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

CAMBRIDGE UNIVERSITY PRESS
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.
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.

For this third edition I am grateful to Colin McIntosh, Nora McDonald, Annabel Marriott, Sabina Sahni, Kevin Doherty, Andy George, Claire Cole and Janet Weller. Claire and Janet in particular have given me tremendous support in preparing the book and the accompanying CDROM.

Thanks to Sophie Joyce, Sandy Nichols, Katie Mac, Ian Mitchell and David Whamond for the illustrations and to Kamae Design for their work on the finished product. I would also like to thank Cambridge University Press for allowing me access to the Cambridge International Corpus.

Many students and teachers sent me comments on the 2nd edition, and these have been very helpful in writing this new edition. Thank you all for taking the trouble to contact me.

Finally, my thanks, as ever, to Suzanne, David and Ann.

The authors and publishers acknowledge the following sources of photographs and are grateful for the permissions granted.

To the student

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.
To the teacher

*Advanced Grammar in Use* was written as a self-study grammar book but teachers might also find it useful for supplementing or supporting their classroom teaching. The book will probably be most useful for advanced level students for reference and practice.

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. (appear: action = take part)

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 contracted forms where appropriate.

A & B

<table>
<thead>
<tr>
<th>attract</th>
<th>consist of</th>
<th>doubt</th>
<th>feel</th>
<th>fit</th>
<th>has</th>
<th>look</th>
<th>measure</th>
<th>sound</th>
</tr>
</thead>
</table>

1 a I hear you’re having your house repainted. How\ does\ it\ looking\ ? (or How\ does\ it\ look\ ?)
   b I bought this new dress today. How\ does\ it\ look\ ?
2 a A: What are you doing with that ruler?  b: I\ consist\ of\ the\ area\ of\ the\ kitchen.
   b The garden\ consists\ of\ 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\ doubt\ it.
4 a The new science museum currently\ attracts\ 10,000\ visitors\ a\ month.
   b Flowers\ attract\ 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\ fits\ 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\ feels\ like\ silk.
   b I won’t be coming to work today. It\ feels\ very\ well.
8 a The roof of the house\ has\ only\ plastic\ sheets\ nailed\ down\ in\ a\ few\ places.
   b Their school uniform\ has\ black\ trousers\ and\ a\ dark\ green\ jumper.
9 a Simon’s new song\ fits\ quite\ good, but he doesn’t think he’s ready yet to perform it\ in\ public.
   b A: What’s that noise?  b: It\ feels\ like\ a\ bird\ stuck\ in\ the\ chimney.
10 a Poulson\ gets\ treatment\ for\ a\ knee\ injury, but should be fit\ to\ play\ on\ Saturday.
   b My sister\ feels\ 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

→ Additional exercise 1 (page 240)
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

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 Rodríguez passes 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

2 Vegecorp to sack 1,000 workers.

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

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

5 I’ve got a new job.

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

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

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

1 A: I can’t read this. B: You’re always complaining about my handwriting.
2 A: Can I borrow €10? B: You’re
3 A: That was a dangerous thing to do. B: You’re
4 A: I think I’ll stay here after all. B: You’re
5 A: I had a bad day at the office again. B: You’re

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

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

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

3 a I normally the children to school at 8:30. Perhaps we could meet at 9:00.
b In his 2007 book, Wall X 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. A

<table>
<thead>
<tr>
<th>verb</th>
<th>go</th>
<th>overshoot</th>
<th>read</th>
<th>spend</th>
<th>wear</th>
</tr>
</thead>
</table>

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. B

<table>
<thead>
<tr>
<th>verb pair</th>
<th>be able – feel</th>
<th>happen – speak</th>
<th>improve – be</th>
<th>not want – fall</th>
<th>rescue – be</th>
<th>work – not have</th>
</tr>
</thead>
</table>

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. C

1. a: Remember that after you signed the contract you won't be able to change your mind.
   b: Carlo's injury only became apparent after he signed to play for Real Madrid.

2. a: As soon as I finished 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 finished it.

3. a: By the time Sarah got to work the meeting had finished.
   b: I'll probably have finished breakfast by the time the children got up.

4. a: I recognised her the moment I heard her laugh.
   b: I'll tell you what time we're coming the moment I heard 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. D & E

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

|come – show| get – go| hope – give| live – spend|
|look – see| play – break| start – check in|

1. Just as I _______ getting _______ into the bath all the lights _______ went _______ off.
2. I _______ tended _______ to go away this weekend, but my boss _______ me some work that I _______ have _______ to finish by Monday.
3. When I _______ happened _______ in Paris, I _______ worked _______ three hours a day travelling to and from work.
4. A friendly American couple _______ seen _______ chatting to him as he _______ appeared _______ at the hotel reception.
5. I _______ bumped _______ into Lena last week. She _______ noticed _______ a lot better than when I _______ last _______ noticed _______ her.
6. My boss _______ entered _______ into the office just as I _______ finished _______ everyone my holiday photos.
7. I _______ played _______ badminton four times a week before I _______ injured _______ 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 _______ went _______ off when he _______ switched _______ the light under it.
9. I can’t remember how to answer this question. I must confess that I _______ thought _______ of while the teacher _______ answered _______ it to us.
10. She _______ added _______ more salt to the soup, and then it _______ improved _______ much better.
11. Although the television was on, I _______ ignored _______ it. Instead I _______reamed _______ about my holidays.
12. She _______ opened _______ the door and _______ rushed _______ 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 _______ bought _______ a new alarm clock the other day in Taylor’s. I _______ actually _______ saw _______ somebody shoplifting. I’d _______ just finished paying for my clock and _______ as I _______ turned _______ round, an elderly woman _______ slowly _______ put _______ a silver plate into a bag that she _______ carried _______ over to another part of the shop and _______ picked _______ up _______ an expensive-looking watch a number of times. When she _______ thought _______ that nobody _______ looked _______ her, she _______ dropped _______ it _______ into the bag. Before I _______ had _______ a chance to tell the staff in the shop, she _______ noticed _______ that I _______ was _______ watching _______ her and _______ hurried _______ out. Unfortunately for her, two police officers _______ walked _______ past just at that moment and she _______ ran _______ straight into them.
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>Order events are mentioned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 gave present</td>
<td>1 wrote email</td>
</tr>
<tr>
<td>2 wrote email</td>
<td>2 had given present (out of order)</td>
</tr>
<tr>
<td>3 made mistake</td>
<td>3 realised mistake</td>
</tr>
<tr>
<td>4 realised mistake</td>
<td>4 had made mistake (out of order)</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>
<tbody>
<tr>
<td>'I have met him before.'</td>
<td>I was sure that I had met him before. (not ... I met him ... )</td>
</tr>
<tr>
<td>'The village hasn’t changed much.'</td>
<td>I found that the village hadn’t changed much. (not ... the village didn’t change ... )</td>
</tr>
<tr>
<td>'225 people drowned in the recent floods.'</td>
<td>Police said that 225 people had drowned in the recent floods. (or ... drowned ... )</td>
</tr>
<tr>
<td>'I stole the watch.'</td>
<td>She admitted that she had stolen the watch. (or ... stole ... )</td>
</tr>
</tbody>
</table>

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. A & B

**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></td>
<td></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></td>
<td></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.

I had expected / operation / painful
He had not meant / insult / her
Lara had not intended / become / dentist
I had not thought 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.
3 ..., but I didn't feel a thing.
4 ..., until Andrei told me how tasty it was.
5 ..., but Daria was very offended.

→ Additional exercise 3 (page 241)
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. A–C

disappear  give  put  read  stay  stop  swim

1 a Martina Gonzalez __________________ in a rented flat since returning to Buenos Aires.
    b We __________________ at this hotel a couple of times before.
   
2 a All day, the police __________________ motorists to question them about the accident.
    b Good, the noise __________________, I can start concentrating on my work again.
   
3 a I __________________ any of Dickens' novels.
     b I __________________ this book on astrophysics for hours and I'm still only on page six.
   
4 a Dr Fletcher __________________ the same lecture to students for the last ten years.
    b Mr Sato __________________ nearly a million pounds to the charity this year.
   
5 a I did 20 lengths of the pool today. I __________________ that far since I was at school.
    b I __________________ and I feel exhausted.
   
6 a In recent years, companies __________________ increasing resources into internet marketing.
    b The South African coal company __________________ the Calverton Mine up for sale.
   
7 a An important file __________________ from my office.
    b Plants and vegetables __________________ from my garden since we had new neighbours.

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.

→ Additional exercise 2 (page 241)
Unit 7

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.)

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.
Exercises

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. A

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) ___ writing ___ this blog in a hotel room in Perth. I (2) ___ here a couple of hours ago after a long coach journey from Adelaide. I (3) ___ pretty tired so this will only be a short post before I (4) ___ to sleep. As you (5) ___ , I (6) ___ last week in Adelaide with Ruby. I (7) ___ her a month or so ago to tell her when I would be arriving, and she (8) ___ at the airport for me when I (9) ___ there. For the first few days I (10) ___ quite jet-lagged, but I soon (11) ___ over that after a few days of lazing around on the beach. Ruby (12) ___ living in Adelaide a lot, although she (13) ___ for a new job just now. It (14) ___ that she (15) ___ very well with her colleagues. Apparently they constantly (16) ___ about the working conditions and it (17) ___ to annoy Ruby. She (18) ___ me to pass on her best wishes to all her old friends. So now I (19) ___ forward to exploring Perth. I (20) ___ 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. B

RONSON SACKED IN UNITED CUTS

Aston United (1) ___ have sacked ___ (sack) their manager, Neil Ronson. The former England football international (2) ___ say ___ (say) that he (3) ___ hear ___ (hear) the news when he (4) ___ return ___ (return) from a three-week holiday in Spain and it (5) ___ come ___ (come) as a complete shock. ‘There (6) ___ be ___ (be) no hint of any problem when I (7) ___ leave ___ (leave) for the holiday,’ Aston United (8) ___ appoint ___ (appoint) Ronson as manager two years ago and last season they (9) ___ finish ___ (finish) second in the First Division. However, they (10) ___ win ___ (win) only five matches so far this season. The chairman of the club, Peter White, last night (11) ___ accuse ___ (accuse) Ronson of lack of commitment to the club. ‘Neil’s attitude (12) ___ disappoint ___ (disappoint) us recently. Over the last few months he (13) ___ spend ___ (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–C

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

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' suggests 'I intend 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.
**Exercises**

**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. *is 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 will clean these trees at the bottom of the garden.
3. You will/can/could/would lift your back if you try to lift that box.
4. If I give you the money you will/can/could/would get me some oranges when you're out?
5. If you press the red button, the machine will/can/could/would...
6. I'll/will/can/could/would like Laura this weekend, if you'd like to come too.
7. He's been told that if he's late once more he will/can/could/would...
8. If you listen carefully, you will/can/could/would hear 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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>get</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>give out</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lend</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>look after</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>miss</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rain</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>read</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>start</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>want</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</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.

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

2. A: Have you heard that BWM **___________** (sack) 300 workers?
   B: That’s bad news. Supposing they **___________** (close) completely – that would be awful.
   A: But I’ve heard that they **___________** (build) a new factory in Ireland. If you look on their website, you **___________** (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

<table>
<thead>
<tr>
<th>give</th>
<th>leave</th>
<th>move</th>
<th>use</th>
<th>work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 a</td>
<td>We __________________ in an hour or so, so make sure your suitcase is packed.</td>
<td>b</td>
<td>Without more cheap housing, families __________________ the village and find homes in town.</td>
<td></td>
</tr>
<tr>
<td>2 a</td>
<td>you __________________ late at the office again? I want to know when to cook.</td>
<td>b</td>
<td>A: We need to get this order sent out before Monday.</td>
<td>Well, I __________________ over the weekend if that will help.</td>
</tr>
<tr>
<td>3 a</td>
<td>I __________________ my car until next week, so you can borrow it if you like.</td>
<td>b</td>
<td>My grandad __________________ a computer. He says he’s very happy with his old typewriter.</td>
<td></td>
</tr>
<tr>
<td>4 a</td>
<td>Is your suitcase very heavy? I __________________ you a hand with it if you like.</td>
<td>b</td>
<td>Dr Sankey __________________ evidence at the trial of James Morgan next week.</td>
<td></td>
</tr>
<tr>
<td>5 a</td>
<td>He’s parked his car across our drive and says he __________________ it. Shall I call the police?</td>
<td>b</td>
<td>The two schools __________________ to a single campus at the beginning of September.</td>
<td></td>
</tr>
</tbody>
</table>

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 half way.</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>

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 ...

23
**Unit 12**

**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 Jonas Stobbrand 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, __________________ this summer a year early. He __________________ by Christina Fontana, who joined the company last year.

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

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

9 Seventy new posts __________________ 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 __________________ 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.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>verge – become</td>
<td>sure – face</td>
<td>brink – go</td>
</tr>
<tr>
<td>set – make</td>
<td>sure – provide</td>
<td>bound – raise</td>
</tr>
<tr>
<td>point – sign</td>
<td>point – move</td>
<td>verge – quit</td>
</tr>
<tr>
<td>due – return</td>
<td>due – undergo</td>
<td></td>
</tr>
</tbody>
</table>

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

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

5/6 The Countryside Conservation Society is **launching** 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 **working** on an agreement to end their long-running border dispute. However, any agreement is **likely to face** resistance from rebel forces in South Alicia, who have said they will fight on.

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

11/12 EU agriculture ministers are **proposing** an important announcement on increasing support to farmers when they meet in Brussels on Monday. ‘Many farmers are **at risk of** going 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

<table>
<thead>
<tr>
<th>aim – to study</th>
<th>expect – to finish</th>
<th>look – to replace</th>
<th>intend – to move</th>
</tr>
</thead>
<tbody>
<tr>
<td>propose – to deal</td>
<td>resolve – to give up</td>
<td>guarantee – to find</td>
<td></td>
</tr>
</tbody>
</table>

1 My computer is now five years old, and I **am 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 **will be studying** with genetic engineering.

3 We haven’t completed the work yet, but we **will be working** at it later this week.

4 I haven’t done much work at college so far, but I **will be starting** to work harder from now on.

5 Every New Year he **looks forward to** eating biscuits, but by February he has stopped again.

6 We can’t provide the spare parts ourselves, but we **will be looking for** a supplier who can.

7 At the moment I commute for over three hours a day, but I **will be moving** 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 ...)

---

Unit 14
Exercises

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

1. I'm going to do the washing, but we'd run out of washing powder.
2. The concert tonight would be over by about 9:30. We could eat after that.
3. When we were passing 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. B

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 –
★ 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 / am 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.'
Unit 16

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. A & C

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

16.2 If necessary, correct these sentences using would or used to. If neither would nor used to is correct, use a past simple verb form. D

1 I would enjoy studying Latin when I was at school.
2 Orwell would spend winters in Spain and summers in England.
3 We would live in a bungalow on the south coast, and then we moved to a flat in 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. E

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

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

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 ...

Additional exercise 5 (page 242)
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.
- and in speech we prefer might to say what we will possibly do in the future:
  - I might paint the kitchen purple.

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

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

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

- Might they be persuaded to change their minds?

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

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

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

- During the war, the police might arrest you for criticising the 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 ...

- 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.
Exercises

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

17.2 Underline the correct answer. C & E

1. You should have come dancing. You might have enjoyed / might enjoy it.
2. She might have tried / might have been trying to get a book off the top shelf when she fell.
3. Dr Carter might have come / might be coming over this evening, so can you tidy the house up a bit?
4. As recently as the 1950s, employers might be requiring / might require a woman to leave her job when she got married.
5. I’ve been offered a new job, so I may be moving / may have moved to Dubai.
6. Why not come and see us in March? The weather may have been improving / may have improved by then.
7. During the riots of the 1960s, people might be imprisoned / may be imprisoned simply for being on the streets.
8. He said he was in a lot of pain, but he may have been exaggerating / may exaggerate.
9. In the past, left-handed children might be punishing / might be punished for not holding a pen in their right hand.
10. I may 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 may / might not 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. very good.
Unit 18

Must and have (got) to

A

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

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

We can also use I must ... to remind ourselves to do something:
- I must charge my phone. I meant to do it yesterday, but I forgot.

Reminder ➔ C20–C24

B

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 put in a password. (= a password is necessary)
- 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.

C

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

D

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 got to give it back?)
  - We didn’t have to wait too long for an answer. (not We hadn’t got to wait too long ...)
- if have is contracted (e.g. I’ve, He’s, It’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 ...)

Also: always, never, normally, rarely, sometimes, etc.

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.

1 When I left my laptop on the train I thought I’d never see it again. But someone found it and handed it in to the lost property office. (find)
2 Luisa owns a big car and a yacht. She must be incredibly rich. (be)
3 A: Everyone’s going into the hall.  b: The meeting must start soon. Let’s go. (start)
4 Without things like washing machines and dishwashers our grandparents worked much harder in the kitchen than we do today. (work)
5 I didn’t think Rob was coming to the meeting. He changed his mind. (change)
6 A: I wonder how you get past security.  b: I suppose you would show some form of ID. (show)
7 A: I thought Paul would be home.  b: He took Lotta to work. He said he would. (take)
8 Look at all those birds. There must be 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.

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.

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?

Additional exercise 5 (page 242)
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) or
- 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</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1 I'll give you a lift to the station so you...
2 The questions are in the book so you...
3 All the windows have screens so you...
4 Our software provides full computer security so you...
5 The new tax laws don't come into force until next year so you...

...the details on the form.
...yourself with viruses.
...to copy them down.
...about booking a taxi.
...about being bitten by mosquitoes.

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

1 It is hardly necessary for us to remind you that the money is now due.
   We need hardly remind you that the money is now due.
2 It is only necessary for us to look at the 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 only. **A & B**

<table>
<thead>
<tr>
<th>verbs</th>
<th>answer</th>
<th>arrive</th>
<th>be</th>
<th>go</th>
<th>put</th>
<th>remove</th>
<th>resign</th>
<th>send</th>
<th>wear</th>
<th>win</th>
</tr>
</thead>
</table>

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 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 next 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.

→ Additional exercise 5 (page 242)
Unit 21

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.)
- 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:

- 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 finish the book. I just couldn’t __________ interested in it.
7 After the strange events in the house she __________ convinced that it was haunted.
8 I had just __________ divorced when I met Marianne.

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

- go / turn
- become
- get
- be
- 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.
2 A few seconds later the line __________ and Marc put down the handset.
3 After the spider bit Rachel her ankle __________ and started to swell up.
4 He’s actually quite friendly when you __________ him.
5 I’ll take over driving when you __________ .
6 We soon __________ each other and have been great friends ever since.
7 The doctor told me that without immediate treatment I might __________ .
8 The company __________ when the bank wouldn’t lend it any more money.

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

The passive form you choose depends on which is more appropriate in a particular context. If we specify an agent (see Appendix 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>V + DO + prep + IO</th>
<th>passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>He explained me the problem: X</td>
<td>The problem was explained to me. ✓</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

Some 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>

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>

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

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

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

Rewrite the sentences using one or, if possible, two passive forms. Look carefully at the tense.

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.

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.

**Exercise 22.2**

<table>
<thead>
<tr>
<th>verb</th>
<th>appoint</th>
<th>declare</th>
<th>demonstrate</th>
<th>help</th>
<th>introduce</th>
<th>see</th>
</tr>
</thead>
</table>

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 **appointed** Chris this morning?  Has Chris **been appointed**?
4. They **declared** Sven Larsen Regional Sales Director for Scandinavia.
5. I am certain that Sarah **introduced** her suitability as company director to those who still have any doubt.  
   | I am certain that Sarah’s suitability as company director was introduced to those who still have any doubt.
6. They **introduced** Alan Watson winner of the election after a recount.

If possible, rewrite each sentence using a passive form of the italicised two- or three-word verb. If not, write ‘No passive’.

**Exercise 22.3**

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.

