# Contents

To the student 1

1 The sentence 2
  1.1 Sentence word order 2  
  1.2 The simple sentence: verbs with and without objects 4  
  1.3 The simple sentence: direct and indirect objects 6  
  1.4 The compound sentence 8  
  1.5 The complex sentence: noun clauses 10  
  1.6 The complex sentence: relative pronouns and clauses 12  
  1.7 The complex sentence: ‘whose’; defining/non-defining clauses 14  
  1.8 The complex sentence: time, place, manner 16  
  1.9 The complex sentence: reason and contrast 18  
  1.10 The complex sentence: purpose, result and comparison 20  
  1.11 The complex sentence: present participle constructions 22  
  1.12 The complex sentence: perfect/past participle constructions 24

2 Nouns 26
  2.1 One-word nouns 26  
  2.2 Compound nouns 28  
  2.3 Countable and uncountable nouns (1) 30  
  2.4 Countable and uncountable nouns (2) 32  
  2.5 Number (singular and plural) (1) 34  
  2.6 Number (singular and plural) (2) 36  
  2.7 Gender 38  
  2.8 The genitive 40

3 Articles 42
  3.1 The indefinite article: ‘a/an’ (1) 42  
  3.2 The indefinite article: ‘a/an’ (2) 44  
  3.3 The definite article: ‘the’ (1) 46  
  3.4 The definite article: ‘the’ (2) 48  
  3.5 The zero article (1) 50  
  3.6 The zero article (2) 52

4 Pronouns 54
  4.1 Personal pronouns 54  
  4.2 ‘One’ 56  
  4.3 ‘It’ and ‘one/some/any/none’ 58  
  4.4 Possessive adjectives and possessive pronouns (‘my/mine’) 60  
  4.5 Reflexive pronouns (‘myself’) 62  
  4.6 Demonstrative adjs/prons (‘this’); ‘some/any/no’ compounds (‘someone’) 64

5 Quantity 66
  5.1 Quantifiers + countable and uncountable nouns 66  
  5.2 General and specific references to quantity 68  
  5.3 Uses of ‘some’, ‘any’, ‘no’ and ‘none’ 70  
  5.4 ‘Much’, ‘many’, ‘a lot of’, ‘(a) few’, ‘(a) little’, ‘fewer’, ‘less’ 72  
  5.5 ‘Both’ and ‘all’ 74  
  5.6 ‘All (the)’, ‘(a/the) whole’, ‘each’ and ‘every’ 76  
  5.7 ‘Another’, ‘(the) other(s)’, ‘either’, ‘neither’, ‘each (one of)’ 78
6 Adjectives
6.1 Formation of adjectives 80
6.2 Position of adjectives 82
6.3 Adjectives that behave like nouns; '-ed/-ing' endings 84
6.4 Adjectives after 'be', 'seem', etc.; word order of adjectives 86
6.5 The comparison of adjectives 88

7 Adverbs
7.1 Adverbs of manner 90
7.2 Adverbs of time 92
7.3 Adverbial phrases of duration 94
7.4 Adverbs of frequency 96
7.5 Adverbs of degree 98
7.6 Intensifiers 100
7.7 Focus adverbs 102
7.8 Viewpoint adverbs, connecting adverbs and inversion 104

8 Prepositions, adverb particles and phrasal verbs
8.1 Prepositions, adverb particles and conjunctions 106
8.2 Prepositions of movement and position; prepositions of time 108
8.3 Particular prepositions, particles: contrasts (1) 110
8.4 Particular prepositions, particles: contrasts (2) 112
8.5 Particular prepositions, particles: contrasts (3) 114
8.6 Phrasal verbs: Type 1, verb + preposition (transitive) 116
8.7 Phrasal verbs: Type 2, verb + particle (transitive) 118
8.8 Phrasal verbs: Type 3, verb + particle (intransitive) 120

9 Verbs, verb tenses, imperatives
9.1 The simple present and present progressive tenses (1) 122
9.2 The simple present and present progressive tenses (2) 124
9.3 The simple past tense 126
9.4 The simple past and past progressive tenses 128
9.5 The simple present perfect and present perfect progressive 130
9.6 The simple past perfect and past perfect progressive tenses 132
9.7 The simple future tense 134
9.8 The simple future, the future progressive, the future perfect 136
9.9 'Going to' and other ways of expressing the future 138
9.10 The imperative 140

10 Be, Have, Do
10.1 'Be' as a full verb (1) 142
10.2 'Be' as a full verb (2) 144
10.3 'There'*'be' 146
10.4 Verbs related in meaning to 'be' 148
10.5 'Have' as a full verb = 'possess'; 'have got' = 'possess' 150
10.6 'Have' as a full verb meaning 'eat', 'enjoy', etc. 152
10.7 'Do' as a full verb 154

11 Modal auxiliaries and related verbs
11.1 The two uses of modal verbs 156
11.2 Uses of modals (etc.) to express ability and inability 158
11.3 Uses of modals (etc.) to express permission and prohibition 160
11.4 Uses of modals (etc.) to express certainty and possibility 162
11.5 Uses of modals to express deduction 164
11.6 Uses of modals for offers, requests and suggestions 166
11.7 Expressing wishes, etc.: 'I wish', 'if only', 'it's (high) time' 168
11.8 Expressing preferences: 'would rather' and 'would sooner' 170
11.9 'It's advisable ...'/'It's necessary ...' 172
11.10 'It isn't advisable ...'/'It isn't necessary ...'/'It's forbidden' 174
11.11 Modals to express habit: 'used to', 'will' and 'would' 176
11.12 'Need'and'dare'as modals and as full verbs 178
11.13 'Would/wouldn't'; 'that ...should'; 'there' + modal 180

12 The passive and the causative 182
12.1 General information about form 182
12.2 Uses of the passive 184
12.3 Form and use of the causative 186

13 Questions, answers, negatives 188
13.1 Yes/No questions, negative statements, Yes/No answers 188
13.2 Alternative negative forms and negative questions 190
13.3 Tag questions and echo tags 192
13.4 Additions and responses 194
13.5 Question-word questions (1):'Who(m)...?';'What...?' 196
13.6 Question-word questions (2): 'When?', 'Where?', 'Which?', 'Whose?' 198
13.7 Question-word questions: (3): 'Why?', 'How?' 200
13.8 Subject-questions:'Who?','What?','Which?','Whose?' 202
13.9 Questions about alternatives; emphatic questions with'ever' 204

14 Conditional sentences 206
14.1 Type 1 conditionals, 206
14.2 Type 2 conditionals 208
14.3 Type 3 conditionals 210
14.4 Mixed conditionals;'unless/if... not', etc. 212

15 Direct and indirect speech 214
15.1 Direct speech 214
15.2 'Say','tell'and'ask' 216
15.3 Indirect statements with tense changes 218
15.4 Indirect questions with tense changes 220
15.5 Uses of the to-infinitive in indirect speech 222
15.6 When we use indirect speech 224

16 The infinitive and the 4ng' form 226
16.1 The bare infinitive and the to-infinitive 226
16.2 The bare infinitive or the '-ing' form; the to-infinitive 228
16.3 Verb (+ noun/pronoun) + to-infinitive 230
16.4 Adjectives and nouns + to-infinitive 232
16.5 The '-ing'form 234
16.6 Verb + the '-ing'form 236
16.7 Adjectives, nouns and prepositions + '-ing' 238
16.8 The to-infinitive or the '-ing' form? 240

Index 242

Key 253
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To the student

Why do we learn grammar?
There is no point in learning grammar for the sake of learning grammar. Grammar is the support system of communication and we learn it to communicate better. Grammar explains the why and how of language. We learn it because we just can’t do without it.

Who is this book for and what does it cover?
This book deals entirely with English as a foreign language (EFL). It is for intermediate students who are working with a teacher or working on their own. It covers every important area of the English language. If you look at the Contents pages, you will find sixteen major areas which form the basis of English grammar. This book is based on the Longman English Grammar and the grammatical information in it is all drawn from this work. Longman English Grammar Practice has been designed to stand on its own. Students who require further grammatical information can refer to the Longman English Grammar.

How the material is organized
Longman English Grammar Practice is a practice book. It is intended to support (not replace) the material in language courses and is organized for this purpose:

• The material is laid out on facing pages.
• Each set of facing pages deals with a major point of grammar.
• This major point is divided into small, manageable amounts of information. Clear notes explain the points to be practised, followed by an exercise on just those points.
• The last exercise is in context, usually an entertaining story with a cartoon illustration. It sums up all you have learnt in the exercises you have just done and shows you how the language works. It is a ‘reward’ for the hard work you have just been doing!

Cross references
If you see e.g. [> 7.3A] in the notes, it means that a similar point is discussed in some other part of the book. Follow up the reference for parallel practice or information if you want to. If you see e.g. [> LEG 4.30] at the top of the notes, it means that the point is dealt with in the Longman English Grammar. Follow up the reference if you want ‘the whole story’.

How to work
YOU DON’T HAVE TO WORK THROUGH THIS BOOK FROM START TO FINISH!
It is not arranged in order of increasing difficulty.
Select a chapter or part of a chapter which you want to study. Do this by referring to the Contents pages or the Index. Usually, this will be a topic you have been dealing with in your language course. Then:

1 Read the notes carefully (called Study). Notes and exercises are marked like this:
   **N** = Elementary  [**] = Intermediate (most exercises)  [***] = Advanced
   You will sometimes find that you know some, but not all, of the points in an exercise marked [**].
2 Do the exercises (called Write). Always leave the story till last (called Context).
3 Check your answers with your teacher.
4 If you have made mistakes, study the notes again until you have understood where you went wrong and why.
1 The sentence

1.1 Sentence word order

1.1A The basic word order of an English sentence [> LEG 1.3]

Study:

The meaning of an English sentence depends on the word order.

1 We put the subject before the verb and the object after the verb:
   The cook burnt the dinner.

2 Adverbials (How?, Where?, When?) usually come after the verb or after the object:
   He read the note quickly. (How?) I waited at the corner (Where?) till 11.30. (When?)

3 The basic word order of a sentence that is not a question or a command is usually:
   subject verb object adverbials

   I bought a hat yesterday.
   The children have gone home.
   We ate our meal in silence.

4 We also put the time reference at the beginning: 
   Yesterday  I bought a hat. [> 7.2A]

Write 1:

a Rewrite the sentences that don't make sense.

b Mark all the sentences in the exercise S V O to show Subject, Verb, Object.

   1 Has set John Bailey a new high-jump record. (ШоМ.В.ШЩ.МШ.Ш...T^t
   2 The passport examined the passport officer
   3 These biscuits don't like the dogs
   4 The shop assistant is wrapping the parcel
   5 Have seen the visitors the new buildings
   6 My father didn't wash the dishes
   7 The pipe is going to fix the plumber
   8 Will the goalkeeper catch the ball?
   9 Has the meal enjoyed the guest?
   10 Can't play John the game

Write 2:

a Arrange these words in the right order. Use a capital letter to begin each sentence,

b Mark each rewritten sentence S V O M P T to show:
   Subject, Verb, Object, Manner (How?), Place (Where?), Time (When?).

   1 till 11 o'clock this morning | slept | the children
   2 the papers | into the bin | he threw
   3 I don't speak | well | English
   4 hides I Mrs Jones | her money | under the bed
   5 carefully | this suitcase | you didn't pack
   6 on this shelf | I left | this morning | some money
   7 from the bank | a loan | you'll have to get
   8 the phone | in the middle of the night | woke me up
   9 in the park | you shouldn't walk | at night
   10 your food | you should eat | s'owly
   11 my term | begins | in October
   12 your article | 11 quickly | last night | in bed | read
1.1B The forms of a sentence [> IEG I.2]

Study:
A sentence can take any one of four forms:
- a statement: The shops close/don't close at 7 tonight.
- a question: Do the shops close at 7 tonight?
- a command: Shut the door./Don't shut the door.
- an exclamation: What a slow train this is!

Write:
a Arrange these groups of words in the right order. Add (.), (?) or (!).

1. the coffee | don't spill
2. today's papers | have you seen
3. to meet you | how nice
4. my umbrella | where did you put
5. arrived | the train | fifteen minutes late
6. on time | I | the plane | won't arrive
7. this electricity bill | I | can't pay
8. for me | please | open the door
9. the nearest hotel | where's | he asked
10. the bill I can't pay | 11. he cried

b Describe each sentence as a statement, question, command or exclamation: S, Q, C or E.

Write: Read this story and arrange the words in each sentence in the right order. Add capital letters and (.), (?) or (!) in the right places.

A QUIET SORT OF PLACE!
1. my car | I | parked | in the centre of the village
2. near a bus stop | an old man | I saw
3. 'beautiful village | what a' | I exclaimed
4. 'live here | how many people'
5. 'seventeen people | there are' | the old man said
6. 'here I have you lived | how long'
7. 'all my life | I have lived here'
8. 'isn't it | it's a quiet sort of place'
9. 'here | a quiet life | we live
10. a cinema | we don't have | or a theatre
11. our school five years ago | was closed
12. only one shop | we have
13. calls I a bus | once a day
14. here | in 55 B.C. | came | the Romans
15. since then | has happened | nothing
1.2 The simple sentence: verbs with and without objects

1.2A What is a complete sentence? [> LEG 1.2]

**Study:**

1. When we speak, we often say things like *All right! Good! Want any help?* These are 'complete units of meaning', but they are not real sentences.

2. A **simple sentence** is a complete unit of meaning which contains a subject and a verb, followed, if necessary, by other words which make up the meaning. So:
   - *Made in Germany* is correct English but it is not a sentence because it doesn't have a subject.
   - *My car was made in Germany,* is a complete sentence with a subject and verb.
   - We can't say e.g. *is tired* because we need a subject [> 4.1 A, 4.3A]: *He is tired.*

3. The subject may be 'hidden': *Open the door,* really means *You open the door.* [> 9.ЮВ]

**Write:** Put a tick (/) beside real sentences.

1. Made in Germany.  
2. This car was made in Germany. _/  
3. To write a letter.  
4. Standing in the rain.  
5. I want to write a letter.  
6. Is tall. _  
7. Do you like?  
8. The train has arrived.  
9. Have finished my work.  
10. You should listen.  
11. Sit down please.  
12. You can't park here.  
13. Don't interrupt.  
15. She doesn't like me.  
16. Under the water.  
17. Ate. _  
18. A bottle of ink.  
19. He's a doctor.  
20. What happened?

1.2B Verbs with and without objects [>LEG 1.4,1.9,1.10,1.12, Appi]

**Study:**

1. We always have to use an object after some verbs: e.g. *beat, contain, enjoy, hit, need.* We call these **transitive verbs.** We have to say:
   - *Arsenal beat Liverpool.* But we can't say *Arsenal beat.*

2. Some verbs never take an object: e.g. *ache, arrive, come, faint, go, sit down, sleep, snow.* We call these **intransitive verbs.** We have to say:
   - *We arrived at 11.* But we can't say *We arrived the station at 11.*

3. Some verbs can be used **transitively** or **intransitively:** e.g. *begin, drop, hurt, open, ring, win.* We can say: *Arsenal won the match, (transitive) or Arsenal won. (intransitive)*

**Write:** Put an object (a pronoun or a noun) after these verbs only where possible.

1. The box contains _  
2. The train has arrived_  
3. The phone rang_  
4. Someone is ringing_  
5. You need_  
6. We sat down_  
7. Don't hit_  
8. Did you beat_  
9. Who opened_  
10. The door opened_  
11. This is a game no one can win_  
12. The concert began_  
13. I began_  
14. It's snowing_  
15. Quick! She's fainted_  
16. Did you enjoy_  
17. My head aches_  
18. My foot hurts_
1.2 The simple sentence: verbs with and without objects

1.2C Sentences with linking verbs like 'be' and 'seem' [> LEG 1.9,1.11,10.23-26]

Study:
Verbs like be [> 10.1-3] and seem [> 10.4] are 'linking verbs'. They cannot have an object.
The word we use after be, etc. tells us something about the subject. In grammar, we call this a complement because it 'completes' the sentence by telling us about the subject.
In He is ill. She seems tired, etc. the words ill and tired tell us about he and she.

A complement may be:
- an adjective: Frank is clever.
- a noun: Frank is an architect.
- an adjective + noun: Frank is a clever architect.
- a pronoun: This book is mine.
- an adverb of place or time: The meeting is here. The meeting is at 2.30.
- a prepositional phrase: Alice is like her father.

Write:
a Complete these sentences using a different complement for each sentence.
b Say whether you have used a noun, an adjective, an adjective + noun, etc.
1. My neighbour is very
2. My neighbour is
3. This apple tastes
4. The children are
5. The meeting is
6. Whose is this? It's
7. John looks
8. That music sounds
9. Your mother seems
10. I want to be......................................................... when I leave school

1.2D Context

Write: Read this story and arrange the words in each sentence in the right order.
Add capital letters and (,), (.), (!) or (?) in the right places [> 1.1B].

SO PLEASE DON'T COMPLAIN!
1. the local school | attends | my son Tim
2. to his school | I my wife and I went | yesterday
3. we I to his teachers | spoke
4. Tim's school report | we collected
5. very good | wasn't | Tim's report
6. in every subject | were | his marks | low
7. was waiting anxiously for us | outside | Tim
8. 'my report | how was' | eagerly | he asked
9. 'very good | it wasn't' | I said
10. 'you I harder | must try
11. seems | that boy Ogilvy | very clever
12. good marks | he got | in all subjects'
13. 'clever parents | Ogilvy | has' | Tim said

5
1.3 The simple sentence: direct and indirect objects

1.3A Subject + verb + indirect object + direct object: 'Show me that photo'

[> LEG 1.13]

Study: We can use two objects after verbs like give and buy.
Instead of: **Give the book to me**, we can say: **Give me the book**.
Instead of: **Buy the book for me**, we can say: **Buy me the book**.

Some verbs combine with TO: bring, give, lend, pay, post, sell, send, show, tell, write:
**Bring that book to me.** ➔ **Bring me that book.**

Other verbs combine with FOR: buy, choose, cook, cut, do, fetch, find, get, make, order:
**Please order a meal for me.** ➔ **Please order me a meal.**

We can put **it** and **them** after the verb: **Give it to me. Buy them for me. Do it for me.**
With e.g. give and buy, we can say: **Give me it. Buy me them.** (But not "Do me it")
We say: **Give It to John. Buy them for John.** (Not "Give John it" "Buy John them")

Write: You want people to do things for you. Write suitable polite requests using **it**, **them** or **one** [> 4.3B].

1. Where are my shoes? (find) Please
2. John needs a new coat, (buy) Please
3. I can't reach that cup. (pass) Please
4. Ann wants to see our flat, (show) Please
5. I can't do the shopping, (do) Please
6. I'd like a copy of that book, (order) Please

1.3B Verb + object + 'to' + noun or pronoun: 'Explain it to me' [> LEG 1.12.1]

Study: There are some verbs like explain which do not behave in exactly the same way as give.
For example, we can say: **Give the book to me**, or **Explain the situation to me**.
**Give me the book**, (but not 'Explain me the situation. ')

We cannot use an indirect object (me) immediately after explain. We can only have:
**verb + object + 'to':**

He explained the situation to me.
He confessed his crime to the court.

Other verbs like explain and confess are: admit, announce, declare, demonstrate, describe, entrust, introduce, mention, propose, prove, repeat, report, say, suggest.

Write: Complete these sentences giving the right order of the words in brackets.

1. You must declare (the Customs/this camera)
2. Aren't you going to introduce (me/your friend)?
3. You can say (me/what you like)
4. Who suggested (this idea/you)?
5. He confessed (his crime/the police)
6. I have never admitted (anyone/this)
7. Can you describe (me/this man)?
8. Please don't mention (this/anyone)
9. I'm going to report (this/the headmaster)
10. I don't want you to repeat (what I told you/anyone)
1.3 The simple sentence: direct and indirect objects

1.3C The two meanings of 'for' [> LEG 1.13.3]

Study:  
1. We can use for after all verbs which have two objects [> 1.3A].
2. When we use for after verbs normally followed by to (give, post, read, sell, show, tell, etc.) it can mean 'instead of: I'll post it for you. (= to save you the trouble)
3. When we use for after verbs normally followed by for (buy, choose, do, find, keep, order, etc.) the meaning depends on the context. It can mean 'for someone's benefit':
   Mother cooked a lovely meal for me. (= for my benefit, for me to enjoy)
   It can mean 'on someone's behalf/instead of: I'll cook the dinner for you. (on your behalf/instead of you - to save you the trouble)

Write:  
Tick (•) to show whether for means 'instead of you/me' or 'for your/my benefit'.

1. I've cooked a meal for you and I hope you enjoy it.
2. Let me cook the dinner for you this evening. - Thanks!
3. I've made this cake for you. Do you like it?
4. I'll post this letter for you, shall I?
5. I've bought this especially for you.
6. I've got some change. Let me pay the bill for you.
7. As you're busy, let me book a room for you.
8. I've saved some of this pudding for you.
9. I can't choose a tie myself. Please choose one for me.
10. My father has bought a wonderful present for me.

1.3D Context

Write:  
Put a tick (•) where you think you can change the word order.

A CURE FOR HYSTERIA

When I was a girl, my parents sent me to a very strict school. They had to buy an expensive uniform for me and pay school fees for me. Our headmistress, Miss Prim, never smiled. She explained the school rules to us and expected us to obey them. 'I will never say anything to you twice,' she used to say. We had to write a letter to our parents once a week and show it to Miss Prim before we sent it. I can still remember some of the school rules. We were not allowed to lend anything to anyone. We were not allowed to give each other help with homework. We had to report unusual situations to the headmistress. One morning, during assembly, a girl fainted. The next morning, two more fainted. This continued to happen for several mornings. Mass hysteria had set in! But Miss Prim put an end to it. She announced a new rule to us: 'No girl will faint in College!' And after that, no one did!
The compound sentence

The form of a compound sentence

1. When we join two or more simple sentences, we make a compound sentence:
   - Tom phoned. He left a message. -> Tom phoned and left a message.

2. The name we give to ‘joining words’ is conjunctions.
   - These are the conjunctions we use to make compound sentences:
     - and, and then, but, for, nor, or, so, yet;
     - either... or; neither... nor...; not only... but... (also/as well/too).

3. We can use conjunctions to show, for example:
   - addition (and):
     - He washed the car and polished it.
   - continuation (and then):
     - He washed the car and then polished it.
   - contrast (but, yet):
     - She sold her house, but (yet) she can’t help regretting it.
   - choice (or):
     - You can park your car on the drive or on the road.
   - result (so):
     - He couldn’t find his pen, so he wrote in pencil.
   - reason (for):
     - We rarely stay in hotels, for we can’t afford it.

4. We do not usually put a comma in front of and, but we often use one in front of other conjunctions:
   - Compare: He washed the car and polished it. (no comma before and)
   - Compare: He washed the car, but didn’t polish it. (comma before but)

5. We keep to the basic word order in a compound sentence:
   - subject verb object conjunction subject verb complement
   - Jimmy fell off his bike, but (he) was unhurt.

6. When the subject is the same in all parts of the sentence, we do not usually repeat it:
   - same subject: Tom phoned. He left a message. -> Tom phoned and (he) left a message.
   - different subjects: Tom phoned. Frank answered. -> Tom phoned and Frank answered.

7. We usually repeat the subject after so: He couldn’t find his pen, so he wrote in pencil.

8. We always have to repeat the subject after for. For is more usual in the written language and we cannot use it to begin a sentence:
   - We rarely stay at hotels, for we can’t afford it.

Write 1: Compound sentences with the same subject

Join these simple sentences to make compound sentences. Use the words in brackets.

1. I took the shoes back to the shop and I complained about them. (and)
   - I took the shoes back to the shop and I complained about them.

2. Your mother phoned this morning. She didn’t leave a message. (but)
   - Your mother phoned this morning. She didn’t leave a message.

3. I can leave now. I can stay for another hour. (I can either... or)
   - I can leave now. I can stay for another hour.

4. Jim built his own house. He designed it himself. (Jim not only... but... as well)
   - Jim built his own house. He designed it himself.

5. I don’t know what happened to him. I don’t care. (I neither... nor)
   - I don’t know what happened to him. I don’t care.

6. My new assistant can type very well. He hasn’t much experience with computers. (but)
   - My new assistant can type very well. He hasn’t much experience with computers.
Write 2: **Compound sentences with different subjects and with 'so/for'**
Join these simple sentences to make compound sentences. Use the words in brackets.

1. **The taxi stopped at the station. Two men got out of it. (and)**

2. **You can give me some advice. Your colleague can. (Either you ... or)**

3. **We got ready to get on the train. It didn’t stop, (but)**

4. **No one was in when we called. We left a message, (so)**

5. **We didn’t want to get home late after the film. We went straight back, (so)**

6. **The old lady was nervous. She wasn’t used to strangers calling late at night, (for)**

7. **I’ve always wanted to live in the country. My parents prefer to live in town, (but)**

8. **The letter has been lost. The postman has delivered it to the wrong address, (or)**

9. **For a moment the top of the mountain was visible. A cloud covered it. (and then)**

10. **Jane was a successful career woman. Her mother wanted her to be a housewife, (yet)**

1.4B **Context**

**Write:** Put a circle round the correct words in brackets.

(NOT SO) MERRY-GO-ROUND!
The customers at the funfair were leaving (not only) the lights were going out. The last two people on dodgem cars paid (and) so left. The big wheel stopped (as well) for the merry-go-round stopped (as well/not only). The stalls closed down (so) and the stall-owners went home. At 2 a.m. four nightwatchmen walked round the funfair, (but) for there was no one to be seen. 'I'm fed up walking round;' one of them said, (yet) what can we do? 'We can (or/either) play cards (or/either) sit and talk.' They were bored, (so) for there was nothing to do on this quiet warm night. 'We can have a ride on the merry-go-round!' one of them cried. 'That'll be fun!' Three of them jumped on merry-go-round horses (yet) and the fourth started the motor. Then he jumped on too (and) round they went. They were having the time of their lives, (but) suddenly realized there was no one to stop the machine. They weren't rescued till morning (and) but by then they felt very sick indeed!
1.5 The complex sentence: noun clauses

1.5A Introduction to complex sentences [LEG I 21]

Study:

1. We can join two or more simple sentences to make complex sentences:
   - The alarm was raised. The fire was discovered.
   - The alarm was raised as soon as the fire was discovered.
   - The alarm was raised when the fire was discovered.
   - The alarm was raised after the fire was discovered.

2. We can use many different kinds of 'joining words' (or conjunctions) to make complex sentences: after, as soon as, when, since, that, if, so that, whether, etc. [1.5-10]

3. In a complex sentence there is one 'main' idea and one or more 'subordinate' ideas. We can take the main idea (or clause) out of the sentence so that it stands on its own:
   - The alarm was raised is a main clause: it can stand on its own.
   - as soon as the fire was discovered cannot stand on its own. It is subordinate to the main clause.

Write:
Underline the main clauses in these sentences.

1. You can tell me all about the film after I've seen it myself.
2. When you've finished cleaning the car, you can help me with the dishes.
3. You didn't tell me that you were going to invite so many guests.
4. I walk to work every morning so that I can get some exercise.
5. Since no one answered my call, I left a message on the answer-phone.

1.5B Noun clauses derived from statements [LEG I 22-23, 15.10-16, Apps 45-46]

Study:

A noun clause does the work of a noun. It answers the questions Who? or What?.
- He told me about his success. (told me about what?): his success is a 'noun phrase'.
- He told me that he had succeeded. (... what?): that he had succeeded is a noun clause.

We introduce noun clause statements with that after:
- some adjectives: It's obvious that he's going to be late.
- some nouns: It's a pity that he's going to be late.
- some verbs: I know that he's going to be late.

We often use noun clauses after 'reporting verbs' like say, tell (me), think, know [15.2-3]. We can often omit that.
Instead of: I know that he's going to be late, we can say: I know he's going to be late. ___

Write: Complete these sentences with noun clauses.

1. He feels angry. It's not surprising
2. She has resigned from her job. It's a shame
3. You don't trust me. It's annoying
4. You are feeling better. I'm glad
5. She's upset. I'm sorry
6. He didn't get the contract. He told me
7. It's a fair price. He believes
8. You're leaving. He has guessed
9. She's been a fool. She agrees
1.5 The complex sentence: noun clauses

1.5C Noun clauses derived from questions [> LEG 1.24]

Study:

Yes/No questions
1. Has he signed the contract? is a direct Yes/No question. [> 13.1]
2. We can introduce a Yes/No question as a noun clause after if or whether. We use ‘reporting verbs’ like ask, tell me, want to know[> 15.4A]:
   Tell me if he has signed the contract. (Tell me what?): if he has signed the contract.
   Ask him whether he has signed it. (Ask him what?): whether he has signed it.

Question-word questions
1. When did you sign the contract? is a question-word question. [> 13.5-8]
2. We can introduce this as a noun clause after Tell me, I want to know, etc. The word order changes back to subject + verb and we don't use a question mark [> 15.4B]:
   Tell me when you signed the contract. (Not *Tell me when did you sign*)

Write:

Complete these sentences with noun clauses.
1. Has he passed his exam? I want to know...
2. Can you type? You didn't say...
3. Will he arrive tomorrow? I wonder...
4. Does he like ice-cream? Ask him...
5. Was he at home yesterday? I'd like to know...
6. Should I phone her? I wonder...
7. Is she ready? Ask her...
8. When did you meet her? I want to know...
9. How will you manage? Tell me...
10. Why has he left? I wonder...
11. Where do you live? Tell me...
12. Which one does she want? Ask her...
13. Who's at the door? I wonder...
14. What does he want? I'd like to know...

1.5D Context

Write: Underline nine noun clauses in this text.

YOU DON'T KNOW YOUR OWN STRENGTH!
I suppose you know you can turn into superwoman or superman in an emergency. Mrs Pam Weldon reported that her baby nearly slipped under the wheels of a car. Mrs Weldon weighs only 50 kilos, but she said she lifted the car to save her baby. Dr Murray Watson, a zoologist, wrote that he jumped nearly three metres into the air to grab the lowest branch of a tree when hyenas chased him in Kenya. Perhaps you wonder if you can perform such feats. The chances are that you can. Doctors say that we can find great reserves of strength when we are afraid. It's well-known that adrenalin can turn us into superwomen or supermen!
1.6 The complex sentence: relative pronouns and clauses

1.6A Relative pronouns and clauses [> LEG I.25-38]

Introduction to relative clauses
Suppose you want to write a paragraph like this:

The house we moved into is absolutely beautiful. The people who lived here before us took very great care of it. The garden, which is quite small, is lovely. I'm glad we moved. I don't think we'll ever regret the decision we made.

If we want to speak or write like this, we have to master relative clauses. We introduce relative clauses with these relative pronouns: who, who(m), which, that and whose.

'Who', 'which' and 'that' as subjects of a relative clause [> LEG 1.27-31]
We use who or that to refer to people. We use them in place of noun subjects or pronoun subjects (I, you, he, etc.) and we cannot omit them.

