Advanced Grammar in Use
A self-study reference and practice book for advanced learners of English
Third Edition
with answers and CD-ROM
Martin Hewings
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Contents

Thanks vii
To the student viii
To the teacher ix

Tenses
1 Present continuous and present simple 1
2 Present continuous and present simple 2
3 Past simple and present perfect
4 Past continuous and past simple
5 Past perfect and past simple
6 Present perfect continuous and present perfect
7 Past perfect continuous, past perfect and past continuous
8 Present and past time: review

The future
9 Will and be going to
10 Present simple and present continuous for the future
11 Future continuous and future perfect (continuous)
12 Be to + infinitive; be about to + infinitive
13 Other ways of talking about the future
14 The future seen from the past

Modals and semi-modals
15 Can, could, be able to and be allowed to
16 Will, would and used to
17 May and might
18 Must and have (got) to
19 Need(n’t), don’t need to and don’t have to
20 Should, ought to and had better

Linking verbs, passives, questions
21 Linking verbs: be, appear, seem; become, get, etc.
22 Forming passive sentences 1
23 Forming passive sentences 2: verb + -ing or to-infinitive
24 Using passives
25 Reporting with passives; It is said that ...
26 Wh-questions with who, whom, which, how and whose
27 Negative questions; echo questions; questions with that-clauses

Verb complementation: what follows verbs
28 Verbs, objects and complements
29 Verb + two objects
30 Verb + -ing forms and infinitives 1
31 Verb + -ing forms and infinitives 2

If you are not sure which units you need to study, use the Study planner on page 210.
Reporting
32 Reporting people's words and thoughts
33 Reporting statements: that-clauses
34 Verb + wh-clause
35 Tense choice in reporting
36 Reporting offers, suggestions, orders, intentions, etc.
37 Modal verbs in reporting
38 Reporting what people say using nouns and adjectives
39 Should in that-clauses; the present subjunctive

Nouns
40 Agreement between subject and verb 1
41 Agreement between subject and verb 2
42 Agreement between subject and verb 3
43 Compound nouns and noun phrases

Articles, determiners and quantifiers
44 A / an and one
45 A / an, the and zero article 1
46 A / an, the and zero article 2
47 A / an, the and zero article 3
48 Some and any
49 No, none (of) and not any
50 Much (of), many (of), a lot of, lots (of), etc.
51 All (of), whole, every, each
52 Few, little, less, fewer

Relative clauses and other types of clause
53 Relative pronouns
54 Other relative words: whose, when, whereby, etc.
55 Prepositions in relative clauses
56 Other ways of adding information to noun phrases 1: additional noun phrases, etc.
57 Other ways of adding information to noun phrases 2: prepositional phrases, etc.
58 Participle clauses with adverbial meaning 1
59 Participle clauses with adverbial meaning 2

Pronouns, substitution and leaving out words
60 Reflexive pronouns: herself, himself, themselves, etc.
61 One and ones
62 So and not as substitutes for clauses, etc.
63 Do so; such
64 More on leaving out words after auxiliary verbs
65 Leaving out to-infinitives
Adjectives and adverbs
66 Position of adjectives
67 Gradable and non-gradable adjectives 1
68 Gradable and non-gradable adjectives 2
69 Participle adjectives and compound adjectives
70 Adjectives + to-infinitive, -ing, that-clause, wh-clause
71 Adjectives and adverbs
72 Adjectives and adverbs: comparative and superlative forms
73 Comparative phrases and clauses
74 Position of adverbs 1
75 Position of adverbs 2
76 Adverbs of place, direction, indefinite frequency, and time
77 Degree adverbs and focus adverbs
78 Comment adverbs and viewpoint adverbs

Adverbial clauses and conjunctions
79 Adverbial clauses of time
80 Giving reasons: as, because, etc.; for and with
81 Purposes and results: in order to, so as to, etc.
82 Contrasts: although and though; even though / if; while, whilst and whereas
83 If 1
84 If 2
85 If I were you ...; imagine he were to win
86 If ... not and unless; if and whether; etc.
87 Connecting ideas in a sentence and between sentences

Prepositions
88 Prepositions of position and movement
89 Between and among
90 Prepositions of time
91 Talking about exceptions
92 Prepositions after verbs
93 Prepositions after nouns
94 Two- and three-word verbs: word order

Organising information
95 There is, there was, etc.
96 It 1
97 It 2
98 Focusing: it-clauses and what-clauses
99 Inversion 1
100 Inversion 2

*If you are not sure which units you need to study, use the Study planner on page 210.*
Appendix 1  Irregular verbs  202
Appendix 2  Passive verb forms  204

Glossary  205

Study planner  210

Grammar reminder  222

Additional exercises  240

Key to Exercises  251
Key to Study planner  277
Key to Additional exercises  278

Index of grammatical items  281
Index of lexical items  287

If you are not sure which units you need to study, use the Study planner on page 210.
Thanks

I would like to thank all those who worked with me on the first two editions of *Advanced Grammar in Use*, in particular Jeanne McCarten and Alison Sharpe for their encouragement. Thanks also to my former colleagues and students in the English for International Students Unit at the University of Birmingham for their help and interest.

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Who the book is for

Advanced Grammar in Use is for advanced students of English. It was 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 looking 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 in reporting 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, and you can find details of this in the Contents. Each unit consists of two pages. On the left-hand page are explanations and examples; on the right-hand page are practice exercises. The letters next to each exercise show you which section(s) of the left-hand page you need to understand to do that exercise.

At the back of the book you will find a number of further sections.

- Appendices (pages 202 and 204) Two appendices provide further information about irregular verbs and passive verb forms.
- Glossary (page 205) 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.
- Study planner (page 210) You can use the Study planner to help you decide which units you should study, or which parts of the Grammar reminder you should read first.
- Grammar reminder (page 222) This presents examples and explanations of areas of grammar that you are likely to have studied already at earlier stages of learning English. References on the left-hand page of each unit point you to the sections of the Grammar reminder relevant to that unit. Read these sections to refresh your understanding before you start work on the more advanced grammar points in the unit.
- Additional exercises (page 240) If you want further practice of grammar points, follow the references at the bottom of the right-hand page of a unit. These will tell you which of the Additional exercises to do next.
- Keys (pages 251, 277 and 278) You can check your answers to the practice exercises, Study planner and Additional exercises in the keys. You will also find comments on some of the answers.
- Indexes (pages 281 and 287) Use the Indexes to help you find the grammar or vocabulary you need.

How to use the book

It is not necessary to work through the units in order. If you know which grammar points you have difficulty with, go straight to the units that deal with them, using the Contents or Indexes to help you find the relevant unit. When you have found a unit to study, read through any related material in the Grammar reminder before you begin.

You can use the units in a number of ways. You might study the explanations and examples first, do the exercises on the opposite page, check your answers in the Key to Exercises, 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.

Corpus information

A corpus is a large collection of texts stored on a computer. In writing Advanced Grammar in Use we have worked with the Cambridge International Corpus (CIC), a multi-million word collection of real speech and writing, and the Cambridge Learner Corpus, a collection of exam answers written by students. From these corpora we can learn more about language in use, and about the common errors made by learners. Using this information, we can be sure that the grammar explanations and examples in the book reflect real language, and we can focus on problem areas for learners. We have also used the CIC to produce word boxes, listing the most common words found in particular grammar patterns.
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.

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, rather than working through from beginning to end. Alternatively, you could ask students to do the multiple-choice test in the Study planner (page 210) and focus on units that deal with areas of grammar where students are least successful.

Don’t forget to point students to the Grammar reminder (page 222). This is a reference-only section which presents basic knowledge on a number of areas of grammar. It will be useful for students to read through a section before moving on to the more advanced material in the units. At the beginning of each section of the Grammar reminder you will find information about the unit(s) it relates to.

There are many ways in which you can 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. 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 Nouns) for self-study if individual students are having difficulties. Another possibility might be to develop your own classroom-based activities around the explanations on the left-hand page of a unit, and then set the exercises as consolidation material for self-study. When students need further practice of grammar points from a number of different units, refer them to the Additional exercises (page 240). References at the bottom of the right-hand pages show where the relevant Additional exercises can be found.

An edition of Advanced Grammar in Use without the answers is also available, and some teachers might prefer to use it with their students.

The third edition of Advanced Grammar in Use has the same comprehensive grammar coverage as previous editions, but many of its exercises have been revised and its layout made more user-friendly.
Advanced Grammar in Use
Present continuous and present simple 1

**State verbs**

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

- Ella stays with us quite often. The children **love** having her here. *and*
- Ella'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.

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 app **doesn't appear** to work on my phone. (appear: state = seem) *and*
- Carley Robb is currently **appearing** in a musical on Broadway. *She often appears* in musicals.

**Mental state verbs**

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've made the decision and I'm sorry about it) *and*
- I'm **regretting** my decision to give her the job. (= I'm increasingly aware that it was the wrong decision)

When it means 'think carefully about', **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.)

**Performatives**

We use the present simple with verbs which perform the action they describe (= performatives):

- I **suggest** you park outside the city and get the bus to the centre.
- We **request** that you read the terms and conditions carefully before signing.

Some verbs used as performatives with the present simple 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 Miguel said it would be okay.

Modals are often used with performatives 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.
Exercises

1.1 Complete each pair of sentences using the same verb (in a question form or negative if necessary) from the box. Use the present continuous; if this is not possible, use the present simple. Use ^ to add any words outside the gap and use contractions where appropriate.

A & B

attract consist of doubt feel fit have like look measure sound

1 a I hear you’re having your house repainted. How ^ it looking? (or How ^ it look?)

does

b I bought this new dress today. How ^ it look?

2 a A: What are you doing with that ruler?   b: I measure the area of the kitchen.

b The garden is 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 suppose it.

4 a The new science museum currently attract 10,000 visitors a month.

b Flowers consist of bees with their brightly-coloured petals.

5 a Carlos won’t work at the top of the 20-storey building because he doubts heights.

b A: How’s the new job?   B: Well, at the moment, I doubt it at all.

6 a My car’s in the garage today. They fit new brakes.

b I bought this jumper for Anna, but it fits her so I’ll have to take it back.

7 a What’s your shirt made from? It’s made of 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 uniform consists of black trousers and a dark green jumper.

9 a Simon’s new song 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 Poulsdon’s treatment for a knee injury, but she should be fit to play on Saturday.

b My sister has long blonde hair. You’re bound to recognise her.

1.2 Cross out any improbable answers. C & D

Dear Aunt Mara,

Thanks for your message. I (1) apologise / I’m apologising for not getting back to you sooner, but I’ve been incredibly busy. When I went into nursing, you warned me that it would be really hard work, but I (2) admit / I’m admitting that I didn’t really believe you. Don’t get me wrong – I (3) don’t suggest / I’m not suggesting that I’m not enjoying it. It’s incredibly rewarding, but I (4) now realise / I’m now realising how hard the job is. When I get home I just eat (not very well, I (5) confess / I’m confessing) and go straight to bed. It doesn’t help that the bus journey to the hospital is so slow. I (6) consider / I’m considering buying a car, which will make things easier, I hope.

And what about you? How (7) do you find / are you finding living in a village after so many years in the city? I (8) know / I’m knowing how difficult it is for you to travel such a long way, but it would be lovely if you could come and stay with me for a weekend. I’ve got plenty of room in my flat. I (9) don’t guarantee / I’m not guaranteeing to cook as well as you do, but I (10) promise / I’m promising to find time to show you around this lovely old town.

Hope to see you soon. Keep in touch.

Love,

Martina
Present continuous and present simple 2

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.

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 ...

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 Pedro.
- Sophia tells me you're thinking of emigrating.
- Professor Hendriks is at the conference and I hear she's an excellent speaker.

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

SECOND QUAKE HITS JAPAN  FIRE BREAKS OUT IN HOTEL ROOM

SCIENTISTS FIND ICE ON THE MOON  FOREIGN MINISTER RESIGNS

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 6.
- At the beginning of the book, three men find $4 million in a crashed plane.
- In the film, Loni Baranski takes the role of a private detective.

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're constantly changing your mind.
- Jacob 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 Olivia always asking you for money, too?).

We can use the present continuous to describe something we regularly do at a certain time:

- At eight o'clock I'm usually driving to work, so phone me on my mobile.
- Seven o'clock is a bit early. We're generally eating then.
Exercises

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

1 Rodriguez ___________ to Messi who ____________ just over the bar. Barcelona ____________ much more in this half ... (pass – shoot – attack)

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

3 I went to a concert yesterday in the Town Hall. In the middle of it, while the orchestra ____________ this man suddenly ____________ on his seat and ____________ 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 to sack 1,000 workers.
   ____________ Vegecorp are going to ____________

3 President Cartman announced a new public holiday on his birthday, August 6th. He made the announcement ...
   ____________ we’re going to have ____________

4 Did you hear that Bruno’s crashed his car again?
   Ed
   ____________ Bruno’s ____________

5 I’ve got a new job.
   Julia
   ____________ she’s ____________

6 A team of researchers claims to have identified a gene which causes some people to overeat.
   ____________ they’ve identified ____________

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 ____________ ____________ ____________ 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 each pair of sentences using the same verb (in negative form if necessary). Use the present continuous or the present simple. Use / to add any words outside the gap. D & E

1a A: Shall I phone at six?  B: No, we usually ____________ dinner at that time.
   b I ____________ lamb, thanks. I’m a vegetarian.

1b A: Shall I phone at six?  B: No, we usually ____________ dinner at that time.
   b I ____________ lamb, thanks. I’m a vegetarian.

2a Gielman ____________ Henry V in the latest production at the Royal Theatre.
   b They constantly ____________ loud music until the early hours of the morning.

2b Gielman ____________ Henry V in the latest production at the Royal Theatre.
   b They constantly ____________ loud music until the early hours of the morning.

3a I normally ____________ the children to school at 8:30. Perhaps we could meet at 9:00.
   b In his 2007 book, Wall ____________ a controversial view of Britain’s role in the war.

3b I normally ____________ the children to school at 8:30. Perhaps we could meet at 9:00.
   b In his 2007 book, Wall ____________ a controversial view of Britain’s role in the war.
Past simple and present perfect

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)

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 Dodson became president unemployment has increased. (rather than ... has become ...)
- She hasn't been able to play tennis since she broke her arm. (rather than ... has broken ...)

Note, 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 ...)

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 Lucas has left school (future), he will be spending six months in India.
- The minute I got the news about Anna (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 Lucas leaves ...) with the same meaning (see also Unit 5).

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:

- A Russian spacecraft has returned safely to Earth with its two passengers. US astronaut Scott Keane and Russian cosmonaut Olga Kaleri landed in the early hours of Wednesday.
- An American woman has become the first person to make 2 million contributions to Wikipedia. Esther Miller began editing the site eight years ago.

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. (talking about a future event)

Note 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 Dimitra outside the office.
Exercises

3.1 Complete each sentence with a verb from the box. Use the present perfect or past simple, with a negative form where necessary.  

| have | go | oversleep | read | spend | wear |

1 a: Shall I make us some dinner? It’s already eight o’clock.
   b: No, thanks. I ________________ to the dentist this afternoon and my mouth hurts too much to eat anything.
2 I ________________ three lectures today and I still have two more later this afternoon.
3 It was so hot today that I ________________ shorts and a T-shirt at work.
4 We ________________ £200 on food this month and there’s another week to go before I get paid.
5 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.
6 I ________________ much of the report yet, but I have to finish it by the weekend.

3.2 Complete the sentences with the pairs of verbs from the box. Choose the most appropriate tense — present perfect or past simple.  

be able – feel  have, 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 a house fire, he ________________ on TV almost every day.
4 A lot ________________ since I last ________________ to you.
5 Since I ________________ to drive I ________________ much more independent
6 Stefan’s reading ________________ enormously since he ________________ at school.

3.3 One sentence in each pair is wrong. Correct it by replacing the past simple with the present perfect of the italicised verb.  

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 essay. 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 Emil.

3.4 Here are some extracts from a television news report. Choose the more appropriate tense — present perfect or past simple — for the verbs in brackets.  

1 When President Nelson ________________ (arrive) in Paris this evening, it will be the first time she ________________ (visit) Europe since her election victory in May.
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 The rate of inflation ________________ (drop) to 4.8%. It’s the first time in nearly two years that the rate ________________ (fall) below 5%.
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.

Additional exercise 2 (page 241)
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:

- Mia was reading to the children while Ben 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 Ben 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.

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 Kata was in hospital, we were visiting her twice a day. (or ... we visited ...)
- To lose weight before the race, I wasn't eating any 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) with some verbs to talk about things we intended to do but didn't:

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

Also: consider + -ing, expect to, hope to, intend to, plan to / on + -ing, think about / 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 to China next year, but it depends how much money I've got. (less definite than I'm thinking of going ...)
- We were wondering about inviting Eva over tomorrow. (less definite than We're wondering about ...)


Exercises

4.1 Complete the sentences using these pairs of verbs. Use the past simple in one gap and the past continuous in the other. A-D

<table>
<thead>
<tr>
<th>come</th>
<th>show</th>
<th>get</th>
<th>go</th>
<th>hope</th>
<th>give</th>
<th>live</th>
<th>spend</th>
</tr>
</thead>
<tbody>
<tr>
<td>look</td>
<td>see</td>
<td>play</td>
<td>break</td>
<td>start</td>
<td>check in</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 Lena 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, either past simple or past continuous, in both spaces.

add | taste | go off | light | not listen | explain | push | run | not watch | dream

8. The smoke alarm __________ when he __________ a candle 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 sentences could have both verbs in the past simple? What difference in meaning, if any, would there be?

4.3 Complete this email 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 __________ (buy) a new alarm clock the other day in Taylor’s the jewellers, when I actually __________ (see) somebody shoplifting. I’d just finished paying for my clock and as I __________ (turn) round, an elderly woman __________ (slowly put) a silver plate into a bag that she __________ (carry). Then she __________ (walk) over to another part of the shop and __________ (pick up) an expensive-looking watch a number of times. When she __________ (think) that nobody __________ (look), she __________ (drop) it into the bag. Before I __________ (have) a chance to tell the staff in the shop, she __________ (notice) that I __________ (watch) her and __________ (hurry) out. Unfortunately for her, two police officers __________ (walk) past just at that moment and she __________ (run) straight into them.

Additional exercise 1 (page 240)
Past perfect and past simple

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 gave present</th>
<th>2 wrote email</th>
<th>3 made mistake</th>
<th>4 realised mistake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order events are mentioned:</td>
<td>1 wrote email</td>
<td>2 <strong>had given</strong> present</td>
<td>(out of order)</td>
<td>3 realised mistake</td>
</tr>
</tbody>
</table>

I wrote Clara an email to thank her for the present she **had given** me for my birthday last week. But as soon as I pressed the 'send' button, I **realised** that I **had made** a mistake and sent it to her sister instead.

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.

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** ...)
- The two leaders agreed to meet, even though earlier talks **had failed** to reach an agreement. (or ... talks **failed** ...)

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>
</table>
| 'I have met' him before. | I was sure that I **had met** him before. (not ... I met him ...)
| 'The village hasn’t changed much.' | I found that the village **hadn’t changed** much. (not ... the village didn’t change ...)
| '225 people drowned in the recent floods.' | Police said that 225 people **had drowned** in the recent floods. (or ... **drowned** ...)
| 'I stole the watch.' | She admitted that she **had stolen** the watch. (or ... **stole** ...)

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 Mondays. (or I **hoped ..., I was hoping ..., I had been hoping ...**)
- Aron **planned** to retire at 60, but we have persuaded him to stay for a few more years. (or Aron **had planned ..., Aron was planning ..., Aron had been planning ...**)
### Exercises

#### 5.1
The events mentioned in the magazine article are listed below. Write the order in which the events are mentioned and then the order in which they occurred (or were thought to occur). Compare the two lists and consider why the past perfect (in italics) was used.  

**How I bought my dream house**  
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.  

<table>
<thead>
<tr>
<th>events</th>
<th>order events are mentioned in text</th>
<th>order of events</th>
</tr>
</thead>
<tbody>
<tr>
<td>I moved ...</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>I learnt ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The property developer decided ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I heard ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I first saw the old house</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>A property developer bought it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I nearly gave up ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I put together enough money ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It was empty</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 5.2
Underline the correct options. In some cases only one is correct, and in others both are correct.  

**C & D**  
1. As Jonas was introduced to Mrs Lopez, 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 thought it was the best film I had seen / saw in my life.  
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. She said that she had made up / made up her mind who to vote for, and that I couldn’t persuade her to change.  
9. Thomas explained that he had gone / went home early because he felt ill.  
10. When I asked Maria about Jakub, she admitted that she hadn’t heard / didn’t hear from him for ages.  
11. The waiter took my plate away before I had finished / finished eating.  
12. Julia said she didn’t want any dinner. Apparently, 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  
- He / not mean / insult / her  
- I / not think of / cook rabbit

1. I had hoped to leave by nine, but I overslept and missed the train.  
2. She always wanted to be a vet, but I didn’t feel a thing.  
3. until Andrei told me how tasty it was.  
4. , but Daria was very offended.
Present perfect continuous and present perfect

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.

Note 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 can often use either the present perfect or present perfect continuous:

- We've been looking forward to this holiday for ages. (or We've looked forward to ...)

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
- I've been playing squash and need a shower! (more likely than I've 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 ...)

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

- Miguel 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.)
Exercises

6.1 Complete each pair of sentences using the same verb. Use the present perfect in one sentence and the present perfect continuous in the other. Use negative forms where appropriate.  

<table>
<thead>
<tr>
<th>verb</th>
<th>sentence 1</th>
<th>sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>disappear</td>
<td>Martina Gonzalez has disappeared in a rented flat since returning to Buenos Aires.</td>
<td>We had disappeared at this hotel a couple of times before.</td>
</tr>
<tr>
<td>give</td>
<td>All day, the police have given motorists to question them about the accident.</td>
<td>Good, the noise has given. I can start concentrating on my work again.</td>
</tr>
<tr>
<td>put</td>
<td>I have put any of Dickens’ novels.</td>
<td>I had put this book on astrophysics for hours and I’m still only on page six.</td>
</tr>
<tr>
<td>read</td>
<td>Dr Fletcher has read the same lecture to students for the last ten years.</td>
<td>Mr Sato has read nearly a million pounds to the charity this year.</td>
</tr>
<tr>
<td>stay</td>
<td>I have stayed that far since I was at school.</td>
<td>I have stayed and I feel exhausted.</td>
</tr>
<tr>
<td>stop</td>
<td>In recent years, companies have stopped increasing resources into internet marketing.</td>
<td>The South African coal company has stopped the Calverton Mine up for sale.</td>
</tr>
<tr>
<td>swim</td>
<td>An important file has swum from my office.</td>
<td>Plants and vegetables have swum from my garden since we had new neighbours.</td>
</tr>
</tbody>
</table>

6.2 Here are two views on the government’s announcement that it is to cut the money it gives to the Influenza Research Centre. If necessary, correct the present perfect continuous verbs using either the present perfect or past simple. (A–C and Unit 3)

a Dr Petra Adams, the Director of the Centre

It’s remarkable to think that since 1950 influenza (1) has been claiming more than 50,000 lives in this country, and in 1957 alone around 6,000 people (2) have been dying. But over the last 20 years we at the Centre (3) have been making considerable progress on understanding the illness. We (4) have been producing over a hundred books and articles reporting the results of our research and in 2012 they (5) have been awarding the Nobel Prize for medicine to one of my colleagues. In our more recent work we (6) have been looking into the effects of influenza on heart disease and we (7) have also been exploring 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) has been making this decision now.

b Sabir Khan, the Opposition spokesperson for science

The previous government (1) has been investing huge amounts of money into the Centre and I think it’s terrible that the present government (2) has been announcing this cut when the number of cases of influenza (3) has been increasing. The Centre (4) has been running successfully for many years. But this decision is just typical of this government. It (5) has been neglecting health research ever since it was elected, and (6) has been cutting back on spending on science generally. Although the government says that the cut is necessary because of the recent world economic problems, I (7) have been finding evidence that they (8) have been planning this for some time. I (9) have been speaking to the Minister about this yesterday and (10) have also been writing to the Prime Minister demanding that the decision should be reversed.
Past perfect continuous, past perfect and past continuous

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 Lea arrived, so I didn’t hear her come in. (not I’d finished some work in the garden when Lea 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.)

had been finishing

past now

had finished

past now

We can often use either the past perfect continuous or the past perfect with a similar meaning:

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

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 had stayed in the hotel twice in the 1990s. (not I had been staying in the hotel twice …)

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 Omar, 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 Mateo and Lucia when they had been going out together for five years, and they didn’t get married for another three years after that. and
- Karin met Lars when she was going out with his best friend.

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 only owned the car for six weeks when the clutch broke. (not We had been owning the car for six weeks …)

The past perfect continuous is mainly used in written texts and is less common in speech. Here is an example in a newspaper article:

- The body of a climber who went missing in the Alps was finally found yesterday. Carl Sims had been climbing alone near the Harz Waterfall, which has claimed many lives in the past.
Exercises

7.1 Complete each pair of sentences using one verb from the box. Use the past perfect continuous if possible; if not, use the past perfect. A

**apply**  **carry**  **fly**  **work**

1 a She only ________ for the company for a couple of months, so I was surprised to hear that she’d left.
   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 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.

4 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.

7.2 Use the past perfect continuous form of the verb in brackets if appropriate; if not, use the past perfect. B–D

1 Mrs Bishop ________ to have children for years, and only became pregnant at the age of 45. (try)

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

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

4 Emma Willems ________ novels for ten years before she published her first book. (write)

5 For some time Daniel ________ 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 Sarah 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 italicised 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...

⇒ Additional exercise 3 (page 241)
Present and past time: review

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:

☐ Ingrid 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 three 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 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.

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. Note, 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 that book you wanted, so you can borrow it now.
☐ Have you turned the heating 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.

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 on the forum 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 Lena and Marko, 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
Amy is writing a blog for her friends and family as she travels around Australia. Use the present simple, present continuous, past simple or past continuous of the verbs in the box to complete the extract.

In 1–10 use:

arrive  feel (x2)  get  go  know  spend  text  wait  write

In 11–20 use:

ask  complain  enjoy  get  (not) get on  hear  look (x2)  seem  start

I (1) **am writing** this blog in a hotel room in Perth. I (2) **have arrived** here a couple of hours ago after a long coach journey from Adelaide. I (3) **feel** pretty tired so this will only be a short post before I (4) **go** to sleep. As you (5) **ask**, I (6) **have been spending** last week in Adelaide with Ruby. I (7) **heard** her a month or so ago to tell her when I would be arriving, and she (8) **was waiting** at the airport for me when I (9) **arrived** there. For the first few days I (10) **felt** quite jetlagged, but I soon (11) **was beginning** over that after a few days of lazing around on the beach. Ruby (12) **was enjoying** living in Adelaide a lot, although she (13) **was busy** for a new job just now. It (14) **seemed** that she (15) **was getting on** very well with her colleagues. Apparently they constantly (16) **argued** about the working conditions and it (17) **seemed** to annoy Ruby. She (18) **ordered** me to pass on her best wishes to all her old friends. So now I (19) **am looking forward** to exploring Perth. I (20) **am happy** it's a wonderful place. I'll post again soon. Amy

8.2
Complete this extract from a newspaper article using the past simple, present perfect or past perfect of the verbs in brackets.

**RONSON SACKED IN UNITED CUTS**

Aston United (1) **had sacked** (sack) their manager, Neil Ronson. The former England football international (2) **said** (say) that he (3) **had heard** (hear) the news when he (4) **had returned** (return) from a three-week holiday in Spain and that it (5) **came** (come) as a complete shock. 'There (6) **was no** (be) no hint of any problem when I (7) **left** (leave) for the holiday.' Aston United (8) **appointed** (appoint) Ronson as manager two years ago and last season they (9) **had finished** (finish) second in the First Division. However, they (10) **had won** (win) only five matches so far this season. The chairman of the club, Peter White, last night (11) **accused** (accuse) Ronson of lack of commitment to the club. 'Neil's attitude (12) **had disappointed** (disappoint) us recently. Over the last few months he (13) **had spent** (spend) more time on Spanish beaches than working with the players in Aston.'

8.3
Here is the rest of the conversation in Exercise 7.3. If the italicised verb is correct, write ✓. If it is wrong, correct it using the past simple, present perfect, past perfect, present perfect continuous or past perfect continuous.

A: (1) Did he have any health problems recently?
B: Well, he (2) 's been suffering from stress for some time, but we (3) have thought a holiday in Scotland would be relaxing for him. He (4) worked too hard for months, and we (5) 've been trying to persuade him to have a break for ages before he agreed.
A: So (6) have you gone up to Scotland when you (7) have heard?
B: No, Mum (8) has gone up to be with him, but the doctors (9) have checked him over and (10) had been saying that it's not too serious. They (11) gave him some medicine to bring down his blood pressure and (12) had told 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

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).

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 Lamar?' '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's gone really dark. There's going to be a storm.
- 'What's the matter with her?' ‘It looks like she's going to faint.’

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.

We use will when we make a decision at the moment of speaking and be going to for decisions about the future that have already been made. Compare:
- I'll pick him up at eight. (an offer; making an arrangement now) and
- I'm going to collect the children at eight. (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 smartphone.

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 am. Refreshments will be available from 8:30 onwards.

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:
- You'll / You're going to knock that glass over if you're not 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 it.)

However, we use will, not be going to, when the main clause refers to offers, requests, promises, etc. and ability:
- If Erik phones, I'll let you know. (= an offer; '..., I'm going to let you know when Erik 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.
9.1 Correct or improve the sentences where necessary by changing the italicised will (‘ll) forms to be going to forms. A-D

1. Have you seen Nadia recently? She’ll have another baby. It’s going to have.
2. The method is quite simple, and I’m sure it will be familiar to most of you already.
3. A: I can’t come over during the day.
   B: I’ll see you tomorrow evening, then.
4. Are these new skis yours? Will you take up skiing?
5. Wherever you go in Brazil, you’ll find the people very friendly.
6. Jamie says he’ll be a politician when he grows up – and he’s only five years old!
7. It’s getting very humid – we’ll have a thunderstorm.
8. I hear you’ll sell your car. How much do you want for it?
9. You can’t play football in the garden. I’ll cut the grass.
10. A: What’s the matter with Paula?
    B: She says she’ll be sick.
    A: She’ll feel better with some fresh air.
11. A: I’ve been offered a new job in Munich, so I’ll leave Camco.
    B: When will you tell your boss?
    A: I’m not sure. Perhaps I’ll try to see him later today.
12. A: Did I tell you I’ll have dinner with Karl on Thursday?
    B: But we’ll see a film with Hamid on Thursday. You’ve known about it for weeks.
    A: Sorry. In that case, I’ll sort out a different day with Karl.
13. A: Did you get the theatre tickets?
    B: No. I forgot all about them. I’ll book them tomorrow.
14. A: We’ve got small, medium and large. What size do you want?
    B: I’m going to have a large one, please.
15. A: Shall I give Ian another ring?
    B: Yes, I expect he’ll be home by now.
16. A: What are those bricks for?
    B: I’ll build a wall at the side of the garden.

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’ll explain how the equipment works.
2. If you want to help us, we’ll give you these trees at the bottom of the garden.
3. You’ll support your back if you try to lift that box.
4. If I give you the money, you can buy me some oranges when you’re out.
5. If you press the red button, the machine will start.
6. I forgot to invite Laura this weekend, if you’d like to come too.
7. He’s been told that if he’s late once more he’ll be fired.
8. If you listen carefully, you’ll see an owl in the trees over there.

Additional exercise 4 (page 242)
Present simple and present continuous for the future

Present simple

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 staying in to watch TV tonight, or are you coming dancing? (not Do you 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.)

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 Ben, tell him he still owes me some money. (not When you will see Ben ...)
  - 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. Note 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?)

Present continuous

We can often use either the present continuous or be going to with a similar meaning to talk about planned future events. 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.

- 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.

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 ...?)
Exercises

10.1 If possible, use the present simple of a verb from the box to complete each sentence. If not, use will + infinitive. A–C

<table>
<thead>
<tr>
<th>verb</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>accept</td>
<td>miss</td>
<td>change</td>
<td>get</td>
<td>give out</td>
<td>go</td>
<td>lend</td>
<td>look after</td>
<td>play</td>
<td>rain</td>
<td>read</td>
</tr>
<tr>
<td>play</td>
<td>start</td>
<td>stop</td>
<td>want</td>
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<td></td>
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</tr>
</tbody>
</table>

1. We ___________ our exam results on the 20th August.
2. Alex ___________ 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 longer? Will I need to renew my visa?
9. We ___________ Mariam 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 upload a video to YouTube? 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 & 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. A: I’m not sure how I’ll get to the concert. B: We can take you. We ___________ you up at eight.
   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 high-speed rail link ___________ 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 dialogues with either present simple for the future or present continuous for the future using the verbs in brackets. If neither of these is correct, use will or be going to.

Units 9 & 10

1. A: Simon Bianchi (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 look on their website, you (4) ___________ (see) a lot of information about it.
Future continuous and future perfect (continuous)

Future continuous: I will be doing

We can use the future continuous to talk about:
(i) something that is predicted to start before a particular point of future time, and that may continue after this point (often the result of a previous decision or arrangement):
   - When it goes into orbit, the spacecraft will be carrying 30 kilos of plutonium.
   - Anna will be helping us to organise the party.
(ii) 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 Lin will be giving the same talk in room 103 at ten next Thursday.
   - Will you be driving to work, 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)

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)

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

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:
- 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 (e.g. By the time you get home ..., Next year ...).

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 Joe'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 Vicky Hesketh will have been asking herself whether speed cameras are a good idea after she was fined £100 last week for driving at 33 mph in a 30 mph zone.
Exercises

11.1 Complete both sentences in each pair with one verb from the box. Use the future continuous (will / won’t be + -ing) in one sentence and will / won’t + infinitive in the other. A & B
give  leave  move  use  work

1  a  We ________________ in an hour or so, so make sure your suitcase is packed.
b  Without more cheap housing, families ________________ the village and find homes in town.

2  a  ________________ you ________________ late at the office again? I want to know when to cook.
b  A: We need to get this order sent out before Monday.
b  B: Well, I ________________ over the weekend if that will help.

3  a  I ________________ my car until next week, so you can borrow it if you like.
b  My grandad ________________ a computer. He says he’s very happy with his old typewriter.

4  a  Is your suitcase very heavy? I ________________ you a hand with it if you like.
b  Dr Sankey ________________ evidence at the trial of James Morgan next week.

5  a  He’s parked his car across our drive and says he ________________ it. Shall I call the police?
b  The two schools ________________ to a single campus at the beginning of September.

11.2 Make sentences with a beginning from (i), a verb from (ii) (either in the future perfect or future perfect continuous), and an ending from (iii). 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>clear</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>finish</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>discover</td>
<td>... it for a month, and I’m still only halfway.</td>
</tr>
<tr>
<td>6. As delegates who arrived early ...</td>
<td>read</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 an email from Emily, an English teacher in Japan, to her friend Rosa. Underline the correct option. A & D

Hi Rosa

Greetings from Osaka! 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, Joe, 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 Joe’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. Joe has to go to Tokyo 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 Kyoto ...
Be to + infinitive; be about to + infinitive

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 also 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.

Note 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 1997.

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

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

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

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

- We're about to eat. Do you want to join us?
- Appearing on TV might make her famous, but it's not about to make her rich.
- A: Why don't you switch it off and turn it back on again?
  B: Yes, I was about to try that when you came in.
  (not Yes, I was to try ...) (referring to the future from the past)
Exercises

12.1 Complete these news extracts using the verbs in brackets. Use be to + infinitive if possible and will + infinitive if not. Use active or passive forms as necessary. A

1 Jon 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 Bicton Girls’ School to form a new co-educational establishment.

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

5 The old design and technology programme (replace) with a new computer science course.

Now use the verbs in the box to do the same in 6 to 10.

become create increase receive retire succeed

6 Managing Director Lars Lindberg, 59, (become) this summer a year early. He (receive) by Christina Fontana, who joined the company last year.

7 As the temperatures fall with the onset of winter, the refugee crisis (increase) more severe.

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

9 Seventy new posts (create) at the factory following a major investment by the parent company in the United States.

10 The recent rapid rise in house prices in the south-east (increase) 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 A: Can you type this letter for me?
   B: Sorry, I’m just to go / I’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 Jonas Fischer has denied that he is to resign / is about to resign as marketing manager.

9 It started snowing an hour ago, and from the look of those clouds things are to get / are about to get a lot worse.

10 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.
- Scientists are on the brink of making major advances in the fight against AIDS.
- Exhausted, mentally and physically, she was on the point of collapse.

**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.

Note that we use **due to** + noun to give the reason for something, not to talk about the future (e.g. **Due to fog**, all flights from the airport have been cancelled).

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

- We guarantee to refund your money if you are dissatisfied with the computer.

The **present simple + to-infinitive** or **present continuous + to-infinitive** can be used with the verbs marked * to talk about intentions:

- I aim to get to Bangkok by the end of June. (or I'm aiming to get ...; I was aiming to get ... is also possible, but more tentative)

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 the phrases and verbs in A and B are used with past tense forms, they are usually concerned with future events seen from the past (see also Unit 14):

- It was his 64th birthday in 2006 and he was due to retire the following year.
- Nathan had resolved to become fluent in Spanish before he left university.
- 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'm just going to buy a newspaper. I shan't be long. (more commonly I won't ...)

In current English we don't usually use **shall / shan't** with other subjects 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.
Exercises

13.1 Expand the notes to complete the news extracts, using the phrases in A.

\[
\begin{align*}
\text{verge - become} & \quad \text{sure - face} & \quad \text{brink - go} & \quad \text{set - launch} \\
\text{set - make} & \quad \text{sure - provide} & \quad \text{bound - raise} & \quad \text{due - return} \\
\text{point - sign} & \quad \text{point - move} & \quad \text{verge - quit} & \quad \text{due - undergo} \\
\end{align*}
\]

1/2 The decision of Cornico to relocate its international headquarters to Switzerland is _______ questions about the government’s new profits tax. It seems that other major financial firms are also _______ their headquarters out of London.

3/4 NASA’s latest Mars probe is _______ to Earth later today. A spokesperson for NASA said that the probe would be bringing back rock samples that are _______ exciting new information about the planet.

5/6 The Countryside Conservation Society is _______ a new million-Euro scheme for the protection of endangered plant species. It is estimated that over 200 species are _______ extinct in the country.

7/8 Sources at the United Nations have said that the governments of North and South Alicia are _______ an agreement to end their long-running border dispute. However, any agreement is _______ resistance from rebel forces in South Alicia, who have said they will fight on.

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 the verb pairs from the box. Use either the present simple or present continuous for the first verb. If both tenses are possible, write them both. B & C

\[
\begin{align*}
\text{aim - to study} & \quad \text{expect - to finish} & \quad \text{look - to replace} & \quad \text{intend - to move} \\
\text{propose - to deal} & \quad \text{resolve - to give up} & \quad \text{guarantee - to find} \\
\end{align*}
\]

1 My computer is now five years old, and I ______ 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 from now on.

5 Every New Year he ______ eating biscuits, 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 options. D

1 I have passed your letter on to the manager who shall / will reply shortly.

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

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.
- The boat, which was to have taken them to the island, failed to arrive.
- He was to find out years later that the car he had bought was stolen.

Note, however, that in less formal contexts it is more natural to use be supposed to:
- I was supposed to help, but I was ill. (more natural than I was to have helped ...)
Exercises

14.1 Write ✓ if the italicised parts are correct. If they are wrong, correct them.

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 Ivan's house, we thought we'd drop in and see him.
4. a: Where shall I hang my coat?  b: Sorry, I thought Ella will have shown you. Over there.
5. The manager of Newtown United said that the team is to be announced at nine 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 wanted to go dancing.
8. a: Where's Oliver? He is supposed to be here yesterday, and there's still no sign of him.
   b: I'm about to ask the same question.
9. I didn't phone Ben 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 seven 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 italicised parts?

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

1. The meeting was to have taken place in the hall, ...
   a. but had to be cancelled at the last minute.
   b. and was well attended.
2. She was to have appeared with Heath Ledger 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. and was very impressed by his knowledge of Italian culture.
   b. but he left before I got there.
4. The twenty police officers who were to have gone off duty at eight ...
   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 ten 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. and go on for over 80 years.
   b. but a shortage of labour delayed the start for a further 20 years.
10. We were to stay with Rodrigo 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: ability

We sometimes use be able to instead of can and could to talk about ability. 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:
  ○ Films can now easily be streamed online. (Rather than Films are now easily able to be streamed ...)
☆ when the meaning is 'know how to':
  ○ Can you cook? (Rather than Are you able to cook?)

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:

○ Sophie 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 than be able to –

☆ in negative sentences:
  ○ I tried to get up but I couldn't 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.
☆ after the phrases the only thing / place / time, and after all when it means 'the only thing':
  ○ All we could see were his feet.
☆ to suggest that something almost didn't happen, particularly with almost, hardly, just, nearly:
  ○ I could nearly touch the ceiling.

Can and could: possibility

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.

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 Jake in Oslo. (= we will be able to stay) and
○ We could stay with Jake in Oslo. (= it's possible; if he's there)

Could and be allowed to: permission

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, Ned 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:

○ I couldn't / wasn't allowed to open the present until my birthday.
Exercises

15.1 Underline the correct or more natural option (or both if possible). 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 hockey 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. A: Do you want a game? B: Sorry, I can’t / I’m not able to play chess.
6. Look at me, I can / I’m able to ride my bike without any help.
7. When the firefighters 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 Petra had been decorating. I could / was able to smell the paint when I came in.
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 blog posts with can, could and be allowed to (or two forms if possible).
Use negative forms where necessary. 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 midsummer, 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 done, 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 Eva 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 Lance Jordan’s was incredibly hard on him in the year before the Olympic Games. For instance, Lance (2) _______________ stay up later than nine, although on his birthday he (3) _______________ watch television until ten as it was a special occasion! Of course, all Lance (4) _______________ think of was going out with his friends in the evening, and he (5) _______________ hardly wait for the Games to finish to 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 Lance (7) _______________ celebrate – by staying up until 11 o’clock! ‘But no later,’ said his coach. ‘The World Championships are only two years away.’

→ Additional exercise 5 (page 242)
Will, would and used to

Will and would

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.
☆ 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 … he would solve it …)
However, we can use will not (won’t) and would not (wouldn’t) in either case. Compare:
- He would / wouldn’t walk the five miles to his place of work. (characteristic behaviour) and
- She wouldn’t say what was wrong when I asked her.

In speech, we can stress will or would to criticise people’s characteristic behaviour or habits:
- She just won’t do the washing up when I ask her.
- I was happy when Ryan left. He would talk about people behind their backs.
We can also express disapproval of something they have done using will:
- ‘I feel sick.’ ‘Well, if you will eat so much, I’m not surprised.’

We can use use will to draw conclusions or state assumptions about things that are the case now
(see also Unit 9b):
- Martina will be at home by now. Let’s go and see her.
- You will know that Ewan and Lucy are engaged. (= I assume you already know)

Would and used to

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 have red hair?

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 1990s. (not We would / used to visit …)
- She went to Jamaica last month. (not She would / used to go to Jamaica last month.)

Would / will have + past participle

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.

However, to say that we think a past situation actually happened, we use will have + past participle:
- As it was cloudy, few people will have seen last night’s lunar eclipse. (rather than … would have seen …)
Exercises

16.1 Complete the doctor and patient speech bubbles using will or would followed by one of these verbs. If will or would are not possible, use a verb in the past simple. 

| 1 | Most days I ____________ eight hours or more in front of my computer. |
| 2 | Yesterday I ____________ a sharp pain in my lower back. |
| 3 | No, I'm not that fit now. When I was at college, I ____________ in the gym most days. |
| 4 | When I tried to stand I ____________ that I couldn't straighten up. |
| 5 | Over time poor posture ____________ back pain. |
| 6 | Before computers came along, people ____________ rarely still for so long. |
| 7 | I'm sure you ____________ about the need to take regular breaks. |
| 8 | That ____________ probably the result of sitting badly. |

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.

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 town.
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.

| 1 | According to official figures, over half the population ____________ the final of the song contest on TV last night. |
| 2 | I enjoyed the exhibition – but I don't think my grandmother ____________ of it. |
| 3 | I don't think the dog ____________ anyone, but I was still glad when the owner took it away. |
| 4 | I'm sure by now you ____________ about yesterday's robbery at the supermarket. |
| 5 | The train journey was quite comfortable, although I ____________ to fly. |
| 6 | Regular readers ____________ the return of a popular feature to our website. |
| 7 | A: Did you like the present Justin gave you for your birthday? B: Well, an umbrella stand isn't something I ____________ myself, but I suppose it might be useful. |

16.4 Complete B's responses below to show criticism or disapproval.

1 A: I think I'm putting on weight. B: Well, if you ____________ .
2 A: I've got a headache. B: Well, if you ____________ .
3 A: I'm really hot. B: Well, if you ____________ .
May and might

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 characteristics or behaviour:
- The seeds from the plant may grow up to 20 centimetres in length.
- 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 government.
- 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 the colours are remarkable.
- She might not have 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 Laura may / might have completed the report by now? (past)
- His maths may / might have improved by the time the exam comes round. (future)
- Marco 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 Max, but I’m not sure yet. (future)

Note that could can be used in these sentences instead of may or might:
- Do you think Laura 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:
- Callum didn’t know where the ball was, but he thought his sister might have been playing with it before she left for school.
17.1 Complete the sentences with either may or might, whichever is more likely. If neither is possible, use an alternative. A & B

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

17.2 Underline the correct answer. C & E

1. You should have come dancing. You ___________________ have enjoyed / might enjoy it.
2. She ___________________ have tried / might have been trying to get a book off the top shelf when she fell.
3. Dr Carter ___________________ have come / might be coming over this evening, so can you tidy the house up a bit?
4. As recently as the 1950s, employers ___________________ be requiring / might require a woman to leave her job when she got married.
5. I’ve been offered a new job, so I ___________________ be moving / may have moved to Dubai.
6. Why not come and see us in March? The weather ___________________ be improving / may have improved by then.
7. During the riots of the 1960s, people ___________________ be imprisoned / may be imprisoned simply for being on the streets.
8. He said he was in a lot of pain, but he ___________________ have been exaggerating / may exaggerate.
9. In the past, left-handed children ___________________ be punishing / might be punished for not holding a pen in their right hand.
10. I ___________________ have told / may tell you this before. I can’t remember.

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 below.

<table>
<thead>
<tr>
<th>sound / exciting</th>
<th>agree / him</th>
<th>express / feelings openly</th>
<th>work / quickly</th>
</tr>
</thead>
</table>

4. He ___________________ work very quickly, but at least he’s very reliable.
5. ___________________, but his opinions on music make you think.
6. ___________________, but she is really very fond of you.
7. ___________________, but the new museum of fishing is actually very good.

Additional exercise 5 (page 242)
Must and have (got) to

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** charge my phone. I meant to do it yesterday, but I forgot.

To draw a conclusion about –

- **something** that happened in the past we use **must** + **have** + past participle:
  - That’s not Clara’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 a noise. 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 access the database. You **must have to put in** a password. (= **must have to**)
- Matt wasn’t at home when I went round. He **must have had to go** out unexpectedly.

Note that we can’t say ‘**must’ve** (got) to’ but we can say **must’ve had to**.

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** ...?; **formally Must we** ...?)

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! (formally **Must** you play ...?)

Sometimes we can use either **have to** or **have got to**. However –

- we use **have to** with frequency adverbs:
  - 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 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’d) then we must include **got**:
  - I need a new pair of shoes, and they’ve **got to** be blue. (not ... they’ve to be ...)

- we don’t use **have got to** with other modal verbs:
  - Motorists will **have to** wait until next year to use the bridge. (not **Motorists will have got to wait** ...)

Note also that **have got to** is often preferred in informal speech.
Exercises

18.1 Complete the 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. Luisa owns a big car and a yacht. She ___________________ incredibly rich. (be)

3. A: Everyone's going into the hall.  B: 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. I didn't think Rob was coming to the meeting. He ___________________ his mind. (change)

6. A: I wonder how you get past security.  
   B: I suppose you ___________________ some form of ID. (show)

7. A: I thought Paul would be home.  
   B: He ___________________ Lotta to work. He said he would. (take)

8. 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 possible or preferable; if not, use have / has to. D

1. It is necessary to do all of this photocopying before lunchtime.  
   All of this photocopying has got to be done / has to be done before lunchtime.

