugee camp.

3 I'm flying to Sydney, but I'm stopping over in Singapore for a few days on the way.

4 On the first Friday of each month, a few of us get together and play ten-pin bowling.

5 We set out from the camp early in the morning, hoping to reach the summit by midday.

6 The minister was taken ill in Iceland during a short on his way back to Canada.

7 We didn't have a big party for Jane's 50th birthday, just a family .

8 Allegations of a of a major leak of radioactive waste from the nuclear power plant have been strongly denied by the Energy Ministry.

9 Only two years ago there was a serious of malaria in the town.

10 Even at the of the expedition, they knew they had little chance of crossing the desert.

43.3 Complete the phrases in (i) with a word from (ii) and then use them in the sentences below. To help you, the meaning of the phrase is given in brackets. (D)

(i)  day-to-  down-to-  larger-than-  middle-of-the-  once-in-a-  step-by-

(ii)  clock  day  earth  life  lifetime  road  step  street

1 Although the Managing Director of Transcom was involved in major decisions, she left the running of the company to her staff. (routine)

2 The Party will never regain power unless it can persuade voters that it has rid of corruption. (not politically extreme)

3 Since the attempt to assassinate him last year, the Defence Minister has been given protection by the police. (all day and all night)

4 The bookcase came with simple instructions on how to assemble it. (progressing from one stage to the next)

5 When the comet passes close to Earth next week, scientists will have a opportunity to study its effects on our atmosphere. (very rare)

6 Terry has a refreshing approach to management. He's much less concerned with theory than with getting things done in the most efficient way possible. (practical)

7 The isn't interested in the finer points of the government's tax policy. They just want to know if they are going to take home more or less pay. (ordinary person)

8 Her father was a character who was well known throughout the village for his eccentric way of dressing and outspoken views. (more exaggerated than usual)
A/an and one

We use a before nouns and noun phrases that begin with a consonant sound. If the noun or noun phrase starts with a vowel letter but begins with a consonant sound, we also use a:

- a university (/ə juːnɪvɜːsɪtɪ/)  
- a European (/ə ˈjuːrəpɪən/)  
- a one-parent family (/ə wʌnˈfæməlі/)  

We use an before words that begin with a vowel sound:

- an orange  
- an Italian  
- an umbrella

These include words that begin with a silent letter 'h':

- an hour  
- an honest child  
- an honour  
- an honorary degree

and abbreviations said as individual letters that begin with A, E, F, H, I, L, M, N, O, R, S or X:

- an MP (/ən ˈem pɜː/)  
- an FBI agent (/ən ef bi: ætʃ/)  
- an IOU (/ən aɪəʊ juː/)

But compare abbreviations said as words:

- a NATO general (/ə ˈneɪtoʊ/.../ə ˈneɪtoʊ/ a FIFA official (ə ˈfɪfə/.../ə ˈfɪfə/ an OPEC meeting (/ən əˈpeɪk/.../ən əˈpeɪk/)

Notice that we say

- a history (book)  
- but an (or a) historical (novel)

B

We use a/an (not one) to talk about a particular but unspecified person, thing or event:

- I really need a cup of coffee.  
- You never see a police officer in this part of town, do you?

We also use a/an, not one, in number and quantity expressions such as:

- three times a year  
- half an hour  
- a quarter of an hour  
- a day or so (= ‘about a day’)  
- 50 cents a (= each) litre (notice we can also say ‘50 cents for one litre’)  
- a week or two (= somewhere between one and two weeks; notice we can also say ‘one or two weeks’)  
- a few  
- a little  
- a huge number of...

We use a rather than one in the pattern a...of... with possessives, as in:

- She’s a colleague of mine.  
- That’s a friend of Bill’s.

C

Before a singular countable noun one and a/an both refer to one thing:

- We’ll be in Australia for one year. (or ...a year.)  
- Wait here for one minute, and I’ll be with you. (or ...a minute...)

Using one in sentences like these gives a little more emphasis to the length of time, quantity, amount, etc.:

- He weighs one hundred and twenty kilos! Would you believe it! (using one emphasises the weight more than using a)

However, we use one rather than a/an if we want to emphasise that we are talking about only one thing or person rather than two or more:

- Do you want one sandwich or two?  
- Are you staying only one night?  
- I just took one look at her and she started crying.

We use one, not a/an, in the pattern one...other/another:

- Close one eye, and then the other.  
- Bees carry pollen from one plant to another.

We also use one in phrases such as one day, one evening, one spring, etc. to mean a particular, but unspecified day, evening, spring, etc.:

- Hope to see you again one day.
- One evening, while he was working late at the office...
Exercises

44.1 Write a or an in the spaces. (A)
1 ________ unpaid bill
2 ________ DIY shop
3 ________ MA in Russian
4 ________ Euro
5 ________ MiG fighter plane
6 ________ Olympic medal
7 ________ AGM
8 ________ U-turn
9 ________ heirloom
10 ________ NASA space launch
11 ________ UN decision
12 ________ SOS message
13 ________ F grade
14 ________ hero

44.2 Change a/an or one in these sentences if necessary, or write ✓. In which sentences are both a/an and one possible? (B & C)
1 I usually go to the gym four times one week.
2 There's more than one way to solve the problem.
3 I phoned the council to complain, but just got passed on from a person to another.
4 The rate of pay is really good here. You can earn over £20 one hour.
5 Maybe we could go skiing one winter.
6 The apples are 50 cents one kilo.
7 Are you hungry? Would you like one piece of cake?
8 The rules say that there is only one vote per member.
9 You can get seven hours of recording on one disc.
10 'What would Nick like for his birthday?' 'Why don't you ask Emma? She's one good friend of his and will have some ideas.'
11 There's one pen on the floor. Is it yours?
12 The library books are due back in one month.
13 Do you want some of my chips? There are too many here for a person.
14 I'm going to London for one day or two.
15 Either I'll work late tonight or I'll come in early tomorrow, but the report's got to be finished by lunchtime a way or another.
16 It will take more than one morning to finish the decorating.

44.3 Which is more appropriate, a/an or one? If both a/an and one are possible, write them both. (B & C)
1 If you wait __________ second I'll get my coat and come too.
2 I want to see the river __________ last time before I leave.
3 The Queen is visiting the city __________ day in November.
4 It was announced that the plane would be approximately __________ hour late.
5 I could hear the sound of __________ helicopter in the distance.
6 I'd just like to say __________ thing before I go.
7 Martha's baby is __________ year old already.
8 Dinner should be ready in __________ hour or so.
9 Paul came over __________ evening last week.
10 I've painted __________ wall already and I'll do the other tomorrow.
11 I'd like to make __________ point here, Ken, if I may.
12 __________ large number of people had gathered in the square.
A an, the and zero article (1)

A

We usually use the when we talk about things which are unique – there is only one of them (or one set of them):

- the world  the sky  the atmosphere  the sun  the ground  the climate  the sea
- the horizon  the human race  the environment  the travel industry  the arms trade

We also refer to general geographical areas with the as in:

- the beach  the country  the countryside  the town  the seaside  the forest
- where ‘the country’ or ‘the countryside’ means ‘the area where there are no towns’. We also talk about:

- the past  the present  the future

Notice, however, that some nouns like this can be used with zero article (i.e. no article) to refer to a concept in general:

- Climate is one of the many factors involved in changing farming methods. (or The climate...)
- The flowers grow best in sandy soil and sun. (= sunshine)
- In autumn the temperature difference between land and sea reduces. (or ...the land and the sea...)

If we want to describe a particular instance of these we can use a/an. Compare:

- I could see the plane high up in the sky. and
- When I woke up there was a bright blue sky.
- What are your plans for the future? and
- She dreamt of a future where she could spend more time painting.

B

We can use the when we make generalisations about classes of things using singular countable nouns. (See also Unit 47A.) Compare the use of the and a/an in these sentences:

- The computer has revolutionised publishing. (this refers to computers in general) but not A computer has revolutionised publishing. (computers in general have done this, not an individual computer)
- The computer is an important research tool. and A computer is an important research tool. (this statement is true of both the general class and the individual item)

As an alternative to the + singular countable noun we can use a plural countable noun to talk about a class of things:

- Computers are an important research tool.

Notice that if the is used with plural and uncountable nouns we refer to a specific thing or group:

- The computers have arrived. Where shall I put them?
- The music was wonderful. I could have listened to the orchestra all night.

When we define something or say what is typical of a particular class of people or things, we generally use a/an rather than the:

- A corkscrew is a gadget for getting corks out of bottles.
- A garden is there to give you pleasure, not to be a constant worry.

C

Some nouns can be used uncountably when we talk about the whole substance or idea, but countably when we talk about an instance or more than one instance of it. When these nouns are used countably we can use a/an (and plurals). Compare:

- I don’t drink coffee. and Would you like a coffee? (= a cup of coffee)
- She’s got blonde hair. and There’s a hair in my soup!
- He shook with fear. and He has a fear of heights.

There are many other nouns like this, including conversation, grammar, importance, iron, pleasure, shampoo, sound. (For more see GR:H2 & H3.) Some of these nouns (e.g. grammar, iron) have different meanings when they are used countably and uncountably (see GR:H3).
45.1 Choose one of the following words to complete these sentences. Use the same word in each pair. Add the or a/an in an appropriate place. (A)

beach  future  past  world

1 a I think the best Australian wine is as good as any in _________________.
b As a child, Ethel would often daydream about travelling forward in time to ________________ very different from the one she lived in.
2 a If we are elected, we will build our policies on the simple belief that our purpose is to create bright ________________ for our children rather than achieving short-term goals for ourselves.
b Although our current financial position is worrying, we have many new orders for our products and ________________ is bright.
3 a As I get older, I seem to remember ________________ better than things that happened very recently.
b At the age of 98, Johnson has ________________ that goes back to the start of the last century.
4 a If you want to get away from it all, you can take a small boat to deserted ________________ on one of the islands.
b Dear Mum and Dad, We’re having a great holiday. The weather’s wonderful and we’re spending most of our time on ________________.

45.2 Underline the correct or more likely answer. If both answers are possible, underline them both. (B)

1 We get some strange requests in our shop. We had the customer/ a customer in the other day who wanted to buy chocolate-covered ants.
2 It sometimes seems that the individual/ an individual can have little impact on the decisions that governments take.
3 The invention of a car/ the car is normally attributed to the German engineer Gottlieb Daimler.
4 The television/ A television has changed the way we obtain information more than any other modern invention.
5 The campaign against smoking in public places argues that its harmful effects are not confined to the smoker/ a smoker.

45.3 Use each of these nouns twice to complete the sentences. Where necessary, add a/an at an appropriate place in the sentence. (C)

conversation  grammar  importance  iron  pleasure  shampoo  sound

1 My sisters were clearly having a serious ________________ so I didn’t like to disturb them.
2 It now gives me great ________________ to introduce that marvellous ventriloquist, Marco Lutman.
3 The Nile is of critical ________________ to the social and economic life of Egypt.
4 As we walked through the jungle we heard ________________ we weren’t expecting – the ring of a mobile phone.
5 The failure to teach ________________ in schools has caused an overall decline in people’s ability to write well.
6 Most red meat is relatively high in ________________.
7 Within a day of washing my hair it starts to feel greasy. I have yet to find ________________ to solve this problem.
8 ________________ travels at different speeds, depending on the temperature of the air.
9 I got ________________ in my eye this morning in the shower and it’s made it really sore.
10 It’s real ________________ to travel by rail in Sweden. The trains are clean and punctual.
11 I have ________________ of English printed in 1890 on very thin paper.
12 Because the central government has relocated there, the town of Paraga has taken on ________________ out of all proportion to its size.
13 Although he’s got ________________ he never seems to use it. His shirts are always creased.
14 As she walked into the party, ________________ ceased and everyone in the crowded room stared at her.
A/an, the and zero article (2)

A
We use a/an to say what a person’s job is, was, or will be:
☐ She was a company director when she retired.
☐ Against her parents’ wishes, she wants to be a journalist.
However, when we give a person’s job title, or their unique position, we use the or zero article (i.e. no article), not a/an. Compare:
☐ She’s been appointed (the) head of the company. and
☐ I’m a production manager at Fino. (= there may be more than one production manager)

After the position of, the post of, or the role of we use zero article before a job title:
☐ Dr Simons has taken on the position of Head of Department.

B
We usually use zero article (i.e. no article) before the name of an individual person or place. However, we use the –
☆ when there are two people with the same name and we want to specify which one we are talking about:
☐ That’s not the Stephen Fraser I went to school with.
but compare ‘There was a Stephen Fraser in my class.’ (= a person named Stephen Fraser)
☆ when we want to emphasise that the person we are referring to is the most famous person with that name. Used this way, the is stressed and pronounced /ðiː/: 
☐ Do they mean the Ronald Reagan, or someone else?
☆ with an adjective to describe a person, or another noun which tells us their job:
☐ the late Buddy Holly ☐ the artist William Turner
☆ when we talk about a family as a whole:
☐ The Robinsons are away this weekend.

C
Notice that a/an, or sometimes zero article, is used with a name when referring to the particular excellent qualities of the person named:
☐ Jane plays tennis well, but she’ll never be (a) Steffi Graf.

We also use a/an when we refer to an individual example of a product made by a particular manufacturer (e.g I’ve just bought a Mercedes) or a work by a particular artist (e.g. Do you think it could be a Van Gogh/a Rembrandt?).

You can use a/an before a person’s name if you don’t know the person yourself. Compare:
☐ Dr Perch is here for you. (= I know Dr Perch) and
☐ There’s a Dr Kenneth Perch on the phone. (= I haven’t heard of him before) Do you want to talk to him?

D
In stories and jokes in conversation, this is commonly used instead of a/an to introduce a new person or thing. Using this highlights the person or thing as the topic of what is to come next:
☐ As I was walking along, this spider (= ‘a spider’) landed on my head, and...
☐ This man (= ‘a man’) goes into a chemist and he says...

E
We use the before a superlative adjective (the biggest, the most expensive, etc.) when the superlative adjective is followed by a noun or defining phrase:
☐ He is the finest young player around at the moment.

However, we can often leave out the, particularly in an informal style, when there is no noun or defining phrase after the superlative adjective. Compare:
☐ A: Why did you decide to stay in this hotel?
   B: It was (the) cheapest. and It was the cheapest I could find.
46.1 Put a/an, the or zero article (–) in the spaces. Give all possible answers. (A–C)

1 A special award was given to ___________ novelist Ian McMurphy.
2 I’ve been offered the position of ___________ Director of Personnel.
3 I’ve always wanted to meet ___________ Michael Owen.
4 ‘What make is your computer?’ ‘It’s ___________ Mac.’
5 I’m ___________ marketing adviser at Unifleet.
6 Let me introduce you to ___________ Paula Cox.
7 We met our good friend ___________ Jean Wools when we were in ___________ Plymouth.
8 I found myself talking to ___________ George Bush! Not ___________ George Bush, of course, but someone with the same name.
9 Brian’s ___________ manager of the local football team.
10 I didn’t even know Joan was interested in art until I heard that she owns ___________ Van Gogh.
11 When Jennie was young she knew ___________ Picasso.
12 She was determined to be ___________ author.
13 He has been appointed ___________ Minister for Industry.
14 She recently became ___________ minister in the new government.
15 We’re going on holiday with ___________ Smiths.
16 He’s really keen on playing football. He likes to think of himself as ___________ Ronaldo.
17 ___________ Linda Green is outside. Do you want to see her?

46.2 If the underlined the can be left out of these sentences, put brackets around it. (E)

1 It’s the best ice-cream I’ve ever tasted.
2 Jack’s boat wasn’t the most elegant in the harbour, but it was certainly the biggest.
3 I thought the second competitor was the best, even though he didn’t win a prize.
4 This is by far the most valuable painting in the collection.
5 ‘Why did you ask Jim to go first?’ ‘Because he’s the oldest.’
6 Sapphires occur in a variety of colours, but blue ones are the most valuable.
7 The Pacific is the biggest ocean in the world.
8 It’s supposed to be the oldest post office in the country.

46.3 Complete the text with a/an, the, zero article or this. Give alternatives where possible. (Units 45 & 46)

Something very strange happened to me the other night. As I was going home
(1) ___________ man came up to me. He had (2) ___________ untidy hair and
(3) ___________ paint all over his clothes. He told me that he was (4) ___________
head of the local council and that he was offering me a job as (5) ___________ road
sweeper. He said that (6) ___________ road sweeper earns a great deal of money
and that I would have (7) ___________ responsibility for miles of roads. Well, I just
said ‘No thanks’ and walked on. When I looked back he had stopped
(8) ___________ woman. He was telling her that he was (9) ___________ President
of the United States and that he wanted her to be (10) ___________ Defence
Secretary...
**A/an, the and zero article (3)**

<table>
<thead>
<tr>
<th>A</th>
<th>With plural and uncountable nouns, zero article (i.e. no article) is used to talk generally, without definite people or things in mind. The is used when we assume the listener or reader will understand who or what we are referring to, or when other words in the noun phrase make the reference specific. Compare:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ The government has promised not to tax books. (= books generally) and</td>
<td></td>
</tr>
<tr>
<td>□ The books have arrived. (= the books you ordered)</td>
<td></td>
</tr>
<tr>
<td>□ Music played an important part in his life. (= music generally) and</td>
<td></td>
</tr>
<tr>
<td>□ I thought the music used in the film was the best part. (= this particular music)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th>We often use zero article with the names of holidays, special times of the year, months, and days of the week including Easter, Ramadan, New Year's Day. But compare:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ I'll see you on Saturday. (= next Saturday) □ We met on Saturday. (= last Saturday)</td>
<td></td>
</tr>
<tr>
<td>□ They arrived on a Saturday as far as I can remember. (we are only interested in the day of the week, not which particular Saturday)</td>
<td></td>
</tr>
<tr>
<td>□ They arrived on the Saturday after my birthday. (a particular Saturday, specifying which one)</td>
<td></td>
</tr>
</tbody>
</table>

With winter, summer, spring, autumn, and New Year (meaning the holiday period), we can use either zero article or the:

□ In (the) summer I try to spend as much time as I can in the garden.

We use the when it is understood or we go on to specify which summer, spring, etc. we mean:

□ I'd like to go skiing in the autumn. (= this year) □ I first went skiing in the spring of 1992.

We say 'in the New Year' to mean near the beginning of next year:

□ I'll see you again in the New Year.

When we want to describe the features of a particular holiday, season, or other period of time and say that it was somehow special when compared with others, we can use It/That was... + a/an + noun + modifying phrase. Compare:

□ That was a winter I'll never forget. (= compared to other winters it was unforgettable) and

□ That was the winter we went to Norway. (= a statement about a particular winter)

| C | We use zero article with times of the day and night such as midnight, midday, and noon:

□ If possible, I'd like it finished by midday. □ Midnight couldn't come quickly enough.

But notice that we can say either the dawn or dawn:

□ He got back into bed and waited for (the) dawn.

We use the + morning/afternoon/evening for a day which is understood or already specified:

□ I enjoyed the morning, but in the afternoon the course was boring. But compare:

□ Morning is the time I work best. (= mornings in general; The morning... is also possible)

□ I'll be there by (the) morning/evening. (but ...by the afternoon, not ...by afternoon)

□ I waited all morning. (more usual than all the morning/afternoon, etc.)

□ 'You look upset.' 'Yes, I've had a terrible morning.' (= compared to other mornings)

| D | We use + zero article to talk about means of transport and communication, including go/travel by car/taxi/bus/plane/train/air/sea; contact/communicate by post/email/phone.

Compare:

□ I generally go by bus to work. and □ I generally take the bus to work.

| E | We often use zero article in patterns where repeated or related words are joined by a preposition and used with a general meaning:

□ The government makes grants according to criteria that differ from region to region.

Other examples include person to person, back to back, end to end, face to face, side by side, start to finish, day by day, put pen to paper.
Exercises

47.1 Complete these sentences using one of these words. Use the where necessary. Use the same word in both (a) and (b) in each pair. (A)

<table>
<thead>
<tr>
<th>agriculture</th>
<th>children</th>
<th>fire</th>
<th>holidays</th>
<th>islands</th>
<th>money</th>
<th>parents</th>
<th>rain</th>
</tr>
</thead>
</table>

1 a [ ] as young as ten are working in the clothing industry.
   b While you're painting the sitting room, I'll take [ ] over to the park.
2 a As the soil quality deteriorated, so too did [ ] on which the region depended.
   b Around 60% of the labour force in the county is supported by [ ].
3 a Around the world [ ] are being threatened by rising sea levels.
   b [ ] off the east coast of Malaysia are beautiful.
4 a I've been really busy at work, so I'm really looking forward to [ ].
   b [ ] in the Brazilian rainforests are now becoming popular with adventurous travellers.
5 a Farmers will be hoping for [ ] in the next few weeks.
   b Last night [ ] was torrential.
6 a I've left [ ] I owe you on your desk.
   b It is said that [ ] is the root of all evil.
7 a Using the new software, [ ] will be able to monitor their children's use of the Internet.
   b [ ] of Paul Thomas claimed that he was at home at the time of the robbery.
8 a It isn't known how [ ] started.
   b Animals fear [ ] more than anything else.

47.2 Write a/an, the or zero article ( - ), whichever is more likely, in the spaces in these sentences. Where more than one answer is possible, consider any difference in meaning. (B, C & D)

1 a Do you remember when Mark and Julie came over and had that terrible row? That was [ ] day I wouldn't want to go through again.
   b I couldn't go to Jane's party. It was [ ] day I was babysitting for Derek and Linda.
2 a 'Shall we go out walking on [ ] Sunday?' 'No, I'm busy this weekend.'
   b I know the meeting will be on [ ] Sunday in June, but I don't know the exact date yet.
3 a Are you talking about [ ] Christmas we spent in Sweden?
   b I'll see you again after [ ] Christmas.
4 a The exam results will be sent by [ ] post on 24th August.
   b The application forms came in [ ] post this morning.
5 a I'd been working in the garden all [ ] afternoon and my back ached.
   b I've spent [ ] afternoon on the phone to my mother.
6 a That old coat of yours won't be warm enough for [ ] winter.
   b 'I haven't seen Jack for months.' 'He's been away in South Africa for [ ] winter.'
7 a The early train to Cambridge was cancelled so I had to go by [ ] car.
   b It's raining so I think I'll take [ ] car.

47.3 Complete the sentences using one of the phrases in E. (E)

1 They sat [ ] on the bench looking out over the countryside.
2 She was in hospital for several weeks, but [ ] her health improved.
3 Tiger Woods is celebrating [ ] victories in his last three golf tournaments.
4 The island is so small you can walk from [ ] in about an hour.
5 The disease is easily spread from [ ].
Some and any

Some

Before plural and uncountable nouns we sometimes use some or zero article (i.e. no article) with very little difference in meaning:

- ‘Where were you last week?’ ‘I was visiting (some) friends.’
- Before serving, pour (some) yoghurt over the top.

With both some and zero article we are referring to particular people or things but in an indefinite way. When it is used in this way, some is usually pronounced /sʌm/.

We don’t use some to make general statements about whole classes of things or people (GR:18 & 19):
- Furniture can be an expensive item when you buy your first home.
- Babies need lots of care and attention.

Some is used before a number to mean ‘approximately’:

- Some eighty per cent of all residents took part in the vote. (= approximately eighty per cent; beginning ‘Eighty per cent...’ suggests a more precise figure)

When it is used in this way, some is usually pronounced /sʌm/.

When we can’t say exactly which person or thing we are talking about because we don’t know, can’t remember, or want to emphasise that it is not important, we can use some instead of a/an with a singular noun. When it is used in this way, some is usually pronounced /sʌm/.

- He was interrupted twice by some troublemaker in the audience.

We use the phrase some(thing) or other in a similar way:

- I bought them from some shop or other in New Street. (not ...from a shop or other...)

Any

We usually use any not some (and anyone, anything, etc. not someone, something, etc.) –
★ in non-affirmative contexts; that is, lacking positive, affirmative meaning.
★ to refer to non-specific, unspecified things.

For example, we generally use any in sentences with a negative meaning when they include negative adverbs such as barely, hardly, never, rarely, scarcely, seldom; negative verbs such as deny, fail, forbid, prevent, prohibit, refuse; negative adjectives such as impossible, reluctant, unable, unlikely; and the preposition without:

- There’s hardly any sugar left. We must get some when we go shopping.
- I boarded up the windows to prevent any damage during the storm.
- It was impossible to see anything in the dark.
- We didn’t have tickets, but we got into the stadium without any difficulty.

However, we use some with these negative words–
★ when some (pronounced /sʌm/) has the implication ‘not all’ (see 113):
- We were able to prevent some damage to the house. (= but not all of it)
- I talk to colleagues before I take some decisions, but this one I had to decide on my own.
★ when the basic meaning is positive:
- Somebody isn’t telling the truth. (= There is some person who isn’t telling the truth))
★ when we are talking about a particular but unspecified person or thing:
- I was reluctant to repeat something so critical of Paul. (= a specific criticism)

We often use any in clauses that begin with before, and with comparisons:

- I cleared up the mess before anyone saw it. (‘...before someone saw it’ suggests that I have a particular person in mind who might see it)
- She has as good a chance as anybody of winning the race.
- The material felt softer than anything she had ever touched before.

Grammar review: some → 110–114, any → 115–119, anyone, someone, etc. → 120–121
48.1 Complete the sentences with some or zero article (-). If both some and zero article are possible with little difference in meaning, write (some). (A & GR 110-114)

1. There have been __________ allegations of corruption in the government.
2. If you're going to the library, could you take back __________ books that I’ve finished reading?
3. The price of __________ coffee is at an all-time low.
4. The door kept flying open in the wind so I tied it up with __________ string.
5. I'm going into town to buy __________ clothes.
6. Tony knows more about __________ jazz than anyone I've ever met.
7. It costs much more to make __________ films today than 10 years ago.
8. I need to get __________ bread from the supermarket.

48.2 Rewrite these newspaper headlines in your own words using some to mean ‘approximately’. The first is done for you. (B)

1. **250 people charged with assault following Molton riots**
   Some 250 people have been charged with assault following the Molton riots.

2. **30% OF ALL CITY BUSES FOUND TO BE UNSAFE**

3. **Unexploded bomb found 5 miles from Newham centre**

4. **25% OF ELECTRICITY FROM WIND BY 2020**

5. **200 jobs to be lost at Encon steel works**

48.3 Complete the sentences in any appropriate way using some + singular noun or some + singular noun + or other. The first is done for you. (C)

1. I don't know where I got the information from. I must have heard it __________ radio programme (or other).
2. I don't know where Richard is. He's probably __________.
3. I don't know where the book is. Maybe I lent it __________
4. I don't know where Maggie works. I think it's in __________
5. I don't know why Ken is still at work. Perhaps he's got to __________

48.4 Complete these sentences with some, someone, something, any, anyone or anything. Where both some(one/thing) or any(one/thing) are possible, write them both and consider any difference in meaning. (D & E)

1. John worked hard at learning Japanese but failed to make __________ real progress.
2. I was unable to eat __________ of the food.
3. I always offer to help organise school concerts, but there is seldom __________ for me to do.
4. Janet Jones is __________ I rarely see these days.
5. He denied that he had done __________ wrong.
6. I always get to work before __________ else.
7. The theatre is unlikely to have __________ tickets left for tonight's performance.
8. Despite rowing as hard as we could, we had progressed barely __________ distance from the shore.
9. __________ parents never seem to have time to sit down and talk to their children.
10. The regulations of the game forbid __________ ball to rise above shoulder height.
11. When I last lent my laptop to a friend it came back damaged, so I'm reluctant to lend it to __________ else.
12. She valued friendship more than __________ in the world.
No, none (of) and not any

A  We can use no and none (of) instead of not a or not any for particular emphasis. Compare:
    □ There isn’t a train until tomorrow. and There’s no train until tomorrow. (more emphatic)
    □ She didn’t give me any help at all. and She gave me no help at all.
    □ Sorry, there isn’t any left. and Sorry, there’s none left.
    □ He didn’t have any of the usual symptoms. and He had none of the usual symptoms.

We use other pairs of negative words and phrases in a similar way:
    □ There isn’t anyone/anybody here. and There’s no-one/nobody here. (more emphatic)
    □ I haven’t got anything to wear for the party. and I’ve got nothing to wear for the party.
    □ She wasn’t anywhere to be seen. and She was nowhere to be seen.
    □ Why don’t you ever call me? and Why do you never call me?

B  We don’t usually use not a/any, not anyone, etc. in initial position in a sentence or clause, or straight after and, but or that at the beginning of a clause. Instead we use no, none of, no-one, etc.:
    □ No force was needed to make them move. (not Not any force was needed…)
    □ Most players are under 16 and none of them is over 20. (not …and not any of them…)
    □ We arranged the meeting, but no-one came. (not …but not anyone…)
    □ I’m sure that nothing can go wrong. (not …that not anything can…)

C  In a formal or literary style we can use not a in initial position or after and, but or that (see also Unit 100):
    □ Not a sound came from the room. (less formally There wasn’t a sound from the room.)
    □ She kept so quiet that not a soul in the house knew she was there.

D  After no, we can often use either a singular or a plural noun with little difference in meaning, although a singular noun is usually more formal:
    □ No answers could be found. (or more formally No answer…)
    □ We want to go to the island but there are no boats to take us. (or more formally …there is no boat.)

However, we use a singular noun in situations where we would expect one of something, and a plural noun where we would expect more than one. Compare:
    □ I phoned Sarah at home, but there was no answer. (not …but there were no answers.) and
    □ He seems very lonely at school, and has no friends. (not …no friend.)

E  We can give special emphasis to no or none of using phrases like no amount of with uncountable nouns, not one…/ not a single… with singular countable nouns, and not one of… with plural nouns:
    □ The company is so badly managed that no amount of investment will make it successful.
    □ It was clear that no amount of planning could have improved the situation.
    □ Not one person remembered my birthday. (or Not a single person…)
    □ Not one of the families affected by the noise wants to move.

F  Some phrases with no are commonly used in informal spoken English: No wonder (= it’s not surprising); No idea (= I don’t know); No comment (= I have nothing to say); No way, No chance (= emphatic ways of saying ‘no’, particularly to express refusal to do or believe something); No problem, No bother (= it isn’t/wasn’t difficult to do something):
    □ ‘The computer’s not working again.’ ‘No wonder. It’s not plugged in!’
    □ ‘Thanks for the lift.’ ‘No problem. I had to go past the station anyway.’
49.1 Complete the sentences with a word or phrase from (i) followed by a word or phrase from (ii).
Use each word or phrase once only. (A–C)

(i)  
<table>
<thead>
<tr>
<th>no</th>
<th>none</th>
<th>none of</th>
</tr>
</thead>
<tbody>
<tr>
<td>-one</td>
<td>nothing</td>
<td>nowhere</td>
</tr>
<tr>
<td>never</td>
<td>not</td>
<td></td>
</tr>
</tbody>
</table>

(ii)  
| a drop | else | going to get |
| heard | the hotels | -in-the-cupboard |
| point | wrong |         |

1. Where are the biscuits? There’s _none in the cupboard._
2. We left the house as quietly as possible and ___________________________ us.
3. ___________________________________ was spilt as she poured the liquid into the flask.
4. Jack was determined to leave and I knew that there was ___________________________ in protesting.
5. The door was locked and he had ___________________________ to go.
6. I found that ___________________________ in the city centre had any rooms left.
7. Tom’s so lazy. Is he ___________________________ a job?
8. The doctors reassured Emily that they could find ___________________________ with her.

49.2 Look again at the sentences in 49.1. Which of them can you rewrite to make less emphatic using not (n’t) any/anyone, etc.? (A–B)

49.3 If necessary, suggest changes to any parts of these sentences that are unlikely. (D)
1. There were no televisions in the hotel room so I went out to see a film.
2. I was surprised to find that there were no books on football in the library.
3. The car was very old and had no seatbelt.
4. I returned the cheque to Mr Wallis because there were no signatures on it.
5. The park was just a large area of grass with no tree.
6. When I opened the packet I found there was no sweet in it.
7. I phoned Dr Owen this morning, but there was no reply.
8. When I got to the shop there was no newspaper left.

49.4 Complete these sentences in any appropriate way beginning not one (of) or no amount of. (E)
1. I made lots of cakes for the party but ___________________________.
2. Mr Carlson didn’t want to sell the painting, and ___________________________.
3. I sent job applications to over a hundred companies, but ___________________________.
4. Smallpox used to be common all over the world but since 1978 ___________________________.
5. The floor had dirty black marks all over it, and ___________________________.

49.5 Choose one of the No... phrases in F to complete these sentences. (F)
1. ‘Can you give me a lift to the station?’ ‘_________________________. I’ll pick you up at 8.00.’
2. ‘I’ve got a headache.’ ‘_________________________. You’ve been in front of that computer screen for hours.’
3. ‘Do you think Kim will pass her maths?’ ‘_________________________. She just doesn’t work hard enough.’
4. ‘Where’s Barry?’ ‘_________________________. Last time I saw him he was in the kitchen.’
5. ‘I’m from the Daily News, Dr James. Do you have anything to say about the accusation that you stole from your patients?’ ‘_________________________. Goodbye.’
Unit 50

Much (of), many (of), a lot of, lots (of), etc.

A
In affirmative sentences we generally use a lot of and lots (of) rather than much (of) and many (of), particularly in informal contexts. However, there are a number of exceptions – 

• In formal contexts, such as academic writing, much (of) and many (of) are often preferred. We can also use phrases such as a large/considerable/substantial amount of (with uncountable nouns), or a large/considerable/great/substantial number of (with plural nouns):
  - Much debate has been heard about Thornton’s new book.
  - There could be many explanations for this.
  - Much of her fiction describes women in unhappy marriages.
  - A large amount of the food was inedible. (or Much of…)
  - The book contains a large number of pictures, many in colour. (or …many…)

• In formal contexts we can use much and many as pronouns:
  - There is no guarantee of a full recovery. Much depends on how well she responds to treatment.
  - The government’s policies have done much to reduce unemployment.
  - Many (= many people) have argued that she is the finest poet of our generation.
  - Not once did I see a tiger in the jungle, although I heard many. (referring back to ‘tiger(s)’)

• We usually use many rather than a lot of or lots of with time expressions (days, minutes, months, weeks, years) and number + of (e.g. thousands of voters, millions of pounds):
  - We used to spend many hours driving to Melbourne and back.
  - He was the founder of a company now worth many millions of pounds.

B
We can use many following the, my, its, his, her, etc. and plural countable nouns:

• Among the many unknowns after the earthquake is the extent of damage to the foundations of buildings.

• The gallery is exhibiting some of his many famous paintings of ships.

We can use the phrase many a with a singular noun to talk about a repeated event or a large number of people or things:

• The manager must have spent many a sleepless night worrying about his team selection.

• Many a pupil at the school will be pleased that Latin is no longer compulsory.

C
To emphasise that we are talking about a large number we can use a good/great many with a plural noun:

• She has a good/great many friends in New Zealand.

To emphasise that we are talking about a large amount we can use a good/great deal of with a singular or uncountable noun:

• A good/great deal of the exhibition was devoted to her recent work.

D
We use far (not ‘much’ or ‘many’) before too many + a plural countable noun or too much + an uncountable noun:

• Far too many students failed the end-of-year maths exam. (not Much/Many too many…)

• Far too much time is wasted filling in forms. (not Much/Many too much time…)

E
We often use plenty of instead of a lot of or lots of with uncountable and plural countable nouns. However, plenty of means ‘enough, or more than enough’ and is therefore not likely in certain contexts. Compare:

• We took lots of food and drink on our walk through the hills. (or …plenty of…) and

• Jim doesn’t look well. He’s lost a lot of weight. (‘plenty of’ is unlikely here)
Exercises

50.1 Make corrections or improvements to these extracts from conversations (1–3) and from academic writing (4–6). (A, C, D & E)

1 Sheila’s had many problems with her back for a lot of years. She’s having an operation next week and she won’t be back at work for a good deal of weeks afterwards.
2 ‘There’s bound to be much traffic on the way to the station. Perhaps we should leave now.’ ‘Don’t worry, there’s plenty time left, and at this time of day many people will already be at work.’
3 Many think that hedgehogs are very rare nowadays, but when I was in Wales I saw many.
4 A lot have claimed that Professor Dowman’s study on current attitudes to politics is flawed. One criticism is that much too many people questioned in the survey were under 18.
5 A lot of research has been conducted on the influence of diet on health, with a lot of studies focusing on the relationship between fat intake and heart disease. However, a lot remains to be done.
6 While it is true that a lot of thousands of jobs were lost with the decline of the northern coal and steel industries, a lot of advantages have also followed. Much too many cases of lung disease were recorded in the region, but with lower levels of pollution the number has declined. In addition, a great deal of hi-tech companies have moved in to take advantage of the newly available workforce.

50.2 Complete the sentences with either the/my/its/his/her many or many a/an and then one of the following. (B)

<table>
<thead>
<tr>
<th>coffee shops</th>
<th>expeditions</th>
<th>German relatives</th>
<th>golf courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>letters</td>
<td>ship</td>
<td>sunny afternoon</td>
<td>teacher</td>
</tr>
</tbody>
</table>

1 She went to stay in Munich with one of her many German relatives.
2 I spent sitting on the terrace looking out over the hills.
3 has been lost in the treacherous waters off the south coast of the island.
4 The town is most famous for that attract players from all over the world.
5 Since the end of last year he has refused to speak to me on the phone or answer .
6 Jo Granger accompanied Colonel Smithers on to the Himalayas and the Andes.
7 will be looking forward to the start of the school holidays at the end of the week.
8 I walked into the first of along the High Street and ordered an espresso.

50.3 Write plenty of if it is appropriate in these sentences. If not, use a lot of. (E)

1 It will be very hot on the journey, so make sure you bring drinking water.
2 staff at the hospital have come down with a mysterious illness.
3 He didn’t have money left, so he decided to catch the bus rather than take a taxi.
4 We were surprised when students failed to attend the lecture.
5 I’m looking forward to a relaxing holiday, and I’m taking books to read.
All (of), whole, every, each

All (of)

We sometimes use all after the noun it refers to:
- His songs all sound much the same to me. (or All of his songs sound...)
- We all think Ann's working too hard. (or All of us think...)

Notice that we usually put all after the verb be and after the first auxiliary verb if there is one:
- They are all going to Athens during the vacation. (not They all are going...)
- You should all have three question papers. (not You all should have...; however, note that we can say 'You all should have...' for particular emphasis in spoken English)

To make negative sentences with all (of) we usually use not all (of) rather than all...not (although all...not is sometimes used in informal spoken English):
- Not all (of) the seats were taken. or The seats were not all taken.

Note that not all and none of have a different meaning. Compare:
- Not all my cousins were at the wedding. (= some of them were there) and
- None of my cousins were at the wedding. (= not one of them was there)

All and whole

Before singular countable nouns we usually use the whole rather than all the:
- They weren't able to stay for the whole concert. (rather than...for all the concert.)

However, we can also say all + day/week/night/month/winter, etc. (but not usually all October/2001/21st May, etc.; all Monday/Tuesday, etc. are only usually used in informal contexts); all the time, all the way; and in informal speech we can use all the with things that we see as being made up of parts (all the world/house/city/country/department, etc.):
- She spent the whole winter in the south of Spain. (or...all winter...)
- After the fire the whole city was covered in dust. (or...all the city...in informal speech)

Notice that we can use entire instead of whole immediately before a noun:
- The whole/entire building has recently been renovated.

Before plural nouns we can use all (of) or whole, but they have different meanings. Compare:
- All (of) the towns had their electricity cut off. (= every town in an area) and
- After the storm, whole towns were left without electricity. (= some towns were completely affected; note that we don't say '...whole the towns...')

Every and each

Often we can use every or each with little difference in meaning. However, we use every –
☆ with almost, nearly, virtually, etc. to emphasise we are talking about a group as a whole:
- Almost every visitor stopped and stared. (not Almost each visitor...)
☆ with a plural noun when every is followed by a number:
- I go to the dentist every six months. (rather than...each six months.)
☆ in phrases referring to regular or repeated events such as: every other (kilometre), every single (day), every so often, every few (months), and every now and again (= occasionally)
☆ with abstract uncountable nouns such as chance, confidence, hope, reason, and sympathy to show a positive attitude to what we are saying. Here every means 'complete' or 'total':
- She has every chance of success in her application for the job.

We use each –
☆ when we are talking about both people or things in a pair:
- I only had two suitcases, but each one weighed over 20 kilos.
☆ as a pronoun:
- I asked many people and each gave the same answer. (or...each/every one gave...)

Grammar review: all (of) → 143–144; each/every → 145–146
51.1 Put all in the more appropriate space in each sentence. (A)
1. They ________ were ________ sitting around the table waiting for me.
2. You ________ can ________ stay for dinner if you want.
3. It ________ had ________ happened so quickly, I couldn’t remember much about it.
4. We ________ are ________ going to be late if we don’t hurry.
5. ________ the children ________ started to speak at once.
6. We have ________ been ________ involved in the decision.

51.2 Underline the more appropriate answer. If both are possible, underline them both. (C)
1. All the process! The whole process takes only a few minutes.
2. All areas of the country! Whole areas of the country have been devastated by the floods, although others haven’t had rain for months.
3. All the trip! The whole trip cost me less than $1000.
4. The new rail network links all of the towns! whole towns in the region.
5. When I picked up the book I found that all of the pages! whole pages had been ripped out. There wasn’t a single one left.
6. The new heating system makes all the building! the whole building warmer.
7. All the room! The whole room was full of books.

51.3 Complete these sentences with every or each, whichever is more appropriate. If you can use either every or each, write them both. (D)
1. I had ________ reason to believe that she would keep my secret.
2. The ten lucky winners will ________ receive £1000.
3. We’ve discussed the problem in virtually ________ meeting for the last year.
4. Hugh sends us a postcard from ________ place he visits.
5. In a rugby league game ________ side has 13 players.
6. They had to take out ________ single part of the engine and clean it.
7. Antibiotics were given to ________ child in the school as a precaution.
8. The two girls walked in, ________ one carrying a bouquet of flowers.
9. ________ household in the country is to be sent a copy of a booklet giving advice on first aid.
10. There is a small picture on ________ page of the book.
11. You should take two tablets ________ four hours.
12. The exam is three hours in total and we have to answer six questions, so we have about half an hour for ________ answer.

51.4 Find any mistakes in the italicised parts of this text and suggest corrections. (A-D)

(1) Each so often I like to invite (2) my entire family – my parents, six brothers and their families – over for dinner on Saturday evening. My parents are quite old now, so I like to see them (3) each few weeks. It’s quite a lot of work and I usually spend (4) all Friday shopping and cooking. Some of my family are fussy about what they eat, so I generally have to cook different things for (5) every of them. Fortunately, (6) all the food doesn’t usually get eaten, so I have plenty left for the rest of the week. (7) None of my brothers always come, but the ones who live locally usually do. This time (8) Neil and his family all were on holiday so they couldn’t make it. (9) We had all a great time and we spent (10) the whole evening talking about when we were children.
**Few, little, less, fewer**

**A**

We often use (a) few and (a) little with nouns. However, we can also use them as pronouns:
- Little is known about the painter's early life.
- It is a part of the world visited by few. (= few people)
- Do you want a chocolate? There's still a few left. (= a few chocolates)
- The password is known by only a few. (= a few people)
- 'Do you know anything about car engines?' 'A little.' (= I know a little about car engines)

Note that quite a few means 'quite a large number':
- She's been away from work for quite a few weeks.

**B**

We can use the few and the little followed by a noun to suggest 'not enough' when we talk about a group of things or people (with few) or part of a group or amount (with little):
- It's one of the few shops in the city centre where you can buy food.
- We should use the little time we have available to discuss Jon's proposal.

Instead of the few/little we can use what few/little to mean 'the small (number/amount)'.
- She gave what little money she had in her purse to the man. (or ...the little money...)
- What few visitors we have are always made welcome. (or The few visitors...)

Notice that we can also say 'She gave what/the little she had...' and 'What/The few we have...' when it is clear from the context what is being referred to.

We can use few (but rarely little) after personal pronouns (my, her, etc.) and these and those:
- I learned to play golf during my few days off during the summer.
- She put her few clothes into a bag, and walked out of the house for ever.
- These few miles of motorway have taken over ten years to build.

**C**

In speech and informal writing, it is more usual to use not many/much or only/just... a few/little instead of few and little to talk about a small amount or number, and we often use a bit (of) in informal speech instead of a little:
- Sorry I haven't finished, I haven't had much time today. (rather than ...I had little time...)
- I won't be long. I've only got a few things to get. (rather than ...I've got few things...)
- Want a bit of chocolate? (rather than ...a little chocolate?)

In more formal contexts, such as academic writing, we generally prefer few and little:
- The results take little account of personal preference. (rather than ...don't take much...)

**D**

**less (than) and fewer (than)**

We use less with uncountable nouns and fewer with plural countable nouns:
- You should eat less pasta.  
- There are fewer cars on the road today.

Less is sometimes used with a plural countable noun (e.g. ...less cars...), particularly in conversation. However, this is grammatically incorrect.

We use less than with a noun phrase indicating an amount:
- I used to earn less than a pound a week when I first started work.

Less than is sometimes also used with a noun phrase referring to a group of things or people, particularly in conversation. However, some people think this is incorrect, particularly in formal contexts, and that fewer than should be used instead:
- There were fewer than twenty students present. (or informally ...less than...)

When we talk about a distance or a sum of money we use less than, not fewer than:
- The beach is less than a mile away.

To emphasise that a number is surprisingly large we can use no less than or no fewer than:
- The team has had no fewer than ten managers in just five years. (or ...no less than...)

Notice that we prefer no less than with percentages, periods of time and quantities:
- Profits have increased by no less than 95% in the last year. (rather than ...no fewer than...)

Grammar review: few, little, less → 147–152
52.1 Complete the sentences with (a) few, (a) little, the few, the little, what few or what little, giving alternatives where possible. (A et B)

1. Thomas was named sportsman of the year, and ______________ would disagree with that decision.
2. ______________ remains of the old castle walls except the Black Gate.
3. She called her ______________ remaining relatives together and told them she was leaving.
4. Simpson is among ______________ foreign journalists allowed into the country.
5. ______________ evidence we have so far suggests that the new treatment will be important in the fight against AIDS.
6. ‘Has my explanation helped?’ ‘______________, yes.’
7. ______________ belongings she had were packed into a small suitcase.
8. ______________ will forget the emotional scenes as Wilson gave his farewell performance in front of a huge audience.
9. The announcement will come as ______________ surprise.
10. Tony hasn’t been looking well recently, and I’m ______________ worried about him.
11. ‘Have there been many applications for the job?’ ‘Yes, quite ______________.’
12. The children weren’t well so I had to take ______________ days off.
13. I don’t have much money, but I’m happy to lend you ______________ I have.
14. The tax reforms will mean less income for the majority of people and more for ______________.

52.2 If necessary, suggest changes to the italicised text in these examples from conversations (1–4) and from academic writing (5–8). (C)

1. ‘Did you do anything last night?’ ‘I just watched a little TV and then went to bed.’
2. Take some sweets if you want, although there are few left.
3. I’ve tried to help her, but there’s little more I can do.
4. See that old car over there? There’s few left now.
5. The country hasn’t had many female politicians since independence.
6. It is thought that the two leaders didn’t exchange many words on their first meeting.
7. Teachers were found to be a bit more confident after the extra training.
8. There doesn’t seem to be much prospect of ever recovering the missing manuscript.

52.3 A survey of British university students was conducted in 1980 and recently repeated. Some of the results are given below. Comment on them in sentences using fewer (than) or less (than). (D)

1. Do you have a part-time job?
   Fewer students had a part-time job in 1980 than now...

2. What proportion of your money do you spend on books?
   Proportion of money spent on books (per cent)

3. Do you walk to the university?
   Proportion who walk to university (per cent)

4. On average, how much time per week do you spend on the phone?
   Time spent on the phone per week (minutes)

Are there any results that surprise you? Comment on them using no less than or no fewer than.
Relative pronouns

Defining and non-defining relative clauses (see also GR: J1–J2) begin with a relative pronoun, which can sometimes be omitted:

- We went to a beach (which/that) Jane had recommended to us.
- I know a man who/that ran in the New York Marathon last year.

where the relative pronoun refers to 'a man', and the subject of the relative clause is also 'a man'. In this case, the relative pronoun can't be omitted.

When we use a defining relative clause, the relative pronoun can be either the subject or the object of the relative clause. When it is the subject the word order is subject + verb + object:

- I have a friend who/that plays guitar. (a friend = subject, plays = verb, guitar = object)

When the relative pronoun is the object the word order is object + subject + verb:

- He showed me the rocks (which/that) he had collected. (the rocks = object, he = subject, had collected = verb)

Relative pronouns are used to add information in defining relative clauses as follows:

<table>
<thead>
<tr>
<th>Relative pronoun</th>
<th>which</th>
<th>that</th>
<th>no relative pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>object</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

☆ When we add information about things, we can use that (or no relative pronoun) as object in conversation and which in more formal contexts:

- decorating's a job (that) I hate. (rather than '...which...’ in this informal context)

☆ When we add information about people, we generally prefer that (or no relative pronoun) as object in informal contexts rather than who or whom:

- that's the man (that) I met at Allison's party (rather than ....who/whom I met...)

☆ whom is very formal and rarely used in spoken English:

- the boy whom Elena had shouted at smiled. (less formally that, no relative pronoun or who)

☆ We use that as subject after: something and anything; words such as all, little, much, and none used as pronouns; and noun phrases that include superlatives. Which is also used as subject after something and anything, but less commonly:

- these walls are all that remain of the city. (not ... which remain of the city.)

☆ Note that we can use that (or no relative pronoun) as object after something/anything; all, etc.; and noun phrases with superlatives. For example:

- she's one of the kindest people (that) I know. (not ... one of the kindest people who I know.)

Relative pronouns are used to add information in non-defining relative clauses as follows:

<table>
<thead>
<tr>
<th>Relative pronoun</th>
<th>which</th>
<th>that</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>object</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

☆ Notice that we must include a relative pronoun in a non-defining relative clause.

☆ We can use who or whom as object, although whom is very formal:

- professor Johnson, who(m) I have long admired, is to visit the University next week.

☆ When we add information about things, we can use which as subject or object. That is sometimes used instead of which, but some people think this is incorrect:

- the master's course, which I took in 1990, is no longer taught. (or ...that I took...)
53.1 Put brackets around the underlined relative pronoun if it can be omitted from these sentences. (A)

1. We talked about the party which Sarah wants to organise for my birthday.
2. To get to Frank’s house, take the main road that bypasses the village.
3. The paintings which Mr Flowers has in his house are worth around £100,000.
4. Let’s go through the main points that he made in his lecture.
5. He received a low mark for his essay, which was only one page long.
6. Mrs Richmond, who is 42, has three children.
7. Don is a friend who we stayed with in Australia.
8. In the shop window there’s a sign that says ‘Ten per cent off’.
9. The couple who live next to us have sixteen grandchildren.
10. There was little that we could do to help her.

53.2 Write the information in brackets as a relative clause (defining or non-defining) in an appropriate place in the sentence. Give alternative relative pronouns if possible. (Use – to indicate 'no relative pronoun') (C & D)

1. Susan said something, (I couldn’t hear it clearly) …Susan said something that/which/—I couldn’t hear clearly.
2. Julia’s father has just come back from a skiing holiday. (he is over 80)
3. The problems faced by the company are being resolved. (I’ll look at these in detail in a moment)
4. She was greatly influenced by her father. (she adored him)
5. He pointed to the stairs. (they led down to the cellar)
6. These drugs have been withdrawn from sale. (they are used to treat stomach ulcers)
7. The singer had to cancel her concert. (she was recovering from flu)
8. The minister talked about the plans for tax reform. (he will reveal them next month)
9. I have two older sisters. (I love them very much)

53.3 If necessary, correct or make improvements to these sentences. If they are already correct, write ✓. (A-D)

1. There’s something which I should tell you.
2. The doctor whom Ingrid went to see was very thorough.
3. Yesterday was the hottest day I can remember.
4. There isn’t much can go wrong with the machine.
5. Thieves whom stole paintings from Notford art gallery have been arrested in Paris.
6. It may be the most important decision which you will ever take.
7. The boy took the photograph was paid £100.
8. I heard many different accents in the room, but none which I could identify as British.
9. There’s this dream which I have every night about falling downstairs.
10. He just said anything which came into his head.
### Clauses with whose

We use a relative clause beginning with the relative pronoun *whose* + noun, particularly in written English, when we talk about something belonging to or associated with a person, animal or plant:

- Stevenson is an architect whose designs have won international praise.
- Sue was taking care of a rabbit whose ears were badly damaged in a fight with a cat.

We can use *whose* in both *defining* and *non-defining relative clauses* (see GR: J1–J2).

We generally avoid using *whose* to talk about something belonging to or associated with a *thing*:

- I received a letter, and its poor spelling made me think it was written by a child. (*more natural than* 'I received a letter, whose poor spelling made me think...')

However, we sometimes use *whose* when we talk about towns, countries, or organisations:

- The film was made in Botswana, whose wildlife parks are larger than those in Kenya.
- We need to learn from companies whose trading is more healthy than our own.

In academic writing *whose* is used to talk about a wide variety of 'belonging to' relationships:

- Students are encouraged to use an appropriate theory in order to solve problems whose geographical limits are clear.

### Clauses with when, whereby, where and why

We can begin relative and other clauses with *when* (referring to time), *whereby* (method or means; used mainly in formal contexts), and *where* (location). In formal English in particular, a phrase with *preposition* + *which* can often be used instead of these:

- He wasn't looking forward to the time when he would have to leave. (*or...the time at which...*)
- Do you know the date when we have to hand in the essay? (*or...the date on/by which...*)
- The government is to end the system whereby (= 'by which means') farmers make more money from leaving land unplanted than from growing wheat. (*or...the system in/by which farmers...*)
- This was the place where we first met. (*or...the place at/in which we...*)

In academic English, we can also use *where* to refer to relationships other than location, particularly after words such as case, condition, example, situation, system:

- Later in this chapter we will introduce cases where consumer complaints have resulted in changes in the law. (*or more formally...cases in which...*)

We can also use *a/the reason why or a/the reason that or just a/the reason*:

- I didn’t get a pay rise, but this wasn’t the reason why I left. (*or...the reason that I left.*)

### Clauses with who and what; whatever, whoever and whichever

Some clauses beginning with a *wh*-word are used like a noun phrase in a sentence. These are sometimes called *nominal relative clauses*:

- Can you give me a list of who’s been invited? (= the people who have been invited)
- I didn’t know what I should do next. (= the thing that I should do next)

Notice that we can’t use *what* in this way after a noun:

- I managed to get all the books that you asked for. (*not...all the books what you asked for.*)

We use clauses beginning with **whatever** (= anything or it doesn’t matter what), **whoever** (= the person/group who or any person/group who), or **whichever** (= one thing or person from a limited number, to talk about things or people that are indefinite or unknown:

- I’m sure I’ll enjoy eating whatever you cook.
- **Whoever** wins will go on to play Barcelona in the final.
- **Whichever** one of you broke the window will have to pay for it.

**Grammar review: relative clauses** → J1–J3
54.1 Combine a sentence from i with a sentence from ii to make new sentences with whose, as in 1. (A)

<table>
<thead>
<tr>
<th>i</th>
<th>ii</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Dr Rowan has had to do all his own typing.</td>
<td>a Its chairperson is Sir James Bex.</td>
</tr>
<tr>
<td>2 The newspaper is owned by the Mears group.</td>
<td>b Their diets contain high levels of protein.</td>
</tr>
<tr>
<td>3 Parents are being asked to take part in the survey.</td>
<td>c Their flowers are attractive to bees.</td>
</tr>
<tr>
<td>4 Children do better in examinations.</td>
<td>d His secretary resigned two weeks ago.</td>
</tr>
<tr>
<td>5 My aunt is now manager of a department store.</td>
<td>e Their objectives are to increase fish stocks.</td>
</tr>
<tr>
<td>6 I enjoy growing plants in my garden.</td>
<td>f Her first job was filling shelves in a supermarket.</td>
</tr>
<tr>
<td>7 The new regulations are part of a broader strategy.</td>
<td>g Their children are between four and six.</td>
</tr>
</tbody>
</table>

1 Dr Rowan, whose secretary resigned two weeks ago, has had to do all his own typing.

54.2 Define these items using whose (1–3) and in which (4–6). You may need to use a dictionary. (A)

1 A lexicographer is a person whose job is to write dictionaries.
2 A widow is a woman ________________________________
3 An actuary is a person ________________________________
4 A furnace is a container ________________________________
5 A gazebo is a small garden building ________________________________
6 Polo is ________________________________

54.3 Choose one of the following phrases and then either when, whereby, where or why to complete these sentences. (B)

the area an agreement a condition a method moments the reason

1 During the performance there were ________________________________ she found it difficult not to laugh.
2 The two governments reached ________________________________ the border would be patrolled by troops from a third country.
3 The land is very fertile in ________________________________ Jack has bought his farm.
4 I think ________________________________ we get on so well is that we both enjoy talking.
5 Freeze drying is ________________________________ water is rapidly evaporated from frozen food in order to preserve it.
6 Hypoglycemia is ________________________________ the level of sugar in the blood drops suddenly.

54.4 If the underlined word is correct, write ✓. If not, suggest another word. (C)

1 I think whatever was responsible for damaging the trees should be fined or sent to prison.
2 Do they really understand that they are doing?
3 I don’t envy whoever buys that house. It’s in a terrible condition.
4 Now that I no longer have to wear a school uniform, I’ll be able to wear which I want.
5 I think the government should improve the health service, whichever the cost.
6 It’s a question that I’ve been asking for many years.
7 The clock makes a noise what keeps me awake at night.
8 I’m sure that Keith will do well at university, which one he goes to.
9 We kept a note of who we met as we travelled around Africa and wrote to them when we got home.
Prepositions in relative clauses

In formal styles **noun + of which** is often preferred to **whence + noun** when we talk about things:

- A huge amount of oil was spilled, the effects of which are still being felt.
- The end of the war, the anniversary of which is on the 16th November, will be commemorated in cities throughout the country.

We can use **of which** and **of whose**, but not usually **which** or **whose**, after all, **both, each, many, most, neither, none, part, some, a number** (one, two, etc.; the first, the second, etc.; half, a third, etc.) and **superlatives** (the best, the biggest, etc.):

- Lotta was able to switch between German and Russian, both of which she spoke fluently. (not ...both which she spoke fluently.)
- She joined the local tennis club, most of whose members were at least 60.

In formal contexts, **of which** can be used instead of **that/which**...of in relative clauses:

- The school of which she is head of is closing. (or more formally **The school of which she...**)
- The book **of which** he's most proud of... (or more formally **The book of which he...**)

In formal, mainly written, English **whose** can come after a preposition in a relative clause. However, it is more natural to put the preposition at the end of the clause in less formal contexts and in spoken English:

- The council is in discussion with Lord Thomas, on whose land most of the village is built. (or less formally ...Lord Thomas, whose land most of the village is built on.)
- I now turn to Freud, from whose work the following quotation is taken. (or less formally ...Freud, whose work the following quotation is taken from.)

When a preposition is needed with the relative pronouns **which** and **whom** we usually put it before the relative pronoun in formal styles:

- The rate at which a material heats up depends on its chemical composition.
- Her many friends, among whom I like to be considered, gave her encouragement.

After a preposition we usually use **whom** rather than **who** in formal styles:

- Is it right that politicians should make important decisions without consulting the public to whom they are accountable? (rather than ...the public to who they are accountable.)

and we don't use **that** or **no relative pronoun**:

- The valley in which the town lies is heavily polluted. (not The valley in that the town lies is heavily polluted.; not The valley in the town lies is heavily polluted.)

In less formal English we usually put the preposition later in the relative clause rather than at the beginning:

- The office that Graham took us to was filled with books.

and we prefer **who** (or **that**) rather than **whom** (see also Unit 26A):

- The playground wasn't used by the children who it was built for.

If the verb in the relative clause is a two-word verb (e.g. come across, fill in, look after, take on) we don't usually put the preposition before the relative pronoun:

- The Roman coins, which a local farmer came across in a field, are now on display in the National Museum. (not ...coins, across which the local farmer came, are...)

With three-word verbs, we only put the preposition before the relative pronoun in a very formal or literary style, and many people avoid this pattern:

- She is one of the few people to whom I look up. (or less formally ...who I look up to.)
Exercises

Unit 55

55.1 Rewrite these sentences so that they are more appropriate for formal written English. Use preposition + which or preposition + whose, as appropriate. (A & B)

1 Fleming's discovery of penicillin, which he was awarded the Nobel Prize for, had a major influence on the lives of people in the 20th century.

   Fleming’s discovery of penicillin, for which he was awarded the Nobel Prize, had a major influence on the lives of people in the 20th century.

2 He was the uncle of Ann Boleyn, whose execution in 1542 he lost power after.

3 It is her unmarried name which she is better known by.

4 Mr Marks, whose farm the stream flows across, is unhappy about the plans for the new dam.

5 The election result, which there can be no doubt about, is a great disappointment.

6 The building which Mr Marcus emerged from was little more than a ruin.

7 It is a medieval palace, whose tower the king hid in during the civil war.

8 I am grateful to Alan Mackie, whose book on the history of the bicycle this information comes from.

55.2 Join the sentence halves using which or whom after an appropriate preposition. (C)

   the furniture is to be delivered. she was divorced in 1995. he had shown his novel.

   I had great respect. it was named. you should be aware.

   most world trade was conducted.

1 My English teacher, Mrs Brookes, was someone for whom I had great respect.

2 Until 1914 the pound sterling was the currency.

3 They have changed the date.

4 Pasteurisation was discovered by the French chemist Louis Pasteur.

5 He was persuaded to stay in England by Charles Dickens.

6 There are a number of safety procedures.

7 Details are in the instruction manual.

8 Ms Peters was left the money by her former husband.

55.3 How would you express the sentences you have written in 55.2 in a less formal way, putting the preposition at the end of the relative clause? (A)

1 My English teacher, Mrs Brookes, was someone who/that/- I had great respect for.

55.4 Suggest corrections or improvements to these sentences or write ✓ if they are already correct. (A, C & D)

   1 The house into which the thieves broke is owned by Peter Brown.
   ✓ The house which the thieves broke into is owned by Peter Brown.

   2 The school has been given 20 computers, half of which are brand new.

   3 JKL Motorbikes sells six different models, the first which they started making in 1985.

   4 It was the perfect tree under that to sit on a hot, sunny day.

   5 The party, to which I’ve been looking forward all week, is at Mary’s house.

   6 The water that she fell into was freezing cold.

   7 I have heard her on the violin and clarinet, both which she plays extremely well.

   8 The film was made at Tulloch Castle, part which dates back to 1466.

   9 The college is home to 30 students from Nepal, almost all of who are studying economics.
Other ways of adding information to noun phrases (1): additional noun phrases, etc.

A
We sometimes add information about a person or thing referred to in one noun phrase by talking about the same person or thing in a different way in a following noun phrase:

- A hooded cobra, one of the world’s most dangerous snakes, has escaped from Dudley Zoo.
- Dr Alex Parr, director of the State Museum, is to become the government’s arts adviser.
- When Tom fell off his bike we gave him arnica, a medicine made from a flower, for the bruising.

In writing, the items are usually separated by a comma, and in speech they are often separated by a pause or other intonation break. However, when the second item acts like a defining relative clause, when it is usually a name, there is usually no punctuation in writing or intonation break in speech:

- My friend Jim has moved to Sweden. (rather than My friend, Jim, ...)
- The current champion is expected to survive her first-round match with the Italian Silvia Farina. (rather than ...the Italian, Silvia Farina.)

B
We can add information to a noun phrase with a conjunction such as and or or:

- Kurt Svensson, her teacher and well-known concert pianist, thinks that she has great talent. (= her teacher is also a well-known concert pianist)
- My business partner and great friend Tom Edwards is getting married today.
- Phonetics or the study of speech sounds is a common component on courses in teaching English as a foreign language.

C
The adverb namely and the phrase that is are used to add details about a noun phrase:

- This side-effect of the treatment, namely weight gain, is counteracted with other drugs.
- The main cause of global warming, that is the burning of fossil fuels, is to be the focus of negotiations at the international conference.

D
We can also add information to a noun phrase using a participle clause beginning with an -ing, -ed or being + -ed verb form. These are often similar to defining relative clauses (see GR: J1–2):

- Any passengers travelling to Cambridge should sit in the first two carriages of the train. (or Any passengers who are travelling...)
- The people living next door come from Italy. (or The people who are living next door...)
- The weapon used in the murder has now been found. (or The weapon that was used...)
- The book published last week is his first novel. (or The book that was published last week...)
- The prisoners being released are all women. (or The prisoners who are being released...)
- The boys being chosen for the team are under 9. (or The boys who are being chosen...)

Notice that -ing participle clauses correspond to defining relative clauses with an active verb, while -ed and being + -ed clauses correspond to defining relative clauses with a passive verb.

We can also use a to-infinitive clause, as in:

- Have you brought a book to read? (= you bring it and you read it)
- Have you brought a book for Kevin to read? (= you bring it and Kevin reads it)
- My decision to resign from the company was made after a great deal of thought.
- I thought that the decision of the committee, to increase staff holidays, was a good one.

E
In written English, particularly in newspapers, -ing and -ed clauses are also used instead of non-defining relative clauses. These are usually written between commas or dashes (–):

- The men, wearing anoraks and hats, made off in a stolen Volvo estate.
- The proposals – expected to be agreed by ministers – are less radical than many employers had feared.
56.1 Add the information given below to the sentences and rewrite them in an appropriate way, using the examples in A and B as models.