They do not change when they refer to masculine, feminine, singular or plural:

*He is the man/She is the woman who/that lives here. (Not "He is the man who he ... ")
They are the men/women who/that live here. (Not "They are the men who they ... ")*

We use which or that (in place of noun subjects and it) to refer to animals and things:

That's the cat which/that lives next door. Those are the cats which/that live next door.

Here's a photo which/that shows my car. Here are some photos which/that show my car.

Write: Join these sentences using who or which. (All of them will also join with that.)

1. He's the accountant. He does my accounts.
2. She's the nurse. She looked after me
3. They're the postcards. They arrived yesterday
4. They're the secretaries. They work in our office
5. That's the magazine. It arrived this morning
6. They're the workmen. They repaired our roof

1.6B 'Who(m)', 'which' and 'that' as objects of a relative clause [> LEG 1.33-34]

Study: We use who(m) or that to refer to people. We use them in place of noun objects or object pronouns (me, you, him, etc.). We often say who instead of whom when we speak.

They do not change when they refer to masculine, feminine, singular or plural:

*He's the man/She's the woman who(m)/that I met. (Not "He's the man that I met him. ")
They're the men/women who(m)/that I met. (Not "They are the men that I met them. ")*

However, we usually omit who(m) and that. We say:

He's the man/She's the woman I met. They're the men/They're the women I met.

2. We use which or that (in place of noun objects or it) to refer to animals and things:

That's the cat which/that I photographed. Those are the cats which/that I photographed.
That's the photo which/that I took. Those are the photos which/that I took.

However, we usually omit which and that. We say:

That's the cat I photographed. Those are the cats I photographed.
That's the photo I took. Those are the photos I took.
1.6 The complex sentence: relative pronouns and clauses

Write: Join these sentences with who(m), which or nothing. (All of them will join with that.)
1 He's the accountant. You recommended him to me.
2 She's the nurse. I saw her at the hospital.
3 They're the postcards. I sent them from Spain.
4 They're the secretaries. Mr Pym employed them.
5 That's the magazine. I got it for you yesterday.
6 They're the workmen. I paid them for the work.
7 That's the dog! I saw it at the dog show last week.
8 They're the birds. I fed them this morning.

1.6C 'Who(m)', 'which' or 'that' as the objects of prepositions [LEG 1.35-36]

Study: The position of prepositions in relative clauses is very important. We can say:
1 He is the person to whom I wrote. (Never "to who") (very formal)
   This is the pan in which I boiled the milk. (very formal)
2 He is the person who(m) I wrote to. This is the pan which I boiled the milk in.
3 However, we usually prefer to omit the relative and say:
   He is the person I wrote to. This is the pan I boiled the milk in.

Write: Join each pair of sentences in three different ways.
1 He's the man. I sent the money to him.
   a He's the boy. I bought this toy for him. b He's the boy. I gave this toy to him.
   c
2 She's the nurse. I gave the flowers to her. 5 That's the building. I passed by it.
   a .................................................... a
   b .................................................... b
   c .................................................... c
3 That's the chair. I sat on it. 6 They're the shops. I got these from them.
   a .................................................... a
   b .................................................... b
   c .................................................... c

1.6D Context

Write: Put in the right relative pronouns only where necessary.

A CHANCE IN A MILLION
Cissie, the woman who works in our office, wanted to phone Mr Robinson, but she dialled the wrong number. The number she dialled turned out to be the number of a public call box in the street. A man, just happened to be passing at the time, heard the phone ringing and answered it. 'Is that Mr Robinson?' Cissie asked. 'Speaking,' the man answered. It turned out that the man she was speaking to was actually called Robinson and had just happened to be passing the call box when she rang!
1.7 The complex sentence: 'whose'; defining/non-defining clauses

1.7A 'Whose' + noun in relative clauses [LE 1.32,1.37]

Study:

1 We use whose in place of possessive adjectives (my, your, his, etc.) to refer to people. Whose does not change when it refers to masculine, feminine, singular or plural:
   
   He's the man/She's the woman whose car was stolen. (Not "whose his car was stolen")
   They're the people whose cars were stolen. (Not "whose their cars were stolen")

2 We sometimes use whose in place of its to refer to things and animals:
   
   That's the house whose windows were broken. (= the windows of which)

3 We can also use whose with prepositions:
   
   He's the man from whose house the pictures were stolen, (formal)
   He's the man whose house the pictures were stolen from.

Write: Join these sentences using whose.

1 He is the customer. I lost his address.
2 She is the novelist. Her book won first prize
3 They are the children. Their team won the match
4 You are the expert. We want your advice
5 I'm the witness. My evidence led to his arrest.
6 She's the woman. The film was made in her house

1.7B Defining and non-defining clauses [LE 1.26, 1.29,1.31 -32,1.34-37]

Study:

1 When we write relative clauses with who, which or whose, we have to decide whether to use commas 'round the clauses' or not.

2 In sentences like:

   I've never met anyone who can type as fast as you can.
   The magazine which arrived this morning is five days late.

   the relative clauses tell us which person or thing we mean. They give us essential information which we cannot omit. We call them defining clauses because they 'define' the person or thing they refer to. We never use commas in such sentences.

   We never use commas with that in relative clauses:

   I've just had a phone call from the people (that) we met during our holidays.
   The wallet (that) you lost has been found.

3 In sentences like:

   Our new secretary, who can type faster than anyone I have ever met, has completely reorganized our office.
   Time Magazine, which is available in every country in the world, is published every week.

   the relative clauses add 'extra information'. If we take them out of the sentences, we won't seriously change the meaning. We call these non-defining clauses (they do not 'define') and we use commas before and after them.

4 Sometimes we have to decide when the information is 'essential' or 'extra' and we may or may not use commas. We must decide this for ourselves:

   He asked lots of questions,(,) which were none of his business(,) and annoyed everybody.
1.7 The complex sentence: ‘whose’; defining/non-defining clauses

Write: Add commas to the following sentences where necessary.

1. My husband, who is on a business trip to Rome all this week, sent me this postcard.
2. The person who told you that story didn't know what he was talking about.
3. Will the driver whose vehicle has the registration number PXB2140 please move it?
4. The author Barbara Branwell whose latest novel has already sold over a million copies will be giving a lecture at the public library tomorrow.
5. The person you got that information from is my cousin.
6. The play *Cowards* which opens at the Globe soon had a successful season on Broadway.
7. *Cowards* is the name of the play which ran for over two years.
8. The thing that pleases me most is that I'll never have to ask for your help again.
9. The manager whom I complained to about the service has refunded part of our bill.
10. Sally West whose work for the deaf made her famous has been killed in a car accident.
11. We found it impossible to cross the river that had flooded after the storm.
12. I have just learned that the engine part which I need is no longer made.

1.7C Sentences with two meanings [> LEG 1.26]

Study: The use or omission of commas round relative clauses can sometimes affect the meaning:

*My wife, who is in Paris, will be returning tomorrow.* Without commas, this could suggest that I have another wife who is (or other wives who are) somewhere else!

Write: Say what these sentences mean a) without commas; b) with commas.

1. The test paper which everyone failed was far too difficult.
2. My brother who is in Canada is an architect.

1.7D Context

Write: Put in relative pronouns where necessary and commas where necessary.

**THIS CHARMING PROPERTY...**

People ¹...Wiw,..., tell the truth about the properties they are selling should be given prizes for honesty. A house²...............is described as 'spacious' will be found to be too large. Words like 'enchanting', 'delightful', 'convenient', 'attractive'³.................are commonly used all mean 'small'. The words 'small' and ‘picturesque’⁴...............are not so frequently used both mean 'too small'. A ‘picturesque house’ is one with a bedroom⁵...............is too small to put a bed in and a kitchen⁶...............is too small to boil an egg in. My prize for honesty goes to someone⁷...............recently described a house⁸...............he was selling in the following way: 'This house⁹...............is situated in a very rough area of London is really in need of repair. The house¹⁰...............has a terrible lounge and a tiny dining room also has three miserable bedrooms and a bathroom¹¹ is fitted with a leaky shower. The central heating¹²...............is expensive to run is unreliable. There is a handkerchief-sized garden¹³...............is overgrown with weeds. The neighbours¹⁴...............are generally unfriendly are not likely to welcome you. This property¹⁵...............is definitely not recommended is ridiculously overpriced at £85,000.'
1 The sentence

1.8 The complex sentence: time, place, manner

1.8A Adverbial clauses of time, place and manner [> LEG 1.44-47]

Study: Introduction to adverbial clauses of time, place and manner
Suppose you want to write a paragraph like this:

*When we visited London, we went to the Tower. We saw the spot where so many famous people had lost their heads! We felt as if we had travelled back in time to another world!*

If we want to speak or write like this, we have to master adverbial clauses of time (answering *When?*), place (answering *Where?*) and manner (answering *How?*)

Adverbial clauses of time (past reference) [> LEG 1.45.1]
To say when something happened in the past, we use ‘joining words’ (or conjunctions) like *when, after, as, as soon as, before, by the time (that), once, since, until/till, while*:

*When we visited London, we went to the Tower.* [compare > 9.6A]

Write: Join these sentences with the conjunctions in brackets.

1. I lost a lot of weight. I was ill. *(when)*
2. I phoned home. I arrived in the airport building, *(immediately after)*
3. She had already opened the letter. She realized it wasn’t addressed to her. *(before)*
4. The building had almost burnt down. The fire brigade arrived, *(by the time)*
5. We realized that something had gone wrong. We saw him run towards us. *(as soon as)*

1.8B Adverbial clauses of time (future reference) [> LEG 1.45.2]

Study: When the time clause refers to the future, we normally use the simple present after: *after, as soon as, before, by the time, directly, immediately, the moment, till, until and when:*

*The Owens will move to a new flat when their baby is born.* (Not *will be born*)

Write: Join these pairs of sentences with the conjunctions in brackets, making necessary changes.

1. I won’t know if I have got into university. I will get my exam results, *(until)*
2. I’ll give him your message. He will phone, *(as soon as)*
3. We should visit the Duty Free Shop. Our flight will be called, *(before)*
4. I’ll be dead. They will find a cure for the common cold, *(by the time)*
5. You’ll get a surprise. You will open the door, *(the moment)*
1.8 The complex sentence: time, place, manner

1.8C Adverbial clauses of place [► LBG I.46]

Study: To say where something happens or happened, we use conjunctions like where, wherever, anywhere and everywhere: That dog follows me wherever I go.

Write: Complete the following sentences to say where.

1. This is the exact spot where
2. You're not allowed to park anywhere
3. Some television programmes are familiar everywhere
4. Please sit wherever
5. Let's put the television set in a place where

1.8D Adverbial clauses of manner [► LBG I.47]

Study: To say how something happens or happened, we use these conjunctions:

- as: Type this again as I showed you a moment ago.
- (in) the way (that), (in) the same way: Type this again in the way I showed you.
- as if/as though (especially after be, seem, etc.): I feel as if/as though I'm floating on air.

Write: Complete the following sentences to say how.

1. It sounds as if
2. I think this omelette is exactly as
3. When I told her the news she acted as though.
4. I think you should write the report in the way....
5. You never do anything the way

1.8E Context

Write: Put in the conjunctions as, as soon as, as if, before, that, the way (that), when, which.

CAUGHT BY THE HEEL!
Mr Boxell was just shutting his shoe shop at the end of the day a man in a well-cut suit walked in and asked for an expensive pair of shoes. There was something about the man walked that made Mr Boxell suspicious. He felt he had seen him before somewhere, and then remembered that he had - on TV! The man was a wanted criminal! The man tried on a few pairs of shoes he bought a pair Mr Boxell strongly recommended. 'They're a bit tight,' the man complained. 'They'll stretch, sir,' Mr Boxell said. Mr Boxell had expected, the man limped into the shop next day to complain about the shoes.

he entered the shop, he was surrounded by police. Mr Boxell had deliberately sold the man a pair of shoes were a size too small, knowing he would return them the next day!

The man limped into the shop
1.9 The complex sentence: reason and contrast

1.9A Adverbial clauses of reason [> LEG 1.48]

Study:

1 Adverbial clauses of reason answer the question Why? We often give reasons by using 'joining words' (or conjunctions) like because, as, seeing (that), and since.

2 We often begin sentences with as and since. [Compare since (time) > 1.8A]
   As (Since) it's a public holiday, you won't find many shops open.

3 We often use because in the second half of a sentence: Jim's trying to find a place of his own because he wants to feel independent.
   We can always use because in place of as, since and for [> 1.4A, Note 8]. We cannot always use as, since and for in place of because.

Write: Join these sentences with the conjunctions to say why. More than one order is possible.

1 Service in this hotel ought to improve. There's been a change of management, (because)

2 The Air Traffic Controllers are on strike. We have cancelled our holiday, (as)

3 Could you sell your old computer to me? You have no further use for it. (seeing (that))

4 She's never in when I phone. I'll have to write to her. (since)

5 I've had to have the document translated. I can't read Russian, (since)

1.9B Contrast (1) [> LEG 1.50]

Study:

We can introduce contrast with conjunctions like although, considering (that), though, even though, even if, much as, while and whereas:

Though I've had more than 20 lessons, I'm still not ready to take my driving test.

Write: Join these sentences using the conjunctions in brackets to introduce contrast. More than one order is possible.

1 I'm going to buy a computer. I haven't got much money, (even though)

2 I intend to go for a walk this morning. It's raining, (even if)

3 I'd like to help you. I'm afraid I won't be able to. (much as)

4 Your design is excellent. It isn't suitable for our purposes, (while)

5 I try hard to play the piano. I don't seem to improve, (although)

6 Chinese is so difficult. It's surprising how many people learn it. (considering that)

7 The play was wonderful. The film was a commercial failure, (whereas)
1.9 The complex sentence: reason and contrast

1.9C Contrast (2) [⇒ LEG 1.50]

Study: We can also introduce contrast with:
- however + adjective or adverb: e.g. however small, however much.
  I intend to buy a CD player however much (or whatever) it costs.
- no matter, e.g. no matter how much, no matter where, no matter how (slow/slowly).
  They'll find him no matter where he's hiding.

Write: Join these sentences using the conjunctions in brackets. Make any necessary changes.

1. It's expensive. He's determined to buy it. (however expensive)
2. I work hard. I still have to take work home with me. (however hard)
3. You write well. It doesn't mean you will be published, (however well)
4. She feels sorry. The damage has been done, (no matter how sorry)
5. How much will they pay us? It will never compensate us. (no matter how much)
6. It doesn't matter how many cards I send. I always receive more, (no matter how many)
7. It doesn't matter what he tells you. Don't believe a word he says, (whatever)

1.9D Context

Write: Put in the conjunctions as, because, even though, since, though, while.

A SORT OF HUMANBURGER

it's difficult to find work these days, Joe Dobson has just given up his job. They were surprised when he announced this at the Job Centre, after a lot of effort, they had found Joe a job at a Hamburger Bar. Joe wasn't highly-qualified, this hadn't been easy. Yet Joe resigned, the job was easy and quite well-paid. 'What did you have to do for your money?' the young woman at the Job Centre asked. 'Strange, it sounds,' Joe said, 'I had to dress up as a hamburger and stand outside the restaurant.' 'A sort of humanburger?' she suggested. 'That's right,' Joe said, 'I had to stand between the two round halves of a bun, I was "disguised" as the hamburger filling, covered in tomato sauce. The uniform was wonderful, I looked good enough to eat. The manager was pleased with me, I attracted a lot of customers.' 'So why did you give up, Joe?' the young woman asked kindly. 'students kept turning me on my side and rolling me down hill!'
1.10 The complex sentence: purpose, result and comparison

1.1 OA Adverbiaal clauses of purpose with 'so that' and 'in order that'  [Leg 1.51.2]

Study: We can express purpose with so that and in order that.

I spent a year in Germany in order that (so that) I might learn German.

Note that it's easier to use the to-infinitive instead of so that and in order that:

I spent a year in Germany to learn German.  [Leg 16.2C]

Write: Rewrite these sentences using in order that or so that, making any necessary changes.

1. I took twenty driving lessons to pass my driving test first time.

2. I arrived at the cinema early so as not to miss the beginning of the film.

3. We stood up in order to get a better view of what was happening.

4. Mr Jones bought a second car for his wife to learn to drive.

5. I spoke slowly and clearly because I wanted the audience to understand me.

1.1 OB Adverbiaal clauses of purpose with 'in case'  [Leg 1.51.3]

Study:  

In case means 'so as to be on the safe side' and refers to the future. We use the simple present or should after in case:

Take an umbrella with you. It might rain.

Take an umbrella with you in case it rains. (Or ... in case it should rain)

Write: Join these sentences with in case, making any necessary changes.

1. I'm going to sign the agreement immediately. You might change your mind.

2. Take this key with you. You might not be able to get into the house.

3. We keep a fire extinguisher in the kitchen. There might be a fire.

4. Go by train. There might be a lot of traffic on the roads.

5. I'm going to take my passport with me. I might need it.

1.10C Adverbiaal clauses of result with 'so ... (that)' and 'such ... (that)'  [Leg 1.52.1]

Study: We can describe results with:

1. so + adjective (that) (= 'as a result')

We were tired. We went to bed.  We were so tired (that) we went to bed.

2. such + noun (that) (= 'as a result'):

He's a fool. He believes anything. -> He's such a fool (that) he believes anything.
Write: Join these sentences with so ... (that) and such ... (that).
1 We were late. We missed the first act of the play.
   (WoPX  Вьй.уясЖ.  Zht.)
2 I was working hard. I forgot what the time was.
3 There was a delay. We missed our connecting flight.
4 We've had difficulties. We don't think we can stay in business.

1.10D Adverbial clauses of comparison with 'as ... as' [> LEG 1.53]

Study:
We can make comparisons with as ... as, not so (or as) ... as and than:
We use object pronouns after as and than [> 4.1 B]. He's as tall as me. He's taller than me.
Or we use subject + verb: He is as tall as I (am). He's taller than I (am).
We may use do, does or did to replace a verb in the simple present or simple past:
He plays the piano as well as I (do). He plays the piano as well as his sister (does).
You didn't finish the crossword puzzle as quickly as I (did).

Write: Join or rewrite these sentences using the conjunctisons in brackets.
1 John works hard. Susan works hard, (as ... as)
2 John is less intelligent than Susan, (not so ... as)
3 This computer holds less information than that one. (not... as much ... as)
4 The film 'Superman 1' is enjoyable. 'Superman 2' is enjoyable, too. (as ... as)

1.1 OE Context

Write: Put in as... as, but, in case, in order that, so ... that, such ... that, when, which.

WYSIWYG /wizwig/
We create new words all the time. We have to do this
may express new ideas. Perhaps the strangest wordographics has
come into the English language recently is 'wysiwyg'. I was puzzled by this word, ..................I kept asking people what it meant,
..................no one knew. Last week I found it in a dictionary. It is not peculiar, ..................I had thought. It comes from computers. This is what it means, .................you want to know: 'What You See Is What You Get'. This means that what you see on your screen is what you get. ..................you print. Now I discover that everyone knows this word. The other day I was in my favourite restaurant and ordered sausages. They were small sausages. ..................I complained to the waitress. She just smiled at me and whispered, 'Wysiwyg!'
1.11 The complex sentence: present participle constructions

1.11A Joining sentences with present participles ('-ing') [LEG I.56-I.58.I]

Study:

The present participle is the '-ing' form of a verb: find - finding (> 16.5).

1 We can use the present participle in place of and, so, etc. to join two simple sentences:
   * I found the front door locked. I went round the back. (two simple sentences > 1.2A)
   * Finding the front door locked and went round the back. (> 1.4A)

2 To make a negative, we put not in front of the -ing form:
   * Not knowing his phone number, I wasn't able to ring him. (= I didn't know ...)

3 Note how we can use being in place of is or was:
   * I was short of money. I couldn't afford to buy it.
   * Being short of money, I couldn't afford to buy it.

Write: Rewrite these sentences using -ing, making any necessary changes.

1 She got very worried and thought we had had an accident.
   * She got, wry. WPJTPt. tWW&Wf. façuC_ сьь фцçtdwi.

2 He went to his room and closed the door behind him. ...

3 I didn't hear what he said and asked him to repeat it.

4 You didn't ask me for permission because you knew I would refuse.

5 I'm not a lawyer, so I can't give you the advice you are looking for.

1.11B The present participle in place of adverbial clauses [LEG I.56-60]

Study:

We often use the present participle after a 'joining word' (or conjunction).
Instead of: *Since we arrived here, we have made many new friends.* (> 1.8A)
We can say: *Since arriving here, we have made many new friends.*

Write: Rewrite these sentences using a joining word + -ing.

1 They broke this window when they tried to get into the house.
   * Tlw-. jfcd&. tfoù. .wiy&W. wii*jtyqwf. .to. /fyto.

2 Though he refused to eat, he admitted he was very hungry.

3 I damaged the car while I was trying to park it.

4 While I agree you may be right, I still object to your argument.

5 After we looked at the map, we tried to find the right street.

6 Don't get into any arguments before you check your facts.
1.11 The complex sentence: present participle constructions

1.11C The present participle in place of relative clauses

Study:

- We can sometimes omit who or which + is/are when we use the present progressive.

Instead of: The man who is serving at the counter is very helpful.
We can say: The man serving at the counter is very helpful.

Instead of: The new law applies to vehicles which are carrying heavy loads.
We can say: The new law applies to vehicles carrying heavy loads.

- We can sometimes use -ing in place of who or which + simple present:

Instead of: This job will suit students who want to work during the holidays.
We can say: This job will suit students wanting to work during the holidays.

Write:

Circle the words you can delete and/or change to use -ing.

1. The plane (which is) flying overhead is travelling north.
2. The candidates who are sitting for this examination are all graduates.
3. The woman who is waiting to see you has applied for a job here.
4. What can you do about a dog which is barking all night?
5. Trains which leave from this station take an hour to get to London.
6. Customers who complain about the service should see the manager.
7. Passengers who travel on planes shouldn't smoke.
8. There's a pension scheme for people who work for this company.
9. There's a crime prevention scheme for people who are living in this neighbourhood.
10. There's someone who is knocking at the door.

1.11D Context

Write:

Use the -ing form of the verbs in brackets and put in after, as, when and who.

THE CASE OF THE POISONED MUSHROOMS

While (prepare) a meal for her guests, Mrs Grant got rather worried about some unusual mushrooms which a kind friend had sent her from the country. (Feel) suspicious, she gave a mushroom to her dog. (hear) the dog eat it with no ill effects, Mrs Grant decided to cook the mushrooms for her guests. That evening the guests greatly enjoyed the mushrooms, (comment) on their unusual flavour. They quickly changed their minds.

Mrs Grant's daughter, Jill, burst into the dining-room and announced that the dog was dead. On (hear) the news, Mrs Grant, now in a state of shock, phoned Dr Craig. (know) anything of her mother's suspicions about the mushrooms, Jill hadn't mentioned this important fact when (announce). The death of the dog.

They quickly changed their minds!
1.12 The complex sentence: perfect/past participle constructions

1.12A 'Being' and 'having been' [> LEG I.60]

1 We sometimes use being in place of is, are, was or were, though this is often formal:
   Instead of:  I was lost, so I had to ask someone the way.
   We can say:  Being lost, I had to ask someone the way.

2 We sometimes use having been in place of have been or had been (also formal):
   Instead of:  I've been abroad, so I missed the elections.
   We can say:  Having been abroad, I missed the elections.

Write:  Rewrite these sentences using being or having been.
1 I am out of work, so I spend a lot of my time at home.
2 John is a scientist, so he hasn't read a lot of novels.
3 He has been promised a reward, so he hopes he'll get one.
4 I was near a newsagent's, so I went in and got a paper.
5 They had been up all night, so they were in no mood for jokes.

1.12B 'It being' and 'there being' [> LEG I.60]

We sometimes use it being in place of it is or it was (formal):
Instead of:  It was Sunday, so it was hard to find a garage open.
We can say:  It being Sunday, it was hard to find a garage open.

We sometimes use there being in place of there is or there was (formal):
Instead of:  There was so much noise, I couldn't hear what was going on.
We can say:  There being so much noise, I couldn't hear what was going on.

We can use it being and there being after without (formal):
They often dig up the roads without it being necessary. (= it isn't necessary)
She suddenly began shouting without there being any reason. (= there was no reason)

Write:  Rewrite these sentences using it being or there being, making any necessary changes.
1 There were no questions so the meeting ended quickly.
2 He kept helping himself to money and it wasn't noticed, (without it...)
3 He kept asking awkward questions and there was no reason for it. (without there ...)
4 It was a holiday, so there were thousands of cars on the roads.
5 There was no one in, so I left a message.
1.12 The complex sentence: perfect/past participle constructions

1.12C Agreement between present participle and subject [> LEG 1.61]

We have to be very careful to make the participle agree with the subject of both verbs:

Turning the corner, / saw a tile fall off the roof. (= I turned ... and I saw ...)

If we say or write *Turning the corner, the tile fell off the roof*, this means 'the tile was turning the corner and then fell off the roof. The sentence is nonsense!

Write:
What's wrong with these sentences?
1 Opening the door of the refrigerator, the smell was bad.
2 Changing gear, the bus had difficulty getting up the hill.
3 Burning the rubbish, all my important papers were destroyed.

1.12D Past participle constructions [> LEG 1.62]

Study:
1 The past participle is the third part of a verb [> 9.3A-B]:
   - play - played - played (regular verbs);
   - build - built - built (irregular verbs)
2 We sometimes use the past participle instead of the passive:
   - Viewed from a distance, it resembled a cloud. (When it was viewed...)
   - Although built years ago, it was in good order. (Although it was built...)
   - If accepted for the job, you will be informed soon. (If you are accepted...)
3 We can omit who and which: The system used here is very successful, (which is used...)

Write:
Rewrite these sentences using past participles.
1 The painting was lost for many years. It turned up at an auction.
2 Although the meat was cooked for several hours, it was still tough.
3 If the picture is seen from this angle, it looks rather good.
4 The vegetables which are sold in this shop are grown without chemicals.
5 When the poem is read aloud it is very effective.

1.12E Context

Write: Put in suitable words (and forms where necessary) in the spaces below.

YAH BOOH!

My cat Blossom is always getting into fights with Ginger, the tomcat next door.

1. I see Ginger through my window, I shout and wave my arms to frighten him away.
2. Out of the window yesterday, I saw Ginger near my front door. There was no one around, I pulled a hideous face, stuck out my tongue, waved my arms over my head and started screaming, 'Yah booh! Yah booh!'
3. The front door, I was determined to chase Ginger away.
4. I succeeded admirably, I terrified the postman as well!
2 Nouns

2.1 One-word nouns

2.1A Noun endings: people who do things/people who come from places

Study:

1 We use some words only as nouns: e.g. desk, hat, tree, etc.
2 However, we often make nouns from other words by adding different endings or suffixes and sometimes making other small changes. For example, if we add -er to a verb like play, we get the noun player, if we add -ity to the adjective active, we get the noun activity. There is no easy rule to tell us which endings to use to make nouns.
3 Typical endings which make nouns: people who do things: actor, assistant, beggar, driver, engineer, historian, pianist. people who come from places: Athenian, Berliner, Milanese, Muscovite, Roman.

Write:

Give the nouns which describe people who do things or who come from places.

Use these noun endings: -an, -ant, -ar, -er, -ian, -ist, -or. Some are used more than once.

1 He acts very well. He's a fine...6 She's from Athens. She's an
2 Don't beg. You're not a....7 Manuel assists He's my,
3 I can't play the piano. I'm not a........8 She always tells lies. She's such a ....
4 She drives well. She's a good.........9 He's from Texas. He's a
5 I'm from Berlin. I'm a...................10 Anna is studying history. She's a fine

2.1B Nouns formed from verbs, adjectives, other nouns

Study:

1 Some nouns have the same form as verbs: act, attempt, blame, book, call, copy, cost, dance, fall, fear, help, joke, kiss, laugh, try, vote, wait, walk, wash, wish.
2 Typical endings which make nouns from:
   - verbs: acceptance, agreement, arrival, behaviour, discovery, knowledge, possession.
   - adjectives: absence, activity, anxiety, constancy, happiness.
   - other nouns: boyhood, kingdom, lunacy, mouthful, sexism.

And note -ing forms used as nouns: I've given your shirt an ironing. [> 2.2A, 16.5]

Write:

Give the nouns derived from verbs, adjectives or other nouns. Use these endings: -age, -hood, -ation, -ion, -ful, -ence, -ency, -ness, -al, -(er)y, -ment, -ety, -ism, -ity, -ing.

1 I decided this. It was my...11 Try again. Have another
2 Don't be so anxious. Control your........12 Be more efficient. Improve your
3 Ann's a socialist. She believes in..........13 Don't be so curious. Control your
4 We all want to be happy. We all seek .........14 Address this envelope. I'll give you the
5 We all agree. We're all in..................15 I refused their offer. My..................is final.
6 Who discovered this? Who made this........?16 I warned you. I gave you enough
7 We'll all arrive. We'll be met on............17 Put it in your mouth. Take one
8 I was a child then. That was in my............18 Can you explain it? Is there an................?
9 She is absent. Can you explain her...........?19 They tried him. I was at the
10 I'll post this. What's the....................?20 Don't argue. I don't want an
2.1 One-word nouns

2.1C Nouns and verbs with the same spelling but different stress
[> LEG 2.3.1, App 3.1]

1 With some words, when the stress is on the first syllable, the word is a noun. When the stress is on the second syllable, it is a verb. The meanings are related:
   noun: We have finished Book 1. We have made good progress.
   verb: We are now ready to progress to Book 2.

2 The meanings can also be quite different:
   noun: My son's conduct at school hasn't been very good.
   verb: Mahler used to conduct the Vienna Philharmonic.

Write: Underline the syllable that you would stress when speaking.

1 I need a permit to work in this country.
2 I can't permit you to park here.
3 Will they increase my salary next year?
4 I'm looking for an increase in salary.
5 Joy objects to your proposal.
6 Don't treat me as if I were an object.
7 We've had complaints about your conduct.
8 I'll conduct you to your seat.
9 This is the entrance to the building.
10 Gloria will escort you.
11 Do you want to buy this record?
12 Let me record your voice.
13 I've brought you a present.
14 Please present my compliments to him.
15 I must protest at your proposal.
16 The proposal didn't go without protest.
17 I've got an Australian accent.
18 Please accent every syllable.
19 Our exports have increased this year.
20 We export everything we make.
21 I'll escort you to your new office.
22 You'll need an escort.
23 Our imports have increased.
24 We import too much.

2.1D Context

Write: Refer to the words in brackets and put in the right nouns.

COMPUTER TANTRUMS
A clever computer built at Imperial College, London, often suffers from (bore) . . . . . The computer was built to find out about human (communicate) . . . . . The computer acquired a simple vocabulary in the same way as babies do: through (babble) . . . . . It is common (know) . . . . . that when babies babble, it is a (prepare) . . . . . for speech. When babies make sounds like real words, they are encouraged to remember them. With (encourage) . . . . . from their parents, babies quickly build up their vocabulary. In the same way, the clever computer learnt to use real words. For example, it learnt to identify a black cat. It was then shown a white cat to test how good it was at (recognize) . . . . . It refused to co-operate because the (solve) . . . . . to the problem was too easy. At first this (refuse) . . . . . puzzled scientists, but then they decided the computer was having a tantrum. 'It just sits there and goes on strike,' a (science) . . . . . said. 'These clever computers must also be taught good (behave) . . . . . The computer was having a tantrum!
2.2 Compound nouns

2.2A Nouns formed with gerund ('-ing') + noun: 'dancing-shoes'
[> LEG 2.7, 2.11 n.3, 6.3.1, 16.39.3]

Study: 1 When a noun has two or more parts (e.g. classroom), we call it a compound noun. We can make compound nouns with the -ing form: e.g. dancing-shoes [compare > 16.5].