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**

<table>
<thead>
<tr>
<th>Box</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>avoid – take</td>
<td>Inger</td>
<td>was</td>
<td>kept</td>
<td>waiting</td>
<td>for</td>
<td>over</td>
<td>three</td>
<td>hours</td>
<td>when</td>
<td>she</td>
</tr>
<tr>
<td>deny – involve</td>
<td>When</td>
<td>the</td>
<td>police</td>
<td>first</td>
<td>questioned</td>
<td>him,</td>
<td>Wayne</td>
<td>participated</td>
<td>in</td>
<td>the</td>
</tr>
<tr>
<td>face – expel</td>
<td>I</td>
<td>left</td>
<td>away</td>
<td>the</td>
<td>baby</td>
<td>while</td>
<td>Karen</td>
<td>went</td>
<td>to</td>
<td>answer</td>
</tr>
<tr>
<td>find – wander</td>
<td>When</td>
<td>I</td>
<td>woke</td>
<td>up</td>
<td>in</td>
<td>hospital,</td>
<td>I</td>
<td>was</td>
<td>wounded</td>
<td>by</td>
</tr>
<tr>
<td>keep – wait</td>
<td>They</td>
<td>were</td>
<td>stormed</td>
<td>by</td>
<td>the</td>
<td>police</td>
<td>pretending</td>
<td>to</td>
<td>be</td>
<td>dead.</td>
</tr>
<tr>
<td>leave – hold</td>
<td>The</td>
<td>man</td>
<td>placed</td>
<td>a</td>
<td>suspicious</td>
<td>package</td>
<td>under</td>
<td>a</td>
<td>seat</td>
<td>in</td>
</tr>
<tr>
<td>observe – hide</td>
<td>When</td>
<td>the</td>
<td>bike</td>
<td>hit</td>
<td>her,</td>
<td>Ana</td>
<td>was</td>
<td>hidden</td>
<td>to</td>
<td>the</td>
</tr>
<tr>
<td>remember – bite</td>
<td>Two</td>
<td>teenagers</td>
<td>took</td>
<td>away</td>
<td>their</td>
<td>school</td>
<td>papers</td>
<td>after</td>
<td>they</td>
<td>were</td>
</tr>
<tr>
<td>resent – give</td>
<td>The</td>
<td>man</td>
<td>was</td>
<td>taken</td>
<td>to</td>
<td>hospital</td>
<td>when</td>
<td>he</td>
<td>was</td>
<td>hit</td>
</tr>
<tr>
<td>send – tumble</td>
<td>Tarik</td>
<td>had</td>
<td>worked</td>
<td>in</td>
<td>the</td>
<td>company</td>
<td>for</td>
<td>30</td>
<td>years</td>
<td>and</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Box</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>
</tr>
</thead>
<tbody>
<tr>
<td>ask—show</td>
<td>They</td>
<td>wanted</td>
<td>us</td>
<td>to</td>
<td>show</td>
<td>our</td>
<td>passports</td>
<td>at</td>
</tr>
<tr>
<td>catch—shoplifting</td>
<td>We</td>
<td>were</td>
<td>asked</td>
<td>to</td>
<td>show</td>
<td>our</td>
<td>passports</td>
<td>at</td>
</tr>
<tr>
<td>expect—attract</td>
<td>They</td>
<td>could</td>
<td>hear</td>
<td>Emil</td>
<td>and</td>
<td>Laura</td>
<td>shouting</td>
<td>at</td>
</tr>
<tr>
<td>hate—tease</td>
<td>Emil</td>
<td>and</td>
<td>Laura</td>
<td>were</td>
<td>teased</td>
<td>by</td>
<td>their</td>
<td>roommates.</td>
</tr>
<tr>
<td>mind—criticise</td>
<td>The</td>
<td>other</td>
<td>children</td>
<td>made</td>
<td>Ollie</td>
<td>unhappy</td>
<td>when</td>
<td>they</td>
</tr>
<tr>
<td>observe—enter</td>
<td>Ollie</td>
<td>was</td>
<td>unhappy</td>
<td>when</td>
<td>they</td>
<td>teased</td>
<td>him.</td>
<td></td>
</tr>
<tr>
<td>require—complete</td>
<td>They</td>
<td>saw</td>
<td>the</td>
<td>burglar</td>
<td>getting</td>
<td>into</td>
<td>the</td>
<td>museum</td>
</tr>
<tr>
<td>resist—give</td>
<td>The</td>
<td>burglar</td>
<td>was</td>
<td>caught</td>
<td>by</td>
<td>the</td>
<td>police.</td>
<td></td>
</tr>
<tr>
<td>argue—answer</td>
<td>They</td>
<td>think</td>
<td>that</td>
<td>over</td>
<td>20,000</td>
<td>people</td>
<td>will</td>
<td>go</td>
</tr>
<tr>
<td>criticise—have</td>
<td>She</td>
<td>was</td>
<td>asked</td>
<td>to</td>
<td>go</td>
<td>to</td>
<td>the</td>
<td>concert.</td>
</tr>
<tr>
<td>argue—answer</td>
<td>They</td>
<td>criticised</td>
<td>her</td>
<td>but</td>
<td>she</td>
<td>wasn’t</td>
<td>unhappy</td>
<td>about</td>
</tr>
<tr>
<td>criticise—have</td>
<td>She</td>
<td>didn’t</td>
<td>like</td>
<td>the</td>
<td>concert.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mind—criticise</td>
<td>They</td>
<td>said</td>
<td>she</td>
<td>had</td>
<td>to</td>
<td>fill</td>
<td>in</td>
<td>two</td>
</tr>
<tr>
<td>criticise—have</td>
<td>She</td>
<td>was</td>
<td>asked</td>
<td>to</td>
<td>fill</td>
<td>in</td>
<td>two</td>
<td>copies</td>
</tr>
<tr>
<td>require—complete</td>
<td>They</td>
<td>caught</td>
<td>Mrs</td>
<td>Dee</td>
<td>taking</td>
<td>things</td>
<td>from</td>
<td>the</td>
</tr>
<tr>
<td>criticise—have</td>
<td>Mrs</td>
<td>Dee</td>
<td>was</td>
<td>accused</td>
<td>of</td>
<td>taking</td>
<td>things</td>
<td>from</td>
</tr>
</tbody>
</table>

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

1. Kay’s questions began to irritate Marco. **Marco began to be irritated by Kay’s questions. (corresponding meaning)**
2. The team captain hopes to select Omar.
3. Alastair arranged to take Kathy to the station.
4. Critics have come to criticise 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.

☆ 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.

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

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.)

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)
- 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 ...?)

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?

**How or what?**

**How**
- How was the journey?  
  (asking a general opinion)  
- How is your brother?  
  (asking about general health)  
- How do you like your coffee?  
  (asking about food and drink preferences)

**What**
- What was the journey like?  
  (asking a general opinion)  
- What do you like about the job?  
  (asking for details)  
- What if your plan doesn't work?  
  (asking about consequences)  
- What's it called?  
  (asking about a name)

**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)

We can use **whose** to ask about the person that owns or is responsible for something. Whose can be used either before a verb (as a pronoun):
- Whose are these boots?  
- or before a noun or noun phrase (as a determiner) introducing direct or indirect questions:
  - Whose boots are these?  
  - She asked me whose coat I was wearing.

In formal contexts we can use a preposition before whose (see also Unit 55B):
- In whose desk was it found? (less formally Whose desk was it found in?)

However, in questions without a verb a preposition comes before whose:
- 'We're meeting at nine.' In whose house? (not Whose house in?)
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?' g. 'It's really boring.'
2. '_________ if Omar calls while you're out?' h. 'I'd love one.'
3. '_________ about a coffee?' i. 'I mean you've got to wear a suit.'
4. '_________ your parents these days?' j. 'Tell him I'll call back.'
5. '_________ your boss like?' k. 'It was great.'
6. '_________ do you like your new job?' l. 'Lucia Garcia.'
7. '_________ was the camping trip?' m. 'It's never boring.'
8. '_________ your boss called?' n. 'Quite well, thanks.'
9. '_________ do you mean, "Smart clothes"?' o. 'We had an excellent time.'
10. '_________ was the camping trip like?' p. 'She works us really hard.'

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. A

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. B

1 (ever / considered you might / wrong)
   A: … Haven’t you ever considered you might be wrong? / Have you never considered you might be wrong?

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

3 (spend the night / railway station. (could / find anywhere else / sleep)
   A: …?
   B: Not after getting into the car, no.

4 (can / remember anything about / accident)
   A: …?
   B: I can’t think of anyone.

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. E

1 A: Jake’s going to Chile. B: He’s going where? / He’s doing what? / 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 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.)

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

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

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

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

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.

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

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

28.3 Complete these sentences with any appropriate adjective.

1 The scientific evidence proved him **guilty**.
2 She declared herself **satisfied** with the result.
3 They considered the food **tasty**.
4 I'm surprised the plumber hasn't turned up. I've always found him **dependable**.
5 We believed her **worthy** 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 a doll’s house. and
- I built a doll’s house for my daughter.
- Can you pass me that bandage? and
- Can you pass that bandage to me?

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

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

choose offer pass pay post read save sell take teach

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

the problem / our teacher another half an hour / us an email / him a drink / Ben a fortune / you
her photograph / me his sister / me his broken car / him a paper aeroplane / him the glass / him three bedtime stories / him the money / me the problem / him

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.)*

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.  
  *(Also: adapt, adjust, admit, look forward, own up, resort)*  
- **You don't object to working** late tonight, do you?

Note that these verbs can also be followed by **to + noun phrase**:

- **She confessed to the crime.**  
  *(Also: object + from + -ing (deter, discourage, keep, prevent, prohibit, stop)*  
- **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 + -ing** or **on + object + -ing** (concentrate, count, depend, focus, insist, rely)
  - **Clare insisted on (Jack)** wearing a suit to the party.
- **of + -ing** or **of + object + -ing** (approve, hear, know, speak, talk, tell)
  - **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 ...)*  
  - **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._
Verb + -ing forms and infinitives 2

A

After some verbs we need to include an object before a to-infinitive in active sentences:

- The police **warned everyone to stay** inside with their windows closed. *(not The police warned to stay ...)*

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

B

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.**

C

A number of other to-infinitive and -ing forms can also follow verbs –

- verb + negative to-infinitive and negative -ing forms
  - We decided **not to go** to Paris after all. *(compare The people didn't decide to go to war, it was their political leaders.)*
  - Some of my friends hav**e 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 __________ Hamza to tidy up the house.

6 a Jonas __________ me to study economics at university. (advised / hoped)
   b Jonas __________ 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

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>managers</td>
</tr>
<tr>
<td>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.</td>
<td>wait for</td>
</tr>
<tr>
<td>3 The prisoners __________ through a broken window last night.</td>
<td>think escape</td>
</tr>
<tr>
<td>4 She __________ all the way back home.</td>
<td>not feel like walk</td>
</tr>
<tr>
<td>5 I am sure my purse __________ on the table a few minutes ago, but now it __________.</td>
<td>not seem disappear</td>
</tr>
<tr>
<td>6 The Etruscans __________ in Italy in the 8th or 9th century BC.</td>
<td>believe arrive</td>
</tr>
</tbody>
</table>

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 __________ as 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 __________ on the table a few minutes ago, but now it __________. (not 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. B & G8–G11

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. C

announce – go expect – be feel – could intend – hurt insist – be promise – would think – would threaten – repay

1. 'I didn't mean to upset Astrid.' → He didn't intend to hurt her feelings.
2. 'I won't give you the money back if you keep on at me.' → He wouldn't give the money back if she kept on at him.
3. 'I can't ask my parents to help me again.' → He wouldn'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 anywhere near the school at the time of the break-in.
5. 'I'm not going back to college.' → She wouldn't go back to college.
6. 'I was surprised that Mum was angry.' → He wondered if his mother was angry.
7. 'Adam won't mind waiting.' → She wondered if Adam wouldn't mind waiting.
8. 'I won't be late again.' → She wouldn't be late.

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

1. 'How did you hear about the job?'
2. 'What are your long-term job 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.

- **Star:** 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: argue, check, disagree, joke*

- **Star:** 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

<table>
<thead>
<tr>
<th>announce</th>
<th>complain</th>
<th>disagree</th>
<th>joke</th>
<th>mention</th>
<th>require</th>
</tr>
</thead>
</table>
1 Martina announced the shop assistant that the laptop she’d bought there was faulty.
2 She complained her neighbours that their dog was keeping her awake at night.
3 He disagreed his friends that he’d won the lottery and was going to Barbados.
4 The minister joked shocked journalists that she was to resign immediately.
5 The college mentioned its students that they attend all classes.
6 I mentioned 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 that they would receive financial compensation. She (7) went on to complain government help for small businesses was insufficient and (8) demanded ministers that they provide more support. She (9) asked staff that they continue to work as normal until details of the redundancies were given. She (10) reassured that the company would not close completely.

→ Additional exercise 8 (page 245)
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 ...
2 He took my hands and showed ...
3 I explained carefully so that the students understood ...
4 Anna was new in the office and I had to keep reminding ...
5 I saw Sarah leave the building, but I didn’t notice ...
6 When I saw Hugo alone at the party I wondered ...
7 As we walked over the hills the guide warned ...
8 After I’d dismantled the motor I couldn’t remember ...
9 To win a prize you had to guess ...
10 As the guests came in Diego told ...

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.
Exercises

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>verbs</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>alleged</td>
<td>conceded</td>
<td>denied</td>
</tr>
<tr>
<td>estimated</td>
<td>recalled</td>
<td>repeated</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>verbs</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>has / had</td>
<td>is / was</td>
<td>looks / looked</td>
</tr>
<tr>
<td>states / stated</td>
<td>understand / understood</td>
<td></td>
</tr>
</tbody>
</table>

1. Engineers hope that they have solved the problems with the bridge now that new supports have been built, and they plan to reopen it next week.
2. The current law states that an employee has the right to appeal against dismissal.
3. Simon is already a good tennis player, but he accepts that he still needs to learn a lot.
4. I have told you that you want to buy a second-hand car. Your brother just told me.
5. Health officials warn that anyone who looks at the sun during an eclipse may put their sight at risk.
6. They reassured us that the path looks perfectly safe.

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.

→ Additional exercise 8 (page 245)
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

- an 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:

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

Verb + that-clause or verb + to-infinitive clause

After some verbs we can use a that-clause instead of a to-infinitive clause:

- He promised to arrive on time. or
- He promised that he would arrive on time.

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>modal verb in original</th>
<th>modal verb in report</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 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, (i.e. no change) 1 – 3 could have, should have, etc.</td>
</tr>
<tr>
<td>C will, can, may</td>
<td>would, could, might 4 &amp; 5 will, can, may (existing or future situations and present tense verb in reporting clause) 6 will or would, can or could, may or might (existing or future situations and past tense verb in reporting clause) 7</td>
</tr>
<tr>
<td>D shall</td>
<td>would (talking about the future) 8 should (offers, requests for advice, etc.) 9</td>
</tr>
<tr>
<td>E must (= necessity)</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 ___________________________ but ___________________________.
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**

'I can't come to the phone at the moment. Please leave a message after the tone.'

'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! But she promised **will**. She's meeting Jack for lunch, and she said she **can't**, so I suggested meeting at 10:30. She **will** and I suggested just by the pool entrance. Hope that's okay for you. Oh, and she said I **can't**. Remember yours, too. See you there. Bye.'

**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.' → ___________________________.
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 **...** (spend the holidays – them – Scotland)
3. I was delighted to get an **...** (taken – wallet – mistake)
4. I think it was Aristotle who made the **...** (no such thing – bad publicity)
5. Amazingly the police accepted Rudi's **...** (assisted suicide – criminal offence)
6. On the webinar they debated the **...** (pay – bill by – end of – week)
7. The letter from the company gave a final **...** (reduce – rate – income tax)
8. The government has broken its **...** (flight – career)
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 end 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>not certain</th>
<th>complimentary</th>
<th>dismissive</th>
<th>doubtful</th>
<th>unsure</th>
</tr>
</thead>
</table>

1. The climbers were **doubtful whether** the clothes would be warm enough at high altitudes.
2. My boss is very unsympathetic and was **...** my complaints about the new software.
3. The company is **...** the child car seats are safe.
4. Mona tried to pick up the rabbit, but was **...** to hold it.
5. She was very **...** the window had been broken.
6. Rachel is normally very reliable and was extremely **...** turning up late.
7. Karim left for New York in September but he was **...** he would return.
8. The court heard that Hughes became **...** a police officer and was arrested.
9. Judi doesn’t normally like spicy food, but was **...** my fish curry.
10. All the players are **...** the game should go on despite the weather.

> Additional exercise 8 (page 245)
**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** ...)**
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).

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.

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.

amused appealing astonished 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 1

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.

<table>
<thead>
<tr>
<th>The committee usually raise their hands to vote 'Yes'. (not The committee usually raises its hands ...)</th>
<th>This is something the individuals do, not the committee as a whole.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school is to close next year. (not The school are to close ...)</td>
<td>This is something that will happen to the school as a building or institution, not to the individuals in the school.</td>
</tr>
</tbody>
</table>

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.
The Rivers Museum on the corner of Corn Street and New Road is 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 is the marble animal sculptures under two arches on the left of the entrance hall. Whoever created these figures apparently remain a mystery, but the skill of the craftspeople who worked on them is obvious. Hanging on the wall directly opposite the carvings is over a hundred swords from the 17th century. The narrow doorway between the arches let you into a series of smaller rooms where paintings from the 18th and 19th centuries are on display. If paintings aren't your thing, the museum's incredible collection of seashells and fossils in the final room are sure to be of interest. Perhaps what is most surprising about the building itself is the bell tower in the small courtyard. Only since the restoration work was completed in 2011 have the tower been open, and climbing the 150 steps to the top to take in the view over the city is well worth the effort. Over 50 full-time staff and volunteers are employed and having so many of them available to answer questions about the collection add 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 team play / plays twice a week in the summer. (play)
2. If the refuse to host the conference, I just don't know where we will be able to hold it. (refuse)
3. The worldwide television for tomorrow's cup final is expected to be 200 million. (be)
4. The classical concerts throughout the year. (perform)
5. The Waterman's Junior Book Prize includes three adults and three children. (include)
6. The all passed the end-of-year exam. (have)
7. The a picture of chaos in our schools, but it's just not like that at all. (present)
8. ordered an investigation into the capture of members of its peacekeeping force in eastern Africa. (have)

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

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

(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 will have produced during the 1930s.
   c I don't think any of them is particularly good. In fact, the restaurant is rather disappointing.
   d An investigation is underway to discover whether any of his whereabouts is known.

(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 eating these products is expected to rise dramatically in the next five years.
   b A number of people suffer the symptoms of influenza, but none can cure it.
   c It is estimated that the number of victims of the flooding is over 100,000.
   d You can still go into the National Museum for free, although a number of visitors are charged 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 piece has a duration of about five minutes.
   b The aim of the game is quite simple. Each player is expected to buy as many cars as possible.
   c Each of the factors plays a role in 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 factors affects 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.

1 Plenty of jobs are available, but no one wants them because they're so poorly paid. (be / want)

2 The majority of those questioned think 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 has been to China, but everyone we've met here has been very welcoming and helpful. (have / have)

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

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

Plural nouns

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

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.

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 ...)

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

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

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

3  Some 30% of the office space in London is presently empty and the Department for Employment blames high property prices.

4  Three centimetres is all that separated the first two runners in last night’s 10,000 metres and the sports club has declared the race a dead-heat.

5  The research group now admits that the criteria they used is not totally reliable, and that the figure of 85% is exaggerated.

6  Following last week’s major art theft from the Arcon Art Gallery, the premises was 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 shows that economics is 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 says that earnings from the drug be put back into further research.
In a compound consisting of noun + noun, often the second noun gives the general class of things to which the compound belongs and the first noun indicates the type within this class. The first noun usually has a singular form:

- an address book (= a book for addresses; not an addresses book)

However, there are a number of exceptions. These include –

- when the first noun only has a plural form:
  - a savings account  a customs officer  a clothes shop (compare a shoe shop)
  - the arms trade (arms = weapons)  a glasses case (glasses = spectacles. Compare 'a glass case' = a case made of glass)  an arts festival (arts = music, drama, film, dance, painting, etc. Compare 'an art festival'; art = painting, drawing and sculpture)

- when we refer to an institution (an industry, department, etc.), such as
  - the building materials industry  the publications department
  which deals with more than one kind of item or activity (different types of building material, different forms of publication).

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 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) armschair, 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 (a) on his way back to Canada.
6 We didn’t have a big party for Jo’s 50th birthday, just a family (b) .
7 Allegations of a (c) 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 (d) 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- down-to- larger-than- man / woman-in-the-
- once-in-a step-by- 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 all day and all night 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 an 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 (/æn ˈɛm pi/)
- an FBI agent (/æn ˈfɪbi /)
- an IOU (/æn aɪ ˈəʊ ju:/)

But compare abbreviations said as words:
- a NATO general (/ə nɛtəʊ ... /)
- a FIFA official (/ə fiːfa ... /)
- but an OPEC meeting (/æn ˈɒpɛk ... /)

Note that we say:
- a history (book) but 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
- 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 one 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 one 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 one 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.

Additional exercise 10 (page 246)
A / an, the and zero article 1

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 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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>beach</th>
<th>future</th>
<th>past</th>
<th>world</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a</td>
<td>I think the best Australian wine is as good as any in _____________.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>As a child, Dariya would often daydream about travelling forward in time to _____________.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>a</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>Although our current financial position is worrying, we have many new orders for our products and _____________. is looking very positive.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>a</td>
<td>As I get older, I remember _____________. better than things that happened recently.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>Many tourists come to the village looking for _____________. that never really existed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>a</td>
<td>If you want to get away from it all, you can take a small boat to deserted _____________. on one of the islands.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>Dear Mum and Dad, We're having a great holiday. The weather's wonderful and we're spending most of our time on _____________.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

45.2 Underline the correct or more likely answer. If both answers are possible, underline them both. B

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>It often seems that the individual / an individual can have little impact on government policy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The invention of a car / the car is normally attributed to the German engineer Gottlieb Daimler.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The television / A television has changed the way we think more than any other modern invention.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The campaign against smoking in public places argues that its harmful effects are not confined to the smoker / a smoker.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My sisters were clearly having a serious _____________. so I didn't like to disturb them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>It now gives me great _____________. to introduce that marvellous ventriloquist, Marco Lutman.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>As we walked through the rainforest we heard _____________. we weren't expecting - the ring of a mobile phone.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The failure to teach _____________. in schools has affected people's ability to write well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Most red meat is relatively high in _____________.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>_____________. travels at different speeds, depending on the temperature of the air.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>It's real _____________. to travel by rail in Sweden. The trains are clean and punctual.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I have _____________. of English printed in 1890 on very thin paper.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Although he's got _____________. he never seems to use it. His shirts are always creased.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>As she walked into the party, _____________. ceased and everyone in the crowded room stared at her.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 /'ði:/.
  - 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?
  b: 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.
3 A: What make is your computer? B: It's Mac.
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 ______ Georgi 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 ...

Additional exercise 10 (page 246)
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

<table>
<thead>
<tr>
<th>agriculture</th>
<th>children</th>
<th>fire</th>
<th>holidays</th>
<th>islands</th>
<th>money</th>
<th>parents</th>
<th>rain</th>
</tr>
</thead>
</table>
1 a ........................ as young as ten are working in the clothing industry.
   b While you’re painting the sitting room, I’ll take ........................ over to the park.
2 a As the soil quality deteriorated, so too did ........................ on which the region depended.
   b Around 60% of the labour force in the county is supported by ........................ .
3 a Around the world ........................ are being threatened by rising sea levels.
   b ........................ off the east coast of Malaysia are beautiful.
4 a I’ve been really busy at work, so I’m really looking forward to ........................ .
   b ........................ in the Brazilian rainforests are now becoming popular with 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

<table>
<thead>
<tr>
<th>air</th>
<th>car</th>
<th>email</th>
<th>post</th>
</tr>
</thead>
</table>
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 and any

Some

Before plural and uncountable nouns we sometimes use some or zero article (i.e. no article) with very little difference in meaning:
- 'Where were you last week?' 'I was visiting (some) friends.'
- Before serving, pour (some) yoghurt over the top.

With both some and zero article we are referring to particular people or things but in an indefinite way. When it is used in this way, some is usually pronounced /sam/.

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 /sam/.

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 /sam/.
- 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 /sam/) 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. A & Reminder 110–114
If the sentence is already correct, write ✓.
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 nothing 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


(ii) a drop – else – going to get – heard – in the cupboard – point – wrong

1. Where are the biscuits? There are … none in the cupboard. …
2. We left the house as quietly as possible and … none of us. …
3. … none was split as she poured the liquid into the flask.
4. She was determined to leave and I knew there was … not in protesting.
5. The door was locked and he had … not to go.
6. I found that … was left 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) is no job to be found outside the main town. I had to hire a car because there (2) is no train or bus on the island. But it was incredibly old – it’s ages since I’ve seen a car with (3) no seatbelt. And then when I had a puncture I discovered there (4) were no spare tyres either. It was in the hills in the north, and as there (5) were no 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) was no shade as there (7) is no tree in that part of the island. The hotel wasn’t much better. There (8) were no swimming pools – even though it showed one on its website! There (9) were no televisions in my room, and on the first night there (10) was no hot water. But when I phoned down to reception to complain, there (11) were no replies. The food was awful at the hotel, but as there (12) were no restaurants for miles around there (13) were no 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 … not one 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.

