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Advanced Grammar in Use

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

with answers

SECOND EDITION

Martin Hewings

New

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Thanks

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

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

To the student

Who the book is for

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

How the book is organised

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

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

How to use the book

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

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

To the teacher

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

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

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

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

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

Advanced English Grammar in Use *Second Edition*

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

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

Advanced Grammar in Use

Unit 1 Present continuous and present simple (1)

A

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

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

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

B

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

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

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

C

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

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

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

- ☐ He's **considering** taking early retirement. (*not* He considers taking early retirement.)

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

- ☐ I **believe** you now. (*not* I'm believing you now.)

D

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

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

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

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

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

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

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

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

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

1 a I hear you're having your house repainted. How's it looking? (*or* How does it look?)
b I bought this new dress today. How does it look?
2 a A: What are you doing with that ruler? B: I ..... the area of the kitchen.
b The garden ..... 12 by 20 metres.
3 a I ..... whether I'll get another chance to retake the exam.
b I suppose she might be at home tonight, but I ..... it.
4 a The new science museum currently ..... 10,000 visitors a month.
b Flowers ..... bees with their brightly coloured petals.
5 a Mike won't work at the top of the 20-storey building because he ..... heights.
b A: How's the new job? B: Well, at the moment, I ..... it at all.
6 a My car's in the garage today. They ..... new brakes.
b I bought this jumper for Sue, but it ..... her so I'll have to take it back.
7 a What's your shirt made from? It ..... like silk.
b I won't be coming to work today. I ..... very well.
8 a The roof of the house ..... only plastic sheets nailed down in a few places.
b Their school uniform ..... black trousers and a dark green jumper.
9 a Simon has been practising the song for days. It ..... quite good, but he doesn't think he's ready yet to perform it in public.
b A: What's that noise? B: It ..... like a bird stuck in the chimney.
10 a I had a postcard from Joanne on holiday in Spain. It sounds like she ..... a really good time.
b My sister ..... long blonde hair. You're bound to recognise her.

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

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

Unit 2

Present continuous and present simple (2)

A

We often use the present simple and present continuous in stories and jokes in informal spoken English to create the impression that events are happening now. This can make them more direct and exciting and hold people's attention:

- She **goes** up to this man and **looks** straight into his eyes. **He's** not **wearing** his glasses, and he **doesn't recognise** her...
- This man's **playing** golf when a kangaroo **bounds** up to him, **grabs** his club and **hits** his ball about half a mile...

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

In narratives and anecdotes the present simple can be used to highlight an event. Often it is used after past tenses and with a phrase such as **suddenly** or **all of a sudden**:

- I was sitting in the park, reading a newspaper, when *all of a sudden* this dog **jumps** at me.

B

We also use the present simple and present continuous in live commentaries (for example, on sports events) when the report takes place at the same time as the action:

- King **serves** to the left-hand court and Adams **makes** a wonderful return. She's **playing** magnificent tennis in this match....

C

We can use the present simple in phrases such as **It says here, I hear, I gather, I see, I understand** and **They say, (Someone) says, (Someone) tells me** to introduce news that we have heard, read, seen (e.g. on television), or been told. We can also use past tenses (e.g. **It said here, I heard**):

- I **gather** you're worried about Ken.
- Jane **tells me** you're thinking of emigrating.
- Professor Otto is at the conference and I **hear** she's an excellent speaker.

D

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

QUAKE *HITS* CENTRAL IRAN

FOREIGN MINISTER *RESIGNS*

SCIENTISTS *FIND* BRIGHTEST STAR

FIRE *BREAKS* OUT IN HOTEL ROOM

We can use the present simple to refer to the contents of books, films, newspapers, etc:

- Thompson **gives** a list of the largest European companies in Chapter Six.
- At the beginning of the book, three men **find** $4 million in a crashed plane.
- In the film, Joan Smithson **takes** the role of a private detective.

E

We can use the present continuous with adverbs such as **always, constantly, continually** or **forever** to emphasise that something is done so often that it is characteristic of a person, group or thing:

- A: I think I'll stay here after all. B: You **are** *constantly* **changing** your mind.
- Tony is a really kind person. **He's** *always* **offering** to help me with my work.

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

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

- At 8 o'clock **I'm** usually **driving** to work, so phone me on my mobile.
- 7 o'clock is a bit early. **We're** generally **eating** then.

F

We can use the present (or past) continuous rather than the present (or past) simple with the verb **wonder** if we want to be especially friendly or polite, particularly if we are unsure about the other person's feelings towards something or how they will react to what we say:

- You said that there were only 50 books in the boxes. **I'm** just **wondering**/ I **was** just **wondering** whether you counted them all? (*more polite than* 'I just wonder...?')

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

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

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

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

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

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

1 **Government gives health service billions**

I see the government's giving the health service a lot more money.

2 **Vegecorp to sack 1000 workers.**

..... Vegecorp are going to .....

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

..... we're going to have .....

4 ED: Did you hear that Tony's crashed his car again?

..... Tony's .....

5 JULIE: I've got a new job.

..... she's .....

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

..... they've found .....

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

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

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

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

1 a I ..... whether you could help me. You see, my car's broken down outside your house and I need to phone a garage.
b 'Do you think Philip would be good at the job?' 'Hmm, I .....'
2 a 'Shall I phone at 6.00?' 'No, we usually ..... dinner at that time.'
b I ..... lamb, thanks. I'm a vegetarian.
3 a Gielman ..... Henry V in the latest production at the Royal Theatre.
b They constantly ..... loud music until the early hours of the morning.
4 a I normally ..... the children to school at half eight. Perhaps we could meet at nine.
b In his 1954 book, Wall ..... a controversial view of Britain's role in the war in Europe.

Unit 3

Past simple and present perfect

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

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

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

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

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

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

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

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

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

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

- ☐ *It was the first time* I'd **talked** to Ella outside the office.

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

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

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

Grammar review: past simple → A6–A8; present perfect → A9–A12

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

have go oversleep read spend wear

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

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

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

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

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

finish get hear sign

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

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

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

Unit 4

Past continuous and past simple

A

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

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

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

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

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

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

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

B

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

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

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

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

or to talk about something that happened surprisingly often:

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

C

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.

D

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

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

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

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

Grammar review: past continuous → A13; past simple → A6–A8

4.1 Complete the sentences using these pairs of verbs. Use the past simple in one space and the past continuous in the other. (A–D)

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

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

This time, use the *same* tense in both spaces.

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

8 The smoke alarm ..... when he ..... a cigarette underneath it.
9 I can't remember how to answer this question. I must confess that I ..... while the teacher ..... it to us.
10 She ..... more salt to the soup, and then it ..... much better.
11 Although the television was on, I ..... it. Instead I ..... about my holidays.
12 She ..... open the door and ..... into the room.

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

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

Send Now | Send Later | Save as Draft | Add Attachments | Signature | Options | Rewrap

I (1) ..... (*buy*) a new alarm clock the other day in Taylor's the jewellers, when I actually (2) ..... (*see*) somebody shoplifting. I'd just finished paying for my clock and as I (3) ..... (*turn*) round, an elderly woman (4) ..... (*slowly put*) a silver plate into a bag that she (5) ..... (*carry*). Then she (6) ..... (*walk*) over to another part of the shop and (7) ..... (*pick up*) an expensive-looking watch a number of times. When she (8) ..... (*think*) that nobody (9) ..... (*look*), she (10) ..... (*drop*) it into the bag. Before I (11) ..... (*have*) a chance to tell the staff in the shop, she (12) ..... (*notice*) that I (13) ..... (*watch*) her and (14) ..... (*hurry*) out. Unfortunately for her, two police officers (15) ..... (*walk*) past just at that moment and she (16) ..... (*run*) straight into them.

Unit 5 Past perfect and past simple

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

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

Order of events:	1 made fortune 2 reforms began 3 emigrated to Mexico 4 moved to U.S.
Order events are mentioned:	1 emigrated to Mexico 2 reforms **had begun** (*out of order*) 3 moved to U.S. 4 **had** made fortune (*out of order*)

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

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

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

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

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

Talking about a past event	Reporting this past event
☐ 'I **have met** him before.' ☐ 'The village **hasn't changed** much.'	☐ I was sure that I **had** met him before. (*not* ...I met him...) ☐ On my last visit to Wixton I found that the village **hadn't changed** much. (*not* ...the village didn't change...)
☐ 'Smithers **drowned** in the recent floods.' ☐ 'She **stole** the watch.'	☐ Police were convinced Smithers **had drowned** in the recent floods. (*or* ...**drowned**...) ☐ She admitted that she **had stolen** the watch. (*or* ...**stole**...)

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

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

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

Grammar review: past perfect → A14–A15; past simple → A6–A8

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

From an account of how a house was bought

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

Events

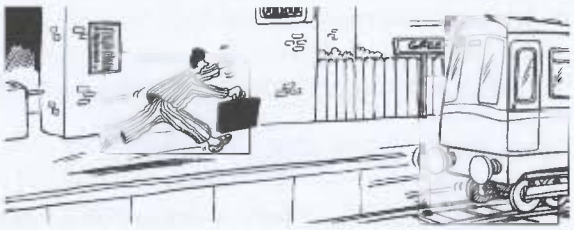
I moved...
I learnt...
The property developer decided...
I heard...
I first saw the old house
A property developer bought it
I nearly gave up...
I put together enough money...
It was empty

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

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

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

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



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

Unit 6 Present perfect continuous and present perfect

A

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

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

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

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

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

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

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

B

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

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

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

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

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

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

C

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

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

Compare:

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

Grammar review: present perfect continuous → A16–A17; present perfect → A9–A12

6.1 Complete the sentences with appropriate verbs, using the same one for each sentence in the pair. Use the present perfect in one sentence and the present perfect continuous in the other. Use negative forms where appropriate. (A–C)

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

1 a Maria Harris ..... in a rented flat since returning to Liverpool.
b We ..... at this hotel a couple of times before.
2 a With their win yesterday, Italy ..... into second place in the table.
b As house prices in the cities have risen, people ..... into the countryside.
3 a All day, the police ..... motorists to question them about the accident.
b Good, the noise ..... . I can start concentrating on my work again.
4 a I ..... any of Dickens' novels.
b I ..... this book on astrophysics for hours and I'm still only on page 6.
5 a Dr Fletcher ..... the same lecture to students for the last ten years.
b Mr Goldman ..... nearly a million pounds to the charity this year.
6 a I did 20 lengths of the pool today. I ..... that far since I was at school.
b I ..... and I feel exhausted.
7 a In recent years, Brazilian companies ..... a lot of money into developing advanced technology.
b The South African coal company ..... the Calverton Mine up for sale.
8 a An important file ..... from my office.
b Plants and vegetables ..... from my garden since we had new neighbours.

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

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

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

Unit 7 Past perfect continuous, past perfect and past continuous

A

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

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

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

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

B

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

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

C

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

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

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

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

D

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

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

E

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

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

Grammar review: past perfect continuous → A18; past perfect → A14–A15; past continuous → A13

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

apply carry fly smoke work

1 a She ..... for the company since she left school, so I wasn't surprised when she took a new job in London.
  b She ..... finally ..... her way up from trainee to a management position, and she celebrated her promotion with a big party.
2 a The avalanche ..... them 500 metres down the mountain but no-one was hurt.
  b She took a bottle from the bag she ..... all the way from home.
3 a Michael ..... all his cigarettes and had to borrow some from Kate.
  b By the smell in the room and his guilty expression I could tell that Alex ..... .
4 a We ..... for visas early, but still hadn't got them by the week before the holiday.
  b She ..... for jobs, without success, since leaving university.
5 a He ..... all the way from New York to be at yesterday's meeting.
  b When the plane was diverted, shortly after take-off, it ..... from London to Frankfurt.

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

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

1 Mrs Bishop ..... to have children for years; then she finally became pregnant at the age of 45. (*try*)
2 This was the first time we had been to the castle, even though we ..... Edinburgh a few times before. (*visit*)
3 She bought her first watch at the age of 8. It ..... two pounds. (*cost*)
4 Meg James ..... children's stories for 10 years when she got her first book published. (*write*)
5 For some time Mark ..... about passing the exams and eventually decided to change the course he was taking. (*worry*)
6 My teacher was really annoyed with me. It was the third time I ..... late for school that week. (*arrive*)
7 I ..... always ..... it would be easy to get a job, and was disappointed to be rejected. (*believe*)
8 We ..... about Sue when, to our amazement, she walked through the door. (*talk*)

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

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

A: How was your weekend?
B: Not great, actually. I (1) <u>'d really been looking</u> forward to a relaxing couple of days. But early on Saturday morning Mum phoned to say that Dad (2) <u>had been taking</u> ill.
A: Oh, no! What (3) <u>had happened</u>?
B: She (4) <u>had just been hearing</u> that he (5) <u>had been flown</u> by helicopter to hospital in Edinburgh from a village called Contin where he (6) <u>had fished</u> with my Uncle Mark.
A: And is he okay? What's wrong with him?
B: Well, Uncle Mark said that Dad (7) <u>had been complaining</u> of a bad headache most of yesterday, but he (8) <u>hadn't been wanting</u> to go back to the hotel and spoil the day. But then in the evening, just as they (9) <u>had stopped</u> fishing for the day, he (10) <u>had been collapsing</u>...

Unit 8

Present and past time: review

A Continuous and simple

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

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

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

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

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

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

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

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

B Perfect

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

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

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

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

C Combinations of perfect and continuous

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

- I **have been following** the discussions with great interest.

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

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

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

- When we met Simon and Pat, they **had been riding**.
- It **had been snowing** heavily for hours and when I went to the door I couldn't open it.

Grammar review: Section A

8.1 Complete this letter from Australia using the following verbs. Use the present simple, present continuous, past simple or past continuous. (A)

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

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

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

RONSON SACKED IN UNITED CUTS

Aston United (1) have sacked (*sack*) their manager, Neil Ronson. The former England football international (2) ..... (*say*) that he (3) ..... (*hear*) the news when he (4) ..... (*return*) from a three-week holiday in Spain and that it (5) ..... (*come*) as a complete shock. "There (6) ..... (*be*) no hint of any problem when I (7) ..... (*leave*) for the holiday."

Aston United (8) ..... (*appoint*) Ronson as manager two years ago and last season they (9) ..... (*finish*) second in the First Division. However, they (10) ..... (*win*) only five matches so far this season.
The Chairman of the club, Peter White, last night (11) ..... (*accuse*) Ronson of lack of commitment to the club. "Neil's attitude (12) ..... (*disappoint*) us recently. Over the last few months he (13) ..... (*spend*) more time on Spanish beaches than working with the players in Aston."...

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

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

Unit 9

Will and be going to

A

We can use either **will** or **be going to** to talk about something that is planned, or something that we think is likely to happen in the future:

- We **will** study climate change in a later part of the course. (*or* We **are going to** study...)
- Where **will** you stay in Berlin? (*or* Where **are you going to** stay...?)
- The south of the city **won't** be affected by the power cuts. (*or* ...**isn't going to be** affected...)

We often prefer **be going to** in informal contexts (see also D).

B

We use **will** rather than **be going to** to make a prediction based on our opinion or experience:

- Why not come over at the weekend? The children **will** enjoy seeing you again.
- 'Shall I ask Sandra?' 'No, she **won't** want to be disturbed.'

We use **be going to** rather than **will** when we make a prediction based on some present evidence:

- The sky has gone really dark. There's **going to** be a storm.
- 'What's the matter with her?' 'It looks like she's **going** to faint.'

C

To predict the future we often use **will** with **I bet** (informal), **I expect, I hope, I imagine, I reckon** (informal), **I think, I wonder**, and **I'm sure**, and in questions with **think** and **reckon**:

- *I imagine* the stadium **will** be full for the match on Saturday.
- That cheese smells awful. *I bet* nobody **will** eat it.
- When *do* you *think* you'll finish work?
- *Do* you *reckon* he'll say yes?

Be going to can also be used with these phrases, particularly in informal contexts.

D

We use **will** when we make a decision at the moment of speaking (see GR:B1) and **be going to** for decisions about the future that have already been made (see GR:B5). Compare:

- **I'll** pick him up at 8.00. (an offer; making an arrangement now) *and*
- **I'm going to** collect the children at 8.00. (this was previously arranged)
- 'Pineapples are on special offer this week.' 'In that case, **I'll** buy two.' *and*
- When I've saved up enough money, **I'm going to** buy a digital camera.

However, in a formal style, we use **will** rather than **be going to** to talk about future events that have been previously arranged in some detail. Compare:

- **Are** you **going to** talk at the meeting tonight? *and*
- The meeting **will** begin at 9.00 a.m. Refreshments **will** be available from 8.30 onwards.

E

We can use **will** or **be going to** with little difference in meaning in the main clause of an *if*-sentence when we say that something (often something negative) is conditional on something else:

- If we go on like this, we'll/we're **going to** lose all our money.
- You'll/You're **going to** knock that glass over if you're not more careful.

When the future event does not depend on the action described in the *if*-clause, we use **be going to**, not **will**. This kind of sentence is mainly found in spoken English. Compare:

- **I'm going to** open a bottle of lemonade, if you want some. (= I'm going to open a bottle of lemonade. Do you want some?) *and*
- I'll open a bottle of lemonade if you want some. (= If you say you want some, I'll open a bottle.)

However, we use **will**, not **be going to**, when the main clause refers to offers, requests, promises, etc. and ability:

- If Jack phones **I'll** let you know. (= an offer; '..., I'm going to let you know' suggests 'I intend to let you know when Jack phones')
- If you look to your left, **you'll** see the lake. (= you'll be able to see; '...you're going to see...' suggests 'I know this is what you can see when you look to your left')

and when one thing is the logical consequence of another:

- If you don't switch on the monitor first, the computer **won't** come on.

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

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

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

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

1 If you want me to, I 'll explain how the equipment works.
2 If you listen carefully, you ..... an owl in the trees over there.
3 You ..... your back if you try to lift that box.
4 If I give you the money ..... you ..... me some oranges when you're out?
5 If you press the red button, the machine ..... .
6 I ..... Jane this weekend, if you'd like to come too.
7 He's been told that if he's late once more he ..... .
8 If you want to help us, we ..... those trees at the bottom of the garden.

Unit 10 Present simple and present continuous for the future

Present simple

A

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

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

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

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

B

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

☆ in time clauses with conjunctions such as **after, as soon as, before, by the time, when, while, until**:

- □ *When* you **see** Dave, tell him he still owes me some money. (*not* When you will see Dave...)
- □ I should be finished *by the time* you **get** back. (*not* ...by the time you will get back.)

☆ in conditional clauses with **if, in case, provided**, and **unless**:

- □ *Provided* the right software **is** available, I should be able to solve the problem.
- □ I'll bring some sandwiches *in case* we **don't find** anywhere decent to eat.

☆ when we talk about possible future events with **suppose, supposing**, and **what if** at the beginning of a sentence. Notice that the past simple can be used with a similar meaning:

- □ *Suppose* we **miss** the bus – how will we get home? (*or Suppose* we **missed**...)
- □ *What if* the train's late? Where shall I meet you then? (*or What if* the train **was** late?)

Present continuous

C

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

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

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

☆ when we make or report predictions about activities or events over which we have no control (we can't arrange these):

- □ I think it's **going to rain** soon.
- □ Scientists say that the satellite **won't cause** any damage when it falls to Earth some time this afternoon.

☆ when we talk about permanent future situations:

- □ People **are going to live/will live** longer in the future.
- □ Her new house **is going to have/will have** three floors.

D

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

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

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

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

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

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

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

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

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

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

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

Unit 11 Future continuous and future perfect (continuous)

Future continuous: I will be doing

A

We can use the future continuous to talk about something that is predicted to start before a particular point of future time, and that may continue after this point. Often it is the result of a previous decision or arrangement:

- This time next year this part of the garden **will be looking** beautiful.
- She **will be taking up** her place at university in October.
- When it goes into orbit, the spacecraft **will be carrying** 30 kilos of plutonium.

We can also use the future continuous to talk about a future activity that is part of the normal course of events or that is one of a repeated or regular series of events:

- Dr Jones **will be giving** the same talk in room 103 at 10.00 next Thursday.
- **Will you be driving** to Glasgow, as usual?

We can often use either the future continuous or the present continuous when we talk about arranged activities or events in the future (see also Unit 10). Compare:

- We **will be leaving** for Istanbul at 7.00 in the evening. (timetabled; *or* ...**are leaving**...) *and*
- When the race starts later this afternoon the drivers **will be hoping** for drier weather than last year. (*not* ...are hoping...; not reporting the details of a programme or timetable)

B

The future continuous is sometimes used to indicate that a future activity is pre-arranged. Using **will** can indicate willingness, intention, invitation, etc. Compare:

- Ann **will be helping** us to organise the party. (suggests a previous arrangement) *and*
- Ann'll **help** us organise the party. (suggests she is willing to help)

When we don't want to indicate willingness, intention, invitation, etc., we prefer to use the future continuous instead of **will**. For example, if guests have stayed longer than you wanted, and you don't know when they are leaving, you might ask:

- **Will** you **be staying** with us again tonight? (asking about their plans) *rather than*
- **Will** you **stay** with us again tonight? (they might think this is an invitation)

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

C

We use the future perfect to say that something will be ended, completed, or achieved by a particular point in the future:

- *By the time you get home* I **will have cleaned** the house from top to bottom.
- I'm sure his awful behaviour **will** *soon* **have been forgotten.** (= passive form)

We use the future perfect continuous to emphasise the duration of an activity in progress at a particular point in the future:

- *On Saturday*, we **will have been living** in this house for a year.
- *Next year* I **will have been working** in the company for 30 years.

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

D

The future continuous, future perfect and future perfect continuous can also be used to say what we believe or imagine is happening around now:

- We could ask to borrow Jim's car. He **won't be using** it today – he went to work by bike.
- Most people **will have forgotten** the fire by now.
- Tennis fans **will have been queuing** at Wimbledon all day to buy tickets.

We can use the future perfect continuous to say what we think was happening at a point in the past:

- Motorist Alan Hesketh **will have been asking** himself whether speed cameras are a good idea after he was fined £100 last week for driving at 33 mph in a 30 mph zone.

Grammar review: future continuous → B8

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

give leave move use work

1 a I'm sorry that the train is delayed, ladies and gentlemen, but we ..... the station as soon as the driver arrives.
  b Without more cheap housing, families ..... the village and find homes in town.
2 a ..... you ..... late at the office again? I want to know when to cook.
  b 'We need to get this order sent out before Monday.' 'Well, I ..... over the weekend if that will help.'
3 a I ..... my car until next week, so you can borrow it if you like.
  b My father ..... a computer. He says he's very happy with his old typewriter for letters and doesn't want to change now.
4 a Is your suitcase very heavy? I ..... you a hand with it if you like.
  b Dr Sankey ..... evidence at the trial of James Morgan next week.
5 a He's parked his car across our drive and says he ..... it. Shall I call the police?
  b The company's headquarters closes in June, when most of the staff ..... to its new building in Madrid.