2 The -ing form can sometimes be an adjective: Can you see that dancing couple? (= couple that is dancing)
When the -ing form is an adjective, we stress both words and never use a hyphen.

3 The -ing form can be the first part of a compound noun: I need a pair of dancing-shoes. (= shoes used for dancing; not 'shoes that are dancing')
When the -ing form is a noun, we stress the first word only and a hyphen is optional.

Write: Put a tick if the second word is part of a compound noun.

1 You need a pair of running shoes. 5 This water is near boiling point.
2 We sat beside a running stream. 6 I need some boiling water.
3 Put it in the frying pan. 7 Where are my walking shoes?
4 I like the smell of frying sausages. 8 Vera is a walking dictionary.

2.2B Apostrophe s ('s) or compound noun? [> LEG 2.10.1, 2.44, 2.47-48]

Study: 1 We use apostrophe s ('s) and s apostrophe (s) with people and some living things to show possession: Gus's car, the girls' shoes, a dog's bark [> 2.8].

2 When we want to show possession with things, we can use of the leg of the table. However, we often prefer to use a compound noun instead of of: the table-leg.

3 We can say the voice of a man or a man's voice. (Not *a man voice*)
We can say the leg of a table or a table-leg. (Not *a table's leg*)

Write: Supply a phrase with's or a compound noun in place of the phrases in italics.

1 Where's the key of the car? 17 Please clean the switches of the lights.
2 Where's the surgery of the doctor? 18 I spoke to the secretary of the boss
3 It's the idea of the committee. 19 This is the new policy of the party.
4 Don't damage the nib of the pen. 20 The cover of the book is torn
5 It's the keyboard of the computer. 21 He's the son of Mr Jones
6 I've cleaned the top of the desk. 22 The gate of the factory was shut
7 It was in the reign of King John. 23 Please open the door of the garage
8 Do you like the poetry of Eliot? 24 I've lost the photos of the children
9 It's the responsibility of no one. 25 The phone in the office is out of order...
10 Look at the handle of the suitcase. 26 The critic of the film was wrong
11 Polish the knob of the front door. 27 She's a teacher of dancing
12 The journey of Scott is historic. 28 Who's the mother of the twins?
13 Who stole the bicycle of the postman? 29 That's the wife of my brother.
14 Put out the stub of that cigarette. 30 I need a new lamp for reading
15 We've got a new table in the kitchen. 31 The surface of the road is slippery
16 Don't pull the tail of the horse. 32 He is the secretary of the President.
2.2 Compound nouns

2.2C Compound nouns which tell us about materials and substances
[› LEG 2.10.5, 6.13]

1 Names of materials and substances (leather, gold) are like adjectives when we use them to form compound nouns: a watch made of gold—a gold watch. (Not 'golden')
These words behave like adjectives in this one way, but they remain nouns because they do not have comparative or superlative forms and we cannot put very in front of them.
We stress both words in spoken English: I can't afford a gold watch. [› 6.4B-D]

2 Two important exceptions are wood and wool, which have adjectival forms:
a table made of wood ➔ a wooden table; a dress made of wool ➔ a woollen dress.

3 There are adjectival forms for words like gold: glass/glassy, gold/golden, leather/leathery, silver/silvery, silk/silky/silken, steel/steely, stone/stony.
We use them to mean 'like': a golden sunset (= a sunset like gold).

Write: Make compound nouns or use adjectival forms.

1 a raincoat made of plastic 11 a teapot made of silver
2 a shirt made of silk 12 a voice like silver
3 hair like silk 13 a wall made of stone
4 a table-top made of glass 14 silence like stone
5 eyes like glass 15 a tile made of ceramic
6 a wallet made of leather 16 a nailbrush made of nylon
7 a spoon made of stainless steel 17 a tongue like leather
8 nerves like steel 18 a spoon made of wood
9 a pullover made of wool 19 a wall made of stone

2.2D Context

Write: Refer to the words in brackets and put in the right compounds.

GREEK BIRDMAN
You probably remember the story of Daedalus, who made (wings of feathers) for himself and his son, Icarus, to escape Minos, King of Crete. A young Greek, Kanellos Kanellopoulos, recently repeated this journey in (a machine that flies) called 'Daedalus'. His (path of flight) was from Crete to Santorini, a distance of 119 kilometres. Kanellos, (a cyclist who is a champion) didn't use wax and feathers, but (power from pedals) to drive his machine. He was in the (seat of the pilot) for 3 hours and 5 minutes. His (machine made of carbon fibre) weighed 31 kilos and its wings measured 34 metres. Icarus, in the old story, flew too close to the sun. The wax that held his wings melted, so he crashed into the sea. Kanellos, however, kept 3 to 4 metres above the water and had a good (wind from the south). He broke the record for human-powered flight previously set up by Bryan Allen, who 'cycled' 35.8 km across the English Channel.
2 Nouns

2.3 Countable and uncountable nouns (1)

2.3A Countable and uncountable nouns compared [> LEG 2.14]

Study:

If a noun is countable:

a we can use a/an in front of it: I bought a book. (Not "I bought book.")
b it has a plural and can be used in questions with How many?: How many books...?
c we can use a number in front of it: one book, two books.

If a noun is uncountable:

a we do not normally use a/an in front of it: I bought some bread. (Not "a bread")
b it does not normally have a plural and can be used in questions with How much?:
   How much bread...? (Not "How many breads?")
c we cannot normally use a number in front of it. [compare > 2.3C]

We need to know whether nouns are countable or uncountable in English to be able to use
a/an, some, any, much, many, a few, a little, etc. correctly.
Compare: It was a marvellous experience, (countable = something that happened)
We need someone with experience, (uncountable = skill and knowledge)

Write:
Underline the noun in each sentence and write 'C' or 'U' to show whether the noun is countable or
uncountable.

1 This is an excellent painting. C
2 I don't like milk. U
3 How many photos did he take? C
4 Add a little more oil. U
5 His drawings really interest me. C
6 Hope keeps me going. U
7 He hasn't a hope. C
8 How much flour did you buy? U
9 Where are my two new shirts? C
10 We've got plenty of coal. U

2.3B Nouns which can be either countable or uncountable: 'an egg/egg'
[> LEG 2.16.1,2.16.2]

Study:

Some nouns are countable when they refer to single items, but they are uncountable when
they refer to substances:

<table>
<thead>
<tr>
<th>countable</th>
<th>uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a single item)</td>
<td>(substance/material)</td>
</tr>
<tr>
<td>He ate a whole chicken!</td>
<td>Would you like some chicken?</td>
</tr>
<tr>
<td>I had a boiled egg for breakfast.</td>
<td>There's egg on your tie.</td>
</tr>
</tbody>
</table>

Some nouns are uncountable when they refer to a material, but they are countable when
they refer to an object made from that material:

<table>
<thead>
<tr>
<th>countable</th>
<th>uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>('thing')</td>
<td>('material')</td>
</tr>
<tr>
<td>I broke a glass this morning.</td>
<td>Glass is made from sand and lime.</td>
</tr>
<tr>
<td>I picked up a stone.</td>
<td>We used stone to build our walls.</td>
</tr>
</tbody>
</table>

Write:
Underline the noun in each sentence and write 'C' or 'U' to show whether the noun is being used
as a countable or as an uncountable.

1 Add more onion. U
2 Would you like some fish? U
3 I eat two eggs every day. C
4 Too much cake isn't good for you. U
5 They've built a new motorway. C
6 Would you like an ice? C
7 I need two clean glasses. C
8 Don't throw stones. U
9 A lot of paper is wasted. C
10 We bought a new iron yesterday. U

1Ше1ЯВ1И1ЯВв1ИМ11
2.3 Countable and uncountable nouns (1)

2.3C Normally uncountable nouns used as countables (1): 'a coffee/(some) COffee' [> LEG 2.16.3]

Study:

1 Words for drinks like coffee are normally uncountable. This means:
   - we use no article: Coffee is important to the economy of Brazil.
   - or we use some/any: Is there any coffee? I'd like some coffee, please.

2 However, when we are ordering coffee, etc., we normally treat it as countable:
   I'd like a coffee, please. Two coffees, please. One coffee and a glass of milk, please.

Write:

Use I'd like..., please to ask for drinks in each situation.

1 You have come down to breakfast. There is a choice between tea and coffee.
   ...I'd? (some) coffee... I'd like some coffee.

2 You are ordering drinks. You want coffee for yourself. Your two friends want tea.

3 You are ordering drinks for three people: beer, lemonade, tomato juice.

4 You are ordering drinks. Two want coffee. Three want tea. One wants milk.

2.3D Normally uncountable nouns used as countables (2): 'oil/a light oil'
[> LEG 2.16.3]

Study:

Words like oil and plastic for substances and materials are normally uncountable [> 3.5A]:
OH is produced in the North Sea.
We often use a/an with nouns like this when we are describing them with an adjective:
The North Sea produces a light oil which is highly prized in the oil industry.

Write:

Rewrite these sentences using the nouns as countables.

1 The North Sea produces oil, (light)
2 This region produces wine, (excellent)
3 This factory produces cloth, (traditional)
4 This box is made of wood, (rare)

2.3E Context

Write:

Put in a, some, or 'l'.

A terrible tragedy!

OOOPS!

wine is not cheap and good wine can cost a lot of money these days. So spare thought for Mr Sokolin, a New York wine merchant, who recently lost bottle of wine worth £305,000 (or about £50,000 glass!). It was Chateau Margaux which had once belonged to Thomas Jefferson, the third president of America. Mr Sokolin took the bottle to wine tasting and put it on table. The bottle was made of dark glass and a waiter didn't notice it. He hit it with tray, making large hole in it. Most of the wine was lost, but Mr Sokolin was able to taste of it. He said it was 'not very good', but the loss of the bottle was described as terrible tragedy.
2 Nouns

2.4 Countable and uncountable nouns (2)

2.4A Singular equivalents of uncountable nouns: 'bread/a loaf' [> LEG 2.16.6]

Study:
1 A word like bread is uncountable. If we want 'one item', we use a different word:
   I'd like some bread, please. -> I'd like a loaf (of bread), please.
2 Sometimes we have to say exactly what we want. We cannot say "a clothing", so we ask for a coat, a shirt, etc. In the same way, we cannot say "a luggage", "an accommodation": We have to say what we want: e.g. a suitcase, a room.

Write:
Put in any suitable word which means 'one item'.

1 Are you giving away all this clothing/all these clothes? - No, I'm giving away a
2 There's a lot of laughter from next door. I just heard a very loud
3 My luggage is getting old and worn. I really need a new
4 There are a lot of people looking for work. I need a......................................myself.
5 I'm looking for accommodation. I'd like a..............................................for the night.

2.4B Nouns not normally countable in English: 'information'

Study:
A number of nouns, like information, are countable in many languages, but they are uncountable in English. This means we cannot:
- use a/an in front of them: I'd like some information, please. (Not "an information")
- give them a plural: I'd like some information, please. (Not (some) informations)

Other examples: advice, clothing, flu, furniture, hair, homework, housework, jewellery, lightning, luggage, meat, money, news, permission, progress, rubbish, scenery, shopping, soap, spaghetti, thunder, toast, traffic, weather.

News is plural in form, but takes a singular verb: The news is bad. (Not the news are)
Hair (that grows on the head) is singular: My hair is long. (Not my hairs are)
We use hairs only for individual strands of hair. There are three hairs on my nose.

Write 1:
Tick the words which normally have plurals in English.
1 advice 4 answer 7 penny 10 money
2 diamond 5 jewellery 8 story 11 news
3 meat 6 carrot 9 scenery 12 shirt

Write 2:
Put in some, any, a, the, a lot of or '
'.

1 I'd like some information, please. 11 Can you give me,......description of it?
2 The tree was struck by .........lightning. 12 I'd like,........tomatoes, please.
3 Is there,........toast, please? 13 Would you like,........spaghetti?
4 There's,........slice of toast left. 14 There was,........traffic this morning.
5 What's,........weather like today? 15 John's gone to bed with,........flu.
6 Can I have,........potatoes, please? 16 Have you made,........progress with Chinese?
7 I need,........new clothing. 17 I've got,........permission to park here.
8 I'm tired. I've just done,........shopping. 18 Our teacher has given us,........homework.
9 I've done,........housework. 19 There's,........rubbish in our garden.
10 I've just received,........letter from John. 20 I'm going to plant,........tree in the garden.
2.4 Countable and uncountable nouns (2)

2.4C Partitives: 'a piece of, etc. [³ LEG 2.18, App 5]

Study:  1 We use partitives to refer to:
- one item: a loaf of bread
- a part of a whole: a slice of bread
- a collection of items: a packet of biscuits

2 The most common partitives are a piece of and (in everyday speech) a bit of.
Can I have a piece of bread/a bit of bread/two pieces of bread, please?

3 There are partitives which go with some words but not with others. So we can say a slice of bread, a slice of cake, a slice of meat (but not "a slice of soap").
Partitives can be 'containers' (a tin of soup) or can refer to small amounts (a drop of rain).

Write:  Match A and B.

A                        B
1 I'd like some ice.                a wisp of ....  
2 Have you got any chocolate? ... a cube of....  
3 Can I have some bread, please?   a splash of  
4 We need some paper ............... a box of  
5 Buy me some soap, please .......... a sip of  
6 Buy me some milk, please ........... a tube of ....  
7 We need some jam .................. a drop of...  
8 Have you got any matches? .............. a bar of  
9 I've made some tea  .................. a slice of..  
10 Buy some toothpaste. ..          a pinch of.  
11 Add a little water ............... a sheet of.  
12 Add a little ........................ a jar of  
13 I've drunk a little tea ............ a bar of ....  
14 Add a little soda ................... a bottle of.  
15 I can see a little smoke.         a pot of ....

2.4D Context

Write:  Put in a, a lot of (use once only), some, or "."

JUNK OR ART?

Who became famous for painting ⁴ tin of soup? The answer is the American pop artist, Andy Warhol. Andy painted everyday objects and he also liked to collect them in large numbers:
- cookie jars ³ sets of cutlery ⁶ vases ⁹ furniture and paintings. Andy died in 1987 and his vast collection was sold. Someone paid $23,100 for two cookie jars which had cost a few dollars each. ⁴ pieces of furniture were sold for nearly $300,000. The sale raised money for the Andy Warhol Foundation for the Visual Arts, which may now have $100m! So, before you clear out your attic, take another look. What you think is rubbish today, might be treasure tomorrow. That ugly old vase belonging to Grandma may be more valuable than you think!
2.5 Number (singular and plural) (1)

2.5A Nouns with plurals ending in -s or -es: 'friends', 'matches'  

Study:

1. We add -s to form the plural of most nouns.
   We pronounce -s as /s/ after these sounds: /f/ chiefs; /k/ cakes; /t/ taps; /m/ months.
   We pronounce -s as /z/ after these sounds: /b/ verbs; /d/ friends; /g/ bags; /l/ bells; /m/ names; /n/ lessons; /v/ songs; vowel (a, e, i, o, u) + s: eyes, or vowel sound + r: chairs.

2. We add -es after nouns ending in -o: potato - potatoes; -s: class - classes; -x: box - boxes; -ch: match - matches; -sh: dish - dishes.
   We do not pronounce e in plurals like: cakes, clothes, tables, names, eyes.
   We pronounce the plural as /iz/ after these sounds:
   /z/: noises; /d/: oranges; /s/: buses; /l/: dishes; /kl/: matches; /ks/: boxes.

Write: Write the plural of these nouns in the columns below to show their pronunciation.
address, beach, bottle, cinema, clock, guitar, hotel, island, lake, light, month, office, park, piece, smile, space, tape, village.

M | /z/ | /iz/
---|-----|-----
1  |     | 13  |
2  |     | 14  |
3  |     | 15  |
4  |     | 16  |
5  |     | 17  |
6  |     | 18  |

2.5B Nouns with plurals ending in -s or -es: 'countries', 'knives'

Study:

1. Consonant (b, c, d, etc.) + -y becomes -ies: country/countries, strawberry/strawberries.
2. Vowel (a, e, o and u) + -y adds an -s: days, keys, boys, guys.
   Proper nouns (names spelt with a capital letter) ending in -y just add an -s:
   Have you met the Kennedys? The last four Januaries have been very cold.
3. We change the ending -f or -fe into -ves in the plural with the following nouns:
   calf/calves, half/halves, knife/knives, leaf/leaves, life/lives, loaf/loaves, self/selves, sheaf/sheaves, shelf/shelves, thief/thieves, wife/wives and wolf/wolves.
4. We add -s or -ves to: hoof- hoofs/hooves, scarf - scarfs/scarves.
5. We just add -sto: handkerchief/handkerchiefs, roof/roofs.

Write: Rewrite these sentences in the plural making necessary changes.

1. This cherry is very sweet.
   4. The leaf is turning yellow.
2. I’ve lost my key.
   5. The roof has been damaged.
3. This knife is blunt.
   6. We have a Henry in our family.
   We have three
2.5C Nouns ending in -o and some irregular plural forms
[> LEG 2.20, 2.25-27, App 49]

1 To nouns ending in -o, we add -es: hero - heroes, potato - potatoes, tomato - tomatoes.
   Or we add -es or -s: cargo - cargoes or cargos, volcano - volcanoes or volcanos.
   Or we add only -s: bamboos, photos, pianos, radios, solos, videos, zoos.

2 We change the vowels of some nouns to form the plural: foot/feet, goose/geese, man/men,
   mouse/mice, tooth/teeth, woman/women. And note: child/children, ox/oxen.

3 Some nouns have the same singular and plural forms: aircraft, deer, salmon, trout, sheep.

4 Nationality nouns ending in -ese and -ss have the same singular and plural forms:
   a Chinese - the Chinese; a Swiss - the Swiss. [> 3.3C]

Write: Rewrite these sentences in the plural making necessary changes.

1 Which video do you like best?  
6 A postman is busy all the time.

2 Which volcano is erupting?  
7 We’re going to sell that sheep.

3 This is John’s pet mouse.  
8 I can see a salmon in the water.

4 This tooth is giving me trouble.  
9 Which aircraft has just landed?

5 Can you see that goose?  
10 A Swiss is used to mountains.

2.5D Context

Write: Supply the correct plural forms.

WHAT DOES IT COME UNDER?
If you’re dieting there are certain (food) you really have to avoid: (cake) and (biscuit) are out for a start, but you can’t live for ever on (tomato) and (orange) and there are (man) and (woman) who spend their entire (life) counting the calories they take in each day. Some national (cuisine) make you fat. The (Japanese) have a high protein diet, while the (Swiss) eat a lot of milk (product). Personally, I’m lucky not to have to diet, but my friend, John, can’t eat anything without looking it up in his Calorie Chart. This is carefully organized so that (strawberry) and (peach) are under ‘Fruit’; (potato) and (spaghetti) come under ‘Starchy Foods’, and so on. I entertained John to a nice low calorie meal yesterday and at the end I offered him some jelly. ‘What does “jelly” come under?’ he asked looking at his chart. ‘Half a litre of double cream,’ I said, pouring the stuff over my plate!

Half a litre of double cream!
2.6 Number (singular and plural) (2)

2.6A Collective nouns followed by singular or plural verbs: 'government'

[> LEG 2.28-29]

1 Words like government and family are collective nouns because they refer to groups.

2 We can use singular or plural verbs with nouns like committee, company, family, government and jury. What will you be doing while the family is (or are) on holiday? These words also have regular plurals: Many families are in need of help.

3 We can use singular or plural verbs with nouns like the majority, the public and the youth of today. The public want (or wants) to know how they are (or It is) governed. These words do not have regular plural forms: (Not 'the publics')

4 We use only plural verbs with nouns like cattle, the military, people, the police and vermin: There are too many people in the world. (Not 'There is too many people' 'There are too many peoples') These words do not have normal plural forms, but note that peoples means 'national populations': The peoples of the Arab World have a common language.

Write: Supply is, are, has or have. Give two forms where possible.

1 The government is bringing in a new bill. 8 The military occupied the house.
2 The company going to employ six staff. 9 The police interested in this case.
3 All governments trying to control crime. 10 How many people coming tonight?
4 The jury trying to decide now. 11 The committee meeting now.
5 The youth of today many advantages. 12 A lot of people signed the petition.
6 There vermin in this restaurant. 7 The military occupied the house.

2.6B Nouns with a plural form + singular or plural verbs: 'acoustics' [> LEG 2.31]

Study: 1 Nouns ending in -ics:

- athletics, gymnastics, linguistics, mathematics (maths) and physics take a singular verb: Mathematics is not the most popular school subject. (Not 'Mathematics are')
- acoustics, economics, phonetics and statistics take a singular verb only when they refer to the academic subject: Statistics is a branch of economics. (Not *statistics are)

They take a plural verb when the reference is specific: Your statistics are unreliable.

2 Nouns like crossroads, headquarters, kennels, series, species and works (= factory) are singular when they refer to one: This species of moth is rare.

They are plural when they refer to more than one: There are thousands of species.

Write: Supply is, are, has or have.

1 The acoustics in this room are very good. 8 The statistics in this report, inaccurate.
2 This crossroads, dangerous. 9 are any statistics for road accidents?
3 There, four crossroads in our village. 10 Many species of moth disappeared.
4 Acoustics, a subject I know little about. 11 This species, green and white spots.
5 Our company headquarters, in London. 12 Our works, a good canteen.
6 There, many series of books on birds. 13 My maths, got worse and worse!
7 there any kennels in this area? 14 There, crossroads every mile.
2.6C Nouns with a plural form + plural verbs: 'trousers' [> LEG 2.32, App 5.8]

**Study:**
1. These nouns have a plural form only and are followed by a plural verb:
   - glasses (= spectacles), jeans, pants, pliers, pyjamas, scissors, shorts, tights, trousers:
     *My trousers are torn.*
     - All these nouns can combine with a *pair of*, *(two) pairs of*.
     - *I bought a pair of shorts yesterday and two pairs of trousers.*

2. These nouns are plural in form and are followed by a plural verb:
   - belongings, brains (= intellect), clothes, congratulations, earnings, goods, manners, stairs:
     *Were those clothes expensive?*

**Write:** Supply the missing words.

1. The goods you ordered .................. arrived.
2. Where ...................................... the scissors? ...................... are in the first drawer on the left.
3. How much ...................................... a good pair of trousers cost these days?
4. How much did you pay for .................... trousers? ...................... were very expensive!
5. I know he's clever, but ..................................... aren't the only thing in life.
6. I'm so pleased you got into university! .......................... on your success!
7. If your clothes, ...................... dirty, please put them in the laundry basket.
8. My jeans (not) ...................... faded much even though I keep washing
9. I'm looking for the pliers. - You'll find ..................................... on that shelf.
10. All their belongings ...................... been destroyed in a fire.
11. My earnings (not) ...................... high, but at least they ...................... regular.
12. These shorts ...................... fit me at all!

2.6D Context

**Write:** Put in singular or plural verb-forms.

LIES, DAMN LIES?
Statistics *(be)* 1 stated that there *(be)* 2 lies, damn lies and statistics. Recent statistics of British life *(show)* 3 the family *(be)* 4 happier than it used to be. The youth of today *(be)* 5 likely to live longer than the previous generation. People *(own)* 6 more things than they used to, but more police *(be)* 7 employed to fight crime. Mathematics *(be)* 8 a subject which is studied more by boys than by girls, as *(be)* 9 physics. The earnings of working women *(be)* 10 getting higher all the time and many women earn more than their husbands. Good manners *(be)* 11 declining. The public *(spend)* 12 more on clothes, and clothes *(be)* 13 becoming more and more expensive. Glasses *(be)* 14 worn by more people, but only a minority *(favour)* 15 contact lenses. Statistics *(make)* 16 us want to grind our teeth and can probably tell us if we have any teeth left to grind!
2 Nouns

2.7 Gender

2.7A Male and female word forms: 'waiter/waitress' [> LEG 2.39-40]

Study:

1 In many languages, the names of things such as book, chair, radio, table may be grammatically masculine, feminine or neuter. Often gender doesn't relate to sex, so that the word for 'girl' might be neuter and the word for 'chair' might be feminine.

2 There is no grammatical gender for nouns in English. Though there can be exceptions [> 4.1 C], we use only he and she to refer to people and it to refer to everything else. It is the pronouns, not the nouns, that tell us whether the reference is to male or female: 

   He is the person you spoke to. She is the person you spoke to.

3 We still have a few male and female word forms (man/woman) and a few -ess endings that refer to females: waiter/waitress, lion/lioness. In the case of people, this -ess ending is becoming rare. In the interests of sexual equality, words like author and manager refer to both sexes, rather than using 'authoress* or manageress for a woman.

Write: Supply the missing words. Refer to this list as little as possible.

actress, aunt, bachelor, bridegroom, cows, daughter, female, goddess, hens, heroine, heiress, lionesses, mares, nephew, nieces, nuns, prince, queens, râm, saleswoman, sister, sow, spinster, uncle, waitress, widower.

1 John's brother is a bank clerk and his ...AWIM^.... is a nurse.
2 My aunt is very nice and my,................... has a wonderful sense of humour.
3 My..................is a little boy of four; my niece is a little girl of two.
4 My father's brother and sister have never married. He's still a,...................and she's a
5 These days, few men become monks and few women become
6 There is only one bull in the field, but there are dozens of
7 The cock crows at dawn and wakes up all the
8 The stallion is in a separate stable from the
9 We call the boar Henry and we call the,...................Jemima.
10 The ewes look quiet enough, but I don't like the look of that
11 Tony is an actor and his wife is an
12 John and Jane work in a restaurant; he is a waiter and she is a
13 In fairy tales the handsome,...................usually marries the beautiful princess.
14 We went to a wildlife park and saw a lot of lions and
15 In mythology, Mars is the god of war; Diana is the,...................of hunting.
16 Katerina is the,...................to her father's fortune.
17 Why does everyone expect the hero of the story to marry the...............?
18 A widow can often manage much better on her own than a
19 A...................won the award for most sales this month; a salesman came second.
20 When you look at fish, it's often difficult to distinguish between male and
21 Very few people know the names of the kings and,...................of England.
22 I took a photo of the bride and...................at the wedding.
23 The Smiths have a son called Robert and a,...................called Jill.
24 My uncle and,...................are over here from Canada.
25 I enjoy being an uncle. I have two,...................and three nephews.
2.7B Identifying masculine and feminine through pronouns: 'He/She is a Student' [> LEG 241]

Study:
The word forms man and woman tell us that the reference is to male and female [> 2.7A], but with most nouns that refer to people, we don't know whether the reference is to male or female until we hear the pronoun:

My neighbour has just bought a new shed for his garden.
My neighbour is always telling us about her famous son.

Other typical nouns like this are:
adult, artist, child, cook, cousin, darling, dear, doctor, foreigner, friend, guest, journalist, lawyer, musician, orphan, owner, parent, passenger, person, pupil, relation, relative, scientist, singer, speaker, spouse, stranger, student, teacher, tourist, visitor, writer.

Write: Supply the correct pronouns in these sentences.

1. When I saw the doctor, she told me to go back and see her again next week.
Jennifer is a fine musician, he plays in the Philharmonic.
My lawyer told me, he would ring me when he had the information I wanted.
Your visitor left, she glasses behind when he came here yesterday.
Professor Myers is a brilliant scientist, she should be given the Nobel Prize for her work.
Mrs Carter, our English teacher, really knows grammar!
The artist, Rembrandt, painted several pictures of, she is famous for his cooking.
Anton Schmidt works as a cook at a large hotel, he is famous for his cooking.
How would you describe her? - Well, she is a student of about 18.
How do you know this passport belongs to a woman? - The owner has a photo in it.
My daughter works as a journalist, she has been very successful.

2.7C Context

Write: Put in actors, Miss, mother, Prince, princess, Sisters and the missing words.

CINDERELLA AND THE UGLY SISTERS
Our local school recently put on Cinderella as a play and invited the Mayor of the town to see it. After the performance, the distinguished guest went backstage and congratulated the young and actresses.
Professor Myers spoke to Henry who played the part of Charming and Liz, who played the part of Cinderella. The Mayor asked Liz if she would enjoy being a wife when she married Prince Charming and she blushed and giggled. The Mayor congratulated the Fairy Godmother, and, of course, the teacher who produced the play, Miss Jones. Jones was very pleased because she had worked hard to put on the play with a company of eleven-year-olds. The Mayor then approached us and said, 'Excellent... excellent... and --er... you must be the Ugly...'

You must be the Ugly Sisters!
2.8 The genitive

2.8A How to show possession with 's, s' and the apostrophe (') on its own
[> LEG 2.42-46]

Study:

1 We show possession in English with the genitive form of a noun. This means we normally use 's and s' for people and some living creatures. We put the possessive before the noun it refers to: Frank's car. (Not 'the car of Frank/the car of Frank's *)

2 The simplest rule to remember is: Add's to any personal noun unless it is in the form of a plural ending in -s, - in which case, just add an apostrophe ('). This means:
- add's to singular nouns and names not ending in -s: a boy's tie, Tom's hat.
- add's to singular nouns ending in -s: an actress's career, a waitress's job.
- add's to irregular plural nouns: children's games, the men's club, sheep's wool.
- add an apostrophe (') after the -s of regular plurals: the girls' uniforms.
- add's to names ending in -s: Charles's address, Doris's party, St James's Park.
Famous names ending in s just add ('): Yeats' poetry. This is pronounced /s/or/iz/.

Write: Rewrite these sentences using 's, s', or just an apostrophe (').

1 This bicycle is for a child
2 This pen belongs to the teacher
3 He described the career of the actress
4 That's a job for a stewardess
5 These toys belong to the children
6 This is a club for women
7 It's a school for girls
8 This is the lounge for residents
9 This umbrella belongs to James
10 That hat belongs to Doris

2.8B Apostrophe s ('s/s'), compound noun, or 'of'? [> LEG 2.47-48,2.50]

Study:

1 When we want to show possession with things, we can use of. the leg of the table.
However, we often prefer to use a compound noun instead of of. the table-leg [> 2.2B].

2 We must use of when we can't form a compound noun:
the book of the film (Not "the film's book")-, the top of the box (Not 'the box's top")
You can only learn these from experience. If you are in doubt, use of.

Write: Only where possible, use an apostrophe to show possession in these sentences.