2 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.

3 Many think that hedgehogs are very rare nowadays, but when I was in Wales I saw many.

4 A lot have claimed that Professor Dowman's study on current attitudes to politics is flawed. One criticism is that much too many people questioned in the survey were under 18.

5 A lot of research has been conducted on the 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 emails ship sunny afternoon teacher

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

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

3 Much too many coast of the island.

4 The area is most famous for many a golf course 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 many a telephone call.

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

7 Many a sunny afternoon 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 Many a staff at the hospital have come down with a mysterious illness.

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

4 We were surprised when many a 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), whole, every, each

All (of)

We sometimes use all after the noun it refers to:
- His songs all sound much the same to me. (or All [of] his songs sound ...)
- We all think 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 less 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 ...)

Few, little, less, fewer
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></td>
<td>Male</td>
</tr>
<tr>
<td>2000</td>
<td>27</td>
</tr>
<tr>
<td>Now</td>
<td>55</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>Male</td>
<td>Female</td>
</tr>
<tr>
<td>2000</td>
<td>20</td>
</tr>
<tr>
<td>Now</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. Here the relative pronoun refers to 'a beach', and the subject of the relative clause is 'Ali'. Compare:
- I know a man who / that ran in the New York Marathon last year. where the relative pronoun refers to 'a man', and the subject of the relative clause is also 'a man'. In this case, the relative pronoun can't be omitted.

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

Adding information about things:

<table>
<thead>
<tr>
<th>subject</th>
<th>which</th>
<th>that</th>
</tr>
</thead>
<tbody>
<tr>
<td>object</td>
<td>which</td>
<td>that</td>
</tr>
</tbody>
</table>

Adding information about people:

<table>
<thead>
<tr>
<th>subject</th>
<th>who</th>
<th>that</th>
</tr>
</thead>
<tbody>
<tr>
<td>object</td>
<td>who</td>
<td>that</td>
</tr>
</tbody>
</table>

- When we add information about things, we can use that (or no relative pronoun) as object in conversation and which in more formal contexts:
  - Decorating's a job (that) I hate. (rather than '... which ...' in this informal context)
- When we add information about people, we generally prefer that (or no relative pronoun) as object in informal contexts rather than who or whom:
  - 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>subject</th>
<th>which</th>
<th>that</th>
</tr>
</thead>
<tbody>
<tr>
<td>object</td>
<td>which</td>
<td>that</td>
</tr>
</tbody>
</table>

Adding information about people:

<table>
<thead>
<tr>
<th>subject</th>
<th>who</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>object</td>
<td>who</td>
<td>whom</td>
</tr>
</tbody>
</table>

- 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, who(m) I have long admired, is to visit the university next week.
- When we add information about things, we can use which as subject or object. That is sometimes used instead of which, but some people think this is incorrect:
  - The Master's course, which I took in 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.*

### A. 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.

### B. 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.)*

### C. 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)
1 a Its chairperson is Miss Jiu Kim.
   b Their diets contain high levels of protein.
   c Their flowers are attractive to bees.
   d Her secretary resigned two weeks ago.
   e Her first job was filling shelves in a supermarket.
   f 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 **Until 1914 the pound sterling was the currency for which I had great respect.**
3. They have changed the date **They have changed the date for which I had great respect.**
4. Pasteurisation was discovered by the French chemist Louis Pasteur, **Pasteurisation was discovered by the French chemist Louis Pasteur, for whom I had great respect.**
5. He was persuaded to stay in England by Charles Dickens, **He was persuaded to stay in England by Charles Dickens, for whom I had great respect.**
6. There are a number of safety procedures **There are a number of safety procedures for which I had great respect.**
7. Details are in the instruction manual **Details are in the instruction manuals for which I had great respect.**
8. Ms Park was left the money by her former husband, **Ms Park was left the money by her former husband, for whom I had great respect.**

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)  
(a) are found in 25% of households.
(b) covers over 2 million square kilometres.
(c) should have ways of complaining about poor teaching.
(d) have complained to the President about the new customs regulations.
(e) was published in 1869.
(f) is situated on the Gulf of Finland.

(iii) Tallinn students cats, dogs and rabbits
      War and Peace
      Mexico and Canada
      Greenland

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 studying in the physics department during the 1990s.

3 As my aunt told me what she thought, I felt like a schoolboy reproached by his headteacher.

4 There is a sign on the gate barring ‘Entry forbidden’.

5 Across the river were some of the deer running 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 being sold as we speak will be on sale later this afternoon.

8 Anyone seeking further information can see me in my office.
Other ways of adding information to noun phrases 2: prepositional phrases, etc.

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. A

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 ...

1 + c ... Maja's the girl with blonde hair.

57.2 Rewrite the sentences in 57.1 using defining relative clauses. A

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? C

1 A man was talking with a grey suit.

2 A lorry was stopped by a police officer carrying thousands of stolen cigarettes.

3 I discussed my plan to decorate the room with my parents.
Participle clauses with adverbial meaning 1

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 / Because 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)
Exercises

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 the floor for my lost contact lens.
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 adverbial 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 adverbial meaning (see also Unit 58):

- While understanding her problem, I don’t know how I can help. (= Although I understand ...)
- After spending so much money on the car, I can’t afford a holiday.
- Before being changed last year, the speed limit was 70 kph. (passive form)

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. = the -ing clause indicates 'the method or means used'
- They only survived by eating roots and berries in the forest.
- On returning from Beijing, he wrote to the Chinese embassy. = the -ing clause indicates 'when'
- Josh was the first person I saw on leaving hospital.
- In criticising the painting, I knew I would offend her. = the -ing clause indicates 'cause'
- In choosing Marco, the People’s Party has moved to the left.

We can often use by + -ing or in + -ing with a similar meaning, although by + -ing is preferred in informal contexts:

- In / By writing 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. ________________________ a She soon began to lose weight.
2 She gave up sugar. ________________________ b She saved over a hundred pounds a month.
3 She turned down the job. ________________________ c She knew that she might offend him.
4 She moved to a smaller flat. ________________________ d She found Dave waiting outside her front door.
5 She entered the classroom. ________________________ e She gave up the possibility of a huge salary.
6 She criticised her father. ________________________ f She was surprised when all the children stood up.

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?*

*Ourselves* (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. and*
- *We walked around to familiarise the children with their new surroundings.*

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.*

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.

absent adapt concern dress occupy prepare pride trouble

1. She works for a charity which \( \textit{concerns itself with} \) the welfare of children.
2. She \( \textit{had to adapt} \) for the interview by reading the job description again.
3. It is a town that \( \textit{was} \) being welcoming to visitors.
4. While I was working, the children \( \textit{were} \) playing computer games.
5. It will take you some time to \( \textit{recover} \) to the pace of life in Tokyo.
6. Jack just expects to be given a job without making any effort. He \( \textit{will not even try} \) filling in any application forms.
7. When Jade broke her arm she \( \textit{could not} \) \( \textit{dress} \) properly, so I had to go round each morning to help.
8. Peter arranged to \( \textit{prepare} \) 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 \( \textit{myself/me} \), please?
2. All my friends were away, I \( \textit{was bored} \), and I just didn’t know what to do with \( \textit{myself/me} \).
3. We put the voice recorder on the table between \( \textit{ourselves/us} \).
4. They dragged the tree behind \( \textit{themselves/them} \) all the way to the trailer.
5. Now that you're a famous actor, you must hear a lot about \( \textit{yourself/you} \) in the media.
6. He \( \textit{ought to be ashamed of himself/him} \), being rude to his parents like that.
7. She should take care of \( \textit{herself/her} \) better. She’s looking really ill.
8. I opened the window in front of \( \textit{myself/me} \) and took a deep breath of fresh air.

60.3 If necessary, correct the italicised parts of this email or write \( \textit{✓} \). Give alternatives where possible.

Hi Dana,

Yes, Jan’s a lot better, thanks. We \( \textit{got vaccinated ourselves} \) 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 \( \textit{getting it themselves} \). I know that some of them \( \textit{had checked themselves} \) by their doctors. By coincidence, his boss said that \( \textit{he’d caught himself hepatitis} \) when he was in Africa a few years ago. When he’s completely recovered, \( \textit{Jan and myself are off} \) to Paris for a few days – if I can get Jan \( \textit{to tear him away} \) from his office! – and \( \textit{we’re going to occupy us} \) with looking at the galleries and having a rest.

Must go now. The children have just shouted that they want some juice and \( \textit{they can’t reach it themselves} \).

Will be in touch, Nika
One and ones

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.
- 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)

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 after 'tell' we include an indirect object.

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. B

1 A: Is Zak ill again? B: Well, he hasn’t come to work, so I assume ___ so. ___
2 A: Will we need to pay to get in? B: I doubt ___ that we will. ___
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. B & C

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 .... D

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.
   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. E

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: ___

Additional exercise 12 (page 248)
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. A

1 Johnson never won an Olympic medal. He twice came close to winning an Olympic medal. _Johnson never won an Olympic medal, but twice came close to doing so._
2 She was asked to teach more classes. She was happy to teach more classes.
3 My French hosts gave me snails to eat. I ate them very reluctantly.
4 The company wanted to build a new dam on the site. They were prevented from building the dam by local opposition.
5 All EU countries agreed to implement the new regulations on recycling plastic. So far only Finland and Austria have implemented the new regulations.
6 The water freezes in the cracks in rocks. As it freezes, it expands.

63.2 Complete these sentences with a form of do (+ so if possible). B

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. C

<table>
<thead>
<tr>
<th>claim</th>
<th>destruction</th>
<th>device</th>
<th>project</th>
<th>research</th>
<th>tactic</th>
</tr>
</thead>
</table>

1 Manufacturers often claim that their washing machines have built-in computers, but is there really a computer in _such a 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. C

1 ...but is there really a computer in a device like this? / ... like that?

→ Additional exercise 12 (page 248)
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. A

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. B & C

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 .
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. D

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 .

Additional exercise 12 (page 248)
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.)

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.'

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).'

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.

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'd like (to).
☐ Leave whenever you like, and Leave whenever you'd like (to).

However, we include to with negative forms of want, would like, and like, including in if-clauses and wh-clauses:

☐ 'Shall we go and visit 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? **claimed to be**
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.

B

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 **to**.
3 When the police officer told the crowd to leave the square they refused **to**.
4 I don't have to walk to work. I do it because I choose **to**.
5 We didn't want Alina to leave college, but she was determined **to**.
6 Spain won 3–0, and deserved **to** after a fine performance.
7 A: Shall we ask Dad before we borrow the car?  B: Yes, it might be a good idea **to**.
8 A: Would you present the prizes for the competition?  B: I'd be delighted **to**.
9 A: Would you like to travel first class?  B: Well, yes, I'd certainly prefer **to**.
10 I was hoping to go to Russia this year, but I can't afford **to**.

65.3 If necessary, correct B's responses. If they are already correct, write ✓.

C

1 A: Can I have a biscuit?  B: Take more than one if you like to.
2 A: When shall we start playing the music?  B: Whenever you'd like.
3 A: Will 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.
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 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.
- 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-infinitive, or a prepositional phrase as part of the adjective phrase:
  - It was a speech calculated to appeal to the unions.
  - He is a manager capable of 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. B

1 After the accident I tried to comfort the upset driver of the car.
   After the accident I tried to comfort the driver of the car, who was upset.
2 In the distance I could see an alone figure walking towards me.
   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.
   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.
   I remember her as a glad person who was always smiling.
5 He stood at the bedroom door, looking at his asleep daughter.
   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.
   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.
   She spent most of her life nursing seriously ill children in the hospital.
8 The two children were of an alike age.
   The two children were of an alike age.
9 We were unsure which way to go.
   We were unsure which way to go.
10 The sorry girls apologised to their teacher for their behaviour.
   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.) C

<table>
<thead>
<tr>
<th>domestic – unsafe</th>
<th>educational – entertaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>inevitable – utter</td>
<td>legal – stupid</td>
</tr>
<tr>
<td>serious – underlying</td>
<td></td>
</tr>
</tbody>
</table>

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.) D

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 __________________ 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)
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

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)

Gradable adjectives are sometimes used with non-gradable 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. 
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 ✓.

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.

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>
<th>(very) human</th>
<th>(intensely) private</th>
<th>(highly) technical</th>
</tr>
</thead>
</table>

1. a. The____________ temperature on the island is a pleasant 23.4 °C.
   b. Brecston is a / an____________ town in the south of England.
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____________.
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____________.
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' test 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.

**Also:** **New York-based, Paris-born, brick-built, easy-going, peace-keeping, long-lasting, good-looking, home-made, hair-raising, far-reaching, well-resourced, sweet-smelling, strange-sounding, soft-spoken, sour-tasting, nerve-wracking**

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

-cause- identify include interest provide remain result

1 I offered to pay for any damage that was the result. caused (not ... any caused damage.)
2 Steps are being taken by telephone engineers to solve the problems which have been noticed.
3 Visitors who want to find out more can buy a booklet with further information.
4 Please answer the questions on the sheet that has been given to you.
5 The holiday cost £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 The school is, with sufficient books and computers.

3 I found that the whole experience made me tense and worried. I found the whole experience

4 The proposed changes will have a major influence on a large number of people. The proposed changes will be

69.3 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
3 I found that the whole experience made me tense and worried. I found the whole experience
4 The proposed changes will have a major influence on a large number of people. The proposed changes will be

69.4 Match the words to form compound adjectives and use them to rewrite the italicised parts of these sentences. D

clean eye ill wide catching equipped ranging shaven

1 At the age of 16 children do not have the ability or experience to take on the role of parents. are ill-equipped
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.
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>ii -ing</td>
<td>busy, crazy, foolish, mad, stupid; (after the verb feel) awful, awkward, bad, good, guilty, terrible</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>iv wh-clause</td>
<td>afraid, not aware / unaware, not certain / uncertain, doubtful, not sure / unsure, worried</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>vi to-infinitive or -ing</td>
<td>crazy, foolish, mad, stupid</td>
</tr>
<tr>
<td>vii -ing or that-clause</td>
<td>(after the verb feel) awful, awkward, bad, good, guilty, terrible</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.
- It was amazing watching the fireworks.

We can use a similar pattern with adjective + wh- or that-clause (see Unit 96A):

- It was not clear why he did it.
- It was odd that she left so suddenly.

After certain adjectives we often include of + subject between the adjective and a to-infinitive:

- It was rude (of them) to criticise her. or
- They were rude to criticise her.

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. A

<table>
<thead>
<tr>
<th>cheat</th>
<th>know</th>
<th>leave</th>
<th>open</th>
<th>panic</th>
<th>reduce</th>
</tr>
</thead>
<tbody>
<tr>
<td>resign</td>
<td>talk</td>
<td>turn</td>
<td>underestimate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. I'm afraid I can't afford that much. Would you be prepared to afford the price if I pay cash?
2. Kenzo was stupid not to know 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 to get.
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. A

... After a couple of days Mark announced that he was going walking in the hills near the hotel. I thought he was (1) stupid that he would go alone and that it was dangerous. But he said that he was (2) confident not to get lost. We ended up arguing and finally he stormed off, saying he (3) wasn't sure when he'd be back. I went into town, but I felt a bit (4) guilty to shop all day. On the bus on the way back to the hotel I got talking to a local woman and (5) was concerned learning that it got very cold in the hills at night. I started (6) to get worried that he might be in danger, but I (7) wasn't certain what to do. But when I got back to the hotel, there was Mark (8) busy to drink orange juice by the pool. He'd decided not to go walking after all! He said he (9) was sorry upsetting me. At first I was angry and said he was stubborn and that he just (10) wasn't prepared admitting that I'd been right. But really I was just (11) pleased that he was safe ...

70.3 Rewrite these sentences using It + be + adjective. If possible, use of + a personal pronoun after the adjective. B

1. She was brave to spend the night in the old house alone. It was brave of her to spend the night in the old house alone.
2. Such a magnificent performance was wonderful to hear.
3. You were mean to eat all the cake and not leave any for me.
4. They were unreasonable to complain about the exam results.
5. The top of the jar was awkward to get off.
6. The shelves were simple to put up.
7. He was unprofessional to criticise the 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. B

1. It made me angry 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 ... subduedly.)

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:

<table>
<thead>
<tr>
<th>He wandered deep into the forest and got lost. (= a long way)</th>
<th>He felt deeply hurt by her criticisms. (= very)</th>
</tr>
</thead>
<tbody>
<tr>
<td>You don’t have to change trains. You can go direct. (= without stopping)</td>
<td>They loved each other deeply. (= very much)</td>
</tr>
<tr>
<td>It sounded awful – one of the choir members was singing flat.</td>
<td>I'll be with you directly. (= very soon)</td>
</tr>
<tr>
<td>He kicked the ball high over the goal.</td>
<td>He saw Hassan directly ahead. (= straight)</td>
</tr>
<tr>
<td>'Is Emil here yet?’ 'He's just arrived.'</td>
<td>This time I flatly refused to lend him any money. (= definitely; completely)</td>
</tr>
<tr>
<td>She looks just like her mother.</td>
<td>Everyone thinks highly of her teaching. (= they think her teaching is very good)</td>
</tr>
<tr>
<td>Which of these cheeses do you like most?</td>
<td>You can be justly proud of your musical achievements. (= rightly; justifiably)</td>
</tr>
<tr>
<td>They cut short their holiday when Lina fell ill. (= went home early)</td>
<td>Her novels are now mostly out of print. (= most of them)</td>
</tr>
<tr>
<td>The door was wide open so I just went straight in. (= completely)</td>
<td>We mostly go on holiday to France. (= usually)</td>
</tr>
<tr>
<td>The speaker will be arriving shortly (= soon). Please take your seats.</td>
<td>You won't have any problems getting the book. It's widely available. (= in many places)</td>
</tr>
</tbody>
</table>
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

| agitated | anticipated | despairing | determined | disappointed | organised | relaxed | repeated | reputed | satisfied |

1 I warned him again and again of the dangers on the mountain, but he insisted on going 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 friendly 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 cowardly in the battle.
7 Pierre Evene 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: -er vs more / less ... than

We usually add -er to one-syllable adjectives and adverbs to make their comparative form. However, we use more + adjective –

☆ with one-syllable past participle adjectives (see Unit 69) such as bored, creased, pleased, worn:
  - After I'd ironed my shirt it looked more creased than before. (not ... creaseder ...)

☆ with fun, real, right and wrong:
  - I expected the film to be rather dull, but I couldn't have been more wrong. (not ... wronger.)

When we are comparing two qualities:
  - 'Wasn't he brave to swim across?' 'I think he was more mad than brave.'
  - Although the paint was called 'Sky Blue', I thought it was more green than blue.
  - We can also use '... he wasn't so much brave as mad' and '... it was blue rather than green'.

We can sometimes use more as an alternative to the -er form to emphasise the comparison:
  - You might think it's dark here but it's more dark in the cellar. (or ... darker ...)

Also: clear, cold, deep, fair, rough, soft, true.

Some adjectives with two syllables are most commonly used with more / less, particularly:

- participle adjectives (e.g. worried, boring)
- adjectives ending in -ful and -less (e.g. careful, careless)
- afraid, alert, alike, alone, ashamed, aware
- some other adjectives, including active, cautious, certain, complex, direct, eager, exact, formal, frequent, modern, special, recent

Most two-syllable adjectives ending -y, -ow, -er and -ure can take either an -er or the more + adjective form, although the -er form is more frequently used.

Some adjectives (e.g. complete, equal, favourite, ideal, perfect, unique) have a comparative or superlative meaning so are not often used with -er / more / less or -est / most / least. However, we can use comparative or superlative forms for special emphasis:
  - The weather today was good, but less perfect than yesterday.

Superlatives

We usually use the, a possessive form (with -'s), or a possessive pronoun before a superlative adjective or adverb. In informal contexts we sometimes leave out the before an -est or most + adjective superlative after a linking verb, particularly at the end of a sentence:

- 'Why did you go by bus?' 'It was (the) cheapest.'
- Which was (the) most expensive?

However, we can't leave out the when we go on to say what group of things is being compared:

- 'Why did you buy these oranges?' 'They were the cheapest ones I could find.' (not They were cheapest ones ...)

When most + adjective / adverb is used without the, most means something like 'very':

- I checked the form most carefully (= very carefully) but didn't notice the mistake.

After a superlative we use of + a plural noun phrase to name the objects being compared:

- Adam's the oldest of my three brothers.

Note that we can put the of-phrase at the beginning to emphasise it:

- Of my three brothers, Adam's the oldest.

When we give the location or context within which the comparison is made we usually use in + a singular noun phrase:

- It was the tallest tree in the forest. (not ... the tallest tree of the forest.)
### 72.1 Complete the sentences with a comparative adjective from the box, using an -er or more + adjective form. Use both if possible. A

<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. B

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 ___________________________ than when it went in.  
3 A: The painting is from the 17th century.  
   B: Really? It looks ___________________________ than that.  
4 The film starts slowly, but gets ___________________________ after the first half hour.  
5 Louis is already rich, but his aim in life seems to be to become even ___________________________.  
6 All of us are unique, but some of us are ___________________________ than others.  
7 Most research in this area uses simple interviews, but we used a ___________________________ methodology.  
8 I didn't do well at school, and my fellow students all seemed ___________________________ than me.  
9 For an extra $500 you could buy a much ___________________________ motorbike.  
10 Curiously, many say they feel ___________________________ if they eat very little for a day.  

### 72.3 Put brackets around the if it can be omitted in these sentences. C

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. D

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. __________ 5,000 people phoned in to complain about last night's TV programme.
5. Lit continuously, the life of a light bulb varies from __________ two weeks to three months.
6. Some days there were __________ three or four students at his lectures.
7. We don't use much electricity. Sometimes our bill is __________ £40 a month.
8. 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. a. It was nearly illegible.
2. Her handwriting was untidy. b. It was insignificant.
3. The bookcase was heavy. c. It was unplayable.
4. The CD was badly scratched. d. It prevented me sleeping.
5. The plot of the novel was complicated. e. It was almost impossible to move it.
6. The difference between the results was small. f. It was completely incomprehensible.