2. It is rarely necessary to ask Hannah to tidy her room.  
   Hannah ...

3. Is it necessary for us to hand in the homework tomorrow?  
   Have ...

4. It wasn't necessary for me to go to the hospital after all.  
   I ...

5. Was it necessary for Ben to go alone?  
   Did ...

6. It is sometimes necessary for Adam to start work at 6:30.  
   Adam ...

7. It is necessary to extend the college to accommodate the new students.  
   The college ...

8. It may be necessary to cancel our holiday because my mother is ill.  
   We ...

18.3 If necessary, correct the italicised parts of this email message. A–D

Hello Maria,

Sorry I haven’t been in touch for a while. You (1) must have 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) always have got to pull it very hard to shut it. My neighbour’s always saying, ‘(3) Have you to bang the door so hard?’ When I went in I found that the house had been burgled. They (4) must have climbed over the fence in the back garden. None of the windows and doors were damaged, so someone very small (5) must have to squeeze through the tiny window in the kitchen. I suppose I (6) must leave it open, but I didn’t expect anyone to be able to get in. Then they (7) must have 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) mustn’t wait very long for them to get here. Fortunately, the only thing that was taken was my TV. I think the burglars (9) must be disturbed, perhaps when the postman came. So now (10) I’ve to get a new lock for the front door and replace the TV, and I (11) must put some locks on the windows. I suppose I (12) may must get a burglar alarm, too. I must say I’ve never really wanted one, but needs must!

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

All the best for now,

Amy

Can you find three other common expressions with must?
Need(n’t), don’t need to and don’t have to

We can use need as an ordinary or 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:

- I’ve already cleaned the car so you needn’t bother to do it.
- I was very nervous before the interview, but I needn’t have worried – I got the job!

Other verbs often used with need not (needn’t): apply, concern, fear, involve, mean, panic

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 nightclub. (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 somebody else or external rules make something unnecessary. Compare:

- As you worked late yesterday you needn’t come in until ten tomorrow morning. (the speaker’s decision) and
- We’ve been told that we don’t have to be at work until ten 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 an e-book reader. (or Nowadays it doesn’t have to cost ...; not Nowadays it mustn’t cost ...)
Exercises

19.1 Match the sentence beginnings and ends. Join them with needn’t and the bare infinitive of one of the verbs from the box. A

<table>
<thead>
<tr>
<th>bother</th>
<th>change</th>
<th>concern</th>
<th>panic</th>
<th>worry</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I’ll give you a lift to the station so you ...</td>
<td>2 The questions are in the book so you ...</td>
<td>3 All the windows have screens so you ...</td>
<td>4 Our software provides full computer security so you ...</td>
<td>5 The new tax laws don’t come into force until next year so you ...</td>
</tr>
<tr>
<td>... the details on the form.</td>
<td>... yourself with viruses.</td>
<td>... to copy them down.</td>
<td>... about booking a taxi.</td>
<td>... about being bitten by mosquitoes.</td>
</tr>
</tbody>
</table>

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 rainfall figures 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 option. If the options 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 I’ll email a summary 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 Correct any mistakes in the extracts from a speech made by the managing director of a company to her employees. A-D

1 You needn’t to worry about losing your jobs.

2 Need we make any changes in company policy?

3 Changes in technology mustn’t be a problem, but in fact provide opportunities.

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 rate 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.

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.

Note 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?

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.

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.

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 ...) and
- 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 Clare 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 children sweets. (not ... parents had better
give ...)

We prefer had better if we want to express particular urgency or in demands and threats:

- There's someone moving about downstairs. We'd better call the police, quickly.

Note that the negative form is had better not, and in questions the subject comes after had:

- He'd better not be late again or he'll be in trouble.
- Had we better get a taxi? (or Should we get ...?)
Exercises

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 the verbs from the box once only. A & B

**Box**

answer  arrive  be  go  put  remove  resign  send  wear  win

1. Thomas is running so well at the moment that he __________ the 800 metres easily.
2. Where __________ 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. All packaging __________ before switching on the printer for the first time.
6. It’s important to look smart at the interview. You __________ a suit.
7. There are many people who think the President __________ years ago.
8. __________ we the questions in English or in French?
9. If you want my advice, I __________ by train rather than car.
10. I can’t imagine what’s happened to Nadia. 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

1. A timetable __________ be set for withdrawing the army.
2. Lev isn’t home yet. He __________ have been held up at work.
3. A: I wonder how old Louis is?
   B: 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. A: I know I’m always complaining that my house is small, but it’s very convenient for work.
   B: Yes, it __________ be handy living so close to your office.

20.3 If necessary correct these conversations using should / ought to, must, shall, or had better, or write √. A, C & D

1. A: There’s something wrong with David’s computer yet again.
   B: He should wish he’d never bought it.
2. A: The meeting’s on 3rd April.
   B: I’d better make a note of that, or I’ll forget.
3. A: Have you put on weight recently?
   B: Yes, I shall do more exercise, but I never seem to have time.
4. A: The children from next door have been throwing stones at our windows.
   B: Well, they shouldn’t do it again, otherwise I’ll call the police.
5. A: I’m freezing.
   B: You’d better have worn a thicker coat.
6. A: Businesses had better not be allowed to give money to political parties.
   B: I totally agree.
7. A: When have we got to be in Bristol?
   B: By four. I think we’d better get started.
8. A: Do you want to go out for lunch?
   B: Well, I should be revising for my maths exam ... but okay.
9. A: I’ve looked all over the house and can’t find the keys.
   B: Well, if they’re not here, they must still be in the car.
10. A: It’s so expensive to park here.
    B: Yes, I don’t think people had better pay to park at work at all.
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:

- Clara is a doctor.
- She seemed unable to concentrate.

Other linking verbs:

- 'being' linking verbs: e.g. be, keep, prove, remain, stay
- 'becoming' linking verbs: e.g. become, come, end up, grow, turn out
- 'seeming' linking verbs: 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).

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.

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.

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.)

Before a noun we include to be when the noun tells us what the subject is, but often leave it out when we give our opinion of the person or thing in the subject. We leave out to be in 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:

- 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 Morales became an adviser to the government.

Also with: apparent, aware, convinced, infected, irrelevant, obvious

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 for unwanted situations. For example:

- go deaf / blind / bald; go mad / crazy / wild;
- go bad / off / mouldy / rotten; go bust; go dead;
- go missing; go wrong.
- But note: get ill, get old, get tired.

- The company went bust and had to close.
- My computer’s gone wrong again.
- Some people get ill very easily.

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.)
Exercises

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, Ella appeared to be alone.
3 What he called his ‘little cottage in the country’ proved to be a castle.
4 Hassan 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 pinched me.
8 With only five minutes of the match left, Spain look to be heading to victory.
9 A: We’ve decided to buy a Ford. B: That seems to be a very good choice.
10 He only looked to be about ten years old, but I knew he must be a lot older.

21.2 Complete the sentences with an appropriate form of become or get. C
1 Give me a few minutes to __________ changed, and then I’ll be ready to go.
2 The state of the railways __________ a major political issue during the last election campaign.
3 Research has shown that women who __________ pregnant while dieting increase their child’s risk of obesity.
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 __________ 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.

21.3 Complete each sentence with an appropriate form of one of the verbs in brackets and a word or phrase from the box. D
- berserk - blind - bust - dead - to know - to like - red - tired
1 I was at a zoo once when an elephant __________ went berserk and attacked its keeper. (go / turn)
2 A few seconds later the line __________ and Marc put down the handset. (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 I’ll take over driving 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 company __________ when the bank wouldn’t lend it any more money. (go / get)

21.4 If necessary, correct the italicised parts of this blog. 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 Adam 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 we couldn’t have breakfast. Then Adam (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 Adam 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

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</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>

Also: award, hand, lend, offer, send, throw (= 'giving' verbs); ask, read, teach (= 'telling' verbs)

The passive form you choose depends on which is more appropriate in a particular context. If we specify an agent (see Appendix 2), this follows by at the end of the clause. Note that in informal contexts 'to' can be left out in the second passive pattern.

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

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>He explained me the problem: X</td>
<td>I was explained the problem: X</td>
</tr>
<tr>
<td>He explained the problem to me. ✓</td>
<td>The problem was explained to me. ✓</td>
</tr>
</tbody>
</table>

Also: announce, demonstrate, describe, introduce, mention, propose, report, suggest (= 'reporting' verbs)

Verbs followed by object + complement in the active have one passive form:

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>They elected her president.</td>
<td>She was elected president.</td>
</tr>
</tbody>
</table>

Also: appoint, declare, make, nominate, vote (to do with giving a particular position); call, name, title (= 'naming' verbs)

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</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>

Also: feel, hear, help (also + object + to-infinitive), observe, see (see also Unit 23A)

Transitive two- and three-word verbs (see also Unit 94)

Some have passive forms:

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ella looked after him.</td>
<td>He was looked after (by Ella).</td>
</tr>
</tbody>
</table>

Also: carry out (= put into practice), disapprove of, hold over (= delay), talk down to (= patronise)

Some are not used in the passive:

<table>
<thead>
<tr>
<th>Active</th>
<th>No passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>We came up against a problem.</td>
<td>A problem was come-up against: X</td>
</tr>
</tbody>
</table>

Also: brush up on (= revise), cast (your mind) back (= try to remember), get (something) down (= write), take after (= resemble)

Some can be only used in the passive with certain senses:

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>They put out the fire. I put out a hand to steady myself.</td>
<td>The fire was put out. A hand was put out to steady myself: X</td>
</tr>
</tbody>
</table>

Also: (passive possible meaning / no passive meaning): call (someone) up (order to join the army / telephone); call (someone) back (ask to return / telephone); let in (allow into a place / allow rain, etc. in); let out (allow to leave / let out a sound)
Exercises

22.1 Rewrite the sentences using one or, if possible, two passive forms. Look carefully at the tense. 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.
3 Someone has proposed improvements to the developers.
4 Someone suggested some interesting changes to me.
5 Someone awarded him a prize.
6 Someone will announce the President’s arrival to the waiting journalists.
7 Someone had mentioned the password to the thieves.
8 Someone has lent me some skis.
9 Someone is sending me a lot of spam emails.
10 Someone is going to explain the changes to the students.

22.2 Complete each first sentence with a suitable form of a verb from the box. Then complete the second sentence using the same verb and the passive. A, B & C

| appoint | declare | demonstrate | help | introduce | see |

1 People helped Rob to his feet after the accident. Rob was helped to his feet after the accident.
2 Tony introduced me to Mrs Rossi at his birthday party.
3 Has anyone helped Chris this morning? Has Chris been helped this morning?
4 They appointed Sven Larsen Regional Sales Director for Scandinavia.
5 I am certain that Sarah demonstrated her suitability as company director to those who still have any doubt.
6 They declared Alan Watson winner of the election after a recount.

22.3 If possible, rewrite each sentence using a passive form of the italicised two- or three-word verb. If not, 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 Ben called Mrs Patel back as soon as he got home.
7 The chairperson 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

Verbs followed by object + -ing in the active are made passive with 'be' + past participle + -ing:
- They saw the monkey climbing over the fence. (= active)
- The monkey was seen climbing over the fence. (= passive)

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.

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)

Active patterns with verb + to-infinitive

The active pattern verb + object + to-infinitive is made passive with 'be' + past participle + to-infinitive. Compare:
- Mr Wang has taught Peter to sing for years. and
- Peter has been taught to sing (by Mr Wang) for years.

Note 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 Karl to be there. (but not Karl was liked to be there.)

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

Compare:
- Supermarkets started to sell fresh pasta only in the 1990s. and
- Fresh pasta started to be sold by supermarkets only in the 1990s.

The verbs in group (i) (and start) have corresponding meanings in active and passive sentences, but the verbs in group (ii) do not. Compare:
- People have come to see organic food as something only the wealthy eat. (active) corresponds to
- Organic food has come to be seen as something only the wealthy eat. (passive)
- Petra wanted to help me. (active) does not correspond to
- I wanted to be helped by Petra. (passive)
Exercises

23.1 Complete each sentence using one pair of verbs from the box. Use either was / were + past participle + -ing or past simple + being + past participle. A & B

|--------------|---------------|-------------|--------------|------------|-------------|---------------|---------------|-------------|-------------|

1. Inger __________ for over three hours when she went for her dental appointment.
2. When the police first questioned him, Wayne __________ in the robbery.
3. I __________ the baby while Karen went to answer the door.
4. When I woke up in hospital, I __________ by the snake but nothing after that.
5. They __________ prisoner by pretending to be dead.
6. The man __________ a suspicious package under a seat in the train.
7. When the bike hit her, Ana __________ to the ground.
8. Two teenagers __________ from school after they were found with over a hundred stolen mobile phones.
9. The man was taken to hospital when he __________ lost and alone in the forest.
10. Tarik had worked in the company for 30 years and he rather __________ orders by people who had been there only weeks.

23.2 Rewrite the sentences using one pair of words from the box. Use passive forms with past participle + -ing, past participle + to-infinitive, or past simple + being + past participle. A–D

|------------|---------------------|----------------|---------------|-------------|----------------|----------------|-------------------|

1. They wanted us to show our passports at the border. __________
2. They could hear Emil and Laura shouting at each other next door. __________
3. The other children made Ollie unhappy when they teased him. __________
4. They saw the burglar getting into the museum through a window. __________
5. They think that over 20,000 people will go to the pop concert. __________
6. They criticised her but she wasn’t unhappy about it. __________
7. They said I had to fill in two copies of the customs declaration. __________
8. They caught Mrs Dee taking things from the shop. __________

23.3 Make passive sentences beginning with the italicised word(s). E

1. Kay’s questions began to irritate Marco. __________
2. The team captain hopes to select Omar. __________
3. Alastair 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. __________

Do the sentences you have written have a corresponding meaning to the original, or a different meaning? Look carefully at the tense in the sentences given.
Using passives

We typically use a passive rather than an active in the following situations.

Star: Using a passive allows us to omit the agent (= the subject of the corresponding active sentence) by leaving out the prepositional phrase with by. 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 (e.g. describing procedures or processes) we often 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 which will be stored in deep underground mines.

Star: 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:

- They're installing the new computer system next month. and
- The new computer system is being installed next month. (more formal)

Note 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.

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 note 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 (safety) valves:

- The three machines tested for the report contained different types of safety valve. The Boron Group in Germany manufactured all the valves.
- The three machines tested for the report contained different types of safety valve. All the valves were manufactured by the Boron Group in Germany.

Using the passive allows us to put long subjects at the end of a sentence. So, for example:

I was surprised by Dev's decision to give up his job and move to Sydney.

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

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.
Exercises

24.1 Write passive sentences about the development of an Olympic Games site starting with the italicised words. A & Appendix 2

1. They built the main stadium in under three years. The main stadium was built in under three years.

2. They have designed the main stadium to accommodate many different sports.

3. They will take down the temporary stands after the Games.

4. They will have completed the basketball arena by the end of May.

5. They are holding the rowing competition on the River Nene.

6. They had completed the athletics track only a year after the city got the Olympics.

7. They were using the handball venue as a warehouse until a year ago.

8. They should have finished the badminton arena by now.

24.2 Rewrite these sentences beginning with a noun formed from the italicised verb (with the if necessary). Use a passive form of the verb in brackets, 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. (expect)

24.3 Complete the text with appropriate forms (active or passive) of the verbs in brackets. 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) **is on the verge of** (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) **are shrinking** (disappear), and experts (4) **fear** (fear) that this is just the beginning. It (5) **is estimated** (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) **will 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) **is using** (use) a method of 'managed retreat' by creating new defences further inland and allowing low-lying coastal farmland (8) **is being abandoned** (abandon) to the sea. However, many of the country's major cities could also (9) **be affected** (affect). London, Bristol and Cardiff all (10) **are expected** (expect) severe flooding as our sea defences (11) **are being destroyed** (destroy) by the rising tides.

→ Additional exercise 6 (page 243)
Reporting with passives; *It is said that* ...

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.

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 allows 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 was decided** that the meeting should be cancelled. (or It was decided to cancel the meeting.)

Also: **allege, announce, assume, believe, calculate, claim, consider, demonstrate, discover, establish, estimate, expect, feel, find, know, mention, recommend, reveal, say, show, suggest, suppose, think, understand; agree, decide, hope, intend, plan, propose** (can also be followed by a **to-infinitive clause**)

Note that many other verbs connected with reporting are **not used with it + passive verb + that-clause**, but can be used as in A:

- **We have been informed** that we have to leave.  
  *(but not It has informed us ...)*

  Also: **encourage, persuade, reassure, remind, tell, warn**

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

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.

Most of the verbs listed in the first white 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’.

With some verbs 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.

  Also: **discover, explain, find, know, reveal, show, understand**

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.

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

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

1 It was __________ to hold new negotiations next month. (agreed / announced)
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 Ahmadi 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 half of cancer cases are lifestyle-related.
   (established / revealed)
7 It is __________ to employ 500 people in the factory. (expected / intended)
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 it. If not, write X. A & B

1 AGREEMENT THAT UN WILL SEND IN TROOPS
   It has been agreed that the 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 MOON ASTRONAUTS 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 FOOD POISONING OUTBREAK

10 POLICE TOLD TO WORK LONGER HOURS

25.3 Write two new sentences for each numbered sentence below, using it + passive verb + that-
   clause in one sentence and subject + passive verb + to-infinitive in the other. (The second
   pattern may not always be 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.
**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:
  - ‘Which is your brother?’ ‘The one next to Luka.’ (talking about a photograph)
  - 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 ...?)

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 jumpers. Which one do you think I should choose?
- Which of you would like to go first? (rather than Who of ...?)

**B**
- When we use who or what as subjects, the verb that follows is usually singular, even if a plural answer is expected:
  - What is there to see in the town? (expects an answer giving a number of things to see; not What are there to see in the town?)

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 Almeida 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?

**C**
**How or what?**

<table>
<thead>
<tr>
<th><strong>How</strong></th>
<th><strong>What</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>How was the journey? (asking a general opinion)</td>
<td>What was the journey like? (asking a general opinion)</td>
</tr>
<tr>
<td>How is your brother? (asking about general health)</td>
<td>What do you like about the job? (asking for details)</td>
</tr>
<tr>
<td>How do you like your coffee? (asking about food and drink preferences)</td>
<td>What if your plan doesn’t work? (asking about consequences)</td>
</tr>
<tr>
<td></td>
<td>What’s it called? (asking about a name)</td>
</tr>
</tbody>
</table>

How / What (about)
- How / What about a swim? (making a suggestion)
- ‘He’s a bit scary sometimes.’ How / What do you mean? (asking for more information)

**D**

**E**
- 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?
- 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?)
Exercises

26.1 Underline the correct option (or both if possible). A & B
1 To whom / who should the documents be sent?
2 Which / Who of you is Dr Hansen? I have a message for you.
3 A: Here’s a photo of our children at the fancy dress party. B: Who / Which is Isabella?
4 A: Is your sister at home? B: What / Which one do you want to speak to?
5 Whom / Who do you hold responsible for the damage?
6 Who / Which will captain the team if Zeinab isn’t available?
7 Which / Who would you rather be – a doctor or a vet?
8 Who / Whom translated the book?

26.2 Complete the sentences with an appropriate present simple form of the verbs 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? (make)
5 A: The Turners are in France. B: 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?’
2 ‘........... if Omar calls while you’re out?’
3 ‘........... about a coffee?’
4 ‘........... are your parents these days?’
5 ‘...........’s your boss like?’
6 ‘........... do you like your new job?’
7 ‘........... was the camping trip?’
8 ‘...........’s your boss called?’
9 ‘........... do you mean, “Smart clothes”?’
10 ‘........... was the camping trip like?’

26.4 Correct any mistakes in the italicised words or, if necessary, suggest ways of making the sentence 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.
5 Whose going with you to Canada?
6 About whose travels in Nepal did Liam Wilson write a book?
7 What one of the following statements is true?
8 Who of us has not told a lie at some time in our lives?
9 A: Can you post the books to us? B: Whose address to?
10 A: Ants have got into the fridge! B: What has got into the fridge?
Negative questions

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.

- 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 ...?)

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 ...?)

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 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 tell me that in the first place? (I'm annoyed that you didn't)

Negative question forms, usually with a falling intonation, are used in exclamations giving opinions:

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

Echo questions

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:

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

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

- 'Leon's arriving at 6:30.' When's Leon arriving? / Leon'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

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?

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?)
Exercises

27.1 Write negative questions for B in these dialogues, using -n't with the words in brackets. 

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

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

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

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

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

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

27.2 Use the notes to complete these dialogues with two negative questions. In the first use -n't; in the second use never, no, nobody, nothing or nowhere. 

1 (ever / considered you might / wrong)  
   A: Have you ever considered you might be wrong? / Have you never considered you might be wrong?
   B: No, I'm sure I'm right.

2 (you / any interest / maths at all)  
   A: ?
   B: No, I've always hated it.

3 A: I spent the night in the railway station. (could / find anywhere else / sleep)  
   B: ?

4 (can / remember anything about / accident)  
   A: ?
   B: Not after getting into the car, no.

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

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

27.3 Complete the echo questions using appropriate question words or phrases. 

1 A: Jake's going to Chile.  B: He's going ...? / He's doing ...? / He's ... what?

2 A: He's leaving at the end of next week.  
   B: He's leaving ...? / He's doing ...? / He's ...?

3 A: He'll be away for three months.  B: He'll be away for ...? / He'll ...?

4 A: It will cost about £15,000.  B: It'll cost ...? / It'll ...?

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

6 A: He's going climbing in the Andes.  
   B: He's going climbing ...? / He's doing ...? / He's ...?

27.4 If necessary, correct any mistakes in these sentences. Put a tick if they are already correct.

C, D & F

1 A: Mariam isn't answering her phone.  B: Why do you not email her?

2 Who do you expect that will read your blog?

3 Why did they suggest that we should avoid using the motorway?

4 Was not it a brilliant film!

5 If she really wants to go rock climbing, why not let her?

6 What did you say that is in these biscuits?

7 How do you think that Twitter will have changed our lives in ten years' time?

8 Why did not you tell me you'd changed your number?
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)

Also: begin, bend, break, burn, change, decrease, drop, finish, increase, move, open, shut, start, vary, wake (most are 'change' verbs)

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

- I often **sing** (songs) in the shower.
- She **plays** (the saxophone) beautifully.

Also: answer, ask, change, cook, dance, drink, drive, eat, fail, park, phone, read, smoke, 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.)
- He **paused** for a few moments. and He **paused**. (no complement needed)

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

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** Murad. (not I’m sure that blue car belongs.)

Also: 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.)

Also: 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.
- Conti **pronounced** herself fit for the match.

Also: assume, believe, consider, declare, find, judge, prove, report, think.
(The object after declare, find, pronounce and prove is usually a reflexive pronoun.)

Sentences with an object + adjective complement after these verbs are usually rather formal. Adding to be after the object or using a that-clause can make sentences less formal:

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

28.1 If it is possible to omit the object (in italics) after the underlined verbs, put brackets around it. **B**

Aya 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 eight/seven okay?' Aya (4) thanked Val and said that she'd love to come. At about seven Aya 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 Aya (10) reached their house and she (11) waved her hand when saw Aya. Aya (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.' Aya (18) enjoyed the evening very much. The food was excellent and they talked a lot about their holiday plans. Aya hoped to go to Canada, but wasn't sure yet that she could (19) afford it. Before she left, Aya helped (20) wash up the dishes. As she drove home, she decided that she must (21) invite Val and Tom for a meal at her house very soon.

28.2 Complete sentences 1–4 with a correct verb + preposition + noun phrase. Complete 5–8 with a correct verb + noun phrase + preposition. **D & E**

<table>
<thead>
<tr>
<th>Verbs (Use an appropriate form.)</th>
<th>Prepositions</th>
<th>Noun phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>aspire</td>
<td>between</td>
<td>the black car</td>
</tr>
<tr>
<td>attribute</td>
<td>for</td>
<td>national leadership</td>
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<tr>
<td>base</td>
<td>in</td>
<td>his success</td>
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<tr>
<td>culminate</td>
<td>on</td>
<td>the discovery of penicillin</td>
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<tr>
<td>differentiate</td>
<td>on-to-to</td>
<td>a surprise</td>
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<td>inflict</td>
<td></td>
<td>defeat</td>
</tr>
<tr>
<td>mistake</td>
<td></td>
<td>fantasy and reality</td>
</tr>
<tr>
<td>specialise</td>
<td></td>
<td>her new novel</td>
</tr>
</tbody>
</table>

1 Electors deserve more from a political party that aspiration to national leadership.
2 Years of research by Fleming.
3 Her mental condition makes it difficult for her to aspiration.
4 There's a great restaurant by the harbour which culminate.
5 The team of amateur footballers differentiate from the first division leaders.
6 After Lewis’s victory, he inflict the advice of his new trainer.
7 It was dark and raining and she mistake a taxi.
8 Emma Janse has specialise events that took place in 16th-century Denmark.

28.3 Complete these sentences with any appropriate adjective. **F**

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

Now write less formal versions 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?
- 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’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?

Other verbs with for + object: book, buy, catch, choose, cook, fetch, find, get, make, order, pour, save

Other verbs with to + object: award, give, hand, lend, offer, owe, show, teach, tell, throw

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.)

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

Some verbs 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 Mira, so I wrote a letter to her. and
- Mira had broken her wrist, so I wrote a letter for her.

Also: bring, leave, pay, play, post, read, sell, send, sing, take

Sometimes, however, the meaning is very similar:
- He played the piece to (or for) me.
- Can you sing that song again to (or for) us?

Note 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.)

Also: allow, ask, cost, deny, forgive, guarantee, permit, refuse

Some verbs, such as describe and fix, can only have a second object if this is a prepositional object – with to (see also Unit 22A). Compare:
- She described the situation to (me). (but not She described me the situation.) and
- She told this joke to (me). or She told me this joke.

Also: admit, announce, demonstrate, explain, introduce, mention, point out, prove, report, say, suggest

Starred choices may be used with for.

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

Also: collect, mend, repair
**Exercises**

### 29.1
Complete each sentence with a suitable form of a verb from the box and insert to or for in an appropriate place. Write to / for if either can be used. **A & B**

<table>
<thead>
<tr>
<th>choose</th>
<th>offer</th>
<th>pass</th>
<th>pay</th>
<th>post</th>
<th>read</th>
<th>save</th>
<th>sell</th>
<th>take</th>
<th>teach</th>
</tr>
</thead>
</table>

1. Elias hasn't got any money so I'll have to **pay** the bill **to** him.
2. Kaspar hates going shopping. I have to **offer** his clothes **to** him.
3. You're staying with Dimitra at the weekend, aren't you? Can you **offer** this present **to** her?
4. I can't reach the salt. Could you **pass** it **to** me, please?
5. When Mr Durand bought the house, we **sell** all the carpets **to** him as well.
6. He's got a very rewarding job. He **offer** sports **to** disabled children.
7. I haven't got my glasses. Can you **pass** these instructions **to** me, please?
8. Jane **pass** the letter **to** her way to work because I had flu and couldn't go out.
9. I **sell** my old bike **to** him, but he said he wanted something more modern.
10. I'll be in late tonight. Can you **offer** some dinner **to** me, please?

### 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 box. Give all possible word orders and add prepositions where necessary. **A-D**

<table>
<thead>
<tr>
<th>the problem / our teacher</th>
<th>her photograph / me</th>
<th>the glass / him</th>
</tr>
</thead>
<tbody>
<tr>
<td>another half an hour / us</td>
<td>his sister / me</td>
<td>three bedtime stories / him</td>
</tr>
<tr>
<td>an email / him</td>
<td>his broken car / him</td>
<td>the money / me</td>
</tr>
<tr>
<td>a drink / Ben</td>
<td>a paper aeroplane / him</td>
<td>the problem / him</td>
</tr>
</tbody>
</table>

1. A: Samuel phoned. He wants to come and stay with us at the beginning of September.
   B: But that's when my parents will be with us. I'll have to send **him an email / an email 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. The clock on the wall was wrong. When we pointed out she allowed to finish the exam.

4. My three-year-old nephew, Luis, 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.

5. A: Your new motorbike must have cost...
   B: Well, actually, my parents lent...

6. I poured and gave...
Verb + -ing forms and infinitives 1

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.)*
- Mia recalled him buying the book. *(more formally Mia recalled his buying the book.)*

Also: detest, (dis)approve of, (dis)like, hate, love, object to (= 'disliking' verbs), forget, imagine, remember, think of (= 'thinking' verbs)

Note that we only use a possessive form (Tom's, his) here to talk about a person or group of people:
- I remember the horse winning the race. *(but not ... the horse's winning ...)*

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?

Also: 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?

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* or *on* + object + -ing (concentrate, count, depend, focus, insist, rely)
  - Clare insisted on (Jack) wearing a suit to the party.
- *of* or *of* + object + -ing (approve, hear, know, speak, talk, tell)
  - Have you ever heard of (anyone) getting arrested for gossiping before?
- *object + from + -ing (deter, discourage, keep, prevent, prohibit, stop)*
  - The noise from next door prevented me from sleeping.

Some verbs (feel, hear, notice, observe, overhear, see, watch) can be followed by an object and then either by an -ing form or bare infinitive, but the meanings may be slightly different. Compare:
- I saw them playing football from my window. (-ing indicates an action in progress) and
- I saw him smash the bottle. (bare infinitive indicates a completed action)
- I was able to watch them building the new car park from my office window. (-ing suggests that I watched, but not from start to finish) and
- I watched him climb through the window, and then I called the police. (bare infinitive suggests I watched the whole action from start to finish)

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 Twitter 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 Irena clean up her bedroom before I let her go out to play.
Exercises

30.1 If possible, rewrite these sentences using the possessive form of the object. If not, 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 visit them.

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 Rewrite the italicised part of each sentence so that it has a similar meaning. Use one of the verbs from the box and an -ing form. B & C

adapt approve discourage end own up rely

1. In a survey, 65% of dentists said that they had made mistakes in treating patients.
   owned up to making

2. I don’t think children should wear jewellery in school.

3. I would like to finish with a summary of the main points of my talk.

4. My parents said they thought I shouldn’t go to university.

5. You can’t trust Sophie to turn up on time.

6. I grew up in the countryside, and I found it difficult to get used to life in a big city.

30.3 Underline the most likely verb form. Consider why it is the most likely. A

1. I heard the tyre burst / bursting and then the lorry skidded across the road.

2. Carl noticed someone watch / watching him from an upstairs window.

3. She felt the wasp 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

1. When Lana thought of going on the roller-coaster it made ...
   a prevent hay fever.

2. The new course is intended to help ...
   b feel quite ill.

3. Scientists hope the new drug will help ...
   c control the speed of the fan.

4. We didn’t agree with the decision, but we didn’t dare ...
   d wait outside my office.

5. When Ethan arrives, have ...
   e understand modern art.

6. The dial on the left lets ...
   f protest against it.

1 + b When Lana thought of going on the roller-coaster it made her feel quite ill.
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 ...)

Also: advise, allow, believe, cause, command, enable, encourage, entitle, force, invite, order, persuade, remind, show, teach, tell

After other verbs, however, we can’t include an object before a to-infinitive:

☐ We’ve decided to leave early. (not We’ve decided us to leave early.)

Also: agree, consent, fail, hope, manage, offer, pretend, refuse, start, threaten, volunteer

After some verbs we have to put a preposition, usually for, immediately after the verb before an object + to-infinitive (see also Unit 29):

☐ They arranged for Rania to stay in London. (not They arranged Rania to stay ...)
☐ They applied for the court appearance to be postponed.

Also: advertise, campaign, long, plan, wait (After apply and campaign, the to-infinitive is usually passive.)

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, shout, yell)
☐ I shouted at the man to open the door.

☆ on + object + to-infinitive (call [= to officially ask someone to do something], count, depend, prevail, rely)
☐ We’re depending on you to find a solution soon.

☆ to + object + to-infinitive (appeal, gesture, motion, signal)
☐ He closed the door and signalled to the pilot to take off.

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
☐ The accident seems to have happened at around 1 pm yesterday.
☐ Simmons is alleged to have assaulted a police officer.

This form is often used to give an opinion (after verbs like seem and appear) about a past event, or to report what is or was said (after passive verbs like is / was alleged, believed, said, thought) about past events.

☆ verb + having + past participle

The verb + -ing and verb + having + past participle forms have a similar meaning with these verbs:

☐ I now regret buying the car. and ☐ I now regret having bought the car.

This form is most often used with admit, deny, forget, recall, regret and remember.
Exercises

31.1 Complete each sentence with one of the verbs in brackets. (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 Riko in hospital. (allowed / offered)
   b They ___________ us to visit Riko in hospital.

3 a I ___________ to carry the heavy boxes up the stairs. (managed / persuaded)
   b I ___________ Hamza to carry the heavy boxes up the stairs.

4 a She ___________ Lars 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 Jonas ___________ to study economics at university. (advised / hoped)
   b Jonas ___________ me to study economics at university.

31.2 Write one word that is missing from each line in these texts. Put a ✓ where the word should be. (B)

a

1 When I advertised ✓ a website designer for the business, Greta got the job. But I’ve now learnt that you can’t rely Greta to do anything.

2 I waited ages her to come up with some initial ideas for the site, and then I had to keep on her to do any more work on it. Finally, she said she couldn’t do it after all.

b

1 Managers of the National Electricity Company have appealed workers to end their strike, and have called the government to intervene in the dispute. The Energy Minister said that he has arranged employers and employees to meet next week, and he prevailed strikers to return to work in the meantime.

31.3 Complete the sentences with the verbs in brackets using one of the patterns in section C opposite. Give alternatives where possible. (C)

1 I ___________ anyone Marta’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 ___________ the person who donated the money. (ask – not name)

6 She ___________ all the way back home. (not feel like – walk)

7 I am sure my purse was on the table a few minutes ago, but now it ___________ (seem – disappear)

8 The Etruscans ___________ in Italy in the 8th or 9th century BC. (believe – arrive)
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 give the information using our own words. We do this with sentences that have a reporting clause and a reported clause (see also Units 33–39):

<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 tell me</td>
<td>where to put the boxes.</td>
</tr>
</tbody>
</table>

If the exact words are important, we might report the actual words someone said. In writing this is done in a quotation:

- ‘I suppose you’ve heard the latest news,’ she said to me.
- ‘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. ask, continue) is often placed before the subject when the reporting clause comes after the quotation except when the subject is a pronoun:

- ‘When will you be back?’ asked Jimin. (or ... Jimin asked.)
- ‘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.

Although it may be reported in the reporting clause, depending on meaning:

- ‘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.

Also: 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 him 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.)

Note 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.
Exercises

32.1 Report what was said, quoting the speaker’s exact words using one of the reporting verbs from the box. Put the reporting clause after the quotation and give alternative word orders where possible.  

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, Georgia, it was me. (he)  
4. My novel is more exciting than a Dan Brown thriller. (she)  
5. I always carry two umbrellas with me because I’m always losing them. (Lena)  
6. Oh, no, it’s raining again. (Matt)  
7. Good morning, Miss Novak. (the children)  
8. Have I done the right thing? (I)

32.2 Complete each sentence using a pair of verbs from the box. Make one of the verbs negative.  

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 didn’t keep on at him.
3. ‘I can’t ask my parents to help me again.’ → He didn’t ask his parents to help him again.
4. ‘I wasn’t anywhere near the school at the time of the break-in.’ → He wasn’t near the school.
5. ‘I’m not going back to college.’ → She didn’t think back to college.
6. ‘I was surprised that Mum was angry.’ → He wasn’t surprised angry.
7. ‘Adam won’t mind waiting.’ → She didn’t think Adam mind waiting.
8. ‘I won’t be late again.’ → She didn’t think be late again.

32.3 Complete the email by reporting these questions using a wh-, if- or whether-clause.  

1. ‘How did you hear about the job?’  
2. ‘What are your long-term career plans?’  
3. ‘How many languages do you speak?’  
4. ‘Where did you learn Chinese?’  
5. ‘Can you use a spreadsheet?’  
6. ‘Have you organised international conferences before?’  
7. ‘Would you be willing to live overseas for periods of time?’  
8. ‘When can you start work?’

Hi Karim,

The interview went well, although it was long and they asked lots of questions. First, they wondered (1) how I’d heard about the job, and then they asked me (2) . They were very interested in the travelling I’d done. They asked me (3) , and they wondered (4) . There were questions about my previous experience. They wanted to know (5) , and they asked me (6) . At the end they asked (7) . When I said ‘Yes’, they asked me (8) !

I’ll phone later and tell you more about it.

Emily
Reporting statements: **that-clauses**

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 not usually 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 ...)*

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.

**Also:** *acknowledge, assume, believe, consider, declare, expect, find, presume, report, think, understand*

If we use a *that-clause* after an active form of some verbs, we must include an object between the verb and the *that-clause*. 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 ...)*

**Also:** *assure, convince, inform, persuade, reassure, remind, tell*

However, after some other verbs an object before a *that-clause* is not always necessary:

- They **promised (me) that** they would come to the party.

**Also:** *advise, show, teach, warn*

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.

**Also:** *announce, complain, confess, explain, indicate, mention, propose, recommend, report, say, suggest*

- **☆** After some verbs we use with:
  - We **agreed (with Ella) that** the information should go no further.

**Also:** *argue, check, 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 ...)*.
Exercises

33.1 Underline the correct verb. If both are possible, underline them both. C

1 The doctors advised / persuaded that I should rest for three months.
2 The police assured / promised residents that everything possible was being done to catch the 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 Katarina told / promised that she would be home before midnight.

33.2 If possible, rewrite these sentences in a more formal way with a to-infinitive clause. If not, 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 Lucas acknowledged that his chances of winning the race were slim.
7 We found that the rugby supporters were very well behaved.
8 The president's spokesman commented that the election result was a victory for democracy.

33.3 Complete each sentence with an appropriate form of a verb from the box + to, with, or of. More than one verb may be possible, but use each verb at least once. D

- announce - complain - disagree - joke - mention - require

1 Martina complains to the shop assistant that the laptop she'd bought there was faulty.
2 She complained to her neighbours that their dog was keeping her awake at night.
3 He disagreed with his friends that he'd won the lottery and was going to Barbados.
4 The minister shocked journalists that she was to resign immediately.
5 The college mentioned its students that they attend all classes.
6 I reminded Mr Jacobs that the students were lazy. I thought they were very enthusiastic.
7 I forgot to mention Chris that I'd be home late.

33.4 Suggest corrections to the italicised words in this news 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 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

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.
- I couldn't decide which train to catch.
- Let's consider how we can solve the problem.

Many of these verbs can also be followed by –
- a that-clause (see Unit 33):
  - I decided that I ought to leave.
- a wh-clause (except 'why') + to-infinitive:
  - Did you find out where to go?
- Note 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.

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.

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.

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 ...)?

Note that we don't use 'the way how'. (e.g. not Go back the way how you came.)

Whether

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.

Some verbs can be followed by whether + to-infinitive to talk about the choice between two or more possibilities. Note 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 or not.)

Some other 'talking' and 'thinking about choices' verbs are not used with whether + to-infinitive, including ask, conclude, explain, imagine, realise, speculate, think.

Note the difference between these sentences. The first 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)

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 Match sentence beginnings 1–10 to endings a–j and choose an appropriate wh-word to connect them. If necessary, add an appropriate object. A & B

1 Before the meeting finished they arranged ...  a ... to fit the parts back together.
2 He took my hands and showed ...  b ... she went after that.
3 I explained carefully so that the students understood ...  c ... to put their coats.
4 Anna was new in the office and I had to keep reminding ...  d ... to meet next.
5 I saw Sarah leave the building, but I didn’t notice ...  e ... Helen wasn’t with him.
6 When I saw Hugo alone at the party I wondered ...  f ... many sweets were in the jar.
7 As we walked over the hills the guide warned ...  g ... they had to do in the test.
8 After I’d dismantled the motor I couldn’t remember ...  h ... the path was dangerous.
9 To win a prize you had to guess ...  i ... everyone was.
10 As the guests came in Diego told ...  j ... to hold the golf club properly.

1 + d Before the meeting finished they arranged when / where 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 Louis and Eva 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 Zak Miles has written a book about mountain climbing in the Andes. Correct any mistakes in these extracts. A–F

The villagers warned  me 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 track up 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 don't want anything to eat.' → Yusuf said that he didn't want anything to eat.
☐ 'I'm leaving!' → Lamar announced that she was leaving.

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.' → Police said that they had found the missing girl.

However, if it is clear 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 five 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 are not sure that what we are reporting is necessarily true, or a situation may not still exist now, we prefer a past rather than a present tense. Compare:

☐ Yasemin told me that she has two houses. (= might suggest that this is true) and
☐ Yasemin 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

To report something 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.
Exercise

35.1 Report these sentences using the verbs from the box in the reporting clauses and either the past simple or past perfect (or both if possible) in the that-clause. A

<table>
<thead>
<tr>
<th>verb</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>alleged</td>
<td>She alleged that she had never been in love with Oliver.</td>
</tr>
<tr>
<td>conceded</td>
<td>She conceded that she had ever been in love with Oliver.</td>
</tr>
<tr>
<td>denied</td>
<td>She denied that she had ever been in love with Oliver.</td>
</tr>
<tr>
<td>estimated</td>
<td>She estimated that she had ever been in love with Oliver.</td>
</tr>
<tr>
<td>recalled</td>
<td>She recalled that she had ever been in love with Oliver.</td>
</tr>
<tr>
<td>repeated</td>
<td>She repeated that she had ever been in love with Oliver.</td>
</tr>
</tbody>
</table>

1 'I have never been in love with Oliver.' → She denied that she had ever been in love with Oliver.

2 'Markus 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 Lara unkindly.' → She

6 'I seem to remember that Wilma’s great-grandmother was from Spain.' → She

35.2 Complete the sentences with a verb chosen from a suitable pair. If both verbs in the pair are possible, write both. B

<table>
<thead>
<tr>
<th>verb pair</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>has / had</td>
<td>the problems with the bridge now that new supports have been built, and they plan to reopen it next week.</td>
</tr>
<tr>
<td>is / was</td>
<td>that an employee has the right to appeal against dismissal.</td>
</tr>
<tr>
<td>looks / looked</td>
<td>Simon is already a good tennis player, but he accepts that he still a lot to learn.</td>
</tr>
<tr>
<td>solved / have solved</td>
<td>that you want to buy a second-hand car. Your brother just told me.</td>
</tr>
<tr>
<td>states / stated</td>
<td>Health officials warn that anyone who directly at the sun during an eclipse may put their sight at risk.</td>
</tr>
<tr>
<td>understand / understood</td>
<td>They reassured us that the path perfectly safe.</td>
</tr>
</tbody>
</table>

35.3 Jamie Barnes and Daniel Nokes have been interviewed by the police in connection with a robbery last week. If necessary, correct the tenses in the that-clauses in these extracts from the interview reports. If not, write ✓. Suggest possible alternatives. 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 Focus. 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 Jamie 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 Daniel 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 ten. 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**
  - '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 ...)

  **Also:** agree, demand, guarantee, offer, promise, swear, threaten, volunteer

* a **object + to-infinitive clause**
  - 'You should take the job, Fran.' → She **encouraged** Fran to **take** the job.

  **Also:** advise, ask, call on, command, instruct, invite, order, persuade, recommend, remind, request, urge, warn, tell

The object usually refers to the person who the offer, suggestion, etc. is made to; that is, the person who performs the action in the reported clause.

Compare the use of *ask* with and without an object before a **to-infinitive clause**:

- They **asked** us to leave our bags outside the exam room. (*= this is something we wanted*)
- They **asked** 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.

  **Also:** agree, demand, 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)

After the verbs insist, order, say and suggest we use a **that-clause** but not a **to-infinitive clause**:

- 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 clause** but not a **that-clause**:

- Carolyn **intends to return** to Dublin after a year in Canada. (*not Carolyn intends that she should return ...*)

  **Also:** long, offer, refuse, volunteer, want

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.)
Exercises

36.1 Report each sentence using a verb from the box 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 Declan 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 Replace any incorrect verbs with ones from the boxes. (It may not be necessary to use all the boxed verbs.) B, C & D

expected - promised - refused - said

hoped - ordered - proposed - volunteered

In a major speech today, the Health Minister (1) suggested to improve the country's health care. She (2) guaranteed to reduce waiting times for operations, and (3) intended that this could be done without raising taxes. She said that she (4) insisted to see significant improvements within a year.

The President of Guwandi has (5) demanded Narian troops to withdraw from the border area between the two countries, and said that he (6) wanted that the Narian president would act now to prevent war. In a separate development, the UN Secretary General has (7) agreed to meet the leaders of both countries and has (8) offered that a peace conference should be held in New York early next week.

36.3 Complete the sentences in any appropriate way using a clause beginning with the -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 Ricardo said the play was very entertaining and he recommended

4 To find my way around London, Reza suggested

5 I'd been feeling unwell for a few days and my mother advised

6 The capital 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 Nina 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>Original Verb(s)</th>
<th>Reported Verb(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B</strong> could, would, should, might, needn’t, ought to, used to, could have, should have, etc.</td>
<td>could, would, should, might, needn’t, ought to, used to, <em>(i.e. no change)</em> 1 – 3 could have, should have, etc.</td>
</tr>
<tr>
<td><strong>C</strong> will, can, may</td>
<td>would, could, might 4 &amp; 5 will, can, may <em>(existing or future situations and present tense verb in reporting clause)</em> 6 will or would, can or could, may or might <em>(existing or future situations and past tense verb in reporting clause)</em> 7</td>
</tr>
<tr>
<td><strong>D</strong> shall</td>
<td>would <em>(talking about the future)</em> 8 should <em>(offers, requests for advice, etc.)</em> 9</td>
</tr>
<tr>
<td><strong>E</strong> must <em>(= necessity)</em> must <em>(= conclude; see Unit 18B)</em> must'st</td>
<td>must or had to 10 must 11 mustn’t 12</td>
</tr>
</tbody>
</table>

- 'I **could** meet you at the airport.' → He said that he **could** meet us at the airport. 1
- 'We **might** drop in if we have time.' → They said they **might** drop in if they have time. 2
- 'You **should have** contacted me earlier.' → She said I **should have** contacted her earlier. 3

- 'She **may** have already left.' → He thought she **might** have already left. 4

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:
- 'Careful! You'll fall through the ice!' → I **warned** him he **would** fall through the ice. 5 and
- 'I'll be in Paris at Christmas.' → She tells me she'll be in Paris at Christmas. 6

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, 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. 7

- 'I **shall** (I'll) call you on Monday.' → She told me she **would** call me on Monday. 8
- 'Where **shall** I put this box?' → He asked where he **should** put the box. 9

- 'You **must** be home by 9 o'clock.' → She said I **must / had to** be home by 9 o'clock. 10 *(had to is more natural in speech)*
- 'I didn't hear the phone. I **must** be going deaf.' → Alex thought he **must** be going deaf. 11
- 'You **mustn't** tell my brother.' → He warned me that I **mustn't** tell his brother. 12

Note that we sometimes use a modal verb in a reported sentence 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.
Exercises

37.1 Underline the more appropriate verb. If both are possible, underline them both. C
1. The doctor says that he will / would see you in 20 minutes.
2. In her letter, Elizabeth revealed that she may / might be getting married soon.
3. Maxim tells me that he can / could come for dinner with us tonight after all.
4. Inge promised that she will / would be at home by nine, 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. Olivia reckons that she can / could 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.

37.2 Complete the reported sentences using a that-clause with a modal verb. A & C
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.

37.3 Complete this message left on an answering machine by reporting what Chloe said, using modal verbs in the reports. D & E

"You mustn't forget to bring your student discount card." → I can't come to the phone at the moment. Please leave a message after the tone.

"Where shall we meet?" → Hi, Mia. I've just spoken to Chloe and she's keen to come to the pool with us tomorrow. She apologised for not turning up last week - she said she was always forgetting things and that she must be getting old!

"I must be getting old." → But she promised

"I must be in the city centre by one." → She's meeting Jack for lunch, and she said she (1) must be getting old!, so I suggested meeting at 10:30. She (4) and I said just by the pool entrance. Hope that's okay for you. Oh, and she said I (5) . Remember yours, too. See you there. Bye.

"I shall be there this time." →

37.4 Complete the reported sentences using appropriate modal verbs. Give alternative modal verbs where possible. F
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 Jason is dishonest.' → She said that

7. 'Maria is sure to be disappointed if you leave without seeing her.' → She said that ...
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.). Note that when we report using **nouns and adjectives (see C)** the exact original words are not necessarily reported. Instead we might use our own words, or report that something was said without reporting what was said.

☆ **Noun + that-clause**
- The **claim** is often made **that** smoking causes heart disease.
- The jury came to the **conclusion that** the woman was guilty.

**Also:** acknowledgement, advice, allegation, announcement, answer, argument, comment, decision, explanation, forecast, guarantee, indication, observation, promise, recommendation, reply, speculation, statement, suggestion, threat, warning

Note that we don't usually leave out **that** in sentences like this (see **Unit 33**).

☆ **Noun + to-infinitive clause**
- I accepted Luisa's **invitation to visit** her in Rome.
- He gave me every **encouragement to take up** painting again.

**Also:** decision, instruction, order, promise, recommendation, refusal, threat, warning

Note that some of these nouns can 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.)*

☆ **Noun + wh-clause**
- Juan raised the **question of when** the money would be collected.
- Our previous meeting looked at the **issue of how** to increase income.

We usually **use of** after these nouns in reporting.