1 That's the voice of a man
2 I can't see the bottom of the box.
3 That's the decision of the committee
4 It's the fault of no one
5 This is a copy of the poetry of Keats
6 That's the leg of the table
7 Where's the key of the car?
8 That's the bell of the village church that you can hear
9 These are the stables of the horses
2.8 The genitive

2.8C The use of 's and s' with non-living things: 'an hour's journey'

[> LEG 2.49-50]

Study:
We use 's and s' with some non-living things:
- fixed phrases: the earth's surface, journey's end, the ship's company
- time phrases (singular): an hour's journey, a day's work, a month's salary
- time phrases (plural): two hours' journey, two days' work, two months' salary

Write:
Use 's or s' only where possible with these.
1 a delay of an hour...O^Wy n^W e W / O^W... 6 the price of success
2 a journey of two days.................................7 work of seven years
3 the shade of the tree................................ 8 the surface of the earth
4 the book of the film.................................9 at the door of death
5 the inside of the box...............................10 an absence of a year....

2.8D Omission of the noun after's [> LEG 251]

Study:
We generally omit the noun after 's when referring to work-places, shops, and houses:
the doctor's, rather than the doctor's surgery, my mother's rather than my mother's house.

Write:
What could we use in place of the words in brackets?
1 Your mother has gone to (the shop owned by the hairdresser)
2 I'll meet you at (the shop owned by the chemist)
3 I'm going to spend the night at (the house owned by my aunt)
4 We were married in (the church dedicated to St Andrew)
5 I bought this at (the department store owned by Marks and Spencer)

2.8E Context

Write:
Put in compounds and 's and s' constructions in this story.

MIND YOUR SKIN!
We have become very conscious of conservation these days. A lot of people won't buy any goods made from (skins of animals)
In many parts of the world, it is now unthinkable for a person to dress in (a coat made of the skin of a leopard)
We realize that (the wildlife of the earth)needs protection. This affects such things as (clothing worn by children)
and (coats worn by ladies)
If (a fur coat worn by an actress)
It was created from man-made materials. Of course, we still farm animals for their skins, but the notice I saw in a shop recently must have been (the revenge of the crocodiles)
It was selling crocodile-skin bags and offering the following service: ('skins of customers')made up!
3 Articles

3.1 The indefinite article: 'a/an' (1)

3.1 A General statements with 'a/an' and zero (0) [LEG 3.7, 3.9.1-2, 3.19.1]

Study: 1 A and an have exactly the same meaning. We use a in front of consonant sounds (a man, a yeal) and an in front of vowel sounds (an umbrella, an eye, an hour).
2 We can talk about people or things 'in general' with a/an or with the plural [> 3.5A].
   Instead of:  Cats are domestic animals. (= 'cats in general')
   We can say: A cat is a domestic animal. (= 'cats in general')

Write: Make the singular sentences plural and the plural sentences singular.
1 A small computer isn't expensive
2 A quartz watch doesn't last for ever...
3 I like plays with messages
4 I admire politicians who are sincere
5 A big city is always fascinating.
6 Even an efficient system can break down...
7 A road map is always out of date...
8 A rule is meant to be broken
9 Restaurants shouldn't charge too much
10 How much do car radios cost?
11 A bus leaves here every hour
12 How long does a letter take to get here?

3.1 B The 'plural form' of 'a/an' [LEG 3.5-6, 3.9.1-2]

Study: 1 The plural of a/an is zero (0) when we refer to 'things in general':
   A cat is a domestic animal. -> (0) Cats are (0) domestic animals.
2 The plural of a/an is some or any when we refer to 'quantity' [but compare > 5.3A]:
   There's a sandwich on the plate. -* There are some sandwiches on the plate. [> 5.3B]
   We use numbers in place of a/an and some/any only when we are counting:
   There's only one sandwich left. -* There are only four sandwiches left. [> 3.2B]

Write: Turn these sentences into the plural, making all necessary changes.
1 She's an architect
2 Do you want a potato?
3 A doctor needs years of training
4 How well can a cat see in the dark?
5 Have you got a cat at home?
6 Why should a compact disc be so dear?
7 I borrowed a compact disc
8 Can you lend me a compact disc?
9 Why is a car so expensive?
10 There isn't a car in the street
3.1 The indefinite article: 'a/an' (1)

3.1 C Describing people and things with 'a/an' + noun: 'He's a doctor'
[> LEG 3.9.3-4, App 49]

Study:

We use some words as adjectives or nouns when we want to describe people. When we use them as countable nouns, we always put a/an in front of them [> 2.3A], e.g.
- nationality: She's American, (adjective) or: She's an American, (noun) [> 3.3C]
- religion: She's Anglican, (adjective) or: She's an Anglican, (noun)
- politics: He's a Conservative, (adjective) or: He's a Conservative, (noun)

We use some words only as countable nouns (people and things) and we always put a/an in front of them: He's a doctor. (Not *He's doctor.*) It's a tree. (Not *It's tree.*)

We can also use adjective + noun: She's a good girl. (Not *She's good girl.*)

We can use a/an in front of proper nouns (names spelt with a capital letter) for:
- members of a family: He's a Forsyte. (= a member of the Forsyte family)
- literature and art: It's a Dickens novel. It's a Brecht play. Sometimes we can use the name on its own. We can say It's a Rembrandt painting or It's a Rembrandt.

Write:
Write sentences using He's ..., She's..., It's ... + noun for each of the following.
1. What does he do? He drives a taxi.
2. What's her religion? She's Catholic
3. Where does he come from? He comes from England.
4. What's that? (ant)
5. What's that? (kind of insect)
6. What political party does she belong to? She's socialist.
7. What does she do? She teaches children
8. What does she do? (architect)
9. What is it? (sonnet by Shakespeare)
10. What is it? (painting by Picasso)

3.1 D Context

Write: Put in a, some, any or '–'. Alternatives are possible.

AT YOUR SERVICE, SIR!

1. ... robots are common in industry and perhaps they will soon be common in the home.
2. ... robot working in the home must be able to behave like...human. You could ask it to make breakfast for you. 'I'd like...pot of coffee, please and...boiled eggs.' 'How many, sir?' 'Two please.' You wouldn't have to worry about bringing friends home to dinner. 'I've brought...friends for dinner,' you would say, 'please prepare...meal for six.' Your robot would be...cook...servant and...cleaner, and perhaps it could even do the shopping. 'We haven't got...tomatoes,' you would say. 'Be...good robot and get some from the supermarket.'...robots would never need to sleep, and would never complain. But I wouldn't want them wandering round the house at night!

Ask it to make breakfast for you.
3.2 The indefinite article: 'a/an' (2)

3.2A The use of 'a/an' when something is mentioned for the first time

Study:
We use *a/an* to introduce a person or thing for the first time. This shows that the listener or reader doesn't know what we are referring to. After this first reference, we use *the*.

> I watched *la car* as it came up our road. It stopped outside our house and I saw *l'homme* (the man) put out. He was carrying *un cas" in his hand. With *l'assiette* in his hand, I looked like a salesman.

Write: Supply *a/an* or *the* in the following text.

During our journey we came to 1 ... 2 ... bridge. 3 ... old man spoke to him, 4 ... man refused to answer us at first. He could tell at a glance that we had escaped from 5 ... prisoner-of-war camp and tie was afraid of getting into trouble. We weren't 6 ... first prisoners of war to have escaped from 7 ... camp. As soon as Jim produced 8 ... revolver, 9 ... man proved very willing to answer our questions. He told us exactly where we were and directed us to 10 ... farm where we might find food.

3.2B The difference between 'a/an' and 'one'

Study:
We do not use *a/an* + noun and *one* + noun in the same way. We use *a/an* to mean *any one*: I'd like *a coffee*, please.

We use *one* when we are counting: It was *one coffee* I ordered and not two.

We use *one* with: day, morning, evening when we are telling a story: One day, when I was working as a salesman, I received a strange telephone call.

Compare: I had to stay in bed for a day. (= any day, it doesn't matter which)
I had to stay in bed for one day. (= one day and not two or more)

We use *a/an* or *one* with:

- a Whole numbers: *a one hundred, thousand.*
- c Money: *a one pound, dollar.*
- b Fractions: *a one quarter, half.*
- d Weights, measures: *a one kilo, foot.*

Write: Supply *a/an* or *one* in these sentences. Note where you can use either *a/an* or *one*.

1 I need ... picture-hook to hang this picture.
2 Did you say you wanted ... picture-hook or two?
3 ... nail won't be enough for this job. I need several.
4 You should use ... hammer to drive in those nails.
5 How many orange juices did you say? - Just ... orange juice, please.
6 You should get out into the fresh air on ... day like this!
7 ... day, many years later, I learnt the truth.
8 I was out walking late ... evening when I saw ... strange object in the sky.
9 He says he's going to be ... millionaire ... day.
10 There were over ... hundred people at the party.
11 Have you ever seen ... silent movie?
12 I've only ever seen ... silent movie.
3.2C 'A/an' for price, distance and frequency: '80p a kilo' [> LEG 3.12]

**Study:**
- price/weight: 80p a kilo
- distance/speed: 40 km an hour
- distance/fuel: 30 miles a (or to the) gallon
- frequency/time: twice a day

**Write:**
Write complete answers to these questions.

1. How much are these apples? 90p/kilo
2. How often do you take these pills? once/day
3. What speed are we doing? 100 km/hour
4. How many miles a gallon do you do? 45 miles/gallon
5. How often is the rubbish collected? twice/week

3.2D 'A/an' or zero with reference to illnesses: 'a cold' [> LEG 3.15]

**Study:**
1. We always use a/an with these illnesses: a cold, a headache, a sore throat.
2. We can use or omit a/an with these:
   - catch (a) cold, have (a/an) backache/earache/stomach-ache/toothache.
3. We use no article at all with these plurals: measles, mumps, shingles.
4. We use no article with these: (high) blood pressure, flu, gout, hepatitis.

**Write:**
Supply a/an where necessary. Note where you can use a/an or zero (-).

1. I'm going to bed, I've got headache. 6. ………measles can be very unpleasant.
2. I was awake all night with………toothache. 7. Don't come near me. I've got………sore throat.
3. I think Gillian's got ………flu. 8. I think I've got………cold!
4. The children are in bed with………mumps. 9. I've had………terrible backache.
5. Mind you don't catch………cold. 10. I often suffer from………backache.

3.2E Context

**Write:**
Put in a, the, or one only where necessary.

HERE’S HEALTH!

'I think that's all, Mrs Grant,' Dr Grey said as she handed her1 list of prescriptions.2 list was very long and Mrs Grant almost fainted as she tried to read it. She had3 headache and 4 cold and felt as if she was getting 5 flu. On top of this, one of her children was in bed with 6 mumps. 'I've prescribed some pills for', 7 high blood pressure as well,' Dr Grey said. 'How many do I have to take - 8 pill 9 day?' 'No. One pill with each meal. Three pills 10 ………day.' Mrs Grant thanked 11 doctor and walked out of her surgery with some difficulty. She staggered into the local chemist's and handed 12 ………list. 'What a list! I trust you're keeping well!'
3 Articles

3.3 The definite article: 'the' (1)

3.3A Form and basic uses of 'the' [› LEG 3.16-3.18]

Study:

1. The never varies in form whether it refers to people or things, singular or plural:
   a. That's the man we met last night.
   b. That's the woman we met last night.
   c. That's the shirt I bought yesterday.
   d. They're the men we met last night.
   e. They're the women we met last night.
   f. They're the shirts I bought yesterday.

2. We use the to refer to something that is known. [› 3.2A]

3. The can combine with singular countable nouns (the book), plural countable nouns (the books), and uncountable nouns, which are always singular (the furniture).

Write: Supply a or the in the following text.

We wanted to reach a small village and knew we must be near. Then we saw a woman just ahead and some children playing. When we stopped to ask the way, a woman said she was stranger herself. We called out to children, but they ignored us. Just then two men came along and we asked them the way. men didn't know, but at least they were helpful. 'There's a signpost a mile along this road,' one of them said. We drove to signpost eagerly. This is what it said: NORTH POLE 6,000 MILES.

3.3B 'A/an', 'the' and zero in front of abbreviations: 'the BBC'

Study:

1. We make abbreviations with the first letters of the most important words. We then treat these abbreviations like ordinary nouns and use them with a/an, the or zero [› 3.1 C]:
   1. I've just bought an LP. (= a Long Playing record).
   2. We use an + vowel sound (an LP) and a + consonant sound (a VW = a Volkswagen).

2. We use a/an and full stops with titles: She's an M.A. (= Master of Arts)

3. We use the in front of institutions when we can't say them as single words. We don't use full stops:
   1. I listen to the news on the BBC. (= the British Broadcasting Corporation)
   2. We are members of UNESCO. (= the United Nations Educational, Scientific and Cultural Organization)

4. We use no article (zero) with chemical symbols: C02 stands for Carbon Dioxide.

5. The first letters of some words are often used as normal words: e.g.
   1. Planes use radar. (= RAdio Detection And Ranging)

Write: Supply a/an, the or ' 

1. Jim got B.Sc. (= Bachelor of Science) from Durham University in 1988.
2. Celia is sure she's seen UFO (= Unidentified Flying Object).
3. EC (= European Community) does a lot of trade with the rest of the world.
4. I don't know how much, MP (= Member of Parliament) earns.
5. Which countries belong to NATO? (= North Atlantic Treaty Organization)
6. H2O is the chemical formula for water.
7. I've used my computer to learn BASIC (= Beginners' All-purpose Instruction Code).
8. NASA (= National Aeronautics and Space Administration) had a setback in 1986.
3.1 The indefinite article: 'a/an' [G]

3.3C 'The' + nationality noun: 'the Chinese' [＞LEG 3.19.2, App 49]

Study: We use the in front of nationality nouns to refer to 'all the people in general'.
We can divide nationality nouns into four groups:

1 the + -ese or -ss: the Chinese, the Japanese, the Portuguese, the Sudanese, the Swiss.
2 the + plural ending in -s:
   -ian: the Austrians, the Belgians, the Brazilians, the Egyptians, the Russians.
   -an: the Americans, the Koreans, the Mexicans, the Venezuelans, the Zimbabweans.
   other -s endings: the Arabs, the Germans, the Greeks, the Poles, the Scots, the Turks.
3 Two forms: the Danes/the Danish, the Spaniards/the Spanish, the Swedes/the Swedish.
4 the + -ch or -sh: the British, the Dutch, the English, the French, the Irish, the Welsh.

Write: Rewrite these sentences using nationality nouns to refer to 'the people in general'.

1 The people from Portugal are very different from the people from Spain.
2 The people from America and the people from Russia understand each other better.
3 The people from Brazil speak Portuguese, but the people from Mexico speak Spanish.
4 The people from Germany and the people from Japan work very hard.
5 The people from Greece buy ships from the people from Korea.
6 The people from Britain and the people from Holland do a lot of foreign trade.

3.3D Context

Write: Put in a or the.

ANCIENT SECRETS
Mr Denys Stocks, a retired policeman, has just been given a B.Sc. for twelve years' research into ancient Egyptian industrial methods. Egyptologists have often wondered how Egyptians were able to cut such hard stone and how they produced such fine jewellery. Mr Stocks has shown that Egyptians used saws and drills, saws and drills were made of copper, which is very soft. But Egyptian craftsmen turned them into very powerful tools. First a craftsman made a cut in stone with a soft saw. Then craftsman poured sand into the cut. Hard sand got into the teeth of the saw and died cutting. In this way, a worker could cut basalt, one of the hardest rocks, and he used sand he used turned into very fine powder. Powder was then used by jewellers to cut precious stones and to make delicate jewellery.
3 Articles

3.4 The definite article: 'the' (2)

3.4A 'The' for specifying [> LEG 3.20]

Study:
1 When we use the, the listener or reader knows or can understand what we are referring to.
   - back reference: We stopped at a small village. The village was very pretty. [> 3.2A, 3.3A]
   - the + noun + of. The life of Napoleon was very stormy.
   - a clause (= part of a sentence): The Jones I'm referring to is a colleague of mine.
   - context: The listener knows exactly what we are referring to from the context.
     That's why we say: It's the postman. (Not *a postman*)
     She's gone to the butcher's. (Not *a butcher's*) [> 2.8D]
     Running is good for the heart. (Not *a heart*)

2 We often say the cinema, the theatre, the supermarket, the bank, etc. even if we don't know exactly which: He's gone to the cinema/the theatre/the supermarket/the bank.

3 We refer to the country, the mountains, the seaside even if we don't know exactly where: We're spending the weekend in the country/in the mountains/at the seaside.

4 We use the to refer to one of a kind: the earth, the sea, the sky, the sun, the moon, the solar system, the planets, the galaxy, the universe: The earth doesn't belong to us.

Write: Supply a/an, the or '-'.

1 We were looking for a place to spend night. place we found turned out to be a charming village. village was called Lodsworth.
2 individual has every right to expect personal freedom. freedom of individual is something worth fighting for.
3 Yes, my name is Simpson, but I'm not Simpson you're looking for.
4 Who's at the door? - It's the postman.
5 When you go out, would you please go to supermarket and get some butter.
6 I've got appointment this afternoon. I've got to go to doctor's.
7 We went to theatre last night and saw Flames. It's a wonderful play.
8 We prefer to spend our holidays in country/mountains or by sea.
9 We have seen what the earth looks like from moon.
10 This is the front room. ceiling and walls need decorating, but floor is in good order. We'll probably cover it with carpet.
11 You're imagining things. All your fears are in your mind.
12 Look at this wonderful small computer. top lifts up to form screen; front lifts off to form keyboard and whole thing only weighs 5 kilos.
13 history of world is history of war.
14 Is there moon round planet Venus?
15 What's John doing these days? - He's working as postman.
16 exercise is good for body.
17 Could you pass me salt, please?
18 They're building a new supermarket in centre of our town.
19 Where's your mother at moment? - I think she's in kitchen.
20 If you were a cook, you'd have to work in kitchen all day long.
3.4B 'The' to refer to things that are unique (not place names) [> 3.6c, LEG 322]

1 We often use the to refer to 'things that are unique':
   a organizations: the United Nations
e   b ships: the Titanic
c   c documents: the Constitution
d   d public bodies: the police, the Government
e   e titles of books and films: The Odyssey
f   f climate: the weather
   g historical events: the French Revolution
   h official titles: the President
   i political parties: the Labour Party
   j the press: The Economist, The Times
   k beliefs: the gods
   l the whole species: the dinosaurs

We treat other, similar, words as proper nouns [> 3.5A] and use no article (zero), e.g.
   a organizations: Congress, Parliament
d   b titles of books and films: Jaws
c   c beliefs: God, Buddha
   d official titles: Queen Elizabeth
e   e the press: Punch, Time magazine
   f the whole species: Man

Write: Supply the or 'a'.

1 I like to read newspapers like ...Washington Post.
2 I read...Economist every week and...Time magazine.
3 Do you think...New Yorker and...Punch have much in common?
4 We can't be sure about the history of...human race, but...man developed earlier
   than we think, though we certainly weren't around at the time of...dinosaurs.
5 I've been reading Homer's...Odyssey, but I haven't read Joyce's...Ulysses.
6 The Ancient Greeks believed in...gods. The idea of...God was not known to them.
7 My oldest son joined...Navy and now my youngest wants to join...Army.
8 In many countries, the head of state is called...President.
9 Do you know who killed...President Lincoln?
10 Because of the greenhouse effect...climate of the world is changing.

3.4C Context

Write: Put in a/an or the.

SUNRAYCER

1 read recently in ...Times that the big American company, General Motors, has developed
2 vehicle that uses...power of...sun instead of petrol...vehicle is called Sunraycer. Sunraycer has just taken part in...race against 25 solar-powered vehicles.
3 route...race was from Darwin to Adelaide...immense distance.
4 Sunraycer covered...distance in 45 hours at...average speed of 41 miles...hour in temperatures as high as 48°C. It beat all other cars by two and...half days! Sunraycer ('ray of the sun' + 'racer') is certainly...car of...future!
3.5 The zero article (1)

3.5A Basic uses of the zero article (0): 'Life is short' [LEG 3.24-26,3.27.1,3.27.3-5]

**Study:**

We often use no article at all (zero) in English where some other languages use the:

1. In front of **plural countable nouns** used in general statements [> 3.1A], e.g. for:
   - people: 0 Women need better pay.
   - animals: 0 *Cats* don't like cold weather.
   - plants: 0 *Trees* don't grow in the Antarctic.
   - food: 0 *Beans* are good for you.
   - products: 0 Watches aren't expensive.
   (Not *The beans are good for you.* etc.) [compare > 5.3A]

2. In front of **uncountable nouns** (always singular) used in general statements, e.g. for:
   - food: I like 0 *butter.*
   - colours: 0 *Red* is my favourite colour.
   - abstract: 0 *Life* is short.
   - languages: 0 English is a world language.
   (Not *The life is short.* etc.) [compare > 5.3A]

3. In front of most **proper nouns** (names spelt with a capital letter) [> 3.1C, 3.6C]:

   *Fritz Weber* lives in *Berlin*. *This was made by Jackson and Son.*

   By comparison, we use the when the reference is specific, not in general statements:

   1. In front of plural countable nouns: *The beans* I like best are kidney beans.
   2. In front of uncountable nouns: I used all the butter that was in the butter dish.

**Write:** Supply **the** or **-'**.

1. A lot of people are giving up ......... meat.
2. meat we had for lunch last Sunday was very tough.
3. As someone said, ......... life is just one damned thing after another.
4. I don't know much about ............. life of ............. Napoleon.
5. running is supposed to be good for you.
6. I ought to be fit with all ............. running I do, but I don't feel fit.
7. Which is your favourite colour? ......... Red.
8. I think ............. red one will suit you best, ............. Red is more your colour.
9. We learnt, ............. English at school, but ............. English we learnt was useless.
10. London is a safe city today, but ............. London of the 18th century was pretty rough.
11. watches have become very cheap and very attractive.
12. Most of ............. watches you see today work on ............. quartz.
13. indoor plants require a lot of effort and attention.
14. Bach gives me a great deal of pleasure.
15. Bach recording you bought for my birthday is first class.
16. What has been the longest period of ............. peace in ............. history?
17. If you study .......... History, you've got to read a lot.
18. fasting during ............. Ramadan is more difficult in the summer months.
19. journeys to unknown places require a lot of preparation.
20. lives of ............. poets and ............. musicians have often been unbearably difficult.
21. I'm not interested in the price of ............. silver or the price of ............. gold.
22. time is ............. money.
23. I can never regret ............. time I've spent enjoying myself.
24. I often listen to ............. music and I like ............. jazz best.
3.5B The zero article with names and titles: 'Mr Pym' [> LEG 2.13, 3.27]

Study:
1. We do not normally use articles in front of proper nouns (like John, London, etc.).
2. We use a surname or first name + surname after Mr, Mrs, Miss and Ms: Mr Pym, Mr John Pym. We often write, but rarely say Ms, as in Ms Joan Cartwright.
3. We abbreviate Doctor to Dr in writing and use a surname after it: I'm Dr Brown, but we can use Doctor on its own as a form of address (written in full): It's my liver, Doctor.
4. In British English Madam and Sir can be used as forms of address, e.g. by shop assistants: Yes, madam? Sir is also a title in front of first name (+ surname): Sir John (Falstaff), (Not *Sir Falstaff*). Americans use Sir on its own to speak to strangers.
5. We can say Uncle and Auntie (but not *Cousin* or *Sister*) to address our relations.
6. Major and Professor can be used with names or on their own.
7. Nurse and sometimes Sister can be used as forms of address for nurses.

Write: Mark with an X those sentences that are wrong or unacceptable and briefly say why.

1. Excuse me, Mr - can you tell me the way to the station, please?
2. Good morning, Doctor.
3. Don't ask me. Ask Mrs Elizabeth.
4. Can I introduce you to Mrs Elizabeth Jackson?
5. I have an appointment with Dr White.
6. I've just received a letter from cousin Frank.
7. Can I help you, Mrs?
8. Can I help you, Madam?
9. Sir Falstaff is a famous Shakespeare character.
10. May I have a word with you please, Professor?
11. I've addressed the letter to Professor John Williams. Is that right?
12. Nurse, could I speak to you for a moment, please?

3.5C Context

Write: Put in a/an, the or '-'.

FOOD FIT FOR A KING!

1. ...77 seeds dating from 1325 B.C. have been found at 2 ...Kew Gardens in 3 London. "It's a 4 ...exciting discovery," Professor Arthur Bell, 6 ...Director, said 7 yesterday. 8 ...seeds were found in 30 cardboard boxes by 9 ...French student. 9 Christian Tutundjian de Vartavan. 10 ...seeds come from 11 ...tomb of 12 ...King Tutankhamun. Inside 13 ...tomb were 14 ...shabtis, that is, model human beings who would serve 14 ...King after 15 ...death. Inside 16 ...Tutankhamun's tomb, there was 17 wheat for making 18 ...bread, 19 ...barley, perhaps for brewing 20 ...beer, and spices like 21 ...coriander, 22 ...cumin and 23 ...sesame, as well as 24 ...grapes and 25 ...tropical fruits. 26 ...food had to be suitable for 27 ...King's last journey, but it was very tasty, too!
3.6 The zero article (2)

3.6A Zero article for parts of the day ('at dawn') and for meals ('for lunch')
[> LEG 3.28.1-2]

1 Parts of the day and night: We use no article when we refer to parts of the day and night:
   at dawn/daybreak, at sunrise/sunset/noon/night, by day/night,
   at/by/before/after/till 4 o'clock: We left at dawn.
   But compare: I've never seen a dawn like it! I got up early to admire the dawn.

2 Meals: We use no article with words like: breakfast, lunch, tea, dinner, supper.
   Dinner is served. He's at lunch. Let's have breakfast.
   But compare: The breakfast I ordered still hasn't arrived, (a specific reference)
   That was a very nice dinner, (simple description [> 3.1 C])

Write: Supply a/an, the or '-'.

1 We're setting off at ........ sunrise. 6 We're invited to the Smiths for ........ lunch.
2 We must be home before ........ midnight. 7 Let's have ........ breakfast on the terrace.
3 I'm often wide awake at ........ night. 8 Do you always have ........ tea at four?
4 We reached the village before ........ sunset. 9 We've come here to see ........ sunset.
5 lunch I ordered was burnt. 10 J. had ........ rice lunch at the Ritz.

3.6B Zero article for e.g. 'She's at school' and 'He's in hospital'
[> LEG 3.28.3, Apps 21-23]

Study:

1 We use no article in front of nouns like school and hospital in phrases like to school, at school, in hospital when we are referring to their normal purpose:
   Jane's gone to school. Jane's at school, (to learn); John's in hospital, (he's ill)
   (Not *Jane's gone to the school. * *Jane's at the school. * *John's in the hospital. *)
   Other nouns like this are: bed, church, class, college, prison, sea, town, university, work.
   For the use of to, at and in with these nouns [> 8.2A]. For home [> 8.2A, IO.2C].

2 We use the or a/an with these nouns when we are not referring to their 'purpose':
   Jane's gone to the school for a meeting. There's a meeting at the school.
   Norton High is a very good school. I'm going to make the bed.

3 Nouns which are not part of this special group behave in the usual way:
   My wife's at the office, (perhaps to work); They are at the mosque, (perhaps to pray)
   John's in the kitchen, (perhaps to prepare a meal) [> 3.4A]
   My wife's firm has an office in Edinburgh. (Not *My wife's firm has office* [> 3.1 C])

Write: Supply a/an, the or '-'.

1 I'm really tired and I'm going to .......... bed. 9 My father went to .......... sea when he was 14.
2 Your shoes are under .......... bed. 10 When do you hope to go to .......... university?
3 Tim's been in .......... bed for hours. 11 Martha's been taken to .......... hospital.
4 We've bought .......... lovely new bed. 12 How long will she be in .......... hospital?
5 We took some photos outside .......... church. 13 There's a strike at .......... hospital.
6 We always go to .......... church on Sunday. 14 We've got .......... fine new hospital.
7 Have you ever worked in .......... factory? 15 When do you get home from .......... office?
8 Susan's in .......... class at the moment. 16 John's at .......... work at the moment.
3.5 The zero article (1)

3.6C Zero article or 'the' with place names [＞LEG 3.31]

1 General rule: We use no article with proper nouns [＞3.5A], so this includes place names, but there is some variation. We use the with the words bay, canal, channel, gulf, kingdom, ocean, republic, river, sea, strait(s), union, united: the United States of America.

2 Zero for: countries (Turkey), states (Ohio), cities (Paris), streets (Oxford Street), parks (Hyde Park), addresses (24 North Street), buildings (Westminster Abbey), geographical areas (Africa), historical references (Ancient Rome), mountains (Everest), islands (Malta).

3 The for: some countries (the USA, the USSR), some geographical areas (the Arctic, the Balkans), some historical references (the Dark Ages), oceans and rivers (the Pacific, the (River) Nile), mountain ranges (the Alps, the Himalayas), deserts (the Sahara, the Gobi).

4 Zero or the: theatres (Her Majesty's/The Globe), hotels (Brown's/the Hilton), restaurants (Leoni's/the Café Royal), hospitals (Guy's/the London Hospital).

Write: Supply the or '-'.

1 I've always understood the... Dark Ages to refer specifically to ...—.... Medieval Europe.
2 Ferguson has travelled everywhere from .........Central Asia to........Arctic.
3 I've been to........Brazil and........Argentina, but I've never been to ........USA.
4 I'd love to do a tour of European capitals and visit........London,........Paris, and........Vienna.
5 What's your address? - I live in ........Montague Road, number 27.
6 I could never afford to stay at hotels like........Brown's or........Hilton.
7 Karl was born in........Bavaria, but he now lives in........Ohio.
8 You can't visit ........London without seeing........Buckingham Palace.
9 I've been climbing in........Alps, but I've never managed to get up ........Mont Blanc.
10 A lot of people have tried to cross........Sahara without being properly prepared.
11 I'd Have to traOfel-down........Nile as far as........Luxor.
12 There's a splendid view of........Lake Geneva from this hotel.
13 We had an early dinner at ........Leoni's and then went to a play at........Globe Theatre.
14 Go down........Oxford Street till you come to........Oxford Circus, then turn right.
15 Do you know the song about ........London Bridge?

3.6D Context

Write: Put in a/an, the or '-'.

HIGH FLYER

I travel all o v e r 1 . w o r l d on business and my neighbour thinks my life is one long holiday. You know what? 2 business travel is like: up at 3 ........dawn to catch 4 ........plane; 5 breakfast in 6 ........London, 7 ........lunch in 8 ........New York, 9 ........luggage [＞2.4B] in 10 ........Bermuda. When you're in 11 ........sky, you see only snow in 12 ........Arctic or 13 ........Greenland. You have glimpses of 14 ........Andes or 15 ........Pacific. You're always exhausted. Your wife or husband complains you're never there to take 16 ........children to 17 ........school or put them to 18 ........bed. When you get home, your neighbour says, 'Another nice holiday, eh?' Give me Home Sweet Home any day!
4 Pronouns

4.1 Personal pronouns

4.1A Subject and object pronouns [> LEG 4.1-6]

Study:

1. We use pronouns in place of nouns. They may be subject (she) or object (him).
2. We call I, you, etc. personal pronouns because they refer to ‘grammatical persons’:
   - 1st person: I, we
   - 2nd person: you
   - 3rd person: he, she, it, one, they
3. In English, we must express the subject of a sentence, so we use a pronoun or a noun:
   - John (or He) is here. Tim and Pam (or They) have arrived. (Not *is here* *have arrived* etc.)
4. We do not have singular and plural forms of you. We can say You’re right to someone we don’t
   know at all or to someone we know very well, to a child or to an adult.
5. We use it to say who someone is:
   - Who’s that?- It’s our new neighbour, Mr Groves.
   - Who’s Mr Groves?- He’s our new neighbour.
6. We also use it when we don’t know the sex of a baby or child: Is it a boy or a girl?