1 + 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 ...
Position of adverbs 1

<table>
<thead>
<tr>
<th>A</th>
<th>There are three main positions for adverbs which modify a verb: end, front and mid position –</th>
</tr>
</thead>
<tbody>
<tr>
<td>Star</td>
<td>In end position, the adverb comes after the verb – either immediately after it or later in the clause.</td>
</tr>
<tr>
<td>Star</td>
<td>In front position the adverb comes before the subject.</td>
</tr>
<tr>
<td>Star</td>
<td>In mid position the adverb comes between the subject and verb, immediately after be as a main verb, or after the first auxiliary verb.</td>
</tr>
</tbody>
</table>

| | They played quietly all day. |
| | He tried to leave quietly. |
| | He sat in the corner quietly. |
| | Finally he could stand the noise no longer. |
| | Sometimes I feel like leaving. |
| | 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)

B | 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-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')
  - 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)

C | 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

74.1 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 (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)

74.2 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) carefully / on the narrow winding roads. It’s in a spectacular part of the country, but we had to drive (7) home / the train. Finally, we drove back to Zurich and caught (8) in Switzerland / enormously / ourselves and we’re looking forward to going back (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

74.3 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. I try to visit my parents every week. ✓
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.

→ Additional exercise 13 (page 248)
Position of adverbs 2

Front position

Most types of adverb commonly go in front position in a clause (see Unit 74A). In particular –

- **connecting adverbs**, which make immediately clear the logical relation to the previous sentence.
- **time and place adverbs**, which give more information about a previous reference to a time or place.
- **comment and viewpoint adverbs**, which highlight the speaker’s attitude to what they are about to say (see Unit 78).

The value of the yen has fallen. **As a result**, Japan faces a crisis.

The last few days have been hot. **Tomorrow** the weather will be much cooler.

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 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.

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 ...)

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, direction, indefinite frequency, and time

A

Adverbs of **place** and **direction** (or adverbials, particularly prepositional phrases) usually go in end position, but we can put them in front position to emphasise the location. The effect may also be to highlight what comes at the end (e.g. 'a body' in the example below). This order is found mainly in formal descriptive writing and reports. Compare:

- The money was eventually found **under the floorboards**. (= end) and
- The police searched the house. **Under the floorboards** they found a body. (= front)

If we put an adverb of place in front position we put the subject **after** the verb **be** (see also Unit 99A):

- **Next to the bookshelf** was a fireplace. (or less formally **Next to the bookshelf** there was a fireplace; **not** Next to the bookshelf a fireplace was.)

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.**
- Beyond the houses **they lay.**

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.**
- Outside the church the choir **sang.**
- 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 ...) and
- At first there was silence. **Then**, a voice **came** that I knew.

B

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.
- 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 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 we don’t use either much or very much before present participle adjectives:

- The hotel was (very) welcoming. (but not The hotel was (very) much welcoming.)

In negative sentences in informal contexts we can use (very) much before verbs such as appreciate, enjoy, like, and look forward to to emphasise a negative feeling about something:

- I didn’t (very) much enjoy the film.

**Very and too**

Before an adjective or another adverb we use **very** when we mean ‘to a high degree’, and **too** when we mean ‘more than enough’ or ‘more than is wanted or needed’. Compare:

- The weather was very hot in Majorca – perfect for swimming. (not ... too hot ...) and
- It’s too hot to stay in this room – let’s find somewhere cooler. (not ... very hot ...)

In negative sentences in informal spoken English we can use **not too** to mean ‘not very’:

- I’m not too bothered about who wins. (or I’m not very bothered ...)

**Even 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
  - obviously
  - presumably
  - generously
  - bravely
  - carelessly
  - 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 industriously 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. _Technically_ ..., 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 ...
Adverial 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.

and when the adverbial clause describes the **result** of an action in the main clause:

- He cleaned his shoes **until** they shone. (**shining** is the result of 'cleaning'.)

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 ... before 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 ...

→ Additional exercise 14 (page 249)
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')
Exercises

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 got 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
4 d a new copy would be very expensive
5 e I suggested we all go on holiday together
6 f the train was delayed for more than an hour
7 g it's supposed to be unlucky
8 h I'm trying to lose weight

1 + f Since the train was delayed for more than an hour, passengers were given a full refund.

2
3 Seeing as
4 Because
5
6 As
7
8 because

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.

### A

**In order / so as + to-infinitive**

To talk about the purpose of an action we can use *in order / so as + to-infinitive*:

- He took the course *in order to get* a better job.
- Trees are being planted by the roadside *so as to reduce* traffic noise.

In spoken English in particular it is much more common simply to use a *to-infinitive* without 'in order' or 'so as' to express the same meaning:

- He took the course *to get* a better job.

We rarely use just *not + to-infinitive*, but instead use *so as not to* or *in order not to*:

- He kept the speech vague *in order not to commit* himself to one side or the other.
- *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.

### B

**In order that and so that**

We also use *in order that* and *so that* to talk about a purpose. Compare:

- She stayed at work late *in order / so as to* complete the report, *and*
- She stayed at work late *in order that / so that* she could complete the report. *(not ... in order / so as to*)

*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.

### C

**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. A

1 I had to borrow money from the bank.
2 He packed his suitcase with the books at the bottom.
3 Bus fares in the city 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. A

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. B

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 in nobody will / would know it was there
people can / could walk around the gardens we can / could see the view over the city

1 They have an open day at their house each year so that people can walk around the gardens.
2 I put a rug over the stain on the carpet so that
3 There were screens on all the windows so that
4 The software is designed so that
5 We went up to the top floor so that
6 The 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. C

1 The factory demolition was planned such that any risk to the public was avoided.
   The factory demolition was planned in such a way that any risk to the public was avoided. / The factory demolition was planned in such a way as to avoid any risk to the public.

2 The meeting room is designed such that everyone's voice can be heard without the use of microphones.

3 The 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.

→ Additional exercise 14 (page 249)
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.

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

A: they were very useful when I looked at them in detail
b: she forced herself to pick up the snake
c: they had never faced such severe conditions before
d: the company is still in financial difficulties
e: they always found enough to share with me
f: she knew the examination would not be easy
g: my brother Johan has just won the lottery-
h: it was actually quite tasty

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 she 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.

A: 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.

A: 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.
   (Whereas ... is not possible...)
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 ...)
Exercises

83.1 Complete these sentences with an imperative (1–3) or an if-clause (4–6). A

1. There have been a lot of thefts from cars in the city centre. If you leave your car there, make sure it's locked. / 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. If you were back in the evening, I'd have come and seen you.
5. If you were the doctor, you'd have known the scene with the witches.
6. If you were at the airport, you'd have met you at the airport.

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. C

not fill in – need not help – go leave – meet
not arrive – give study – know break – have to

1. If you _______ have studied / study ______ Macbeth, you’ll ______ know ______ the scene with the witches.
2. If you _______ home before I get there, I’ll ______ you at the airport.
3. If you _______ the window, you’ll ______ pay for it.
4. If the taxi _______ by 10 o'clock, I’ll ______ you a lift to the station.
5. If you _______ an application form, you will ______ to do so before you can be considered for the job.
6. If the antibiotics _______ by the end of the week, I’ll ______ back to the doctor.

83.3 If necessary, correct the italicised part of the sentence using a past simple form of the same verb. D

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. E

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 ______.
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...
If I were you …; imagine he were to win

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 as a more formal alternative to if + 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). Bi

(i)
1. ... found guilty of libel ...
2. ... government to increase university fees ...
3. ... anyone to lean against the window ...
4. ... not already busy in August ...
5. ... to see the conditions in which the refugees are living ...

(ii)
(a) the glass would certainly break
(b) you would be horrified
(c) I would gladly accept your invitation
(d) there would be an outcry from students
(e) the newspaper would face huge legal costs

1 + e Were it to be found guilty of libel, the newspaper would face huge legal costs.

85.2 Expand the notes to write a sentence to go before each question below. Use Suppose, Supposing, or Imagine, followed by a pronoun, noun or noun phrase and then were. Bv

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. Bvi

1. Muller spoke slowly as if it were a great physical effort.
2. Every day Mrs Demir would walk around the park as if it were snowing.
3. She knew she wouldn’t be able to eat rabbit meat as if it were starving.
4. Theo completely ignored me as if it were not standing next to him.
5. He picked Natasha up as if it were no heavier than a two-year-old.
6. I don’t think I would have got the job as if it were better qualified.
7. When Martina saw that I was stuck she laughed out loud as if it were a joke.
8. I wouldn’t accept the job as if it were to offer it to me.

85.4 Complete the sentences using one of the phrases in (i) with expanded notes from (ii). A & B

(i)
-if it were not for -if I were you -I'd rather it were -I'd sooner she were

(ii)
-forgotten ... classmates -going ... friends -not so critical ... employees -long nights ... winter -as easy ... that breakfast before ...

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.
86.1 Match the sentence halves and write a new sentence with the same meaning, beginning each one with Unless ...

a) or the farmers will lose their crops.
b) If the train doesn't leave within five minutes.
c) I'm sure I'll be able to find my way there.
d) or the research will not be able to continue.
e) I think I'll buy that painting.
f) if you have been unemployed for six months.

1 + b  Unless the train leaves within five minutes, we'll never get to the meeting.

86.2 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.
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, when, whenever, while</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></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

<table>
<thead>
<tr>
<th>(i)</th>
<th>(ii)</th>
</tr>
</thead>
<tbody>
<tr>
<td>alternatively</td>
<td>everybody had their fair share</td>
</tr>
<tr>
<td>as long as</td>
<td>you could poison them</td>
</tr>
<tr>
<td>for one thing</td>
<td>his face seemed familiar</td>
</tr>
<tr>
<td>meanwhile</td>
<td>it's too expensive</td>
</tr>
<tr>
<td>otherwise</td>
<td>the rent was paid on time</td>
</tr>
<tr>
<td>so that</td>
<td>the street was deserted</td>
</tr>
<tr>
<td>while</td>
<td>the volcano continues to erupt</td>
</tr>
<tr>
<td>yet</td>
<td>we were on holiday</td>
</tr>
</tbody>
</table>

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, ________________________________

→ Additional exercise 14 (page 249)
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.

A: What's wrong?
B: I'm just feeling rather under the weather.

1. 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?'
2. She already has 18 books on gardening under her belt and she is now working on number 19.
3. He had never played well for the club and left under a cloud.
4. She lost her temper and went completely over the top, accusing him of cheating.
5. 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. A
1. For a couple of days I’ve had a pain between / among my shoulder blades.
2. He couldn’t find a microphone between / among all the recording equipment he had with him.
3. It would be easier to read if you put a line space between / among the paragraphs.
4. In the photograph 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. B

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 in the class.
3. The distinction between amateur and professional athletes is becoming less clear.
4. It has become fashionable to dye their hair in various colours.
5. When Malik died, his daughter inherited the house and the rest of his money was split between 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 eating or washing up, I know which I’d prefer to do.
9. Luka and Ivan are friends of ours, so I’ll invite them to the wedding, of course.
10. Late last night the talks between the workers and their employers broke down.

89.3 Complete this email with between or among. A & B

Hi Mum and Dad!
Rome must be one of the most fascinating cities in the world. Yesterday we visited, between other places, the Foro Romano – the centre of ancient Rome – and the Vatican. There is such an incredible contrast between 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 the most incredible over any city in the world. But between 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 between the Vatican and the Foro Romano. The Italian king Umberto I and the artist Raphael are buried there. In the evening there was a bit of an argument between 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, between other things. The only problem then was choosing between the many different types!
Will be in touch again when I can.
Love, Keira
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 ...)

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 X if it can’t. A & B

1. I’m going to get a cup of coffee during the break. (in)
2. She lost more than 15 kilos during her illness and she was off work for two months. (in)
3. He twisted his ankle during the match and had to retire injured. (over)
4. The weather was terrible here during December. (in)
5. The meeting will be some time during January. (over)
6. 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

1. a. I was feeling really hungry ................the time dinner was served.
   b. We sat around the fire talking ................the time dinner was served.
2. a. Sorry I’m late. I’ve been in a meeting ................now.
   b. I thought 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 ________ that he was tired.
12. I drove all the way ________ 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.
Some verbs are frequently followed by particular prepositions:

<table>
<thead>
<tr>
<th>verb</th>
<th>about</th>
<th>for</th>
<th>of</th>
<th>on</th>
<th>with</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>argue</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>ask</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>care</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>know</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>learn</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>talk</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

**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.
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 on the information very quickly.
   b. I couldn’t be at the meeting, so my solicitor acted for me.
2. a. I’ve been thinking a lot about your idea, and I’ve decided I’d like to support you.
   b. What do you think of the colour in the bedroom?
3. a. Doctors have called on the Health Minister to resign.
   b. Campaigners have called for a referendum on the issue.
4. a. They say he worked for the CIA in the 1980s.
   b. She works with computers.
5. a. We’re counting on Julia to supply the food for the party.
   b. Playing exciting basketball counts for little if the team isn’t winning.
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 ...) and
- 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; or ... 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. have great admiration for 
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 reason possibility risk unwillingness
(ii) acknowledge allow buy fly get 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 decision to continue coal mining in the national park.
4 Your blood pressure is a little high, but there is no cause for worry about it.
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 identify a random sequence of numbers.
7 The government has been criticised for its refusal to take the region from flooding.
8 The possibility of a new car in Europe is expected to fall in the next year.
9 I knew that there was little likelihood of the job with so many applicants.
10 It's hard to work with Nik because of his unwillingness to make 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 carry an umbrella with him.
4 The head of the company repeated his intention to visit London on his 65th birthday.
5 When the History Department closed she was offered the option of another job.
6 Katrin had a very unusual way of doing things, keeping her feet firmly on the floor and waving her arms around her head.

→ Additional exercise 15 (page 249)
Two- and three-word verbs: word order

The meaning of some verbs commonly used with a particular preposition or adverb (or particle) is often different from the meaning of their separate parts. We can call these two-word verbs:

- 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 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
      -the general ideas  her name  the thing  my mind  the window
(ii)  hear out

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), nobody, 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 done to show a change of topic. Choosing the, that, etc. + noun indicates that we think the topic is already known to the listener or reader:
- And then there is the question of who is going to pay.

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. A

1 Coffee was spilt on the table. There was coffee 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? A

1 There are two pubs and a church on the village green.
2 There is another possible location 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 are 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 are 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. C & Unit 53

1 There were a lot of people at the party a an election will be held next month.
2 There's a cake in the kitchen b are harder-working than Kristin.
3 There was never any doubt c I've made especially for your birthday.
4 There have been suggestions d I could do to prevent him falling.
5 There aren't many people alive today e hadn't been invited.
6 There are still some old houses in the village f haven't watched TV.
7 There was absolutely nothing g don't have electricity.
8 There are few people in the company h Bruno would get the job.

1 + e There were a lot of people at the party who / that hadn't been invited.

95.4 Write new sentences with similar meanings beginning There being ... D

1 As there was no food in the house, they went to a local restaurant. There being no food in the house, they went to a local restaurant.
2 There was no further business, so the meeting closed at 12:30.

3 The patients were sent home because there was no doctor available.

4 Because the facilities were inadequate at the hotel, the conference was relocated to a nearby university.
We can use an introductory it at the beginning of a sentence –

- to place long or grammatically complex sentence elements at the end (the usual place for them in English). Compare:
  - To drive without a licence is illegal. and
  - It is illegal to drive without a licence.
- to focus attention on 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

<table>
<thead>
<tr>
<th>(i)</th>
<th>(ii)</th>
</tr>
</thead>
<tbody>
<tr>
<td>appear</td>
<td>astonish</td>
</tr>
<tr>
<td>not bother</td>
<td>concern</td>
</tr>
<tr>
<td>hurt</td>
<td>see / carrying knives</td>
</tr>
<tr>
<td>pay</td>
<td>criticise / too much</td>
</tr>
<tr>
<td>upset</td>
<td>everyone / see in</td>
</tr>
<tr>
<td></td>
<td>he / jealous</td>
</tr>
<tr>
<td></td>
<td>pedal / bicycle</td>
</tr>
<tr>
<td></td>
<td>seriously injured / back</td>
</tr>
<tr>
<td></td>
<td>plan your journey ahead</td>
</tr>
<tr>
<td></td>
<td>hadn't even told / when / going away</td>
</tr>
<tr>
<td></td>
<td>discover / also / successful novelist</td>
</tr>
<tr>
<td></td>
<td>hear / offended</td>
</tr>
</tbody>
</table>

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 ...
It ... 2

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. (not ... remember it when ...)

Also: argue, discover, emphasise, notice, predict

With other verbs used to indicate how we see a particular event or situation, it is followed first by an adjective or noun phrase and then a that-clause, to-infinitive clause, or clause beginning when:

- 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 tried hard to understand why the film was made in black and white and not colour.
3 If you promised that you can't get to the meeting on the 16th I'll try to rearrange it.
4 We asked our supporters to play to the best of our ability in the match.
5 I really regret that the camera was on the table when I left the house.
6 I really can't 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'd refuse if you didn't.
8 I think we should permute to the children to do the washing up.
9 I envisage that Randa will withdraw from the course within a month.
10 I envisage 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
   I view it as part of my role to significantly reduce Rexco's carbon footprint in the next 5 years.

3 necessary evil - some people - may redundant - in next year
   I accept it as necessary evil that some people may go redundant in the next year.

4 important for relations with workforce - make available information - managers' salaries
   I consider it important for relations with the workforce to make available information about managers' salaries.

5 unacceptable - modern company - exclude workforce - major decision-making
   I regard it as unacceptable for a modern company to exclude its workforce from major decision-making.

6 fundamental principle of company - suppliers of raw materials - given fair price for products
   I take it as a fundamental principle of the company to be fair in the price it gives its suppliers of raw materials.

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 I made a note of finding it.
3 It is a coincidence that Julia and Jakub have split up. Everyone in the office knows.
4 I know your exam result wasn't good, but I'm sure you're not getting depressed about it.
5 Your broken arm will take some time to mend, but you shouldn't be playing tennis again by the summer.
6 As the car ferry isn't running because of the high winds, but it's possible to drive 100 kilometres around the lake.
7 It's possible to buy tickets at the theatre. You have to buy them online.
8 Bungee jumping might be dangerous, but 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. A

1. Mark’s known for ages that his parents are coming to stay with us this weekend, but he only told me yesterday. Mark’s known for ages that his parents are coming to stay with us this weekend, but... it was only yesterday that when he told me...

2. 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;...

4. I had my wallet when I went into the sports hall, so I lost it somewhere in there. I had my wallet when I went into the sports hall, so...

5. She doesn’t find learning languages very easy, and she improved her Spanish only by studying very hard. She doesn’t find learning languages very easy, and...

6. I have had 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. B

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? (get brother / record it / watch tonight)
   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 oil and soy sauce on / grill)
   B: ...

7. A: Did you buy Megan the coat she wanted? (give / money towards it)
   B: ...

8. A: Did you fly from Sydney to Brisbane? (hire a car / drive all the way)
   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. C

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...
Inversion 1

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:

- It would be a serious setback, **if the talks were to fail**.
- **It would be a serious setback, were the talks to fail.**

- **If you should need** more information, please telephone our main office.
- **Should you need** more information, please telephone our main office.

- **If Andy had asked**, I would have been able to help.
- **Had Andy asked**, I would have been able to help.

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. B
1 We'd just got to the top of the hill when down came 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 ... C
1 If Kahn had not resigned as party leader, it he would have been sacked.
2 If you do not wish to receive further information about our products, there are less expensive models in the range.
3 If the plane were ever to be built, he would have been sacked.
4 If the ice hockey team wins again today, I would have no hesitation in accepting.
5 If I were offered the job, he would be writing novels about the homeless in London.
6 If a car had been coming the other way, it is unlikely that the electorate would have supported the government.
7 If there had been a referendum on the issue, it will be their tenth consecutive victory.
8 If you are not able to afford the SXL3, I might have been seriously injured.
9 If Charles Dickens were alive today, click on the box below.

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 ... 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. D
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 everyone else in the village was.
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 / 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.