11.2 Use a beginning from (i), an ending from (iii), and a verb from (ii) to make sentences, as in 1. Use either the future perfect or the future perfect continuous. (C & D)

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

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

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

Darwin, 20th December

Dear Rosa

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

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

Unit 12 Be to + infinitive

A

Be to + infinitive is commonly used in news reports to talk about events that are likely to happen in the near future:

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

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

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

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

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

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

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

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

B

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

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

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

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

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

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

C

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

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

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

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

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

1 John Stobbard has written his first new play for 15 years. Its first performance ..... (*stage*) at the New Victoria Theatre.
2 The new safety system ..... (*stop*) trains automatically if they pass a danger signal.
3 Stafford Boys' School ..... (*merge*) with the nearby Stoke Girls' School to form a new co-educational establishment.
4 There are fears that sea levels ..... (*rise*) catastrophically in the next 50 years.

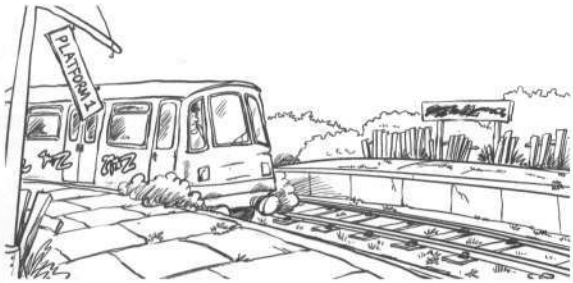
Now use these verbs to do the same in 5 to 9.

become **create** **increase** **receive** **replace** **retire**

5 Managing director Robin Oakland, 59, ... this summer a year early. He ..... by Chris Clarke, who joined the company last year.
6 As the temperatures fall with the onset of winter, the refugee crisis ..... more severe.
7 Production line staff at the Heathcote garden furniture factory in Northam ..... a pay rise following a big new order from Italy.
8 Seventy new posts ..... at the factory following a major investment by the parent company in the United States.
9 The recent rapid rise in house prices in the south east ..... the demand for higher salaries among lower-paid workers.

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

1 You need to work much harder if you *have/ are to have* any chance of passing the exam.
2 My sister *is to start/ is about to start* a PhD in Physics.
3 Mrs Patel is likely to become the Foreign Minister if the party *wins/ is to win* power at the next election.
4 If you *enjoy/ are to enjoy* romantic comedies, then this is a film you must see.
5 'Can you type this letter for me?' 'Sorry, I'*m just to go/ 'm just about to go* home. It'll have to wait until tomorrow.'
6 If Beckman *recovers/ is to recover* from a foot injury, it seems certain that he will play in Saturday's match against Spain.
7 If the university *keeps/ is to keep* its international reputation, it must first invest in better facilities for students.
8 Jim Brandon has denied that he *is to resign/ is about to resign* as marketing manager.
9 If the railway system *is improved/ is to be improved*, the government should invest substantial amounts of money now.



Unit 13 Other ways of talking about the future

A

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

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

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

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

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

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

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

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

B

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

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

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

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

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

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

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

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

C

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

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

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

- □ The match referee **shall** be the sole judge of fair play.
- □ All people of the world **shall** live together as brothers.

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

due – announce	**verge – become**	**bound – forget**	**brink – go**	**set – make**
point – phone	~~**sure – prove**~~	**set – rise**	**brink – sign**	**point – turn back**
verge – quit	**due – undergo**			

1 The government's tax increases are sure to prove unpopular, especially among low-paid workers.
2 The snow was getting heavier, and I was ..... when I saw lights from a house across the fields.
3 I have always wanted to own a sports car, and now my dream is ..... a reality.
4 The Finance Minister is ..... his economic plans for the year to the public later today.
5 The number of new jobs in London is increasing and is ..... even more dramatically in the next few years.
6 We were ..... a multi-million dollar contract with the oil company when it was taken over by its main rival.
7/8 Can you bring some paper plates when you come to the party tonight? I was ..... Kate to ask her to bring some, but you know how unreliable she is. She's ..... them.
9/10 Tennis star Sancho Gomez is ..... a second operation on his injured shoulder. He was ..... tennis earlier this year after a first operation was unsuccessful.
11/12 EU agriculture ministers are ..... an important announcement on increasing support to farmers when they meet in Brussels on Monday. 'Many farmers are ..... out of business,' said the Italian representative, 'and the matter must be decided very soon.'

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

aim – to study	**expect – to finish**	~~**look – to replace**~~	**intend – to move**
propose – to deal	**resolve – to give up**	**guarantee – to find**	

1 My computer is now 5 years old, and I 'm looking to replace it with a faster one.
2 In the first half of the course we'll study microbiology, and in the second half I ..... with genetic engineering.
3 We haven't completed the work yet, but we ..... it later this week.
4 I haven't done much work at college so far, but I ..... harder during the rest of the course.
5 Every New Year he ..... smoking, but by February he has started again.
6 We can't provide the spare parts ourselves, but we ..... a supplier who can.
7 At the moment I commute for over three hours a day, but I ..... closer to my work in the next few months.

13.3 Underline the possible answers. (C)

1 I have passed your letter on to the head of department who *shall/ will* reply as soon as possible.
2 Sorry, but I *shan't/ won't* be able to give you a lift after all.
3 I think your parents *shall/ will* be very happy with your decision.
4 Only people over the age of 18 on 31st December *shall/ will* be eligible to vote in the referendum.
5 You *shan't/ won't* want to eat your dinner tonight after all that chocolate.

Unit 14 The future seen from the past

A

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:

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

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

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

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

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

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

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

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

B

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

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

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

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

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

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

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

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

□ We **were to see** each other that day, but I had to phone and cancel. (*or* We **were to have seen**.../We **were supposed to see**...)

14.1 Write ✓ if the underlined parts are correct. If they are wrong, correct them. (A)

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

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

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

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

Unit 15 Can, could, be able to and be allowed to

Can, could and be able to: talking about ability

A We sometimes use **be able to** instead of **can** and **could** to talk about ability. However, we avoid **be able to** –

☆ when we talk about something that is happening as we speak:
- □ Watch me, Mum; I **can** stand on one leg. (*not* ...I'm able to stand on one leg.)

☆ before passives:
- □ CDs **can** now *be copied* easily. (*rather than* CDs are now able to be copied...)

☆ when the meaning is 'know how to':
- □ **Can** you cook? (*rather than* Are you able to cook?)

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

However, **could** is usually more natural –

☆ in negative sentences:
- □ I tried to get up but I **couldn't** move. (*rather than* ...I wasn't able to move.)

☆ with verbs of the senses – e.g. **feel, hear, see, smell, taste** – and with verbs of 'thinking' – e.g. **believe, decide, remember, understand**:
- □ I **could** *remember* the crash, but nothing after that. (*rather than* I was able to remember...)

☆ after the phrases **the only thing/place/time,** and after **all** when it means 'the only thing':
- □ *All* we **could** see were his feet. (*rather than* All we were able to...)

☆ to suggest that something almost didn't happen, particularly with **almost, hardly, just, nearly**:
- □ I **could** *nearly* touch the ceiling. (*rather than* I was nearly able to...)

Can and could: talking about possibility

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

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

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

Could and be allowed to: talking about permission

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

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

Grammar review: *can, could* → C1–C4; *be able to* → C5–C6; *be allowed to* → C7

15.1 Underline the correct or more natural answer. If both answers are possible, underline them both. (A & B)

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

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

a

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

b

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

Unit 15 will, would and used to

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

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

and about things that are or were always true:

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

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

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

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

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

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

B

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

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

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

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

C

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

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

D

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

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

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

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

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

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

E

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

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

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

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

Grammar review: *will* and *would* → C8–C12; *used to* → C13–C14

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

come **decide** **eat** **help** **invite** **keep** **remember**

1 Amy works really hard. Every afternoon she ..... home from school at 4.15 and do an hour of piano practice.
2 Richard phoned yesterday and ..... me out for dinner.
3 When Dominic was young he ..... any green vegetables.
4 The creaking noises in the old house ..... me awake until I became accustomed to them.
5 I'm sure that many people ..... seeing Sarah Thomas on television in the 1980s.
6 Whenever I had a problem with my maths homework, Sam ..... me.
7 After standing on the bathroom scales, I ..... that I needed to lose some weight.

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

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

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

buy **hear** **hurt** **notice** **prefer** **say** **record**

1 'I wanted to watch *The Simpsons* last night, but I missed it.' 'I'm certain Derek ..... it. We can go over to his place to see it.'
2 Don't accept lifts from strangers – as my mother ..... .
3 I don't think the dog ..... anyone, but I was still glad when the owner took it away.
4 I'm sure by now you ..... about yesterday's robbery at the supermarket.
5 My parents weren't very affectionate towards me. I always thought they ..... a daughter.
6 Sampras's rivals ..... the difficulties he had with his shoulder in the tournament last week.
7 'Did you like the present Joan gave you for your birthday?' 'Well, an umbrella stand isn't something I ..... myself, but I suppose it might be useful.'

16.4 Suggest completions to these responses as in the last example of B. Show that you are criticising or expressing disapproval. (B)

'I think I'm putting on weight.' 'Well, if you **will** .....'
'I've got a headache.' 'Well, if you **will** .....'
'I'm really hot.' 'Well, if you **will** .....'

Unit 17 May and might: possibility

A

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

□ The seeds from the plant **may** grow up to 20 centimetres in length.

and in speech we prefer **might** to say what we will possibly do in the future:

□ I **might** paint the kitchen purple.

B

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?

C

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

□ During the war, the police **might** *arrest* you for criticising the king.

□ Years ago children **might** *be sent* down mines at the age of six. (passive form)

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

D

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

□ The painting **may not** *be* a masterpiece, **but** you've got to admit that the colours are striking.

□ She **might not** *have danced* very gracefully, **but** she had a lot of energy and enthusiasm.

E

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

□ Do you think Jean **may/might have completed** the report by now? (past)

□ His maths **may/might have improved** by the time the exam comes round. (future)

□ Malcolm isn't in his office. He **may/might be working** at home today. (present)

□ When I go to Vienna I **may/might be staying** with Richard, but I'm not sure yet. (future)

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

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

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

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

F

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

□ She's gone without us. She **might/could have waited!**

□ You **might/could have done** the ironing instead of leaving it all to me.

We usually stress **might** or **could** in sentences like this.

Grammar review: → C15–C19

17.1 Complete the sentences with either **may** or **might**, whichever is more likely. If neither is possible, suggest an alternative completion. (A & B)

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

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

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

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

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

Now expand these notes to complete the sentences.

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

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

Unit 18 Must and have (got) to

A

We use **must** and **must not** in formal rules and regulations and in warnings:

- □ Bookings **must** be made at least seven days before departure.
- □ The government **must not** be allowed to appoint judges.

In spoken English we often use **must** and **mustn't** (= must not) to propose a future arrangement, such as a meeting or social event, without making detailed plans:

- □ We **must** get together more often. □ We **mustn't** leave it so long next time.

We can also use **I must...** to remind ourselves to do something:

- □ **I must** phone Steve when I get home. I said I'd call him last night, but I forgot.

B

To draw a conclusion about –

☆ something that happened in the past we use **must + have + past participle:**

- □ That's not Kate's car. She **must have borrowed** it from her parents.

☆ something happening at or around the time of speaking we use **must be + -ing:**

- □ I can't hear anyone moving around upstairs. You **must be imagining** things.

☆ something that is likely to happen in the future we use **must be going to** or **must be + -ing:**

- □ 'What are all those workmen doing?' 'I think they **must be going to** dig up the road.'
- □ I was wrong about the meeting being today. It **must be happening** next Friday.

☆ a present situation we use **must be**, or **have (got) to be** in informal speech:

- □ Their goalkeeper **has got to** be at least two metres tall! (*or* ...**must be**...)

We can use **must have to** to say that we conclude something based on what we know about a present situation and **must have had to** to conclude something about a past situation:

- □ I can't start the computer. You **must have to know** a password. (= a password is necessary)
- □ John wasn't at home when I went round. He **must have had to go** out unexpectedly.

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

C

In questions that hope for or expect a negative answer we prefer **have (got) to**, although in formal contexts **must** is sometimes used:

- □ **Do** we **have to** answer all the questions? (*or* **Have** we **got to**...?; **Must we**...? is also possible but rather formal)

We use **have to** in questions that imply a criticism. **Must** can also be used, although some people think this is rather old-fashioned. We usually stress **have** and **must** in sentences like this:

- □ **Do** you **have to** play your trumpet here? It's deafening me! (*or more formally* **Must** you play...?)

D

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

☆ we use **have to** with frequency adverbs such as **always, never, normally, rarely, sometimes**, etc:

- □ I *often* **have to** work at the weekend to get everything done.

☆ with the past simple we use **had to** especially in questions and negative sentences:

- □ When **did** you **have to** give it back? (*not* When had you got to give it back?)
- □ We **didn't have to** wait too long for an answer. (*not* We hadn't got to wait too long...)

☆ if **have** is contracted (e.g. I've, He's, It'd) then we must include **got**:

- □ The experiment has failed twice before, so it's **got to** work this time. (*not* ...so it's to work this time.)

☆ we don't use **have got to** with other modal verbs:

- □ Employees *will* **have to** accept the new conditions or be dismissed. (*not* Employees will have got to accept...)

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

Grammar review: → C20–C24

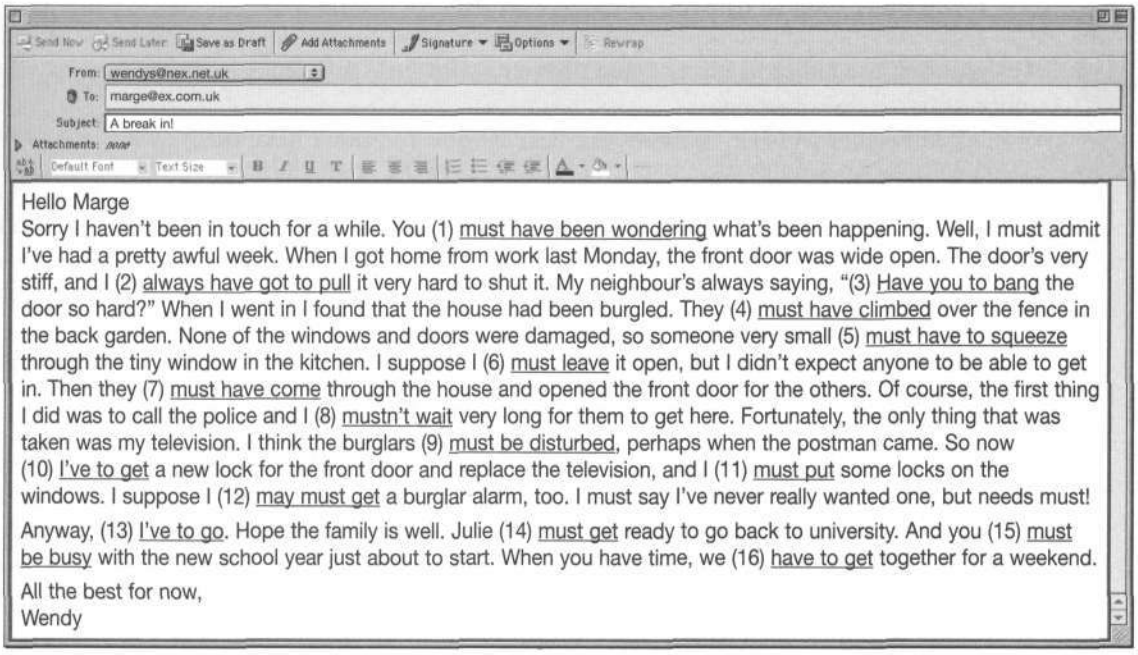
18.1 Complete these sentences with one of these forms: **must have + past participle; must + bare infinitive; must be + -ing;** or **must have (had) to.** Use the verbs given. (B)

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

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

1 It is necessary to do all of this photocopying before lunchtime. All of this photocopying has got to be done/has to be done before lunchtime.
2 It is rarely necessary to ask Suzanne to tidy her room. Suzanne .....
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 Don to start work at 6.30. Don .....
7 It is necessary to extend the college to accommodate the growing number of students. The college .....
8 It may be necessary for us to cancel our holiday because my mother is ill. We .....

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



Hello Marge
Sorry I haven't been in touch for a while. You (1) 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 television. 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 television, 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. Julie (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,
Wendy

Can you find three other common expressions with **must**?

Unit 19 Need(n't), don't need to and don't have to

A

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

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

When it is a modal verb **need** is most commonly used in negative sentences, often with verbs like **bother, concern, fear, panic, worry:**

- □ I've already cleaned the car so you **needn't** *bother* to do it.
- □ Judges in England **need not** *retire* until they are 75.
- □ I was very nervous before the interview, but I **needn't** *have worried*. Everyone was very friendly and I got the job.

It is sometimes used in questions, but we prefer to use **need** as an ordinary verb or **have to:**

- □ **Need** you **go** so soon? (= modal verb; less common and rather formal)
- □ **Do** you **need to go** so soon? (= ordinary verb) *or* □ **Do** you **have to go** so soon?

It is rarely used in affirmative sentences (that is, not questions or negatives), but is sometimes found in written English, particularly in fiction:

- □ We **need** *have* no fear for Nicole, she can take care of herself.

In other styles of formal written English it is used in this way with negative words such as **hardly, never, nobody/no-one,** and **only:**

- □ The changes **need** *only* be small to make the proposals acceptable. (*less formally* The changes only need to be...)
- □ *Nobody* ever **need** know about the money. (*less formally* Nobody ever needs to know...)
- □ 'I don't want my parents to know.' 'They **need** *never* find out.' (*less formally* They never need to find out.)

B

To give permission not to do something we can use either **needn't** or **don't need to:**

- □ You **needn't cut** the grass, I'll do it later. (*or* You **don't need to cut** the grass...)

To talk about a general necessity, we prefer **don't need to:**

- □ You **don't need to be** over 18 to get into a disco. (*rather than* You needn't be...)

C

We can often use either **needn't** or **don't have to** with little difference in meaning to say that it is unnecessary to do something:

- □ You **needn't** whisper. Nobody can hear us. (*or* You **don't have to**...)

However, some people prefer **needn't** when it is the speaker who decides the lack of necessity, and **don't have to** when external rules or somebody else's actions make something unnecessary. Compare:

- □ As you worked late yesterday you **needn't** come in until 10.00 tomorrow morning. (the speaker's decision) *and*
- □ We've been told that we **don't have to** be at work until 10.00 tomorrow. (reporting someone else's decision.)

D

We can use **needn't** (or **don't have to**) to say that something is not necessarily true. We don't use **mustn't** in this way (see also Unit 18C):

- □ Volcanoes **needn't** erupt constantly to be classified as 'active'. (*or* Volcanoes **don't have to** erupt...; *not* Volcanoes mustn't erupt...)
- □ Nowadays it **needn't** cost a fortune to own a powerful computer. (*or* Nowadays it **doesn't have to** cost...; *not* Nowadays it mustn't cost...)

Grammar review: → C25–C28

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

bother **change** **concern** **panic** **worry**

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

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

1 It is hardly necessary for us to remind you that the money is now due.
We need hardly remind you that the money is now due.

2 It is only necessary for us to look at the population projections to see the seriousness of the problem.

.....

3 With such a lead in the opinion polls it is hardly necessary for the Democrats to bother campaigning before the election.

.....

4 It is not necessary for anyone to know who paid the ransom to the kidnappers.

.....

5 After such a huge lottery win, it is not necessary for him to work again.

.....

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

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

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

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

Unit 20

Should, ought to and had better

A

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

Notice also the following details –

☆ we prefer **should** when we say what an outside authority recommends:

□ The manual says that the computer **should** be disconnected from the power supply before the cover is removed. (*rather than* ...ought to be disconnected...)

☆ we use **should** (or **would**), not **ought to**, when we give advice with **I**...:

□ I **should** leave early tomorrow, if I were you. (*or* **I would** leave...; *or* **I'd** leave...)

☆ we prefer **should** in questions, particularly *wh*-questions:

□ What **should** I do if I have any problems? □ **Should** I ring you at home?

Some people might use 'What ought I to do...?' and 'Ought I to...?', but this is rather formal.

Note that when we conclude, on the basis of some evidence we have, that something is certain or very likely we can use **must** (see Unit 18) but not **should/ought to**:

□ It's the third time she's been skating this week. She **must** really enjoy it.

B

We use **should/ought to + have + past participle** to talk about something that didn't happen in the past and we are sorry that it didn't:

□ We **should/ought to have waited** for the rain to stop. (I'm sorry we didn't)

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

We also use **should/ought to + have + past participle** to talk about an expectation that something happened, has happened, or will happen:

□ If the flight was on time, he **should/ought to have arrived** in Jakarta early this morning.

□ The builders **should/ought to have finished** by the end of the week.

C

We can use **should** in questions that are offers or that request confirmation or advice:

□ **Should** I phone for a taxi for you? □ Who **should** I pass the message to?

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

Compare the use of **shall** and **should** in sentences such as the following, where 'I shall' means 'I intend to' and 'I should' means 'I ought to':

□ I **shall** read the script on the train tomorrow. (*or* I'*ll* read...)

□ I **should** read the script on the train tomorrow but I know that I'll be too tired.

D

We can use **had better** instead of **should/ought to**, especially in spoken English, to say that we think it is a good idea to do something:

□ If you're not well, you'**d better** ask Ann to go instead. (*or*... you **should/ought to**...)

although we don't use it to talk about the past or to make general comments:

□ You **should/ought to** have caught a later train. (*not* You had better have caught...)

□ I don't think parents **should/ought to** give their children sweets. (*not* I don't think parents had better give their children sweets.)

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

□ There's someone moving about downsrs. We'**d better** call the police, quickly.

Notice that the negative form is **had better not**. In question forms the subject comes after **had**, although many people avoid questions with **had better**:

□ He'**d better not** be late again or he'll be in trouble.

□ **Hadn't** we **better** get a taxi? (*or* **Shouldn't** we get...?)

Grammar review: *should* and *ought to* → C29–C32

20.1 Complete these sentences with **should/ought to + infinitive** (active), **should/ought to be + past participle** (passive), or **should/ought to have + past participle** using each of these verbs once only. (A & B)

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

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

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

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

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

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

Unit 21 Linking verbs: be, appear, seem; become, get, etc.