Write:

Supply pronouns and underline the words they replace.

1. Your parcel has arrived, was delivered this morning.
2. Jane and I have already eaten, had a meal before we left home.
3. Who’s that? - It’s my mother. Would you like to meet her?
4. Who’s Jane Wilson? - It’s the woman who’s just started working for our company.
5. So you’ve had a baby! Is a boy or a girl?
6. Whose cat is that? - It’s always in our garden.
7. When John comes in, please tell me I phoned.
8. If you see Catherine, please give my regards.

4.1B Subject or object pronoun? [> LEG 4.7,6.27.1]

Study:

1. We often use object pronouns after be: Who is it? - It’s me/him/her/us/them.
2. We do not use I, she, etc. on their own in answer to questions with Who?. In everyday speech, we use object pronouns: Who told him? - Me/Not me. Or we say: I did/ I didn’t.
3. We use object pronouns after as and than: He’s taller than me/as tall as me.
   - or we use subject + verb: He’s taller than I am/as tall as I am. [> 1.1 OD]

Write:

Supply suitable pronouns in the following. Alternatives are possible.

1. Who’s that? - It’s m^J. ^L^/MÁ i h^.
2. Who wants to know what we’re having for dinner tonight?
4. You can invite him to your place. - You must be joking!
5. It was...........................who told you, not my brother.
6. She’s taller than................................but not as strong as..........................am.
7. He’s more intelligent than..........................am, but not as good at sports as
4.1 Personal pronouns

4.1 C Gender in relation to animals, things and countries [> LEG 4.8]

Study:
1. We use *it* to refer to animals, as if they were things [> 1.6, 2.7A]. We only use *he, she* and *who* when there is a reason for doing so, for example, when we refer to a pet:
   
   Rover's a good dog. *He's* my best friend. Bessie's a fine cow. *She* gives a lot of milk.
   
   Or in folk stories: 'It's late, ' the hare said as *he* looked at *his* watch.

2. We use *he* or *she* to refer to 'lower animals' when, for example, we regard their activities with interest: *Look at that frog!* Look at the way *he* jumps!

3. We sometimes refer to ships, cars, motorbikes and other machines as *she*, when the reference is 'affectionate': *My old car's* not fast, but *she* does 50 miles to the gallon.

4. Some writers refer to a country as *she* when they're thinking of it 'as a person': *In 1941, America assumed her role as a world power.*

Write:
Supply suitable pronouns in the following. Alternatives are possible.

1. What do you call your dog? 's called Flossie.
2. There's a dog in our neighbourhood that barks all night. 's getting on my nerves.
3. They're launching a new ship in Portsmouth and I've been invited to see. 's all I've got.
4. The *Titanic* may be at the bottom of the sea, but, 's never forgotten.
5. I run a car in London, but I really don't need
6. This old car of mine may be falling to pieces, but, 's all I've got.
7. Did you see that frog? ! Jumped right in front of us!
8. I saw a frog in our garden. Where did you see? ?
9. You can't see America in a week, you know. ! 's a big country!
10. In the 19th century America welcomed the European poor. . . . . . . . .opened her arms to them.
11. ' ! 's a cunning fox,' the monkey said to the hen. 'Be careful!'
12. They've just fôbnd an okl wreck of the coast of Florida. ' ! 's probably Spanish.

4.1 D Context

Write: Put in the missing pronouns (including *who*).

**TOO MUCH TO BEAR!**

If you're on holiday in the Western Islands of Scotland and see a bear, avoid ! It might turn out to be Hercules, the famous star ! has appeared in TV ads, films and cabaret. Hercules disappeared when his owner, Andy Robbins, took ! for a swim. Police and troops have joined in the search, but ! haven't had any success. After all, Hercules is unlikely to appear suddenly, shouting, 'It's ! ! Here! ! The search party are carrying yoghurt and bananas to offer the bear because that's what ! likes best. ! isn't dangerous, but ! 's very hungry,' a searcher said. So if you see a ten-foot bear in the Western Islands, make sure ! are carrying some bananas. ! may be just what a hungry bear is waiting for and if ! don't find ! you can always eat ! yourself!

If you see a ten-foot bear...
4 Pronouns

4.2 'One'

4.2A 'One' and 'you' [> LEG 4.9]

Study:

We use one, as a pronoun meaning 'everyone/anyone', to refer to 'people in general' only when we want to be formal. In everyday speech, we use you in an informal way to mean 'everyone/anyone'. Compare:

A: Is it easy to go camping in this country?
B: Yes, but one isn't allowed to camp where one likes. One can only use camp-sites. or: Yes, but you aren't allowed to camp where you like. You can only use camp-sites.

Don't use one, one's (= your) and oneself (= yourself) unless you want to sound formal.

Write:

Rewrite this paragraph so that it sounds 'informal'. Use you.

The moment one gets into the mountains, one is on one's own. One has to rely on oneself for everything. This means one has to carry all one's own food, though, of course, one can get pure drinking water from mountain streams. One won't see any local people for days at a time, so one can't get help if one's lost. One has to do one's best to find sheltered places to spend the night.

...7

4.2B 'One' and 'ones' in place of countable nouns: 'Use this clean one'

[> LEG 4.10]

We can't use an adjective on its own in place of a singular countable noun. We must use a noun after an adjective or we must use one to avoid repeating the noun [> 6.3A]:

Don't use that cloth. Use this clean one. (Not *Use this clean. *)

2 We use ones to avoid repeating a plural countable noun:

I don't want to wear my old shoes. I want to wear my new ones. (Not *wear my new*)

3 We can use one and ones for people as well as things:

Do you know John Smith/Jane Smith? - Is he/she the one who phoned last night?
Do you know the Smiths? - Are they the ones who used to live in this house?

4 We do not use one in place of an uncountable noun. We repeat the noun or use no noun at all:

Don't use that milk. Use this fresh milk. Or: Use this fresh. (Not *this fresh one*)

Write:

Supply one or ones where necessary.

1 Have you met our new secretary? - Is she the..........................who joined us last week?
2 You know the man I mean, the..............................who lent you £50.
4 Here are your stamps. These are the...............................you paid for.
5 Which computer did you use? - The..............................that is in your office.
6 The children I like to teach are the.................................who like to learn.
7 Pour away that dirty water and get some clean
8 If I were you, I'd sell that old car and buy a new
4.2C 'Which one(s)[:- 'This/that (one)', etc. [> LEG 4.1 O]

Study:

1 We use one/ones to refer to people and things after Which?, this/that and adjectives:
   Which one would you like? This one or that one?- I'd like the large one/the red one.
   We can also say Which would you like? This or that?

2 We sometimes omit one and ones after superlatives and in short answers:
   Which one/ones would you like?- I'd like the best (one/ones).
   Which one/ones would you like? - The large/the red.

3 We usually avoid ones after these/those: I want these. I want those. (Not 'these ones")

4 We normally use one/ones after this/that/these/those + adjective:
   I want this/that white one. I want these/those white ones.

5 We cannot omit one/ones in structures like: Which woman? - The one in the green dress.

Write:

a Supply one or ones.

b Put a tick beside the sentences where one/ones could be omitted.

1 Which gloves would you like to see? - The, . . . . . . . in the window.
2 Which shoes fit you best? - The large
3 Which pullover do you prefer? - The red
4 Which jeans are you going to buy? - The most expensive
5 Please pass me that plate. - Which . . . . . . . .
6 Two of those coats suit you very well. - Which . . . . . . . . ?
7 I'd like to test-drive one of these two cars. - This . . . . . . . . or that
8 I'd like to see some rings, please. - These . . . . . . . . in silver or those . . . . . . . . . in gold?
9 I'd like to try one of these shirts. Please pass me that white
10 I think, on the whole, I prefer these yellow

4.2D Context

Write: Put in you, one or ones where necessary.

HELP!

can always tell the people who know all about cars. They're the who can recognize all the latest models and who bore , , , , silly with useless information. The who don't know about cars are a bit like my friend, Robin. Robin is of those people who believes that all car engines are in the front of a vehicle. He recently hired a car without even realizing that it was of those with its engine at the back. Last week he was driving along a country road when he heard a strange noise coming from the car and he stopped to have a look. He raised the bonnet to examine his engine and you can imagine his surprise when he saw that he didn't have ! He waved to a passing car and a young man stopped. Robin explained that he had lost his engine. 'I don't suppose can help me,' he said. 'Of course I can help,' the young man said. 'I've got a spare in the back of my car. You can use that':
4 Pronouns

4.3 'It' and 'one/some/any/none'

4.3A 'It' as in 'It's hot' and 'It's nice to see you' [> LEG 4.12-13]

Study:

empty subject': 'It's hot' [> 1.2A, 4.1A]

'empty subject': 'It's hot' [> 1.2A, 4.1A]

It carries no information in sentences like *It's hot*, *It's 8 o'clock*, etc. so we call it an 'empty subject'. We use *it* because a sentence must have a subject. (Not "Is hot")

'preparatory subject': 'It's nice to see you' [> 1.5B, 16.4A, 16.7A]

We sometimes begin a sentence with *it* and continue with *to*, -ing, or that. The true subject is *to*, -ing, or that, but we generally prefer to begin with it.

To lie in the sun/Lying in the sun is pleasant. -» *It's* pleasant to lie/lying in the sun.

That he's arriving today is certain. -» *It's* certain (that) he's arriving today.

Write:

Here are some notes. Write them as sentences beginning with *It*.

1 Monday, 13th June today ... [**] 13th. J.m^u. ...
2 Snowing now. Snows a lot here
3 22° Celsius in London yesterday
4 100 kilometres from here to Paris
5 Important to get to the meeting
6 Difficult making such decisions
7 A pleasure to welcome you all here
8 A pity that they couldn't come

4.3B 'It' and 'one' as subjects and objects: 'I like it' [> LEG 4.16]

Study:

We use *it* and *they* if we are referring to 'something particular':

*Has the letter arrived this morning?* - Yes, *it* has just arrived.

*Have the letters arrived this morning?* - Yes, *they* have just arrived.

We use *one, some* and *none* when we mean 'in general':

*Has a letter arrived?* - Yes, *one* has just arrived.

*Have any letters arrived?* - Yes, *some* have arrived. *No, none* have/has arrived. [> 5.7C]

We must use an object after verbs like *enjoy* and *like* [> 1.2B]:

particular: *Do you like this cake?* - Yes, *I like* it. (Not "I like/I don't like")


(Not "I'd like/I wouldn't like")

Write:

Supply *it, them, one, some, any or none* in the following.

1 Were any cars parked outside our house today? - Yes, ... Ow... was parked there all morning.
2 Was that car parked outside our house today? - Yes, ............... was parked there all morning.
3 Did any letters come for me this morning? - No, ............... came for you.
4 Have the spare parts arrived yet? - Yes, ............... of them have just arrived.
5 Do you like this dish? - Yes, I like ............... very much.
6 Did you enjoy the strawberries? - Yes, I enjoyed ............... very much.
7 Would you like some strawberries? - No, I don't want ............... thank you.
8 Would you like any cherries? - Yes, I'd like ............... please.
9 Have you got the maps with you? - No, I haven't got
10 Have you got a spare light bulb? - No, I haven't got
4.3C ‘I hope/believe(expect so’ [> LEG 4.17]

**Study:**
1. We use *so* (not ‘/*’ or ‘//’) after these verbs when we are responding in the affirmative:
   - believe, expect, fear, guess, hope, imagine, say, suppose, tell someone and think:
     - Is what you told me true? -1 believe so. (Not ‘I believe* ‘I believe it’)
   - We use *so* in the affirmative after *I’m afraid* and *It seems*:
     - The weather changing for the worse. - *I’m afraid so. It seems so.*
   - We can make a negative in two ways after these verbs:
     - believe, expect, imagine, suppose, think and *It seems*:
     - Is that true? -1 don’t think so. Or: *I think not.*

**Write:** Write questions or statements followed by responses using *believe*, etc.

1. Someone asks you if the next train goes to London. You believe it does.
2. Someone says the weather is going to improve. You hope it will.
3. Someone asks you if the letters have arrived yet. You don’t think they have.
4. Someone says the rail strike hasn’t ended. It doesn’t seem to have ended.
5. Someone says it’s a holiday tomorrow. You want to know who says this.
6. Someone says there’s been a terrible air disaster. You fear this is the case.
7. Someone asks if the democrats will win the election. You don’t expect they will.

4.3D Context

**Write:** Put in *one, any, it, they, them,* or so.

**SPELLING CAN BE A PAIN!**

1. *It* was late in the afternoon when Mr Fox asked his ten-year-olds if
2. would like to do a spelling test.

MR FOX: *3*s quite an easy*4*………………I’ll say the words and
3. you’ll spell*5*………………Write*6*………………in your exercise
4. books. If there are*7*………………words you can’t spell, I’ll write
5. *8*………………on the blackboard. Do you like spelling, Liz?

LIZ: *9*I love*

MR FOX: What about you, Annie?
ANNIE: I think*10*………………but I’m not sure.

Annie was quite late getting home from school that afternoon. Annie’s
granddad was worried.

GRANDDAD: Why are you late, Annie?
ANNIE: *11*………………’s because of rheumatism.

GRANDDAD: Only older people have rheumatism, Annie.
ANNIE: No, I haven’t got*12*………………granddad. I just can’t spell

... because of rheumatism
4 Pronouns

4.4 Possessive adjectives and possessive pronouns ('my/mine')

4.4A Basic differences between 'my' and 'mine', etc. [> LEG 4.19-21]

Study:

1. My, your, his, her, its, one's, our, your, and their are possessive adjectives. This means they must go in front of nouns: He's my son. It's your house, etc.

2. They refer to the possessor, not to the thing possessed:
   - John amused his daughter. (= his own) John amused her daughter. (= someone else's)
   - Jane amused her son. (= her own) Jane amused his son. (= someone else's)
   - Its refers to possession by an animal or thing: The cat drank its milk. [> 2.7A]

3. Mine, yours, his, hers, ours, yours, and theirs are possessive pronouns. This means they stand on their own: That book is mine. (Not "That is mine book.")

   We cannot use possessives with the. (Not "That's the my car./That car's the mine."

Write: Supply the missing possessive adjectives and possessive pronouns.

1. What a beautiful baby girl! What's her name?
2. This is your towel: it's yellow. And that's your husband's, is blue.
3. This car isn't mine. My car has a different registration number.
4. 'Shall we have supper on a tray and watch TV?' my wife asked.
5. That umbrella doesn't belong to you, is the one with the leather handle.
6. Their flat and our flat may seem to be the same, but is different from ours.
7. One should put own interests last.
8. John's son wants to be an actor and daughter wants to be an actress.
9. Patricia's eldest daughter has just left school and youngest has just begun.
10. Has the cat been given milk yet?

4.4B The double genitive: 'He is a friend of mine' [> LEG 2.52]

Study:

1. We can say: He is your friend.
   or: He is a friend of yours. (No apostrophe: not "He is a friend of your's."
   And note: He is a friend of mine. (Not "He is a friend of me."

2. We can say: He is my father's friend. [> 2.8A]
   We still use's after of if we say: He is a friend of my father's. (Not "of my father"

3. We often use this and that with this construction, especially when we are criticizing:
   That boy of yours is in trouble again. That motorbike of yours is very noisy.

Write: Rewrite these sentences using phrases with of, making any necessary changes.

1. Your brother is always in trouble. That's my friend. He's no
2. He's not my friend. He's no
3. We watched a play by Shakespeare. We watched
4. Now tell me about your problem. Now tell me about
5. We've known him for years. He's our friend. He's
6. Her loud music drives me crazy! That
7. My sister's friend phoned from New York. A
8. Their neighbours have been complaining again. Those
9. Your radio keeps us all awake! That
4.4 Possessive adjectives and possessive pronouns ('my/mine')

4.4C 'My own' and 'of my own' [LEG 4.22]

Study: We can use own after possessive adjectives, not pronouns, in two ways:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i*g</td>
<td>I have my own room. Or: I have a room of my own. (Not <em>mine own room/ of mine own</em>)</td>
</tr>
</tbody>
</table>

Write: Complete these sentences in two ways.

1 I'd love to have a room. 3 The children have rooms.

2 Frank has started a business, 4 Our dog has a kennel

4.4D 'The' in place of 'my', etc.: 'a pain in the neck' [LEG 4.23]

Study: We sometimes use the where we might expect my, your, etc., e.g. with parts of the body or with clothing after prepositions: He hit me in the face. She pulled me by the sleeve.

Write: Supply my or the.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i*g</td>
<td>He hit me in eye. 6 collar is too tight. I can't bear it.</td>
</tr>
</tbody>
</table>

2 Something has got into.........eye. 7 hair is getting too long. I must get it cut.

3 You don't have to pull me by.........collar. 8 She looked me in.........face and said, 'No'.

4 It's nice to see you. How's.........family? 9 What's worse than a pain in.........back?

5 What's wrong? - I've hurt.........arm. 10 The house is quiet with.........children away.

4.4E Context

Write: Put in my, mine, etc., or the where necessary.

REAL PERSONAL SERVICE

On 1 last visit to London my wife and I stayed at the Magna Hotel. The Magna used to be a favourite hotel of 2 but we hadn't stayed there for over sixteen years. The hotel is famous for 3 ..........service and we weren't disappointed. 'The porter will show you to' 4 room,' the Receptionist said with a smile and we were shown to a room on the first floor. 'This is 5 ..........room,' I exclaimed. 'I know sir,' the porter said. 6 ..........is the room with a view, isn't it?' 'That's right,' I said. 'You like milk in 7 tea in the morning and madam prefers lemon in 8 ..........' 'That's right,' my wife said. She pulled me by 9 sleeve with pleasure when the porter had gone. 'Aren't they amazing! They remember 10 ......preferences after all these years. This is real personal service!' The next morning at breakfast, we were given raspberry jam with 11 toast instead of orange marmalade. 'Isn't there any marmalade?' I asked the waiter. 'We never eat raspberry jam in the morning,' 'Sorry sir,' the waiter said. 'You ordered some for breakfast on 12 ......Last visit and it's been in the computer memory ever since!'
4 Pronouns

4.5 Reflexive pronouns ('myself')

4.5A Verbs commonly followed by reflexive pronouns: 'I enjoyed myself' [\(\geq\) LEG 4.25]

Study:
1. Myself, yourself, himself, herself, itself, oneself, ourselves, yourselves and themselves are reflexive pronouns. There aren't many verbs in English which we must always use with reflexive pronouns: absent oneself, avail oneself (of) and pride oneself (on):
   - Monica absented herself from work. Jim prides himself on his cooking.

2. We often use reflexive pronouns with these verbs: amusing, blame, cut, dry, enjoy, hurt, and introduce: I've cut myself with the bread knife.
   - We can use these verbs without reflexive pronouns if we want to: I've cut my thumb.
   - We can use object pronouns (me, him, her, etc.) after these verbs only when we refer to someone else: He amused me (but not "I amused me/I cut me", etc.)

Write: Supply the correct reflexive pronouns in the following.
1. I enjoyed very much at the party.
2. I see you've cut again. Won't you ever learn how to shave?
3. How did Tom dry? - He used your towel!
4. She has no reason to blame for what has happened.
5. I think that poor dog has hurt
6. 'One prides on one's patience,' the boss said, in his usual pompous manner.
7. We amused playing football on the beach.
8. Our new neighbours knocked at our door and introduced
9. Sheila prides on her ability to judge people's characters.
10. Bill had to absent from work when his baby was born.

4.5B Verbs + reflexive, or not?: 'I've dressed (myself)' [\(\geq\) LEG 4.26-27]

Write: Write these sentences again using reflexive pronouns with the verbs.
1. We didn't know where to hide... W?: c\textsuperscript{d}*t\textsuperscript{a}.
2. That kitten now washes every day
3. She's just learning how to dress
4. We sat down and waited
5. I got wet watering the garden
6. I woke up with a start
7. Barry has just got engaged.
8. Get ready quickly!
4.5 Reflexive pronouns ("myself")

4.5C Reflexive pronouns used after prepositions and for emphasis
[> LEG 4.29-30]

We can use reflexive pronouns:
- after a preposition: Look after yourself! Take care of yourself!
- in fixed expressions: strictly between ourselves, just among ourselves, in itself.

We use object pronouns when we refer to:
- place: Have you got any money on you? (Not *Have you got any money on yourself?*)
- after with (= accompanied by): I brought the children with me. (Not *with myself*)

3 We use by + reflexive to mean 'without help' or 'alone':
The film itself is very good. You yourself saw it.
The reflexive pronoun can also go at the end of a sentence or clause: You saw what happened yourself. Or: You yourself saw what happened.

Write 1:
Use reflexive pronouns or object pronouns in the following.
1 Hargreaves knows how to take care of... She's very certain of... 2 Have you got any money on yourself? 6 There's a big truck in front of...
3 Come and sit beside, ... Granddad doesn't like living by...
4 Strictly between,..., she's wrong. 8 Jimmy tied his shoelaces all by...

Write 2:
Rewrite these sentences using reflexive pronouns for emphasis.

1 I didn't know about it till yesterday.
2 The building is all right, I think.
3 You can't do that!
4 I can't fetch it - you fetch it.
5 Don't expect me to do it. Do it!

4.5D Context

Write: Put in reflexive pronouns (ourselves, etc.) or object pronouns (us, etc.)

KEEP SMILING!
Psychiatrists have proved that happiness is the secret of good health.
Mood really can affect the body... This means we all have to look after ourselves. We have to enjoy...
and take pride in... we'll rarely have to visit the doctor. Praise helps... to learn and is good for us, too. We all know how pleased young children feel when they learn to dress... and do things by themselves.... We should praise... for their achievements. Bosses rarely have a good word for... Yet if we want to be happy and healthy, we need people around... who keep telling...
how marvellous we are. Then we will believe that we are marvellous, too!
4.6 Demonstrative adjectives/pronouns ('this', etc.)
'Some/any/no' compounds ('someone', etc.)

4.6A Different uses of 'this' and 'that'  [LEG 4.32-36, APP 7]

**Study:**
1. The basic uses of *this, these* and *that, those* are:
   - *this* and *these* may refer to something that is close to you: *this one here.*
   - *that* and *those* may refer to something that is not close to you: *that one there.*
2. You can use *this* and *that* in many different contexts and situations. For example:
   - when you are showing someone round the house: *This is my room.*
   - when you recognize someone you are looking for: *There he is - that's him!*

**Write:**
Say when you would use these sentences.

1. *This* is Mr Cooke. - How do you do...?
2. Hullo. Is *that* George? *This* is Tom here.
3. We lost the match and *that* set us back.
4. I was robbed. - When did *this* happen?
5. You can’t be too careful *these* days.
6. Quick! Run! *It's that* man again!
7. £50? It costs more than *that*!
8. There was *this* missionary.
9. I don’t mean *that* Mrs Smith.
10. The fish I caught was *that* big.

4.6B Uses of 'some/any/no' compounds  [LEG 4.37-39]

**Study:**
1. We use *some* compounds in [compare > 5.3B-C, 13.2A]:
   - the affirmative:  *I met someone you know last night.*
   - questions expecting ‘yes’:  *Was there something you wanted?*
   - offers and requests:  *Would you like something to drink?*
2. We use *any* compounds in:
   - negative statements:  *There isn’t anyone here who can help you.*
   - questions when we’re doubtful about the answer:  *Is there anyone here who’s a doctor?*
3. We use *no* compounds when the verb is affirmative:  *There’s no one here.* (= not anyone)

**Write:**
Supply anybody/anyone, *nothing, anything, nobody/no one, somebody/someone or something* in these sentences.

1. There’s................................................KVPwify......................in the clothes basket. It’s empty.
2. Is there.................................................................in the clothes basket? - No, it’s empty.
3. I’ve tried phoning, but every time I phone there’s...................................................in.
4. I’ve prepared........................................................................for dinner which you’ll like very much.
5. I’ve never met.............................................................who is as obstinate as you are.
6. Would you like...............................................................to start with before you order the main course?
7. I know..............................................................who can help you.
8. He sat at the table, but he didn’t have..............................................................to eat.
9. Is there.................................................................here who can speak Japanese?
10. Does..............................................................want a second helping?
4.6C Everyone, 'anyone', etc. with singular or plural pronouns [> LEG 4.40]

Study: 1 We often use anyone to mean 'it doesn't matter who', especially after if.
     The traditional rule is to use masculine pronouns with anyone, everyone, no one, etc., unless
     the context is definitely female (e.g. a girls' school).
     According to this rule, you would address an audience of both sexes like this:
     *If anyone wants to leave early, he can ask for permission.*
     But you would address an audience of females like this:
     *If anyone wants to leave early, 'the headmistress said, she can ask for permission.'*
     2 In practice, we use they, them, etc. without a plural meaning to refer to both sexes, though
     some native speakers think this is wrong:
     Instead of: *Everyone knows what he has to do, doesn't he?*
     We say: *Everyone knows what they have to do, don't they?*

Write: Change the words in italics into plural references.
1 Anyone planning to travel abroad should take his driving licence with him.
2 I suppose everyone believes rte could be Prime Minister.
3 We knew that no one had done his homework.
4 If anybody wants to know the answer, he can ask me.
5 Everybody knows what the answer is, doesn't he?
6 If anyone wants help in an emergency, he can dial 999.
7 Everyone wants to have his cake and eat it.
8 Nobody wants to be told that he is going to be sacked.
9 Ask anyone you know what he thinks of war and he'll say it's evil.
10 Everyone gets what he deserves, even if he doesn't like what he gets.

4.6D Context

Write: Put in they, this, that, nothing, something, anyone or no one.

MY BEST PERFORMANCE
Everyone has studied subjects at school which weren't very good at. can claim that some subjects aren't harder for them than others, however clever are. I've never met who's clever. My weakest subject at school was certainly chemistry. I learnt formulas and experiments by heart, but there was I could do to improve my performance. 'Is the best you can do?' my chemistry teacher would say after every test he set us. 'It's time you did about subject.' I really do try, sir,' I would answer. Before my last chemistry exam, I made a big effort. 'I can't do better than' I said to my teacher as I handed in my paper. 'It was my best performance.' Two weeks later I got my report and eagerly looked up my chemistry marks. I had got 8%! I couldn't believe it! 'Is all I got, sir?' I asked. 'I'm afraid so,' my teacher said. 'Of course, 4% was for neatness!'
5 Quantity

5.1 Quantifiers + countable and uncountable nouns

5.1A Quantifiers + countable and uncountable nouns [> LEG 5.1-2]

Study:

Quantifiers are words like few, little, plenty of.
They show how many things or how much of something we are talking about.
Some quantifiers combine with countable nouns; some with uncountable and some with both kinds:

A + plural countable B + uncountable C + plural countable + uncountable D + singular countable

both books a bit of bread some books each book

both
(a) few
fewer
the fewest
a/the majority of
a minority of
a number of/several

A (small) amount of
a bit of
a great deal of
a good deal of
(a) little
less [but see 5.4D]

some (of the)
any (of the)

enough

a lot of/lots of

hardly any

more/most (of the)
plenty of

no, none of the

Study:

ED

Write:

a Choose the right word in brackets,
b Mark the quantifier A, B, C or D.

1 We have imported, ………f. *MPT., ………. videos this year than last year, (fewer/less) _A
2 There has been, …………..demand for videos this year than last year, (fewer/less)
3 ………….. vehicles have just been recalled because of a design fault, (a lot of/much)
4 ………….. effort has been put into this project, (a lot of/many)
5 There isn’t, ………….., hope of finding the wreck, (much/many)
6 There aren’t, ………….., dictionaries that can compare with this one, (much/many)
7 ………….. book was written by someone else, (most/most of the)
8 ………….. magazines carry advertisements, (most/most of)
9 ………….. metal is liable to rust, (most/most of)
10 I’d like, ………….., milk in this coffee, please, (a few/a little)
11 This room needs, ………….. pictures to brighten it up, (a few/a little)
12 ………….. businesses have gone bankrupt this year, (a good deal of/several)
13 There aren’t, ………….. chocolates left! (any/some)
14 There isn’t, ………….. time to waste, (any/some)
15 We’ve had, ………….. trouble with this machine already, (enough/hardly any)
16 There have been, ………….. accidents on this corner this year, (a good deal of/hardly any)
17 We can’t accept the estimates, ………….. estimate is low enough, (either/both)
18 ………….. examples prove that I am right, (both/neither)
19 There have been, ………….. changes in the new edition, (no/any)
20 There has been, ………….. change in the new edition, (no/any)
5.1 Quantifiers + countable and uncountable nouns

5.1 В Quantifiers that tell us roughly how much and how many [> LEG 5.3]

Study:
1 If we say I bought five magazines to read on the train, we are saying exactly how many.
2 If we say I bought some magazines to read on the train, we aren't saying how many.
3 If we say I bought a few magazines to read on the train, we are giving 'a rough idea'. Some quantity words like a few, a little give us 'a rough idea'. If we arrange these on a scale, too much and too many are at the top of the scale and no is at the bottom.

Write: Arrange the quantifiers to show most at the top and least at the bottom. More than one answer is possible.

There are
- enough eggs. 1 a.
- no eggs. 2a.
- too many eggs. 3a.
- hardly any eggs. 4a.
- a few eggs. 5a.
- plenty of eggs. 6a.
- very few eggs. 7a.
- a lot of eggs. 8a.
- not many eggs. 9a.

There is
- hardly any milk. 1b.
- too much milk. 2b.
- a little milk. 3b.
- no milk. 4b.
- not much milk. 5b.
- enough milk. 6b.
- a lot of milk. 7b.
- plenty of milk. 8b.
- very little milk. 9b.

Now write sentences of your own using any six of the above quantifiers.
1
2
3
4
5
6

5.1 С Context

Write: Put in any, enough, few, hardly any, many, no, plenty of, some or very little.

EXCUSES! EXCUSES!
You may be trying to buy a pair of shoes and there are too
1
2
ir your size and you can't choose, or there are too

Shop assistants are good at inventing excuses. A few
days ago I was trying to buy
3
birthday cards for three
five-year-old children. There were
4
cards for children, but
5
for five-year-olds. 'Five is a very popular age this year,'
the assistant said. 'We can't get
6
cards for this age-
group.' Then I went to a Do It Yourself shop and tried to buy some
orange paint. There was
7
paint in the shop, but in the
end I found
8
Then I asked for two small paint brushes.
'We don't have
9', the shop assistant explained. There's
10
demand for them. No one ever asks for
11

'Yes, they do!' I exclaimed. 'I'm asking for
12
now!'
5.2 General and specific references to quantity

5.2A 'Of after quantifiers ('a lot of, 'some of, etc.) [> LEG 5.5]

Study: 
1. We always use of with these quantifiers when we put them in front of a noun or pronoun, and the reference is general:
   a bit of, a couple of, a lot of, lots of, the majority of, a number of, plenty of.
   A lot of people don't eat meat. (= a lot of people in general)
2. If we use words like the or my after of, the reference is specific:
   A lot of the people I know don't eat meat. (= the ones I know)
3. We use quantifiers like some, any, much and many without of in general references:
   Some people don't eat meat. (= some people in general)
4. If we use of+ the, my etc., after some etc., the reference is specific [compare > 5.7C]:
   Some of the people I know don't eat meat. (= the ones I know)
   Note that None of is always specific: None of my friends is here. I want none of it.