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 [__] 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

NEWSONLINE

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)
# Appendix 1
## Irregular verbs

<table>
<thead>
<tr>
<th>bare infinitive</th>
<th>past simple</th>
<th>past participle (-ed form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>arise</td>
<td>arose</td>
<td>arisen</td>
</tr>
<tr>
<td>awake</td>
<td>awoke</td>
<td>awoken</td>
</tr>
<tr>
<td>be</td>
<td>was / were</td>
<td>been</td>
</tr>
<tr>
<td>bear</td>
<td>bore</td>
<td>borne</td>
</tr>
<tr>
<td>beat</td>
<td>beat</td>
<td>beaten</td>
</tr>
<tr>
<td>become</td>
<td>became</td>
<td>become</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>bend</td>
<td>bent</td>
<td>bent</td>
</tr>
<tr>
<td>bet</td>
<td>bet</td>
<td>bet</td>
</tr>
<tr>
<td>bind</td>
<td>bound</td>
<td>bound</td>
</tr>
<tr>
<td>bite</td>
<td>bit</td>
<td>bitten</td>
</tr>
<tr>
<td>bleed</td>
<td>bled</td>
<td>bled</td>
</tr>
<tr>
<td>blow</td>
<td>blew</td>
<td>blown</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
</tr>
<tr>
<td>broadcast</td>
<td>broadcast</td>
<td>broadcast</td>
</tr>
<tr>
<td>build</td>
<td>built</td>
<td>built</td>
</tr>
<tr>
<td>burn</td>
<td>burnt</td>
<td>burnt</td>
</tr>
<tr>
<td>burst</td>
<td>burst</td>
<td>burst</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>bought</td>
</tr>
<tr>
<td>cast</td>
<td>cast</td>
<td>cast</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>caught</td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td>chosen</td>
</tr>
<tr>
<td>cling</td>
<td>clung</td>
<td>clung</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>come</td>
</tr>
<tr>
<td>cost</td>
<td>cost</td>
<td>cost</td>
</tr>
<tr>
<td>creep</td>
<td>crept</td>
<td>crept</td>
</tr>
<tr>
<td>cut</td>
<td>cut</td>
<td>cut</td>
</tr>
<tr>
<td>deal</td>
<td>dealt</td>
<td>dealt</td>
</tr>
<tr>
<td>dig</td>
<td>dug</td>
<td>dug</td>
</tr>
<tr>
<td>dive</td>
<td>dived</td>
<td>dived</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td>draw</td>
<td>drew</td>
<td>drawn</td>
</tr>
<tr>
<td>dream</td>
<td>dreamt</td>
<td>dreamt</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>drunk</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
<td>driven</td>
</tr>
<tr>
<td>dwell</td>
<td>dwelt</td>
<td>dwelt</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>fallen</td>
</tr>
<tr>
<td>feed</td>
<td>fed</td>
<td>fed</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
<td>felt</td>
</tr>
<tr>
<td>fight</td>
<td>fought</td>
<td>fought</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>bare infinitive</th>
<th>past simple</th>
<th>past participle (-ed form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>find</td>
<td>found</td>
<td>found</td>
</tr>
<tr>
<td>fit</td>
<td>fit</td>
<td>fit</td>
</tr>
<tr>
<td>flee</td>
<td>fled</td>
<td>fled</td>
</tr>
<tr>
<td>fling</td>
<td>flung</td>
<td>flung</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>flown</td>
</tr>
<tr>
<td>forbid</td>
<td>forbade</td>
<td>forbidden</td>
</tr>
<tr>
<td>forecast</td>
<td>forecast</td>
<td>forecast</td>
</tr>
<tr>
<td>forget</td>
<td>forgot</td>
<td>forgotten</td>
</tr>
<tr>
<td>forgive</td>
<td>forgave</td>
<td>forgiven</td>
</tr>
<tr>
<td>freeze</td>
<td>froze</td>
<td>frozen</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>got</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
<td>grown</td>
</tr>
<tr>
<td>hang</td>
<td>hung</td>
<td>hung</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td>had</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
<td>heard</td>
</tr>
<tr>
<td>hide</td>
<td>hid</td>
<td>hidden</td>
</tr>
<tr>
<td>hit</td>
<td>hit</td>
<td>hit</td>
</tr>
<tr>
<td>hold</td>
<td>held</td>
<td>held</td>
</tr>
<tr>
<td>hurt</td>
<td>hurt</td>
<td>hurt</td>
</tr>
<tr>
<td>keep</td>
<td>kept</td>
<td>kept</td>
</tr>
<tr>
<td>kneel</td>
<td>knelt</td>
<td>knelt</td>
</tr>
<tr>
<td>knit</td>
<td>knit</td>
<td>knit</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>known</td>
</tr>
<tr>
<td>lay</td>
<td>laid</td>
<td>laid</td>
</tr>
<tr>
<td>lead</td>
<td>led</td>
<td>led</td>
</tr>
<tr>
<td>lean</td>
<td>leant</td>
<td>leant</td>
</tr>
<tr>
<td>leap</td>
<td>leapt</td>
<td>leapt</td>
</tr>
<tr>
<td>learn</td>
<td>learnt</td>
<td>learnt</td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
<td>left</td>
</tr>
<tr>
<td>lend</td>
<td>lent</td>
<td>lent</td>
</tr>
<tr>
<td>let</td>
<td>let</td>
<td>let</td>
</tr>
<tr>
<td>lie</td>
<td>lay</td>
<td>lain</td>
</tr>
<tr>
<td>light</td>
<td>lit</td>
<td>lit</td>
</tr>
<tr>
<td>lose</td>
<td>lost</td>
<td>lost</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
<td>made</td>
</tr>
<tr>
<td>mean</td>
<td>meant</td>
<td>meant</td>
</tr>
<tr>
<td>meet</td>
<td>met</td>
<td>met</td>
</tr>
<tr>
<td>mow</td>
<td>mowed</td>
<td>mown</td>
</tr>
<tr>
<td>pay</td>
<td>paid</td>
<td>paid</td>
</tr>
<tr>
<td>prove</td>
<td>proved</td>
<td>proven</td>
</tr>
</tbody>
</table>
### Appendix 1

<table>
<thead>
<tr>
<th>bare infinitive</th>
<th>past simple</th>
<th>past participle (ed form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>put</td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>quit</td>
<td>quit</td>
<td>quit</td>
</tr>
<tr>
<td>read</td>
<td>read⁵</td>
<td>read⁵</td>
</tr>
<tr>
<td>ride</td>
<td>rode</td>
<td>ridden</td>
</tr>
<tr>
<td>ring</td>
<td>rang</td>
<td>rung</td>
</tr>
<tr>
<td>rise</td>
<td>rose</td>
<td>risen</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>run</td>
</tr>
<tr>
<td>saw³</td>
<td>sawed</td>
<td>sawn</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
<td>said</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>seek</td>
<td>sought</td>
<td>sought</td>
</tr>
<tr>
<td>sell</td>
<td>sold</td>
<td>sold</td>
</tr>
<tr>
<td>send</td>
<td>sent</td>
<td>sent</td>
</tr>
<tr>
<td>sew³</td>
<td>sewed</td>
<td>sewn</td>
</tr>
<tr>
<td>shake</td>
<td>shook</td>
<td>shaken</td>
</tr>
<tr>
<td>shear³</td>
<td>sheared</td>
<td>shorn</td>
</tr>
<tr>
<td>shed</td>
<td>shed</td>
<td>shed</td>
</tr>
<tr>
<td>shine</td>
<td>shone</td>
<td>shone</td>
</tr>
<tr>
<td>shoot</td>
<td>shot</td>
<td>shot</td>
</tr>
<tr>
<td>show</td>
<td>showed</td>
<td>shown</td>
</tr>
<tr>
<td>shrink</td>
<td>shrank</td>
<td>shrunk</td>
</tr>
<tr>
<td>shut</td>
<td>shut</td>
<td>shut</td>
</tr>
<tr>
<td>sing</td>
<td>sang</td>
<td>sung</td>
</tr>
<tr>
<td>sink</td>
<td>sank</td>
<td>sunk</td>
</tr>
<tr>
<td>sit</td>
<td>sat</td>
<td>sat</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
<td>slept</td>
</tr>
<tr>
<td>slide</td>
<td>slid</td>
<td>slid</td>
</tr>
<tr>
<td>slang</td>
<td>slung</td>
<td>slung</td>
</tr>
<tr>
<td>smell¹</td>
<td>smelt</td>
<td>smelt</td>
</tr>
<tr>
<td>sow³</td>
<td>sowed</td>
<td>sown</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>spoken</td>
</tr>
<tr>
<td>speed¹</td>
<td>sped</td>
<td>speed</td>
</tr>
<tr>
<td>spell¹</td>
<td>spelt</td>
<td>spelt</td>
</tr>
<tr>
<td>spend</td>
<td>spent</td>
<td>spent</td>
</tr>
<tr>
<td>spin</td>
<td>spun</td>
<td>spun / span</td>
</tr>
<tr>
<td>spit</td>
<td>spat</td>
<td>spat</td>
</tr>
<tr>
<td>split</td>
<td>split</td>
<td>split</td>
</tr>
<tr>
<td>spoil¹</td>
<td>spoilt</td>
<td>spoilt</td>
</tr>
<tr>
<td>spread</td>
<td>spread</td>
<td>spread</td>
</tr>
<tr>
<td>spring</td>
<td>sprang</td>
<td>sprung</td>
</tr>
<tr>
<td>stand</td>
<td>stood</td>
<td>stood</td>
</tr>
<tr>
<td>steal</td>
<td>stole</td>
<td>stolen</td>
</tr>
<tr>
<td>stick</td>
<td>stuck</td>
<td>stuck</td>
</tr>
<tr>
<td>sting</td>
<td>stung</td>
<td>stung</td>
</tr>
<tr>
<td>stink</td>
<td>stank</td>
<td>stank</td>
</tr>
<tr>
<td>strike</td>
<td>struck</td>
<td>struck</td>
</tr>
<tr>
<td>strive</td>
<td>strove</td>
<td>striven</td>
</tr>
<tr>
<td>swear</td>
<td>swore</td>
<td>sworn</td>
</tr>
<tr>
<td>sweep</td>
<td>swept</td>
<td>swept</td>
</tr>
<tr>
<td>swell³</td>
<td>swelled</td>
<td>swollen</td>
</tr>
<tr>
<td>swim</td>
<td>swam</td>
<td>swum</td>
</tr>
<tr>
<td>swing</td>
<td>swung</td>
<td>swung</td>
</tr>
<tr>
<td>take</td>
<td>took</td>
<td>taken</td>
</tr>
<tr>
<td>teach</td>
<td>taught</td>
<td>taught</td>
</tr>
<tr>
<td>tear</td>
<td>tore</td>
<td>torn</td>
</tr>
<tr>
<td>tell</td>
<td>told</td>
<td>told</td>
</tr>
<tr>
<td>think</td>
<td>thought</td>
<td>thought</td>
</tr>
<tr>
<td>throw</td>
<td>threw</td>
<td>thrown</td>
</tr>
<tr>
<td>thrust</td>
<td>thrust</td>
<td>thrust</td>
</tr>
<tr>
<td>tread</td>
<td>trod</td>
<td>trodden</td>
</tr>
<tr>
<td>understand</td>
<td>understood</td>
<td>understood</td>
</tr>
<tr>
<td>wake¹</td>
<td>woke</td>
<td>woken</td>
</tr>
<tr>
<td>wear</td>
<td>wore</td>
<td>worn</td>
</tr>
<tr>
<td>weave¹</td>
<td>wove</td>
<td>woven</td>
</tr>
<tr>
<td>weep</td>
<td>wept</td>
<td>wept</td>
</tr>
<tr>
<td>wet¹</td>
<td>wet</td>
<td>wet</td>
</tr>
<tr>
<td>win</td>
<td>won</td>
<td>won</td>
</tr>
<tr>
<td>wind</td>
<td>wound</td>
<td>wound</td>
</tr>
<tr>
<td>wring</td>
<td>wrung</td>
<td>wrung</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
<td>written</td>
</tr>
</tbody>
</table>

¹ 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).
² 'forbad' is also sometimes used, but is old fashioned.
³ These verbs have two past participle forms, the one given and a regular form (e.g. mow; mowed; mown / mowed).
⁴ When lie means 'deliberately to say something untrue' it is regular ('lie / lied / lied').
⁵ Pronounced /red/.
### 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>Tense</th>
<th>Active Form</th>
<th>Passive Form</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present simple</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active:</td>
<td>tell(s)</td>
<td>I'm told (by John) that you're thinking of leaving.</td>
<td></td>
</tr>
<tr>
<td>Passive:</td>
<td>am / is / are told</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Past simple</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active:</td>
<td>told</td>
<td>John told me that you were leaving.</td>
<td></td>
</tr>
<tr>
<td>Passive:</td>
<td>was / were told</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Present perfect</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active:</td>
<td>have / has told</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passive:</td>
<td>have / has been told</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Past perfect</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active:</td>
<td>had told</td>
<td>John had already told me that you were leaving.</td>
<td></td>
</tr>
<tr>
<td>Passive:</td>
<td>had been told</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Present continuous</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active:</td>
<td>am / is / are telling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passive:</td>
<td>am / is / are being told</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Past continuous</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active:</td>
<td>was / were telling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passive:</td>
<td>was / were being told</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Future simple</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active:</td>
<td>will tell</td>
<td>I will tell John that you are leaving.</td>
<td></td>
</tr>
<tr>
<td>Passive:</td>
<td>will be told</td>
<td>John will be told (by me) that you are leaving.</td>
<td></td>
</tr>
<tr>
<td><strong>Future perfect</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active:</td>
<td>will have told</td>
<td></td>
<td>By tomorrow I will have told John that you are leaving.</td>
</tr>
<tr>
<td>Passive:</td>
<td>will have been told</td>
<td></td>
<td>By tomorrow John will have been told (by me) that you are leaving.</td>
</tr>
<tr>
<td><strong>Present perfect continuous (rare in the passive)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active:</td>
<td>has / have been telling</td>
<td></td>
<td>John has been telling me for ages that you are leaving.</td>
</tr>
<tr>
<td>Passive:</td>
<td>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>Tense</th>
<th>Active Form</th>
<th>Passive Form</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active:</td>
<td>should / could / might / ought to (etc.) tell</td>
<td></td>
<td>You should tell John.</td>
</tr>
<tr>
<td>Passive:</td>
<td>should / could / might / ought to (etc.) be told</td>
<td></td>
<td>John should be told.</td>
</tr>
<tr>
<td>Active:</td>
<td>should / could / might / ought to (etc.) have told</td>
<td></td>
<td>You should have told John.</td>
</tr>
<tr>
<td>Passive:</td>
<td>should / could / might / ought to (etc.) have been told</td>
<td></td>
<td>John should have been told.</td>
</tr>
<tr>
<td>Active:</td>
<td>should / could / might / ought to (etc.) have been telling</td>
<td></td>
<td>You should have been telling John while I was outside.</td>
</tr>
<tr>
<td>Passive:</td>
<td>should / could / might / ought to (etc.) have been being told</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). Gradable adjectives can be used to say that a person or thing has more or less of this quality (e.g. She's very happy), while non-gradable adjectives can't (e.g. It's impossible. We can't say 'It's very impossible'). Classifying adjectives say that something is of a particular type (e.g. atomic, initial). Emphasising adjectives stress how strongly we feel about something (e.g. complete nonsense). Qualitative adjectives say what qualities a person or thing has (e.g. big, rich). See also grading adverbs and non-gradable 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-gradable adverbs (e.g. completely, mainly) are used with non-gradable adjectives.

adverbial
A word or group of words that says when, how, where, etc. something happens. They may consist of an adverb (e.g. quietly), a prepositional phrase (e.g. through the door), a noun phrase (e.g. next week), or an adverbial clause (e.g. after she left).

adverbial clause
A type of subordinate clause that says when, how, where, etc. something happens (e.g. Before I went to school this morning, I did my homework).

affirmative sentence
A statement (i.e. not a question) that is positive, not negative.

agent
The person or thing that performs the action described in a verb. Usually it is the subject in an active clause and comes after 'by ...' in a passive clause.

article
The word the is the definite article and the word a (an before vowels) is the indefinite article. When there is no article before a noun we refer to this as the zero article.

auxiliary verbs
The verbs be, have and do when they are used with a main verb to form questions, negatives, tenses, passive forms, etc. Modal verbs are also auxiliary verbs.
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**.
Study planner

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</td>
<td>‘Who ………… …….? ’ ‘ ………… to get through to Misaki.’</td>
<td>A1</td>
</tr>
<tr>
<td></td>
<td>A do you phone … I’m trying   B are you phoning … I’m trying</td>
<td>A5</td>
</tr>
<tr>
<td></td>
<td>C are you phoning … I try        D do you phone … I try</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>………… to Turkey every year for your holidays?</td>
<td>A6</td>
</tr>
<tr>
<td></td>
<td>A Are you going   B Were you going</td>
<td>A11</td>
</tr>
<tr>
<td></td>
<td>C Have you gone   D Do you go</td>
<td>A13</td>
</tr>
<tr>
<td>1.3</td>
<td>I ………… you park outside the city and get the bus to the centre.</td>
<td>A7</td>
</tr>
<tr>
<td></td>
<td>A am suggesting   B suggests   C suggest</td>
<td>A14</td>
</tr>
<tr>
<td></td>
<td>D was suggesting</td>
<td>A17</td>
</tr>
<tr>
<td>1.4</td>
<td>Sophia ………… me that you’re thinking of emigrating.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A told   B tells   C is telling   D tell</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Aisha ………… a few minutes ago.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A has left   B leaves   C left   D had left</td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>We ………… to the tennis club since we moved here.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A have belonged   B belong   C belonged   D are belonging</td>
<td></td>
</tr>
<tr>
<td>1.7</td>
<td>After she ………… hospital, she had a long holiday.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A leaves   B is leaving   C has left   D left</td>
<td></td>
</tr>
<tr>
<td>1.8</td>
<td>When he realised I ………… at him, he ………… away.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A looked ... was turning   B was looking ... turned</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C was looking ... was turning   D looked ... turned</td>
<td></td>
</tr>
<tr>
<td>1.9</td>
<td>When the builders were here I ………… them cups of tea all the time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A was making   B am making   C made   D make</td>
<td></td>
</tr>
<tr>
<td>1.10</td>
<td>When I went into the bathroom, I found that the bath …………</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A overflows   B overflowed   C had overflowed   D is overflowing</td>
<td></td>
</tr>
<tr>
<td>1.11</td>
<td>I was sure that I ………… him before.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A had met   B am meeting   C meet   D met</td>
<td></td>
</tr>
<tr>
<td>1.12</td>
<td>Your eyes are red …………?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A did you cry   B have you been crying   C have you cried   D do you cry</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 ____________ it.’
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 announcement)
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 money.
A are going to see  B are seeing  C see  D will see

2.6 We ____________ a party next Saturday. Can you come?
A ’re to have  B ’re having  C have  D ’ll have

2.7 After the operation you ____________ any sport for a while.
A won’t be doing  B aren’t doing  C don’t do  D won’t to do

2.8 When the race starts later this afternoon the drivers ____________ for drier weather than last year.
A were hoping  B are hoping  C hope  D will be hoping

2.9 In the next few years, thousands of speed cameras ____________ on major roads.
A are appear  B will appear  C are to appear  D are appearing

2.10 ____________ to Bangkok by the end of June.
A I aim getting  B I’m aiming getting  C I aim to get  D I’m aiming to get

2.11 We ____________ each other later that day, but I had to phone and cancel.
A see  B are seeing  C were seeing  D saw
Study planner

Modals and semi-modals

3.1 Despite yesterday’s snowfalls, we ________ home in less than an hour.
A could drive  B can drive  C were able to drive  D are able to drive

3.2 She swam strongly and ________ cross the river easily, even though it was swollen by the heavy rain.
A can  B was able to  C could  D is able to

3.3 ________ me to get you some water?
A Would you like  B Should you like  C Shall you like  D Will you like

3.4 We ________ Switzerland four times during the 1990s.
A would visit  B used to visit  C visit  D visited

3.5 ‘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.’
A can’t  B couldn’t  C may not  D might not

3.6 During the war, the police ________ arrest you for criticising the government.
A may  B might  C should  D could

3.7 ‘I’m seeing Dr Evans next week.’ ‘That ________ be right. He’s on holiday then.’
A mustn’t  B can’t  C hasn’t to  D hasn’t got to

3.8 I can’t access the database. You ________ a password.
A must have got to put in  B must’ve to put in  C must have to put in  D must put in

3.9 I ________ an interview because I’d worked there before.
A didn’t have to have  B needn’t have had  C didn’t need to have  D needn’t have

3.10 Nowadays it ________ cost a fortune to own an e-book reader.
A hasn’t to  B needn’t  C doesn’t have to  D mustn’t

3.11 Walking under a ladder ________ be unlucky.
A is suppose to  B should  C ought to  D is supposed to

3.12 It’s the third time she’s been skating this week. She ________ really enjoy it.
A must  B should  C ought to  D had better

Linking verbs, passives, questions

4.1 The traffic lights ________ green and I pulled away.
A got  B became  C turned  D went

4.2 The building ________ the earthquake but then ________ by a fire.
A was survived ... destroyed  B survived ... was destroyed  
C survived ... destroyed  D was survived ... was destroyed

15

C12

C17

C23

C27

C32
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

Articles, determiners and quantifiers

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>Sentence</th>
<th>Options</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 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 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>J2 53</td>
</tr>
<tr>
<td>9.3 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>J4 54</td>
</tr>
<tr>
<td>9.4 The valley the town lies is heavily polluted.</td>
<td>A in that   B in which   C in   D which</td>
<td>J4 55</td>
</tr>
<tr>
<td>9.5 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>J5 56</td>
</tr>
<tr>
<td>9.6 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>J6 57</td>
</tr>
<tr>
<td>9.7 ‘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 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>J8 58, 59</td>
</tr>
<tr>
<td>9.9 at the party, we saw Ruth standing alone.</td>
<td>A Arrived   B We arrived   C Arriving   D We were arriving</td>
<td>J9 58</td>
</tr>
<tr>
<td>9.10 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>J10 59</td>
</tr>
</tbody>
</table>

### Pronouns, substitution and leaving out words

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Options</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1 ‘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 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 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>K1 60</td>
</tr>
<tr>
<td>10.4 ‘We need new curtains.’ ‘Okay, let’s buy ………………………….’</td>
<td>A ones with flowers on   B some   C ones   D one</td>
<td>K1 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 did she realise    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

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 /gənә/) 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

Modals 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 couldn’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 be able to instead of can or could to talk about ability. We prefer be able to
   when we talk about a specific achievement (particularly if it is difficult, requiring some
   effort; C5) rather than a general ability. Where there is a choice, in speech we generally
   prefer can or could rather than be able to.
C6  After the trees have been cut back, we will be able to see more of the garden from the
   sitting room.
   We use will be able to, not can, to say that something is possible in the future on
   condition that something is done first.
C7  We can / 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.
Grammar reminder

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 ‘Will I 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.

Need(n'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.
(Be) supposed to can be used instead of should / ought to to express a less strong obligation than should (C31). It is also used to report what many people think is true, but should / ought to are not used in this way (C32).

Passives

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></td>
<td>The roof was damaged by the</td>
</tr>
<tr>
<td></td>
<td>storm.</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

<table>
<thead>
<tr>
<th>If a verb phrase includes an auxiliary verb, the auxiliary verb comes before the subject.</th>
<th>Are they leaving soon?</th>
<th>Where will you stay?</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a verb phrase includes more than one auxiliary verb, only the first comes before the subject.</td>
<td>Has she been doing her homework?</td>
<td>What should we have told Nina?</td>
</tr>
<tr>
<td>In present and past simple tenses of verbs (apart from be), we use do or did.</td>
<td>Does he enjoy school?</td>
<td>Where did you go on holiday?</td>
</tr>
<tr>
<td>If be is used in a verb phrase without another verb, the form of be comes before the subject.</td>
<td>Are you happy at work?</td>
<td>Where was Lars today?</td>
</tr>
<tr>
<td>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.</td>
<td>What made that noise?</td>
<td>Who can tell me the answer to question 5?</td>
</tr>
</tbody>
</table>

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?).
### Verb complementation: what follows verbs

**F1**  
She described the attacker to the police.

**Also:** arrest, avoid, do, enjoy, find, force, get, grab, hit, like, pull, report, shock, take, touch, want, warn

**F2**  
They arrived at the restaurant an hour late.

**Also:** appear, come, fall, go, happen, matter, sleep, swim, wait

**F3**  
He gave me a biscuit.

**Also:** lend, offer, pay, sell, tell, throw

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)*.