Klaus Schmidt is the current European champion
Andy Todd is head of Downlands Hospital
Beluga caviar is among the most expensive food in the world
Tonya’s father has also been her trainer for the last 10 years
Paul Jennings is Australian My colleague is Paul
Gofast Technology is part of the Maddison Enterprises Group
Another name for rubella is German measles
The German 10,000 metres record holder is also the current European champion

1 Gofast Technology has launched its new generation of high-speed trains.
   *Gofast Technology, part of the Maddison Enterprises Group, has launched its new generation of high-speed trains.*

2 I went on an IT training course with my colleague.
3 Rubella is still a common childhood disease in many countries.
4 Four kilos of Beluga caviar has been ordered for James and Stephanie’s wedding party.
5 One of the most popular modern writers for children is Paul Jennings.
6 Tonya’s father was in the crowd to watch her victory.
7 Dr Andy Todd has criticised government plans to cut health funding.
8 Klaus Schmidt is running in the Stockholm Marathon.

56.2 Match the sentence beginnings (in i) and endings (in ii) and add appropriate information (from iii) after namely or that is. The first is done for you. (C)

<table>
<thead>
<tr>
<th>i</th>
<th>ii</th>
<th>iii</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Leo Tolstoy’s most celebrated novel,</td>
<td>a are found in 25% of households.</td>
<td>Tallinn students</td>
</tr>
<tr>
<td>2 The two countries having land borders with the USA,</td>
<td>b covers over 2 million square kilometres.</td>
<td>cats, dogs and rabbits</td>
</tr>
<tr>
<td>3 The three most popular pets in Britain,</td>
<td>c should have ways of complaining about poor teaching.</td>
<td>Mexico and Canada</td>
</tr>
<tr>
<td>4 The capital of Estonia,</td>
<td>d have complained to the President about the new customs regulations.</td>
<td>Greenland</td>
</tr>
<tr>
<td>5 The largest island in the world,</td>
<td>e was published in 1869.</td>
<td></td>
</tr>
<tr>
<td>6 The ‘consumers’ of education,</td>
<td>f is situated on the Gulf of Finland.</td>
<td></td>
</tr>
</tbody>
</table>

1 + e  *Leo Tolstoy’s most celebrated novel, namely War and Peace, was published in 1869.*

56.3 Complete the sentences with an -ing, -ed or being + -ed form of these verbs. Then rewrite the sentence using a relative clause instead of the participle clause. (D)

<table>
<thead>
<tr>
<th>verb</th>
<th>1 The man [driving] the bus is my brother.</th>
<th>The man who is driving the bus is my brother.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 I went to a reunion for students [attended] in the physics department during the 1980s.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 As my aunt told me what she thought, I felt like a schoolboy [attended] by his headmaster.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 There is a sign on the gate [attaching] ‘Entry forbidden’.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 Across the river were some of the deer [modifying] into the park in the 19th century.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 Rivers [flowing] into the Baltic Sea are much cleaner now than ten years ago.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 The booklets [flowing] as we speak will be on sale later this afternoon.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8 Anyone [attracting] further information can see me in my office.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9 Mary O’Brien, the Democrat [being] to the council only last week, has resigned.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 We live in a house [flowing] in 1906.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11 The protest march [being] next week is expected to attract over 100,000 people.</td>
<td></td>
</tr>
</tbody>
</table>
Other ways of adding information to noun phrases (2): prepositional phrases, etc.

A
We commonly add information about a thing or person using a prepositional phrase. Often these have a meaning similar to a relative clause:

- What's the name of the man by the window? (or ...the man who's by the window?)
- It's in the cupboard under the stairs. (or ...the cupboard that's under the stairs.)
- She lives in the house with the red door. (or ...the house which has the red door.)

In some cases, however, these prepositional phrases do not have a corresponding relative clause:

- You need to keep a careful record of what you spend.
- There is likely to be an increase in temperature tomorrow.

We often prefer a relative clause rather than a prepositional phrase in non-defining relative clauses with be + preposition or with have as a main verb:

- Johnson, who was in the store at the time of the robbery, was able to identify two of the men. (rather than ...Johnson, in the store...)
- Jim Morton, who has a farm in Devon, has decided to grow only organic vegetables. (rather than Jim Morton, with a farm in Devon, has...)

B
In written English, particularly in academic writing, a series of prepositional phrases and relative clauses is often used to add information about a previous noun phrase. Note that prepositional phrases can also be used with an adverbial function (e.g. ‘...taken the drug in the last 6 months’ in the sentence below):

- Doctors are contacting patients with diabetes who have taken the drug in the last 6 months.
- Scientists in Spain who have developed the technique are optimistic that it will be widely used in laboratories within the next decade.

We can also use participle clauses and noun phrases (see Unit 56) in a series of clauses/phrases which add information to the preceding noun phrase:

- The waxwing is the only bird found in Britain with yellow and red tail feathers.
- Mr Bob Timms, leader of the Democratic Party, MP for Threeoaks, has announced his resignation.

C
Notice that adding a series of prepositional phrases can often lead to ambiguity. For example:

- The protesters were demonstrating against the mistreatment of animals on farms.

could mean either that the place the protesters were demonstrating was ‘on farms’ or that the animals were ‘on farms’. We could make the sentence unambiguous with, for example:

- The protesters were demonstrating on farms against the mistreatment of animals. or
- The protesters were demonstrating against the mistreatment of animals kept on farms.
57.1 Match the sentence halves, adding an appropriate preposition, as in 1. (A)

1 Jane's the girl...
2 She's in the photograph...
3 I plan to cut down the tree...
4 There's a team of people...
5 I walked along the footpath...
6 The children can't get over the fence...
7 Go along the lane...
8 Jack's a boy...
9 Follow the main road...
10 She's a teacher...

a ...green shirts.
b ...the back garden.
c ...blonde hair.
d ...the canal.
e ...the piano.
f ...Paris to Lyons.
g ...the houses.
h ...New Zealand.
i ...the pool.
j ...a quick temper.

1 + c ...Jane's the girl with blonde hair...

57.2 Rewrite the sentences in 57.1 with defining relative clauses. (A)

1 ...Jane's the girl who has blonde hair...

57.3 Complete the sentence by adding the pieces of information given. Use relative clauses (see Unit 53), additional noun phrases and participle clauses (Unit 56) and prepositional phrases (Unit 57).

1 Police are questioning men... between 25 and 30 living in the village, known to have a criminal record...

(The men are between 25 and 30. They live in the village. They are known to have a criminal record.)

2 Teachers...

(The teachers work at Queen's College. Queen's College is in the city centre. The teachers went on strike last week. They have appointed Jacqui Smith as their spokesperson. She is the head of English.)

3 Marge Scott...

(Marge Scott has died. She was aged 95. She was educated at Marston College. She was the first woman to be educated there. Marston College is in south Wales.)

4 The conference...

(The conference was held in Singapore. It approved the world trade agreement. The agreement was drawn up by European and Asian states. The conference has now ended.)

5 A book...

(The book is on gardening. It is called All about Plants. Mary wanted to borrow it. It wasn't available in the library.)

6 A painting...

(The painting was found in a second-hand shop. It was found by Beth Sands. She is an antique dealer. She is from York. The painting is thought to be by J.M.W. Turner. Turner was a British landscape artist.)

57.4 Why are these sentences ambiguous? Can you rewrite them to remove the ambiguity? (C)

1 A man was talking with a grey suit.

2 A lorry was stopped by a police officer carrying thousands of stolen cigarettes.

3 I discussed my plan to decorate the room with my parents.
### Participle clauses with adverbial meaning (1)

**A** We can use **present participle** (-ing) and **past participle** (-ed) clauses with an adverbial meaning. (See also Unit 59.) Clauses like these often give information about the timing, causes, and results of the events described:

- **Opening her eyes**, the baby began to cry. (= When she opened her eyes...)
- **Faced with a bill for £10,000**, John has taken an extra job. (= Because he is faced...)
- **Looked after carefully**, the plant can live through the winter. (= If it is looked after...)
- **Having completed the book**, he had a holiday. (perfect; = When/Because he had completed...)
- The fruit was expensive, **being imported**. (simple passive; = ...because it was imported)
- **Having been hunted close to extinction**, the rhino is once again common in this area. (perfect passive; = Although it had been hunted close to extinction...)

**B** The implied subject of a participle clause (that is, a subject known but not directly mentioned) is usually the same as the subject of the main clause:

- **Arriving** at the party, we saw Ruth standing alone. (= When we arrived...we saw...)

However, sometimes the implied subject is not referred to in the main clause:

- **Having wanted** to drive a train all his life, this was an opportunity not to be missed.

In careful speech and writing we avoid different subjects for the participle and main clause:

- Turning round quickly, the door hit me in the face. (first implied subject = 'I'; second subject = 'the door')

**C** In formal English, the participle clause sometimes has its own subject, which is often a pronoun or includes one:

- The collection of vases is priceless, **some being over two thousand years old**.
- **Her voice breaking with emotion**, Jean spoke about her father's illness.

We use a present participle (-ing) clause to talk about something happening at the same time as an event in the main clause, or to give information about the facts given in the main clause.

**D** When we use **not** in a participle clause it usually comes before the participle. However, it can follow the participle, depending on the part of the sentences affected by **not**. Compare:

- **Wishing not** to go out that night, I made an excuse. ('not' relates to 'to go out that night'; the sentence means 'I didn't want to go out on that particular night') and
- **Not wishing** to go out that night, I made an excuse. ('not' relates to 'wish to go out that night'; the sentence could mean 'going out on that particular night wasn't my wish')

**E** We use a clause beginning with **having + past participle** rather than a present participle if the action in the main clause is the consequence of the event in the participle clause:

- **Having won** every major judo title, Mark retired from international competition. (or **After winning...; not** Winning every major judo title...)
- **Having broken** her leg the last time she went, Brenda decided not to go on the school skiing trip this year. (or **After breaking** her leg...; **not** Breaking her leg...)

We can use either a **present participle** (-ing) clause or a **having + past participle** clause with a similar meaning when the action in the participle clause is complete before the action in the main clause begins. Compare:

- **Taking off** his shoes, Ray walked into the house. (**Having taken off**...has a similar meaning) and
- **Running** across the field, I fell and hurt my ankle. (= While I was running...; 'Having run...' would suggest that I fell after I had run across the field)

**Grammar review: -ing clauses and -ed clauses → J4-J8**
Exercises

Unit 58

58.1  Rewrite the sentences beginning with one of the clause forms shown in A and D.
1  When she saw the dog coming towards her, she quickly crossed the road.
   \( \text{Seeing the dog coming towards her, she quickly crossed the road.} \)
2  As she was dressed all in black, she couldn’t be seen in the starless night.
3  As I don’t have a credit card, I found it difficult to book an airline ticket over the phone.
4  Keith spent a lot of time filling in job application forms because he was unemployed.
5  Because I was walking quickly, I soon caught up with her.
6  The house was built of wood, so it was clearly a fire risk.
7  I was eager to catch the bus in good time because I had been told off the day before for arriving late.
8  She didn’t know where the theatre was, so she asked for directions at the hotel reception.
9  As she was a nurse, she knew what to do after the accident.
10  He had spent his childhood in Oslo so he knew the city well.

58.2  Where the implied subject of the two clauses is the same write S and where it is different write D. In the sentences where it is different, rewrite the sentence to make it more acceptable. (B)
1  Waiting for the bus, a car went through a puddle and splashed water all over me.
2  Known mainly as a writer of novels, James has now written a successful biography.
3  Keeping a careful eye on the spider, Suzanne hurried out of the bathroom.
4  Looking down from the hill, the town spread out before us towards the coast.
5  Feeling rather sick, the boat ploughed through the huge waves.
6  Found only in the Andes, the plant is used by local people to treat skin diseases.

58.3  Choose the more appropriate position for not in these sentences. (D)
1  \( \text{wishing not to boast, she said nothing about her success.} \)
2  \( \text{pretending not to notice that people were staring at me, I carried on looking on the floor for my lost contact lens.} \)
3  \( \text{determined not to be beaten, she put all her energy into the serve.} \)
4  \( \text{feeling not well, she went home early.} \)
5  \( \text{bothering not to put on his coat, he left the house.} \)
6  \( \text{trying not to cry, she waved to Mark as the train pulled out.} \)

58.4  Complete the sentences with either having + past participle or the -ing form of one of these verbs. In which is it also possible to use either form with a similar meaning? (E)

\( \text{move park suffer wait walk} \)

1  \( \text{the car about a kilometre from the stadium, I walked the rest of the way.} \)
2  \( \text{out of the city, she felt much happier.} \)
3  \( \text{through the tunnel, I banged my head on the low roof.} \)
4  \( \text{six months for the washing machine to be delivered, I decided to cancel the order.} \)
5  \( \text{from depression himself as a teenager, Kevin could understand how his son was feeling.} \)
Participle clauses with adverbial meaning (2)

A  We can use prepositions such as after, before, besides, by, in, on, since, through, while, with, and without with a present participle (-ing) clause with an adverbial meaning (see also Unit 58):

- While understanding her problem, I don’t know how I can help. (= Although I understand...)
- After spending so much money on the car, I can’t afford a holiday.
- Before being changed last year, the speed limit was 70 kph. (passive form)

Less formal alternatives have a clause with a verb that can change according to tense and subject. Compare:

- Since moving to London, we haven’t had time to go to the theatre. and
- Since we moved to London, we haven’t had time to go to the theatre. (less formal)

B  by, in, on + -ing

- By working hard, she passed her maths exam. = the -ing clause indicates ‘the method or means used’
- They only survived by eating roots and berries in the forest.
- On returning from Beijing, he wrote to the Chinese embassy. = the -ing clause indicates ‘when’
- John was the first person I saw on leaving hospital.
- In criticising the painting, I knew I would offend her. = the -ing clause indicates ‘cause’
- In choosing Marco, the People’s Party has moved to the left.

We can often use by + -ing or in + -ing with a similar meaning, although by + -ing is preferred in informal contexts:

- In/By writing the essay about Spanish culture, I came to understand the country better. 
  (‘In writing...’ = the consequence of writing was to understand...; ‘By writing...’ = the method I used to understand the country better was to write...)

But compare:

- By telephoning every hour, she managed to speak to the doctor. (not In telephoning...; the method, not the consequence)

C  with -ing; without -ing

With + -ing often introduces a reason for something in the main clause. This use is fairly informal. Notice that a subject has to come between with and -ing:

- With Louise living in Spain, we don’t see her often. (= Because Louise lives in Spain...)
- With sunshine streaming through the window, Hugh found it impossible to sleep.
  (= Because the sunshine was streaming...)

With and what with can also be used with a noun phrase to introduce a reason:

- With my bad back I won’t be able to lift a heavy suitcase.
- What with the traffic and the heavy rain, it’s no wonder you were late.

We can use without + ing to say that a second action doesn’t happen:

- I went to work without eating breakfast.
- They left without paying.

Often, however, it has a similar meaning to ‘although...not’ or ‘unless’:

- Without meaning to, I seem to have offended her. (= Although I didn’t mean to...)
- Without seeing the photo, I can’t judge how good it is. (= Unless I see the photo...)

D  Adverbial meanings can also be added by a clause beginning with a conjunction or adjective but with no verb, having the same meaning as a clause beginning with a conjunction + subject + be.

This is used in fairly formal English. More informal alternatives are given in brackets:

- While in Poland, they will play two concerts in Warsaw. (or While they are in Poland...)
- Although just two feet apart, they didn’t speak. (or Although they were just...)
- I try to use public transport whenever possible. (or ...whenever it is possible.)
- Unhappy with the decision, Johnson swore at the referee. (or Because he was unhappy...)
- James relaxed, pleased with his day’s work. (or ...because he was pleased...)

Grammar review: -ing clauses and -ed clauses → J4–J8

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59.1 Complete these sentences with a preposition from (i) and a verb from (ii). Use an -ing form of the verb or being + past participle, as appropriate. You will need to use some of the words from (i) more than once. (A)

<table>
<thead>
<tr>
<th>after</th>
<th>before</th>
<th>since</th>
<th>after</th>
<th>come-</th>
<th>interview</th>
<th>leave</th>
<th>overthrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>through</td>
<td>while</td>
<td></td>
<td></td>
<td>sell</td>
<td>take</td>
<td>welcome</td>
<td>work</td>
</tr>
</tbody>
</table>

1. Since coming out of hospital, I have been to the gym every day.
2. On TV last night, the minister mentioned that she would be retiring soon.
3. The back off the computer, make sure it is unplugged.
4. The government's new policy, I think it should have been introduced months ago.
5. In a military takeover, the king has been under house arrest.
6. With young children for the last 40 years, she has come to understand their behaviour better than most.
7. In supermarkets, most milk is pasteurised.
8. Oxford University in 1953, Painter spent three years teaching at a local school.

59.2 Match the items on the left with those on the right. Then write sentences beginning by + -ing, on + -ing, or in + -ing, as in the example. (B)

1. She returned home.  
2. She gave up sugar.  
3. She turned down the job.  
4. She moved to a smaller flat.  
5. She entered the classroom.  
6. She criticised her father.  

a. She soon began to lose weight.  
b. She saved over a hundred pounds a month.  
c. She knew that she might offend him.  
d. She found Dave waiting outside her front door.  
e. She gave up the possibility of a huge salary.  
f. She was surprised when all the children stood up quietly.

1 + d On returning home, she found Dave waiting outside her front door.

59.3 Rewrite these sentences beginning With... -ing or Without... -ing. (C)

1. We couldn't go on holiday because Kathy had flu.

2. I won't be able to advise you unless I have more information.

3. He had solved the problem, although he didn't realise it.

4. I couldn't wait for Ken any longer as time was running out before the train left.

59.4 Match the sentence halves and write new sentences with a reduced clause, as in the examples in D.

1. When you are in Madrid,... a... she continued to climb.
2. Because he was popular with his fellow pupils,... b... the flowers are a welcome addition to any garden.
3. Although she was exhausted,... c... she practised for hours every day.
4. As she was determined to do well in the concert,... d... students can refer to their dictionary.
5. Since they are attractive to butterflies,... e... he was elected head boy at the school.
6. Where it is necessary,... f... you must visit the Prado Museum.

1 + d When in Madrid, you must visit the Prado Museum.
Unit 60

Reflexive pronouns: herself, himself, themselves, etc.

A

In addition to the usual reflexive pronouns (myself, yourself, etc.; see GR: K1–K2) some people use themselves to refer to the person who is the subject of the sentence, to avoid saying whether the subject is male or female:

- The author of the letter describes themselves as ‘a senior government official’.
- Who wants to go through life by themselves, without friends?

Oneself (or less formally yourself) is used to refer to people in general:

- I think one has to have the courage to be oneself and say whatever comes naturally. (less formally I think you have to have the courage to be yourself...)

B

We can use reflexive pronouns for emphasis in various ways (see GR: K2). We also use reflexive pronouns to emphasise that the subject caused a certain action:

- When Tom and Jack saw the robbery they called the police, but then they got arrested.
- When Tom and Jack saw the robbery they called the police, but got themselves arrested. (emphasises that Tom and Jack did something to make the police arrest them)
- When Tom and Jack saw the robbery they called the police, but they got arrested themselves. (emphasises that Tom and Jack were arrested, not the robbers)

C

If the object of a transitive verb refers to the same person or thing as the subject, then that object must be a reflexive pronoun. Compare:

- He walked around the golf course to familiarise himself with it. and
- We walked around to familiarise the children with their new surroundings.

Other verbs commonly used in this way include absent...from, avail...of, busy...with, concern...with, occupy...with, pride...on, tear...away from, trouble...about/with.

With some verbs we can use a reflexive pronoun or leave it out with little difference in meaning:

- We are confident that both sets of fans will behave (themselves) at the match.

Other verbs like this include acclimatise, adapt, (un)dress, hide, move, prepare, shave, wash. We include the reflexive pronoun if we want to emphasise particularly that the person or thing referred to in the subject is affected by the action:

- Although he helped other athletes in their preparations for competing at high altitudes, he found it difficult to acclimatise himself.

D

When the subject and object (after a preposition) refer to the same person or thing we use a reflexive pronoun after the preposition:

- He was pleased with himself. (not ...pleased with him.)

If the verb has a direct object we use a personal pronoun, not a reflexive pronoun:

- I remember closing the door behind me. (not ...closing the door behind myself.)

However, if the clause has a direct object and we need to make it clear that the subject and prepositional phrase refer to the same person or thing, we use a reflexive pronoun:

- She bought the bracelet for herself. (‘...for her’ suggests it was bought for someone else)

E

Myself is sometimes used after and and or rather than ‘I’ or ‘me’, although some people consider this use incorrect and avoid it:

- I believe that Tony and myself have done a pretty good job.
- When you’ve finished the job can you send the bill either to Mrs Smith or myself?

Using myself reduces focus on the speaker or writer and so sounds less forceful or more polite.

F

When we want to contrast someone’s characteristics with how they were or usually are we can use a possessive pronoun with self or selves:

- Colin was very cheerful this morning. He didn’t seem at all like his usual miserable self.
- The image that people have of famous actors may not coincide with their real selves.

Grammar review: reflexive pronouns → K1–K4
Exercises

60.1 Complete the sentences with one of these verbs in an appropriate form followed by a reflexive pronoun and, if necessary, a preposition. If the reflexive pronoun can be omitted, put brackets around it. (C)

<table>
<thead>
<tr>
<th>absent</th>
<th>adapt</th>
<th>concern</th>
<th>dress</th>
<th>hide</th>
<th>occupy</th>
<th>prepare</th>
<th>pride</th>
<th>trouble</th>
</tr>
</thead>
</table>

1. She works for a charity which ___________ the welfare of children in developing countries.

2. She ________________ for the interview by reading the job description again.

3. It is a town with a long history, that ________________ being civilised and sophisticated.

4. While I was working, the children ________________ reading and drawing.

5. When you get to Tokyo, it will take you some time to ________________ to the pace of life there.

6. Jack just expects to be given a job without making any effort. He won’t even ________________ filling in any application forms.

7. When Marjorie broke her arm she couldn’t ________________ properly, so I had to go round each morning to help.

8. I could see my brother coming through the park, so I ________________ behind a tree and waited to surprise him.

9. Peter arranged to ________________ the company for the first time in his life so that he could spend time with his father in hospital.

60.2 Underline the correct answer. If both answers are possible, notice the difference in meaning. (D)

1. Can you post this letter for myself/ me, please?

2. All my friends were away, I was bored, and I just didn’t know what to do with myself/ me.

3. We put the tape recorder on the table between ourselves/ us.

4. They dragged the tree behind themselves/ them all the way to the trailer.

5. Now that you’re a well-known novelist, you must hear a lot about yourself/ you on TV and in the newspapers.

6. He ought to be ashamed of himself/ him, being rude to his parents like that.

7. She should take care of herself/ her better. She’s looking really ill.

8. I opened the window in front of myself/ me and took a deep breath of fresh air.

60.3 Study the underlined parts of this email. Make corrections if necessary or write ✓. Give alternatives where possible. (A–F)

Hi Jane

Yes, Tony’s a lot better, thanks. Pretty much back to (1) _____________. We (2) __________________________ against hepatitis before we went to West Africa, so Tony was just unlucky to get it. He went into work after we got back although he was feeling bad, and some of his colleagues were worried about (3) ___________. I know that some of them (4) __________________________ by their doctors. By coincidence, his boss said that (5) ____________ when he was in Africa a few years ago. When he’s completely recovered, (6) _____________.

Must go now. The children have just shouted that they want some juice and (8) _____________.

Will be in touch, Maggie
We can use one instead of repeating a singular countable noun and ones instead of repeating a plural noun when it is clear from the context what we are talking about:
- 'Can I get you a drink?' 'It's okay, I've already got one.' (= a drink)
- I think his best poems are his early ones. (= poems)

We don't use one/ones instead of an uncountable noun:
- If you need any more paper, I'll bring you some. (not ... I'll bring you one/ones.)
- I asked him to get apple juice, but he got orange. (not ... but he got orange one/ones.)

We can't use ones without defining precisely which group of things we are talking about. Instead, we use some. Compare:
- 'We need new curtains.' 'Okay, let's buy green ones this time./...ones with flowers on!...those ones.' and
- 'We need new curtains.' 'Okay, let's buy some.' (not Okay, let's buy ones.)

We don't use one/ones after nouns used as adjectives:
- I thought my key was in my trouser pocket, but it was in my coat pocket.
  (not ... my coat one.)

Instead of using one/ones after possessive determiners (my, your, her, etc.) we prefer mine, yours, hers, etc. However, a possessive determiner + one/ones is often heard in informal speech:
- I'd really like a watch like yours. (or '...like your one' in informal speech)

We usually use ones to refer to things rather than people:
- We need two people to help. We could ask those men over there. (not ... ask those ones...)

However, ones is more likely to be used in comparative sentences to refer to groups of people:
- Older students seem to work harder than younger ones. (or ... than younger students.)

Notice also that we use ones to refer to people in the little ones (= small children), (your) loved ones (= usually close family), (one of) the lucky ones.

We can leave out one/ones –
- after which:
  - When we buy medicines, we have no way of knowing which (ones) contain sugar.
- after superlatives:
  - Look at that pumpkin! It's the biggest (one) I've seen this year.
- after this, that, these, and those:
  - The last test I did was quite easy, but some parts of this (one) are really difficult.
  - Help yourself to grapes. These (ones) are the sweetest, but those (ones) taste best.
  (Note that some people think 'those/these ones' is incorrect, particularly in formal English.)
- after either, neither, another, each, the first/second/last, (etc.):
  - Karl pointed to the paintings and said I could take either (one). (or ...either of them.)
  - She cleared away the cups, washed each (one) thoroughly, and put them on the shelf.

We don't leave out one/ones –
- after the, the only, the main, and every:
  - When you cook clams you shouldn't eat the ones that don't open.
  - After I got the glasses home, I found that every one was broken.
- after adjectives:
  - My shoes were so uncomfortable that I had to go out today and buy some new ones.
  However, after colour adjectives we can often leave out one/ones in answers:
  - 'Have you decided which jumper to buy?' 'Yes, I think I'll take the blue (one).'</p>
  and we don't include ones when we use adjectives in place of nouns to refer to groups of people, as in the affluent, the disadvantaged, the elderly, the homeless, the low-paid, the poor, the privileged, the rich, the wealthy, the young, etc. (But when these are ordinary adjectives, we can use ones, e.g. These are the privileged ones; the other children aren't so lucky.)
Exercises

61.1 If necessary, correct these sentences. If they are already correct, write ✓. (A)
1 Chris brought in the wood and put ones on the fire.
2 Normally I don’t like wearing a scarf, but it was so cold I put one on.
3 ‘We’ve run out of potatoes.’ ‘I’ll get ones when I go to the shops.’
4 We haven’t got lemon tea, but you could have mint one instead.
5 Those aren’t your gloves. You must have picked up the wrong ones.
6 ‘What kind of cakes do you like best?’ ‘Ones with cream inside.’
7 I couldn’t fit all the boxes in the car, so I had to leave ones behind and pick it up later.
8 Most of the trees in our garden are less than 10 years old but ones are much older than that.

61.2 If appropriate, replace the underlined words or phrases with one or ones. If it is not possible or is unlikely, write No after the sentence. (A & B)
1 I answered most of the questions, but had to miss out some very difficult questions.
2 The female violinists in the orchestra outnumber the male violinists by about three to one.
3 He used to work for a finance company, but he’s moved to an insurance company.
4 The issue discussed at the meeting was an extremely complicated issue.
5 ‘I’ll just clean my shoes before we go out.’ ‘Can you do my shoes, too, please?’
6 Many people are happy about the new road being built, but there are some angry people, too.
7 ‘Was it these earrings you wanted?’ ‘No, the earrings on the left of those, please.’
8 Dave is really good at taking photos of old buildings. There’s an excellent photo of a local church in his office.
9 ‘Are you picking Jo up at the train station?’ ‘No, she’s arriving at the bus station.’
10 On one channel was a war film and on the other was a horror film, so I turned the TV off.
11 There are lots of gloves here. Are these your gloves?

61.3 If the sentence is correct without the underlined one/ones, put brackets around it (as in 1). If it is not correct without one/ones, write ✓(as in 2). (C & D)
1 The children had eaten all the pizza and were still hungry so I had to make them another one.
2 I drove around the houses, looking for the ones with ‘For Sale’ notices outside. ✓
3 I’m not keen on those ones with the cherry on top. I think I’ll have a chocolate biscuit instead.
4 I like both of these jackets. I don’t know which one to choose.
5 The vases are all handmade and every one looks different.
6 Each winter seemed to be colder than the last one.
7 There are many excellent food markets in town but the main one is near the port.
8 She tried on lots of pairs of shoes and finally chose the purple ones.
9 The books were so disorganised that I soon lost track of which ones I had already counted.
10 I went to a lot of interesting talks at the conference, but the best one was given by a Chinese professor.
11 Mark drove because he was the only one who knew where the restaurant was.
12 Can you remember where you bought this one? I’d like to get one myself.
13 You can buy quite a good guitar for under €200, but the most expensive ones cost thousands.
14 He’s just bought a new bike and has offered to give me his old one.
So and not as substitutes for clauses, etc.

A
We can use *so* instead of repeating an adjective, adverb, or a whole clause:
- The workers were angry and they had every right to be so. (= angry)
- John took the work seriously and Petra perhaps even more so. (= took the work seriously)
- Bob’s giving us a lift. At least I presume so. (= that he’s giving us a lift)

B
We often use *so* instead of a clause after verbs concerned with thinking, such as be afraid (expressing regret), appear/seem (after ‘it’), assume, believe, expect, guess, hope, imagine, presume, suppose, suspect, think; and also after say and after tell (with an indirect object):
- ‘Is Tony going back to Scotland to see his parents this summer?’ ‘I’ve no idea, but I would imagine so. He goes most years.’
- I found it ridiculous, and said so, ... and told them so. (= that I found it ridiculous)

Notice that we don’t use *so* after certain other verbs, including accept, admit, agree, be certain, doubt, hear, know, promise, suggest, be sure:
- Liz will organise the party. She promised (that) she would. (not She promised so.)
- ‘Will Ken know how to mend it?’ ‘I doubt it. I doubt (that) he will.’ (not I doubt so.)

In informal English, particularly in an argument, we can use ‘I know so’.

C
In negative sentences, we use *not* or *not... so*:
- They want to buy the house, although they didn’t say so directly.

We can use *either not* or *not... so* with appear, seem, suppose:
- ‘I don’t suppose there’ll be any seats left.’ ‘No, I don’t suppose so.’ (or ... I suppose not.)

We prefer *not... so* with believe, expect, imagine, think. With these verbs, not is rather formal:
- ‘Will we need to show our passports at the border?’ ‘I don’t think so.’ (rather than I think not.)

We use *not* with be afraid (expressing regret), assume, guess (in the phrase ‘I guess...’,
- ‘I think...’), hope, presume, suspect:
- ‘You’d better do it yourself. Brian won’t help.’ ‘No, I guess not.’ (not No, I don’t guess so.)

Compare the use of *not* (to) and *not... so* with say:
- ‘Do we have to do all ten questions?’ ‘The teacher said not.’ (= the teacher said that we didn’t have to) or ‘The teacher said not to.’ (= the teacher said that we shouldn’t)
- ‘Do we have to do all ten questions?’ ‘The teacher didn’t say so.’ (= the teacher didn’t say that we should do all ten, but perhaps we should)

D
We can use *so* in a short answer, instead of a short answer with ‘Yes, ...’, when we want to say that we can see that something is true, now that we have been told, particularly if we are surprised that it is true. In answers like this we use *so* + pronoun + auxiliary verb (*be, can, etc.*):
- ‘Jack and Martha are here.’ ‘So they are.’ (or Yes, they are.) (= I can see that, too, now)

However, to indicate that we already knew something we use ‘Yes, ...’, not ‘So...’. Compare:
- ‘Your bike’s been moved.’ ‘So it has. Yes, it has. I wonder who did it.’ (= I didn’t know before you told me) and
- ‘Your bike’s been moved.’ ‘Yes, it has. Philip borrowed it this morning.’ (= I knew before you told me; not So it has.)

E
We can use *so* in a similar way in short answers with verbs such as appear (after ‘it’), believe, gather, hear, say, seem, tell (e.g. So she tells me.), understand. However, with these verbs, the pattern implies ‘I knew before you told me’:
- ‘The factory is going to close.’ ‘So I understand.’ (= I’ve heard that news, too)
- ‘I found that lecture really boring.’ ‘So I gather.’ (= I knew that) I saw you sleeping.

Grammar review → K10–K12
Exercises

62.1 Complete the sentences with so, as in 1. If it is not possible, complete the sentences with an appropriate that-clause, as in 2. (B)

1 'Is Don ill again?' 'Well, he hasn't come to work, so I assume ... so _ 2.‘Will we need to pay to get in?' 'I doubt ... that we will.'
3 'Will you be able to come over this weekend?' 'I hope
4 'Can you give me a lift to work?' 'I suppose _ 5. 'Is this one by Van Gogh, too?' 'I think _ 6. 'Apparently Carol's getting married again.' 'Yes, I hear _ 7. 'The weather's awful, so we'll need to take a taxi.' 'I guess _ 8. 'Will the decorator be finished this week?' 'He says _ 9. 'You will remember to pick me up at 1.00, won't you?' 'I promise _ 10. 'I hope I'll be able to get a ticket.' 'I'm sure _

62.2 Complete the answers using the verb in brackets with not, or not (n't)...so. If two answers are possible, give them both. (B & C)

1 'Do you know where the post office is?' 'I'm afraid not.' (be afraid)
2 'Karl's drawing is wonderful, but he's certainly no artist. He must have had some help.' 'When I asked him he... . (say)
3 'With the children being ill I haven't had time to do much housework.' 'No, I _ (suppose)
4 'Did I leave my handbag in your car yesterday?' 'I _ (think)
5 'Will Alex be staying with us for the whole summer?' 'I _ (expect)
6 'I'm sure the bank has charged me too much. Will they refund the money?' 'I _ (suspect)
7 'Didn't Alice hear you?' 'It _ (appear)
8 'The test results were terrible. Do you think the students understood the questions?' 'I _ (assume)
9 'What did you think of Amanda's work?' 'Well, I thought it was pretty awful, although I _ (say)

62.3 Complete these conversations with an appropriate short answer beginning Yes, ... . Give an alternative answer with So... if possible. (D)

1 'That horse is walking with a limp.' 'Yes, it is. (or So it is.) Perhaps we should tell the owner.'
2 'The children from next door are taking the apples from our trees.' 'I said they could come round and get them.'
3 'The cassette player's gone again.' Dr Adams has probably borrowed it.'
4 'I told you I'd be late for work today.' I agree. But you didn't say _ (say)

2.4 Choose any appropriate short answer beginning So... to respond to the comments below, saying that you already knew what is being said. Use the verbs in E opposite.

1 'My car won't start again.' So I hear...
2 'Eva's not very well.' 
3 'The class has been cancelled again.' 
4 'I see income tax is going up.' 
5 'Bob's moving to Berlin.' 
Do so

We use do so (or does so, did so, doing so, etc.) instead of repeating a verb phrase (a verb and what follows it to complete its meaning) when it is clear from the context what we are talking about:

- She won the competition in 1997 and seems likely to do so (= win the competition) again this year.
- Dr Lawson said, 'Sit down.' Katia did so (= sat down), and started to talk about her problems.
- The climbers will try again today to reach the summit of the mountain. Their chances of doing so (= reaching the summit of the mountain) are better than they were last week. (In very formal English we can also use so doing.)
- When he was asked to check the figures, he claimed that he had already done so. (= checked the figures)

Do so is most often used in formal spoken and written English. In informal English we can use do it or do that instead:

- Mrs Bakewell waved as she walked past. She does so/it/that every morning.
- Ricardo told me to put in a new battery. I did so/it/that, but the radio still doesn’t work.

We can also use do alone rather than do so in less formal English, especially after modals or perfect tenses (see also B):

- 'Will this programme work on your computer?' 'It should do.'
- I told you that I'd finish the work by today, and I have done. ('have' is stressed here)

We can use do so instead of verbs that describe actions, but we avoid do so with verbs that describe states and habitual actions. Compare:

- 65% of the members voted for Ken Brown this time, whereas 84% did so last year.
- Kenyon confessed to the murder, although he only did so after a number of witnesses had identified him as the killer.
- I gave her the medicine, and I take full responsibility for doing so. and
- Stefan doesn’t like Porter’s films but Bridget does.
- He earned a lot more than I did.
- I don’t have time to go swimming every day, but I usually do.

Such

We can use such + (a/an) + noun to refer back to something mentioned before, with the meaning 'of this/that kind'. We use such + noun when the noun is uncountable or plural, and such + a/an + noun when the noun is countable and singular. Such is used in this way mainly in formal speech and writing:

- The students refer to teachers by their first names and will often criticise them for badly-prepared lessons. Such behaviour is unacceptable in most schools. (more informally Behaviour like this...)
- When asked about rumours that the company is preparing to lose more than 200 jobs, a spokeswoman said: 'I know of no such plans.' (more informally ...no plans of this kind.)
- They needed someone who was both an excellent administrator and manager. Such a person was not easy to find. (more informally A person like this...)
- We allow both men and women to have time off work to bring up children. We were the first department to introduce such a scheme. (more informally ...a scheme like this.)
Exercises

3.1 Make the two sentences into one, joining them with either and or but as appropriate. In the second part of the sentence use a form of do followed by so instead of repeating the verb + object/complement. (A)

1 Johnson never won an Olympic medal. He twice came close to winning an Olympic medal.
   Johnson never won an Olympic medal, but twice came close to doing so.

2 She was asked to teach more classes. She was happy to teach more classes.

3 My French hosts gave me snails to eat. I ate them very reluctantly.

4 The company wanted to build a new dam on the site. They were prevented from building the dam by local opposition.

5 All EU countries agreed to implement the new regulations on recycling plastic. So far only Finland and Austria have implemented the new regulations.

6 The water freezes in the cracks in rocks. As it freezes, it expands.

3.2 Complete these sentences with a form of do followed by so only if possible. (B)

1 If you have not already handed in the form, then please _______________ without delay.

2 Tom drives much faster than you _______________

3 He jumped down from the window, but in ______________ twisted his ankle.

4 I know that many people don’t enjoy Felipe’s films, but I _______________

5 Anyone crossing the railway _______________ at their own risk.

6 I thought Pete was joking when he said these apples smell like oranges. But they ______________!

7 When we play tennis Kathy usually wins, and she gets upset if I ______________.

8 She pointed to the old box, her hand shaking as she _______________

3.3 Complete the sentences with such or such a/an followed by one of these words. Use a singular or plural form of the word as appropriate. (C)
claims destruction device project research tactics

1 Manufacturers often claim that their washing machines have built-in computers, but is there really a computer in _______________

2 After Professor Jones spoke about his work on climate change, he called on the government to put more money into _______________

3 Television is sometimes said to harm children’s social development, yet the evidence for _______________ is often lacking.

4 The new power station would undoubtedly create new jobs, but has the environmental impact of _______________ been considered fully?

5 The earthquake demolished nearly all the houses in the town. The country has rarely seen _______________ before.

6 United played very defensively in the second half, but _______________ were criticised by the team’s supporters.

3.4 Rewrite the sentences in 63.3 to make them less formal, as in 1. (C)

1 ______________ but is there really a computer in a device like this? (or ______________ like that?)
### More on leaving out words after auxiliary verbs

#### A

To avoid repeating words from a previous clause or sentence we use an auxiliary verb (be, have, can, will, would, etc.) instead of a whole verb group (e.g. ‘has finished’) or instead of a verb and what follows it (e.g. ‘like to go to Paris’):

- She says she’s finished, but I don’t think she has. (instead of ...has finished.)
- ‘Would any of you like to go to Paris?’ ‘I would.’ (instead of I would like to go to Paris.)

If there is more than one auxiliary verb in the previous clause or sentence, we leave out all the auxiliary verbs except the first instead of repeating the main verb. Alternatively, we can use two (or more) auxiliary verbs:

- Alex hadn’t been invited to the meal, although his wife had. (or ...had been.)
- ‘They could have been delayed by the snow.’ ‘Yes, they could.’ (or ...could have (been).)

#### B

If there is no auxiliary verb in the previous clause or sentence, or if the auxiliary is a form of do, we can use a form of do instead of repeating the main verb. We use do when the main verb is a present simple form and did when it is a past simple form:

- Monica plays golf on Saturdays, and I do too. (instead of ...and I play golf on Saturdays too.; ‘...and so do I’ is also possible)
- ‘I didn’t steal the money.’ ‘No-one thinks that you did.’ (instead of ...thinks that you stole it.; ‘No-one thinks so’ is also possible.)

If be is the main verb in the previous clause or sentence, we repeat a form of the verb be:

- ‘The children are noisy again.’ ‘They always are.’

If have or have got is the main verb in the previous clause or sentence, we can usually use a form of either do or have:

- ‘Do you think I have a chance of winning?’ ‘Yes, I think you have.’ (or ...you do.; ‘Yes, I think so’ is also possible.)
- Even if he hasn’t got a map himself, he may know someone who has. (or ...who does.)

However, if we use have + noun in the previous clause or sentence to talk about actions (have a shower, have a shave, have a good time, etc.) we prefer do:

- I wasn’t expecting to have a good time at the party, but I did.

Notice that sometimes we can use either do, be or have with a similar meaning (see also C):

- I asked Suzie to tidy her room, and she has/did. (‘has’ replaces ‘has tidied her room’; ‘did’ replaces ‘tidied her room’.)

#### C

If we use have as an auxiliary verb, we can often follow it with done instead of repeating the main verb. This happens particularly in spoken English:

- ‘She’s never made a mistake before.’ ‘Well, she has (done) this time.’

However, this is usually not possible when the verb being substituted is intransitive:

- ‘They’ve already gone.’ ‘I don’t think Bob has.’ (not ...Bob has done.)

Similarly, after a modal auxiliary verb (can, could, may, might, must, ought to, shall, should, will, would) we can use do, particularly in spoken English:

- ‘Will you be seeing Tony today?’ ‘I might (do).’

Sometimes we can use be instead of do with a similar meaning (see also D):

- ‘Will you be seeing Tony today?’ ‘I might (do/be).’ (‘do’ replaces ‘see Tony today’; ‘be’ replaces ‘be seeing Tony today’.)

#### D

If we use be as an auxiliary verb in the previous clause or sentence, we can use be after a modal:

- ‘Is Ella staying for lunch?’ ‘Yes, I think she will (be).’ (or ...she will do.)

However, if be is used as a main verb in the previous clause or sentence, or as an auxiliary verb within a passive, we can usually leave out be after a modal in informal contexts only. Compare:

- ‘John’s late again.’ ‘I thought he might (be).’ and
- It has been found that the comet is made entirely of gas, as it was predicted it would be.
Exercises

Unit 64

64.1 By omitting parts of the sections in italics, you can leave short answers. Indicate which parts you would leave out. Give all answers if more than one is possible. (A)

1 ‘Have you ever played squash before?’ ‘Yes, I have played squash before.’

2 ‘I suppose we should have booked tickets in advance.’ ‘Yes, we should have booked tickets in advance.’

3 ‘Do you think you’ll be staying in New Zealand permanently?’ ‘Yes, we might be staying in New Zealand permanently.’

4 ‘All the parking places will probably have been taken by now.’ ‘Yes, I’m sure they will have been taken by now.’

5 ‘Have you had dinner yet?’ ‘No, I haven’t had dinner yet.’

6 ‘Are you going to Steve’s party?’ ‘Yes, I am going to Steve’s party.’

7 ‘If Diane hadn’t given you a lift you would have missed the train.’ Yes, I would have missed the train.’

8 ‘Can you see Joe anywhere?’ ‘No, I can’t see him anywhere.’

9 ‘Did you see that cyclist go through the red light? He couldn’t have been looking.’ ‘No, he couldn’t have been looking.’

64.2 Complete the sentences with an appropriate form of do, be or have. If more than one answer is possible, give them both. Put brackets around the word you have written if it can be left out, and write (done) after a form of have to show in which sentences this might be added. (B & C)

1 As a child I always enjoyed watching cartoons on TV, and I still _______________.

2 I haven’t finished doing the translation yet, but I will _______________ by tomorrow morning.

3 Paul keeps promising to write, but he never _______________.

4 Have a shower if you want, but take a towel from the cupboard when you _______________.

5 ‘It costs a fortune to rent a flat in the city centre.’ ‘I’m sure it must _______________.’

6 I was hoping Derek had an electric drill that I could borrow, but he _______________.

7 I’m not a member of the tennis club myself, but I know someone who _______________.

8 I told the class that they had to hand in their books by 9.00 and they all _______________.

9 ‘Have you got a copy of Great Expectations?’ ‘Yes, I think I _______________.’

10 ‘I’ve got a hundred pounds with me. Will that be enough to pay for the meal?’ ‘It should _______________.’

64.3 Complete the sentences with might, should, will or would as appropriate, giving alternatives where possible. If necessary, write be after the modal, or (be) if it is possible to either include it or leave it out. (D)

1 It’s not snowing at the moment, but they say it _______________.

2 ‘My photograph was awarded first prize.’ ‘I thought it _______________.’

3 ‘Are they staying for lunch?’ ‘They _______________. I’ll ask them.’

4 ‘Are you revising a lot for the exams?’ ‘Not as much as I _______________, I’m afraid.’

5 The wreck of the ship was just a few metres from the shore, as it was claimed it _______________.

6 Bill says he’s very sorry – as he _______________.

7 The book is a bestseller, as we hoped it _______________.

8 Chris was cleaning the house when I got home, as I hoped he _______________.

129
Leaving out to-infinitives

A We can sometimes use to instead of a clause beginning with a to-infinitive when it is clear from the context what we are talking about:

- I wanted to come with you, but I won’t be able to. (instead of ...to come with you.)
- ‘I can’t lend you any more money.’ ‘I’m not asking you to.’ (instead of ...to lend me any more money.)
- It might have been better if Rosa had asked for my help, but she chose not to. (instead of ...chose not to ask for my help.)

However, when we use the verb be in the previous sentence or clause the to-infinitive form of be is repeated in the next clause or sentence:

- Simon was frightened – or maybe he just pretended to be. (not ...just pretended to.)
- The report is very critical and is clearly intended to be. (not ...clearly intended to.)

B After most nouns and adjectives that can be followed by a to-infinitive clause, we can leave out the to-infinitive clause or use to:

- I’m not going to write another book – at least I don’t have any plans to. (or ...plans to write another book.)
- ‘Could you and Tom help me move house?’ ‘Well, I’m willing to, and I’ll ask Tom.’

Other nouns and adjectives like this include chance, idea, opportunity, promise, suggestion; afraid, delighted, determined.

We can also leave out a to-infinitive or use to with verbs such as agree, ask, begin, forget, promise, refuse, start, try:

- Robert will collect us by 10 o’clock. He promised to.
- ‘You were supposed to buy some sugar.’ ‘Sorry, I forgot to.’

After verbs which must have a complement (i.e. a phrase which completes the meaning of the verb) we can’t leave out to:

- I admit that I took her watch, but I didn’t mean to.
- ‘Please suggest changes to the plans if you want.’ ‘I intend to.’
- Have you thought about getting vaccinated against cholera before going there? I’d certainly advise you to.

Other verbs like this include afford, be able, choose, deserve, expect, fail, hate, hope, love, need prefer.

C After want and would like in if-clauses and wh-clauses we can often leave out a to-infinitive or use to:

- You’re welcome to dance if you’d like (to).
- Call me Fred if you want (to).
- You can do whatever you would like (to).
- Come and see us when you want (to).

In other clauses (not if- and wh-clauses) we include to:

- I was planning to see you tomorrow, and I would still like to.
- They offered to clean your car because they really want to, not because they hope to be paid.

In if-clauses and wh-clauses we usually leave out to after like. Compare:

- You can have one if you like, and You can have one if you’d like (to).
- Leave whenever you like, and Leave whenever you’d like (to).

However, we include to with negative forms of want, would like, and like, including in if-clauses and wh-clauses:

- ‘Shall we go and visit Julio?’ ‘I don’t really want to.’
- I should have phoned Jo last night, but it was so late when I got home I didn’t like to.
- ‘He won’t mind you asking him for a loan.’ ‘Oh, no, I wouldn’t like to.’
65.1 Complete the sentences with one of the following words and then either to or to be. Use the same word in each sentence in the pair. Use to in one sentence and to be in the other. (A)
appeared claims expected need used
1 a Is she really as good at tennis as she _______________?
b The present government doesn’t represent the majority of people, although it _______________.
2 a We don’t get paid to work overtime, but we’re _______________ anyway.
b The Pantheon in Rome wasn’t anything like I _______________ it _______________.
3 a She occupies a much less important role in the company than she _______________.
b Derek has lost a lot of weight. He’s much thinner than he _______________.
4 a ‘I’m really worried about taking my driving test.’ ‘There’s no _______________,
you’re an excellent driver.’
b ‘Shall I bring a calculator to the exam?’ ‘No, you don’t _______________. They’ll be provided.’
5 a Some people thought that Katie was lazy, but she studied much harder than she _______________.
b Tom was working hard at the computer – or at least he _______________.

65.2 Complete the sentences. Write to if it must be used; write (to) if it can be either included or left out. (B)
1 I’ve always wanted to go white-water rafting, but I’ve never had the opportunity _______________ before.
2 James had to admit that he’d failed, even though he obviously hated _______________.
3 When the police officer told the crowd to leave the square they refused _______________.
4 I don’t have to walk to work. I do it because I choose _______________.
5 We didn’t want Pam to leave college, but she was determined _______________.
6 Spain won 3–nil, and deserved _______________, after a fine performance.
7 ‘Shall we ask Dad before we borrow the car?’ ‘Yes, it might be a good idea _______________.’
8 ‘Would you present the prizes for the competition?’ ‘I’d be delighted _______________.’
9 ‘Would you like to travel first class?’ ‘Well, yes, I’d certainly prefer _______________.’
10 I was hoping to go to Russia this year, but I can’t afford _______________ .

65.3 If necessary, correct the responses (B’s parts) in these conversations. If they are already correct, write ✓. (C)
1 A: Can I have a biscuit? 
   B: Take more than one if you like to.
2 A: When shall we start playing the music?
   B: Whenever you’d like.
3 A: Will Rosa be able to play?
   B: I asked her, but she says she doesn’t want.
4 A: I can’t come out tonight. I’m seeing Emma.
   B: She can join us, if she’d like to.
5 A: Where are you going to in Norway?
   B: I haven’t decided yet. I’ll just go where I want.
6 A: I don’t think I’ll go after all.
   B: That’s okay. You don’t have to if you don’t want.
7 A: Can the children come too?
   B: Yes, of course, if they want.
8 A: Shall we go out walking tomorrow?
   B: Yes, I’d like very much.
9 A: Could I ask you a personal question?
   B: Of course. Ask anything you like to.
10 A: Did you ask Dr Jones to help you?
    B: No, he was very busy, so I didn’t like.
11 A: Where shall I put this painting?
    B: You choose. Put it where you want to.
### Position of adjectives

**Many adjectives can be used either before the noun they describe, or following linking verbs such as appear, be, become, feel, get, and seem (see Unit 21). Compare:**
- The high price surprised him. **and** The price seemed high.

**Some adjectives are seldom or never used before the noun they describe. These include:**
- Some adjectives formed by adding a prefix ‘-a-’, often to a noun or verb: afraid, alike, alive, alone, ashamed, asleep, awake, aware:
  - The horse was alone in the field. *(but not The alone horse...)*
  - Some of these adjectives with an ‘-a-’ prefix have related adjectives that can be used either before a noun or after a linking verb. Compare:
    - The animal was alive. **and** A living animal. *(or A live animal; The animal was living.)*
    - Other pairs like this include afraid – frightened, alike – similar, alone – lone, asleep – sleeping.
- Some adjectives used to describe health and feelings: content, fine, glad, ill (but note ‘ill health’), sorry, (un)secure, upset (but ‘an upset stomach’), (un)well (but ‘He’s not a well man’):
  - My son felt unwell. *(but not My unwell son...)*
These adjectives are sometimes used between an adverb and noun e.g. ‘a terminally ill patient’

**Emphasising adjectives** are used to emphasise your feelings about something. Compare:
- I felt a fool. **and** I felt a complete fool. *(for emphasis)*
Some emphasising adjectives (such as complete, and also absolute, entire, mere, sheer, total, utter) are seldom or never used after a linking verb:
- It was a total failure. *(but not usually ‘The failure was total.’)*

**Classifying adjectives** are used to say that something is of a particular type. For example, we can talk about ‘democratic decisions’, where ‘democratic’ distinguishes them from other types of decision. Other classifying adjectives include atomic, chemical, cubic, digital, environmental, medical, phonetic; annual, general, occasional, northern (etc.), maximum, minimum, underlying.
- A nuclear explosion *(but not usually ‘The explosion was nuclear’, unless we particularly want to emphasise a contrast with other kinds of explosion)*

**Qualitative adjectives** are used to give the quality that a thing or person has. We use them either directly before a noun or after a linking verb. Compare:
- A beautiful sunset **and** The sunset was beautiful.

Note that some classifying adjectives can also be used with different meanings as qualitative adjectives and placed after a linking verb. Compare:
- The country’s economic reforms. **and** The process isn’t economic. (= not profitable)
Other adjectives like this include academic, conscious, educational, (il)legal, scientific.

**Many adjectives can be used immediately after a noun, at the beginning of a reduced relative clause (see Unit 69B). For example –**
- Adjectives before a to-infinitive, or a prepositional phrase as part of the adjective phrase:
  - It was a speech calculated to appeal to the unions.
  - He is a manager capable of taking difficult decisions.
- Some -ible and -able adjectives such as available, imaginable, possible, suitable. However, we use these adjectives immediately after a noun **only** when the noun follows the or when the noun is made definite by what follows in a relative clause:
  - This was the most difficult decision imaginable.
  - It is a treatment suitable for all children with asthma.
- Adjectives concerned, involved, opposite, present, proper, responsible. These words have different meanings when they are used before a noun and immediately after it. Compare:
  - All the people present (= who were there) approved of the decision. **and**
  - I was asked for my present address. (= my address now)
Exercises

Unit 66

66.1 Suggest corrections to these sentences, or write ✓ if they are already correct. (B)

1 After the accident I tried to comfort the upset driver of the car.
   After the accident I tried to comfort the driver of the car, who was upset.

2 In the distance I could see an alone figure walking towards me.

3 It wasn’t a great surprise when Ken died as he hadn’t been a well man for years.

4 I remember her as a glad person who was always smiling.

5 He stood at the bedroom door, looking at his asleep daughter.

6 The fire on the ship is now under control, but there are still a lot of afraid passengers on board.

7 She spent most of her life nursing seriously ill children in the hospital.

8 The two children were of an alike age.

9 We were unsure which way to go.

10 The sorry girls apologised to their teacher for their behaviour.

66.2 Choose one pair of words to complete each pair of sentences. In some sentences, you can use either adjective in the pair, in which case write them both; in others you can use only one of them. (C)

domestic – unsafe educational – entertaining inevitable – utter
legal – stupid serious – underlying

1 a The experiment was a/an ____________ failure.
   b After Dr Owen left the project, its failure was ____________ .

2 a None of the equipment in the warehouse is ____________ .
   b All ____________ equipment should be switched off at the end of the day.

3 a The trip to the wildlife park was a/an ____________ experience.
   b The toys were ____________ and the children played with them for hours.

4 a The fault in the computer system is ____________ enough to disrupt all the work in the office.
   b The ____________ problem has not yet been solved.

5 a He was involved in a ____________ argument with his neighbour over some trees in the garden.
   b It’s completely ____________ to charge a fee for entry into the museum.

66.3 Write the word given in brackets in one of the spaces in each sentence, either before or after the noun. If both positions are possible, indicate this. (D)

1 The party was excellent, and I’d like to thank all the ____________ people (concerned)

2 As the ____________ minister (responsible) for the health service, I think he should resign.

3 The new machinery was intended to increase output, but it seems to have had the ____________ effect (opposite)

4 The pond on the village green was filled in with the ____________ approval (apparent) of most local residents.

5 Children are only admitted when accompanied by a/an ____________ adult (responsible)

6 It’s the only ____________ room ____________ in the hotel that night. (available)

7 I live on one side of the road and my mother lives in the ____________ house (opposite)

8 Cars drive too fast past the school and ____________ teachers ____________ have complained to the police. (concerned)

9 There is ____________ financial advice ____________ if you need it. (available)
Gradable and non-gradable adjectives (1)

If an adjective is *gradable* it can be used with adverbs such as very or extremely to say that a thing or person has more or less of a particular quality. Here are some examples of adjectives used as gradable in their most common meanings:

**Grading adverbs**
- a bit, dreadfully, extremely, hugely, immensely, intensely, rather, reasonably, slightly, very

**Graded adjectives**
- angry, big, busy, clever, common, deep, fast, friendly, happy, important, low, popular, quiet, rich, strong, weak, young

- She was extremely rich.
- The people there are reasonably friendly.

*Non-gradable* adjectives are not used with adverbs such as very or extremely because we don’t usually imagine degrees of the quality referred to. With non-gradable adjectives we can use adverbs which emphasise their extreme or absolute nature, such as absolutely, completely, etc. Many classifying adjectives (see Unit 66) are usually non-gradable. Adverbs such as almost, exclusively, etc., which indicate the extent of the quality, are commonly used with classifying adjectives. Here are some examples of adjectives used as non-gradable in their most common meanings:

**Non-grading adverbs**
- absolutely, completely, entirely, perfectly, practically, simply, totally, utterly, virtually; almost, exclusively, fully, largely, mainly, nearly, primarily

**Non-gradable adjectives**
- awful, excellent, huge, impossible, superb, terrible, unique, unknown, whole; domestic, environmental (see Unit 66C)

- She gave us a completely impossible problem to solve.
- It was absolutely superb.

Gradable adjectives are sometimes used with non-grading adverbs such as absolutely and totally, and non-gradable adjectives are sometimes used with grading adverbs such as extremely, rather and very, particularly when we want to give special emphasis or when we are being humorous (see also Unit 68):

- What you’re asking isn’t just difficult – it’s extremely impossible! (grading adverb + non-gradable adjective)
- You’ve won a hundred pounds? Wow, you’re virtually rich! (non-grading adverb + gradable adjective)

Note that not all the adverbs can go with all the adjectives given in each of the tables above. For example, we can say ‘absolutely huge’, but we wouldn’t usually say ‘completely huge’ unless it was for particular emphasis or for humour.

**The adverbs**

The adverbs *fairly* (= to quite a large degree, but usually less than ‘very’), *really* (= ‘very (much)’) and *pretty* (= similar to ‘fairly’; used in informal contexts) are commonly used with both gradable and non-gradable adjectives:

- She’s fairly popular at school.
- I’m really busy at the moment.
- It’s a pretty important exam.
- It was a fairly awful film.
- The flooding was really terrible.
- The bill was pretty huge.

However, notice that we don’t generally use *fairly* (or very) with gradable adjectives such as essential, invaluable, perfect, superb, tremendous and wonderful which indicate that something is very good or necessary:

- Some experience is really/pretty essential for the job. (not ...fairly essential...)
- The weather that day was really/pretty perfect. (not ...fairly perfect.)
Exercises

Unit 67

67.1 Write very in the spaces before gradable adjectives. (There are 5 of these.) Before the non-
gradable adjectives write the following adverbs. Try to use a different one each time. (A)

<table>
<thead>
<tr>
<th>Absolutely</th>
<th>Almost</th>
<th>Completely</th>
<th>Exclusively</th>
<th>Largely</th>
<th>Mainly</th>
<th>Practically</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The bridge is .................................. complete.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 He acted in a/an ................................ professional way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 The material is ................................ cotton.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 The food was .................................. excellent.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Her explanation was ................................ clear.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Their actions were ................................ illegal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 The new restaurant is ................................ popular.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 I was in a/an ................................ permanent state of suspense.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 I thought she was ................................ attractive.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Until last year the club was .......................... male.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Small black cars are not ............................. visible.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 The railway is .......................... underground.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

67.2 Use an adverb + adjective in your response, as in 1. (A) How would you feel if...

1 a friend said s/he had just won a million pounds? ____________________________
2 your best friend told you s/he was emigrating to Australia?
3 someone broke a window in your house or flat?
4 a complete stranger told you that you were very beautiful/handsome?
5 you lost some airline tickets you had just bought?

67.3 Make corrections to the italicised parts of this text where necessary. (A)

Dear Alan

I'm writing this letter from my new flat in Stratford. It's in an (1) absolutely old building which was (2) totally renovated last year. Fortunately, I didn't have to do much decorating when I moved in. As you know, I'm (3) hugely useless at DIY so I was (4) absolutely happy about that. The building is (5) reasonably unique in this part of Stratford, as most others around are (6) rather modern, and the view across the river from my sitting room is (7) simply superb. The flat's (8) simply small, but (9) completely comfortable for me.

My neighbours are (10) very friendly and usually (11) fully quiet. The only problem is that the woman upstairs plays the trumpet and I find it (12) a bit impossible to read when she's playing. I get (13) slightly angry about this, but she doesn't play for long each time, so it's not an (14) extremely terrible problem.

I know that the weather has been (15) dreadfully awful recently, so it's been difficult to for you to get here, but you must come over one evening. There's an (16) absolutely marvellous restaurant nearby that we could go to.

Hope all is well,
Eva

67.4 Cross out any incorrect or unlikely alternatives. (B)

1 Her advice was fairly/ really invaluable.
2 Our neighbours are really/ fairly friendly.
3 I thought his performance as Hamlet was fairly/ really tremendous.
4 The children kept pretty/ very quiet during the concert.
5 The view from the window was very/ pretty wonderful.
6 Their co-operation is pretty/ very essential if we want the project to go ahead.
7 The weather was really/ fairly perfect for a long walk.
8 In this photograph she looked really/ very young.
9 The workmanship in the furniture was pretty/ very superb.
10 The disease is fairly/ pretty common in this part of the country.
Gradable and non-gradable adjectives (2)

Some adjectives have both gradable and non-gradable senses. (i) Some adjectives have different senses when they are gradable and non-gradable. Compare:

- Smith is a very common name. (= frequently found; gradable) and
- We have a lot of common interests. (= shared; non-gradable; not very)
- The house is very old. (= existed many years; gradable) and
- I met my old politics professor the other day. (= former; non-gradable; not very)
- Sue’s shoes are very clean. (= not dirty; gradable) and
- He left the town because he wanted to make a clean break with the past. (= starting again in different circumstances; non-gradable; not very)

Other adjectives like this include civil, clean, critical, electric (= ‘exciting’ when gradable), empty, false, late, odd, original, particular, straight.

(ii) Some adjectives have similar meanings when they are gradable and non-gradable. However, when they are gradable we talk about the quality that a person or thing has (i.e. they are qualitative adjectives and therefore can be used with an adverb), and when they are non-gradable we talk about the category or type they belong to (i.e. they are classifying adjectives). Compare:

- I don’t know where he came from, but he sounded slightly foreign. (= not from this country; gradable) and
- She is now advising on the government’s foreign policy. (= concerning other countries; non-gradable)
- They had a very public argument. (= seen/heard by a lot of people; gradable) and
- He was forced to resign by public pressure. (= from many people in the community; non-gradable)
- She had a rather wild look in her eyes. (= uncontrolled or frightened; gradable) and
- Even if it is raised by humans, a lion will always be a wild animal. (= not tame; non-gradable)

Other adjectives like this include academic, adult, average, diplomatic, genuine, guilty, human, individual, innocent, mobile, private, professional, scientific, technical, true.

(iii) When nationality adjectives are non-gradable we mean that a person or thing comes from a particular country; when they are gradable we mean that they have supposed characteristics of that country. Compare:

- There’s a shop around the corner that sells Italian bread. and
- Giovanni has lived in Britain for 20 years, but he’s still very Italian.

In spoken English in particular, we can use good and..., lovely and..., and nice and... followed by another gradable adjective in order to emphasise the second adjective. Possible patterns include: good and ready and more colloquially good and proper/relaxed/strong (but not usually ‘good and beautiful/rich/tall’); lovely and cosy/dry/sunny/warm (but not usually ‘lovely and decent/empty short’); nice and bright/clean/cold/comfortable/early/fresh/quiet/simple/soft/tidy/warm (but not usually ‘nice and interesting/handsome/exciting’):

- If you’re all feeling good and relaxed after the break, let’s get on with the meeting.
- It’s lovely and warm in here. Freezing outside, though.
- ‘Shall we get some strawberries?’ ‘Yes, they look nice and fresh.’

We can also link comparative adjectives (see Unit 72) with and to talk about an increasing degree of the quality described in the adjective. We use more and more + adjective in a similar way:

- As she got more and more excited, her voice got higher and higher and louder and louder.
- The taxi driver just drove faster and faster and faster until I told him to stop, and I got out.
Exercises

68.1 Choose from these adjectives to complete the sentences. Use each of the adjectives twice, once with a gradable sense and once with a non-gradable sense. With a gradable sense, write very before the adjective. It may help to use a dictionary for this exercise. (Aii)

critical  empty  false  late  original  straight

1. The novel was praised by the judges for its very original use of language.
2. I wasn’t frightened by the manager’s warning that I would be dismissed if I came late again. It was just a/an __________ threat that she had used before.
3. The train is __________ again. I wonder if the bad weather has delayed it.
4. The report was __________ of the police officers involved in the investigation.
5. I had a/an __________ choice between working for my father and having no job at all.
6. She was accused of giving __________ information during the trial.
7. After such a long period without rain, the reservoirs are now __________.
8. The driver of the overturned lorry was in a/an __________ condition in hospital last night.
9. I was given the oil painting by my __________ uncle Simon.
10. The __________ fireplaces had been removed and replaced by more modern ones.
11. The path to the summit of the hill was __________ and steep.
12. Many of the people I met were quite sincere, but some seemed __________, so that I could never be sure if they meant what they said.