After many of the nouns listed in **A** we can use **as to + wh-clause** or **as to + wh-word + to-infinitive** to introduce the subject of a question or topic discussed or thought about (see also **Unit 34F**). Note that an alternative preposition can usually be used instead of **as to**:
- She asked my **advice as to what** subject she should study at university. *(or ... advice on ...)*
- There was some **discussion as to whether** the price included tax or not. *(or ... discussion of ...)*
- Before we left we gave them strict **instructions as to how to cook** it. *(or ... about how to ...)*

**Reporting using adjectives**

Some adjectives used to report a speaker's feelings or opinion are followed by a **that-clause**:
- The builders are **certain that** they'll be finished by the end of next week.

**Also:** adamant, agreed, angry, annoyed, grateful, insistent, sure

Adjectives expressing uncertainty are usually followed by a **wh-clause**:
- Scientists aren't **sure where** the remains of the satellite will land.

**Also:** doubtful (usually + whether), uncertain, not certain, unsure

Some adjectives are usually followed by a preposition + noun phrase:
- Today's newspapers are very **critical of** the President's decision to appoint Mr Walters.

**Also:** apologetic, complimentary, insulting, tactful (+ about); dismissive, scornful (+ of); abusive, sympathetic (+ to / towards)
Exercises

38.1 Complete the sentences with the nouns from the box and the notes in brackets. Use a that-, to-infinitive or wh-clause. Suggest alternatives where possible. A

<table>
<thead>
<tr>
<th>announcement</th>
<th>decision</th>
<th>encouragement</th>
<th>explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>invitation</td>
<td>issue</td>
<td>observation</td>
<td>promise</td>
</tr>
<tr>
<td>question</td>
<td>warning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The turning point in his life came when he took the decision to become an actor. / ... that 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 the holidays – 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 webinar 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 Complete the rewritten sentences using a noun formed from the italicised verb + as to and then a wh-word. B

1. At the end the writers suggest when it is appropriate to correct students’ grammar mistakes.
   The writers ended with suggestions as to when it is appropriate to correct students’ grammar mistakes.
2. People have argued a great deal about how to define poverty.
   There has been ...
3. For months people have speculated about whether President Malik would stand again.
   There have been months ...
4. Scientists might conclude something about what their results imply.
   Scientists might ...
5. We have still not explained definitely why the dinosaurs disappeared.
   There is still ...

38.3 Complete each sentence using an adjective from the box with 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>distrustful</th>
<th>double</th>
<th>unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>not certain</td>
<td>complimentary</td>
<td>dismissive</td>
<td>turning up late</td>
<td>he would return</td>
<td>a police officer and was arrested</td>
<td>my fish curry</td>
<td>the game should go on despite the weather</td>
</tr>
</tbody>
</table>

1. The climbers were doubtfully whether the clothes would be warm enough at high altitudes.
2. My boss is very unsympathetic and was extremely my complaints about the new software.
3. The company is not absolutely certain the child car seats are safe.
4. Mona tried to pick up the rabbit, but was extremely 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. Karim left for New York in September but he was absolutely he would return.
8. The court heard that Hughes became a police officer and was arrested.
9. Judi doesn’t normally like spicy food, but was quite my fish curry.
10. All the players are the game should go on despite the weather.
Should in that-clauses: the present subjunctive

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 Felix should move to their Munich 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 to describe bringing about the situation expressed in the that-clause:

- They have proposed that Felix move to their Munich 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 ...)

We can also use that-clauses with should or the subjunctive after reporting clauses with nouns related to the verbs in B (e.g. advice, order, proposal, warning):

- 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:

- It is inappropriate that he (should) receive the award again. (or ... that he receives ...)

Also: advisable, appalling, appropriate, (in)conceivable, crucial, essential, imperative, important, obligatory, (un)necessary, urgent, vital

We can use should in a that-clause when we talk about our own reaction to something we are reporting, particularly after be + adjective. Compare:

- I am concerned that she should think I stole the money (or ... that she thinks ...)

Also: amazed, amused, anxious, astounded, disappointed, shocked, surprised, upset

Note that when we leave out should in sentences like this (= less formal) we use an ordinary tense, not a subjunctive.

We can use should in a that-clause to talk about 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 ...
Exercises

39.1 Report these statements from a Spanit Engineering Company board meeting. Use a that-clause with should (should + bare infinitive or should + be + past participle). [A-C]

1 Lee said: 'I think it's important to expand business in South America.'
   __Lee felt that business in South America should be expanded.__

2 Lee said: 'Mara Bianchi would make an excellent export manager. Let's promote her.'
   __Lee urged__

3 Alice said: 'It would be valuable for us to send a sales representative to South Africa.'
   __Alice recommended__

4 Alice said: 'The Delaware Bridge project ought to be completed by August next year.'
   __Alice reported__

5 Simon said: 'It is vital to keep to our work schedules.'
   __Simon insisted__

6 Simon said: 'I'd like all monthly reports sent to me directly.'
   __Simon instructed__

7 Alina said: 'Perhaps we could use web conferencing for meetings to save money on air fares.'
   __Alina suggested__

8 Alina said: 'Our head office must remain in London.'
   __Alina declared__

9 Nathan said: 'It's okay for us to sponsor the European chess league for the next three years.'
   __Nathan agreed__

10 Nathan said: 'In future, all claims for travel expenses are to be made in US dollars.'
    __Nathan announced__

39.2 Look again at your answers for 39.1. Can any of the sentences be written without should and still be correct? Write 'yes' if it is possible and 'no' if not. [A-C]

1 __Lee felt that business in South America be expanded._ No

39.3 Expand the notes using a that-clause with should and an adjective from the box to make reporting sentences. More than one adjective may be possible, but use each once only. [D & E]

amused  appalled  astounded  imperative
inconceivable  shocked  upset  urgent

1 It is ... / she / marry Ben.
   __It is inconceivable that she should marry Ben.__

2 I am ... / Kristina / 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

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. Note how the verb, in italics, agrees with the main noun:

- 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):

- Displayed on the board were the exam results. (compare The exam results were displayed ...)

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.

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 ...)

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. These nouns are sometimes called collective nouns:

- 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 common to use a singular verb.

Also: army, association, audience, class, club, college, commission, committee, community, company, crew, crowd, department, electorate, enemy, family, federation, generation, government, group, institute, jury, opposition, orchestra, population, press, public, school, team, university; the Bank of England, the BBC, IBM, Sony, the United Nations (specific organisations)

In some contexts we have to use a singular or a plural form of the verb.

- The committee usually raise their hands to vote 'Yes'. (not The committee usually raises its hands ...)

  This is something the individuals do, not the committee as a whole.

- The school is to close next year. (not The school are to close ...)

  This is something that will happen to the school as a building or institution, not to the individuals in the school.

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 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.
Exercises

40.1 Correct ten mistakes in the italicised verbs in this museum review. **A & B**

The Rivers Museum on the corner of Corn Street and New Road 1 has a fascinating collection of art and other objects which begins as soon as you step through the door. Among the most eye-catching pieces in the whole collection 2 is the marble animal sculptures under two arches on the left of the entrance hall. Whoever created these figures apparently 3 remains a mystery, but the skill of the craftspeople who worked on them 4 is obvious. Hanging on the wall directly opposite the carvings 5 is over a hundred swords from the 17th century. The narrow doorway between the arches 6 lets you into a series of smaller rooms where paintings from the 18th and 19th centuries 7 are on display. If paintings aren’t your thing, the museum’s incredible collection of seashells and fossils in the final room 8 are sure to be of interest. Perhaps what is most surprising about the building itself 9 are the bell tower in the small courtyard. Only since the restoration work was completed in 2011 10 have the tower been open, and climbing the 150 steps to the top to take in the view over the city 11 is well worth the effort. Over 50 full-time staff and volunteers 12 is employed and having so many of them available to answer questions about the collection 13 adds to the pleasure of this must-see museum.

40.2 Complete each sentence with a noun from the box and an appropriate form of the verb in brackets (singular, plural or both). **C**

audience class jury orchestra press
- team the United Nations university

1 The volleyball  
2 If the  
3 The worldwide television  for tomorrow’s cup final expected to be  
4 The  classical concerts throughout the year.  
5 The Waterman’s Junior Book Prize  three adults and three children. 
6 The  all passed the end-of-year exam.  
7 The  a picture of chaos in our schools, but it’s just not like that at all. 
8  ordered an investigation into the capture of members of its peacekeeping force in eastern Africa. 

40.3 If necessary, correct the 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.  
3 The New Straits Times report that tourism is booming in Malaysia.  
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.

→ Additional exercise 9 (page 245)
### 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. (We use a singular verb for careful written English.)</th>
<th>I don’t think any of them knows (or know) where the money is hidden.</th>
<th>Neither of the French athletes has (or have) won this year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>With a / 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. (We use a singular verb with the number of.)</td>
<td>A number of refugees have been turned back at the border.</td>
<td>The number of books in the library has risen to over five million.</td>
<td></td>
</tr>
<tr>
<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. (A plural verb is more grammatical.)</td>
<td>One of the reasons I took the job was that I could work from home.</td>
<td>He’s one of those teachers who insist / insists on pupils sitting silently in class.</td>
<td></td>
</tr>
<tr>
<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>
<td>All the furniture was destroyed in the fire.</td>
<td>None of the equipment appears to be damaged.</td>
<td></td>
</tr>
<tr>
<td>With every or each and a singular noun or coordinated noun (x and y) we use a singular verb. (For each of, see above.)</td>
<td>Every room looks over the harbour.</td>
<td>Every boy and girl takes part in the activity.</td>
<td></td>
</tr>
<tr>
<td>With everyone, everybody, everything (and similar words beginning any-, some- and no-) we use a singular verb.</td>
<td>Each child has drawn a picture. But</td>
<td>The children have each drawn a picture.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practically everyone thinks that Phil should be given the job.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### B

When a subject has two or more items joined by **and**, we usually use a plural verb:
- **Ingrid and Tobias** are moving back to Australia.

However, phrases connected by **and** can also be followed by singular verbs if we think of them as making up a single item:
- **The lorry, its cargo and passengers** weighs around 35 tonnes. (or ... weigh ...)

#### C

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:
- **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 ...)

#### D

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:
- Over the last few years **there have been** many improvements in car safety.
- **There’s** been lots of good films on lately. (or **There’ve been ...**)
Exercises

41.1 Complete each set of sentences using nouns or phrases from (i) and appropriate present simple verb forms (active or passive) from (ii). If singular and plural verb forms are possible, write both. (A)

(i) 
- his early paintings
- my children
- Dr Jones’s acquaintances
- the food

(ii) 
- remain
- remember
- taste
- know

1 a I’d be surprised if any of my children remember / remembers my birthday.
   b It’s unlikely that any of them produced most of the work he produced during the 1930s.
   c I don’t think any of these museums is particularly good. In fact, the restaurant is rather disappointing.
   d An investigation is underway to discover whether any of the pieces where he is.

(i) 
- vegetarians
- victims
- other museums
- medicines

(ii) 
- exceed
- charge
- expect
- relieve

2 a Mainly because of recent health scares involving beef and chicken, the number of people to rise dramatically in the next five years.
   b A number of medicines the symptoms of influenza, but none can cure it.
   c It is estimated that the number of victims of the flooding exceeded 100,000.
   d You can still go into the National Museum for free, although a number of people for entry.

(i) 
- player
- these factors
- the cars
- the pieces

(ii) 
- last
- test
- influence
- try

3 a The whole concert includes twenty short items from young musicians. Each of them about five minutes.
   b The aim of the game is quite simple. Each of the cars to buy as many properties on the board as possible.
   c Each of the cars for safety, fuel economy and reliability.
   d There are four major influences on exchange rates: price levels, tariffs, preference for imported goods, and productivity. Here we investigate how each of these influences the exchange rate.

41.2 Complete the sentences with present simple forms of the verb in brackets. If both singular and plural verb forms are possible, write both. (A–D)

1 Plenty of jobs available, but no one them because they’re so poorly paid. (be / 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 / have)

3 It’s the first time that either of us been to China, but everyone we’ve met here been very welcoming and helpful. (have / have)

4 Professor Smith and Dr Peters the wreck of the ship and its cargo a danger to local people fishing near the island. (claim / constitute)

5 A: Oh, good, sausages and chips my favourite.
   b: Sorry, all the sausages gone, but there plenty of chips left if you want some. (be / have / be)
Agreement between subject and verb 3

**A. Plural nouns**

Some nouns are usually plural and take a plural verb:
- The company's *earnings* have *increased* for the last five years.

Also: *belongings, clothes, congratulations, goods, outskirts, overheads, particulars* (= information), *premises* (= building), *riches, savings, stairs, surroundings, thanks*

Note that *whereabouts* can be used with either a singular or plural verb, *police* and *people* always take a plural verb, and *staff* usually does:
- *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. Plural nouns used with singular verbs**

Although the words *data* and *media* (= newspaper, television, etc.) are plural (singular *datum* and *medium*), they are commonly used with a singular verb. However, in formal contexts such as academic writing a plural verb is preferred. Note that other similar plurals such as *criteria* and *phenomena* (singular *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 ...)*

**C. Uncountable nouns ending in -s**

Some uncountable 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.

However, compare:

<table>
<thead>
<tr>
<th>academic subject</th>
<th>general use</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Politics</em> is popular at this university.</td>
<td><em>Her politics</em> are bordering on the fascist. (= political belief)</td>
</tr>
<tr>
<td><em>Statistics</em> was always my worst subject.</td>
<td><em>Statistics</em> are able to prove anything you want them to. (= numerical information)</td>
</tr>
<tr>
<td><em>Economics</em> has only recently been recognised as a scientific study.</td>
<td><em>The economics</em> behind their policies are unreasonable. (= the financial system)</td>
</tr>
</tbody>
</table>

**D. Agreement with measurements, percentages, etc.**

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 ...)*
- 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 ...)*

When the first noun in a complex subject is a percentage or a fraction the verb agrees with the noun closest to the verb. Compare:
- *An inflation rate* of only 2% makes a difference to exports. *(verb agrees with main noun) and*
- About 50% / half of *the houses* need major repairs. *(verb agrees with closest noun)*

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% of *the electorate* is expected to vote. *(or ... are expected ...)*
Exercises

42.1 If necessary, correct the italicised verbs. A & B

1. Dr Darsee’s present whereabouts is unknown.
2. Phenomena such as sun spots have puzzled scientists for centuries.
3. Over the last decade the company’s overheads has increased dramatically.
4. The research data was collected during the period 12th—29th July 2012.
5. Congratulations goes to Ricky Branch for his excellent exam results.
6. The coastal surroundings of the village is particularly attractive.
7. He feels that the media have criticised him unfairly.
8. Further particulars about the house is available from the owner.
9. People says the house is haunted.

42.2 Complete the sentences using suitable present simple verbs. C

1. Modern linguistics often said to have begun at the start of the 20th century.
2. I think the Senator’s politics extremely right-wing.
3. If athletics neglected in schools, this will have a big impact on future national teams.
4. Measles killed a large number of children in the Nagola region.
5. Contact us by whatever means most convenient for you: phone, email or fax.
6. Recent statistics evidence of a rapid increase in living standards in Asia.

42.3 Complete these extracts from news articles with a singular or plural form of the verbs in brackets. If both singular and plural forms are possible, write 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. Around a third of the population regularly (shop) out of town.

2. On average, 25 litres of water (be) used each day per household and as the population (expect) higher living standards, this figure will rise.

3. Some 30% of the office space in London (be) presently empty and the Department for 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 (be) not totally reliable, and that the figure of 85% (be) exaggerated.

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 students (show) that economics (be) the least popular university subject. However, 90% of the economics students surveyed (believe) that their courses are well taught.

8. Sufferers from diabetes (have) welcomed the launch by FedEx of a new drug to combat the disease. The company (say) that earnings from the drug (be) to be put back into further research.

→ Additional exercise 9 (page 245)
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**

Note that to make a compound noun plural we usually make the second noun plural:

- **coal mine(s)**  **office-worker(s)**  **tea leaf / leaves**

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** (but note **lamb chops** and **chicken drumsticks**)

- 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)  **and**  **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)  **and**  **a tax on children's clothes** (rather than 'a children's clothes tax')

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**

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) tablet PC  **up-to-date** information
Exercises

43.1 If necessary, correct the italicised words. A & B

1. Ali 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. Marta hated going into her grandfather’s old (a) tools shed. It was full of (b) spider webs.
6. When Jake was cleaning his (a) armchair, he 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 his daughter had been doing, and his (d) glass case with his sunglasses inside.

43.2 Underline the two-word verbs in sentences 1–4, then complete sentences 5–8 with the corresponding compound nouns. C

1. Nathan 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 go ten-pin bowling.
5. The minister was taken ill in Iceland during a short on his way back to Canada.
6. We didn’t have a big party for Jo’s 50th birthday, just a family .
7. Allegations of a of a major leak of radioactive waste from the nuclear power plant have been strongly denied by the Energy Ministry.
8. Only two years ago there was a serious of malaria in the town.

43.3 Match the halves of these phrases, then use them to complete the sentences below. The meaning of the correct phrase is given in brackets. D

- day-to- once-in-a-
- down-to- step-by-
- larger-than-
- man / woman-in-the-
- middle-of-the-
- round-the-

- clock -day- earth life lifetime road step street

1. Although the Managing Director of Transcom was involved in major decisions, she left the day-to-day running of the company to her staff. (routine)
2. The party will never regain power unless it can persuade voters that it has rid itself 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. Eleni has a refreshing, approach to management. She’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 ju:n .../)
- *a European* (/ə juər .../)
- *a one-parent family* (/ə wʌn .../)

We use *an* before words that begin with a vowel sound, including a silent letter 'h':

- *an orange*
- *an Italian*
- *an umbrella*
- *an hour*
- *an honour*

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 ɛm pi:/)
- *an FBI agent* (/ən fɪ:bɪ .../)
- *an IOU* (/ən aɪəu .../)

But compare abbreviations said as words:

- *a NATO general* (/ə nɛtəʊ .../)  
- *a FIFA official* (/ə fiːfə .../)  
- *an OPEC meeting* (/ən əpɛk .../)

Note that we say:

- *a history* (book)  
- *an* (or *a*) *historical* (novel)

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* (note we can also say '50 cents for one litre')

- *a week or two (= between one and two weeks; note 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 Gabriel’s.*

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* 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. _______ MP3 player
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 If necessary, correct a / an or one in these sentences, or write ✓. In which sentences are a / an and one both 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 90 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. A: What would Moritz like for his birthday?
    B: Why don’t you ask Leah? 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 President 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. Misaki’s baby is _______ year old already.
8. Dinner should be ready in _______ hour or so.
9. Hugo 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, Carlos, if I may.
12. _______ large number of people had gathered in the square.
A / an, the and zero article

We usually use the when we talk about –

- things which are unique; that is, there is only one of them (or one set of them):
  - the world, the sky, the atmosphere, the sun, the ground
  - the climate, the horizon, the human race, the environment
  - the travel industry, the Internet

- general geographical areas with the as in:
  - the beach, the town, the sea(side), the land, the country(side)
  (where 'the country' or 'the countryside' means 'the area where there are no towns')

- the past, the present, the future

Note, 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 …)
- These flowers grow best in sandy soil and sun. (= sunshine)
- In autumn the temperature difference between land and sea decreases. (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.

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.

Note 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.

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 I Would you like a coffee? (= a cup of coffee)
- 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. Some of these nouns (e.g. grammar, iron) have different meanings when they are
used countably and uncountably.
Exercises

45.1 Complete both sentences in each pair using one word from the box. 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, Dariya 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 looking very positive.

3 a As I get older, I remember _____________ better than things that happened recently.
    b Many tourists come to the village looking for _____________ that never really existed.

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 often seems that the individual / an individual can have little impact on government policy.

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 think 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 Complete the sentences using the nouns from the box. Use each noun twice. If necessary, insert a / an in the correct place. C

**conversation**  **grammar**  **iron**  **pleasure**  **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 As we walked through the rainforest we heard _____________ we weren’t expecting – the ring of a mobile phone.

4 The failure to teach _____________ in schools has affected people’s ability to write well.

5 Most red meat is relatively high in _____________.

6 _____________ travels at different speeds, depending on the temperature of the air.

7 It’s real _____________ to travel by rail in Sweden. The trains are clean and punctual.

8 I have _____________ of English printed in 1890 on very thin paper.

9 Although he’s got _____________, he never seems to use it. His shirts are always creased.

10 As she walked into the party, _____________ ceased and everyone in the crowded room stared at her.

Additional exercise 10 (page 246)
A / an, the and zero article 2

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**.

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 to specify which one we mean:
  - 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 Neil Armstrong**, or someone else?
- with an adjective to describe a person, or another noun which tells us their job:
  - **the late Michael Jackson**
  - **(the) artist Joseph Turner** ('the' is sometimes left out, particularly in journalism)
- when we talk about a family as a whole:
  - **The Robinsons** are away this weekend.

Note that **a / an**, or sometimes **zero article**, is used with a name when referring to the particular excellent qualities of the person named:
- Majid plays tennis well, but he'll never be **(a) Roger Federer**.

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 Lee is here for you. (= I know Dr Lee) and
- There's a Dr Amy Lee on the phone. (= I haven't heard of her before) Do you want to talk to her?

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 ...

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?
  - It was **(the) cheapest**. **and** It was **the cheapest** I could find.
Exercises

46.1 If necessary, correct any mistakes in these sentences. If they are already correct, write ✓. A–C

1. She was determined to be author one day.
2. She recently became the minister in the new government.
4. I found myself talking to George Clooney! Not George Clooney, of course, but someone with the same name.
5. I didn’t even know Clara was interested in art until I heard that she owns Van Gogh.
6. I’ve been offered the position of Director of Personnel.
7. We’re going on holiday with Nielsens.
8. He’s really keen on athletics. He likes to think of himself as the Usain Bolt.

46.2 Put a / an, the or zero article (–) in the spaces. Give all possible answers. A–C

1. I’m __________ marketing adviser at Unifleet.
2. Leon’s __________ manager of his local football team.
3. She has been appointed __________ Minister for Industry.
4. A special award was given to __________ novelist Ian McMurphy.
5. Let me introduce you to __________ Georgia Rossi.
6. We met our good friend __________ Eliza Borg when we were in __________ Malta.
7. When Lucia was young she knew __________ Picasso.
8. __________ Linda Green is outside. Do you want to see her?

46.3 If the italicised 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. Rodrigo’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. A: Why did you ask Martina to go first?  B: Because she’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.

46.4 Complete the email 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 become very rich in (7) __________ future. 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

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:
- The government has promised not to tax *books*. (= books generally) and
- *The books* have arrived. (= the books you ordered)
- Music played an important part in his life. (= music generally) and
- I thought *the music* used in the film was the best part. (= that particular music)

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:
- I'll see you on *Saturday*. (= next Saturday)
- We met on *Saturday*. (= last Saturday)
- They came on *a Saturday* as far as I can remember. (we are only interested in the day of the week, not which particular Saturday)
- They came on *the Saturday* after our party. (a particular Saturday, specifying which one)

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 2002.
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)

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 note 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)

We often use *by + zero article* to talk about means of transport and communication. Compare:
- I generally go *by bus* to work. and
- I generally take *the bus* to work.

Also: go / travel by car / taxi / bus / plane / train / air / sea; contact / communicate by post / email / phone
Exercises

47.1 Complete both sentences in each pair using one word from the box. Add the where necessary. (A)

- agriculture
- children
- fire
- holidays
- islands
- money
- parents
- rain

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 Brazil are now becoming popular with 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. _______________ will be able to use this software to check their child’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 Complete the dialogues with a / an, the or zero article (―), whichever is more likely. Where more than one answer is possible, consider any difference in meaning. (B & C)

1 A: What’s the matter?
   B: I’ve been working in the garden all _______________ afternoon and my back aches.

2 A: Can you remember when we last saw Alex?
   B: It was _______________ Sunday in June, I think.

3 A: When did you get your laptop?
   B: July 15th last year. I remember because it was also _______________ day I passed my driving test.

4 A: I haven’t seen Subin for months.
   B: He’s been away in South Africa for _______________ winter.

5 A: I’ve spent _______________ afternoon on the phone to my mother.
   B: Why? Is there a problem?

6 A: Shall we go out walking on _______________ Sunday?
   B: No, I’m busy this weekend.

7 A: Do you remember when Mateo did all the cooking?
   B: Of course. It was _______________ Christmas the rest of us had flu.

8 A: I’ll see you again after _______________ Christmas.
   B: Okay. Have a good holiday.

9 A: That old coat of yours won’t be warm enough for _______________ winter.
   B: You’re right. I need a new one.

10 A: Remember when Lars and Ella had that terrible row?
    B: How could I forget? That was _______________ day I wouldn’t want to go through again.

47.3 Complete the sentences using the words from the box (more than once). Add any other necessary words. (D)

- air
- car
- email
- post

1 A: I got _______________ from Carla yesterday.
   B: How is she now?

2 The train was cancelled so I had to come _______________.

3 Research has found that living plants are efficient at absorbing pollutants in _______________.

4 The application forms came in _______________ this morning.

5 The exam results will be sent _______________ on 24th August.

6 It’s raining so I think I’ll take _______________.

7 A: Shall I send Goran a letter?
   B: No, the quickest way to get in touch with him is _______________.

8 Thailand – Getting there _______________: The main international airport in Thailand is Suvarnabhumi Airport...
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:

- **Machinery** can be dangerous unless used properly.
- **Babies** need a lot of 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:

- There's hardly any sugar left.
- I closed the windows to prevent any flies getting in.
- It was impossible to see anything in the dark.
- We got to the airport without any difficulty.

**Also when sentences include:** barely, never, rarely, scarcely, seldom (= negative adverbs); deny, fail, forbid, prohibit, refuse (= negative verbs); reluctant, unable, unlikely (= negative adjectives)

However, we use **some** with these negative words–

- when **some** (pronounced /sʌm/) has the implication 'not all':
  - I talk to colleagues before I make some decisions, but I had to make this one 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)
- The material felt softer than anything she had ever touched before.
Exercises

48.1 If necessary, correct these sentences by writing some in an appropriate place or crossing it out. If the sentence is already correct, write ✓. A & Reminder 110–114

1. If you’re going to the library, could you take back books that I’ve finished reading?
2. The price of some coffee is at an all-time low.
3. Tony knows more about some jazz than anyone I’ve ever met.
4. The door kept flying open in the wind so I tied it up with string.
5. Sports are dangerous.
6. I need to get some bread from the supermarket.
7. Money can’t buy you some happiness.
8. Children are taller than expected at a given age.

48.2 Rewrite these news headlines as full sentences using some to mean ‘approximately’. 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 2025

5. 200 jobs to be lost at Encon steelworks

48.3 Complete the sentences in any appropriate way using some + singular noun or some + singular noun or other. C

1. I don’t know where I got the information from. I must have heard it on some radio programme (or other).
2. I don’t know where Jakub is. He’s probably...
3. I don’t know where the book is. Maybe I lent it...
4. I don’t know where Zuzanna works. I think it’s in...
5. I don’t know why Nika is still at work. Perhaps she’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 both and consider any difference in meaning. D & E

1. Elias 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. Fiona 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 gone barely ____________ distance from the shore.
9. ____________ parents never seem to have time to sit down and talk to their children.
10. When I last lent my laptop out it got damaged, so I’m reluctant to lend it to ____________ else.

Additional exercise 10 (page 246)
No, none (of) and not any

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)
- 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)
- 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?

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 …)
- I’m sure that nothing can go wrong. (not … that not anything can …)

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.

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.)

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.
- Not one person remembered my birthday. (or Not a single person …)
- Not one of the families affected by the noise wants to move.

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.’
Exercises

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)

- none - none of - no one - nothing - nowhere - never - not

(ii)

- a drop - else - going to get - heard - the hotels

- in the cupboard - point - wrong

1. Where are the biscuits? There are ________ 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. She was determined to leave and I knew 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. Liam’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, correct the italicised parts of this email. D

Hi. Just back from a week on the island of Lumos – but I certainly wouldn’t recommend it! Their economy is in a really bad way. A lot of people just sit around all day – there (1) ________ job to be found outside the main town. I had to hire a car because there (2) ________ or bus on the island. But it was incredibly old – it’s ages since I’ve seen a car with (3) ________ seatbelt. And then when I had a puncture I discovered there (4) ________ spare tyres either. It was in the hills in the north, and as there (5) ________ people around to help, I phoned the car hire company and had to wait hours for someone to turn up. It was hot and there (6) ________ shade as there (7) ________ tree in that part of the island.

The hotel wasn’t much better. There (8) ________ swimming pools – even though it showed one on its website! There (9) ________ televisions in my room, and on the first night there (10) ________ hot water. But when I phoned down to reception to complain, there (11) ________ replies. The food was awful at the hotel, but as there (12) ________ restaurants for miles around there (13) ________ choices – I had to eat there. But I don’t think I’ll be going back!

Speak soon,

Karl

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 ________ of the children liked them.

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 from section F opposite to complete these dialogues. F

1. A: Can you give me a lift to the station? B: ________ . I’ll pick you up at eight.


   B: ________ . You’ve been in front of that computer screen for hours.

3. A: Do you think Kim will pass her maths?

   B: ________ . She just doesn’t work hard enough.

4. A: Where’s Stefan?

   B: ________ . Last time I saw him he was in the kitchen.

5. A: I’m from News World, Dr James. Do you have anything to say about the accusation that you stole from your patients? B: ________ . Goodbye.
Much (of), many (of), a lot of, lots (of), etc.

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 she will recover. Much depends on how well she responds to treatment.
  - 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.

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:

- Many a pupil at the school will be pleased that Latin is no longer compulsory.

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.

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 ...)

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 / plenty of food and drink on our walk through the hills. and
- Nina doesn’t look well. She’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 Lola'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.

A: There's bound to be much traffic on the way to the station. Perhaps we should leave now.

B: No, there's plenty time left, and at this time of day many people will already be at work.

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 effects of diet on health, with a lot of studies focusing on the link 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 one item from the box. B

coffee shops expeditions German relatives golf courses
e-mails ship sunny afternoon teacher

1 She went to stay in Munich with one of her many German relatives.

2 I spent the sunny afternoon sitting on the terrace looking out over the hills.

3 The ship has been lost in the dangerous waters off the south coast of the island.

4 The area is most famous for the many golf courses 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 my emails.

6 Oliver Svensson accompanied Colonel Colombo on an expedition to the Himalayas and the Andes.

7 Many students will be looking forward to the start of the school holidays.

8 I went into the first of many coffee shops along New Street and ordered an espresso.

50.3 If possible, complete these sentences using plenty of. If not, use a lot of. E

1 It will be very hot on the journey, so make sure you bring plenty of drinking water.

2 The hospital staff have come down with a mysterious illness.

3 He didn't have plenty of money, so he decided to catch the bus rather than take a taxi.

4 We were surprised when plenty of students failed to attend the lecture.

5 I'm looking forward to a relaxing holiday, and I'm taking plenty of books to read.
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 Kushi's working too hard. (or All of us think ...)

Note 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 (of) and none of have a different meaning. Compare:
- Not all (of) 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 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.):
- After the fire the whole city was covered in dust. (or ... all the city ... in informal speech)

Note 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, virtually, etc. + noun 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.)

- 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.

- 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).

We use each –
- before a noun or one to talk 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 ...
Exercises

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 $1,000.
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 £1,000.
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 booklet giving advice on first aid.
10. You should take two tablets ___________ four hours.

51.4 Find any mistakes in the italicised parts of this blog post 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. Last Saturday (8) Neil and his family all were on holiday so they couldn’t make it. Anyway, (9) the rest of us had all a great time and we spent (10) the whole evening talking about when we were children.
We often use (a) **few** and (a) **little** with nouns. However, we can also use them as pronouns:
- 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)
- **Little** is known about the painter’s early life.
- ‘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.

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 ...)

Note 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.
- **These few** miles of motorway have taken over ten years to build.

In speech and informal writing, we use **not many** / much or **only / just** ... a **few** / **little** to talk about a small amount or number, and we often use a **bit** (of) 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 ...)

**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 and **fewer than** with a noun phrase referring to a group of things or people:
- I used to earn **less than a pound a week** when I first started work.
- There were **fewer than 20 students** at the lecture. (or informally ... **less than** ...; but note that some people think this use of ‘less than’ is incorrect)

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** ...)

Note 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 ...)
Exercises

52.1 Complete the sentences with (a) few, (a) little, the few, the little, what few or what little, giving alternatives where possible. A & B
1 Thomas was named sportsperson of the year, and __________ would disagree.
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 A: Has my explanation helped?  B: __________, yes.
6 __________ belongings she had were packed into a small suitcase.
7 Maya hasn’t been looking well recently, and I’m __________ worried about her.
8 A: Have there been many applications for the job?  B: Yes, quite __________.
9 The children weren’t well so I had to take __________ days off.
10 I don’t have much money, but I’m happy to lend you __________ I have.

52.2 Suggest changes to the italicised text in these examples from conversations (1–4) and from academic writing (5–8). C
1 A: Did you do anything last night?  B: 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 like that 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 2000 and recently repeated. Some of the results are given below. Comment on them in sentences using fewer (than) or less (than). D

<table>
<thead>
<tr>
<th>Proportion with part-time jobs (%)</th>
<th>Proportion who walk to lectures (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>9</td>
</tr>
<tr>
<td>55</td>
<td>69</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proportion of money spent on books (%)</th>
<th>Time spent online per week (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>30</td>
<td>10</td>
</tr>
</tbody>
</table>

1 Proportion with part-time jobs (%)
   Fewer students had a part-time job in 2000 than now.
2 Proportion of money spent on books (%)
3 Proportion who walk to lectures (%)
4 Time spent online per week (hours)

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 begin with a relative pronoun, which can sometimes be omitted:

- We went to a beach (which / that) Ali had recommended to us.
- I know a man who / that ran in the New York Marathon last year.

Here the relative pronoun refers to 'a beach', and the subject of the relative clause is 'Ali'. Compare:

Relative pronouns are used to add information in defining relative clauses as follows:

<table>
<thead>
<tr>
<th>subject</th>
<th>which / who</th>
<th>that / whom</th>
</tr>
</thead>
</table>

Adding information about things:

<table>
<thead>
<tr>
<th>object</th>
<th>which / who</th>
<th>that / whom</th>
</tr>
</thead>
</table>

Adding information about people:

<table>
<thead>
<tr>
<th>subject</th>
<th>which / who</th>
<th>that / whom</th>
</tr>
</thead>
</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:
  - He's the man (that) I met at Aisha'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:

Adding information about things:

<table>
<thead>
<tr>
<th>object</th>
<th>which / who</th>
<th>that / whom</th>
</tr>
</thead>
</table>

Adding information about people:

| object | who | whom |

- Note 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, whom 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 2001, is no longer taught. (or ... that I took ...)
Exercises

53.1 Put brackets around the italicised relative pronoun if it can be omitted. A
1 We talked about the party which Natalia wants to organise for my birthday.
2 To get to Maxim'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 Yang, who is 42, has three children.
7 Dev is a friend who we stayed with in Australia.
8 In the shop window there's a sign that says '10% off'.
9 The couple who live next to us have 16 grandchildren.
10 There was little that we could do to help her.

53.2 Rewrite these sentences including the information in brackets as relative clauses (defining or non-defining). Give alternative relative pronouns if possible. (Use (-) to indicate 'no relative pronoun'.) B & C
1 Oliver said something. (I couldn't hear it clearly) Oliver said something that / which /
   - I couldn't hear clearly.
2 Eva'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-C
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 Polish.
9 He just said anything which came into his head.
10 There's this dream which I have every night about falling downstairs.

► Additional exercise 11 (page 247)
Other relative words: *whose, when, whereby, etc.*

### 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.
- Suzy was taking care of a dog *whose ears* were badly damaged in a fight with a cat.

We can use *whose* in both *defining* and *non-defining relative clauses.*

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 healthier than our own.

In academic writing *whose* is used to talk about a wide variety of ‘belonging to’ relationships:

- Students have to solve *problems whose* solutions require a knowledge of calculus.

### 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:

- The camera records the time *when* the photo is taken. (*or ... the time at which ...*)
- Do you know the date *when* we have to hand in the essay? (*or ... the date on / by which ...*)
- We need to develop a system *whereby* workers and management can communicate more effectively. (*or ... the system in / by which workers ...*)
- 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 features 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)

Note 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.
Exercises

54.1 Combine a sentence from (i) with a sentence from (ii) to make new sentences with whose.A

(i)
1. Dr Rowan has had to do all her own typing.
2. The newspaper is owned by the Mears group.
3. Parents are being asked to take part in the survey.
4. Children do better in examinations.
5. My aunt is now CEO of a department store.
6. I enjoy growing plants.

(ii)
1a. Its chairperson is Miss Jiu Kim.
2b. Their diets contain high levels of protein.
3c. Their flowers are attractive to bees.
4d. Her secretary resigned two weeks ago.
5e. Her first job was filling shelves in a supermarket.
6f. Their children are between four and six.

1 + d Dr Rowan, whose secretary resigned two weeks ago, has had to do all her own typing.

54.2 Define the words using whose (1–3) and in which (4–6). You may need to use a dictionary.
A & B

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 Complete these sentences using phrases from the box and when, whereby, where or why.
B

the area  an agreement  a condition  a method  the moment  the reason

1. Sunset is defined in astronomy as the whole of the sun’s disc disappears below the horizon.
2. In 1951, China and the Soviet Union signed China provided uranium ore in exchange for technical assistance.
3. The coastline is the land meets the sea or ocean.
4. The river is prone to sudden flooding which is there are no major towns along its banks.
5. Freeze-drying is water is rapidly evaporated from frozen food in order to preserve it.
6. Hypoglycaemia is the level of sugar in the blood drops suddenly.

54.4 If the italicised 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 Rashid will do well at university, which one he goes to.
Prepositions in relative clauses

In formal styles **noun + of which** is often preferred to –

**☆ whose + noun:**
- A huge amount of oil was spilled, the effects of which are still being felt. (or ... whose effects are still being felt.)

**☆ that / which ... of in relative clauses:**
- The school of which she is head is closing. (less formally The school (that / which) she is head of is closing.)

After **both** we can use **of which** and **of whose**, but not usually **which** or **whose**:
- Lotta was able to switch between German and Russian, both of which she spoke fluently. (not ... both which she spoke fluently.)

Also after: all, 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.)

In formal, mainly written, English **whose** can come after a preposition in a relative clause. Putting the preposition at the end of the clause is more natural in informal and spoken English:
- I now turn to Freud, from whose work the following quotation is taken. (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.
- There are 80 teachers in the Physics Department, among whom are 24 professors.

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:
- The office that Juan took us to was filled with books. (rather than The office to which Juan took us ...)

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

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 Anne Boleyn, whose execution in 1536 he lost power after.

3. It is her unmarried name which she is better known by.

4. Mr Wang, whose land the road will be built across, is unhappy about the plans.

5. The election result, which there can be no doubt about, is a great disappointment.

6. The building which 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 Aarav Basu, whose book on the history of the bicycle this information comes from.

55.2 Complete the sentences using the endings from the box and which or whom after an appropriate preposition. C

the furniture is to be delivered. she was divorced in 2005. he had shown his novel. I had great respect. it was named. the printer was supplied. most world trade was conducted. you should be aware.

1. My Maths teacher, Mr Kato, 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 Park was left the money by her former husband,

55.3 Rewrite the sentences from 55.2 in a less formal way, putting the preposition at the end of the relative clause. A

1. My Maths teacher, Mr Kato, was someone who I had great respect for.

55.4 If necessary, 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 Caleb Cruz.

2. The school has been given 20 laptops, half of which are brand new.

3. JKL Motorbikes sells six different models, the first which they started making in 1985.

4. The party, to which I've been looking forward all week, is at Maxine's house.

5. The water that she fell into was freezing cold.

6. I have heard her on the violin and clarinet, both which she plays extremely well.

7. The film was made at Tulloch Castle, part which dates back to 1466.

8. The college is home to 30 students from Nepal, almost all of who are studying economics.

⇒ Additional exercise 11 (page 247)
Other ways of adding information to noun phrases 1: additional noun phrases, etc.

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.

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 Mia has moved to Sweden. (rather than My friend, Mia, ...)
- The current champion is expected to survive her first-round match with the Italian Silvia Farina. (rather than ... the Italian, Silvia Farina.)

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)
- Phonetics or the study of speech sounds is a common component on courses in teaching English as a foreign language.

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.

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:

- 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 prisoners being released are all women. (or The prisoners who are being released ...)

Note 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?
- My decision to resign from the company was made after a great deal of thought.
- I thought that the management's offer, to increase staff holidays, was a good one.

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.
Exercises

56.1 Add the information in brackets to the sentences and rewrite them in an appropriate way, using the examples in A and B as models. A & B

1 Gofast Technology has launched its new generation of high-speed trains. (Gofast Technology is part of the Maddison Enterprises Group)
   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. (My colleague is Mateo)
3 Rubella is still a common childhood disease in many countries. (Another name for rubella is German measles)
4 Four kilos of Beluga caviar has been ordered for the reception. (Beluga caviar is among the most expensive foods in the world)
5 One of the most popular modern writers for children is John Marsden. (John Marsden is Australian)
6 Tonya's father was in the crowd to watch her victory. (Tonya's father has also been her trainer for the last ten years)
7 Dr Sofia Lopez has criticised government plans to cut health funding. (Sofia Lopez is head of Downlands Hospital)
8 Klaus Schmidt is running in the Stockholm Marathon. (Klaus Schmidt is the current European champion) (The German 10,000 metres record holder is also the current European champion)

56.2 Make sentences by matching the beginnings (in i) to the endings (in ii) and adding appropriate information (from iii) after namely or that is. C

(i)  
1 Leo Tolstoy's most celebrated novel,  
2 The two countries having land borders with the USA,  
3 The three most popular pets in Britain,  
4 The capital of Estonia,  
5 The largest island in the world,  
6 The 'consumers' of education,  

(ii)  
1 are found in 25% of households.  
2 covers over 2 million square kilometres.  
3 should have ways of complaining about poor teaching.  
4 have complained to the President about the new customs regulations.  
5 was published in 1869.  
6 is situated on the Gulf of Finland.

(iii)  
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 the verbs from the box. Then rewrite each sentence using a relative clause instead of the participle clause. D

- drive - educate - flow - introduce - need - print - say - tell - off

1 The man driving the bus is my brother. The man who is driving the bus is my brother.
2 I went to a reunion for students educated in the physics department during the 1990s.
3 As my aunt told me what she thought, I felt like a schoolboy told off by his headteacher.
4 There is a sign on the gate saying 'Entry forbidden'.
5 Across the river were some of the deer flowing into the park in the 19th century.
6 Rivers flowing into the Baltic Sea are much cleaner now than ten years ago.
7 The booklets saying as we speak will be on sale later this afternoon.
8 Anyone telling further information can see me in my office.
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:

- Mr Chen, who was in the store at the time of the robbery, was able to identify two of the men. (rather than ... Mr Chen, in the store ...)
- Davide Gallo, who has a farm near Pisa, has decided to grow only organic vegetables. (rather than Davide Gallo, with a farm near Pisa, has ...)

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 six months’ in the sentence below):

- Doctors are contacting patients with diabetes who have taken the drug in the last six 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.

Note 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.
Exercises

57.1 Match the sentence halves (there may be more than one possible answer), adding an appropriate preposition.

1. Maja'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. We took the footpath ...
6. The children can't get over the fence ...
7. Go along the lane ...
8. Nico'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. Maja's the girl with blonde hair.

57.2 Rewrite the sentences in 57.1 using defining relative clauses.

1. Maja's the girl who has blonde hair.

57.3 Complete the sentences by adding the information in brackets. Use relative clauses (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, who are 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 Kristina Borg 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. Anna 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 Lara Gruber. She is an antique dealer. She is from Austria. 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?

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

We can use **present participle** (-ing) and **past participle** (-ed) clauses with an adverbial meaning. (See also Unit 59.) They 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, Ivan 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 finished the book, I had a holiday. (perfect; = When I had finished …)
- 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 …)

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')

would be better as:

- When I turned round quickly, the door hit me in the face.

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 2000 years old.
- Her voice breaking with emotion, Vasiliki spoke about her father’s illness.

We use the 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.

When we use not in a participle clause it usually comes before the participle. However, it can follow the participle, depending on meaning:

- Not understanding the rules, I found the cricket match boring. (= because I didn’t understand the rules)
- Hoping not to be recognised, I chose a seat in a dark corner. (= I hoped that I wouldn’t be recognised)

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 broken her leg the last time she went, Giorgia 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, Ram 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)
58.1 Rewrite the sentences beginning with one of the clause forms from sections A and D opposite. A & D

1 When she saw the dog coming towards her, she quickly crossed the road. Seeing the dog coming towards her, she quickly crossed the road.
2 As she was dressed all in black, she was almost invisible in the starless night.
3 As I don’t have a credit card, I found it difficult to book an airline ticket online.
4 Antonio 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 If the implied subject of the two clauses is the same write S and if it is different write D. Rewrite the D sentences to make them 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, Rashid 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 Write not in the more appropriate place in each sentence. D

1 wishing to boast, she said nothing about her success.
2 pretending to notice that people were staring at me, I carried on looking on
3 determined to be beaten, she put all her energy into the serve.
4 feeling well, she went home early.
5 bothering to put on his coat, he left the house.
6 trying to cry, she waved to Harun as the train pulled out.

58.4 Join these sentences using having + past participle or the -ing form of the first verb. Which sentences can have either form? E

1 I moved house recently. a I decided to cancel the order.
2 I looked over my shoulder. b I felt I needed to change my life.
3 I walked through the tunnel. c I could see Ida running after me.
4 I waited six weeks for the washing machine to be delivered. d I don’t yet have internet access.
5 I suffered from depression myself as a teenager. e I was able to understand most of what she said.
6 I parked the car about a kilometre from the stadium. f I banged my head on the low roof.
7 I reached my mid-thirties. g I could understand how Nathan was feeling.
8 I learned some Swahili as a child. h I walked the rest of the way.

1 + d Having moved house recently, I don’t yet have internet access.
Participle clauses with adverbal meaning 2

We can use prepositions such as after, before, besides, by, in, on, since, through, while, with, and without in a present participle (-ing) clause with an adverbal 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)

An alternative is 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)

by, in, on + -ing

- By working hard, she passed her maths exam.  
- They only survived by eating roots and berries in the forest.  
- On returning from Beijing, he wrote to the Chinese embassy.  
- Josh was the first person I saw on leaving hospital.  
- In criticising the painting, I knew I would offend her.  
- In choosing Marco, the People’s Party has moved to the left.

<table>
<thead>
<tr>
<th>by + -ing</th>
<th>in + -ing</th>
<th>on + -ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>By working hard, she passed her maths exam.</td>
<td>They only survived by eating roots and berries in the forest.</td>
<td>On returning from Beijing, he wrote to the Chinese embassy.</td>
</tr>
<tr>
<td>= the -ing clause indicates 'the method or means used'</td>
<td>= the -ing clause indicates 'when'</td>
<td>= the -ing clause indicates 'cause'</td>
</tr>
</tbody>
</table>

We can often use by + -ing or in + -ing with a similar meaning, although by + -ing is preferred in informal contexts:

- In / By writing 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 is the focus here, not the consequence)

with -ing; without -ing

With + -ing often introduces a reason for something in the main clause. This use is fairly informal. Note 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 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 using the app, I can’t judge how good it is. (= Unless I use the app ...)

Adverbial meanings can also be added by a clause beginning with a conjunction or adjective but with no verb. This kind of clause has the same meaning as a clause beginning with a conjunction + subject + be and 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 ...)
Exercises

59.1 Complete these sentences using a preposition from (i) and the -ing form or being + past participle form of a verb from (ii). You may use the words from (i) more than once. A

(i)
after before since through while

(ii)
come interview leave overthrow sell take welcome work

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 to the public, most milk is pasteurised.
8 Oxford University in 1983, Painter spent three years teaching at a local school.

59.2 Join the sentences, beginning them with by + -ing, on + -ing, or in + -ing. B

1 She returned home. She soon began to lose weight.
2 She gave up sugar. She saved over a hundred pounds a month.
3 She turned down the job. She knew that she might offend him.
4 She moved to a smaller flat. She found Dave waiting outside her front door.
5 She entered the classroom. She gave up the possibility of a huge salary.
6 She criticised her father. She was surprised when all the children stood up.

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 Maryam 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 Andrei any longer as time was running out before the train left.

59.4 Revise this biography by replacing six more full clauses with reduced clauses (as in the examples in section D opposite), and making any other necessary changes. D

Although from a poor background, Paula Regis gained a place at Southam University. She was always fascinated by the stars and she took a first degree in astrophysics. Once she was at university she also became interested in student politics and, because she was popular with her fellow students, was elected University President in her second year. This didn’t distract her from her studies, however, and while she was in the final year of her degree, she won the International Young Scientist of the Year award for her work on star classification. When she was asked what was the secret of her success she said, ‘Just hard work and a little luck.’ She is determined to continue her research and she has recently begun work on her PhD.
Reflexive pronouns: *herself, himself, themselves*, etc.