A good dictionary will list the meanings of verbs and tell you whether each meaning is intransitive, transitive and, if transitive, whether it is followed by one or by two objects.

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).

<table>
<thead>
<tr>
<th>Verb</th>
<th>F1</th>
<th>F2</th>
<th>F3</th>
</tr>
</thead>
</table>
| + to-infinitive | 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 | Stevens admitted *stealing* the wallet.  
*Also:* avoid, consider, delay, deny, detest, dread, envisage, feel like, finish, imagine, miss, recall, resent, risk, suggest |  |
| + -ing | Before we began *eating* / to eat my father thanked everyone for coming.  
*Also:* cease, continue, start |  |  |
| + to-infinitive or -ing  
(little difference in meaning) |  |  |  |
| + to-infinitive or -ing  
(difference in meaning) | She *came hurrying up* the path to bring us the news.  
*Also:* go on, mean, regret, remember, stop, try |  |  |
| + object + to-infinitive  
(= there must be an object) | My parents wouldn't *allow me to go* to the party.  
*Also:* believe, cause, command, consider, enable, encourage, entitle, force, invite, order, persuade, show, teach, tell, warn |  |  |
| Verb + (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 |
| Verb + 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 |
| Verb + (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 |
| Verb + 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 |

### 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.'  
We use 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.

**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.

**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!'  
'Why did she look at me like that?' wondered Julia.

**G11**  
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.

<table>
<thead>
<tr>
<th>-ing + noun compound nouns (the -ing form usually says what purpose the following noun has)</th>
<th>Examples: chewing gum, a living room, drinking water, (a pack of) playing cards, a dressing gown, a turning-point, a working party</th>
</tr>
</thead>
<tbody>
<tr>
<td>noun + -ing compound nouns (usually refer to actions or processes)</td>
<td>Examples: fly-fishing, film-making, sunbathing, risk-taking, life-saving</td>
</tr>
</tbody>
</table>

**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])

11  Lisa took a cake and some biscuits to the party, but only *the* biscuits were eaten.
12  Can you shut *the* door after you, please?
13  We had a good time on holiday. *The* beaches were all beautifully clean.
14  Give it to *the* man wearing the red coat.
15  Look at *the* moon. It’s very bright tonight.

We use *the* with singular, plural or uncountable nouns when we expect the listener or reader to be able to identify the thing or person we are referring to in the following noun. It may be that the thing has already been mentioned (11); that it is clear from the situation which person or thing we mean (12); that it is in some other way understandable from the context which thing or person we mean (13; ‘the beaches’ = ‘the beaches we went to’); that the thing or person is identified in what is said after the noun (14; ‘wearing the red coat’); or that there is only one of a particular thing (15 and also, for example, the Great Wall of China, the North Pole, the USA, the world).

A / an ([Units: 44–47])

16  Helen’s just bought a house on Wilson Street.
17  Sydney is a beautiful city.

We use *a* / *an* with singular nouns when we don’t expect the listener or reader to be able to identify the thing or person we are referring to in the following noun. We often use *a* / *an* to introduce a new specific person or thing (16); or when the noun refers to a class of people or things generally – for example, when we describe someone or something or say what type of thing someone or something is (17).

Zero article ([Units: 45–47])

18  [-] Water has got into my camera and damaged it.
19  There are [-] examples of the present continuous tense on page 32.

We use zero article [-] with uncountable and plural nouns when we talk generally about people or things rather than about specific people or things. We might talk about a whole class of things in a general way (18) or about an indefinite number or amount (19).

Some ([Unit: 48])

*Some* and *any* **are** used with plural and uncountable nouns, usually when we are talking about limited, but indefinite or unknown, numbers or quantities of things.

10  Peter gave me *some* advice.
11  Hasn’t *some* information about the proposal been sent out already? I thought I read about it last week.
12  Shall I send you *some* details?

We generally use *some*: in affirmative sentences (sentences which are not negatives or questions) (10); in questions where we expect agreement or the answer ‘Yes’ (11); in offers and requests in order to sound positive, expecting the answer ‘Yes’ (12). If it is used in this way *some* is pronounced with its weak form /səm/.

Grammer reminder
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 ...).

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 Liam’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 determiner (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 (146). However, when each follows the noun or pronoun it refers to, the noun / pronoun and verb are plural (e.g. Every student is tested twice a year. They are each given a hundred questions to do.).

(A) few (of), less (of), (a) little (of) (→ Unit 52)
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 1 I had a racing bike when I was young, and so did my brother.
K11 1 'Emma loves ice cream. 'So do I.'
K12 1 '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:

<table>
<thead>
<tr>
<th>opinion + size / physical quality / shape / age + colour + participle adjectives + origin + material + type + purpose + NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples:</td>
</tr>
<tr>
<td>an old plastic container = age + material + noun</td>
</tr>
<tr>
<td>a hard red ball = quality + colour + noun</td>
</tr>
<tr>
<td>a frightening Korean mask = opinion + origin + noun</td>
</tr>
<tr>
<td>a round biscuit tin = shape + purpose (for holding biscuits) + noun</td>
</tr>
<tr>
<td>a small broken plate = size + participle adjective + noun</td>
</tr>
<tr>
<td>a useful digital alarm clock = opinion + type + purpose + noun</td>
</tr>
</tbody>
</table>

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).
Grammar reminder

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 promise to help you in the garden later today.
b I’ll try to get over on Saturday, but I promise to be there.
2 a I made a cup of coffee while she promised the letter.
b As soon as the teacher told us to start, I read through all the questions quickly.
3 a They promised to reach the mountain summit by evening, but the weather was too bad.
b We promised Luisa to visit us in June if she can get a cheap flight.
4 a Over 90% of the population now possess a mobile phone.
b I grew up in Beijing, where my father runs a bookshop.
5 a I promised selling my house and buying a flat.
b Many people promise her to be the finest violinist in the country at the moment.
6 a Leo promised me that you’re getting married. Congratulations!
b Apparently Angela is very ill. They promise me that she never leaves her house now.
7 a I promised the theatre four times this morning, but there was no answer.
b I promised my mother twice a day when my father was in hospital.
8 a He always promises his feet up on the chairs. It’s really unhygienic.
b I find it annoying that she constantly promises empty milk cartons back in the fridge.
9 a A survey has found that, surprisingly, most children promise to walk to school than be taken by car.
b I swam across the river, but my friends promised to walk to the nearest bridge.
10 a Nathan promises over 100 kilos and really needs to take more exercise.
b He held the fish in his hands as if he promised it and then said, ‘It’s about 3.5 kilos.’
Present perfect, past simple, and present perfect continuous

2 Match the beginnings and endings. Sometimes there is more than one possibility.

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>(i)</th>
<th>(ii)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a I haven’t had time to phone Hugo today.</td>
<td>b I didn’t have time to phone Hugo today.</td>
<td>(i) but I’ll certainly contact him before I leave work.</td>
<td>(ii) but I’ll certainly contact him some time tomorrow.</td>
</tr>
<tr>
<td></td>
<td>a When she was prime minister, Mrs Perez</td>
<td>b Since she became prime minister, Mrs Perez</td>
<td>(i) has often been accused of ignoring the advice of her colleagues.</td>
<td>(ii) was often accused of ignoring the advice of her colleagues.</td>
</tr>
<tr>
<td>3</td>
<td>a I’ve watched Mamma Mia</td>
<td>b I’ve been watching Mamma Mia</td>
<td>(i) and now I keep humming the songs to myself.</td>
<td>(ii) at least ten times already.</td>
</tr>
<tr>
<td>4</td>
<td>a I’d always wanted to own a Porsche</td>
<td>b I won’t know if I can afford a Porsche</td>
<td>(i) until I’ve found out how much they cost.</td>
<td>(ii) until I found out how much they cost.</td>
</tr>
<tr>
<td>5</td>
<td>a Unemployment has risen</td>
<td>b Unemployment has been rising</td>
<td>(i) by 58% since the present government came to power.</td>
<td>(ii) ever since the present government came to power.</td>
</tr>
<tr>
<td>6</td>
<td>a As soon as I’ve finished the book</td>
<td>b As soon as I finished the book</td>
<td>(i) I’m going to have a holiday.</td>
<td>(ii) I started writing another one.</td>
</tr>
<tr>
<td>7</td>
<td>a I’ve been playing squash</td>
<td>b I’ve played squash</td>
<td>(i) since my doctor advised me to lose weight.</td>
<td>(ii) a couple of times before, but I can’t get the hang of it.</td>
</tr>
<tr>
<td>8</td>
<td>a I haven’t been back to London</td>
<td>b I haven’t eaten really good pasta</td>
<td>(i) since I lived in Italy.</td>
<td>(ii) since I’ve lived in Italy.</td>
</tr>
</tbody>
</table>

Past perfect, past perfect continuous, and past simple

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.

<table>
<thead>
<tr>
<th></th>
<th>a The proposed new library had been under discussion for almost three years at the time an appropriate site became available.</th>
<th>b At the time an appropriate site became available, they had been discussing the proposed new library for almost three years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>a There had been a considerable improvement in his condition when I saw him in hospital last night.</td>
<td>b His condition</td>
</tr>
<tr>
<td>3</td>
<td>a It was announced that there was a ten-minute delay to the Toulouse train.</td>
<td>b It was announced that the Toulouse train</td>
</tr>
<tr>
<td>4</td>
<td>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.</td>
<td>b Thomas</td>
</tr>
</tbody>
</table>
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 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 A: What have you got all that wood for?
   B: (1) I’ll build a bird table in the garden.
   A: If you need any help, let me know and (2) I’m going to give you a hand.

C A: (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 A: 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 A: 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.

---

**Passives**

6 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.

Verb complementation: what follows verbs  
Units 30 & 31

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.
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>advice</th>
<th>complaint</th>
<th>conclusion</th>
<th>confession</th>
<th>decision</th>
<th>prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>promise</td>
<td>refusal</td>
<td>reply</td>
<td>statement</td>
<td>threat</td>
<td>warning</td>
</tr>
</tbody>
</table>

1. ‘The government has decreased taxation every year since we came to power,’ stated the President.
   Opposition leaders have challenged **the President’s statement that the government** have / had decreased taxation every year since they came to power.

2. Karen said, ‘I’ve decided not to go to university next year.’ We were disappointed with **Karen’s decision**

3. ‘The Earth will pass through the tail of a comet within the next five years,’ predicted Professor Adams.
   Considerable media attention has been focused on **Professor Adams’ prediction**

4. ‘We said that we would dismiss the strikers if they didn’t return to work, and we have now done that.’ The company has carried out **the company’s decision**

5. ‘You should delegate more of your work to your secretary,’ Nicky was advised by her boss.
   Nicky decided to follow **her boss’ advice**

6. ‘I’ll pick you up at ten,’ Jason promised.
   Jason didn’t turn up until eleven, despite **his promise**

7. ‘Professor Jones doesn’t know what he’s talking about,’ Rob concluded.
   I wasn’t surprised by **Professor Jones’ conclusion**

8. ‘My dinner is cold!’ We decided to ignore Dan’s complaint.

9. ‘We will not negotiate over the ownership of the land!’ I was astonished by **the Health Minister’s decision**

10. ‘Small children should be kept indoors until pollution levels have decreased,’ the Health Minister has warned.
    The Health Minister has issued **the Health Minister’s statement**

11. ‘I’ve never used a computer before,’ she confessed.
    I was surprised by **her confession**

12. ‘Where’s Bethany?’ I asked Zeb. ‘I don’t know,’ he replied.
    When I asked Zeb where Bethany was **Zeb’s confession**

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 **claim** 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)

Articles, etc.

10 Complete the sentences using the words from the box. Which one option can complete all three sentences a, b and c?

a / an one some the 'zero article' (-)

1 a Could you look after my cat while I'm away on holiday? It's only for ____________ week.
   b 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: 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.

Additional exercises

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 I every so often leave work early and go to a performance in the local concert hall. It's very close to my office, in the opposite building. Usually they rather are good, but yesterday's, given by a singer and pianist, was a total disaster. The singer with wonderful control began to sing. But when the pianist started to play, it sounded awful. At first I thought he was badly playing, but then it became obvious that the piano completely was out of tune. They stopped and discussed briefly the problem. They couldn't continue clearly, and they left the stage unhappily. Naturally, all the present people felt sorry for them. I'm sure the responsible person for tuning the piano will be severely reprimanded.

b I just was going out to work this morning when the postman pushed through my letterbox a letter. It was from 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
2 b Johan must weigh over 120 kilos
3 c to prepare for the marathon
4 d -she said she was feeling fine-
5 e I don’t like the style
6 f -leave the carrots to cool for a few minutes-
7 g make sure you catch the last bus at 11:00
8 h I have to stay at work until midnight
9 i she hid the letter between the pages of a book
10 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 to fox hunting, although I know that you approve it.
2 There seems to be little likelihood Williamson winning Wimbledon because of her inability play well on grass tennis courts.
3 Our plan is to split the organisation into a number of small units. This will improve our prospects competing with more specialised companies.
4 I ran Danny in town the other day. He asked your email address, so he’ll probably be in touch with you.
5 Jack takes great pride never throwing anything. He always says that one day he’ll find a use for things.
6 Although Professor Martinez knows a great deal meteorology, even he can’t account the unusual weather we have been having over the last few weeks.
7 There has been a great improvement the behaviour of children in the school. This has resulted the headteacher’s idea involving them in decision-making.
8 Even though Charlotte didn’t act my advice and follow a career in medicine, I’m full of admiration her determination train 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-apologising
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 Vegecorp are going to sack a thousand workers.
3 I understand we're going to have a new public holiday for the President's birthday.
4 Ed tells me 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

3.4 The most appropriate tenses are given
1 has visited
2 has closed (or has been closed; present perfect passive) - died
3 has dropped - has fallen
4 have been stolen (present perfect passive) - insisted - held

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.
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 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>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

1 had met
2 had been / went
3 had taken / took
4 had seen
5 had lost
6 had found
7 had cheated / cheated
8 had made up
9 had gone / went
10 hadn't heard

11 had finished / finished
12 had eaten (Note: In North American English 'ate' would also be possible.)

UNIT 6

6.1

1 a 's (has) been staying ('has stayed' is also possible)
2 've (have) stayed

2 a have been stopping ('have stopped' is also possible)
3 has stopped

3 a haven't read
b 've (have) been reading ('have read' is also possible)
4 a has been giving ('has given' is also possible)
5 has given

5 a haven't swum
b 've (have) been swimming
6 a have been putting ('have put' is also possible)
7 has (or 'have') put

8 a has disappeared
b has been disappearing ('have disappeared' is also possible)

6.2

a

1 have been claiming: has claimed
2 have been dying: died
3 have been making ✓ ('have made' is also possible)
4 have been producing: 've (have) produced
5 have been awarding: awarded
6 have been looking ✓ ('have looked' and 'looked' are also possible)
7 have also been exploring ✓ ('have also explored' and 'also explored' are also possible)
8 has been making: has / have made / made

b

1 have been investing: invested
2 have been announcing: has announced
3 has been increasing ✓ ('has increased' is also possible)
4 has been running ✓ ('has run' is also possible)
5 has been neglecting ✓ ('has neglected' is also possible)
6 has been cutting ✓ ('has cut' is also possible)
7 have been finding: have found

UNIT 7

7.1

1 a had only been working ('had only worked' is also possible)
2 had finally worked
3 a had carried
b had been carrying ('had carried' is also possible)
4 a had applied
b had been applying ('had applied' is also possible)
5 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 B (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.)
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')
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 'll work
3 a won't be using ('won't use' is also possible)
   b won't use
4 a '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 8)
2 is to start / is about to start (A/C)
3 wins (B)
4 enjoy (B)
5 '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
2shan'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

254
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 B: Well, if you will drive everywhere instead of walking, I'm not surprised.
2 B: Well, if you will spend so much time online, I'm not surprised.
3 B: 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 to put - 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 get (more likely than 'become' in an informal context)
7 became
8 got

21.3
1 went dead 6 came to like
2 went red 7 go blind
3 went to know 8 went bust
4 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 had been mentioned to the thieves.
8 I have been 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.)

22.3
1 denied being involved
2 was left holding
3 remembered being bitten
4 avoided being taken
5 was observed hiding
6 was sent tumbling
7 faced being expelled
8 was found wandering
9 resented being given

UNIT 23

23.1
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.

23.2
2 denied being involved
3 was left holding
4 avoided being taken
5 was observed hiding
6 was sent tumbling
7 faced being expelled
8 was found wandering
9 resented being given
6 The Finance Minister has agreed to be interviewed by Harris. (different 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 basketball 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 badminton 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 25

25.1
1 agreed
2 proposed / shown
3 hoped / explained
4 decided
5 explained
6 established / revealed
7 intended
8 planned
9 assumed / thought
10 discovered

25.2
2 X
3 It has been discovered that there is water on Mars.
4 It is believed that terrorists are operating in Berlin.
5 It is expected that the moon astronauts will return (to Earth) today.
6 It has been revealed that ex-President Julius is / was a spy.
7 X
8 It is said that the King is making a good recovery.
9 It has been established that a restaurant is / was the source of a food poisoning outbreak.
10 X

25.3
2 It is not thought that the fault is serious. (or It is thought that the fault is not serious.) / The fault is not thought to be serious.
3 It is expected that it will take several weeks to correct the fault. (or It is expected that the fault will take several weeks to correct.) / The fault is expected to take several weeks to correct.
4 It has been decided to postpone the next rocket launch.
5 It is suggested that the next launch should take place in May.

UNIT 26

26.1
1 whom
2 Which
3 Which
4 Which
5 Whom / Who ('Whom' is very formal)
6 Who
7 Which / Who
8 Who

26.2
1 are
2 teaches (whether or not the expected answer is one person or two)
3 is
4 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

26.4
1 Whose
2 ✓
3 whose
4 Who lives is more likely
5 Who's
6 ✓ (or less formally Whose travels in Nepal did Liam Wilson write a book about?)
7 Which is more likely
8 Which is more likely
9 To whom address?
10 ✓ (What have is also possible)

UNIT 27

27.1
Possible answers are given
2 Didn't you get my email saying I'd be on holiday?
3 Couldn't you get a babysitter?
4 But weren't you supposed to do that last night?
5 Can't you leave it outside?
6 Wouldn't you rather go by plane?

27.2
2 Haven't you any interest in maths at all? (or Don't you have any interest in maths at all?) Have you no interest in maths at all? (or Do you have no interest in maths at all?)
3 Couldn't you find anywhere else to sleep? Could you find nowhere else to sleep?
4 Can't you remember anything about the accident? Can you remember nothing about the accident?
5 Why don't I ever do well in exams? Why do I never do well in exams?
6 Isn't there anybody you can ask for help? Is there nobody you can ask for help?

27.3
2 He's leaving when? / He's doing what? / He's what?
3 He'll be away for how long? / He'll what?
4 It'll cost how much? / It'll what?
5 He's sold (his) what? / He's done what? / He's what?
6 He's going climbing where? / He's doing what? / He's what?

27.4
1 do you not? Why don't you (C)
2 Who do you expect -that- will read your blog? (F)
3 ✓ (F)
4 -Was not- Wasn't (D)
5 ✓ (C)
6 What did you say -that- is in these biscuits? (F)
7 ✓ (F)
8 -did not- didn't (C)
Key to Exercises

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 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?

29.2
1 He kindly collected some library books for me.
2 He admitted his error to his colleagues.
3 ✓
4 Can I ask you a favour?
5 A special ticket allows (people) entry to all the museums in the city.
6 ✓

29.3
2 his sister to me; me her photograph / her photograph to me
3 the problem to our teacher; us another half hour
4 him a paper aeroplane / a paper aeroplane for him; his broken car for him; him three bedtime stories / three bedtime stories to (or for) him
5 you a fortune; me the money / the money to me
6 Ben a drink / a drink for Ben; the glass to him / him the glass

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)

30.4
2 + e The new course is intended to help people (to) understand modern art.
3 + a Scientists hope the new drug will help (them) (to) prevent hay fever.
4 + f We didn’t agree with the decision, but we didn’t dare (to) protest against it.
5 + d When Ethan arrives, have him wait outside my office.
6 + c The dial on the left lets you control the speed of the fan.

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.
33.3 Likely answers are given
1 complained to
2 complained to; mentioned to; answered to
3 joked with; answered to; mentioned to
4 answered 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
‘demanded that ministers provide’ would also be possible and (less formal)
9 asked of staff that ‘asked staff to continue’ would also be possible and (less formal)
10 reassured 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 debating 4 choose
2 discuss 5 decide
3 considering

34.3 The villagers warned me what the conditions were like at higher altitudes, and advised me to take enough food for a week. There was some discussion through the day as to whether the snow would arrive before my descent from the mountain, but I never imagined how hard the conditions would be. In the morning they showed me (the way / how: one of these must be deleted) to get to the track up the mountain.
When the snow started falling it was very light, and I couldn’t decide whether to carry on or go back down. Soon, however, I couldn’t see where to go.
I wondered if whether to retrace my steps and try to find the track again, but by the time I decided whether that I should go back, the track had disappeared.
As the snow got heavier I began to realise whether that my life was in danger.
Fortunately, my years in the Andes had taught me what to do in extreme conditions. I knew that there was a shepherd’s hut somewhere on this side of the mountain that I could shelter in, but I didn’t know that whether it was nearby or miles away.

UNIT 35
35.1 2 She alleged that Markus had stolen / stole jewellery from her house.
3 She estimated that the vase was ‘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 4 understand
2 states 5 looks
3 has 6 is / was

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 -is-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 -is-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 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.

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.
7 Alina suggested that web conferencing should be used for meetings to save money on air fares.
8 Alina declared that the company's head office should remain in London.
9 Nathan agreed that the company should sponsor the European chess league for the next three years.
10 Nathan announced that in future all claims for travel expenses should be made in US dollars.

39.2
2 Yes
3 Yes
4 No
5 Yes
6 Yes

39.3
Possible adjectives are given in these answers
2 I am shocked that Kristina should behave so badly.
3 I am astounded that anyone should vote for him.
4 It is urgent that he should return home immediately.
5 I am amused that he should take his appearance so seriously.
6 I am upset that they should think I had cheated them.
7 It is appalling that they should be allowed to go free.
8 It is imperative that we should act now to avoid war.