68.2 Complete the sentences with these adverb + adjective phrases. Use the same adjective in each pair of sentences, but include the adverb in only one. The first pair is done for you. (Aii)

(largely) academic  (fairly) average  (extremely) diplomatic
(very) human  (intensely) private  (highly) technical

1 a. The __________ temperature on the island is a pleasant 23.4°C.
    b. Breston is a/an __________ town in the south of England.

2 a. The instructions were __________ and clearly meant for an expert.
    b. Paul got a job providing __________ support for people having computing problems.

3 a. Being frightened in this situation is a __________ response and nothing to be ashamed of.
    b. Near the top of the mountain there were signs of __________ habitation, perhaps centuries old.

4 a. I found it difficult to understand the __________ talk that Professor Downs gave.
    b. The __________ standards at the school are very high.

5 a. He worked hard to afford a __________ education for his three children.
    b. She was a/an __________ person and had few close friends.

6 a. After Mary left university she worked in the __________ service for a number of years.
    b. When he was asked to comment on the French President’s decision he gave a/an __________ answer, not wanting to appear critical.

68.3 Suggest a phrase to complete each sentence. Begin with good/lovely/nice + and ... and then choose an appropriate adjective, as in 1. (B)

1. Now that the room is painted yellow, it looks __________ and __________.
2. I’ve put you in the spare room at the back of the house, so it’ll be ________________
3. ‘Have you felt the material my new coat’s made of?’ ‘Oh, it’s ________________.’
4. The oranges looked quite old, but when I cut into them they were ________________
5. There’s no point in trying to persuade Tom. He won’t make up his mind until he’s
   ________________

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Participle adjectives and compound adjectives

Some -ing forms (present participles) and -ed forms (past participles) of verbs can be used as adjectives. Most of these participle adjectives can be used before the noun they describe or following linking verbs (see Unit 21):

- The hotel had a welcoming atmosphere.
- I found this broken plate in the kitchen cupboard.
- The students’ tests results were pleasing.
- My mother seemed delighted with the present.

We can use many participle adjectives immediately after nouns when they identify or define the noun. This use is similar to defining relative clauses (see GR: J1–J2) and they are often called ‘reduced relatives’:

- I counted the number of people waiting. (or ...people who were waiting.)
- We had to pay for the rooms used. (or ...the rooms that were used.)

Some of these are rarely used before the noun:

- None of the candidates applying was accepted. (but not ...the applying candidates...)
- My watch was among the things taken. (but not ...the taken things.)

Participle adjectives like this include caused, found, included, provided.

Others can be used before or immediately after nouns. For example, we can say:

- Rub the area infected with this cream. or Rub the infected area with this cream.
- The crowd watching grew restless. or The watching crowd grew restless.

Participle adjectives like this include affected, alleged, allocated, broken, chosen, identified, interested, remaining, resulting, stolen.

In formal English, that and those can be used as pronouns before a participle adjective:

- The office temperature is lower than that required by law. (= the temperature which is required)
- The quality of the motors is lower than those manufactured elsewhere. (= the motors which are manufactured elsewhere)

Notice that those can mean ‘people’:

- Here is some advice for those (= people) preparing to go on holiday.

Many compound adjectives include a participle adjective. Common patterns are:

- adverb + -ed participle
- adverb + -ing participle
- adjective + -ed participle
- adjective + -ing participle
- noun + -ed participle
- noun + -ing participle
- -ed participle + particle (from two-word verbs)

- They are well-behaved children.
- China’s economic boom is generating a fast-growing market at home.
- She seems to live on ready-made frozen meals.
- He’s the longest-serving employee in the company.
- The public square was tree-lined.
- I hope it will be a money-making enterprise.
- Did it really happen, or was it a made-up story?

We can use some participle adjectives only in adjective compounds. For example, we can’t say ‘...behaved children’ or ‘...a making enterprise’ as the sense is incomplete without the adverb or noun. Other compounds like this include London-based, Paris-born, brick-built, easy-going, peace-keeping, long-lasting, good-looking, home-made, hair-raising, far-reaching, well-resourced, sweet-smelling, strange-sounding, soft-spoken, sour-tasting, nerve-wracking.

Notice that many other compound adjectives do not include participle adjectives:

- The problem is short-term.
- It was just a small-scale project.
69.1 Replace the underlined parts of these sentences with a present or past participle adjective formed from one of the following verbs. Give alternative positions for the adjective if possible. (B)

- cause identify include interest provide remain result

1. I offered to pay for any damage that was the result, caused (not... any caused damage.)
2. Steps are being taken by telephone engineers to solve the problems which have been noticed.
3. Visitors who want to find out more can buy a booklet with further information.
4. Please answer the questions on the sheet that has been given to you.
5. The holiday cost £1200, with flights which were part of the total.
6. Although he didn’t want to appear on TV, the publicity that was the consequence was good for his business.
7. Just before serving the pasta, sprinkle over any cheese that is left over.

In which of the sentences can the participle adjective you have written be placed before the noun?

69.2 Complete the sentences with either that or those followed by an appropriate participle adjective. (C)

1. Her time for the 10,000 metres was four seconds faster than ____________ by the winner of last month’s European Championship.
2. Vegetables from the east of the country are generally cheaper than ____________ in the west.
3. The company claims that its electric goods are more reliable than ____________ by its competitors.
4. The top wind speed was even higher than ____________ in the great storm of 1987.
5. Levels of heart disease among people in rural areas are considerably lower than among ____________ in urban areas.

69.3 Complete the second sentences using a compound adjective from D to replace the underlined information in the first sentences. (D)

1. The company is organised from New York. It is a ____________.
2. The school has all the things it needs, with sufficient books and computers. The school is ____________, with sufficient books and computers.
3. I found that the whole experience made me tense and worried. I found the whole experience ____________.
4. The proposed changes will have a major influence on a large number of people. The proposed changes will be ____________.

69.4 Combine the following words to make compound adjectives to replace the underlined parts of these sentences. Make any other necessary changes. (D)

- clean eye ill wide catching equipped ranging shaven

1. At the age of 16 children do not have the ability or experience to take on the role of parents. ____________
2. The discussions between the presidents dealt with a great variety of topics. ____________
3. I almost didn’t recognise Mark. When I last saw him he had a beard and moustache, but now he has no beard or moustache. ____________
4. The advertisements for the new car are very noticeable. ____________
### A

<table>
<thead>
<tr>
<th>Adjective + linking verb + adjective</th>
<th>Example adjectives used in this pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>i</strong> to-infinitive</td>
<td>(un)able, careful, crazy, curious, difficult, easy, foolish, free, good, hard, impossible, inclined, mad, nice, prepared, ready, stupid, welcome, willing</td>
</tr>
<tr>
<td>□ You’re free to leave at any time you want.</td>
<td></td>
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<tr>
<td><strong>ii</strong> -ing</td>
<td>busy, crazy, foolish, mad, stupid; (after the verb feel) awful, awkward, bad, good, guilty, terrible</td>
</tr>
<tr>
<td>□ He was busy doing his homework.</td>
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<tr>
<td><strong>iii</strong> that-clause</td>
<td>afraid, alarmed, amazed, angry, annoyed, ashamed, astonished, aware, concerned, disappointed, glad, (un)happy, pleased, shocked, sorry, upset, worried; certain, confident, positive, sure</td>
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<tr>
<td>□ He became worried (that) she might leap out from behind a door.</td>
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<tr>
<td><strong>iv</strong> wh-clause</td>
<td>afraid, not aware/unaware, not certain/ uncertain, doubtful, not sure/unsure, worried</td>
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<tr>
<td>□ I’m not certain (of/about) why he wants to borrow the money</td>
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<tr>
<td><strong>v</strong> to-infinitive or that-clause</td>
<td>the adjectives in iii above, except aware, confident and positive</td>
</tr>
<tr>
<td>□ She was afraid to say anything.</td>
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<td>□ I was afraid that I would be late.</td>
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<tr>
<td><strong>vi</strong> to-infinitive or -ing</td>
<td>crazy, foolish, mad, stupid</td>
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<tr>
<td>□ He’d be stupid to leave now.</td>
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<tr>
<td>□ He’d be stupid giving up the job.</td>
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<tr>
<td><strong>vii</strong> -ing or that-clause</td>
<td>(after the verb feel) awful, awkward, bad, good, guilty, terrible</td>
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<tr>
<td>□ She felt awful leaving him with all the clearing up.</td>
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<tr>
<td>□ She felt awful that she wasn’t able to help.</td>
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### B

**It + linking verb + adjective**

We can sometimes use it + linking verb + adjective + to-infinitive as an alternative to subject + linking verb + adjective + to-infinitive (see also Units 96 and 97). Compare:

- She is easy to understand. and It is easy to understand her.
- The fireworks were amazing to watch. and It was amazing to watch the fireworks.

Notice that in informal speech we can use an -ing form instead of a to-infinitive:

- It is easy understanding her.
- It was amazing watching the fireworks.

Other adjectives that can be used in this pattern include annoying, awkward, easy, good, interesting, lovely, simple, terrific, wonderful. Notice that we can use a similar pattern with adjective + wh- or that-clause (see Unit 96A):

- It is not clear why he did it.
- It was odd that she left so suddenly.

After certain adjectives we often include of + subject between the adjective and a to-infinitive:

- It was rude (of them) to criticise her. (or They were rude to criticise her.)

Other adjectives which often take of + subject in this pattern include brave, kind, mean, thoughtful, unprofessional, unreasonable.

When we talk about how somebody reacts to a situation we can use it + make with an adjective and to-infinitive, -ing or that-clause:

- It made me angry (to discover) that so much money was wasted. (or It made me angry discovering that...; or I was angry to discover that...)

Other adjectives used in this way include ashamed, furious, glad, miserable, nervous, sad, tired, uncomfortable.
70.1 Choose an appropriate verb to complete these sentences. Use a to-infinitive or -ing form, giving alternatives where possible. (A)

<table>
<thead>
<tr>
<th>cheat</th>
<th>earn</th>
<th>know</th>
<th>leave</th>
<th>open</th>
<th>panic</th>
<th>reduce</th>
<th>resign</th>
<th>see</th>
<th>talk</th>
<th>turn</th>
<th>underestimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I'm afraid I can't afford that much. Would you be prepared __________ the price if I pay cash?</td>
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<td>2 Jack was stupid __________ in the exam. He was bound to get caught.</td>
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<td>3 He felt good __________ that he had helped solve the problem.</td>
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<td>4 Don't feel that you need to stay to the very end of the conference. You're free __________ at any time.</td>
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<td>5 I hadn't been to Wolverton since I was a child, and I was curious __________ how it had changed.</td>
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<td>6 Anyone trying to climb the mountain would be foolish __________ the challenge facing them.</td>
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<td>7 People told me I was crazy __________ a shop in this part of the city, but it's been very successful so far.</td>
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<td>8 She was too busy __________ on the phone to notice that Dave had come into the room.</td>
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<td>9 She felt guilty __________ such a lot when so many people in the country were living in poverty.</td>
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<td>10 It's so difficult to get a job at the moment you'd be mad __________.</td>
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<td>11 Some people would be inclined __________ if they smelt smoke in the house.</td>
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<td>12 I felt awful __________ people away from the concert, but there just wasn't any more room.</td>
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</table>

70.2 Here is part of a letter in which Sarah is describing her holiday in Thailand with Mark. Where necessary, correct the italicised text. (A)

...After a couple of days Mark announced that he was going walking in the hills near the hotel. I thought he was (1) stupid that he would go alone and that it was dangerous. But he said that he was (2) confident not to get lost. We ended up arguing and finally he stormed off, saying he (3) wasn't sure when he'd be back. I went into town, but I felt a bit (4) guilty to shop all day. On the bus on the way back to the hotel I got talking to a local woman and (5) was concerned learning that it got very cold in the hills at night. I started (6) to get worried that he might be in danger, but I (7) wasn't certain what to do. But when I got back to the hotel, there was Mark (8) busy to drink orange juice by the pool. He'd decided not to go walking after all! He said he (9) was sorry upsetting me. At first I was angry and said he was stubborn and that he just (10) wasn't prepared admitting that I'd been right. But really I was just (11) pleased that he was safe...

70.3 Rewrite these sentences using It + be + adjective... If possible, use of + a personal pronoun after the adjective (as in 1). (B)

1 She was brave to spend the night in the old house alone.
   It was brave of her to spend the night in the old house alone.  

2 Such a magnificent performance was wonderful to hear.

3 You were mean to eat all the cake and not leave any for me.

4 They were unreasonable to complain about the exam results.

5 The top of the jar was awkward to get off.

6 The shelves were simple to put up.

7 He was unprofessional to criticise the head teacher in front of the staff.

8 You were kind to give birthday presents to the children.

70.4 Complete these sentences with It made me... and any appropriate adjective. (B)

1 ___________ to hear how she had been insulted.

2 ___________ listening to his lies.

3 ___________ that we wouldn't be working together again.

4 ___________ to learn how badly we treated immigrants in the 1950s.

5 ___________ hearing the dentist's drill as I sat in the waiting room.
Adjectives and adverbs

A

Some adverbs of manner (saying how something is done) are formed from an adjective + -ly: sudden → suddenly, happy → happily, etc. When an adjective already ends in -ly (e.g. cowardly, elderly, friendly, kindly, lively, lonely, lovely) we don’t add -ly to it to make an adverb. Instead we can use a prepositional phrase with fashion, manner, or way:

- He smiled at me in a friendly way.
- She waved her hands around in a lively fashion.

Most participle adjectives ending in -ed (see Unit 69) don’t have an adverb form and so we use a prepositional phrase instead:

- They rose to greet me in a subdued manner. (not ...subduedely.)
- He faced the court in a dignified fashion. (not ...dignifiedly.)

or we use a preposition and a related noun if there is one:

- She looked at me in amazement. (not ...amazedly.)
- He was overwhelmed with confusion. (not ...confusedly.)

However, some do have an adverb form with -ly. Compare:

- The storm was unexpected. and - The weather turned unexpectedly stormy.

Other adverbs like this include agitatedely, allegedly, deservedly, determinedly, disappointedly, excitedly, hurriedly, pointedly, repeatedly, reportedly, reputedly, supposedly, worriedly.

B

Some adverbs have two forms, one ending in -ly and the other not. We can sometimes use either of the two forms of the adverb without changing the meaning, although the form ending in -ly is grammatically correct and more usual in a formal style:

- She ran quick/quickly towards the door. (‘quick’ is less formal)

and must be used if the adverb comes immediately before the verb:

- She quickly ran towards the door. (not She quick ran...)

Other words like this include cheap(ly), clean(ly), clear(ly), fine(ly), loud(ly), slow(ly), thin(ly).

C

In other cases there is a difference in the meaning of the adverb with and without -ly. Compare:

- She gave her time free. (= for no money) and She gave her time freely. (= willingly)
- I arrived late for the concert. (= not on time) and I haven’t seen John lately. (= recently)

Here are some other pairs of adverbs that can have different meanings. Compare:

- He wandered deep into the forest and got lost. (= a long way)
- He felt deeply hurt by his criticisms. (= very)
- They loved each other deeply. (= very much)
- ‘You don’t have to change trains.’ ‘You can go direct.’ (= without stopping)
- I’ll be with you directly. (= very soon)
- He saw Susan directly ahead. (= straight)
- It sounded awful – one of the choir members was singing flat.
- This time I flatly refused to lend him any money. (= definitely; completely)
- He kicked the ball high over the goal.
- Everyone thinks highly of her teaching. (= they think her teaching is very good)
- ‘Is Bob here yet?’ ‘He’s just arrived.’
- You can be justly proud of your musical achievements. (= rightly; justifiably)
- She looks just like her mother.
- Her novels are now mostly out of print. (= most of them)
- ‘Which of these cheeses do you like most?’
- We mostly go on holiday in France. (= usually)
- They cut short their holiday when John fell ill. (= went home early)
- The speaker will be arriving shortly (= soon). Please take your seats.
- The door was wide open so I just went straight in. (= completely)
- You won’t have any problems getting the book. It’s widely available. (= in many places)
71.1 Replace the underlined parts of these sentences using the participles below. If possible, use a -ly form. If it is not possible, use either a prepositional phrase or a preposition and a related noun.
(A) agitated anticipated despaired determined disappointed
organised relaxed repeated reputed satisfied
1 I warned him again and again of the dangers on the mountain, but he insisted on going ahead with the climb.
2 The class was completely out of control and the teacher put his hands to his head feeling that he could do nothing.
3 As his mother took the roast chicken out of the oven, Rod licked his lips because he was excited about what was going to happen.
4 St Enedoc's is said to be, although no-one knows for certain, the smallest church in the country.
5 'Still no news from Paul,' she said in a sad way.
6 He ran the company in a calm way and rarely let anything annoy him.
7 She shook her head as if she had made a firm decision.
8 When he had finished the painting, he stepped back and looked at it in a way that showed he was happy.
9 Vicky runs the office carefully and tidily, so I don't think we should change things now.
10 Caroline paced about in an anxious way as she waited to go into the interview.

71.2 Use the adverbs discussed in C to complete the sentences. Use the form with -ly in one of the pairs and the form without -ly in the other.
1 a What she hated was having to get up at 5.30 every morning.
   b We don’t go out much in the evening. We watch television.
2 a The company paid compensation, but stopped of admitting they were to blame.
   b The book is due to be published.
3 a I’m not in my office at the moment, but if you leave your name and number I’ll get back to you.
   b [Message on a telephone answering machine]
   i used to have to change at Amsterdam to get to Moscow, but now I can fly .
4 a Even though I got very little sleep on the flight I felt awake when I arrived in Tokyo.
   b French is spoken in North Africa.
5 a She is one of the most regarded researchers in the university.
   b We could just see the plane flying overhead.

71.3 Find the mistakes and correct them. If there are no mistakes, write ✓. (A–C)
1 The rise in car crime in the area is deeply worrying.
2 She waved friendlily to me.
3 Cut the onions up finely and fry them with garlic.
4 I asked the boys to move their bicycles off the football pitch but they flat refused.
5 I couldn’t understand what he was saying. He didn’t speak very clearly.
6 He was accused of behaving cowardlily in the battle.
7 Pierre Evene manufactured the glass for which the town became just renowned.
8 I called Jim and he slow turned to face me.
9 Spread some butter on the bread as thin as possible.
10 The prime minister was loud applauded by her audience.
## Adjectives and adverbs: comparative and superlative forms

### Comparatives: -er vs more/less...than

**A**
We usually add -er to one-syllable adjectives and adverbs to make their comparative form. However, we use *more* + *adjective* –
* with one-syllable past participle adjectives (see Unit 69) such as bored, creased, pleased, worn:
  - After I’d ironed my shirt it looked *more* creased than before. (*not* ...creaseder...)
* with fun, real, right and wrong:
  - I expected the film to be rather dull, but I couldn’t have been *more* wrong. (*not* ...wronger.)
* when we are comparing two qualities:
  - ‘Don’t you think Carl was brave to go bungee jumping?’ ‘Personally, I thought he was *more* mad than brave.’
  - Although the paint was called ‘Sky blue’, I thought it was *more* green than blue.
    - We can also use ‘...he wasn’t so *much* brave as mad’ and ‘...it was *blue* rather than *green*’.

We can sometimes use *more* as an alternative to the -er form to emphasise the comparison:
  - You might think it’s dark here but it’s *more* dark in the cellar. (*or* ...darker...)
Other adjectives used like this include clear, cold, fair, rough, soft, true.

### B

Some adjectives with two syllables are most commonly used with *more/less*, particularly past participle adjectives (e.g. worried, boring); adjectives ending in -ful and -less (e.g. careful, careless); afraid, alert, alike, alone, ashamed, aware; and some other adjectives, including active, cautious, certain, complex, direct, eager, exact, formal, frequent, modern, special, recent. Most two-syllable adjectives ending -y, -ow, -er and -ure can take either an -er or the *more* + *adjective* form, although the -er form is more frequently used.

Some adjectives (such as complete, equal, favourite, ideal, perfect, unique) have a comparative or superlative meaning so they are not often used with -er/-est or *more/less/most/least*.
However, we can use comparative or superlative forms for special emphasis or for a particular communicative purpose:
  - The weather today was good, but *less* perfect than yesterday.

### Superlatives

**C**
We usually use *the*, a possessive form (with -’s), or a possessive pronoun before a superlative adjective or adverb. In informal contexts we sometimes leave out *the* before an -est or most + adjective superlative after a linking verb, particularly when the superlative is at the end of a sentence:
  - ‘Why did you go by bus?’ ‘It was *(the)* cheapest.’  
  - Which was *(the)* most expensive?
However, we can’t leave out *the* when we go on to say what group of things is being compared:
  - ‘Why did you buy these oranges?’ ‘They were *(the)* cheapest ones I could find.’ (*not* They were cheapest ones...)

When *most* + *adjective/adverb* is used without *the*, *most* means something like ‘very’:
  - Did you see how she looked at you? It was *most* peculiar. (= very peculiar)
  - I checked the form *most* carefully (= very carefully) but didn’t notice the mistake.

### D

After a superlative we use *of* + a plural noun phrase to name the objects being compared:
  - John’s *(the)* oldest of my three brothers.
Notice that we can put the *of*-phrase at the beginning to emphasise it:
  - Of my three brothers, John’s *(the)* oldest.

When we give the location or context within which the comparison is made we usually use in + a singular noun phrase:
  - It was *(the)* tallest tree in the forest. (*not* ...the tallest tree of the forest.)

**Grammar review:** → L7–L8
72.1 Underline the correct or more likely alternative. If both are possible, notice the difference between them. (A)

1. It was almost as if the wolf was more scared/scareder of us than we were of it.
2. The river was more deep/deeper than I expected so I decided to turn back.
3. I think I’d describe her as more pretty/prettier than beautiful.
4. He had always seemed unfriendly, but now they were alone he seemed even more cold/colder.
5. I bought this tennis racket because it’s more strong/stronger.
6. As a politician I often receive threats, but some are more real/realer than others.
7. There were two routes up the hill, but as we had lots of time we took the more long/longer, more winding/windinger one.
8. Sam isn’t a bad boy really. He’s more naughty/naughtier than dishonest.
9. Although a different speaker began to talk, I felt even more bored/boreder than before.
10. The exam was more hard/harder than I thought it would be.
11. We need to take responsibility for elderly neighbours, and in a cold winter like this it is more true/truer than ever.
12. If the critics were wrong about Willis’s first novel, they couldn’t have been more right/righter about her second.

72.2 Complete the sentences with an appropriate comparative adjective, using an -er or more + adjective form. Indicate where both forms are possible. (B)

alert clever complex dirty exciting pleasant powerful recent useless wealthy worried

1. I may not be much of a cook, but Brian is even _________________ in the kitchen than I am.
2. Most research in this area uses simple interviews, but we used a _________________ methodology.
3. I didn’t do well at school, and my fellow students all seemed _________________ than me.
4. The film starts slowly, but gets _________________ after the first half hour.
5. Neil is already rich, but his aim in life seems to be to become even _________________.
6. I was concerned when John didn’t phone to say he’d be late, but I was even _________________ when he didn’t come at all that night.
7. ‘This painting is from the 17th century.’ ‘Really? It looks _________________ than that.’
8. The walk was quite enjoyable, but if the sun had been shining it would have been _________________.
9. When I took the washing out of the machine it looked _________________ than when it went in.
10. For an extra $500 you could buy a much _________________ motorbike.
11. Curiously, many people say they feel mentally _________________ if they eat very little for a day.

72.3 Put brackets around the if it can be left out in these sentences. (C)

1. It was the sweetest orange I’d eaten for ages.
2. Ann and Clara were both excellent musicians, but Clara was the most creative.
3. He’s the fastest runner in his class.
4. We get lots of birds in our garden, but blackbirds are the most common.
5. ‘Shall we go by train or car?’ ‘Well, going by bus is actually the easiest.’

72.4 Complete the sentences with in or of. (D)

1. The building is said to be the highest _________________ Europe.
2. The Democrats are the smallest _________________ the four main political parties.
3. The hotel enjoys the most spectacular setting _________________ any on the south coast.
4. For many people, it is the most important day _________________ the whole year.
5. She’s without doubt the best swimmer _________________ my school.
Comparative phrases and clauses

A We use as + adjective/adverb + as to say that something or someone is like something or someone else, or that one situation is like another:
- Was the film as funny as his last one? I came round as quickly as I could.
Negative forms of sentences like this can use either not as or not so. In formal speech and writing it is more common to use less + adjective + than:
- The gap between the sides is not as/so wide as it was. (or ...is less wide than it was.)

B If we put a singular countable noun between an adjective and the second as, we use a/an in front of the noun:
- Despite his disability, he tried to lead as normal a life as possible. (not ...as normal life as...)
- She was as patient a teacher as anyone could have had. (not ...as patient teacher as...)
The negative form of sentences like this can use either not as or sometimes not such:
- It’s not as quiet a place (or ...not such a quiet place ...) as it used to be.
Notice that we use not as + adjective + a/an + noun but not such a/an + adjective + noun.
We can use how, so and too followed by an adjective in a similar way:
- How significant a role did he play in your life?
- It’s not quite so straightforward a problem as it might at first seem.
- ‘Conspiracy’ is perhaps too strong a word. How big a piece do you want?

C We also use as much/many as or as little/few as to say that a quantity or amount is larger or smaller than expected. Many and few are preferred before numbers; much and little are preferred with amounts (e.g. $5, 20%) and distances (e.g. 3 metres):
- There are a small number of people involved, possibly as few as twenty.
- Prices have increased by as much as 300 per cent.

D We can use not + adjective/adverb + enough + to-infinitive to mean that there isn’t as much as is necessary to do something:
- I’m not tall enough to reach. He didn’t speak loudly enough to be heard.
We can use sufficiently before adjectives to express a similar meaning to enough. Sufficiently is often preferred in more formal contexts:
- She didn’t play sufficiently well to qualify. (or ...well enough to qualify.)

E We can use too + adjective/adverb + to-infinitive to mean ‘more than necessary, possible, etc.’ to do something:
- They arrived too late to get seats. It moved too fast to see it clearly.
If we need to mention the things or people involved in the action, we do this with for:...
- The suitcase was too small (for him) to get all his clothes in.
In rather formal English we can use too + adjective + a/an + noun:
- I hope you haven’t had too tiring a day. (not ...a too tiring day.)
(In a less formal style we might say ‘I hope your day hasn’t been too tiring.’)

F We can use so + adjective/adverb + that-clause to say that something happened or happened to such a degree that a specified result occurred (see also Unit 81):
- It’s so simple that even I can do it. He came in so quietly that I didn’t hear him.
Less often we use so + adjective/adverb + as + to-infinitive with a similar meaning. Compare:
- The difference was so small that it wasn’t worth arguing about.
The difference was so small as to be worth arguing about. (Because the difference was so small, it wasn’t worth arguing about)
We can use go so/as far as + to-infinitive to talk about actions that are surprising or extreme:
- One furious woman went so/as far as to throw tomatoes at the minister.
73.1 Complete these sentences with as...as or not as/such...as. Sometimes two answers are possible. 
Use the words in brackets and add any other necessary words. (B)
1. It's not such a polluted city now as/not as polluted a city now as it was 10 years ago. (not/ polluted/ city now)
2. The Downtown Hotel is not as pleasant a place to stay as the Strand Hotel. (not/ pleasant/ place to stay)
3. The President's address to the nation is not as important a speech as I first thought. (not/ big/ problem)
4. Theresa's dog is not as ferocious a animal as I've ever seen. (ferocious/ animal)
5. She's not as fluent a Greek speaker as she claims to be. (not/ fluent/ Greek speaker)

73.2 Complete these sentences with as much as, as many as, as little as, or as few as. (C)
1. When it was really hot I was having as many as four showers a days.
2. The elephant population may soon fall to as few as 1,000 from 5,000 10 years ago.
3. At the end of the 200-metre race there was as little as 50 metres between the first and second runners.
4. As many as 5,000 people phoned in to complain about last night's TV programme.
5. Lit continuously, the life of a light bulb varies from as little as two weeks to three months.
6. Some days there were as few as three or four students at his lectures.
7. We don't use much electricity. Sometimes our bill is as little as £20 a month.
8. The country spends as much as 25% of its income on defence.

73.3 Match the sentences to make ones using so + adjective + as + to-infinitive, as in 1. (F)
1. The noise from the factory was loud. a. It was nearly illegible.
2. Her handwriting was untidy. b. It was insignificant.
3. The bookcase was heavy. c. It was unplayable.
4. The CD was badly scratched. d. It prevented me sleeping.
5. The plot of the novel was complicated. e. It was almost impossible to move it.
6. The difference between the results was small. f. It was completely incomprehensible.
1, 4 + d. The noise from the factory was so loud as to prevent me sleeping.

73.4 Here is part of an interview with the manager of a football team. His best player, Alan Green, has just suffered a serious injury. Correct any mistakes in the underlined text. (A–F)

INTERVIEWER: (1) How serious injury is it? Is it (2) so serious as has been claimed in the newspapers? Some people are saying Alan Green will never play international football again.

MANAGER: Well, it's certainly (3) enough bad to keep him out of football for at least 6 months. He's obviously (4) not so fit as he used to be and even he would admit that he's (5) not such good player as he was in his 20s. But I wouldn't (6) go so far to say that he'll never play for the national team again. I know him (7) sufficiently well enough to say that he will consider his future carefully before making any major decisions.

INTERVIEWER: Well, we all wish him (8) as speedy recovery as possible...
Position of adverbs (1)

There are three main positions for adverbs which modify a verb: end, front and mid position.

☆ In end position, the adverb is placed after the verb – either immediately after it or later in the clause:
  □ They played quietly all day.  □ He tried to leave quietly.  □ He sat in the corner quietly.

☆ In front position the adverb is placed before the subject:
  □ Finally he could stand the noise no longer.  □ Sometimes I feel like going home.

☆ In mid position the adverb is placed between the subject and verb, immediately after be as a main verb, or after the first auxiliary verb:
  □ He usually plays better than this.  □ She is usually here by 10.00.
  □ They would usually come by car.

Many adverbs can go in any of these positions, depending on context or style. For example:
  □ He turned round slowly. (end)  □ Slowly he turned round. (front)
  □ He slowly turned round. (mid)

End position

In end position, we usually put an adverb after an object if there is one rather than immediately after the verb:
  □ We considered the problem briefly. (not We considered briefly the problem.)

However, if an object is very long other positions are possible:
  □ We considered briefly the long-term solution to the problem. (or We briefly considered…)

We avoid putting an adverb between a main verb and a following -ing form or to-infinite:
  □ He began running quickly. or He quickly began running. (not He began quickly running.)
  □ She tried to leave quietly. or She quietly tried to leave. (not She tried quietly to leave.)

The position of the adverb can change the meaning of the sentence (see Unit 75A). Compare:
  □ I recall telling him clearly that he had won. (= I told him clearly; ‘clearly’ modifies ‘telling him’) and
  □ I clearly recall telling him that he had won. (= I clearly recall it; ‘clearly’ modifies ‘recall’).

‘I recall clearly telling him that he had won’ is also possible, but is ambiguous; it can have either of the two meanings given above. In speech, the meaning intended is usually signalled by intonation.

When there is more than one adverbial (see Glossary) in end position, the usual order in written English is adverbial of manner (= saying how something is done), place, and then time:
  □ In the accident she was thrown violently forwards. (= manner + place)
  □ We arrived here on Saturday. (= place + time)

For special emphasis we can move an adverbial to the end:
  □ In the accident she was thrown forwards, violently.

If one adverbial is much longer than another then it is usually placed last:
  □ They left at 3.00 with a great deal of noise. (= time + manner)

An adverb usually comes before a prepositional phrase when these have the same function (i.e. when they both describe manner, or place, or time):
  □ She went downstairs to the cellar. (= place + place)

End position is usual for many adverbials of place, definite frequency, and definite time (including adverbial prepositional phrases):
  □ They live upstairs. (not They upstairs live.)  □ She goes weekly. (not She weekly goes.)
  □ Have you heard the good news? Jane had a baby in May. (not Jane in May had a baby.)

However, adverbs of indefinite time usually go in mid position (see Unit 75).

Notice that in journalism, other adverbs of time are often used in mid position, where we would normally place them in end (or front) position:
  □ The government yesterday announced an increase in education spending.
74.1 Write the adverb in brackets in the sentence in an appropriate position. In some cases both positions are possible. (C)

1. I ___________ expect Sue to win the race ___________. (easily)
2. He ___________ regretted missing the concert ___________. (greatly)
3. I ___________ hated playing the piano ___________, although my parents thought I loved it. (secretly)
4. He ___________ started to walk ___________ across the bridge over the gorge. (calmly)
5. She ___________ offered to do the work ___________. (kindly)
6. Ray ___________ finished speaking ___________ and sat down. (hurriedly)
7. I ___________ don’t remember putting it down ___________. (simply)
8. We ___________ look forward to hearing from you ___________. (soon)
9. They ___________ tried to ignore me ___________. (deliberately)
10. I don’t ___________ pretend to understand the instructions ___________. (completely)

74.2 Complete the sentences. Put the words and phrases in brackets in the most likely order for written English. (B & D)

1. He hid Nancy’s present in the wardrobe. ___________. (in the wardrobe/ present)
2. She waited ___________. (nervously/ until her name was called)
3. The road climbed ___________. (through the mountains/ steeply)
4. As a punishment, she had to be at school ___________. (for the next two weeks/ early)
5. As I left, I locked ___________. (the door/ securely)
6. We’re travelling ___________. (during the summer/ around Australia)
7. The house is by the river, just ___________. (from the bridge/ downstream)
8. She was able to describe ___________. (the exact details of the house where she had lived as a baby/ accurately)
9. In hospital she had to lie ___________. (with her right leg suspended in mid air/ for a week)
10. He swam ___________ and then got out of the pool. (rapidly/ for a few minutes)
11. If you leave now, you should be ___________. (by nine o’clock/ at home)
12. They enjoyed ___________. (at the party/ themselves/ immensely)

74.3 If necessary, improve these sentences by putting the italicised word or phrase in a more appropriate position. If no improvement is needed, write ✓. (B-E)

1. I try to visit every week my parents. I try to visit my parents every week ... or ___________.
2. Next, beat the eggs vigorously in a small bowl.
3. I thought I’d locked securely the luggage.
4. I stopped regularly playing tennis after I broke my wrist.
5. Rafter was easily beaten in the final.
6. Sarah never eats in the canteen at work. She always brings from home sandwiches.
7. ‘Do the Simpson family still live next door?’ ‘No, they moved last year away.’
8. The local residents welcomed the decision to introduce a new bus service from their village into the nearby town warmly.
9. We have to hand the homework in on Tuesday.
Position of adverbs (2)

Front position

Most types of adverb commonly go in front position in a clause (see Unit 74A). In particular –

- **connecting adverbs** (e.g. *as a result*, *similarly*) which make immediately clear the logical relation to the previous sentence:
  - □ The value of the yen has fallen. *As a result*, Japan faces a crisis.

- **time and place adverbs** (e.g. *tomorrow*, *nearby*) which give more information about a previous reference to a time or place, or show a contrast:
  - □ The last few days have been hot. *Tomorrow* the weather will be much cooler.

- **comment and viewpoint adverbs** (e.g. *presumably*, *financially*) which highlight the speaker’s attitude to what they are about to say (see Unit 78):
  - □ She has just heard that her sister is ill. *Presumably*, she will want to go home.

However, other positions are possible for these adverbs.

Some words can be used both as comment adverbs or adverbs of manner. As comment adverbs they usually go in front position (but can go in other positions) and relate to the whole of the clause; as adverbs of manner they usually go in end position and modify the verb. Compare:

- □ *Naturally*, I’ll do all I can to help. *and* □ The gas *occurs naturally* in this area.

Other adverbs like this include *clearly*, *curiously*, *frankly*, *honestly*, *oddly*, *plainly*, *seriously*.

Note that for special emphasis or focus, adverbs that usually go in mid position (see B) and end position (see also Units 74 and 76) can sometimes be put in front position:

- □ *In May*, Jane had a baby. □ *Regularly*, Kim works on several paintings at once.

Mid position

The following types of adverb usually go in mid position (see Unit 74A) –

- **degree adverbs** (e.g. *almost*, *hardly*, *nearly*, *quite*, *rather*, *scarcely*):
  - □ The street lighting was so bad that *we almost missed* the turning.

  - although some (e.g. *completely*, *enormously*, *entirely*, *greatly*, *slightly*) can go in end position:
  - □ I *greatly admire* your work. (or *I admire your work greatly*.)

Notice, however, that some degree adverbs are not usually used in mid position with some verbs. For example, *enormously* is not usually used in mid position with *develop*, *differ*, *go up* or *vary*; *greatly* is not normally used in mid position with *care* or *suffer*.

- **adverbs which indicate the order of events**, such as *first*, *last* and *next*. These can also go in end position, but if there is a phrase giving the time of an event they usually go before this:
  - □ *I first met* her in 1987. (or *I met her first* in 1987.)

We don’t usually put these in front position, except when we use them to list actions (when we usually follow them with a comma in writing; see also Unit 76B):

- □ *Next*, add three teaspoons of sugar.

- **adverbs of frequency** which say in an indefinite way how often something happens, including *hardly ever*, *often*, *rarely*, *regularly*, *seldom* (see also Unit 76B); and also the frequency adverbs *always* and *never*:

  - □ We *hardly ever* see Derek nowadays, he’s so busy at the office.

Notice, however, that adverbial phrases of indefinite frequency (e.g. *as a rule*, *on many occasions*, *from time to time*, *every so often*) usually go in front or end position:

- □ *As a rule*, I go every six months. (or *every six months, as a rule; not ‘I as a rule go...’*)

C

We rarely put long adverbials (including clauses (see Units 58 and 59), and prepositional and noun phrases) in mid position. Usually they go in end position or front position for emphasis:

- □ She phoned home, *anxious for news*. (or *Anxious for news, she phoned home.*)

- □ He picked up the vase *with great care*. (or *With great care he picked up the vase.*)

- □ *I’d seen Jack the day before*. (or *The day before I’d seen Jack.*)
Exercises

Unit 75

75.1 Use one of these adverbs in each pair of sentences. In one, add the adverb in front position (as a comment adverb); in the other, add the adverb in end position (as an adverb of manner). (A)

clearly curiously frankly honestly plainly seriously

1 a. **Curiously**, the house has three chimneys ____________, even though there are only two fireplaces.

   b. ____________, Esther looked at him **curiously**, trying to work out whether he was being serious or not.

2 a. ____________, I was brought up to earn money ____________, not to steal it from others.

   b. ____________, I'm perfectly capable of putting up the shelf myself ____________.

3 a. ____________, she admitted ____________ that she felt she wasn't doing a good job.

   b. ____________, I went to sleep during his lecture ____________, it was so boring.

4 a. 'Thanks for looking after the children for me.' 'That's okay.' ____________, I don't know what I'd have done ____________ if you hadn't been around to help.'

   b. ____________, I tried to speak ____________ to him about his bad behaviour, but he kept making me laugh.

5 a. The chief executive of Eclo has phoned me every day this week to ask whether I've made my mind up ____________, he wants me to take the job ____________.

   b. ____________, I'd had very little sleep the night before and was having difficulty thinking ____________.

6 a. Robert fidgeted in his seat and kept looking nervously at the door. ____________, he was feeling ill at ease ____________.

   b. ____________ she always dressed ____________ at work in a white blouse and grey skirt.

75.2 Cross out any adverbs or adverbials that are incorrect or unlikely in these sentences.

(B & Unit 74E)

1 Asthma rates in cities do not **enormously/ significantly** differ from those in rural areas.

2 Now that Megan has moved to Liverpool, I **from time to time/ rarely** see her.

3 I could see them **easily/ scarcely** in the bright sunshine.

4 It was snowing and I was **almost/ by an hour** late for the interview.

5 I met Mick at a party and then saw him a couple of days later **next/ at the bus stop on College Road**.

6 Carmen had **often/ on many occasions** spoken at meetings before so it was no surprise when she stood up.

7 I play chess with Tim **hardly ever/ every week**.

8 Although he had to lift heavy boxes in the factory, he **greatly/ rarely** suffered from backache.

9 I forgot about the meeting **nearly/ entirely** and my boss was really angry with me.

75.3 Which of the positions indicated [1], [2] or [3] can the adverb or adverbial in brackets go in?

(A-C)


Adverbs of place, direction, indefinite frequency, and time

A

Adverbs of place and direction (or adverbials, particularly prepositional phrases) usually go in end position, but we can put them in front position to emphasise the location. The effect may also be to highlight what comes at the end (e.g. ‘a body’ in the example below). This order is found mainly in formal descriptive writing and reports. Compare:

- The money was eventually found under the floorboards. (= end) and
- The police searched the house. Under the floorboards they found a body. (= front)

If we put an adverb of place in front position we put the subject after the verb be (see also Unit 99A):

- Next to the bookshelf was a fireplace. (or less formally Next to the bookshelf there was a fireplace; not Next to the bookshelf a fireplace was.)

Note that this doesn’t apply when the subject is a pronoun. For example, we can’t say ‘Next to the bookshelf was it.’

We can also put the subject after the verb with intransitive verbs (except with a pronoun subject) used to indicate being in a position or movement to a position, including hang, lie, live, sit, stand; come, fly, go, march, roll, run, swim, walk:

- Beyond the houses lay open fields. (but compare Beyond the houses they lay.)
- Through the town marched the band. (but compare Through the town it marched.)

Note that ‘...open fields lay’, ‘...the band marched’ (etc.) might be used in a literary style.

However, we don’t usually put the subject after the verb when we talk about actions: if one of these intransitive verbs is followed by an adverb of manner; with other intransitive verbs; or with transitive verbs:

- Through the waves the boy swam powerfully. (rather than ...swam the boy powerfully.)
- Outside the church the choir sang. (rather than ...sang the choir.)
- In the garden John built a play house for the children. (not In the garden built John...)

B

When we put certain adverbs of time in front position the subject must come after an auxiliary verb or a main verb be (see also Unit 100):

- At no time would he admit that his team played badly. (not At no time he would admit...)
- Not once was she at home when I phoned. (not Not once she was...)

If the main verb is not be and there is no auxiliary, we use do, although inversion is not necessary in this case:

- Only later did she realise how much damage had been caused. (or Only later she realised...)

Adverbs like this include negative time adverbials such as at no time, hardly ever, not once, only later, rarely, and seldom. Notice also that we can put first, next, now and then in front position with the verb come to introduce a new event, when the subject follows the verb. But if a comma (or an intonation break in speech) is used after first (etc.) the verb follows the subject. Compare:

- At first there was silence. Then came a voice that I knew. (not Then a voice came...) and
- At first there was silence. Then, a voice came that I knew.

C

Adverbs of time which indicate a definite point or period in time or a definite frequency, usually go in end position, or front position for emphasis, but not in mid position. Note that when these adverbs are in front position there is no inversion of subject and verb:

- I went to Paris yesterday. (or Yesterday I went to Paris.)
- We meet for lunch once a week. (or Once a week we meet for lunch.)

Note that the adverbs daily, hourly, monthly, weekly, annually, quarterly (= four times a year), etc. only go in end position:

- The train leaves hourly. (not Hourly the train leaves; not The train hourly leaves.)
- I pay my subscription annually. (not Annually I pay...; not I annually pay...)
76.1 Rewrite the sentences with the underlined adverbs of place or direction at the front of the clause. If possible, invert the order of subject and verb. (A)

1 A dark wood was **at the bottom of the garden.**
   At the bottom of the garden was a dark wood.
2 The car stopped suddenly and Nick jumped **out.**
3 Two small children stood **outside the door.**
4 The boys were playing cricket **in the park,** despite the muddy conditions.
5 The choir was singing one of my favourite carols **inside the church.**
6 A jade necklace hung **around her neck.**
7 The horse ran **down the hill** quickly.
8 The man released the monkey and it climbed **up the tree.**
9 The door burst open and a delegation from the striking workers marched **in.**
10 I tripped over the cat, dropped the tray, and it flew **across the room.**
11 While Nigel was looking around for his net the fish swam **away.**
12 Most of the furniture was modern, but a very old grandfather clock was **in the corner.**
13 She drove **around the town** for hours looking for the gallery, until she spotted the place **in a side street.**
14 Megan watched sadly **through the window.**
15 Ann found it difficult to concentrate **in the office,** but she worked more efficiently **at home.**
16 They saw a volcano erupting **in Japan,** and they experienced an earthquake **in Indonesia.**
17 A 16th century church is **on one side of the village green** and a 15th century pub stands **opposite.**

76.2 If possible, rewrite the underlined parts of these sentences with the time adverbial in front position. Where you can, invert the order of subject and verb, and make any other necessary changes. (B & C)

1 I trusted Dan completely, and I realised only later that he had tricked me.
   I trusted Dan completely, and only later did I realise that he had tricked me.
2 After working so hard all summer, I **had a holiday last week.**
3 Professor Coulson was to give the initial paper at the conference, but a **welcoming address came first by the head of the organising team.**
4 The area was cleared before the explosion, and **members of the public were in danger at no time.**
5 I've got high blood pressure and **I have to take tablets daily for it.**
6 When it became clear that he was in danger of losing the election, a politician can seldom have **changed his views so quickly as Beckett.**
7 After a few days of relative calm, a **blizzard came next, preventing us from leaving the hut.**
8 It's hard to imagine that **we'll be in Japan by next Friday.**
9 You won't have long to wait as **trains for Rome leave hourly.**
10 My grandfather was a gentle man, and I **hardly ever heard him raise his voice in anger.**
11 I walk to work for the exercise, and **I play squash twice a week.**
12 If you take the job, **your salary will be paid quarterly into your bank account.**
Degree adverbs and focus adverbs

Degree adverbs can be used before adjectives, verbs, or other adverbs to give information about the extent or level of something:

- They’re extremely happy.
- I really hate coffee.
- He almost always arrived late.

Some degree adverbs, such as almost, largely, really and virtually, are usually used before the main verb, and others, such as altogether, enormously, somewhat, and tremendously, are usually used after the main verb. Degree adverbs are rarely used in front position (see Unit 75B).

Focus adverbs draw attention to the most important part of what we are talking about. Some (e.g. especially, even, mainly, mostly, particularly, specifically) make what we say more specific:

- There is likely to be snow today, particularly in the north.
- Many people offered to help me invest the money, but I only trusted Peter.

Much and very much

In affirmative sentences in formal contexts, much can be used as a degree adverb before the verbs admire, appreciate, enjoy, prefer and regret to emphasise how we feel about things:

- I much enjoyed having you stay with us.
- Their music is much admired.

Much is used in this way particularly after I and we and (with admire and appreciate) in passives. Note that we don’t usually use this pattern in questions (e.g. not ‘Did you much enjoy...?’).

We can use very much in a similar way before these verbs and also before agree, doubt, fear, hope, like and want. Notice, however, that we don’t use much before this last group of verbs. Compare:

- I much prefer seeing films at the cinema than on television. (or I very much prefer...)
- We very much agree with the decision. (or We agree very much...; but not...much agree...)

We can also use much or very much before a past participle which is part of a passive:

- The new by-pass was (very) much needed.

We don’t use much but can use very much before past participle adjectives (see Unit 69A):

- She was (very) interested in the news. (or very much interested...; but not much interested...)

and we don’t use either much or very much before present participle adjectives:

- The hotel was (very) welcoming. (but not The hotel was (very) much welcoming.)

In negative sentences in informal contexts we can use (very) much before verbs such as appreciate, enjoy, like, and look forward to to emphasise a negative feeling about something:

- I didn’t (very) much enjoy the film.

Very and too

Before an adjective or another adverb we use very when we mean ‘to a high degree’, and too when we mean ‘more than enough’ or ‘more than is wanted or needed’. Compare:

- The weather was very hot in Majorca. Perfect for swimming. (not...too hot...) and
- It’s too hot to stay in this room – let’s find somewhere cooler. (not...very hot...)

In negative sentences in informal spoken English we can use not too to mean ‘not very’:

- I’m not too bothered about who wins. (or I’m not very bothered...)

Even, only and alone

Even and only usually go in mid position (see Unit 75), but if they refer to the subject they usually come before it. Compare:

- My mother has only brought some food. (= She hasn’t brought anything else) and
- My mother has brought some food. (= My mother and nobody else)
- Sue can even speak French. (= in addition to everything else she can do) and
- Even Sue can speak French. (= you might not expect her to) (rather than Sue even...)

When alone means that only one thing or person is involved, it comes after a noun:

- You alone should decide what is right for you.
Exercises

77.1 Which of these can go in the spaces: very, much, very much? (B)

1 We ____________ hope that the striking workers will now resume negotiations.
2 Thanks for organising the refreshments on school sports day. Your help was ____________ appreciated.
3 I felt ____________ intimidated by some of the questions in the interview.
4 I had always ____________ admired her work, and it was a great experience to meet her personally.
5 There was a time when I ____________ wanted a lot of children, but I’m perfectly happy now with the one child we have.
6 I would ____________ prefer to be remembered as someone who was kind rather than just as someone who was wealthy.
7 It was ____________ thrilling to get Eva’s news.
8 When I was travelling in India I became ____________ interested in regional foods.
9 Jack says that he wants to go into politics, but I ____________ doubt that he’s serious.
10 I ____________ regret not being able to hear Dr Jackson speak when she came to the university.

77.2 Write very, too, or very/too if either is possible. (C)

1 The old bridge in town was ____________ narrow for the coach to drive across, so we had to go an extra 50 miles to the new one.
2 Kay has agreed to start work earlier, but she’s not ____________ enthusiastic about it.
3 The instructions are ____________ easy. You’ll have no trouble understanding them.
4 It was ____________ alarming to learn that one of the plane’s engines had stopped.
5 We’ll be at the cinema well before the film starts. It won’t take ____________ long to get there.
6 It was snowing ____________ heavily for us to climb further up the mountain.
7 He revised ____________ hard and did well in his exams.
8 Joanna was in a wheelchair as she was still ____________ weak from her operation to walk far.

77.3 Put even, only or alone in the most appropriate place in each sentence. (D)

1 Mark offered to let me stay with him while I was in Glasgow, and ____________ he ____________ offered to pick me up from the station.
2 ____________ I will ____________ be in my office on Monday next week as I’m going to Poland for a business meeting on Tuesday.
3 You are unlikely to buy the car you really need if you choose one on the basis of ____________ price ____________.
4 Every penny the charity raises helps the homeless, and ____________ the smallest donation ____________ can make a vital difference.
5 Ron seems to have invited everyone to the party. ____________ he has ____________ asked Claire, and they haven’t spoken to each other for years.
6 ____________ John ____________ knew where the keys were kept, and nobody else.
7 ____________ advertising ____________ won’t persuade people to buy. You need to have a quality product.
8 The theme park is really expensive. ____________ admission ____________ costs £25 and then you have to pay £5 for each of the rides.
Comment adverbs and viewpoint adverbs

We use some adverbs to make a comment on what we are saying.

<table>
<thead>
<tr>
<th>some comment adverbs...</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>indicate how likely we think something is</td>
<td>apparently, certainly, clearly, definitely, obviously, presumably, probably, undoubtedly</td>
</tr>
<tr>
<td>indicate our attitude to or opinion of what is said</td>
<td>astonishingly, frankly, generally, honestly, interestingly, luckily, naturally, sadly, seriously, surprisingly, unbelievably</td>
</tr>
<tr>
<td>show our judgement of someone's actions</td>
<td>bravely, carelessly, foolishly, generously, kindly, rightly, stupidly, wisely, wrongly</td>
</tr>
</tbody>
</table>

Comment adverbs often apply to the whole sentence and are most frequently used in front position (see Unit 75A), although they can also be used at the end of the sentence and in other positions. At the beginning and end of sentences we usually separate them from the rest of the sentence by a comma in writing or by intonation in speech:

- Presumably, he didn't hear me when I called.
- The book was based on his experience in China, apparently.
- Jackson believes that child development can be slowed down by poor nutrition. This is undoubtedly the case.

Comment adverbs which show judgement usually follow the subject, although they can be put in front position for emphasis:

- He kindly offered to take me to the station. (or Kindly, he offered... to emphasise ‘Kindly’)

If comment adverbs apply only part of the sentence they can be used in other positions.

Compare:

- Astonishingly, she did well in the exam. (= I was surprised that she did well)
- She did astonishingly well in the exam. (= she did very well)
- You've had a major operation. Obviously, it will be very painful for a while. (= I expect you to know this already)
- When he stood up it was obviously very painful. (= the pain was clear to see)

Some adverbs are used to make clear what viewpoint we are speaking from; that is, identifying what features of something are being talked about:

- Financially, the accident has been a disaster for the owners of the tunnel.
- The brothers may be alike physically, but they have very different personalities.

Other examples include biologically, environmentally, financially, ideologically, industrially, logically, medically, morally, outwardly, politically, technically, visually.

A number of phrases are used in a similar way. For example:

- Politically/In political terms, this summer is a crucial time for the government.
- Financially/From a financial point of view, it is a good investment.

Some adverbs or phrases are used to say whose viewpoint we are expressing:

- The head of National North Bank is to receive, according to newspaper reports, a 50% salary increase.
- In my view, the Foreign Minister should resign immediately.

Other examples include to my/his/her (etc.) knowledge, from my/his/her (etc.) perspective, personally, in my/his/her (etc.) opinion.
78.1 Choose a comment adverb to replace the underlined part. Consider possible positions in the sentence for the adverb. (A)

astonishingly bravely carelessly generously
interestingly obviously presumably rightly

1 It was very surprising indeed that no paintings were destroyed by the fire in the gallery.
   Astonishingly, no paintings were destroyed by the fire in the gallery....

2 As you drive off the ferry, there are lots of different flags flying by the side of the road.
   It seems likely that the idea is to welcome visitors from other countries.

3 Acting more kindly than they needed to, the builders agreed to plant new trees to replace the ones they had dug up.

4 Most people believe in a correct way that the prisoners should be released.

5 He broke the window when he was painting because he wasn’t paying attention to what he was doing.

6 She picked up the spider and put it outside, showing no fear.

7 I found it strange that this was the only map I could find that includes the village of Atherstone.

78.2 Complete the sentences with an appropriate viewpoint adverb from (i) and an ending from (ii). (B)

(i) environmentally financially industriously medically outwards politically technically visually

(ii) ...we’d be much better off if we moved there.
    ...the performance was stunning.
    ...it is relatively undeveloped.
    ...she looked remarkably calm.
    ...she could be sent to prison.
    ...the doctors can’t find anything wrong.
    ...it is no longer the problem it once was.
    ...he claims to be a socialist.

1 Sam says that he is still getting severe headaches, although...
   medically the doctors can’t find anything wrong.

2 As she stepped onto the stage she felt terrified, but...

3 Now that lead is no longer added to most petrol,....

4 The country earns most of its income from agriculture and...

5 The band didn’t play terribly well, and the singing was awful, but...

6 The cost of living is much lower in Northumberland, so...

7 Edwards is one of the richest men in the country, although...

8 Val is likely to be fined for failing to pay her gas bill, although...

78.3 Suggest an appropriate noun, adjective or adverb and one of the phrases in the box in B to complete these sentences. Use a different phrase each time. You could use the following words (or adjectives or adverbs formed from them) or suggest your own.

architecture democracy geology grammar history

1 Historically speaking, in what ways has disease affected the development of Western civilisation?

2 limestone is a relatively new rock.

3 The building is similar to the opera house in Milan .

4 the essay was well written, but its style was inappropriate.

5 The election was clearly rigged and the result is a severe blow to the country .
Adverbial clauses of time

A  As, when and while

We can often use **as, when or while** to mean ‘during the time that’, to talk about something that happens when something else takes place:

- **As/When/While** Dave was eating, the doorbell rang.

We use **when** *(not as or while)* to introduce a clause which talks about –

☆ an event that takes place at the same time as some longer event (in the main clause):

- They were playing in the garden **when** they heard a scream.

☆ the circumstances in which the event in the main clause happens:

- **When** they are fully grown these snakes can be over two metres long.

We also use **when** to mean ‘every time’:

- I still feel tired **when** I wake up in the morning.

and we prefer **when** to talk about past periods of our lives:

- His mother called him Robbie **when** he was a baby.

We prefer **when** to emphasise that one event happens immediately after another, particularly if one causes the other:

- You’ll see my house on the right **when** you cross the bridge.

- **When** the lights went out, I lit some candles.

In the first sentence, ‘as’ or ‘while’ would suggest ‘during the time that’ and the continuous would be more likely (‘...as/while you are crossing...’). In the second sentence ‘as’ or ‘while’ would be very unlikely because lights usually go out instantaneously.

We prefer **as** to say that when one thing changes, another thing changes at the same time:

- **As** the cheese matures, its flavour improves. *(rather than **When** the cheese...)*

We can also use ‘While...’, particularly with a continuous tense: ‘While the cheese is maturing...’.

We prefer **while** or **as** (rather than **when**) to talk about two longer actions that go on at the same time, although **while** is more common than **as** in informal speech:

- I went shopping **while** Linda cleaned the house. *(or ...**as** Linda cleaned...)*

We use **while** or **when** (rather than **as**) to avoid ambiguity where ‘as’ could mean ‘because’:

- **While** you were playing golf, I went to the cinema. *(‘As you were playing golf...’ could mean ‘Because you were playing golf...’)*

B  Before, after and until

We use **before** or **after** to talk about an event happening earlier or later than another event:

- I put on my coat **before** I went out.  \(\square\) The message arrived **after** I’d left.

We can often use either **until** or **before** when a situation continues to happen up to a time indicated in the adverbial clause:

- I had to wait six weeks **until/before** the parcel arrived.

We use **until** to talk about an action that continues to a particular time and then stops:

- They sat on the beach **until** the sun sank below the horizon, and then they went home.

and when the adverbial clause describes the **result** of an action in the main clause:

- He cleaned his shoes **until** they shone. *(shining’ is the result of ‘cleaning’)*

C  Hardly, no sooner, scarcely

When we say that one event happened immediately after another we can use sentences with **hardly, no sooner, and scarcely** (see also Unit 100). After **hardly** and **scarcely** the second clause begins with **when** or **before**; after **no sooner** it begins with **than** or **when**:

- The concert **had hardly begun** before all the lights went out.

- **I had no sooner** lit the barbecue **than/when** it started to rain.

We often use a past perfect in the clause with **hardly, no sooner** or **scarcely** and a past simple in the other.
Exercises

79.1 Choose as, when or while, whichever is correct or more likely, to complete these sentences. If there is more than one possible answer, write them both and notice any differences in meaning. (A)

1. She fell over __________________ she kicked the ball.
2. __________________ we were younger our parents had to pay for our music lessons.
3. __________________ I speak Spanish, I talk slowly to help people understand me.
4. __________________ I carefully packed all the old books into boxes, Emily wrote down their titles in a notebook.
5. She stayed at home watching television __________________ her brother was at school.
6. Where did you live __________________ you got married?
7. __________________ I'm older I'd love to be a dancer.
8. __________________ the results started to come in, it became clear that President Como had lost the election.
9. The humidity started to increase __________________ the day wore on.
10. __________________ the boy watched in fascination, the ants picked up the dead beetle and carried it off to their nest.
11. The fan makes a screeching sound __________________ I switch the computer on.
12. __________________ the meeting continued, it became clear that the two sides would not reach an agreement.
13. __________________ the car went by, someone waved to me through the window.
14. __________________ Kingsley had finished, he tidied up the room and left.
15. The snow was getting deeper and deeper __________________ we waited for the delayed train to arrive.
16. I was in the shower __________________ the phone rang.
17. __________________ the paint dries it changes from a light to a deep red.

79.2 Here are some extracts from a talk about the life and work of Professor Johannes Wichmann. Write before or until in the spaces or before/until if both are possible. (B)

1. He continued to work at London University __________________ he retired in 1978.
2. __________________ he left his native country, he learned English by listening to the radio.
3. It wasn't long __________________ he was appointed Professor of Chemistry.
4. He married Martha __________________ he moved to England in 1935.
5. __________________ he came to England he worked in his father's grocery shop.
6. He kept applying for university research positions __________________ he was appointed to a post at London University.
7. He was almost unknown outside his specialised field __________________ he was awarded the Nobel Prize.
8. He would work in his laboratory for days at a time __________________ he had gathered the results he needed.

79.3 Complete the sentences in any appropriate way. (C)

1. The paint on the sitting room wall had scarcely dried... __________________ my daughter put her dirty hands all over it...
2. David had no sooner recovered from a broken ankle...
3. He had hardly put down the phone...
4. We had no sooner eaten...
5. Maggie had hardly finished speaking...
6. I had scarcely driven to the end of the street...
Giving reasons: as, because, etc.; for and with

A

We can begin a clause with as, because, seeing that, seeing as, or since to give a reason for a particular situation:

- As it was getting late, I decided I should go home.
- We must be near the beach, because I can hear the waves.
- Since he was going to be living in Sweden for some time, he thought he should read something about the country.
- We could go and visit Sue, seeing that we have to drive past her house anyway.

Notice that –
- it is also common and acceptable for because to begin a sentence, as in:
  - Because everything looked different, I had no idea where to go.
- to give reasons in spoken English, we most often use because. So it is also commonly used to express a similar meaning (see also Unit 81). Compare:
  - Because my mother’s arrived, I won’t be able to meet you. (‘because’ introduces the reason) and
  - My mother’s arrived, so I won’t be able to meet you. (‘so’ introduces the result.)
- when it means ‘because’, since is rather formal. It is uncommon in conversation, but is frequently used in this way in academic writing:
  - I had to go outside because I was feeling awful. (‘since’ is unlikely in an informal context)
  - The results of this analysis can be easily compared to future observations since satellite coverage will remain continuous. (more likely than ‘because’ in this formal context.)
- seeing that is used in informal English. Some people also use seeing as in informal speech:
  - Ken just had to apologise, seeing that/as he knew he’d made a mistake.

B

In formal or literary written English we can also introduce reasons with for, in that, or, less commonly, inasmuch as. For is a formal alternative to ‘because’; in that and inasmuch as introduce clauses which clarify what has been said by adding detail:

- The film is unusual in that it features only four actors. (or In that..., the film is...)  
- Clara and I have quite an easy life, inasmuch as neither of us has to work too hard but we earn quite a lot of money. (or Inasmuch as..., Clara and I...)  
- We must begin planning now, for the future may bring unexpected changes. (not For the future..., we must... – where ‘for’ means ‘because’.)

C

The prepositions because of, due to, and owing to can also be used before a noun or noun phrase to give a reason for something:

- We were delayed because of an accident.
- She was unable to run owing to/due to a leg injury. (= because of a leg injury.)
- We have less money to spend owing to/due to budget cuts. (= because of budget cuts.)

Notice that we don’t use because alone before a noun or noun phrase:

- We were delayed because there was an accident. (not...because an accident.)

In current English we usually avoid owing to directly after a form of be:

- The company’s success is due to the new director. (not...is owing to...)

However, owing to is used after be + a degree adverb such as entirely, largely, mainly, partly:

- The low election turnout was partly due to/owing to the bad weather.

We can often use either it was due to...that or it was owing to...that:

- It was owing to his encouragement that she applied for the job. (or It was due to...that)

D

We can use for and with followed by a noun phrase to give a reason. For has a similar meaning to ‘as a result of’ and is common in most styles of English (compare B above):

- She was looking all the better for her stay in hospital.

With has a similar meaning to ‘as a result of there being’:

- With so many people ill, I’ve decided to cancel the meeting.
Exercises

Unit 80

80.1 Complete the sentence frames with an item from (i) and an item from (ii), in an appropriate order, as in 1. (A)

(i)
1 passengers were given a full refund
2 Angela agreed to book tickets for us all
3 I'll buy you lunch
4 I've given up dairy products
5 we were recommended to buy the textbook second hand
6 the guest lecturer was late
7 we get on so well
8 you should never walk under a ladder

(ii)
1 a it's your birthday
2 b it was her idea to go to the theatre
3 c Dr Jones spoke about his research instead
4 d a new copy would be very expensive
5 e I suggested we all go on holiday together
6 f the train was delayed for more than an hour
7 g it's supposed to be unlucky
8 h I'm trying to lose weight

1 + f Since the train was delayed for more than an hour, passengers were given a full refund.
2 .......................................................... as ..........................................................
3 Seeing as ..........................................................
4 Because ..........................................................
5 .......................................................... since ..........................................................
6 As ..........................................................
7 ..........................................................
8 .......................................................... because ..........................................................

80.2 Complete these sentences using due to or owing to with one of these phrases. If both due to and owing to are possible, write them both. (C)

lack of interest stress at work heavy cloud its central location human error

1 She claims her illness is entirely due to/owing to stress at work.
2 The cancellation of the competition is ..........................................................
3 The popularity of the restaurant is largely ..........................................................
4 It's likely that the mistake was ..........................................................
5 We couldn't see last night's eclipse of the moon ..........................................................

Now complete these sentences using because or because of + one of these phrases. (C)

his age his phone was engaged local opposition
the bright sunlight there was a fly in it

6 I had to drive in dark glasses ..........................................................
7 I couldn't speak to Tom ..........................................................
8 The council had to withdraw its plan to close the swimming pool ..........................................................
9 My grandfather couldn't do a sponsored parachute jump ..........................................................
10 He sent the soup back ..........................................................

80.3 Rewrite these sentences using for or with instead of because (of). Give alternatives where possible. (D)

1 I got a job as a street sweeper because my money was running out.

   With my money running out, I got a job as a street sweeper... or
   I got a job as a street sweeper, with my money running out.

2 I couldn't hear what Sue was saying because of the noise.
3 Jane went to stay with her aunt because her father was in hospital.
4 I felt a lot fitter because of all the exercise I was doing.
5 Because the train drivers are on strike tomorrow, I don't think I'll go to London after all.
Purposes and results: in order to, so as to, etc.

A

In order/so as + to-infinitive
To talk about the purpose of an action we can use in order/so as + to-infinitive:

- He took the course in order to get a better job.
- Trees are being planted by the roadside so as to reduce traffic noise.