In addition to the usual reflexive pronouns (*myself, yourself, etc.*) 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* ...)

We can use reflexive pronouns for emphasis in various ways. We also use reflexive pronouns to emphasise that the subject caused a certain action. Compare

- Salma worked hard and *got promoted*.
- Salma worked hard and *got herself promoted*. (emphasises that it was through her own efforts)
- Salma encouraged me to apply for the senior manager position, but she *got promoted herself*. (emphasises that Salma got promoted, not me)

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*.
- *We walked around to familiarise the children with* their new surroundings.

<table>
<thead>
<tr>
<th>Also: absent ... from, avail ... of, busy ... with, concern ... with, occupy ... by / with, pride ... on, tear ... away from, trouble ... about / with</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Also: acclimatisate, adapt, (un)dress, hide, move, prepare, shave, wash</th>
</tr>
</thead>
</table>

We include the reflexive pronoun if we want to emphasise that the person or thing referred to in the subject is affected by the action:

- Although she helped other athletes in their preparations for competing at high altitudes, she found it difficult to *acclimatise herself*.

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 we need to make it clear that the subject and prepositional phrase refer to the same person or thing, we use a reflexive pronoun after the preposition:

- *She bought the bracelet for herself*. ('... for her' suggests it was bought for someone else)

*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 Lizi and myself* have done a pretty good job.
- *When you’ve finished the job can you send the bill either to Mrs Petrov or myself?*

Using *myself* reduces focus on the speaker or writer and so sounds less forceful or more polite.
Exercises

60.1 Complete each sentence with a suitable form of a verb from the box followed by a reflexive pronoun and, if necessary, a preposition. If the reflexive pronoun can be omitted, put brackets around it.

<table>
<thead>
<tr>
<th>absent</th>
<th>adapt</th>
<th>concern</th>
<th>dress</th>
<th>occupy</th>
<th>prepare</th>
<th>pride</th>
<th>trouble</th>
</tr>
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</table>

1. She works for a charity which **concerns itself with** the welfare of children.
2. She **concerns itself with** the interview by reading the job description again.
3. It is a town that **concerns itself with** being welcoming to visitors.
4. While I was working, the children **concerns itself with** playing computer games.
5. It will take you some time to **concerns itself with** to the pace of life in Tokyo.
6. Jack just expects to be given a job without making any effort. He won’t even **concerns itself with** filling in any application forms.
7. When Jade broke her arm she couldn’t **concerns itself with** properly, so I had to go round each morning to help.
8. Peter arranged to **concerns itself with** 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 option. If both options are possible, note the difference in meaning.

1. Can you post this letter for myself / me, please?
   - 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.
   - All my friends were away, I was bored, and I just didn’t know what to do with **myself** / me.
3. We put the voice recorder on the table between ourselves / us.
   - We put the voice recorder on the table between **ourselves** / us.
4. They dragged the tree behind themselves / them all the way to the trailer.
   - They dragged the tree behind **themselves** / them all the way to the trailer.
5. Now that you’re a famous actor, you must hear a lot about yourself / you in the media.
   - Now that you’re a famous actor, you must hear a lot about **yourself** / you in the media.
6. He ought to be ashamed of himself / him, being rude to his parents like that.
   - 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.
   - 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.
   - I opened the window in front of **myself** / me and took a deep breath of fresh air.

60.3 If necessary, correct the italicised parts of this email or write ✓. Give alternatives where possible.

Hi Dana,

Yes, Jan’s a lot better, thanks. We (1) got vaccinated **ourselves** against hepatitis before we went to West Africa, so Jan 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 (2) getting **themselves**. I know that some of them (3) had checked **themselves** by their doctors. By coincidence, his boss said that (4) he’d caught **himself** hepatitis when he was in Africa a few years ago. When he’s completely recovered, (5) Jan and **myself** are off to Paris for a few days – if I can get Jan (6) to tear **him** away from his office! – and (7) we’re going to occupy **us** with looking at the galleries and having a rest.

Must go now. The children have just shouted that they want some juice and (8) they can’t reach **it** themselves.

Will be in touch, Nika
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 memory stick 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 smartphone 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.)

Note 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 have broken shells.
- 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).'
Exercises

61.1 If necessary, correct these sentences. If they are already correct, write ±. A
1. Bilal 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. A: We’ve run out of potatoes.  b: 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.
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 ten years old but ones are much older than that.

61.2 If appropriate, replace the italicised words or phrases with one or ones. If it is not possible or 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. Many people are happy about the new road being built, but there are some angry people, too.
6. A: Was it these earrings you wanted?  b: No, the earrings on the left of those, please.
7. Diana is really good at taking photos of old buildings. There’s an excellent photo of a local church in her office.
8. A: Are you picking Jo up at the train station?  b: No, she’s arriving at the bus station.
9. On one channel was a war film and on the other was a horror film, so I turned the TV off.
10. There are lots of gloves here. Are these your gloves?

61.3 If the italicised one or ones can be omitted in these sentences, put brackets around it. If not, write ±. 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. Can you remember where you bought this one? I’d like to get one myself.

61.4 Complete these sentences with one or ones followed by an ending of your own. C & D
1. Carmen drove to the restaurant because she was the only ...
2. To help keep fit, go to shops you can walk or cycle to rather than ...
3. A number of causes of climate change have been suggested, but the main ...
4. Camera tripods come in a variety of sizes and materials, but the most convenient ...
So and not as substitutes for clauses, etc.

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)
- Joe took the work seriously and Petra perhaps even more so. (= took the work seriously)
- Usman’s giving us a lift. At least I presume so. (= that he’s giving us a lift)

We often use so instead of a clause after verbs concerned with thinking and speaking:
- 'Is Lewis going back to Scotland to see his parents this summer?' 'I’ve no idea, but I’d imagine so. He goes most years.'
- I found it ridiculous, and said so. / ... and told them so. (= that I found it ridiculous)

Note that after ‘tell’ we include an indirect object.

We don’t use so after certain other verbs:
- 'Will Stefan know how to mend it?' ‘I doubt it. / I doubt (that) he will.’ (not I doubt so.)

Note that in informal English, particularly in an argument, we can use 'I know so.'

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?' ‘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. Eva 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)

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. In answers like this we use so + pronoun + auxiliary verb (be, can, etc.):
- ‘Lisa and Sara are here.’ ‘So they are.’ (or Yes, they are.) (= I can now see that, too)

However, if we already know 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.)

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':
- ‘I found that lecture really boring.’ ‘So I gather (= I knew that). I saw you sleeping.’
Exercises

62.1 If possible, complete the dialogues with so. If not, use an appropriate that-clause.

1 A: Is Zak ill again? B: Well, he hasn’t come to work, so I assume

2 A: Will we need to pay to get in? B: I doubt

3 A: Will you be able to come over this weekend? B: I hope

4 A: Can you give me a lift to work? B: I suppose

5 A: Is this one by Van Gogh, too? B: I think

6 A: Apparently Carol’s getting married again. B: Yes, I hear

7 A: The weather’s awful, so we’ll need to take a taxi. B: I guess

8 A: Will the decorator be finished this week? B: He says

9 A: You will remember to pick me up at one, won’t you? B: I promise

10 A: I hope I’ll be able to get a ticket. B: I’m sure

62.2 Underline all the correct B responses.

1 A: With the children being ill I haven’t had time to do much housework.
   B: No, I suppose not / don’t suppose / don’t suppose so.

2 A: Did I leave my handbag in your car yesterday?
   B: I don’t think / don’t think so / think not.

3 A: I’m sure the bank has charged me too much. Will they refund the money?
   B: I don’t suspect / suspect not / don’t suspect so.

4 A: Didn’t Alice hear you? B: It doesn’t appear so / appears not / doesn’t appear.

5 A: What did you think of Sadia’s work?
   B: Well, I thought it was pretty awful, although I didn’t say so / said not / said so.

62.3 Complete B’s responses with short answers beginning Yes, ... If possible, give an alternative response with So ...

1 A: That horse is walking with a limp.
   B: Yes, it is. / So it is. Perhaps we should tell the owner.

2 A: The children from next door are taking the apples from our trees.
   B: I said they could come round and get them.

3 A: The DVD player’s gone again. B: Dr Adams has probably borrowed it.

4 A: I told you I’d be late for work today.
   B: I agree. But you didn’t say how late – it’s nearly two.

62.4 Choose any appropriate short answer beginning So ... to respond to A’s comments below, to say that B already knew what is being said. Use the verbs in E opposite.

1 A: My car won’t start again. B: So I hear.

2 A: Maria’s not very well. B:

3 A: The class has been cancelled again. B:

4 A: I see income tax is going up. B:

5 A: Fred’s moving to Berlin. B:
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 the context makes clear what we are talking about:
- She won in 2012 and seems likely to **do so** (= win) again this year.
- Dr Lawson said, ‘Sit down.’ Katia **did so** (= sat down), and explained her problem.
- 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 Chen 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 program 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 Katie 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**
- Lars doesn’t like Facebook but Emma **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 look after children. We were the first department to introduce **such a scheme**. (**more informally** … a scheme like this.)
Exercises

63.1 Join each pair of sentences with either and or but, replacing the repeated verb + object / complement with a form of do followed by so.

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.

63.2 Complete these sentences with a form of do (+ so if possible).

1. If you have not already handed in the form, then please ____________ without delay.

2. Olav 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 blog, but I ____________.

5. Anyone crossing the railway ____________ at their own risk.

6. I thought Julie was joking when she said these apples smell like oranges. But they ____________!

7. When we play tennis Leyla usually wins, and she gets upset if I ____________.

8. She pointed to the old box, her hand shaking as she ____________.

63.3 Complete the sentences with such or such a / an followed by a word from the box in the singular or plural.

- claim
- destruction
- device
- project
- research
- tactic

1. Manufacturers often claim that their washing machines have built-in computers, but is there really a computer in ____________ device?

2. After Professor Sharma spoke about her work on climate change, she 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. Building a new power station would undoubtedly create new jobs, but has the environmental impact of ____________ been considered fully?

5. The earthquake demolished thousands of buildings. The country has rarely seen ____________ before.

6. United played very defensively in the second half, but ____________ were criticised by the team’s supporters.

63.4 Rewrite the sentences in 63.3 to make them less formal.

1. ...but is there really a computer in a device like this? / ... like that?
More on leaving out words after auxiliary verbs

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 or instead of a verb and what follows it:

- 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:

- They could have been delayed by the snow. 'Yes, they could.' (or ... could have (been).)

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:

- Mona 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.

Note that sometimes we can use either do, be or have with a similar meaning (see also C):

- I asked Clara to tidy her room, and she has/did. ('has' replaces 'has tidied her room'; 'did' replaces 'tidied her room'.)

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 Daniel has.' (not ... Daniel 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 David today?' 'I might (do).'

Sometimes we can use be instead of do with a similar meaning (see also D):

- 'Will you be seeing Felix today?' 'I might (do / be).' ('do' replaces 'see Felix today'; 'be' replaces 'be seeing Felix today'.)

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:

- 'Lina's late again. 'I thought she might (be).' and
- It has been found that the comet is made entirely of gas, as it was predicted it would be.
Exercises

64.1 Make B’s replies shorter by crossing out some of the words in italics. Give alternatives if possible.  

1. A: Have you ever played squash before?  
   B: Yes, I have played squash before.  

2. A: I suppose we should have booked tickets.  
   B: Yes, we should have booked tickets.  

3. A: Will you be staying in Brazil permanently?  
   B: Yes, we will be staying in Brazil permanently.  

4. A: All the parking places will probably have been taken by now.  
   B: Yes, I’m sure they will have been taken by now.  

5. A: Have you had dinner yet?  
   B: No, I haven’t had dinner yet.  

6. A: Are you going to Katalin’s party?  
   B: Yes, I am going to Katalin’s party.  

7. A: If Diane hadn’t given you a lift, you would have missed the train.  
   B: Yes, I would have missed the train.  

8. A: Can you see Joe anywhere?  
   B: No, I can’t see him anywhere.  

9. A: Did you see that cyclist go through the red light? He couldn’t have been looking.  
   B: No, he couldn’t have been looking.  

64.2 Complete the sentences with an appropriate form of do, be or have (plus any alternatives). Put brackets around the word if it can be omitted, and write (done) after forms of have where this might be added.  

1. I haven’t finished doing the translation yet, but I will have (done) by tomorrow morning.  

2. As a child I always enjoyed watching cartoons on TV, and I still .  

3. A: Has the post arrived yet?  
   B: No, I don’t think it .  

4. Have a shower if you want, but take a towel from the cupboard when you .  

5. A: It costs a fortune to rent a flat in the city centre.  
   B: I’m sure it must .  

6. I was hoping Ryan 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 nine and they all .  

9. A: Have you got a copy of Great Expectations?  
   B: Yes, I think I .  

10. A: I’ve got £100 with me. Will that be enough?  
    B: It should .  

64.3 Complete the sentences with might, should, will or would, (plus any alternatives). If necessary, write be after the modal, or (be) if it is possible to omit it.  

1. It’s not snowing at the moment, but they say it will / might (be) .  

2. Chris was cleaning the house when I got home, as I hoped he .  

3. A: Are they staying for lunch?  
   B: They . I’ll ask them.  

4. A: Are you revising a lot for the exams?  
   B: Not as much as I .  

5. The company has not been as successful as it was claimed it .  

6. Natalie says she’s very sorry – as she .  

7. The book is a bestseller, as we hoped it .  

8. A: My photograph was awarded first prize.  
   B: I thought it .
Leaving out **to-infinitives**

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.*)
- 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:

- Leon **was** frightened – or maybe he just pretended **to be**. (*not ... just pretended 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.'

*Also: chance, idea, opportunity, promise, suggestion; afraid, delighted, determined*

We can also leave out a **to-infinitive** or use **to** with some verbs:

- Alex will collect us by 10 o’clock. He **promised** **to**.
- 'You were supposed to buy some sugar.' 'Sorry, I **forgot** **to**.'

*Also: agree, ask, begin, refuse, start, try*

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**.
- Have you thought about getting vaccinated against cholera before going there? I’d certainly **advise** you **to**.

*Also: afford, be able, choose, deserve, expect, fail, hate, hope, intend, 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**.
- You can do **whatever you would like** **to**.
- Call me Ben **if you want** **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**.
- I offered to clean your car because I really **want to**, not because I 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 **would like** **to**.
- Leave whenever you **like**, and Leave whenever you **would 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 Laura?' '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**.'
Exercises

65.1 Rewrite the italicised part of each sentence so that it has a similar meaning. Use a verb from the box (use each verb twice) followed by to or to be.  
claimed expected pretended used

1 Was she really as good at tennis as she said she was?  
2 She occupies a much less important role in the company than she did before.  
3 Lucia was frightened – or maybe she just acted as if she was.  
4 Dan has lost a lot of weight. He’s much thinner than he was before.  
5 The last government didn’t represent the majority of people, although it said that it did.  
6 My family enjoyed my singing, or at least they made believe that they did.  
7 The Pantheon in Rome wasn’t anything like I imagined it.  
8 I didn’t get an interview for the job although I thought that I would.  

65.2 Complete the sentences. Write to if it is necessary; write (to) if it can be included or omitted.  

1 I’ve always wanted to go white-water rafting, but I’ve never had the opportunity before.  
2 Luka 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 Alina to leave college, but she was determined .  
6 Spain won 3–0, and deserved , after a fine performance.  
7 A: Shall we ask Dad before we borrow the car?  B: Yes, it might be a good idea .  
8 A: Would you present the prizes for the competition?  B: I’d be delighted .  
9 A: Would you like to travel first class?  B: 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 B’s responses. If they are already correct, write ✓.  

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 Sara 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 Mori to help you?  B: No, he was very busy, so I didn’t like.
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 'a'-adjectives:**
  - The horse was **alone** in the field. (_but not_ The alone horse ...)

Some have related adjectives that can be used 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**.)

- **some adjectives used to describe health and feelings:**
  - My son felt **unwell**. (_but not_ My unwell son ...)
  - These 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. Like emphasising adjectives, classifying adjectives are seldom or never used after a linking verb:

- 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)

**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**-infinite,** 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 making 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.

- the 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

66.1 If necessary, correct these sentences, or write ✓ if they are already correct.

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 Rahim 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 under control, but there are still many 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 Complete each pair of sentences using one pair of adjectives from the box. If an adjective can be used in both sentences, write it in both; if not, write it only in one. (Use a dictionary if necessary.)

- 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 The shop doesn’t sell ___________________ equipment.

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 computer fault was ___________________ 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 a tree in the garden.
   b It’s completely ___________________ to charge a fee for entry into the museum.

66.3 Write the word in brackets in one of the spaces in each sentence, either before or after the noun (or both if possible). (Use a dictionary if necessary.)

1. The party was excellent, and I’d like to thank all the ___________________ people (concerned)

2. As the ___________________ minister for the health service, I think he should resign. (responsible)

3. The new machinery was intended to increase output, but it seems to have had the ___________________ effect (opposite)

4. Children are only admitted when accompanied by a / an ___________________ adult (responsible)

5. It’s the only ___________________ room available in the hotel that night. (available)

6. The pond on the village green was filled in with the ___________________ approval of local residents. (apparent)

7. Cars drive too fast past the school and ___________________ parents have complained to the police. (concerned)

8. For those who need it, there is ___________________ financial advice available. (available)
Gradable and non-gradable adjectives

*Gradable adjectives* can be used with *grading 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

**Gradable adjectives**
- angry, big, busy, clever, common, different, fast, friendly, happy, important, low, popular, quiet, rich, strong, weak, young

- She was extremely rich.
- It's hugely popular.
- The people there are reasonably friendly.
- They're slightly different.

*Non-gradable adjectives* are not used with adverbs such as *very* or *extremely* because these adjectives do not refer to qualities which have different degrees. With non-gradable adjectives we can use *non-grading 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 non-gradable adjectives 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, wrong; domestic, environmental, agricultural (see Unit 66C)

- She's completely wrong.
- He was practically unknown to the public.
- It was absolutely superb.
- The region is largely agricultural.

Gradable adjectives are sometimes used with non-grading adverbs, and non-gradable adjectives with grading adverbs to give special emphasis or to be humorous:

- 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 *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, note that we don’t generally use *fairly* (or *very*) with gradable adjectives which indicate that something is very good or necessary:

- Experience is really / pretty essential for the job. (not ... fairly essential ...)
- The weather was really / pretty perfect. (not ... fairly perfect.)

Also: *invaluable, superb, tremendous, wonderful*
Exercises

67.1 Complete the four sentences which contain gradable adjectives using very. Complete the remaining sentences with the adverbs from the box. Try to use a different one each time.

<table>
<thead>
<tr>
<th>absolutely</th>
<th>almost</th>
<th>completely</th>
<th>exclusively</th>
<th>mainly</th>
<th>practically</th>
</tr>
</thead>
</table>

1. The bridge is now __________________ complete.
2. The material is __________________ cotton.
3. The food was __________________ excellent.
4. Her explanation was __________________ clear.
5. Their actions were __________________ illegal.
6. The new restaurant is __________________ popular.
7. I was in a / an __________________ permanent state of suspense.
8. I thought she was __________________ attractive.
9. Until last year the club was __________________ male.
10. Small black cars are not __________________ visible.

67.2 Answer the questions using an adverb + adjective. A How would you feel if ...

1. ... a friend said s/he had just won a million pounds? I'd be __________________ delighted.
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 If necessary, correct the italicised parts of this email. If they are already correct, write ✓. A

Dear Nathan,
I'm writing this email in 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 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,
Lea

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 cooperation 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.
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)

Also: 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)

Also: academic, adult, average, diplomatic, genuine, guilty, human, individual, innocent, mobile, private, professional, scientific, technical, true, wild

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):
  - If you’re all feeling good and relaxed after the break, let’s get on with the meeting.
- lovely and dry / soft / sunny / warm (but not usually lovely and decent / empty / short):
  - It’s lovely and warm in here. Freezing outside, though.
- nice and bright / clean / cold / comfortable / early / fresh / quiet / simple / soft / tidy / warm (but not usually nice and interesting / handsome / exciting):
  - ‘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 Complete the sentences using each of the adjectives from the box twice, once with a gradable sense (adding very) and once with a non-gradable sense. (Use a dictionary if necessary.)

<table>
<thead>
<tr>
<th>critical</th>
<th>false</th>
<th>late</th>
<th>original</th>
<th>straight</th>
</tr>
</thead>
</table>

1. The novel was praised by the judges for its **very original** use of language.
2. The train is _______________ again. I wonder if the bad weather has delayed it.
3. The report was _______________ of the police officers involved in the investigation.
4. I had a / an _______________ choice between working for my father and having no job at all.
5. She was accused of giving _______________ information during the trial.
6. The driver of the overturned lorry was in a / an _______________ condition in hospital last night.
7. I was given the oil painting by my _______________ uncle Simon.
8. The _______________ fireplaces had been removed and replaced by more modern ones.
9. The path to the summit of the hill was _______________ and steep.
10. 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 each pair of sentences using the adverb + adjective pairs from the box. Use the adjective in both sentences, but include the adverb in only one.

<table>
<thead>
<tr>
<th>(largely) academic</th>
<th>(fairly) average</th>
<th>(extremely) diplomatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>(very) human</td>
<td>(intensely) private</td>
<td>(highly) technical</td>
</tr>
</tbody>
</table>

1. a. The _______________ temperature on the island is a pleasant 23.4 °C.
2. a. The instructions were _______________ and clearly meant for an expert.
    b. Fiona got a job providing _______________ support for people having computer 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 Mara 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 Complete the sentences with phrases beginning with **good / lovely / nice + and + an appropriate adjective**.

1. Now that the room is painted yellow, it looks _______________ and bright.
2. I’ve put you in the spare room at the back of the house, so it’ll be _______________.
3. A: Have you felt the material my new coat’s made of?  B: 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 Gustavo. He won’t make up his mind until he’s _______________.

137
Participle 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** and they are often called 'reduced relatives':

- We had to pay for the **rooms used**. (or ... the rooms **that were used**.)

Some of these are rarely used before the noun:

- My watch was among the **things taken**. (but not ... the taken things.)

Others can be used before or immediately after nouns:

- The **crowd watching** grew restless. or
- The **watching crowd** grew restless.

In formal English, **that** and **those** can be used as pronouns before a participle adjective:

- The flour is of a higher quality than **that produced** by other varieties of wheat. (= the flour which is produced)
- The touchscreens perform less well than **those manufactured** elsewhere. (= the touchscreens which are manufactured elsewhere)
- Here is some advice for **those (= people preparing** to go on holiday.

Compound adjectives

Many **compound adjectives** include a participle adjective. Common patterns are:

- **adverb + -ed participle**
  - They are **well-behaved** children.
- **adverb + -ing participle**
  - Social networking is a **fast-growing** activity.
- **adjective + -ed participle**
  - She seems to live on **ready-made** meals.
- **adjective + -ing participle**
  - He's the **longest-serving** employee in the company.
- **noun + -ed participle**
  - The public square was **tree-lined**.
- **noun + -ing participle**
  - I hope it will be a **money-making** enterprise.
- **-ed participle + particle**
  - Did it really happen, or was it a **made-up** story? (from two-word verbs)

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.


Note that many other compound adjectives do not include participle adjectives:

- The problem is **short-term**.
- It was just a **small-scale** project.
Exercises

69.1 Replace the italicised parts of these sentences with present or past participle adjectives formed from the verbs in the box. Give alternative positions for the adjective if possible. B

<table>
<thead>
<tr>
<th>-cause-</th>
<th>identify</th>
<th>include</th>
<th>interest</th>
<th>provide</th>
<th>remain</th>
<th>result</th>
</tr>
</thead>
</table>
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 £1,200, with flights which were part of the total.
6 I didn’t want to be on TV but the publicity that was the consequence was good for business.
7 Just before serving the pasta, sprinkle over any cheese that is left over.

69.2 Write a sentence to describe each set of information using either that or those followed by one of the participle adjectives from the box. C

<table>
<thead>
<tr>
<th>earned</th>
<th>found</th>
<th>grown</th>
<th>manufactured</th>
<th>recorded</th>
</tr>
</thead>
</table>

1 Average temperatures in June and July 2012 were higher than those recorded in June and July 2002... (or ... in the corresponding months in 2002...).

2 Dark chocolate 5% added sugar White chocolate 20% added sugar

3 conventionally grown Organic 30% more vitamin C

4 Fuel efficiency of cars

5 average citizen president: salary x 25

69.3 Complete each second sentence using a compound adjective from D to replace the italicised information in each first sentence. D

1 The company is organised from New York. It is a New York-based company...
2 The school has all the things it needs, with sufficient books and computers. The school is 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...

69.4 Match the words to form compound adjectives and use them to rewrite the italicised parts of these sentences. D

<table>
<thead>
<tr>
<th>clean</th>
<th>eye</th>
<th>ill</th>
<th>wide</th>
<th>catching</th>
<th>equipped</th>
<th>ranging</th>
<th>shaven</th>
</tr>
</thead>
</table>

1 At the age of 16 children do not have the ability or experience to take on the role of parents.

2 The discussions dealt with a great variety of topics.

3 When I last saw him he had a beard, but now he has no beard.

4 The advertisements for the new car are very noticeable.
### Adjective + to-infinitive, -ing, that-clause, wh-clause

When an adjective comes after a linking verb (e.g. appear, be, become, seem; see Unit 21) we can use a number of patterns after the adjective including a to-infinitive, -ing, that-clause, and wh-clause. (For It + linking verb + adjective, see B.)

<table>
<thead>
<tr>
<th>adjective +</th>
<th>example adjectives used in this pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>i 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>o You're free to leave at any time you want.</td>
<td></td>
</tr>
<tr>
<td>ii -ing</td>
<td>busy, crazy, foolish, mad, stupid; (after the verb feel) awful, awkward, bad, good, guilty, terrible</td>
</tr>
<tr>
<td>o He was busy doing his homework.</td>
<td></td>
</tr>
<tr>
<td>iii 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>
</tr>
<tr>
<td>o He became worried (that) she might fall down.</td>
<td></td>
</tr>
<tr>
<td>iv wh-clause</td>
<td>afraid, not aware / unaware, not certain / uncertain, doubtful, not sure / unsure, worried</td>
</tr>
<tr>
<td>o I'm not certain (of / about) why he wants to borrow the money</td>
<td></td>
</tr>
<tr>
<td>v to-infinitive or that-clause</td>
<td>the adjectives in (iii) above, except aware, confident and positive</td>
</tr>
<tr>
<td>o She was afraid to say anything.</td>
<td></td>
</tr>
<tr>
<td>o I was afraid that I would be late.</td>
<td></td>
</tr>
<tr>
<td>vi to-infinitive or -ing</td>
<td>crazy, foolish, mad, stupid</td>
</tr>
<tr>
<td>o He'd be stupid to leave now.</td>
<td></td>
</tr>
<tr>
<td>o He'd be stupid giving up the job.</td>
<td></td>
</tr>
<tr>
<td>vii -ing or that-clause</td>
<td>(after the verb feel) awful, awkward, bad, good, guilty, terrible</td>
</tr>
<tr>
<td>o She felt awful leaving him with all the clearing up.</td>
<td></td>
</tr>
<tr>
<td>o She felt awful that she was late.</td>
<td></td>
</tr>
</tbody>
</table>

### 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):

- The fireworks were amazing to watch. or
- It was amazing to watch the fireworks. ¬¬Also: annoying, awkward, easy, good, interesting, lovely, simple, terrific, wonderful

In informal speech we can use an -ing form instead of a to-infinitive:
- It is easy understanding her. or
- It was amazing watching the fireworks.

We can use a similar pattern with adjective + wh- or that-clause (see Unit 96A):
- It is not clear why he did it. or
- 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. ¬¬Also: brave, generous, 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 ...)

 ¬¬Also: ashamed, furious, glad, happy, miserable, nervous, sad, tired, uncomfortable
Exercises

70.1 Complete the sentences with a to-infinitive or an -ing form of the verbs in the box. Give alternatives where possible.

<table>
<thead>
<tr>
<th>cheat</th>
<th>know</th>
<th>leave</th>
<th>open</th>
<th>panic</th>
<th>reduce</th>
<th>resign</th>
<th>talk</th>
<th>turn</th>
<th>underestimate</th>
</tr>
</thead>
</table>

1. I'm afraid I can't afford that much. Would you be prepared ____________ the price if I pay cash?
2. Kenzo was stupid ____________ in the exam. He was bound to get caught.
3. He felt good ____________ that he had helped solve the problem.
4. Don't feel that you need to stay to the very end. You're free ____________ at any time.
5. Anyone trying to climb the mountain would be foolish ____________ the challenge facing them.
6. People said I was crazy ____________ a shop in the village, but it's been a success so far.
7. She was too busy ____________ on the phone to notice that Roya had come into the room.
8. It's so difficult to get a job at the moment you'd be mad ____________.
9. Some people would be inclined ____________ if they smelt smoke in the house.
10. I felt awful ____________ people away from the concert, but there just wasn’t any more room.

70.2 Correct any mistakes in the italicised parts of this email about a holiday in Thailand.

... 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.

1. She was brave to spend the night in the old house alone. ____________ 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 headteacher 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 + any appropriate adjective.

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

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 ... subducted.)
- or we use a preposition and a related noun if there is one:
- She looked at me in amazement. (not ... amazedly.)

However, some do have an adverb form with -ly. Compare:

- The storm was unexpected. and
- The weather turned unexpectedly stormy.

Also: agitatedly, allegedly, deservedly, determinedly, disappointedly, excitedly, hurriedly, pointedly, repeatedly, reportedly, reputedly, supposedly, worriedly

Some adverbs have two forms, one ending in -ly and the other not. We can sometimes use either form without changing the meaning, although the form ending in -ly is grammatically correct and more formal:

- She ran quick / quickly towards the door.

and must be used if the adverb comes immediately before the verb:

- She quickly ran towards the door. (not She quick ran ...)

Also: cheap(ly), clean(ly), clear(ly), fine(ly), loud(ly), thin(ly), slow(ly)

Some adverbs have different meanings 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 Amy lately. (= recently)

Compare also:

| He wandered deep into the forest and got lost. (= a long way) | He felt deeply hurt by her criticisms. (= very) |
| You don’t have to change trains. You can go direct. (= without stopping) | They loved each other deeply. (= very much) |
| It sounded awful – one of the choir members was singing flat. | I’ll be with you directly. (= very soon) |
| He kicked the ball high over the goal. | He saw Hassan directly ahead. (= straight) |
| 'Is Emil here yet? 'He's just arrived.' | This time I flatly refused to lend him any money. (= definitely; completely) |
| She looks just like her mother. | Everyone thinks highly of her teaching. (= they think her teaching is very good) |
| Which of these cheeses do you like most? | You can be justly proud of your musical achievements. (= rightly; justifiably) |
| They cut short their holiday when Lina fell ill. (= went home early) | Her novels are now mostly out of print. (= most of them) |
| The door was wide open so I just went straight in. (= completely) | We mostly go on holiday to France. (= usually) |
| The speaker will be arriving shortly (= soon). Please take your seats. | You won’t have any problems getting the book. It’s widely available. (= in many places) |
Exercises

71.1 Rewrite the italicised words using a -ly form of the participles in the box. If a -ly form isn’t possible, use a prepositional phrase or a preposition + related noun. A

<table>
<thead>
<tr>
<th>agitated</th>
<th>anticipated</th>
<th>despaired</th>
<th>determined</th>
<th>disappointed</th>
</tr>
</thead>
<tbody>
<tr>
<td>organised</td>
<td>relaxed</td>
<td>repeated</td>
<td>reputed</td>
<td>satisfied</td>
</tr>
</tbody>
</table>

1. I warned him again and again of the dangers on the mountain, but he insisted on going on.
2. The class was out of control and he put his head in his hands 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 looking forward to eating it.
4. It is said to be, although no one knows for certain, the smallest post office 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 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. Sofia paced about in an anxious way as she waited to go into the interview.

71.2 Complete the sentences with suitable pairs of adverbs from C. Use the form with -ly in one sentence and the form without -ly in the other. C

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 firm 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 __________. [Message on a telephone answering machine]
   b. I used to have to change in Amsterdam to get to Moscow, but now I can fly __________.
4. a. I got very little sleep on the flight, but 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 Correct any mistakes in these sentences. 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 cowardily in the battle.
7. Pierre Evène manufactured the glass for which the town became just renowned.
8. I called Elena and she 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: \(-\text{er} \text{ vs \ more/less \ \ldots \ than}\)

We usually add \(-\text{er}\) to one-syllable adjectives and adverbs to make their comparative form. However, we use \textit{more} + \textit{adjective} –

\begin{itemize}
  \item with one-syllable past participle adjectives (see Unit 69) such as \textit{bored, creased, pleased, worn}:
    \begin{itemize}
      \item After I’d ironed my shirt it looked \textit{more creased} than before. (\textit{not \ldots creaser\ldots})
    \end{itemize}
  \item with \textit{fun, real, right} and \textit{wrong}:
    \begin{itemize}
      \item I expected the film to be rather dull, but I couldn’t have been \textit{more wrong}. (\textit{not \ldots wronger.})
    \end{itemize}
  \item when we are comparing two qualities:
    \begin{itemize}
      \item ‘Wasn’t he brave to swim across?’ ‘I think he was \textit{more mad} than \textit{brave}.’
      \item Although the paint was called ‘Sky Blue’, I thought it was \textit{more green} than \textit{blue}.
    \end{itemize}
\end{itemize}

We can also use ‘\ldots he wasn’t so much \textit{brave as mad}’ and ‘
\ldots it was \textit{blue rather than green}’.

We can sometimes use \textit{more} as an alternative to the \textit{-er} form to emphasise the comparison:

\begin{itemize}
  \item You might think it’s dark here but it’s \textit{more dark} in the cellar. (\textit{or \ldots darker \ldots})
\end{itemize}

\textit{Also: clear, cold, deep, fair, rough, soft, true.}

Some adjectives with two syllables are most commonly used with \textit{more} / \textit{less}, particularly:

\begin{itemize}
  \item participle adjectives (e.g. \textit{worried, boring})
  \item adjectives ending in –\textit{ful} and –\textit{less} (e.g. \textit{careful, careless})
  \item \textit{afraid, alert, alike, alone, ashamed, aware}
  \item some other adjectives, including \textit{active, cautious, certain, complex, direct, eager, exact, formal, frequent, modern, special, recent}
\end{itemize}

Most two-syllable adjectives ending \textit{-y, -ow, -er} and \textit{-ure} can take either an \textit{-er} or the \textit{more + adjective} form, although the \textit{-er} form is more frequently used.

Some adjectives (e.g. \textit{complete, equal, favourite, ideal, perfect, unique}) have a comparative or superlative meaning so are not often used with \textit{-er} / \textit{more / less} or \textit{-est} / \textit{most / least}. However, we can use comparative or superlative forms for special emphasis:

\begin{itemize}
  \item The weather today was good, but \textit{less perfect} than yesterday.
\end{itemize}

Superlatives

We usually use \textit{the}, a possessive form (with \textit{-s}), or a possessive pronoun before a superlative adjective or adverb. In informal contexts we sometimes leave out \textit{the} before an \textit{-est} or \textit{most + adjective} superlative after a linking verb, particularly at the end of a sentence:

\begin{itemize}
  \item ‘Why did you go by bus?’ ‘It was (\textit{the}) cheapest.’
  \item Which was (\textit{the}) most expensive?
\end{itemize}

However, we can’t leave out \textit{the} when we go on to say what group of things is being compared:

\begin{itemize}
  \item ‘Why did you buy these oranges?’ ‘They were \textit{the cheapest} ones \textit{I could find}.’ (\textit{not They were cheapest ones \ldots})
\end{itemize}

When \textit{most + adjective / adverb} is used without \textit{the}, \textit{most} means something like ‘very’:

\begin{itemize}
  \item I checked the form \textit{most carefully} (= very carefully) but didn’t notice the mistake.
\end{itemize}

After a superlative we use \textit{of + a plural noun phrase} to name the objects being compared:

\begin{itemize}
  \item Adam’s \textit{the oldest} of \textit{my three brothers}.
  \item Note that we can put the \textit{of-phrase} at the beginning to emphasise it:
\end{itemize}

\begin{itemize}
  \item Of \textit{my three brothers}, Adam’s \textit{the oldest}.
\end{itemize}

When we give the location or context within which the comparison is made we usually use \textit{in + a singular noun phrase}:

\begin{itemize}
  \item It was \textit{the tallest tree in the forest}. (\textit{not \ldots the tallest tree of the forest.})
\end{itemize}
Exercises

72.1 Complete the sentences with a comparative adjective from the box, using an -er or more + adjective form. Use both if possible.

<table>
<thead>
<tr>
<th>deep</th>
<th>hard</th>
<th>long</th>
<th>naughty</th>
<th>pretty</th>
<th>scared</th>
<th>strong</th>
<th>true</th>
</tr>
</thead>
</table>

1. It was almost as if the wolf was ___________________ of us than we were of it.
2. The river was ___________________ than I expected so I decided to turn back.
3. I think I'd describe her as ___________________ than beautiful.
4. I bought this tennis racket because it's ___________________.
5. Sam isn't a bad boy really. He's ___________________ than dishonest.
6. The exam was ___________________ than I thought it would be.
7. We need to take responsibility for elderly neighbours, and in a cold winter like this it is ___________________ than ever.
8. We took the ___________________ path up the hill as the other one was very steep.

72.2 If necessary, correct or improve the comparative adjectives.

1. I may not be much of a cook, but Nina is even ___________________ in the kitchen than I am.
   more useless

2. When I took the washing out of the machine it looked dirtier than when it went in.
3. A: The painting is from the 17th century.
   B: Really? It looks recentert than that.

4. The film starts slowly, but gets exciting after the first half hour.
5. Louis is already rich, but his aim in life seems to be to become even ___________________
   more wealthy.
6. All of us are unique, but some of us are ___________________ than others.
   more unique

7. Most research in this area uses simple interviews, but we used a complexer methodology.
8. I didn’t do well at school, and my fellow students all seemed cleverer than me.
9. For an extra $500 you could buy a much powerfuler motorbike.
10. Curiously, many people say they feel mentally alertner if they eat very little for a day.

72.3 Put brackets around the if it can be omitted in these sentences.

1. It was the sweetest orange I’d eaten for ages.
2. Anna, Beth and Clara were all 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. A: Shall we go by train, bus or car?
   B: Well, going by bus is actually the easiest.

72.4 Complete the sentences with in or of.

1. The building is said to be the highest ___________ Europe.
2. The Democrats are the smallest ___________ the four main political parties.
3. Parmesan is perhaps the most famous ___________ all Italian cheeses.
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

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.)

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 ...)

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.

Note that we use **not as + adjective + a / an + noun** but **not such a / an + adjective + noun**.

We can use **so, too and how** followed by an adjective in a similar way:

- 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?

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%.

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.)

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.
- 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.‘)

We can use **so + adjective / adverb + that-clause** to say that something existed 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. **and**
- The difference was **so small as to not 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.
Exercises

73.1 Complete these sentences with as ... as or not as / such ... as (or both if 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 ten years ago. (not / polluted / city now)
2. The Downtown Hotel is Strand Hotel. (not / pleasant / place to stay)
3. The President's address to the nation is he is ever likely to make in his career. (important / speech)
4. It was I first thought. (not / big / problem)
5. Theresa's dog is I've ever seen. (ferocious / animal)
6. She's 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 four showers a day.
2. The elephant population may soon fall to 1,000 from 5,000 ten years ago.
3. At the end of the 200-metre race there was 50 metres between the first and second runners.
4. Lit continuously, the life of a light bulb varies from two weeks to three months.
5. Some days there were three or four students at his lectures.
6. We don't use much electricity. Sometimes our bill is £40 a month.
7. The country spends 25% of its income on defence.

73.3 Join the sentences using so + adjective + as + to-infinitive. F

1. The noise from the factory was loud. 
2. Her handwriting was untidy. 
3. The bookcase was heavy. 
4. The CD was badly scratched. 
5. The plot of the novel was complicated. 
6. The difference between the results was small.

1 + d The noise from the factory was so loud as to prevent me sleeping.

73.4 Correct any mistakes in the italicised parts of this interview with a football manager. 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 Franz Kahn will never play international football again.

MANAGER: Well, it's certainly (3) enough bad to keep him out of football for at least six 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 twenties. 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 ...

147
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 comes 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 comes before the subject.
  - Finally he could stand the noise no longer.
  - Sometimes I feel like leaving.

- **In mid position** the adverb comes 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 ten.
  - 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)  
- He **slowly** turned round. (mid)
- Slowly he turned round. (front)

### End position

In end position, we usually put an adverb after an object 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-in infinitive:

- 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 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 three 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:

- They live **upstairs**. (not They upstairs live.)
- She goes **weekly**. (not She weekly goes.)
- Have you heard the good news? Eva had a baby in **May**. (not Eva in May had a baby.)

However, adverbs of indefinite time usually go in mid position (see Unit 75).

Note 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.
Exercises

Put the adverb in brackets in an appropriate position in each sentence. In some cases both positions are possible. C

1. I __________ expect Catalina 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. Bruno __________ 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)

Complete this email using the words and phrases from the box below in the correct order.

B & D

We had a great time driving (1) __________ around Switzerland in July. We flew into Zurich and hired (2) __________ a car / at the airport. We drove (3) __________ towards the lakes / south, and stayed (4) __________ in a beautiful cottage belonging to some friends of Kim’s mother / for a week. Every morning we got up (5) __________ early / at about six o’clock and went down to the nearby lake for a swim – freezing, but wonderful! The next week we drove east and stayed (6) __________ in the village where Kim had spent some time when she was a student / briefly. It’s in a spectacular part of the country, but we had to drive (7) __________ carefully / on the narrow winding roads. Finally, we drove back to Zurich and caught (8) __________ home / the train and we’re looking forward to going back (9) __________ in Switzerland / enormously / ourselves (10) __________ before too long / there.

1. in-July / around Switzerland
2. a car / at the airport
3. towards the lakes / south
4. in a beautiful cottage belonging to some friends of Kim’s mother / for a week
5. early / at about six o’clock
6. in the village where Kim had spent some time when she was a student / briefly
7. carefully / on the narrow winding roads
8. home / the train
9. in Switzerland / enormously / ourselves
10. before too long / there

If necessary, rewrite these sentences putting the italicised word or phrase in a more appropriate position. If the sentence is already correct, write ✓. B-E

1. I try to visit every week my parents. ✓ /Every week I try to visit my parents.
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. Lee was easily beaten in the final.
6. Matias never eats in the canteen at work. He always brings from home sandwiches.
7. A: Do the Patel family still live next door? B: 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

A

Front position

Most types of adverb commonly go in front position in a clause (see Unit 74A). In particular –

- **connecting adverbs**, 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**, which give more information about a previous reference to a time or place.
  - The last few days have been hot. **Tomorrow** the weather will be much cooler.

- **comment and viewpoint adverbs**, 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.

Note, however, that 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 radioactive gas occurs naturally** in many areas.

Also: 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**, Maxine had a baby.
- **Regularly**, Helena works on several paintings at once.

B

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 admire your work greatly. (or I greatly admire your work.)

Note 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 1997. (or I met her first in 1997.)

We don't usually put these in front position, except to list actions (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 Kaspar nowadays, he's so busy at the office.

Note, 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 Tarik the day before. (or The day before, I'd seen Tarik.)
Exercises

75.1 Complete each pair of sentences using one adverb from the box. Put the adverb in front position (as a comment adverb) in one sentence, and in end position (as an adverb of manner) in the other. A

<table>
<thead>
<tr>
<th>clearly</th>
<th>curiously</th>
<th>frankly</th>
<th>honestly</th>
<th>plainly</th>
<th>seriously</th>
</tr>
</thead>
</table>

1 a Curiously, the house has two chimneys, although there’s only one fireplace.
   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 A: Thanks for looking after the children for me.
    b: That’s okay.
    a: ________, 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 Eclom 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 and was having difficulty thinking.

6 a Lucas 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 / 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 Lorna has moved to Kuala Lumpur, 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 Carmen had often / on many occasions spoken at meetings before, so it was no surprise when she stood up.
6 I play chess with Lorenzo hardly ever / every week.
7 Although he had to lift heavy boxes in the factory, he greatly / rarely suffered from backache.
8 I forgot about the meeting nearly / entirely and my boss was really angry with me.

75.3 Which of the positions [1], [2] or [3] can the adverb or adverbial in brackets go in? A–C

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.)

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:

- Beyond the houses **lay open fields**. but
- Beyond the houses **they lay**. (not ... lay they)

Note that '... open fields lay' 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 Nik **built a play house** for the children. (not In the garden built Nik ...)

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**. Note 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 ...)
- At first there was silence. Then, **a voice came** that I knew.

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.)

The adverbs **daily, hourly, monthly, weekly, annually, quarterly** (= four times a year), etc. only go in end position:

- I pay my subscription **annually**. (not Annually I pay ...; not I annually pay ...
Exercises

76.1 Rewrite the sentences putting the italicised 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 Daniel jumped out.
3 Two small children stood outside the door.
4 The boys were playing cricket in the park, despite the muddy conditions.
5 A jade necklace hung around her neck.
6 The man released the monkey and it climbed up the tree.
7 The door burst open and a delegation from the striking workers marched in.
8 While Marko was looking around for his net the fish swam away.
9 Most of the furniture was modern, but a very old grandfather clock was in the corner.
10 Lea found it difficult to concentrate in the office, but she worked more efficiently at home.

76.2 If possible, rewrite the italicised parts of these sentences putting the time adverbial in front position. Where you can, invert 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.

76.3 If necessary, correct the word order in these sentences. A–C

1 I walk to work for the exercise, and I twice a week play squash.
2 If you take the job, monthly your salary will be paid into your bank account.
3 Down the hill the horse ran quickly.
4 Through the window Megan watched sadly.
5 Around the town drove she for hours looking for the gallery, until she spotted in a side street the place.
6 I tripped over the cat, dropped the tray, and across the room flew it.
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.

and others (e.g. alone, just, only, simply, solely) limit what we say to one thing or person:

- Many people offered to help me invest the money, but I only trusted Rick.

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. 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 the verbs above and also before agree, doubt, fear, hope, like and want. Note, however, that we don’t use much before this last group of verbs. Compare:

- I very much prefer seeing films at the cinema than on DVD. (or I very much prefer …) and
- 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):

- I was very much surprised by her news. (or I was surprised …; but not I was much surprised …) and
- 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 and only

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
- Only my mother has brought some food. (= My mother and nobody else)
- Aya can even speak French. (= in addition to everything else she can do) and
- Even Aya can speak French. (= you might not expect her to) (rather than Aya even …)
Exercises

77.1 Cross out any incorrect answers. B
1 We very / much / very much hope that the striking workers will now resume negotiations.
2 Thanks for organising the quiz night. Your help was very / much / very much appreciated.
3 I felt very / much / very much intimidated by some of the questions in the interview.
4 I had always very / much / very much admired her work, and it was great to meet her.
5 As a child, I very / much / very much wanted to be an artist.
6 I would very / much / very much prefer to be remembered as kind rather than wealthy.
7 It was very / much / very much thrilling to get Marie's news.
8 When I was travelling in India I became very / much / very much interested in regional foods.
9 Kristof says that he wants to go into politics, but I very / much / very much doubt that he's serious.
10 I very / much / very much regret not being able to hear Dr Greco when she gave her lecture.

77.2 Write very, too, or very / too if either is possible. C
1 Leo was in a wheelchair as he was still weak to walk far.
2 Ellie 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 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.

77.3 Put even or only in the most appropriate place in each sentence. D
1 Ben 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 Every penny the charity raises helps the homeless, and the smallest donation can make a vital difference.
4 Jan seems to have invited everyone to the party. he has asked Ann, and they haven't spoken to each other for years.
5 Louis knew where the keys were kept, and nobody else.
6 I don't get home from work until late, so I cook at the weekend.
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>examples</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.
- If you practise continuously, you will undoubtedly get better.

Comment adverbs which show judgement usually follow the subject, although they can be put in front position for emphasis:

- He kindly offered to give me a lift. (or Kindly, he offered ... to emphasise ‘Kindly’)

If comment adverbs apply to 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) and
- She did astonishingly well in the exam. (= she did extremely well)
- You’ve had a major operation. Obviously, it will be very painful for a while. (= I expect you to know this already) and
- 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.

Also: biologically, environmentally, financially, ideologically, industrially, logically, medically, morally, outwardly, politically, technically, visually

A number of phrases are used in a similar way:

- Politically / In political terms, this summer is a crucial time for the government.

Also: politically speaking, in terms of politics, from a political point of view, as far as politics is / are concerned

Some adverbs or phrases are used to say whose viewpoint we are expressing:

- The head of National Bank is to receive, according to reports, a £1 million bonus.
- In my view, the foreign minister should resign immediately.

Also: to my / his / her (etc.) knowledge, from my / his / her (etc.) perspective, personally, in my / his / her (etc.) opinion
Exercises

78.1 Rewrite the italicised words using an adverb from the box. Choose the most likely position for the adverb. A

- astonishingly
- interestingly
- bravely
- obviously
- carelessly
- presumably
- generously
- 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 It was easy to see that she knew more about the robbery than she told the police.