Write: 
a. Supply of where necessary.
b. Mark each sentence G (= General) or S (= Specific).

   1. There have been a lot Of...... changes to our plans. G_
   2. You only need to use a small amount,.........salt in a dish like this.
   3. A lot,.............the trouble was caused by a faulty switch.
   4. Have some,.............tea.
   5. Would you like any,.............cake?
   6. Would you like any,.............this cake?
   7. We need a couple,.............people to work in our new warehouse.
   8. There's plenty,.............food for everybody.
   9. There were plenty,.............complaints about the service.
  10. There's plenty,.............this stew left, so we can have it again tonight.
  11. How much milk is there in  the pan? - None_  
  12. How much of the milk have you used? - None,.........It.
  13. Some,.............students have complained about the canteen.
  14. Some,.............my students have complained about the canteen.
  15. Would you like a bit,.............butter on this toast?

5.2B When to use quantifiers without 'of: 'I've got a lot' [> LEG 5.5]

Study: 
If we use a quantifier on its own (not in front of a noun or pronoun) we do not use of.
Did you buy any fruit? - Yes, I bought a lot/lots/plenty. (Not "a lot of" etc.)

Write: 
Use a couple, a bit, a lot, lots and plenty in short answers to these questions.

   1. Are there any eggs in the fridge? - Yes,.........
   2. Did you buy any cheese at the supermarket? - Yes
   3. Have we got enough potatoes for the weekend? - Yes
   4. Is there any milk in that jug? - Yes
   5. Were there many people at the meeting? - Yes
   6. Is there any ironing to be done? - Yes
5.2C 'More' and 'less' after quantifiers: 'some more', 'a little less' [> LEG 5.6]

Study:

We can emphasize quantity with **more** and **less** after quantifiers:

1 We can use **more** + plural nouns after:
   some/any, a couple, hundreds, a few, hardly any, a lot, lots, many, no, plenty, several:
   *There are **a lot more students** studying English this year.*

2 We can use **more** + uncountable nouns after:
   some/any, a bit, a good deal, hardly any, a little, a lot, lots, much, no, plenty:
   *There's a **little more soup** if you'd like it.*

3 We can use **less** + uncountable nouns after:
   any, a bit, a good deal, a little, a lot, lots, much:
   *I'd like a **little less soup** please.*

Write:

Choose any more, any less, etc. in the following sentences.

1 How much did we make yesterday? £200? - No, . . . W & ^ U dd. than that, (much less/a few less)
2 You've had enough food already and you can't have.........................(any more/some more)
3 There are,..........................people giving up smoking these days, (much more/many more)
4 Newspapers have,..........................freedom than you think, (many less/much less)
5 young people are passing their driving test first time, (lots more/much more)
6 I'll help myself to,.........................of these vegetables, (some more/any more)
7 Have what you like. There are,....................................where these came from, (plenty more/much more)
8 There's been,.............................interest in this idea than we expected, (a lot less/many less)
9 We've had,.........................than forty applicants for this job. (no less/no fewer)
10 We need,..........................of this material, but it's hard to get. (many more/much more)
11 Do you want any more? - Yes,.........................please, (hardly any more/a lot more)
12 I've got,.............................experience in business than you think, (much more/many more)

5.2D Context

Write: Put a circle round the correct words in brackets.

SPARE THAT TREE!

How (1{narwnuch}) lists is your name on? There must be (2{plenty/plenty of}) lists of names in every part of the world and they must be used to send information to millions/millions of people. The (4{number/amount}) of letters ordinary people receive these days has greatly increased. (5{A lot/A lot of}) of the people I know object to receiving unwanted letters. (6{Much/Many}) of the mail we receive goes straight into the waste-paper basket. That's why (7{most/the most}) people refer to it as 'junk mail'. It would be better for all of us if we received (8{much/many}) less junk mail and, as a result, saved (9{many/much}) more trees from destruction. (10{A lot/A lot of}) of trees must be wasted each year to produce mountains of junk mail. Recently, I received a very welcome 1 bit/bit of) junk mail. It was a leaflet urging me not to waste paper and to return junk mail to the sender. 'If we all do this,' the leaflet said, 'we will reduce the (12{number/number of}) trees being destroyed.' I agreed with every word they said, but why did they have to send me four copies of the leaflet?
5 Quantity

5.3 Uses of 'some', 'any', 'no' and 'none'

5.3A 'Some/any' or zero in relation to quantity [LEG 3.5, 3.28.8.5.3, 5.1 O]

Study: countable nouns

The plural of a/an is normally any or some when we are referring to quantity [> 3.1 B]:

Is there a present for the children?  ->  Are there any presents for the children?
Here's a present for the children.  -->  Here are some presents for the children.

Sometimes we don't use any and some, even if we are referring to quantity.
The meaning is exactly the same, though we generally prefer to use any and some:
Are there any presents for the children?  ->  Are there presents for the children?
Here are some presents for the children.  -->  Here are presents for the children.

uncountable nouns

In the same way, we sometimes don't use any and some when referring to quantity:

Is there any milk in the fridge?  is the same as  Is there milk in the fridge?
There's some milk in the fridge, is the same as  There's milk in the fridge.

general statements

We always use zero in general statements [> 3.1 A-B, 3.5A]:

Beans are good for you.  Oil is produced in Alaska.  Life is short.

Write: We can use zero in all these sentences. Put in some or any only where possible.

1 ~ the eggs are not nice to eat raw.
2 There are, eggs in that basket.
3 life is full of surprises.
4 He's 89, but there's still, life in him.
5 Get, meat and salad for the weekend.
6 Some people don't eat, meat.
7 biscuits are bad for the teeth.
8 You won't find, biscuits in that tin.
9 We can't do without, bread.
10 Get, bread while you're out.
11 I don't like, boiled cabbage.
12 Would you like, boiled cabbage?
13 There isn't, money to be earned.
14 You need to earn, money.
15 There isn't, news of him.
16 I hate, bad news.

5.3B Four basic uses of 'some' and 'any' [LEG 5.103]

Study: Some [compare > 4.6B]   Any [compare > 4.6B]

E 1 Affirmatives: I want some eggs.
2 Questions + 'yes': Do you want some tea?
3 Requests: May I have some tea?
4 (= certain): Some people believe anything.

Write: Supply some or any.

1 Are there any more potatoes? - Yes, there are.
2 Have we got any sugar? - I expect we have. Yes, there's, sugar in this bowl.
3 May I have, more tea? - Yes, of course.
4 people just don't know how to mind their own business.
5 I didn't get, shoes at the sales. They were too expensive.
6 I think we've run out of sugar. Is there, sugar in that bowl? - No, there isn't.
7 There are never, taxis when you want one.
8 There isn't, point at all in getting upset about it.
5.3 Uses of 'some', 'any', 'no' and 'none' [> LEG 5.11]

5.3C 'Not ...any', 'no' and 'none' [> LEG 5.11]

Study:

We can use no instead of not any. We use an affirmative verb with no [> 13.2A]:

There aren't any buses after midnight.  There are no buses after midnight.
There isn't any milk.  ->  There's no milk.

We can also use no in place of not a/an: I'm not an expert. -> I'm no expert.

None stands on its own as a pronoun: We have no bananas. We have none.

Write:

Rewrite these sentences with any, no and none.

1. There are no buses after 12.30. There aren't
2. We haven't got any. We've got
3. I'm not an accountant, but these figures are wrong. I'm
4. There isn't any explanation for this. There's

5.3D Other uses of 'some' and 'any' [> LEG 5.12]

Study:

Some and any also have special uses:

I haven't seen Tom for some years. (= I haven't seen Tom for several years.)
Any fool knows the answer to a question like that. (= 'It doesn't matter who')

Write:

Match the sentences on the left with the meanings on the right.

1. It took some minutes to see what had gone wrong. _f_  a) it doesn't matter which
2. There were some 500 people at the meeting. b) an extraordinary
3. Monica's really some actress. c) an ordinary
4. There must be some person who knows the answer. d) not much
5. You're some help. I must say! e) about
6. Albert isn't just any hairdresser, you know. f) several
7. Any coat will do. It needn't be a raincoat. g) an unknown

5.3E Context

Write:

Put in some, any, no or '-'.

CAUSE FOR ALARM!

'.........Children and 2.............grown-ups must do their best to keep the
world clean,' Mr Fox said to his class. 'Sometimes we see 3
rubbish in the streets and we must pick it up. Sometimes we eat 4
sweets and we must put the wrappings in the bin. We must all work
together so there's 5.............rubbish in the world. Never throw 6
plastic into the sea! There's 7.............tar on the beaches. There's
8.............oil in the sea. If we pour 9.............poison into our rivers,
10.............fish die. This is called 11.............pollution. This weekend, see if
you can find 12.............examples of pollution and write 13
sentences about it.' Jimmy looked very worried when he went home. On
Monday, he handed in his composition. 'Yesterday we had 14
sardines for lunch. Mummy opened the tin, but all the fish were dead and
the tin was full of oil!'
5.4 'Much', 'many', 'a lot of, '(a) few', '(a) little', 'fewer', 'less'

5.4A Basic uses of 'much', 'many' and 'a lot of' [> LEG 5.13-14]

Study:

O The basic uses are:

1. much (+ uncountable, always singular) and many (+ plural countable) [> 5.1 A):
   - in negative statements: We haven't got much time. There aren't many pandas in China.
   - in questions: Is there much milk? Have you had many inquiries?

2. a lot of or the informal lots of (+ plural countable or singular uncountable):
   - in the affirmative: I've got a lot of time/lots of time. I've got a lot of/lots of books.

Write: Supply much, many or a lot of in these sentences.

1. I know old Mr Higgins has Q. & Q.T. if money.
2. Is there, ............, demand for silk stockings?
3. There isn't, ............, space in this flat.
4. There aren't, ............, portraits of Shakespeare.
5. I must say, you have, ............, books.
6. Will there be, ............, guests at your party?

5.4B Other common uses of 'much', 'many' and 'a lot of' [> LEG 5.13-14]

Study:

[*] We can also use much and many in the affirmative (like a lot of/lots of):
   - in formal statements: Much money is spent on defence. Many teachers retire early.
   - with as... as: Take as much as you like.
   - in time references: I've lived here for many years.

2. We can use Not much and Not many to begin a sentence: Not many know about this.
3. We can use not a lot or for emphasis: I haven't got a lot of time for people like him.

Write: Supply much or many in these sentences.

1. ...МнЖ.... depends on the outcome of the inquiry.
2. Don't be discouraged!, ............, have failed to run the marathon.
3. You can have as, ............, of this material as you like.
4. Take as, ............, of these tiles as you want.
5. He has lived here for, ............, of his life.
6. We have occupied the same house for, ............, years.
7. Not, ............, happens around here when the tourists leave.
8. Not, ............, doctors are prepared to visit patients in their own homes.

5.4C Few', a few', 'little', a little' [> LEG 515]

1. We use few and a few with plural countable nouns: few friends, a few friends.
   We use little and a little with uncountable nouns: little time, a little time.

2. Few and little are negative (= hardly any): I've got few friends. I've got little time, (hardly any)
   We sometimes use very with few and little:
   I've got very few friends. I've got very little time, (hardly any at all)

3. A few and a little are positive (= some): I've got a few friends. I've got a little time, (some)
   We sometimes use only with a few and a little:
   I've got only a few friends, (not many) I've got only a little time, (not much)
5.4 'Much', 'many', 'a lot of, (a) few', (a) little', 'fewer', 'less'

Write: Supply few, a few, little or a little in these sentences.

1. There are very ........................................ scholarships for students in this university.
2. I'm sorry, but I'm going to have to ask you for........................................................., more time to pay this bill.
3. If you don't hurry we'll miss our train. There's......................................................, time to spare.
4. It's a difficult text. I've had to look up quite...........................................words in the dictionary.
5. I can't spare any of these catalogues. There are only............................................., left.
6. I can't let you use much of this perfume. There's only.........................................., in the bottle.
7. There are....................................................., who know about this, so keep it to yourself.
8. If what you say is true, there is......................................................, we can do about it.

5.4D 'Fewer' and 'less' [LEG 5.16]

Study:

1. Fewer is the comparative of few (few, fewer, the fewest).
   Less is the comparative of little (little, less, the least [> 6.5C]).
2. Fewer goes with plural countables: Fewer videos have been imported this year than last.
3. Less goes with uncountables: Less oil has been produced this year than last.
4. Informally, we often use less with uncountables. Some native speakers think it's wrong:
   Less people are travelling abroad this year.
   People are buying less newspapers than they used to.

Write: Supply fewer or less in these sentences.

1. The you pay, the more services you get. 4. New cars need servicing than old ones.
   2. We've had complaints this year. 5. People have money to spend this year.
   3. I've had lessons than you. 6. Sue's got homework than Tom.

5.4E Context

Write: Put in a little, a lot of, a few, few, fewer, many or much.

DON'T CALL US, WE'LL CALL YOU!

Two years ago I moved to a new neighbourhood. There seem to be very 1....people in this area who are without telephones, so I expected to get a new phone quickly. I applied for one as soon as I moved into my new house. 'We aren't supplying new phones in your area,' an engineer told me. 2.............., people want new phones at the moment and the company is employing 4.........engineers than last year so as to save money. A new phone won't cost you 5.................money, but it will take 6................., time. We can't do anything for you before December.' You need patience if you're waiting for a new phone and you need friends whose phones you can use as well. Fortunately, I had both. December came and went, but there was no sign of a phone. I went to the company's local office to protest. 'They told me I'd have a phone by December,' I protested. 'Which year?' the assistant asked.

Which year?
5 Quantity

5.5 'Both' and 'all'

5.5A 'Both/both the' and 'all/all the' with nouns [> LEG 5.18.1-2]

Study:

1 We use both and both the (or both my, etc.) in exactly the same way to refer to two particular people or things (plural countable nouns):
   Both children/Both the children are in bed. Both cars/Both the cars are very fast.

2 We use all noun to refer to things in general: (= the whole number or amount):
   All children like to play, (plural countables) All advice is useless, (uncountable nouns)

3 All the refers to particular people or things:
   All the children in our street like to play. (all the + plural countable nouns)
   All the advice you gave me was useless. (all the + uncountable noun)

Write: Supply both (the) or all (the). There is often more than one possibility.

1 Both children/Both the children are in bed.
2 Both cars/Both the cars are very fast.
3 All children like to play.
4 All advice is useless.
5 All the children in our street like to play.
6 All the advice you gave me was useless.

5.5B 'Both' and 'all': word order with verbs [> LEG 5.19]

Study:

Both and all have three basic positions in affirmative sentences [compare > 7.4A]:

after be when it is the only verb in a sentence:
   The girls are both ready. (= Both girls/Both the girls are ready.)
   The girls are all ready. (= All the girls are ready.)

after auxiliaries (can, etc.) or the first auxiliary when there is more than one:
   The girls can both speak French. (= Both girls/Both the girls can speak French.)
   The committee should all have resigned. (= All the committee should have resigned.)

before the main verb when there is only one verb:
   The girls both left early. (= Both girls/Both the girls left early.)
   The girls all left early. (= All the girls left early.)

Write: Rewrite these sentences so that both and all are before or after the verbs.

1 Both the patients had appointments at 10.
2 All the customers are complaining.
3 Both the directors have retired.
4 Both our secretaries can speak French.
5 All the customers should have complained.
6 Both the boys had haircuts.
7 All the pupils may leave now.
8 All the students wrote good essays.
9 All our employees work too hard.
10 All the children must go home early.
11 All the children here learn German.
5.5 'Both' and 'all': word order with pronouns [> LEG 5.20]

Study: subject
Instead of: We/They are both ready. We/They all left early.
We/They are both ready. All of us/them are ready.

object
Instead of: I love you both/all. We can say: I love both of you/all of you.
He gave us both/all some money. He gave some money to both/all of us.

Write: Rewrite these sentences using both of and all of.
1 We all took taxis.
2 They both turned left.
3 I know you both.
4 She's interested in them both.
5 It all went bad.
6 She's concerned about us all.
7 You all filled in the forms, didn't you?

5.5D 'None of and 'neither of [> LEG 5.23]

Study: The negative of All the girls left early. is: None of the girls left early.
The negative of Both the girls left early, is: Neither of the girls left early.

Write: Rewrite these sentences in the negative.
1 All the passengers survived.
2 We were both late.
3 Both tyres needed air.
4 We all knew the answer.

5.5E Context

Write: Put in us, them, both, both the, all or all the.

ALL ON BOARD?

A & of who travel by plane probably find reasons to complain about airlines, but it is less common for airlines to complain about . At 2.35 p.m. Flight 767 was ready to leave for Ibiza and nearly passengers were on board. At 6.10 p.m. the plane was still on the runway. Two passengers hadn't boarded. If people check in but don't board , the luggage must be unloaded. passengers had to get off the plane and identified their luggage. At the end there were two pieces of luggage left. Just then, missing passengers appeared. 'We went to the bar and we had something to drink and a sandwich,' they explained. had been sitting in the bar for hours! The captain scolded severely and the other passengers were very angry with .

The plane was still on the runway.
5 Quantity

5.6 'All (the)', '(a/the) whole', 'each' and 'every'

5.6A 'All (the)' compared with '(a/the) whole' [› LEG 5.22]

Study:
We use the whole and a whole with singular countable nouns:
*He ate the whole loaf. He swallowed a whole banana. The whole film was boring.*
We do not use the whole with plurals or uncountables. (Not "the whole books/bread")

Some nouns combine only with all:
*He spent all the money. She's 90 and she's still got all her teeth.*

Some nouns combine only with whole:
*You must tell me the whole truth. I'd like to know the whole history of the world.*

Some nouns combine with all or whole:
*I've waited all my life/my whole life for such a moment as this.*

We also use all and a/the whole with time references: all day, a/the whole night.

Whole is stronger than all and also combines with words like hour and century, a/the whole hour, a/the whole century. (Not *all the hour* 'all the century')

Write: Rewrite these sentences using either all or whole.
1 I'm losing my hair
2 He explained the situation to me
3 The money was spent
4 You didn't tell me the truth
5 I heard the story
6 It will take a century to clean up the atmosphere

5.6B 'All' compared with 'everyone/everybody' and 'everything' [› LEG 5.24-25]

Study:
1 We rarely use all on its own to mean 'everyone/everybody':
*Everyone/Everybody wanted Marilyn's autograph. (Not 'All wanted').*

2 All means 'everyone/everybody' when we use other words with it:
*All of us/We all agreed to sign the contract. All those who were present were in favour.*
(= Everyone/Everybody agreed to sign. Everyone/Everybody present was in favour.)

3 We often use all and everything with other words to refer to things:
*All/everything I have belongs to you. He taught me all/everything I know.*
But note: *He gave me everything.* (Not "He gave me all. ")

Write: Use all, everyone or everything in these sentences.
1 When the famous actress appeared, everyone wanted to speak to her.
2 I invited everyone to my party.
3 I'm not buying anything.................................is too expensive.
4 those who know me can be sure I'm telling the truth.
5 of us felt that it had been a wonderful experience.
6 stood up when the President came into the room.
7 talked about the elections, but I'm not sure they..........................voted.
8 in the building was destroyed in the fire. Some of the objects were priceless.
9 I wouldn't help you for.................................the tea in China!
10 How much do you want for................................in the shop?
5.6 ‘All (the), ‘(a/the) whole’, ‘each’ and ‘every’

5.6C ‘Each’ and ‘every’ [> LEG 5.26]

1 We often use each, like both, to refer to two people or things:
   My wife and I each ordered avocado to start with. We cannot use every here.

2 We can use each and every to refer to more than two.
   Each suggests ‘one by one’, ‘separately’; every suggests ‘all together’:
   Each child at the party had a piece of cake. (Every is also possible.)
   Every child in the world loves the story of Cinderella. (Each is unlikely.)

3 We must use every (Not *each*) after nearly and after not
   Nearly every shop is shut today. Not every train driver is on strike today.

4 We cannot use of after every and we cannot use every at the end of a sentence:
   Each of the children received a present. They received a present each.

5 We can use every with a few uncountable nouns:
   My mother gave me every encouragement when I was a child.

Write:  Supply each or every in the following sentences. Sometimes both are possible.

1 Nearly............(9 ПУ,..................) home in the country has television.
2 Here is something for........................................of you.
3 Not........................................student is capable of learning English.
4 Our motoring organization will give you........................................assistance if you break down.
5 The admission ticket cost us £5
6 They seem to be repairing.................................road in the country.
7 road is clearly signposted.
8 There's a fire extinguisher on........................................floor in the building.
9 floor in the building has its own fire extinguisher.
10 They are.................................fortunate to have such a good start in life.
11 They both did well and they will........................................receive prizes.
12 You've been given...........................................opportunity to do well in this company.
13 I’ve phoned him twice, but he’s been out on........................................occasion.
14 I’ve been phoning him all week, but he’s been out on........................................occasion.

5.6D Context

Write: Put in each, every, everyone, everything, all or whole.

JIM MEETS JAMES

I've just heard the............story of the Lewis twins from Ohio, who were adopted by different families at birth and who met each other for the first time at the age of 39.7......................wanted to know if they had anything in common. They had! They had 3......................married a woman called Linda,4......................of them had been divorced and married another woman called Betty. The couples who adopted them had
6............................called them 'Jim'. Many similar things happened to them
6..........................their lives. The 7.............................list is endless. Almost
8............................experience they had had was the same: there were exact
8.............................parallels for8............................they had ever done. As Jim said when he first
met James, 'It wasn't like meeting a stranger!'
5.7 'Another', '(the) other(s)', 'either', 'neither', 'each (one of)'

5.7A 'Another', 'other', 'others', 'the other', 'the others' [> LEG 5.27]

Study:  

Another doesn't refer to anything in particular. It can mean:  
- 'different': Come another day. (= any other day, no particular day)  
- 'additional': We need another day to finish this. (= one more day, no particular day)  

We can contrast some and other(s) when we talk about things in general:  
Some holidays are cheap and other holidays are expensive.  
Some holidays are cheap and others are expensive. (= holidays in general)  

; We can contrast one with the other or the others when referring to particular things:  
This one is mine and the other one is yours. (Or: ... the other is yours)  
This one is mine and the others are yours. (Or: ... the others are yours)  

We can use the other(s) to refer to people as well:  
John went cycling and the other boy/the other boys went with him.  
John went cycling and the others went with him.  

The other day can mean 'a few days ago': the next day refers to the following day:  
I met your father in the street the other day. (= a few days ago)  
We spent our first night in Cairo and the next day we went to Alexandria.  

Write:  

Supply another, other, the next, the other, the others and others.  
1 John came to see me ... day. It was last Friday, I think.  
2 I met two strangers on the way to work. One of them greeted me and... didn't.  
3 Some people like to have the windows open all the time;... don't.  
4 I can't see him today. I'll have to see him... day.  
5 We spent the night in a small village and continued our journey... day.  
6 Bill and... boy are playing in the yard. Jane and... girls are in the front room.  
7 There must be... road that leads to the city centre.  
8 There must be... roads that lead to the city centre.  
9 I can't let you have any of these plants, but you can have all  

5.7B 'Either' and 'neither' + singular nouns [> LEG 5.29]

Study:  

Either and neither refer to two people, things, etc. only, [compare > 1.4]  
Either means 'one or the other':  
Which pot will I use?: Either (of them). It doesn't matter which.  
Neither means 'not one and not the other':  
Which pot will I use?: Neither (of them). Use this frying pan.  

Write:  

Supply either or neither.  
1 When shall we meet: at 7 or at 7.30? - I don't mind. V... time is convenient for me.  
2 You can't use those screwdrivers... of them is suitable for the job.  
3 I don't know who's on the phone. It's... your mother or your aunt.  
4 I met John a year ago, but I've... seen him nor heard from him since.  
5 Say what you like about those two applicants. I didn't like... of them! [> 13.2A]  
6 I know you sent us two letters, but we have received... of them.
5.7C 'Each of, etc. [  LEG 5.5.2,5.30-31]

Study:  
1 We can use of the/my, etc. after any, some, another, each, either, neither, none [  ➡  5.2A]:
   Instead of: Neither lift is working.
   We can say: Neither of the lifts is working.
2 After either, neither and none, when the reference is plural, we can use a plural verb in
   everyday speech or a singular verb when we wish to sound 'correct' or formal:
   Neither of us is/are happy about this. None of my friends has/have been invited.

Write: Rewrite these sentences using of the.
1 Another teaspoon is missing
2 Neither roadmap is much use
3 Any roadmap you have will be OK
4 Either road leads to the same place
5 Each painting is perfect
6 Neither boy is guilty
7 I can't ask either secretary to do the job
8 Give a tip to each porter

5.7D 'One of [  ➡  LEG 5.30]

Study:  
We can say: Each of these answers is right. Or: Each one of these answers is right.
   We can use of or one of after any, another, each, either, and neither.
   We must use a noun after every (every room) or we must use one of (every one of):
   Every room is booked. Every (single) one of the rooms is booked. (Not *Every of")

Write: Delete one where possible in these sentences.
1 Every one of these answers is wrong.
2 Each one of these pilots has been highly trained.
3 She came in here and criticized every single one of our products.
4 I'm not prepared to listen to another one of your complaints.
5 Any one of us might be asked to help in an emergency.

5.7E Context

Write: Put in one, either, others, other, the other or some.

HALT!

The day the Prime Minister appointed a new Minister of Transport... ministers like to travel everywhere by car; prefer to use public transport. of these means of transport is fine, but the new minister is of those who goes everywhere by bicycle. When he arrived at the House of Commons yesterday, he was stopped by two security guards. of them was sure he had seen him before. 'I know you, don't I?' asked one of the guards. 'You're of these messengers, aren't you?' 'Well, no, actually,' the minister replied. 'I'm of the ministers.' 'I knew you were or the guard replied.
6 Adjectives

6.1 Formation of adjectives

6.1A Adjectives formed with suffixes: 'enjoy/enjoyable' [LEG 6.2, App 8.1]

Study: Many adjectives related to verbs or nouns have a characteristic ending (or suffix):

-able (capable of being): manageable -ible (like -able): permissible
-ful (full of): boastful -ian (historical period, etc.): Victorian
-ic: energetic -ish (have the quality of): foolish, reddish
-ive (capable of being): attractive -ly (have this quality): friendly [7.1C]
-ant, hesitant -ous: humorous

And note -ing forms used as adjectives: running water [2.2k, 6.3B, 16.5A].

Write: Supply the right adjectival forms. Refer to the box above only when you have to.

1 I'm attracted by this scheme. I find it very (ШфМ&УР.:)
2 A class of forty can be managed. It's just about
3 I know I hesitated before agreeing. I couldn't help being
4 I don't know where you find all that energy. You're tremendously
5 This piece of furniture was made in the reign of Victoria. It's
6 I don't know how to describe the colour of the sky. It's almost red, sort of
7 I've never met anyone who boasts as he does. He's extremely
8 What level of radiation can be permitted? How much radiation is?
9 The story is full of humour. I've rarely read anything that's so

6.1B Adjectives formed with prefixes: 'possible/impossible' [LEG 6.2, App 8.2]

Study: A prefix (e.g. im-) added to an adjective generally has a negative effect:

- un-: uncooked, unimaginable - im-: immoral, impractical
- in-: incapable, inhuman - dis-: dishonest, disagreeable
- il-: illegal, illegible - ir-: irresponsible, irregular

And note pre- (pre-war) and hyper- (hyperactive), which do not create opposites but modify the meaning of the word in some way.

Write: Supply the right adjectival forms. Refer to the box above only when you have to.

1 I suspect he isn't honest. In fact, I think he's quite
2 This arrangement isn't strictly legal. Some people would regard it as
3 Sometimes she doesn't behave in a responsible manner. She's quite
4 Such a situation is barely imaginable. It's quite
5 Bob's not very capable. He's of making sound decisions.
6 This fish hasn't been cooked enough. It's
7 This scheme isn't very practical. In fact, it's quite
8 This dates from before the war. It's
6.1 Formation of adjectives

6.1C Compound adjectives of measurement, etc. 'a twenty-year-old man'
[> LEG 6.3.2]

Study:
1 We combine numbers with nouns in the singular to form compound adjectives with hyphens:
   a twenty-year-old man (Not "a twenty-years-old man").
   We prefer compounds of this kind to phrases with of. 'a man of twenty years'.
2 Compound adjectives of this kind can refer to:
   - age: a three-year-old building
   - volume: a two-litre car
   - length: a twelve-inch ruler
   - price: a $50 dress (a fifty-dollar dress)
   - weight: a five-kilo bag

Write: Rewrite the following sentences using compound adjectives.
1 The office-block costs two million pounds. It's
2 The woman is seventy years old. She's
3 The conference lasts two days. It's
4 The farm is eighty hectares. It's
5 The journey takes three days. It's
6 The bag weighs five kilos. It's
7 My engine is three litres. It's
8 It's a note for fifty pounds. It's
9 The fence is twenty miles. It's
10 The tunnel is fifty kilometres. It's

6.1 D Context
Write: Refer to the words in brackets and put in the right adjectives.

EAGER DRIVER
It's (legal) to drive under the age of seventeen in Britain, but a (boy of seventeen years old) managed to pass his driving test on the day of his seventeenth birthday. Most people would consider this (possible) because you need a lot of lessons to pass the test. David Livesey arranged to have (a lesson of eight hours) beginning at dawn on his birthday. At first he was very (careful) and (hesitant), but he had a (wonderful) teacher and his driving improved amazingly during the day. By four in the afternoon, still feeling (energy), he was ready to take his test and he passed first time! He was almost in a state of shock after the test, and he drove home very slowly in the (red) light of the (set) sun. David's driving attracted the attention of two policemen, but they broke into smiles and congratulated him warmly when he showed them his certificate and told them his story.

... they broke into smiles
6.2 Position of adjectives

6.2A Form and position of most adjectives [> LEG 6.4, 6.7]

Study:
1 Adjectives have the same form whether they refer to people or things in the singular or plural:

- **He's a tall man.** She's a **tall woman.** It's a **tall building.**
- **They're tall men.** They're **tall women.** They're **tall buildings.**

2 Most adjectives are used in two ways in English:

- before a noun: **He is an old man. This is an old ticket.**
- after be, seem, etc. the adjective stands on its own: **The man is old. The ticket is old.**

Write:
Rewrite these sentences so that the adjectives come after be:

1 This is a big company. This company

2 Kevin and Matthew are clever boys. Kevin and Matthew ...

3 Nina is a hardworking girl. Nina

4 These are busy streets. These streets

5 They're well-behaved children. The children

6.2B Adjectives that can change in meaning before a noun or after 'be'
[> LEG 6.7, 6.8]

Study:

- before a noun: **John is an old friend of mine.** (= I've known him for a long time)
- after be: **My friend, John, is very old.** (= old in years)

Some other common adjectives that can change meaning according to their position are: early, faint, fine, heavy, ill, late, sick. Note that sick can go before a noun or after be, but 'ill (like well) comes after be. Sick means 'ill' and also means 'upset in the stomach'.