A

When an adjective or noun phrase is used after a verb to describe the subject or say what or who the subject is, the adjective or noun phrase is a *complement* and the verb is a *linking verb*:

□ Ian **is** *a doctor*. □ She **seemed** *unable to concentrate*. □ The house **became** *Peter's* in 1980.

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

B

After the verbs **appear** (= seems true), **look** (= seem), **prove, seem,** and **turn out** we can often either include or omit **to be**:

□ The room **appears (to be)** *brighter* than when I last saw it.

□ She **proved (to be)** *an extremely enthusiastic teacher*.

However, following these verbs **to be** is usually included before the adjectives **alive, alone, asleep,** and **awake**, and before the **-ing** forms of verbs:

□ I didn't go in because **she appeared to be** *asleep*. (*not* ...she appeared asleep.)

□ The roads **seem to be** *getting* icy so drive carefully. (*not* The roads seem getting...)

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

□ He walked into what **seemed to be** *a cave*. (*not* ...what seemed a cave.) *and*

□ She **seems (to be)** *a very efficient salesperson*.

C

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

We use **get** rather than **become**: in informal speech and writing before **difficult, ill, interested, pregnant, suspicious, unhappy,** and **worried**; in imperatives; and in phrases such as **get changed** (clothes), **get dressed, get married/divorced**:

□ I first **got** *suspicious* when he looked into all the cars. (*more formally* ...**became** *suspicious*...)

□ *Don't* **get** *upset* about it! □ Where did you live before you **got** *married*?

We prefer **become** to talk about a more abstract or technical process of change with words such as **adapted, apparent, aware, convinced, infected, irrelevant, obvious,** and **recognised**:

□ He **became** *recognised* as an expert. □ Their bodies **have become** *adapted* to high altitudes.

We use **become**, not **get**, if there is a noun phrase after the linking verb:

□ Dr Smith **became** *an adviser* to the government. □ She **became** *a good tennis player*.

D

We use **go** or **turn**, not usually **get** or **become**, when we talk about colours changing:

□ The traffic lights **turned/went** *green* and I pulled away.

We often use **go** to talk about changes, particularly to unwanted situations. We use **go**, not **turn** or **get**, with **deaf, blind, bald**, or to say that someone behaves in a mad or excited way; and also with **go bad/off/mouldy/rotten** (about old food), **go bust** (= a company closes because it has run out of money), **go dead** (= when a telephone stops working), **go missing**, and **go wrong**:

□ The children **went** completely **crazy** at the party. □ My computer's **gone wrong** again.

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

After the verbs **come, get,** and **grow** (but not after **become**) we can use a *to*-infinitive. **Come** and **grow** are often used to talk about gradual change:

□ I eventually **came/grew** *to appreciate* his work. (*not* ...became to appreciate his work.)

□ I soon **got** *to know* their names. (*not* ...became to know their names.)

21.1 Put brackets around **to be** in these sentences if it can be left out. (B)

1 The job turned out to be far easier than I'd expected.
2 When I looked through the window, Charles appeared to be alone.
3 What he called his 'little cottage in the country' proved to be a castle.
4 Hasan proved to be an excellent source of information about the town.
5 She appeared to be satisfied with the work I'd done.
6 I've adjusted the aerial and the television seems to be working okay now.
7 When I picked the crab up I thought it was dead, but it turned out to be alive and bit me.
8 With only five minutes of the match left, Spain look to be heading to victory.
9 'We've decided to buy a Ford.' 'That seems to be a very good choice.'
10 He only looked to be about 10 years old, but I knew he must be a lot older.

21.2 Complete the sentences with an appropriate form of **become** or **get**. Use the correct or more likely alternative. (C)

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

21.3 Complete the sentences with an appropriate form of one of the verbs in brackets and one of the following words or phrases. (D)

~~**berserk**~~ **blind** **bust** **dead** **to know** **to like** **red** **tired**

1 I was at a zoo once when an elephant ....went berserk.... and attacked its keeper. (*go/ turn*)
2 A few seconds later the line ..... and Graham replaced the receiver. (*go/ turn*)
3 After the spider bit Rachel her ankle ..... and started to swell up. (*go/ get*)
4 He's actually quite friendly when you ..... him. (*become/ get*)
5 Cutting that wood looks like hard work. I'll take over from you when you ..... . (*get/ go*)
6 We soon ..... each other and have been great friends ever since. (*become/ come*)
7 The doctor told me that without immediate treatment I might ..... . (*go/ turn*)
8 The engineering firm Malco ..... during the economic recession of the late 1990s. (*go/ get*)

21.4 Where necessary, suggest corrections in the underlined parts of this text. (A–D)

The morning we were going on holiday everything seemed to (1) <u>turn wrong</u>. The taxi was due at 8.00 to take us to the airport. When I looked in on Tom at 7.00 he (2) <u>seemed awake</u>, so I went downstairs to make breakfast. When I opened the fridge I found that the milk (3) <u>had gone off</u>, so there was no breakfast for us. Then Tom (4) <u>seemed taking</u> a long time to come down, so at 7.30 I went back upstairs and he still (5) <u>hadn't become dressed</u>. He said he wasn't feeling well, but I just shouted, "You can't (6) <u>get ill</u> when we're going on holiday!" After that the keys to the luggage (7) <u>got missing</u>, but Tom eventually found them in his jacket pocket. By 8.30 the taxi hadn't arrived and I was starting (8) <u>to become worried</u>. It was (9) <u>getting obvious</u> 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) <u>turned out to be</u> an excellent holiday.

Unit 22 Forming passive sentences (1)

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

active pattern: **V+IO+DO/ V+DO+prep+IO**	passive
Alice gave us that vase. ✓ Alice gave that vase to us. ✓	We were given that vase (by Alice). ✓ That vase was given (to) us (by Alice). ✓

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

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

active pattern: **V + DO + prep + IO**	passive
~~He explained me the problem.~~ ✗ He explained the problem to me. ✓	~~I was explained the problem.~~ ✗ The problem was explained to me. ✓

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

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

active pattern: **V + object + complement**	passive
They elected her president.	She was elected president.

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

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

active pattern: **V + object + bare infinitive**	passive
They have made him **return** the money.	He has been made **to return** the money.

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

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

active	passive
Kathy **looks after** him. They **put** the accident **down to** bad luck.	He is looked after (by Kathy). The accident was put down to bad luck.

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

□ We **came up against** a problem. (*not* A problem was come up against)

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

□ I **put out** a hand to steady myself. (*not* A hand was put out...) *but*

□ They **put out** the fire. (*or* The fire **was put out.**)

Grammar review: → Section D & Appendix 1

22.1 Make one corresponding passive sentence or two, if possible, as in 1. Look carefully at the tense in the sentences given. (A)

1 Someone handed me a note. I was handed a note./ A note was handed to me.
2 Someone offered her a second-hand bicycle. .....
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 him threatening letters. .....
10 Someone is going to explain the changes to the students. .....

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

appoint bring declare demonstrate ~~help~~ introduce see tell

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

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

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

Unit 23 Forming passive sentences (2): verb + -ing or to-infinitive

Active patterns with verb + -ing

A The active pattern **verb + object + -ing** is 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)

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

- □ Everyone **was brought running** into the room by her screams.
- □ In the security video the burglars **are seen entering** the bank through a window.

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

- □ I really **love being given** presents.
- □ The children **enjoyed being taken** to the zoo.

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

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

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

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

Active patterns with verb + to-infinitive

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

- □ Mr Price **has taught** *Peter* **to sing** for many years. *and*
- □ Peter **has been taught to sing** (by Mr Price) for many years.

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

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

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

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

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

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

E 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.

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

- □ People have come to regard her as the leading violinist of her generation. (active) *corresponds to*
- □ She has come to be regarded as the leading violinist of her generation. (passive)
- □ Mr Smith wanted to help me. (active) *does not correspond to*
- □ I wanted to be helped by Mr Smith. (passive)

23.1 Complete these sentences using one of these pairs of verbs. Use either **was/were + past participle + -ing** or **past simple + being + past participle.** (A & B)

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

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

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

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

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

1 Kay's questions began to irritate <u>Malcolm</u>.

.....

2 The team captain hopes to select <u>Kevin</u>.

.....

3 Alan arranged to take <u>Kathy</u> to the station.

.....

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

.....

5 The south coast continues to attract <u>holidaymakers</u>.

.....

6 Harris has agreed to interview <u>the finance minister</u>.

.....

Unit 24 Using passives

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

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

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

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

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

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

□ **Somebody** will give you the questions a week before the exam. *and*

□ You **will be given** the questions a week before the exam. (*or* The questions **will be given** to you...) (*both more formal*)

□ **They're installing** the new computer system next month. *and*

□ The new computer system **is being installed** next month. (*more formal*)

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

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

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

□ The three machines tested for the report contained different types of safety valve. The Boron Group in Germany manufactured *all the equipment*.

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

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

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

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

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

□ Everybody **believed** (that) the plan would fail. (*active*)

□ **It was believed** that the plan would fail. (*passive*) *is more natural than*

□ *That the plan would fail* **was believed** by everybody. (*passive*)

Grammar review: → Section D & Appendix 1

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

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

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

1 They will consider the issue at next week's meeting. (*give*) Consideration will be given to the issue at next week's meeting.
2 They will appoint a new managing director next week. (*make*)
3 People have accused the local council of corruption. (*make*)
4 They demolished the building in only two days. (*complete*)
5 They will present the trophy after the speeches. (*make*)
6 Local residents will certainly resist the proposed new industrial area. (*show*)

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

Slowly but surely the coastline of Britain (1) is being worn away (*wear away*) by an advancing sea. The country which once 'ruled the waves' now (2) ..... (*rule*) by them, with huge forces threatening to destroy vast areas of human and wildlife habitat. Already some of Britain's last wild, natural areas (3) ..... (*disappear*), 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 farm land (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.

Unit 25 Reporting with passive verbs; It is said that...

A We often use a passive to report what people say, think, etc., particularly if it is not important to mention who is being reported:

- □ People in the area **have been told** that they should stay indoors.
- □ Everyone **was asked** to bring some food to the party.

B Another common way of reporting what is said by an unspecified group of people is to use **it + passive verb + that-clause** (see Unit 33 for more on *that*-clauses). Using this pattern can allow us to put important information at the end of the sentence (see Unit 24C):

- □ **It is reported** *that* the damage is extensive. (*compare* The damage is extensive, according to government sources.)
- □ **It has been acknowledged** *that* underfunding contributed to the problem.
- □ **It can be seen** *that* prices rose sharply in September.

Other verbs that can be used in this pattern include:

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

Notice that many other verbs connected with reporting are *not* used in this pattern, including **encourage, inform, persuade, reassure, remind, tell, warn**, but can be used as in **A**:

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

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

C An alternative to **it + passive verb + that-clause** is to use **subject + passive verb + to-infinitive** if we want the subject to be the topic of the sentence (see Unit 24C). Compare:

- □ **It is reported** *that* the damage is extensive. *and*
- □ **The damage is reported** *to be* extensive.
- □ **It has been acknowledged** *that* underfunding contributed to the problem. *and*
- □ **Underfunding has been acknowledged** *to have contributed* to the problem.

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

We can only use **tell** in this pattern when it means 'order'. So we can say:

- □ **I was told** (= ordered) **to go** with them to the railway station.

but not 'The accident was told (= said) to have happened just after midnight'.

D With the verbs **discover, establish, explain, find, know, reveal, show, understand** we can also use **it + passive verb + wh-clause** to report information given or found out:

- □ **It has now been revealed** *who* was responsible for the accident.
- □ The decision to build the bridge was taken before **it was established** *whether* it was actually needed.

E When a **that-clause** begins **that + there...**, we can make a corresponding passive form **there + passive verb + to be/to have been.** Compare:

- □ **It is thought (that) there are** too many obstacles to peace. *and*
- □ **There are thought to be** too many obstacles to peace.
- □ In 1981 **it was believed (that) there were** only two experts on the disease in the country. *and*
- □ In 1981 **there were believed to be** only two experts on the disease in the country.

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

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

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

25.2 If possible, rewrite these newspaper headlines as passive sentences with the pattern **It + passive verb + that-clause**, as in 1. If this is not possible, write ✗ after the headline. (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 SPACE SHUTTLE EXPECTED TO RETURN TODAY

6 *EX-PRESIDENT JULIUS REVEALED AS SPY*

7 WARNING GIVEN ABOUT COMPUTER VIRUS

8 KING SAID TO BE MAKING GOOD RECOVERY

9 *RESTAURANT ESTABLISHED AS SOURCE OF DUBLIN FOOD POISONING OUTBREAK*

10 POLICE TOLD TO WORK LONGER HOURS

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

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

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

Unit 26 Wh-questions with who, whom, which, how and whose

A

Who refers to people, and can be used as subject, object or complement:

□ **Who** owns that car? □ **Who** did you meet? □ **Who** was her father?

Whom is used as a formal alternative to **who** as object, and also directly after prepositions:

□ **Whom** did you meet? □ **To whom** were you talking?

Which is used to refer to people when we want to identify somebody in a group (for example, in a crowded room or on a photograph):

□ '**Which** is your brother?' 'The one next to Ken.'

and we can use **which** instead of **who** to talk about particular classes of people:

□ **Which** do you think earns more, a teacher or a police officer? (*or* **Who** do you think...?)

B

We usually use **which**, rather than **who** or **what**, in questions before **one**(s) and **of**, as **which** is commonly used to ask or talk about a choice between one or more things:

□ I've decided to buy one of these sweaters. **Which** *one* do you think I should choose?

□ **Which** *of* you would like to go first? (*rather than* Who of...?)

C

When we use **who** or **what** as *subjects*, the verb that follows is usually singular, even if a plural answer is expected:

□ **Who** *wants* a cup of coffee? (said to a number of people; *not* Who want a cup of coffee?)

□ **What** *is* there to do in Birmingham at Christmas? (expects an answer giving a number of things to do; *not* What are there to do in Birmingham at Christmas?)

However, the verb can be plural in echo questions (see Unit 27E) after a plural subject or a subject consisting of two or more noun phrases joined by **and**:

□ 'Mr Smith and his family are here to see you.' '**Who** *are* here?' (*or* **Who**'*s* here?)

and when **who** and **what** function as *complements*:

□ **Who** *are* those people over there? □ **What** *are* the consequences of the decision?

D

We use **how**, not **what**, to ask –

☆ a general opinion on something: □ **How** was the journey?

☆ about general health: □ **How** is your brother?

☆ about preferences relating to food and drink: □ **How** do you like your coffee?

We use **what**, not **how**, to ask –

☆ a general opinion on something with **What...like?** □ **What** was the journey **like?**

☆ for details with **What... like/hate** (etc.) **about...?** □ **What** do you **like about** the job?

☆ about the consequences of something with **What if...?** □ **What if** your plan doesn't work?

☆ about the naming of something in the question □ **What's** it **called?**

We use either **what** or **how** –

☆ to make a suggestion with **What/How about...?** □ **How/What** about having a swim?

☆ to ask for more information in the question **How/What do you mean?**

□ 'There's something wrong with the car.' 'Something wrong? **How/What** do you mean?'

E

We can use **whose** to ask about the person that owns or is responsible for something. **Whose** can be used either before a verb (as a pronoun):

□ **Whose** *are* these boots?

or before a noun or noun phrase (as a determiner) introducing direct or indirect questions:

□ **Whose** *boots* are these? □ She asked me **whose** *coat* I was wearing.

In formal contexts we can use a preposition before **whose** (see also Unit 55B):

□ *In* **whose** desk was it found? (*less formally* **Whose** desk was it found *in*?)

However, in questions without a verb a preposition comes before **whose**:

□ 'We're meeting at nine.' '*In* **whose** house?' (*not* Whose house in?)

Grammar review: questions → Section E & Appendix 2

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

1 To *whom/ who* should the documents be sent?
2 *Which/ Who* of you is Dr Jameson? I have a message for you.
3 'Here's a photo of our children at the fancy dress party.' '*Who/ Which* is Wendy?'
4 'Is your sister at home?' '*What/ Which* one do you want to speak to?'
5 *Whom/ Who* do you hold responsible for the damage?
6 *Who/ Which* will captain the team if Nick 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 verb in brackets. (C)

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

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

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

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

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

Unit 27 Negative questions; echo questions; questions with that-clauses

Negative questions

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

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

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

□ **Did** *she* **not** realise that she'd broken it? (*less emphatically* **Didn't** *she* realise that...?)

□ **Can** *you* **not** get there a bit earlier? (*less emphatically* **Can't** *you*...?)

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

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

or less emphatically or more informally:

□ Why do**n't** you ever help? □ Have**n't** you got anywhere to go? (*or* Do**n't** you have anywhere...

C We can make a suggestion with **Why not + verb** or **Why don't/doesn't...** (*but not* Why do not/does not...):

□ **Why not** *decorate* the house yourself? (*or* **Why don't** you decorate...?)

□ **Why not** *give* her what she wants?' (*or* **Why don't** we give her ...?)

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

□ **Why didn't** you decorate the house yourself? (I think you should have done)

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

D Negative question forms are used in exclamations giving opinions:

□ Have**n't** you grown! □ Does**n't** she look lovely! □ Did**n't** it snow a lot!

Exclamations like this are usually said with a falling intonation.

Echo questions

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

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

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

□ 'Tom's arriving at 6.30.' '***When's*** Tom arriving?/Tom's arriving ***when***?'

□ 'We paid £3,000 for the painting.' '***How much*** did you pay?/You paid ***how much***?'

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

□ 'We paid £3,000 for the painting.' 'You ***what***?' (*or* 'You ***did what***?')

□ 'I think she's having a sleep.' 'She's ***what***?' (*or* 'She's ***doing what***?'

Questions with that-clauses

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

□ **When** do you *reckon* (that) you'll finish the job?

□ **Why** did they *suggest* (that) we should buy new computers for the library?

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

□ **What** did you *think* was in the box? (*not* What did you think that was in the box?)

□ **Who** do you *suppose* did it? (*not* Who do you suppose that did it?)

Grammar review: questions → Section E & Appendix 2

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

1 Can you lend me £10?
Again? Haven't you got any money left? (*...money left?*)
2 I'm annoyed that you didn't come to the meeting.
Why? ..... (*...my letter/ on holiday?*)
3 I've had to bring the children with me.
Why? ..... (*...babysitter?*)
4 I'll just finish my homework before I go to school.
But ..... (*...be supposed to/ last night?*)
5 I've put my bike in the sitting room.
The sitting room! ..... (*...outside?*)
6 I'm taking the coach to Vienna.
But that will take ages. ..... (*...rather/ train?*)

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

1 (*ever/ considered you might/ wrong*) 'Haven't you ever considered you might be wrong?'/ 'Have you never considered you might be wrong?' 'No, I'm sure I'm right.'
2 (*you/ any interest/ Maths at all*) '.....?' 'No, I've always hated the subject.'
3 'I spent the night in the railway station.' (*could/ find anywhere else/ sleep*)
'.....?'
4 (*can/ remember anything about/ accident*) '.....?' 'Not after getting into the car, no.'
5 (*why/ ever do well/ exams*) '.....?' 'Perhaps you don't revise enough.'
6 (*there anybody/ you can ask/ help*) '.....?' 'I can't think of anyone.'

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

1 'Jim's going to Chile.' 'He's going where?/ He's doing what?/ He's what?'
2 'He's leaving at the end of next week.' 'He's leaving .....?/ He's doing .....?/ He's .....?'
3 'He'll be away for three months.' 'He'll be away for .....?/ He'll .....?'
4 'It will cost about £5,000.' 'It'll cost .....?/ It'll .....?'
5 'He's sold his house to pay for the trip.' 'He's sold .....?/ He's done .....?/ He's .....?'
6 'He's going climbing in the Andes.' 'He's going climbing .....?/ He's doing .....?/ He's .....?'

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

1 (*why/ suppose/ left all/ money/ Charles*) 'Why do you suppose (that) she left all her money to Charles?' 'He was her favourite brother.'
2 (*who/ say/ vegetarian*) '.....?' 'Mary's sister.'
3 (*what/ suggest/ get/ her birthday*) '.....?' 'How about a pair of earrings?'
4 (*how long/ expect/ you'll be/ Istanbul*) '.....?' 'Two or three weeks.'
5 (*what/ he think/ the problem*) '.....?' 'A pipe needs replacing.'
6 (*who/ suppose/ lives there now*) '.....?' 'I think the house is empty.'
7 (*when/ she say/ she/ be arriving*) '.....?' 'In a couple of hours.'

Unit 28 Verbs, objects and complements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grammar review: transitive and intransitive verbs → F1–F3

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

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

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

(i)	(ii)	(iii)
adhere ~~aspire~~ attribute base culminate differentiate equate inflict mistake specialise	between for in in on on ~~to~~ to to with	the black car ~~national leadership~~ his success the discovery of penicillin fantasy and reality the rise in crime a surprise defeat seafood the 1998 agreement her new novel

1 Electors deserve more from a political party that ...aspires to national leadership... .
2 Years of research by Fleming ..... .
3 Her mental condition makes it difficult for her to ..... .
4 All the countries involved in the trade dispute confirmed that they would ..... .
5 There's a great restaurant by the harbour which ..... .
6 The team of amateur footballers ..... the first division leaders.
7 It is too simplistic to ..... the decrease in the number of police officers.
8 After Lewis's victory, he ..... the advice of his new trainer.
9 It was dark and raining and she ..... a taxi.
10 Paula Wills has ..... events that took place in 16th century Denmark.

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

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

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

1 ...The scientific evidence proved him to be guilty./ The scientific evidence proved that he was guilty...

Unit 29 Verb + two objects

A

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

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

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

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

□ I built my daughter a doll's house. *and* □ I built a doll's house **for** my daughter.
□ Can you pass me that bandage? *and* □ Can you pass that bandage **to** me?

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

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

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

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

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

B

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

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

Sometimes, however, the meaning is very similar:

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

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

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

C

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

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

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

D

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

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

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

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

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

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

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

build **choose** **offer** **pass** ~~**pay**~~ **post** **read** **save** **sell** **take** **teach**

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

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

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

29.3 Complete these texts with objects chosen from the list below. Give all possible word orders and add prepositions where necessary. (A–D)

the problem/our teacher	**her photograph/me**	**the glass/him**
another half an hour/us	**his sister/me**	**three bedtime stories/him**
~~**a letter/ him**~~	**his broken car/him**	**the money/me**
a drink/John	**a paper aeroplane/him**	~~**the problem/him**~~
a fortune/you	**an Irish jig/us**	**the flute/him**

1 'Harry phoned. He wants to come and stay with us at the beginning of September.' 'But that's when my parents will be with us. I'll have to write ....him a letter/ a letter to him.... to explain ....the problem to him.... .'
2 When he described ..... I didn't think I knew her, but when he showed ..... I realised that I had seen her at work.
3 I handed ..... and said, 'Can you play ..... ? I feel like dancing.'
4 The clock on the wall was wrong. When we pointed out ..... , she allowed ..... to finish the exam.
5 My three-year-old nephew, Daniel, always keeps me busy when I babysit. Last night I first had to make ..... , then I had to mend ..... and after that he insisted that I read ..... .
6 'Your new motorbike must have cost ..... .' 'Well, actually, my parents lent ..... .'
7 I poured ..... and gave ..... .