6 He broke the window when he was painting because he wasn’t paying attention to what he was doing.

7 She picked up the spider and put it outside, showing no fear.

8 I found it strange that the road didn’t appear on the SATNAV.

78.2 Complete the sentences with an appropriate viewpoint adverb from (i) and an ending from (ii).

(i)

environmentally financially industrially medically outwardly 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 Thomas 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 the north, so ...

7 Hansen is one of the richest men in the country, although ...

8 Julie is likely to be fined for failing to pay her gas bill, although ...

78.3 Complete the sentences using the phrases from B either with the words from the box (or adjectives or adverbs formed from them) or your own words. B

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

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 Miguel 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', and we prefer when to talk about past periods of our lives:

- I still feel tired when I wake up in the morning. (= 'every time')
- His mother called him Robbie when he was a baby. (= a past period)

We prefer when if 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 Liam cleaned the house. (or ... as Liam 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 ... = Because ...)

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.
- 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.

However, 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.
- He cleaned his shoes until they shone. ('shining' is the result of 'cleaning'.)

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 (etc.), no sooner or scarcely and a past simple in the other.
Exercises

79.1 Complete these sentences with as, when or while. If possible, give alternative answers 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 packed all the books away, Lana made a note of their titles on her laptop.
5. She stayed at home watching television _______ her brother was at school.
6. Where did you live _______ you got married?
7. _______ the results started to come in, it became clear that President Como had lost the election.
8. The humidity started to increase _______ the day wore on.
9. The snow was getting deeper and deeper _______ we waited for the train to arrive.
10. _______ the paint dries it changes colour from a light to a deep red.

79.2 If necessary, correct or improve these sentences. A

1. As I’m older I’d love to be a dancer.
2. When the boy watched in fascination, the ants picked up the dead beetle and carried it off to their nest.
3. The disk drive makes a buzzing sound while I switch my PlayStation on.
4. As the car went by, someone waved to me from the back seat.
5. While Kasem had finished, he tidied up the room and left.
6. I was in the shower as the phone rang.

79.3 Complete this talk about the life and work of a professor with before or until or both if possible. B

1. He continued to work at London University _______ he retired in 2007.
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 1960.
5. _______ he came to England he worked in his father’s grocery shop.
6. He applied for research positions _______ he was appointed to a post at London University.
7. He was almost unknown outside his field _______ he was awarded the Nobel Prize.
8. He would work in his lab for days at a time _______ he had completed an experiment.

79.4 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. Martin had no sooner recovered from a broken ankle …

3. He had hardly put down the phone …

4. We had no sooner eaten …

5. Lisa had hardly finished speaking …

6. I had scarcely driven to the end of the street …
Giving reasons: as, because, etc.; for and with

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 away on his birthday, we celebrated before he left.
- We could go and visit Natalia, seeing that we have to drive past her house anyway.

Note that –
- it is 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 is also commonly used to express a similar meaning (see also Unit 81). Compare:
  - Because my mother's ill, I won't be able to come. ('because' introduces the reason) and
  - My mother's ill, so I won't be able to come. ('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:
  - Joel just had to apologise, seeing that / as he knew he'd made a mistake.

In formal or literary written English we can also introduce a reason in a clause beginning 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:
- We must begin planning now, for the future may bring unexpected changes. (not For the future ..., we must ...)
- 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 ...)

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.)

Note 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)

We can use for and with followed by a noun phrase to give a reason (compare B above):
- She was looking all the better for her stay in hospital. (= 'as a result of')
- With so many people ill, the meeting was cancelled. (= 'as a result of there being')
80.1 Complete the sentences by putting an item from (i) and one from (ii), in the correct order. A

(i)
1 passengers were given a full refund
2 Andrea 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 Gomez spoke about his research instead
d a new copy would be very expensive
e I suggested we all go on holiday together
f the train was delayed for more than an hour
g it's supposed to be unlucky
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.

80.2 Complete the sentences using due to or owing to with one of the phrases from the box. If both due to and owing to are possible, write 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 + a phrase from the box. C

his age his mobile was switched off 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 Jacob
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. / I got a job as a street sweeper, with my money running out.

2 I couldn't hear what Isabella was saying because of the noise.
3 Olivia 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 town after all.
Purposes and results: **in order to, so as to, etc.**

### 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 ...)*

- I wrote down her name **so as not to forget** it. *(not ... name not to forget ...)*

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.

Note that we can put **in order / so as** before the **to-infinitives** in sentences like this.

### 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 hid the presents **so that** Marianna wouldn’t find them.

### Such that and in such a way that / as to; 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.
- Our business is managed **in such a way as to minimise** its environmental impact.

We can also use **such + noun phrase + that** to introduce a result:

- It is **such a popular play that** all the performances were sold out after the first day.
  
  *(For **so + adjective / adverb + that**, see **Unit 73.**)*
Exercises

81.1 Combine the two sentences in the most appropriate way using in order (not) + to-infinitive or so as (not) + to-infinitive. 

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 were 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.

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. 

1. I had to borrow money from the bank to set up the business. ✓

81.3 Complete the sentences with the correct versions of the phrases from the box.

it will / would receive the new channels
it won’t / wouldn’t take up a lot of computer memory
mosquitoes can’t / couldn’t get into
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 TV needs to be retuned so that...

81.4 Rewrite each sentence less formally in two ways; once using in such a way that and once using in such a way as to.

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 website is organised such that it is easy to navigate.

4. If the dial is rotated such that the number 1 is at the top, the valve opens.
Contrasts: although and though; even though / if; while, whilst and whereas

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 ...), despite / in spite of + -ing (e.g. Despite / In spite of Reid failing to score ...), or despite / in spite of his / her + noun (e.g. Despite / In spite of his failure to score ...).

Note 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 (but not although) can be used instead of though. 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** Matt 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 Matt doesn't speak Spanish

- **Even if** Matt 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 Matt 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 Rob 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:

- Juan gets lots of homework from school, while / whereas Mia 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 if 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).
Exercises

82.1 Join the sentence halves and give special emphasis to the adjective by moving it to the front of the sentence. Use either though or as. A

1 it may seem amazing
2 she was frightened
3 food became scarce
4 the climbers were experienced
5 the instructions first appeared confusing
6 it looked disgusting
7 she felt confident
8 their new products have proved successful

1 + g. Amazing though it may seem, my brother Johan has just won the lottery.
(or Amazing as it may seem .......)

82.2 Expand the notes in brackets 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 rider – team)

3 Although he ate a big lunch, ... (had – three-course meal – evening)

4 Although he was frightened, ... (allowed – huge spider – placed in his 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 Mariam 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 had lunch, Thomas bought a hamburger.
5 He plays for France even though / even if he was born in Algeria.
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 Taipei, even though / even if I took the cheapest route.

82.4 Rewrite these sentences with a similar meaning. Begin the sentence with Whereas if possible and While if not. C

1 Horse riding is an expensive pastime, but more and more people are taking it up.
   While horse riding is an expensive pastime, more and more people are taking it up.

2 A decade ago only 5% of students dropped out of college, but the figure today is 25%.

3 The temperature is below freezing, but it actually feels quite warm when the sun is out.

4 The cost of rail travel has increased, but the number of train passengers has grown.

5 I’ve always wanted to visit Australia, but I’ve never had any wish to go to Canada.
Real conditionals

In real conditionals 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. In this case, 'if' has a meaning similar to 'when':
- The video pauses if you *click* on this button.
- If age-related changes are *taken* into account, the conclusion remains the same.

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 exam again, I'm giving up the course. (suggests I have already taken the exam; I don't know the result) *and*
- If I fail my exam again, I'm giving up the course. (I may or may not have taken the exam)

Unreal conditionals

In unreal conditionals we can use *if ...were + to-infinitive* rather than if + *past simple* to talk about imaginary future situations, particularly when 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, note that we don't usually use 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 / weren't for Nina, the conference wouldn't be going ahead.
- If it hadn't been for Dad, I wouldn't have gone to college. (or If it *wasn't / weren't* for ...)

In formal language we can also use *Were it not for ...* and *Had it not been for ...* (see Unit 84A):
- Were it not for Nina ...
- 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 ...)

Reminder ➔ M9–M17
Exercises

83.1 Complete these sentences with an imperative (1–3) or an if-clause (4–6).

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**. / **don't leave any valuables in it**.
2. If you have any more problems with the computer, **keep well away from them**.
3. If you see Ned today, **don’t hesitate to get in touch with me again**.
4. **get off at the stop near the library.**

83.2 Complete the sentences using the verb pairs from the box. Use the present simple or present perfect in the if-clause, and give alternatives. Notice any differences in meaning.

| not fill in | need to go | study | need to leave | know to break | have to
|-------------|------------|-------|---------------|---------------|--------|

1. If you **have studied** / **study** Macbeth, you’ll **know** the scene with the witches.
2. If you **arrive** home before I get there, I’ll **give** you at the airport.
3. If you **arrive** home before I get there, I’ll **give** you at the airport.
4. If you **break** an application form, you will **have** to do so before you can be considered for the job.
5. If the antibiotics **arrive** by 10 o’clock, I’ll **break** the doctor.
6. If the antibiotics **arrive** by 10 o’clock, I’ll **break** the doctor.

83.3 If necessary, correct the italicised part of the sentence using a past simple form of the same verb.

1. I’d sell the house immediately if it were to belong to me.
2. If they were to hold an election now, the Democrats would undoubtedly win.
3. I’d go back to the restaurant if I were to like sushi more.
4. If I were to doubt his honesty, I wouldn’t employ him.
5. There would be no cinema in the town if the Odeon were to close.
6. If I were to understand Chinese, I’d do the translation myself.

83.4 Complete these rewritten sentences with similar meanings.

1. The weather was terrible. Otherwise, we would have gone walking this weekend. **If it had not been for the terrible weather, we would have gone walking this weekend.**
2. His happiness would have been complete except for his anxiety over Carla. **If it were**
3. The strike would probably still be going on if the government hadn’t intervened. **Were it**
4. The fight could have got out of hand if the police hadn’t arrived. **Had it**
5. Everything was quiet except for the sound of birds singing. **But for**
6. There would have been far more wars in the last 50 years without the United Nations. **If it was**
7. We would have been here two hours ago except for the roadworks. **If it had**
If 2

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, she 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) and
  - 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.

Note 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, 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 ...)

Note 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:

- Magnus walked in as if nothing had happened.
- His hands made a circular motion, as if steering a bus through a sharp bend.
- When he caught the ball, Lee fell to the floor as if hit by a bullet.
- As if to convince herself that Luis was really there, she gently touched his cheek.

Note 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 ...)
Exercises

84.1 Rewrite these sentences with similar meanings. Begin with the word given. **A**

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 factory 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 employees 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 If necessary, correct the italicised parts of these sentences. **B**

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 do some cleaning.
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 italicised parts of these sentences with happen to. If it is unlikely, write X after the sentence. **C**

1 If I see Georgia when I’m in Rome, I’ll send her your regards.

2 If a UFO landed in the centre of New York, 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, I would order our 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 using your own words or the notes if you prefer. **D**

(agree – everything Julia 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 ...
In unreal conditional sentences 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.
- My job would not exist if it **were not** for government funding.

**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 ...)

**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** + **was** / **were** (see also Unit 84A):

- **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 seventies and rather unfit, I might consider taking up squash. (or **If I wasn't / weren't** in my seventies 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 Jan 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 84D) 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's too late to start the work this year **even if it were** possible to find the money for it.
Exercises

85.1 Match an item from (i) with an ending from (ii) to form a sentence. Begin Were ... (not). (i) (ii)
1 ... found guilty of libel ... a the glass would certainly break
2 ... government to increase university fees ... b you would be horrified
3 ... anyone to lean against the window ... c I would gladly accept your invitation
4 ... not already busy in August ... d there would be an outcry from students
5 ... to see the conditions in which the refugees are living ... 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 question below. Use Suppose, Suppose, or Imagine, followed by a pronoun, noun or noun phrase and then were. (i) (ii)
1 (miss / last train) Suppose 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. (i) (ii)
1 Muller spoke slowly as if it were a great physical effort.
2 Every day Mrs Demir would walk around the park snowing.
3 She knew she wouldn’t be able to eat rabbit meat starving.
4 Theo 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 Martina saw that I was stuck she laughed out loud 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). (i) (ii)

1 I would be happy to live in the north of Sweden if it were not for the long nights in winter.
2 I’m not happy about Jess going to Thailand alone. I
3 A: If you’re unhappy with your new car, why don’t you ask for your money back?
   b: Well,
4 I know you haven’t got much time, but
5 Wearing odd shoes to school was embarrassing and I
6 I’m very fond of Paul, but I
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.
With unless we use present tenses when we talk about the future:
- Unless it rains, I’ll pick you up at six. (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.

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 resitting 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 Aya was coming or not. (not ... if or not Aya was coming.) and
- I didn’t know whether or not Aya 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.

Also: 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.
Exercises

86.1 Match the sentence halves and write a new sentence with the same meaning, beginning each one with Unless ... .

1. We'll never get to the meeting ...
2. Alternative sources of funding must be found ...
3. If the roads haven't changed in that part of town ...
4. The weather must start improving soon ...
5. If it isn't ridiculously expensive ...
6. You are only entitled to state benefit ...

1 + b  Unless the train leaves within five minutes, we'll never get to the meeting.

86.2 If necessary, correct the italicised phrase using if ... not.

1. Unless she had gone to university, she would have gone into the army. If she hadn't gone
2. Unless the infection is treated urgently, there is a real danger that she will die.
3. Unless he was so clumsy, he'd be the best person to do the work.
4. You won't be allowed into the country unless you have a visa.
5. It'll be surprising unless Anya passes her piano exam.
6. Unless you get a loan from the bank, how will you pay for the house?
7. They'll go on strike unless they get a pay rise.
8. Where will you stay unless Louise is at home?
9. The police can't prosecute me unless they can prove I intended to steal the ring.
10. She'd be a really good teacher unless she was so disorganised.

86.3 Write whether or if / whether (if both are possible) in these sentences.

1. I was wondering whether you'd had your exam results yet.
2. She was undecided as to whether to fly or go by train.
3. Police have refused to confirm whether or not they have arrested anyone for the theft.
4. It is unclear whether the new regulations will affect all buildings or just new ones.
5. a: How much will the laptop cost?
   b: That depends on whether I get one with a 15 or 17-inch screen.
6. Danny said that he was leaving home, but I didn't know whether to believe him.
7. Have you any idea whether Steve will be at the meeting?
8. Can you remember whether the door was open or closed when you got to the house?
9. There was considerable debate as to whether chess was a game or a sport.
10. I don't know whether Andrea's going to wait for us or not.
11. The government is considering whether to hold an enquiry into the accident.
12. Everyone in the village was very friendly. It didn't matter whether you'd lived there for a short or a long time.

WELCOME TO OUR VILLAGE
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.

Other words and phrases (conjunctions) are used to connect clauses within a single sentence:

- While I was waiting, I read a magazine.
- I stood up **so that** I could see better.

<table>
<thead>
<tr>
<th>Type of connection</th>
<th>Sentence Connectors</th>
<th>Conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing, contrasting, and indicating that a situation (in the main clause) is unexpected</td>
<td>after all, all the same, alternatively, anyway, by contrast, even so, however (but see C), in any case, in contrast, instead, nevertheless, on the contrary, on the other hand</td>
<td>although, even though, though, whereas, while, yet</td>
</tr>
<tr>
<td>Reasons and results</td>
<td>as a consequence, as a result, consequently, for one thing, so; hence, in consequence, therefore, thus (the last four are rather formal)</td>
<td>as, because, for, in that, since, insofar as, so, so that</td>
</tr>
<tr>
<td>Adding information</td>
<td>above all, after all, also, besides, furthermore, in addition, likewise, moreover, similarly, what's more; as well, too (the last two are not used at the beginning of a sentence)</td>
<td>as long as, assuming (that), if, on condition that, provided (that), so long as, supposing (that), unless</td>
</tr>
<tr>
<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 (that), unless</td>
</tr>
<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>
</tr>
</tbody>
</table>

Note that **after**, **before** and **so** can be both connectors and conjunctions.

We can’t use a sentence connector on its own with a comma to connect clauses within one sentence (e.g. **not** I expect to be promoted, if not I’ll leave).

However, a sentence connector 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.

**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.
Exercises

87.1 Choose items from (i) and from (ii) to complete these texts 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
- so that
- while
- yet

(ii)
- everybody had their fair share
- you could poison them
- his face seemed familiar
- it’s too expensive
- the rent was paid on time
- the street was deserted
- the volcano continues to erupt
- we were on holiday

1 Mara 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 Ingrid 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 option. A–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 it was the right decision.
4 The course taught me a lot about astronomy. Even though / Even so, there is still a lot to learn.
5 I expected my mother to be happy with the news. Instead / Although 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 wouldn’t start. As / Meanwhile the lions were getting ever closer.
9 She wrote the questions on the whiteboard 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 I’ll have to buy some ladders unless / if not I can borrow a pair from Harry.
12 I first met Connor 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. C

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,
5 it never fails to impress me.
6 Some people never seem content,
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.:

☐ Antonio lives in the house across / over the road from ours.
☐ 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 Eva across the room.
☐ The programme was broadcast across Canada.

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

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)
☐ Zara 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.
Exercises

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 Mona was waiting.
2. They own a house __________ the river in the old town.
3. The gate was locked so we had to climb __________ the wall.
4. You're not allowed to walk __________ the railway line. You have to use the bridge.
5. Julie Wafaei was the first woman to row alone __________ the Atlantic.
6. Nuclear waste is 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 Omar in the square below.

88.2 Underline the correct or most appropriate option(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 Lisa 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 25 kilometres.

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 of the hill, and stretching into the distance under it were green fields.
4. She threw a coat above her shoulders and stepped out into the cold.
5. He lived in a first-floor flat above a greengrocer's in Leyton.
6. When the police got to the car they found the driver slumped above the steering wheel.
7. He always wore a vest below his shirt, even in summer.
8. I could hear the plane flying high over the clouds.

88.4 A number of common idioms include the prepositions in this unit. Match the idioms in italics to their meanings below.

1. A: What's wrong?
   b: I'm just feeling rather under the weather.
2. A: You never arrive on time. You'd be late for your own funeral, you would!
   b: 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.

a in addition to
b successfully completed
c ill
d cruel or unfair
e with some people's disapproval
f extreme behaviour; indicating disapproval
Between and among

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 at the party 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:
  - 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.

**Also:** association, comparison, connection, contrast, correlation, difference, distinction, relationship

- 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** Emma, Jade and Zoe.
  - The treaty was signed **between** Great Britain and France.

- to say that people or things share an amount of something:
  - **Between** them, Will and Alice 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** teenagers.

- **When we mean 'included in a particular group':**
  - They are **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**:

- 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 plumber, **among other things**. (= he had had other jobs, too)
- **Between ourselves / Between you and me** (= keep this a secret), I don’t think Jack is as honest as he should be.
Exercises

89.1 Underline the correct option.
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 Anna 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 the first and second class sections.
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 Paris and her office in Brussels.

89.2 Complete the sentences with between or among and the most likely words or phrases from the box. If you can use either, write between / among.

amateur its clients my closest friends cooking
intake of refined sugar the pupils his remaining relatives
the striking dockers teenagers us-

1. I wasn't feeling very hungry, so Daniel and I shared a bowl of noodles between us.
2. I bought four bars of chocolate and divided them between us.
3. The distinction between professional and amateur athletes is becoming less clear.
4. It has become fashionable to dye your hair in various colours.
5. When Malik died, his daughter inherited the house and the rest of his money was split among his remaining relatives.
6. The advertising company is very successful, numbering most of the big banks among its clients.
7. Researchers have found a striking correlation between smoking and arthritis.
8. Given a choice between chocolate and washing up, I know which I'd prefer to do.
9. Luka and Ivan are close friends, so I'll invite them to the wedding, of course.
10. Late last night the talks among their employers broke down.

89.3 Complete this email with between or among.

Hi Mum and Dad!
Rome must be (1) between / among the most fascinating cities in the world. Yesterday we visited, (2) between / among other places, the Foro Romano – the centre of ancient Rome – and the Vatican. There is such an incredible contrast (3) between / among the old parts of the city built up to 2,000 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 (4) between / among the most incredible over any city in the world. But (5) between / among 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 (6) between / among the Vatican and the Foro Romano. The Italian king Umberto I and the artist Raphael are (7) between / among the people buried there. In the evening there was a bit of an argument (8) between / among 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, (9) between / among other things. The only problem then was choosing (10) between / among the many different types!
Will be in touch again when I can.
Love, Keira
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 Turkey during the summer. (or ... in the summer.)
- He suffered a number of injuries during his career as a jockey. (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 hit my head and can't remember anything that 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. (= once or a few times; not ... over the performance.)
- During a pause in the conversation, she left the room. (not Over a pause ...)

Until, by, up to

There are a number of ways of saying when something that has continued for some time stops –

🌟 We use until (or informally till) 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)

🌟 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 tablet computer. I've always used a laptop up to now. (or ... up till now ...)

🌟 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)

Note, 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 ✗ 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. People no longer expect to be employed in the same place during the whole of their working lives. (in)
7. Do you think standards of numeracy have fallen during the last 20 years? (over)
8. She sang in a choir during her childhood. (throughout)
9. The town was rebuilt during the early 16th century. (over)
10. It was impossible to buy bananas during the war. (in)
11. Karl had a phone call during the meal and had to leave early. (in)
12. My stomach ache got steadily worse during the evening. (over)

90.2 Complete the pairs of sentences with by and until. Use by in one sentence and until in the other. C

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 Lars 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 Underline the correct or more likely option (or both if possible) in this email. A–C

Hi Pete

(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 Eleni (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.

Hope all is well with you.

Love, Keira
Talking about exceptions

We use except (for) to introduce the only thing(s) or person/people 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 those 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:
- 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 it 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 …)

Note that we can use excepted, apart or aside after mentioning a person or thing to say that they are not included in the statement we make:
- It has been, 1984 excepted / apart / aside, the hottest July for the last 100 years.
Exercises

91.1 Complete the sentences with except or except for. Indicate where both are possible. A & C

1. He was dressed very smartly _______ that his shoes were dirty.
2. I liked everything in the meal _______ the cabbage.
3. I had nothing to do _______ sit by the pool and relax.
4. We would have gone walking last week _______ the terrible weather.
5. She had no choice _______ to wait for the next train.
6. There are very few wolves left in the country _______ in the northern forests.
7. All the puddings on the menu cost €6 _______ the ice cream, which was €4.
8. I'm in the office all the time _______ at lunchtimes.
9. She might have won the race _______ hitting the last fence.
10. The plant is found on every continent _______ Africa.
11. He gave no excuse for turning up late _______ that he was tired.
12. I drove all the way without stopping _______ to buy petrol.

91.2 If 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 new road will increase traffic in the area except for damaging an area of 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 pairs of sentences and rewrite them as single sentences beginning But for the ... C

1. Katerina 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.

a. If it hadn't, the building would have been completed by now.
b. Without this, human rights would not have improved in the country.
c. Otherwise, many more people would have died in the famine.
d. If it hadn't, I would not have been able to set up my business.
e. Without these, I would have got totally lost.
f. Otherwise, the wind would have caused even more damage to the house.

1 + e  But for the excellent directions Katerina gave me, I would have got totally lost.
Prepositions after verbs

Some verbs are frequently followed by particular prepositions:

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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 a poor diet has on him.

*for* is used with **ask** to talk about what people want:

- He finished the drink quickly and **asked for** another.

*with* **argue** when we talk about giving reasons why something is true or right:

- Many people are **arguing for** a big tax cut.

and with **care** to talk about doing the necessary things for someone or something in order to keep them in good health or condition:

- Jo **cared for** her disabled mother until her death last year. (or Jo **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:

- Mira 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 Ramirez. (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.)

Note 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** Pedro 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:

- Stefan's story **agreed with** that of his son.
Exercises

92.1 Cross out any incorrect prepositions. A
1. I only advertised the car for sale on Wednesday, but by the end of the week ten people had phoned to ask of / for / about it.
2. We can learn a great deal after / about / for the oceans by studying even a small piece of coral.
3. I didn’t agree about / for / with a word of what she said.
4. Professor Owen is giving a talk of / with / on the Romans in Lecture Hall 1.
5. I had to care for / after / about my elderly parents when they both became ill.
6. For many years we have been arguing for / on / with changes in the way the college is managed.
7. She didn’t know of / about / on her stepbrother’s existence until her mother died.

92.2 Complete the sentences using the correct or most appropriate preposition from section A. Sometimes two answers are possible. A & B
1. On the website they ask __________ your email address.
2. I first learnt __________ his decision to resign on the radio last night.
3. We’re going to talk __________ the council about planting some new trees in the park.
4. I don’t care __________ pop music at all. I much prefer classical music.
5. The teacher says we’ve got to do the test, so there’s no point in arguing __________ it.
6. Scientists do not agree __________ the origin of the universe.
7. If you know __________ any reasons why you should not be given medical insurance, you must declare them here.
8. A: Josh can be really stupid sometimes.
   B: You shouldn’t talk __________ your brother like that.
9. She’s always arguing __________ her parents about what to watch on television.
10. I know it’s a lot to ask __________ you, but would you look after the children while I’m in Japan on business?
11. The course was brilliant. We learnt __________ using the Internet in teaching writing.
12. A: Dan said he’ll try to fix my car.
   B: What does he know __________ cars?
13. I don’t think the government cares enough __________ nursery education to fund it properly.
14. After days of discussion, the committee agreed __________ the amount of money to donate.

92.3 These pairs of 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. a. The police acted __________ the information very quickly.
   b. I couldn’t be at the meeting, so my solicitor acted __________ me.
2. a. I’ve been thinking a lot __________ your idea, and I’ve decided I’d like to support you.
   b. What do you think __________ the colour in the bedroom?
3. a. Doctors have called __________ the Health Minister to resign.
   b. Campaigners have called __________ a referendum on the issue.
4. a. They say he worked __________ the CIA in the 1980s.
   b. She works __________ computers.
5. a. We’re counting __________ Julia to supply the food for the party.
   b. Playing exciting basketball counts __________ 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.

Some nouns take a preposition where their related verb does not. Compare:
- I respect Louis enormously. and
- I have enormous respect for Louis.

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 to-infinitive:
- He’s got into the habit of biting his nails when he’s nervous.

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.

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 ...)

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 getting five heads when you toss a coin five times? (= likelihood; not ... chance to get ...) 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 ...) and
- I’ve got a new way to cook rice. (= method; or ... way of cooking ...) and
- She has a really funny way of speaking. (= manner; not ... way to speak)

Note 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 ...)
Exercises

93.1 Rewrite the italicised words with a similar meaning using a noun related to the underlined verb. Add an appropriate preposition after the noun. A

1 I greatly admire people who work full time and also study for a university degree. 
2 Yasemin is still in hospital but over the last couple of days her condition has improved.
3 Rashid is very proud of his cooking, and is always eager to talk about his recipes.
4 The website advises on how to lose weight.
5 I hate it when people are cruel to animals, and would support a ban on hunting.
6 We discussed the relative merits of CDs and records for a long time.
7 I had to be vaccinated against typhoid before entering the country.
8 Benny Carter significantly influenced the development of British jazz.
9 The city lacks affordable housing and many people are homeless.
10 There is widespread support for fireworks to be banned.

93.2 Complete the sentences with a noun from (i) and either of + -ing or the to-infinitive form of a verb from (ii). B

(i) ability  cost  decision
   failure  fear  possibility
   reason  risk  sign
   unwillingness

(ii) acknowledge  allow  buy
    fly  get  protect
    remember  stop  transmit
    worry

1 My mother recently overcame her fear of flying and had a holiday in South Africa.
2 The snow has been falling now for two days and shows no sign of stopping.
3 The government has defended its policy on coal mining in the national park.
4 Your blood pressure is a little high, but there is no reason for concern.
5 She was kept in isolation to reduce the risk of spreading the virus to other people in the hospital.
6 The exercise tests children's ability to learn a random sequence of numbers.
7 The government has been criticised for its failure to protect the region from flooding.
8 The decision to build a new car in Europe is expected to fall in the next year.
9 I knew that there was little chance of getting the job with so many applicants.
10 It's hard to work with Nik because of his unwillingness to accept 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 Mia said she would think about it, she never had the slightest intention of accepting my suggestion.
2 It's going to be cloudy tonight so there is only a fifty-fifty chance of seeing the eclipse of the moon.
3 It's pouring with rain. I hope David had the sense to take an umbrella with him.
4 The head of the company repeated his intention to retire on his 65th birthday.
5 When the History Department closed she was given the option of taking another job.
6 Katrin had a very unusual way of keeping her feet firmly on the floor and waving her arms around her head.
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:

- 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:

- He grew up on a farm.
- When she came to she found herself in hospital.

**Also:** 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:

- I’ll call back later.
- I’ll call you back when I get home.

**Also:** answer back, clear away, cover up, help out, take over, tidy up, wash up

and other two-word verbs can be used transitively or intransitively with a different meaning:

- The engine cut out and the car came to a stop.
- I cut the picture out and kept it.

**Also:** break in, hold out, look out, look up, pick up, split up, turn in, wind up

With many transitive two-word verbs, the object can come before or after the adverb:

- I want to try out the local food or.
- I want to try the local food out.

**Also:** bring about, clean up, count out, drink up, gather up, get down, leave out, make up, mess up, shoot down, sort out, throw away, use up

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:

  - She had to clean the kitchen up. (or ... clean up the kitchen.) and
  - She had to clean up the mess in the kitchen. (rather than ... clean the mess in the kitchen 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)

**Also:** catch out, hear out, order about, pull to, push to, shut up (= to silence), stand up

With some transitive two-word verbs, the object follows the preposition:

- She takes after her mother.
- I flicked through a magazine while I was waiting.

**Also:** account for, act on, approve of, call on, check into, look after, provide for, result from, run into, take against

With most three-word verbs, the object goes after the preposition:

- He really looks up to his older brother.

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.

**Also:** come in for, come up against, cut back on, look down on, put up with

**Also:** do out of, help on with, let in on, put down as, put up to, take up on
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 ____________ up, 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 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. A: I must get my shoes repaired again.
   B: But they’re so old – why don’t you just throw away? (them)

94.3 Complete each sentence using a two-word verb from (i) and a noun phrase from (ii). If two word orders are possible, give both. C & D

(i) get down · push to · leave out · make up · shut up
(ii) the general ideas · her name · me · the thing · my mind · 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 was so heavy that the police called motorists on to avoid unnecessary journeys.
5. I checked into the hotel at about four.
6. I took up Emre on his offer and stayed in his flat while I was in Ankara.
7. The government has come in for a lot of criticism over its decision to increase spending on defence.
8. My parents didn’t approve of our engagement.
9. I had always looked Mr Gao 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 – to say that this person or thing exists, happens, or is found in a particular place – we can use a sentence beginning There + be:

- 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.

with verb + to be (e.g. used to be, is supposed to be, tends to be, appears to be, seems to be):
- There appears to be a major disagreement between the two presidents.

and some other verbs that indicate existence (e.g. arise, emerge, exist, remain):
- During the 1990s there arose a demand for organic food.

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.)
- Jan is waiting for me outside. (more usual than There is Jan waiting for me outside.)

When we use there + be + the, this is often used 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.

The verb be should agree with the noun that comes after it:
- 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 the subject of the following finite verb, but can leave it out when it is the object (see Unit 53).

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.
Exercises

95.1 Rewrite these sentences using there only if the answer is likely. Consider why some answers are not likely.  

1. Coffee was spilt on the table.  
2. Your dinner is in the oven. (A sentence with ‘There …’ is unlikely.)  
3. Is something bothering you?  
4. A barrier was across the road.  
5. The doctor is free to see you now.  
6. The problem of what to do with nuclear waste remains.  
7. My son is at university.  
8. A video is supposed to be on the website, but it doesn’t work.  
9. No petrol was available anywhere in the city.  
10. Can anyone help me?  
11. You can follow some general rules.  
12. An art gallery used to be around here.

95.2 The sentences below are all taken from written English. Which is correct or more likely in the space – is or are?  

1. There are two pubs and a church on the village green.  
2. There are other possible locations for the car park, but the central one 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 is chocolate bars, crisps, and a bottle of cola in the bag if you get hungry.  
6. There is substantial evidence to suggest that the Robinsons lied to the police.  
7. There is no easy answers to the problem of climate change.  
8. There is a shower, television, and two single beds in each room.

95.3 Join the matching sentence halves using an appropriate relative pronoun (that, which, or who). Write the relative pronoun in brackets if it can be left out.  

1. There were a lot of people at the party  
2. There’s a cake in the kitchen  
3. There was never any doubt  
4. There have been suggestions  
5. There aren’t many people alive today  
6. There are still some old houses in the village  
7. There was absolutely nothing  
8. There are few people in the company  

1 + e. There were a lot of people at the party who hadn’t been invited.

95.4 Write new sentences with similar meanings beginning There being …  

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 something by putting it 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 Diego decided to leave Spain.
- It is useless asking Sophie 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
  - '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)

- it + verb + object + to-infinitive
  - It shocked him to see her looking so ill.
  - It means a lot to get a place at university.
  - After these verbs the object usually refers to a person.

We can also use it + take + object + to-infinitive when we say what is or was needed in a particular activity; for example, time, resources or characteristics needed. Compare:

- 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.
  - It emerged that he already had a criminal record.

- it + verb + object + that-clause
  - It suddenly hit me that Sara wanted to borrow money. (less likely is That Sara wanted to borrow money suddenly hit me.)

The object in this pattern usually refers to a person.

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 ... but only if they would be correct written English; otherwise write ✓ 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. Francesco’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. Robin’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

(i) appear - astonished  
not bother - concerned  
hurt - do not  
pay - strike  
upset - scared  

(ii) pedal / bicycle  
see / carrying knives  
criticise / too much  
everyone / see in  
he / jealous  

1. When Laura fell heavily and lay completely still,  
   it appeared that she had seriously injured her back.
2. I knew that Lotta was a journalist for the local paper, but ...  
3. Since I broke my ankle last year, ...  
4. I told Peter that I had invited Hugo, too. When he became angry ...  
5. My comment about Ben’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 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 Emil's gone and won't be coming back.  Also: admit, deny, guarantee, mention

Many other verbs that can be followed by a that-clause or wh-clause are not used with it in this way:

- I can't remember when I last saw her.  Also: argue, discover, emphasise, notice, predict
  (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-infinite clause, or clause beginning when:

- Officials 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 ...)
  Also: consider, feel, find (= discover something from experience), think

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 he wants a new job.
- It's no surprise that his latest film has been so 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 manual.
- There's no point in buying an ice-cream maker 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 intelligent. (but not That he's intelligent is no denying.)
Exercises

97.1 Complete each sentence with an appropriate form of a verb from the box. If necessary, add it.

A & B

- can’t bear - consider - discover - enjoy - find

- leave - owe - predict - prefer - remember

1 She can’t bear it when people criticise her work, and she gets very upset.
2 I hard to understand why the film was made in black and white and not colour.
3 If you that you can’t get to the meeting on the 16th I’ll try to rearrange it.
4 We our supporters to play to the best of our ability in the match.
5 I that the camera was on the table when I left the house.
6 I really when the weather’s hot like this. I’d hate to live in a cold climate.
7 I can’t stop you dismantling your motorbike in the kitchen, but I you didn’t.
8 I think we should the children to do the washing up.
9 I that Randa will withdraw from the course within a month.
10 I a privilege to have known Mark Jennings.

97.2 Here are some notes a managing director made for his first speech to the board of directors. In the speech he expanded the notes beginning I + (verb) + it as ..., using the verbs in brackets. Write what he said.

C

1 great honour - asked to become - managing director - Rexco

I take it as a great honour to be asked to become managing director of Rexco.

2 part of my role - significantly reduce Rexco’s carbon footprint - next 5 years

see

3 necessary evil - some people - may redundant - in next year

accept

4 important for relations with workforce - make available information - managers’ salaries

view

5 unacceptable - modern company - exclude workforce - major decision-making

regard

6 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 section D opposite. Suggest alternatives where possible.

D

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.

2 My contact lens must have fallen out in the snow, so of finding it.

3 that Julia and Jakub have split up. Everyone in the office knows.

4 I know your exam result wasn’t good, but getting depressed about it.

5 Your broken arm will take some time to mend, but why you shouldn’t be playing tennis again by the summer.

6 As the car ferry isn’t running because of the high winds, but to drive 100 kilometres around the lake.

7 possible to buy tickets at the theatre. You have to buy them online.

8 Bungee jumping might be dangerous, but that it’s very exciting.
Focusing: *it-clauses* and *what-clauses*

### 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 like this 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:

- *'Lea bought the car from Olav.' 'No, it was Olav that bought the car from Lea.'*
- *'I don't mind her criticising me, but it's how she does it that I object to.*
- *'It was to show 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 / who she now turned for support.*
- *'Ida's seriously ill in hospital.' 'But it was only last Sunday when / that I was playing tennis with her.'*
- *'It was in Warsaw where / that 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*

We can also use a *what-clause* followed by *be* to focus attention on certain information in a sentence (= 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 the revision exercise on the website.*
- *Isa 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):

- *Luis 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.)*

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.*
- *Somebody (who / that) I enjoy reading is Peter Carey.*
- *The time (when / that) I work best is early morning.*
Exercises

98.1 Complete the rewritten sentences to focus attention on the underlined information. Start with it + be and use an appropriate wh-word or that. 💡

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 he told me.

2 Helena has been feeling a bit depressed for some time, so I booked a holiday in Amsterdam to cheer her up. Helena 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; I had my wallet when I went into the sports hall, so...

4 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...

5 I have had a great deal of help from my parents and two brothers in my research, and I dedicate this thesis to my family. I have had a great deal of help from my parents and two brothers in doing my research, and...

98.2 Write B’s responses beginning No, what ..., correcting what was said in A’s question. Use the notes in brackets. 🎨

1 A: Did you say that Rudi was going to live in Austria? (holiday / Austria)
   B: No, what I said was that he was going on holiday to Austria.

2 A: Do you hope to sell your Picasso paintings? (be put into / public art gallery)
   B: 

3 A: Did it annoy you that Carla came so late? (not apologise)
   B: 

4 A: Did you mean to give Ella your bike? (could borrow it / until needed again)
   B: 

Now give similar responses which focus on the action.

5 A: Did you watch the football on TV last night? (record / get / watch)
   B: No, what I did was to get my brother to record it and I’ll watch it tonight.

6 A: This steak tastes delicious. Did you fry it? (put / grill)
   B: 

7 A: Did you buy Megan the coat she wanted? (get / give)
   B: 

8 A: Did you fly from Sydney to Brisbane? (drive / hire / fly)
   B: 

98.3 Complete B’s responses using one of the phrases from section C opposite and the information in brackets. Put the information in the right order and add an appropriate form of be. 🎨

1 A: I suppose Paul got the job because of his qualifications. (uncle owns company)
   B: Well, actually, I think the reason why that Paul got the job was that his uncle owns the company.

2 A: Do you know anyone who could mend my computer? (might be able / help / Petra)
   B: I don’t know if she’s free, but

3 A: You grew up in this village, didn’t you? (between this village and next)
   B: In fact

4 A: In what period of your life do you think you were happiest? (lived Australia)
   B: I suppose
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):

- Alex stood in the doorway. → In the doorway stood Alex. (or ... Alex stood.)
- I had rarely seen such a view. → Rarely had I seen such a view. (not Rarely I had 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.

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 Per Alvin, the conductor.

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.
- My bike’s been stolen! There goes £100!
- There goes the phone. Can you answer it?

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 ...)

For more on inversion after adverbs of place and direction, see Unit 76A.

We can use clauses with inversion instead of certain kinds of if-clause (see Unit 83). Compare:

<table>
<thead>
<tr>
<th>It would be a serious setback, if the talks were to fail.</th>
<th>It would be a serious setback, were the talks to fail.</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you should need more information, please telephone our main office.</td>
<td>Should you need more information, please telephone our main office.</td>
</tr>
<tr>
<td>If Andy had asked, I would have been able to help.</td>
<td>Had Andy asked, I would have been able to help.</td>
</tr>
</tbody>
</table>

The sentences with inversion are rather more formal than those with ‘if’. Note 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 ...)

In formal written language we commonly use inversion after as and than in comparisons:

- Paper was invented in China, as was the process of printing.
- Most young people did not vote in the election, as was the case in 2010.
- I believed, as did my colleagues, that the plan would work.
- Research shows that parents watch more television than do their children.

Note 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.)
Exercises

99.1 Complete the sentences with an appropriate adverb and a form of either come or go.

1. We’d just got to the top of the hill when ____________ the rain and we got 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 drive.
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 Ryan to get three kilos of potatoes from the supermarket and he only bought one kilo, 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. I’d lost hope of getting the cat out of the tree, when ______________ a man with a ladder.
7. As soon as I’d given Daisy some pocket money, ______________ she to buy sweets.

99.2 Match the sentence halves and write new sentences beginning Were ..., Should ..., or Had ... .

1. If Kahn had not resigned as party leader, ... a. it would cut the journey time from New York to Tokyo by four hours.
2. If you do not wish to receive further information about our products, ... b. there are less expensive models in the range.
3. If the plane were ever to be built, ... c. he would have been sacked.
4. If the ice hockey team wins again today, ... d. I would have no hesitation in accepting.
5. If I were offered the job, ... e. he would be writing novels about the homeless in London.
6. If a car had been coming the other way, ... f. it is unlikely that the electorate would have supported the government.
7. If there had been a referendum on the issue, ... g. it will be their tenth consecutive victory.
8. If you are not able to afford the SXL3, ... h. click on the box below.
9. If Charles Dickens were alive today, ... i. I might have been seriously injured.

1 + c. Had Kahn not resigned as party leader, he would have been sacked.

99.3 Report the information in the table. Write three sentences using sentence frame (i) and three using sentence frame (ii).

Household expenditure (% of total income)

<table>
<thead>
<tr>
<th></th>
<th>Housing</th>
<th>Food and drink</th>
<th>Clothing</th>
<th>Transport</th>
<th>Recreation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe 1970</td>
<td>22</td>
<td>12</td>
<td>3</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>America 1970</td>
<td>15</td>
<td>14</td>
<td>2</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Europe Today</td>
<td>17</td>
<td>8</td>
<td>5</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>America Today</td>
<td>16</td>
<td>15</td>
<td>3</td>
<td>7</td>
<td>13</td>
</tr>
</tbody>
</table>

(i) Europeans / Americans spend / spent more / less of their income on ... today / in 1970 than do / did Europeans / Americans
1. Americans spend more of their income on food and drink today than do Europeans.

(ii) Europeans / Americans spend / spent more / less of their income on ... than on ... today / in 1970, as is / was the case today / in 1970.

99.4 Rewrite these sentences with a similar meaning using as or than + be or do.

1. I was opposed to the new road. Everyone else in the village was opposed to it, too.
   I was opposed to the new road, as was everyone else in the village.
2. Kamal went to Oxford University. His sister went there, too. Kamal went ...
3. Compared with people in developed nations, people in poorer countries consume a far smaller proportion of the earth’s resources. People in poorer countries ...
4. Compared to five years ago, he is a much better teacher. He is ...
5. Dan is a keen golfer. His wife is a keen golfer, too. Dan 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 Lee began her 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 milk at the shop on the corner. Only later did she realise that she’d been given the wrong change.
  - Only when she apologises will she speak to her again.

- only + other prepositional phrases beginning only by ..., only in ..., only with ..., etc.:
  - Only by chance had Carl discovered where the birds were nesting.
  - Maria had to work in the evenings. Only in this way was she able to complete the report.

- 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’)

Note 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 the station did Miguel 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 emphasise the adjective. When we do this, the subject and first auxiliary are inverted, and do is used with a simple tense verb:

- So successful was her business, that Lana was able to retire at the age of 50.
- 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:

- Such is the popularity of the play 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.

Note that we also use inversion in Neither / Nor do I, Neither / Nor does Diane (etc.) and in So do I, So does Maya (etc.).
Exercises

100.1 Rewrite the sentences with a similar meaning beginning with a word / phrase from the box. 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 rivalry 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 onto 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 using the words from the box. 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 boring that few buildings were left standing.
3 Such that she 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 in this news article. Units 99 & 100

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 2004, 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.’

→ Additional exercise 16 (page 250)
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<thead>
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<sup>1</sup> These verbs have two past simple and two past participle forms, both the ones given and regular forms (e.g. burn; burnt / burned; burnt / burned).

<sup>2</sup> Forbad' is also sometimes used, but is old fashioned.

<sup>3</sup> These verbs have two past participle forms, the one given and a regular form (e.g. mow; mowed; mown / mowed).

<sup>4</sup> When lie means 'deliberately to say something untrue' it is regular ('lie / lied / lied').

<sup>5</sup> Pronounced /red/ .
## Appendix 2
### Passive verb forms

If an agent is mentioned, it goes in a prepositional phrase with **by** after the verb (see also Unit 24).

<table>
<thead>
<tr>
<th>Present simple</th>
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<tbody>
<tr>
<td>Active: <strong>tell(s)</strong></td>
<td></td>
<td>John tells me that you’re thinking of leaving.</td>
</tr>
<tr>
<td>Passive: am / is / are told</td>
<td></td>
<td>I’m told (by John) that you’re thinking of leaving.</td>
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<table>
<thead>
<tr>
<th>Past simple</th>
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<tbody>
<tr>
<td>Active: <strong>told</strong></td>
<td></td>
<td>John told me that you were leaving.</td>
</tr>
<tr>
<td>Passive: was / were told</td>
<td></td>
<td>I was told (by John) that you were leaving.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Present perfect</th>
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<tbody>
<tr>
<td>Active: <strong>have / has told</strong></td>
<td></td>
<td>John has told me that you are leaving.</td>
</tr>
<tr>
<td>Passive: have / has been told</td>
<td></td>
<td>I have been told (by John) that you are leaving.</td>
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<table>
<thead>
<tr>
<th>Past perfect</th>
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<tbody>
<tr>
<td>Active: <strong>had told</strong></td>
<td></td>
<td>John had already told me that you were leaving.</td>
</tr>
<tr>
<td>Passive: <strong>had been told</strong></td>
<td></td>
<td>I had already been told (by John) that you were leaving.</td>
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<table>
<thead>
<tr>
<th>Present continuous</th>
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<tbody>
<tr>
<td>Active: <strong>am / is / are telling</strong></td>
<td></td>
<td>John is always telling me that you are leaving.</td>
</tr>
<tr>
<td>Passive: <strong>am / is / are being told</strong></td>
<td></td>
<td>I am always being told (by John) that you are leaving.</td>
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<table>
<thead>
<tr>
<th>Past continuous</th>
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<tbody>
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<td>Active: <strong>was / were telling</strong></td>
<td></td>
<td>John was always telling me that you were leaving.</td>
</tr>
<tr>
<td>Passive: <strong>was / were being told</strong></td>
<td></td>
<td>I was always being told (by John) that you were leaving.</td>
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<table>
<thead>
<tr>
<th>Future simple</th>
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<tbody>
<tr>
<td>Active: <strong>will tell</strong></td>
<td></td>
<td>I will tell John that you are leaving.</td>
</tr>
<tr>
<td>Passive: <strong>will be told</strong></td>
<td></td>
<td>John will be told (by me) that you are leaving.</td>
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<table>
<thead>
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<th>Future perfect</th>
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<tbody>
<tr>
<td>Active: <strong>will have told</strong></td>
<td></td>
<td>By tomorrow I will have told John that you are leaving.</td>
</tr>
<tr>
<td>Passive: <strong>will have been told</strong></td>
<td></td>
<td>By tomorrow John will have been told (by me) that you are leaving.</td>
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<table>
<thead>
<tr>
<th>Present perfect continuous (rare in the passive)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Active: <strong>has / have been telling</strong></td>
<td></td>
<td>John has been telling me for ages that you are leaving.</td>
</tr>
<tr>
<td>Passive: has / have been being told</td>
<td></td>
<td>I have been being told (by John) for ages that you are leaving.</td>
</tr>
</tbody>
</table>

### Modal verbs with passives

<table>
<thead>
<tr>
<th>Present continuous</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Active: should / could / might / ought to (etc.) <strong>tell</strong></td>
<td></td>
<td>You should tell John.</td>
</tr>
<tr>
<td>Passive: should / could / might / ought to (etc.) <strong>be told</strong></td>
<td></td>
<td>John should be told.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future perfect</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Active: should / could / might / ought to (etc.) <strong>have told</strong></td>
<td></td>
<td>You should have told John.</td>
</tr>
<tr>
<td>Passive: should / could / might / ought to (etc.) <strong>have been told</strong></td>
<td></td>
<td>John should have been told.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present perfect continuous (rare in the passive)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Active: should / could / might / ought to (etc.) <strong>be telling</strong></td>
<td></td>
<td>You should have been telling John while I was outside.</td>
</tr>
<tr>
<td>Passive: should / could / might / ought to (etc.) <strong>be being told</strong></td>
<td></td>
<td>John should have been being told while I was outside.</td>
</tr>
</tbody>
</table>

Other passive verb forms are very rare.
Glossary

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. Dan 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). Graded 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. completely 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 with gradable adjectives. Non-grading 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.
Glossary

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 Matt at work [= subordinate clause], I'll invite him over this evening [= main clause]). Types of clause include: 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 1970s, 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, 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 adverbial 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, Spain 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').

determiner
A word that goes in front of a noun to identify what the noun refers to (e.g. this, some, the, a / an, 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.