In spoken English in particular it is much more common simply to use a to-infinitive without ‘in order’ or ‘so as’ to express the same meaning:

- He took the course to get a better job.

We rarely use just ‘not + to-infinitive’, but instead use so as not to or in order not to:

- He kept the speech vague in order not to commit himself to one side or the other. (not ...vague not to commit himself...)
- The land was bought quickly so as not to delay the building work. (not ...quickly not to delay...)

However, in contrastive sentences we can use not + to-infinitive, but + to-infinitive as in:

- I came to see you not (in order/so as) to complain, but (in order/so as) to apologise.

Notice that we can put in order/so as before the to-infinitives in sentences like this.

B

In order that and so that
We also use in order that and so that to talk about a purpose. Compare:

- She stayed at work late in order/so as to complete the report. and
- She stayed at work late in order that/so that she could complete the report. (not ...in order that/so that to complete the report.)

So that is more common than in order that, and is used in less formal situations. Note that informally we can leave out that after so, but we always include it after in order.

A present tense verb in the main clause is usually followed by a present tense verb (or a modal with present or future reference – can, will, etc.) in the clause beginning in order that/so that. A past tense verb in the main clause is usually followed by a past tense verb (or a modal with past reference – could, would, etc.) in the clause beginning in order that/so that. Modal verbs are very often used after in order that/so that:

- Regular checks are made in order that safety standards are maintained.
- Advice is given in order that students can choose the best course.
- Did you give up your job so that you could take care of your mother?
- I bid the presents so that Jackie wouldn’t find them.

C

Such that and in such a way that; such...that
In formal contexts, such as academic writing, we can use such that to introduce a result:

- The model was designed such that the value of x could be calculated. (= ‘in a way that has the result that...’; or ...in order that...; or ...so that...)

Less formally we can also use in such a way that or in such a way as + to-infinitive with a similar meaning:

- The advertisement is printed in such a way that two very different pictures can be seen depending on how you look at it.
- In fact, the tax cuts have been designed in such a way as to leave out the very people it is supposed to help.

We can also use such + noun phrase + that to introduce a result:

- It is such a popular play that the performance was sold out after the first day.

(For so + adjective/adverb + that, see Unit 73.)
81.1 Combine the two sentences in the most appropriate way using in order (not) + to-infinitive or so as (not) + to-infinitive. (A)

1 I had to borrow money from the bank.
2 He packed his suitcase with the books at the bottom.
3 Bus fares in the city are being cut.
4 We crept quietly towards the deer.
5 I walked around the outside of the field.
6 We put up a fence.
7 She looked down at the book in front of her.
8 The roadworks were carried out at night.

a This was done to encourage people to use public transport.
b We wanted to prevent people walking across the grass.
c I didn’t want to damage the growing crops.
d I did this to set up the business.
e They didn’t want to disrupt traffic too much.
f We didn’t want to frighten them away.
g She wanted to avoid his gaze.
h He didn’t want to crush his clothes.

1 + d = I had to borrow money from the bank in order to set up the business... (or ...so as to set up....)

81.2 Look again at the sentences you wrote in 81.1. Is it also possible to use only a to-infinitive, without in order or so as? Write ✓ or X. (A)

1 I had to borrow money from the bank to set up the business. ✓

81.3 Choose one of these items to complete each sentence. Decide which of the underlined parts of the item is correct. (B)

it will/ would let enough light in it won’t/ wouldn’t take up a lot of computer memory
mosquitoes can’t/ couldn’t get in nobody will/ would know it was there
people can/ could walk around the gardens we can/ could see the view over the city

1 They have an open day at their house each year so that people can walk around the gardens.
2 I put a rug over the stain on the carpet so that
3 There were screens on all the windows so that
4 The software is designed so that
5 We went up to the top floor so that
6 The camera aperture needs to be wide on dull days so that

81.4 Rewrite each sentence less formally in two ways; one using in such a way that and the other using in such a way as to. (C)

1 The factory demolition was planned such that any risk to the public was avoided.
   The factory demolition was planned in such a way that any risk to the public was avoided. / The factory demolition was planned in such a way as to avoid any risk to the public.
2 The meeting room is designed such that everyone’s voice can be heard without the use of microphones.
3 The documents are written such that they are easily comprehensible.
4 If the dial is rotated such that the number 1 is at the top, the valve opens.
Although and though

We use although or (less formally) though to say that there is a surprising contrast between what happened in the main clause and what happened in the adverbial clause:

- Although/Though Reid failed to score himself, he helped Jones to score two goals.

With a similar meaning, we can use despite the fact that/in spite of the fact that (e.g. ‘Despite the fact that/in spite of the fact that Reid failed to score himself...’) or despite/in spite of + -ing (e.g. ‘Despite/in spite of Reid failing to score himself...’).

Notice that we can use though, but not although, at the end of a clause:

- I eat most dairy products. I'm not keen on yogurt, though.

We can give special emphasis to an adjective by putting it before though in the pattern adjective + though + noun/pronoun + verb (usually a linking verb such as appear, be, become, feel, look, seem, sound, prove, etc.). As can be used instead of though, but notice that you can’t use although. Compare:

- Hot though (or as) the night air was, they slept soundly. and
- Although/Though the night air was hot, they slept soundly.

Even though and even if

We can use even though (but not ‘even although’) to mean ‘despite the fact that’ and even if to mean ‘whether or not’. Compare:

- Even though Tom doesn’t speak Spanish, I think he should still visit Madrid.
- = Despite the fact that he doesn’t speak Spanish
- = i.e. the speaker knows that Tom doesn’t speak Spanish

- Even if Tom doesn’t speak Spanish, I think he should still visit Madrid.
- = Whether or not he speaks Spanish
- = i.e. the speaker doesn’t know definitely whether Tom speaks Spanish or not

While, whilst and whereas

In formal contexts we can use while or whilst with a meaning similar to ‘although’ to introduce something that qualifies what is said in the main clause or something that may seem to conflict with it. In this case, the while/whilst clause comes before or within the main clause, but not after it:

- While/Whilst there is no evidence that Peter cheated, we were all astonished that he passed the exam. (not We were all astonished that he passed the exam, while...)
- The diesel model of the car, while/whilst more expensive, is better value for money.

Note that whilst is a rather literary word and some people avoid using it.

We can use while or whereas (or less often whilst) to say that something contrasts with something in the main clause. The while/whereas clause may come before or after the main clause:

- Dave gets lots of homework from school, while/whereas Sue gets very little.
- While/Whereas I always felt I would pass the exam, I never thought I would get an A grade.

We don’t use whereas where what is said in the subordinate clause makes what is said in the main clause unexpected:

- Although/While Sophie’s father is from Spain, she doesn’t speak Spanish. (not Whereas...)

We can use -ing and past participle (-ed) clauses after although, though, while and whilst, and also clauses with the subject and verb left out (see Unit 59D):

- (Al)though not huge, the garden needs constant attention. (= (Al)though it is not huge...)
- While welcoming the government’s new funding for the health service, doctors are still unhappy about working conditions. (= While they welcome...)
- Some writers, whilst convinced that Hemingway supported the rebels, have questioned how involved he was in the fighting. (= whilst they are convinced...)
82.1 Match the sentence halves and give special emphasis to the adjective by moving it to the front of the sentence, as in 1. Use either though or as. (A)

1 it may seem amazing a they were very useful when I looked at them in detail
2 she was frightened b she forced herself to pick up the snake before
3 food became scarce c they had never faced such severe conditions
4 the climbers were experienced d the company is still in financial difficulties
5 the instructions first appeared confusing e they always found enough to share with me
6 it looked disgusting f she knew the examination would not be easy
7 she felt confident g my brother John has won the lottery
8 their new products have proved successful h it was actually quite tasty

1 + g ... Amazing though it may seem, my brother John has just won the lottery. (or Amazing as it may seem....)

82.2 Expand the notes and rewrite the sentences using In spite of + -ing in 1–3 and In spite of his/her + noun in 4–6. (A)

1 Although she has to cope with three small children, ... (taking – part-time MBA course)
   In spite of having to cope with three small children, she is taking a part-time MBA course.
2 Although he was much younger than the others, ... (was – most outstanding footballer – team)
3 Although he ate a big lunch, ... (had – three-course meal – evening)
4 Although she was frightened, ... (allowed – huge spider – placed in her hands)
5 Although she is obviously intelligent, ... (finds – it difficult – express – ideas in writing)
6 Although she was ill, ... (went – walking holiday – Nepal)

Now rewrite the sentences you have written beginning Despite the fact that...

1 ... Despite the fact that she has to cope with three small children, she is taking a part-time MBA course.

82.3 Underline the correct phrase. (B)

1 The driver stopped to let on more passengers even though/ even if the bus was already full.
2 I wouldn’t tell you where Gail lives even though/ even if I knew.
3 Even though/ Even if I only play one match for my country, I’ll be happy.
4 Even though/ Even if he had just put a cigarette out, Lawrence lit another one.
5 He plays for Wales even though/ even if he was born in Scotland.
6 You won’t see all the animals in the zoo even though/ even if you stay for the whole day.
7 Even though/ Even if I’m quite old, I still miss my parents.
8 I still couldn’t afford to go to Paris, even though/ even if I took the cheapest route.

82.4 Match the sentence halves and join them with While or Whereas at the beginning of the sentence. In which of the sentences you write can the clause beginning while or whereas come after the main clause? (C)

1 Paula is blonde a more and more people are taking it up
2 horse riding is an expensive pastime b the government says it is under 500,000
3 a decade ago we used to get a lot of c all her sisters have dark hair
   blackbirds in our garden d it actually feels quite warm when the sun is out
4 the true number of unemployed is over e we rarely see them today
   a million
5 the temperature is below freezing

1 + e • While/ Whereas Paula is blonde, all her sisters have dark hair. ... or
   All her sisters have dark hair, whereas/while Paula is blonde.
If (1)

Real conditionals

In real conditionals (see GR note above M9) we usually use a present tense verb in the if-clause to talk about the future:
- If you leave now, you'll be able to catch the 5 o'clock train. (or If you're leaving now...)

However, in conversation we can use be going to instead of a present tense verb:
- If I'm going to catch the train, I'll have to leave now.
- We'll need more chairs if we're going to invite so many people to the performance.

When we make offers, and give instructions or advice we can use an imperative in the main clause:
- Take another sandwich if you're hungry.
- If you have a mobile phone, check that it is turned off.

We can use if-clauses with a present tense verb to introduce certain conditions under which something is true:
- The video pauses if you press this button.
- If age-related changes are taken into account, the conclusion remains the same.
(Here 'if' has a meaning similar to 'when'.)

We can talk about possible future events with a present perfect verb in the if-clause and a future form (will, present continuous, or be going to) in the main clause. Sometimes present perfect or present simple can be used with a similar meaning:
- I'll lend you War and Peace if I've finished it before you go on holiday. (or ...if I finish...)
- If you haven't paid the bill by Friday, we're taking the carpets back. (or If you don't pay...)

However, to focus on the future consequences of a past event, we use the present perfect. Compare:
- If I've failed my maths exam again, I'm going to give up the course. (suggests I have already taken the exam; I don't know the result) and
- If I fail my maths exam again, I'm going to give up the course. (I may or may not have taken the exam)

Unreal conditionals

In unreal conditionals (see GR note above M9) we can use if...were + to-infinitive rather than if + past simple to talk about imaginary future situations, particularly to suggest it is unlikely that the situation in the if-clause will happen (see also Unit 14):
- If the technology were to become available, we would be able to expand the business.

However, notice that we don't usually this pattern with verbs such as belong, doubt, enjoy, know, like, remember, and understand when they describe a state:
- If I knew they were honest, I'd gladly lend them the money. (not If I were to know...)

We sometimes use this pattern to make a suggestion sound more polite:
- Would it be too early for you if we were to meet at 5.30?

We use if it was not for + noun phrase (or more formally if it were not for + noun phrase) to say that one situation is dependent on another situation or on a person (see also Unit 85A). When we talk about the past we can also use if it had not been for + noun phrase:
- If it wasn't/t'weren't for Vivian, the conference wouldn't be going ahead.
- If it wasn't/t'weren't for the fact that Chloe would be offended, I wouldn't go to the party.
- If it hadn't been for Dad, I wouldn't have gone to college. (or If it wasn't/t'weren't for...)

In formal language we can also use Were it not for... and Had it not been for... (see Unit 84B):
- Were it not for Vivian... and
- Had it not been for Dad...

We can use but for + noun with a similar meaning, particularly in formal contexts:
- The village school would have been closed years ago but for the determination of teachers and parents to keep it open. (= ...if it hadn't been for the determination...)
83.1 Suggest completions for these sentences. Add either an imperative (1–3) or an if-clause (4–6). (A)
1. There have been a lot of thefts from cars in the city centre. If you leave your car there...  
   make sure it’s locked... or don’t leave any valuables in it...
2. If you have any more problems with the computer, ...
3. If you see John today, ...
4. ...keep well away from them.
5. ...don’t hesitate to get in touch with me again.
6. ...get off at the stop near the library.

83.2 Complete the sentences using one of the following pairs of verbs. Use the present simple or present perfect in the if-clause, and give alternatives. Notice any possible differences in meaning when these tenses are used. (C)
not fill in – need not help – go leave – meet
not arrive – give study – know break – have to
1. If you have studied/study... Macbeth, you’ll know... the scene with the witches.
2. If you go home before I get there, I’ll meet you at the airport.
3. If you pay for it.
4. If the taxi breaks... by 10 o’clock, I’ll break... you a lift to the station.
5. If you know in an application form, you will... to do so before you can be considered for the job.
6. If the antibiotics break... by the end of the week, I’ll break... to the hospital.

83.3 Choose from these verbs to complete the sentences, using each verb once only. If possible, use the pattern were + to-infinitive. If this is not possible, use the past simple form of the verb. (D)
belong close doubt hold switch understand
1. If they doubt an election now, the Democrats would undoubtedly win.
2. If I hold his honesty, I wouldn’t employ him.
3. If all cars switch to liquefied petroleum gas, air pollution levels would fall dramatically.
4. I’d sell the house immediately if it belongs... to me.
5. If I lack Chinese, I’d do the translation myself.
6. There would be no cinema in the town if the Odeon belongs... .

83.4 Write new sentences with similar meanings. Begin with the word(s) given. (E)
1. It’s only because he’s a professor that anybody pays any attention to him. If it wasn’t... for the fact that he is a professor, nobody would pay any attention to him...
2. His happiness would have been complete except for his anxiety over Bridget. If it were...
3. The weather was terrible. Otherwise, we would have gone walking this weekend. If it had...
4. The strike would probably still be going on if the government hadn’t intervened. Were it...
5. The fight could have got out of hand if the police hadn’t arrived. Had it...
6. Everything was quiet except for the sound of birds singing. But for...
7. There would have been far more wars in the last 50 years without the United Nations. If it was...
8. We would have been here two hours ago except for the roadworks on the motorway. If it had...
9. Paul comes from a wealthy family. Otherwise he could not have gone to the USA to study. Were it...
In spoken English we often use if-clauses without a main clause. In particular, we use them in polite requests, instructions, etc.:

- If I might just say a few words. (= I want to speak) I think it's important to...
- If we could get back to the subject of homework, Why haven't you done any for the last week? (= Let's go back to talking about homework)

and to qualify what someone else has said. In this case if is usually stressed:

- A: Bill won't be happy if he finds out you've taken his bike. B: If he finds out.
  (= s/he doesn't necessarily agree that Bill will find out, or s/he will make sure that he doesn't)

When the first verb in a conditional if-clause is should, were, or had we can leave out if and put the verb at the start of the clause (see Units 99 and 100 for more on inversion). We do this particularly in formal or literary English, and only in hypothetical conditionals (a type of unreal conditional which answers the question 'What would happen if...?'):

- Should any of this cost you anything, send me the bill. (= If any of this should cost...)
- It would be embarrassing, were she to find out the truth. (= ...if she were to find out...)
- Had they not rushed Jo to hospital, he would have died. (= If they hadn't rushed Jo...)

We don't usually use if...will in conditional clauses. However, we can use if...will –

- when we talk about a result of something in the main clause. Compare:
  - Open a window if it will help you to sleep. (or ...if it helps you to sleep; 'Helping you to sleep' is the result of opening the window)
  - I will be angry if it turns out that you are wrong. (not ...if it will turn out...; 'Turning out that you are wrong' is not the result of being angry)

- in requests or with the meaning 'if you are willing to' (or if...would to be more polite):
  - If you will/would take your seats, ladies and gentlemen, we can begin the meeting.

- in real conditionals when we want to show that we disapprove of something. In this case, will is stressed in speech (see also Unit 16B):
  - A: I'm tired. B: Well, if you will go to bed so late, I'm not surprised.

Notice that we can use if...won't when we talk about a refusal to do something:

- There's no point in trying to teach the class if they won't pay attention.

In a real conditional sentence (see GR note above M9), we use if...happen to, if...should, or if...should happen to to talk about something which may be possible, but is not very likely. If...happen to is most common in spoken English:

- If you happen to be in our area, drop in and see us. (or If you should (happen to) be...)

Notice that we don’t usually use this pattern in unreal conditionals talking about states or events in the if-clause which the speaker perceives as highly unlikely or impossible:

- If the North Sea froze in winter, you could walk from London to Oslo. (but probably not If the North Sea happened to freeze/should happen to freeze in winter...)

In comparison clauses we can use as if followed by a noun phrase, -ing clause, past participle (-ed) clause, or to-infinitive to introduce a comparison with a situation described in the main clause. We do this to give an explanation or to say that something appears to be the case but is not:

- Richard walked in as if nothing had happened.
- His hands made a circular motion, as if steering a bus through a sharp bend.
- After scoring, Fowler fell to the floor as if hit by a bullet.
- As if to convince herself that Rob was really there, she gently touched his cheek.

Notice that we can use as though instead of as if, and in informal speech some people use like with the same meaning:

- The crowd reacted as though they were watching a boxing match. (or ...as if...)
- He walked into the room like nothing had happened. (or ...as if...)

Grammar review: real and unreal conditionals → M9–M11, M17
Exercises

84.1 Write a new sentence with a similar meaning to the sentence given. Begin with the word(s) given. (B)

1 Consult your doctor again if the symptoms remain 72 hours after starting the course of medicine. Should the symptoms remain 72 hours after starting the course of medicine, consult your doctor again.

2 You would know what you have to do for homework, if you had not been absent from school on Friday. Had...

3 Clare would have been able to stay with her friends if they were still living in Brussels. Were...

4 The shop would not have had to shut down if the workers were prepared to accept a wage cut. Were...

5 We shall have to reduce the number of staff employed if the financial performance of the company doesn't improve in the near future. Should...

6 I might have considered taking the job if the salary had been higher. Had...

84.2 Are the underlined parts of the sentences correct? Correct the ones that are wrong. (C)

1 If I will press this button, will it start to record?
2 You're welcome to borrow my old bike, if you think it will be of any use to you.
3 If he won't resign, the Prime Minister should sack him.
4 If the disease will be untreated, it can lead to brain damage.
5 If you'll tell me where the vacuum cleaner is, I'll clean the house.
6 If you'll complain about me, I'll get into trouble with my teacher.
7 If it'll save money, I'm willing to go by public transport.

84.3 If possible, rewrite the underlined parts of these sentences with happen to. If it is unlikely, write X after the sentence. (D)

1 If I see Karen when I'm in Rome, I'll send her your regards.
2 If a UFO landed in the centre of London, there would be mass panic.
3 The plan for a new airport to be built outside London is bad news if you live nearby.
4 If I was the President of the United States, I would order its nuclear weapons to be destroyed.
5 If you are in the south of Spain next week, there is a good chance of seeing a total eclipse of the sun.

84.4 Complete the sentences in any appropriate way, or use the notes for ideas. (E)

(agree – everything Julie said) (I – say – shocking) (it – reverse – wall)
(try – imagine – contained) (overcome – great weariness)

1 My father raised his eyebrows as if I had said something shocking.
2 He folded his arms on the table and laid his head on them, as if...
3 She stared hard at the parcel as if...
4 He nodded his head slowly as if...
5 The back of the car looked as if...
If I were you...; imagine he were to win

A

In unreal conditional sentences (see GR note above M9) we can use were after any subject in the if-clause, including singular first and third person subjects (e.g. I/she/he/it). This use of were is sometimes called the past subjunctive, and is generally preferred only in formal contexts. Note that although the verb has a past form, reference is to the imagined present or future:

- If your mother were here, I'm sure she wouldn't let you eat all those chocolates.
- We would not be able to provide after-school sports if it were not for dedicated teachers like Mr Morgan.

Was can be used instead of were with the same meaning ('If your mother was here...', etc.). However, we prefer were rather than was when we give advice with If I were you:

- If I were you, I'd take it back to the shop. It's got a hole in it. (rather than If I was you...)

B

Were is used in this way in other patterns when we talk about imaginary situations –

(i) when we use were + subject + to-infinitive or were + subject as a more formal alternative to if + subject + was/were (see also Unit 84B):

- Were the election to be held today, the Liberals would win easily. (or If the election was/ were held today...)
- Were I not in my 70s and rather unfit, I might consider taking up squash. (or If I wasn't/ weren't in my 70s and rather unfit...)

(ii) after wish:

- I enjoy my job enormously, but I wish it were closer to home. (or ...I wish it was...)
- Of course I'm pleased that James has been given the award. I only wish he weren't so boastful about it. (or ...I only wish he wasn’t...)

(iii) after if only when we express our regret that a situation isn't different:

- If your job is so bad, why don't you leave? 'If only it were that simple.' (or If only it was...)
- I'd really like to do accounting. If only I weren't so poor at maths. (or If only I wasn't...)

(iv) after would (‘d) rather and would (‘d) sooner when we talk about preferences:

- I feel embarrassed about what happened and would rather the event were forgotten. (or ...was forgotten.)
- I've arranged a meeting for the end of July.' I'd sooner it were earlier, if possible. (or ...it was earlier.)

(v) in sentences or clauses beginning with suppose, supposing and imagine:

- Suppose I were to lower the price by £100. Would you consider buying the car then? (or Suppose I was to lower...)
- I know it looks rather dirty now, but imagine the house were (to be) repainted. It would look a lot more attractive. (or ...imagine the house was (to be) repainted.)

And in comparisons we can use were –

(vi) after as if and as though (see Unit 84E) and even if:

- I remember stepping off the boat in New York as if it were yesterday.
- Despite losing the election, she continues to act as though she were prime minister.
- It would be too late to start work on the building this year even if it were possible to find the money for it.

C

We can use the phrase as it were to show that we realise that something we have said may not precisely express what we mean. We often do this to be humorous or to sound less definite:

- To dismantle the machine you begin by holding it by its ears, as it were, these handles at the sides, and pulling the front towards you.
- Becky runs the office and Sue is her apprentice, as it were. (= Sue is not really her apprentice, but is learning from Becky as an apprentice might do)
85.1 Match an item from (i) with an ending from (ii) to form a sentence. Begin with Were...(not). (Biv)

(i)  
1 ...guilty of libel...  
2 ...government to increase university fees...  
3 ...anyone to lean against the window...  
4 ...not already busy in August...  
5 ...to see the conditions in which the refugees are living...

(ii)  
a the glass would certainly break  
b you would be horrified  
c I would gladly accept your invitation  
d there would be an outcry from students  
e the newspaper would face huge legal costs...

1 + e Were it to be found guilty of libel, the newspaper would face huge legal costs...

85.2 Expand the notes to write a sentence to go before each of the questions below. Start the new sentence with Suppose, Supposing, or Imagine, followed by a pronoun, noun or noun phrase and then were. (Biv)

1 (miss/ last train) Supposing we were to miss the last train... How would we get home?  
2 (inherit/ million dollars) How would it change your life?  
3 (parents/ tell you/ emigrating to Canada) How do you think you would react?  
4 (Spain/ win/ World Cup) How would you celebrate?  
5 (population of Britain/ all Buddhist) How would its society be different?

85.3 Complete the sentences with either as if or even if followed by an appropriate pronoun and then were. (Bvi)

1 Muller spoke slowly as if it were a great physical effort.  
2 Every day Mrs Green would walk around the park snowing.  
3 She knew she wouldn’t be able to eat rabbit meat starving.  
4 Jamie completely ignored me not standing next to him.  
5 He picked Natasha up no heavier than a two-year-old.  
6 I don’t think I would have got the job better qualified.  
7 When Mary saw that I was stuck she laughed out loud not so critical...employees a joke.  
8 I wouldn’t accept the job to offer it to me.

85.4 Complete the sentences using one of the phrases in (i) with expanded notes from (ii). (A & B)

(i)  
if it were not for wish he were if only it were  
’d rather it were ’d sooner she were

(ii) forgotten...classmates going...friends  
not so critical...employees  
long-nights...winter as easy...that  
breakfast before...leave

1 I would be happy to live in the north of Sweden if it were not for the long nights in the winter.  
2 I’m not happy about Katie going to Thailand alone. I  
3 ‘If you’re unhappy with your new car, why don’t you ask for your money back?’ ‘Well,  
4 I know you haven’t got much time, but  
5 Forgetting to wear my shoes to school was embarrassing and I  
6 I’m very fond of Sebastian, but I

85.5 Add as it were to one of the possible places in each sentence. (C)

1 You could see tiredness descending upon her as her eyes began to close.  
2 The virus hides behind healthy cells to prevent it being attacked.  
3 After his long serious illness, Frank returned from the grave to play an important part in the performance.
If...not and unless; if and whether; etc.

If...not and unless

Unless is used in conditional sentences with the meaning ‘except if’:

- You can’t travel on this train unless you have a reservation.
- Unless it rains, I’ll pick you up at 6.00. (not Unless it will rain...)

With unless we use present tenses when we talk about the future:
- Unless it rains, I’ll pick you up at 6.00. (not Unless it will rain...)

In real conditional sentences, we can often use either unless or if...not with a similar meaning:
- Unless the theatre is able to raise £100,000, it will have to close. (or If the theatre isn’t able to... implies ‘it will have to close only if it can’t raise the money’)

However, we use if...not but not unless –
- * when we say in the main clause that an event or action in the if-clause is unexpected:
  - I’ll be amazed if Christie doesn’t win.
- * usually in questions:
  - If you don’t pass the test, what will you do?
- * when the ‘only if’ implication does not apply:
  - If it wasn’t the best performance of Hamlet I’ve seen, it was certainly the strangest.

We usually use if...not rather than unless in unreal conditional sentences:
- If I weren’t so tired, I’d give you a hand.

However, unless can be used in unreal conditional sentences when the main clause is negative:
- She wouldn’t have gone to university unless her parents had insisted.

We use unless but not if...not –
- * when we introduce an afterthought:
  - We can leave now – unless you’d rather wait for Jack, of course.
- * when a relative clause refers back to a positive phrase:
  - We can walk to the cinema unless it’s raining, in which case we’ll get a taxi.

If and whether

We can use if or whether to say that two possibilities have been talked or thought about, or to say that people are not sure about something:

- They couldn’t decide if/whether it was worth re-sitting the exam.
- Do you know if/whether Ben’s at home?

Whether can usually be followed immediately by or not. Compare:
- I didn’t know if Tom was coming or not. (not ...if or not Tom was coming.) and
- I didn’t know whether or not Tom was coming. (or ...whether Tom was coming or not...)

We use whether rather than if –
- * after a preposition (although if is sometimes used informally) and before a to-infinitive:
  - We argued about whether butter or margarine was better for you. (informally ...if...)
  - I couldn’t decide whether to buy apples or bananas.
- * in the pattern noun/adjective + as to whether to mean ‘about’ or ‘concerning’:
  - There was some disagreement as to whether he was eligible to play for France.
Other nouns and adjectives used in this pattern include conflict, confusion, debate, discussion, doubt, question, speculation, uncertainty; concerned, indifferent, uncertain, undecided, unsure.

and we prefer whether rather than if –
- * after the verbs advise, choose, consider, depend on, discuss, talk about, and think about:
  - You should consider whether the car you are interested in is good value.
- * in a clause acting as a subject or complement:
  - Whether the minister will quit over the issue remains to be seen.
  - The first issue is whether he knew he was committing a crime.
86.1 Match the sentence halves and write a new sentence with the same meaning, beginning each one with Unless... (A)

1. We'll never get to the meeting...  a. ...or the farmers will lose their crops.
2. Alternative sources of funding must be found...  b. ...if the train doesn't leave within five minutes.
3. If the roads haven't changed in that part of town...  c. ...I'm sure I'll be able to find my way there.
4. The weather must start improving soon...  d. ...or the research will not be able to continue.
5. If it isn't ridiculously expensive...  e. ...I think I'll buy that painting.
6. You are only entitled to state benefit...  f. ...if you have been unemployed for six months.

1 + b. Unless the train leaves within five minutes, we'll never get to the meeting.

86.2 Underline the correct phrase. If either is possible, underline them both. (B)

1. Unless the infection is treated/ If the infection isn't treated urgently, there is a real danger that she will die.
2. Unless she had gone/ If she hadn't gone to university, she would have gone into the army.
3. Unless he was/ If he wasn't so clumsy, he'd be the best person to do the work.
4. The man can't be prosecuted unless the police can prove/ if the police can't prove he intended to steal the jewels.
5. Unless they were/ If they weren't the tastiest strawberries I've every eaten, they were definitely the biggest.
6. It'll be surprising unless Rachel passes/ if Rachel doesn't pass her piano exam.
7. John was expecting us, but I've knocked and rung on the bell and there's no answer – unless he's gone/ if he hasn't gone next door to see the neighbours.
8. Unless you get/ If you don't get a loan from the bank, how will you pay for the house?
9. They'll go on strike unless they get/ if they don't get a pay rise.
10. Where will you stay unless Louise is at home/ if Louise isn't at home?
11. I can borrow my brother's tent unless he's using it/ if he's not using it, in which case I'll have to buy one.

86.3 Write whether or if/whether (if both are possible) in these sentences. (C & D)

1. I was wondering ____________ you'd had your exam results yet.
2. She was undecided as to ____________ to fly or go by train.
3. Police have refused to confirm ____________ or not they have arrested anyone following the robbery.
4. It is unclear ____________ the new regulations will affect all buildings or just new ones.
5. 'How much will the computer cost?' 'That depends on ____________ I get one with a 15 or 17-inch screen.'
6. Harry said that he was leaving home, but I didn't know ____________ to believe him.
7. Have you any idea ____________ Ken will be at the meeting?
8. Can you remember ____________ the door was open or closed when you got to the house?
9. There was considerable debate as to ____________ chess was a game or a sport.
10. I don't know ____________ Clare's going to wait for us or not.
11. The government is considering ____________ to hold an enquiry into the accident.
12. Everyone in the village was very friendly. It didn't matter ____________ you'd lived there for a short or a long time.
13. Do you have any view on ____________ young children should be given homework from school?
Connecting ideas in a sentence and between sentences

Some words and phrases (*sentence connectors*) are used to connect one sentence with a previous sentence or sentences. Often (but not always) these go at the beginning of the sentence:

- There was no heating in the building. **As a result,** the workers had to be sent home. *(or The workers had to be sent home as a result.)*

Other words and phrases (*conjunctions*) are used to connect clauses *within* a single sentence:

- While I was waiting, I read a magazine.
- I'll be wearing a red jumper so that you can see me easily.

We can't use a comma to connect ideas joined by a sentence connector. However, these words and phrases can be used to connect two clauses in one sentence if the clauses are joined with **and, but, or, so,** or a **semi-colon (;), colon (:), or dash (—):**

- The building was extremely well constructed and, as a result, difficult to demolish.
- You could fly via Singapore; however, this isn't the only way.

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<th><em>example sentence connectors</em></th>
<th><em>example conjunctions</em></th>
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<td>after all, all the same, alternatively, anyway, by contrast, even so, however <em>(but see D)</em>, in</td>
<td>although, even though, though, whereas, while, yet</td>
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<td>situation (in the main clause) is unexpected</td>
<td>any case, in contrast, instead, nevertheless, on the contrary, on the other hand</td>
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<td>reasons and results</td>
<td>as a consequence, as a result, consequently, for one thing, so; hence, in consequence, therefore, thus <em>(the last four are rather formal)</em></td>
<td>as, because, for, in that, since, insofar as, so, so that</td>
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<td>adding information</td>
<td>above all, after all, also, besides, furthermore, in addition, likewise, moreover, similarly, what's more; as well, too <em>(the last two are not used at the beginning of a sentence)</em></td>
<td></td>
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<td>condition</td>
<td>if not, if so, otherwise</td>
<td>as long as, assuming *(that), if, on condition that, provided *(that), so long as, supposing <em>(that), unless</em></td>
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<tr>
<td>time: one event at the same time as another</td>
<td>at that time, at the same time, meanwhile</td>
<td>as, when, whenever, while</td>
</tr>
<tr>
<td>time: one event before or after another</td>
<td>after, after that, afterwards, before, before that, earlier, later, previously, soon, subsequently, then</td>
<td>after, as soon as, before, since, until</td>
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Note that **after, before and so** can be both connectors and conjunctions.

Even though is a conjunction used to say that a fact doesn't make the rest of the sentence untrue (see also Unit 82B). It connects ideas *within* a sentence:

- Even though it was midday, I put on the light.

Even so is a sentence connector used to introduce a fact that is surprising in the context of what was just said. It connects ideas *between* sentences:

- It was midday. Even so, I put on the light.

However is often used as a sentence connector, but it can also be used –

- as an adverb when it is followed by an adjective, adverb, or much/many:
  - We just don't have the money to do the work, **however necessary** you think it is.

- as a conjunction when it means 'in whatever way':
  - However she held the mirror, she couldn't see the back of her neck.
87.1 Choose items from (i) and from (ii) to complete these sentences in an appropriate way. Note the punctuation at the ends of the sentences and phrases already given. (A & B)

(i)  
alternatively as long as for one thing meanwhile otherwise  
while yet so that

(ii)  
everybody had their fair share his face seemed familiar the rent was paid on time  
the volcano continues to erupt you could poison them it's too expensive the street was deserted we were on holiday

1 Martha cut the cake carefully into slices... so that everybody had their fair share...
2 A small boy was kicking a ball against a wall; ..............................................................
3 I couldn't remember meeting him before, ..........................................................................
4 A mass evacuation of islanders is taking place. .................................................................
5 A: Why don't you like that new French restaurant? B: ....................................................
6 Karen came down with flu ........................................................................................................
7 My landlady didn't mind me having parties in my room .....................................................
8 One way of getting rid of weeds is to dig them out. .............................................................

87.2 Underline the correct alternative. (A, B & C)

1 Your essay is badly organised and full of spelling mistakes. *Though/ Nevertheless*, it contains some very interesting ideas.
2 To the east the trees were left standing, *while/ in contrast* to the west they were cut down.
3 I felt guilty about leaving the company *even so/ even though* I knew I had made the right decision.
4 The course taught me a lot about jewellery design. *Even though/ Even so*, there is still a lot I need to learn.
5 I had expected my mother to be happy with the news. *Instead/ Although* tears came to her eyes and she started to cry.
6 Herbs are usually grown in temperate climates, *whereas/ on the other hand* spices are mainly from tropical areas.
7 We were very short of money so *as a consequence* we had to spend the night on a park bench.
8 I turned the ignition, but the car refused to start. *As/ Meanwhile* the lions were getting ever closer.
9 She wrote the questions on the blackboard *while/ at the same time* the students copied them into their books.
10 *Previously/ Before* I went to Australia, I'd never seen a koala.
11 Modern farming methods have destroyed the habitat of many birds. *As a result/ So that* their numbers are in decline.
12 I'll have to buy some ladders *unless/ if not* I can borrow a pair from Ray.
13 I first met Kevin in the 1970s. *At that time/ When* he had long hair and a beard.

87.3 Use your own ideas to complete the sentences. Begin however + adjective/adverb/many/much. (D)

1 She is determined to be a successful artist, however difficult it might be to achieve.
2 .............................................................................................................................................., it is difficult to lose weight without cutting down on the amount you eat.
3 .............................................................................................................................................., it is important to spend some time apart.
4 Professor Malcolm is always happy to spend time with his students,
Prepositions of position and movement

Across, over

We can use across or over to talk about a position on the other side of, or moving to the other side of a road, bridge, border, river, etc.:
- Mike lives in the house across/over the road from ours.
- The truck came towards them across/over the bridge.
- Once she was across/over the border, she knew she would be safe.

We use over rather than across when we talk about reaching the other side of something that is high, or higher than it is wide. Compare:
- He jumped over the fence into the garden. and  He jumped across the stream.

When we are talking about something we think of as a flat surface, or an area such as a country or sea, we prefer across rather than over:
- He suddenly saw Sue across the room. and The figures moved rapidly across the screen.
- The programme was broadcast across Australia.

We prefer all over rather than all across to mean ‘to or in many different parts of an area’.

However, we commonly use across, or right across for emphasis:
- The disease has now spread all over the world. (or ...(right) across the world.)

Along, through

When we talk about following a line of some kind (a road, a river, etc.), we use along:
- They walked along the footpath until they came to a small bridge.

We use through to emphasise that we are talking about movement in a three dimensional space, with things all around, rather than a two dimensional space, a flat surface or area:
- He pushed his way through the crowd of people to get to her.

Through often suggests movement from one side or end of the space to the other. Compare:
- She walked through the forest to get to her grandmother’s house. and
- She spent a lot of her free time walking in the forest.

Above, over; below, under; beneath, underneath; throughout

We can use either above or over when we say that one thing is at a higher level than another:
- Above/Over the door was a sign saying, ‘Mind your head’.

However, we prefer above, when one thing is not directly over the other. Compare:
- They lived in a village in the mountains above the lake. (not directly over) and
- The bird hovered just a few metres above/over the lake. (directly over)

We use over, not above, when something covers something else and touches it:
- She put a quilt over the bed.

and usually when we are talking about horizontal movement at a higher level than something:
- I saw the helicopter fly out over the water, near the fishing boat.

Below is the opposite of above; under is the opposite of over. The differences in the uses of below and under are similar to those between above and over (see above):
- It’s hard to believe that there is a railway line below/under the building. (at a lower level)
- Her head was below the level of the table so nobody noticed her. (not directly under)
- She hid the presents under a blanket. (the blanket covers and touches the presents)
- Esther ran under the bridge. (horizontal movement at a lower level)

We can use underneath as an alternative to under as a preposition of place. Beneath is sometimes used as a more formal alternative to under or below.

We can use throughout to emphasise that something is in every part of a place (see also Unit 90A):
- The flower is found throughout the island. and The same laws apply throughout Europe.
88.1 Complete the sentences with across or over, whichever is correct or more likely. If both are possible, write across/over. (A)
1. After I'd finished work I walked __________ the car park to where Ruth was waiting.
2. They own a house __________ the river in Richmond.
3. The gate was locked so we had to climb __________ the wall.
4. You're not allowed to go __________ the railway line. You have to use the bridge.
5. She was the first woman to row alone __________ the Atlantic.
6. Nuclear waste continues to be transported __________ the country, despite objections from campaigners.
7. The traffic was busy on the main road so we walked __________ the pedestrian crossing.
8. She leaned out __________ the balcony rail and looked for Philip in the square below.

88.2 Underline the correct or most appropriate word(s) in each sentence. (A & B)
1. It took several minutes to walk across/over/along/through the corridor to the exit.
2. Across/Over/Along/Through the table I could see Oliver looking at his watch.
3. He fell across/over/along/through the floor into the cellar below.
4. I could see Bob across/over/along/through the other side of the river.
5. He cycles thousands of miles each year all across/over/along/through the country.
6. Hotels have been built across/over/along/through the beach for about 2.5 kilometres north of the town.

88.3 Correct the prepositions (above, over, below, under) if necessary, or write √. (C)
1. He slept with his wallet below his pillow.
2. He broke his leg just below his knee.
3. The town stood at the top the hill, and stretching into the distance under it were huge areas of green fields.
4. She threw a coat above her shoulders and stepped out into the cold.
5. The autumn and spring equinoxes are when the sun is directly above the equator.
6. He lived in a first-floor flat above a greengrocer's in Leyton.
7. When the police got to the car they found the driver slumped above the steering wheel.
8. He always wore a vest below his shirt, even in summer.
9. I could hear the plane flying high over the clouds.
10. The palace is situated on a wooded hillside 3 kilometres over the city.

88.4 A number of common idioms include the prepositions in this unit. Match the idioms in italics and their meanings below.
1. 'What's wrong?' 'I'm just feeling rather below par.'
2. 'Her clothes look rather old-fashioned. In fact, she's never been particularly concerned about her appearance.' 'That's a bit below the belt, isn't it?'
3. She already has 18 books on gardening under her belt and she is now working on number 19.
4. He had never played well for the club and left under a cloud.
5. She lost her temper and went completely over the top, accusing him of cheating.
6. They received a bonus in December over and above their monthly salary.
7. We have a lot more students at college this year. They haven't just come to particular departments, the increase is right across the board.

a in addition to __________ b successfully completed __________
c slightly unwell __________ d applies equally to all areas __________
e cruel or unfair __________ f with some people's disapproval __________
g extreme behaviour; indicating disapproval __________
As prepositions of place we use *between* with two or more people or things that we see as individual or separate, and we use *among* when we see the people or things as part of a group or mass. *Among* is only used with three or more people or things:

- She held the diamond *between* her thumb and forefinger.
- Zimbabwe is situated *between* Zambia to the north, Mozambique to the east, Botswana to the west, and South Africa to the south.
- He stood *among* all his friends in the room and felt very happy.
- She eventually found her passport *among* the clothes in the drawer.

Note that *amongst* is sometimes used instead of *among*, but in more literary contexts.

*Between* and *among* are not only used as prepositions of place. For example, we can use either to talk about something divided or shared between people:

- The money is to be divided *between/among* the towns in the area.
- The prize will be shared *between/among* the first six finishers in the race.

We also use *between* –

- to talk about comparisons and relationships (e.g. with the words *association*, *balance*, *comparison*, *connection*, *contrast*, *correlation*, *difference*, *distinction*, *link*, *relationship*):
  - There should be a better *balance* on the committee *between* the various ethnic groups.
  - They are wrong to claim that there is a *link* *between* unemployment and crime.

- to talk about choices:
  - I have to choose *between* the universities of Leeds, York and Manchester.
  - He felt torn *between* his family and his friends.

- to talk about discussions or the results of discussions when we specify the two or more people or groups involved:
  - There was a disagreement *between* Neil, John and Margaret.
  - The treaty was signed *between* Great Britain and France.

- to say that people or things share an amount of something:
  - *Between* them, Ray and Ingrid must earn about £100,000 a year.
  - Last year the three companies built 30,000 houses *between* them.

We also use *among* –

- when we mean ‘existing or happening in a particular group’:
  - The disease has now broken out *among* the hill tribes.
  - Their music is still very popular *among* young teenagers.

- when we mean ‘included in a particular group’:
  - *Among* the best hockey players in the world.
  - *Among* the capital cities of South America, Quito is the second highest.

There are a number of common expressions using *between* and *among*, including *among others* (= what is said applies to other people or things, too), *among other things* (= including other things), *between ourselves* (= this should be kept secret), and *between you and me* (= this should be kept secret):

- The concert features, *among others*, Karl Frisk and the Johnsons. (= other singers/groups are featured, too)
- I later found out that he had been a carpenter and a dustman, *among other things*. (= he had had other jobs, too)
- *Between ourselves* (= keep this a secret), I don’t think Tom is as honest as he should be.
- I’ve got a maths exam next week, but *between you and me* (= but keep this a secret) I haven’t done any revision yet.
89.1 Underline the correct answer. (A)
1 For a couple of days I've had a pain between/among my shoulder blades.
2 He couldn’t find a microphone between/among all the recording equipment he had with him.
3 It would be easier to read if you put a line space between/among the paragraphs.
4 In the photograph Val is standing between/among her parents.
5 The lost manuscript was discovered between/among the thousands of books in the cellar.
6 The buffet is towards the middle of the train between/among first and second class seating.
7 She carried trays of drinks and food between/among the crowd of guests in the room.
8 I couldn’t see Robbie between/among the audience, although he said he would be there.
9 Rebecca commutes between/among her flat in London and her sister’s home in Halifax.

89.2 Complete the sentences with between or among and the most likely words or phrases from those below. If you can use either between or among, write between/among. (B)

amateur
intake of refined sugar
its clients
my closest friends
cooking
the pupils
his remaining relatives
the striking dockers
teensagers
us

1 I wasn’t feeling very hungry, so Jo and I shared a bowl of noodles between us.
2 I bought four bars of chocolate and divided them in the class.
3 The distinction and professional athletes is becoming less clear.
4 It has become fashionable to dye their hair in various colours.
5 When Jack died, his daughter inherited the house and the rest of his money was split.
6 The advertising company is very successful, numbering most of the big banks.
7 Researchers have found a striking correlation and arthritis.
8 Given a choice and washing up, I know which I’d prefer to do.
9 Neil and Ashley are, so I’ll invite them to the wedding, of course.
10 Late last night the talks and their employers broke down.

89.3 Kathy and her friend Jo recently travelled around Europe. Here is what Kathy wrote in a letter home from Rome. Fill in the gaps with between or among. (A & B)

Hello Mum and Dad!

Rome must be the most fascinating cities in the world. Yesterday we visited, other places, the Foro Romano - the centre of ancient Rome - and the Vatican. There is such an incredible contrast the old parts of the city built up to 2000 years ago and the more recent parts. In the Vatican we climbed the long stairs to the top of St Peter’s church. The view from the top must be the most incredible over any city in the world. But you and me, I’m a bit scared of heights and was glad to get back to ground level. Later we went to the Pantheon, an ancient Roman temple, which is the Vatican and the Foro Romano. The Italian king Umberto I and the artist Raphael are the people buried there. In the evening we had a bit of an argument us over where we should eat - Jo wanted pizza, but I wanted to try some of the special local food. Eventually we found a place that did excellent pasta, other things. The only problem then was choosing the many different types!

Kathy
Prepositions of time

During, in, over, throughout

We use during or in to talk about a period of time within which an event or activity occurs. The activity may continue for the whole of the period of time:

- I stayed at home during the summer. (or ...in the summer.)
- The population of the city has actually fallen during the last decade. (or ...in the last...)
- or the event may happen at some time, or be repeated a number of times, in the period of time:
- We went to France during the summer. (or ...in the summer.)
- He suffered a number of injuries during his career as a footballer. (or ...in his career...)

We use during, rather than in, to mean 'at some time in the period of' before nouns such as illness, holiday, meal, stay, treatment, and visit, when we refer to an event which lasts some time:

- The President made the speech during a visit to Madrid.

and also with the phrase the whole (of), emphasising duration of an entire period:

- No-one was allowed to leave the ship during the whole of its time in port.

We can use throughout to emphasise that something happens over the whole of a period of time:

- We had enough firewood to keep us warm throughout the winter. (or ...warm during/through the winter.)

We can use over or during when we talk about something that goes on for a length of time within a period of time, either for some of that period or for the whole of it:

- Weather conditions have been improving over/ during the past few days.

- I fell, banged my head, and can't remember anything about what happened over/ during the next hour or so.

However, if we talk about a short event that happens within a period of time, we prefer during:

- She sneezed during the performance. (= on one or a few occasions; not ...over the performance.)

- During a pause in the conversation, she left the room. (not Over a pause...)

Note that we can use throughout to mean that short events happen continuously within a period of time:

- She sneezed throughout the performance.

Until, by, up to

There are a number of ways of saying when something that has continued for some time stops –

☆ We use until to say that something continued or will continue to a particular time, and by to say that something happened or will happen either before a particular time or at that time at the latest. Compare:

- We have to be at home until 2.30. (We must not leave home before 2.30) and
- We have to be at home by 2.30. (We must arrive home either before or at 2.30)

Note that till can be used instead of until. It is particularly common in conversation, but rarely found in formal writing.

☆ In informal contexts we can use up to or up till instead of until. We commonly use up to/till with now and with then:

- I've just bought a computer. I've always used a typewriter up to now. (or ...up till now...)
- The roadworks are likely to go on up to the end of May. (or ...up till the end...)

☆ We can use until now to talk about a situation that will not continue beyond now:

- Supermarkets say that until now there has been little consumer interest in buying organic produce. (The situation has changed or is going to change)

Notice, however, that we don't use until now for a situation that will or may continue into the future. Instead we can use so far or, in formal contexts, to date:

- It was certainly the best match of the football season so far.
- When the contract is signed it will be the building company's biggest order to date.
Exercises

90.1 In which of the sentences can the word in brackets replace during? Write ✓ if it can replace it and X if it can't. (A & B)

1. I'm going to get a cup of coffee during the break. (in)
2. She lost more than 15 kilos during her illness and she was off work for two months. (in)
3. He twisted his ankle during the match and had to retire injured. (over)
4. The weather was terrible here during December. (in)
5. The meeting will be some time during January. (over)
6. She sang in a choir during her childhood. (throughout)
7. People no longer expect to be employed in the same place during the whole of their working lives. (in)
8. Do you think standards of numeracy have fallen during the last twenty years? (over)
9. This is one of the pieces we heard during the concert last night. (in)
10. Jean will have to sleep in the spare room during her stay with us. (in)
11. The town was rebuilt during the early 16th century. (over)
12. It was impossible to buy bananas during the war. (in)
13. Harry had a phone call during the meal and had to leave early. (in)
14. He had to put up with great pain during his treatment for a heart condition. (in)
15. My stomach ache got steadily worse during the evening. (over)

90.2 Complete the sentences with by and until. Use by in one of the pair and until in the other. (C)

1. a I was feeling really hungry ................. the time dinner was served.
   b We sat around the fire talking ................. the time dinner was served.
2. a Sorry I'm late. I've been in a meeting ................. now.
   b I thought Jack would have been here ................. now.
3. a I've got to pay the money back ................. the end of the month.
   b I've got ................. the end of the month to pay the money back.
4. a I put on an extra pair of socks. ................. then my feet were freezing cold.
   b I stood outside the cinema for an hour. ................. then my feet were freezing cold.
5. a She was already a leading economist ................. her early twenties.
   b She studied economics ................. her early twenties and then moved into law.
6. a I hope to finish the decorating ................. the weekend.
   b It will take me ................. the weekend to finish the decorating.

90.3 Here is another of Kathy's letters (see Unit 89.3). Choose the correct or more likely word or phrase. In some cases, both are possible. (A-C)

Hi Peter

(1) Over/ During the last three weeks we've covered thousands of kilometres by train.
(2) So far/ Until now we've been to Stockholm, Berlin and Rome, and now we're in Amsterdam. (3) So far/ Until now I thought Rome was the best city we'd been to, but I think I love Amsterdam even more. We've been here for three days, and have been very impressed with what we've seen. (4) So far/ Until now. We spent the first two days in galleries, looking particularly at Van Gogh's paintings. I didn't know much about his work (5) So far/ Until now. Incidentally, we bumped into your friend Ken (6) in/ during our visit to the van Gogh museum. We're staying here (7) until/ by Saturday and then we're going to Paris. Must go now. We're off to The Hague for the day and have to be at the station (8) until/ by 9.30.

Kathy
Talking about exceptions

We use except or except for to introduce the only thing or person that a statement does not include:

☐ The price of the holiday includes all meals except (for) lunch.
☐ Everyone seemed to have been invited except (for) Mrs Woodford and me.
☐ I had no money to give him except (for) the few coins in my pocket.

We use except, not except for, with to-infinitives, and that-clauses:

☐ I rarely need to go into the city centre except to do some shopping.
☐ They look just like the real thing, except that they're made of plastic.

We usually use except before prepositions, bare infinitives, and that-clauses including where the word that is left out (see Unit 53). However, informally except for is sometimes also used, although this is grammatically incorrect:

☐ There is likely to be rain everywhere today except in Wales.
☐ There is nothing more the doctor can do except keep an eye on him.
☐ They look just like the real thing, except (that) they're made of plastic.

We can use except for, but not except, with the meaning 'but for' (see C below).

We use except (for) to mean that something is not included in a particular statement, but we use besides to mean 'as well as' or 'in addition to'. Compare:

☐ I don't enjoy watching any sports except (for) cricket. (= I enjoy only cricket) and
☐ Besides cricket, I enjoy watching football and basketball. (= I enjoy three sports)
☐ I haven't read anything by her, except (for) one of her short stories. and
☐ Besides her novels and poems, she published a number of short stories.

Apart from can be used with the same meanings as both except (for) and besides:

☐ I don't enjoy watching any sports apart from cricket. (= except for)
☐ Apart from cricket, I enjoy watching football and basketball. (= besides; as well as)

We can use but with a similar meaning to except (for), particularly after negative words such as no, nobody, and nothing:

☐ Immediately after the operation he could see nothing but/except (for)/apart from vague shadows.
☐ There was no way out but/except/apart from upwards, towards the light.

But for has a different meaning from except for. We use but for to say what would or might have happened if the thing introduced by but for had not happened:

☐ The country would now be self-sufficient in food but for the drought last year. (= if there hadn't been the drought...)
☐ But for the leg injury he suffered last year, he would probably have been picked for the national team by now. (= if he hadn't injured his leg...)

However, some people use except for in the same way as but for, particularly in informal spoken English:

☐ I'd have got there on time except for the taxi being late. (or ...but for the taxi being late.)
☐ Except for the problems with my computer, I would have got the book finished weeks ago. (or But for the problems with my computer...)

We can use excepted, apart or aside after mentioning a person or thing to say that they are not included in a statement that we make:

☐ It has been, 1984 excepted/apart/aside, the hottest July for the last 100 years.
☐ Tom had difficulties with question two. This excepted/apart/aside, he did very well in the exam.
91.1 Complete the sentences with except or except for. Indicate where both are possible. (A)
1. He was dressed very smartly ...................... that his shoes were dirty.
2. I'll be able to see you any day ...................... Thursday when I'm in Paris.
3. I liked everything in the meal ...................... the cabbage.
4. I had nothing to do ...................... sit by the pool and relax.
5. We would have gone walking last week ...................... the terrible weather.
6. She had no choice ...................... to wait for the next train.
7. There are very few wolves left in the country ...................... in a small area of forest in the north.
8. All the puddings on the menu cost £3.50 ...................... the ice cream, which was £2.
9. I'm in the office all the time ...................... at lunch times.
10. She might have won the race ...................... hitting the last fence.
11. The plant is found on every continent ...................... Africa.
12. He gave no excuse for turning up late ...................... that he was tired.
13. I thought the cake was pretty good ...................... that it had too much sugar in it.
14. I drove all the way without stopping ...................... to buy petrol.

91.2 Where necessary, correct these sentences with besides or except (for). If the sentence is already correct, write ✓. (B)
1. She had never been out of the country besides a week in Ireland as a child.
2. Besides being small, Denmark is very flat, with villages linked by country roads.
3. The planned new road will increase traffic in the area except for damaging an area of ancient woodland.
4. Except for his novels, Campbell wrote a number of biographies.
5. There was nothing in the fridge besides a rather mouldy piece of cheese.
6. He was unhurt in the crash except for a bruise on his forehead.

91.3 Match the sentences and rewrite them as single sentences beginning But for the... . (C)
1. Barry gave me excellent directions.
2. The bad weather caused interruptions.
3. The charity supplied food and medicines.
4. The trees provided shelter.
5. The EU threatened sanctions.
6. The bank gave me a loan.

1 + e. But for the excellent directions Barry gave me, I would have got totally lost.
2
3
4
5
6

If it hadn't, the building would have been completed by now.
Without this, human rights would not have improved in the country.
Otherwise, many more people would have died in the famine.
If it hadn't, I would not have been able to set up my business.
Without these, I would have got totally lost.
Otherwise, the wind would have caused even more damage to the house.
Prepositions after verbs

Some verbs are frequently followed by particular prepositions. This table shows some common verb + preposition combinations:

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about usually means ‘concerning a particular thing’:

- They began to learn about nutrition when they were at primary school.
- We use care about to talk about something we are (not) concerned about:
  - He doesn’t seem to care about the effect smoking has on him.

after is used with ask and enquire meaning to try to get information about a person (but not a thing), particularly concerning their health. Compare:

- I’m phoning to ask/enquire after Mrs Brown in Ward 4. (or ...ask/enquire about...) and
- He got angry when they asked/enquired about his private life. (not ...asked/enquired after...)

for is used with ask to talk about what people want:

- He finished the drink quickly and asked for another.

and with care to talk about doing the necessary things for someone or something in order to keep them in good health or condition:

- Jan cared for her disabled mother until her death last year. (or Jan took care of...)

or to mean ‘like’, particularly in negative sentences, and to mean ‘want’ in offers. Both of these uses of care for are rather formal:

- I don’t care for the theatre much.
- Would you care for a cup of coffee?

of is used with talk, know, and learn to talk about discussing, having or getting information:

- Diane went recently to Laos and can talk of nothing else. (or less formally ‘...talk about...’)
- The whole country knew of Churchill’s love of cigars. (or less formally ‘...knew about...’)
- I have just learnt of the death of Dr Brown. (or less formally ‘...learnt about...’)

We use ask of when we make or talk about requests:

- I have a favour to ask of you and your sister.

on is used with talk and agree to mean ‘concerned with a particular topic’:

- I was asked to talk on my research. (or ...to talk about...)
- We agreed on a time to meet. (usually there has been previous discussion or disagreement.)

Notice that we use agree to to say that someone allows something to happen:

- Once the government agreed to the scheme it went ahead without delay.

with is used with argue and talk when we go on to mention the person involved:

- I used to argue/talk with Les for hours.

We use agree with to say that two people have the same opinion:

- Adam thinks we should accept the offer, and I agree with him.

and to say that we approve of a particular idea or action:

- I agree with letting children choose the clothes they wear. (or I agree about/on...)

or to say that two descriptions are the same:

- Tom’s story agreed with that of his son.
Exercises  

Unit 92

92.1 Cross out any incorrect prepositions. (A)
1 When I phoned the hospital to enquire after/on/about Ricky, I was told that he'd gone home.
2 I only advertised the car for sale on Wednesday, but by the end of the week ten people had phoned to ask after/for/about it.
3 We can learn a great deal after/off/about the oceans by studying even a small piece of coral.
4 I didn't agree about/for/with a word of what she said.
5 Professor Owen is giving a talk off/with/on the Romans in Lecture Hall 1.
6 I had to care for/after/about my elderly parents when they both became ill.
7 For many years we have been arguing for/onto/with changes in the way the college is managed.
8 She didn't know off/about/on her stepbrother's existence until her mother died.

92.2 Put in the correct or most appropriate preposition from those in A. Sometimes two answers are possible. (B)
1 'If you want to enquire __________ a motor insurance quotation, please press 1.'
2 I hope you're brother's feeling better soon. When you see him, tell him I asked __________ him.
3 I first learnt __________ his decision to resign when it was announced on the radio last night.
4 We're going to talk __________ the council about the possibility of planting some new trees in the park.
5 I don't care __________ pop music at all. I much prefer classical music.
6 The teacher says we've got to do the test, so there's not point in arguing __________ it.
7 The government has agreed __________ a public inquiry into the helicopter crash.
8 If you know __________ any reasons why you should not be given medical insurance, you must declare them here.
9 'Josh can be really stupid sometimes.' 'You shouldn't talk __________ your brother like that.'
10 I'm calling to enquire __________ Mr Dawes, who was operated on last night.
11 She's always arguing __________ her parents about what to watch on television.
12 I know it's a lot to ask __________ you, but would you look after the children while I'm in Japan on business?
13 The course was brilliant. We learnt __________ using the Internet in language learning.
14 'Dan said he'll try to fix my car.' 'What does he know __________ cars?'
15 I don't think the government cares enough __________ nursery education to fund it properly.
16 After hours of discussion, the committee finally agreed __________ the amount of money to donate.

92.3 These sentences include more verbs that are commonly followed by the prepositions in A. Can you explain the difference in meaning? Use a dictionary if necessary.
1 The police acted on the information very quickly. I couldn't be at the meeting, so my solicitor acted for me.
2 I've been thinking a lot about your idea, and I've decided I'd like to support you. What do you think of the colour in the bedroom?
3 Sam was called after my grandfather. Campaigners have called for a referendum on the issue.
4 They say he worked for the CIA in the 1970s. She works with computers.
5 We're counting on Mike to supply the food for the party. Playing exciting football counts for little if the team isn't winning.
Prepositions after nouns

Many nouns are followed by the same prepositions as their related adjective or verb. Compare:

- Are you satisfied with the way that the business is being run? and
- The shareholders have expressed satisfaction with the way the business is being run.

A few nouns are followed by different prepositions. Compare:

- They became fond of each other at school. and
- Their fondness for each other grew and many years later they married.

Other nouns like this and their corresponding adjective or verb are proud of/pride in, ashamed of/shame about/at.

Some nouns take a preposition where their related verb does not. Compare:

- They’re going to ban smoking in restaurants. and
- I would support a ban on smoking in restaurants.

Other nouns like this include admiration for, amazement at, discussion about/on, improvement in, influence on, interview with, lack of. Note that many other nouns are commonly followed by of-phrases which indicate possession, a property, or classify the noun by describing what it relates to. Compare:

- He described the conductor as moving his arms like a windmill. and
- His description of the conductor was very funny.

Some nouns can be followed by of + -ing but not usually a to-infinitive:

- He’s got into the habit of biting his nails when he’s nervous.

Other nouns like this include cost, effect, fear, likelihood, possibility, probability, problem, prospect, risk, sign.

Some nouns can be followed by a to-infinitive but not usually of + -ing:

- His unhappy childhood explains his reluctance to talk about his parents.

Other nouns like this include ability, attempt, concern, decision, desire, determination, failure, inability, permission, proposal, reason, refusal, (un)williness. Note that many of these nouns can also be used with other prepositions + ing (e.g. attempt at -ing, reason for -ing, etc.).

Some nouns can sometimes be followed either by of + -ing or a to-infinitive with a similar meaning, usually after the:

- Do staff have the opportunity of taking unpaid leave? (or ...the opportunity to take...) and
- The aim of providing clean drinking water has been achieved. (or The aim to provide...)

Other nouns like this include ambition, idea, option, plan.

However, some nouns, such as chance, sense and way, have more than one meaning and are followed either by of + -ing or a to-infinitive depending on which meaning is used. Compare:

- What’s the chance of throwing five heads when you throw a coin five times? (= likelihood; not ...chance to throw...) and
- Will you get the chance to visit Miki in Japan? (opportunity; not ...of visiting...)
- He didn’t have the sense to move away from the puddle of water as the bus went past. (= good judgement; not ...sense of moving...) and
- Everyone was very friendly and she had a sense of belonging within a few days of moving to her new school. (= feeling; not ...sense to belong...)
- I’ve got a way of cooking rice perfectly every time. (= method; or ...way to cook...) and
- She has a really funny way of speaking. (= manner; not ...way to speak)

Notice also that of + -ing usually follows no/every/the sole/the slightest/(not) any/with the + intention, but that we can use either of + -ing or a to-infinitive in most other cases. Compare:

- I have no intention of lending Dan any more money. (not ...no intention to lend...) and
- He announced his intention to stand in the election. (or ...intention of standing...)
93.1 Complete the sentences with a noun related to one of the following adjectives and verbs followed by an appropriate preposition. Use a dictionary where necessary. (A)

<table>
<thead>
<tr>
<th>admire</th>
<th>advise</th>
<th>amaze</th>
<th>ashamed</th>
<th>cruel</th>
<th>discuss</th>
</tr>
</thead>
<tbody>
<tr>
<td>improve</td>
<td>influence</td>
<td>interview</td>
<td>lack</td>
<td>proud</td>
<td>vaccinate</td>
</tr>
</tbody>
</table>

1. I am against any form of ________________ cruelty to animals and would support a ban on hunting.
2. Maggie is still in hospital, but there has been a big ________________ her condition in the last couple of days.
3. Maurice took great ________________ his cooking, and was always eager to talk about his recipes.
4. The website is full of useful ________________ how to lose weight.
5. In her ________________ The Daily Herald, the Finance Minister denied that she plans to raise taxes.
6. I have the greatest ________________ people who work full time and also study for a university degree.
7. We had a long ________________ the relative merits of CDs and records.
8. He confessed his ________________ not having spent more time with his children when they were young.
9. I had to have a ________________ typhoid before entering the country.
10. Benny Carter had a significant ________________ the development of British jazz.

93.2 Complete the sentences with a noun from (i) and a word from (ii). Use either of + -ing or a to-infinitive. (B)

(i)

ability | cost | decision | fear | failure | fear | possibility | reason | risk | sign | unwillingness

(ii)

acknowledge | allow | buy | fly | get | remember | stop | transmit | win | worry

1. My mother recently overcame her ________________ of flying and had a holiday in South Africa.
2. The snow has been falling now for two days and shows no ________________
3. The government has defended its ________________ coal mining in the national park.
4. Your blood pressure is a little high, but there is no ________________ about it.
5. She was kept in isolation to reduce the ________________ the virus to other people in the hospital.
6. The exercise tests children's ________________ a random sequence of numbers.
7. The manager was sacked after his team's ________________ promotion from the second division.
8. The ________________ new cars in Europe is expected to fall in the next year.
9. I knew that there was little ________________ the job with so many applicants.
10. It is very difficult to work with Chris because of his ________________ that he ever makes mistakes.

93.3 Complete the sentences with an appropriate verb using either of + -ing or a to-infinitive. Give both forms if both are possible. (C)

1. Although Debbie said she would think about it, she never had the slightest intention of ________________ my suggestion.
2. It's going to be cloudy tonight so there is only a fifty-fifty chance ________________ the eclipse of the moon.
3. It's pouring with rain. I hope David had the sense ________________ an umbrella with him.
4. The head of the company repeated his intention ________________ on his 65th birthday.
5. When the History Department closed she was given the option ________________ another job.
6. Martha had a very unusual way ________________, keeping her feet firmly on the floor and waving her arms around her head.
Two- and three-word verbs: word order

The meaning of some verbs commonly used with a particular preposition or adverb (or particle) is often different from the meaning of their separate parts. We can call these two-word verbs:

- The company’s debts were mounting up. (= increasing)
- I’ll quickly go over the main points of the report again. (= summarise)
- She had to let her dress out because she’d put on weight. (= make it larger)

Other three-word verbs are commonly used with an adverb + preposition.
- Do you think he’s really likely to go through with his threat? (= do it)
- The team has failed to live up to earlier expectations. (= achieve what was expected)

These two- and three-word verbs are sometimes also called phrasal verbs.