Unit 30 Verb + -ing forms and infinitives (1)

A Some verbs can be followed either by an **object + -ing** or a **possessive + -ing** with a similar meaning, although the **possessive + -ing** form is usually considered to be rather formal:

□ I resented **Tom** winning the prize. (*more formally* I resented **Tom's** winning the prize.)
□ Mary recalled **him** buying the book. (*more formally* Mary recalled **his** buying the book.)

Other verbs like this include verbs of '(dis)liking' such as **detest, (dis)approve of, (dis)like, hate, love, object to**, and verbs of 'thinking' such as **forget, imagine, remember, think of.** Notice that we only use a possessive form (Tom's, his) here to talk about a person or a group of people:

□ I remembered **the horse** winning the race. (*but not* ...the horse's winning...)

B Some verbs can be followed by **to + -ing** where **to** is a preposition:

□ She **confessed to** *stealing* the money. □ You **don't object to** *working* late tonight, do you?

Other verbs like this include **adapt, adjust, admit, look forward, own up, resort.** Note that these verbs can also be followed by **to + noun phrase:**

□ She **confessed to** *the crime.* □ You **don't object to** *the work*, do you?

C Other verbs can be followed by different prepositions + **-ing.** For example:

☆ **by + -ing (begin, close, end, finish (off/up), open, start (off/out))**
□ Can you **begin by** *cleaning* the floors, and then do the windows?
☆ **on + -ing** or **on + object+ -ing (concentrate, count, depend, focus, insist, rely)**
□ Clare **insisted on** (*Jack*) *wearing* a suit to the party.
☆ **of + -ing** or **of + object + -ing (approve, hear, know, speak, talk, tell)**
□ I don't **approve of** (*them/ their*) *hunting* animals for sport.
☆ **object + from + -ing (deter, discourage, keep, prevent, prohibit, stop)**
□ The noise from next door **prevented me from** *sleeping.*

D Some verbs (**feel, hear, notice, observe, overhear, see, watch**) can be followed by an object and then either by an **-ing** form or a **bare infinitive**, but their meanings may be slightly different. An **-ing** form suggests that an action is in progress, while a **bare infinitive** suggests a completed action. Compare:

□ I **saw** *them playing* football from my window. *and* □ I **saw** *him smash* the bottle.

Also, an **-ing** form can suggest that we watch, hear, etc. some of an action, but not from start to finish, while a **bare infinitive** suggests that we watch, hear, etc. the whole action from start to finish. Compare:

□ I was able to **watch** *them building* the new car park from my office window. *and*
□ I **watched** *him climb* through the window, and then I called the police.

E After the verbs **dare** and **help** we can use either a **bare infinitive** or **to-infinitive:**

□ I was angry with him, but I **didn't dare** (*to*) *say* anything.
□ We hope the poster campaign will **help** (*to*) *raise* awareness of the problem.

When **dare** has an object, we can only use a **to-infinitive.** Compare:

□ I **dared** *him to cross* the river. (*not* I dared him cross...) *and* □ I **helped** *them* (*to*) *pack.*

After **have, let** and **make** we can use an **object + bare infinitive** but not **to-infinitive:**

□ His exam results might **make** *him work* harder. (*not* ...might make him to work...)
□ I **had** *Beth clean* up her bedroom before I **let** *her go* out to play.

F We use a bare infinitive after **make** and **let** in the phrases **make do** (= to manage to deal with a situation by using what is available) and **let go** (= to stop holding something):

□ Jim had borrowed my new bike, so I had to **make do** with my old one.
□ **'Don't let go!'**

Grammar review: → F4–F13

30.1 If possible, rewrite these sentences using the possessive form of the object, as in 1. If it is not possible, write ✗. (A)

1 I really hate you having to be away from home so much. I really hate your having to be away from home so much.
2 We don't approve of the developer locating the factory so close to houses.
3 I have always detested the dog jumping up at me when I come home.
4 No-one heard the man shouting for help.
5 It is difficult to imagine him accepting the decision without any objection.
6 No-one in the crowd that day will forget Ashe fighting so hard to win the match.
7 I remember them arguing a great deal when they were children.
8 The police investigated him stealing cars from the city centre.

30.2 Complete these sentences using an appropriate form of a verb from (i), a preposition from (ii) (you will need to use some of these more than once), and an **-ing** form from (iii). (B & C)

(i)	(ii)	(iii)
adjust close ~~concentrate~~ hear own up rely start out stop	**by from of ~~on~~ to**	**closing driving ~~getting~~ playing sailing smoking thanking winning**

1 I need to hand in the essay tomorrow, so I've got to concentrate on getting it finished today.
2 I'd like to ..... all those responsible for organising what has been a very successful conference.
3 Many visitors to Britain find it difficult at first to ..... on the left.
4 The injury ..... him ..... tennis for 6 months.
5 Charles Hall ..... a small dinghy on the local lake, and he has now completed a single-handed yacht journey around the world.
6 You shouldn't ..... the lottery to solve your financial problems.
7 The first I ..... the factory ..... was on the radio last night.
8 Although they first denied it, the boys eventually ..... in the school playground.

30.3 Consider which verb form is more likely and why, and underline it. (D)

1 I heard the tyre *burst/ bursting* and then the lorry skidded across the road.
2 Karl noticed someone *watch/ watching* him from an upstairs window.
3 She felt the bee *sting/ stinging* her just before she brushed it off her arm.
4 With a good telescope you can see the eagles *feed/ feeding* their chicks in the nest.

30.4 Match the sentence beginnings and endings, adding an appropriate object where necessary and write **(to)** where this might be included. (E & F)

1 When Sue thought of going on the roller-coaster it made...	a go of his lead, he'll run away.
2 The new course is intended to help...	b feel quite ill.
3 I forgot to buy any bread so we had to make...	c prevent hay fever.
4 Scientists hope the new drug will help...	d control the speed of the fan.
5 The puppy isn't well trained yet, so if you let...	e wait outside my office.
6 We didn't agree with the decision, but we didn't dare...	f understand modern art.
7 When John arrives, have...	g do with coffee for breakfast.
8 The dial on the left lets...	h protest against it.

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

Unit 31 Verb + **-ing** forms and infinitives (2)

A

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

- □ The police **warned** *everyone* **to stay** inside with their windows closed. (*not* The police warned to stay...)
- □ My teachers **didn't encourage** *me* **to work** hard at school. (*not* My teachers didn't encourage to work...)

There are many other verbs like this including **advise, allow, believe, cause, command, enable, encourage, entitle, force, invite, order, persuade, remind, show, teach, tell.**

After other verbs, however, such as **agree, consent, fail, hope, manage, offer, pretend, refuse, start, threaten, volunteer,** we can't include an object before a **to-infinitive:**

- □ The shop **refused to accept** his cheque. (*not* The shop refused him to accept his cheque.)
- □ We've **decided to leave** early. (*not* We've decided us to leave early.)

B

After some verbs, including **apply, arrange, ask, campaign, plan,** and **wait,** we have to put a preposition, usually **for,** immediately after the verb before an **object + to-infinitive** (see also Unit 29):

- □ We *waited* **for** *the taxi to come* before saying goodbye. (*not* We waited the taxi to come...)
- □ They *arranged* **for** *Jane to stay* in London. (*not* They arranged Jane to stay...)

After **apply, ask** and **campaign,** the **to-infinitive** is often passive:

- □ They **applied** for the court appearance **to be postponed.**

Other verbs can be followed by different prepositions + **object + to-infinitive.** For example:

☆ **at + object + to-infinitive (go on** (= to criticise continually), **keep on** (= to talk about something many times), **scream, yell)**

- □ I *shouted* **at** *the man to open* the door.

☆ **on + object + to-infinitive (call** (= to officially ask someone to do something), **count, prevail, rely)**

- □ We*'re depending* **on** *you to find* a solution soon.

☆ **to + object + to-infinitive (appeal, gesture, motion)**

- □ He closed the door and *signalled* **to** *the pilot to take off.*

C

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

☆ **verb** + negative **to-infinitive** and negative **-ing** forms:

- □ We **decided not to go** to Paris after all. (*compare* The people **didn't decide to go** to war, it was their political leaders.)
- □ Some of my friends **have considered not going** to college because of the cost. (*compare* I **haven't considered going** to college – I don't want to go on studying after school.)

☆ **verb + to have + past participle.** Compare:

- □ Can you hear that strange noise? It **seems to happen** every time I turn on the tap. *and*
- □ The accident **seems to have happened** at around 1.00 p.m. yesterday.

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

- □ Simons **is alleged to have assaulted** a police officer.

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

□ I now **regret buying** the car. *and* □ I now **regret having bought** the car.

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

Grammar review: → F4–F13

31.1 Choose one of the verbs in brackets to complete each sentence. (A)

1 a My mother ..... me to throw away my old toys. (*threatened/ told*)
  b My mother ..... to throw away my old toys.
2 a They ..... to visit Janet in hospital. (*allowed/ offered*)
  b They ..... us to visit Janet in hospital.
3 a I ..... to carry the heavy boxes up the stairs. (*managed/ persuaded*)
  b I ..... Nigel to carry the heavy boxes up the stairs.
4 a She ..... Jack to help in the garden. (*agreed/ encouraged*)
  b She ..... to help in the garden.
5 a I ..... her to tidy up the house. (*pretended/ reminded*)
  b I ..... to tidy up the house.
6 a Brian ..... to study economics at university. (*advised/ hoped*)
  b Brian ..... me to study economics at university.

31.2 Complete the sentences with a preposition in the first space and one of the following verbs in the second. Use either a **to-infinitive** or passive form of the **to-infinitive**. (B)

bring do finish get off ~~lend~~ lose provide release stay

1 I knew I could count ...on... you ...to lend... me some money.
2 Mary felt ill and she longed ..... the meeting ..... so that she could go home.
3 I will never give up campaigning ..... my brother ..... from prison. I know he is innocent.
4 He signalled ..... the waiter ..... the bill.
5 She kept on ..... me ..... weight, so I've gone on a diet.
6 The earthquake has left many thousands homeless and the government has appealed ..... aid agencies ..... tents, blankets and food.
7 I screamed ..... the children ..... the railway line.
8 The shower isn't working in my hotel room. I'll have to ask ..... something ..... about it.
9 Following the fire at the chemical factory, the police called ..... people ..... in their houses with their windows closed.

31.3 Use the verbs in brackets to complete the sentences with one of the patterns in **C**. Give alternatives where possible.

1 I ..... anyone Jack's new address. (*agree – not tell*)
2 The prisoners ..... through a broken window last night. (*think – escape*)
3 I ..... him at the conference. (*not recall – see*)
4 He ..... any stolen property. (*deny – receive*)
5 He ..... as the person who donated the money. (*ask – not name*)
6 The Etruscans ..... in Italy in the 8th or 9th century BC. (*believe – arrive*)
7 I am sure my purse was on the table a few minutes ago, but now it ..... . (*seem – disappear*)
8 She ..... all the way back home. (*not feel like – walk*)

Unit 32 Reporting people's words and thoughts

Quoting and reporting in our own words

A When we report what people think or what they have said, we often report in our own words when the information they convey is more important than their exact words. When we do this we can use sentences that have a *reporting clause* and a *reported clause* (see also Units 33 to 39):

reporting clause	reported clause
She explained	(that) she couldn't take the job until January.
He didn't ask me	where to put the boxes.

B If their exact words are important or if we want to create some dramatic effect, we might report their actual words. In writing this is done in a *quotation* (see also Appendix 3):

□ 'I suppose you've heard the latest news,' she said.

□ 'Of course,' Carter replied, 'you'll have to pay him to do the job.'

The *reporting clause* can come before, within, or at the end of the quotation.

In the English used in stories and novels, the *reporting verb* (e.g. **say, reply, think**) is often placed before the subject when the *reporting clause* comes after the quotation:

□ 'When will you be back?' asked Arnold. (*or* ...Arnold asked.)

However, we don't use this order when the subject is a pronoun (except in a literary style):

□ 'And after that I moved to Italy,' she continued. (*not* ...continued she.)

Negatives in reporting

C 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. (*rather than* She expected he wouldn't come.)

Other verbs like this include **believe, feel, intend, plan, propose, suppose, think, want.**

Reporting questions

D 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*.)

Notice that we don't use a form of **do** in the *wh-*, *if-*, or *whether*-clause:

□ She asked me where I found it. (*not* ...where did I find it./...where I did find it.)

However, if we are reporting a negative question, we can use a negative form of **do**:

□ He asked (me) why I **didn't** want anything to eat.

Grammar review → G1–G7 & Appendix 3

32.1 Report what was said, quoting the speaker's exact words with one of the following reporting verbs, as in 1. Put the **reporting clause** after the quotation and give alternative word orders where possible. (B & Appendix 3)

boast **chorus** ~~**command**~~ **confess** **explain** **grumble** **suggest** **wonder**

1 Come in out of the rain now. (*her mother*) 'Come in out of the rain now,' commanded her mother/her mother commanded.
2 Why don't we stop for a coffee? (*she*)
3 All right Sean, it was me. (*he*)
4 My novel is more exciting than an Agatha Christie thriller. (*she*)
5 I always carry two umbrellas with me because I'm always losing them. (*Mary*)
6 Oh, no, it's raining again. (*Dick*)
7 Good morning, Miss. (*the children*)
8 Have I done the right thing? (*I*)

32.2 Choose a pair of verbs to complete the reports of what was said, using appropriate forms of the verbs. Make the verb negative in the **reporting clause** (as in 1) or the **reported clause**, whichever is more likely. (C)

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

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

32.3 Report these questions using a **wh-, if-** or **whether-clause**, as appropriate. Make any necessary changes to verb tense, pronouns, etc. (Study also Units 34 and 35 if necessary.) (D)

1 'When are you leaving?' She asked me when I was leaving. (or ...when I am leaving.)
2 'Do you remember David?' She wanted to know .....
3 'Who is the girl in the photo?' She wondered .....
4 'Can we stop at the next village?' She asked me .....
5 'How do you spell 'chaos'?' She didn't know .....
6 'How many brothers and sisters have you got?' She asked me .....
7 'Where did you put the eggs?' She wondered .....
8 'Do you want a hot or a cold drink?' She asked .....
9 'Why didn't you go with Jack?' She asked me .....
10 'Which is mine?' She couldn't remember .....
11 'Are you ready to leave?' She wanted to know .....
12 'What was your grandmother's maiden name?' She asked .....

Unit 33 Reporting statements: **that-clauses**

A

When we report statements, we often use a **that-clause** in the *reported clause* (see Unit 32):

- □ He **said (that)** he was enjoying his work.
- □ The members of the Security Council **warned that** further action may be taken.

After the more common reporting verbs such as **agree, mention, notice, promise, say,** and **think,** we often leave out **that,** particularly in informal speech. However, it is less likely to be left out –

- ☆ after less common reporting verbs such as **complain, confide, deny, grumble, speculate, warn** (and after the common reporting verbs **answer, argue,** and **reply**)
- ☆ in formal writing
- ☆ if the **that-clause** doesn't immediately follow the verb:
  - □ She **agreed** *with her parents and brothers* **that** it would be safer to buy a car than a motorbike. (*rather than* ...and brothers it would be safer...)

B

Some reporting verbs which are followed by a **that-clause** have an alternative with an **object + to-infinitive** (often **to be**), although the alternatives are often rather formal. Compare:

- □ I **felt that the results** were satisfactory. *and* □ I **felt the results to be** satisfactory.
- □ They **declared that** the vote was invalid. *and* □ They **declared the vote to be** invalid.

Other verbs like this include **acknowledge, assume, believe, consider, expect, find, presume, report, think, understand.**

C

If we use a **that-clause** after the verb **notify** in an active form, then we must include an object between the verb and the *that*-clause, and this object can't be a prepositional object (see **D** below):

- □ I **notified the bank that** I had changed my address. (*but not* I notified that I .../I notified to the bank that I ...)

Other verbs like this include **assure, convince, inform, persuade, reassure, remind, tell.**
With the verbs **advise, promise, show, teach,** and **warn,** an object before a *that*-clause is not always necessary:

- □ They **promised (me) that** they would come to the party.
- □ The government **has advised that** tourists should leave the country immediately. (*or* The government **has advised tourists that** they should leave the country immediately.)

D

After some verbs we can use a **that-clause** with or without a personal object before the *that*-clause. However, if we *do* include an object, we put a preposition before it.

☆ After some verbs we use **to:**

- □ She **admitted (to me) that** she was seriously ill.
- □ I **pointed out (to the driver)** that he had parked across the entrance.

Other verbs like this include **announce, complain, confess, explain, indicate, mention, propose, recommend, report, say, suggest.**

☆ After some verbs we use **with:**

- □ We **agreed (with Susan) that** the information should go no further.
- □ I **checked (with them) that** they were free on Thursday.

Other verbs like this include **argue, disagree, joke.**

☆ After the verbs **ask, demand** and **require** we use **of:**

- □ The club **asks (of its members) that** they pay their fees by 31st December.
- □ The company **demands (of its staff) that** they should be at work by 8.30.

This pattern is usually used in formal contexts. Less formally we can use a **to-infinitive clause** after **ask** and **require** (e.g. The club asks its members to pay their fees by 31st December). However, we can't use a *to*-infinitive clause after **demand** (*not* The company demands its staff to...).

Grammar review → G1–G7

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

1 The doctors *advised/ persuaded* that I should rest for 3 months.
2 The police *assured/ promised* local residents that everything possible was being done to catch the car thieves.
3 A spokesperson for the company *reminded/ warned* that there may be delays on the railways this summer due to major engineering work.
4 We should *inform/ teach* children that diet is of vital importance to health.
5 Russian scientists *have shown/ have convinced* that honey can prevent the growth of bacteria.
6 The company *has reassured/ has advised* customers that cars ordered before 1st August would be delivered by the end of the month.
7 Jack *told/ promised* that he would be home before midnight.

33.2 If possible, rewrite these sentences in a more formal way with a **to-infinitive clause**, as in 1. If it is not possible to rewrite the sentence in this way, write ✘. (B)

1 Two days after the launch Houston reported that the satellite was missing. Two days after the launch Houston reported the satellite to be missing.
2 The employees argued that the reduction in wages was unlawful.
3 The judge thought that his explanation was unconvincing.
4 I expected that her plans would fail.
5 She stressed that her stories were aimed primarily at children.
6 Peter acknowledged that his chances of winning the race were slim.
7 We found that the football supporters were very well behaved.
8 The president's spokesman commented that the election result was a victory for democracy.

33.3 Complete the sentences with an appropriate form of one of the following verbs and **to, with,** or **of**. In some cases more than one verb is possible, but use each verb at least once. (D)

announce **complain** **disagree** **joke** **mention** **require**

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

33.4 Suggest corrections to the italicised text in this newspaper article. (A, C & D)

PIK TO CUT WORKFORCE

PIK, the toy manufacturer, (1) *has warned they* are to make over 100 employees redundant over the next month. Managing Director Beth Edwards yesterday (2) *explained employees that* a national fall in demand for traditional toys is to blame. She (3) *confessed her audience that* management had been surprised by the downturn, but she (4) *denied management* had been incompetent. When asked whether staff would receive redundancy pay, Ms Edwards (5) *replied an announcement* would be made within a few days, but (6) *reassured that* they would receive financial compensation. She (7) *went on to complain government help* for small businesses was insufficient and (8) *demanded ministers* that they provide more support. She (9) *asked staff that* they continue to work as normal until details of the redundancies were given. She (10) *reassured that* the company would not close completely.

Unit 34 Verb + wh-clause

A Some verbs can be followed by a clause beginning with a *wh*-word (**how, what, when, where, which, who,** or **why**):

□ That might **explain** *why* he's unhappy. □ I couldn't **decide** *which* train to catch.
□ Let's **consider** *how* we can solve the problem.

Verbs like this include **arrange, calculate, check, choose, debate, determine, discover, discuss, establish, find out, forget, guess, imagine, know, learn, notice, plan, realise, remember, say, see, talk about, think (about), understand, wonder.** Many of these verbs can also be followed by –

☆ a **that-clause** (see Unit 33): □ I **decided** *that* I ought to leave.
☆ a **wh-clause** (except 'why') + **to-infinitive:** □ **Did** you **find out** *where to go*?
Notice that if we add a subject in the *wh*-clause we don't use a *to*-infinitive:
□ I can't imagine what **he** likes about jazz.

B Some verbs must have an object before the **wh-clause:**

□ She *reminded* **me** *what* (I had) to do. □ I *told* **Linda** *how* to get to my house.

Other verbs like this include **advise, inform, instruct, teach, warn.** The verbs **ask** and **show** often have an object before a *wh*-clause, but not always:

□ I *asked* (**him**) *how* I could get to the station, and he told me.

These verbs can also be followed by **object + wh-word + to-infinitive:**

□ She **taught me** *how to play* chess. □ I **showed her** *where to put* her coat.

C We can often use **the way** instead of **how** referring to either the route or the means:

□ Go back **the way** (that/by which) you came. (*or informally* Go back **how** you came.)
□ Have you noticed **the way** (that/in which) he spins the ball? (*or* ...noticed **how** he spins...?)

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

Whether

D We can use **whether** as the *wh*-word in a *wh*-clause when we want to show possible choices. **Whether** has a similar meaning to 'if' (see Unit 86):

□ He couldn't remember **whether/if** he had turned the computer off.

Whether is commonly followed by a **to-infinitive** to talk about the choice between two or more possibilities. Notice that 'if' is never used before a ***to***-infinitive:

□ You have 14 days to *decide* **whether to keep** it or not. (*not* ...to decide if to keep it...)

Verbs that are often followed by **whether + to-infinitive** are concerned with talking or thinking about choices, and include **choose, consider, debate, decide, determine, discuss, know** (in questions and negatives), **wonder.** Some other verbs to do with talking or thinking are not used with **whether + to-infinitive,** including **ask, conclude, explain, imagine, realise, speculate, think.**

E Notice the difference between these pairs of sentences. The first in each pair has a **wh-clause** with **whether** and the second has a **that-clause** (see Unit 33):

□ I didn't know **whether** the shop was shut. (= if the shop was shut or not)
□ I didn't know **that** the shop was shut. (suggests that the shop was shut)
□ They haven't decided yet **whether** the airport should be closed. (the *wh*-clause says what the choice is)
□ They decided **that** the airport should be closed. (the *that*-clause says what was decided)

F In rather formal contexts, particularly in writing, we can use **as to** with a meaning similar to 'about' or 'concerning' before a *wh*-clause. This is most common before **whether:**

□ Opinion was divided **as to whether** the findings from the study were representative of the population as a whole. (*or less formally* ...divided whether...)