UNIT 40

40.1
1 is - are
2 remain - remains
3 - are
4 - is
5 - are
6 - is
7 - is
8 - are
9 - is
10 - have - has
11 - are
12 - is
13 - add - adds

40.2
2 university refuse / refuses
3 audience ... is (A singular verb form is more likely here as the focus is on the audience as a whole rather than individual members.)
4 orchestra 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.)

UNIT 41

41.1
1 b his early paintings remain / remains
2 the food tastes
3 Dr Jones's acquaintances knows
4 a vegetarians is expected
5 b medicines relieve
6 c victims ... exceeds
7 d museums in the capital charge
8 a the pieces lasts / last
9 b player tries
10 c the cars are / is tested
d these factors influence/influences

41.2
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

UNIT 42

42.1
1 ✓ ('are' is also possible)
2 ✓
3 have
4 ✓ ('were' is also possible)
5 go
6 are
7 ✓ ('has' is also possible)
8 are
9 say

UNIT 43

43.1
1 a ✓
2 a ✓
3 a ✓
4 a ✓
b girls' school
b ✓
c a bottle of milk
c ✓
d a packet of biscuits
d ✓
e some toothpaste
e ✓
f ✓

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 (‘Mic’ is said /mɪk/) 
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 7 one / a 
2 one 8 an 
3 one 9 one 
4 one / an 10 one 
5 a 11 one / a 
6 one 12 a

**UNIT 45**

45.1
1 a the world b a world 
2 a a bright future b the future 
3 a the past b a past 
4 a a deserted beach b the beach (‘a beach’ is also possible here, meaning a particular but unspecified beach) 

45.2
1 a 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 past 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) 
2 b the children (a specific reference, probably to my/our children) 
3 a the agriculture (a reference to the agriculture in a specific area) 
4 b agriculture (a general reference) 
5 a islands (reference to islands generally) 
6 b The islands (reference to a specific group of islands) 

47.2
1 - (‘all afternoon’ is more likely than ‘all the afternoon’) 
2 a 
3 the 
4 the 
5 the 
6 - 
7 the 
8 - 
9 the / - (‘the winter’ might imply ‘the coming winter’. However, both ‘winter’ and ‘the winter’ might be a generalisation meaning ‘any winter’) 
10 a

47.3
1 an email 
2 by car / by air 
3 the air 
4 the post / an email 
5 by post / by email 
6 the car 
7 by email 
8 by air

**UNIT 48**

48.1
1 some books 
2 some- 
3 some- 
4 ✓ 
5 Some sports 
6 ✓ 
7 - some- 
8 Some children

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 Newham.
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.
2 ... there wasn't any point in protesting.
3 ... he didn't have anywhere else to go.
4 Isn't he ever going to get a job? (or is he ever going to get a job?)
5 ... they couldn't find anything wrong with her.

49.3
1 are no jobs
2 are no trains or buses
3 no seatbelts
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 -a lot of -many studies focusing on the link between fat intake and heart disease. However, -a lot of -much remains to be done. ('much' and 'many' are preferred in a written academic context).

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 few
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 ‘-‘) 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 ‘-‘.
2 ‘whom’ seems rather formal here and less likely than ‘who’, ‘that’, or ‘-‘.
3 ✓ ‘that I can’ is also possible
4 … much that can …
5 whom-who
6 who- ‘that’ or ‘-‘
7 The boy who took …
8 ‘which’ is possible, but less likely than ‘that’ or ‘-‘.
9 ‘which’ is possible, but less likely than ‘that’ or ‘-‘.
10 ‘which’ is possible, but less likely than ‘that’ or ‘-‘.

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.

UNIT 55

55.1
2 He was the uncle of Anne Boleyin, 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.
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.

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.
Key to Exercises

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 [ii]) or I discussed my plan to decorate the room with the help of my parents (to mean [iii]).

UNIT 58

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')
3 S (subject in both clauses = 'Suzanne')
4 D (first implied subject = 'we'; second subject = 'the town') Looking down from the hill, we could see the town spread out before us towards the coast. / As we looked down from the hill, we could see the town spread out before us towards the coast.
5 D (first implied subject = 'I'; second subject = 'the boat') I was feeling rather sick as the boat ploughed through the huge waves.
6 S (subject in both clauses = 'the plant')

58.3
1 Not wishing to boast ...
2 Pretending not to notice ...
3 Determined not to be beaten ...
4 Not feeling well ...
5 Not bothering to put on his coat ...
6 Trying not to cry ...

58.4
2 + c Looking over my shoulder, I could see Ida 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

59.2
2 a + By giving up sugar, she soon began to lose weight.
3 e In turning down the job, she gave up the possibility of a huge salary. ('By turning down' is also possible. However, 'In turning down' focuses on the consequence of the action and so is perhaps more likely here.)
4 b By moving to a smaller flat, she saved over a hundred pounds a month. (In moving... is also possible. However, 'By moving... focuses on the method used to save money.)
5 + f On entering the classroom, she was surprised when all the children stood up.
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.)

59.3
1 With Maryam having flu, we couldn't go on holiday.
2 Without having more information, I won't be able to advise you.
3 Without realising it, he had solved the problem.
4 With time running out before the train left, I couldn't wait for Andrei any longer.

59.4
(1) Although from a poor background, Paula Regis gained a place at Southam University. (2) Always fascinated by the stars, she took a first degree in astrophysics. (3) Once at university she also became interested in student politics and, (4) popular with her fellow students, was elected University President in her second year. This didn't distract her from her studies, however, and (5) while in the final year of her degree, she won the International Young Scientist of the Year award for her work on star classification. (6) When asked what was (or When asked about...) the secret of her success (or When asked what the secret of her success was...) she said, 'Just hard work and a little luck.' (7) Determined to continue her research, she has recently begun work on her PhD.

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')
5 adapt (yourself)
6 trouble himself about / with
7 dress (herself)
8 absent himself from

60.2
1 me
2 myself
3 us
4 them
5 yourself
6 himself (‘him’ is also possible if ‘he’ and ‘him’ refer to different people)
7 herself (‘her’ is also possible if ‘she’ and ‘her’ refer to different people)
8 me

60.3
1 got ourselves vaccinated / got vaccinated
2 ✓
3 had themselves checked
4 he’d caught hepatitis himself
5 ✓ (however, some people think this is incorrect and would use ‘Jan and l’)
6 to tear himself away
7 we’re going to occupy ourselves
8 they can’t reach it themselves

UNIT 61
61.1
1 ones- some
2 ✓
3 ones- some
4 ... mint- one- ... / ... some mint ...
5 ✓
6 ✓
7 ones- one
8 ones- some

61.2
1 ones
2 ones (Some people would avoid this use of ‘ones’ to refer to people.)
3 No
4 one
5 No (‘ones’ would be unlikely here, referring to a group of people)
6 ones
7 one
8 No
9 No
10 No (‘your ones’ is possible, but some people avoid it. ‘Are these yours?’ is much more likely)

61.3
3 (ones) Note that some people think that ‘those ones’ is incorrect.
4 (one)
5 ✓
6 (one)
7 ✓
8 (ones)
9 (ones)
10 (one)

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
2 ‘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 F)
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

62.3
2 Yes, they are.
3 Yes, it has / So it has.
4 Yes, you did.

62.4 Possible answers
2 So I understand.
3 So I gather.
4 So it appears.
5 So he tells me.

UNIT 63
63.1
2 She was asked to teach more classes, and was happy to do so.
3 My French hosts gave me snails to eat, but I did so very reluctantly.
4 The company wanted to build a dam on the site, but they were prevented from doing so by local opposition.
5 All EU countries agreed to implement the new regulations on recycling plastic, but so far only Finland and Austria have done so.
6 The water freezes in the cracks in rocks, and as it does so it expands.

63.2
1 do so
2 do (not ‘do so’; habitual action)
3 doing so
4 do (not ‘do so’; ‘enjoy’ refers to a state)
5 does so
6 do (not ‘do so’; ‘smell’ refers to a state)
7 do (not ‘do so’; habitual action)
8 did so

UNIT 64
64.1
1 Yes, we should have booked tickets in advance. / Yes, we should have booked tickets in advance.
2 Yes, we will be staying in Brazil permanently. / Yes, we will be staying in Brazil permanently.
3 Yes, I’m sure they will have been taken by now. / Yes, I’m sure they will have been taken by now. / Yes, I’m sure they will have been taken by now.
4 No, I haven’t had dinner yet.
5 Yes, I am going to Katalin’s party.
6 Yes, I would have missed the train. / Yes, I would have missed the train.
7 No, I can’t see him anywhere.
8 No, he couldn’t have been looking. / No, he couldn’t have been looking.
9 No, he couldn’t have been looking. / No, he couldn’t have been looking.

64.2
1 do
2 do
3 has
4 do
5 (do)
6 hasn’t / doesn’t
7 is
8 have (done) / did
9 have / do
10 (be)

64.3
2 might / would (be)
3 might / should (be)
4 should (be)
5 might / would be
6 should (be) / would
7 would / might be
8 would / might be

UNIT 65
65.1
2 used to
3 pretended to be
4 used to be
5 claimed to
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

66.1
Suggested corrections are given
2 a lone figure / a figure walking alone
3 ✓
4 a happy / cheerful person / a person who was always glad and smiling
5 his sleeping daughter / his daughter, who was asleep
6 frightened passengers / passengers on board who are afraid
7 ✓
8 a similar age
9 ✓
10 The girls, who were sorry for their behaviour, apologised to their teacher. / The girls apologised to their teacher because they were sorry for their behaviour.

66.2
1 a an utter / inevitable
2 b inevitable.
3 a unsafe ('domestic' would only be possible here if we wanted to emphasise that the equipment was for use in the home (i.e. domestic) rather than another kind of equipment)
4 b domestic / unsafe
5 a educational / entertaining
6 b educational / entertaining
7 a serious
8 b serious / underlying
9 a legal / stupid
10 b legal / stupid
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:
2 I'd be incredibly upset.
3 I'd be rather angry.
4 I'd be a bit embarrassed.
5 I'd be extremely annoyed.

67.3
Suggested corrections are given, but others are possible
1 extremely old
2 ✓
3 absolutely useless
4 very happy
5 'reasonably unique' is unlikely; more likely is, for example, 'almost unique'
6 ✓
7 ✓
8 quite small
9 perfectly comfortable
10 ✓
11 reasonably quiet
12 virtually impossible
13 ✓
14 a really terrible
15 simply awful
16 ✓

67.4
1 fairly / really
2 really / fairly (both correct)
3 fairly / really
4 pretty / very (both correct)
5 very / pretty
6 pretty / very
7 really / fairly
8 really / very (both correct)

UNIT 68

68.1
The most likely answers are given
2 very late
3 very critical
4 a straight
5 false
6 a critical
7 late
8 original
9 very straight
10 very false

68.2
2 a highly technical
b technical
3 a very human
b human
4 a largely academic
b academic
5 a private
b an intensely private
6 a diplomatic
b an extremely diplomatic

68.3
Possible answers are given
2 ... nice and quiet
3 ... lovely and soft
4 ... nice and juicy
5 ... good and ready

UNIT 69

69.1
2 ... the problems identified. / 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 of 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.
70.4
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 71
71.1
1 repeatedly
2 in / with despair ('despairingly' is also possible)
3 in / with anticipation
4 reputedly
5 disappointedly
6 in a relaxed way / manner / fashion
7 determinedly
8 in / with satisfaction ('in a satisfied way / manner / fashion' are also possible)
9 in an organised way / manner / fashion
10 agitatedly
71.2
1 a most
   b mostly
2 a short
   b shortly
3 a directly
   b direct
4 a wide
   b widely
5 a highly
   b high
71.3
1 ✓
2 ... to me in a friendly way / manner / fashion.
3 ✓ (or ... fine ...)
4 ✓ ... flatly refused.
5 ✓ ('... very clear' is also possible in informal contexts)
6 ... in a cowardly way / manner / fashion...
7 ... justly renowned.
8 slowly turned...
9 'thinly' is grammatically correct, but some people would use 'thin' in informal contexts
10 ... loudly applauded ...
UNIT 72
72.1
1 more scared
2 deeper or more deep (for emphasis)
3 more pretty
4 stronger
5 more naughty
6 harder
7 truer or more true (for emphasis)
8 longer
72.2
2 ✓ ('more dirty' would also be possible)
3 recenter - more recent
4 excenter - more exciting
5 ✓ ('wealthier' would also be possible)
6 ✓ ('more unique' is used to suggest that some people have particularly individual characteristics)
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.
73.2
1 as many as 5 as little as
2 as few as 6 as few as
3 as much as 7 as little as
4 As many as 8 as much as
73.3
2 a + Her handwriting was so untidy as to be nearly illegible.
3 + e The bookcase was so heavy as to be almost impossible to move.
4 + c The CD was so badly scratched as to be unplayable.
5 + f The plot of the novel was so complicated as to be completely incomprehensible.
6 + b The difference between the results was so small as to be insignificant.
73.4
1 How serious an injury
2 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 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 or Lee was beaten easily in the final. Lee was beaten in the final easily.
6 He always brings sandwiches from home.

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 ...
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 Then

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 / As

3 -while - when

4 -

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.

UNIT 81

81.1  2 h He packed his suitcase with the books at the bottom so as not to / in order not to crush his clothes.

3 a Bus fares in the city were being cut so as to / in order to encourage people to use public transport.

4 f We crept quietly towards the deer so as not to / in order not to frighten them away.

5 c I walked around the outside of the field so as not to / in order not to damage the growing crops.

6 b We put up a fence so as to / in order to prevent people walking across the grass.

7 g She looked down at the book in front of her so as to / in order to avoid his gaze.

8 e The roadworks were carried out at night so as not to / in order not to disrupt traffic too much.
6 In spite of her illness, she went on a walking holiday in Nepal.

2 Despite the fact that he was much younger than the others, he was the most outstanding rider in the team.

3 Despite the fact that he ate / had eaten a big lunch, he had a three-course meal in the evening.

4 Despite the fact that he was frightened, he allowed the huge spider to be placed in his hands.

5 Despite the fact that she is obviously intelligent, she finds it difficult to express her ideas in writing.

6 Despite the fact that she was ill, she went on a walking holiday in Nepal.

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.

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 ...
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.

UNIT 85
85.1
2 + d Were the government to increase university fees, there would be an outcry from students.
3 + a Were anyone to lean against the window, the glass would certainly break.
4 + c Were I not already busy in August, I would gladly accept your invitation.
5 + b Were you to see the conditions in which the refugees are living, you would be horrified.

UNIT 87
87.1
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
9 possibility of getting
10 unwillingness to acknowledge

93.3 Likely verbs are given
2 of seeing
3 to take
4 to retire / of retiring
5 of taking / to take
6 of dancing

UNIT 94
94.1
1 intransitive; no noun / pronoun needed
2 ... look it up ... (a noun or pronoun is necessary)
3 ... help (you) out ... (a noun or pronoun is possible)
4 ... tidy (things) 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 / ordering everyone about
2 provide their children for / provide for their children
3 let in me on the secret / let me in on the secret
4 called motorists on / called on motorists
5 /
6 took-up Emre on / took Emre up on
7 /
8 /
9 -looked Mr Gao up to / 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.

10 Is there anyone who / that can help me?
11 There are some general rules (which / that) you can follow.
12 There used to be an art gallery around here.
(Sentences with ‘There ...’ are unlikely in 2, 5, and 7 because the subjects have a definite or specific meaning, indicated by ‘Your’, ‘The’, and ‘My’.)

95.2
1 are 5 are
2 are 6 is
3 is 7 are
4 is 8 is

95.3 The most likely sentences are given.
2 + c There’s a cake in the kitchen (that / which) I’ve made especially for your birthday.
3 + h There was never any doubt (that) Bruno would get the job.
4 + a There have been suggestions (that) an election will be held next month.
5 + f There aren’t many people alive today who / that haven’t watched TV.
6 + g There are still some old houses in the village that / which don’t have electricity.
7 + d There was absolutely nothing (that) I could do to prevent him falling.
8 + b There are few people in the company who / that are harder-working than Kristin.

95.4
2 There being no further business, the meeting closed at 12:30.
3 There being no doctor available, the patients were sent home.
4 There being inadequate facilities at the hotel, the conference was relocated to a nearby university.

UNIT 96
96.1
2 It was unsettling how he stared straight at me.
3 X (However, in spoken English we might say ‘it was surprising, Francesco’s excellent exam result.’)
4 It is an advantage in the job to be a qualified driver.
5 X (However, in spoken English we might say ‘it’s quite radical, her proposal.’)
6 It is highly unusual to put carpet on walls.
7 X (However, in spoken English we might say ‘it’s a Ferrari, Robin’s new car.’)
8 It is hard finding a good plumber these days. (or It is hard to find ...)

96.2 The most likely answers are given
2 ... it astonished me to discover (that) she was also a successful novelist.
3 ... it hurts (me) to pedal my bicycle. / ... it has hurt (me) to pedal my bicycle.
4 ... it struck me (that) he was jealous.
5 ... it concerned me to hear (that) he was offended. (or ... it upset me ...)
6 ... it didn’t bother him (that) everyone could see in.
7 ... it upset me (that) she hadn’t even told me when she was going away. (or ... it concerned me ...)
8 ... it doesn’t do to criticise them too much.
9 ... it scared me to see (that) they were carrying knives.
10 ... it pays to plan your journey ahead.

96.3 Example answers are given
2 It takes a lot of hard work to build your own house.
3 It takes a considerable amount of courage to make a speech in front of a group of strangers.
4 It takes patience and a lot of time to explain the rules of cricket to someone who doesn’t know the game.
5 It takes bravery to stand up to a bully.
6 It takes a lot of organisation to be a good administrator.
7 It takes a great deal of time to learn to speak a foreign language well.

UNIT 97
97.1
2 find it
3 discover (‘find’ would also be possible)
4 owe it
5 remember
6 enjoy it
7 prefer it
8 leave it
9 predict
10 consider it

97.2
2 I see it as part of my role to 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.
6. No, what I did was (to) give her some money towards it.
7. 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. Should you not wish to receive further information about our products, click on the box below.
3. Were the plane ever (to be) built, it would cut the journey time from New York to Tokyo by four hours.
4. Should the ice hockey team win again today, it will be their tenth consecutive victory.
5. Were I (to be) offered the job, I would have no hesitation in accepting.
6. Had a car been coming the other way, I might have been seriously injured.

99.3
Example sentences
(i) Europeans spend less of their income on recreation today than do Americans.
(ii) Europeans spent less of their income on housing in 1970 than did Europeans.

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. Hardly had the audience taken their seats when the conductor stepped onto the stage.
12. Only in the last few years has he been acknowledged to be a great author.

100.2
Possible answers
2. ... was the strength of the earthquake ...
3. ... is 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 claim to their MP. But Chief Fire Officer Jones replied, 'Had we not taken this action, lives would have been put at risk. Only when the fires have moved well away from the town will residents be allowed to return to their homes.'
### Key to Study planner

**Tenses**
- 1.1 B
- 1.2 D
- 1.3 C
- 1.4 A, B
- 1.5 C
- 1.6 A
- 1.7 D
- 1.8 B
- 1.9 A, C
- 1.10 C
- 1.11 A
- 1.12 B
- 1.13 B, D
- 1.14 C
- 1.15 B, C

**The future**
- 2.1 C
- 2.2 D
- 2.3 B, D
- 2.4 A, D
- 2.5 C
- 2.6 B
- 2.7 A
- 2.8 D
- 2.9 B, C
- 2.10 C, D
- 2.11 C

**Modals and semi-modals**
- 3.1 C
- 3.2 B
- 3.3 A
- 3.4 D
- 3.5 C, D
- 3.6 B, D
- 3.7 B
- 3.8 C
- 3.9 A, C
- 3.10 B, C
- 3.11 D
- 3.12 A

**Linking verbs, passives, questions**
- 4.1 C, D
- 4.2 B
- 4.3 A, C
- 4.4 B, C
- 4.5 B
- 4.6 C
- 4.7 A, D
- 4.8 D
- 4.9 B
- 4.10 C

**Verb complementation: what follows verbs**
- 5.1 D
- 5.2 A, B
- 5.3 C
- 5.4 B
- 5.5 C, D

### Reporting
- 6.1 C
- 6.2 A
- 6.3 D
- 6.4 B
- 6.5 B, D
- 6.6 A
- 6.7 C
- 6.8 B, D
- 6.9 B, C
- 6.10 A, C

**Nouns**
- 7.1 B
- 7.2 B, D
- 7.3 C
- 7.4 A, D
- 7.5 A, C
- 7.6 B, D
- 7.7 A, D
- 7.8 D
- 7.9 A

**Articles, determiners and quantifiers**
- 8.1 B
- 8.2 C
- 8.3 A
- 8.4 B
- 8.5 A, D
- 8.6 C
- 8.7 D
- 8.8 A, C
- 8.9 B
- 8.10 B, D
- 8.11 A
- 8.12 C
- 8.13 D
- 8.14 B
- 8.15 A, C
- 8.16 A
- 8.17 B
- 8.18 B
- 8.19 D
- 8.20 B

**Relative clauses and other types of clause**
- 9.1 D
- 9.2 A, B
- 9.3 B, C, D
- 9.4 B
- 9.5 C, D
- 9.6 A, C
- 9.7 A
- 9.8 B
- 9.9 C
- 9.10 B

**Pronouns, substitution and leaving out words**
- 10.1 D

### Adjectives and adverbs
- 11.1 B
- 11.2 B, C
- 11.3 A, C
- 11.4 D
- 11.5 C
- 11.6 A
- 11.7 A, C, D
- 11.8 B
- 11.9 C
- 11.10 B (in informal speech only), C, D
- 11.11 A
- 11.12 A (in informal speech only), B, C
- 11.13 D
- 11.14 A, B
- 11.15 C
- 11.16 A, C
- 11.17 A, D
- 11.18 B, C

### Adverbial clauses and conjunctions
- 12.1 B
- 12.2 A
- 12.3 A
- 12.4 C, D
- 12.5 A, D
- 12.6 B, C
- 12.7 A, D
- 12.8 B, D
- 12.9 C
- 12.10 C, D
- 12.11 B
- 12.12 A, D
- 12.13 A, B, C
- 12.14 A

### Prepositions
- 13.1 A
- 13.2 D
- 13.3 A, B
- 13.4 A, D
- 13.5 B, C
- 13.6 A
- 13.7 C

### Organising information
- 14.1 B
- 14.2 C
- 14.3 B
- 14.4 B, D
- 14.5 A
- 14.6 B, C
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
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 + (i)
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 + (i) (b + (i)) 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)

4
A
1 ✓ (you'll is also possible)
2 I'll (= I will) or I shall!
B
I am going to build / I'm building
I'll give
C
Will / Are you going to be able to /Are you able to
we're going to have / we're having
I'll
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
I'm taking / I'm going to take / I'll take
2 ✓
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 Protestors 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.