Many two-word verbs are usually intransitive (see Glossary):
- He grew up on a farm.
- When she came to she found herself in hospital.

Other verbs like this include crop up, fall through, get up, move off, shop around, splash out.

However, some two-word verbs can be used transitively or intransitively with the same meaning (e.g. answer back, call back, clear away, cover up, help out, take over, tidy away, wash up):
- I’ll call back later.
- I’ll call you back when I get home.

and other two-word verbs can be used transitively or intransitively with a different meaning (e.g. break in, cut out, hold out, look out, look up, pick up, split up, turn in, wind up):
- The engine cut out and the car stopped.
- I cut the picture out of the magazine.

With many transitive two-word verbs, the object can come before or after the verb:
- I want to try out the local food. (or ...try the local food out.)

However, if the object is a pronoun it must come between the verb and the adverb:
- I won’t be able to go to the party. You’ll have to count me out. (not ...count out me.)

and we prefer to put the object after the adverb when the object is long. Compare:
- I had to clean the kitchen up. (or ...clean up the kitchen.) and
- I had to clean up the mess in the kitchen. (rather than ...clean the mess in the kitchen up.)

Other verbs like this include bring about, drink up, gather up, get down, leave out, make up, mess up, shoot down, sort out, throw away, try out, use up.

With some transitive two-word verbs, the object comes between the verb and the adverb:
- I just couldn’t tell the twins apart. (not ...tell apart the twins)

Other verbs like this include catch out, hear out, order about, pull to, push to, shut up, stand up.

With some transitive two-word verbs, the object follows the preposition:
- She takes after her mother.

Other verbs like this include account for, act on, approve of, call on, check into, flick through, look after, provide for, result from, run into, take against.

With most three-word verbs, the object goes after the preposition:
- The government is to cut back on spending on the armed forces.
- He really looks up to his older brother.

Other verbs like this include come in for, come up against, look down on, put up with.

However, a few three-word verbs usually have the object immediately after the verb. A second noun or noun phrase goes after the preposition:
- She tried to talk me out of the plan. (= persuaded me not to do it)

Other verbs like this include do out of, help on with, let in on, put down as, put up to, take up or
Exercises

94.1 If possible or necessary, add an appropriate noun or pronoun in the space. (B)
1 The same problem kept cropping ___________ up, even though I thought I’d fixed it.
2 I’m not sure how you spell it. I’ll look ___________ up in the dictionary.
3 I’m busy at the moment, but I can help ___________ out this evening.
4 If you tidy ___________ away, I’ll do the cleaning.
5 The deal fell ___________ through because we couldn’t agree a price.

94.2 Show where the word or phrase in brackets should go in each sentence with a ✓. If it is possible to put it in more than one place, mark these two possibilities. (C)
1 The house is really untidy, but I haven’t got time to sort ___________ out ___________ now. (it)
2 We’ve introduced a training scheme to bring ___________ about ___________. (some improvement)
3 The strike by airline pilots messed ___________ up ___________. (the holiday I’d spent months planning)
4 I decided to try ___________ out ___________ for a couple of months. (the diet)
5 I used ___________ up ___________ to buy the car. (all my savings)
6 ‘I must get my shoes repaired again.’ ‘But they’re so old – why don’t you just throw ___________ away ___________? (them)

94.3 Choose a two-word verb from (i) and a noun phrase from (ii) to complete each sentence. If two word orders are possible, give them both. (C & D)

(i) get down  leave out  make up  push-to-
push-to-  hear out  shut up
(ii) the general ideas  me  my mind
her name  the thing  the window-

1 It’s freezing in here. ___________ Can you push the window to?
2 When she filled the form in she ___________, so they sent it back to her.
3 The alarm started when I opened the car door, and now I can’t ___________.
4 There were so many desserts on the menu, I couldn’t ___________.
5 I ___________, but the lecturer spoke so quickly I couldn’t follow the details.
6 I know you suspect me of cheating, but you’ve got to give me a chance to explain myself. At least ___________ before making up your mind.

94.4 If necessary, correct the word order or give a more likely word order in these sentences. If they are already correct, write ✓. (D, E & F)
1 He was always ordering about everyone, getting them to do his work for him.
2 It is assumed that parents will provide their children for until they are 18.
3 She wouldn’t let in me on the secret, however hard I tried to persuade her.
4 The snow has been so heavy that the police have called motorists on to avoid unnecessary journeys.
5 I checked into the hotel at about 4.00.
6 I took up Keith on his offer and stayed in his flat while I was in London.
7 The government has come in for a lot of criticism over its decision to increase spending on arms.
8 My parents didn’t approve of our engagement.
9 I had always looked Mr Brooks up to, so I was shocked to discover what he had done.
There is, there was, etc.

When we introduce a new person or thing into what we are saying – to say that this person or thing exists, happens, or is to be found in a particular place – we can use a sentence beginning There + be. In these cases, there is not stressed:

- There was a loud bang from upstairs. (not A loud bang was from upstairs.)
- There’s nothing to eat. (not Nothing is to eat.)

We invert this pattern in questions to ask about the existence etc. of people and things:

- Is there anybody in here?

We can also use there with auxiliary and modal verbs with be (e.g. has been, can be):

- There must be some way of contacting her.
- There appears to be a major disagreement between the two presidents.
- There was something strange about her. and
- The cat was in the kitchen. (more usual than There was the cat in the kitchen; but compare There was a cat in the kitchen.)
- Sam is waiting for me outside. (more usual than There is Sam waiting for me outside.)

Because we use there in this way to introduce topics, the noun after there + be often has an indefinite or non-specific meaning. So we often use a/an, zero article, any(one) (+ noun), or some(thing), no(body), etc. rather than the, this, my, your (+ noun), or a name, which give the noun a more definite or specific meaning. Compare:

- There’s nobody here.
- There was something strange about her. and
- The cat was in the kitchen. (more usual than There was the cat in the kitchen; but compare There was a cat in the kitchen.)
- Sam is waiting for me outside. (more usual than There is Sam waiting for me outside.)

When we use there + be + the, this, is often done to show a change of topic. Choosing the, that, etc. + noun indicates that we think the topic is already known to the listener or reader:

- ...And then there is the question of who is going to pay.

If the noun after be is singular or uncountable, the verb is singular; if the noun is plural, the verb is plural:

- There is a very good reason for my decision.
- There were too many people trying to get into the football stadium.

However, in informal speech we sometimes use there’s before a plural noun:

- ‘Anything to eat?’ ‘Well, there’s some apples on the table.’

If the noun phrase consists of two or more nouns in a list, we use a singular verb if the first noun is singular or uncountable, and a plural verb if the first noun is plural:

- When I opened the fridge there was only a bottle of milk, some eggs, and butter.
- When I opened the fridge there were only some eggs, a bottle of milk, and butter.

There + be is also used with nouns followed by a that-, wh-, to-infinitive or -ing clause:

- Is there a chance (that) Kim could arrive this afternoon?
- There is no reason (why) I can’t see you tomorrow.
- There is a small stream which/that runs at the bottom of the garden.
- There was an attempt to resolve the dispute at the factory.
- There was a taxi waiting outside the hotel.

We don’t usually leave out a relative pronoun when it is a subject of the following finite verb (e.g. There is a small stream which/that runs...) except in very informal speech (e.g. There was a man (who) phoned about half eleven.), but we can leave out a relative pronoun when it is the object of the following finite verb (e.g. There is a small stream (that) the children play in.).

In formal English we can use a clause with there being to introduce a reason for something:

- There being no evidence against him, he was released. (= Because there was no evidence...)
- There being no reports of adverse reactions, the drug is to be sold more widely.
95.1 Rewrite these sentences using there only if the answer is likely. Consider why some answers are not likely. (A)
1 Coffee was spilt on the table. There was coffee spilt on the table.
2 Your dinner is in the oven.
3 Is something bothering you?
4 A barrier was across the road.
5 The doctor is free to see you now.
6 My son is at university.
7 No petrol was available anywhere in the city.
8 Can anyone help me?
9 You can follow some general rules.

95.2 The sentences in this exercise are all taken from written English. Which is correct or more likely in the space - is or are? (B)
1 There were two pubs and a church on the village green.
2 There are other possible locations for the car park, but the area near the station is preferred.
3 There is no direct rail link between the cities.
4 There is further rain and strong winds forecast for the next three days.
5 There are chocolate bars, crisps, and a bottle of lemonade in the bag if you get hungry.
6 There is substantial evidence to suggest that the Robinsons lied to the police.
7 There are no easy answers to the problem of global warming.
8 There is a shower, television, and two single beds in each room.

95.3 Match the sentence halves. Join them with an appropriate relative pronoun (that, which, or who). Write the relative pronoun in brackets if it can be left out. (C & Unit 53)

1 There were a lot of people at the party a an election will be held next month.
2 There's a cake in the kitchen b are harder working than Julie.
3 There was never any doubt c I've made especially for your birthday.
4 There have been suggestions d I could do to prevent him falling.
5 There aren't many people alive today e hadn't been invited.
6 There are still some old houses in the village f remember the First World War.
7 There was absolutely nothing g don't have electricity.
8 There are few people in the company h Thomas would get the job.
1 There were a lot of people at the party who/that hadn't been invited.

95.4 Write new sentences with similar meanings beginning There being.... (D)
1 As there was no food in the house, they went to a local restaurant.
   There being no food in the house, they went to a local restaurant.
2 There was no further business, so the meeting closed at 12.30.
3 The patients were sent home because there was no doctor available.
4 Because the facilities were inadequate at the hotel, the conference was relocated to a nearby university.
We can use an introductory it at the beginning of a sentence—
☆ to place long or grammatically complex sentence elements at the end (the usual place for them in English). Compare:
- To drive without a licence is illegal. and It is illegal to drive without a licence.
☆ to focus attention on a sentence element by placing this element at the end (the usual place for new or important information in English). Compare:
- That she wasn’t hurt is a miracle. and It’s a miracle that she wasn’t hurt.

Introductory it is commonly used when the subject is a to-infinitive or that-clause (as in the examples above), and also when the subject is a wh- or -ing clause (see also Unit 25):
- It is clear why Don decided to leave Spain. It is useless asking Sue to help.

We often use introductory it with be + adjective/noun (as in the examples above), but other patterns with an introductory it are possible. Here are some common examples—
☆ it + verb + to-infinitive clause
- I’ve got a terrible headache. It helps to lie down.
- If you want someone to help you, it doesn’t do to annoy them just before you ask. (*not do = (not) advisable, acceptable or enough)
Other verbs used in this pattern are hurt and pay (= give an advantage or benefit).
☆ it + verb + object + to-infinitive clause
- It shocked him to see her looking so ill. It annoys me to hear James swear like that.
- It costs a fortune to go to the opera. It means a lot to get a place at university.
Most of the verbs used in this pattern are to do with feelings, and include:
amaze, annoy, astonish, concern, frighten, hurt, scare, shock, surprise, upset, worry.

After these verbs the object usually refers to a person.

We can also use it + take + object + to-infinitive clause when we say what is or was needed in a particular activity; for example, the time, resources or characteristics needed. Compare:
- It took (them) a week to mend our roof. and To mend our roof took (them) a week.
- It takes a lot of effort to play the flute. and To play the flute takes a lot of effort.

☆ it + verb + that-clause
- It seems that she has lost her memory. (not That she has lost her memory seems.)
- During the trial it emerged that Jacks had been convicted of burglary before. (not ...that Jacks had been convicted of burglary before emerged.)
Other verbs used in this pattern include appear, come about, follow, happen, transpire.
Note that alternatives with the that-clause in initial position are not possible.

☆ it + verb + object + that-clause
- It suddenly hit me that Jane wanted to borrow money. (less likely is ...that Jane wanted to borrow money suddenly hit me.)
- When Bond saw Vanya taking photographs of the plane, it dawned on him that she was a spy. (less likely is ...that she was a spy dawned on him.)
The object usually refers to a person. Other verbs used in this pattern include those in the box above and also strike (= occur to) and turn out.

We don’t usually use an it... pattern as an alternative to a noun as subject:
- Their success was unexpected. (not It was unexpected their success.)
However, in informal contexts, particularly in speech, this is quite common in order to give special emphasis to the information immediately following it....
- It tastes really good, this new ice cream.
and also to place a longer noun phrase at the end in order to focus attention on it:
- It’s ridiculous, all the bureaucracy involved in running a school these days.
Exercises

96.1 Rewrite these sentences beginning It... . Rewrite them only if the It... sentence would be appropriate in written English; otherwise write X and consider why an It... sentence would be inappropriate. (A & C)

1 That we continue to monitor the situation is important.
   ...it is important that we continue to monitor the situation...
2 How he stared straight at me was unsettling.
3 Andrew’s excellent exam result was surprising.
4 To be a qualified driver is an advantage in the job.
5 Her proposal is quite radical.
6 To put carpet on walls is highly unusual.
7 John’s new car is a Ferrari.
8 Finding a good plumber is hard these days.

96.2 Complete the sentences using it... followed by a verb from (i) and an expanded form of the notes in (ii). Include an appropriate object where necessary. (B)

(iii)

<table>
<thead>
<tr>
<th>appear</th>
<th>astonish</th>
</tr>
</thead>
<tbody>
<tr>
<td>not bother</td>
<td>concern</td>
</tr>
<tr>
<td>hurt</td>
<td>not do</td>
</tr>
<tr>
<td>pay</td>
<td>strike</td>
</tr>
<tr>
<td>upset</td>
<td>scare</td>
</tr>
</tbody>
</table>

(ii)

| pedal/bicycle | seriously-injured/back |
| see/carrying knives | plan your journey ahead |
| criticise/too much | hadn’t even told/when/going away |
| everyone/see in | discover/also/successful novelist |
| he/jealous | hear/offended |

1 When Kate fell heavily and lay completely still,
   ...it appeared that she had seriously injured her back...
2 I knew that Rachel was a journalist for the local paper, but...
3 Since I broke my ankle last year,...
4 I told Peter that I had invited James, too. When he became so angry...
5 My comment about Don’s baldness was only meant as a joke and...
6 There were no curtains in his house, but...
7 I didn’t mind Amy not asking me to go on holiday with her, but...
8 Children need a lot of praise and...
9 The boys walked towards me in a threatening way, and...
10 You can save money by booking tickets in advance, so...

96.3 What personal or physical characteristics are needed to...? (Use It takes... in your answers.) (B)

1 play a musical instrument well
   ...it takes a lot of determination to play a musical instrument well...
2 build your own house
   ...
3 make a speech in front of a group of strangers
   ...
4 explain the rules of cricket to someone who doesn’t know the game
   ...

Now suggest completions for these sentences.

5 It takes bravery...

6 It takes a lot of organisation to...

7 It takes a great deal of time...
We can use a pattern with it... as the object of a verb where it refers forward to a clause. It can sometimes be followed directly by a that-, if- or when-clause after can’t bear, hate, like, love, resent and can’t stand, and by an if- or when-clause after dislike, enjoy, prefer and understand:

- I hate it that you can swim so well and I can’t. (not I hate that you can swim...)
- We always enjoy it when they stay with us. (not We always enjoy when they...)

Some verbs, including accept, admit, deny, guarantee, and mention, can be followed by it and a that-clause, particularly in spoken English, or directly by a that-clause without it:

- You’ve just got to accept (it) that Jim’s gone and won’t be coming back.

Notice that many other verbs that can be followed by a that-clause or wh-clause are not used with it... in this way, including argue, discover, emphasise, notice, predict, remember:

- I can’t remember when I last saw her. (not ...remember it when...)

With other verbs used to indicate how we see a particular event or situation, it is followed first by an adjective or noun phrase and then a that-clause, to-infinitive clause, or clause beginning when. Verbs commonly used in this way include believe, consider, feel, find (= discover something from experience), think:

- Officials have said they believe it unlikely that any lasting damage to the environment has been done. (or ...they believe it is unlikely that...; not ...they believe unlikely that...)
- I thought it a waste of money to throw away so much food. (or I thought it was a waste of money to...; not I thought a waste of money to throw away...)

When we use leave and owe (= have a responsibility to) with it... we can use to somebody + to-infinitive after it:

- Don’t bother to arrange anything. Just leave it to me to sort out.
- She owed it to her parents to do well at college.

With the verbs accept, regard, see, take (= interpret something in a particular way), or view we use it + as + noun (or adjective) + clause:

- We see it as an insult to have received no reply to our letter.
- I take it as encouraging when students attend all my lectures.

It is/was no... vs There is/was no...

Here are some common expressions including It is/was no... and There is/was no...:

- It’s no secret that the President wants to have a second term of office.
- Following the popularity of his first two films, it’s no surprise that his latest production has been successful.
- It’s no use telling me now. I needed to know a week ago.
- It’s no good getting angry. That won’t help solve the problem.
- It’s no coincidence (or accident) that they left the party at the same time.
- It’s no longer necessary to have a visa to visit the country.

- There’s no denying that he’s intelligent.
- I’m afraid there’s no alternative (or choice) but to ask her to leave.
- There’s no hope of getting more money.
- There’s no need to explain how it works; I’ll read the instruction book.
- There’s no point in buying an expensive computer unless you plan to use it a lot.
- There’s no question of agreeing to his demands.
- There’s no reason to be pessimistic.
- There’s no chance of finding a cure if we don’t fund more research.

The sentences with It is/was no... have alternatives in which the that-, -ing or to-infinitive clause is placed at the front, but the sentences with There is/was no... do not. Compare:

- It’s no secret that he wants a new job. (or That he wants a new job is no secret.) and
- There’s no denying that he’s a very good footballer. (but not That he’s a very good footballer is no denying.)
97.1 Complete these sentences with a verb in an appropriate form. If necessary, add it. Use each verb once only. (A & B)

<table>
<thead>
<tr>
<th>Verb</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>can’t-bear</td>
<td>She <em>can’t bear it</em> when people criticise her work, and she gets very upset.</td>
</tr>
<tr>
<td>consider</td>
<td>I <em>consider</em> hard to understand why the film was made in black and white and not colour.</td>
</tr>
<tr>
<td>discover</td>
<td>If you <em>discover</em> that you can’t get to the meeting on the 16th I’ll try to rearrange it.</td>
</tr>
<tr>
<td>enjoy</td>
<td>We <em>enjoy</em> our supporters to play to the best of our ability in the match.</td>
</tr>
<tr>
<td>find</td>
<td>I <em>find</em> that the camera was on the table when I left the house.</td>
</tr>
<tr>
<td>hate</td>
<td>I really <em>hate</em> when the weather’s hot like this. I’d hate to live in a cold climate.</td>
</tr>
<tr>
<td>owe</td>
<td>I can’t stop you dismantling your motorbike in the kitchen, but I’d <em>owe</em> you if you didn’t.</td>
</tr>
<tr>
<td>prefer</td>
<td>I think we should <em>prefer</em> to the children to do the washing up.</td>
</tr>
<tr>
<td>remember</td>
<td>I <em>remember</em> that Jean will withdraw from the course within a month.</td>
</tr>
<tr>
<td>a privilege to have known Roy Jennings.</td>
<td></td>
</tr>
</tbody>
</table>

97.2 John Timms has recently been appointed as managing director of the company Rexco. Here are some notes he made for his first speech to the board of directors. In the speech he expanded the notes beginning I + (verb) + it as..., using the verb in brackets. Write what he said. (C)

1. I take it as a great honour to be asked to become managing director of Rexco. (take)

2. Part of my role - make Rexco household name - next 5 years. (see)

3. Necessary evil - some people - may redundant - in next year. (accept)

4. Important for relations with workforce - make available information - salaries of managers. (view)

5. Unacceptable - modern company - exclude workforce - major decision-making. (regard)

6. Something positive - employees make suggestions - how management be improved. (regard)

7. Vital - future of company - expand into Asian market. (see)

8. Fundamental principle of company - suppliers of raw materials - given fair price for products. (take)

97.3 Complete the sentences with an appropriate it... or there... phrase from D opposite. Suggest alternatives where possible.

1. It’s no coincidence that Karlsbad has won the ice hockey tournament for the last three years. It is a very rich club and its training facilities are excellent. (It’s curious)

2. My contact lens must have fallen out in the snow, so *__________* of finding it. (It’s unlikely)

3. *__________* that Karen and Mark have split up. Everyone in the office knows. (It’s surprising)

4. Getting depressed about your exam results. You just need to work harder. (It’s understandable)

5. Your broken arm will take some time to mend, but *__________* why you shouldn’t be playing tennis again by the summer. (It’s possible)

6. As the car ferry isn’t running because of the high winds, *__________* but to drive 100 kilometres around the lake. (It’s unfortunate)

7. *__________* possible to buy tickets on the train. You have to get them at the station. (It’s unlikely)

8. Bungee jumping might be dangerous, but *__________* that it’s very exciting. (It’s exciting)
Focusing with it-clauses

We can use an it-clause with be to focus attention on the information that immediately follows it + (be). A sentence in which emphasis is given using this pattern is sometimes called a cleft sentence. The clause after the it-clause (usually a that-clause) contains information that is already known or considered to be less important:

- 'Helen bought the car from Tom.' ‘No, it was Tom that bought the car from Helen.’
- He already plays for the national side, and it was only last year that he turned professional.
- I don’t mind her criticising me, but it’s how she does it that I object to.
- It was to show her how much I cared for her that I bought her the necklace.

We sometimes use which or who instead of that; when and where can also be used, but usually only in informal English; and note that how or why can’t replace that:

- Karl was always there to help her, and it was to him that she now turned for support.
- ‘Carol’s seriously ill in hospital.’ ‘But it was only last Sunday when I was playing tennis with her.’
- It was in Bristol where the film was made.
- ‘Was it by cutting staff that he managed to save the firm?’ ‘No, it was by improving distribution that he made it profitable.’ (not ...how he made it profitable.)

Focusing with what-clauses

If we want to focus particular attention on certain information in a sentence, we sometimes use a what-clause followed by be. Sentences with this pattern are another form of cleft sentence. This pattern is particularly common in conversation. The information we want to focus attention on is outside the what-clause. Compare:

- We gave them some home-made cake. and
- What we gave them was some home-made cake.

We often do this if we want to introduce a new topic; to give a reason, instruction or explanation; or to correct something that has been said or done. In the following examples, the information in focus is in italics:

- What I’d like you to work on is exercise two on page 38.
- Tim arrived two hours late: what had happened was that his bicycle chain had broken.
- ‘We’ve only got this small bookcase – will that do?’ ‘No, what I was looking for was something much bigger and stronger.’

We can often put the what-clause either at the beginning or the end of the sentence:

- What upset me most was his rudeness. or His rudeness was what upset me most.

To focus attention on an action performed by someone, we use a sentence with what + subject + do + be + to-infinitive clause. We can’t use an it-clause to do this (see A):

- Dave lost his job and was short of money, so what he did was (to) sell his flat and move in with his brother. (not ...so it was (to) sell his flat that he did.)

Notice that the ‘to’ in the infinitive can be omitted.

The pattern in B is only usually used with what-clauses. Instead of placing other wh-clauses (beginning how, when, where, who, why) at the beginning of the sentence we prefer to use a noun which has a meaning related to the wh-word (e.g. reason rather than why; place rather than where) followed by a that- or wh-clause. Here are some examples:

- The only reason (why/that) I left the party early was that I was feeling unwell. (rather than Why I left the party early was...)
- The place (where/that) you should play football is the playground, not the classroom. (rather than Where you should play football is...)
- Somebody (who/that) I enjoy reading is Peter Carey. (not Who I enjoy reading is...)
- The time (when/that) I work best is early morning. (rather than When I work best is...)
98.1 Rewrite the sentences to focus attention on the underlined information. Start with it + be and use an appropriate wh-word or that. (A)

1 Mark's known for ages that his parents are coming to stay with us this weekend, but he only told me yesterday. *Mark's known for ages that his parents are coming to stay with us this weekend, but... it was only yesterday that/when he told me.*

2 Caroline has been feeling a bit depressed for some time, so I booked a holiday in Amsterdam to cheer her up. *Caroline has been feeling a bit depressed for some time, so...*

3 It's not that I don't want to have dinner with you tonight; I can't come because I've got so much work to do. *It's not that I don't want to have dinner with you tonight;...*

4 I had my wallet when I went into the sports hall, so I lost it somewhere in there. *I had my wallet when I went into the sports hall, so...*

5 She doesn't find learning languages very easy, and she improved her Spanish only by studying very hard. *She doesn't find learning languages very easy, and...*

6 I have had great help from my parents and two brothers in doing my research, and I dedicate this thesis to my family. *I have had great help from my parents and two brothers in doing my research, and...*

98.2 Give responses beginning No, what..., correcting what was said in the question, as in 1. Use the notes in brackets to help. (B)

1 'Did you say that Bernard was going to live in Austria?' (holiday/ Austria)
   *No, what I said was that he was going on holiday to Austria.'*

2 'Do you hope to sell your Picasso paintings?' (be put into/ public art gallery)

3 'Did it annoy you that Clare came so late?' (not apologise)

4 'Did you mean to give Erica your bike?' (could borrow it/ until needed again)

Now give similar responses which focus on the action, as in 5.

5 'Did you watch the football on TV last night?' (get brother/ video it/ watch tonight)
   *No, what I did was (to) get my brother to video it and I'll watch it tonight.'*

6 'This steak tastes delicious. Did you fry it?' (put oil and soy sauce on/ grill)

7 'Did you buy Sue the coat she wanted?' (give/ money towards it)

8 'Did you fly from Sydney to Brisbane.' (hire a car/ drive all the way)

98.3 Write a sentence using one of the phrases in C opposite and the information in brackets. You need to put the information in the right order and add an appropriate form of be. (C)

1 'I suppose Paul got the job because of his qualifications.' (uncle owns company)
   *Well, actually, I think... the reason why that Paul got the job was that his uncle owns the company...'*

2 'Do you know anyone who could mend my computer?' (might be able/ help/ Saleh)
   *I don't know if he's free, but...*

3 'You grew up in this village, didn't you?' (between this village and next)
   *In fact...*

4 'In what period of your life do you think you were happiest?' (lived Australia)
   *I suppose...*
Inversion (1)

A
In statements it is usual for the verb to follow the subject, but sometimes this word order is reversed. We can refer to this as inversion. There are two main types of inversion: when the verb comes before the subject (inversion is often optional), and when the auxiliary comes before the subject and the rest of the verb phrase follows the subject (inversion is usually necessary):

- **Her father stood** in the doorway. \(\rightarrow\) **In the doorway stood her father.** (or ... her father stood.)
- **He had** rarely seen such a sunset. \(\rightarrow\) **Rarely had he seen** such a sunset. (*not* Rarely had he seen...)

Inversion brings about *fronting*, the re-ordering of information in a sentence to give emphasis in a particular place. Often this causes an element to be postponed until later in the sentence, focusing attention on it.

B
In conversation we use **Here comes + noun** and **There goes + noun**, with inversion of verb and subject, to talk about things and people moving towards or away from the speaker:

- **Here comes** the bus.  
- **There goes** Nigel Slater, the footballer.

**Here comes...** is also used to say that something is going to happen soon, and **There goes...** is used to talk about things (particularly money) being lost and to say that something (such as a phone or door bell) is ringing:

- **Here comes** lunch.  
- **There goes** the phone. Can you answer it?

My bike’s been stolen! **There goes £100!**

We also put the verb before the subject when we use adverbs expressing direction of movement, such as **along, away, back, down, in, off, out, up** with verbs such as **come, fly, go**. This pattern is found particularly in narrative, to mark a change in events:

- The door opened and **in came** the doctor. (*less formally ... and the doctor came in.*)
- As soon as I let go of the string, **up went the balloon**, high into the sky. (*less formally ...the balloon went up...*)
- Just when I thought I’d have to walk home, **along came Miguel** and he gave me a lift. (*less formally ... Miguel came along and gave me...*)

For more on inversion after adverbs of place and direction, see Unit 76A.

C
We can use clauses with inversion instead of certain kinds of *if*-clause (see Unit 83). Compare:

- **It would be a serious setback, if the talks were to fail.**
- **If you should need** more information, please telephone our main office.
- **If Alex had asked**, I would have been able to help.

- **It would be a serious setback, were the talks to fail.**
- **Should you need** more information, please telephone our main office.
- **Had Alex asked**, I would have been able to help.

The sentences with inversion are rather more formal than those with ‘if’. Notice that in negative clauses with inversion, we don’t use contracted forms:

- **Had the plane not been diverted**, they would have arrived early. (*not* Hadn’t the plane...)

D
In formal written language we commonly use inversion after **as** and **than** in comparisons:

- The cake was excellent, **as was the coffee.** (or ...as the coffee was.)
- I believed, **as did my colleagues,** that the plan would work. (or ...as my colleagues did...)
- Research shows that parents watch more television **than do their children.** (or ...than their children do.)

Notice that we don’t invert subject and verb after **as** or **than** when the subject is a pronoun:

- We now know a lot more about the Universe **than we did** ten years ago. (*not* ...than did we ten years ago.)

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99.1 Complete the sentences with an appropriate adverb and a form of either come or go. (B)

1. We'd just got to the top of the hill when down came the rain and we got thoroughly soaked.
2. Just when you've bought a computer that you think will last a lifetime, some new software that needs an even bigger hard disk.
3. Whenever I ask the class a question, their hands and they sit patiently until I choose one of them to answer.
4. I asked Dave to get three kilos of potatoes from the supermarket and he only bought one, so he to get some more.
5. After I'd been waiting for an hour, the door opened and the nurse, who said the dentist would be able to see me now.
6. We'd given up hope of getting the cat out of the tree, when a man with a ladder.
7. As soon as I'd given Jo some pocket money, she to buy sweets from the shop.

99.2 Match the most likely sentence halves and then make new sentences beginning Were..., Should..., or Had... (C)

1. If McGrath had not resigned as party leader, ...
2. If you do not wish to receive further information about our products, ...
3. If the plane were ever to be built, ...
4. If United win again today, ...
5. If I were to be asked to take the job, ...
6. If a car had been coming in the other direction, ...
7. If there had been a referendum on the issue, ...
8. If you are not able to afford the Rombus 2000, ...
9. If Charles Dickens were alive today,...

1 + c. Had McGrath not resigned as party leader, he would have been sacked...

99.3 Write new sentences using as or than + be or do. (D)

1. Compared with their counterparts 20 years ago, the highly educated now receive vastly higher salaries. The highly educated now receive vastly higher salaries than did their counterparts 20 years ago.
2. I was opposed to the new road being built. Everyone else in the village was opposed to it, too. I was opposed...
3. Karen went to Oxford University. Her mother and sister went there, too. Karen went...
4. Compared with people in developed nations, people in poorer countries consume a far smaller proportion of the earth's resources. People in poorer countries...
5. Compared to 5 years ago, he is a much better teacher. He is...
6. Don is a keen golfer. His wife is a keen golfer, too. Don is...
Inversion after negative adverbials
In formal and literary language in particular, we use negative adverbials at the beginning of a clause. The subject and first auxiliary are inverted, and do is used with a simple tense verb after –
☆ the time adverbials never (before), rarely, seldom; barely/hardly/scarcely...when/before; no sooner...than:
  □ Seldom do we have goods returned to us because they are faulty.
  □ Hardly had everybody taken their seats when Dr Smith began his lecture.
☆ only + a time expression, as in only after, only later, only if, only once, only then, only when:
  □ She bought a newspaper and some sweets at the shop on the corner. Only later did she realise that she’d been given the wrong change.
  □ Only once did I go to the opera the whole time I was in Italy.
  □ Only when she apologises will I speak to her again.
☆ only + other prepositional phrases beginning only by..., only in..., only with..., etc.:
  □ Only by chance had Jameson discovered where the birds were nesting.
  □ Mary had to work in the evenings and at weekends. Only in this way was she able to complete the report by the deadline.
☆ expressions such as at no time, in no way, on no account, under/in no circumstances:
  □ At no time did they actually break the rules of the game.
  □ Under no circumstances are passengers permitted to open the doors themselves.
☆ expressions with not..., such as not only, not until, not since, not for one moment and also not a + noun:
  □ Not until August did the government order an inquiry into the accident.
  □ Not a word had she written since the exam had started.
☆ little with a negative meaning:
  □ Little do they know how lucky they are to live in such a wonderful house. (= ‘they don’t know’ or ‘they don’t know sufficiently’)
  □ Little did I realise that one day Michael would become famous. (= ‘I didn’t realise’ or ‘I didn’t realise sufficiently’)

Notice that inversion can occur after a clause beginning only after/if/when or not until:
□ Only when the famine gets worse will world governments begin to act.
□ Not until the train pulled into Euston Station did Jim find that his coat had gone.

Inversion after so + adjective... that; such + be...that; neither.../nor...
We can use so + adjective at the beginning of a clause to give special emphasis to the adjective.
When we do this, the subject and first auxiliary are inverted, and do is used with a simple tense verb. Compare:
□ Her business was so successful that Marie was able to retire at the age of 50. and
□ So successful was her business, that Marie was able to retire at the age of 50.
□ The weather conditions became so dangerous that all mountain roads were closed. and
□ So dangerous did weather conditions become, that all mountain roads were closed.

We can use such + be at the beginning of a clause to emphasise the extent or degree of something. Compare:
□ Such is the popularity of the play that the theatre is likely to be full every night. and
□ The play is so popular that the theatre is likely to be full every night.

We use inversion after neither and nor when these words begin a clause to introduce a negative addition to a previous negative clause or sentence:
□ For some time after the explosion Jack couldn’t hear, and neither could he see.
□ The council never wanted the new supermarket to be built, nor did local residents.

Notice that we also use inversion in Neither/Nor do I, Neither/Nor does Kate (etc.) and in So do I, So does Becky (etc.).
100.1 Write new sentences with a similar meaning beginning with one of these words and phrases. (A)

   only if barely only with -rarely at no time little

1 A new film has not often before produced such positive reviews.
   Rarely has a new film produced such positive reviews.
2 The public was never in any danger.
3 He only felt entirely relaxed with close friends and family.
4 The match won’t be cancelled unless the pitch is frozen.
5 I didn’t know then that Carmen and I would be married one day.
6 He had only just entered the water when it became clear he couldn’t swim.

Now do the same using these words and phrases. (A)

   only once only in on no account hardly not only not for one moment

7 You must not light the fire if you are alone in the house.
8 There was never any competitiveness between the three brothers.
9 I wasn’t only wet through, I was freezing cold.
10 I had only ever climbed this high once before.
11 The audience had only just taken their seats when the conductor stepped on to the stage.
12 He has only been acknowledged to be a great author in the last few years.

100.2 Complete these sentences in any appropriate way. You can use the following words in your answers. (B)

   alike boring complicated dominance -interest strength

1 Such is the interest in Dr Lowe’s talk that it will be held in a bigger lecture theatre.
2 Such ___________________________ that few buildings were left standing in the town.
3 Such ___________________________ that he hasn’t lost a match for over three years.
4 So ___________________________ that even their parents couldn’t tell them apart.
5 So ___________________________ that it even took a computer three days to solve it.
6 So ___________________________ that most of the students went to sleep.

100.3 Correct any mistakes you find in this newspaper item. (Units 99 & 100)

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TOWN EVACUATED AS FOREST FIRES APPROACH

The people of Sawston were evacuated yesterday as forest fires headed towards the town. Such the heat was of the oncoming inferno that trees more than 100 metres ahead began to smoulder. Only once in recent years, during 1994, a town of this size has had to be evacuated because of forest fires. A fleet of coaches and lorries arrived in the town in the early morning. Into these vehicles the sick and elderly climbed, before they headed off to safety across the river. Residents with cars left by mid morning, as all non-essential police officers did.

Hardly the evacuation had been completed when the wind changed direction and it became clear that the fire would leave Sawston untouched. Soon after that were heard complaints from some residents. “At no time the fires posed a real threat,” said one local man. “I didn’t want to leave my home, and nor most of my neighbours did.” So upset some elderly residents are that they are threatening to complain to their MP. But Chief Fire Officer Jones replied, “Hadn’t we taken this action, lives would have been put at risk. Only when the fires have moved well away from the town residents will be allowed to return to their homes.”
Grammar review

TENSES (→ Units 1–8)

Present continuous (→ Units 1, 2 & 8)
A1  □ ‘Who are you phoning?’ ‘I’m trying to get through to Helen.’
   We use the present continuous to talk about particular events or activities that have
   begun but have not ended at the time of speaking. The event or activity is in progress
   at the present time, but not necessarily at the moment of speaking.
A2  □ She’s doing voluntary work with young children until she starts her university course.
   We use the present continuous to suggest that an event or activity is or may be
   temporary.
   (For the present continuous for the future, see B7 & Unit 10.)

Present simple (→ Units 1, 2 & 8)
A3  □ Trees grow more quickly in summer than in winter.
   We use the present simple with verbs describing states or situations that are always
   true or continue indefinitely.
A4  □ This cake tastes wonderful. Where did you buy it?
   We use the present simple with states or situations (thoughts, feelings) that exist at the
   present moment.
   Verbs generally used to talk about states include *agree, appreciate, attract, *desire,
   *doubt, expect, hate, hope, like, love, *prefer, *regret (to do with emotions, attitudes,
   and preferences); anticipate, assume, *believe, consider, expect, feel, find, imagine,
   *know, realise, think, understand (mental states); ache, hear, *notice, see, *smell,
   sound, *taste (senses and perception); *belong to, *consist of, *constitute, *contain,
   cost, *differ from, have, look, *mean, measure, *own, *possess, *resemble, *seem,
   weigh (*being’, ‘having’, etc.).
   The verbs marked * are rarely used with continuous tenses (but can be if we mean
   actions rather than states).
A5  □ Do you go to Turkey every year for your holidays?
   We use the present simple to talk about habits or regular events or actions.
   (For the present simple for the future, see B6 & Unit 10.)

Past simple (→ Units 3, 4, 5 & 8)
A6  □ Kathy left a few minutes ago.
A7  □ Jim continued the course even though it was proving very difficult.
   We use the past simple to refer to a completed action or event in the past or to talk
   about situations that existed over a period of time in the past, but not now. We can
   either say when something happened, using a time adverbial (e.g. a few minutes ago:
   A6), or assume that the listener or reader already knows when it happened or can
   understand this from the context (A7).
A8  □ I saw my grandparents every week as a child.
   We use the past simple to talk about repeated past actions.
   (For the past simple in conditionals, see M12 & M13 and Unit 83.)

Present perfect (→ Units 3, 6 & 8)
A9  □ We can’t have a meeting, because so few people have shown any interest.
A10 □ My ceiling has fallen in and the kitchen is flooded. Come quickly!
A11 □ We have belonged to the tennis club since we moved here.
A12 □ Lee has represented his country on many occasions, and hopes to go on to compete in
   the next Olympics.
   We use the present perfect to talk about a past action, event or state, when there is
   some kind of connection between what happened in the past, and the present time.
Often we are interested in the way something that happened in the past affects or is relevant to the situation that exists now (A9). However, the connection with the present may also be that the action happened recently with a consequence for the present (A10), that it continues until the present time (A11), or that a repeated event in the past may (or may not) happen again (A12).

**Past continuous (→ Units 4, 7 & 8)**
A13 □ When he realised I was looking at him, he turned away.
   We use the past continuous to talk about a situation (...I was looking at him...) that started before a particular point in the past (...he turned away) and was still in progress at that point.

**Past perfect (→ Units 5, 7 & 8)**
A14 □ When I went into the bathroom, I found that the bath had overflowed.
A15 □ By 10 o'clock most people had gone home.
   We use the past perfect to talk about a past event that took place before another past event (A14), or before or up to a particular time in the past (A15).
   (For the past perfect in conditionals, see M14 & Unit 83.)

**Present perfect continuous (→ Units 6 & 8)**
A16 □ Since the operation two months ago, Joe has been learning to walk again. He can already take one or two steps unaided.
A17 □ Your eyes are red – have you been crying?
   We use the present perfect continuous to talk about an activity in progress in the past for a period until now, which is still in progress (A16) or has recently finished (A17).

**Past perfect continuous (→ Units 7 & 8)**
A18 □ When I saw the vase in the shop window, I knew it was exactly what I had been looking for.
   We use the past perfect continuous to talk about a situation or activity that was in progress over a period up to a particular past point in time.

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**THE FUTURE (→ Units 9–14)**

**Will + infinitive (→ Unit 9)**
B1 □ It's late. I think I'll go to bed now.
B2 □ I think you'll enjoy the film.
   We use will when we state a decision made at the moment of speaking (B1) and when we say that we think something is likely to happen in the future (B2).
B3 □ I'll make one of my special desserts for dinner, if you like.
B4 □ I've asked her to join us this evening, but she won't.
   We use will (or 'll) when we talk about willingness to do something in the future (e.g. in offers (B3), invitations, requests, and orders) and will not (or won't) when we talk about unwillingness to do something in the future (e.g. reluctance, refusal (B4)).

**Be going to + infinitive (→ Unit 9)**
B5 □ 'Has anybody offered to look after the children?' 'Jo's going to do it.'
   We use be going to when we state a decision made some time before we report it. Going to is often preferred in informal spoken English (where it is often pronounced /gɔnə/) and will is preferred in more formal contexts.

**Present simple for the future (→ Unit 10)**
B6 □ The next train to Newcastle leaves at 3.45. [station announcement]
   We use the present simple to talk about future events that are part of some official arrangement such as a timetable or programme. A time expression is usually used with the present simple for the future (...at 3.45) unless the time referred to is already clear from the context.
Grammar review

Present continuous for the future (→ Unit 10)
B7 □ We’re having a party next Saturday. Can you come?
We use the present continuous to talk about future activities and events that are intended or have already been arranged. Usually a personal pronoun is used (We...) and a future time is mentioned (...next Saturday) or already understood.

Future continuous (→ Unit 11)
B8 □ After the operation you won’t be doing any sport for a while.
We use the future continuous to talk about an activity or event happening at a particular time or over a particular period in the future. We usually mention the future time (After the operation...).

MODALS & SEMI-MODALS (→ Units 15–20)
The modal verbs are: will, would, can, could, may, might, shall, should, must. Modal verbs have meanings relating to ideas such as possibility, likelihood, prediction, necessity, permission and obligation. They do not have to-infinite, -s, -ing or past participle forms. They are often followed by the bare infinitive of another verb (e.g. She might go) but can also be used on their own (e.g. Yes, I can). They cannot be followed directly by a to-infinite, an -ing form, a past participle, or another modal verb. In questions they come before the subject (e.g. Could you help?) and before not in negatives (e.g. He won’t (= will not) help). The semi-modals are: ought to, used to, need, dare, have (got) to, be able to. These have meanings like modal verbs but not the same formal features: for example, some can be marked for tense (e.g. have/ had (got) to); some have non-modal uses (e.g. She needs a rest).

Can, could and be able to (→ Unit 15)
C1 □ A polyglot is someone who can speak several different languages.
C2 □ Anita could speak three languages before she was six.
C3 □ Martha couldn’t swim until she was ten.
When we say that someone or something has or doesn’t have the ability to do something, we use can’t (for the present; C1) or couldn’t (for the past; C2, C3).
C4 □ ‘Why isn’t Tim here yet?’ ‘It could be because his mother’s ill again.’
We use could, not can, to say there is a possibility of something happening or being true.
C5 □ Despite yesterday’s snowfalls, we were able to drive home in less than an hour.
We can use be able to instead of can or could to talk about ability. We prefer be able to when we talk about a specific achievement (particularly if it is difficult, requiring some effort; C5) rather than a general ability. Where there is a choice, in speech we generally prefer can or could rather than be able to.
C6 □ After the trees have been cut back, we will be able to see more of the garden from the sitting room.
We use will be able to, not can, to say that something is possible in the future on condition that something is done first.
C7 □ We can’t be allowed to stay up late on Fridays and Saturdays because we don’t have to go to school the next day.
We use can for the present or the future and could for the past to report permission. We can also use be allowed to.

Will, would and used to (→ Unit 16)
C8 □ Will/Won’t you have another biscuit? (‘Won’t you...?’ is a very polite and rather formal offer)
C9 □ ‘John wants to borrow the car.’ ‘He will not.’ (a firm refusal)
C10 □ You will now put your pens down and pay attention. (a firm instruction)
We use will and will not (won’t) to talk about (un)willingness (see B3–4) and also to make offers (C8), requests, refusals (C9), and to give instructions (C10).
You should apply for the job. You *would* have a good chance of getting it.

We can use *would* to make a prediction about an imaginary situation; that is, about something that may or may not happen (see also M13).

Would you like me to get you some water?

We can use *Would you like...* when we make an offer, but not *'Will you like...'.* In requests, too, we can say *I would like...*, but not *'I will like...'.* We can use *should* (with I or we) instead of *would* in requests like this, but this is formal.

We *would/used to* lend him money when he was unemployed.

I *used to* live in a flat in Paris.

To talk about things that happened repeatedly in the past, but don’t happen now, we can use *would* or *used to + infinitive* (C13). *Used to* is more common in informal English. We can use *used to* but not *would* to talk about permanent past states (C14). Notice how we normally make questions and negatives with *use* to in spoken English: *‘Did your children use to sleep well when they were babies?’; ‘I *didn’t use* to like visiting the dentist when I was young.’* Many people avoid using *used* to in questions and negatives without *do* (*‘Used you to...?’; ‘I *usedn’t* to...’*) and in question tags (*..., usedn’t you?*) because it sounds very formal and old-fashioned.

**may, might, can and could (→ Units 15 & 17)**

If the drought goes on much longer, there *may/might/could* be water rationing before the end of the month.

Her parents *may/might/could have influenced* her decision to resign.

In affirmative sentences (that is, sentences which are not questions or negatives) we use *may, might, or could* with a similar meaning to say that there is a possibility of something happening or being true (C15). *Can* is not used in this way. We sometimes prefer *could* to show that we are giving an opinion about which we are unsure. We use *may/might/could + have + past participle* to say that it is possible that something happened in the past (C16).

*‘While we’re in Leeds shall we go and see Mark?’* *‘But it’s been nearly 20 years since we last saw him. He *may not/might not* remember us.’*

I think I saw her go out so she *can’t/couldn’t* be at home.

In negative sentences, including sentences with words like *only, hardly, or never*, we use *may not* or *might not* to say it is possible that something is not true (C17), and *can’t* or *couldn’t* to say that it is not possible that something is true (C18).

*Coats *may* be left in the cloakroom.*

*May* (not *‘might’*) is used in formal contexts to say that something is allowed. *May* is used to say that things are not allowed (e.g. Calculators *may not* be used in the examination.).

**must and have (got) to (→ Unit 18)**

That’s really good news. I *must* tell Steve straight away.

‘Can we meet on Thursday morning?’ *‘Sorry, no. I *have to* go to the dentist at 11.00.’*

When we say that it is necessary to do something, we use *must* or *have (got) to.*

Sometimes it doesn’t matter which we use, although *have got to* is less formal than either *must* or *have to* and is particularly common in spoken English. However, we use *must* when we want to indicate that the *speaker* decides that something is necessary (C20) and we use *have (got) to* to suggest that *someone else* or some outside circumstances or authority makes something necessary (C21).

She was bruised quite badly in the accident. It *must* hurt a lot.

We normally use *must, not have (got) to*, when we conclude that something (has) happened or that something is true.

‘I’m seeing Dr Evans next week.’ *‘That *can’t* be right. He’s on holiday then.’*

When we give a negative conclusion we rarely use *must not* or *have (got) to*. Instead, we use *can’t* (cannot) or *couldn’t*. 
Grammar review

C24  □ When I went to school I had to learn Latin.
      To say that something was necessary in the past we use had to, not must.

needn’t, don’t have to and mustn’t (→ Units 18 & 19)
C25  □ He didn’t cook the meal himself so you needn’t/don’t have to eat it all. He won’t be offended.
C26  □ You mustn’t put anything on the shelves until the glue has set hard.
      We use needn’t (or don’t need to) or don’t have to to say that something is not necessary (C25) and mustn’t to say that something is not allowed (C26).
C27  □ I didn’t have to/didn’t need to have an interview because I’d worked there before.
C28  □ I needn’t have cooked dinner. Just as it was ready, Chris and June phoned to say that they couldn’t come to eat.
      When we say that it was not necessary to do something in the past, and it wasn’t done, we use didn’t need to or didn’t have to (C27). To show that we think something that was done was not in fact necessary we use need not (needn’t) have (C28).

should, ought to and be supposed to (→ Unit 20)
C29  □ You’ll catch cold if you go out like that. I think you should/ought to take a hat.
C30  □ I enjoyed her first novel, so the new one should/ought to be good.
      We can often use should or ought to with little difference in meaning when we talk about obligation (e.g. in giving advice, making recommendations, or talking about a responsibility, (C29) and the probability of something happening or being true (C30).
C31  □ The work was supposed to start/should have started/ought to have started last week.
C32  □ Walking under a ladder is supposed to be unlucky.
      (Be) supposed to can be used instead of should/ought to to express a less strong obligation than should (C31). It is also used to report what many people think is true, but should/ought to are not used in this way (C32).

PASSIVES (→ Units 22–25)

Passive verb forms have one of the tenses of the verb to be and a past participle. Passive verb forms are summarised in Appendix 1. The choice between an active and passive sentence allows us to present the same information in two different orders. Compare:

<table>
<thead>
<tr>
<th>active</th>
<th>The storm damaged the roof.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The roof was damaged.</td>
</tr>
<tr>
<td></td>
<td>The roof was damaged by the storm.</td>
</tr>
<tr>
<td>This sentence is about the storm, and says what it did. The subject (The storm) is the ‘agent’ and the object (the roof) is the ‘done to’.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>These sentences are about the roof and say what happened to it (in the first sentence) and what did it (in the second). The subject (The roof) is the ‘done to’. If it is mentioned, the agent (the storm) goes in a prepositional phrase with by after the verb.</td>
</tr>
</tbody>
</table>

D1  □ The building survived the earthquake but then was destroyed by a fire.
    Verbs which take an object (transitive verbs) can have a passive form (…was destroyed). Verbs which do not take an object (intransitive verbs) do not have passive forms (The child vanished..., but not ‘The child was vanished...’).
    However, many verbs can be used at different times with and without objects – that is, they can be both transitive and intransitive. Compare: ‘Are they meeting him at the airport?’ (transitive) and ‘Is he being met at the airport?’ (passive); ‘When shall we meet?’ (intransitive; no passive possible)
D2  □ I’m really disappointed. I didn’t get picked/wasn’t picked for the team again.
D3  □ The house was owned by an elderly couple before I bought it.
    In spoken language we often use get + past participle (…didn’t get picked...) instead of a passive form (…wasn’t picked...) to talk about actions or events that we see as
negative (D2). Note, however, that we can also use it to talk about positive actions and events (e.g. Great news – I got picked for the team again!). We don’t normally use get + past participle to describe states (D3).

E QUESTIONS (→ Units 26 & 27)

Question forms are summarised in Appendix 2.

E1 □ What happened to your eye?
If we use what, which, who or whose as the subject, we don’t use do in the question (E1). However, notice that we can sometimes use do when what, which, who or whose is the subject if we want to add emphasis, or to contrast with what has been said or implied. Do is stressed in spoken English: ‘Come on, be honest – who did tell you?’ Don’t confuse whose with who’s (short for either who is or who has), which are pronounced the same.

E2 □ I’ve got orange juice or apple juice. Which would you prefer?
E3 □ He just turned away when I asked him. What do you think he meant?
In these questions the wh-word is the object. We prefer which when we are asking about an identified group or range of things or people (E2), and we use what when the possible range of reference is open (E3). Sometimes, however, we can use either which or what with little difference in meaning (e.g. What/Which towns do we go through on the way?).

E4 □ Haven’t you finished your homework yet?
E5 □ Why didn’t she pay for the meal?
E6 □ Who wouldn’t like to own an expensive sports car?
We can use negative yes/no or wh-questions to make a suggestion, to persuade someone, to criticise, or to show that we are surprised, etc. We make a negative yes/no or wh-question with an auxiliary verb (have, did, would, etc.) + -n’t (E4, E5, E6). We can also ask a negative question using a negative statement and a positive ‘tag’ at the end (e.g. We don’t have to leave just yet, do we?). Negative questions can be used to sound polite when giving an opinion (e.g. Shouldn’t we offer her a lift?).

F VERB COMPLEMENTATION: WHAT FOLLOWS VERBS (→ Units 28–31)

F1 □ She described the attacker to the police.
F2 □ They arrived at the restaurant an hour late.
F3 □ He gave me a biscuit.

Some verbs (e.g. describe in F1) are followed by an object (...the attacker...). These are called transitive verbs. Other verbs that are usually transitive include arrest, avoid, do, enjoy, find, force, get, grab, hit, like, pull, report, shock, take, touch, want, warn. Some verbs (e.g. arrive in F2) are not usually followed by an object. These are called intransitive verbs. Other verbs that are usually intransitive include appear, come, fall, go, happen, matter, sleep, swim, wait. If a verb can’t be followed by an object, it can’t be made passive. Some verbs (e.g. give in F3) are commonly followed by two objects (me and a biscuit in F3). Other verbs that are commonly followed by two objects include lend, offer, pay, sell, tell, throw.

A good dictionary will list the meanings of verbs and for each meaning tell you whether each meaning is intransitive, transitive and, if transitive, whether it is followed by one or by two objects.

F4–13 Many verbs can be followed by another verb in the form of a to-infinite (e.g. refuse to eat), -ing (e.g. avoid working), bare infinitive (e.g. help carry). Note that when to comes after a verb it can be part of a to-infinite (= to + the base form of a verb; e.g. He wants to go, She hopes to win) or it can be a preposition followed by a noun phrase (e.g. He went to the theatre) or by an -ing form (e.g. He admitted to having a gun). An -ing form often behaves like an object (e.g. I regret leaving).
Here is a summary of common patterns together with examples of verbs that are used in this pattern. Note that many verbs can be used in several different patterns, and that some of the verbs given can be used just with an object, and may also be used intransitively (e.g. He failed to stop, He failed the test, He failed).

<table>
<thead>
<tr>
<th>Verb + to-infinitive</th>
<th>F4  □ They won’t agree to pay for the damage. agree, aim, ask, decline, demand, fail, hesitate, hope, hurry, manage, offer, plan, prepare, refuse, want, wish</th>
</tr>
</thead>
<tbody>
<tr>
<td>F5  □ Stevens admitted stealing the wallet.</td>
<td></td>
</tr>
<tr>
<td>Verb + -ing</td>
<td>admit, avoid, consider, delay, deny, detest, dread, envisage, feel like, finish, imagine, miss, recall, resent, risk, suggest</td>
</tr>
<tr>
<td>F6  □ Before we began eating/to eat my father thanked everyone for coming.</td>
<td></td>
</tr>
<tr>
<td>Verb + to-infinitive or -ing</td>
<td>begin, cease, continue, start</td>
</tr>
<tr>
<td>with little difference in meaning</td>
<td></td>
</tr>
<tr>
<td>F7  □ She came hurrying up the path to bring us the news.</td>
<td></td>
</tr>
<tr>
<td>F8  □ How did you come to buy the car?</td>
<td></td>
</tr>
<tr>
<td>Verb + to-infinitive or -ing but with a difference in meaning</td>
<td>come, go on, mean, regret, remember, stop, try</td>
</tr>
<tr>
<td>F9  □ My parents wouldn’t allow me to go to the party.</td>
<td></td>
</tr>
<tr>
<td>Verb + object + to-infinitive (= there must be an object)</td>
<td>allow, believe, cause, command, consider, enable, encourage, entitle, force, invite, order, persuade, show, teach, tell, warn</td>
</tr>
<tr>
<td>F10 □ I would hate (her) to give the job up.</td>
<td></td>
</tr>
<tr>
<td>Verb + (object) + to-infinitive (= there may be an object)</td>
<td>hate, help, like, love, need, prefer, want, wish,</td>
</tr>
<tr>
<td>F11 □ The police caught him driving without a licence.</td>
<td></td>
</tr>
<tr>
<td>Verb + object + -ing (= there must be an object)</td>
<td>catch, discover, feel, find, hear, leave, notice, observe, overhear, see, spot</td>
</tr>
<tr>
<td>F12 □ I can’t stand (him) wearing a suit.</td>
<td></td>
</tr>
<tr>
<td>Verb + (object) + -ing (= there may be an object)</td>
<td>can’t stand, detest, dislike, dread, envisage, hate, imagine, like, love, mind (in questions and negatives), miss, recall, regret, remember, resent, risk, start, stop</td>
</tr>
<tr>
<td>F13 □ She felt the mosquito bite/biting her.</td>
<td></td>
</tr>
<tr>
<td>Verb + object + bare infinitive or -ing, but there is sometimes a difference in meaning</td>
<td>feel, hear, notice, observe, overhear, see, watch</td>
</tr>
</tbody>
</table>
REPORTING (→ Units 32-39)

When we report speech in a different context from the one in which it was originally produced, we sometimes need to make changes to the original words. Of course, differences between the original speech context and the one in which it is reported will influence whether changes are needed and what they should be. Here are some possible changes:

G1  □ ‘Jim’s arriving later today.’ → She said that Jim was arriving later that day.
G2  □ ‘I was sure I’d left it here.’ → He said that he was sure he’d left it there on the table.
G3  □ ‘I grew these carrots myself.’ → He told me that he had grown those carrots himself.

The tense we choose for a report is one that is appropriate at the time that we are reporting what was said or thought. This means that we sometimes use a different tense in the report from the one that was used in the original statement (G1 & G3) and change pronouns, references to time and place, and words such as this, that, and these (G1-G3).

G4  □ Martha told me (that) she would be late for the meeting.
G5  □ She said (that) she was feeling ill.
G6  □ I said to John (that) he had to work harder.
G7  □ She told me about her holiday in Finland.

Say and tell are the verbs most commonly used to report statements. We use an object after tell (...me..., G4), but not after say (G5). Notice, however, that we can use to + object after say (...to John..., G6), but not after tell, and that we can report what topic was talked about using tell + object + about (G7).

H NOUNS (→ Units 40-43)

Countable and uncountable nouns

H1  □ The equipment was faulty.

Nouns can be either countable or uncountable. Countable nouns are those which can have the word a/an before them or be used in the plural. Uncountable nouns are not used with a/an or in the plural. Some nouns in English are normally uncountable (like equipment), while in many other languages they are countable. For example: accommodation, advice, applause, assistance, baggage, camping, cash, chaos, chess, clothing, conduct, courage, cutlery, dancing, dirt, employment, equipment, evidence, fun, furniture, harm, health, homework, housing, housework, information, jewellery, leisure, litter, luck, luggage, machinery, money, mud, music, news, nonsense, parking, pay, permission, photography, poetry, pollution, produce, progress, publicity, research, rubbish, safety, scenery, shopping, sightseeing, sunshine, transport, underwear, violence, weather, work.

H2  □ The company is/are doing a lot of business in South America.

Sometimes a noun is used uncountably when we are talking about the whole substance or idea (e.g. business), but countably when we are talking about units or different kinds (e.g. businesses). There are many nouns like this, including beer, coffee, water; fruit, toothpaste, washing powder; cake, chicken, land, paint, space, stone; abuse, (dis)agreement, business, difficulty, fear, improvement, language, life, pain, protest, responsibility, success, thought, war. Here are some examples: Three coffees and a lemonade, please. – Brazil is a major producer of coffee.; Most toothpastes contain colourings. – Don’t forget to buy some toothpaste.; The chickens have escaped. – I don’t eat chicken.; I have a fear of spiders – He was trembling with fear.

H3  □ The use of recycled paper is saving thousands of trees from being cut down each year.

Some nouns (such as paper) usually have different meanings when they are used countably and uncountably. Other nouns like this include accommodation, competition, glass, grammar, iron, jam, lace, property, room, sight, speech, time, tin, work. Here are some examples: I just don’t understand grammar. – I looked the answer up in a grammar (= a reference book); I got held up in a jam (= traffic jam). – This jam is really sweet. (Note that ‘jams’ can also be used to mean types of jam); She made a wonderful speech at the wedding. – His speech has been affected by the illness.
Compound nouns (→ Unit 43)

H4 □ How much pocket money do you give to your children?
H5 □ A new golf course/golf-course is being built outside the town.

A compound noun (such as pocket money) is an expression made up of more than one word, which functions as a noun in a sentence. For example, we can use a noun + noun combination to say what something is made of, where something is, when something happens, or what someone does: rice pudding, a glasshouse, the kitchen cupboard, hill fog, a night flight, a morning call, a language teacher, a window-cleaner. We sometimes make compounds from nouns which consist of more than two nouns: a milk chocolate bar, an air-traffic controller, a dinner-party conversation.

Some compound nouns are usually written as one word (e.g. a tablecloth), some as separate words (e.g. waste paper), and others with a hyphen (e.g. a word-processor). Some compound nouns can be written in more than one of these ways (e.g. a golf course or a golf-course; H5). A good dictionary will tell you how a particular compound noun is usually written.

H6 □ She got some chewing gum stuck on her shoe.

Some compound nouns consist of -ing + noun as in: chewing gum, a living room, drinking water, (a pack of) playing cards, a dressing gown, a turning-point, a working party. The -ing form usually says what purpose the following noun has. Other compound nouns consist of a noun + -ing: fly-fishing, film-making, sunbathing, risk-taking, life-saving. These compounds usually refer to actions or processes.

The possessive form of nouns

H7 □ The girls’ shoes were covered in mud, so I asked them to take them off before they got into Tom’s car.

To make the possessive form of nouns in writing – referring to people or groups of people (e.g. companies), other living things, places, times, etc. – we add ‘ (‘apostrophe s’) to singular nouns and to irregular plurals that don’t end in -s (e.g. Tom’s car; the college’s administrators; the women’s liberation movement) and add ’ (an apostrophe) to regular plurals (e.g. the girls’ shoes; the companies’ difficulties). To make the possessive form of names ending in -s pronounced /z/ we can add either ’ or s (e.g. It’s Tom Jones’ (or Tom Jones’s) new sports car).

H8 □ That old car of Jo’s is falling apart.
H9 □ It belongs to a friend of his.

We can use the pattern noun + of + ’s (H8)/ possessive pronoun (H9) to talk about something that someone owns or about a relationship. Notice that when we are talking about relationships between people we can also use a noun without ’s (e.g. an uncle of Mark’s (or an uncle of Mark)).

H10 □ We’re going to Linda’s (house) for the evening.

The noun following a possessive form can be left out when we talk about someone’s house. We don’t use ‘shop’ when we talk about, for example, the newsagent’s/the chemist’s or the newsagent/the chemist (but not ‘the newsagent’s shop’/‘the chemist’s shop’) where the name of the shop includes the name of the person who works there (compare ‘the sweet shop’, but not ‘the sweet’s’).

H11 □ David’s guitar playing has improved enormously.
H12 □ The construction of the office block was opposed by protestors.

Often we can use the possessive ‘s or ...of + noun... with very little difference in meaning. However, in general, we are more likely to use the possessive form of a noun when the noun refers to a particular person or group of people (H11); and when we are talking about time (e.g. next year’s holiday prices, rather than the holiday prices of next year).
We are more likely to use the ...of + noun... form with an inanimate noun (H12); when we are talking about a process, or a change over time (e.g. the establishment of the committee, rather than the committee’s establishment); and when the noun is a long noun phrase (e.g. She is the sister of someone I used to go to school with, rather than She is someone I used to go to school with’s sister).

ARTICLES, DETERMINERS AND QUANTIFIERS (→ Units 44–52)

Determiners are words such as this, her, and your which determine or specify what a noun or noun phrase refers to. They come before the noun and at the front of the noun phrase. Quantifiers are words such as some, much, and few which identify the quantity of something. Some words can be both determiners and quantifiers (e.g. ‘I sent out invitations to a few friends’ [few = determiner] and ‘A few of my friends came to the party’ [few = quantifier]) while some are determiners only (e.g. ‘This is my friend Andrew’ [my = determiner]). Many determiners and quantifiers can be pronouns, taking the place of a noun phrase (e.g. ‘I’ve invited all my friends and most are coming [most = pronoun]). Articles (a/an and the) are determiners. They also specify what the noun refers to and come at the beginning of the noun phrase. However, they cannot be quantifiers or pronouns.

The (→ Units 45–47)

11 □ Dorothy took a cake and some biscuits to the party, but only the biscuits were eaten.
12 □ Can you shut the door after you, please?
13 □ We had a good time on holiday. The beaches were all beautifully clean.
14 □ Give it to the man wearing the red coat.
15 □ Look at the moon. It’s very bright tonight.

We use the with singular, plural or uncountable nouns when we expect the listener or reader to be able to identify the thing or person we are referring to in the following noun. It may be that the thing has already been mentioned (11); that it is clear from the situation which person or thing we mean (12); that it is in some other way understandable from the context which thing or person we mean (13; ‘the beaches’ = ‘the beaches we went to’); that the thing or person is identified in what is said after the noun (14; ‘wearing the red coat’); or that there is only one of a particular thing (15 and also, for example, the Great Wall of China, the North Pole, the USA, the world).

A/an (→ Units 44–47)

16 □ Helen’s just bought a house on Wilson Street.
17 □ Sydney is a beautiful city.

We use a/an with singular nouns when we don’t expect the listener or reader to be able to identify the thing or person we are referring to in the following noun. We often use a/an to introduce a new specific person or thing (16); or when the noun refers to a class of people or things generally – for example, when we describe someone or something or say what type of thing someone or something is (17).

Zero article (→ Units 45–47)

18 □ [−] Water has got into my camera and damaged it.
19 □ There are [−] examples of the present continuous tense on page 32.