Write 1:
Rewrite these sentences using adjectives with the same meaning as the words in italics.

1 John is a friend **whom I have known for a very long time.**
   John is

2 Some money was left to me by my uncle **who is dead.**
   Some money was left

3 She drew a line **which I could hardly see.**
   She drew

4 Your suitcase **weighs a lot.**
   Your suitcase is

5 Susan **smokes a lot.**
   She's

Write 2:
Which words or phrases in B will replace words or phrases in A?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Her wedding dress is made of beautiful silk. <strong><em>b</em></strong></td>
<td>a) a sick</td>
</tr>
<tr>
<td>2 The weather is good today.</td>
<td>b) fine (twice)</td>
</tr>
<tr>
<td>3 Something's upset me. I think I'm going to throw up.</td>
<td>c) very ill</td>
</tr>
<tr>
<td>4 John is extremely unwell.</td>
<td>d) in the early</td>
</tr>
<tr>
<td>5 I was born at the beginning of the 1960s.</td>
<td>e) be sick</td>
</tr>
<tr>
<td>6 Martha is not a healthy woman.</td>
<td></td>
</tr>
</tbody>
</table>
6.2 Position of adjectives

6.2C Adjectives before and after nouns with a change of meaning [LEG 6.11.2]

Study:
Adjectives go before nouns in English [> 6.2A], but there are a few adjectives which go before or after nouns and they change in meaning according to their position:

This elect body meets once a year. (before the noun = 'specially chosen')
The president elect takes over in May. (after the noun = 'who has been elected')

Write:
Which words or phrases in B best explain the words or phrases in A?

Which words or phrases in B best explain the words or phrases in A?

1. The concerned doctor phoned for an ambulance, b) correct
2. The doctor concerned is on holiday at the moment. b) worried
3. It was a very involved question. o) who was blamed
4. The person involved has left the company. d) complicated
5. Present employees number 3,000. e) with a sense of d)
6. The employees present should vote on this. now employed
7. It was a proper question. g) here now
8. The question proper has not been answered. h) connected with tt
9. Janet is a responsible girl. i) itself
10. The girl responsible has been expelled.

6.2D Context

Write:
Put in the missing adjectives. Alternatives are sometimes possible.

alive, asleep, beautiful, big, complete, fast, fresh, lovely, pleased, polished, poor, quick-drying, shiny, tall, young

NOT A FAST LIFE!
Three and a half years ago Mr Bell received a present from his grandson. The boy had had a holiday by the seaside and had bought his grandfather a present. It was a sea-snail which had been stuck on top of an oyster and another shell. Mr Bell was very with his gift and put it on a shelf. While he was dusting one morning, he accidentally knocked the snail off the oyster. He went to find some glue. When he came back, he couldn't believe his eyes. The snail had moved along the shelf. It was ! 'It must have been all these years and the shock woke it up.' Mr Bell said. He put the snail in a paper bag to show his friends. At first they thought the story was nonsense, until they saw the snail. The creature was so hungry, it had eaten a hole in the bag. Mr Bell gave it a meal of cabbage leaves which it really enjoyed. 'It's not such a story,' a scientist explained. 'These creatures live on the seashore and don't lead a life. They can hibernate for years without eating.'
6.3 Adjectives that behave like nouns; '-ed/-ing' endings

6.3A 'The' (etc.) + adjective + noun: 'the blind' [> LEG 6.6.6.12.2]

1 We use a noun after an adjective or we use one/ones [> 4.2B-C, compare > 3.1 C]:
   He's a young man. (Not "He's a young") You poor thing! (Not "You poor!")
   I sold my old car and I've bought a new one. (Not "... and I've bought a new")

2 In the plural, we use no article (zero) [> 3.1 A]:
   They are young men. You poor things! We sold our old cars and bought new ones.

3 We can use a few adjectives on their own after the to refer to 'the group as a whole':
   the blind/the sighted, the deaf, the dumb, the living/the dead, the rich/the poor,
   the young/the old, the elderly, the healthy/the sick, the injured, the unemployed:
   We have opened a new school for the blind/for blind people. (Not "for (the) blinds")

   We say He is blind, or He is a blind man. (Not 'He is a blind. *)
   We say They are blind, or They are blind people. (Not "They are blinds. *)

Write 1: Rewrite these sentences using the adjectives with man, woman or people.
1 He is poor.
2 They are unemployed.
3 She is young
4 He is elderly.
5 She is sick
6 They are healthy.

Write 2: Rewrite these sentences to refer to a group without using the word people.
1 Rich people should pay more tax than poor people.
2 What hope can the government give to unemployed people?
3 Will this new invention really help deaf people?
4 Old people usually have to live on a fixed income.
5 After the crash, the injured people were rushed to hospital.
6 This is a memorial to dead people.
7 We have interesting study courses for elderly people.
8 Healthy people never think about getting ill.
9 It's a nurse's job to look after sick people.
10 Blind people should have the same opportunities as sighted people.
6.3B Adjectives ending in '-ed' and '-ing': 'interested/interesting'
[> LEG 6.15, App 10]

Study: 1 We use some past participles ending in -ed (e.g. excited) and some present participles ending in -ing (e.g. exciting) as adjectives. Common pairs of -ed/-ing adjectives are: amazed/amazing, annoyed/annoying, bored/boring, enchanted/enchanting, excited/exciting, interested/interesting, pleased/pleasing, tired/tiring.

Similar pairs are: delighted/delightful, impressed/impressive, upset/upsetting.

2 We often use -ed endings to describe people:
The story interested John. -> John was interested in the story.

We often use -ing endings to describe things, events, etc.:
The story was interesting.

3 We can also use -ing endings to describe people: Isn't John interesting? Compare:
Gloria was interesting to be with. (= that was the effect she had on others)
Gloria was interested. (= that was the effect someone or something had on her)

Write: Rewrite these sentences using -ed/-ing or other endings. Make necessary changes.

1 The coincidence amazed us. We 2 The journey tired us. The journey 3 The experience upset Sylvia. Sylvia 4 The experience upset us. The experience 5 Gloria enchanted me. Gloria 6 I enchanted Gloria. Gloria 7 The children delighted us. The children 8 The children delighted us. We 9 The new building impresses us. The new building 10 The new building impresses everybody. Everybody

6.3C Context

Write: Put in the correct forms of the words in brackets: the + adjective or -ed/-ing adjectives.

A HUMAN IDEAL
A just society is a human ideal. We would all like to live in a place where (rich)
1 ttIÀXúTú... are not too rich and (poor).......................... are not too poor; where no one would be (shock).......................... or (embarrass)
2 .................................. at the way (old).......................... are cared for. (blind)
3 .......................... would have as much opportunity as (sighted)
4 (deaf).......................... would be able to develop their skills.
(unemployed).......................... would not depend on the state, because no one would be unemployed, (healthy).......................... would take care of (sick)
5 .......................... The most innocent people in society. (young)
6 .......................... would be protected. In this happy place no one would feel (depress).......................... or (distress).......................... Unfortunately, in the real world, life can be both (distress).......................... and (depress)
7 .......................... So let's be thankful for a sense of humour. I recently saw a notice in an undertaker's window and I wasn't sure whether it was addressed to (living).......................... or (dead)..........................

85
6 Adjectives

6.4 Adjectives after 'be', 'seem', etc.; word order of adjectives

6.4A 'Look good' compared with 'play well' [> LEG 6.17]

Study:
1. After be, look, feel, seem, smell, taste, and sound we use adjectives:
   That egg is/tastes bad. (Bad is an adjective describing the noun egg.) [> 1.2C]
2. After other verbs, we use adverbs: John behaved badly. [> 7.1]
   (Badly is an adverb: it adds to the meaning of the verb behave.) Compare:
   John looks good, (adjective) John looks well, (adjective [> 6.2B]) John plays well, (adverb)

Write: Supply adjectives or adverbs in the following.
1. He behaved (nice) 5. Your cooking is (good)
2. The music sounds (nice) (nicely) 6. You cook (good)
3. The play ended (bad) 7. The train went (smooth)
4. This food smells (bad) (badly) 8. I've just shaved and my face feels (smooth)

6.4B Word order: two-word and three-word nouns: 'a teak kitchen cupboard'
[> LEG 6.13,6.20.1]

Study:
1. Materials (nouns) behave like adjectives when we use them to form compound nouns:
   a cupboard (noun) made of teak (noun) a teak cupboard (compound noun) [> 2.2C]
2. We can have three-word compound nouns. 'Material' comes before 'purpose' or 'use':
   a teak cupboard, used in the kitchen -* a teak kitchen cupboard (compound noun)
   Adjectives go in front of nouns [> 6.2A]. We cannot separate a compound noun by an adjective:
   a fine teak kitchen cupboard. (Not *a teak fine kitchen cupboard*)

Write: Make two-word and three-word nouns.
1. a shirt made of cotton
2. a shirt made of cotton/worn in the summer
3. a rake made of wire
4. a clock used in the kitchen
5. a clock made of plastic/used in the kitchen

Word order: past participle + noun: 'a handmade cupboard' [> LEG 6.20]

6.4C

Study:
An adjectival past participle (damaged, handmade, etc.) comes in front of a noun:
adjective + one-word noun: a handmade cupboard
adjective + two-word noun: a handmade teak cupboard
adjective + three-word noun: a handmade teak kitchen cupboard

Add these adjectives to the nouns made in 6.4B above: unused, damaged, worn, broken, handmade.

Write:
1. ççtZtt
2.
3.
4.
5.
6.4D Word order: adjective + noun: 'a big round table' [> LEG 6.20]

Study:
The order of adjectives in front of a noun is as follows (in reverse order):

3 where from? + past participle: a French handmade kitchen cupboard
   Or: past participle + where from?: a handmade French kitchen cupboard

2 size/age/shape/colour + where from? + past participle:
   a large French handmade cupboard

1 quality/opinion + size, etc. The most general adjective usually comes first:
   a beautiful large French handmade teak cupboard

summary:

<table>
<thead>
<tr>
<th>opinion</th>
<th>size</th>
<th>age</th>
<th>shape</th>
<th>colour</th>
<th>from?</th>
<th>past part</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>a valuable</td>
<td>-</td>
<td>-</td>
<td>brown</td>
<td>Victorian</td>
<td>handmade</td>
<td>teak cupboard</td>
<td></td>
</tr>
</tbody>
</table>

Or: handmade Victorian

Write: You're looking for items you want to buy. Begin each sentence with I'm looking for...

1 clock radio - white - Taiwanese - cheap - for my bedside table
   I'm looking for a white, cheap Taiwanese clock radio for my bedside table.

2 sports car - well-maintained - second-hand - with a low mileage
   I'm looking for a well-maintained, second-hand sports car with a low mileage.

3 polished - beautiful - antique - dining-table - mahogany - English
   I'm looking for a beautiful, polished, antique dining-table made of mahogany in English.

4 canvas - American - a pair of - trainers - grey and red - which I can use for jogging
   I'm looking for a pair of grey and red American canvas trainers which I can use for jogging.

5 cottage - stone-built - small - old - country
   I'm looking for a small, stone-built, old cottage in the country.

6 cotton - dress - summer - pink and white - for my holiday
   I'm looking for a pink and white cotton dress for my holiday.

6.4E Context

Write: Put in the right word order or choose the right forms.

NOT A DOG'S DINNER!! Ехрм{ш}*, ЛьамсСтъсиCe, ItcУУМ   Ah<Н4
(shoes leather Italian expensive handmade)^4.............................; these are my pride and joy. I own a (old
beautiful/pair)^2.............................. or I did until yesterday, when I discovered that one of the shoes was
missing. I had left the shoes on my (doorstep back)^3..........................to do some gardening. My
neighbour has a (dog friendly large)^5.............................. called Sam. When I saw that one of my shoes
had disappeared, I knew that Sam had taken it. I can't say he behaved (bad/badly)^5
He just behaved like a dog. Leather looks (good/well)^6.............................and tastes (good/well)
7..............................too. I unwillingly gave Sam the (remaining Italian shoe)^8..............................and then
followed him. I not only found one (Italian unchewed shoe)^9.............................. but also a pile of things
Sam had been borrowing, including my wife's (slippers fur-lined red)^10.............................. which Sam had
tried to have for dinner!
6.5 The comparison of adjectives

6.5A Common comparative and superlative forms: "cold - colder - coldest"
[> LEG 6.5, 6.22-29]

Study:
1 We add -er and -est to form the comparative and superlative of most one-syllable adjectives: clean - cleaner - the cleanest, cold - colder - the coldest.
2 Adjectives like hot (big, fat, sad, wet) double the consonant: hot - hotter - the hottest.
3 Adjectives like nice (fine, large, late, safe) add -er, -est nice - nicer - the nicest.
4 With adjectives like busy we use -er in place of -y: busy - busier - the busiest.
5 We use the comparative when comparing one person or thing with another.
6 We use the superlative when comparing one person or thing with more than one other.

Write:
1 My room's big. (in the house)

2 My room's cold, (in the house)

3 My garden's nice, (in the street)

4 My desk is tidy, (in the office)

6.5B Adjectives with two or more syllables: 'clever', 'expensive' [> LEG 6.22-29]

Study:
1 Some two-syllable adjectives like happy (clever, common, narrow, pleasant, quiet, simple, stupid) have two comparative or superlative forms:
   - either with -er/-est. She's cleverer than you. She's the cleverest person I know.
   - or with more/the most. She's more clever than you. She's the most clever person I know.

2 We use only more/the most with most two-syllable adjectives: careless, correct, famous.

3 We use more/the most with three-syllable adjectives: more beautiful, the most beautiful.

Write:
Give both forms where possible.

1 She's happy.
   than I am

2 His work was careless.
   than mine
   in the class

3 This problem is simple.
   than that one
   in the book

4 This watch is expensive.
   than that one
   in the shop

5 This engine is quiet.
   than mine
   ever built
6.5 The comparison of adjectives

6.5C Comparative and superlative forms often confused: 'older/elder'

[> LEG 6.24-26, 7.4-5, App 12]

1 Further and farther refer to distance: London is five miles further/farther.
Further (Not *farther*) can mean 'in addition': There's no further information.

2 We use elder/eldest before a noun only with reference to people in a family:
my elder/brother/son, the eldest child, he's the eldest (but not *He is elder than me.*)
We use older/oldest for people and things: He is older than I am. This book is older.

3 Irregular comparisons: good/well, better, the best; bad, worse, the worst; much/many, more, the most; little, less, the least.
Good is an adjective; well is adjective or adverb [> 6.4A].

4 Lesser is formed from less but is not a true comparative. We cannot use than after it.
Lesser means 'not so great' and we use it in fixed phrases like the lesser of two evils.

5 Latest/last I bought the latest (i.e. most recent) edition of today's paper.
I bought the last (i.e. final) edition of today's paper.

6 The comparative and superlative of little is smaller/smallest; a small/little boy, a smaller/the smallest boy. Very young children often use littler and littlest.

Write: Circle the right forms in these sentences. In some cases both forms are right.

Is your house much/(farther^near^)? 11 I've got (less/lesser) than you.
Who is the (oldest/eldest) in this class? 12 Jane is (older/elder) than I am.
Your driving is (worse/worst) than mine. 13 This is the (more/most) expensive.
It's the (less/lesser) of two evils. 14 His English is (best/better) than mine.
Have you heard the (last/latest) news? 15 It's the (better/best) in the shop.
We have no (further/farther) information. 16 It's the (furthest/farthest) point west.
Jane Somers writes (good/well). 17 It's the (oldest/eldest) tree in the country.
His (latest/last) words were: 'The end'. 18 She's my (elder/older) sister.
This is the town's (oldest/eldest) house. 19 I've got the (least/less)!
20 You've got the (more/most)!

6.5D Context

Write: Put in the right forms. Alternatives are possible.

THE CHAMP
The two men were sitting at the bar. The one (near)\(^1\)...M&ryr...to me was the
(big)\(^2\).................and (strong)\(^3\).................man I have ever seen. The one
(fail)\(^4\).................from me was the (small/little)\(^5\).................and (weak)
\(^6\)......................They were having the (violent)\(^7\)......................argument I had
ever heard. Suddenly the little man said, 'It's a case of the (small)\(^8\) brain in the world fitted into the (big)\(^9\).................head!' They were his (last/ latest)\(^10\).................words. The little man didn't know what hit him as he fell to the
floor. 'When Shortie wakes up, tell him that was my (better/best)
\(^11\)................., Karate chop,' the big man told the barman as he left. The next
evening, King Karate was at the bar as usual when Shortie crept in quietly, swung
his arm and the champ fell to the floor. 'When Karate wakes up,' Shortie said, 'tell
him it was my (oldest/eldest)\(^12\).................Land Rover starting handle.'
7 Adverbs

7.1 Adverbs of manner

7.1A Adverbs with and without Чу': 'carefully', 'fast' [LEG 7.7,7.13, Apps 14,15.1]

Study:  
1 An adverb adds to the meaning of a verb. Adverbs of manner tells us how something happens:
   * How did John behave? - (He behaved) badly.

2 We form adverbs of manner by adding -ly to an adjective: slow/slowly.
   * After a consonant, -y changes to -h: heavy/heavily.
   * It was a slow train. The train went slowly. It was heavy rain. It rained heavily.

3 We can use some words as adjectives or adverbs without adding -ly or -h.
   * It was a fast train. The train went fast.
   * Other examples are: better, best, early, hard, high, last, late, monthly, near, wide, worse.

Write:  
Supply the right adverb. Some adverbs end in -ly and some do not.
   1 He's a bad driver. He drives -ly. 11 He's a quick thinker. He thinks -ly.
   2 She's, a hard worker. She works -ly. 12 She's an eager helper. She helps -ly.
   3 He's a fast runner. He runs -ly. 13 My name is last. I come last -ly.
   4 I'm a better player than you. I play -ly. 14 The plane is very high. It's flying -ly.
   5 This is an airmail letter. Send it -ly. 15 Be careful. Act -ly.
   6 He made a sudden move. He moved -ly. 16 The bus was late. It came lately.
   7 She gave a rude reply. She replied -ly. 17 She was brave. She acted bravely.
   8 The train is early. It has arrived -ly. 18 The house was near. We went near -ly.
   9 Make your best effort. Do your -ly. 19 What a wide window! Open it -ly.
   10 She's glad to help. She helps -ly. 20 I get a monthly bill. I pay monthly -ly.

7.1B Two forms and different meanings: 'hard/hardly' [LEG 7.14, App 15.2]

Study:  
Some adverbs have two forms, one without -ly and one with -ly.
   * These forms have different meanings and uses: e.g. hard/hardly, last/lastly, late/lately.
   * He played hard. He hardly played at all.

Write:  
Choose the right adverb in each sentence.
   1 Farm workers have to work very -ly during the harvest. (hard/hardly)
   2 Farm workers earn -ly enough money to pay their bills. (hard/hardly)
   3 I got off first in the race but managed to come -ly. (last/lastly)
   4 - and -ly. I'd like to thank all those who made my success possible. (last/lastly)
   5 We've been receiving a lot of junk mail -ly. (late/lately)
   6 The postman brings my mail -ly. I rarely see it before I go to work. (late/lately)
   7 I'm sure the boss thinks very -ly of you. (high/highly)
   8 If you want to succeed, you should aim -ly. (high/highly)
   9 I don't think you were treated -ly. (just/justly)
   10 I've -ly been offered a job in Mexico! (just/justly)
   11 Please don't go too -ly to the edge of the platform. (near/nearly)
   12 I -ly fell off the edge of the platform! (near/nearly)
7.4 Adverbs of frequency

7.1 Adjectives which end in Чу': 'friendly' [ГЕГ 7.12]

**Study:**

Some adjectives end in -ly. cowardly, friendly, lively, lovely, motherly, sickly, silly.

Meg's a friendly girl. John gave me a friendly handshake.

If we want to use these words as adverbs we say in a friendly way/manner/fashion:

Meg always greets me in a friendly way. (Not "greets me friendly/friendily")

**Write:**

Change the adjectives into adverbs or adverbial phrases in the following sentences.

1. That was a cowardly thing to do. You acted
2. That was a quick response. She responded
3. The music was very loud. The band played far too
4. That was a silly thing to do. You acted.
5. The orchestra gave a lively performance. They performed
6. She's a slow runner. She runs
7. The singers gave a bad performance. They performed
8. She can't control her motherly feelings. Even though he's 40, she looks after him
9. She's a lovely teacher. She handles young children
10. She delivered a careful speech. She spoke
11. He looks pale and sickly. He always greets me
12. You don't have to be so unfriendly*. You needn't look at me

7.1 D Context

**Write:**

Put in the missing adjectives and adverbs. Add -ly or make other changes where you need to.

beautiful, best (Wее), careful, cheap, early, far, fast, full, hurried, important, last, new, past, quick, rapid, silly

A SPLASH OF COLOUR

Thursday I had an interview for a job. I got up and dressed. I put on my jacket and trousers, to look my I had to travel by train, so I walked to the station which isn't from my house. I was walking quite when I saw a man just ahead painting his fence with red paint. He didn't notice me as I walked. Then he turned suddenly and splashed my trousers! He had acted, but the damage was done. There was a big store on the corner, so I decided to buy a new pair I could change on the train. I found a nice pair, which I bought quite The shop was so I paid grabbed my shopping-bag and left. On the train, I went to the toilet to change. I took off my stained trousers and threw them out of the window. Then I opened the bag to get my ones, but all I found was a pink woollen sweater!
7 Adverbs

7.2 Adverbs of time

7.2A Points of time: 'Monday', 'this morning' [\(^\text{\textgreater} \text{LEG 7.21-22, App 48}\)]

Study:

1 Adverbs of time tell us when something happens. 'Points of time' tell us 'exactly when': e.g. today, yesterday, this/next/last week, on Monday, at 5 o'clock.

2 We can refer to days of the week without this, last, next or on: I'm seeing him Monday. (= this/next/on Monday). (Not 'I'm seeing him the Monday'.)

3 This morning, etc. (Not 'today morning' 'today afternoon' etc.) can refer to:
   - now: I feel terrible this morning.
   - earlier: I spoke to him this morning.
   - later on today: I'll speak to him this morning.

4 Note: tonight, tomorrow night and last night (Not 'yesterday night').

5 Note: the day before yesterday, the day after tomorrow (in the evening), etc.

6 We do not use the in phrases like next Monday, last Monday: I'll see him next Monday.

7 We normally put time references at the end of a sentence or clause, but we can also put them at the beginning: (This morning) I went to the dentist (this morning). [\(^\text{\textgreater} 1.1 \text{A}\)]

Write 1: Fill in the missing points of time.

1 today tomorrow
2 this morning
3 at noon
4 this afternoon
5 this evening
6 tonight
7 this Monday
8 this January
9 this week
10 this year

Write 2: Today is Tuesday. Write sentences using the right points of time (today, etc.)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 When is she arriving? (Tuesday morning)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 When can you see him? (Tuesday)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 When did she arrive? (Monday night)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 When are you expecting her? (Wednesday night)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 When will you be home? (Tuesday night)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 When can I make an appointment? (Tuesday afternoon)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 When can I see you? (Thursday)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 When did she leave? (Monday in the evening)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 When can I see you? (Thursday morning)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 When can I come to your office? (Tuesday midday)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 When did he leave? (Monday morning)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 When will she phone? (Wednesday in the afternoon)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7.2B 'Still' and 'yet' [> LEG 7.25,7.27]

Study: 1 Still and yet mean 'untill now' and we often use them with the present perfect [> 9.5A].
2 We use still to emphasize continuity, mainly in affirmatives and sometimes in questions: I'm still waiting for my new passport. Is Martha still in hospital?
We can also use still in the negative for special emphasis: John still hasn't written to me.
Still has the same position in a sentence as adverbs of frequency [> 7.4B].
3 We use yet mainly in questions and negatives and often put it at the end of a sentence: Has your new passport arrived yet? - No, not yet. It hasn't arrived yet.

Write: Rewrite these sentences supplying still or yet. Sometimes both are possible.
1 The children are at the cinema ....TM.c^\\?
2 I haven't met your brother
3 Jim works for the same company
4 Has she phoned you?.............................................................. No, not...
5 The new law hasn't come into force

7.2C 'Already' and other adverbs of time [> LEG 7.23-24,7.26,7.28-29]

Study: 1 Already means 'before now' or 'so soon'. We use it in questions and affirmatives, but not in negatives. We can put it in the middle [> 7.4B] of a sentence or at the end: Have you already finished lunch? Have you finished lunch already?
This machine is already out of date. It's out of date already.
2 Other common adverbs of time are: afterwards, at last, just, lately, now, once, recently, soon, suddenly, then, these days. We often use these adverbs in story-telling.

Write: Rewrite these sentences using yet or already. Sometimes both are possible.
1 Have you had breakfast? - I've had it, thanks
2 I haven't received an invitation to the party
3 I have received an invitation to the party
4 Have you finished eating?
5 Haven't you finished eating?

7.2D Context

Write: Put in already, immediately, this week, still, then, yesterday, yet. Use each word once only.

\[ \text{FIT FOR HUMANS, BUT NOT FOR PIGS!} \]
\[ \text{A â } \]
\[ \text{there's going to be a festival of British Food and Farming in Hyde Park in London. The festival hasn't begun} \]
\[ \text{.................. } \]
\[ \text{and farmers are bringing their animals. But a pig farmer has} \]
\[ \text{run into a serious problem.} \]
\[ \text{he arrived with his pigs from the Welsh Hills} \]
\[ \text{hundreds of miles away. The pigs were very thirsty when they arrived in Hyde Park and the farmer} \]
\[ \text{gave them some London water. Big surprise because the pigs refused to drink the}
\[ \text{water. London water is fit for humans but not for pigs!} \]

Not fit for pigs!
7.3 Adverbial phrases of duration

7.3A 'Since', 'for' and 'ago' [> LEG 7.31, 7.32, 9.18]

Study:
1 'Since' + a point of time [> 7.2A] answers Since when? We use since with the present perfect to mark a period lasting till now: I haven't seen him since January. [> 9.5A, 10.2D]

2 'For' + period of time answers How long? We use for to refer to periods of time:
   - in the past: My wife and I worked in America for five months.
   - in the future: John will be staying in New York for two months.
   - in the present perfect: I've known Susan for five years. [> 9.5A, 10.2D]

3 Period of time + 'ago' answers How long ago? and marks the start of a period going back from now. We use ago with the simple past [> 9.3C]: I arrived here two months ago.

Write 1: Show where since or ago will fit into these sentences.

1 Since when have you been interested in jazz?
2 I saw your mother a week ago.
3 I started work here seven months ago.
4 I saw her last week and haven't seen her.
5 I haven't been home 1987.
6 How long did you become a director?

Write 2: Show where since or for will fit into these sentences.

1 They lived here five years before moving.
2 They have lived here 1984.
3 I've known him six years.
4 I've been expecting a letter weeks.
5 I've been expecting a letter last week.
6 I've enjoyed jazz I was a boy.

7.3B 'Till' (or 'until') and 'by' [> LEG 1.34]

Study:
1 Some verbs naturally refer to 'periods of time' or 'continuity' [> 9.5B]: e.g. learn, lie, live, rain, sit, sleep, stand, stay, wait and work.

2 Till (or until) and by mean 'any time before and not later than'. We cannot use by at all with these 'continuity' verbs. (Not 'I'll wait here by 5 o'clock.') We can only use till (or until) with these verbs:
   I'll wait here till (or until) 5 o'clock. I won't wait here till (or until) 5 o'clock.

3 We use by with verbs which do not refer to periods of time.
   We can think of these as 'point of time verbs': e.g. arrive, come, finish, go, leave:
   She will arrive by 5. (= any time before and not later than 5.)
   She won't arrive by 5. She'll arrive at 6.

4 We use till or until with 'point of time verbs' only in the negative.
   She won't arrive till (or until) 5. (But not 'She will arrive till 5. ')

Write: Supply by or till.

1 I'll wait..............till Monday before answering his letter.
2 I intend to stay in bed...............10 o'clock tomorrow morning.
3 Your suit will be ready.........................Friday.
4 Your suit won't be ready..............Friday. You can collect it then.
5 Your suit won't be ready...........Friday. You can collect it next Monday.
6 I'm sure I will have left..............Monday.
7 Your aunt says she won't leave,..............Monday. Monday's the day she's going to leave.
7.3 Adverbial phrases of duration

7.3C 'During', 'in' and 'for' [> LEG 7.35]

Study: 1 During means:
- either: 'from the beginning to the end': We had a lot of fun during the holidays.
- or: 'at some point during a period of time': I'll mend the gate during the weekend.

2 We use in like during to refer to time:
We had a lot of fun in the holidays. (Or: ... during the holidays)
But we cannot use in to refer to an activity or event:
We watched a film during the flight. (Not "in the flight")

3 Fortells us 'how long' [> 7.3A]:
We stayed in Recife for a week/or three weeks. (Not "during three weeks")

Write: Supply in, during and for. Show which sentences take both in and during.

1 It was very hot during August. 7 Many people gave up the course.
2 I was sent abroad during my military service. 8 I suddenly felt ill during my speech.
3 It rained during the night. 9 There was an accident during the race.
4 I'll see you during the lunch hour. 10 I sleep during the daytime.
5 I woke up twice during the night. 11 I'm going abroad during June.
6 I tried to get a taxi during a whole hour. 12 Can you hold your breath during two minutes?

7.3D Context

Write: Put in during, in, by, till, since, for or ago.

PEACE AND QUIET
I moved to this area seven years ago. Ever since I moved into this flat, I've had to put up with noise during the night. I decided I'd had enough and I've been looking for a new flat by the beginning of the year. I haven't found anything new yet. Every week I go to the local estate agent's office, but it's the same story: 'I might have something during the end of the week,' he says, or, 'Wait next week. I think I might have a few flats then.' I've seen a few flats my search, but I don't like any of them. One flat I saw has been empty two years. 'It's got a busy road on one side and a railway on the other!' I exclaimed. 'I want peace and quiet.' Last week I visited the agent again. 'I won't leave you show me something,' I said. He smiled and said, 'I've got just the flat for you.' I went to see it and I was horrified. 'But it's next to a cemetery!' I cried. 'But you won't have noisy neighbours,' my agent said. 'It's ideal for peace and quiet!'
7.4 Adverbs of frequency

7.4A Position of adverbs of frequency (‘often’) in affirmatives and questions
[> LEG 7.37-40]

Study:

1 Adverbs of frequency generally answer the question How often?. The most common are:
   always, almost always, generally, usually, normally, frequently, often, sometimes,
   hardly ever, seldom, ever, not... ever, never.

2 Adverbs of frequency have three basic positions in affirmative sentences:
   - after be when it is the only verb in a sentence: I am always late.
   - after the first auxiliary when there is more than one: I would always have been late.
   - before the main verb when there is only one verb: You never tried hard enough.