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!).

infinitive
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, may, might, must, ought to, shall, should, will, would) that give information about such things as possibility, necessity, and obligation. Semi-modal verbs (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’.

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 Dan). 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. Marta’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).
Glossary

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. mine, 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 -ing (present participle) or -ed (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 1960 [= ... who were born before 1960]).

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.

state verb
A verb that is used to describe a state (e.g. believe, think) rather than an action.

subject
The person or thing that does the action of the verb (e.g. Luca 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 2011, 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**.
Use this study planner if you need help in deciding which units you should study, or which part of the Grammar reminder you should read first.

Which of the four multiple-choice options, A, B, C or D, completes the sentences in the correct or most likely way? Sometimes more than one option is possible. If you are not sure which options are correct, you may need to study any related sections of the Grammar reminder first and then the corresponding unit(s) listed on the right in the table below. You will find the full correct version of each sentence either in the section of the Grammar reminder or in the unit highlighted.

<table>
<thead>
<tr>
<th>Tenses</th>
<th>Grammar reminder</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 ‘Who ________? ’ ‘ ________ to get through to Misaki.’</td>
<td>A1</td>
<td>1, 2</td>
</tr>
<tr>
<td>A do you phone ... I’m trying   B are you phoning ... I’m trying   C are you phoning ... I try  D do you phone ... 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   B Were you going   C Have you gone   D Do you go</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 I ________, you park outside the city and get the bus to the centre.</td>
<td>A6</td>
<td>1, 2</td>
</tr>
<tr>
<td>A am suggesting   B suggests   C suggest   D was suggesting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Sophia ________ me that you’re thinking of emigrating.</td>
<td>A11</td>
<td>3, 4, 5</td>
</tr>
<tr>
<td>A told   B tells   C is telling   D tell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Aisha ________ a few minutes ago.</td>
<td>A6</td>
<td>3, 4, 5</td>
</tr>
<tr>
<td>A has left   B leaves   C left   D had left</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 We ________ to the tennis club since we moved here.</td>
<td>A11</td>
<td>3, 6</td>
</tr>
<tr>
<td>A have belonged   B belong   C belonged   D are belonging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7 After she ________ hospital, she had a long holiday.</td>
<td>A11</td>
<td>3, 4, 5</td>
</tr>
<tr>
<td>A leaves   B is leaving   C has left   D left</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8 When he realised I ________ at him, he ________ away.</td>
<td>A13</td>
<td>4, 7</td>
</tr>
<tr>
<td>A looked ... was turning   B was looking ... turned   C was looking ... was turning   D looked ... turned</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>A14</td>
<td>4, 7</td>
</tr>
<tr>
<td>A was making   B am making   C made   D make</td>
<td></td>
<td></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   B overflowed   C had overflowed   D is overflowing</td>
<td></td>
<td></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   B am meeting   C meet   D met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.12 Your eyes are red – ________?</td>
<td>A17</td>
<td>6</td>
</tr>
<tr>
<td>A did you cry   B have you been crying   C have you cried   D do you cry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.13 this holiday for ages.
A We're looking forward to  B We've been looking forward to
C We look forward to  D We've looked forward to

1.14 When I saw the vase on the website, 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 Erik phones I ____________ you know.
A 'm going to let  B let  C 'm letting  D 'll let

2.3 'Has anybody offered to look after the children?' 'Sophia
A is to do  B 's going to do  C does  D will do

2.4 The next train to Dublin ____________ at 3:45. (station
A will leave  B is leaving  C is going to leave  D leaves

2.5 When you ____________ Ben, tell him he still owes me some
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 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 and semi-modals

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Text</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Reminder</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Despite yesterday's snowfalls, we ________ home in less than an hour.</td>
<td>could drive</td>
<td>can drive</td>
<td>were able to drive</td>
<td>are able to drive</td>
<td>C5</td>
<td>15</td>
</tr>
<tr>
<td>3.2</td>
<td>She swam strongly and ________ cross the river easily, even though it was swollen by the heavy rain.</td>
<td>can</td>
<td>was able to</td>
<td>could</td>
<td>is able to</td>
<td>C12</td>
<td>16</td>
</tr>
<tr>
<td>3.3</td>
<td>________ me to get you some water?</td>
<td>Would you like</td>
<td>Should you like</td>
<td>Shall you like</td>
<td>Will you like</td>
<td>C17</td>
<td>17</td>
</tr>
<tr>
<td>3.4</td>
<td>We ________ Switzerland four times during the 1990s.</td>
<td>would visit</td>
<td>used to visit</td>
<td>visit</td>
<td>visited</td>
<td>C23</td>
<td>18</td>
</tr>
<tr>
<td>3.5</td>
<td>‘While we’re in Moscow shall we go and see Dariya?’ ‘But it’s been nearly 20 years since we last saw her. She ________ remember us.’</td>
<td>can’t</td>
<td>couldn’t</td>
<td>may not</td>
<td>might not</td>
<td>C27</td>
<td>19</td>
</tr>
<tr>
<td>3.6</td>
<td>During the war, the police ________ arrest you for criticising the government.</td>
<td>may</td>
<td>might</td>
<td>should</td>
<td>could</td>
<td>C32</td>
<td>20</td>
</tr>
<tr>
<td>3.7</td>
<td>‘I’m seeing Dr Evans next week.’ ‘That ________ be right. He’s on holiday then.’</td>
<td>mustn’t</td>
<td>can’t</td>
<td>hasn’t to</td>
<td>hasn’t got to</td>
<td>D1</td>
<td>21</td>
</tr>
<tr>
<td>3.8</td>
<td>I can’t access the database. You ________ a password.</td>
<td>must have got to put in</td>
<td>must’ve to put in</td>
<td>must have to put in</td>
<td>must put in</td>
<td>D2</td>
<td>22, 23, 24</td>
</tr>
<tr>
<td>3.9</td>
<td>I ________ an interview because I’d worked there before.</td>
<td>didn’t have to have</td>
<td>needn’t have had</td>
<td>didn’t need to have</td>
<td>needn’t have</td>
<td>D3</td>
<td>24</td>
</tr>
<tr>
<td>3.10</td>
<td>Nowadays it ________ cost a fortune to own an e-book reader.</td>
<td>hasn’t to</td>
<td>needn’t</td>
<td>doesn’t have to</td>
<td>mustn’t</td>
<td>D4</td>
<td>25</td>
</tr>
<tr>
<td>3.11</td>
<td>Walking under a ladder ________ be unlucky.</td>
<td>is suppose to</td>
<td>should</td>
<td>ought to</td>
<td>is supposed to</td>
<td>D5</td>
<td>26</td>
</tr>
<tr>
<td>3.12</td>
<td>It’s the third time she’s been skating this week. She ________ really enjoy it.</td>
<td>must</td>
<td>should</td>
<td>ought to</td>
<td>had better</td>
<td>D6</td>
<td>27</td>
</tr>
</tbody>
</table>

### Linking verbs, passives, questions

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Text</th>
<th>A</th>
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<th>Reminder</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>The traffic lights ________ green and I pulled away.</td>
<td>got</td>
<td>became</td>
<td>turned</td>
<td>went</td>
<td>D7</td>
<td>28</td>
</tr>
<tr>
<td>4.2</td>
<td>The building ________ the earthquake but then ________ by a fire.</td>
<td>was survived ... destroyed</td>
<td>survived ... was destroyed</td>
<td>survived ... destroyed</td>
<td>was survived ... was destroyed</td>
<td>D8</td>
<td>29</td>
</tr>
</tbody>
</table>

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212
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.
   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 see in the town?
   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

---

**Verb complementation: what follows verbs**

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

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 Rania to stay  B Rania to stay  C by Rania to stay  D for Rania staying

6.1 Georgia ______ 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 ______ to me.  
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 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 Fran should take  C Fran to take  D to Fran 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

7.1 The ______ faulty.  
A equipments are  B equipment was  C equipments were  D equipment were
7.2 The company ____________ doing a lot of ____________ in South America.
A is ... businesses  B are ... business  C are ... businesses  D is ... business

7.3 The ____________ shoes were covered in mud, so I asked them to take them off before they got into ____________ car.
A girl’s ... Leon’s  B girls’... Leons’  C girls’... Leon’s  D girl’s ... Leons’

7.4 The council ____________ postponed a decision on the new road, and many leading members of the opposition party ____________ criticised the delay.
A has ... have  B has ... has  C have ... has  D have ... have

7.5 ____________ thinks that Phil should be given the job.
A Neither of us  B The majority of my colleagues  C Practically everyone  D A number of people

7.6 Police ____________ that Thomas is in Brazil, although his exact whereabouts ____________ unknown.
A believes ... are  B believe ... are  C believes ... is  D believe ... is

7.7 A new ____________ is being built outside the town.
A golf course  B golfcourse  C golf’s course  D golf-course

7.8 The government has introduced ____________.
A a children’s clothes tax  B a tax on children clothes  C a children clothes tax  D a tax on children’s clothes

7.9 ____________ has improved enormously.
A David’s guitar playing  B David guitar playing  C Davids’ guitar playing  D The guitar playing of David

8.1 I’ll be with you in ____________.
A one quarter of an hour  B a quarter of an hour  C a quarter of one hour  D a quarter of hour

8.2 Look at ____________. It’s very bright tonight.
A the moons  B moon  C the moon  D a moon

8.3 Sydney is ____________.
A a beautiful city  B beautiful city  C the beautiful city  D the beautiful cities

8.4 ____________ of the present continuous tense on page 32.
A There are example  B There are examples  C There are the examples  D There is example
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>Exercise</th>
<th>Sentence</th>
<th>Options</th>
<th>Correct Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td>My mother enjoys hill walking.</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>J2 53</td>
</tr>
<tr>
<td>9.2</td>
<td>She’s one of the kindest people.</td>
<td>A that I know, B I know, C who I know, D which I know</td>
<td>53</td>
</tr>
<tr>
<td>9.3</td>
<td>Do you know the date we have to hand in the essay?</td>
<td>A which, B on which, C by which, D when</td>
<td>54</td>
</tr>
<tr>
<td>9.4</td>
<td>The valley the town lies is heavily polluted.</td>
<td>A in that, B in which, C in, D which</td>
<td>55</td>
</tr>
<tr>
<td>9.5</td>
<td>The prisoners are all women.</td>
<td>A who being released, B are being released, C being released, D who are being released</td>
<td>56</td>
</tr>
<tr>
<td>9.6</td>
<td>She lives in the house.</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>57</td>
</tr>
<tr>
<td>9.7</td>
<td>‘Wait a minute,’ said Amy.</td>
<td>A running through the door, B run through the door, C ran through the door, D runs through the door</td>
<td>J8 58, 59</td>
</tr>
<tr>
<td>9.8</td>
<td>by the boys’ behaviour, she complained to the head teacher.</td>
<td>A She annoyed, B Annoyed, C She was annoyed, D Annoying</td>
<td>J10 58, 59</td>
</tr>
<tr>
<td>9.9</td>
<td>at the party, we saw Ruth standing alone.</td>
<td>A Arrived, B We arrived, C Arriving, D We were arriving</td>
<td>58</td>
</tr>
<tr>
<td>9.10</td>
<td>Josh was the first person I saw hospital.</td>
<td>A by leaving, B on leaving, C in leaving, D on to leave</td>
<td>59</td>
</tr>
</tbody>
</table>

### Pronouns, substitution and leaving out words

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Sentence</th>
<th>Options</th>
<th>Correct Answer</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>A cut me, B cut, C myself cut, D cut myself</td>
<td>K1 60</td>
</tr>
<tr>
<td>10.2</td>
<td>The scheme allows students from many countries to communicate.</td>
<td>A each other, B with each other, C themselves, D with one another</td>
<td>K7 60</td>
</tr>
<tr>
<td>10.3</td>
<td>We are confident that both sets of fans will at the match.</td>
<td>A behave itself, B behave them, C behave themselves, D behave</td>
<td>60</td>
</tr>
<tr>
<td>10.4</td>
<td>‘We need new curtains.’ ‘Okay, let’s buy.’</td>
<td>A ones with flowers on, B some, C ones, D one</td>
<td>61</td>
</tr>
</tbody>
</table>
10.5 The two children ______________ for breaking the window.
A each blamed other    B blamed other    C blamed each other
D each blamed the other

10.6 I had a racing bike when I was young, and ______________.
A my brother did so    B so did my brother    C so my brother
D did my brother

10.7 ‘I don’t suppose there’ll be any seats left.’ ‘No, I ______________.’
A don’t suppose    B suppose    C don’t suppose so
D suppose not

10.8 They needed someone who was both an excellent administrator
and manager. ______________ was not easy to find.
A Such person    B A such person    C Such    D Such a person

10.9 ‘They could have been delayed by the snow.’ ‘Yes, they
______________.’
A could have    B could    C could been    D could have been

10.10 Leon was frightened – or maybe he just ______________.
A pretended to be    B pretended to    C pretended
D pretend to be

Adjectives and adverbs

11.1 He is a ______________.
A capable of making difficult decisions manager
B manager capable of making difficult decisions
C capable manager of making difficult decisions
D manager capable to make difficult decisions

11.2 Our teacher gave us ______________ problem to solve.
A a very impossible    B a completely impossible
C an absolutely impossible    D an extremely impossible

11.3 Experience is ______________ for the job.
A really essential    B fairly essential    C pretty essential
D very essential

11.4 I met my ______________ professor the other day. She is now
advising on the government’s ______________.
A old politics ... very foreign policy
B very old politics ... foreign policy
C very old politics ... very foreign policy
D old politics ... foreign policy

11.5 I drank some ______________ coffee.
A good very Brazilian    B Brazilian very good
C very good Brazilian    D very Brazilian good

11.6 I was ______________ to find that the film was quite ______________.
A surprised ... frightening    B surprised ... frightened
C surprising ... frightening    D surprising ... frightened
11.7 My watch was among the _________________.
A things taken  B taken things  C things stolen  D stolen things

11.8 He was busy ________________ his homework.
A to do  B doing  C that he was doing  D he was doing

11.9 It was ________________ as we went into the room.
A strange quiet  B strange quietly  C strangely quiet  D strangely quietly

11.10 She ________________ towards the door.
A quick ran  B ran quick  C ran quickly  D quickly ran

11.11 It was the ________________ thing to say.
A most ridiculous  B ridiculous  C ridiculousest  D most ridiculousest

11.12 ‘Why did you buy these oranges?’ ‘They were ________________.’
A cheapest  B the cheapest  C the cheapest ones I could find  D cheapest ones I could find

11.13 Despite his disability he tried to lead ________________ as possible.
A as normal life  B a normal a life  C as normal as life  D as normal a life

11.14 Have you heard the good news? ________________
A In May, Eva had a baby.  B Eva had a baby in May.  C Eva in May had a baby.  D Eva had in May a baby.

11.15 ________________ Kaspar nowadays, he’s so busy at the office.
A We see hardly ever  B We hardly see ever  C We hardly ever see  D Hardly we ever see

11.16 Only later ________________ how much damage had been caused.
A she realised  B she did realised  C did she realise  D realised she

11.17 We ________________ with the decision.
A agree very much  B much agree  C agree much  D very much agree

11.18 ________________ , this summer is a crucial time for the government.
A Politics speaking  B Politically  C In political terms  D In a political point of view

**Adverbial clauses and conjunctions**

12.1 I ________________ unwell when I ________________ this morning.
A felt ... get up  B felt ... got up  C feel ... get up  D feel ... got

12.2 Have something to eat before you ________________.
A leave  B left  C will leave  D had left
12.3 I still feel tired __________ in the morning.
A when I wake up   B as I wake up   C when I will wake up
D while I wake up

12.4 We were delayed __________ an accident.
A because   B because of there was   C because there was
D because of

12.5 I wrote down her name __________ forget it.
A so as not to   B so not to   C not to   D in order not to

12.6 __________ they slept soundly.
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

12.7 I'll give you a lift if it __________.
A is raining   B will rain   C rained   D rains

12.8 If I had known how difficult the job was, I __________ it.
A won't have taken   B wouldn't have taken   C won't take it
D mightn't have taken

12.9 If I __________ a more reliable car, I __________ to Spain rather than fly.
A would have ... would drive   B had ... had driven
C had ... would drive   D would have had ... would drive

12.10 If the technology __________ available, we would be able to expand the business.
A would become   B were become   C were to become
D became

12.11 If the North Sea __________ in winter, you could walk from London to Oslo.
A happened to freeze   B froze   C should freeze
D should happen to freeze

12.12 __________ in my seventies and rather unfit, I might consider taking up squash.
A Were I not   B Was I not   C Weren't I   D If I wasn't

12.13 They couldn't decide __________ it was worth re-sitting the exam.
A if   B whether or not   C whether   D if or not

12.14 It was midday. __________, I put on the light.
A Even so   B Although   C Even   D Even though

**Prepositions**

13.1 He suddenly saw Eva __________ 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 By

13.4 __________ cricket, I enjoy watching football and basketball.
A Apart from   B Except    C Except for   D Besides

13.5 Jo __________ her disabled mother until her death last year.
A cared after   B cared for    C took care of   D cared about

13.6 What’s the chance __________ five heads when you toss a coin five times?
A of getting   B to get    C of get   D get

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

**Organising information**

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 __________ Sara wanted to borrow money.
A Suddenly hit me that   B It suddenly hit
C It suddenly hit me that   D Suddenly hit me

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 Luis 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 Lana 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
Grammar reminder

The Grammar reminder summarises basic information about some important areas of grammar. References within the main units point you to the sections of the Grammar reminder that are relevant to those units. Read these sections to refresh your understanding before you start work on the advanced grammar points in the unit.

**Tenses**

**Present continuous (➔ Units 1, 2 & 8)**

A1  'Who are you phoning?' 'I'm trying to get through to Misaki.'
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.


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  Aisha left a few minutes ago.
A7  Mikhail 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, Samuel 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 on the website, 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.

The future

**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?' 'Sophia'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 /gənə/) and will is preferred in more formal contexts.
Grammar reminder

Present simple for the future (→ Unit 10)
B6  The next train to Dublin 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.

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 and 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-infinitive, -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-infinitive, 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, had better, 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  Olivia 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 could (n't) (for the past; C2, C3).
C4  'Why isn't Ben 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 able to instead of can or could to talk about ability. We prefer 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 / are 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  ☐ 'Luka 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).
C11 ☐ 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).
C12 ☐ 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.
C13 ☐ We would / used to lend him money when he was unemployed.
C14 ☐ 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). Note 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)

C15 ☐ If the drought goes on much longer, there may / might / could be a hosepipe ban before the end of the month.
C16 ☐ 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).
C17 ☐ 'While we're in Moscow shall we go and see Dariya?' 'But it's been nearly 20 years since we last saw her. She may not / might not remember us.'
C18 ☐ I definitely 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).
C19 ☐ Coats may be left in the cloakroom.
May (not 'might') is used in formal contexts to say that something is allowed. May not 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)

C20 ☐ That's really good news. I must tell Marco straight away.
C21 ☐ 'Can we meet on Thursday morning?' 'Sorry, no. I have to go to the dentist at eleven.'
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).
Grammar reminder

C22  ○ 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.

C23  ○ ‘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.

C24  ○ When my father went to school he 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 need to / didn’t have to have an interview because I’d worked there before.

C28  ○ I needn’t have cooked dinner. Just as it was ready, Pablo and Daniela 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.

(Should) 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

Passive verb forms have one of the tenses of the verb to be and a past participle. Passive verb forms are summarised in Appendix 2. 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>passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>The storm damaged the roof.</td>
<td>The roof was damaged.</td>
</tr>
<tr>
<td>The roof was damaged by the storm.</td>
<td></td>
</tr>
</tbody>
</table>

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’.

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.

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).

Questions

E1  Basic question forms

| If a verb phrase includes an auxiliary verb, the auxiliary verb comes before the subject. | • Are they leaving soon?  
| • Where will you stay? |
| 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 Nina? |
| 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? |
| If be is used in a verb phrase without another verb, the form of be comes before the subject. | • Are you happy at work?  
| • Where was Lars today? |
| If we use what, which, who or whose as the subject, we use the same word order as in a statement; i.e. the subject goes before the verb phrase. | • What made that noise?  
| • Who can tell me the answer to question 5? |

E2  ☐ What happened to your eye?

If we use what, which, who or whose as the subject, we don’t use do in the question (E2). However, note 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.

E3  ☐ I’ve got orange juice or apple juice. Which would you prefer?

E4  ☐ 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 (E3), and we use what when the possible range of reference is open (E4). 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?).

E5  ☐ Haven’t you finished your homework yet?

E6  ☐ Why didn’t she pay for the meal?

E7  ☐ 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 (E5, E6, E7). 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?).
Grammar reminder

Verb complementation: what follows verbs

- **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**.

Some verbs (e.g. *arrive* in F2) are not usually followed by an object. These are called **intransitive verbs**. 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).

_Alsos_: arrest, avoid, do, enjoy, find, force, get, grab, hit, like, pull, report, shock, take, touch, want, warn

_Alsos_: appear, come, fall, go, happen, matter, sleep, swim, wait

_Alsos_: lend, offer, pay, sell, tell, throw

**F4–13**

Many verbs can be followed by another verb in the form of a **to-infinitive** (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-infinitive** (= 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).

| Verb + to-infinitive | **F4**  ○ They won’t agree to pay for the damage.  
_Also_: aim, ask, decline, demand, fail, hesitate, hope, hurry, manage, offer, plan, prepare, refuse, want, wish |
|----------------------|------|
| Verb + -ing          | **F5**  ○ Stevens admitted stealing the wallet.  
_Also_: avoid, consider, delay, deny, detest, dread, envisage, feel like, finish, imagine, miss, recall, resent, risk, suggest |
| Verb + to-infinitive or -ing (little difference in meaning) | **F6**  ○ Before we began eating / to eat my father thanked everyone for coming.  
_Also_: cease, continue, start |
| Verb + to-infinitive or -ing (difference in meaning) | **F7**  ○ She came hurrying up the path to bring us the news.  
_Also_: go on, mean, regret, remember, stop, try |
| Verb + object + to-infinitive (= there must be an object) | **F8**  ○ How did you come to buy the car?  
_Also_: believe, cause, command, consider, enable, encourage, entitle, force, invite, order, persuade, show, teach, tell, warn |
Verbs + (object) + to-infinitive
(= there may be an object)

F10    ☐ I would hate (her) to give the job up.
Also: help, like, love, need, prefer, want, wish

Verbs + object + -ing
(= there must be an object)

F11    ☐ The police caught him driving without a licence.
Also: discover, feel, find, hear, leave, notice, observe, overhear, see, spot

Verbs + (object) + -ing
(= there may be an object)

F12    ☐ I can’t stand (him) wearing a suit.
Also: detest, dislike, dread, envisage, hate, imagine, like, love, mind (in questions and negatives), miss, recall, regret, remember, resent, risk, start, stop

Verbs + object + bare infinitive or -ing
(sometimes a difference in meaning)

F13    ☐ She felt the mosquito bite / biting her.
Also: hear, notice, observe, overhear, see, watch

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**Reporting**

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**    ☐ 'Dan’s arriving later today.' ☐ She said that Dan 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**    ☐ Georgia told me (that) she would be late for the meeting.

**G5**    ☐ She said (that) she was feeling ill.

**G6**    ☐ I said to Ivan (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). Note, however, that we can use **to + object** after **say** (... to Ivan ..., G6), but not after **tell**, and that we can report what topic was talked about using **tell + object + about** (G7).

**G8**    ☐ 'It's a pity you can't come this weekend.'

**G9**    ☐ "I'm really hungry. I fancy a cheese sandwich."

When we quote what people think or what they have said, we put single ('...') (G8) or double ("...") (G9) quotation marks at the beginning and end of a report of their exact spoken or written words. This is often referred to as **direct speech**

**G10** Here are more examples of direct speech. Note the punctuation used:

☐ 'I think we should go to India while we have the opportunity,' argued Oliver.

☐ 'Can I make an appointment to see the doctor?' asked Maxim.

☐ 'You must be mad!' yelled her brother.

☐ 'It tastes horrible,' said Anna, 'but it's supposed to be very good for you.'

☐ 'You should go home,' Maria advised. 'You're looking really ill.'

☐ Daniel said, 'Put them all on the top shelf.'

☐ She stood up and shouted to the children: 'It's time to go home!'

**G11** ☐ 'Why did she look at me like that?' wondered Julia.

☐ Perhaps the door is open, thought Omar.

☐ Suddenly she thought: Could they be trying to trick me?
Grammar reminder

To quote what a person thinks, we use the conventions shown in the examples above, or separate the quotation from the reporting clause with a comma (or colon) and leave out quotation marks.

**Nouns**

**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* in H1), while in many other languages they are countable, e.g. accommodation, advice.

Also: applause, assistance, baggage, camping, cash, chaos, chess, clothing, conduct, courage, cutlery, dancing, dirt, employment, 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*).

Also: beer, coffee, water; fruit, toothpaste, washing powder; cake, chicken, land, paint, space, stone; abuse, (dis)agreement, difficulty, fear, improvement, language, life, pain, protest, responsibility, success, thought, war

Compare:
□ 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 (e.g. *paper*) usually have different meanings when they are used countably and uncountably.

Also: competition, glass, grammar, iron, jam, lace, property, room, sight, speech, time, tin, work

Compare:
□ 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* (e.g. *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.

Examples: 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.

**Examples:** 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 house-sitter). 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.

- **-ing + noun** compound nouns  
  (the -ing form usually says what purpose the following noun has)

  **Examples:** chewing gum, a living room, drinking water, (a pack of) playing cards, a dressing gown, a turning-point, a working party

- **noun + -ing** compound nouns  
  (usually refer to actions or processes)

  **Examples:** fly-fishing, film-making, sunbathing, risk-taking, life-saving

**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 Leon'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 's (‘apostrophe s’) to singular nouns and to irregular plurals that don’t end in -s (e.g. Leon’s car; the college’s administrators; women’s issues) 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 Leon Jones’ [or Leon Jones’s] new sports car).

H8  That old car of Zara’s is falling apart.

H9  It belongs to a friend of his.

We can use the pattern **noun + of + ’s** (H8) or a **possessive pronoun** (H9) to talk about something that someone owns, or about a relationship. Note that when we are talking about relationships between people we can also use a noun without ’s (e.g. an uncle of Emil’s (or an uncle of Emil))

H10  We’re going to Mona’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 profession of the person who works there (compare ‘the sweet shop’, but not ‘the sweet’s shop’).

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

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)

I1 ☐ Lisa took a cake and some biscuits to the party, but only the biscuits were eaten.
I2 ☐ Can you shut the door after you, please?
I3 ☐ We had a good time on holiday. The beaches were all beautifully clean.
I4 ☐ Give it to the man wearing the red coat.
I5 ☐ 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 (I1); that it is clear from the situation which person or thing we mean (I2); that it is in some other way understandable from the context which thing or person we mean (I3; 'the beaches' = 'the beaches we went to'); that the thing or person is identified in what is said after the noun (I4; 'wearing the red coat'); or that there is only one of a particular thing (I5 and also, for example, the Great Wall of China, the North Pole, the USA, the world).

A / an (➔ Units 44–47)

I6 ☐ Helen’s just bought a house on Wilson Street.
I7 ☐ 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 (I6); 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 (I7).

Zero article (➔ Units 45–47)

I8 ☐ [-] Water has got into my camera and damaged it.
I9 ☐ 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 (I8) or about an indefinite number or amount (I9).

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.

I10 ☐ Peter gave me some advice.
I11 ☐ Hasn’t some information about the proposal been sent out already? I thought I read about it last week.
I12 ☐ 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 /ˈsəm/.
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 /sʌm/.

I haven't been here for some years.
We use some (pronounced /sʌm/) when we mean quite a large amount of, or a large number of something. Note that we can say 'some years, months, weeks, etc.' or just 'years, months, weeks, etc.' with a similar meaning.

Any (→ Unit 48)
We haven't got any butter left.
Do you have any better ideas?
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).
If you see any cherries in the shop, can you buy them?
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.
Isabella lives somewhere in Denmark.
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, (note 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)
Many of Lian's closest friends are women.
Some of my jewellery is missing.
Have you seen any of these new light bulbs in the shops yet?
Are you going to eat all of that cake, or can I finish it?
Both of us were exhausted after flying to Japan.
I polished each trophy with a soft cloth.
Is there much orange juice left?
We usually need to put of after quantifiers when there is a possessive form (I22), pronoun (I23) or determiner (I24) before a noun. Note, 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).

No, none (of), neither (of), either (→ Unit 49)
There's no train until tomorrow.
No information was given about how the study was conducted.
She had no shoes on.
None of my clothes fit any more.
Grammar reminder

I33  'How many children have you got?' 'None.'
We use the determiner **no** to mean 'not a' or 'not any' before a singular (I29), uncountable (I30), or plural noun (I31). Before **the, my, this, etc.** we use the quantifier **none (of)** to mean 'not any' (I32). If it is clear from the context what we mean, we can use the pronoun **none (I33)**.

I34  **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.

I35  **Neither of** his parents could drive.
We use **neither of** instead of **none of** when we are talking about two people or things.

I36  **You could** catch the 10:05 or the 10:32. **Either train** gets you there in good time.

I37  **Has either of** them passed their driving test yet?
When we use **either as a determinant** (I36), 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 (I37). 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 Lev didn't want to go either'.

**Much (of), many (of), a lot of, lots (of) (→ Unit 50)**

I38  **There isn't much traffic** along the street where I live.

I39  **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 (I38) and **many** with plural nouns (I39). 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.).

I40  She didn't show much interest in what I said.

I41  Mariam offered me a lot of money for the car.

I42  **Many of** my relatives live around Auckland.
**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 (I40) 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 (I41). However, **many of** is common in affirmative sentences in both formal and informal contexts (I42).

**All (of) (→ Unit 51)**

I43  **There is heating in all (of) the holiday cottages.**
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**.

I44  **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)**

I45  **Every newspaper had the same front page story.**

I46  **Following the flood, every building in the area needs major repair work.**
We can use **each and every** with singular countable nouns (I45), 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 (I46). 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)
I47 □ A few of the boys were very good computer gamers.
I48 □ There is little evidence to support his claim.
We use (a) few (of) with plural countable nouns (I47) and (a) little (of) with uncountable nouns (I48).
I49 □ There’s a lot less water in the lake than last year.
I50 □ The holiday cost less than I thought it would.
We use less (of) with uncountable nouns (I49) or in a general sense (I50).
I51 □ I’ve got a few close friends that I meet regularly.
I52 □ He has few close friends and often feels lonely.
We often use a few and a little in a ‘positive’ way (I51); 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 (I52); 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 □ Magnus 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. Note 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. Note 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 a rock star.
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 a rock star’.
However, this is sometimes found in informal speech; for example, ‘A friend of mine who is a solicitor — she helped me.’

J4 □ I have a friend who / that plays guitar. (a friend = subject, plays = verb, guitar = object)
J5 □ He showed me the rocks (which / that) he had collected. (the rocks = object, he = subject, had collected = verb)
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 (J4). When the relative pronoun is the object the word order is object + subject + verb (J5).

-ing clauses (= present participle clauses) (→ Units 58 & 59)
J6 □ Glancing over his shoulder, he could see the dog chasing him.
J7 □ Pushing her way through the crowds, she just managed to get on the bus as it pulled away.
Grammar reminder

J8  ‘Wait a minute,’ said Amy, running through the door.
We can use an -ing clause to talk about something that takes place at the same time as (J6) or just before (J7) 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 (J8).
Note that the understood subject of -ing and -ed (see J10) clauses should be the same as the subject of the main clause. For example, in J6, ‘he’ is the unstated subject of ‘Glancing over his shoulder ...’.

J9  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)

J10  Annoyed by the boys’ behaviour, she complained to the headteacher.
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.

Also: attract, complement, face, help, repel

After other verbs such as meet (K6), we can use each other or one another, but this may be omitted when the subject is plural or has the form ‘... and ...’.

Also: embrace, fight, kiss, marry

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 (e.g. communicate) we have to use a preposition, often with, before each other / one another (K7 & K8).

Also: agree, coincide, collaborate, compete (against), contrast, co-operate, disagree, joke, look at, quarrel, talk to / with

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 ...’.
Substitution (➔ Units 61–63)

K10  □ I had a racing bike when I was young, and so did my brother.
K11  □ ‘Emma 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

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 (e.g. ‘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

Examples:
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 ungradable 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.

Some adjectives that are used to describe feelings about something or someone else have both an -ed and -ing form. Generally, the -ed form describes how the person feels (e.g. I was surprised ...), and the -ing form gives an evaluation of the thing or other person (e.g. ... the film was quite frightening.)


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 and 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, when* 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 spoke / had spoken to Carlos.

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 eleven; *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).

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.). Note 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 Bruno wasn’t so lazy, he would have passed the exam easily.

M16 □ If the doctor had been called earlier, Paula 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.; ... Paula 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 adverbial clauses
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.
Additional exercises

These additional exercises provide further practice of important areas from the book; each exercise covers grammar from two or more units. References to the relevant exercises are given at the bottom of the main unit exercise pages. The key can be found on p.278.

List of exercises:
Exercise 1 Present and past; simple and continuous tenses Units 1, 2 & 4
Exercise 2 Present perfect, past simple, and present perfect continuous Units 3 & 6
Exercise 3 Past perfect, past perfect continuous, and past simple Units 5 & 7
Exercise 4 The future Units 9 & 10
Exercise 5 Modals and semi-modals Units 15–20
Exercise 6 Passives Units 22–25
Exercise 7 Verb complementation: what follows verbs Units 30 & 31
Exercise 8 Reporting Units 33, 35, 36 & 38
Exercise 9 Nouns Units 40–43
Exercise 10 Articles, etc. Units 44–48
Exercise 11 Relative clauses Units 53–55
Exercise 12 Substitution and leaving out words Units 62–65
Exercise 13 Position of adjectives, adverbs and adverbial phrases Units 66, 69, 74 & 75
Exercise 14 Adverbial clauses and conjunctions Units 79–82 & 87
Exercise 15 Prepositions Units 92–94
Exercise 16 Inversion Units 99 & 100

Present and past; simple and continuous tenses

Units 1, 2 & 4

1. Complete each pair of sentences with a positive or negative form of the same verb from the box. Use the present simple, present continuous, past simple or past continuous. Give all possible answers. Use _ to add any words outside the gap.

   consider expect own phone prefer
   promise put read tell weigh

1 a If I’m not too busy, I _______ 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 mountain summit by evening, but the weather was too bad.
   b We _______ Luisa to visit us in June if she can get a cheap flight.

4 a Over 90% of the population now _______ a mobile phone.
   b I grew up in Beijing, 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 Leo _______ me that you’re getting married. Congratulations!
   b Apparently Angela is very 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 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 to the nearest bridge.

10 a Nathan _______ 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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a</td>
<td>I haven’t had time to phone</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>Hugo today,</td>
</tr>
<tr>
<td></td>
<td>i</td>
<td>but I’ll certainly contact him before I leave</td>
</tr>
<tr>
<td></td>
<td>(i)</td>
<td>work.</td>
</tr>
<tr>
<td></td>
<td>ii</td>
<td>but I’ll certainly contact him some time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tomorrow.</td>
</tr>
<tr>
<td>2</td>
<td>a</td>
<td>When she was prime minister,</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>Mrs Perez</td>
</tr>
<tr>
<td></td>
<td>i</td>
<td>has often been accused of ignoring the advice of</td>
</tr>
<tr>
<td></td>
<td>(i)</td>
<td>her colleagues.</td>
</tr>
<tr>
<td></td>
<td>ii</td>
<td>was often accused of ignoring the advice of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>her colleagues.</td>
</tr>
<tr>
<td>3</td>
<td>a</td>
<td>I’ve watched Mamma Mia</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>I’ve been watching Mamma Mia</td>
</tr>
<tr>
<td></td>
<td>i</td>
<td>and now I keep humming the songs to myself.</td>
</tr>
<tr>
<td></td>
<td>(i)</td>
<td>at least ten times already.</td>
</tr>
<tr>
<td>4</td>
<td>a</td>
<td>I’d always wanted to own a</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>Porsche</td>
</tr>
<tr>
<td></td>
<td>i</td>
<td>until I’ve found out how much they cost.</td>
</tr>
<tr>
<td></td>
<td>(i)</td>
<td>until I found out how much they cost.</td>
</tr>
<tr>
<td>5</td>
<td>a</td>
<td>Unemployment has risen</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>Unemployment has been rising</td>
</tr>
<tr>
<td></td>
<td>i</td>
<td>by 58% since the present government came to power.</td>
</tr>
<tr>
<td></td>
<td>(i)</td>
<td>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>
</tr>
<tr>
<td></td>
<td>b</td>
<td>As soon as I finished the book</td>
</tr>
<tr>
<td></td>
<td>i</td>
<td>I’m going to have a holiday.</td>
</tr>
<tr>
<td></td>
<td>(i)</td>
<td>I started writing another one.</td>
</tr>
<tr>
<td>7</td>
<td>a</td>
<td>I’ve been playing squash</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>I’ve played squash</td>
</tr>
<tr>
<td></td>
<td>i</td>
<td>since my doctor advised me to lose weight.</td>
</tr>
<tr>
<td></td>
<td>(i)</td>
<td>a couple of times before, but I can’t get the hang of it.</td>
</tr>
<tr>
<td>8</td>
<td>a</td>
<td>I haven’t been back to London</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>I haven’t eaten really good pasta</td>
</tr>
<tr>
<td></td>
<td>i</td>
<td>since I lived in Italy.</td>
</tr>
<tr>
<td></td>
<td>(i)</td>
<td>since I’ve lived in Italy.</td>
</tr>
</tbody>
</table>

**Past perfect, past perfect continuous, and past simple**

**Units 5 & 7**

3. Complete each sentence (b) so that it has a similar meaning to sentence (a). Use a verb related to the italicised word in an appropriate tense (active or passive): past perfect, past perfect continuous or past simple. Give alternatives where possible.

1. a The proposed new library had been under discussion for almost three years at the time an appropriate site became available.  
   b At the time an appropriate site became available, they had been discussing the proposed new library for almost three years.

2. a There had been a considerable improvement in his condition when I saw him in hospital last night.  
   b His condition

3. a It was announced that there was a ten-minute delay to the Toulouse train.  
   b It was announced that the Toulouse train

4. a Thomas 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.  
   b Thomas
Additional exercises

5 a There was an expectation that Victoria would win comfortably, but she finished third.
   b Victoria

6 a When I reversed the car out of the garage, I did some damage to the rear number plate.
   b When I reversed the car out of the garage, I

7 a Andrei received a promotion last week.
   b Andrei

8 a Rentpool had been under investigation by the tax authorities for a number of months when they arrested the chairman.
   b The tax authorities

9 a The Minister made her colleagues angry when she criticised them during her speech yesterday.
   b The Minister

10 a There had already been a suggestion from Emilia that the money should be spent on new tablet computers for the school.
    b Emilia

The future

4 If necessary, correct or improve the italicised verbs in these dialogues, using will, shall, going to, present continuous for the future, or 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.
   B: 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 town that day.

D: Did you know that David (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 Lucy 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.

Modals and semi-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 / I’m 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 / might / would play in the playground 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; Aisha turned up in good time to give me a lift.

7 Most headteachers 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 fundraising for schools, 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 / 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, we will be able to / can / could to get holograms of the people we’re talking to on our mobile phones. Of course, by the time this is common, we can / must / might have started using other 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 very fit to play badminton well. It can / 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

Some extracts from radio news reports are given below. Rewrite them using passive forms in which the italicised word is the subject of each clause. If that is italicised, 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, Maria 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 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 nuclear power station after a report which said that investigators have found unacceptable levels of radiation in the local area.
Additional exercises

E The Commissioner of the Dublin 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 Barcelona and Real Madrid. People report that the club will give the Barcelona 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 option. 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 Lopez to be head of the new Medical Institute.
5  I knew I could ask / count on Hannah 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  Fatima 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 wearing / wearing outdoor shoes in the house.
12 Ramos 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 them.
14 I've heard a lot about Dr Lau, and I'm looking forward to hearing / to hear his talk tomorrow.
15 Although Carmen 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 a packet off the shelf and hide it inside his coat.
18 We invited / refused Lisa to come to the party.
19 I overheard her tell / telling Aleksi that she was seriously ill.
20 She gave up work so that she could focus on looking / look after her children.
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 Another increase in the price of petrol would discourage me from using / from using my car.
Reporting

Units 33, 35, 36 & 38

8. Complete each report using a noun from the box followed by a that-clause or to-infinitive clause. Give both alternatives if possible.

<table>
<thead>
<tr>
<th>noun</th>
<th>that-clause</th>
<th>to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>advice</td>
<td>The government has decreased taxation every year since we came to power.</td>
<td>We said that we would dismiss the strikers if they didn't return to work, and we have now done that.</td>
</tr>
<tr>
<td>complaint</td>
<td>Opposition leaders have challenged the President's statement that the government have had decreased taxation every year since they came to power.</td>
<td>Considerable media attention has been focused on the company's decision.</td>
</tr>
<tr>
<td>conclusion</td>
<td>'We said that we would dismiss the strikers if they didn't return to work, and we have now done that.'</td>
<td>The company has carried out.</td>
</tr>
<tr>
<td>confession</td>
<td>'You should delegate more of your work to your secretary,' Nicky was advised by her boss. Nicky decided to follow.</td>
<td>I wasn't surprised by.</td>
</tr>
<tr>
<td>decision</td>
<td>'I'll pick you up at ten,' Jason promised. Jason didn't turn up until eleven, despite.</td>
<td>'My dinner is cold!' We decided to ignore Dan's.</td>
</tr>
<tr>
<td>prediction</td>
<td>'Professor Jones doesn't know what he's talking about,' Rob concluded. I wasn't surprised by.</td>
<td>'We will not negotiate over the ownership of the land!' I was astonished by.</td>
</tr>
<tr>
<td>promise</td>
<td>'Small children should be kept indoors until pollution levels have decreased,' the Health Minister has warned. The Health Minister has issued.</td>
<td>'I've never used a computer before,' she confessed. I was surprised by.</td>
</tr>
<tr>
<td>refusal</td>
<td>'Where's Bethany?' I asked Zeb. 'I don't know,' he replied. When I asked Zeb where Bethany was.</td>
<td></td>
</tr>
<tr>
<td>reply</td>
<td></td>
<td></td>
</tr>
<tr>
<td>statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>threat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>warning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Nouns

Units 40–43

9. Complete each sentence with an appropriate present simple form (singular or plural) of the verb in brackets. If both singular and plural forms are possible, give 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 prefers to appoint lecturers who already have a PhD. (prefer)
6. She's one of those people who love just sitting in the sun on holiday. (love)
7. The office staff claims that they have been treated badly by management. (claim)
8. All of my children go to the same school. (go)
Additional exercises

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% 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 subcontinent during the 15th 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 A: Where are the scissors?  B: I think either Leyla 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 A: I’ve got to walk all the way to my uncle’s house, and he lives about two miles away.
   B: But two miles .......... far. (be / not)
29 A recent survey shows that around 10% of all cars .......... dangerous to drive. (be)
30 Phonetics .......... one of the options you can take in the second year of the course. (be)

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Articles, etc.

**Units 44–48**

**10 Complete the sentences using the words from the box. Which one option can complete all three sentences a, b and c?**

<table>
<thead>
<tr>
<th>a / an</th>
<th>one</th>
<th>some</th>
<th>the</th>
<th>the ‘zero article’ (–)</th>
</tr>
</thead>
</table>

1 a Could you look after my cat while I’m away on holiday? It’s only for .......... week.
   b Jules lives less than .......... mile from school, so he can get up at eight o’clock and still be at school by nine.
   c When I arrived, Alice was sitting in .......... corner of the room and Jake was sitting in the other. I could tell that they had been arguing.

2 a .......... vulture feeds primarily on dead animals.
   b Eleni has arthritis, and her doctor has suggested that she should spend as much time as possible in .......... warm climate.
   c Fiona 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 Rafael Nadal is visiting our school next week to talk about tennis.
   b You mean _____________ Rafael Nadal – the famous tennis player? Can you get his
      autograph for me?
   c It was hot in the house, so she opened all the windows to let in _____________ fresh air.
   d 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 _____________ mobile phones for as little as £10.
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 Oslo for _____________ night, but we really liked the place.
   c Juan owns a painting that he claims is _____________ Picasso.
9 a I felt fine when I woke up, but by _____________ evening I had a 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.

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**Units 53–55**

### Relative clauses

Rewrite each sentence including the information in brackets in a relative clause. Give all
possible relative pronouns, but if you can leave them out, put them in brackets. Use commas
where necessary.

1 Later in the programme we have an interview with Laura Dekker. (in 2012 she became the
   youngest solo round-the-world sailor) _____________ Later in the programme we have an interview with
   Laura Dekker, who in 2012 became the youngest solo round-the-world sailor.
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 Chloe 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 Fischer. (I had last seen him in Munich 20 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 New York. (many have never been seen in the
    USA before)
11 Ian McIver has become managing director of Europe’s largest food retailer. (his first job was
    selling vegetables in a market)
12 Kaspar has a new girlfriend. (she works in the library)
13 My Volkswagen Golf is a very reliable car. (I bought it in 2006)
14 Bronwen Brookes will be present at its official opening. (the Brookes art gallery is named after her)
**Additional exercises**

**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. A: Ben won’t be coming this weekend. B: But he **promised so / promised he would**.
4. A: It looks like Vettel is going to win again. B: It **appears / appears so**.
5. A: I didn’t know you cycled to work. B: Yes, I always **do / do so**.
6. I don’t like eating shellfish, and never **have / have done**.
7. They asked me to go fishing with them, but I **didn’t want / didn’t want to**.
8. A: Will it take you long to fix it? B: Well, it might **do / do so**. I’m not sure yet.
9. A: Do you think Fred will be up by now? B: I **doubt that he will / doubt so**.
10. A: Dad won’t mind us borrowing the car, will he? B: No, I **don’t suppose so / suppose not**.
11. Just park the car wherever you **want to / want**.
12. A: Has Rachel arrived yet? B: 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 / a such dilemma** before.
14. He owns much more land than I **do so / do**.
15. We’d like to go to Canada to see Ellie, but we can’t **afford to / afford**.
16. A: I imagine the information is kept on computer somewhere. B: 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. A: Will she expect us to get the job finished by the weekend? B: I certainly **don’t hope so / hope not**.
19. A: There’s no answer. I suppose she might have left home by now. B: 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 Luca to climb the mountain, but he was **determined to / determined**.
22. A: My mother was really angry. B: But didn’t you expect her to / to be? 23. A: It doesn’t look like the rain’s going to stop soon. B: I **don’t guess / guess not**.
24. A: Are you going to the library today? B: I **might do / might be**.

**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 rewrite the text if necessary.

a 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 was just going out to work this morning when the postman pushed **through my letterbox** a letter. It was from Mara, 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.
Additional exercises

Adverbial clauses and conjunctions

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.

(i)
1 I knew there was something wrong
2 prepare the remaining vegetables
3 his wife is really small
4 only about 100 people attended
5 I can’t afford a coat like that
6 I’m determined to finish the report
7 you’ll have to walk all the way from the station
8 I stayed until the end
9 her husband would never find it
10 I’ve been running about 200 kilometres a week

(ii)
1 a I found the film boring
   b Johan must weigh over 120 kilos
   c to prepare for the marathon
   d she said she was feeling fine
   e I don’t like the style
   f leave the carrots to cool for a few minutes
   g make sure you catch the last bus at 11:00
   h I have to stay at work until midnight
   i she hid the letter between the pages of a book
   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)
8 (although)
9 (so that)
10 (in order to)

Prepositions

15 Add the missing prepositions in the correct places after the italicised words.

1 Personally, I don’t agree with fox hunting, although I know that you approve it.
2 There seems to be little likelihood Williamson winning Wimbledon because of her inability to 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 of competing with more specialised companies.
4 I ran Danny in town the other day. He asked for your email address, so he’ll probably be in touch with you.
5 Jack takes great pride in never throwing anything. He always says that one day he’ll find a use for things.
6 Although Professor Martinez knows a great deal of meteorology, even he can’t account for the unusual weather we have been having over the last few weeks.
7 There has been a great improvement in the behaviour of children in the school. This has resulted from the headteacher’s idea involving them in decision-making.
8 Even though Charlotte didn’t act on my advice and follow a career in medicine, I’m full of admiration for her determination to be a vet.
Rewrite each sentence with a similar meaning starting with a word/phrase from the box followed by inversion of the verb and the subject.