C 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' 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 appears
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');
2 a / one;
3 c one (one' can complete all three sentences)

11
2 Carla's restaurant, which serves a range of Mediterranean dishes, is very good value. (some people would use 'that' as an alternative to 'which')
3 The New Zealand rugby team, all of whose members weigh over 100 kilos, are clear favourites to win the match.
4 Chloe brought home a kitten (which / that) she'd found in the park.
5 The story is about a teenage boy whose ambition is to become an astronaut.
6 Paul has got a job with Empirico, whose main product is electric light bulbs.
7 Politicians should give more consideration to the working people (who / that / whom) they represent.
8 Among the group of people was Professor Fischer, who / whom I had last seen in Munich 20 years earlier.
9 I live on a small road which / that leads down to the river.
10 Monet's earlier paintings, many of which have never been seen in the USA before, are in a new exhibition in New York.
11 Ian McIver, whose first job was selling vegetables in a market, has become managing director of Europe's largest food retailer.
12 Kaspar has a new girlfriend who / that works in the library.
13 My Volkswagen Golf, which I bought in 2006, is a very reliable car. (some people would use 'that' as an alternative to 'which')
14 Bronwen Brookes, after whom the Brookes art gallery is named, will be present at its official opening. / Bronwen Brookes, who(m) the Brookes gallery is named after, will ...

12
1 did
2 doing so / so doing
3 promised he would
4 appears so
5 do
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 to come to
   Bristol to visit her uncle, who is unwell.
   She is one of his few remaining (✓) relatives. She wants us to meet and
   asked if I could suggest a possible time.
   Well, I haven't seen her for a couple of years, so I was really pleased. We first
   (✓) met at university. We have similar
   interests (or Our interests are alike), so
   we always find a lot to talk about. The
   photos included in the letter showed that she hadn't changed since I last
   (✓) saw her. I spent so long reading the
   letter that I was nearly late for work.

14

3 + 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 + e 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
   ... (or So strong was the wind that ...)

6 Seldom did she regret her lack of
   formal education, ...

7 Only in an emergency should you
   phone for an ambulance. (or Only
   if there is an emergency should you
   phone for an ambulance.)

8 Not for one moment was there any / a
   disagreement between us.

9 Were it not for financial assistance from
   the government, ...

10 Hardly had they finished eating before
   a waiter started to clear away the
   plates.

11 Under no circumstances should
   children be allowed into the room
   without adult supervision.

12 Should the bridge ever be built, ...

280
Index of grammatical items

A

a / an, the, and zero article
generalisations about classes of things 90
goalographical 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 ... +gradable 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
adverbal clauses
additional exercise 249
corresponds 164
definition of 205
study planner 219-220
tenses in 238
of time 158
adverbal phrases, as complement 206
adverbs
adverb as 205
adverbial clause as 205
definition of 205
inversion after negative 200
noun phrase as 205
participle clauses 116, 118
prepositional phrase as 205
adverbs and adjectives, use of 237
definition of 205
formation of 142
participle adjectives in -ed, adverbial 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
coo-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 84
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

<table>
<thead>
<tr>
<th>Collective nouns</th>
<th>Study planner 215–16</th>
</tr>
</thead>
<tbody>
<tr>
<td>80, 207</td>
<td>direct object 58, 207</td>
</tr>
<tr>
<td>Colons</td>
<td>see also complement; object;</td>
</tr>
<tr>
<td>174, 230</td>
<td>transitive / intransitive verbs; verb</td>
</tr>
<tr>
<td>Colour adjectives</td>
<td>complementation</td>
</tr>
<tr>
<td>122</td>
<td>direct speech 206</td>
</tr>
<tr>
<td>Commas</td>
<td>direction adverbs 150, 152, 198, 205</td>
</tr>
<tr>
<td>230</td>
<td>disapproval 168</td>
</tr>
<tr>
<td>Comment adverbs</td>
<td>'disliking' verbs 60</td>
</tr>
<tr>
<td>150, 156, 205</td>
<td>distance 104</td>
</tr>
<tr>
<td>Comparative forms</td>
<td>do, after negative adverbs 200</td>
</tr>
<tr>
<td>238</td>
<td>see also auxiliary verbs; substitution</td>
</tr>
<tr>
<td>Adjectives with comparative /</td>
<td>-ed clauses see past participle</td>
</tr>
<tr>
<td>Superlative meaning 144</td>
<td>E</td>
</tr>
<tr>
<td>Comparative adjectives, linking with and 136</td>
<td>each see all (of), whole, every, each</td>
</tr>
<tr>
<td>More + one-syllable adjective 144</td>
<td>echo questions 54, 208</td>
</tr>
<tr>
<td>More / less + two-syllable adjectives 144</td>
<td>emphasising adjectives 132, 205</td>
</tr>
<tr>
<td>One-syllable adjectives and adverbs + -er 144</td>
<td>every see all (of), whole, every, each</td>
</tr>
<tr>
<td>Phrases and clauses as + adjective + a / an + noun 146</td>
<td>exceptions 182</td>
</tr>
<tr>
<td>As + adjective + adverb + enough + to-infinitive 146</td>
<td>expectations 40</td>
</tr>
<tr>
<td>Go so / as far as + to-infinitive 146</td>
<td>festivals 94</td>
</tr>
<tr>
<td>Less + adjective + than 146</td>
<td>F</td>
</tr>
<tr>
<td>As little / few as 146</td>
<td>few, little, less, and fewer</td>
</tr>
<tr>
<td>As much / many as 146</td>
<td>(a) few, (a) little, as pronouns 104</td>
</tr>
<tr>
<td>Not + adjective + adverb + enough + to-infinitive 146</td>
<td>the few, the little + noun, as 'not enough' 104</td>
</tr>
<tr>
<td>So + adjective + adverb + as + to-infinitive 146</td>
<td>few + personal pronouns 104</td>
</tr>
<tr>
<td>So + adjective / adverb + that-clause 146</td>
<td>few and little, as informal alternatives 104</td>
</tr>
<tr>
<td>Sufficiently + adjective 146</td>
<td>less (than) and fewer (than) 104</td>
</tr>
<tr>
<td>Too + adjective + a / an + noun 146</td>
<td>a little, as informal alternative 104</td>
</tr>
<tr>
<td>Too + adjective / adverb + to-infinitive 146</td>
<td>what few / what little, as 'the small (number / amount)' 104</td>
</tr>
<tr>
<td>See also few, little, and fewer</td>
<td>fewer see few, little, less, and fewer</td>
</tr>
<tr>
<td>Complaining 12</td>
<td>finite verbs 209</td>
</tr>
<tr>
<td>Complement</td>
<td>focus adverbs 154, 205</td>
</tr>
<tr>
<td>Adverbial phrases as 206</td>
<td>focusing</td>
</tr>
<tr>
<td>Definition of 206</td>
<td>frontal, for emphasis 198</td>
</tr>
<tr>
<td>And linking verbs 42, 206, 207</td>
<td>it-clauses 196</td>
</tr>
<tr>
<td>And object 206</td>
<td>wh-clauses 196</td>
</tr>
<tr>
<td>Prepositional phrase as 206</td>
<td>what-clauses 196</td>
</tr>
<tr>
<td>And subject 206</td>
<td>Frequency adverbs with have to 36</td>
</tr>
<tr>
<td>Transitive / intransitive verbs 56</td>
<td>indefinite frequency 205</td>
</tr>
<tr>
<td>See also verb complementation</td>
<td>past continuous with 4</td>
</tr>
<tr>
<td>Compound adjectives 138, 206</td>
<td>position of 148, 150, 152</td>
</tr>
<tr>
<td>Compound nouns</td>
<td>present continuous with 4</td>
</tr>
<tr>
<td>Countable compound nouns 86</td>
<td>future continuous</td>
</tr>
<tr>
<td>Definition of 206</td>
<td>arranged events / activities 22</td>
</tr>
<tr>
<td>Grammar reminder 230</td>
<td>grammar reminder 224</td>
</tr>
<tr>
<td>Hyphenated phrases, before nouns 86</td>
<td>imagining what is happening</td>
</tr>
<tr>
<td>Noun + noun 86</td>
<td>around now 22</td>
</tr>
<tr>
<td>Noun + preposition + noun 86</td>
<td>particular point in future, relating</td>
</tr>
<tr>
<td>One word, separate words, hyphenated 230</td>
<td>start of event to 22</td>
</tr>
<tr>
<td>Plural forms 86</td>
<td>repeated / regular events 22</td>
</tr>
<tr>
<td>Possessive forms 86</td>
<td>Willingness, avoiding 22</td>
</tr>
<tr>
<td>Two- and three-word verbs, nouns related to 86</td>
<td>Future events</td>
</tr>
<tr>
<td>Conclusions, drawing</td>
<td>Additional exercise 242</td>
</tr>
<tr>
<td>Grammar reminder 225–226</td>
<td>Be about to + infinitive 24, 26</td>
</tr>
<tr>
<td>Must 36, 74</td>
<td>Be going to + infinitive 20, 166, 223</td>
</tr>
<tr>
<td>Present perfect continuous / present perfect 12</td>
<td>Be to + infinitive 24</td>
</tr>
<tr>
<td>Will / would 32</td>
<td>Common phrases for talking about 26</td>
</tr>
</tbody>
</table>
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

**Was / were to + infinitive**: 28

**Was / were to have + past participle**: 28

**Shall / shan't versus will / won't**: 26

**Verbs + to-infinite, 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
- **Geographical areas**: 90
- **Glossary**: 205–09

**Going to see will and be going to**: 19

**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**: 235–36
- **Grammar reminder**: 235–36
- **Prepositional object**: 208
- **Reduced relative clauses**: 208
- **See also participle adjectives; verb complementation**: 168
- **If, in comparison clauses**: 168
- **If and whether**: 172
- **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
- **Indefinite article**: 205
- **See also a / an, the, and zero article**: 58, 207
- **Indirect object**: 58, 207
- **See also indirect object; verb complementation**: 208
- **See also Reporting**: 208
- **Indirect speech**: 208
- **See also Reporting**: 208
- **Infinitive forms**: 206
- **Instructions**: 24, 166, 196
- **Grammar reminder**: 225
- **If-clauses, without main clauses**: 168
- **Intelliects**: 26, 78
- **Interrupted past actions / events**: 8
- **Intransitive verbs see transitive / intransitive verbs**: 196
- **Introducing new topic**: 196
- **Inversion**: 250
- **Adverbs of direction of movement**: 198
- **After negative adverbials**: 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**: 148
  - **Might see possibility; unreal past modal and semi-modal verbs**: 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
noun phrases
adding information to 112
conjunctions 112
namely, use of 112
participle clauses 112
prepositional phrases 114
that is, use of 112
to-infinitive 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 adverbials 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
performatives 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
passive form 204
phrases introducing news 4
and present continuous 16
immediacy 4
life commentaries 4
mental states 2
performative verbs 2
state verbs 2
real conditionals 166
time clauses 6
present subjunctive 78, 209
present tenses, in reporting 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
quotations 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
cleft 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

unknown / unimportant person or thing 96
state verbs 2, 12, 14, 166, 208
subject and complement 206
definition of 208
it-clause as 48
passive, uses of 48
placement of long 48
relative pronouns as 106
who or what as 52
see also agreement; inversion
subordinate clause 209
past 170
present 78
subordinate clauses 206, 208
see also adverbial clauses; relative clauses
substitution
to, for to-infinitive clause 130
additional exercise 248
do 128, 200, 227, 237
do so and such 126
so and not 124
study planner 217–18
suggestions 54, 72, 78, 227
superlative forms
the + adjective with -est 144
the + most + adjective 144
of + plural noun phrase, after
superlative 144
in + singular noun phrase, after
superlative 144
adjectives with a / an, the, and zero
article 92
most + adjective / adverb 144
noun + of which 110
T
tenses
grammar reminder 222–24
study planner 210–11
that-clauses
passive sentences 48
reporting 66, 72, 76
should in 78
wh-questions with 54
the see a / an, the, and zero article
there + be
change of topic, topic known to
listener / reader 190
introducing topics 190
noun following, agreement of be with
190
noun following, indefinite / nonspecific
meaning of 190
with nouns followed by that,
wh, to-infinitive or -ing clause 190
‘thinking’ verbs 30, 60
three-word verbs see two- and
three-word verbs
time adverbs 205
time clauses
conjunctions 174
tenses in 238
times, of day and night 94
titles, of newspapers, books, films 80
to-infinitive
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
grammars 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
used to
grammar reminder 225
repeated events in past 32
in reporting 74
V
verb complementation
additional exercise 244
direct and indirect objects 58
negative forms 62
prepositional object, with for / to 58
verb + -ing or bare infinitive 60
verb + object + bare infinitive 60
verb + object + to-infinitive 62
verb + object / possessive + -ing 60
verb + preposition + object + to-
infinitive 62
verb + to have + past participle 62
verb + to (preposition) + -ing 60
see also transitive / intransitive verbs
verb phrases 209
verbs 208, 209
viewpoint adverbs 156, 205
Index of lexical items

big 134
bind 202
biologically 156
birds'/nests 86
bite 202
bleed 202
blind 42
blow 202
book 58
bored 144
bored / boring 237
boring 144
both 110
both (of) 233
bother 38
boy's arm 86
brave 140
bravely 156
break 56, 202
break in 188
break-out 86
brick-built 138
briefly 148
bring 46, 58, 202
bring about 188
broadcast 202
broken 138
brother-in-law 86
brush up on 44
build 58, 202
building materials industry 86
burn 56, 202
burst 202
busy 134, 140
busy with 120
but 174, 182, 206
but for 166, 182
buy 58, 202
by 94, 118, 180
by air 94
by bus 94
by car 94
by contrast 174
by email 94
by phone 94
by plane 94
by post 94
by sea 94
by taxi 94
by the time 6, 20
by train 94
calculate 50, 68
calculated 132
call 44
call back 44, 188
call on 72, 188
call up 44
campaign 62
can 30, 74, 128, 207, 224, 225
can't bear 46, 194
can't stand 194, 229
capable 132
care 150
care about / for 184
careful 140, 144
careless 144
carelessly 156
carry out 44
cast 202
cast back 44
catch 46, 58, 202, 229
catch out 188
desc 62, 228
described 138
cautious 144
cease 228
certain 76, 140, 144
certainly 156
ing 102, 130, 186 194
gage 56
giant 144
chemical 132
chicken drumsticks 86
choose 194
choose 58, 68, 130, 172, 202
chosen 138
civil 136
claim 50, 76
class 80
clean 136
clean up 188
clear 140, 144
clear away 188
clearly 148, 150, 156
clearly 142
clever 134
climate 90
climb 46
cling 227
close 56, 60
clothes 84
clothes shop 86
club 80
coca mine 86
coffee 90
coincidence 194
cold 144
collect 58
college 80
come 42, 46, 152, 198, 202, 206, 228
come about 192
come across 110
come in for 188
come to 188
come up against 44, 188
command 62, 72, 78, 228
comment 76
commission 80
committee 80
common 134, 136
community 80
company 80
company director 92
complain 66
complete 132, 144
completely 134, 150
complex 144
complimentary 76
computer 90
computer keyboard 86
concentrate 60
concern 38, 186, 192
concern with 120
concerned 78, 132, 140, 172
conclude 2, 68
conclusion 76
confess 2, 60, 66
confide 66
confidence 102
confident 140
conflict 172
confusion 172
congratulate 2
congratulations 84
consent 62
consistently 174
consider 2, 8, 46, 50, 56, 62, 66, 68, 172, 194, 222, 228
consist of 2, 222
constantly 4
constitute 22
contain 222
content 132
continually 4
continue 46, 228
conversation 90
convinced 66
convinced 42
cook 56, 58
cost 2, 58, 186, 192, 206, 222
could 30, 34, 74, 128, 204, 207, 224, 225, 239
council 80
count 60, 62
count out 188
country(side) 90
cover up 188
cowardly 142
cow's milk 86
crazy 140
creased 144
creep 202
crew 80
criteria 84
critical 76, 136
crop up 188
crowd 80
crucial 78
culminate in / with 56
cup of tea 86
curious 140
curious 150
customs officer 86
cut 202

cut back on 188
cut out 188
daily 152
dance 56
dare 60, 204, 207
dark 144
data 84
dawn 94
dawn on 192
day 102
dead 42
deal 202
debate 68, 172
decide 30, 50, 62, 68
decision 76, 186
declare 2, 44, 56, 66
decide 228
decrease 56
der 134
deep(ly) 142
definitely 156
delay 228
delighted 130
demand 66, 72, 78, 228
democratic 132
demonstrate 44, 50, 58
deny 2, 46, 58, 62, 66, 96, 194, 228
department 80
depend 60, 62
depend on 172
describe 44, 46, 58
description 186
deserve 130
deservedly 142
desire 186, 222
despite 164
deter 60
determination 186
determine 68
determined 130
determinedly 142
detest 60, 228
detract from 56
develop 150
diabetes 84
differ 150
differ from 222
differentiate between 56
difficult 42, 140
dig 202
digital 132
dignified 142
diplomatic 136
direct 78, 144
direct(ly) 142
disagree 66
disagreement 172
disappointed 78, 140
disappointedly 142
disapprove of 44, 60
discourage 60
discuss 68, 172
discussion 76, 172, 186
dislike 12, 46, 60, 194, 228
Index of lexical items

hear 30, 44, 46, 60, 124, 202, 222, 228
hear out 188
help 44, 60, 192, 228
help on with 188
help out 188
hence 174
her 122
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
influencing 68
influence 186
inform 50, 66, 68
innocent 136
insist 60, 78
insistent 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 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
loveliness 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, 225, 239
mind 46, 228
mine 208
minimum 132
miserable 140
miss 228
mistake for 56
mobile 136
<table>
<thead>
<tr>
<th>Lexical Item</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>worn</td>
<td>144</td>
</tr>
<tr>
<td>worried</td>
<td>42, 140, 144</td>
</tr>
<tr>
<td>worried / worrying</td>
<td>237</td>
</tr>
<tr>
<td>worriedly</td>
<td>142</td>
</tr>
<tr>
<td>worry</td>
<td>38, 192</td>
</tr>
<tr>
<td>would</td>
<td>32, 74, 128, 207, 224, 225, 239</td>
</tr>
<tr>
<td>would like</td>
<td>130</td>
</tr>
<tr>
<td>would rather</td>
<td>170</td>
</tr>
<tr>
<td>would sooner</td>
<td>170</td>
</tr>
<tr>
<td>wring</td>
<td>203</td>
</tr>
<tr>
<td>write</td>
<td>56, 58, 203</td>
</tr>
<tr>
<td>wrong</td>
<td>144</td>
</tr>
<tr>
<td>wrongly</td>
<td>156</td>
</tr>
<tr>
<td>yesterday</td>
<td>152</td>
</tr>
<tr>
<td>yet</td>
<td>174</td>
</tr>
<tr>
<td>you</td>
<td>48</td>
</tr>
<tr>
<td>young</td>
<td>134</td>
</tr>
<tr>
<td>your</td>
<td>122, 206</td>
</tr>
<tr>
<td>yours</td>
<td>208</td>
</tr>
<tr>
<td>yourself</td>
<td>120, 236</td>
</tr>
<tr>
<td>yourselves</td>
<td>236</td>
</tr>
</tbody>
</table>
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’.
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
For support and updates, go to www.cambridge.org/elt/multimedia/help

Terms and conditions of use
This is a legal agreement between 'You' (which means the individual customer) and Cambridge University Press (the 'Licensor') for Advanced Grammar in Use CD-ROM. By placing this CD-ROM in the CD/DVD-ROM drive of your computer, You agree to the terms of this Licence.
1. Licence
(a) You are purchasing only the right to use the CD-ROM and are acquiring no rights, express or implied to it or the software other than those rights granted in this limited licence for not-for-profit educational use only.
(b) Cambridge University Press grants the customer the licence to use one copy of this CD-ROM (i) on a single computer for use by one or more people at different times, or (ii) by a single person on one or more computers (provided the CD-ROM is only used on one computer at one time and is only used by the customer), but not both.
(c) The customer shall not: (i) copy or authorise copying of the CD-ROM, (ii) translate the CD-ROM, (iii) reverse-engineer, disassemble or decompile the CD-ROM, (iv) transfer, sell, assign or otherwise convey any portion of the CD-ROM, or (v) operate the CD-ROM from a network or mainframe system.
2. Copyright
(a) All original content is provided as part of the CD-ROM (including text, images and ancillary material) (‘Original Material’) and is the copyright of the Licensor, protected by copyright and all other applicable intellectual property laws and international treaties.
(b) You may not copy the CD-ROM except for making one copy of the CD-ROM solely for backup or archival purposes. You may not alter, remove or destroy any copyright notice or other material placed on or with this CD-ROM.
3. Liability
(a) The CD-ROM is supplied ‘as-is’ with no express guarantee as to its suitability. To the extent permitted by applicable law, the Licensor is not liable for costs of procurement of substitute products, damages or losses of any kind whatsoever resulting from the use of this product, or errors or faults in the CD-ROM, and in any case the Licensor’s liability shall be limited to the suggested list price or the amount actually paid by You for the product, whichever is lower.
(b) You accept that the Licensor is not responsible for the persistency, accuracy or availability of any URLs of external or third party internet websites referred to on the CD-ROM and does not guarantee that any content on such websites is, or will remain, accurate, appropriate or available. The Licensor shall not be liable for any content made available from any websites and urls outside the Software.
(c) Where, through use of the Original Material you infringe the copyright of the Licensor you undertake to indemnify and keep indemnified the Licensor from and against any loss, cost, damage or expense (including without limitation damages paid to a third party and any reasonable legal costs) incurred by the Licensor as a result of such infringement.
4. Termination
Without prejudice to any other rights, the Licensor may terminate this Licence if You fail to comply with the terms and conditions of the Licence. In such event, You must destroy all copies of the CD-ROM.
5. Governing law
This agreement is governed by the laws of England, without regard to its conflict of laws provision, and each party irrevocably submits to the exclusive jurisdiction of the English courts.