34.1 Choose an appropriate sentence ending and choose a wh-word to connect them, as in 1. Use each ending once only. If necessary, also add an appropriate object. (A & B)

1 Before the meeting finished they arranged...
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 Steve 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 Peter told...

a ...how to fit the parts back together.
b ...where she went after that.
c ...where to put their coats.
d ~~...when to meet next.~~
e ...why Helen wasn't with him.
f ...how many sweets were in the jar.
g ...what they had to do in the test.
h ...where the path was dangerous.
i ...who everyone was.
j ...how to hold the golf club properly.

1 + d Before the meeting finished they arranged when to meet next.

34.2 Underline the correct or more appropriate verb. (D)

1 She was *thinking/ debating* whether to invite Jeremy over for dinner.
2 The council is meeting this morning to *discuss/ ask* whether to increase local taxes.
3 Apparently Ray and Mary are *considering/ speculating* whether to emigrate to Australia.
4 I have to *imagine/ choose* whether to get a job or apply to go to college.
5 Scientists will have to *decide/ conclude* soon whether to start testing the new drugs on people.

34.3 When Peter Miles got back from mountain climbing in the Andes he wrote a book about his experiences. Here are some extracts. Correct any mistakes you can find. (A–F)

The villagers warned what the conditions were like at higher altitudes, and advised to take enough food for a week. There was some discussion through the day as whether the snow would arrive before my descent from the mountain, but I never imagined how hard the conditions would be. In the morning they showed me the way how to get to the 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.

Unit 35 Tense choice in reporting

Verb tense in the *reported* clause

A

When the situation described in the *reported* clause (see Unit 32) is in the *past* when we are reporting it, we use a past tense (past simple, past continuous, etc.):

- □ 'I'm leaving!' → Bob **announced** that he **was leaving.**
- □ 'I don't want anything to eat.' → Mark **said** that he **didn't want** anything to eat.
- □ 'Are you going to London? → Connie **asked** me if I **was going** to London.

When the situation described in the *reported* clause was *already* in the past when it was spoken about originally, we often use the past perfect to report it:

- □ 'We have found the missing girl.' → Last night police **said** that they **had found** the missing girl.

However, if it is clear from the context that one event took place before another, then it may not be necessary to indicate this by using the past perfect and we use the past simple instead:

- □ 'I've sent out the invitations. I did it well before the wedding.' → She **reassured** me that she **sent** out the invitations well before the wedding. (*or*...**had sent**...)

B

When the situation described in the *reported* clause is a *permanent/habitual situation*, or still exists or is relevant at the time we are reporting it, then we use a present tense (or present perfect) if we also use a present tense for the verb in the *reporting* clause:

- □ Dr Weir **thinks** that he **spends** about 5 minutes on a typical appointment with a patient.
- □ US scientists **claim** that they **have developed** a new vaccine against malaria.

Note that the present perfect focuses attention on the *result* of the action, not the action itself.

However, when we use a past tense in the *reporting* clause we can use either a present or past tense (or present perfect or past perfect) in the *reported* clause:

- □ She **argued** that Carl **is/was** the best person for the job.
- □ They **noted** that the rate of inflation **has/had slowed** down.

Choosing a present tense (or present perfect) in the *reported* clause emphasises that the situation being reported still exists or is still relevant when we report it.

If we want to show we are not sure that what we are reporting is necessarily true, or that a situation may not still exist now, we prefer a *past* rather than a present tense. Compare:

- □ Sarah told me that she **has** two houses. (= might suggest that this is true) *and*
- □ Sarah told me that she **had** two houses. (= might suggest either that this is perhaps not true, or that she once had two houses but doesn't have two houses now)

Verb tense in the *reporting* clause

C

When we report something that was said or thought in the past, the verb in the *reporting* clause is often in a *past* tense:

- □ Just before her wedding, she **revealed** that she had been married before.

When we report current news, opinions, etc. we can use a present tense for the verb in the *reporting* clause. In some cases, either a present or past tense is possible, although we prefer a present tense to emphasise that what was said is true or still relevant when we report it:

- □ She **says** that she'll have to close the shop unless business improves. (*or* ...**said**...)

We often prefer a present rather than a past tense –

- ☆ to report information that we have been told or heard, but don't know whether it is true:
  - □ I **hear** you're unhappy with your job.
- ☆ to report what is said by some authority:
  - □ The law **says** that no-one under the age of 16 can buy a lottery ticket.
- ☆ to report what many people say:
  - □ Every teacher I've spoken to **tells** me that standards of spelling are in decline.

Grammar review → G1–G7

35.1 Change the sentences into reported speech. Choose the most appropriate verb from the list, using the past simple for the verb in the reporting clause and either the past simple or past perfect for the verb in the **that-clause**. If more than one answer is possible, give them both. (A)

alleged **conceded** ~~**denied**~~ **estimated** **recalled** **repeated**

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

2 'Thomas has stolen jewellery from my house.' → She .....

3 'I think the vase is around 250 years old.' → She .....

4 'I've told you once. I've already seen the film.' → She .....

5 'Well, perhaps you're right. Maybe I did treat Jane unkindly.' → She .....

6 'I seem to remember that Michael's great grandfather was from Spain.' → She .....

35.2 Underline the more appropriate verb. If they are both possible, underline both. (B)

1 Engineers hope that they *solved/ have solved* the problems with the bridge now that new supports have been built, and they plan to reopen it next week.
2 The current law *states/ stated* that an employee has the right to appeal against dismissal.
3 After he read the novel, he commented that the plot *is/ was* difficult to follow.
4 In the interview, Mr Brown acknowledged that he *wishes/ wished* to be prime minister.
5 Simon is already a good tennis player, but he accepts that he still *has/ had* a lot to learn.
6 I *understand/ understood* that you want to buy a second-hand car. Your brother just told me.
7 Health officials warn that anyone who *looks/ looked* directly at the sun during an eclipse may put their sight at risk.
8 They reassured us that the path *is/ was* perfectly safe.

35.3 Jim Barnes and Bill Nokes have been interviewed by the police in connection with a robbery last week. Study the verb tenses in the **that-clauses** in these extracts from the interview reports. Correct them if necessary, or write ✓. Suggest alternatives if possible. (A–C)

1 When I mentioned to Nokes that he had been seen in a local shop last Monday, he protested that he is at home all day. He swears that he didn't own a blue Ford Escort. He claimed that he had been to the paint factory two weeks ago to look for work. Nokes alleges that he is a good friend of Jim Barnes. He insisted that he didn't telephone Barnes last Monday morning. When I pointed out to Nokes that a large quantity of paint had been found in his house, he replied that he is storing it for a friend.

2 At the beginning of the interview I reminded Barnes that he is entitled to have a lawyer present. He denied that he knew anyone by the name of Bill Nokes. Barnes confirmed that he is in the area of the paint factory last Monday, but said that he is visiting his mother. He admitted that he is walking along New Street at around 10.00. He maintains that he was a very honest person and would never be involved in anything illegal.

Unit 36 Reporting offers, suggestions, orders, intentions, etc.

Verb + (object) + to-infinitive clause

A When we report offers, suggestions, orders, intentions, promises, requests, etc. we can follow some verbs in the *reporting clause* (see Unit 33) with –

☆ a **to-infinitive clause**:

□ 'I'll take the children into town.' → She **offered to take** the children into town. (*not* She offered me to take the children...)

□ 'The theatre will be built next to the town hall.' → They **propose** *to build* the theatre next to the town hall. (*not* They propose them to build...)

Other verbs followed directly by a **to-infinitive** clause include **agree, demand, guarantee, promise, swear, threaten, volunteer.**

☆ an **object + to-infinitive** clause:

□ 'You should take the job, Frank.' → She **encouraged** *Frank* **to take** the job.

□ 'Don't worry about the air fare – we'll pay.' → We **told** *her* **not to worry** about the air fare.

The object usually refers to the person who the offer, suggestion, etc. is made to; that is, the person who performs that action in the *reported* clause (see Unit 33). Other verbs followed by an **object + to-infinitive** include **advise, ask, call on, command, instruct, invite, order, persuade, recommend, remind, request, urge, warn.**

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

□ We **asked** *to leave* our bags outside the exam room. (= this is something we wanted) *and*

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

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

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

□ He **promised** *to arrive* on time. *or* □ He **promised** *that* he would arrive on time.

□ Kathy **demanded** *to be* allowed in. *or* □ Kathy **demanded** *that* she (should) be allowed in.

Verbs like this include **agree, expect, guarantee, hope, propose, request, vow.** With a *that*-clause the person promising, etc. and the person referred to in the *reported* clause may be different:

□ He **promised** *that* he wouldn't be late. ('He...' and '...he...' may refer to different people)

□ **Kathy** demanded *that* John should be allowed in.

Verb + that-clause (*not* verb + to-infinitive clause)

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

□ The team captain **said** *that* I had to play in goal. (*not* ...said to play...)

□ There were cheers when he **suggested** *that* we went home early. (*not* ...suggested to go...)

Advise and **order** can be used with an **object + to-infinitive clause** (see **A**) or a **that-clause**:

□ I **advised** *that* she should accept. (*or* I **advised** *her to accept*.; *but not* I advised to accept...)

Verb + to-infinitive clause (*not* verb + that-clause)

D After some verbs we use a **to-infinitive** but not a **that-clause**:

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

□ The children **wanted** *to come* with us to the cinema. (*not* ...wanted that...)

Other verbs like this include **long, offer, refuse, volunteer.**

E When we report a suggestion, either what the person reported might do themselves, or what someone else might do, we can use a *reporting clause* with **advise, propose, recommend,** or **suggest** followed by an *-ing* clause rather than a *that*-clause:

□ The lecturer **recommended** *reading* a number of books before the exam. (*or* ...**recommended** *that* the students should read a number of books before the exam.)

36.1 Report each sentence using the verbs below and a **to-infinitive clause**. Use each verb once only. If necessary, add an appropriate object after the verb. (A)

~~advise~~ **agree** **ask** **call on** **expect** **hope** **order** **urge** **vow**

1 'If I were you, I'd read the exam questions very carefully.' → He advised us to read the exam questions very carefully.

2 'Okay, I'll collect David from school.' → He .....

3 'Be quiet!' → He .....

4 'Please stay for a few more days.' → He .....

5 'I will fight the ban on smoking in public places.' → He .....

6 'I imagine I'll see Olivia at the party.' → He .....

7 'Can you lend me ten pounds?' → He .....

8 'The government should do more to help the homeless.' → He .....

9 'If I leave early I'll avoid the heavy traffic.' → He .....

36.2 Underline the correct verb. If either is possible, underline them both. (B, C & D)

1 The committee *agreed/ suggested* to postpone the meeting until 11th August.
2 Emma *insisted/ said* that we should bring the children along.
3 The prime minister *insisted/ wanted* to discuss transport policy in the interview.
4 She *said/ offered* that she would call me back.
5 He *expected/ advised* to leave at 5.30 in the morning.
6 The shop *has guaranteed/ has promised* that it will deliver the chairs by the end of the week.
7 She *offered/ suggested* to wait for the children to get ready.
8 Terry *wanted/ suggested* that I should stand in the student elections.
9 She *refused/ requested* that her brother should be invited too.
10 He *longed/ promised* to go back home and see his parents.

36.3 Complete the sentences in any appropriate way using a clause beginning with an **-ing** form of a verb. (E)

1 To avoid the road works, police have advised leaving the motorway at junction 3.

2 To encourage people to use public transport the council proposed .....
.....

3 Richard said the play was very entertaining and he recommended .....
.....

4 To find my way around London, Les suggested .....

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

6 London urgently needs a new airport, and the government proposes .....
.....

7 I've been putting on weight and my doctor has recommended .....
.....

8 It was a lovely morning and Emma suggested .....

Can any of these sentences be rewritten with a **to-infinitive clause** *without* an object?

Unit 37 Modal verbs in reporting

A 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:

modal verb in original	*modal verb in report*
could, would, should, might, needn't, ought to, used to, could have, should have, etc.	**could, would, should, might, needn't, ought to, used to, could have, should have,** etc. (*i.e. no change*)
will, can, may	**would, could, might** **will, can, may** (existing or future situations and *present* tense verb in reporting clause) **will** or **would, can** or **could, may** or **might** (existing or future situations and *past* tense verb in reporting clause)
shall	**would, should** (offers, suggestions, etc.)
must (= necessity) **must** (= conclude; see Unit 18B) **mustn't**	**must** or **had to** **must** **mustn't**

B We sometimes use a modal verb in a report when there is no modal verb in the original:

□ 'You're not allowed to smoke here.' → She told me that I **mustn't** smoke there.

□ 'My advice is to look for a new job now.' → She said that I **should** look for a new job now.

C The verbs **could, would, should, might, needn't, ought to, used to,** and **could have, should have,** etc. don't change in the report:

□ 'I **could** meet you at the airport.' → He said that he **could** meet us at the airport.

□ 'You **should have** contacted me earlier.' → She said I **should have** contacted her earlier.

D **Will** usually changes to **would, can** to **could,** and **may** to **might.** However, if the situation we are reporting still exists or is still in the future and the verb in the *reporting clause* has a *present* tense, we use **will, can,** and **may** in the *reported clause* (see Unit 32). Compare:

□ 'I'll be in Paris at Christmas.' → She **tells** me she'll be in Paris at Christmas. *and*

□ 'Careful! You'll fall through the ice!' → I **warned** him he **would** fall through the ice.

If the situation we are reporting still exists or is still in the future and the verb in the *reporting clause* has a *past* tense, then we can use either **would** or **will, can** or **could,** or **may** or **might** in the *reported clause*:

□ 'The problem can be solved.' → They **said** the problem **can/could** be solved.

E When **shall** is used in the original to talk about the future, we use **would** in the report:

□ 'I **shall** (I'll) call you on Monday.' → She told me she **would** call me on Monday.

However, when **shall** is used in offers, requests for advice and confirmation, etc. then we can use **should** in the report, but not **shall** or **would:**

□ 'Where **shall** I put this box?' → He asked where he **should** put the box.

F When **must** is used in the original to say that it is necessary to do something, we can usually use either **must** or **had to** in the report, although **had to** is more natural in speech:

□ 'You **must** be home by 9 o'clock.' → She said I **must/had to** be home by 9 o'clock.

However, when **must** is used in the original to conclude that something (has) happened or that something is true, then we use **must,** not **had to,** in the report:

□ 'I keep forgetting things. I **must** be getting old.' → Neil said he **must** be getting old.

If **mustn't** is used in the original, we can use **mustn't** in the report but not **didn't have to:**

□ 'You **mustn't** tell my brother.' → He warned me that I **mustn't** tell his brother.

37.1 Report what was said using a sentence with a **that-clause**. Use an appropriate modal verb in the that-clause, and give alternative modal verbs where possible. (B)

1 It's vital that you attend the meeting. → She said that I had to/ must attend the meeting.

2 If you want to travel with us, that's fine. → She said that .....

3 I'm not prepared to answer his questions → She said that .....

4 Karl's likely to be back soon. → She said that .....

5 There's a possibility that I'll have to move to Milan. → She said that .....

6 I refuse to accept that John is dishonest. → She said that .....

7 Maria is sure to be disappointed if you leave without seeing her. → She said that .....

37.2 Underline the more appropriate verb. If both are possible, underline them both. (D)

1 The doctor says that he *will/ would* see you in twenty minutes.
2 In her letter, Elizabeth revealed that she *may/ might* be getting married soon.
3 Peter tells me that he *can/ could* come for dinner with us tonight after all.
4 Maggie promised that she *will/ would* be at home by 9.00, so I phoned her shortly after that.
5 The mechanic admitted that he *can't/ couldn't* repair the radiator and had to replace it instead.
6 Sue reckons that she *can/ 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.

37.3 Complete the sentences to report what was said using a **that-, wh- or if-clause**. (E–F)

1 'I'm sure that we shall be there soon.' → He reassured us that we would be there soon.
2 'You mustn't forget your credit card.' → He reminded .....
3 'I shall miss the bus if I don't hurry.' → He worried .....
4 'Who shall I send the letter to?' → He wondered .....
5 'It must be cold outside. There's frost on the window.' → He thought .....
6 'You must come home at once.' → He said .....
7 'Shall I open a window?' → He asked .....
8 'I must have made a mistake in the calculations.' → He admitted .....

37.4 Complete the sentences to report what was said using a **that-clause** with a modal verb. (A & D)

1 'If all goes to plan, I'll study medicine.' → He hoped that he would study medicine but instead he became a vet.
2 'I won't be late.' → She promised ..... and she kept her word.
3 'Perhaps we can go to Paris for the weekend.' → He suggested ..... but I was busy.
4 'I can get you there in good time.' → She guaranteed ..... but I didn't believe her.
5 'I'll pay for the meal.' → He insisted ..... and I accepted, of course.

Look again at the sentences you have written. Which of them have an alternative with a **to-infinitive** clause (without a modal verb)? (36B)

1 He hoped to study medicine.

Unit 38 Reporting what people say using nouns and adjectives

Reporting using nouns

A

We sometimes report people's words and thoughts using a **noun** in the reporting clause followed by a reported clause beginning with *that*, a *to*-infinitive-, or *wh*-word. Most of these nouns are related to reporting verbs (acknowledgement – acknowledge, statement – state, etc.). Notice that when we report using **nouns** and **adjectives** (see **C**) the exact words that were said are not necessarily reported. Instead we might report what was said in our own words, or report that something was said without reporting *what* was said.

☆ Nouns followed by a *that*-clause include **acknowledgement, advice, allegation, announcement, answer, argument, claim, comment, conclusion, decision, explanation, forecast, guarantee, indication, observation, promise, recommendation, reply, speculation, statement, suggestion, threat, warning:**

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

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

☆ Nouns followed by a *to*-infinitive clause include **decision, encouragement, instruction, invitation, order, promise, recommendation, refusal, threat, warning:**

- □ I accepted Louisa's **invitation** *to visit* her in Rome.
- □ He was delighted with his portrait and gave me every **encouragement** *to take up* painting again.

Notice that some of these nouns can also be followed by a *that*-clause:

- □ They carried out their **threat** *to dismiss* workers on strike. (*or* ...their **threat** *that* they would dismiss workers on strike.)

☆ Nouns followed by a *wh*-clause include **explanation, discussion, issue, problem, question.** We usually use **of** after these nouns in reporting:

- □ John raised the **question of** *when* the money would be collected.
- □ Our previous meeting looked at the **issue of** *how* to increase income.

B

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). Notice 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

C

A number of adjectives can be used to report a speaker's feelings or opinion about a situation. Some are followed by a *that*-clause. These include **adamant, agreed, angry, annoyed, certain, grateful, insistent, sure:**

- □ The builders are **certain** *that* they'll be finished by the end of the week.

Adjectives expressing uncertainty are usually followed by a *wh*-clause. These include **doubtful** (usually + **whether**), **uncertain, not certain, unsure, not sure:**

- □ Scientists aren't **sure** *where* the remains of the spacecraft will come to land.

Some are usually followed by a preposition (followed by a noun phrase). Here are some examples together with the most common preposition(s) following them: **apologetic, complimentary, insulting, tactful** (+ **about** something); **critical, dismissive, scornful** (+ **of** somebody/something); **abusive, sympathetic** (+ **to/towards** somebody):

- □ Today's newspapers are very **critical of** the President's decision to appoint Mr Walters.
- □ When I asked him what he thought of my new suit, he was quite **insulting about** it.

38.1 Complete the sentences with one of these nouns and then expand the notes in brackets. Use a that-, to-infinitive or wh-clause. Suggest alternatives where you can, as in 1. (A)

announcement ~~**decision**~~ **encouragement** **explanation** **invitation**
issue **observation** **promise** **question** **warning**

1 The turning point in his life came when he took the decision to become an actor / that he would become an actor. (*become – actor*)
2 He failed to address the... (*who – pay – repairs – building*)
3 I was delighted to get an... (*spend Christmas – them – Scotland*)
4 I think it was Aristotle who made the... (*no such thing – bad publicity*)
5 Amazingly the police accepted Rudi's... (*taken – wallet – mistake*)
6 On the TV programme they debated the... (*assisted suicide – criminal offence*)
7 The letter from the company gave a final... (*pay – bill by – end of – week*)
8 The government has broken its... (*reduce – rate – income tax*)
9 The positive reaction to my work gave me considerable... (*take up photography – career*)
10 Waiting passengers were angry when they heard the... (*flight – cancelled*)

38.2 Report what was said by completing the sentences. Use one of the following nouns + as to and then a wh-word. (B)

~~**advice**~~ **argument** **explanation** **indication** **speculation** **suggestions**

1 I was given lots of advice as to what clothes to take with me to Malaysia.
2 Smith's latest injury has prompted ..... long he can carry on playing tennis.
3 We were all very happy when the company won the award, but there has been a great deal of ..... should get the prize money.
4 A number of very good ..... have been put forward ..... the King's 50th birthday should be celebrated in the village.
5 Mr Johnson resigned last week but gave no ..... he was leaving.
6 We were told to deliver the wardrobe to the house, but there was no ..... exactly to put it.

38.3 Complete the sentences with one of the following adjectives and then either that, a wh-word, or a preposition. (C)

abusive **adamant** **agreed** **angry** **apologetic** **not certain**
complimentary **dismissive** ~~**doubtful**~~ **unsure**

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 Sue tried to pick up the rabbit, but was ..... to hold it.
5 She was very ..... the window had been broken.
6 Rachel is normally very reliable and was extremely ..... turning up late.
7 Jack left for New York in September but he was ..... he would return.
8 The court heard that Hughes became ..... a police officer and was arrested.
9 Amanda doesn't normally like spicy food, but was quite ..... my fish curry.
10 All the players are ..... the game should go on despite the snow.

Unit 39 Should in that-clauses; the present subjunctive

A

We can sometimes report advice, orders, requests, suggestions, etc. about things that need to be done or are desirable using a **that-clause** with **should + bare infinitive:**

- □ They have proposed that Jim **should** *move* to their London office.
- □ We advised **that** the company **should not** *raise* its prices.

After **should** we often use **be + past participle** (passive) or **be + adjective:**

- □ They directed **that** the building **should** *be pulled down.*
- □ We insist **that** the money **should** *be available* to all students in financial difficulties.