<table>
<thead>
<tr>
<th>Had</th>
<th>Hardly</th>
<th>Little</th>
<th>Not for one moment</th>
<th>Only if</th>
<th>Only in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seldom</td>
<td>Should</td>
<td>So</td>
<td>Under no circumstances</td>
<td>Such</td>
<td>Were</td>
</tr>
</tbody>
</table>

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.
Key to Exercises

UNIT 1

1.1
2 a 'm (am) measuring
   b measures
3 a doubt
   b doubt
4 a is currently attracting ('attracts' is also possible)
   b attract
5 a doesn't like
   b 'm (am) not liking ('don't like' is also possible)
6 a 're (are) fitting
   b doesn't fit
7 a feels
   b 'm (am) not feeling ('don't feel' is also possible)
8 a consists of ('consists only of' would also be possible)
   b consists of
9 a 's (is) sounding ('sounds' is also possible)
   b sounds
10 a 's (is) having
   b has

1.2
1 apologise / -m-apolologising
2 admit / -m-admitting
3 don't suggest / 'm not suggesting (both possible)
4 now realise / 'm now realising (both possible)
5 confess / -m-confessing
6 consider / 'm considering
7 do you find / are you finding (both possible)
8 know / -m-knowing
9 don't guarantee / 'm not guaranteeing (both possible)
10 promise / -m-promising

UNIT 2

2.1
1 shoots, are attacking
2 arrives, is waiting, says
3 is playing, stands, starts

2.2 Possible answers
2 I gather Vasecorp 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 Bruno's crashed his car again.
5 Julia says she's got a new job.
6 They say they've identified a gene which causes some people to overeat.

UNIT 3

3.1
1 went
2 've (have) had
3 wore
4 've (have) spent
5 overslept
6 haven't read

3.2
1 hasn't wanted - fell
2 has worked - hasn't had
3 rescued - has been
4 has happened - spoke
5 have been able - have felt
6 has improved - has been

3.3
1 a - signed - 've (have) signed
   b signed
2 a - finished - 've (have) finished
   b finished
3 a got
   b got - have got
4 a heard
   b 'heard - 've (have) heard

UNIT 4

4.1
2 was hoping - gave
3 lived - was spending / was living - spent
4 started - was checking in
5 was looking - saw
6 came - was showing
7 was playing - broke
8 went off - lit
9 wasn't listening ('didn't listen' is also possible) - was explaining ('explained' is also possible)
10 added - tasted
11 wasn't watching ('didn't watch' is also possible) - was dreaming ('dreamt' is also possible)
12 pushed - ran

4.2
1 'was getting' and 'got' are both possible. The past simple suggests that one 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.
11 'didn't watch' and 'dreamt' are also possible. However, the past continuous emphasises that 'not watching' and 'dreaming' went on at the same time and seems more likely here.

4.3
1 was buying
2 saw
3 turned
4 was slowly putting (Past simple in 3 and past continuous in 4 seem most likely here as 'turned round' describes a completed action and 'was slowly putting' describes the action that was going on at that time. However, past continuous is also possible in 3 and past simple is also possible in 4.)
5 was carrying
6 walked
7 picked up
8 thought
9 was looking
Key to Exercises

10 dropped
11 had
12 noticed
13 was watching
14 hurried
15 were walking / walked (similar meaning)
16 ran

UNIT 5

5.1

<table>
<thead>
<tr>
<th>events</th>
<th>order of events</th>
<th>order of events are mentioned in text</th>
</tr>
</thead>
<tbody>
<tr>
<td>I moved...</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>I learnt...</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>The property developer decided...</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>I heard...</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>I first saw the old house...</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>A property developer bought it</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>I nearly gave up...</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>I put together enough money...</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>It was empty</td>
<td>3</td>
<td>1</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

<table>
<thead>
<tr>
<th>had</th>
<th>met</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>had been / went</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>had taken / took</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>had seen</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>had lost</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>had found</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>had cheated / cheated</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>had made up</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>had gone / went</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>hadn’t heard</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

8 have been planning (‘have planned’ is also possible)
9 have been speaking (‘spoke’)
10 have also been writing (have also written / also wrote)

UNIT 7

7.1

1 a had only been working (‘had only worked’ is also possible)
   b had finally worked
2 a had carried
   b had been carrying (‘had carried’ is also possible)
3 a had applied
   b had been applying (‘had applied’ is also possible)
4 a had flown
   b had been flying

7.2

1 had been trying (‘had tried’ is also possible)
2 had visited
3 had cost
4 had been writing (had written’ is also possible)
5 had been worrying (‘had worried’ is also possible)
6 had arrived
7 had always believed
8 had been talking

The past continuous is more likely in 8 (We were talking ...).

7.3

1 ✓
2 had been taken
3 ✓ (Note that ‘What happened?’ is also possible)
4 had just heard
5 ✓
6 had been fishing
7 ✓
8 hadn’t wanted
9 ✓
10 had collapsed

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 texted
8 was waiting
9 got
10 felt / was feeling (Past simple and past continuous have a similar meaning here.)
Key to Exercises

UNIT 9

9.1
2 ✓ (prediction based on opinion / past experience)
3 ✓ (decision made at moment of speaking)
4 Will you take up? Are you going to take up (prediction based on present evidence)
5 ✓ (prediction based on opinion / past experience)
6 -‘ll-be ‘s going to be (decision already made)
7 -‘ll-have ‘re going to have (prediction based on present evidence)
8 -‘ll-sell ‘re going to sell (prediction based on present evidence)
9 -‘ll-eat ‘m going to cut (decision already made)
10 -‘ll-be sick ‘s going to be sick (prediction based on present evidence); ‘ll feel ✓ (prediction based on opinion / past experience)
11 -‘ll-leave ‘m going to leave (decision already made); will you tell ✓ (or ‘are you going to tell?; asking about something planned); ‘ll try ✓ (decision made at moment of speaking)
12 -‘ll-have ‘m going to have (decision already made); -‘ll-see ‘re going to see (decision already made); ‘ll sort out ✓ (decision made at moment of speaking)
13 ✓ (decision made at moment of speaking)
14 -‘ll-have ‘ll have (decision made at moment of speaking)
15 ✓ (prediction based on opinion / past experience)
16 -‘ll-build ‘m going to build (decision already made)

9.2
Example verbs are given
2 ‘re going to plant (main clause action does not depend on action in the if-clause)
3 ‘ll hurt / ‘re going to hurt (conditional – negative)
4 will ... buy (request)
5 will start / stop (logical consequence)
6 ‘m going to see (main clause action does not depend on action in the if-clause)
7 ‘ll be sacked / ‘s going to be sacked (conditional – negative)
8 ‘ll hear (ability)

UNIT 10

10.1
1 get (fixed event; ‘will get’ is also possible)
2 will look after (less routine arrangement)
3 rains (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.
6 (b) -am going to call; (c) -am calling (promise; decision made at time of speaking)
7 (a) -will serve (planned future event). As the present continuous for the future suggests a definite arrangement, using ‘I am serving lunch’ in this context suggests ‘... and I am not changing what I plan to do’, perhaps showing some irritation or annoyance.
8 (c) -are starving (no control over predicted event), ‘Will starve’ and ‘are going to starve’ have a similar meaning here. However, as ‘will’ is often used to talk about future facts, it may express more certainty in this context.

10.3
1 is joining ✓ joins X (will join ✓ is going to join ✓)
2 are liking ✓ like X (will like ✓ are going to like ✓)
3 is coming ✓ comes ✓ (will come ✓ but present continuous, present simple or ‘be going to’ are more natural here) is going to come ✓
4 is giving ✓ gives X (will give ✓ is going to give X)

2
1 is / are sacking ✓ sack X (will sack ✓ but present continuous or ‘be going to’ are more natural here) is / are going to sack ✓
Key to Exercises

2 are closing  X close ✓ (will close X are going to close X)
3 are building ✓ build X (will build ✓
[but present continuous or ‘be going
to’ are more natural here] are going to build ✓)
4 are seeing X see X (will see ✓ are going to see X)

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’ll (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 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 be replaced (‘will be replaced’ is also possible)
6 is to retire; is to be succeeded (‘will retire’ and ‘will be succeeded’ are also possible)
7 will become
8 are to receive (‘will receive’ is also possible)
9 are to be created (‘will be created’ is also possible)
10 will increase

12.2
1 are to have (see section B)
2 is to start / is about to start (A/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) (‘is about to resign’ emphasises that he will resign very soon)
9 are about to get (C)
10 is to be improved (B)

UNIT 13

13.1
3 due to return
4 sure to provide
5 set to launch
6 on the verge of becoming
7 on the point of signing
8 sure to face
9 due to undergo
10 on the verge of quitting
11 set to make
12 on the brink of going

13.2
2 propose / ‘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.

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)

15.2
a 1 can
2 couldn’t
3 can
4 can’t
5 couldn’t / weren’t allowed to
6 can’t
7 were allowed to
b 1 can
2 wasn’t allowed to / couldn’t
3 was allowed to
4 could
5 could
6 can’t
7 was allowed to
UNIT 16

16.1
1 will spend
2 had
3 would exercise
4 found
5 will cause
6 would rarely sit
7 will know
8 will probably be / would probably be

16.2
1 X used to ✓ (changed past state)
2 ✓ (used to) is also possible
3 X used to ✓ (changed past state)
4 ✓ ('would' is not possible) (changed past state)
5 ✓ ('would' is also possible)
6 X met ✓ (number of times specified)

16.3
1 will have watched
2 would have approved
3 would have hurt
4 will have heard
5 would have preferred
6 will / would have noticed
7 would have bought

Example answers
1: Well, if you will drive everywhere instead of walking, I'm not surprised.
2: Well, if you will spend so much time online, I'm not surprised.
3: Well, if you will wear a thick jumper 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')
5 Could (possible answer, 'Might' would be rather formal)
6 may

17.2
1 might have enjoyed (E: possible event in the past)
2 might have been trying (E: possible activity that went on over a period of time)
3 might be coming (E: possible event in the future)
4 might require (C: typically the case in the past)
5 may be moving (E: possible event in the future)
6 may have improved (E: possible event in the future)

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 She may / might not express her feelings openly ...
7 It may / might not sound very exciting ...

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 have changed
6 must have to show
7 must be taking ('must have taken' is also possible)
8 must be

18.2
2 Hannah 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 Adam sometimes has to start work at 6:30. ('Adam 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.

18.3
1 ✓
2 always have got to pull / always have to pull
3 Have you to bang? Do you have to bang ('Must you bang ...' is also possible but less likely)
4 ✓

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 Our software provides full computer security so you needn't concern yourself with viruses.
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 rainfall figures 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 ...)
5 After such a huge lottery win, he need never work again. (less formally ... he never needs to work again.)

19.3
1 don't need to
2 needn't / don't need to
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 I 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 be removed (more likely than ought to be removed)
6 should / ought to wear
7 should / ought to have resigned
8 Should we answer (more likely than Ought we to answer ...; Should we have answered is also possible)
9 should go (ought to is not possible)
10 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')

20.3
1 should - must
2 ✓
3 shall - should / ought to
4 shouldn’t - 'd better not
5 'd better - should / ought to
6 -had better - shouldn’t - ought not to be
7 ✓
8 ✓
9 ✓
10 -had better - should / ought to

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 (more likely than 'become' in an informal context)
7 became
8 got

21.3
2 went dead 6 came to like
3 went red 7 go blind
4 get to know 8 went out
5 get tired

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 to get 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.
7 The password has been mentioned to the thieves.
8 I have lent some skis. / Some skis have been lent to me.
9 I am being sent a lot of spam emails. / A lot of spam emails are being sent to me.
10 The changes are going to be explained to the students.

22.2
2 introduced; I was introduced to Mrs Rossi by Tony at his birthday party. (or ... Mrs Rossi at Tony’s birthday party.)

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 Emil and Laura could be heard arguing next door.
3 Ollie hated being teased by the other children.
4 The burglar was observed entering the museum through a window.
5 The pop concert is expected to attract over 20,000 people.
6 She didn’t mind being criticised.
7 I was required to complete two copies of the customs declaration.
8 Mrs Dee was caught shoplifting.

23.3
2 Omar hopes to be selected by the team captain. (different meaning)
3 Kathy arranged to be taken to the station by Alastair. (different meaning)
4 Galdos has come to be recognised as one of Spain’s greatest novelists by critics. (corresponding meaning)
5 Holidaymakers continue to be attracted to the south coast. (corresponding meaning)
UNIT 24

24.1
2 The main stadium has been designed to accommodate many different sports.
3 The temporary stands will be taken down after the Games.
4 The baseball arena will have been completed by the end of May.
5 The rowing competition is being held on the River Nene.
6 The athletics track had been completed (or was completed) only a year after the city got the Olympics.
7 The handball venue was being used as a warehouse until a year ago.
8 The basketball arena should have been finished by now.

24.2
2 The appointment of a new managing director will be made next week.
3 Accusations of corruption in the local council have been made. / Accusations of corruption have been made against the local council.
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 expected.

24.3
2 is (being) ruled (or more naturally 'is now (being) ruled')
3 are disappearing / have disappeared
4 fear
5 is estimated / has been estimated
6 will be turned into
7 is using / has used / has been using
8 to be abandoned
9 be affected
10 expect / are expecting
11 are (being) destroyed

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 makes
5 are / is
6 has

26.3
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
UNIT 28

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 afford it
20 wash up (the dishes)
21 invite Val and Tom

28.2
2 ... culminated in the discovery of penicillin.
3 ... differentiate between fantasy and reality.
4 ... specialises in seafood.
5 ... inflicted a surprise defeat on ...
6 ... attributed his success to ...
7 ... mistook the black car for ...
8 ... based her new novel on ...

28.3
Example adjectives are given
2 satisfied; She declared herself to be satisfied with the result. / She declared that she was / is satisfied with the result.
3 inedible; They considered the food to be inedible. / They considered that the food was / is inedible.
4 reliable; I have always found him to be reliable. / I have always found that he was / is reliable.
5 happy; We believed her to be happy at school. / We believed that she was / is happy at school.

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 ...
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?

UNIT 30

30.1
2 We don't approve of the developer's locating the factory so close to houses.
3 X
4 X (not a verb of [dis]liking or thinking)
5 It is difficult to imagine his accepting the decision without any objection.
6 No one in the crowd that day will forget Ashe's fighting so hard to win the match.
7 I remember their arguing a great deal when they were children.
8 X (not a verb of [dis]liking or thinking)

30.2
2 approve of children wearing
3 end by summarising
4 discouraged me from going
5 rely on Sophie turning up
6 adapt to living / adapt to dealing with life

30.3
1 burst (a single, short event)
2 watching (the context suggests that Carl was being watched before he saw the watcher, in other words, he didn't see the whole of the event)
3 sting ('stinging' is also possible, but this would suggest that the wasp stung several times)
4 feeding (this refers to a repeated event)

UNIT 31

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
a
When I advertised for a website designer for the business, Greta got the job. But I've now learnt that you can't rely on Greta to do anything. I waited ages for her to come up with some initial ideas for the site, and then I had to keep on at her to do any more work on it. Finally, she said she couldn't do it after all.

b
Managers of the National Electricity Company have appealed to workers to end their strike, and have called on the government to intervene in the dispute. The Energy Minister said that he has arranged for employers and employees to meet next week, and he prevailed on strikers to return to work in the meantime.

31.3
1 agreed not to tell
2 are / were thought to have escaped
3 don't recall seeing / don't recall having seen (similar meanings)
4 denies / denied having received or denies / denied receiving (similar meanings)
5 asked not to be named
6 didn't feel like walking
7 seems to have disappeared
8 are / were believed to have arrived

UNIT 32

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, Georgia, it was me,' he confessed.
UNIT 33

33.1
1 advised
2 assured / promised
3 warned
4 informed / teach
5 have shown
6 has reassured / has advised
7 promised

33.2

3 The judge thought his explanation to be unconvincing.
4 I expected her plans to fail.
5 Lucas acknowledged his chances of winning the race to be slim.
6 We found the rugby 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
9 asked of staff that
10 reassured staff / 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 + j He took my hands and showed me how / where to hold the golf club properly.
3 + g I explained carefully so that the students understood what they had to do in the test.
4 + i Anna was new in the office and I had to keep reminding her who everyone was.
5 + b I saw Sarah leave the building, but I didn’t notice where she went after that.
6 + e When I saw Hugo 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 / when 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 Diego told them where to put their coats.

34.2
1 debating
2 discuss
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 which whether to carry on or go back down. Soon, however, I couldn’t see where to go. I wondered 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.

UNIT 35

35.1
2 She alleged that Markus had stolen / stole jewellery from her house.
3 She estimated that the vase was (‘is’ is also possible) around 250 years old.
4 She repeated that she had already seen the film.
5 She conceded that perhaps she treated / had treated Lara unkindly.
6 She recalled that Wilma’s great-grandmother was / had been from Spain.

35.2
1 have solved
2 states
3 has

35.3
1 When I mentioned to Nokes that he had been seen / (or was seen) in a local shop last Monday, he protested that he is / was at home all day. He swears that he didn’t own doesn’t own a blue Ford Focus. He claimed that he had been / (or went) to the paint factory two weeks ago to look for work. Nokes alleges that he is a good friend of Jamie Barnes. He
insisted that he didn’t telephone ✓ (or hadn’t telephoned) Barnes last Monday morning. When I pointed out to Nokes that a large quantity of paint had been found ✓ (or was found) in his house, he replied that he was storing had been storing (or was storing) it for a friend.

2 At the beginning of the interview I reminded Barnes that he is ✓ (or was) entitled to have a lawyer present. He denied that he knew ✓ (or knows) anyone by the name of Daniel Nokes. Barnes confirmed that he had been (or was) in the area of the paint factory last Monday, but said that he is visiting was visiting (or had been visiting) his mother. He admitted that he is walking was walking (or had been walking) along New Street at around ten. He maintains that he was is a very honest person and would never be involved in anything illegal.

UNIT 36

36.1 The most likely answers are given. Possible objects are given in bold.

2 He agreed to collect Declan from school.
3 He ordered us to be quiet.
4 He urged me to stay for a few more days.
5 He vowed to fight the ban on smoking in public places.
6 He expected / hoped to see Olivia at the party.
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 suggested - promised ✓
2 ✓
3 intended - said / promised
4 insisted - expected
5 demanded - ordered
6 wanted - hoped ✓
7 ✓
8 offered - proposed / ordered

36.3 Example answers
2 … reducing bus and train fares.
3 … seeing it.
4 … buying a guide book.
5 … going to the doctor.
6 … building it to the east of the city.
7 … doing more exercise.
8 … going for a long walk.

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 the holidays with them in Scotland.

UNIT 39

39.1 The most likely answers are given.

2 Lee urged that Mara Bianchi should be promoted to export manager.
3 Alice recommended that a sales representative should be sent to South Africa.
4 Alice reported that the Delaware Bridge project should be completed by August next year.
5 Simon insisted that work schedules should be kept to.
6 Simon instructed that all monthly reports should be sent to him directly.

UNIT 37

37.1
1 will 5 couldn’t
2 may / might 6 can / could
3 can 7 will / would
4 would

37.2
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 me 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 …

37.3
2 (that) she would be there this time.
3 had to be in the city centre by one (‘must be’ is also possible, but less natural)
4 asked where we should meet
5 mustn’t forget to bring my student discount card

37.4
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 Jason is / was dishonest.
7 She said that Maria would / will be disappointed if we leave / left without seeing her.

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 webinar 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 There has been a great deal of argument as to how to define poverty.
3 There have been months of speculation as to whether President Malik would stand again.
4 Scientists might come to a / some conclusion as to what their results imply.
5 There is still no definite explanation as to why the dinosaurs disappeared.

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 / apologetic that
6 apologetic about
7 not certain when / unsure when
8 abusive to / towards
9 complimentary about
10 agreed that / adamant that
40.1
1 are; wants
2 think – has (more likely than ‘have’ in this formal context)
3 has / have; has
4 claim; constitutes (more likely than ‘constitute’ as ‘the wreck of the ship and its cargo’ constitute together, as a single item, a danger)
5 is / are (we use ‘is’ if we think of ‘sausages and chips’ as a single item); have, are /’s

40.2
2 university refuse / refusals
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 perform / performs
5 jury includes (A singular verb form is used here as ‘include’ focuses on the group as a whole rather than individual members.)

40.3
1 come – comes
2 verbs
3 report – reports
4 are – is
5 verbs
6 verbs
7 have, has
8 are – is
9 ‘... need to be kept ...’ is also possible
10 are – is

40.4
1 press presents / presents
2 The United Nations has / have
3 ‘are’ is also possible, but less likely
4 was ‘were’ is also possible, but less likely

UNIT 41
41.1
1 his early paintings remains / remain
2 the food tastes
3 Dr Jones’s acquaintances knows
4 a vegetarians is expected
5b medicines relieve
6c victims ... exceeds
7d museums in the capital charge
8a the pieces lasts / last
9b player tries
10c the cars are / is tested
d these factors influence/influences

UNIT 42
42.1
1 ‘are’ is also possible
2 verbs
3 verbs
4 ‘were’ is also possible
5 verbs
6 verbs
7 ‘has’ is also possible
8 verbs
9 verbs

42.2
1 (singular) is
2 (plural) are
3 (singular) is
4 (singular) has
5 (singular) is
6 (plural) provide / offer

42.3
1 have; have; shop / shops
2 is (‘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; was
6 were; have
7 shows; is; believe
8 have; says / say; are

UNIT 43
43.1
1 a
2 b
3 a
4 a
5 a
6 a
7 a
8 a
9 a

43.2
1 cover up
2 broken out
3 stopping over
4 get together
5 stopover (related to 3)
6 get-together (4)
7 cover-up (1)
8 outbreak (2)

43.3
1 middle-of-the-road
2 round-the-clock
3 step-by-step
4 once-in-a-lifetime
5 down-to-earth
6 man / woman-in-the-street (an alternative is ‘man or woman in the street’, usually without hyphens)
7 larger-than-life
Key to Exercises

UNIT 44

44.1
1 an
2 a
3 an
4 a
5 a (‘MiG’ is said /mɪɡ/)
6 an
7 an
8 a
9 an
10 a
11 a
12 an
13 an
14 a

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
2 one
3 one
4 one / an
5 a
6 one
7 one / a
8 one / a
9 an
10 one
11 one / a
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 7 a real pleasure
3 a sound 8 a grammar
4 grammar 9 an iron
5 iron 10 a conversation
6 Sound

UNIT 46

46.1
1 an author
2 the-a / - minister
3 a Mac
4 Not the George Clooney
5 a Van Gogh
6 ✓
7 the Nielsens
8 the-a / - Usain Bolt

46.2
1 a / the / - (‘a’ suggests that there are a number of marketing advisers; ‘the’ or ‘-’ indicate that there is only one)
2 the /-
3 the /-
4 the / - (in journalism)
5 -
6 -; -
7 -
8 A /-

46.3
1 the 5 (the)
2 (the) 6 (the)
3 (the) 7 the
4 the 8 the

46.4
1 this / a
2 -
3 - (‘this’ would be unlikely here as the paint is not the topic of what comes next)
4 the /-
5 a /-
6 a
7 the
8 a / this (‘this’ introduces the woman as the focus of the next part of the story)
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/our 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)

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 five miles from the centre of Newark.
4 Some 25% of electricity will come from wind energy by 2025.
5 Some 200 jobs are to be lost at the Encon steelworks.
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’s in the High Street.
5 Perhaps she’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 wrongdoing but denied this)
6 anyone
7 any
8 any
9 Some (= not all)
10 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))

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.
4 ... there wasn’t any point in protesting.
5 ... he didn’t have anywhere else to go.
7 Isn’t he ever going to get a job? (or Is he ever going to get a job?)
8 ... they couldn’t find anything wrong with her.

49.3
1 are no jobs
2 are no trains or buses
3 no seatbelt
4 was no spare tyre
5 ✓
6 ✓
7 are no trees
8 was no swimming pool
9 was no television
10 ✓

11 was no reply
12 ✓
13 was no choice

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 Lola’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 A: There’s bound to be -much a lot of / lots of traffic on the way to the station. Perhaps we should leave now.
   B: No, 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 / lots (more usual than ‘many’ in conversation).
4 A lot - 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 effects of diet on health, with -many studies focusing on the link between fat intake and heart disease. However, - much remains to be done. (‘much’ and ‘many’ are preferred in a written academic context).

6 While it is true that -many thousands of jobs were lost with the decline of the northern coal and steel industries, -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 - many hi-tech 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 emails
6 his many expeditions (‘many 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
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 6 every
2 each 7 each / every
3 every 8 each
4 each / every 9 Every / Each
5 each 10 every
(In 4, 7, and 9 ‘each’ emphasises that we are thinking of the places / children / households separately; ‘every’ suggests something like ‘all of’.)
Key to Exercises

51.4
1 Every so often
2 ✔
3 every few weeks
4 ✔ ('all Friday' is possible in an informal context; 'the whole of Friday' would also be possible here)
5 each of them
6 not all the food usually gets eaten
7 Not all of my brothers always come
8 Neil and his family were all on holiday
9 the rest of us all had a great time
10 ✔ ('all evening' would also be possible)

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 A little
6 The few / What few
7 a little
8 a few
9 a few
10 the little / what little

52.2 Most likely changes are given
1 '... a bit of TV...' (more likely in this informal context)
2 ... there are only a few left or... there aren't many left.
3 ... there isn't much more ... or... there's not much more ...
4 ... not many like that ... or... only a few like that ...
5 ... has had few female politicians ...
6 ... exchanged few words ...
7 ... a little more confident ...
8 There seems to be little prospect ...

52.3 Possible answers
1 Fewer students had a part-time job in 2000 than now. ('Less students ...' would also be acceptable for some people) Less (or Fewer) than 10% of female students had a part-time job in 2000.
2 Male students spend less money than female students on books. Students spend less on books now than they did in 2000.
3 Less (or Fewer) than 10% of female students walk to lectures now. Fewer students walk to lectures now than in 1980. ('Less students ...' would also be acceptable for some people)
4 Male students spend less time online 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 24 hours a week online.

UNIT 53

53.1 The relative pronoun can be omitted in 1, 3, 4, 7 and 10.
53.2
1 ('that' or 'which' are more likely in an informal context)
2 Eva'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, who / 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 sale. (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 'which'.
2 'whom' seems rather formal here and less likely than 'who', 'that', or 'which'.
3 ✔ 'that I can' is also possible
4 ... much that can ...
5 whom - who
6 whichever - 'that' or 'which'.
7 The boy who took ...
8 'which' is possible, but less likely than 'that' or 'which'.
9 'which' is possible, but less likely than 'that'.
10 'which' is possible, but less likely than 'that' or 'which'.

UNIT 54

54.1
2 +a The newspaper is owned by the Mears group, whose chairperson is Miss Jiu Kim.
3 +f 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 +e My aunt, whose first job was filling shelves in a supermarket, is now CEO of a department store.
6 +c I enjoy growing plants whose flowers are attractive to bees.

54.2 Example answers
2 A widow is a woman whose husband has died and who has not remarried.
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.

UNIT 55

55.1
2 He was the uncle of Anne Boleyn, after whose execution in 1536 he lost power.
3 It is her unmarried name by which she is better known.
4 Mr Wang, across whose land the road will be built, is very unhappy about the plans.
5 The election result, about which there can be no doubt, is a great disappointment.
6 The building from which 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 am grateful to Aarav Basu, from whose book on the history of the bicycle this information comes.

264
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 Park was left the money by her former husband, from whom she was divorced in 2005.

55.3
2 Until 1914 the pound sterling was the currency which / that most world trade was conducted in.
3 They have changed the date which / that / – the furniture is to be delivered on / by.
4 Pasteurisation was discovered by the French chemist Louis Pasteur, who it was named after.
5 He was persuaded to stay in England by Charles Dickens, who he had shown his novel to.
6 There are number of safety procedures which / that / – you should be aware of.
7 Details are in the instruction manual which / that / – the printer was supplied with.
8 Ms Park was left the money by her former husband, who she was divorced from in 2005.

55.4
1 The house which the thieves broke into ...
2 ✔
3 ... first of which ...
4 The party, which I've been looking forward to all week ...
5 ✔
6 ... both of which ...
7 ... part of which ...
8 ... all of whom ...

UNIT 56

56.1
The most likely answers are given
2 I went on an IT training course with my colleague Mateo.
3 Rubella, or German measles, is still a common childhood disease in many countries.
4 Four kilos of Beluga caviar, among the most expensive foods in the world, has been ordered for the reception.
5 One of the most popular modern writers for children is the Australian John Marsden.
6 Tonya's father, and (her) trainer for the last ten years, was in the crowd to watch her victory.
7 Dr Sofia Lopez, 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 1990s.
3 being told off; As my aunt told me what she thought, I felt like a schoolboy who was being told off by his headteacher.
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.

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 We took the footpath by / along 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 Nico'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 have / are wearing green shirts.
5 We took the footpath which runs / goes by / along 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 Nico'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 Kristina Borg, 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) 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 Anna wanted to borrow, wasn't available in the library. / A book on gardening called All about Plants that / which Anna wanted to borrow wasn't available in the library.
6 A painting found in a second-hand shop by Lara Gruber, an antique dealer from Austria, 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. / A man in 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 [iii]).

UNIT 58

58.1
2 Dressed (or Being dressed) all in black, she was almost invisible in the starless night.
3 Not having a credit card, I found it difficult to book an airline ticket online.
4 Being unemployed, Antonio 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 = ‘Rashid’) / S (subject in both clauses = ‘Suzanne’) / 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’) / P (past participle)

59.3
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
2 + c Looking over my shoulder, I could see Idi running after me.
3 + f Walking through the tunnel, I banged my head on the low roof.
4 + a Having waited six weeks for the washing machine to be delivered, I decided to cancel the order.
5 + g Having suffered from depression myself as a teenager, I could understand how Nathan was feeling.
6 + h Having parked / Parking the car about a kilometre from the stadium, I walked the rest of the way.
7 + b Having reached / Reaching my mid-thirties, I felt I needed to change my life.
8 + e Having learnt some Swahili as a child, I was able to understand most of what she said.

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 + 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.
6 + c 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.)

UNIT 60

60.1
2 prepared (herself) ... 3 prides itself on ...
4 occupied themselves with / by ('with' and 'by' could be omitted: 'occupied themselves playing computer games')
61.4 Possible answers
1 … one who knew the way.
2 … ones you have to drive to.
3 … one is the burning of fossil fuels.
4 … ones are small and lightweight

UNIT 62
62.1 '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
1 suppose not / don't suppose so
2 don't think so / think not ('think not' would be rather formal)
3 suspect not / don't suspect so
4 doesn't appear so / appears not
5 didn't say so

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.

UNIT 64
64.1
2 Yes, it was my - have booked tickets in advance. / Yes, we should have booked tickets in advance.
3 Yes, we will be staying in Brazil permanently. / Yes, we will be staying in Brazil permanently.
4 Yes, I'm sure they will have been taken by now. / 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 Katalin's party.
7 Yes, I would have missed the train. / 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. / No, he couldn't have been looking.

UNIT 65
65.1
2 used to
3 pretended to be
4 used to be
5 claimed to
Key to Exercises

6. pretended to / claimed to
7. expected it to be
8. expected to

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'd like to / (or ... if you like)
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. (or you'd like to)
10. so I didn't like to.

UNIT 66

Suggested corrections are given

66.1
1. a lone figure / a figure walking alone
2. a happy / cheerful person / a person who was always glad and smiling
3. his sleeping daughter / his daughter, who was asleep
4. frightened passengers / passengers on board who are afraid
5. a similar age
6. extremely old
7. absolutely useless
8. very happy
9. 'reasonably unique' is unlikely; more likely is, for example, 'almost unique'
10. quite small
11. perfectly comfortable
12. reasonably quiet
13. virtually impossible
14. a really terrible
15. simply awful
16. fairly / really

66.2
1. an utter / inevitable
2. 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)
3. educational / entertaining
4. serious

66.3
1. all the people concerned
2. As the minister responsible
3. the opposite effect.
4. a responsible adult.
5. the only available room / the only room available
6. the apparent approval
7. and concerned parents
8. financial advice available

UNIT 67

67.1
The most likely answers are given
1. almost / practically complete
2. mainly cotton
3. absolutely excellent
4. very clear
5. completely illegal
6. very popular
7. an almost permanent
8. very attractive
9. exclusively / mainly male
10. very visible

67.2
Suggested answers:
1. I'd be incredibly upset.
2. I'd be rather angry.
3. I'd be a bit embarrassed.
4. I'd be extremely annoyed.

67.3
Suggested corrections are given, but others are possible

67.4
1. fairly / really
2. fairly / fairly (both correct)
3. fairly / really
4. pretty / very (both correct)
5. perfectly / pretty
6. perfectly / very
7. perfectly / fairly
8. fairly / really (both correct)

UNIT 68

68.1
The most likely answers are given
1. very late
2. very critical
3. a straight
4. false
5. a critical
6. late
7. original
8. very straight
9. very false

68.2
1. a highly technical
2. technical
3. a very human
4. human
5. a largely academic
6. academic
7. private
8. an intensely private
9. a diplomatic
10. an extremely diplomatic

UNIT 69

69.1
2. the problems identified. / the identified problems.
3. Interested visitors ...
4. the sheet provided.
5. with flights included.
6. the resulting publicity / the publicity resulting ...
7. any remaining cheese. / any cheese remaining.

69.2
Example answers
2. The amount of added sugar in dark chocolate is less than that found in white chocolate.
3. Organic oranges contain 30% more vitamin C than those grown conventionally.
4. Cars today are much more fuel-efficient than those manufactured in 1990.
5. The President's salary is 25 times higher than that earned by the average citizen.
UNIT 70

70.1
1 to reduce
2 to cheat / cheating
3 knowing
4 to leave
5 to underestimate / underestimating
6 to open / opening
7 talking
8 to resign / resigning
9 to panic
10 turning

70.2
1 stupid going / stupid to go
2 confident that he wouldn’t get lost
3 ✓
4 guilty shopping
5 was concerned to learn
6 ✓
7 ✓
8 busy drinking
9 was sorry to (have) upset me / was sorry that he’d upset me (was sorry for upsetting me is also possible)
10 wasn’t prepared to admit
11 ✓

70.3
2 It was wonderful to hear such a magnificent performance.
3 It was mean of you to eat all the cake and not leave any for me.
4 It was unreasonable of them to complain about the exam results.
5 It was awkward to get the top off the jar. (or ... to get the top of the jar off; informally ... getting the top off the jar.)
6 It was simple to put up the shelves.
7 It was unprofessional of him to criticise the headteacher in front of the staff.
8 It was kind of you to give birthday presents to the children.

Possible answers are given
2 It made me furious listening to his lies.
3 It made me sad that we wouldn’t be working together again.
4 It made me ashamed to learn how badly we treated immigrants in the 1950s.
5 It made me nervous hearing the dentist’s drill as I sat in the waiting room.

UNIT 72

72.1
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

72.2
1 most
2 mostly
3 short
4 shortly
5 directly
6 direct
7 wide
8 widely
9 highly
10 high

UNIT 73

73.1
2 The Downtown Hotel is not such a pleasant place to stay as the Strand Hotel. / 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.
4 It wasn’t such a big problem as I first thought. / It wasn’t as big a problem as I first thought.
5 Theresa’s dog is as ferocious an animal as I’ve ever seen.
6 She’s not such a fluent Greek speaker as she claims to be. / She’s not as fluent a Greek speaker as she claims to be.

Possible answers are given
2 as many as
3 as much as
4 as much as
5 a / an
6 as
7 as long as
8 as
9 as
10 as
11 as
12 as
13 as
14 as
15 as

UNIT 71

71.1
1 complex- more complex
2 complexer- more complex
3 complexest- most complex
4 well -powerful- more powerful
5 powerfully- more powerful
6 alight- more alert
7 alert- more alert
8 ‘the’ can be left out in 2, 4 and 5.

72.3
1 in
2 of
3 or
4 in or of (both are possible)
5 in

73.3
2 a + a Her handwriting was so untidy as to be nearly illegible.
3 e + c The bookcase was so heavy as to be almost impossible to move.
4 c + c The CD was so badly scratched as to be unplayable.
5 f + f The plot of the novel was so complicated as to be completely incomprehensible.
6 b + b The difference between the results was so small as to be insignificant.

73.4
1 How serious an injury
2 or as serious as
3 bad enough to
4 not as fit as
5 not such a good player as / not as good a player as
6 go so far as to say
7 sufficiently well / well enough
8 as speedy a recovery as possible
UNIT 74
74.1
1 I expect Catalina to win the race easily.
2 He regretted missing the concert greatly. 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 ... / He started to walk calmly across ...
5 She kindly offered to do the work.
6 Bruno hurriedly finished speaking and sat down. / Bruno 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. / They tried to ignore me deliberately.
10 I don't pretend to understand the instructions completely.

74.2
1 around Switzerland / in July (place + time)
2 a car / at the airport (object + adverbial)
3 south / towards the lakes (place [adverb] + place [prepositional phrase])
4 for a week / in a beautiful cottage belonging to some friends of Kim's mother (time + place [long adverbial])
5 early / at about six o'clock (time [adverb] + time [prepositional phrase])
6 briefly / in the village where Kim had spent some time when she was a student (time + place [long adverbial])
7 carefully on the narrow winding roads (manner + place)
8 the train / home (object + adverb)
9 ourselves / enormously / in Switzerland (object + manner + place)
10 there / before too long (place + time)

74.3
2 Yes. 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. I thought I'd locked the luggage securely.
4 I stopped playing tennis regularly ... (more likely)
5 Yes. or Lee was beaten easily in the final. / Lee was beaten in the final easily.
6 He 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 Yes.

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 ...
4 a Seriously, I don't know what I'd have done ...
   b I tried to speak seriously to him ...
5 a Clearly, he wants me to take the job.
   b I'd had very little sleep and was having difficulty thinking clearly.
6 a Plainly, he was feeling ill at ease.
   b She always dressed plainly ...

75.2
1 enormously / significantly
2 from time to time / rarely
3 easily / scarcely
4 almost / by an hour
5 often / on many occasions
6 hardly ever / every week
7 greatly / rarely
8 nearly / entirely

UNIT 76
76.1
2 ... and out jumped Daniel.
3 Outside the door stood two small children.
4 In the park the boys were playing cricket, despite the muddy conditions. (no inversion)
5 Around her neck hung a jade necklace.
6 ... and up the tree it climbed. (no inversion)
7 ... and in marched a delegation from the striking workers.
8 ... away swam the fish.
9 ... in the corner was a very old grandfather clock.
10 In the office Lea found (no inversion) it difficult to concentrate, but at home she worked (no inversion) more efficiently.

UNIT 77
77.1
1 very / much / very much
2 very / much / very much
3 very / much / very much
4 very / much / very much
5 very / much / very much
6 very / much / very much
7 very / much / very much
8 very / much / very much
9 very / much / very much
10 very / 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 ... and even the smallest donation can make ...
4 ... he has even asked Ann ...
5 Only Louis knew ...
6 ... I only cook ...

270
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. / 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. / Generously, the builders agreed ... / The builders agreed generously to plant...

4 Most people rightly believe that the prisoners should be released. / Rightly, most people ... / Most people believe, rightly, that ...

5 Obviously, she knew more about the robbery than she told the police. / She obviously knew ... / ... told the police, obviously.

6 He carelessly broke the window when he was painting. / Carelessly, he broke ...

7 She bravely picked up the spider and put it outside. / Bravely, she picked up ... / She picked up the spider bravely ...

8 Interestingly, the road didn’t appear on the satnav.

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 As / When
8 as
9 while / as
10 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 As / When
2 While / When / As
3 while / when
4 as / when
5 While / When / As (= ‘because’)
6 as / when

79.3
1 until
2 Before / Until
3 before / until
4 before
5 Before / Until
6 until
7 before / until
8 until

79.4
Possible answers are given
2 ... than he broke his arm.
3 ... when it rang again.
4 ... than / when it was time to start work again.
5 ... before members of the audience started to criticise her.
6 ... when the engine cut out.

UNIT 80

80.1
2 + b Andrea agreed to book tickets for us all as it was her idea to go to the theatre.
3 + a Seeing as it’s your birthday, I’ll buy you lunch.
4 + h Because I’m trying to lose weight I’ve given up dairy products.
5 + d We were recommended to buy the textbook second-hand since a new copy would be very expensive.

6 + c As the guest lecturer was late, Dr Gomez spoke about his research instead.
7 + e I suggested we all go on holiday together seeing that we get on so well.
8 + g You should never walk under a ladder because it’s supposed to be unlucky.

80.2
2 ... due to lack of interest.
3 ... due to / owing to its central location.
4 ... due to human error.
5 ... due to / owing to heavy cloud.
6 ... because of the bright sunlight.
7 ... because his mobile was switched off.
8 ... because of local opposition.
9 ... because of his age.
10 ... because there was a fly in it.

80.3
2 I couldn’t hear what Isabella was saying with the noise. / With the noise, I couldn’t hear what Isabella was saying. / I couldn’t hear what Isabella was saying for the noise.
3 With her father (being) in hospital, Olivia went to stay with her aunt. / Olivia went to stay with her aunt, with her father (being) in hospital.
4 With all the exercise I was doing I felt a lot fitter. / I felt a lot fitter with all the exercise I was doing. / I felt a lot fitter for all the exercise I was doing.
5 With the train drivers on strike tomorrow, I don’t think I’ll go to town after all. / I don’t think I’ll go to town after all, with the train drivers on strike tomorrow.

UNIT 81

81.1
2 + b 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 were being cut so as to / in order to encourage people to use public transport.
4 + f We crept quietly towards the door 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.
Key to Exercises

81.2
2 X 6 ✓
3 ✓ 7 ✓
4 X 8 X
5 X

81.3
2 ... nobody would know it was there.
3 ... mosquitoes couldn't get in.
4 ... it won't take up a lot of computer memory.
5 ... we could see the view over the city.
6 ... it will receive the new channels.

81.4
Suggested answers are given
2 The meeting room is designed in such a way that everyone's voice can be heard without the use of microphones. / ... in such a way as to allow everyone's voice to be heard without the use of microphones.
3 The website is organised in such a way that it is easy to navigate. / ... in such a way as to be easy to navigate.
4 If the dial is rotated in such a way that the number 1 is at the top, the valve opens. / ... in such a way as to locate the number 1 at the top, the valve opens.

UNIT 82

82.1
2 + b Frightened though / as she was, she forced herself to pick up the snake.
3 + e Scare 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 rider in the team.
3 In spite of eating a big lunch, he had a three-course meal in the evening.
4 In spite of his fear, he allowed the huge spider to be placed in his hands.
5 In spite of her obvious intelligence, she finds it difficult to express her ideas in writing.

82.3
1 even though 5 even though
2 even if 6 even if
3 Even if 7 Even though
4 Even though 8 even if

82.4
2 Whereas a decade ago only 5% of students dropped out of college, the figure today is 25%.
3 While the temperature is below freezing, it actually feels quite warm when the sun is out.
4 While the cost of rail travel has increased, the number of train passengers has grown.
5 Whereas I've always wanted to visit Australia, I've never had any wish to go to Canada.

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 ...
5 If you're ever in Birmingham ... / If you ever need any more advice ...
6 If you're coming by bus ... / If you don't want to walk far to the shops ...

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 belonged 4 doubted
2 ✓ 5 ✓
3 liked 6 understood

83.4
2 If it were not for his anxiety over Carla, his happiness would have been complete.
3 Were it not for the intervention of the government (or ... for (the) government intervention / intervening ...), the strike would probably still be going on.
4 Had it not been for the arrival of the police (or ... for the police arriving ...), the fight could have got out of hand.
5 But for the sound of birds singing, everything was quiet.
6 If it was not / were not for the United Nations, there would have been far more wars in the last 50 years.
7 If it had not been for the roadworks we would have been here two hours ago.

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 factory 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 employees.
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 ...)
84.3
1 If I happen to see Georgia 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 Julia 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.

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’d sooner she were going with friends.
3 b. 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 Wearing odd shoes to school was embarrassing and I’d rather it were forgotten by my classmates.
6 I’m very fond of Paul, but I wish he were not so critical of his employees.

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 + e Unless it’s ridiculously expensive, I think I’ll buy that painting.
6 + f Unless you have been unemployed for six months, you are not entitled to state benefit.

86.2
2 ✓ ‘If the infection isn’t treated’ is also possible.
3 If he wasn’t
4 ✓ ‘if you don’t have’ is also possible.
5 if Anya doesn’t pass
6 If you don’t get
7 ✓ ‘if they don’t get’ is also possible.
8 if Louise isn’t at home
9 ✓ ‘if they can’t prove’ is also possible.
10 if she wasn’t

86.3
1 if / whether
2 whether
3 whether
4 if / whether
5 whether (or informally ‘if’)
6 whether
7 if / whether
8 if / whether
9 whether
10 if / whether
11 whether
12 if / whether

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 Ingrid 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.

UNIT 88
88.1
1 across
2 across / over
3 over
4 across / over
5 across
6 across
7 across
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
7 under
8 ✓ (‘above’ is also possible)

88.4
1 c under the weather = ill
2 d below the belt = cruel or unfair
3 b under her belt = successfully completed
Key to Exercises

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

89.3
1 among 6 between
2 among 7 among
3 between 8 between
4 among 9 among
5 between 10 between

UNIT 90

90.1
1 ✓  7 ✓
2 ✓  8 ✓
3 ✓  9 ✓
4 ✓ 10 ✓
5 ✓ 11 ✓
6 ✓ 12 ✓

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 when it was served (but before I ate it) I was not. Perhaps the food was so unappetising 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

UNIT 91

91.1
1 except
2 except / except for
3 except for
4 except for (in informal contexts); more formally, ‘but for’ is possible
5 except
6 except / except for (in informal contexts)
7 except / except for
8 except / except for (in informal contexts)
9 except for (in informal contexts); more formally, ‘but for’ is also possible
10 except / except for
11 except
12 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 + d 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 of / for / about
2 after / about / for-

92.2
3 with (note that ‘to’ would also be possible)
4 for
5 about
6 on / about
7 of (‘about’ is unlikely in this formal context)
8 about
9 with
10 of
11 about
12 about
13 about
14 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 have called on = have formally asked him to do it; 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 there has been an improvement in her condition
3 takes (great / a lot of) pride in
4 give / offers / provides advice on
5 cruelty to
6 had a long / lengthy discussion about / on
7 have a vaccination against typhoid / have a typhoid vaccination
8 had a significant influence on
9 There is a lack of affordable housing in the city. / The city has a lack of affordable housing.
10 a ban on fireworks

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 protect
8 cost of buying
9.3.3
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) up ... (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

94.3
2 left her name out / left out her name
3 shut the thing up
4 make my mind up / make up my mind
5 got down the general ideas / got the general ideas down
6 hear me out

94.4
1 ordering about / everyone ordering everyone about
2 provide their children for / provide for their children
3 let me in on the secret / let me in on the secret
4 called motorist on / called on motorists
5
6 took up / Emre on / took Emre up on
7
8
9 looked up / looked up to Mr Gao

UNIT 95
95.1
3 Is there something bothering you?
4 There was a barrier across the road.
6 There remains the problem of what to do with nuclear waste.
8 There is supposed to be a video on the website, but it doesn't work.
9 There was no petrol available anywhere in the city.

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 significantly reduce Rexco's carbon footprint in / over the next five 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 / on managers' salaries.
5 I regard it as unacceptable for a modern company to exclude the workforce from major decision making.
Key to Exercises

6 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. 4 ... 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. 4 No, what I meant was that she could borrow it until I needed it again. 5 No, what I did was (to) put some oil and soy sauce on it and grill it. 7 No, what I did was (to) give her some money towards it. 8 No, what I did was (to) hire a car and drive all the way.

98.3 Suggested answers 2 I don't know if she's free, but somebody who / that might be able to help is Petra. (or ... but Petra is somebody who / that might be able to help.)
3 In fact the place where / that I grew up is between this village and the next. (or ... the place that I grew up in ...)
4 I suppose the time when I lived in Australia was when I was happiest.

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 / off 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, click on the box below.
3 + a Were the plane ever (to be) built, it would cut the journey time from New York to Tokyo by four hours.
4 + g Should the ice hockey team win again today, it will be their tenth consecutive victory.
5 + d Were I (to be) offered the job, I would have no hesitation in accepting.
6 + i Had a car been coming the other way, I might have been seriously injured.
7 + f Had there been a referendum on the issue, it is unlikely that the electorate would have supported the government.
8 + b Should you not be able to afford the SXJ3, there are less expensive models in the range.
9 + e Were Charles Dickens (to be) alive today, he would be writing novels about the homeless in London.

99.3 Example sentences
(l) Europeans spend less of their income on recreation today than do Americans. Americans spent less of their income on housing in 1970 than did Europeans.
(ii) Europeans spent less of their income on recreation than on housing in 1970, as is the case today.