We use zero article [−] with uncountable and plural nouns when we talk generally about people or things rather than about specific people or things. We might talk about a whole class of things in a general way (18) or about an indefinite number or amount (19).

Some (→ Unit 48)

Some and any are used with plural and uncountable nouns, usually when we are talking about limited, but indefinite or unknown, numbers or quantities of things.

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112  □ Shall I send you some details?

   We generally use some: in affirmative sentences (sentences which are not negatives or
   questions) (I10); in questions where we expect agreement or the answer ‘Yes’ (I11); in
   offers and requests in order to sound positive, expecting the answer ‘Yes’ (I12). If it is
   used in this way some is pronounced with its weak form /sam/.

113  □ Some teachers never seem to get bored with being in the classroom.

   We use some to talk about particular, but unspecified, people or things with the
   implication ‘some, but not all’. If it is used in this way some is pronounced with its
   strong form /sam/.

114  □ I haven’t been here for some years.

   We use some (pronounced /sam/) when we mean quite a large amount of, or a large
   number of something. Notice that we can say ‘some years, months, weeks, etc.’ or just
   ‘years, months, weeks, etc.’ with a similar meaning.

Any (→ Unit 48)

115  □ We haven’t got any butter left.

116  □ Do you have any better ideas?

117  □ Any student could have answered the question.

   We generally use any: in sentences with a negative meaning (I15); in questions where
   we don’t necessarily expect agreement or the answer ‘Yes’ (I16); when we mean ‘all (of
   them), and it’s not important which’ (I17).

118  □ If you see any cherries in the shop, can you buy them?

119  □ Any questions should be sent to the manager.

   We commonly use any: in ‘if’ clauses (I18; note that ‘some’ is possible, but would seem
   to expect that you will see cherries); when any means ‘if there is/are’ (I19; = If there
   are questions...).

Anyone, someone, etc.

120  □ Joseph lives somewhere in Denmark.

121  □ I’ve never seen anybody that tall before.

   The rules for the use of the following words are generally the same as those given in
   I10–I19 for some and any: the pronouns someone/anyone, somebody/anybody,
   something/anything, (notice that somebody = someone, and anybody = anyone), and
   the adverbs somewhere/anywhere. For example, some- words are generally used in
   affirmative sentences (I20), and any- words are generally used in sentences with a
   negative meaning (I21).

Quantifiers with and without ‘of’: any (of), some (of), much (of), many (of), both (of), all
(of) each (of), none (of), few (of), little (of) (→ Units 48-52)

122  □ Many of Bob’s closest friends are women.

123  □ Some of my jewellery is missing.

124  □ Have you seen any of these new light bulbs in the shops yet?

125  □ Are you going to eat all (of) that cake, or can I finish it?

126  □ Both of us were exhausted after flying to Japan.

127  □ I polished each trophy with a soft cloth.

128  □ Is there much orange juice left?

   We usually need to put after quantifiers when there is a possessive form (I22),
   pronoun (I23) or determiner (I24) before a noun. Notice, however, that in informal
   contexts after both and all we can leave out of before the, these, those (and this or that
   with all; I25); my, your, her, his, etc.; and mine, yours, etc., but not before them, you,
   or us (I26) (or it with all). We don’t use of after a quantifier immediately before a noun
   (I27/28).
Grammar review

No, none (of), neither (of), either (→ Unit 49)
129 □ There’s no train until tomorrow.
130 □ No information was given about how the study was conducted.
131 □ She had no shoes on.
132 □ Have we got any more sugar? There’s none in the kitchen.
133 □ ‘How many children have you got?’ ‘None.’
   We use the determiner no to mean ‘not a’ or ‘not any’ before a singular (129),
   uncountable (130), or plural noun (131). Before the, my, this, etc. we use the quantifier
   none (of) to mean ‘not any’ (132). If it is clear from the context what we mean, we can
   use the pronoun none (133).
134 □ None of the furniture has arrived yet.
   When we use none of with an uncountable noun the verb must be singular. However, when
   we use none of with a plural noun the verb can be either singular or plural (e.g. None of
   the parcels have/has arrived yet), although the singular form is more grammatical.
135 □ Neither of his parents could drive.
   We use neither of instead of none of when we are talking about two people or things.
136 □ You could catch the 10.05 or the 10.32. Either train gets you there in good time.
137 □ Has either of them passed their driving test yet?
   When we use either as a determiner (136), it is followed by a singular countable noun. If
   this is the subject of the sentence, it is followed by a singular verb. We use either of with
   plural nouns and pronouns (137). Note that either can also be used as an adverbial as in
   ‘We can either take the train or go by bus’ and ‘I had no wish to go, and Les didn’t want
   to go either’.

Much (of), many (of), a lot of, lots (of) (→ Unit 50)
138 □ There isn’t much traffic along the street where I live.
139 □ Will you be taking many suitcases on the trip?
   Much and many are used to talk about quantities and amounts. Much is used with
   uncountable nouns (138) and many with plural nouns (139). Before the, my, this, etc. we use
   much of many of. Much of can also be used with a singular countable noun to mean
   ‘a large part of’ (e.g. Much of the national park was destroyed in the fire.). We can use
   much and many without a noun if the meaning is clear (e.g. Can you get some sugar
   when you go shopping? There isn’t much left.). Much and many are often used after as,
   how, so, and too (e.g. I’d say there were twice as many women at the meeting as men.).
140 □ She didn’t show much interest in what I said.
141 □ John offered me a lot of money for the car.
142 □ Many of my relatives live around Wolverhampton.
   Much (of) and many (of) are used in negative sentences to emphasise that we are talking
   about small (or smaller than expected) quantities or amounts (140) and in questions to
   ask about quantities or amounts (e.g. Have you got much homework to do?). In
   affirmative sentences we often use a lot of, lots of or plenty of rather than much (of) and
   many to talk about large amounts and quantities, particularly in conversation and
   informal writing (141). However, many of is common in affirmative sentences in both
   formal and informal contexts (142).

All (of) (→ Unit 51)
143 □ There is heating in all (of) the bedrooms in the house.
   We use all or all of when we are talking about the total number of things or people in a
   group, or the total amount of something. In informal contexts we can leave out of.
144 □ Everyone was waiting to hear the results.
   In modern English we don’t use all without a noun to mean ‘everyone’ or ‘everything’.
   However, all can mean ‘everything’ when it is followed by a relative clause (e.g. I don’t
   agree with all that he said. (= everything that he said)). We can also use all without a
   noun to mean ‘the only thing’ (e.g. All she wants to do is help.).
Each/every (→ Unit 51)
145 □ Every newspaper had the same front page story.
146 □ Following the flood, every building in the area needs major repair work.

We can use each and every with singular countable nouns (145), and each of with plural nouns, to mean all things or people in a group of two or more (each of) or three or more (every). We use a singular verb (...needs...) after each (of) and every (146). However, when each follows the noun or pronoun it refers to, the noun/ pronoun and verb are plural (e.g. Every student is tested twice a year. They are each given a hundred questions to do.).

(A) few (of), less (of), (a) little (of) (→ Unit 52)
147 □ A few of the boys were very good footballers.
148 □ There is little evidence to support his claim.

We use (a) few (of) with plural countable nouns (147) and (a) little (of) with uncountable nouns (148).
149 □ There’s a lot less water in the lake than last year.
150 □ The holiday cost less than I thought it would.

We use less (of) with uncountable nouns (149) or in a general sense (150).
151 □ I’ve got a few close friends that I meet regularly.
152 □ He has few close friends and often feels lonely.

We often use a few and a little in a ‘positive’ way (151); for example, to suggest that a small amount or quantity is enough, or to suggest that it is more than we would expect. We often use few and little in a ‘negative’ way (152); for example, to suggest that the amount or quantity is not enough, or is surprisingly low. Compare ‘A few of her songs were popular and she was very well known’ (= ‘positive’) and ‘Few of her songs were very popular and eventually she gave up her musical career’ (= ‘negative’). This use of few and little is often rather formal.

RELATIVE CLAUSES AND OTHER TYPES OF CLAUSE (→ Units 53-59)
Relative clauses have a similar function to adjectives in that they give more information about someone or something referred to in a main clause. Participle clauses (-ing and -ed clauses) can be used like relative clauses, but can also have an adverbial function, giving information about time, cause, etc.

Relative clauses (→ Units 53-55)
J1 □ Andrew stopped the police car that was driving past.
J2 □ My mother, who is in her seventies, enjoys hill walking.

Defining relative clauses (e.g. ...that was driving past; J1) are used to specify which person or thing we mean, or which type of person or thing we mean. Notice that we don’t put a comma between the noun and a defining relative clause.

Non-defining relative clauses (e.g. ..., who is in her seventies, ...; J2) are used to add extra information about a noun, but this information is not necessary to explain which person or thing we mean. We don’t use them often in everyday speech, but we do use them frequently in written English. Notice that we often put a comma before and after a non-defining relative clause.

J3 □ The house, which is to the north of the road, is owned by the council.

After a relative clause, we don’t repeat the subject with a pronoun; so, for example, we wouldn’t say ‘The house which is to the north of the road it is owned by the council’. However, this is sometimes found in informal speech; for example, ‘A friend of mine who is a solicitor – she helped me.’

-ing clauses (= present participle clauses) (→ Units 58 & 59)
J4 □ Glancing over his shoulder, he could see the dog chasing him.
Grammar review

J5 □ Pushing her way through the crowds, she just managed to get on the bus as it pulled away.

J6 □ ‘Wait a minute,’ said Frank, running through the door.

We can use an -ing clause to talk about something that takes place at the same time as (J4) or just before (J5) an action in the main clause. We often use an -ing clause in written narrative after quoted speech, when we want to say what someone was doing while they were talking (J6).

Note that the understood subject of -ing and -ed (see J8) clauses should be the same as the subject of the main clause. For example, in J4, ‘he’ is the unstated subject of ‘Glancing over his shoulder...’.

J7 □ Knowing exactly what I wanted, I didn’t spend much time shopping.

-ing clauses can be used to talk about reasons and results. This sentence has a similar meaning to ‘Because I knew exactly what I wanted, I didn’t spend much time shopping’.

-ed clauses (= past participle clauses) (→ Units 58 & 59)

J8 □ Annoyed by the boys’ behaviour, she complained to the head teacher.

We can use an -ed clause to talk about something that happened before an action in the main clause. Often the event in the -ed clause causes the event in the main clause.

PRONOUNS, SUBSTITUTION AND LEAVING OUT WORDS (→ Units 60-65)

Reflexive pronouns (→ Unit 60)

K1 □ ‘What did you do to your hand?’ ‘I cut myself when I was chopping vegetables.’

When the subject and object of a sentence refer to the same person or thing, we use a reflexive pronoun as the object of a sentence rather than a personal pronoun. The singular forms of reflexive pronouns are myself, yourself, herself, himself, itself; the plural forms are ourselves, yourselves, themselves.

K2 □ We phoned the plumber and he came himself.

K3 □ My sister drew the picture herself.

K4 □ I was given this book by the author herself.

We can use reflexive pronouns for emphasis: for example, after an intransitive verb (K2) to emphasise the subject; after a transitive verb (K3) to emphasise that something is done without help; or after a noun to emphasise that noun (K4).

each other/one another

K5 □ They tried to avoid each other/one another at the party.

K6 □ John and Carmen first met each other/one another when they were working in Spain.

Some verbs, such as avoid (K5), can be used to describe actions in which two or more people or things do the same thing to the other(s). We use each other or one another with these. Other verbs like this include attract, complement, face, help, and repel. After the verbs embrace, fight, kiss, marry and meet we can use each other or one another, but this may be omitted when the subject is plural or has the form ‘...and...’ (K6).

K7 □ The scheme allows students from many countries to communicate with each other/with one another.

K8 □ We looked at each other/one another and started to laugh.

With some verbs we have to use a preposition, often with, before each other/one another (K7). Verbs like this include agree, coincide, collaborate, communicate, compete, contrast, co-operate, disagree, joke, mix, quarrel, talk. Note that we can also use compete against, talk to, and look at before each other/one another (K8).

K9 □ The two children each blamed the other for breaking the window.

For emphasis we can separate each and other. This sentence is more emphatic than ‘The two children blamed each other...’.
Grammar review

Substitution (→ Units 61-63)
K10 □ I had a racing bike when I was young, and so did my brother.
K11 □ 'Amy loves ice cream.' 'So do I.'
K12 □ 'I didn't think much of the restaurant.' 'Neither did I.'

We can use **so + auxiliary verb + subject** to say that a second person does the same things as the person already mentioned (K10 & K11). The corresponding negative form uses **neither** (K12), nor ('Nor did I'), or **not...either** ('I didn't either'). We often use this to avoid repetition (e.g. in K12 we use 'Neither did I' rather than 'I didn't think much of the restaurant either').

ADJECTIVES AND ADVERBS (→ Units 66-78)

**Gradable and non-gradable adjectives** (→ Units 67-68)
L1 □ They live in a very **large** house.
L2 □ Our teacher gave us an absolutely **impossible** problem to solve.

Most adjectives describe qualities that can be measured or graded, and so can be used in comparative and superlative forms and with words such as 'very' or 'extremely'. These are referred to as **gradable** adjectives (for example, 'large' in L1). Some adjectives are not gradable because they refer to qualities that are completely present or completely absent. These **non-gradable** adjectives (such as 'impossible' in L2) are not usually used in comparative and superlative forms or with words such as 'very' or 'extremely'. They can often, however, be used with words such as 'absolutely' or 'completely'.

**Order of adjectives**
L3 □ I drank some **very good** Brazilian coffee.

When we use more than one adjective before a noun, there is often a **preferred** (although not fixed) order for these adjectives depending on what type of adjective they are: **opinion + size/physical quality/shape/age + colour + participle adjectives + origin + material + type + purpose + noun**. Here are some examples showing the most likely order: **an old plastic container (= age + material + noun)**; **a hard red ball (= quality + colour + noun)**; **a frightening Korean mask (= opinion + origin + noun)**; **a round biscuit tin (= shape + purpose (for holding biscuits) + noun)**; **a small broken plate (= size + participle adjective + noun)**; **a useful digital alarm clock (= opinion + type + purpose + noun)**.

To help you to learn this order, it can be useful to remember that **gradable adjectives** (describing **opinion**, **size**, **quality**, **shape**, and **age**) **usually precede** **ing adjectives** (**participle adjective** and adjectives describing **origin**, **material**, **type** and **purpose**).

**Easily confused adjectives**
L4 □ I was **surprised** to find that the film was quite **frightening**.

When we use the following adjectives to describe how a person feels about something or someone else, generally the -ed adjectives describe how the person feels (e.g. I was **surprised**...), and the -ing adjectives give an evaluation of the thing or other person (e.g. ...the film was quite **frightening**...): **alarmed** – **alarming**, **amazed** – **amazing**, **bored** – **boring**, **excited** – **exciting**, **frightened** – **frightening**, **interested** – **interesting**, **pleased** – **pleasing**, **surprised** – **surprising**, **tired** – **tiring**, **worried** – **worrying**.

**Adjectives and adverbs: use** (→ Unit 71)
L5 □ The staff in the shop always speak **politely** to customers.
L6 □ It was **strangely quiet** as we went into the room.

We use an **adverb**, not an **adjective**, to say how something happened or was done (L5) or to modify adjectives (L6).
Adjectives and adverbs: comparative and superlative forms (→ Unit 72)

L7 □ The building was bigger than I’d expected.
L8 □ It was the most ridiculous thing to say.

We usually add the ending -er to one-syllable adjectives and adverbs to make their comparative forms (L7) and -est to make their superlative forms. With three or more syllables we usually add more/less and most/least (L8). With two syllables we can usually use either.

Quite

L9 □ I was quite satisfied with the result.
L10 □ No, you’re quite wrong!
L11 □ The food here is quite superb.

Quite has two meanings: to a particular degree, but not ‘very’ (= ‘fairly’) (L9); and to a large degree, or ‘very much’ (= ‘completely’) (L10). When quite is used with non-gradable adjectives it means ‘completely’ (L11).

ADVERBIAL CLAUSES & CONJUNCTIONS (→ Units 79-87)

An adverbial clause is a type of subordinate clause, linked to a main clause. An adverbial clause adds extra information to the main clause about such things as time and conditions. Most adverbial clauses begin with a conjunction that indicates their link with the main clause. Example conjunctions are after, before, and until (time conjunctions); and if and unless (conditional conjunctions).

Tenses in adverbial and main clauses: general

M1 □ Because I’m overweight, my doctor has put me on a diet.
M2 □ I felt unwell when I got up this morning.

The verb in the adverbial clause is usually the same tense as the verb in the main clause. In M1 they are both present (present simple + present perfect), and in M2 they are both past (past simple + past simple).

Time clauses: tenses (→ Unit 79)

M3 □ Have something to eat before you leave.

To refer to the future after a time conjunction (...before...) we use present tenses.

M4 □ As soon as you see have seen her, come and tell me.
M5 □ She wrote to me after she spokel had spoken to Jim.

To talk about an action in the adverbial clause that is completed before another action described in the main clause, we can use either simple or perfect tenses (present as in M4 or past as in M5), but not will or will have + -ed (the future perfect).

M6 □ When I saw Kim, I asked her over for dinner.

If the actions in the main clause and the adverbial clause take place at the same time, we use simple, not perfect tenses.

M7 □ While the children were swimming, their mother kept a watchful eye on them.
M8 □ I read a book while I waited.

While is mainly used with continuous tenses (M7) and also with simple tenses (M8).

Conditional clauses (→ Units 83-86)

Real and unreal conditionals (→ Units 83 & 84)

Some conditional clauses beginning with if suggest that a situation is real – that is, the situation is or was true, or may have been or may become true (e.g. If anyone phones, tell them I’ll be back at 11.00; If you really want to learn Italian, you need to spend some time in Italy). Others suggest that a situation is unreal – that is, the situation is imaginary or untrue. (e.g. What would you do if you won the lottery?; If you had started out earlier, you wouldn’t have been so late).
Grammar review

Compare: If I go to Berlin, I’ll travel by train. (= real conditional) and If I went to Berlin, I’d travel by train. (= unreal conditional). In the first, the speaker is thinking of going to Berlin (it is a real future possibility), but in the second, the speaker is not thinking of doing so. The second might be giving someone advice.

**Real conditionals: tenses (→ Units 83 & 84)**

M9 □ I’ll give you a lift if it rains.

M10 □ If you leave now, you’ll be home in two hours.

M11 □ If water freezes, it expands.

M12 □ If I made the wrong decision then I apologise.

In real conditionals we use a present tense to talk about the future (M9), the present (M10) or unchanging relationships (M11), and past tenses to talk about the past (M12).

**Unreal conditionals: tenses (→ Units 83 & 84)**

M13 □ If my grandfather was/were still alive, he would be a hundred today.

To talk about present or future situations in unreal conditionals, we use a past tense (either simple or continuous) in the if-clause and would + bare infinitive in the main clause. In unreal conditionals we don’t use the past simple or past perfect in the main clause. In unreal conditionals, we can also use could/might (have) instead of would (have) (e.g. If my grandfather was/were still alive, he might have enjoyed looking after our garden; If I lived out of town, I could take up horse riding.). Notice that we sometimes use if...were instead of if...was (see Unit 85).

M14 □ If I had known how difficult the job was, I wouldn’t have taken it.

When we talk about something that might have happened in the past, but didn’t, then we use if + past perfect and would have + past participle in the main clause. We can also use might/could have instead of would have in the main clause (e.g. They might have found a better hotel if they had driven a few more kilometres.).

M15 □ If Bob wasn’t so lazy, he would have passed the exam easily.

M16 □ If the doctor had been called earlier, Mary would still be alive today.

In some unreal conditionals we use mixed tenses. That is, a past tense in the if-clause and would have + past participle in the main clause (M15), or a past perfect in the if-clause and would + infinitive in the main clause (M16). We can use these patterns to talk about possible consequences if situations were or had been different. We can also use might/could (have) in the main clause instead of would (have) (e.g. ...he could have passed the exam easily;...Mary might still be alive today.).

M17 □ If I had a more reliable car, I’d drive to Spain rather than fly.

In unreal conditional sentences we don’t normally use would in an if-clause (but see Unit 84).

Other types of adverbial clause give information about place (M18), contrast (M19 and Unit 82), cause or reason (M20 and Unit 80), purpose (M21 and Unit 81), and result (M22 and Unit 81):

M18 □ Can you put it back where you found it, please?

M19 □ My sister is blonde, whereas my brother has dark hair.

M20 □ He wasn’t allowed in because he was too young.

M21 □ We got up early so that we could watch the sunrise.

M22 □ He played so badly that he was easily beaten.
active
In an active clause or active sentence, the grammatical subject is the person or thing that performs the action given in the verb (e.g. Geoff wrote the book). Compare passive.

adjective
A word that describes a noun (e.g. an interesting book) or a pronoun (e.g. a red one). Gradable adjectives can be used to say that a person or thing has more or less of this quality (e.g. She’s very happy), while non-gradable adjectives can’t (e.g. It’s impossible. We can’t say ‘It’s very impossible’). Classifying adjectives say that something is of a particular type (e.g. atomic, initial). Emphasising adjectives stress how strongly we feel about something (e.g. complete nonsense). Qualitative adjectives say what qualities a person or thing has (e.g. big, rich). See also grading adverbs and non-grading adverbs.

adjective phrase
A group of words where the main word is an adjective (e.g. it’s extremely important; it wasn’t strong enough).

adverb
A word that describes or gives more information (when, how, where, etc.) about a verb (e.g. He ran quickly), adjective (e.g. an extremely expensive car), another adverb (e.g. She did it very easily), or phrase (e.g. They live just across the road.). Types of adverb include: adverbs of manner (e.g. slowly, violently) which we use to say how something is done; connecting adverbs (e.g. consequently, similarly); time adverbs (e.g. tomorrow, already); place adverbs (e.g. upstairs, outside); direction adverbs (e.g. backwards, through); comment adverbs (e.g. apparently, personally) which we use to make a comment on what we are saying; viewpoint adverbs (e.g. financially, politically) which we use to make clear from what point of view we are speaking; adverbs of indefinite frequency (e.g. always, never); degree adverbs (e.g. completely, quite) which give information about the extent or degree of something; focus adverbs (e.g. just, even) which we use to focus on a particular word or phrase. Grading adverbs (e.g. extremely, very) are used withgradable adjectives. Non-gradable adverbs (e.g. completely, mainly) are used with non-gradable adjectives.

adverbial
A word or group of words that says when, how, where, etc. something happens. They may consist of an adverb (e.g. quietly), a prepositional phrase (e.g. through the door), a noun phrase (e.g. next week), or an adverbial clause (e.g. after she left).

adverbial clause
A type of subordinate clause that says when, how, where, etc. something happens (e.g. Before I went to school this morning, I did my homework).

affirmative sentence
A statement (i.e. not a question) that is positive, not negative.

agent
The person or thing that performs the action described in a verb. Usually it is the subject in an active clause and comes after ‘by...’ in a passive clause.

article
The word the is the definite article and the word a (an before vowels) is the indefinite article. When there is no article before a noun we refer to this as the zero article.

auxiliary verbs
The verbs be, have and do when they are used with a main verb to form questions, negatives, tenses, passive forms, etc. Modal verbs are also auxiliary verbs.
clause
A group of words that contains a verb. A clause may be a complete sentence or a part of a sentence. A main clause can exist as a separate sentence, while a subordinate clause cannot (e.g. If I see Tony at work [= subordinate clause], I’ll invite him over this evening [= main clause]). Types of clause include: since-clause (e.g. I haven’t seen him since we left school); that-clause (e.g. She said that she was thirsty); wh-clause (e.g. I asked Sandra where she was going); it-clause (e.g. It’s not surprising that you’re feeling cold); what-clause (e.g. What I want to do is buy a better computer); if-clause (e.g. If you leave now, you’ll be home by 10.00); whether-clause (e.g. You have to take the exam whether you want to or not); to-infinitive clause (e.g. To become a doctor takes years of study); present participle (-ing) clause (e.g. Feeling hungry, I went into the kitchen); past participle (-ed) clause (e.g. Built during the 1950s, the building is now in need of repair); being + past participle (-ed) clause (e.g. Being unemployed, Tom had a lot of time on his hands); having + past participle (-ed) clause (e.g. Having seen the doctor, I went straight home). See also CONDITIONAL CLAUSE, NON-FINITE CLAUSE, RELATIVE CLAUSE.

cleft sentence
A sentence in which focus is given to either the subject or object using a pattern beginning ‘It...’ (e.g. It was my brother who lent me the money) or ‘What...’ (e.g. What you need is a holiday).

complement
A word or phrase that follows a LINKING VERB and describes the SUBJECT (e.g. Linda is a lawyer) or OBJECT (e.g. I found the food inedible). A complement may also be an ADVERBAL or PREPOSITIONAL PHRASE which completes the meaning of a verb. Some verbs need a complement (e.g. The disease originated in Britain; ‘The disease originated’ would be incomplete).

compound
A compound noun consists of two or more words together used as a noun (e.g. a language school). A compound adjective consists of two or more words together used as an adjective (e.g. They were well-behaved).

conditional
A conditional clause usually starts with ‘if’, but other patterns are possible (e.g. Had it not rained, England would have won). A conditional sentence contains a conditional clause. A distinction can be made between real conditionals, which suggest that the situation is or was true, or may have been or may become true (e.g. If she makes a promise, she keeps it) and unreal conditionals, which suggest that the situation is imaginary or untrue (e.g. If you had asked me, I would have helped).

conjunction
A word such as and, but, if, while, after, because which connects words, phrases, or clauses in a sentence. Compare SENTENCE CONNECTOR.

countable
A countable noun can be both singular and plural (e.g. cup/cups). An uncountable noun doesn’t have a plural form (e.g. electricity, but not ‘electricities’).

declarative sentence
A declarative sentence is a statement. In a declarative sentence the subject is followed by the verb.

determiner
A word that goes in front of a noun to identify what the noun refers to (e.g. this, some, the, alan, each, all, my). Possessive determiners (also called possessive adjectives) are words such as my, your and their.

direct speech
Speech that is written using the exact words of the speaker, without any changes. Compare REPORTED SPEECH.
dynamic verb
A verb that describes an action (e.g. walk, throw). Compare STATE VERB.

imperative
An imperative clause uses the bare INFINITIVE form of a verb for such things as giving orders and making suggestions (e.g. Go to bed!).

infinite
The form of a verb that usually goes after ‘to’. The form can be either the to-infinitive (e.g. to sing, to eat) or the bare infinitive (e.g. sing, eat).

intransitive verb
A verb that doesn’t take an object (e.g. She smiled). Compare TRANSITIVE VERB.

inversion
Changing the usual word order so that the verb comes before the subject (e.g. Up went the balloon).

linking verb
A verb (e.g. be, become, appear) that connects a SUBJECT with its COMPLEMENT.

modal verbs
A group of verbs (can, could, dare, may, might, must, need, ought to, shall, should, will, would, used to) that give information about such things as possibility, necessity, and obligation. Semi-modal verbs (ought to, used to, need, dare, had better, have (got) to, be able to) have similar meanings to modal verbs.

non-affirmative
Referring to a lack of positive, affirmative meaning; for example, in most questions and negatives. However, questions which expect a positive reply are affirmative. The terms ‘non-assertive’ and ‘assertive’ are sometimes used for ‘non-affirmative’ and ‘affirmative’.

non-finite clause
A clause with a non-finite VERB; either a to-infinitive form (e.g. I want to leave soon), an -ing (present participle) form (e.g. I caught him stealing my camera), or -ed (past participle) form (e.g. We cleared up the mess left after the party).

noun
A word that refers to a person, place, thing, quality, etc. A collective noun refers to a group of people or things (e.g. audience, crowd, herd). See also COUNTABLE NOUN.

noun phrase
A group of words where the main word is a noun (e.g. I’ve been talking to the woman across the road; We spoke to several small children).

object
The direct object is the person or thing affected by the action of the verb (e.g. I put the book [= direct object] back on the shelf). The indirect object is the person or thing who benefits from the action or who receives something (e.g. I gave my mother [= indirect object] some flowers [= direct object]). Compare SUBJECT.

participle
The present participle is the -ing form of a verb (e.g. walking, singing, eating) used, for example, in continuous tenses. The past participle is the -ed form of a verb (e.g. walked, sang, eaten) used, for example, in perfect tenses. A participle adjective is one formed from the present or past participle of a verb (e.g. the candidates applying, a broken plate). A participle clause has a present participle or past participle verb form (e.g. Feeling unwell, he went to bed; The person appointed to the post will have a difficult job to do).
particle
An adverb or preposition that follows a verb in two-word verbs and three-word verbs (e.g. What time did you get in? [in = adverb]; I flicked through the magazine [through = preposition]; She looks up to her mother [up = adverb, to = preposition]).

passive
In a passive clause or passive sentence, the grammatical subject is the person or thing that experiences the effect of the action given in the verb (e.g. The book was written by Geoff). Compare active.

performative
A performative is a verb which states the action that is performed when a speaker uses the verb (e.g. I promise I'll do it tomorrow; I apologise).

phrasal verb
A verb together with a following adverb and/or a preposition that has a single meaning (e.g. set off, look up to). Compare 'I ran across Tanya at the concert' (= met unexpectedly; a phrasal verb) and 'She ran across the road' (= a prepositional verb).

possessive
The possessive form of a noun ends in either -'s (e.g. Mark's car) or -'s (e.g. the girls' changing room).

preposition
A word such as in, on, or by that comes before a noun, pronoun, noun phrase or -ing form (e.g. in March, above my uncle's head, by investing).

prepositional phrase
A group of words that consists of a preposition and its prepositional object (a noun, pronoun, noun phrase or -ing form) (e.g. behind our house, across it).

prepositional verb
A verb and a following preposition (e.g. believe in, consist of, look after). Compare phrasal verb.

pronoun
A word that is used instead of a noun or noun phrase. Pronouns include personal pronouns (e.g. I, she, me), reflexive pronouns (e.g. myself, herself), possessive pronouns (e.g. my, mine, your, yours), and relative pronouns (e.g. who, which).

quantifier
A word or phrase that goes before a noun or noun phrase to talk about the quantity of something (e.g. a little water, many of the women in the room).

question
A wh-question begins with a wh-word (e.g. Where are you going?). A yes/no question is one that can be answered with 'yes' or 'no' (e.g. Do you like coffee?). An echo question repeats part of a previous utterance and asks for a repetition of all or part of it (e.g. 'I'm moving to Alaska.' 'You're moving where?'). We can ask an indirect question by putting it into a subordinate clause beginning with a wh-word or with if or whether (e.g. Can you tell me where you live?).

relative clause
A kind of subordinate clause that describes a noun that comes before it in a main clause. A defining relative clause says which person or thing is being talked about (e.g. A friend who lives in London is getting married). A non-defining relative clause gives more information about the noun (e.g. My bicycle, which I've left outside your house, is over 20 years old). A nominal relative clause begins with a wh-word or whatever, whenever, etc. and functions as a noun phrase in a sentence (e.g. What I need now is a long, hot bath). A reduced relative clause usually begins with an -ed (past participle) or -en (past participle) form and has a similar meaning to a relative clause (e.g. I met the people living in our old house [= ...who live in our old house]. The new rules only affect people born before 1950 [= ...who were born before 1950]).
relative pronoun
A pronoun such as who, which, or that which is used at the beginning of a relative clause.

relative word
Words including RELATIVE PRONOUNS and others (e.g. whereby, why) that can begin a RELATIVE CLAUSE.

reported speech
Speech that is reported without using the exact words of the speaker. Sometimes called ‘indirect speech’.

reporting clause & reported clause
A statement that reports what people think or say is often divided into a reporting clause and a reported clause (e.g. She said [= reporting clause] that the building was unsafe [= reported clause]).

reporting verb
A verb used in a REPORTING CLAUSE that describes what people say or think (e.g. ask, claim, say).

sentence connector
A word or phrase that shows a connection between two separate sentences (e.g. My car isn’t very comfortable. However, it’s very cheap to run.; The house is large and has a beautiful garden. What’s more, it’s very close to the station.). Compare CONJUNCTION.

simple sentence
A sentence consisting of one clause.

state verb
A verb that is used to describe a state (e.g. believe, think) rather than an action. Compare DYNAMIC VERB.

subject
The person or thing that does the action of the verb (e.g. Tommy went home). Compare OBJECT.

subjunctive
The subjunctive is a set of verb forms used mainly in rather formal English to talk about possibilities rather than facts. The present subjunctive uses the base form of the verb (e.g. We suggest that she leave immediately) and the past subjunctive uses were (e.g. If I were you, I’d go home now).

transitive verb
A verb that takes an object (e.g. She was holding a bunch of flowers). Compare INTRANSITIVE VERB.

two-word verbs & three-word verbs
Verbs that are commonly used with a particular PARTICLE (adverb or preposition) are referred to here as two-word verbs (e.g. She looked after her elderly parents). Verbs that are commonly used with two particular particles (adverb + preposition) are referred to here as three-word verbs (e.g. He looked up to his older brothers). See also PREPOSITIONAL VERB and PHRASAL VERB.

verb
A finite verb has a tense (e.g. She waited; She is waiting for you). Non-finite verb forms are INFINITIVE (e.g. He came to see me) and PARTICIPLE forms (e.g. Shouting loudly, I was able to make myself heard; Built in 1980, the tower is still the tallest construction in Europe).

verb phrase
A group of words consisting of one or more verbs (e.g. gives, is giving, has been giving).

wh-words
A group of words (who, whom, whose, where, when, why, how) that are used in wh-QUESTIONS.
## Appendix 1
### Passive verb forms

If an agent is mentioned, it goes in a prepositional phrase with by after the verb (see also Unit 24).

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### Present perfect continuous (rare in the passive)

| **Active:** has/have been telling | John has been telling me for ages that you are leaving. |
| **Passive:** has/have been being told | I have been being told (by John) for ages that you are leaving. |

Other passive verb forms are very rare.

### Modal verbs with passives

| **Active:** should/could/might/ought to (etc.) tell | You should tell John. |
| **Passive:** should/could/might/ought to (etc.) be told | John should be told. |

| **Active:** should/could/might/ought to (etc.) have told | You should have told John. |
| **Passive:** should/could/might/ought to (etc.) have been told | John should have been told. |

| **Active:** should/could/might/ought to (etc.) have been telling | You should have been telling John while I was outside. |
| **Passive:** should/could/might/ought to (etc.) have been being told | John should have been being told while I was outside. |

Other passive verb forms with modal verbs are very rare.
Appendix 2
Basic question forms

1. If a verb phrase includes an auxiliary verb, the auxiliary verb comes before the subject:
   □ Are they leaving soon?
   □ Where will you stay?

2. If a verb phrase includes more than one auxiliary verb, only the first comes before the subject:
   □ Has she been doing her homework?
   □ What should we have told Jack?

3. In present and past simple tenses of verbs (apart from be), we use do or did:
   □ Does he enjoy school?
   □ Where did you go on holiday?

4. If be is used in a verb phrase without another verb, the verb comes before the subject:
   □ Are you happy at work?
   □ Where was Jack today?

5. If we use what, which, who or whose as the subject, we use the same word order as in a statement with the subject before the verb phrase:
   □ What made that noise?
   □ Who can tell me the answer to question 5?
Appendix 3 Quoting what people think or what they have said

A You put single (‘...’) or double (“...”) quotation marks at the beginning and end of a report of someone’s exact spoken or written words. This is often referred to as direct speech:
  □ “It’s a pity you can’t come this weekend.”
  □ “I’m really hungry. I fancy a cheese sandwich.”

B If there is a reporting clause (e.g. she said, exclaimed Tom) after the quotation, you put a comma before the second quotation mark:
  □ “I think we should go to India while we have the opportunity,” argued Richard.
If you are quoting a question or exclamation, you use a question mark or exclamation mark instead of a comma:
  □ “Can I make an appointment to see the doctor?” asked Bill.
  □ “You must be mad!” yelled her brother.
If the reporting clause comes within the quotation, you put a comma before the second quotation mark of the first part of the quotation, a comma at the end of the reporting clause, and you start the second part of the quotation with a lower case (not a capital) letter:
  □ “It tastes horrible,” said Susan, “but it’s supposed to be very good for you.”
If the second part of the quotation is a new sentence, you put a full stop at the end of the reporting clause, and start the second part of the quotation with a capital letter:
  □ “You should go home,” Sandra advised. “You’re looking really ill.”
If the reporting clause comes before the quotation, you put a comma at the end of the reporting clause, and a full stop (or question or exclamation mark) at the end of the quotation:
  □ John said, “Put them all on the top shelf.”
A colon is sometimes used at the end of the reporting clause instead of a comma:
  □ She stood up and shouted to the children: “It’s time to go home!”

C When you quote what a person thinks, you can either use the conventions described in A and B, or separate the quotation from the reporting clause with a comma (or colon) and leave out quotation marks:
  □ “Why did she look at me like that?” wondered Mary.
  □ Perhaps the door is open, thought Chris.
  □ Suddenly she thought: Could they be trying to trick me?
### Irregular verbs

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<td>wrung</td>
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<tr>
<td>write</td>
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</tbody>
</table>

1 These verbs have two past simple and two past participle forms, both the ones given and regular forms (eg burn; burnt/burned; burnt/burned).
2 ‘forbad’ is also sometimes used, but is old fashioned.
3 These verbs have two past participle forms, the one given and a regular form (eg mow; mowed; mown/ mowed).
4 When lie means ‘deliberately to say something untrue’ it is regular (‘lie/lied/lied’).
5 Pronounced /red/.  

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Additional exercises

Present and past; simple and continuous tenses  Units 1, 2 & 4

1 Complete the sentences with an appropriate positive or negative form of one of these verbs, using the same verb in each pair of sentences. Choose from the present simple, present continuous, past simple or past continuous. Give all possible answers. Use \ to add any words outside the space.

consider expect own phone prefer promise put read tell weigh

1 a If I'm not too busy, I promise to help you in the garden later today.
   b I'll try to get over on Saturday, but I _____________ to be there.
2 a I made a cup of coffee while she _____________ the letter.
   b As soon as the teacher told us to start, I _____________ through all the questions quickly.
3 a They _____________ to reach the top of the mountain by evening, but the weather was too bad.
   b We _____________ Jean to visit us in June if she can get a cheap flight.
4 a Over half the population now _____________ a mobile phone.
   b I grew up in Newport, where my father _____________ a bookshop.
5 a I _____________ selling my house and buying a flat.
   b Many people _____________ her to be the finest violinist in the country at the moment.
6 a Jack _____________ me that you're getting married. Congratulations!
   b Apparently Carol is seriously ill. They _____________ me that she never leaves her house now.
7 a I _____________ the theatre four times this morning, but there was no answer.
   b I _____________ my mother twice a day when my father was in hospital.
8 a He always _____________ his feet up on the chairs. It's really unhygienic.
   b I find it very annoying that she constantly _____________ empty milk cartons back in the fridge.
9 a A survey has found that, surprisingly, most children _____________ to walk to school than be taken by car.
   b I swam across the river, but my friends _____________ to walk all the way to the nearest bridge.
10 a Jim _____________ over 100 kilos and really needs to take more exercise.
   b He held the fish in his hands as if he _____________ it and then said, "It's about 3.5 kilos."
**Present perfect, past simple, and present perfect continuous**  
Units 3 & 6

2 Match the beginnings and endings. Sometimes there is more than one possibility.

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<table>
<thead>
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<tbody>
<tr>
<td>1</td>
<td>a</td>
<td>I haven’t had time to phone Tony today,</td>
<td>(i) but I’ll certainly contact him before I leave work.</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>I didn’t have time to phone Tony today,</td>
<td>(ii) but I’ll certainly contact him some time tomorrow.</td>
</tr>
<tr>
<td>2</td>
<td>a</td>
<td>When she was prime minister, Mrs Nathan</td>
<td>(i) has often been accused of ignoring the advice of her colleagues.</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>Since she became prime minister, Mrs Nathan</td>
<td>(ii) was often accused of ignoring the advice of her colleagues.</td>
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<tr>
<td>3</td>
<td>a</td>
<td>I’ve watched <em>The Sound of Music</em></td>
<td>(i) and now I keep humming the songs to myself.</td>
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<tr>
<td></td>
<td>b</td>
<td>I’ve been watching <em>The Sound of Music</em></td>
<td>(ii) at least ten times already.</td>
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<tr>
<td>4</td>
<td>a</td>
<td>I’d always wanted to own a Porsche</td>
<td>(i) until I’ve found out how much they cost.</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>I won’t know if I can afford a Porsche</td>
<td>(ii) until I found out how much they cost.</td>
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<tr>
<td>5</td>
<td>a</td>
<td>Unemployment has risen</td>
<td>(i) by 58% since the present government came to power.</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>Unemployment has been rising</td>
<td>(ii) ever since the present government came to power.</td>
</tr>
<tr>
<td>6</td>
<td>a</td>
<td>As soon as I’ve finished the book</td>
<td>(i) I’m going to have a holiday.</td>
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<tr>
<td></td>
<td>b</td>
<td>As soon as I finished the book</td>
<td>(ii) I started writing another one.</td>
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<td>7</td>
<td>a</td>
<td>I’ve been playing squash</td>
<td>(i) since my doctor advised me to lose weight.</td>
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<tr>
<td></td>
<td>b</td>
<td>I’ve played squash</td>
<td>(ii) a couple of times before, but I can’t get the hang of it.</td>
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<tr>
<td>8</td>
<td>a</td>
<td>I haven’t been back to London</td>
<td>(i) since I lived in Italy.</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>I haven’t eaten really good pasta</td>
<td>(ii) since I’ve lived in Italy.</td>
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**Past perfect, past perfect continuous, and past simple**  
Units 5 & 7

3 Complete each sentence so that it has a similar meaning to the one given. Use a verb related to the word in italics with an appropriate tense (active or passive): *past perfect, past perfect continuous, or past simple*. Give alternatives where possible.

1. The proposed new library had been under *discussion* for almost three years at the time an appropriate site became available.
   At the time an appropriate site became available, they *had been discussing the* proposed new library for almost three years.

2. There had been a considerable *improvement* in his condition when I saw him in hospital last night.
   His condition

3. It was announced that there was a 10 minute *delay* to the York train.
   It was announced that the York train

4. Joe had been on a *diet* for a month when he came to stay with us, and we noticed immediately that he had already lost a lot of weight.
   Joe
5 There was an expectation that Sylvia would win comfortably, but she finished only third.
Sylvia

6 When I reversed the car out of the garage, I did some damage to the rear number plate.
When I reversed the car out of the garage, I

7 John received a promotion last week.
John

8 Rentpool had been under investigation by the tax authorities for a number of months when they arrested the chairman.
The tax authorities

9 The Minister made her colleagues angry when she criticised them during her speech yesterday.
The Minister

10 There had already been a suggestion from Christine that the money should be spent on new textbooks for the school.
Christine

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The future

4 Study the future references highlighted in these sentences and suggest corrections or improvements where necessary. Choose from will, shall, going to, present continuous for the future, and present simple for the future.

A: Careful, (1) you're going to spill your coffee.
B: Oh, no! Too late. Now (2) I'm going to have to change my trousers.

B: What have you got all that wood for?
A: (1) I'll build a bird table in the garden. If you need any help, let me know and (2) I'm going to give you a hand.

C: (1) Shall you be able to come over on the 3rd? We (2) have a barbecue.
B: Just a minute, (3) I'm going to have a look in my diary. No, I'm sorry. (4) I'm meeting some friends in London that day.

D: Did you know that Dave (1) is going to go to New Zealand this summer?
B: Yes, I heard. I'm really sorry he (2) doesn't come to see us.
A: I wonder when we (3) see him again?
B: Well, he certainly (4) won't be back before Christmas.

E: I (1) take Aunt Joan to the station later. Do you want a lift into town, too?
B: What time (2) does her train go?
A: It (3) will be at 4.15. It (4) takes us about half an hour to get there if there isn't too much traffic.
B: Well you should start out early. Apparently, (5) we'll have heavy snow this afternoon. In fact, thanks for your offer, but I think (6) I'm going to stay at home in the warm.

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Modals

5 Underline the best answers from each group in italics.

1 A: I've spent most of the morning trying to fix my washing machine, but I seem to have made it worse.
B: You ought to ask / may ask / ought to have asked me to come over and take a look at it. I would have been / should be / would be happy to help. But I suppose it's too late now!
2 The taxi needs to/should/ would be here in a couple of minutes. We’d better/‘ve better/‘d better to get ready to go.

3 My daughter wouldn’t/won’t may not eat carrots. She hates the taste of them. I don’t have to/m’t not able to/can’t think of any way of getting her to eat them. But to tell the truth, I could/ would/used to hate them when I was young, too.

4 A: We’re completely lost! I’m not able to/can’t /mustn’t find any of the street names around here on the map.
B: We must have have got to have can have taken the wrong turning at the traffic lights about a kilometre back.

5 You haven’t got to/needn’t/mustn’t go on the beach when the tide’s coming in. It’s very dangerous. You can’t/might/would play in the fields instead.

6 I was beginning to be concerned that I won’t/mustn’t wouldn’t get to the station for my train. But I didn’t need worry/needn’t have worried/needn’t worry; Colin turned up in good time to give me a lift.

7 Most head teachers today feel that parents need/should/had better play a more active part in the running of schools. There was a time when parents would/will/should put a lot of effort into raising money for school projects, but those days seem to have gone.

8 A: These trousers shrank the first time I washed them.
B: If I were you, I ought to/should/can take them back.
A: Yes, I suppose they can’t/need/may give me my money back.

9 Preliminary research suggests that the bones must have got to/used to be at least 100,000 years old, but they would/could/can be considerably older than that.

10 Apparently, in the future, airline passengers will be able to/can’t/could send and receive email messages without moving from their seats. Of course, by the time this is common, we can/must/might have started using even more efficient ways of communicating.

11 Both candidates for the job were very strong and it was hard to choose between them. I certainly couldn’t/mustn’t had got to have decided which one to appoint. But fortunately, we hadn’t got to/didn’t have to/mustn’t make a final decision; the management found enough money to allow us to appoint both of them.

12 You needn’t/don’t need to/mustn’t be extremely fit to play badminton well. It can’t/is able to/could be played by anyone who is reasonably fit and who has a good sense of timing.

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**Passives**

6 Some extracts from radio news reports are given below. Rewrite them in a more appropriate way using passive forms in which the underlined word forms the subject of the clause. If ‘that’ is underlined, use a passive construction with it or there.

**Examples:**
Picasso encouraged her to paint. → She was encouraged to paint by Picasso.
People believe that the Prime Minister will resign tomorrow. → It is believed that the Prime Minister will resign tomorrow.

A People are encouraging the Prime Minister to sack the Environment Minister, Maggie Long, after someone revealed that she had received payments from a major oil company. However, in a statement today, the Prime Minister said: ‘My advisors tell me that the company paid Mrs Long the money before she joined the government. I have no intention of dismissing her.’

B A tropical storm has caused severe flooding in the city of Chittagong in southern Bangladesh. Although we understand that there are no casualties, the floods have made many thousands of people homeless, and people estimate the damage to property as running into millions of dollars.
C Protesters have continued to block the construction of the new Newburn ring road by tying themselves to trees along the proposed route. Police say that they have given the protesters two days to leave the area or they will arrest them.

D Conservation groups have demanded that the government should close down the Seafield nuclear power station after a report which said that investigators have found unacceptable levels of radiation in the local area.

E The Chief Constable of the London police force has revealed that they have received a death threat against the life of President Nabon, who is visiting the capital this weekend. He says that they are taking the threat very seriously. People expect that security levels will be increased during the President’s visit.

F Someone found a man injured on a Scottish hillside this morning. People think that he fell while coming down a hillside in bad weather. Medical staff are treating him in hospital for leg and head injuries. Someone reported him missing last night when he failed to return home after a day’s walking.

G And now football. People expect that there will be a record crowd at tonight’s match between Manchester United and Bayern Munich. People report that the club will give the United players a huge financial bonus if they win and people have even suggested that the club might pay them as much as £50,000 each.

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**Verb complementation: what follows verbs**

7 Underline the correct alternatives. Sometimes both are possible.

1 He insisted to pay/ on paying for the meal.
2 The interviewer started off to ask/ by asking me why I wanted the job.
3 I can clearly recall his saying/ him saying that he was meeting Sarah at eight o’clock.
4 The university has arranged/ appointed Dr Charles to be head of the new Medical Institute.
5 I knew I could ask/ count on Philip if I needed any help.
6 My parents are always going on at me to tidy/ for to tidy up my bedroom.
7 The ticket enables you visiting/ to visit both the museum and the art gallery.
8 Karen is so small that she often has to resort to wearing children’s clothes/ children’s clothes to get the right size.
9 We objected to their cat/ their cat’s digging up our garden.
10 The government plans to bring in new laws forcing/ making parents to take more responsibility for the education of their children.
11 I don’t approve of her smoking/ smoking.
12 Johnson was arrested when he failed him to appear/ to appear in court.
13 If you have any problems with the computer, contact Simon. It’s best if you allow/ let him deal with it.
14 I’ve heard a lot about Dr James, and I’m looking forward to hearing/ to hear his talk tomorrow.
15 Although Patricia is a doctor herself, it doesn’t entitle her to/ entitle for her to special treatment, and she will have to join the waiting list like everyone else.
16 We waited/ waited for the storm to pass before we continued.
17 When I was in the supermarket I noticed a man to take/ noticed a man take some food off the shelf and hide it inside his coat.
18 We invited/ refused Liz to come to the party.
19 I overheard her tell/ telling Jack that she was seriously ill.
20 She gave up work so that she could focus on looking/ look after her children.
Additional exercises

21 We were unhappy in England, and even discussed/talked of emigrating to New Zealand.
22 The lizard is amazingly well adapted to live/ to living in very dry and windy conditions.
23 An increase in the price of petrol would discourage me from using/from using my car.

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**Reporting**

**Units 33, 35, 36 & 38**

8 Complete the sentences to report what was said using one of the following nouns followed by a that-clause or to-infinitive clause. Give two completions where both a that-clause and to-infinitive clause are possible.

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<th>conclusion</th>
<th>confession</th>
<th>decision</th>
<th>prediction</th>
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<td>promise</td>
<td>refusal</td>
<td>reply</td>
<td>statement</td>
<td>threat</td>
<td>warning</td>
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1 ‘The government has decreased taxation every year since we came to power,’ stated the President.
   Opposition leaders have challenged the President's statement that the government have/had decreased taxation every year since they came to power.

2 Karen said, ‘I’ve decided not to go to university next year.’
   We were disappointed with Karen’s decision.

3 ‘The Earth will pass through the tail of a comet within the next five years,’ predicted Professor Adams.
   Considerable media attention has been focused on

4 ‘We said that we would dismiss the strikers if they didn’t return to work, and we have now done that.’
   The company has carried out

5 ‘You should delegate more of your work to your secretary,’ Mary was advised by her boss.
   Mary decided to follow

6 ‘I'll pick you up at 10.00,’ John promised.
   John didn’t turn up until 11.00, despite

7 ‘Professor Jones doesn’t know what he’s talking about,’ Bob concluded.
   I wasn’t surprised by

8 ‘My dinner is cold!’
   We decided to ignore Donald’s

9 ‘We will not negotiate over the ownership of the land!’
   I was astonished by

10 ‘Small children should be kept indoors until pollution levels have reduced,’ the Health Minister has warned.
    The Health Minister has issued

11 ‘I’ve never used a computer before,’ she confessed.
    I was surprised by

12 ‘Where’s Susan?’ I asked Derek. ‘I don’t know,’ he replied.
    When I asked Derek where Susan was

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**Nouns**

**Units 40-43**

9 Choose an appropriate present simple form (singular or plural) of the verb in brackets. If both singular and plural forms are possible, give them both.

1 I’ve been trying to sell my car for ages, but nobody wants to buy it. (want)
2 A lettuce and a carrot are all I need to make the salad. (be)
3 A lot of students live in the old houses near the university. (live)
4 All of the scientific evidence points to the conclusion that increasing use of pesticides in farming is damaging our health. (point)
5 The university to appoint lecturers who already have a PhD. (prefer)
6 She's one of those people who just sitting in the sun on holiday. (love)
7 The office staff that they have been treated badly by management. (claim)
8 All of my children to the same school. (go)
9 A lot of cheaper furniture nowadays in pieces inside a flat box for you to build yourself. (come)
10 In France, the media more respectful of the privacy of celebrities than in Britain. (be)
11 Currently, 16 per cent of the workforce jobless. (be)
12 It's a really quiet town at night. Everything at around 10 o'clock. (shut)
13 The police that the fire was caused deliberately. (suspect)
14 The majority of the children in the class under five years old. (be)
15 Although the bracelet might be worth something, none of the other jewellery to be of great value. (appear)
16 The stairs quite steep, so be careful how you go down. (be)
17 What worries me about the car the problems we've been having with the brakes. (be)
18 The United Nations to send a team of doctors to investigate the outbreak of TB. (plan)
19 One of the arguments in favour of the new airport that it will bring jobs to the area. (be)
20 Many people have speculated on the reasons for the southern population movements in the Indian sub-continent during the fifteenth century, but none of the historical records identified so far an answer. (provide)
21 It's a charity performance, so none of the actors a fee for taking part. (get)
22 Every letter and parcel carefully checked before posting to make sure it has the correct address. (be)
23 My parents want to move to Spain, but neither of them Spanish. (speak)
24 'Where are the scissors?' 'I think either Becky or Miguel borrowed them.' (have)
25 Most people would agree that the criteria not of equal importance. (be)
26 The economics of nuclear power become more and more difficult in the last decade. (have)
27 Whoever had contact with the patient to be found and vaccinated against polio. (have)
28 'I've got to walk all the way to my uncle's house, and he lives about two miles away.' 'But two miles far.' (be/not)
29 A recent survey shows that around 10 per cent of all cars dangerous to drive. (be)
30 Phonetics one of the options you can take in the second year of the course. (be)

Additional exercises

Articles etc.

10. Which of the following can you use to complete the sentences correctly? Which one can you use to complete all of the sentences in each set?

a/an one some the 'zero article' (-)

1 a Could you look after my cat while I'm away on holiday? It's only for week.
   b David lives less than mile from school, so he can get up at eight o'clock and still be at school by nine.
Additional exercises

2 a ___________ vulture feeds primarily on dead animals.
   b Margaret has arthritis, and her doctor has suggested that she should spend as much time as possible in ___________ warm climate.
   c Katherine has decided she wants to be ___________ accountant.

3 a A: How should I get to the town centre from here?
    B: Well, you could walk, but catching a bus is probably ___________ quickest.
   b The World Wide Fund for Nature organised a major campaign to save ___________ tiger.
   c ___________ washing machine has had a huge impact on people's lives since it was invented.

4 a A: Michael Jordan is visiting our school next week to talk about basketball.
    B: You mean ___________ Michael Jordan? Can you get his autograph for me?
   b It was hot in the house, so she opened all the windows to let in ___________ fresh air.
   c Large areas of Canada are still covered by ___________ forest.

5 a She was made ___________ Chief Executive Officer in 2002.
   b Do you want ___________ sugar in your coffee?
   c You can buy ___________ new microwave ovens for as little as a hundred dollars.

6 a ___________ 500 people were at the meeting.
   b Despite years of research, we still don't understand the significance of ___________ dreams.
   c It is a sad fact that ___________ money buys political power in many societies.

7 a ___________ earthquake in the south of the country has left thousands homeless.
   b I love having holidays at ___________ seaside.
   c Do you remember ___________ Wilmotts? They used to live opposite us.

8 a ___________ bicycle is an important means of transport for many people with no access to public transport.
   b We only stayed in Oxford for ___________ night, but we really liked the place.
   c Andre owns a painting that he claims is ___________ Picasso.

9 a I felt fine when I woke up, but by ___________ evening I had a high fever.
   b The temperature at ___________ midday reached over 40°C.
   c It's probably easiest to contact me by ___________ email.

10 a My history teacher at school — ___________ Mrs Bullenski — was always giving us advice on how to improve our examination skills.
    b I'll just spend ___________ day or two in Singapore and then go on to Australia for three weeks.
    c It was ___________ day that would remain in my memory forever.

Relative clauses

11 Write the information in brackets as a relative clause in an appropriate place in the sentence. Give all possible relative pronouns, but if you can leave them out, put them in brackets. Make sure you put in commas where necessary.

1 Later in the programme we have an interview with Peter Svensson. (last week he became the first man to row solo across the Indian Ocean) ___________ Later in the programme we have an interview with Peter Svensson, who last week became the first man to row solo across the Indian Ocean.

2 Carla’s restaurant is very good value. (it serves a range of Mediterranean dishes)

3 The New Zealand rugby team are clear favourites to win the match. (all of its members weigh over 100 kilos)
4 Suzie brought home a kitten. (she’d found it in the park)
5 The story is about a teenage boy. (his ambition is to become an astronaut)
6 Paul has got a job with Empirico. (its main product is electric light bulbs)
7 Politicians should give more consideration to the working people. (they represent them)
8 Among the group of people was Professor Rogers. (I had last seen him in Oxford twenty years earlier)
9 I live on a small road. (it leads down to the river)
10 Monet’s earlier paintings are in a new exhibition in London. (many have never been seen in this country before)
11 Ian McIver has become managing director of Europe’s largest food retailer. (his first job was selling vegetables in a market)
12 Douglas has a new girlfriend. (she works in the library)
13 My Volkswagen Golf is a very reliable car. (I bought it in 1980)
14 Brian Brookes will be present at its official opening. (the Brookes art gallery is named after him)

**Substitution and leaving out words**

Units 62–65

12 Underline the appropriate alternatives. Sometimes both are possible.

1. He has a shave every morning, but you wouldn’t think he did/ had.
2. The developers pulled down the clock tower to make way for the new road. In doing so/ so doing, they destroyed one of the finest examples of 17th century architecture in the country.
3. ‘Ben won’t be coming this weekend.’ ‘But he promised so/ promised he would.’
4. ‘It looks like Schumacher is going to win again.’ ‘It appears/ appears so.’
5. ‘I didn’t know you cycled to work.’ ‘Yes, I always do/ do so.’
6. I don’t smoke cigars, and never have/ have done.
7. They asked me to go fishing with them, but I didn’t want/ didn’t want to.
8. ‘Will it take you long to fix it?’ ‘Well, it might do/ do so. I’m not sure yet.’
9. ‘Do you think Ray will be up by now?’ ‘I doubt that he will/ doubt so.’
10. ‘Dad won’t mind us borrowing the car, will he?’ ‘No, I don’t suppose so/ suppose not.’
11. Just park the car wherever you want to/ want.
12. ‘Has Rachel arrived yet?’ ‘No, I don’t think she has done/ has.’
13. Karl had to choose between working much longer hours and moving to another part of the country. He had never faced such a dilemma/ such a dilemma before.
14. He owns much more land than I do/ do.
15. We’d like to go to Canada to see Ruth, but we can’t afford to/ afford.
16. ‘I imagine the information is kept on computer somewhere.’ ‘I would expect so/ expect.’
17. I don’t know whether my parents want me to go to Norway, but I suspect not/ don’t suspect.
18. ‘Will she expect us to get the job finished by the weekend?’ ‘I certainly don’t hope so/ hope not.’
19. ‘There’s no answer. I suppose she might have left home by now.’ ‘Yes, I suppose she might have/ might.
20. The car’s in good condition. They told so/ told me so at the garage.
21. I didn’t want Matthew to climb the mountain, but he was determined to/ determined.
22. ‘My mother was really angry.’ ‘But didn’t you expect her to/ to be?’
23. ‘It doesn’t look like the rain’s going to stop soon.’ ‘I don’t guess/ guess not.’
24. ‘Are you going to the library today?’ ‘I might do/ might be.’
Additional exercises

**Position of adjectives, adverbs and adverbial phrases**

Units 66, 69, 74 & 75

13 Are the italicised words and phrases in the correct position? If not, suggest a change of position or additions to improve the texts.

a) I **every so often** leave work **early** and go to a performance in the local concert hall. It’s very close to my office, in the **opposite** building. Usually they **rather** are good, but yesterday’s, given by a singer and pianist, was a **total** disaster. The singer with **wonderful control** began to sing. But when the pianist started to play, it sounded awful. At first I thought he was **badly** playing, but then it became obvious that the piano **completely** was out of tune. They stopped and discussed **briefly** the problem. They couldn’t continue **clearly**, and they left the stage **unhappily**. **Naturally**, all the present people felt sorry for them. I’m sure the responsible person for tuning the piano will be severely reprimanded.

b) I **just** was going out to work this morning when the postman pushed **through my letterbox** a letter. It was from Maggie, who writes **from time to time**. The letter said that she has to come to Bristol to visit her **unwell** uncle. She is one of his few **remaining** relatives. She wants us to meet and asked if I could suggest a time **possible**. Well, I **for a couple of years** haven’t seen her, so I was really pleased. We **first** met at university. We have **alike** interests, so **always** we find a lot to talk about. The **included** photos in the letter showed that she hadn’t changed since I **last** saw her. I spent so long reading the letter that I **nearly** was late for work.

---

**Adverbial clauses and conjunctions**

Units 79–82 & 87

14 Match the ideas in (i) and (ii) and use the word in brackets to write either a single sentence (as in 1) or two sentences (as in 2), as appropriate. Note that you can put the idea in (ii) first in the sentence.

1 I knew there was something wrong
   a) I found the film boring
2 prepare the remaining vegetables
   b) Jamie must weigh over 120 kilos
3 his wife is really small
   c) to prepare for the marathon
4 only about 100 people attended
   d) she said she was feeling fine
5 I can’t afford a coat like that
   e) I don’t like the style
6 I’m determined to finish the report
   f) leave the carrots to cool for a few minutes
7 you’ll have to walk all the way from the station
   g) make sure you catch the last bus at 11.00
8 I stayed until the end
   h) I have to stay at work until midnight
9 her husband would never find it
   i) she hid the letter between the pages of a book
10 I’ve been running about 200 kilometres a week
   j) there had been a lot of publicity about the meeting

1 **(even though) (+ d)** I knew there was something wrong, even though she said she was feeling fine, or **Even though** she said she was feeling fine I knew there was something wrong.

2 **(meanwhile) (+ f)** Leave the carrots to cool for a few minutes. **Meanwhile**, prepare the remaining vegetables.

3 **(whereas)**
4 **(even so)**
5 **(besides)**
6 **(even if)**
7 **(otherwise)**
15 Write a preposition in an appropriate place after the italicised nouns and verbs.

**with**

1 Personally, I don’t agree / fox hunting, although I know that you approve it.
2 There seems to be little likelihood Williamson winning Wimbledon because of her inability play well on grass tennis courts.
3 Our plan is to split the organisation into a number of small units. This will improve our prospects competing with more specialised companies.
4 I ran Paul in town the other day. He asked you.
5 Jack takes great pride never throwing anything. He always says that one day he’ll find a use for things.
6 Although Professor Watson knows a great deal meteorology, even he can’t account the unusual weather we have been having over the last few weeks.
7 There has been a great improvement the behaviour of children in the school. This has resulted the headteacher’s idea involving them in decision-making.
8 Even though Dennis didn’t act my advice and follow a career in medicine, I’m full of admiration his determination train to be a vet.

**Inversion**

16 Write new sentences with a similar meaning. In the new sentence the verb should come before the subject (inversion), and the sentences should begin with one of the following words or phrases.

*Had*  
*Hardly*  
*Little*  
*Not for one moment*  
*Only if*  
*Only in*  
*Seldom*  
*Should*  
*So*  
*Under no circumstances*  
*Such*  
*Were*

1 I didn’t imagine that the boss had called me into her office to fire me. **little did I imagine that the boss had called me into her office to fire me.**
2 The police will only investigate the matter further if an official complaint is made.
3 The instructions were so complicated, that it was impossible to assemble the machine.
4 If we had known how ill Rob was, we would have taken him straight to the hospital.
5 The wind was so strong that all the trees in the park were blown down.
6 She didn’t often regret her lack of formal education, although she was sometimes aware of gaps in her knowledge.
7 You should only phone for an ambulance in an emergency.
8 There was never any disagreement between us.
9 If it were not for financial assistance from the government, the museum would have closed long ago.
10 They had only just finished eating before a waiter started to clear away the plates.
11 Children should never be allowed into the room without adult supervision.
12 If the bridge is ever built, it will be welcomed by the local community.
Study guide

Use this study guide if you need help in deciding which units you should study, or which part of the Grammar review you should read first. Which of the four alternatives completes the sentences in the correct or most likely way? Sometimes more than one alternative is possible.

If you are not sure which alternatives are correct, study any related sections of the Grammar review first and then the unit(s) given on the right. You will find the correct answer in the section of the Grammar review or the unit highlighted.

You can find an answer key to this study guide on page 281.