B

In formal contexts, particularly in written English, we can often leave out **should** and use only the base form of the verb (that is, the form you would look up in a dictionary). This form is the *present subjunctive* (see Unit 85A for the *past subjunctive*) and is used when we talk about bringing about the situation expressed in the *that*-clause. Note that although they are called 'present' and 'past' subjunctive, they do not refer to present and past time:

- □ They have proposed that Jim **move** to their London office.
- □ They directed that the building **be pulled down.**

To make a negative form, we use **not** (*not* 'do not') before the verb:

- □ We advised that the company **not raise** its prices.

In less formal contexts we can use ordinary forms of the verb instead of the subjunctive. Compare:

- □ I suggested that he **should give up** golf. (*negative*: ...that he **shouldn't** give up...)
- □ I suggested that he **give up** golf. (more formal) (*negative*: ...that he **not** give up...)
- □ I suggested that he **gives up** golf. (less formal) (*negative*: ...that he **doesn't** give up...)

C

Other verbs that can be used in a *reporting clause* before a **that-clause** with either **should** or the **subjunctive** include **advise, ask, beg, command, demand, direct, insist, instruct, intend, order, prefer, propose, recommend, request, require, stipulate, suggest, urge, warn.** Notice that we can also use *that*-clauses with **should** after *reporting clauses* with nouns related to these verbs:

- □ The police issued an **order** that all weapons (should) be handed in immediately.
- □ The weather forecast gave a **warning** that people (should) prepare for heavy snow.

D

We can also use **should** or sometimes the subjunctive in a **that-clause** after **it + be + adjective** such as **advisable, appalling, (in)appropriate, (in)conceivable, crucial, essential, imperative, important, obligatory, (un)necessary, urgent, vital:**

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

E

We can use **should** in a **that-clause** when we talk about our own reaction to something we are reporting, particularly after **be + adjective** (e.g. **amazed, amused, anxious, astounded, concerned, disappointed, shocked, surprised, upset**). Compare:

- □ *I am concerned* that she **should think** I stole the money *and*
- □ *I am concerned* that she **thinks** I stole the money. (*not* ...that she think I stole...)

Notice that when we leave out **should** in sentences like this we use an ordinary tense, not a subjunctive. There is usually very little difference in meaning between sentences like this with and without **should.** We leave out **should** in less formal contexts.

F

We can use **should** in a **that-clause** to talk about both a situation that exists now:

- □ It's not surprising that they **should** *be seen* together – they're brothers.

or one that may exist in the future:

- □ We believe it is important that she **should** *take* the exam next year.

If we are talking about an intention or plan, we can often use a *subjunctive* rather than **should:**

- □ I've arranged that she **come** to the first part of the meeting. (*or* ...that she **should come**.../ ...that she **comes**.../ ...for her **to come**...)

39.1 Here are some of the things that were said at a recent board meeting of the Spanit Engineering Company. Report them using a **that**-clause with **should** (either **should + bare infinitive** or **should + be + past participle**). (A–C)

1 Mr Leeson said: "I think it's important to expand our business in South America."
Mr Leeson felt that business in South America should be expanded.

2 Mr Leeson said: "Philip Whittaker would make an excellent export manager. Let's promote him." *Mr Leeson urged* .....

3 Mrs Appleby said: "It would be valuable for us to send a sales representative to South Africa."
Mrs Appleby recommended .....

4 Mrs Appleby said: "The Delaware Bridge project ought to be completed by August next year."
Mrs Appleby reported .....

5 The Chairman said: "It is vital to keep to our work schedules." *The Chairman insisted*
.....

6 The Chairman said: "I'd like all monthly reports sent to me directly." *The Chairman instructed* .....

7 Ms Wells said: "Perhaps we could involve trade union representatives in major decisions."
Ms Wells suggested .....

8 Ms Wells said: "Our head office must remain in London." *Ms Wells declared*
.....

9 Mr Clarke said: "It's okay for us to sponsor the European chess league for the next three years." *Mr Clarke agreed* .....

10 Mr Clarke said: "In future, all claims for travel expenses are to be made in US dollars."
Mr Clarke announced .....

39.2 Look again at the sentences you have written in 39.1. In which ones is it possible to leave out **should** and still have a correct sentence? Write 'yes' if it is possible and 'no' if it isn't. (A–C)

1 ~~Mr Leeson felt that business in South America be expanded.~~ No

39.3 Expand the notes to report these suggestions, requests, advice, etc. Add one of the following adjectives where ... is written. In most cases, more than one word is possible, but use each word once only. Use a **that**-clause with **should** in your report. (D & E)

amused	**appalling**	**astounded**	**imperative**
~~**inconceivable**~~	**shocked**	**upset**	**urgent**

1 It is .../ she/ marry Simon.
It is inconceivable that she should marry Simon.

2 I am .../ Paul/ behave so badly.
.....

3 I am .../ anyone/ vote for him.
.....

4 It is .../ he/ return home immediately.
.....

5 I am .../ he/ take his appearance so seriously.
.....

6 I am .../ they/ think I had cheated them.
.....

7 It is .../ they/ allowed to go free.
.....

8 It is .../ we/ act now to avoid war.
.....

Unit 40 Agreement between subject and verb (1)

A

If a sentence has a singular subject it is followed by a singular verb, and if it has a plural subject it is followed by a plural verb; that is, the verb *agrees with* the subject. Compare:

□ **She** *lives* in China. *and* □ **More people** *live* in Asia than in any other continent.

When the subject of the sentence is complex the following verb must agree with the main noun in the subject. In the examples below the subject is underlined and the main noun is circled. Notice 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):

□ Among the people invited *was* **the mayor**. (*compare* The mayor *was* among...)

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

B

If the subject is a clause, we usually use a singular verb:

□ To keep these young people in prison *is* inhuman.

□ Having overall responsibility for the course *means* that I have a lot of meetings.

□ Whoever took them *remains* a mystery.

□ That Rangers won both matches *was* a great achievement.

However, if we use a *what*-clause as subject (see Unit 98B), we use a singular verb if the following main noun is singular, and either a singular or a plural verb if the following main noun is plural (although a plural verb is preferred in more formal contexts):

□ What worries us *is* the poor selection **process**.

□ What is needed *are* additional **resources**. (*or more colloquially* ...needed *is*...)

C

Some nouns with a singular form, referring to groups of some kind, can be used with either a singular or plural form of the verb:

□ **The council** *has* (or *have*) postponed a decision on the new road.

We use a singular verb if the focus is on the institution or organisation as a whole unit, and a plural verb if the focus is on a collection of individuals. Often you can use either with very little difference in meaning, although in formal contexts (such as academic writing) it is more common to use a singular verb. Other words like this, sometimes called *collective nouns*, include **army, association, audience, class, club, college, committee, community, company, crew, crowd, department, electorate, enemy, family, generation, government, group, jury, opposition, orchestra, population, press, public, school, team, university**, and the names of specific organisations such as **the Bank of England, the BBC, IBM, Sony, the United Nations**.

In some contexts a plural form of the verb is needed. We would say:

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

as this is something that the individuals do, not the committee as a whole. In others, a singular form is preferred. We would say:

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

as we are talking about something which happens to the school as a building or institution, not to the individuals in the school.

D

When names and titles ending in -s refer to a single unit we use a singular verb. Examples include countries; newspapers; titles of books, films, etc.; and quoted plural words or phrases:

□ At this time of the year *the Netherlands* **is** one hour ahead of the UK.

□ *The Los Angeles Times* **lists** Derek Jones as the fifth richest man in the world.

□ *The Machine Gunners* **was** one of Robert Westall's most successful books.

□ '*Daps*' **is** the word used in the south west of the country for sports shoes.

Grammar review → H1–H3

40.1 Complete the sentences with a singular or plural form of the verb in brackets. Use present tense forms. (A & B)

1 Keeping large animals as pets in a small house ..... cruel. (*be*)
2 An investigation of the circumstances surrounding her death ..... that she was murdered. (*suggest*)
3 What amazes me ..... his ability to hit the ball so hard. (*be*)
4 The main reasons for his lack of progress ..... to be his poor motivation and inability to concentrate. (*appear*)
5 The cost of housing in the southern parts of the country ..... risen dramatically in the last year. (*have*)
6 That he was the best of the many talented golfers of his generation ..... indisputable. (*seem*)
7 The village's first new houses for 20 years ..... to be built next to Grove Farm. (*be*)
8 Among the many valuable paintings in the gallery ..... a self-portrait by Picasso. (*be*)
9 What I particularly enjoy about the film ..... the scenes in Australia. (*be*)

40.2 Complete the sentences with one of the following nouns and an appropriate form of the verb in brackets. If a singular and plural verb form are possible, give both. (C)

audience **class** **crew** **jury** **orchestra**
press **~~team~~** **the United Nations** **university**

1 The team play/plays its first match of the season at its home ground. (*play*)
2 If the .... to host the conference, I just don't know where we will be able to hold it. (*refuse*)
3 The world-wide television ..... for tomorrow's cup final ..... expected to be 200 million. (*be*)
4 The .... classical concerts throughout the year. (*perform*)
5 The Waterman's Junior Book Prize .... three adults and three children. (*include*)
6 The .... all passed the end-of-year exam. (*have*)
7 The .... a picture of chaos in our schools, but it's just not like that at all. (*present*)
8 .... ordered an investigation of the capture of members of its peace-keeping force in eastern Africa. (*have*)

40.3 Correct any mistakes in these sentences or write ✓ if they are already correct. (A–D)

1 The United States come top of the list of countries ranked by economic performance.
2 The people I know who have seen the film say that it's really good.
3 A report in the *Sunday Times* detail the crimes of a 14-year-old boy in Southcastle.
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.

Unit 41 Agreement between subject and verb (2)

A

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

B

When a subject has two or more items joined by **and,** we usually use a plural verb:

□ **Jean and David** *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:

□ **Meat pie and peas** *is* Tom's favourite at the moment. (*or* ...*are*...)

□ **The lorry, its cargo and passengers** *weighs* around 35 tonnes. (*or* ...*weigh*...)

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...)

We often do the same with **how/here/where + be/have:**

□ **How**'*s* your mum and dad these days? (*or* **How** *are*...?)

41.1 For each set of sentences, choose an appropriate noun or phrase from (i) and a verb from (ii). Use the present simple for the verb, active or passive as appropriate. If both singular and plural verb forms are possible, give them both. (A)

(i)

his early paintings	~~my children~~
Dr Jones's acquaintances	the food

(ii)

know	remain	~~remember~~	taste

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

(i)

other museums	vegetarians
victims	medicines

(ii)

charge	exceed	expect	relieve

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

(i)

player	the cars	the pieces
these factors		

(ii)

influence	last	test	try

3 a The whole concert includes 20 short items from young musicians. Each of ..... about 5 minutes.
b There are four major influences on exchange rates: price levels, tariffs, preference for imported goods, and productivity. Here we investigate how each of .....the exchange rate.
c The aim of the game is quite simple. Each ..... to buy as many properties on the board as possible.
d Each of ..... for safety, fuel economy and reliability.

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

1 Plenty of European football clubs ..... interested in signing Nilsen from Rowham City, but the Rowham manager has said that no-one at the club ..... Nilsen to leave. (*be/ want*)
2 The majority of those questioned ..... that the government's economic polices have failed, although neither the Prime Minister nor the Education Minister ..... indicated that these policies will change. (*think/ has*)
3 "It's the first time that either of us ..... been to China, but everyone we've met here ..... been very welcoming and helpful." (*have/ have*)
4 Professor Smith and Dr Peters ..... that the wreck of the ship and its cargo ..... a danger to local people fishing near the island. (*claim/ constitute*)
5 "Oh, good, sausages and chips ..... my favourite." "Sorry, all the sausages ..... gone, but there ..... plenty of chips left if you want some." (*be/ has/ be*)

Unit 42 Agreement between subject and verb (3)

A Some nouns are usually plural and take a plural verb. These include **belongings, clothes, congratulations, earnings, goods, outskirts, overheads, particulars** (= information), **premises** (= building), **riches, savings, stairs, surroundings, thanks.** The noun **whereabouts** can be used with either a singular or a plural verb. The nouns **police** and **people** always take a plural verb, and the noun **staff** usually does:

- □ The company's **earnings** *have increased* for the last five years.
- □ **Police** *believe* that Thomas is in Brazil, although his exact **whereabouts** *are/is* unknown.
- □ **Staff** *say* that the new computer system has led to greater levels of stress in their work.

B Some nouns always end in **-s** and look as if they are plural, but when we use them as the subject they have a singular verb:

- □ The **news** from the Middle East *seems* very encouraging.

Other words like this include **means** (= 'method' or 'money'); some academic disciplines, e.g. **economics, linguistics, mathematics, phonetics, physics, politics, statistics;** some sports, e.g. **athletics, gymnastics;** and some diseases, e.g. **diabetes, measles, rabies.** However, compare:

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

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

- □ All the **data** *is* available for public inspection. (*or* ...*are* available...) *and*
- □ I agree that the **criteria** *are* not of equal importance. (*not* ...the criteria is not...)

D With a phrase referring to a measurement, amount or quantity we usually prefer a singular verb:

- □ Only **three metres** *separates* the runners in first and second places. (*rather than* ...separate...)
- □ The **fifty pounds** he gave me *was* soon spent. (*rather than* ...were...)

and a singular verb must be used when the complement is a singular noun phrase (e.g. a long time):

- □ **Three hours** *seems* a long time to take on the homework. (*not* Three hours seem...)

After **per cent** (also **percent** or **%**) **(of)** we use a singular verb if the **per cent** phrase refers to a singular or uncountable noun and a plural verb if it refers to a plural noun. Compare:

- □ **An inflation rate** of only 2 per cent *makes* a big difference to exports. *and*
- □ I would say that about 50 per cent **of the houses** *need* major repairs.

However, where we use a singular noun that can be thought of as either a whole unit or a collection of individuals, we can use either a singular or plural verb:

- □ Some 80 per cent of **the electorate** *is* expected to vote. (*or* ...*are* expected...)

42.1 Make any necessary corrections to the underlined verbs. (A–D)

1 Dr Jones's whereabouts has been kept a closely guarded secret by his family.
2 Bill Clinton's politics was inspired by John Kennedy.
3 Phenomena such as sun spots have puzzled scientists for centuries.
4 Some 30 per cent of the milk drunk in the country are imported.
5 When the soldiers got lost in the jungle, their only means of survival were to eat berries.
6 Over the last decade the company's overheads has increased dramatically.
7 The research data was collected during the period 12th–29th July 2002.
8 You don't need much sugar for this pudding; ten grams are enough.
9 Modern linguistics is often said to have begun at the start of the 20th century.
10 Congratulations goes to Richard Branch for his excellent exam results.
11 The coastal surroundings of the village is particularly attractive.
12 Nowadays politics seem to be more about saving money than changing society for the better.
13 He feels that the media have criticised him unfairly.
14 I know people often have to wait for hospital treatment, but two years seems ridiculously long.
15 Measles have killed a large number of children in the Nagola region.
16 Further particulars about the house are available from the owner.
17 Around 90 per cent of the concert audience was over 60 years old.
18 Ten kilometers are a long way to run if you're not fit.
19 If athletics are neglected in schools, this will have a big impact on future national teams.
20 People says the house is haunted.
21 Recent statistics provide firm evidence of a rapid increase in living standards in Asia.
22 About 60 per cent of the people questioned wants cars to be banned from the town centre.

42.2 Complete these extracts from newspaper articles with a singular or plural form of the verbs in brackets. If both singular and plural forms are possible, give them both. (A–D; also Unit 40)

1 The outskirts of our cities ..... (*have*) benefited from the new out-of-town shopping centres that ..... (*have*) recently been built.
2 On average, 25 litres of water ..... (*be*) used each day by each household and it is anticipated that as the population ..... (*expect*) higher living standards, this figure will rise.
3 It has been found that some 30 per cent of the office space in London ..... (*be*) presently empty and the Department of Employment ..... (*blame*) high property prices.
4 Three centimetres ..... (*be*) all that separated the first two runners in last night's 10,000 metres and the sports club ..... (*have*) declared the race a dead-heat.
5 The research group now ..... (*admit*) that the criteria they used in the work ..... (*be*) not totally reliable.
6 Following last week's major art theft from the Arcon Art Gallery, the premises ..... (*be*) searched by police last night and the owner's belongings ..... (*have*) been taken away for further inspection.
7 A survey of the opinions of British students ..... (*show*) that economics ..... (*be*) the least popular subject studied at university. However, 90 per cent of all those economics students surveyed ..... (*believe*) that their courses are well taught.
8 Sufferers from diabetes ..... (*have*) welcomed the launch by Federex of a new drug to combat the disease. The company ..... (*say*) that earnings from the drug ..... (*be*) to be put back into further research.

Unit 43 Compound nouns and noun phrases

A

In a compound consisting of **noun + noun**, often the second noun gives the general class of things to which the compound belongs and the first noun indicates the type within this class. The first noun usually has a singular form:

□ **an address book** (= a book for addresses; *not* an addresses book)

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

☆ when the first noun only has a plural form:

□ **a savings account** **a customs officer** **a clothes shop** (compare **a shoe shop**) **the arms trade** (arms = weapons) **a glasses case** (glasses = spectacles. Compare 'a glass case' = a case made of glass) **an arts festival** (arts = music, drama, film, dance, painting, etc. Compare 'an art festival'; art = painting, drawing and sculpture)

☆ when we refer to an institution (an industry, department, etc.), such as

□ **the building materials industry** **the publications department** which deals with more than one kind of item or activity (different types of building material, different forms of publication).

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

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

B

Sometimes a **noun + noun** is not appropriate and instead we use **noun + -'s + noun** (possessive form) or **noun + preposition + noun**. In general, we prefer **noun + -'s + noun** –

☆ when the first noun is the user (a person or animal) of the item in the second noun:

□ **a baby's bedroom** **a lion's den** **a women's clinic** **a girls' school** **birds' nests**

☆ when the item in the second noun is produced by the thing (often an animal) in the first:

□ **goat's cheese** **duck's eggs** **cow's milk**

(Note, however, **lamb chops** and **chicken drumsticks** (= the lower part of a chicken's leg))

☆ when we talk about parts of people or animals; but we usually use **noun + noun** to talk about parts of things. Compare:

□ **a woman's face** **a boy's arm** *but* **a pen top** **a computer keyboard**

We prefer **noun + preposition + noun** –

☆ when we talk about some kind of container together with its contents. Compare:

□ **a cup of tea** (= a cup with tea in it) *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')

☆ in the phrases **bird of prey** **rule of thumb** **Chief of Staff** **commander-in-chief** **sister-in-law** Notice that we usually make a plural form of these phrases by making the first noun plural (e.g. **birds of prey**). However, we can say either **sisters-in-law** or **sister-in-laws** (and **brothers-in-law** or **brother-in-laws**, etc.).

C

Some compound nouns are made up of verbs and prepositions or adverbs, and may be related to a two- or three-word verb (see Unit 94). Compare:

□ Mansen **broke out** of the prison by dressing as a woman. (= escaped) *and*

□ There was a major **break-out** from the prison last night. (= prisoners escaped)

Countable compound nouns like this have a plural form ending in **-s**:

□ **read-out(s)** **push-up(s)** **intake(s)** **outcome(s)**

However, there are exceptions. For example:

□ **looker(s)-on** (*or* **onlooker(s)**) **runner(s)-up** **passer(s)-by** **hanger(s)-on**

D

We can form other kinds of hyphenated phrases that are placed before nouns to say more precisely what the noun refers to:

□ a **state-of-the-art** (= very modern) computer **day-to-day** (= regular) control

Grammar review → compound nouns H4–H6; possessive forms H7–H12

43.1 Study the italicised text and make corrections where necessary. (A & B)

1 Tom worked for a long time in (a) *the parks department*, but a few years ago he retrained, and now he's (b) *a computers programmer*. Of course, what he really wants to be is (c) *a films star!*
2 I was waiting at (a) *the bus stop* this morning when a cyclist on her way to the (b) *girl school* up the road got knocked off her bike. Someone got out of a car without looking and (c) *the car's door* hit her. She was very lucky not to be badly hurt, although she did have (d) *a head cut*.
3 I shouldn't be long at (a) *the corner shop*. I've just got three things on my (b) *shopping list* – (c) *a milk bottle*, (d) *a biscuit packet*, and (e) *some teethpaste*. I'll also look for (f) *some goat's cheese*, but I don't think they'll have any.
4 The tracks on his latest CD range from (a) *love songs* to (b) *pollution songs*.
5 Mary hated going into her grandfather's old (a) *tools shed*. It was full of (b) *spider webs*.
6 When Sue was cleaning her (a) *armschair*, she found a lot of things that had slipped down the back. There was an old (b) *pen top*, a piece from (c) *the 500-pieces jigsaw puzzle* that her daughter had been doing, and her (d) *glass case* with her sunglasses inside.

43.2 First underline the two-word verbs in sentences 1–5, then complete sentences 6–10 with appropriate compound nouns related to these two-word verbs. (C)

1 Dennis tried to cover up the fact that he had gambled and lost most of his money.
2 It is reported that cholera has broken out in the refugee camp.
3 I'm flying to Sydney, but I'm stopping over in Singapore for a few days on the way.
4 On the first Friday of each month, a few of us get together and play ten-pin bowling.
5 We set out from the camp early in the morning, hoping to reach the summit by midday.
6 The minister was taken ill in Iceland during a short ..... on his way back to Canada.
7 We didn't have a big party for Jane's 50th birthday, just a family ..... .
8 Allegations of a ..... of a major leak of radioactive waste from the nuclear power plant have been strongly denied by the Energy Ministry.
9 Only two years ago there was a serious ..... of malaria in the town.
10 Even at the ..... of the expedition, they knew they had little chance of crossing the desert.