99.4 2 Kamal went to Oxford University, as did his sister.
3 People in poorer countries consume a far smaller proportion of the earth's resources than do those in developed nations.
4 He is a much better teacher now than he was five years ago. (no inversion with a pronoun as subject)
5 Dan is a keen golfer, as is his wife.

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. / On no account should / must you ... 8 Not for one moment was there any rivalry 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. / Only once before had I ever climbed this high.
11 Hardy 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 her 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 2004, 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.'
<table>
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<th>Tenses</th>
<th>Reporting</th>
<th>Adjectives and adverbs</th>
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<td>5.7 A</td>
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<td>1.9 A, C</td>
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<td>11.4 D</td>
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<td>1.15 B, C</td>
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<td>The future</td>
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<tr>
<td>2.11 C</td>
<td></td>
<td></td>
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<tr>
<td>Modals and semi-modals</td>
<td>Articles, determiners and quantifiers</td>
<td>Adverbial clauses and conjunctions</td>
</tr>
<tr>
<td>3.1 C</td>
<td>8.1 B</td>
<td>12.1 B</td>
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<td>3.12 A</td>
<td>8.12 C</td>
<td>12.12 A, D</td>
</tr>
<tr>
<td>Linking verbs, passives, questions</td>
<td>8.13 B</td>
<td>12.13 A, B, C</td>
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<tr>
<td>4.1 C, D</td>
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<td>Relative clauses and other types of clause</td>
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<td>4.3 A, C</td>
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<td>4.10 C</td>
<td>9.8 B</td>
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</tr>
<tr>
<td>Verb complementation: what follows verbs</td>
<td>9.9 C</td>
<td></td>
</tr>
<tr>
<td>5.1 D</td>
<td>9.10 B</td>
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<tr>
<td>5.2 A, B</td>
<td>Pronouns, substitution and leaving out words</td>
<td>14.1 B</td>
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<td>5.3 C</td>
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</table>
Key to Additional exercises

1
1  b 'm not promising / don't promise / didn't promise
2  a was reading / 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 + (i)  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 Toulouse
   train had been delayed by ten minutes.
   ('was delayed' is also possible with a
   similar meaning)
4  Thomas 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  Victoria had been expected to win
   comfortably, but she finished 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 Andrei 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 Emilia had already suggested
    that the money should be spent on
    new tablet computers for the school.

4
A
1  ✓ (you'll is also possible)
2  I'll = (I will' or 'I shall')
B
1  I'm going to build / I'm building
2  I'll give
C
1  Will / Are you going to be able to / Are
   you able to
2  we're going to have / we're having
3  I'll
4  ✓
D
1  is going (more likely than 'is going to
   go')
2  isn't (is not) coming / isn't (is not)
   going to come / won't come
3  we'll see / we're going to see
4  ✓
E
1  I'm taking / I'm going to take / I'll take
2  ✓
3  more likely is 'It's at 4.15' as this is part
   of a timetable
4  It'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, Maria 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 Protesters have continued to block
   the construction of the new 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 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 Commissioner of the Dublin
   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 Barcelona and Real
Madrid. **It is reported that the**
Barcelona 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
1 on paying
2 by asking
3 his saying / him saying
4 appointed
5 count
6 at me to tidy
7 to visit
8 wearing children's clothes / children's
clothes
9 their cat
10 forcing
11 her wearing / wearing
12 to appear
13 let
14 to hearing
15 entitle her to
16 waited for
17 noticed a man take
18 invited
19 tell / telling
20 looking
21 talked
22 to living
23 me from using

8
2 We were disappointed with Karen's
decision not to go to university next
year. / ... Karen's decision that she
wouldn't go / wasn't going / isn't
going to university next year.
3 Considerable media attention has
been focused on Professor Adams's
prediction that the Earth will / would
pass through the tail of a comet within
the next five years.
4 The company has carried out its
threat to dismiss the strikers / ... that
it would dismiss the strikers (if they
didn't return to work).
5 Nicky decided to follow her boss's
advice that she should delegate more
of her work to her secretary. / ... her
boss's advice to delegate more of her
work to her secretary.
6 Jason didn't turn up until eleven,
despite his promise to pick me up at
ten. / ... his promise that he would
pick me up at ten.

7 I wasn't surprised by Rob's conclusion
that Professor Jones doesn't know
what he is talking about. / ... Rob's
conclusion that Professor Jones didn't
know what he was talking about.
8 We decided to ignore Dan's complaint
that his dinner was cold.
9 I was astonished by their refusal to
negotiate over the ownership of the
land.
10 The Health Minister has issued a
warning to keep small children indoors
until pollution levels have decreased.
/ ... a warning that small children
should be kept indoors until pollution
levels have decreased.
11 I was surprised by her confession that
she has / had never used a computer
before.
12 When I asked Zeb where Bethany was,
his reply was that he didn't know.

9
1 wants
2 are
3 live
4 points
5 prefer / prefers
6 love / loves (although a plural verb is
more grammatical)
7 claim
8 go
9 comes
10 is / are
11 is / are
12 shuts
13 suspect
14 are
15 appears
16 are
17 is / are (although a plural is preferred
in formal contexts)
18 plan / plans
19 is
20 provides (more likely than 'provide' in
this formal context)
21 get / gets
22 is
23 speak / speaks
24 has / have
25 are
26 have
27 has
28 isn't
29 are
30 is

10
1 a /one (informally, we could also
say '... for the week');
b a / one;
c one (‘one’ can complete all three
sentences)

11
2 a A / The; b a; c an (a / an)
3 a the / -; b the; c The (the)
4 a the / -; b some / -; c – (-)
5 a the / -; b some / -;
c some / – (-)
6 a – / Some; b -; c – (-)
7 a The / An; b the; c the (the)
8 a The / A;
b a / one (informally, we could also
say '... for the night ...');
c a (a)
9 a the / -; b -; c – (-)
10 a a / –; b a; c a (a)

12
2 a did
2 doing so / so doing
3 promised he would
4 appears so
5 do
Key to Additional exercises

6 have / have done
7 didn't want to
8 do (do so) is unlikely in this informal context
9 doubt that he will
10 don't suppose so / suppose not
11 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 told me so
21 determined to / determined
22 to be
23 guess not
24 might do / might be

13 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 Mara, who writes from time to time (✓).
   The letter said that she has 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 + b Johan must weigh over 120 kilos,
    whereas his wife is really small. /
    Whereas Johan must weigh over 120 kilos,
    his wife is really small. / His wife
    is really small, whereas Johan must
    weigh over 120 kilos. / Whereas his
    wife is really small, Johan 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 Danny in town the
    other day. He asked for your email
    address, so he'll probably be in touch
    with you.
5 Jack takes great pride in never
    throwing anything away ('throwing
    away anything' is also possible, but
    less likely).
6 Although Professor Martinez knows a
    great deal about meteorology, even he
    can't account for the unusual weather
    we have been having over the last few
    weeks.
7 There has been a great improvement
    in the behaviour of children in the school.
    This has resulted from the
    headteacher's idea of involving them
    in decision-making.
8 Even though Charlotte didn't act
    on my advice and follow a career in
    medicine, I'm full of admiration for her
determination to train to be a vet.
16 2 Only if an official complaint is made
    will the police investigate the matter
    further.
3 So complicated were the instructions,
   ...
4 Had we known how ill Rob was, ...
5 Such was the strength of the wind that
   ...
6 (or So strong was the wind that ...)
7 Seldom did she regret her lack of
    formal education, ...
8 Only in an emergency should you
    phone for an ambulance. (or Only
    if there is an emergency should you
    phone for an ambulance.)
9 Not for one moment was there any / a
    disagreement between us.
10 Under no circumstances should
    children be allowed into the room
    without adult supervision.
12 Should the bridge ever be built, ...
Index of grammatical items

A
a / an, the, and zero article
- generalisations about classes of things 90
- geographical areas 90
- holidays, seasons, days of the week, and festivals 94
- jobs / job titles 92
- means of transport and communication 94
- names of people 92
- nouns both countable and uncountable 90
- specific versus general 94
- with superlative adjectives 92
- with there + be 190
- things that are unique 90
- this, in stories and jokes 92
- times of day and night 94
a / an and one
- abbreviations 88
- in number / quantity expressions 88
- one ... other / another pattern 88
- particular, but unspecified person / thing / event 88
- with possessives 88
- before singular countable nouns 88
- before vowels / consonants 88
- abbreviations 88
- ability
- be able to 30
- can / could 30, 34, 224, 225
- academic writing
- few and little 104
- may 34
- much (of), many (of) 100
- prepositional phrases 114
- such that, to introduce a result 162
- active (versus passive) forms 44, 46, 48, 204, 205
- adding information conjunctions 174
- noun phrases 112, 114
- prepositional phrases 114
- sentence connectors 174
- adjectives
- and adverbs, use of 142, 237
- definition of 205
- easily confused 237
- gradable and non-gradable 134
- both senses 136
- classifying adjectives 136
- different senses 136
- good and / lovely and / nice and ... + grable adjective 136
- grammar review 237
- more and more + adjective 136
- qualitative adjectives 136
- patterns after linking verbs
  - adjective + -ing / that-clause / to-infinitive / wh-clause 140
- it + linking verb + adjective (+ to-infinitive) 140

it + make + adjective (+ to-infinitive
- / -ing / that-clause) 140
- position of
  - additional exercise 248
  - before / after noun 132
  - classifying adjectives 132
  - emphasising adjectives 132
  - grammar review 237
  - with linking verbs 132
  - qualitative adjectives 132
  - reduced relative clauses 132
  - study planner 218–19
- types of 205
- see also comparative forms; compound adjectives; participle adjectives; superlative forms
- adverbial clauses
  - additional exercise 249
  - contrasts 164
  - definition of 205
  - study planner 219–220
  - tenses in 238
  - of time 158
- adverbial phrases, as complement 206
- adverbials
  - adverb as 205
  - adverbial clause as 205
  - definition of 205
  - inversion after negative 200
  - noun phrase as 205
  - partiple clauses 116, 118
  - prepositional phrase as 205
- adverbs
  - and adjectives, use of 237
  - definition of 205
  - formation of 142
  - participle adjectives in -ed, -ing, -ing form of 142
  - particles 207
  - phrasal verbs 207
  - position of
    - additional exercise 248
    - after object 148
    - comment adverbs 150, 156
    - connecting adverbs 150
    - degree adverbs 150, 154
    - focus adverbs 154
    - frequency adverbs 148, 150, 152
    - long adverbials 148, 150
    - and meaning 148
    - more than one adverbial 148
    - order of events 150
    - place and direction adverbs 150, 152
    - time adverbs 150, 152
    - viewpoint adverbs 150, 156
- prepositional phrases, adverbial use of 142
- study planner 218–19
- types of 205
- with and without -ly 142
- see also comparative forms; superlative forms

advice 40, 78
affirmative sentences 205, 207
agent 205
see also passive forms
agreement, subject and verb clause, as subject 80
co-ordinated nouns / phrases, as subject 82
collective nouns 80
complex subject 80
determiners 82
how / here / there be have 82
items joined by (either) ... or
or (neither) ... nor 82
measurement / amount / quantity, with singular verb 84
names / titles ending in -s 80
nouns ending in -s 80
subject, position of 80
there be have 82
what-clause, as subject 80
all (of), whole, every, each
time expressions 102
whole / entire, before nouns 102
among and between 178
amounts 104
any see some and any
apostrophe, for possessives 231
articles
additional exercise 246–47
definition of 205
grammar reminder 232
study planner 210
see also a / an, the, and zero article
auxiliary verbs 205
in inversion 198
leaving words out after 128
be as main verb in previous clause / sentence 128
have as auxiliary + done 128
modal auxiliary + do / be 128
more than one auxiliary 128
no auxiliary 128
substitute do 128
negative questions 54, 227
substitute so and not 124
see also modal verbs
B
bare infinitive 206
being + past participle clause 206
between and among 178
C
can see ability; permission; possibility change, process of 42
'choosing' verbs 68
classifying adjectives 132, 134, 136, 205
classes
definition of 206
study planner 217
types of 206
cleft sentences 196, 206
Index of grammatical items

collective nouns 80, 207
colon 174, 230
colour adjectives 122
comma 230
comment adverbs 150, 156, 205
comparative forms 238
adjectives with comparative / superlative meaning 144
comparative adjectives, linking with and 136
more + one-syllable adjective 144
more / less + two-syllable adjectives 144
one-syllable adjectives and adverbs + -er 144
phrases and clauses
as + adjective + a / an + noun 146
as + adjective / adverb as 146
go so / as far as + to - infinitive 146
less + adjective + than 146
as little / few as 146
as much / many as 146
not + adjective / adverb + enough + to - infinitive 146
so + adjective / adverb + as + to - infinitive 146
so + adjective / adverb + that-clause 146
sufficiently + adjective 146
too + adjective + a / an + noun 146
too + adjective / adverb + to - infinitive 146
see also few, little, less, and fewer
complaining 12
complement
adverbial phrases as 206
definition of 206
and linking verbs 42, 206, 207
and object 206
prepositional phrase as 206
and subject 206
transitive / intransitive verbs 56
see also verb complementation
compound adjectives 138, 206
compound nouns
countable compound nouns 86
definition of 206
grammar reminder 230
hyphenated phrases, before nouns 86
noun + noun 86
noun + preposition + noun 86
one word, separate words, hyphenated 230
plural forms 86
possessive forms 86
two- and three-word verbs, nouns related to 86
conclusions, drawing
grammar reminder 225–226
must 36, 74
present perfect continuous / present perfect 12
will / would 32
conditional clauses
definition of 206
real and unreal conditions 206, 238–39
real conditionals, tenses in 20, 166, 168, 172, 239
 unreal conditionals, tenses in 166, 170, 172, 239
conditional sentences 206
conjunctions 174
sentence connectors 174
conjunctions
additional exercise 249
conditions 174
definition of 206
noun phrases, adding information to 112
reasons and results 174
study planner 219
time 174, 238
connecting adverbs 150, 205
contrasting
although, though, while and whilst,
with participle clauses 164
although and though 164
conjunctions 174
even though and even if 164
sentence connectors 174
in spite of the fact that 164
while / whereas 164
while / whilst 164
could see ability; permission; possibility; reporting; unreal past
countable / uncountable nouns
definition of 206
generalisations about classes of things 90
grammar reminder 230
with there be 190
see also a / an, the, and zero article; a / an and one; agreement, subject and verb; all (of), whole, every, each; few, little, less, and fewer; much (of), many (of), a lot of, lots (of); one and ones; some and any
criticising 12
might / could + have + past participle 34
negative questions 54, 227
will / would, use of 32

D
dash (–) 174
days of the week 94
defining relative clauses 208
see also relative clauses
definite article 205
see also a / an, the, and zero article
degree adverbs 205
much, very much 154
with owing to 160
position of 150, 154
very, too 154
determiners 206
grammar reminder 232–33
study planner 215–16
direct object 58, 207
see also complement; object;
transitive / intransitive verbs; verb complementation
direct speech 206
direction adverbs 150, 152, 198, 205
disapproval 168
'disliking' verbs 60
distance 104
do, after negative adverbials 200
see also auxiliary verbs;
substitution
-ed clauses see past participle
E
each see all (of), whole, every, each
echo questions 54, 208
emphasising adjectives 132, 205
every see all (of), whole, every, each
exceptions 182
expectations 40
festivals 94
F
few, little, less, and fewer
(a) few, (a) little, as pronouns 104
the few, the little + noun, as 'not enough' 104
few + personal pronouns 104
few and little, as informal alternatives 104
less (than) and fewer (than) 104
a little, as informal alternative 104
what few / what little, as 'the small (number / amount)' 104
fewer see few, little, less, and fewer
finite verbs 209
focus adverbs 154, 205
focusing
fronting, for emphasis 198
it - clauses 196
wh - clauses 196
what - clauses 196
frequency adverbs
with have to 36
indefinite frequency 205
past continuous with 4
position of 148, 150, 152
present continuous with 4
future continuous
arranged events / activities 22
grammar reminder 224
imagine what is happening around now 22
particular point in future, relating start of event to 22
repeated / regular events 22
willingness, avoiding 22
future events
additional exercise 242
be about to + infinitive 24, 26
be going to + infinitive 20, 166, 223
be to + infinitive 24
common phrases for talking about 26
Index of grammatical items

grammar reminder 223–24
past and present continuous for intention 8
possibility, can / could 30
present continuous for 20
grammar reminder 224
informal arrangements 22
present simple for conditional clauses 20
fixed events 20
grammar reminder 223

if-clauses 24

suppose / supposing / what if... 20
time clauses 20
real conditionals 166
seen from the past
be supposed to 28
intentions 26
reporting 28
was / were to + infinitive 28
was / were to have + past participle 28
shall / shan’t versus will / won’t 26
study planner 211
verbs + to-infinitive, for intentions 26
will + infinitive 223
will and be going to 18, 20
future perfect and future perfect continuous 22
passive form 204
future simple 204

G
generalisations 90
glossary 205–09
going to see will and be going to
gradable adjectives 134, 136, 205, 237
grading adverbs 134, 205

H
have (got) to 36, 225–26
having + past participle -ed clause 62, 116, 206
holidays 94
however 174

I
-ing (present participle) form
grammar reminder 235–36
prepositional object 208
reduced relative clauses 208
see also participle adjectives; verb complementation
if, in comparison clauses 168
if and whether
after certain verbs 172
after preposition 172
in clause acting as subject or complement 172
noun + adjective + as to whether
172
possibilities, talking about 172
reporting yes / no questions 64
before to-infinitive 172
whether ... or not 172
if-clauses
after would / would like 130
future events 24
inversion instead of if 198
should, were, had, and omission of if 168
without main clauses 168
see also conditional clauses imaginary situations 23, 239
imperative clauses 42, 166, 206
indirect article 205
see also a / an, the, and zero article
indirect object 58, 207
see also object; verb complementation
indirect questions 208
see also reporting
indirect speech 208
see also reporting
infinite forms 206
instructions 24, 166, 196
grammar reminder 225
if-clauses, without main clauses 168
intentions 26, 78
interrupted past actions / events 8
intransitive verbs see transitive / intransitive verbs
introducing new topic 196
inversion
additional exercise 250
adverbs of direction of movement 198
after negative adverbs 200
after neither and nor 200
after time adverbs 152
fronting, for emphasis 198
with here comes, there goes 198
instead of if-clauses 198
with so + adjective 200
with such + be, for emphasis of extent / degree 200
with as and than, in comparisons 198
of verb and subject 207
irregular verbs 202–3
it
it is / was no versus there is / was no 194
as object of verb 194
reporting with passive forms 50
with viewpoint verbs 194
it, introductory
to focus attention on sentence element 192
it + be + adjective / noun 192
it + verb + object + that-clause 192
it + verb + object + to-infinitive clause 192
it + verb + that-clause 192
it + verb + to-infinitive clause 192
not as alternative to noun as subject 192
where subject is to-infinitive, that-clause, wh-clause or -ing clause 192
it-clauses 48, 196

J
jobs / job titles 92

L
less see few, little, less, and fewer
linking verbs
adjective patterns with 138, 140, 164
become and get 42
‘becoming’ verbs 42
‘being’ verbs 42
and complement 42, 206, 207
go and turn 42
‘seeming’ verbs 42
study planner 212–13
superlatives 144
little see few, little, less, and fewer

M
main clauses
definition of 206
and relative clause 208
manner, adverbs of 148, 205
may see possibility
might see possibility, unreal past
modal and semi-modal verbs
additional exercise 242–43
auxiliary verbs 205
definition of 207
grammar reminder 224–26
with performatives 2
reporting to reported clause, summary of changes 74
study planner 212
much (of), many (of), a lot of, lots (of) 100
must
drawing conclusions 36
formal rules, regulations and warnings 36
and have (got) to 36, 225–26
must / mustn’t, in reporting 74
need(n’t), don’t have to, mustn’t 226
proposing future arrangements 36

N
names, of people 80, 92
narrative 64
necessity 225–26
need
in formal written English 38
need(n’t), don’t have to, mustn’t, don’t need to 38, 226
as ordinary versus modal verb 38
in questions 38
negative questions 54, 227
newspaper writing
be to + infinitive, for events likely to happen 24
participle clauses, use of 112
past perfect continuous, use of 14
no, none(of), and not any 98
nominal relative clauses 108, 208
see also relative clauses
non-affirmative meaning 207
Index of grammatical items

non-defining relative clauses
for adding information 106
definition of 208
participle clauses, use of instead of 112
prepositional phrases 114
whose, clauses with 108
see also relative clauses
non-finite verbs 209
non-gradable adjectives 134, 136, 205, 237
non-grading adverbs 134, 205
nouns
adding information to 112
conjunctions 112
namely, use of 112
participle clauses 112
prepositional phrases 114
that is, use of 112
to-infinite clauses 112
complements 42
definition of 206
nominal relative clauses 208
nouns
additional exercise 245–46
definition of 207
study planner 214
see also compound nouns;
countable / uncountable nouns;
number expressions 88
O
object
and complement 206
definition of 207
position of in two- and three-word
verbs 188
transitive verbs 209
see also transitive / intransitive verbs;
verb complementation
obligations 40, 226
offers 18, 72, 166, 225
one and ones
with countable nouns 122
inclusion of 122
not used after nouns used as adjectives 122
omission of 122
with possessive determiners 122
referring to people 122
see also a / an and one
opinions 62
orders 24, 72, 78
organisations, names of 80
ought to see should and ought to
P
participle adjectives 207
-ing and -ed forms, as adjectives 138
after nouns, reduced relatives 138
in compound adjectives 138
with much, very much 154
position of 138
that / those before 138
participle clauses
active and passive in noun phrases 112
with adverbial meaning 116
contrasting 164
definition of 206
having + participle, and timing of
action 116
implied subject, and subject of main
clause 116
not, position of 116
with own subject 116
use of prepositions with 118
participles 207
particles 188, 207
passive forms 204
active patterns 44, 46
additional exercise 243–44
agent, omission of 48
'appointing' verbs 44
'giving' verbs 44
grammar reminder 226–27
it-clause as subject of 48
'liking / wanting' verbs 46
modal verbs 204
'naming' verbs 44
reporting with 50
study planner 212–13
'telling' verbs 44
tenses 204
topic emphasis 48
transitive two- and three-word verbs
44
verbs with related nouns 48
past continuous
with adverbs of frequency 4
as / when / while 158
grammar reminder 223
passive form 204
past perfect continuous, and past
perfect 14
and past simple 8, 16
intentions not carried out 8, 10
in narratives 8
past events in succession 8
past events over same period 8
repeated past actions 8
past participle (-ed) 207
grammar reminder 236
reduced relative clause 208
see also participle adjectives; participle
clauses
past perfect
grammar reminder 223
passive form 204
past perfect continuous, and past
continuous 14
and past simple
additional exercise 241–42
intentions not carried out 10
ordering past events 10
reporting past events 10
review of use of 16
time clauses 6
past perfect continuous
additional exercise 241–242
grammar reminder 223
intentions not carried out 10
past perfect and past continuous
activity in progress recently
versus finished 14
number of times something
happened 14
particular past time, relating events
to 14
review of use of 16
state verbs 14
past simple
grammar reminder 222
passive form 204
and past continuous 4, 8, 10, 16
and past perfect 10, 16, 241–242
and present perfect 6, 241
past subjunctive 209
as it were 170
unreal conditionals, were in if-clause
170
were, for imaginary situations 170
were, in comparisons 170
perfect forms 16
performative verbs
definition of 207
present simple 2
permission 34, 38, 224
could, be allowed to 30
personal pronouns 208
persuading 54
phrasal verbs
definition of 207
word order 188
see also two- and three-word verbs
place adverbs 205
possessive determiners 206
possessive nouns 207, 231
possessive pronouns 207, 231
possibility
can and could 30, 34
grammar reminder 224
may and might 34, 225
predictions 18
preferences 170
prepositional objects 58, 208
prepositional phrases
as complement 206
definition of 208
prepositional verbs 208
see also phrasal verbs; two- and three-
word verbs
prepositions
additional exercise 249
after nouns 186
after verbs 184
definition of 207
particles 207
phrasal verbs 207
of place 178
of position and movement 176
reasons, giving 160
in relative clauses 110
study planner 220–221
of time 180
284
present and past time, review 16, 240
present continuous
with adverbs of frequency 4
for future events 20, 22, 224
grammar reminder 222
intentions 26
passive form 204
and present simple 2, 4, 16
present participle (-ing) 207
see also participle adjectives; participle clauses
present perfect
grammar reminder 222–23
passive form 204
and past simple 6, 241
and present perfect continuous 12, 16, 241
real conditionals 166
present perfect continuous
grammar reminder 223
passive form 204
and present perfect
activities in progress until recently 12
additional exercise 241
conclusions from what can be seen / heard etc. 12
recently completed events 12
repeated versus one-off activities 12
results of circumstances / activities 12
review of uses of 16
situations existing until present 12
present simple
contents of books / films etc. 4
for future events 20, 24, 166, 172, 224
grammar reminder 222
intentions 26
newspaper headlines 4
active form 204
phrases introducing news 4
and present continuous 16
immediacy 4
life commentaries 4
mental states 2
performatives 2
state verbs 2
real conditionals 166
time clauses 6
present subjunctive 78, 209
present tenses, in reported and reported clauses 70
product names 92
promises 18
pronouns
definition of 208
study planner 217–18
types of 208
purposes and results
in order / so as + to - infinitive 162
in order that and so that 162
so + adjective / adverb + that-clause 146
such that, in such a way that, such ... that 162
Q
qualitative adjectives 132, 136, 205
quantifiers
definition of 208
grammar reminder 232–35
study planner 215–16
with and without 'of' 233–35
quantity expressions 84, 88
see also some and any
question forms
grammar reminder 227
indirect questions 208
negative questions 54
study planner 212–13
with that-clauses 54
types of 208
see also wh-questions; yes / no questions
question tags 227
quotative marks 229
R
real conditionals
if-clauses 166, 168
real and unreal conditions 206, 238–39
tenses in 20, 166, 168, 172, 239
unless and if not 172
reasons
cliff sentences 196
conjunctions 174
prepositions 118, 160
sentence connectors 174
reduced relative clauses 132, 138, 208
see also relative clauses
reflexive pronouns
definition of 208
for emphasis 120
formality 120
grammar reminder 236
inclusion / omission of, with some verbs 120
in verb + object + adjective complement structure 56
regret 170
relative clauses
additional exercise 248
defining 106, 108, 112, 208
definition of 208
grammar reminder 235
nominal 108, 208
non-defining 106, 108, 112, 114, 208
prepositions in 110
reduced 132, 138, 208
study planner 217
relative pronouns
definition of 208
omission / inclusion of 106, 110, 190
as subject / object of relative clause 106
relative words 208
a / the reason why / that 108
nominal relative clauses, with who / what 108
whatever, whoever, whichever 108
when, whereby, where, why 108
whose, clauses with 108
reported speech 208
reporting 64
additional exercise 245
grammar reminder 229
modal auxiliaries 74
negative forms 64
offers / suggestions / orders / intentions / requests 72
passive forms 44
punctuation for 229
questions 64
quotations 64
study planner 214
tense choice in 70
that-clauses 66, 72, 76
using adjectives 76
using nouns 76
reporting / reported clauses 64, 72
definition of 208
past tenses 70
present subjunctive 78
reporting verbs 64, 208
requests
grammar reminder 225
if-clauses 168
reporting 72, 78
will and be going to 18
S
seasons 88, 94
semi-colon 174
semi-modal verbs 207
grammar reminder 224–26
see also modal verbs
sense verbs 30
sentence connectors 174, 208
short answers 124
should and ought to
be supposed to 226
expectations 40
had better, in spoken English 40
obligations / recommendations 40
questions / requests for confirmation or advice 40
regret / criticism 40
should and shall 40
simple versus continuous forms, summary of uses of 16
since and for 12, 14
some and any
with before 96
'approximately' 96
with comparisons 96
general statements about whole classes of things 96
grammar reminder 232–33
with negative words 96
non-affirmative contexts 96
non-specific, unspecified things 96
before plural and uncountable nouns 96
strong and weak forms 96
Index of grammatical items

times, of day and night 94
titles, of newspapers, books, films 80

**to-infinite***
with come and grow 42
definition of 206
leaving out 130
with linking verbs 140
noun phrases, adding information to 112

see also verb complementation
transitive / intransitive verbs 56
grammar reminder 228
implied object 56
intransitive verbs 56, 206
passives, grammar reminder 226–27
transitive or intransitive verbs 56
transitive verbs 56, 209
two- and three-word verbs, word order 188

see also verb complementation
two- and three-word verbs
definition of 209
particle in 207
position of prepositions in 110
word order 188

**U**
uncertainty 76
unchanging states 12
uncountable nouns see
countable / uncountable nouns

**unless and if not** 172
unreal conditionals

but for 166

if + past simple 166
real and unreal conditions 206, 238–39

**unless and if not** 172

were in if-clause 166, 170
unreal past
might / could have + past participle 239
would have + past participle 32, 239

**Y**
see / no questions 64, 208

see also question forms

**Z**
zero article 205

see also a / an, the, and zero article
### Index of lexical items

<table>
<thead>
<tr>
<th>Word</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>big 134</td>
<td></td>
</tr>
<tr>
<td>bind 202</td>
<td></td>
</tr>
<tr>
<td>biologically 156</td>
<td></td>
</tr>
<tr>
<td>birds' nests 86</td>
<td></td>
</tr>
<tr>
<td>bite 202</td>
<td></td>
</tr>
<tr>
<td>bleed 202</td>
<td></td>
</tr>
<tr>
<td>blind 42</td>
<td></td>
</tr>
<tr>
<td>blow 202</td>
<td></td>
</tr>
<tr>
<td>book 58</td>
<td></td>
</tr>
<tr>
<td>bored 144</td>
<td></td>
</tr>
<tr>
<td>bored / boring 237</td>
<td></td>
</tr>
<tr>
<td>boring 144</td>
<td></td>
</tr>
<tr>
<td>both 110</td>
<td></td>
</tr>
<tr>
<td>both (of) 233</td>
<td></td>
</tr>
<tr>
<td>bother 38</td>
<td></td>
</tr>
<tr>
<td>boy's arm 86</td>
<td></td>
</tr>
<tr>
<td>brave 140</td>
<td></td>
</tr>
<tr>
<td>bravely 156</td>
<td></td>
</tr>
<tr>
<td>break 56, 202</td>
<td></td>
</tr>
<tr>
<td>break in 188</td>
<td></td>
</tr>
<tr>
<td>break-out 86</td>
<td></td>
</tr>
<tr>
<td>brick-built 138</td>
<td></td>
</tr>
<tr>
<td>briefly 148</td>
<td></td>
</tr>
<tr>
<td>bring 46, 58, 202</td>
<td></td>
</tr>
<tr>
<td>bring about 188</td>
<td></td>
</tr>
<tr>
<td>broadcast 202</td>
<td></td>
</tr>
<tr>
<td>broken 138</td>
<td></td>
</tr>
<tr>
<td>brother-in-law 86</td>
<td></td>
</tr>
<tr>
<td>brush up on 44</td>
<td></td>
</tr>
<tr>
<td>build 58, 202</td>
<td></td>
</tr>
<tr>
<td>building materials industry 86</td>
<td></td>
</tr>
<tr>
<td>burn 56, 202</td>
<td></td>
</tr>
<tr>
<td>burst 202</td>
<td></td>
</tr>
<tr>
<td>busy 134, 140</td>
<td></td>
</tr>
<tr>
<td>busy with 120</td>
<td></td>
</tr>
<tr>
<td>but 174, 182, 206</td>
<td></td>
</tr>
<tr>
<td>but for 166, 182</td>
<td></td>
</tr>
<tr>
<td>buy 58, 202</td>
<td></td>
</tr>
<tr>
<td>by 94, 118, 180</td>
<td></td>
</tr>
<tr>
<td>by air 94</td>
<td></td>
</tr>
<tr>
<td>by bus 94</td>
<td></td>
</tr>
<tr>
<td>by car 94</td>
<td></td>
</tr>
<tr>
<td>by contrast 174</td>
<td></td>
</tr>
<tr>
<td>by email 94</td>
<td></td>
</tr>
<tr>
<td>by phone 94</td>
<td></td>
</tr>
<tr>
<td>by plane 94</td>
<td></td>
</tr>
<tr>
<td>by post 94</td>
<td></td>
</tr>
<tr>
<td>by sea 94</td>
<td></td>
</tr>
<tr>
<td>by taxi 94</td>
<td></td>
</tr>
<tr>
<td>by the time 6, 20</td>
<td></td>
</tr>
<tr>
<td>by train 94</td>
<td></td>
</tr>
<tr>
<td>calculate 50, 68</td>
<td></td>
</tr>
<tr>
<td>calculated 132</td>
<td></td>
</tr>
<tr>
<td>call 44</td>
<td></td>
</tr>
<tr>
<td>call back 44, 188</td>
<td></td>
</tr>
<tr>
<td>call on 72, 188</td>
<td></td>
</tr>
<tr>
<td>call up 44</td>
<td></td>
</tr>
<tr>
<td>campaign 62</td>
<td></td>
</tr>
<tr>
<td>can 30, 74, 128, 207, 224, 225</td>
<td></td>
</tr>
</tbody>
</table>
Index of lexical items

- hear 30, 44, 46, 60, 124
- help 44, 60, 192, 228
- help on with 188
- help out 188
- hence 174
- here 82
- here comes 198
- herself 120, 236
- hesitate 228
- hide 120, 202
- high(ly) 142
- himself 120, 236
- hit 192, 202, 228
- hold 56, 202
- hold out 188
- hold over 44
- holiday 180
- home-made 138
- honestly 150, 156
- hope 8, 10, 26, 46, 50, 54, 62, 72, 102, 124 130, 194, 222, 228
- horizon 90
- hourly 152
- how 52, 68, 82, 146 196, 209
- however 174, 208
- huge 134
- hugely 134
- human 136
- human race 90
- hurriedly 142
- hurt 192, 202
- I bet 18
- I expect 18
- I gather 4
- I hear 4
- I hope 18
- I imagine 18
- I reckon 18
- I see 4
- I think 18
- I understand 4
- I wonder 18
- idea 130, 186
- ideal 144
- identified 138
- ideologically 156
- if 20, 64, 166, 172, 174, 200, 206
- if not 172
- if only 170
- if so 174
- ill 42, 132
- illness 180
- I’m sure 18
- imaginable 132
- imagine 2, 46, 60, 68 124, 170, 222, 228
- immensely 134
- imperative 78
- importance 90
- important 78, 134
- impossible 96, 134, 140
- improvement 186
- in 118, 180, 198
- in addition 174
- in amazement 142
- in any case 174
- in case 20
- in consequence 174
- in contrast 174
- in my / his / her opinion 156
- in order that 162
- in order to 162
- in spite of 164
- in such a way that 162
- in that 160, 174
- inability 186
- inappropriate 78
- inasmuch as 160
- incline to / towards 56
- inclined 140
- included 138
- income tax 86
- inconceivable 78
- increase 56
- indicate 66
- indication 76
- indifferent 172
- individual 136
- industrially 156
- infected 42
- inflict on 56
- influence 186
- inform 50, 66, 68
- innocent 136
- insist 60, 78
- insisted 76
- insofar as 174
- instead 174
- institute 80
- instruct 46, 68, 72, 78
- instruction 76
- insulting 76
- intake 86
- intend 8, 26, 50, 64 72, 78, 130
- intensely 134
- intention 186
- interested 42, 138
- interested / interesting 237
- interesting 140
- interestingly 156
- Internet 90
- interview 186
- introduce 44, 58
- invaluable 134
- invitation 76
- invite 62, 72, 228
- involved 132
- iron 90
- irrelevant 42
- issue 76
- it 50, 140, 192, 194
- it says here 4
- itself 236
- joke 66
- journalist 92
- judge 56
- jury 80
- just 154
- just(ly) 142
- keep 42, 46, 60, 202
- keep on 62
- kind 140
- kindly 142, 156
- kneel 202
- knit 202
- know 2, 12, 50, 60, 68 124, 166, 202, 222
- know about / of 184
- lack 186
- lamb chops 86
- largely 134, 154, 160
- last 150
- late 136
- late(ly) 142
- later 174
- lay 202
- lead 202
- lean 202
- leap 202
- learn 68, 202
- learn about / of 184
- least 144
- leave 58, 194, 208, 202
- leave out 188
- lend 44, 58, 207, 202
- less 104, 144, 146
- less (of) 235
- let 60, 202
- let go 60
- let in 44
- let in on 188
- let out 44
- lie 152, 202
- light 202
- like 2, 46, 60, 130, 154 166, 194, 202, 228
- likelihood 186
- likewise 174
- linguistics 84
- lion’s den 86
- little 104, 146, 200
- little (of) 235
- little ones 122
- live 152
- live up to 188
- lively 142
- logically 156
- London-based 138
- lone 132
- lonely 142
- long 62, 72
- long-lasting 138
- longest-serving 138
- look 2, 42, 164, 222
- look after 110, 188
- look down on 188
- look forward 60
- look forward to 154
- look out 188
- look to 26
- look up 188
- look up to 188
- looker-on 86
- lose 202
- lots of 100, 234
- loud(ly) 142
- love 2, 46, 60, 130, 194, 228
- loved ones 122
- lovely 140, 142
- lovely and 136
- low 134
- luckily 156
- lucky ones 122
- mad 140
- made-up 138
- mainly 134, 154, 160
- majority of 82
- make 44, 58, 60, 140, 202
- make up 188
- manage 62, 228
- manner 142
- many 100, 110, 146
- many (of) 233, 234
- March 152
- mathematics 84
- matter 228
- maximum 132
- may 34, 74, 128, 207, 225
- me 208
- meal 180
- mean 8, 26, 46, 130, 140, 192, 202, 222, 228
- means 84
- meanwhile 174
- measles 84
- measure 2, 222
- media 84
- medical 132
- medically 156
- meet 202
- mend 58
- mention 44, 50, 58, 66 194
- mere 132
- mess up 188
- midday 94
- midnight 94
- might 34, 128, 204, 207
- mind 46, 228
- mine 208
- minimum 132
- miserable 140
- miss 228
- mistake for 56
- mobile 136
modern 144
money-making 138
month 102
monthly 152
morally 156
more 144
more and more 136
more wrong 144
moreover 174
morning 94
most 110, 144
mostly 154
most(ly) 142
move 56, 120
move off 188
mow 202
much 100, 146, 154
much (of) 233, 234
must 36, 40, 74, 128, 207
mustn’t 36, 38, 74, 226
my 122, 206
myself 120, 236
name 2, 44
namely 112
naturally 150, 156
nearby 150
nearly 102, 134, 150
need 38, 46, 130, 194, 207, 224, 228
needn’t 38, 226
neither 122, 200
neither do I 200, 237
neither nor 82
neither of 82, 110
neither (of) 233
nervous wracking 138
nervous 140
never 36, 38, 54, 96, 98, 150, 200, 225
nevertheless 174
news 84
next 150, 152
nice 140
nice and 136
night 102
no 54, 98, 182, 186, 200, 233
no amount of 98
no bother 98
no chance 98
no comment 98
no idea 98
no longer 194
no one 38, 98
no problem 98
no sooner 158
no sooner than 200
no way 98
no wonder 98
nobody 38, 54, 98, 182
no (body) 190
nominate 44
none (of) 82, 98, 110, 233
noon 94
nor 200
nor do I 200
normally 36
northern 132
not 200
not a single 98
not any 98, 186
not certain 76
not many 104
not much 104
not once 152
not one 98
nothing 54, 182
notice 46, 60, 66, 68, 194, 222, 228
notify 66
now 152
nowhere 54, 98
number of 82, 100
object 60
obligatory 78
observation 76
observe 44, 46, 60, 228
obvious 42
obviously 156
occasional 132
occupy with 120
odd 136, 140
oddly 150
of 144, 184
off 198
offer 44, 58, 62, 72, 228
office-worker 86
often 150
old 136
on 118, 184
on condition that 174
on many occasions 150
on the contrary 174
on the other hand 174
once 6
once a week 152
one 88, 122
one another 88, 236
one of 82
ones 122
oneself 120
only 38, 154, 200, 225
only later 152
open 56, 60
opportunity 130, 186
opposite 132
opposition 80
option 186
or 112, 174
orchestra 80
order 2, 46, 58, 62, 72, 76, 78, 228
order about 188
original 136
otherwise 174
ought to 40, 128, 204, 207, 224, 226
ourselves 236
out 198
outcome 86
outskirts 84
outwardly 156
over 176, 180
overheads 84
overhear 60, 228
owe 58, 194
owing to 160
own 2, 222
own up 60
panic 38
park 56
part 110
particular 136
particularly 154
particulars 84
partly 160
pass 58
passer-by 86
past 90
pause 56
pay 58, 192, 202, 228
peace-keeping 138
peculiar 144
pen top 86
people 48, 84
per cent 84
perfect 134, 144
perfectly 134
permission 186
permit 2, 58
personally 156
persuade 50, 62, 66, 72, 228
phenomena 84
phone 56
phonetics 84
physically 156
physics 84
pick up 188
plainly 150
plan 8, 10, 26, 50, 62, 64, 68, 186, 228
plans 130
play 56, 58
pleased 140, 144
pleased / pleasing 237
pleasure 90
plenty of 82, 100
point 194
point out 58, 66
pointedly 142
police 84
politically 156
politics 84
popular 134
population 80
positive 140
possess 222
possibility 186
possible 132
post 58
pour 58
practically 134
predict 2, 194
prefer 2, 46, 78, 130, 154, 194, 222, 228
pregnant 42
premises 84
prepare 120, 228
prepared 140
present 90
press 80
presumably 150, 156
presume 66, 124
pretend 62
pretty 134
prevail 62
prevent 60, 96
previously 174
pride 186
pride on 120
primarily 134
private 136
probability 186
probably 156
problem 76, 186
professional 136
prohibit 60, 96
promise 2, 26, 66, 72, 76, 124, 130
pronounce 56
proper 132
property 90
proposal 186
propose 26, 44, 50, 64 66, 72, 78
prospect 186
proud 186
prove 42, 56, 58, 164, 202
provide for 188
provided 20, 138
provided that 174
public 80, 136
publications department 86
pull 228
pull to 188
push to 188
push-up 86
put 203
put down as 188
put out 44
put up to 188
put up with 188
quarterly 152
question 76, 172, 194
quickly 142, 148
quick(ly) 142
quiet 134
quietly 148
quit 203
quite 150, 238
rabies 84
rarely 36, 96, 150, 152, 200
take against  188
take on  110
take over  188
take up on  188
taken  138
talk  60
talk about / of / on / with  68, 172, 184
talk down to  44
talk out of  188
taste  30, 192, 222
tea cup  86
tea leaf  86
teach  44, 46, 58, 62, 66, 68, 203, 228
team  80
tear  203
tear away from  120
technical  136
technically  156
tell  44, 46, 50, 58, 60, 62, 66, 68, 72, 124, 203, 228

tell apart  188
tend  46, 190
terrible  134, 140
terrific  140
than  198
thank  2
thanks  84
that  106, 110, 122, 138, 196, 208, 229

tales  112
the  92, 94, 122, 144, 205, 206
the affluent  122
the disadvantaged  122
the elderly  122
the homeless  122
the low-paid  122
the main  122
the majority of  82
the minute / second / moment  6
the number of  82
the only  122
the poor  122
the position of  92
the post  of  92
the privileged  122
the rich  122
the role of  92
the smallest  186
the sole  186
the way  68
the wealthy  122
the whole of  180
the young  122
their  206
themselves  120, 236
then  152, 174
there  50, 82, 190
there goes  198
there is  190
therefore  174
these  122, 229
they  48
they say  4
think  2, 8, 10, 50, 54, 56, 62, 66, 68, 124, 194, 203, 222
think about  8, 68, 172
think of  8, 10, 60
thin(ly)  142
this  92, 122, 206, 229
this morning / week / month  6
those  122, 138
though  164, 174
thoughtful  140
threat  76
threaten  62, 72
through  118, 176, 180
throughout  176, 180
throw  44, 58, 203, 228
throw away  188
thrust  203
thus  174
tidy up  188
till  180
tired  140
tired / tiring  237
title  44
to  130
to date  180
to my / his / her knowledge  156
today  6
tomorrow  150
too  146, 154, 174
total  132
totally  134
touch  228
town  90
transpire  192
travel industry  90
read  203
treatment  180
tread-line  138
tremendous  134
tremendously  154
trouble about / with  120
true  137, 144
try  130, 228
try out  188
turn  42
turn in  188
turn out  42, 192
unable  96, 140
unaware  140
unbelievably  156
uncertain  76, 140, 172
uncertainty  172
uncomfortable  140
undecided  172
under  176
underlying  132
underneath  176
understand  2, 12, 30, 46
50, 66, 68, 124, 166, 194, 203, 222
undertake  26
undoubtedly  156
undress  120
unexpectedly  142
unhappy  42, 140
unique  134, 144
university  80
unknown  134
unless  20, 172, 174
unlikely  96
unnecessary  78
unprofessional  140
unreasonable  140
unsure  132, 140, 172
unsure, not sure  76
until  6, 20, 158, 174, 180, 200
until now  180
unwell  132
unwillingness  186
up  198
up till  180
up to  180
up-to-date  86
upset  78, 140, 192
upstairs  148
urge  72, 78
urgent  78
use  194
use up  188
used to  32, 74, 190, 207, 224, 225
usually  148
utter  132
utterly  134
vary  56, 150
very  134, 154
very much  154
view  194
violently  148
virtually  102, 134, 154
visit  180
visually  156
vital  78
volunteer  62, 72
vote  44
vow  72
wait  62, 228
wake  56, 203
walk  152
want  8, 10, 26, 46, 64 72, 130, 228, 229
warn  2, 50, 62, 66, 68 72, 78, 228, 229
warning  76, 78
wash  56, 120
wash up  56, 188
watch  60, 229
wave  56
way  142, 186
we  48
weak  134
wear  203
weave  203
week  102
weekly  152
weep  203
weigh  2, 222
welcome  140
well  132
well-behaved  138
well-resourced  138
were  170
wet  203
what  52, 64, 68, 76, 108, 227
what if  20
what with  118
whatever  108
what's more  174, 208
when  6, 20, 54, 68, 108, 158, 174, 196, 200, 208
whenever  118, 174
where  68, 68, 82, 108, 196, 208
whereabouts  84
whereas  164, 174
whereby  108
whether  64, 68, 76, 172
which  52, 64, 68, 106, 110, 122, 196, 208, 209, 227
whichever  108
while  20, 118, 158, 164, 174, 206
whilst  164
who  52, 64, 68, 106, 108, 196, 208, 209, 227
whoever  108
whole  102, 134
whom  52, 106, 110, 209
whose  52, 108, 209, 227
why  68, 108, 196, 209
wide(ly)  142
wild  136
will  18, 20, 26, 32, 128, 207, 225
willing  140
willingness  186
win  56, 203
wind  203
wind up  188
winter  94, 102
wisely  156
wish  170, 228
with  118, 184
with confusion  142
without  96, 118
woman's face  86
women's clinic  86
wonder  4, 8, 68
wonderful  134, 140
world  90
Index of lexical items

worn 144
worried 42, 140, 144
worried / worrying 237
worriedly 142
worry 38, 192
would 32, 74, 128, 207, 224,
   225, 239
would like 130
would rather 170
would sooner 170
wring 203
write 56, 58, 203
wrong 144
wrongly 156
yesterday 152
yet 174
you 48
young 134
your 122, 206
yours 208
yourself 120, 236
yourselves 236
What’s on the CD-ROM
This CD-ROM provides over 200 extra exercises to help you practise the grammar presented in Advanced Grammar in Use Third Edition.

System Requirements
Windows® XP, Vista, 7 or 8
Mac OSX 10.5, 10.6, 10.7 or 10.8
1024 x 768 screen resolution
Speakers or headphones

Installation instructions
Insert the disc into your CD-ROM drive.

Windows XP, Vista and 7 users
You need to have administrator rights on your computer to complete the installation. On most computers, the installation will start automatically when you place the disc into the CD-ROM drive. If it does not:
1. Open the Start menu and click on My Computer, or double-click on the My Computer icon on the desktop.
2. Double-click on the CD-ROM icon.

Windows 8 users
You need to have administrator rights on your computer to complete the installation. On most computers, the installation will start automatically when you place the disc into the CD-ROM drive, however if you have not changed the compatibility mode of the AGU software beforehand, the installation will not complete successfully. To change the compatibility mode:
1. Open the Desktop app, then open the Start menu and click on My Computer.
2. Right-click on the CD-ROM icon (AGU) and choose 'Open'.
3. Right-click on the 'AGUThirdEdition' icon and select 'Properties'.
4. Go to the second tab 'Compatibility', and tick the check-box underneath 'Compatibility Mode'.
5. Select 'Windows 7' from the drop-down box underneath the check-box
6. Select 'OK' to save these settings, and then launch the software using the 'AGUThirdEdition' icon.

Mac users
1. Double-click the AGU Third Edition icon on your desktop to open it.
2. Double-click the AGU Third Edition icon and follow the onscreen instructions.

Technical support
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