<table>
<thead>
<tr>
<th>TENSES</th>
<th>GRAMMAR REVIEW</th>
<th>STUDY UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 ‘Who _______________?’ ‘ _______________ to get through to Helen.’</td>
<td>A1</td>
<td>1, 2</td>
</tr>
<tr>
<td>A do you phone...I’m trying</td>
<td>B are you phoning...I’m trying</td>
<td>D do you phone...I try</td>
</tr>
<tr>
<td>C are you phoning...I try</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 _______________ to Turkey every year for your holidays?</td>
<td>A5</td>
<td>1, 2</td>
</tr>
<tr>
<td>A Are you going</td>
<td>B Were you going</td>
<td>C Have you gone</td>
</tr>
<tr>
<td>1.3 I _______________ I can’t see as well as I used to.</td>
<td>A1</td>
<td>1, 2</td>
</tr>
<tr>
<td>A am admitting</td>
<td>B admits</td>
<td>C admit</td>
</tr>
<tr>
<td>1.4 Jane _______________ me that you’re thinking of emigrating.</td>
<td>A6</td>
<td>2, 1</td>
</tr>
<tr>
<td>A told</td>
<td>B tells</td>
<td>C is telling</td>
</tr>
<tr>
<td>1.5 Kathy _______________ a few minutes ago.</td>
<td>A11</td>
<td>3, 4, 5</td>
</tr>
<tr>
<td>A has left</td>
<td>B leaves</td>
<td>C left</td>
</tr>
<tr>
<td>1.6 We _______________ to the tennis club since we moved here.</td>
<td>A13</td>
<td>4, 7</td>
</tr>
<tr>
<td>A have belonged</td>
<td>B belong</td>
<td>C belonged</td>
</tr>
<tr>
<td>1.7 After she _______________ hospital, she had a long holiday.</td>
<td>A14</td>
<td>5, 7</td>
</tr>
<tr>
<td>A leaves</td>
<td>B is leaving</td>
<td>C has left</td>
</tr>
<tr>
<td>1.8 When he realised I _______________ at him, he _______________ away.</td>
<td>A17</td>
<td>6</td>
</tr>
<tr>
<td>A looked...was turning</td>
<td>B was looking...turned</td>
<td>D looked...turned</td>
</tr>
<tr>
<td>C was looking...was turning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.9 When the builders were here I _______________ them cups of tea all the time.</td>
<td>A</td>
<td>4, 7</td>
</tr>
<tr>
<td>A was making</td>
<td>B am making</td>
<td>C made</td>
</tr>
<tr>
<td>1.10 When I went into the bathroom, I found that the bath _______________</td>
<td>A14</td>
<td>5, 7</td>
</tr>
<tr>
<td>A overflows</td>
<td>B overflowed</td>
<td>C had overflowed</td>
</tr>
<tr>
<td>1.11 I was sure that I _______________ him before.</td>
<td>A17</td>
<td>5, 7</td>
</tr>
<tr>
<td>A had met</td>
<td>B am meeting</td>
<td>C meet</td>
</tr>
<tr>
<td>1.12 Your eyes are red — _______________?</td>
<td>A1</td>
<td>6</td>
</tr>
<tr>
<td>A did you cry</td>
<td>B have you been crying</td>
<td>C have you cried</td>
</tr>
<tr>
<td>1.13 _______________ this holiday for ages.</td>
<td>A13</td>
<td>6, 3</td>
</tr>
<tr>
<td>A We’re looking forward to</td>
<td>B We’ve been looking forward to</td>
<td>C We look forward to</td>
</tr>
</tbody>
</table>
### TENSES

1.14 When I saw the vase in the shop window, I knew it was exactly what I ____________.
   A looked for  B look for  C had been looking for  D have looked for

1.15 ____________ hard all year, so I felt that I deserved a holiday.
   A I work  B I'd been working  C I'd worked  D I'm working

### THE FUTURE

2.1 I ____________ one of my special desserts for dinner, if you like.
   A make  B 'm going to make  C 'll make  D 'm making

2.2 If Jack phones I ____________ you know.
   A I'm going to let  B let  C 'm letting  D 'll let

2.3 'Has anybody offered to look after the children?’ Jo ____________ it.’
   A is to do  B's going to do  C does  D will do

2.4 The next train to Newcastle ____________ at 3.45.
   [station announcement]
   A will leave  B is leaving  C is going to leave  D leaves

2.5 When you ____________ Dave, tell him he still owes me some money.
   A are going to see  B are seeing  C see  D will see

2.6 We ____________ a party next Saturday. Can you come?
   A 're to have  B 're having  C have  D 'll have

2.7 After the operation you ____________ any sport for a while.
   A won't be doing  B aren't doing  C don't do  D won't to do

2.8 When the race starts later this afternoon the drivers ____________ for drier weather than last year.
   A were hoping  B are hoping  C hope  D will be hoping

2.9 In the next few years, thousands of speed cameras ____________ on major roads.
   A are appear  B will appear  C are to appear  D are appearing

2.10 ____________ to Bangkok by the end of June.
   A I aim getting  B I'm aiming getting  C I aim to get  D I'm aiming to get

2.11 We ____________ each other later that day, but I had to phone and cancel.
   A see  B are seeing  C were seeing  D saw
### MODALS

3.1 Despite yesterday’s snowfalls, we __________ home in less than an hour.
   A could drive    B can drive    C were able to drive    D are able to drive

3.2 She swam strongly and __________ cross the river easily, even though it was swollen by the heavy rain.
   A can    B was able to    C could    D is able to

3.3 __________ me to get you some water?
   A Would you like    B Should you like    C Shall you like    D Will you like

3.4 We __________ Switzerland four times during the 1970s.
   A would visit    B used to visit    C visit    D visited

3.5 ‘While we’re in Leeds shall we go and see Mark?’ ‘But it’s been nearly 20 years since we last saw him. He __________ remember us.’
   A can’t    B couldn’t    C may not    D might not

3.6 During the war, the police __________ arrest you for criticising the king.
   A may    B might    C should    D could

3.7 ‘I’m seeing Dr Evans next week.’ ‘That __________ be right. He’s on holiday then.’
   A mustn’t    B can’t    C hasn’t to    D hasn’t got to

3.8 I can’t start the computer. You __________ a password.
   A must have got to know    B must’ve to know    C must have to know    D must know

3.9 I __________ an interview because I’d worked there before.
   A didn’t have to have    B needn’t have had    C didn’t need to have    D needn’t have

3.10 Nowadays it __________ cost a fortune to own a powerful computer.
   A hasn’t to    B needn’t    C doesn’t have to    D mustn’t

3.11 Walking under a ladder __________ be unlucky.
   A is suppose to    B should    C ought to    D is supposed to

3.12 It’s the third time she’s been skating this week. She __________ really enjoy it.
   A must    B should    C ought to    D had better

### LINKING VERBS, PASSIVES, QUESTIONS

4.1 The traffic lights __________ green and I pulled away.
   A got    B became    C turned    D went
4.2 The building __________ the earthquake but then __________ by a fire.
A was survived...destroyed  B survived...was destroyed
C survived...destroyed  D was survived...was destroyed

4.3 I'm really disappointed. I __________ for the team again.
A wasn't picked  B didn't pick  C didn't get picked
D wasn't got picked

4.4 When I asked what was wrong, __________.
A I was explained the problem  B he explained the problem to me
C the problem was explained to me  D he explained me the problem

4.5 The children __________ to the zoo.
A were enjoyed taken  B enjoyed being taken
C were enjoyed taking  D enjoyed taking

4.6 The new computer system __________ next month.
A is being installed by people  B is be installed
C is being installed  D is been installed

4.7 __________ that we have to leave the building.
A They have informed us  B It has been informed
C It has been informed us  D We have been informed

4.8 He just turned away when I asked him. __________ he meant?
A Which do you think  B How do you think
C What you think  D What do you think

4.9 __________ to do in Birmingham at Christmas?
A What there are  B What is there  C What are there
D What there is

4.10 __________ was in the box?
A What did you think that  B What you thought
C What did you think  D What you did think

5.1 I always associate __________.
A pizza  B pizza by Italy  C Italian pizza  D pizza with Italy

5.2 She described __________.
A the situation  B the situation to me  C me the situation
D the situation me

5.3 Stevens __________ the wallet.
A admitted to steal  B admitted steal  C admitted stealing
D admitted him stealing
VERB COMPLEMENTATION: WHAT FOLLOWS VERBS

5.4  My parents wouldn’t __________ to the party.
     A allow me go  B allow me to go  C allow me going  
     D allow to go  

5.5  She felt the mosquito __________ her.
     A bites  B to bite  C bite  D biting  

5.6  You don’t object __________ late tonight, do you?
     A to working  B to work  C work  D working  

5.7  They arranged __________ in London.
     A for Jane to stay  B Jane to stay  C by Jane to stay  
     D for Jane staying  

REPORTING

6.1  Martha __________ she would be late for the meeting.
     She __________ she was feeling ill.
     A told that...said that  B told that...said me that  
     C told me that...said that  D told me that...said me that  

6.2  She __________ her holiday in Finland.
     A told me about  B said about  C said me about  
     D told about  

6.3  ‘I suppose you’ve heard the latest __________ .
     A news,’ said she  B news,’ she said  C news’, she said  
     D news,’ she said  

6.4  I notified __________ I had changed my address.
     A with the bank that  B the bank that  C that  
     D to the bank that  

6.5  She reminded __________.
     A what to do  B me what I had to do  
     C what I had to do  D me what to do  

6.6  Last night police said that they __________ the missing girl.
     A had found  B have found  C find  D were finding  

6.7  She encouraged __________ the job.
     A to take the job  B that Frank should take  C Frank to take  
     D to Frank to take  

6.8  He asked where he __________ put the box.
     A shall  B ought to  C will  D should  

6.9  She asked my advice __________ subject she should study at 
     university.
     A on to what  B as to what  C on what  D to what  

6.10 They directed that the building __________.
     A be pulled down  B to be pulled down  
     C should be pulled down  D should pull down  

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<thead>
<tr>
<th>GRAMMAR REVIEW</th>
<th>STUDY UNIT</th>
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<tbody>
<tr>
<td>F9</td>
<td>30, 31</td>
</tr>
<tr>
<td>F13</td>
<td>30, 31</td>
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<tr>
<td></td>
<td>30, 31</td>
</tr>
<tr>
<td></td>
<td>31</td>
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</tbody>
</table>
### Nouns

<table>
<thead>
<tr>
<th>NOUNS</th>
<th>GRAMMAR REVIEW</th>
<th>STUDY UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>The __________ faulty.</td>
<td>H1</td>
</tr>
<tr>
<td></td>
<td>A equipments are ... B equipment was ... C equipments were ... D equipment were ...</td>
<td></td>
</tr>
<tr>
<td>7.2</td>
<td>The company __________ doing a lot of __________ in South America.</td>
<td>H2</td>
</tr>
<tr>
<td></td>
<td>A is...businesses ... B are...business ... C are...businesses ... D is...business ...</td>
<td></td>
</tr>
<tr>
<td>7.3</td>
<td>The __________ shoes were covered in mud, so I asked them to take them off before they got into __________ car.</td>
<td>H7</td>
</tr>
<tr>
<td></td>
<td>A girl's...Tom's ... B girls'...Toms' ... C girls'...Tom's ... D girl's...Toms'</td>
<td></td>
</tr>
<tr>
<td>7.4</td>
<td>The council __________ postponed a decision on the new road, and many leading members of the opposition party __________ criticised the delay.</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>A has...have ... B has...has ... C have...has ... D have...have ...</td>
<td></td>
</tr>
<tr>
<td>7.5</td>
<td>__________ thinks that Phil should be given the job.</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>A Neither of us ... B The majority of my colleagues ... C Practically everyone ... D A number of people ...</td>
<td></td>
</tr>
<tr>
<td>7.6</td>
<td>Police __________ that Thomas is in Brazil, although his exact whereabouts __________ unknown.</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>A believes...are ... B believe...are ... C believes...is ... D believe...is ...</td>
<td></td>
</tr>
<tr>
<td>7.7</td>
<td>A new __________ is being built outside the town.</td>
<td>H5</td>
</tr>
<tr>
<td></td>
<td>A golf course ... B golfcourse ... C golf's course ... D golf-course ...</td>
<td></td>
</tr>
<tr>
<td>7.8</td>
<td>The government has introduced __________ .</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>A a children's clothes tax ... B a tax on children clothes ... C a children clothes tax ... D a tax on children's clothes ...</td>
<td></td>
</tr>
<tr>
<td>7.9</td>
<td>__________ has improved enormously.</td>
<td>H11</td>
</tr>
<tr>
<td></td>
<td>A David's guitar playing ... B David guitar playing ... C Davids' guitar playing ... D The guitar playing of David ...</td>
<td></td>
</tr>
</tbody>
</table>

### Articles, Determiners and Quantifiers

<table>
<thead>
<tr>
<th>ARTICLES, DETERMINERS AND QUANTIFIERS</th>
<th>GRAMMAR REVIEW</th>
<th>STUDY UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 I'll be with you in __________ .</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>A one quarter of an hour ... B a quarter of an hour ... C a quarter of one hour ... D a quarter of hour ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.2 Look at __________ . It's very bright tonight.</td>
<td>I5</td>
<td>45-47</td>
</tr>
<tr>
<td>A the moons ... B moon ... C the moon ... D a moon ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.3 Sydney is __________ .</td>
<td>I7</td>
<td>45-47</td>
</tr>
<tr>
<td>A a beautiful city ... B beautiful city ... C the beautiful city ... D the beautiful cities ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.4 __________ of the present continuous tense on page 32.</td>
<td>I9</td>
<td>45-47</td>
</tr>
<tr>
<td>A There are example ... B There are examples ... C There are the examples ... D There is example ...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ARTICLES, DETERMINERS AND QUANTIFIERS

8.5 ______________ is one of the many factors involved in changing farming methods.
A Climate B A climate C Climates D The climate

8.6 Against her parents’ wishes, she wants to be ________________.
A the journalist B journalist C a journalist D journalists

8.7 ‘You look upset.’ ‘Yes, I’ve had ________________.’
A the terrible morning B terrible morning C some terrible morning D a terrible morning

8.8 I haven’t been here for ________________.
A some years B any years C years D the years

8.9 We haven’t got ________________ left.
A a butter B any butter C the butter D some butter

8.10 ‘Where were you last week?’ ‘I was visiting ________________.’
A any friends B friends C the friends D some friends

8.11 ________________ my jewellery is missing.
A Some of B Any of C Some D Any

8.12 ________________ the furniture ________________ arrived yet.
A None ... has B None ... have C None of ... has D None of ... have

8.13 I phoned Sarah at home, but ________________.
A there were no answers B there were no answer C there was no answers D there was no answer

8.14 There isn’t ________________ traffic along the street where I live.
A many B much C much of D many of

8.15 ________________ the food was inedible.
A A large amount of B Many of C Much of D A large number of

8.16 ________________ waiting to hear the results.
A Everyone was B All was C Everyone were D All were

8.17 Following the flood, ________________ in the area ________________ major repair work.
A each of building...need B every building...needs C every building...need D each buildings...need

8.18 ________________ to Athens during the vacation.
A All they are going B They are all going C They all are going D They are going all

8.19 There is ________________ evidence to support his claim.
A little of B few C a few D little

8.20 We should use ________________ time we have available to discuss Jon’s proposal.
A the little of B the little C the few D little
## RELATIVE CLAUSES AND OTHER TYPES OF CLAUSE

<table>
<thead>
<tr>
<th>No.</th>
<th>Sentence</th>
<th>GRAMMAR REVIEW</th>
<th>STUDY UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td>My mother __________ enjoys hill walking.</td>
<td></td>
<td>J2 53</td>
</tr>
<tr>
<td></td>
<td>A who is in her seventies  B that is in her seventies,  C which is in her seventies,  D who is in her seventies,</td>
<td></td>
<td>53 54</td>
</tr>
<tr>
<td>9.2</td>
<td>She's one of the kindest people __________ .</td>
<td></td>
<td>J2 53</td>
</tr>
<tr>
<td></td>
<td>A that I know  B I know  C who I know  D which I know</td>
<td></td>
<td>53 54</td>
</tr>
<tr>
<td>9.3</td>
<td>Do you know the date __________ we have to hand in the essay?</td>
<td></td>
<td>J2 53</td>
</tr>
<tr>
<td></td>
<td>A which  B on which  C by which  D when</td>
<td></td>
<td>53 54</td>
</tr>
<tr>
<td>9.4</td>
<td>The valley __________ the town lies is heavily polluted.</td>
<td></td>
<td>J2 53</td>
</tr>
<tr>
<td></td>
<td>A in that  B in which  C in  D which</td>
<td></td>
<td>53 54</td>
</tr>
<tr>
<td>9.5</td>
<td>The prisoners __________ are all women.</td>
<td></td>
<td>J2 53</td>
</tr>
<tr>
<td></td>
<td>A who being released  B are being released  C being released  D who are being released</td>
<td></td>
<td>56 57</td>
</tr>
<tr>
<td>9.6</td>
<td>She lives in the house __________ .</td>
<td></td>
<td>J2 53</td>
</tr>
<tr>
<td></td>
<td>A which has the red door  B has the red door  C with the red door  D which with the red door</td>
<td></td>
<td>57 58</td>
</tr>
<tr>
<td>9.7</td>
<td>'Wait a minute,' said Frank, __________ .</td>
<td></td>
<td>J6 58,59</td>
</tr>
<tr>
<td></td>
<td>A running through the door  B run through the door  C ran through the door  D runs through the door</td>
<td></td>
<td>58,59</td>
</tr>
<tr>
<td>9.8</td>
<td>__________ by the boys' behaviour, she complained to the head teacher.</td>
<td></td>
<td>J8 58,59</td>
</tr>
<tr>
<td></td>
<td>A She annoyed  B Annoyed  C She was annoyed  D Annoying</td>
<td></td>
<td>58,59</td>
</tr>
<tr>
<td>9.9</td>
<td>__________ at the party, we saw Ruth standing alone.</td>
<td></td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>A Arrived  B We arrived  C Arriving  D We were arriving</td>
<td></td>
<td>58</td>
</tr>
<tr>
<td>9.10</td>
<td>John was the first person I saw __________ hospital.</td>
<td></td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>A by leaving  B on leaving  C in leaving  D on to leave</td>
<td></td>
<td>59</td>
</tr>
</tbody>
</table>

## PRONOUNS, SUBSTITUTION AND LEAVING OUT WORDS

<table>
<thead>
<tr>
<th>No.</th>
<th>Sentence</th>
<th>GRAMMAR REVIEW</th>
<th>STUDY UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1</td>
<td>'What did you do to your hand?' 'I __________ when I was chopping vegetables.'</td>
<td></td>
<td>K1 60</td>
</tr>
<tr>
<td></td>
<td>A cut me  B cut  C myself cut  D cut myself</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>10.2</td>
<td>The scheme allows students from many countries to communicate __________ .</td>
<td></td>
<td>K7 60</td>
</tr>
<tr>
<td></td>
<td>A each other  B with each other  C themselves  D with one another</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>10.3</td>
<td>We are confident that both sets of fans will __________ at the match.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A behave itself  B behave them  C behave themselves  D behave</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>
### PRONOUNS, SUBSTITUTION AND LEAVING OUT WORDS

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</thead>
<tbody>
<tr>
<td><strong>10.4</strong></td>
<td>‘We need new curtains.’ ‘Okay, let’s buy _____________.’</td>
<td><strong>A</strong> ones with flowers on</td>
<td><strong>B</strong> some</td>
<td><strong>C</strong> ones</td>
</tr>
<tr>
<td><strong>10.5</strong></td>
<td>The two children _____________ for breaking the window.</td>
<td><strong>A</strong> each blamed other</td>
<td><strong>B</strong> blamed other</td>
<td><strong>C</strong> blamed each other</td>
</tr>
<tr>
<td><strong>10.6</strong></td>
<td>I had a racing bike when I was young, and _____________ .</td>
<td><strong>A</strong> my brother did so</td>
<td><strong>B</strong> so did my brother</td>
<td><strong>C</strong> so my brother</td>
</tr>
<tr>
<td><strong>10.7</strong></td>
<td>‘I don’t suppose there’ll be any seats left.’ ‘No, I _____________.’</td>
<td><strong>A</strong> don’t suppose</td>
<td><strong>B</strong> suppose</td>
<td><strong>C</strong> don’t suppose so</td>
</tr>
<tr>
<td><strong>10.8</strong></td>
<td>They needed someone who was both an excellent administrator and manager. _____________ was not easy to find.</td>
<td><strong>A</strong> Such person</td>
<td><strong>B</strong> a such person</td>
<td><strong>C</strong> Such</td>
</tr>
<tr>
<td><strong>10.9</strong></td>
<td>‘They could have been delayed by the snow.’ ‘Yes, they _____________.’</td>
<td><strong>A</strong> could have</td>
<td><strong>B</strong> could</td>
<td><strong>C</strong> could been</td>
</tr>
<tr>
<td><strong>10.10</strong></td>
<td>The report is very critical and is clearly _____________ .</td>
<td><strong>A</strong> intended to be</td>
<td><strong>B</strong> intended to</td>
<td><strong>C</strong> intended</td>
</tr>
</tbody>
</table>

### ADJECTIVES AND ADVERBS

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<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11.1</strong></td>
<td>He is a _____________ .</td>
<td><strong>A</strong> capable of taking difficult decisions manager</td>
<td><strong>B</strong> manager capable of taking difficult decisions</td>
<td><strong>C</strong> capable manager of taking difficult decisions</td>
</tr>
<tr>
<td><strong>11.2</strong></td>
<td>Our teacher gave us _____________ problem to solve.</td>
<td><strong>A</strong> a very impossible</td>
<td><strong>B</strong> a completely impossible</td>
<td><strong>C</strong> an absolutely impossible</td>
</tr>
<tr>
<td><strong>11.3</strong></td>
<td>Some experience is _____________ for the job.</td>
<td><strong>A</strong> really essential</td>
<td><strong>B</strong> fairly essential</td>
<td><strong>C</strong> pretty essential</td>
</tr>
<tr>
<td><strong>11.4</strong></td>
<td>I met my _____________ professor the other day. She is now advising on the government’s _____________ .</td>
<td><strong>A</strong> old politics...very foreign policy</td>
<td><strong>B</strong> very old politics...foreign policy</td>
<td><strong>C</strong> very old politics...very foreign policy</td>
</tr>
<tr>
<td><strong>11.5</strong></td>
<td>I drank some _____________ coffee.</td>
<td><strong>A</strong> good very Brazilian</td>
<td><strong>B</strong> Brazilian very good</td>
<td><strong>C</strong> very good Brazilian</td>
</tr>
</tbody>
</table>
### ADJECTIVES AND ADVERBS

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>GRAMMAR REVIEW</th>
<th>STUDY UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.6 I was __________ to find that the film was quite __________.</td>
<td>A surprised...frightening B surprised...frightened C surprising...frightening D surprising...frightened</td>
<td>L4</td>
<td></td>
</tr>
<tr>
<td>11.7 My watch was among the __________.</td>
<td>A things taken B taken things C things stolen D stolen things</td>
<td></td>
<td>69</td>
</tr>
<tr>
<td>11.8 He was busy __________ his homework.</td>
<td>A to do B doing C that he was doing D he was doing</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>11.9 It was __________ as we went into the room.</td>
<td>A strange quiet B strange quietly C strangely quiet D strangely quietly</td>
<td>L6</td>
<td>71</td>
</tr>
<tr>
<td>11.10 She __________ towards the door.</td>
<td>A quick ran B ran quick C ran quickly D quickly ran</td>
<td></td>
<td>71</td>
</tr>
<tr>
<td>11.11 It was the __________ thing to say.</td>
<td>A most ridiculous B ridiculous C ridiculousest D most ridiculousest</td>
<td>L8</td>
<td>72</td>
</tr>
<tr>
<td>11.12 ‘Why did you buy these oranges?’ ‘They were __________.’</td>
<td>A cheapest B the cheapest C the cheapest ones I could find D cheapest ones I could find</td>
<td></td>
<td>72</td>
</tr>
<tr>
<td>11.13 She was __________ as anyone could have had.</td>
<td>A as patient teacher B a patient a teacher C as patient as teacher D as patient a teacher</td>
<td></td>
<td>73</td>
</tr>
<tr>
<td>11.14 Have you heard the good news? __________.</td>
<td>A In May, Jane had a baby B Jane had a baby in May C Jane in May had a baby D Jane had in May a baby</td>
<td></td>
<td>74, 75</td>
</tr>
<tr>
<td>11.15 __________ Derek nowadays, he’s so busy at the office.</td>
<td>A We see hardly ever B We hardly see ever C We hardly ever see D Hardly we ever see</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>11.16 Only later __________ how much damage had been caused.</td>
<td>A she realised B she did realised C did she realise D realised she</td>
<td></td>
<td>76, 99, 100</td>
</tr>
<tr>
<td>11.17 We __________ with the decision.</td>
<td>A agree very much B much agree C agree much D very much agree</td>
<td></td>
<td>77</td>
</tr>
<tr>
<td>11.18 __________, this summer is a crucial time for the government.</td>
<td>A Politics speaking B Politically C In political terms D In a political point of view</td>
<td></td>
<td>78</td>
</tr>
<tr>
<td>12.1</td>
<td>I ____________ unwell when I ____________ this morning.</td>
<td>M2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A felt...get up  B felt...got up  C feel...get up  D feel...got</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.2</td>
<td>Have something to eat before you ____________ .</td>
<td>M3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A leave  B left  C will leave  D had left</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.3</td>
<td>I still feel tired ____________ in the morning.</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A when I wake up  B as I wake up  C when I will wake up  D while I wake up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.4</td>
<td>We were delayed ____________ an accident.</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A because  B because of there was  C because there was  D because of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.5</td>
<td>The land was bought quickly ____________ delay the building work.</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A so as not to  B so not to  C not to  D in order not to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.6</td>
<td>____________ they slept soundly.</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Hot though was the night air  B Hot though the night air was  C Hot as the night air was  D Hot although the night air was</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.7</td>
<td>I'll give you a lift if it ____________ .</td>
<td>M9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A is raining  B will rain  C rained  D rains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.8</td>
<td>If I had known how difficult the job was, I ____________ it.</td>
<td>M14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A won't have taken  B wouldn't have taken  C won't take it  D mightn't have taken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.9</td>
<td>If I ____________ a more reliable car, I ____________ to Spain rather than fly.</td>
<td>M17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A would have...would drive  B had...had driven  C had...would drive  D would have had...would drive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.10</td>
<td>If the technology ____________ available, we would be able to expand the business.</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A would become  B were become  C were to become  D became</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.11</td>
<td>If the North Sea ____________ in winter, you could walk from London to Oslo.</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A happened to freeze  B froze  C should freeze  D should happen to freeze</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.12</td>
<td>____________ in my seventies and rather unfit, I might consider taking up squash.</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Were I not  B Was I not  C Weren't I  D If I wasn't</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.13</td>
<td>They couldn't decide ____________ it was worth re-sitting the exam.</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A if  B whether or not  C whether  D if or not</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.14</td>
<td>It was midday. ____________, I put on the light.</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Even so  B Although  C Even  D Even though</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
13.1 He suddenly saw Sue __________ the room. He pushed his way __________ the crowd of people to get to her.
A across...through  B over...through  C across...across  D over...along

13.2 The concert features, __________ others, Karl Frisk and the Johnsons. Their music is still very popular __________ teenagers.
A between...among  B between...between  C among...between  D among...among

13.3 __________ a pause in the conversation, she left the room.
A In  B During  C Over  D Throughout

13.4 __________ cricket, I enjoy watching football and basketball.
A Apart from  B Except  C Except for  D Besides

13.5 He got angry when they started to __________ his private life.
A ask after  B ask about  C enquire about  D enquire after

13.6 What’s the chance __________ five heads when you toss a coin five times?
A of throwing  B to throw  C of throw  D throw

13.7 She tried to __________.
A talk me the plan out of  B talk out of me the plan  C talk me out of the plan  D talk out me of the plan

14.1 __________ people trying to get into the football stadium.
A There were too much  B There were too many  C It was too many  D There was too many

14.2 When Bond saw Vanya taking photographs of the plane, __________ that she was a spy.
A dawned on him  B it dawned him  C it dawned on him  D it dawned on

14.3 I __________ you can swim so well and I can’t.
A hate  B hate it that  C hate that  D hate it

14.4 Dave lost his job and was short of money, so __________ his flat and move in with his brother.
A that he did was to sell  B what he did was to sell  C what he did sold  D what he did was sell

14.5 __________ been diverted, they would have arrived early.
A Had the plane not  B Hadn’t the plane  C The plane had not  D The plane not had

14.6 __________ that Marie was able to retire at the age of 50.
A So successful her business was,  B So successful was her business,  C Her business was so successful  D So was her successful business
UNIT 1

1.1
1 'm (am) measuring
   b measures
2 doubt
3 a is currently attracting
   ('attracts' is also possible)
b attract
4 a doesn't like
   b 'm (am) not liking
   ('don't like' is also possible)
5 a 're (are) fitting
   b doesn't fit
6 a feels
   b 'm (am) not feeling
   ('don't feel' is also possible)
7 a consists of
   b consists of
8 a is sounding
   b sounds
9 a 's (is) having
10 a 's (is) taking

1.2
1 I'm understanding
2 I admit
3 Do you understand
4 we're not guaranteeing
5 I'm knowing
6 I refuse
7 I certainly agree
8 I'm not apologising
9 we're considering

UNIT 2

2.1
1 shoots, are attacking
2 arrives, is waiting, says
3 is playing
   ('was playing' is also possible), stands, starts

2.2 Possible answers
2 I gather Vegecorp are going to sack a thousand workers.
3 I understand we're going to have a new public holiday for
   the President's birthday.
4 Ed tells me Tony's crashed his car again.
5 Julie says she's got a new job.
6 They say they've found a new vaccination to prevent against
   malaria.

2.3
1 You're forever asking me for
2 You're constantly criticising my
   driving.
3 You're continually changing your
4 You're forever moaning about
   (your) work.

2.4 The most likely verbs are given
1 a I'm wondering
   b wonder
2 we're eating
   b don't eat
3 a plays
   b 're playing
4 a I'm normally taking
   b takes

UNIT 3

3.1
1 've (have) read
2 went
3 've (have) had
4 wore
5 've (have) spent
6 overslept

3.2
1 hasn't wanted
2 has worked
3 rescuing, has been
4 has happened
5 have been able
6 have felt
7 has improved

3.3
1 've (have) signed
2 've (have) finished
3 've (have) got
4 've (have) heard

3.4 The most appropriate tenses are given
1 have lost, has lost
2 has closed, has been closed
3 defeated, has beaten
4 have been stolen
   (present perfect passive) - insisted - held

UNIT 4

4.1
1 was hoping, was giving
2 lived, was spending, or was living
   spent
3 started, was checking in
4 was looking
5 was watching
6 was playing
7 was playing
8 went off
9 wasn't listening
10 added - tasted

4.2
1 'was getting' and 'got' are both possible. The past simple
   suggests that the event followed the other: I got in and then
   the lights went off. The past continuous suggests that the
   lights went off as I was in the process of getting ready to get
   into the bath.
4 'was checking in' or 'checked in' are both possible with a similar
   meaning. Using the past continuous presents 'checking in'
   as the background event which was going on as the couple
   started to chat to him.
7 'was playing' and 'played' are both possible. The past
   continuous suggests that this was a temporary rather than a
   regular arrangement.
UNIT 5

5.1

<table>
<thead>
<tr>
<th>Order of events</th>
<th>Order events mentioned in text</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was empty</td>
<td>I first saw the old house</td>
</tr>
<tr>
<td>I moved...</td>
<td>I moved...</td>
</tr>
<tr>
<td>I first saw the old house</td>
<td>It was empty...</td>
</tr>
<tr>
<td>A property developer bought it</td>
<td>I put together enough money...</td>
</tr>
<tr>
<td>I put together enough money...</td>
<td>I learnt...</td>
</tr>
<tr>
<td>I learnt...</td>
<td>A property developer bought it</td>
</tr>
<tr>
<td>I nearly gave up...</td>
<td>I nearly gave up...</td>
</tr>
<tr>
<td>The property developer decided...</td>
<td>I heard...</td>
</tr>
<tr>
<td>The property developer decided...</td>
<td>The property developer decided...</td>
</tr>
</tbody>
</table>

The first past 'point of reference' is 'When I first saw the old house'. Events before this are in the past perfect: 'I had just moved...' 'It had been empty'.

The second past 'point of reference' is when 'I learnt...'. Events before this are in the past perfect: 'I had put together...' 'had bought'. Notice that we could use 'I put together' here as the order of events is made clear by 'By the time...'.

The third past 'point of reference' is '...when I heard that the house was for sale again'. Events before this are in the past perfect: 'I had nearly given up...'. The property developer had decided...'.

5.2

1. had met
2. had been/ went
3. had taken/ took
4. had read/ read
5. had lost
6. had found
7. had cheated/ cheated
8. had gone/ went
9. had finished/ finished
10. had eaten

5.3

2. Lucy hadn't intended to become a dentist...
3. I had expected the operation to be painful...
4. I hadn't thought of cooking rabbit...
5. He hadn't meant to insult her...

UNIT 6

6.1

1. 's (has) been staying ('has stayed' is also possible)
2. 've (have) stayed
3. have ('has' is also possible, but less likely in British English) moved
4. have been moving ('have moved' is also possible)
5. have been stopping ('have stopped' is also possible) has stopped
6. haven't read
7. a had flown
8. b had been flying (Note that the past simple could be used in 1a, 1b, 2a, 2b, 3a, 4a, 5a)
9. 7.2
10. had been trying ('had tried' is also possible)
11. had visited
12. had cost
13. had been writing ('had written' is also possible)
14. had been worrying ('had worried' is also possible)
15. had arrived
16. had always believed
17. had been talking
18. The past continuous is more likely in 8 (We were talking...).

UNIT 7

7.1

1. a had been working ('had worked' is also possible)
2. b had finally worked
3. a had carried
4. b had been carrying ('had been carried' is also possible)
5. a had smoked
6. b had been smoking
7. a had applied
8. b had been applying ('had applied' is also possible)

UNIT 8

8.1 The most likely verbs and tenses are given.
2. got/ arrived
3. feel/ am feeling (Present simple and present continuous have a similar meaning here.)
4. go
5. know
6. spent
7. wrote
8. were waiting
9. got
10. felt/ was feeling (Past simple and past continuous have a similar meaning here.)
11. got
12. enjoy/ are enjoying (Present simple and present continuous have a similar meaning here, although the present continuous may suggest that they are not living in Adelaide permanently.)
13. is looking
14. seems
15. doesn't get on/ isn't getting on (Present simple and present continuous have a similar meaning here, although the present continuous suggests that this is a temporary problem.)
16. complain/ are constantly complaining (Note the word order.)
17. is starting
18. asked
19. am looking
20. hear/ heard (Present simple and past simple have a similar meaning here.)
8.2 The most likely tenses are given.
1 said (‘has said’ is also possible, but less likely here)
2 heard/ had heard
3 returned/ had returned
4 came/ had come
5 was/ had been
6 left
8 appointed
9 finished
10 of
11 accused
12 has disappointed
13 has spent

8.3
1 ‘Has he had’ or ‘Has he been having’ are more likely
2 thought/ had thought
3 has worked/ has been working
5 had been trying
6 did you go
7 heard
8 (‘went’ is also possible)
9 (‘checked’ is also possible)
10 said / said
11 (‘have given’ is also possible)
12 have told (‘told’ is also possible)

UNIT 9
9.1
1 ‘I’ll see (decurrence at moment of speaking)
2 ‘I’ll be (prediction based on opinion/ past experience)
3 ‘I’ll be (prediction based on present evidence)
4 ‘I’ll book (prediction at moment of speaking)
5 ‘I’ll find (prediction based on opinion/ past experience)
6 ‘I’ll be (prediction at moment of speaking)
7 Are you going to take up
8 (prediction based on present evidence)
9 ‘I’ll be going to have (prediction based on present evidence)
9 ‘I’ll have (prediction at moment of speaking)
10 ‘I’ll be (prediction based on opinion/ past experience)
11 ‘I’ll be (prediction at moment of speaking)
12 ‘I’ll be (prediction based on present evidence)
13 ‘I’ll be (prediction at moment of speaking)
14 ‘I’ll be (prediction based on opinion/ past experience)
15 ‘I’ll be (decision at moment of speaking)

UNIT 10
10.1
1 get (fixed event; ‘will get’ is also possible)
2 will look after (less routine arrangement)
3 points (with ‘in case’)
4 will give out (less routine arrangement)
5 goes (fixed event; ‘will go’ is also possible)
6 starts (fixed event; ‘will start’ is also possible)
7 stops (with ‘provided’)
8 change (with ‘what if’)
9 will miss (prediction)
10 lend (with ‘unless’)
11 play (or ‘plays’) (fixed event; ‘will play’ is also possible)
12 will accept (prediction)
13 want (with ‘supposing’) 14 read (with ‘by the time’)

10.2
1 (c) is leaving (prediction perhaps based on opinion, experience or present evidence). ‘Will leave’ and ‘is going to leave’ have a similar meaning here.
2 (a) will buy (planned future event). ‘I’m going to buy’ suggests an intention without a definite arrangement; ‘I’m buying suggests a definite arrangement – perhaps the speaker has bought the car and is simply picking it up next week.
3 (b) are going to pick (c) are picking (offer; decision made at moment of speaking)
4 (a) will drive (planned future event). ‘I’m going to drive’ suggests a personal intention; ‘I’m driving’ suggests a more definite arrangement – perhaps the speaker has been told to go there by their employer.
5 (c) is cutting (permanent future situation). ‘Will cut’ and ‘is going to cut’ have a similar meaning here.

UNIT 11
11.1
1 a will be leaving (‘will leave’ is also possible) b will leave
2 a ‘Will you be working (‘Will you work’ is also possible)
   b ‘I’ll work
3 a won’t be using (‘won’t use’ is also possible) b won’t use
4 a ‘I (will give) b will be giving (‘will give’ is also possible)
5 a won’t move b will be moving (‘will move’ is also possible)

11.2
2 If the company is making a profit by the end of the year then we will have achieved the objective we set ourselves when we took over.
3 In two years’ time Morneau will have been acting for 50 years, and shows no sign of retiring
from the theatre. (‘will have acted’ is also possible)
4 I am confident that I will have finished the report before the end of the week.
5 This book on Proust is really difficult. On Saturday I will have been reading it for a month, and I’m still only half way.
6 Whether I’ve finished the report or not, by 9 o’clock I will have been working for 12 hours without a break and I’m going home. (‘will have worked’ is also possible)
7 As delegates who arrived early will have been discovering, there have been some late changes to the conference programme. (‘will have discovered’ is also possible)

11.3
1 will have closed
2 will be enjoying
3 will be leaving
4 will be arriving
5 will have been
6 will have been planning
7 won’t be spending
8 will be keeping
9 will all be going

UNIT 12

12.1
1 is to be staged (‘will be staged’ is also possible)
2 will stop
3 is to merge/ is to be merged (‘will merge’ or ‘will be merged’ are also possible)
4 will rise
5 is to retire; is to be replaced (‘will retire’ and ‘will be replaced’ are also possible)
6 will become
7 are to receive (‘will receive’ is also possible)
8 are to be created (‘will be created’ is also possible)
9 will increase

12.2
1 are to have (see section B)
2 is about to start (C)
3 wins (B)
4 enjoy (B)
5 I’m just about to go (C)
6 recovers (B)
7 is to keep (B)
8 is to resign/ is about to resign (C)
9 is to be improved (B)

UNIT 13

13.1
2 on the point of phoning
3 on the verge of quitting
4 due to announce
5 set to rise
6 on the brink of signing
7 on the point of phoning
8 bound to forget
9 due to undergo
10 on the verge of quitting
11 set to make
12 on the brink of going

13.2
1 proposal/ ‘m proposing to deal
3 expect/ ’re expecting to finish
4 aim/ ’m aiming to study
5 resolves to give up
6 guarantee to find
7 intend/ ’m intending to move

13.3
1 will
2 shan’t/ won’t (‘won’t’ is more natural)
3 will
4 shall/ will
5 won’t

UNIT 14

14.1
1 was going to do
2 will be
3 √
4 would have shown
5 √ (‘was to be announced’ is also possible)
6 is about to start
7 √
8 was supposed; was about to ask
9 √ (‘am going to see’ is also possible)
10 is to be used
11 √ (‘were meeting’ is also possible)
12 would cause
Past or present tense forms are possible in 5, 9 and 11.

14.2
1 a 2 b 3 b 4 b 5 a 6 b
7 a 8 a 9 a 10 a

UNIT 15

15.1
1 can (A: before passive)
2 were able to (B: single past achievement)
3 could/ were able to (A)
4 Could you (B: with ‘understand’; ‘could’ is more natural)
5 can’t (A: ‘know how to’)
6 can (A: happening as speaking)
7 were able to (B: single past achievement)
8 could hardly (B: with ‘hardly; ’could’ is more natural)
9 could (B: with ‘smell’; ‘could’ is more natural)
10 Can you? Are you able to (A)
11 can (A: before passive)
12 was able to (B: single past achievement)
13 couldn’t (B: negative sentence; ‘couldn’t’ is more natural)
14 was able to (B: single past achievement)

UNIT 16

16.1
1 will come
2 invited
3 wouldn’t eat
4 would keep
5 will remember or would remember
6 would help
7 decided

16.2
1 would X used to √ (changed past state)
2 would √ (‘used to’ is also possible)
3 would X used to √ (changed past state)
4 used to √ (‘would’ is not possible) (changed past state)
5 used to √ (‘would’ is also possible)
6 would meet X met √ (number of times specified)

16.3
1 will have recorded
2 would have said
3 would have hurt
4 will have heard
5 would have preferred
6 will/ would have noticed
7 would have bought

16.4 Example answers
‘I think I’m putting on weight.’ ‘Well, if you will drive everywhere instead of walking, I’m not surprised.’
‘I’ve got a headache.’ ‘Well, if you will spend so long in front of the television, I’m not surprised.’
‘I’m really hot.’ ‘Well, if you will wear a heavy sweater when it’s 30 degrees, it’s not surprising.’

UNIT 17

17.1
1 might (more likely than ‘may’)
2 may
3 Are you likely to... (possible answer; Might you... would be rather formal)
4 might (more likely than ‘may’)

255
5 Could (possible answer; might
would be rather formal)
6 may

17.2
1 may/might have hurt
2 may/might have told
3 may/might be waiting
4 might be sent (‘might have been
sent’ is also possible)
5 may/might have been running
6 may/might be closing (‘may/
might close’ is also possible)
7 might have taken
8 might be dismissed (‘might have
been dismissed’ is also possible)
9 may/might have finished (‘may/
might finish’ is also possible)
10 might have caused

17.3 Possible answers
1 ... at least he’s in tune.
2 ... it’s never broken down.
3 ... she has a very wide
vocabulary.
5 You may/might not agree with
him, ...
6 It may/might not sound very
exciting, ...
7 She may/might not express her
feelings openly, ...

UNIT 18

18.1
1 must have found
2 must be
3 must be starting (‘must be going
to start’ and ‘must start’ are
also possible)
4 must have had to work (‘must
have worked’ is also possible)
5 must be using
6 must be having
7 must have changed
8 must have to show
9 must be taking (‘must have
taken’ is also possible)
10 must be

18.2
2 Suzanne rarely has to be asked
to tidy her room.
3 Have we got to hand in the
homework tomorrow? (Do we
have to... is also possible)
4 I didn’t have to go to the
hospital after all.
5 Did Ben have to go alone?
6 Don sometimes has to start work
at 6.30. (Don has sometimes got
to start work... is also possible)
7 The college has to be extended
to accommodate the growing
number of students. (‘has got to
be extended’ is also possible,
but less likely in a formal
context)
8 We may/might have to cancel
our holiday because my mother
is ill.

UNIT 19

19.1
1 I’ll give you a lift to the station
so you needn’t worry/bother
about booking a taxi.
2 The questions are in the book
so you needn’t bother to copy
them down.
3 All the windows have screens so
you needn’t panic/worry about
being bitten by mosquitoes.
4 Your son is being looked after
by friends so you needn’t
concern yourself with his safety.
5 The new tax laws don’t come
into force until next year so you
needn’t change the details on
the form.

19.2
2 We need only (or We only
need...) look at the population
projections to see the seriousness
of the problem. (less formally
We only need to look at...)
3 With such a lead in the opinion
polls the Democrats need hardly
bother (or...the Democrats
hardly need bother...)
campaigning before the election.
(less formally...the Democrats
hardly need to bother
campaigning...)
4 No-one need know who paid
the ransom to the kidnappers.
(less formally No-one needs to
know who paid...)

UNIT 20

20.1
1 should/ought to win (should/
ought to have won is also
possible)
2 should I put (more likely than
ought to put...; should I
have put is also possible)
3 should/ought to have arrived
(should/ought to arrive is also
possible)
4 should be sent (more likely than
ought to be sent)
5 should/ought to visit
6 should/ought to have taken
(should/ought to take is also
possible)
7 should be removed (more likely
than ought to be removed)
8 should/ought to wear
9 should/ought to have resigned
10 Should we answer (more likely
than Ought we to answer...; Should
we have answered is also
possible)
11 should go (ought to is not
possible)
12 should/ought to be (should/
ought to have been is also
possible)

20.2
1 should or must; ‘must’ gives a
stronger recommendation
2 must
3 must
4 should or must; ‘must’ gives
stronger advice and is perhaps
more likely than ‘should’ in this
context
5 should or must; ‘must’ gives a
stronger recommendation
6 must
(2, 3 and 6 include logical
conclusions, so we use ‘must’ not
‘should’)

5 After such a huge lottery win,
he never need work again. (less
formally ... he never needs to
work again.)

19.3
1 don’t need to
2 needn’t don’t need to
3 needn’t don’t need to
4 don’t need to
5 needn’t don’t need to
6 don’t need to

19.4
1 You needn’t worry...
2 Do we need to make... is more
likely
3 ...needn’t be a problem...
4 ✓
5 I need hardly tell you, ... or less
formally I hardly need (to) tell
you...
6 some people would prefer
‘needn’t’ in this context (see C)
7 ✓
8 ... needn’t mean...

UNIT 20

20.1
1 should/ought to win (should/
ought to have won is also
possible)
2 should I put (more likely than
ought to put...; should I
have put is also possible)
3 should/ought to have arrived
(should/ought to arrive is also
possible)
4 should be sent (more likely than
ought to be sent)
5 should/ought to visit
6 should/ought to have taken
(should/ought to take is also
possible)
7 should be removed (more likely
than ought to be removed)
8 should/ought to wear
9 should/ought to have resigned
10 Should we answer (more likely
than Ought we to answer...; Should
we have answered is also
possible)
11 should go (ought to is not
possible)
12 should/ought to be (should/
ought to have been is also
possible)

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stronger advice and is perhaps
more likely than ‘should’ in this
context
5 should or must; ‘must’ gives a
stronger recommendation
6 must
(2, 3 and 6 include logical
conclusions, so we use ‘must’ not
‘should’)
UNIT 21

21.1
1 (to be) 6 to be
2 to be 7 to be
3 to be 8 to be
4 (to be) 9 (to be)
5 (to be) 10 (to be)

21.2
1 get
2 became/ has become
3 become (more likely than 'get' in a formal context)
4 become
5 get
6 get (more likely than 'become' in an informal context)
7 become
8 got
9 get (more likely than 'become' in an informal context)

21.3
2 went dead
3 went red
4 get to know
5 get tired
6 came to like
7 go blind
8 went bust

21.4
1 go wrong
2 seemed to be awake
3 ✓
4 seemed to be taking
5 hadn't got dressed
6 ✓ ('be ill' would also be possible)
7 went missing
8 got worried
9 becoming obvious
10 ✓

UNIT 22

22.1
2 She was offered a second-hand bicycle. A second-hand bicycle was offered (to) her.
3 Improvements have been proposed to the developers.
4 Some interesting changes were suggested to me.
5 He was awarded a prize. A prize was awarded to him.
6 The President's arrival will be announced to the waiting journalists.

22.2
1 I was introduced to Mrs Jennings by Tony at his birthday party. (or ...Mrs Jennings at Tony's birthday party.)
3 Has Chris been seen (by anyone) this morning?
4 Rabbits may have been brought to Britain by the Romans as a source of food.
5 The story of Father Christmas is told to young children to explain the presents they receive.
6 Martin Johnson has been appointed (or was appointed) team captain for the whole of the World Cup.
7 I am certain that Sarah's suitability as company director will be demonstrated to those who still have any doubt.
8 Alan Watson was declared (or has been declared) winner of the election after a recount.
9 The litter will have been cleared from the pitch before the match starts. The pitch will have been cleared of litter before the match starts.
10 The game was being watched outside the stadium on a huge screen.

UNIT 23

23.1
2 denied being involved
3 was left holding
4 remembered being bitten
5 avoided being taken
6 was observed hiding
7 was sent tumbling
8 faced being expelled
9 was found wandering
10 resented being given

23.2
2 were asked to show
3 are required will be required to fill
4 No passive
5 be heard arguing
6 was caught taking
7 No passive
8 No passive
9 reported being attacked
10 is/ was expected to attract

UNIT 24

24.1
2 The recent flooding is being blamed on climate change. Climate change is being blamed for the recent flooding.
3 Keith Jones has been described as the world's greatest guitarist.
4 The painting had been stolen from the gallery.
5 The litter will have been cleared from the pitch before the match starts. The pitch will have been cleared of litter before the match starts.
6 The game was being watched outside the stadium on a huge screen.
7 The walls will be sprayed with green paint. Green paint will be sprayed on the walls.
8 Mary should have been offered a drink when she arrived. A drink should have been offered to Mary when she arrived.
9 You will be provided with food for the journey. Food will be provided (for you) for the journey.
10 The fields have been planted with cotton. Cotton has been planted in the fields.

24.2
2 The appointment of a new managing director will be made next week.
3 Accusations of corruption in/against the local council have been made.
4 The demolition of the building was completed in only two days.
5 The presentation of the trophy will be made after the speeches.
6 Resistance from local residents to the proposed new industrial area will certainly be shown.
UNIT 25

25.1
1 intended
2 proposed/shown
3 hoped/ explained
4 decided
5 explained
6 established/ revealed
7 agreed
8 planned
9 assumed/ thought
10 discovered

25.2
2 x
3 It has been discovered that there is water on Mars.
4 It is believed that terrorists are operating in Berlin.
5 It is expected that the space shuttle will return (to Earth) today.
6 It has been revealed that ex-president Julius was a spy.
7 x
8 It is said that the King is making a good recovery.
9 It has been established that a restaurant was the source of a food poisoning outbreak in Dublin.
10 x

25.3
2 It is not thought that the fault is serious. (Or it is thought that the fault is not serious.) The fault is not thought to be serious.
3 It is expected that it will take several weeks to correct the fault. (Or it is expected that the fault will take several weeks to correct.) The fault is expected to take several weeks to correct.
4 It has been decided to postpone the next rocket launch.
5 It is suggested that the next launch should take place in May.

UNIT 26

26.1
1 whom
2 Which
3 Which
4 Which
5 Whom/ Who (‘Whom’ is very formal)
6 Who
7 Which/ Who
8 Who

26.2
1 are
2 teaches (whether or not the expected answer is one person or two)
3 is
4 takes
5 are/ is
6 has

26.3
1 What + g
2 What + d
3 What/ How + b
4 How + h
5 What + j
6 How + a or g
7 How + e or i
8 What + f
9 What/ How + c
10 What + e or i

26.4
1 Whose...
2 ✓
3 whose...
4 Who lives is more likely
5 Who’s
6 ✓ (or less formally Whose travels in Nepal did Nigel Smith write a book about?)
7 Which is more likely
8 Which is more likely
9 ✓ (What have is also possible)
10 To whose address?

UNIT 27

27.1 Possible answers are given
2 Didn’t you get my letter saying I’d be on holiday?
3 Couldn’t you get a babysitter?
4 But weren’t you supposed to do that last night?
5 Can’t you leave it outside?
6 Wouldn’t you rather go by train?

27.2
2 Haven’t you any interest in Maths at all? (Or Don’t you have any interest in Maths at all?)
3 Have you no interest in Maths at all? (Or Do you have no interest in Maths at all?)
4 Couldn’t you find anywhere else to sleep?
5 Could you find nowhere else to sleep?
6 Can’t you remember anything about the accident?
7 Can you remember nothing about the accident?
8 Why don’t I ever do well in exams?
9 Why do I never do well in exams?
10 Isn’t there anybody you can ask for help?
11 Is there nobody you can ask for help?

27.3
2 He’s leaving when? He’s doing what? He’s what?
3 He’ll be away for how long? He’ll what?

28.1
2 answered (the phone)
3 eat (dinner)
4 thanked Val
5 washed (herself)
6 brushed her hair
7 changed (her clothes)
8 put on some makeup
9 drove (her car)
10 reached their house
11 waved (her hand)
12 parked (her car)
13 cooking (dinner)
14 to pick some flowers
15 studying (French)
16 mention her
17 introduce you
18 enjoyed the evening
19 drink (alcohol)
20 afford it
21 wash up (the dishes)
22 invite Val and Tom

28.2
2 ...culminated in the discovery of penicillin.
3 ...differentiate between fantasy and reality.
4 ...adhere to the 1998 agreement.
5 ...specialises in seafood.
6 ...inflicted a surprise defeat on...
7 ...to equate the rise in crime with... (to attribute the rise in crime to is also possible)
8 ...attributed his success to...
9 ...mistook the black car for...
10 ...based her new novel on...

28.3 Example adjectives are given
2 She declared herself to be satisfied with the result. She declared that she was/ is satisfied with the result.
3 They considered the food to be inedible. They considered that the food was/ is inedible.
4 I have always found him to be reliable. I have always found that he was/ is reliable.
UNIT 29

29.1 In some cases other tenses are possible
2 I have to choose his clothes for him.
3 Can you take this present for/ to her?
4 ...pass it to me... (some people would also use '...pass it me...')
5 ...we sold all the carpets to him as well. (...'we offered all the carpets to him... is also possible)
6 He teaches sports to disabled children.
7 Can you read these instructions to/ for me, please?
8 Jane posted the letter for me... ('Jane took the letter for me... is also possible')
9 I offered my old bike to him...
10 Can you save some dinner for me, please?
11 ...so we're building a flat for them at the top of the house.

29.2
1 He kindly collected some library books for me.
2 He admitted his error to his colleagues.

29.3
2 his sister to me/ me her
3 the flute/ the flute to him/ an Irish jig for (or to) us us an Irish jig
4 the problem to our teacher/ us another half hour
5 him a paper aeroplane/ a paper aeroplane for him/ his broken car for him/ him three bedtime stories/ three bedtime stories to (or for) him
6 you a fortune/ me the money/ the money to me
7 John a drink/ a drink for John the glass to him/ him the glass

31.3
1 agreed not to tell
2 are thought to have escaped
3 don't recall seeing/ don't recall having seen (similar meanings)
4 denied having received/ denied receiving (similar meanings)
5 asked not to be named
6 are/were believed to have arrived
7 seems to have disappeared
8 didn't feel like walking

UNIT 30

30.1
2 We don't approve of the developer's locating the factory so close to houses.
3 X (not a verb of [dis]liking or thinking)
4 X (not a verb of [dis]liking or thinking)
5 It is difficult to imagine his accepting the decision without any objection.

31.1
1 a told b threatened
2 a offered b allowed
3 a managed b persuaded
4 a encouraged b agreed
5 a reminded b pretended
6 a hoped b advised

31.2
2 for - to finish
3 for - to be released
4 for - to bring
5 at - to lose
6 to - to provide
7 at - to get off
8 for - to be done
9 on - to stay

32.1 The most likely reporting verbs are given in the answers, but others are possible.
2 'Why don't we stop for a coffee?' she suggested.
3 'All right, Sean, it was me,' he confessed.
4 'My novel is more exciting than an Agatha Christie thriller,' she boasted.
5 'I always carry two umbrellas with me because I'm always losing them,' explained Mary.
6 'Oh, no, it's raining again,' grumbled Dick.
7 'Good morning, Miss,' chorused the children.
8 'Have I done the right thing?' I wondered.

32.2
2 threatened - not to repay
3 didn't feel - could (more likely than He felt that he couldn't ask his parents to help him again.)
4 insisted - wasn't (or hadn't been)
5 announced - wasn't going
6 didn't expect - to be (more likely than He expected his mother not to be so angry.)
7 didn't think - would (more likely than She thought John wouldn't mind waiting a bit longer.)
8 promised - wouldn't

32.3
2 She wanted to know if/ whether I remember (remembered) David.
3 She wondered who was the girl in the photo? who the girl in the photo was? is.
4 She asked me if/whether we could stop at the next village.
5 She didn't know how to spell 'chaos'.
6 She asked me how many brothers and sisters I've got. (or ...I had.)
7 She wondered where I (had) put the eggs.
8 She asked if/ whether I wanted a hot or a cold drink.
9 She asked me why I didn't go with Jack. ...why I hadn't gone with Jack.
Key to Exercises

10 She couldn't remember which was (is) hers. / ...which hers was/is.
11 She wanted to know if/whether I was ready to leave.
12 She asked what my grandmother's maiden name was./...what was my grandmother's maiden name.

UNIT 33

33.1 1 advised 2 assured/ promised 3 warned 4 inform/ teach 5 have shown 6 has reassured/ has advised 7 promised

33.2 2 × 3 The judge thought his explanation to be unconvincing. 4 I expected her plans to fail. 5 × 6 Peter acknowledged his chances of winning the race to be slim.

7 We found the football supporters to be very well behaved.

8 ×

33.3 Likely answers are given
1 complained to 2 complained to; mentioned to; announced to 3 joked with; announced to; mentioned to 4 announced to 5 requires of 6 disagreed with 7 mention to

33.4 Possible necessary objects are given in bold
1 has warned that they 2 explained to employees that 3 confessed to her audience that 4 denied that management 5 replied that an announcement 6 reassured employees/them that 7 went on to complain that government help 8 demanded of ministers that ('demand that ministers provide' would also be possible and less formal)

9 asked of staff that ('asked staff to continue' would also be possible and less formal)

10 reassured workers/them that Note that alternatives without 'that' (1 has warned they, 2 explained to employees, etc) are grammatical, but less likely in a formal written context.

UNIT 34

34.1 Added objects are in bold
2 +1 He took my hands and showed me how to hold the golf club properly.

3 +1 I explained carefully so that the students understood what they had to do in the test.

4 +1 Anna was new in the office and I had to keep reminding her who everyone was.

5 +1 I saw Sarah leave the building, but I didn't notice where she went after that.

6 + e When I saw Steve alone at the party I wondered why Helen wasn't with him.

7 + h As we walked over the hills the guide warned us where the path was dangerous.

8 + a After I'd dismantled the motor I couldn't remember how to fit the parts back together.

9 + f To win a prize you had to guess how many sweets were in the jar.

10 + c As the guests came in Peter told them where to put their coats.

34.2
1 debating 4 choose 2 discuss 5 decide 3 considering

34.3

The villagers warned me what the conditions were like at higher altitudes, and advised me to take enough food for a week. There was some discussion through the day as to whether the snow would arrive before my descent from the mountain, but I never imagined how hard the conditions would be.

In the morning they showed me (the way/ how: one of these must be deleted) to get to the track up the mountain. ... When the snow started falling it was very light, and I couldn't decide if whether to carry on or go back down. Soon, however, I couldn't see where to go... I wondered if whether to retrace my steps and try to find the track again, but by the time I decided whether that I should go back, the track had disappeared...

As the snow got heavier I began to realise whether that my life was in danger. Fortunately, my years in the Andes had taught me what to do in extreme conditions. I knew that there was a shepherd's hut somewhere on this side of the mountain that I could shelter in, but I didn't know that whether it was nearby or miles away...
7 He asked me to lend him ten pounds. (or He asked to borrow ten pounds.)
8 He called on the government to do more to help the homeless.
9 He hoped/ expected to avoid the heavy traffic (by leaving early).

36.2
1 agreed
2 insisted/ said
3 wanted
4 said
5 expected
6 has guaranteed/ has promised
7 offered
8 suggested
9 requested
10 longed/ promised

36.3 Example answers
1 ...reducing bus and train fares.
2 ...seeing it.
3 ...buying a guide book.
4 ...going to the doctor.
5 ...building it to the east of the city.
6 ...doing more exercise.
7 ...going for a long walk.

The verb 'propose' can be followed by a to-infinitive without an object (see A). For example:

2 To encourage people to use public transport the council proposed to reduce bus and train fares.
6 London urgently needs a new airport, and the government proposes to build it to the east of the city.

UNIT 37

37.1
2 She said that I could/ can travel with them.
3 She said that she wouldn’t answer his questions.
4 She said that Karl would/ should/ ought to be back soon.
5 She said that she may/ might/ could have to move to Milan.
6 She said that she couldn’t/ wouldn’t accept that John is/ was dishonest.
7 She said that Maria would/ will be disappointed if we leave/ left without seeing her.

37.2
1 will 5 couldn’t
2 may/ might 6 can/ could
3 can 7 will/ would

37.3
2 He reminded me that I mustn’t forget my credit card.
3 He worried that he would miss the bus (if he didn’t hurry).
4 He wondered who he should send the letter to. (ought to send’ is also possible)

5 He thought that it must be cold outside (because there is/ was frost on the window).
6 He said that I had to/ have to come home at once. (‘should’ is also possible; ‘must’ is possible, but less likely in speech)
7 He asked whether/ if he should open a window. (ought to open’ is also possible)
8 He admitted that he must have made a mistake in the calculations.

37.4
2 She promised that she wouldn’t be late...
3 He suggested that we could go to Paris for the weekend...
4 She guaranteed that she could get us there in good time...
5 He insisted that he would pay for the meal...

Sentences 2 and 4 have alternatives with a to-infinitive clause:
2 She promised not to be late...
4 She guaranteed to get us there in good time...

UNIT 38

38.1
2 He failed to address the question/ issue of who would/ should pay for the repairs to the building.
3 I was delighted to get an invitation to spend Christmas with them in Scotland.
4 I think it was Aristotle who made the observation that there’s no such thing as bad publicity.
5 Amazingly the police accepted Rudi’s explanation that he had taken the wallet by mistake.
6 On the TV programme they debated the issue/ question of whether assisted suicide should be a criminal offence.
7 The letter from the company gave a final warning that I should pay the bill by the end of the week/ ...to pay the bill by the end of the week.
8 The government has broken its promise to reduce the rate of income tax/...that it would reduce the rate of income tax.
9 The positive reaction to my work gave me considerable encouragement to take up photography as a career.
10 Waiting passengers were angry when they heard the announcement that the flight was cancelled. (or ... had been cancelled).

38.2
2 speculation as to how
3 argument as to who (or more formally ‘whom’)
4 suggestions ...as to how
5 explanation/ indication as to why
6 indication as to where

38.3
1 unsure whether or not certain whether are also possible
2 dismissive of
3 adamant that
4 unsure how/ not certain how
5 angry that (or apologetic that)
6 apologetic about
7 not certain when/ unsure when
8 abusive to/ towards
9 complimentary about
10 agreed that/ adamant that

UNIT 39

39.1 The most likely answers are given
2 Mr Leeson urged that Philip Whitaker should be promoted to export manager.
3 Mrs Appleby recommended that a sales representative should be sent to South Africa.
4 Mrs Appleby reported that the Delaware Bridge project should be completed by August next year.
5 The Chairman insisted that work schedules should be kept to.
6 The Chairman instructed that all monthly reports should be sent to him directly.
7 Ms Wells suggested that trade union representatives should be involved in major decisions.
8 Ms Wells declared that the company’s head office should remain in London.
9 Mr Clarke agreed that the company should sponsor the European chess league for the next three years.
10 Mr Clarke announced that in future all claims for travel expenses should be made in US dollars.