43.3 Complete the phrases in (i) with a word from (ii) and then use them in the sentences below. To help you, the meaning of the phrase is given in brackets. (D)

(i)

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

(ii)

clock	~~day~~	earth
life	lifetime	road
step	street	

1 Although the Managing Director of Transcom was involved in major decisions, she left the day-to-day running of the company to her staff. (*routine*)
2 The Party will never regain power unless it can persuade ..... voters that it has rid itself of corruption. (*not politically extreme*)
3 Since the attempt to assassinate him last year, the Defence Minister has been given ..... protection by the police. (*all day and all night*)
4 The bookcase came with simple, ... instructions on how to assemble it. (*progressing from one stage to the next*)
5 When the comet passes close to Earth next week, scientists will have a ..... opportunity to study its effects on our atmosphere. (*very rare*)
6 Terry has a refreshing, ... approach to management. He's much less concerned with theory than with getting things done in the most efficient way possible. (*practical*)
7 The ..... isn't interested in the finer points of the government's tax policy. They just want to know if they are going to take home more or less pay. (*ordinary person*)
8 Her father was a ..... character who was well known throughout the village for his eccentric way of dressing and outspoken views. (*more exaggerated than usual*)

Unit 44 A/an and one

A

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 juːn.../) a European (/ə jʊər.../) a one-parent family (/ə wʌn.../)

We use **an** before words that begin with a vowel sound:

□ **an** orange **an** Italian **an** umbrella

These include words that begin with a silent letter 'h':

□ **an** hour **an** honest child **an** honour **an** honorary degree

and abbreviations said as individual letters that begin with A, E, F, H, I, L, M, N, O, R, S or X:

□ an MP (/ən em piː/) an FBI agent (/ən ef biː aɪ.../) an IOU (/ən aɪ əʊ juː/)

But compare abbreviations said as words:

□ a NATO general (/ə neɪtəʊ.../) a FIFA official (ə fiːfə.../) *but* an OPEC meeting (/ən əʊpek.../)

Notice that we say

□ **a history** (book) *but* **an** (*or* **a**) **historical** (novel)

B

We use **a/an** (not **one**) to talk about a particular but unspecified person, thing or event:

□ I really need **a** cup of coffee.

□ You never see **a** police officer in this part of town, do you?

We also use **a/an**, not **one**, in number and quantity expressions such as:

□ three times **a** year half **an** hour **a** quarter of **an** hour **a** day or so (= 'about a day')
50 cents **a** (= each) litre (notice we can also say '50 cents for one litre')
a week or two (= somewhere between one and two weeks; notice we can also say 'one or two weeks')
a few **a** little **a** huge number of...

We use **a** rather than **one** in the pattern **a...of...** with possessives, as in:

□ She's **a** colleague **of** mine.

□ That's **a** friend **of** Bill's.

C

Before a singular countable noun **one** and **a/an** both refer to one thing:

□ We'll be in Australia for **one** year. (*or* ...**a** year.)

□ Wait here for **one** minute, and I'll be with you. (*or* ...**a** minute...)

Using **one** in sentences like these gives a little more emphasis to the length of time, quantity, amount, etc.:

□ He weighs **one** hundred and twenty kilos! Would you believe it! (using **one** emphasises the weight more than using **a**)

However, we use **one** rather than **a/an** if we want to emphasise that we are talking about *only* one thing or person rather than two or more:

□ Do you want **one** sandwich or two?

□ Are you staying only **one** night?

□ I just took **one** look at her and she started crying.

We use **one**, not **a/an**, in the pattern **one...other/another**:

□ Close **one** eye, and then the **other**.

□ Bees carry pollen from **one** plant to **another**.

We also use **one** in phrases such as **one day**, **one evening**, **one spring**, etc. to mean a particular, but unspecified day, evening, spring, etc.:

□ Hope to see you again **one day**.

□ **One evening**, while he was working late at the office...

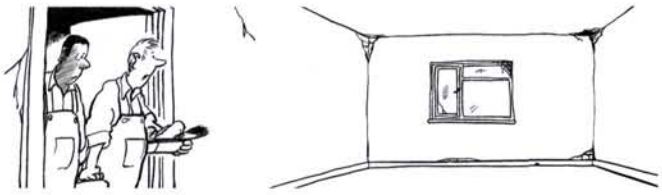
Grammar review: articles → 16–17

44.1 Write a or an in the spaces. (A)

1 ..... unpaid bill
2 ..... DIY shop
3 ..... MA in Russian
4 ..... Euro
5 ..... MiG fighter plane
6 ..... Olympic medal
7 ..... AGM
8 ..... U-turn
9 ..... heirloom
10 ..... NASA space launch
11 ..... UN decision
12 ..... SOS message
13 ..... F grade
14 ..... hero

44.2 Change a/an or one in these sentences if necessary, or write ✓. In which sentences are both a/an and one possible? (B & C)

1 I usually go to the gym four times one week.
2 There's more than one way to solve the problem.
3 I phoned the council to complain, but just got passed on from a person to another.
4 The rate of pay is really good here. You can earn over £20 one hour.
5 Maybe we could go skiing one winter.
6 The apples are 50 cents one kilo.
7 Are you hungry? Would you like one piece of cake?
8 The rules say that there is only one vote per member.
9 You can get seven hours of recording on one disc.
10 'What would Nick like for his birthday?' 'Why don't you ask Emma? She's one good friend of his and will have some ideas.'
11 There's one pen on the floor. Is it yours?
12 The library books are due back in one month.
13 Do you want some of my chips? There are too many here for a person.
14 I'm going to London for one day or two.
15 Either I'll work late tonight or I'll come in early tomorrow, but the report's got to be finished by lunchtime a way or another.
16 It will take more than one morning to finish the decorating.



44.3 Which is more appropriate, a/an or one? If both a/an and one are possible, write them both. (B & C)

1 If you wait ..... second I'll get my coat and come too.
2 I want to see the river ..... last time before I leave.
3 The Queen is visiting the city ..... day in November.
4 It was announced that the plane would be approximately ..... hour late.
5 I could hear the sound of ..... helicopter in the distance.
6 I'd just like to say ..... thing before I go.
7 Martha's baby is ..... year old already.
8 Dinner should be ready in ..... hour or so.
9 Paul came over ..... evening last week.
10 I've painted ..... wall already and I'll do the other tomorrow.
11 I'd like to make ..... point here, Ken, if I may.
12 ..... large number of people had gathered in the square.

Unit 45 A/an, the and zero article (1)

A

We usually use **the** when we talk about things which are unique – there is only one of them (or one set of them):

□ **the world** **the sky** **the atmosphere** **the sun** **the ground** **the climate** **the sea** **the horizon** **the human race** **the environment** **the travel industry** **the arms trade**

We also refer to general geographical areas with **the** as in:

□ **the beach** **the country** **the countryside** **the town** **the seaside** **the forest**

where 'the country' or 'the countryside' means 'the area where there are no towns'. We also talk about:

□ **the past** **the present** **the future**

Notice, however, that some nouns like this can be used with **zero article** (i.e. no article) to refer to a concept in general:

□ **Climate** is one of the many factors involved in changing farming methods. (*or* **The climate...**)
□ The flowers grow best in sandy soil and **sun.** (= sunshine)
□ In autumn the temperature difference between **land** and **sea** reduces. (*or* **...the land** and **the sea...**)

If we want to describe a particular instance of these we can use **a/an.** Compare:

□ I could see the plane high up in **the sky.** *and*
□ When I woke up there was **a bright blue sky.**
□ What are your plans for **the future?** *and*
□ She dreamt of **a future where she could spend more time painting.**

B

We can use **the** when we make generalisations about classes of things using singular countable nouns. (See also Unit 47A.) Compare the use of **the** and **a/an** in these sentences:

□ **The computer** has revolutionised publishing. (this refers to computers in general) *but not* A computer has revolutionised publishing. (computers *in general* have done this, not an individual computer)
□ **The computer** is an important research tool. *and* □ **A computer** is an important research tool. (this statement is true of both the general class and the individual item)

As an alternative to **the + singular countable noun** we can use a plural countable noun to talk about a class of things:

□ **Computers** are an important research tool.

Notice that if **the** is used with plural and uncountable nouns we refer to a specific thing or group:

□ **The computers** have arrived. Where shall I put them?
□ **The music** was wonderful. I could have listened to the orchestra all night.

When we define something or say what is typical of a particular class of people or things, we generally use **a/an** rather than **the:**

□ **A corkscrew** is a gadget for getting corks out of bottles.
□ **A garden** is there to give you pleasure, not to be a constant worry.

C

Some nouns can be used uncountably when we talk about the whole substance or idea, but countably when we talk about an instance or more than one instance of it. When these nouns are used countably we can use **a/an** (and plurals). Compare:

□ I don't drink **coffee.** *and* □ Would you like **a coffee?** (= a cup of coffee)
□ She's got blonde **hair.** *and* □ There's **a hair** in my soup!
□ He shook with **fear.** *and* □ He has **a fear** of heights.

There are many other nouns like this, including **conversation, grammar, importance, iron, pleasure, shampoo, sound.** (For more see GR:H2 & H3.) Some of these nouns (e.g. **grammar, iron**) have different meanings when they are used countably and uncountably (see GR:H3).

Grammar review: articles → I1–I9; countable and uncountable nouns → H1–H3

45.1 Choose one of the following words to complete these sentences. Use the same word in each pair. Add **the** or **a/an** in an appropriate place. (A)

beach **future** **past** **world**

1 a I think the best Australian wine is as good as any in ..... .
  b As a child, Ethel would often daydream about travelling forward in time to ..... very different from the one she lived in.
2 a If we are elected, we will build our policies on the simple belief that our purpose is to create bright ..... for our children rather than achieving short-term goals for ourselves.
  b Although our current financial position is worrying, we have many new orders for our products and ..... is bright.
3 a As I get older, I seem to remember ..... better than things that happened very recently.
  b At the age of 98, Johnson has ..... that goes back to the start of the last century.
4 a If you want to get away from it all, you can take a small boat to deserted ..... on one of the islands.
  b Dear Mum and Dad, We're having a great holiday. The weather's wonderful and we're spending most of our time on ..... .

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

1 We get some strange requests in our shop. We had *the customer/ a customer* in the other day who wanted to buy chocolate-covered ants.
2 It sometimes seems that *the individual/ an individual* can have little impact on the decisions that governments take.
3 The invention of *a car/ the car* is normally attributed to the German engineer Gottlieb Daimler.
4 *The television/ A television* has changed the way we obtain information more than any other modern invention.
5 The campaign against smoking in public places argues that its harmful effects are not confined to *the smoker/ a smoker*.

45.3 Use each of these nouns twice to complete the sentences. Where necessary, add **a/an** at an appropriate place in the sentence. (C)

conversation **grammar** **importance** **iron** **pleasure** **shampoo** **sound**

1 My sisters were clearly having a serious conversation so I didn't like to disturb them.
2 It now gives me great ..... to introduce that marvellous ventriloquist, Marco Lutman.
3 The Nile is of critical ..... to the social and economic life of Egypt.
4 As we walked through the jungle we heard ..... we weren't expecting – the ring of a mobile phone.
5 The failure to teach ..... in schools has caused an overall decline in people's ability to write well.
6 Most red meat is relatively high in ..... .
7 Within a day of washing my hair it starts to feel greasy. I have yet to find ..... to solve this problem.
8 ..... travels at different speeds, depending on the temperature of the air.
9 I got ..... in my eye this morning in the shower and it's made it really sore.
10 It's real ..... to travel by rail in Sweden. The trains are clean and punctual.
11 I have ..... of English printed in 1890 on very thin paper.
12 Because the central government has relocated there, the town of Paraga has taken on ..... out of all proportion to its size.
13 Although he's got ..... he never seems to use it. His shirts are always creased.
14 As she walked into the party, ... ceased and everyone in the crowded room stared at her.

Unit 46 A/an, the and zero article (2)

A

We use **a/an** to say what a person's job is, was, or will be:

- ☐ She was **a company director** when she retired.
- ☐ Against her parents' wishes, she wants to be **a journalist**.

However, when we give a person's job title, or their unique position, we use **the** or **zero article** (i.e. no article), not **a/an**. Compare:

- ☐ She's been appointed (**the**) **head of the company.** *and*
- ☐ I'm **a production manager** at Fino. (= there may be more than one production manager)

After **the position of, the post of,** or **the role of** we use **zero article** before a job title:

- ☐ Dr Simons has taken on **the position of** Head of Department.

B

We usually use **zero article** (i.e. no article) before the name of an individual person or place. However, we use **the** –

☆ when there are two people with the same name and we want to specify which one we are talking about:

- ☐ That's not **the Stephen Fraser** I went to school with.

but compare 'There was **a** Stephen Fraser in my class.' (= a person named Stephen Fraser)

☆ when we want to emphasise that the person we are referring to is the most famous person with that name. Used this way, **the** is stressed and pronounced /ðiː/:

- ☐ Do they mean ***the*** **Ronald Reagan**, or someone else?

☆ with an adjective to describe a person, or another noun which tells us their job:

- ☐ **the late Buddy Holly**
- ☐ **the artist William Turner**

☆ when we talk about a family as a whole:

- ☐ **The Robinsons** are away this weekend.

C

Notice that **a/an**, or sometimes **zero article**, is used with a name when referring to the particular excellent qualities of the person named:

- ☐ Jane plays tennis well, but she'll never be (**a**) **Steffi Graf.**

We also use **a/an** when we refer to an individual example of a product made by a particular manufacturer (e.g I've just bought **a** Mercedes) or a work by a particular artist (e.g. Do you think it could be **a** Van Gogh/**a** Rembrandt?).

You can use **a/an** before a person's name if you don't know the person yourself. Compare:

- ☐ Dr Perch is here for you. (= I know Dr Perch) *and*
- ☐ There's **a** Dr Kenneth Perch on the phone. (= I haven't heard of him before) Do you want to talk to him?

D

In stories and jokes in conversation, **this** is commonly used instead of **a/an** to introduce a new person or thing. Using **this** highlights the person or thing as the topic of what is to come next:

- ☐ As I was walking along, **this** spider (= 'a spider') landed on my head, and...
- ☐ **This** man (= 'a man') goes into a chemist and he says...

E

We use **the** before a *superlative adjective* (**the biggest, the most expensive,** etc.) when the superlative adjective is followed by a noun or defining phrase:

- ☐ He is **the finest** *young player* around at the moment.

However, we can often leave out **the**, particularly in an informal style, when there is no noun or defining phrase after the superlative adjective. Compare:

- ☐ A: Why did you decide to stay in this hotel?
  B: It was (**the**) **cheapest.** *and* It was **the cheapest** I could find.

Grammar review: articles → 11–19

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

1 A special award was given to ..... novelist Ian McMurphy.
2 I've been offered the position of ..... Director of Personnel.
3 I've always wanted to meet ..... Michael Owen.
4 'What make is your computer?' 'It's ..... Mac.'
5 I'm ..... marketing adviser at Unifleet.
6 Let me introduce you to ..... Paula Cox.
7 We met our good friend ..... Jean Wools when we were in ..... Plymouth.
8 I found myself talking to ..... George Bush! Not ..... George Bush, of course, but someone with the same name.
9 Brian's ..... manager of the local football team.
10 I didn't even know Joan was interested in art until I heard that she owns ..... Van Gogh.
11 When Jennie was young she knew ..... Picasso.
12 She was determined to be ..... author.
13 He has been appointed ..... Minister for Industry.
14 She recently became ..... minister in the new government.
15 We're going on holiday with ..... Smiths.
16 He's really keen on playing football. He likes to think of himself as ..... Ronaldo.
17 ..... Linda Green is outside. Do you want to see her?

46.2 If the underlined the can be left out of these sentences, put brackets around it. (E)

1 It's <u>the</u> best ice-cream I've ever tasted.
2 Jack's boat wasn't the most elegant in the harbour, but it was certainly <u>the</u> biggest.
3 I thought the second competitor was <u>the</u> best, even though he didn't win a prize.
4 This is by far <u>the</u> most valuable painting in the collection.
5 'Why did you ask Jim to go first?' 'Because he's <u>the</u> oldest.'
6 Sapphires occur in a variety of colours, but blue ones are <u>the</u> most valuable.
7 The Pacific is <u>the</u> biggest ocean in the world.
8 It's supposed to be <u>the</u> oldest post office in the country.

46.3 Complete the text with a/an, the, zero article or this. Give alternatives where possible. (Units 45 & 46)

Send Now | Send Later | Save as Draft | Add Attachments | Signature | Options | Rewrap

Something very strange happened to me the other night. As I was going home (1) ..... man came up to me. He had (2) ..... untidy hair and (3) ..... paint all over his clothes. He told me that he was (4) ..... head of the local council and that he was offering me a job as (5) ..... road sweeper. He said that (6) ..... road sweeper earns a great deal of money and that I would have (7) ..... responsibility for miles of roads. Well, I just said 'No thanks' and walked on. When I looked back he had stopped (8) ..... woman. He was telling her that he was (9) ..... President of the United States and that he wanted her to be (10) ..... Defence Secretary...

Unit 47 A/an, the and zero article (3)

A

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. (= this particular music)

B

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 arrived on **a Saturday** as far as I can remember. (we are only interested in the day of the week, not which particular Saturday)
- □ They arrived on **the Saturday** after my birthday. (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 1992.

We say 'in the New Year' to mean near the beginning of next year:

- □ I'll see you again in **the New Year**.

When we want to describe the features of a particular holiday, season, or other period of time and say that it was somehow special when compared with others, we can use **It/That was... + a/an + noun + modifying phrase**. Compare:

- □ That was **a** winter I'll never forget. (= compared to other winters it was unforgettable) *and*
- □ That was **the** winter we went to Norway. (= a statement about a particular winter)

C

We use **zero article** with times of the day and night such as **midnight, midday,** and **noon**:

- □ If possible, I'd like it finished by **midday**. □ **Midnight** couldn't come quickly enough.

But notice that we can say either **the dawn** or **dawn**:

- □ He got back into bed and waited for **(the) dawn**.

We use **the + morning/afternoon/evening** for a day which is understood or already specified:

- □ I enjoyed **the morning**, but in **the afternoon** the course was boring. But compare:
- □ **Morning** is the time I work best. (= mornings in general; **The morning**... is also possible)
- □ I'll be there **by (the) morning/evening**. (*but* ...**by the afternoon**, *not* ...by afternoon)
- □ I waited **all morning**. (*more usual than* all the morning/afternoon, etc.)
- □ 'You look upset.' 'Yes, I've had **a** terrible **morning**.' (= compared to other mornings)

D

We use **by + zero article** to talk about means of transport and communication, including **go/travel *by* car/taxi/bus/plane/train/air/sea; contact/communicate *by* post/email/phone.** Compare:

- □ I generally go **by bus** to work. *and* □ I generally take **the bus** to work.

E

We often use **zero article** in patterns where repeated or related words are joined by a preposition and used with a general meaning:

- □ The government makes grants according to criteria that differ from **region to region**.

Other examples include **person to person, back to back, end to end, face to face, side by side, start to finish, day by day, put pen to paper.**

Grammar review: articles → 11–19

47.1 Complete these sentences using one of these words. Use **the** where necessary. Use the *same* word in both (a) and (b) in each pair. (A)

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

1 a ..... as young as ten are working in the clothing industry.
  b While you're painting the sitting room, I'll take ..... over to the park.
2 a As the soil quality deteriorated, so too did ..... on which the region depended.
  b Around 60% of the labour force in the county is supported by ..... .
3 a Around the world ..... are being threatened by rising sea levels.
  b ..... off the east coast of Malaysia are beautiful.
4 a I've been really busy at work, so I'm really looking forward to ..... .
  b ..... in the Brazilian rainforests are now becoming popular with adventurous travellers.
5 a Farmers will be hoping for ..... in the next few weeks.
  b Last night ..... was torrential.
6 a I've left ..... I owe you on your desk.
  b It is said that ..... is the root of all evil.
7 a Using the new software, ... will be able to monitor their children's use of the Internet.
  b ..... of Paul Thomas claimed that he was at home at the time of the robbery.
8 a It isn't known how ..... started.
  b Animals fear ..... more than anything else.

47.2 Write **a/an**, the or **zero article (–)**, whichever is more likely, in the spaces in these sentences. Where more than one answer is possible, consider any difference in meaning. (B, C & D)

1 a Do you remember when Mark and Julie came over and had that terrible row? That was ..... day I wouldn't want to go through again.
  b I couldn't go to Jane's party. It was ..... day I was babysitting for Derek and Linda.
2 a 'Shall we go out walking on ..... Sunday?' 'No, I'm busy this weekend.'
  b I know the meeting will be on ..... Sunday in June, but I don't know the exact date yet.
3 a Are you talking about ..... Christmas we spent in Sweden?
  b I'll see you again after ..... Christmas.
4 a The exam results will be sent by ..... post on 24th August.
  b The application forms came in ..... post this morning.
5 a I'd been working in the garden all ..... afternoon and my back ached.
  b I've spent ..... afternoon on the phone to my mother.
6 a That old coat of yours won't be warm enough for ..... winter.
  b 'I haven't seen Jack for months.' 'He's been away in South Africa for ..... winter.'
7 a The early train to Cambridge was cancelled so I had to go by ..... car.
  b It's raining so I think I'll take ..... car.

47.3 Complete the sentences using one of the phrases in E. (E)

1 They sat ..... on the bench looking out over the countryside.
2 She was in hospital for several weeks, but ..... her health improved.
3 Tiger Woods is celebrating ..... victories in his last three golf tournaments.
4 The island is so small you can walk from ..... in about an hour.
5 The disease is easily spread from ..... .

Unit 48 Some and any

Some

A

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 /səm/.

We don't use **some** to make general statements about whole classes of things or people (GR:I8 & I9):

- □ **Furniture** can be an expensive item when you buy your first home.
- □ **Babies** need lots of care and attention.

B

Some is used before a number to mean 'approximately':

- □ **Some** eighty per cent of all residents took part in the vote. (= approximately eighty per cent; beginning 'Eighty per cent...' suggests a more precise figure)

When it is used in this way, **some** is usually pronounced /sʌm/.

C

When we can't say exactly which person or thing we are talking about because we don't know, can't remember, or want to emphasise that it is not important, we can use **some** instead of **a/an** with a singular noun. When it is used in this way, **some** is usually pronounced /sʌm/.

- □ He was interrupted twice by **some** troublemaker in the audience.

We use the phrase **some(thing) or other** in a similar way:

- □ I bought them from **some** shop **or other** in New Street. (*not* ...from a shop or other...)

Any

D

We usually use **any** not **some** (and **anyone, anything,** etc. not **someone, something,** etc.) –

- ☆ in non-affirmative contexts; that is, lacking positive, affirmative meaning.
- ☆ to refer to non-specific, unspecified things.

For example, we generally use **any** in sentences with a negative meaning when they include negative adverbs such as **barely, hardly, never, rarely, scarcely, seldom**; negative verbs such as **deny, fail, forbid, prevent, prohibit, refuse**; negative adjectives such as **impossible, reluctant, unable, unlikely**; and the preposition **without**:

- □ There's *hardly* **any** sugar left. We must get some when we go shopping.
- □ I boarded up the windows to *prevent* **any** damage during the storm.
- □ It was *impossible* to see **anything** in the dark.
- □ We didn't have tickets, but we got into the stadium *without* **any** difficulty.