39.2
2 Yes 6 Yes 10 No
3 Yes 7 Yes
4 No 8 No
5 Yes 9 No

39.3 Possible adjectives are given in these answers
2 I am shocked that Paul should behave so badly.
3 I am astonished that anyone should vote for him.
4 It is urgent that he should return home immediately.
5 I am amused that he should take his appearance so seriously.
6 I am upset that they should think I had cheated them.
7 It is appalling that they should be allowed to go free.
8 It is imperative that we should act now to avoid war.
UNIT 40

40.1
1 is 6 seems
2 suggests 7 are
3 is 8 is
4 appear 9 are (or more)
5 has colloquially 'is'

40.2
2 university refuse/ refuses
3 audience ... is (A singular verb form is more likely here as the focus is on the audience as a whole rather than individual members.)
4 orchestra performs/ performs
5 jury includes (A singular verb form is used here as 'include' focuses on the group as a whole rather than individual members.)
6 class have (A plural verb form is used as this is something the individuals did, emphasised by the use of 'all')
7 press presents/ present
8 The United Nations has/ have

UNIT 41

41.1
1 b any of his early paintings remains/ remain
2 c any of the food tastes
3 d any of Dr Jones's acquaintances knows ('know' is also possible, but a singular verb is perhaps more likely in the formal context that this example suggests)

2 a the number of vegetarians is expected
b a number of other museums ... charge
c A number of medicines relieve
d the number of victims ... exceeds
3 a Each of the pieces lasts/ last
b each of these factors influences ('influence' is also possible, but a singular verb is perhaps more likely in the formal context that this example suggests)

c Each player tries
d Each of the cars are/ is tested

41.2
1 are - wants
2 think - has (more likely than 'have' in this formal context)
3 has or have - has

UNIT 42

42.1
1 ✓ 'have' is 12 seems
2 ✓ also possible 13 ✓ 'has' is
2 ✓ also possible
3 ✓ 14 ✓
4 15 has
5 was 16 ✓
6 have 17 ✓ 'were' is
7 ✓ also possible 18 is
6 ✓ also possible
8 is 19 is
9 ✓ 20 say
10 go 21 ✓
11 are 22 want

42.2
1 have - have
2 ✓ 'are' is also possible, but less likely - expect/ expects
3 is - blames/ blame
4 ✓ was 'were' is also possible, but less likely - has/ have
5 admit/ admits - were
6 were - have
7 shows - is - believe
8 have - says/ say - are

UNIT 43

43.1
1 a ✓ b a computer
2 ✓ programmer c a film star
2 a ✓ b girls' school c the car
d door d cut on the/ her head
3 a ✓ b ✓ c a bottle of milk
dax a packet of biscuits e some toothpaste 
4 ✓ b ✓ songs about pollution
('pollution songs' is not a well-known class of songs)
5 ✓ a tool shed b spiders' webs
da armchair ✓ c the 500-piece jigsaw puzzle d glasses case

43.2
1 cover up
2 broken out
3 stopping over
4 get together
5 set out
6 stopover (related to 3)
7 get-together (4)
8 cover-up (1)
9 outbreak (2)
10 outset (5)

43.3
2 middle-of-the-road 3 round-
the-clock 4 step-by-step 5 once
in-a-lifetime 6 down-to-earth 7 man-in-the-street (alternatives are:
man/ woman in the street, or man
or woman in the street (usually
without hyphens)) 8 larger-than-
life

UNIT 44

44.1
1 an 6 a
2 a 7 an
3 an 8 a
4 a 11 a
5 a ('MiG') 12 an
is said /miG/
6 an 13 a
7 an

44.2
1 one-a
2 ✓
3 a-one
4 one-an
5 ✓
6 one-a
7 one-a ('one' would imply 'one and no more'; 'a' is more likely if this is a more general invitation to 'have some cake')
8 ✓ ('one' implies 'one and only one')
9 ✓ (both 'one and a' are possible)
10 one-a
11 one-a ('one' would emphasise the number and seems less likely than 'a' in this context)
12 ✓ (both 'one' and 'a' are possible)
13 a-one
14 one-a
15 a-one
16 ✓ (both 'one and a' are possible)

44.3
1 one/ a 7 one/ a
2 one 8 an
3 one 9 one
4 one/ an 10 one
5 a 11 one/ a
6 one 12 A

UNIT 45

45.1
1 a the world b a world
2 a a bright future b the future
3 a the past; b a past
4 a a deserted beach b the
beach ('a beach' is also possible here, meaning a particular but unspecified beach)

45.2
1 a customer
2 the individual/ an
individual (similar meaning)
3 the car
4 The television
5 the smoker

45.3
2 pleasure
3 importance
4 a sound
5 grammar
6 iron
7 a shampoo (= 'a type of
shampoo'; 'shampoo' is also possible)
UNIT 46

46.1
1 a
2 the
3 –
4 a
5 a/the – ('a' suggests that there are a number of marketing advisers; 'the' or '–' indicate that there is only one)
6 –
7 –
8 –
9 the –
10 a
11 –
12 an
13 the –
14 a
15 the
16 a-/–
17 –/A

46.2
1 the
2 (the)
3 (the)
4 the
5 (the)
6 (the)
7 the
8 the
9 this/ a
10 –
11 –
12 (this' would be unlikely here as the paint is not the topic of what comes next)

46.3
1 this/
2 –
3 – (this' introduces the woman as the focus of the next part of the story)
4 the –
5 a-/–
6 a
7 –
8 this (this' would be unlikely here as the paint is not the topic of what comes next)
9 the –
10 the –

UNIT 47

47.1
1 a Children (a general reference; specific children are not referred to) b the children (a specific reference, probably to my/your children)
2 a the agriculture (a reference to the agriculture in a specific area) b agriculture (a general reference)
3 a islands (reference to islands generally) b The islands (reference to a specific group of islands)

UNIT 48

48.1
1 (some)
2 some
3 –
4 (some)

48.2 Suggested answers are given
2 Some 30% of all city buses have been found to be unsafe.
3 An unexploded bomb has been found some 5 miles from the centre of Newham.
4 Some 25% of electricity will come from wind energy by 2020.
5 Some 200 jobs are to be lost at the Encon steel works.

48.3 Suggested answers are given
2 He's probably out with some girlfriend or other.
3 Maybe I lent it to some student in my geography class.
4 I think it's in some travel agent in the High Street.
5 Perhaps he's got to finish some report or other.

48.4
1 any
2 any/some ('any' suggests that I could eat none of the food; 'some' implies that I was able to eat some but not all of it)
3 anything
4 someone ('positive' meaning)
5 anything/something ('anything' suggests that he said that he did nothing at all wrong; 'something' suggests that he has been accused of a particular wrong-doing but denied this)
6 anyone
7 any
8 any
9 Some (= not all)
10
11 anyone/someone ('anyone' suggests that I don't want to lend it to any person; 'someone' suggests that I may have a particular person in mind (perhaps they have asked me to lend it to them))
12 anything

UNIT 49

49.1
2 ...no-one heard...
3 Not a drop...
4 ...no point...
5 ...nowhere else...
6 ...none of the hotels...
7 ...never going to get...
8 ...nothing wrong...

49.2
1 There aren't any in the cupboard.
2 ...there wasn't any point in protesting.
3 ...he didn't have anywhere else to go.
4 Isn't he ever going to get a job? (or Is he ever going to get a job?)
5 ...they couldn't find anything wrong with her.

49.3
1 There was no television.
2 ✓
3 ...had no seatbelts.
4 ...there was no signature on it.
5 ...no trees.
6 ...were no sweets in it.
7 ✓
8 ...there were no newspapers left.
49.4 Possible answers
2 Mr Carlson didn’t want to sell the painting, and no amount of money/persuading could make him change his mind.
3 I sent job applications to over a hundred companies, but not one of them invited me for an interview.
4 Smallpox used to be common all over the world but since 1978 not one case of the disease has been recorded.
5 The floor had dirty black marks all over it, and no amount of polishing could get it clean.

49.5
1 No problem./ No bother.
2 No wonder.
3 No chance. / No way.
4 No idea.
5 No comment.

UNIT 50

50.1 Suggested corrections/improvements are given
1 Sheila’s had many a lot of (more usual than ‘many’ in conversation) problems with her back for a lot of many years. She’s having an operation next week and she won’t be back at work for a good deal of a good many weeks afterwards.
2 ‘There’s bound to be a lot of/ lots of traffic on the way to the station. Perhaps we should leave now.’ ‘Don’t worry, there’s plenty of time left, and at this time of day many a lot of lots of people will already be at work.’
3 Many a lot of/ Lots of (more usual than ‘many’ in conversation) people think that hedgehogs are very rare nowadays, but when I was in Wales I saw many a lot of lots (more usual than ‘many’ in conversation).
4 A lot of Many have claimed that Professor Dowman’s study on current attitudes to politics is flawed. One criticism is that much far too many people questioned in the survey were under 18.
5 A lot of Much research has been conducted on the influence of diet on health, with a lot of many studies focusing on the relationship between fat intake and heart disease. However, a lot of much remains to be done. (‘much’ and ‘many’ are preferred in a written academic context).
6 While it is true that a lot of many thousands of jobs were lost with the decline of the northern coal and steel industries, a lot of many advantages have also followed. Much far too many cases of lung disease were recorded in the region, but with lower levels of pollution the number has declined. In addition, a great deal of a great many biotech companies have moved in to take advantage of the newly available workforce.

50.2
2 many a sunny afternoon
3 many a ship
4 its/the many golf courses
5 my many letters
6 his many expeditions (‘an expedition’ is also possible)
7 many a teacher
8 the many coffee shops

50.3
1 plenty of (‘a lot of’ is also possible)
2 a lot of (not ‘plenty of’)
3 a lot of (not ‘plenty of’)
4 a lot of (not ‘plenty of’)
5 plenty of (‘a lot of’ is also possible)

UNIT 51

51.1
1 …were all
2 …can all
3 …had all
4 …are all
5 All the children or The children all (both are possible)
6 all been

51.2
1 The whole process
2 Whole areas of the country
3 The whole trip
4 all of the towns
5 all of the pages/ whole pages
6 all the building/ the whole building (‘all the building’ suggests that we see the building as being made up of parts (a number of rooms, for example); ‘the whole building’ would be more likely in a formal context)
7 The whole room

51.3
1 every 7 each/ every
2 each 8 each
3 every 9 Every Each
4 each/ every 10 each/ every
5 each 11 every
6 every 12 each
7 In 4, 7, 9, 10, ‘each’ emphasises that we are thinking of the places/children/households/pages separately; ‘every’ suggests something like ‘all of’.

UNIT 52

52.1
1 few (‘a few’) would mean that a small number of people would disagree. It would be more likely after ‘but...’ than (‘and...’)
2 Little
3 few
4 the few/ a few
5 The little/ What little
6 A little
7 The few/ What few
8 Few
9 little
10 a little
11 a few
12 a few
13 the little/ what little
14 the few/ a few

52.2 Most likely changes are given
1 ‘...a bit of TV...’ (is perhaps more likely in this informal context)
2 ...there are only a few left. or ...
3 ...there aren’t many left.
4 ...there isn’t much more... or ...
5 ...there’s not much more... ...
6 ...not many... or ...only a few...
7 ...has had few female politicians...
8 ...exchanged few words...
9 ...a little more confident...
10 ...there seems to be little prospect...

52.3 Possible answers
1 Fewer students had a part-time job in 1980 than now. (‘Less students...’ would also be acceptable for some people)
2 Less (or Fewer) than 10% of female students had a part-time job in 1980.
3 Male students spend less money than female students on books. Students spend less on books now than they did in 1980.
4 Less (or Fewer) than 10% of female students walk to university now. Fewer students walk to university now than they did in 1980. (‘Less students...’ would also be acceptable for some people)
4 Male students spend less time on the phone now than female students.

Surprising results might be:
Female students now spend no less than 20% of their income on books. Female students spend no less than 6 hours a week on the phone.

UNIT 53

53.1 The relative pronoun can be omitted in 1, 3, 4, 7 and 10.

53.2
1 (‘that’ or ‘–‘) are more likely in an informal context
2 Julia’s father, who is over 80, has just come back from a skiing holiday.
3 The problems faced by the company, which I’ll look at in detail in a moment, are being resolved. (some people would use ‘that’ as an alternative)
4 She was greatly influenced by her father, whom she adored. (‘whom’ is formal)
5 He pointed to the stairs which/that led down to the cellar.
6 These drugs, which are used to treat stomach ulcers, have been withdrawn from release. (some people would use ‘that’ as an alternative)
7 The singer, who was recovering from flu, had to cancel her concert.
8 The minister talked about the plans for tax reform that/which/— he will reveal next month. (‘which’ is more likely in a formal context)
9 I have two older sisters whom/who/that I love very much. (‘whom’ is very formal)

53.3
1 ‘which’ is possible, but less likely than ‘that’ or ‘–‘
2 ‘whom’ seems rather formal here and less likely than ‘who’, ‘that’, or ‘–‘
3 ✓ ‘that I can’ is also possible
4 …much that can…
5 whom who
6 which ‘that’ or ‘–‘
7 The boy who took the photograph was paid £100.
8 ‘which’ is possible, but less likely than ‘that’
9 ‘which’ is possible, but less likely than ‘that’ or ‘–‘ in this informal context
10 ‘which’ is possible, but less likely than ‘that’

UNIT 54

54.1
2 + a The newspaper is owned by the Mears group, whose chairperson is Sir James Bex.

3 + g Parents whose children are between four and six are being asked to take part in the survey.
4 + b Children whose diets contain high levels of protein do better in examinations.
5 + f My aunt, whose first job was filling shelves in a supermarket, is now manager of a department store.
6 + c I enjoy growing plants in my garden whose flowers are attractive to bees.
7 + e The new regulations are part of a broader strategy whose objectives are to increase fish stocks.

54.2 Example answers
2 A widow is a woman whose husband has died and who has not re-married.
3 An actuary is a person whose job is to decide how much insurance companies should charge their customers.
4 A furnace is a container in which things are melted or burnt.
5 A gazebo is a small garden building in which people can sit to enjoy the view.
6 Polo is a sport in which horse riders hit a ball using hammers with long handles.

54.3
1 moments when (‘moments where’ is also possible, but less usual)
2 an agreement whereby
3 the area where
4 the reason why (‘…the reason we get on…’ and ‘…the reason that we get on…’ are also possible)
5 a method whereby
6 a condition where

54.4
1 whatever
2 whoever
3 whatever
4 whatever (or ‘what’)
5 whichever
6 (or ‘no relative pronoun’ or ‘which’)
7 whatever
8 whichever
9 (or ‘whoever’)

UNIT 55

55.1
2 He was the uncle of Ann Boleyn, after whose execution in 1542 he lost power.
3 It is her unmarried name by which she is better known.
4 Mr Marks, across whose farm the stream flows, is unhappy about the plans for the new dam.
5 The election result, about which there can be no doubt, is a great disappointment.
6 The building from which Mr Marcus emerged was little more than a ruin.
7 It is a medieval palace, in whose tower the king hid during the civil war.
8 I’m grateful to Alan Mackie, from whose book on the history of the bicycle this information comes.

55.2
2 Until 1914 the pound sterling was the currency in/with which most world trade was conducted.
3 They have changed the date on/ by which the furniture is to be delivered.
4 Pasteurisation was discovered by the French chemist Louis Pasteur, after whom it was named.
5 He was persuaded to stay in England by Charles Dickens, to whom he had shown his novel.
6 There are a number of safety procedures of which you should be aware.
7 Details are in the instruction manual with which the printer was supplied.
8 Ms Peters was left the money by her former husband, from whom she was divorced in 1995.
9 Ms Peters was left the money by her former husband, who she was divorced from in 1995.

55.4
1 The house which the thieves broke into...
2 ✓
3 ✓
4 ✓
5 The party, which I’ve been looking forward to all week...
6 ✓
7 ✓
8 ✓
9 ✓

UNIT 56
UNIT 56

56.1 The most likely answers are given.

2 I went on an IT training course with my colleague Paul.
3 Rubella, or German measles, is still a common childhood disease in many countries.
4 Four kilos of Beluga caviar, among the most expensive food in the world, has been ordered for James and Stephanie's wedding party.
5 One of the most popular modern writers for children is the Australian Paul Jennings.
6 Tony's father, and (her) trainer for the last ten years, was in the crowd to watch her victory.
7 Dr Andy Todd, head of Downlands Hospital, has criticised government plans to cut health funding.
8 Klaus Schmidt, the German 10,000 metres record holder and current European champion, is running in the Stockholm Marathon. (Or Klaus Schmidt, the current European champion and (the) German 10,000 metres record holder, ...)

56.2

2 + d The two countries having land borders with the USA, namely that is Mexico and Canada, have complained to the President about the new customs regulations.
3 + a The three most popular pets in Britain, namely that is cats, dogs and rabbits, are found in 25% of households.
4 + f The capital of Estonia, namely that is Tallinn, is situated on the Gulf of Finland.
5 + b The largest island in the world, namely that is Greenland, covers over 2 million square kilometres.
6 + c The 'consumers' of education, namely that is students, should have ways of complaining about poor teaching.

56.3

2 educated - I went to a reunion for students who were educated in the physics department during the 1980s.
3 being told off - As my aunt told me what she thought, I felt like a schoolboy who was being told off by his headmaster.
4 saying - There is a sign on the gate which says 'Entry forbidden'.
5 introduced - Across the river were some of the deer which were introduced into the park in the 19th century.

6 flowing - Rivers which flow into the Baltic Sea are much cleaner now than ten years ago.
7 being printed - The booklets which are being printed as we speak will be on sale later this afternoon.
8 needing - Anyone who needs further information can see me in my office.
9 elected - Mary O'Brien, the Democrat who was elected to the council only last week, has resigned.
10 built - We live in a house which was built in 1906.
11 being held - The protest march which is being held next week is expected to attract over 100,000 people.

UNIT 57

57.1 The most likely answers are given.

2 + e She's in the photograph on the piano.
3 + b I plan to cut down the tree in the back garden.
4 + a There's a team of people in green shirts.
5 + d I walked along the footpath by the canal.
6 + i The children can't get over the fence around the pool.
7 + g Go along the lane between the houses.
8 + j Jack's a boy with a quick temper.
9 + f Follow the main road from Paris to Lyons.
10 + h She's a teacher from New Zealand.

57.2

2 She's in the photograph which is on the piano.
3 I plan to cut down the tree which is in the back garden.
4 There's a team of people who had/ were wearing green shirts.
5 I walked along the footpath which runs/ goes by the canal.
6 The children can't get over the fence which is around the pool.
7 Go along the lane which runs between the houses.
8 Jack's a boy who has a quick temper.
9 Follow the main road which runs/ goes from Paris to Lyons.
10 She's a teacher who is/ comes from New Zealand.

57.3 Possible answers are given with some alternatives

2 Teachers (who work/ working) at Queen's College in the city centre, who went on strike last week, have appointed Jacqui Smith, the head of English, as their spokesperson.
3 Marge Scott, who has died aged 95, was the first woman (to be) educated at Marston College in south Wales. / Marge Scott, the first woman (to be) educated at Marston College in south Wales, has died aged 95.
4 The conference (held/ held) in Singapore, which approved the world trade agreement drawn up by European and Asian states, has now ended.
5 A book on gardening, All about Plants, that/ which Mary wanted to borrow, wasn't available in the library. / A book on gardening called All about Plants that/ which Mary wanted to borrow wasn't available in the library.
6 A painting found in a second-hand shop by Beth Sands, an antique dealer from York, is thought to be by J.M.W. Turner, the British landscape artist. / (or... by the British landscape artist J.M.W. Turner.)

57.4

1 The sentence could mean: (i) that a man was wearing a grey suit - he was talking; (ii) the ridiculous that a man was talking with a grey suit. To remove the ambiguity the sentence should be: A man (who was) wearing a grey suit was talking.
2 The sentence could mean: (i) that the lorry was carrying thousands of stolen cigarettes - it was stopped by a police officer; (ii) (the ridiculous) that the police officer was carrying thousands of stolen cigarettes at the time s/he stopped the lorry. To remove the ambiguity the sentence should be: A lorry (which was) carrying thousands of stolen cigarettes was stopped by a police officer.
3 The sentence could mean: (i) that I am going to discuss the matter with my parents; (ii) that I am going to decorate the room and my parents will help decorate it with me; (iii) (the ridiculous) that I am going to use my parents as decoration in the room! To remove the ambiguity the sentence should be: I discussed with my parents my plan to decorate the room. (To mean (i) or I discussed my plan to decorate the room with the help of my parents (to mean (ii)).

UNIT 58

58.1

2 Dressed (or Being dressed) all in black, she couldn't be seen in the starless night.
3 Not having a credit card, I found it difficult to book an airline ticket over the phone.
4 Being unemployed, Keith spent a lot of time filling in job application forms.
5 Walking quickly, I soon caught up with her.
6 Built of wood (or Being built of wood...), the house was clearly a fire risk.
7 Having been told off the day before for arriving late, I was eager to catch the bus in good time.
8 Not knowing where the theatre was, she asked for directions at the hotel reception.
9 Being a nurse, she knew what to do after the accident.
10 Having spent his childhood in Oslo, he knew the city well.

58.2
1 D (first implied subject = 'I'; second subject = 'a car') Waiting for the bus, I was splashed all over by a car that went through a puddle. While I was waiting for the bus, a car went through a puddle and splashed water all over me.
2 S (subject in both clauses = 'James')
3 S (subject in both clauses = 'Suzanne')
4 D (first implied subject = 'we'; second subject = 'the town') Looking down from the hill, we could see the town spread out before us towards the coast. As we looked down from the hill, we could see the town spread out before us towards the coast.
5 D (first implied subject = 'I'; second subject = 'the boat') I was feeling rather sick as the boat ploughed through the huge waves.
6 S (subject in both clauses = 'the plant')

58.3
1 Not wishing to boast...
2 Pretending not to notice...
3 Determined not to be beaten...
4 Not feeling well...
5 Not bothering to put on his coat...
6 Trying not to cry...

58.4
1 Having parked or Parking (similar meanings)
2 Having moved or Moving (perhaps a similar meaning; however, 'Moving' could imply a move that is in progress or is anticipated)
3 Walking
4 Having waited
5 Having suffered

UNIT 59
59.1
2 While being interviewed...
3 Before taking...
4 While welcoming...
5 Since being overthrown... (or After being overthrown...)
6 Through working... (or After working...)
7 Before being sold...
8 After leaving...

59.2
2 a By giving up sugar, she soon began to lose weight.
3 + e In turning down the job, she gave up the possibility of a huge salary. ('By turning down' is also possible. However, 'In turning down' focuses on the consequence of the action and so is perhaps more likely here.)
4 b By moving to a smaller flat, she saved over a hundred pounds a month. ('In moving...' is also possible. However, 'By moving...' focuses on the method used to save money.)
5 f On entering the classroom, she was surprised when all the children stood up quietly.
6 c + e In criticising her father, she knew that she might offend him. ('By criticising' is also possible. However, 'In criticising' focuses on the consequence of the action and so is perhaps more likely here.)

59.3
1 With Kathy having flu we couldn't go on holiday.
2 Without having more information, I won't be able to advise you.
3 Without realising it, he had solved the problem.
4 With time running out before the train left I couldn't wait for Ken any longer.

59.4
2 + e Popular with his fellow pupils, he was elected head boy at the school.
3 + a Although exhausted, she continued to climb.
4 + c Determined to do well in the concert, she practised for hours every day.
5 + b Attractive to butterflies, the flowers are a welcome addition to any garden.
6 + d Where necessary, students can refer to their dictionary.

UNIT 60
60.1
2 prepared (herself)
3 prides itself on
4 occupied themselves with/ by ('with' and 'by' could also be omitted: 'occupied themselves reading and drawing')
5 adapt (yourself)

6 trouble himself about/ with
7 dress (herself)
8 hid (myself)
9 absent himself from

60.2
1 me
2 myself
3 us
4 them
5 yourself
6 himself ('him' is also possible if 'he' and 'him' refer to different people)
7 herself ('her' is also possible if 'she' and 'her' refer to different people)
8 me

60.3
1 his old self
2 got ourselves vaccinated or got vaccinated
3 ✓
4 had themselves checked
5 he'd caught hepatitis himself
6 ✓ (however, some people think this is incorrect and would use 'Tony and I')
7 we're going to occupy ourselves
8 they can't reach it themselves

UNIT 61
61.1
1 ones some 5 ✓
2 6 ✓
3 ones some 7 ones one
4 ...one one... 8 ones some or ...have some
5 mint instead.

61.2
1 ones
2 ones
3 No
4 one
5 No ('my ones' is possible, but some people avoid it. 'Can you do mine, too, please?' is much more likely)
6 No ('ones' would be unlikely here, referring to a group of people)
7 ones
8 one
9 No
10 No
11 No ('your ones' is possible, but some people avoid it. 'Are these yours?' is much more likely)

61.3
3 (ones) Note that some people think that 'those ones' is incorrect.
4 (one) 10 (one)
5 ✓ 11 ✓
6 (one) 12 (one)
7 ✓ 13 (ones)
8 (ones) 14 ✓
9 (ones)
UNIT 62

62.1
1 'I doubt it' is also possible.
3 I hope so.
4 I suppose so.
5 I think so.
6 Yes, I hear (that) she is. ('So I hear' is also possible; see E)
7 I guess so.
8 He says so.
9 I promise (that) I will.
10 I'm sure (that) you will.

62.2
2 ...he said not.
3 ...I suppose not. or ...I don't suppose so.
4 I don't think so. ('I think not' would be rather formal here.)
5 I don't expect so. ('I expect not' is also possible, but rather formal. It also expresses a more definite belief that Alex will not be staying.)
6 I suspect not.
7 It doesn't appear so. or It appears not.
8 I assume not.
9 ...I didn't say so.

62.3
2 Yes, they are.
3 Yes, it has. or So it has.
4 Yes, you did.

62.4 Possible answers
2 So I understand.
3 So I gather.
4 So it appears.
5 So he tells me.

UNIT 63

63.1
2 She was asked to teach more classes, and was happy to do so.
3 My French hosts gave me snails to eat, but I did so very reluctantly.
4 The company wanted to build a dam on the site, but they were prevented from doing so by local opposition.
5 All EU countries agreed to implement the new regulations on recycling plastic, but so far only Finland and Austria have done so.
6 The water freezes in the cracks in rocks, and as it does so it expands.

63.2
1 do so
2 do (not 'do so'); habitual action
3 doing so
4 do (not 'do so'); 'enjoy' refers to a state
5 does so
6 do (not 'do so'); 'smell' refers to a state
7 do (not 'do so'); habitual action
8 did so

UNIT 64

64.1
2 Yes, we should have booked tickets in advance. or Yes, we should have booked tickets in advance.
3 Yes, we might be staying in New Zealand permanently. or Yes, we might be staying in New Zealand permanently.
4 Yes, I'm sure they will have been taken by now. or, Yes, I'm sure they will have been taken by now.
5 No, I haven't had dinner yet.
6 Yes, I am going to Steve's party.
7 Yes, I would have missed the train, or Yes, I would have missed the train.
8 No, I can't see him anywhere.
9 No, he couldn't have been looking, or No, he couldn't have been looking, or No, he couldn't have been looking.

64.2
1 do
2 have (done)
3 does or has ('does' replaces 'he never writes'; 'has' replaces 'he has never written')
4 do
5 (do)
6 hasn't or doesn't
7 is
8 have (done) or did
9 have or do
10 (do) or (be) ('do' replaces 'pay for the meal'; 'be' replaces 'be enough to pay for the meal')

64.3
2 would/ might be
3 might/ should be
4 should be
5 might/ would be
6 should/ would be ('should without 'be' is also possible, replacing 'says')
7 would/ might be
8 might/ would be

UNIT 65

65.1
1 b claims to
2 a expected to b expected it to be
3 a used to b used to be

65.2
1 opportunity (to)
2 hated to
3 refused (to)
4 choose to
5 determined (to)
6 deserved to
7 idea (to)
8 delighted (to)
9 prefer to
10 afford to

65.3
1 ...if you like to.
2 (or ...you'd like to.)
3 ...she doesn't want to.
4 (or ...if she'd like.)
5 (or ...where I want to.)
6 ...if you don't want to.
(However, 'if you don't want' is sometimes used in colloquial speech)
7 (or ...if they want to.)
8 ...I'd like to very much.
9 ...you like. ('...you'd like to' is also possible)
10 ...so I didn't like to.
11 (or ...you want.)

UNIT 66

66.1 Suggested corrections are given
2 a lone figure or a figure walking alone
3 ✓
4 a happy/cheerful person or a person who was always glad and smiling
5 his sleeping daughter or his daughter, who was asleep
6 frightened passengers or passengers on board who are afraid
7 ✓
8 a similar age
9 ✓
10 The girls, who were sorry for their behaviour, apologised to their teacher. or The girls apologised to their teacher because they were sorry for their behaviour.

66.2
1 a utter/inevitable
b inevitable.
2 a unsafe ('domestic' would only be possible here if we wanted to emphasise that the equipment was for use in the home (i.e. domestic) rather than another kind of equipment)
b domestic/unsafe
3 a educational/entertaining
b educational/entertaining
4 a serious
b serious/underlying
5 a legal/stupid b legal/ stupid
UNIT 67

67.1 The most likely answers are given
1 almost/ practically complete
2 a very professional
3 mainly cotton
4 absolutely excellent
5 very clear
6 completely illegal
7 very popular
8 an almost permanent
9 very attractive
10 exclusively/ mainly male
11 very visible
12 mainly/ completely/ largely underground

67.2 Suggested answers:
2 I'd be incredibly upset.
3 I'd be rather angry.
4 I'd be a bit embarrassed.
5 I'd be extremely annoyed.

67.3 Suggested corrections are given, but others are possible
1 extremely old
2 ✓
3 absolutely useless
4 very happy
5 'reasonably unique' is unlikely; more likely is, for example, 'almost unique'
6 ✓
7 ✓
8 quite small
9 perfectly comfortable
10 ✓
11 reasonably quiet
12 virtually impossible
13 ✓
14 really terrible
15 simply awful
16 ✓

67.4
1 fairly/ really
2 really/ fairly (both correct)
3 fairly/ really
4 pretty/ very (both correct)
5 very/ pretty
6 pretty/ very-
7 really/ fairly-
8 really/ very (both correct)
9 pretty/ very-
10 fairly/ pretty (both correct)

UNIT 68

68.1 The most likely answers are given
2 an empty 8 a critical
3 very late 9 late
4 very critical 10 original
5 a straight 11 very straight
6 false 12 very false
7 very empty

68.2
2 a highly technical b technical
3 a very human b human
4 a largely academic b academic
5 a private b intensely private
6 a diplomatic b extremely diplomatic

68.3 Possible answers are given
2...nice and quiet.
3...lovely and soft.
4...nice and juicy.
5...good and ready.

UNIT 69

69.1
2...the problems identified. (or the identified problems.)
3 Interested visitors...
4...the sheet provided.
5...with flights included.
6...the resulting publicity... (or the publicity resulting...)
7...any remaining cheese. (or any cheese remaining.)

69.2 Some possible participle adjectives are given
1 that achieved/ recorded
2 those grown/ produced
3 those produced/ manufactured
4 that recorded
5 those living
6 ✓
7 ✓
8 quite small
9 perfectly comfortable
10 ✓
11 reasonably quiet
12 virtually impossible
13 ✓
14 really terrible
15 simply awful
16 ✓

UNIT 70

70.1
1 to reduce
2 to cheat or cheating
3 knowing
4 to leave
5 to see (or to know)
6 to underestimate or underestimating
7 to open or opening
8 talking
9 earning
10 to resign or resigning
11 to panic
12 turning

UNIT 71

71.1
1 repeatedly
2 in/ with despair (‘despairingly’ is also possible)
3 in/ with anticipation
4 reputedly
5 disappointedly
6 in a relaxed way/ manner/ fashion
7 determinedly
8 in/ with satisfaction (‘in a satisfied way/ manner/ fashion’ are also possible)
9 in an organised way/ manner/ fashion
10 agitatedly

71.2
1 a most b mostly
2 a short b shortly
3 a directly b direct
4 a wide b widely
5 a highly b high
71.3
1 ✓
2 ...to me in a friendly way/ manner/fashion.
3 ✓ (or ...fine...)
4 ...flatly refused.
5 ✓ ('...very clear' is also possible in informal contexts)
6 ...in a cowardly way/ manner/fashion...
7 ...justly renowned.
8 ...slowly turned...
9 'thrive' is grammatically correct, but some people would use 'thin' in informal contexts
10 ...loudly applauded...

UNIT 72
72.1
1 more scared
2 deeper or more deep (for emphasis)
3 more pretty
4 colder or more cold (for emphasis)
5 stronger
6 more real
7 longer; more winding
8 more naughty
9 more bored
10 harder
11 truer or more true (for emphasis)
12 more right

72.2
1 more useless
2 more complex
3 more clever or cleverer (more usual)
4 more exciting
5 more wealthy or wealthier (more usual)
6 more worried
7 more recent
8 more pleasant or pleasanter (more usual)
9 more dirty or dirtier (more usual)
10 more powerful
11 more alert

72.3
'the' can be left out in 2, 4 and 5.

72.4
1 in
2 of
3 of
4 in or of (both are possible)
5 in

UNIT 73
73.1
2 The Downtown Hotel is not such a pleasant place to stay as the Strand Hotel. or The Downtown Hotel is not as pleasant a place to stay as the Strand Hotel.
3 The President's address to the nation is as important a speech as he is ever likely to make in his career.

74
1 It wasn't such a big problem as I first thought. or It wasn't as big a problem as I first thought.
2 Theresa's dog is as ferocious an animal as I've ever seen.
3 She's not such a fluent Greek speaker as she claims to be, or She's not as fluent a Greek speaker as she claims to be.

73.2
1 as many as 5 as little as
2 as few as 6 as few as
3 as much as 7 as little as
4 as many as 8 as much as

73.3
2 + a Her handwriting was so untidy as to be nearly illegible.
3 + c The bookcase was so heavy as to be almost impossible to move.
4 + c The CD was so badly scratched as to be unplayable.
5 + f The plot of the novel was so complicated as to be completely incomprehensible.
6 + b The difference between the results was so small as to be insignificant.

73.4
1 How serious an injury
2 as serious as
3 bad enough to
4 ✓ or not as fit as
5 not such a good player as or not as good a player as
6 go so far as to say
7 sufficiently well or well enough
8 as speedy a recovery as possible

UNIT 74
74.1
1 I expect Sue to win the race easily.
2 He regretted missing the concert greatly. or He greatly regretted missing the concert.
3 I secretly hated playing the piano... (more likely than 'I hated playing the piano secretly, although my parents thought I loved it.' This would mean that my parents thought I loved playing the piano secretly.)
4 He calmly started to walk across... or He started to walk calmly across...
5 She kindly offered to do the work.
6 Ray hurriedly finished speaking and sat down, or Ray finished speaking hurriedly and sat down.
7 I simply don't remember putting it down.
8 We look forward to hearing from you soon.
9 They deliberately tried to ignore me, or They tried to ignore me deliberately.
10 I don't pretend to understand the instructions completely.

74.2
2 She waited nervously until her name was called. (manner + time)
3 The road climbed steeply through the mountains. (more likely than ...through the mountains steeply) (manner + place)
4 As a punishment she had to be at school early for the next two weeks. (adverb + prepositional phrase; both time)
5 As I left, I locked the door securely. (object + adverb)
6 We’re travelling around Australia during the summer. (place + time)
7 The house is by the river, just downstream from the bridge. (adverb + prepositional phrase; both place)
8 She was able to describe accurately the exact details of the house where she had lived as a baby. (adverb + long object)
9 In hospital she had to lie for a week with her right leg suspended in mid air. (time (short) + manner (long))
10 He swam rapidly for a few minutes and then got out of the pool. (manner + time)
11 If you leave now, you should be at home by nine o’clock. (place + time)
12 They enjoyed themselves immensely at the party. (object + manner + place)

74.3
2 ✓ or Next, vigorously beat the eggs in a small bowl. (Both of these are more likely than Next, beat the eggs in a small bowl vigorously).
3 I thought I’d securely locked the luggage. or I thought I’d locked the luggage securely.
4 I stopped playing tennis regularly... (more likely)
5 ✓ or Rafter was beaten easily in the final. Rafter was beaten in the final easily.
6 She always brings sandwiches from home.
7 No, they moved away last year.
8 The local residents welcomed warmly the decision... or The local residents warmly welcomed the decision...
9 ✓

UNIT 75
75.1
2 a I was brought up to earn money honestly...
   b Honestly, I'm perfectly capable of putting up the shelf myself.
3 a She admitted frankly...
   b Frankly, I went to sleep during his lecture...
UNIT 76

76.1
2 ...and out jumped Nick.
3 Outside the door stood two small children.
4 In the park the boys were playing cricket, despite the wet conditions. (no inversion)
5 Inside the church the choir was singing one of my favourite carols. (no inversion)
6 Around her neck hung a jade necklace.
7 Down the hill the horse ran quickly. (more likely than ‘Down the hill ran the horse quickly.’)
8 ...and up the tree it climbed.
9 ...and in marched a delegation from the striking workers.
10 ...across the room it flew. (no inversion)
11 ...away swam the fish.
12 ...in the corner was a very old grandfather clock.
13 Around the town she drove (no inversion) for hours looking for the art gallery, until in a side street she spotted (no inversion) the place.
14 Through the window Megan watched sadly. (more likely than ‘Through the window watched Megan sadly.’)
15 In the office Ann found (no inversion) it difficult to concentrate, but at home she worked (no inversion) more efficiently.
16 In Japan they saw (no inversion) a volcano erupting, and in Indonesia they experienced (no inversion) an earthquake.

UNIT 77

77.1
1 very much
2 much/ very much
3 very/ much/ very much
4 very much
5 much/ very much
6 much/ very much
7 very
8 very/ much
9 very much
10 much/ very much

77.2
1 too 5 very/ too
2 very/ too 6 too
3 very 7 very
4 very 8 too

77.3
1 ... and he even offered...
2 I will only be...
3 ...on the basis of price alone.
4 ... and even the smallest donation can make...
5 ...he has even asked Claire...
6 Only John knew... (or John alone knew...)
7 Advertising alone...
8 Admission alone...

UNIT 78

78.1 A number of positions for these adverbs are possible, depending on the wider context and the particular emphasis that the speaker writer wants to give. The first answer below gives perhaps the most likely position in many contexts, and then alternatives.

2 ...Presumably, the idea is to welcome visitors from other countries. or The idea, presumably, is to welcome... The idea is, presumably, to welcome... other countries, presumably.

3 The builders generously agreed to plant new trees to replace the ones they had dug up. or Generously, the builders agreed... The builders agreed generously to plant...

4 Most people rightly believe that the prisoners should be released. or Rightly, most people... Most people believe, rightly, that...

5 Obviously, she knew more about the robbery than she told the police. or She obviously knew... She told the police, obviously.

6 He carelessly broke the window when he was painting. or Carelessly, he broke...

7 She bravely picked up the spider and put it outside. or Bravely, she picked up... She picked up the spider bravely...

8 Interestingly, this was the only map I could find that includes the village of Archerstone. or This was, interestingly, the only map...

78.2
2 ... outwardly she looked remarkably calm.
3 ... environmentally it is no longer the problem it once was.
4 ... industrially it is relatively undeveloped.
5 ... visually the performance was stunning.
6 ... financially we’d be much better off if we moved there.
7 ... politically he claims to be a socialist.
8 ... technically she could be sent to prison.

78.3 Suggested answers are given

2 In geological terms, limestone is a relatively new rock.
3 The building is similar to the opera house in Milan in terms of architecture.
4 From a grammatical point of view the essay was well written, but its style was inappropriate.
5 The election was clearly rigged and the result is a severe blow to the country as far as democracy is concerned.
UNIT 79

79.1 1 as/when (‘when’ emphasises a direct connection between kicking the ball and falling over – it suggests that kicking the ball caused her to then fall over; ‘as’ suggests ‘at the same time as’ – kicking and falling happened simultaneously)
2 When (more likely than ‘While...’: talking about a period of our lives)
3 When
4 While/As
5 while/when (‘as’ could mean ‘because’ here)
6 when
7 When
8 As/When
9 as
10 While/As
11 when (‘as’ is also possible and would imply that the sound happens at the time the computer is being switched on; ‘when’ is more likely, however, as a sound of this kind is more likely to follow switching on)
12 As (‘When’ would be possible if ‘continued’ meant ‘restated’)
13 As/When (‘When’ might suggest ‘just after’ the car went by)
14 When/As
15 while/as
16 when
17 As/When (‘When’ suggests ‘By the time the paint is dry’; ‘As’ emphasises a continuous change during the period it is drying)

79.2 1 until 5 Before/Until
2 Before/Until 6 until
3 before/until 7 before/until
4 before 8 until

79.3 Possible answers are given
2 ...than he broke his arm.
3 ...when it rang again.
4 ...than it was time to start work again.
5 ...before members of the audience started to criticise her.
6 ...when the engine cut out.

UNIT 81

81.1 2 + h He packed his suitcase with the books at the bottom so as not to/ in order not to crush his clothes.
3 + a Bus fares in the city are being cut so as to/ in order to encourage people to use public transport.
4 + f We crept quietly towards the deer so as not to/ in order not to frighten them away.
5 + c I walked around the outside of the field so as not to/ in order not to damage the growing crops.
6 + b We put up a fence so as to/ in order to prevent people walking across the grass.
7 + g She looked down at the book in front of her so as to/ in order to avoid his gaze.
8 + e The roadworks were carried out at night so as not to/ in order not to disrupt traffic too much.

UNIT 82

82.1 2 + b Frightened though/ as she was, she forced herself to pick up the snake.
3 + e Scarce though/ as food became, they always found enough to share with me.
4 + c Experienced though/ as the climbers were, they had never faced such severe conditions before.
5 + a Confusing though/ as the instructions first appeared, they were very useful when I looked at them in detail.
6 + h Disgusting though/ as it looked, it was actually quite tasty.
7 + f Confident though/ as she felt, she knew the examination would not be easy.
8 + d Successful though/ as their new products have proved, the company is still in financial difficulties.

82.2 2 In spite of being much younger than the others, he was the most outstanding footballer in the team.
3 In spite of eating a big lunch, he had a three-course meal in the evening.
4 In spite of her fear, she allowed the spider to be placed in her hands.
5 In spite of her obvious intelligence, she finds it difficult to express her ideas in writing.
UNIT 84

84.1
2 Had you not been absent from school on Friday, you would know what you have to do for homework.
3 Were Clare's friends still living in Brussels, she would have been able to stay with them. (or Were her friends still living in Brussels, Clare would...)
4 Were the workers prepared to accept a wage cut, the shop would not have had to shut down.
5 Should the financial performance of the company not improve in the near future, we shall have to reduce the number of staff employed.
6 Had the salary been higher, I might have considered taking the job.

84.2
1 X If I press this button...
2 ✓
3 ✓
4 X If the disease is untreated...
   (or...goes untreated...)
5 ✓
6 X If you complain about me...
7 ✓

84.3
1 If I happen to see Karen when I'm in Rome...
2 X
3 ...if you happen to live nearby.
4 X
5 If you happen to be in the south of Spain next week, ...

84.4 Possible answers are given using the notes
2 ...overcome with a great weariness.
3 ...trying to imagine what it contained.
4 ...to agree with everything Julie said. (or...agreeing with...)
5 ...it had been reversed into a wall.

UNIT 85

85.1
2 + d Were the government to increase university fees, there would be an outcry from students.
3 + a Were anyone to lean against the window, the glass would certainly break.
4 + c Were I not already busy in August, I would gladly accept your invitation.
5 + b Were you to see the conditions in which the refugees are living, you would be horrified.

UNIT 83

83.1 Suggested answers are given
2 ...give me a call/...take it back to the shop.
3 ...tell him I want to see him/...ask him to come and see me.
4 If you see any large, hairy spiders in the grass/...If you come across any snakes on your walk....

83.2
1 The present perfect suggests 'if you previously studied Macbeth...'; the present simple suggests 'if you study Macbeth in the future, then you will (get to) know...'  
2 leave/ have left...meet. The present perfect and the present simple have a similar meaning. 
3 break/ have broken...have to. The present perfect suggests that you may have broken it (perhaps I think you have); the present simple may be a warning or threat about a possible future event.
4 doesn't arrive/ hasn't arrived...give. The present perfect and the present simple have a similar meaning.
5 haven't filled in/ don't fill in...need. The present perfect suggests 'if you previously filled in an application form'; the present simple may imply 'If you don't fill in an application form now, you will need to do so...' 
6 don't help/ haven't helped...go. The present perfect and the present simple have a similar meaning.

83.3
1 were to hold 4 belonged
2 doubted 5 understood
3 were to switch 6 were to close

83.4
2 If it weren't for his anxiety over Bridge's happiness would have been complete.
3 If it hadn't been for the terrible weather, we would have gone walking this weekend.
4 Were it not for the intervention of the government (or...for (the) government intervention...), the strike would probably still be going on.
5 Had it not been for the arrival of the police (or...for the police arriving...), the fight could have got out of hand.
6 But for the sound of birds singing, everything was quiet.
7 If it wasn't for the United Nations, there would have been far more wars in the last 50 years.
8 If it hadn't been for the roadworks on the motorway we would have been here two hours ago.
9 Were it not for the fact that he comes from a wealthy family, Paul could not have gone to the USA to study.

83.5
1 a + d While horse riding is an expensive pastime, more and more people are taking it up.  
   (not More and more people are taking it up, while horse riding is an expensive pastime.) 'Whereas' is not possible.
2 + e Whereas/While a decade ago we used to get a lot of blackbirds in our garden, we rarely see them today. (or We rarely see them today, whereas/while a decade ago we used to get a lot of blackbirds in our garden.)
3 + b Whereas/While the true number of unemployed is over a million, the government says it is under 500,000. (or The government says it is under 500,000, whereas/while the true number of unemployed is over a million.)
4 + d While the temperature is below freezing, it actually feels quite warm when the sun is out. (not It actually feels quite warm when the sun is out, while the temperature is below freezing. 'Whereas' is not possible.

The clause beginning 'while' or 'whereas' can come after the main clause in 3 and 4.
85.2 Possible sentences are given
2 Imagine you were to inherit a million dollars.
3 Suppose your parents were to tell you they were emigrating to Canada.
4 Supposing Spain were to win the World Cup.
5 Imagine the population of Britain were all Buddhist.

85.3
2 even if it were
3 even if she were
4 as if I were
5 as if she were
6 even if I were
7 as if it were
8 even if they were

85.4 Possible answers
2 I'm not happy about Katie going to Thailand alone. I'd sooner she were going with friends.
3 'If you're unhappy with your new car, why don't you ask for your money back'? 'Well, if only it were as easy as that.'
4 I know you haven't got much time, but if I were you I'd have breakfast before you leave.
5 Forgetting to wear my shoes to school was embarrassing and I'd rather it were forgotten by my classmates.
6 I'm very fond of Sebastian, but I wish he were not so critical of his employees.

85.5
1 ...tiredness, as it were, descending...; or ...tiredness descending, as it were, upon her...; or ...tiredness descending upon her, as it were...
2 The virus, as it were, hides...; or The virus hides, as it were, behind...; or The virus hides behind healthy cells, as it were...; or ...being attacked, as it were.
3 ...Frank, as it were, returned from the grave...; or ...Frank returned, as it were, from the grave...; or ...Frank returned from the grave, as it were...

UNIT 86
86.1
2 + d Unless alternative sources of funding are found, the research will not be able to continue.
3 + c Unless the roads have changed in that part of town, I'm sure I'll be able to find my way there.
4 + a Unless the weather starts improving soon, the farmers will lose their crops.
5 + c Unless it's ridiculously expensive, I think I'll buy that painting.

86.2
6 + f Unless you have been unemployed for six months, you are not entitled to state benefit.

86.3
1 i/ whether 8 i/ whether
2 whether 9 whether
3 whether 10 i/ whether
4 i/ whether 11 whether
5 whether (or informally 'if') 12 i/ whether
6 whether informally 'if' 13 whether (or
7 i/ whether 'if')

UNIT 87
87.1
2 A small boy was kicking a ball against a wall; otherwise, the street was deserted.
3 I couldn't remember meeting him before, yet his face seemed familiar.
4 A mass evacuation of islanders is taking place. Meanwhile, the volcano continues to erupt.
5 A: Why don't you like that new French restaurant? B: For one thing, it's too expensive.
6 Karen came down with flu while we were on holiday.
7 My landlady didn't mind me having parties in my room as long as the rent was paid on time.
8 One way of getting rid of weeds is to dig them out. Alternatively, you could poison them.

87.2
1 Nevertheless 8 Meanwhile
2 while 9 while
3 even though 10 Before
4 Even so 11 As a result
5 Instead 12 unless
6 whereas 13 At that time
7 so

87.3 Example answers are given
2 However hard you might exercise, it is difficult to lose weight without cutting down on the amount you eat.
3 However much we enjoy being together, it is important to spend some time apart.
4 Professor Malcolm is always happy to spend time with his students, however busy he might be.

UNIT 88
88.1
1 across 5 across
2 across/ over 6 across
3 over 7 across
4 across/ over 8 over

88.2
1 along/ through 2 Across
3 through 4 across/ over
5 over (all over' is more likely than 'all across' or 'all through') 6 along

88.3
1 under
2 ✓ ('under' is also possible)
3 below
4 over
5 ✓ ('over' is also possible)
6 ✓ ('over' is also possible)
7 over
8 under
9 ✓ ('above' is also possible)
10 above

88.4
1 + c below par (or 'under par')
2 + e below the belt = cruel or unfair
3 + b under her belt = successfully completed
4 + f under a cloud = people disapprove of someone
5 + g over the top = extreme behaviour; indicating disapproval
6 + a over and above = in addition to
7 + d across the board = applies equally to all areas

UNIT 89
89.1
1 between 6 between
2 among 7 among
3 between 8 among
4 between 9 between
5 among

89.2
2 between/among the pupils
3 between amateur
4 among teenagers
5 between/among his remaining relatives
6 among its clients
7 between intake of refined sugar
8 between cooking
9 among my closest friends
10 between the striking dockers

UNIT 90

90.1
1 ✓ 6 ✓ 11 ✓
2 X 7 X 12 ✓
3 ✓ 8 ✓ 13 X
4 ✓ 9 ✓ 14 X
5 X 10 X 15 ✓

90.2
1 a by b until ('until' would also be possible in a. It would mean, however, that up to the time dinner was served I was hungry, and then when it was served (but before I ate it) I was not. Perhaps the food was so unappetizing that I couldn't face eating it; 'by' in a simply means that I was hungry when dinner was served)
2 a until b by
3 a by b until
4 a Until b By ('By' would also be possible in a)
5 a by b until
6 a by b until

90.3
1 Ovet/ During 5 until now
2 So far 6 during
3 Until now 7 until
4 so far 8 by

UNIT 91

91.1
1 except
2 except or except for
3 except or except for
4 except
5 except for (in informal contexts); more formally, 'but for' is possible
6 except
7 except or except for (in informal contexts)
8 except or except for
9 except or except for (in informal contexts)
10 except for (in informal contexts); more formally, 'but for' is also possible
11 except or except for
12 except
13 except
14 except

91.2
1 besides except for
2 Besides ✓
3 except-for besides
4 Except for Besides

5 besides except (for)
6 except for ✓

91.3
2 + a But for the interruptions caused by the bad weather, the building would have been completed by now.
3 + c But for the supply of food and medicines by the charity (or But for the food and medicines supplied by the charity...), many more people would have died in the famine.
4 + f But for the shelter provided by the trees, the wind would have caused even more damage to the house.
5 + b But for the threat of sanctions by the EU (or But for the sanctions threatened by the EU...), human rights would not have improved in the country.
6 + b But for the loan from the bank (or But for the loan the bank gave me.../...given to me by the bank...), I would not have been able to set up my business.

UNIT 92

92.1
1 after/ on/about
2 after/ for/about
3 after/ of/about (both 'of' and 'about' are possible, but 'of' is more formal)
4 after/ from with
5 of/ with/ on
6 from/ after/ about
7 of/ on/ with
8 of/ about/ on

92.2
1 after
2 after
3 of/ about
4 with (note that 'to' would also be possible)
5 for
6 about
7 on (note that 'to' would also be possible)
8 of ('about' is unlikely in this formal context)
9 about
10 after/ about
11 with
12 of
13 about
14 about
15 about
16 on ('about' is also possible but less natural here)

92.3
1 acted on = did what someone else advised or suggested; acted for = represented (usually a professional person such as a lawyer or accountant)

2 thinking... about = concentrating on; think of = asking about an opinion
3 was called after = was given the same name as; called for = demanded
4 worked for = was employed by; works with computers = uses computers a lot in her work
5 counting on = depending on; counts for little = is of little value

UNIT 93

93.1
2 improvement in
3 pride in
4 advice about/ on
5 interview with ('in' is also possible. 'with' highlights that staff from The Daily Herald conducted the interview; 'in' indicates that what is being referred to is the published article in the newspaper which comprises the interview or includes a report of it)
6 admiration for
7 discussion about/ on
8 shame at/ about
9 vaccination against
10 influence on
11 amazement at
12 lack of

93.2
2 sign of stopping
3 decision to allow
4 reason to worry
5 risk of transmitting
6 ability to remember
7 failure to win/ get
8 cost of buying
9 possibility of getting
10 unwillingness to acknowledge

93.3 Likely verbs are given
2 of seeing
3 to take
4 to retire/ of retiring
5 of taking/ to take
6 of dancing

UNIT 94

94.1
1 intransitive; no noun/ pronoun needed
2 ...look it up... (a noun or pronoun is necessary)
3 ...help (you) out... (a noun or pronoun is possible)
4 ...tidy (things) away... (a noun or pronoun is possible)
5 intransitive; no noun/ pronoun needed

94.2
1 ✓ out
2 ✓ about ✓
3 ✓ up ✓
4 ✓ out ✓
5 ✓ up ✓
6 ✓ away
UNIT 95

95.1
3 Is there something bothering you?
4 There was a barrier across the road.
7 There was no petrol available anywhere in the city.
8 Is there anyone who/that can help me?
9 There are some general rules (which/that) you can follow.
(Sentences with 'There... are unlikely in 2, 5, and 6 because the subjects have a definite or specific meaning, indicated by 'Your', 'The', and 'My'.)

95.2
1 are 4 is 7 are
2 are 5 are 8 is
3 is 6 is

95.3 The most likely sentences are given
2 + e There's a cake in the kitchen (that/which) I've made especially for your birthday.
3 + h There was never any doubt (that) Thomas would get the job.
4 + a There have been suggestions (that) an election will be held next month.
5 + f There aren't many people alive today who/that remember the First World War.
6 + g There are still some old houses in the village that/which don't have electricity.
7 + d There was absolutely nothing (that) I could do to prevent him falling.
8 + b There are few people in the company who/that are harder working than Julie.

UNIT 96

96.1
2 It was upsetting how he stared straight at me.
3 X (However, in spoken English we might say 'It was surprising, Andrew's excellent exam result'.)
4 It is an advantage in the job to be a qualified driver.
5 X (However, in spoken English we might say 'It's quite radical, her proposal.')
6 It is highly unusual to put carpet on walls.
7 X (However, in spoken English we might say 'It's a Ferrari, John's new car'.)
8 It is hard finding a good plumber these days. (or It is hard to find...)

96.2 The most likely answers are given
2 ...it astonished me to discover (that) she was also a successful novelist.
3 ...it hurts (me) to pedal my bicycle. / ...it has hurt (me) to pedal my bicycle.
4 ...it struck me (that) he was jealous.
5 ...it concerned me to hear (that) he was offended. (or ... it upset me...)
6 ...it didn't bother him (that) everyone could see in.
7 ...it upset me (that) she hadn't even told me when she was going away. (or ... it concerned me...)
8 ...it doesn't do to criticise them too much.
9 ...it scared me to see (that) they were carrying knives.
10 ...it pays to plan your journey ahead.

96.3 Example answers are given
2 It takes a lot of hard work to build your own house.
3 It takes a considerable amount of courage to make a speech in front of a group of strangers.
4 It takes patience and a lot of time to explain the rules of cricket to someone who doesn't know the game.
5 It takes bravery to stand up to a bully.
6 It takes a lot of organisation to be a good administrator.
7 It takes a great deal of time to learn to speak a foreign language well.

UNIT 97

97.1
2 find it
3 discover ('find' would also be possible)
4 owe it
5 remember
6 enjoy it
7 prefer it
8 leave it
9 predict
10 consider it

97.2
2 I see it as part of my role to make Rexco a household name in the next 5 years.
3 I accept it as a necessary evil that some people may be made redundant in the next year.
4 I view it as important for relations with the workforce to make available information about the salaries of managers.
5 I regard it as unacceptable for a modern company to exclude the workforce from major decision-making.
6 I regard it as something positive when employees make suggestions on how management can be improved.
7 I see it as vital for the future of the company to expand into the Asian market.
8 I take it as a fundamental principle of the company that suppliers of raw materials should be given a fair price for their products.

97.3
2 there's no hope/ chance
3 It's no secret
4 It's no good/ use or There's no point
5 there's no reason
6 there's no alternative/ choice
7 It's no longer
8 there's no denying/ question

UNIT 98

98.1
2 ...it was to cheer her up that I booked a holiday in Amsterdam.
3 ...it's because I've got so much work to do that I can't come. ...it was somewhere in there that/ where I lost it.
5 ... it was only by studying very hard that she improved her Spanish.
6 ...it is to my family that I dedicate this thesis.

98.2
2 'No, what I hope is that they will be put into a public art gallery.'
3 'No, what annoyed me was that she didn't apologise.'
UNIT 99

99.1
1 (in a narrative 'down comes' is also possible; see Unit 2)
2 along comes
3 up go
4 back/away he went
5 out/ in came (or comes)
6 along/ up came (or comes)
7 off/ away she went (or goes)

99.2
2 + h Should you not wish to receive further information about our products, put a tick in the box.
3 + a Were the plane ever (to be) built, it would cut the journey time from New York to Tokyo by 4 hours.
4 + g Should United win again today, it will be their tenth consecutive victory.
5 + d Were I (to be) asked to take the job, I would have no hesitation in accepting.
6 + i Had a car been coming in the other direction, I might have been seriously injured.
7 + f Had there been a referendum on the issue, it is unlikely that the country would have supported the government.

UNIT 100

100.1
2 At no time was the public (ever) in any danger.
3 Only with close friends and family did he feel entirely relaxed.
4 Only if the pitch is frozen will the match be cancelled.
5 Little did I know then that Carmen and I would be married one day.
6 Barely had he entered the water when it became clear he couldn't swim.
7 On no account are you to light the fire if you are alone in the house. (or On no account should/ must you...)
8 Not for one moment was there any competitiveness between the three brothers.
9 Not only was I wet through, I was freezing cold.
10 Only once had I ever climbed this high before. or Only once before had I ever climbed this high.
11 Hardly had the audience taken their seats when the conductor stepped onto the stage.

12 Only in the last few years has he been acknowledged to be a great author.

100.2 Possible answers
2 ...was the strength of the earthquake...
3 ...is his dominance in the sport...
4 ...alike were the twins...
5 ...complicated was the equation...
6 ...boring was the lesson...

100.3 Corrections are given in the underlined sections
The people of Sawston were evacuated yesterday as forest fires headed towards the town. Such was the heat of the oncoming inferno that trees more than 100 metres ahead began to smoulder. Only once in recent years, during 1994, has a town of this size (inversion is likely in this written context) had to be evacuated because of forest fires. A fleet of coaches and lorries arrived in the town in the early morning. Into these vehicles climbed the sick and elderly (inversion is likely in this written context), before they headed off to safety across the river. Residents with cars left by mid morning, as did all non-essential police officers.

Hardly had the evacuation been completed when the wind changed direction and it became clear that the fire would leave Sawston untouched. Soon after that complaints were heard from some residents. "At no time did the fires pose a real threat," said one local man. "I didn't want to leave my home, and nor did most of my neighbours." So upset are some elderly residents that they are threatening to complain to their MP. But Chief Fire Officer Jones replied, "Had we not taken this action, lives would have been put at risk. Only when the fires have moved well away from the town will residents be allowed to return to their homes."
Key to Additional exercises

1. b 'm not promising/ don't promise/ didn't promise
2. a was reading/ read b read
3. a were expecting/ expected b are expecting/ expect
4. a owns (or 'own') b owned/ owns
5. a 'm considering/ was considering/ considered b consider
6. a tells/ told b tell/ told
7. a phoned b was phoning/ phoned
8. a 's always putting/ puts; b 's constantly putting/ puts
9. a prefer b preferred
10. a weighs b was weighing

2. 1 a + i or ii b + ii
   2 a + ii b + i
   3 a + i or ii b + i
   4 a + ii; b + i
   5 a + i or ii b + ii
   6 a + i b + ii
   7 a + ii b + ii
   8 a + ii b + i (b + ii is also correct grammatically, but it is unlikely to be used; it suggests that it is difficult to get good pasta in Italy, which is of course not the case!)

3. 1 'had discussed' is also possible, but less likely as the duration of the discussions is emphasised
   2 His condition had improved considerably when I saw him in hospital last night. ('Improved' would be unlikely as it would suggest that his condition improved because I saw him last night)
   3 It was announced that the York train had been delayed by 10 minutes. ('was delayed' is also possible with a similar meaning)
   4 Joe had been dieting for a month when he came to stay with us, and we noticed immediately that he had already lost a lot of weight.
   5 Sylvia had been expected to win comfortably, but she finished only third. ('was expected' is also possible with a similar meaning)
   6 When I reversed the car out of the garage, I damaged the rear number plate.
   7 John was promoted last week.
   8 The tax authorities had been investigating Rentpool for a number of months when they arrested the chairman. ('had investigated' is also possible, but less likely as the duration of the investigation is emphasised)
   9 The Minister angered her colleagues when she criticised them during her speech yesterday.
   10 Christine had already suggested that the money should be spent on new textbooks for the school.

4A
1 ✓
2 I'll (= 'I will' or 'I shall')

4B
1 I'm going to build or I'm building
2 I'll give

4C
1 Will or Are you going to be able to or Are you able to
2 're going to have or 're having
3 I'll
4 ✓

4D
1 is going (more likely than 'is going to go')
2 isn't (is not) coming or isn't (is not) going to come or won't come
3 'll see or 're going to see
4 ✓

4E
1 'm taking or 'm going to take or 'll take
2 ✓
3 more likely is 'It's at 4.15' as this is part of a timetable
4 'll take
5 'we're going to have' is more likely
6 'I'll stay' is more likely if the decision is made at the moment of speaking

5
1 ought to have asked; would have been
2 should; 'd better
3 won't; can't; used to
4 can't; must have
5 mustn't; can
6 wouldn't; needn't have worried
7 should; would
8 should; may
9 must; could
10 will be able to; might
11 couldn't; didn't have to
12 don't need to; can

6
The agent (after 'by...') is given only where it is likely to be included. Where it might either be included or left out, it is written in brackets.
A The Prime Minister is being encouraged to sack the Environment Minister, Maggie Long, after it was revealed that she had received payments from a major oil company. However, in a statement today, the Prime Minister said: 'I am told (by my advisors) I am advised that Mrs Long was paid the money (by the company) [Note the word order: not '...by the company the money...'] before she joined the government. I have no intention of dismissing her.'
B A tropical storm has caused severe flooding in the city of Chittagong in southern Bangladesh. Although there are understood to be (or it is understood that there are/ have been) no casualties, many thousands of people have been made homeless (by the floods), and the damage to property is estimated as running into millions of dollars.
C Protestors have continued to obstruct the construction of the new Newburn ring road by tying themselves to trees along the proposed route. (Police say that) The protesters have been given two days to leave the area or they will be arrested (by the police).
D Conservation groups have demanded that the Seafield nuclear power station should be closed down (by the government) after a report which said that unacceptable levels of radiation have been found (by investigators) in the local area.
E The Chief Constable of the London police force has revealed that a death threat has been received (by the police) against the life of President Nabon, who is visiting the capital this weekend. He says that the threat is being taken very seriously. It is expected that security levels will be increased during the President's visit.
F A man was found injured on a Scottish hillside this morning. It is thought that he fell while coming down a hillside in bad weather. He is being treated in hospital for leg and head injuries. [We can assume that medical staff would treat him in hospital, so there is no need to mention the agent here.] He was reported missing last night when he failed to return home after a day's walking.
G And now football. There are expected to be (or It is expected that there will be) a record crowd at tonight's match between Manchester United and Bayern Munich. It is reported that the United players will be given a huge financial bonus (by the club) if they win and it has even been suggested that they might be paid as much as £50,000 each (by the club).
7 Politicians should give more consideration to the working people (who/that/whom) they represent.
8 Among the group of people was Professor Rogers, who/whom I had last seen in Oxford twenty years earlier.
9 I live on a small road which/that leads down to the river.
10 Monet’s earlier paintings, many of which have never been seen in this country before, are in a new exhibition in London.
11 Ian McIver, whose first job was selling vegetables in a market, has become managing director of Europe’s largest food retailer.
12 Douglas has a new girlfriend who/that works in the library.
13 My Volkswagen Golf, which I bought in 1980, is a very reliable car. (some people would use ‘that’ as an alternative to ‘which’)
14 Brian Brookes, after whom the Brookes art gallery is named, will be present at its official opening. / Brian Brookes, who (m) the Brookes gallery is named after, will...
12 1 did
2 doing so/so doing
3 promised he would
4 appears so
5 do
6 have/ have done
7 didn’t want to
8 do (‘do so’ is unlikely in this informal context)
9 doubt that he will
don’t suppose so/ suppose not
10 want to/ want
12 has
13 such a dilemma
14 do
15 afford to
16 expect so
17 suspect not
18 hope not
19 might have/ might
20 collected so
21 determined to/ determined
22 to be
23 guess not
24 might do/ might be

Suggested improvements are given
a ‘Every so often I leave work early (✓) (or I leave work early every so often)’ and go to a performance in the local concert hall. It’s very close to my office in the building opposite. Usually (✓) they are rather good, but yesterday’s, given by a singer and pianist, was a total (✓) disaster. The singer began to sing with wonderful control. But when the pianist started to play, it sounded awful. At first I thought he was playing badly,
but then it became obvious that the piano was completely out of tune. They stopped and discussed the problem briefly (or ...and briefly discussed the problem). Clearly, they couldn't continue (or They clearly couldn't continue), and they left the stage unhappily (✓). Naturally (✓), all the people present felt sorry for them. I'm sure the person responsible for tuning the piano will be severely reprimanded.

b I was just going out to work this morning when the postman pushed a letter through my letterbox. It was from Maggie, who writes from time to time (✓). The letter said that she has to come to Bristol to visit her uncle, who is unwell. She is one of his few remaining (✓) relatives. She wants us to meet and asked if I could suggest a possible time. Well, I haven't seen her for a couple of years, so I was really pleased. We first (✓) met at university. We have similar interests (or Our interests are alike), so we always find a lot to talk about. The photos included in the letter showed that she hadn't changed since I last (✓) saw her. I spent so long reading the letter that I was nearly late for work.

14

3 + h Jamie must weigh over 120 kilos, whereas his wife is really small. Whereas Jamie must weigh over 120 kilos, his wife is really small. His wife is really small, whereas Jamie must weigh over 120 kilos. Whereas his wife is really small, Jamie must weigh over 120 kilos.

4 + j There had been a lot of publicity about the meeting. Even so, only about 100 people attended.

5 + e I can't afford a coat like that. Besides, I don't like the style.

6 + h I'm determined to finish the report tonight, even if I have to stay at work until midnight. Even if I have to stay at work until midnight I'm determined to finish the report.

7 + g Make sure you catch the last bus at 11.00. Otherwise, you'll have to walk all the way from the station.

8 + a Although I found the film boring, I stayed until the end. I found the film boring, although I stayed until the end.

9 + i She hid the letter between the pages of a book so that her husband would never find it. So that her husband would never find it, she hid the letter between the pages of a book.

10 + c In order to prepare for the marathon, I've been running about 200 kilometres a week. I've been running about 200 kilometres a week in order to prepare for the marathon.

15

1 ...although I know that you approve of it.

2 There seems to be little likelihood of Williamson winning Wimbledon because of her inability to play well on grass tennis courts.

3 Our plan is to split the organisation up into a number of small units. (or split up the organisation into). Note that 'split the organisation into' [without 'up'] is also possible. This will improve our prospects of competing with more specialised companies.

4 I ran into/across Paul in town the other day. He asked after/about you.

5 Jack takes great pride in never throwing anything away (‘throwing away anything is also possible, but less likely).
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<thead>
<tr>
<th>Key to Study guide</th>
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<tr>
<td><strong>Tenses</strong></td>
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