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

- ☆ when **some** (pronounced /sʌm/) has the implication 'not all' (see I13):
  - □ We were able to *prevent* **some** damage to the house. (= but not all of it)
  - □ I talk to colleagues *before* I take **some** decisions, but this one I had to decide on my own.
- ☆ when the basic meaning is positive:
  - □ **Somebody** isn't telling the truth. (= There is some person (who isn't telling the truth))
- ☆ when we are talking about a particular but unspecified person or thing:
  - □ I was *reluctant* to repeat **something** so critical of Paul. (= a specific criticism)

E

We often use **any** in clauses that begin with **before**, and with comparisons:

- □ I cleared up the mess *before* **anyone** saw it. ('...before someone saw it' suggests that I have a particular person in mind who might see it)
- □ She has as good a chance *as* **anybody** of winning the race.
- □ The material felt *softer than* **anything** she had ever touched before.

Grammar review: *some* → I10–I14, *any* → I15–I19, *anyone, someone,* etc. → I20–I21

48.1 Complete the sentences with **some** or **zero article (-)**. If both **some** and **zero article** are possible with little difference in meaning, write **(some)**. (A & GR I10–I14)

1 There have been ..... allegations of corruption in the government.
2 If you're going to the library, could you take back ..... books that I've finished reading?
3 The price of ..... coffee is at an all-time low.
4 The door kept flying open in the wind so I tied it up with ..... string.
5 I'm going into town to buy ..... clothes.
6 Tony knows more about ..... jazz than anyone I've every met.
7 It costs much more to make ..... films today than 10 years ago.
8 I need to get ..... bread from the supermarket.

48.2 Rewrite these newspaper headlines in your own words using **some** to mean 'approximately'. The first is done for you. (B)

1 **250 people charged with assault following Molton riots**

Some 250 people have been charged with assault following the Molton riots.

2 **30% OF ALL CITY BUSES FOUND TO BE UNSAFE**

3 **Unexploded bomb found 5 miles from Newham centre**

4 **25% OF ELECTRICITY FROM WIND BY 2020**

5 **200 jobs to be lost at Encon steel works**

48.3 Complete the sentences in any appropriate way using **some + singular noun** or **some + singular noun + or other**. The first is done for you. (C)

1 I don't know where I got the information from. I must have heard it on some radio programme (or other).
2 I don't know where Richard is. He's probably .....
3 I don't know where the book is. Maybe I lent it .....
4 I don't know where Maggie works. I think it's in .....
5 I don't know why Ken is still at work. Perhaps he's got to .....

48.4 Complete these sentences with **some, someone, something, any, anyone** or **anything**. Where both **some(one/thing)** or **any(one/thing)** are possible, write them both and consider any difference in meaning. (D & E)

1 John worked hard at learning Japanese but failed to make ..... real progress.
2 I was unable to eat ..... of the food.
3 I always offer to help organise school concerts, but there is seldom ..... for me to do.
4 Janet Jones is ..... I rarely see these days.
5 He denied that he had done ..... wrong.
6 I always get to work before ..... else.
7 The theatre is unlikely to have ..... tickets left for tonight's performance.
8 Despite rowing as hard as we could, we had progressed barely ..... distance from the shore.
9 ..... parents never seem to have time to sit down and talk to their children.
10 The regulations of the game forbid ..... ball to rise above shoulder height.
11 When I last lent my laptop to a friend it came back damaged, so I'm reluctant to lend it to ..... else.
12 She valued friendship more than ..... in the world.

Unit 49 No, none (of) and not any

A We can use **no** and **none** (**of**) instead of **not a** or **not any** for particular emphasis. Compare:

- ☐ There **isn't a** train until tomorrow. *and* There's **no** train until tomorrow. (more emphatic)
- ☐ She **didn't** give me **any** help at all. *and* She gave me **no** help at all.
- ☐ Sorry, there **isn't any** left. *and* Sorry, there's **none** left.
- ☐ He **didn't** have **any** of the usual symptoms. *and* He had **none of** the usual symptoms.

We use other pairs of negative words and phrases in a similar way:

- ☐ There **isn't anyone/anybody** here. *and* There's **no-one/nobody** here. (more emphatic)
- ☐ I **haven't** got **anything** to wear for the party. *and* I've got **nothing** to wear for the party.
- ☐ She **wasn't anywhere** to be seen. *and* She was **nowhere** to be seen.
- ☐ Why **don't** you **ever** call me? *and* Why do you **never** call me?

B We don't usually use **not a/any, not anyone**, etc. in initial position in a sentence or clause, or straight after **and, but** or **that** at the beginning of a clause. Instead we use **no, none of, no-one**, etc.:

- ☐ **No** force was needed to make them move. (*not* Not any force was needed...)
- ☐ Most players are under 16 *and* **none of** them is over 20. (*not* ...and not any of them...)
- ☐ We arranged the meeting, *but* **no-one** came. (*not* ...but not anyone...)
- ☐ I'm sure *that* **nothing** can go wrong. (*not* ...that not anything can...)

C In a formal or literary style we can use **not a** in initial position or after **and, but** or **that** (see also Unit 100):

- ☐ **Not a** sound came from the room. (*less formally* There wasn't a sound from the room.)
- ☐ She kept so quiet *that* **not a** soul in the house knew she was there.

D After **no**, we can often use either a singular or a plural noun with little difference in meaning, although a singular noun is usually more formal:

- ☐ **No answers** could be found. (*or more formally* **No answer**...)
- ☐ We want to go to the island but there are **no boats** to take us. (*or more formally* ...there is **no boat**.)

However, we use a *singular* noun in situations where we would expect one of something, and a *plural* noun where we would expect more than one. Compare:

- ☐ I phoned Sarah at home, but there *was* **no answer**. (*not* ...but there were no answers.) *and*
- ☐ He seems very lonely at school, and *has* **no friends**. (*not* ...no friend.)

E We can give special emphasis to **no** or **none of** using phrases like **no amount of** with uncountable nouns, **not one.../ not a single...** with singular countable nouns, and **not one of...** with plural nouns:

- ☐ The company is so badly managed that **no amount of** *investment* will make it successful.
- ☐ It was clear that **no amount of** *planning* could have improved the situation.
- ☐ **Not one** *person* remembered my birthday. (*or* **Not a single** *person*...)
- ☐ **Not one of** *the families* affected by the noise wants to move.

F Some phrases with **no** are commonly used in informal spoken English: **No wonder** (= it's not surprising); **No idea** (= I don't know); **No comment** (= I have nothing to say); **No way, No chance** (= emphatic ways of saying 'no', particularly to express refusal to do or believe something); **No problem, No bother** (= it isn't/wasn't difficult to do something):

- ☐ 'The computer's not working again.' '**No wonder**. It's not plugged in!'
- ☐ 'Thanks for the lift.' '**No problem**. I had to go past the station anyway.'

Grammar review: *no, none* → 129–134

49.1 Complete the sentences with a word or phrase from (i) followed by a word or phrase from (ii). Use each word or phrase once only. (A–C)

(i)

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

(ii)

a drop	else	going to get
heard	the hotels	~~in the cupboard~~
point	wrong	

1 Where are the biscuits? There's none in the cupboard.
2 We left the house as quietly as possible and ..... us.
3 ..... was spilt as she poured the liquid into the flask.
4 Jack was determined to leave and I knew that there was ..... in protesting.
5 The door was locked and he had ..... to go.
6 I found that ..... in the city centre had any rooms left.
7 Tom's so lazy. Is he ..... a job?
8 The doctors reassured Emily that they could find ..... with her.

49.2 Look again at the sentences in 49.1. Which of them can you rewrite to make less emphatic using **not (n't) any/anyone**, etc.? (A–B)

49.3 If necessary, suggest changes to any parts of these sentences that are unlikely. (D)

1 There were no televisions in the hotel room so I went out to see a film.
2 I was surprised to find that there were no books on football in the library.
3 The car was very old and had no seatbelt.
4 I returned the cheque to Mr Wallis because there were no signatures on it.
5 The park was just a large area of grass with no tree.
6 When I opened the packet I found there was no sweet in it.
7 I phoned Dr Owen this morning, but there was no reply.
8 When I got to the shop there was no newspaper left.

49.4 Complete these sentences in any appropriate way beginning **not one (of)** or **no amount of**. (E)

1 I made lots of cakes for the party but 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 in F to complete these sentences. (F)

1 'Can you give me a lift to the station?' '..... I'll pick you up at 8.00.'
2 'I've got a headache.' '..... You've been in front of that computer screen for hours.'
3 'Do you think Kim will pass her maths?' '..... She just doesn't work hard enough.'
4 'Where's Barry?' '..... Last time I saw him he was in the kitchen.'
5 'I'm from the *Daily News*, Dr James. Do you have anything to say about the accusation that you stole from your patients?' '..... Goodbye.'

Unit 50 Much (of), many (of), a lot of, lots (of), etc.

A

In affirmative sentences we generally use **a lot of** and **lots (of)** rather than **much (of)** and **many (of)**, particularly in informal contexts. However, there are a number of exceptions –

☆ In formal contexts, such as academic writing, **much (of)** and **many (of)** are often preferred. We can also use phrases such as **a large/considerable/substantial amount of** (with uncountable nouns), or **a large/considerable/great/substantial number of** (with plural nouns):

- □ **Much** debate has been heard about Thornton's new book.
- □ There could be **many** explanations for this.
- □ **Much of** her fiction describes women in unhappy marriages.
- □ **A large amount of** the food was inedible. (*or* **Much of...**)
- □ The book contains **a large number of** pictures, many in colour. (*or* **...many...**)

☆ In formal contexts we can use **much** and **many** as pronouns:

- □ There is no guarantee of a full recovery. **Much** depends on how well she responds to treatment.
- □ The government's policies have done **much** to reduce unemployment.
- □ **Many** (= many people) have argued that she is the finest poet of our generation.
- □ Not once did I see a tiger in the jungle, although I heard **many**. (referring back to 'tiger(s)')

☆ We usually use **many** rather than **a lot of** or **lots of** with time expressions (**days, minutes, months, weeks, years**) and **number + of** (e.g. **thousands of voters, millions of pounds**):

- □ We used to spend **many** *hours* driving to Melbourne and back.
- □ He was the founder of a company now worth **many** *millions of pounds*.

B

We can use **many** following **the, my, its, his, her,** etc. and plural countable nouns:

- □ Among *the* **many** *unknowns* after the earthquake is the extent of damage to the foundations of buildings.
- □ The gallery is exhibiting some of *his* **many** *famous paintings of ships*.

We can use the phrase **many a** with a singular noun to talk about a repeated event or a large number of people or things:

- □ The manager must have spent **many a** *sleepless night* worrying about his team selection.
- □ **Many a** *pupil* at the school will be pleased that Latin is no longer compulsory.

C

To emphasise that we are talking about a large number we can use **a good/great many** with a plural noun:

- □ She has **a good/great many** *friends* in New Zealand.

To emphasise that we are talking about a large amount we can use **a good/great deal of** with a singular or uncountable noun:

- □ **A good/great deal of** *the exhibition* was devoted to her recent work.

D

We use **far** (not 'much' or 'many') before **too many + a plural countable noun** or **too much + an uncountable noun**:

- □ **Far too many** *students* failed the end-of-year maths exam. (*not* Much/Many too many...)
- □ **Far too much** *time* is wasted filling in forms. (*not* Much/Many too much time...)

E

We often use **plenty of** instead of **a lot of** or **lots of** with uncountable and plural countable nouns. However, **plenty of** means 'enough, or more than enough' and is therefore not likely in certain contexts. Compare:

- □ We took **lots of** food and drink on our walk through the hills. (*or* **...plenty of...**) *and*
- □ Jim doesn't look well. He's lost **a lot of** weight. ('plenty of' is unlikely here)

Grammar review: *much (of), many (of), a lot of, lots (of)* → 138–142

50.1 Make corrections or improvements to these extracts from conversations (1–3) and from academic writing (4–6). (A, C, D & E)

1 Sheila's had many problems with her back for a lot of years. She's having an operation next week and she won't be back at work for a good deal of weeks afterwards.
2 'There's bound to be much traffic on the way to the station. Perhaps we should leave now.' 'Don't worry, there's plenty time left, and at this time of day many people will already be at work.'
3 Many think that hedgehogs are very rare nowadays, but when I was in Wales I saw many.
4 A lot have claimed that Professor Dowman's study on current attitudes to politics is flawed. One criticism is that much too many people questioned in the survey were under 18.
5 A lot of research has been conducted on the influence of diet on health, with a lot of studies focusing on the relationship between fat intake and heart disease. However, a lot remains to be done.
6 While it is true that a lot of thousands of jobs were lost with the decline of the northern coal and steel industries, a lot of advantages have also followed. Much too many cases of lung disease were recorded in the region, but with lower levels of pollution the number has declined. In addition, a great deal of hi-tech companies have moved in to take advantage of the newly available workforce.

50.2 Complete the sentences with either **the/my/its/his/her many** or **many a/an** and then one of the following. (B)

coffee shops	**expeditions**	~~**German relatives**~~	**golf courses**
letters	**ship**	**sunny afternoon**	**teacher**

1 She went to stay in Munich with one of her many German relatives.
2 I spent ..... sitting on the terrace looking out over the hills.
3 ..... has been lost in the treacherous waters off the south coast of the island.
4 The town is most famous for ..... that attract players from all over the world.
5 Since the end of last year he has refused to speak to me on the phone or answer ..... .
6 Jo Granger accompanied Colonel Smithers on ..... to the Himalayas and the Andes.
7 ..... will be looking forward to the start of the school holidays at the end of the week.
8 I walked into the first of ..... along the High Street and ordered an espresso.

50.3 Write **plenty of** if it is appropriate in these sentences. If not, use **a lot of**. (E)

1 It will be very hot on the journey, so make sure you bring ..... drinking water.
2 ..... staff at the hospital have come down with a mysterious illness.
3 He didn't have ..... money left, so he decided to catch the bus rather than take a taxi.
4 We were surprised when ..... students failed to attend the lecture.
5 I'm looking forward to a relaxing holiday, and I'm taking ..... books to read.

Unit 51 All (of), whole, every, each

All (of)

A

We sometimes use **all** after the noun it refers to:

- □ *His songs* **all** sound much the same to me. (*or* **All (of)** *his songs* sound...)
- □ *We* **all** think Ann's working too hard. (*or* **All of** *us* think...)

Notice that we usually put **all** after the verb **be** and after the first auxiliary verb if there is one:

- □ They *are* **all** going to Athens during the vacation. (*not* They all are going...)
- □ You *should* **all** have three question papers. (*not* You all should have...; however, note that we can say 'You all should have...' for particular emphasis in spoken English)

B

To make negative sentences with **all (of)** we usually use **not all (of)** rather than **all...not** (although **all...not** is sometimes used in informal spoken English):

- □ **Not all (of)** the seats were taken. *or* The seats were **not all** taken.

Note that **not all** and **none of** have a different meaning. Compare:

- □ **Not all** my cousins were at the wedding. (= some of them were there) *and*
- □ **None of** my cousins were at the wedding. (= not one of them was there)

All and whole

C

Before singular countable nouns we usually use **the whole** rather than **all the**:

- □ They weren't able to stay for **the whole** concert. (*rather than*...for all the concert.)

However, we can also say **all + day/week/night/month/winter**, etc. (*but not usually* all October/ 2001/ 21st May, etc.; **all Monday/Tuesday**, etc. are only usually used in informal contexts); **all the time, all the way**; and in informal speech we can use **all the** with things that we see as being made up of parts (**all the world/house/city/country/department**, etc.):

- □ She spent **the whole** *winter* in the south of Spain. (*or* ...**all** *winter*...)
- □ After the fire **the whole** *city* was covered in dust. (*or* ...**all** *the city*... in informal speech)

Notice that we can use **entire** instead of **whole** immediately before a noun:

- □ The **whole/entire** building has recently been renovated.

Before plural nouns we can use **all (of)** or **whole**, but they have different meanings. Compare:

- □ **All (of) the towns** had their electricity cut off. (= every town in an area) *and*
- □ After the storm, **whole towns** were left without electricity. (= some towns were completely affected; note that we don't say '...whole the towns...')

Every and each

D

Often we can use **every** or **each** with little difference in meaning. However, we use **every** –

- ☆ with **almost, nearly, virtually**, etc. to emphasise we are talking about a group as a whole:
  - □ *Almost* **every** visitor stopped and stared. (*not* Almost each visitor...)
- ☆ with a plural noun when **every** is followed by a number:
  - □ I go to the dentist **every** six months. (*rather than* ...each six months.)
- ☆ in phrases referring to regular or repeated events such as: **every other (kilometre), every single (day), every so often, every few (months)**, and **every now and again** (= occasionally)
- ☆ with abstract uncountable nouns such as **chance, confidence, hope, reason**, and **sympathy** to show a positive attitude to what we are saying. Here **every** means 'complete' or 'total':
  - □ She has **every** *chance* of success in her application for the job.

We use **each** –

- ☆ when we are talking about both people or things in a pair:
  - □ I only had two suitcases, but **each** one weighed over 20 kilos.
- ☆ as a pronoun:
  - □ I asked many people and **each** gave the same answer. (*or* ...**each/every** one gave...)

Grammar review: *all (of)* → 143-144; *each/every* → 145-146

51.1 Put **all** in the more appropriate space in each sentence. (A)

1 They ..... were ..... sitting around the table waiting for me.
2 You ..... can ..... stay for dinner if you want.
3 It ..... had ..... happened so quickly, I couldn't remember much about it.
4 We ..... are ..... going to be late if we don't hurry.
5 ..... the children ..... started to speak at once.
6 We have ..... been ..... involved in the decision.

51.2 Underline the more appropriate answer. If both are possible, underline them both. (C)

1 *All the process/ The whole process* takes only a few minutes.
2 *All areas of the country/ Whole areas of the country* have been devastated by the floods, although others haven't had rain for months.
3 *All the trip/ The whole trip* cost me less than $1000.
4 The new rail network links *all of the towns/ whole towns* in the region.
5 When I picked up the book I found that *all of the pages/ whole pages* had been ripped out. There wasn't a single one left.
6 The new heating system makes *all the building/ the whole building* warmer.
7 *All the room/ The whole room* was full of books.

51.3 Complete these sentences with **every** or **each**, whichever is more appropriate. If you can use either **every** or **each**, write them both. (D)

1 I had ..... reason to believe that she would keep my secret.
2 The ten lucky winners will ..... receive £1000.
3 We've discussed the problem in virtually ..... meeting for the last year.
4 Hugh sends us a postcard from ..... place he visits.
5 In a rugby league game ..... side has 13 players.
6 They had to take out ..... single part of the engine and clean it.
7 Antibiotics were given to ..... child in the school as a precaution.
8 The two girls walked in, ... one carrying a bouquet of flowers.
9 ..... household in the country is to be sent a copy of a booklet giving advice on first aid.
10 There is a small picture on ..... page of the book.
11 You should take two tablets ..... four hours.
12 The exam is three hours in total and we have to answer six questions, so we have about half an hour for ..... answer.

51.4 Find any mistakes in the italicised parts of this text and suggest corrections. (A–D)

(1) *Each so often* I like to invite (2) *my entire family* – my parents, six brothers and their families – over for dinner on Saturday evening. My parents are quite old now, so I like to see them (3) *each few weeks*. It's quite a lot of work and I usually spend (4) *all Friday* shopping and cooking. Some of my family are fussy about what they eat, so I generally have to cook different things for (5) *every of them*. Fortunately, (6) *all the food doesn't usually get eaten*, so I have plenty left for the rest of the week. (7) *None of my brothers always come*, but the ones who live locally usually do. This time (8) *Neil and his family all were on holiday* so they couldn't make it. (9) *We had all a great time* and we spent (10) *the whole evening* talking about when we were children.

Unit 52 Few, little, less, fewer

A

We often use (a) **few** and (a) **little** with nouns. However, we can also use them as pronouns:

- □ **Little** is known about the painter's early life.
- □ It is a part of the world visited by **few**. (= few people)
- □ Do you want a chocolate? There's still **a few** left. (= a few chocolates)
- □ The password is known by only **a few**. (= a few people)
- □ 'Do you know anything about car engines?' '**A little**.' (= I know a little about car engines)

Note that **quite a few** means 'quite a large number':

- □ She's been away from work for **quite a few** weeks.

B

We can use **the few** and **the little** followed by a noun to suggest 'not enough' when we talk about a group of things or people (with **few**) or part of a group or amount (with **little**):

- □ It's one of **the few** shops in the city centre where you can buy food.
- □ We should use **the little** time we have available to discuss Jon's proposal.

Instead of **the few/little** we can use **what few/little** to mean 'the small (number/amount)':

- □ She gave **what little** money she had in her purse to the man. (*or* ...**the little** money...)
- □ **What few** visitors we have are always made welcome. (*or* **The few** visitors...)

Notice that we can also say 'She gave **what/the little** she had...' and '**What/The few** we have...' when it is clear from the context what is being referred to.

We can use **few** (but rarely **little**) after personal pronouns (**my**, **her**, etc.) and **these** and **those**:

- □ I learned to play golf during **my few** days off during the summer.
- □ She put **her few** clothes into a bag, and walked out of the house for ever.
- □ **These few** miles of motorway have taken over ten years to build.

C

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

- □ Sorry I haven't finished, I **haven't** had **much** time today. (*rather than* ...I had little time...)
- □ I won't be long. I've **only** got **a few** things to get. (*rather than* ...I've got few things...)
- □ Want **a bit** of chocolate? (*rather than* ...a little chocolate?)

In more formal contexts, such as academic writing, we generally prefer **few** and **little**:

- □ The results take **little** account of personal preference. (*rather than* ...don't take much...)

D

less (than) and fewer (than)

We use **less** with uncountable nouns and **fewer** with plural countable nouns:

- □ You should eat **less pasta**.
- □ There are **fewer cars** on the road today.

Less is sometimes used with a plural countable noun (e.g. ...**less cars**...), particularly in conversation. However, this is grammatically incorrect.

We use **less than** with a noun phrase indicating an amount:

- □ I used to earn **less than** *a pound a week* when I first started work.

Less than is sometimes also used with a noun phrase referring to a group of things or people, particularly in conversation. However, some people think this is incorrect, particularly in formal contexts, and that **fewer than** should be used instead:

- □ There were **fewer than** *twenty students* present. (*or informally* ...**less than**...)

When we talk about a distance or a sum of money we use **less than**, not **fewer than**:

- □ The beach is **less than** a mile away.

To emphasise that a number is surprisingly large we can use **no less than** or **no fewer than**:

- □ The team has had **no fewer than** ten managers in just five years. (*or* ...**no less than**...)

Notice that we prefer **no less than** with percentages, periods of time and quantities:

- □ Profits have increased by **no less than** 95% in the last year. (*rather than* ...no fewer than...)

Grammar review: *few, little, less* → 147–152