3 In questions, the adverb of frequency comes after the subject: Are you always late?

Write: Rewrite these sentences using any suitable adverb of frequency in each one.

1 I am late...........
2 I was late for work
3 I can tell the difference between the two
4 I would have been able to find a job like yours
5 You tried hard enough
6 You got good marks at school
7 Are you late?
8 Have you lived in this town?
9 Did you get good marks at school?

7.4B The position of adverbs of frequency in negative statements [> LEG 7.40.2]

Study:

1 These usually come after not. always, generally, normally, often, regularly, usually:
   Public transport isn’t always (etc.) very reliable.

2 Generally, normally, often and usually can come after the subject for special emphasis:
   We normally don’t worry if the children are late.

3 We use sometimes and frequently before not or before isn’t, doesn’t, don’t, didn’t, etc.:
   Debbie is sometimes not responsible for what she does. He is frequently not at home.
   She sometimes isn’t reliable. He frequently doesn’t get home till 10.

4 We can’t use not to form negatives with hardly ever, etc. [> 13.2A]: He hardly ever writes.
   (Not *He almost always doesn’t write.* or *He doesn’t hardly ever write. *)

Write: Write these sentences again using the adverbs in brackets. Make changes where necessary.

1 Public transport isn’t reliable, (always)
2 He wasn’t late when he worked here, (often)
3 She doesn’t arrive on time, (usually)
4 She doesn’t arrive on time, (sometimes)
5 We don’t worry if the children are late, (normally)
6 You don’t phone, (hardly ever)
7 We don’t complain, (generally)
7.4C Adverbs of frequency at the beginning of a sentence

Study: For special emphasis, we can begin a sentence with frequently, generally, normally, (very) often, sometimes and usually. We can say: We normally don't worry if the children are late home from school. Or: Normally, we don't worry if the children are late home from school.

Write: Answer each question in full putting the adverb a) in the middle and b) at the beginning.

1. Do you ever bring work home from the office? (often)
   a) Do you ever bring work home from the office? b) Have you ever brought work home from the office?

2. Does John leave home before his wife does? (normally)
   a) Does John leave home before his wife does? b) Does John always leave home before his wife does?

3. Have you ever forgotten to lock the back door? (frequently)
   a) Have you ever forgotten to lock the back door? b) Have you ever frequently forgotten to lock the back door?

4. Do you know when to wake up? (usually)
   a) Do you know when to wake up? b) Do you usually know when to wake up?

5. Are you the one who pays the bills? (generally)
   a) Are you the one who pays the bills? b) Are you the one who generally pays the bills?

6. Is the traffic heavy in the mornings? (often)
   a) Is the traffic heavy in the mornings? b) Is the traffic usually heavy in the mornings?

7. Do you ever have power cuts? (sometimes)
   a) Do you ever have power cuts? b) Do you sometimes have power cuts?

8. Are there complaints about the service? (often)
   a) Are there complaints about the service? b) Are there generally complaints about the service?

7.4D Context

Write: Show where the adverbs in brackets can go in the sentences that follow them.

WHERE DID I PUT MY TEETH?
C ever) Have you forgotten something on a train or bus? (Never) Don't say you have!
(always) (occasionally) We can't be careful with our things and most of us must have left something behind when getting off a bus or train.
(never) There can't be anyone who forgets anything.
(regularly) Over 150,000 items a year are dealt with by London Transport's Lost Property Office.
C normally) People don't carry stuffed gorillas, but someone recently left one on a train.
(most often) The things people lose are umbrellas and keys.
(sometimes) But there are items that are not very common.
(never) Can you imagine losing a bed and not claiming it?
(often) Prams and pushchairs are lost.
(frequently) But it is unbelievable that people forget false teeth and even glass eyes when they get off a train!
(often) Yet they do!

People don't carry stuffed gorillas!
7.5 Adverbs of degree

7.5A The two meanings of 'quite' [\> LEG 6.5.7.41-42]

Study: 1 Quite, fairly and rather are common adverbs of degree. They can make the word they modify weaker or stronger and their effect depends on stress and intonation. If we say:

*The film is quite good!* and our voice ‘goes up’, this means ‘I enjoyed it on the whole’.

*The film is quite good.* and our voice ‘goes down’, this means ‘I didn’t really enjoy it’.

We can put quite in front of ordinary adjectives (quite good), adverbs (quite slowly), and a few verbs (I quite enjoy). Regardless of stress, the meaning is ‘less than’.

2 We can also use quite with ‘absolute’ adjectives (dead, empty and full), and with ‘strong’ adjectives like amazing and wonderful. Then it means ‘completely’. The voice ‘goes up’.

*The man was quite dead!* The bucket is quite full! The film was quite wonderful!

Write: Answer these questions in full with quite, and say whether quite means ‘less than’ or ‘completely’.

1 What was the film like? (good)
2 How was the exhibition? (amazing)
3 What’s Pam like? (wonderful)
4 How was the play? (awful)
5 How was your holiday? (quite enjoy)
6 Do you eat snails? (quite like)

7.5B 'Fairly' [\> LEG 7.43]

Study: Fairly often goes with ‘good’ adjectives and adverbs (good, nice, well, etc.). It is generally ‘less complimentary’ than quite. We do not use ‘enough’ [\> 16.4B] to mean quite or fairly.

What’s Yoko’s English like? It’s quite good, (‘complimentary’) Not *enough good*
What’s Yoko’s English like? It’s fairly good, (‘less complimentary’) Not *enough good*
We can’t use fairly with some ‘absolute’ adjectives: Not *fairly dead/fairly wonderful*

Write: Add quite and fairly. Mark as ‘complimentary’, ‘less complimentary’ or ‘completely’.

1 She sings..............................................
2 The dinner is......................................................
3 I feel..............................................................
4 She’s..............................................................
5 I think he’s...........................................................
6 You’re.............................................................

7.5C 'Rather' [\> LEG 7.44]

Study: Rather is stronger than quite and fairly and suggests ‘inclined to be’.

It often goes with ‘bad’ adjectives (bad, poor, awful, unpleasant, etc.).

When it goes with ‘good’ adjectives (good, nice, tasty, etc.) it often means ‘surprisingly’:

*This ice-cream is rather good,* (perhaps I didn’t expect it to be)
7.4 Adverbs of frequency

Write: Add quite and rather to each sentence, where possible. Say if they mean 'inclined to (be)', 'less than' or 'completely'.

1. I'm afraid Jane's health is quite poor.
2. Don't worry! Your son is all right!
3. Your work has been completely unsatisfactory.
4. I'm afraid an appointment tomorrow is impossible.
5. Last night's documentary was interesting.

7.5D 'Much', 'any', 'far' and 'a lot' as adverbs of degree

Study:
1. We can use much and far with comparatives and superlatives to say 'to what degree':
   
   Jane is much better today. London is far bigger than Edinburgh.

2. We can use a lot and any with comparatives: It's a lot bigger. Is it any better?

3. Not much and not any go with a few adjectives: This battery isn't much good/any good.

4. We can use not much and (not) a lot with verbs such as like and enjoy.
   
   I don't much like fish. I don't like fish (very) much. I (don't) like fish a lot.

5. We often use much and far with prefer and would rather:
   
   I much prefer tea to coffee. I'd far rather have tea than coffee.

Write: Add much, any, far or a lot and give alternatives where possible.

1. I'm not very good at maths.
2. You're quicker than me.
3. This is more expensive.
4. This is the best way to enjoy yourself.
5. I can't go faster.
6. Those two recordings aren't different.
7. I don't like people who show off.
8. I prefer swimming to cycling.
9. This machine isn't use.
10. You're thinner than when I last saw you.

7.5E Context

Write: Put in any suitable adverbs of degree (any, many, much, rather, fairly, quite, etc.).

CAN WE GO HOME PLEASE?

It was late. The restaurant clock showed 1.30 a.m. The waiters were feeling tired and were beginning to yawn. There was one middle-aged couple left. They had clearly had a good meal. Now they were looking at each other across the table and were unaware of the world around them. The waiters wanted to go home. One of them asked the couple if they wanted more to eat or drink. He didn't get an answer. It clearly wasn't asking questions! One of the waiters had a good idea. He began stacking chairs upside-down onto the tables. The others joined in. Another waiter turned off the lights. In the end, the restaurant was dim. The chairs were stacked on the tables round the couple who just sat and sat and sat!
7.6 Intensifiers

7.6A 'Very', 'too' and 'very much' [> LEG 6.8.2, 6.9, 6.28.2, 7.45, 7.48, 7.50-51]

Study:

1 Intensifiers are words like very and too which strengthen adjectives and adverbs.

2 We use very to strengthen:
   - the positive form of adjectives (not comparative/superlative): Martha has been very ill.
   - adjective + noun: John is a very nice man.
   - adverbs: The wheels of bureaucracy turn very slowly.
   - many past participle adjectival forms: I'm very interested. You're very mistaken.

   The very goes with best/worst: It's the very best/the very worst meal I've ever had.
   and some nouns (beginning/end): I waited till the very end of the film.

3 Too goes before adjectives and adverbs and means 'more than is desirable' [> 7.7B, 16.4B]:

   Compare: It's very hot, but I can drink it. It's too hot and I can't drink it.

   It's often more polite to say not very good or not too good rather than 'bad':
   His work's not very good/not too good. (There is no difference in meaning here.)

4 Very much goes with:
   - comparatives: She is very much better.
   - verbs: I like your painting very much. This idea has very much interested me.
   - adjectives like afraid, awake, alive and alone: Old Mrs Page is very much alone.

Write 1: Supply very, too, or very much in these sentences. Two answers may be possible.

1 I hear Jack has been ........ I'm going.
   She's .......... intelligent to believe that!

2 I can't go ........ faster than I'm going.
   The Antarctic would be ........ cold for me.

3 Go slower. You're driving ........ fast for me.
   I ........ like your idea.

4 She didn't think my work was ........ good.
   The new XJ6 is ........ faster than the old one.

5 I can't afford that. It's ........ expensive.
   We were ........ late, but we just got the train.

6 If you think that, you are ........ mistaken.
   We were ........ late, so we missed our train.

7 This project has ........ interested our firm.
   We have ........ missed you.

8 I didn't enjoy the meal
   Your children get ........ much pocket money.

9 Susan's paintings have been ........ admired. 19 He hasn't got ........ much money.

10 I always try and buy the ........ best. 20 I've been ........ alone lately.

Write 2: Complete these responses using very, too, very much and too much.

1 How did you enjoy last night's film? - I enjoyed it
2 So you didn't buy the picture in the end! - No, it cost
3 I think you should take a coat with you. - Yes, I will. It's ........ cold outside.
4 Is that lobster alive? - Yes, it's ........ alive!
5 Was that car expensive? - Yes, it's ........
6 Are you thirsty? - Yes, ........
7 Did you spend a lot of time on it? - Yes, ........
8 I don't like sitting in the smoking compartment. - I agree. There's ........ smoke.
9 Why aren't you buying those shoes? - They're ........ large for me.
10 Those shoes are very large! - Yes, but not ........ large!
11 Are the children still awake? - Yes, they're ........ awake!
12 How are you feeling? - Not ........ well, I'm afraid.
7.6 Intensifiers

7.6B Adverbs in place of 'very': 'extremely happy', 'fast asleep'

[> LEG 7.52-53, 6.8.2, App 16]

Study:
1 We often use extremely and really for special emphasis instead of very.
   I'm very sleepy. -* I'm extremely sleepy, (more emphatic)

2 In everyday speech we often use terribly and awfully in place of very.
   That hi fi is very expensive. -* It's awfully/terribly expensive.

3 Note that we say fast asleep and wide awake (Not "very asleep/very awake"): 
   Don't disturb the children - they're fast asleep.

4 We use some -ly/adverbs in fixed phrases: deeply hurt, painfully embarrassed, highly respected, 
   richly deserved, I greatly appreciate, badly needed, bitterly cold:
   Mr Wilson is highly respected in our community.
   A new playground for our children is badly needed.

Write:
Use suitable adverbs in place of very.

1 The traffic is slow today.
2 I'm.......confused by the new regulations.
3 I............appreciate all you've done for me.
4 We are..........interested in your proposal.
5 That radio talk wasn't.............interesting.
6 I was.............awake all night.
7 I was.............hurt by her answer.
8 Old Mr Ford is.............boring!
9 I'm..........annoyed about this.
10 Your success has been.............deserved.
11 We were all.............embarrassed!
12 Your friend works.............slowly.
13 I was,............bored by the play.
14 I didn't think the film was.............funny.
15 I'm,.............sorry about this.
16 What you did was,.............stupid.
17 Your staff have been.............helpful.
18 You didn't wake me. I was,.............asleep.
19 It was,.............cold last night.
20 You think you're,.............clever.
21 A well is,.............needed in that village.
22 This computer is,.............fast.
23 She's still.............young.
24 We're,.............grateful to you.

7.6C Context

Write: Use suitable words to complete this story. Don't use the same word more than twice.

JUSTLY PUNISHED
There were 1. . ........... many people on the bus for comfort and passengers were standing in the aisle. A young woman carrying a baby was 2.............grateful when an old man offered her his seat. The baby was 3.............asleep and she could now rest him on her lap. She thanked the old man 4...................and was just going to sit down when a rude young man sat in the empty seat. Everyone was 5.............embarrassed, and the young mother was 6.............surprised to say anything. All the passengers' .............disapproved of the man's action. They were 7.............angry with him, but he paid no attention; 8.............later, the rude man wanted to get off the bus and tried to push past the passengers. They all stood closely together and wouldn't let him move. He was made to stay on the bus till it reached its terminus, a punishment he 9.............deserved.
7 Adverbs

7.7 Focus adverbs

7.7A 'Even', 'only', 'just' and 'simply' for 'focusing' [> LEG 7.54-55]

Study: 1 We can change the position in a sentence of adverbs like even, only, just and simply depending on where we want to 'focus our attention'. Compare:
   Even I understood Professor Boffin's lecture, (i.e. even though I'm stupid)
   I even understood Professor Boffin's lecture, (i.e. out of various things I understood)

2 In everyday speech, we often put these adverbs before the verb and other people can understand what we mean from stress and intonation: I only asked a question means 'that's all I did' rather than 'I was the only person who asked a question'.

Write: Write sentences to show how you interpret these statements.
1 Only I understood his lecture
2 I only listened to his lecture
3 I understood his lecture only.
4 Set the table simply.
5 I just understood his lecture
6 I understood just his lecture
7 I understood his lecture -justi

7.7B Two meanings of 'too' [> LEG 7.48,7.56]

Study: Too changes its meaning according to position:
   This coffee is too hot to drink at the moment. (= more than is desirable [> 7.6A, 16.4B])
   The croissant is freshly-made and the coffee is hot, too. (= also)

Write: 1 I can't drink the coffee, (hot) ...
2 The coffee is freshly-made and it is also hot
3 I went to the bank and I also went to the supermarket
4 I didn't walk to the supermarket, (far)
5 I didn't buy that jacket, (expensive)
6 I didn't buy that jacket. It was badly-made and also expensive

7.7C 'Too' and 'not either' [> LEG 7.56]

Study: We use too at the end of an affirmative sentence to mean also:
   Billy can already read and he can write, too.
   In the negative, we must use either in place of too:
   Billy can't write yet and he can't read, either. (Not "He can't read, too. * [>13.4])

Write: Add too or either.
1 I like walking and I like cycling…. 
2 I met John and I met his wife,……………………
3 I don't swim and I don't run,……………………
4 He runs a restaurant and a hotel………………..
7.7 Focus adverbs

7.7D 'Also' and 'as well' [> LEG 7.56]

Study:
1 We use also and as well like too, that is in affirmative sentences. We replace them by either in negative sentences. We use as well only at the end of a a clause or sentence:
   I bought this handbag and I bought these shoes to go with it, as well.
2 Also is more common in writing than in speech. It normally comes:
   - after be, have, can, etc.: Susan is also an engineer. She is also a mother.
   - after the first auxiliary verb when there is one or more than one:
     I should have collected the letters from your office and I should also have posted them.
   - before the main verb: I play volley-ball and I also play tennis, [compare > 7.4A]

Write: Show where also goes in these sentences.
1 She can act and she can sing.
2 I have had a rest and I have had a shower
3 He writes novels and he writes TV scripts
4 He has been arrested and he will be tried
5 You should have phoned and you should have written
6 I have to write a report and I have to file some letters
7 I'd like a cup of coffee and I'd like some sandwiches, please
8 Mr Mason owns the corner shop and he owns the flat over it
9 We sell our products in the home market but we export a lot
10 I'm not going to buy it because it's not what I want and it's too expensive

7.7E Context

Write: Show where the adverbs in brackets will go in the sentences that follow them.

A SAFE PLACE
Ceithre) My aunt, Millie, always said she had some jewels which she would leave to me, but when she died she didn't leave any money and she didn't leave any jewels
("even) My mother was surprised.
("too) 'I know she had some rings and some lovely necklaces.
("only) I saw them once, but perhaps she sold them.'
("as well) My mother and I looked everywhere: we looked in the bedrooms, in the bathroom, and in the attic, but we found nothing.
("also) 'Millie was very careful and was afraid of burglars,' mother said, 'but I don't think she hid her jewels anywhere.
("too) Let's go home, and we'd better take all the food in the deep freeze.'

On Sunday, mother said to me, 'I'm going to cook this lovely goose which was in your aunt Millie's deep freeze. I'll prepare some stuffing and you can stick the goose.'
("too) Five minutes later I screamed with surprise: the goose was full of jewels and there were some gold coins!
7 Adverbs

7.8 Viewpoint adverbs, connecting adverbs and inversion

7.8A Viewpoint adverbs [LE 7.57, App 17]

Study: We may express our ‘viewpoint’ in speech or in writing using adverbs like these:
- (= I’m sure): clearly, definitely, honestly, naturally, obviously, really, strictly speaking.
- (= I’m going to be brief): anyhow, briefly, in brief, in effect, in a few words, in short.
- (= I’m expressing my opinion): as far as I’m concerned, frankly, in my opinion, I think.

Write: Mark the ‘viewpoints’ (a-i) that are expressed in this text.

I was agreeably (4) surprised to learn that I had passed my history exam. Between ourselves, (6) I was expecting to fail. After all, (8) I hadn’t done any work and, naturally, (9) I didn’t think I deserved to pass. So when the results came, I was expecting the worst. As a general rule, (5) you get what you deserve and this is certainly (6) true of exams. Frankly, (7) I deserved to fail, but, I not only passed, I even got very good marks. This only shows that luck can help; at any rate, (9) it helped in my case. In my view, (8) it just shows that passing exams is not always a matter of hard work.

7.8B Connecting adverbs [LE 7.58, App 10]

Study: We can connect ideas in speech or writing using adverbs like these:
- (= I’m adding something): in addition, again, apart from this, besides, moreover.
- (= I’m comparing/contrasting): as compared to, equally, however, in reality.
- (= I’m summarizing): all in all, and so on, essentially, in brief, in conclusion, in effect.

Write: Mark the ‘connecting ideas’ (a-h) that are expressed in this text.

According to (2) a lot of people I know, there are few things more terrifying than having to speak in public. The only way to succeed is to follow strict rules. First of all, (3) you should be well-prepared, Second, (4) you should have a few jokes ready. As well as that, (5) you should have rehearsed your speech, preferably in front of a mirror. In comparison with (6) being hit by a bus, public speaking isn’t too bad, but it’s bad enough. However, (7) you can make things easier for yourself by being ready. Alternatively, (8) you can do nothing and make a fool of yourself. To sum up, (9) success depends entirely on you.
7.8C Inversion after 'negative adverbs', etc. [LEG 7.59, App 19]

Study:

Some adverbs like never and little have a 'negative effect' and we sometimes refer to them as 'negative adverbs'. We can use them in the ordinary way [7.4]:

*I have never seen* so much protest against a government.

*Michael little realizes* how important this meeting is.

If we begin a sentence with a 'negative adverb' we must follow with the word order we use in a Yes/No question [13.1]. Beginning with a negative is very formal:

*Never have I seen* so much protest against a government.

*Little does Michael realize* how important this meeting is.

We use this kind of inversion, in formal style, after:

- 'negative adverbs': e.g. hardly, hardly ever, never, rarely, seldom.
- phrases with only. e.g. only after, only then, only when (Only then did I learn...).
- so + adjective: *So difficult was this problem, Einstein couldn't solve it.*

Write:

Rewrite these sentences so that they begin with the words in italics.

1. There has never been such a display of strength by the workers.
   - *Never have we* seen such a display of strength by the workers.
2. I realized what had happened only later.
   - *Only did I* realize what had happened.
3. You shouldn't sign the document on any account.
   - *On no account* should you sign the document.
4. You shouldn't answer the door when I'm out in any circumstances.
   - *In no circumstances* should you answer the door.
5. The papyrus was so old, we didn't dare to touch it.
   - *So old was the* papyrus, we didn't dare to touch it.

7.8D Context

Write:

Put in the right verb form and these adverbs: according to, agreeably, however, in brief, moreover or ultimately.

DON'T ASK FOR A ROOM WITH A VIEW!

So high 1 (be)............. the price of land in Tokyo, that its land area probably costs as much as the whole of California. Never, in any place in the world, (there be)............. such a demand for space!............. a newspaper report, this lack of space has led to 'capsule hotels'. The rooms are just capsules, measuring 1 metre high, 76 cms wide and 2 metres deep.............. you will be............. surprised to hear that they are equipped with phones, radio and TV.............. they are less expensive than ordinary hotels.............. they provide you with all you need for a comfortable night's sleep, even if they don't give you an automatic wash and dry as well!............. some people would argue, a small hole in the wall is preferable to a big hole in your pocket! But don't ask for a room with a view!
8 Prepositions, adverb particles and phrasal verbs

8.1 Prepositions, adverb particles and conjunctions

8.1 A Words we can use either as prepositions or as adverbs [> LEG 8.4.7.3.4]

Study: 1 There are many 'small words' in English such as up, down, and by which we call prepositions. In fact, we use these as prepositions or adverb particles. Understanding the difference between the two will help us to understand phrasal verbs [> 8.6-8].

2 A preposition must have an object (a noun or a pronoun), so it is always related to a noun: across the road, over the wall, up the hill, down the mountain.

3 An adverb particle does not need an object, so it is more closely related to a verb: walk across, drive over, come up, climb down.

4 We can use the following words either as prepositions or adverb particles:
   about, above, across, after, along, before, behind, below, beneath, between, beyond, by, down, in, inside, near, off, on, opposite, outside, over, past, round, through, under, underneath, up, without.
   This means we can say:
   We drove round the city, (round has a noun object, so it's a preposition)
   We drove round, (round has no object, so it's an adverb particle).

Write: You are giving instructions to a young child. Give each instruction twice.

1 (run across the road)
2 (climb over the wall)
3 (come inside the house)
4 (go down the hill)
5 (go up the ladder)
6 (run past the window)

8.1 B Words we can use only as prepositions or only as adverbs [> LEG 8.4.2-3]

Study:

1 We use some 'small words' only as prepositions, so they always have a noun or pronoun object: against, among, at, beside, during, except, for, from, into, of, onto, on top of, out of, since, till/until, to, toward(s), upon, with. This means we have to say: e.g.
   Sit beside me. We can't say 'Sit beside*.

2 We use other 'small words' only as adverb particles, so they do not have an object: away, back, backward(s), downward(s), forward(s), on top, out, upward(s). This means we have to say: e.g.
   Don't go near the fire. Stay away! (Not *Stay away the fire!*)

Write: You are answering the question What did you do? Supply suitable noun objects where possible.

1 We waited at ..........Mfou. A&tfMfui .............5 We drove away
2 We went to ..............................................6 We ran into
3 We jumped back ......................................7 We ran out of
4 We climbed out ......................................8 We went upwards
8.1 Words we can use either as prepositions or conjunctions
[> LEG 8.4.4, 1.45.1]

**Study:**

1. There are a few words we can use either as **prepositions** or conjunctions:

   - after, as, before, since and **till/until**[> 1.8, 1.9, 7.3A-B].

2. When we use them as **prepositions**, we have a noun or pronoun **object** after them:

   - Let's have our meeting **after** lunch.

3. When we use them as **conjunctions**, we have a **clause**[> 1.5] after them:

   - Let's have our meeting **after** we have had lunch.

**Write:**

Complete these sentences with a) a noun object b) a clause.

1. I can't work **before** lunch.
2. I'll meet you **after**
3. I'll wait here **till**
4. I've been staying at this hotel **since**

8.1 Object pronouns after prepositions: 'between you and me' [> LEG 8.3]

**Study:**

We use the object form of a pronoun, not the subject form, after a preposition[> 4.1 A]:

- **Between you and me,** I think he's a fool. (Not "Between you and I")

**Write:**

Circle the right forms in these sentences.

1. The invitation is for my husband and (i@ll).
2. She gave these presents to (us/we).
3. Share this between yourselves and (they/them).
4. For (we/us), the older generation, there have been many changes in society.
5. Employers are keen on people like (us/we) who work hard.
6. The news came as quite a surprise to a person like (me/I).

8.1 Context

**Write:**

Circle 17 items (including in the title) and say whether they are prepositions or particles.

TWO LEGS((N)ONE BOOT pMfiOlitUm,
It was late in the afternoon. Inspector Mayhew had an hour to go before he finished work for the day. He sat in his police car watching the traffic go by. Suddenly, he sat up! A woman in a blue car drove slowly past and the inspector clearly saw a pair of man's legs sticking out of the boot! Inspector Mayhew immediately gave chase. The woman drove round the town. The blue lamp on top of the police car was flashing, but the woman paid no attention to it. The inspector finally got in front of her and made her stop. 'What's the matter?' the woman asked. 'You've got a body in the boot!' the inspector said. There was a loud laugh from the boot. 'But I'm alive,' the voice said. 'I'm a car mechanic and I'm trying to find the cause of a strange noise in the back of this car.'
8.2 Prepositions of movement and position
Prepositions of time

8.2A 'At a point', 'in an area' and 'on a surface' [ LEG 8.6-9, Apps 21-23]

Study:

We use *to/from* and *into/out of X* show direction with movement:
- *to/from:* She has gone *to Paris*. She has just come home *from Paris*.
- *into/out of:* I went *into the shop*. I came *out of the shop*.

We use *at, in, on* to show position after movement: *at a point, in an area, on a surface.*
We can use *at* with some nouns to mean 'a (meeting) point' or *in* to mean *inside*:
*I’ll meet you at the airport.* (= that's the meeting point)
*I’ll meet you in the airport.* (= inside the building)

Typical nouns like this are: the cinema, the office, the bank, the library, (the) school.

We use *at* mainly with:
- public places/buildings: *at the airport, the bus stop, the Grand Hotel, the butcher's*.
- addresses: *at his sister’s, 24 Cedar Avenue*.
- nouns with zero article: *at home, church, college, school, university [> 3.6B]*
- events: *at a concert, a dance, a dinner, a funeral, a meeting, a party, a wedding.*
  He's gone *to a party*. He is *at a party*.
  He's been *to a party*. He was *at a party*. [> 10.2C]

We use *in* mainly with:
- large areas: *in Europe, Asia, the Antarctic, the Andes, the Sahara, Texas, the Pacific*.
- towns/parts of towns: *in Canterbury, Chelsea, Dallas, Manhattan, New York, Paris*.
- outside areas: *in the garden, the park, Hyde Park, the street, the old town, the desert*.
- rooms: *in the bathroom, his bedroom, the garage, the kitchen, the waiting room*.
- nouns with zero article: *in bed, chapel, church, hospital, prison. [> 3.6B]*
  He’s gone *to Texas*. He is *in Texas*.
  He’s been *to Texas*. He was *in Texas*. [> 10.2C]

Write: Supply *at or in*.

1. He's gone to the station. He's probably . . . the station now.
2. She's gone to school. She's probably . . . school now.
3. He flew from London. He's probably . . . Paris now.
4. He's gone into the garden. He's . . . the garden now.
5. She's gone to bed. She's . . . bed now.
6. He's gone to a dinner party. He's probably . . . the dinner now.
7. She's gone to a wedding. She's probably . . . the wedding now.
8. He's gone to the kitchen. He's probably . . . the kitchen now.
9. They've come out of the desert. They're probably . . . the jungle now.
10. They've gone to New York. They're probably . . . New York now.
11. She's gone to the waiting room. She's probably . . . the waiting room now.
12. He's been sent to prison. He's probably . . . prison now.
13. She's gone to the doctor's. She's probably . . . the doctor's now.
14. He's gone home. He's probably . . . home now.
15. She's gone to the old town. She's probably . . . the old town now.
16. They've sailed to the Pacific. They're probably . . . the Pacific now.
17. We live . . . 14 Woodland Avenue.
18. She was taken to hospital. She's . . . hospital now.
8.2B Prepositions of time: 'at', 'on' and 'in' [LEG 8.10-14]

1 We use *at* for: exact time: *at 10 o'clock*; meal times: *at lunch time*; points of time: *at night* [> 3.6A]; festivals: *at Christmas*; age: *at the age of 14*; + 'time': *at this/that time*.

2 We use *on* for: days of the week: *on Monday, on Mondays*; parts of the day: *on Monday morning*; dates: *on June 1st*, particular occasions: *on that day*; anniversaries: *on your birthday*, festivals: *on New Year's Day*.

3 We use *in* [> 7.3C]: parts of the day: *in the evening*; months: *in May*, years: *in 2050*; seasons: *in (the) spring*; centuries: *in the 20th century*; periods: *in Ramadan, in two years' time*.

Write: Supply *at, on* or *in*.

1 I'll meet you .. . . .. . 10.30..... ,L. . . . Monday, June 14.
2 We're taking our holiday,. . . . July.
3 I always finish work early,. . . . Fridays.
4 Who knows what the world will be like,. . . . the year 2030?
5 You don't want anything to go wrong,. . . . your wedding day.
6 the 19th century many children died before they were a year old.
7 We got up,. . . . dawn and reached the summit,. . . . noon.
8 the age of 14 I realized I would never become a brain surgeon.
9 The birds don't find much to eat in our garden,. . . . winter.
10 What will you be doing,. . . . the holidays?
11 What will you be doing,. . . . New Year's Day?
12 The year was 1986,. . . . that time I was working as a waiter.
13 We try to get away,. . . . Christmas time.
14 I'll see you,. . . . ten days' time.
15 They prepared a surprise for me at the office,. . . . my birthday.

8.2C Context

Write: Supply the missing prepositions.

'THE PROPHECY'

People who live .. . . . California have every reason to be afraid of earthquakes. No one has ever forgotten the great quake that destroyed San Francisco,. . . . ,1906,. . . . May, 1988, the people of Los Angeles panicked. According to a prophecy made,. . . . the 16th century by a prophet called Nostradamus, the city would be destroyed early,. . . . 1988. During the panic, parents didn't send their children,. . . . school and people didn't go to work. No one stayed,. . . . home, either. The airlines did great business carrying people who fled,. . . . their 'doomed city'. Which is more puzzling: how Nostradamus knew that a city which didn't even exist,. . . . his time would be destroyed,. . . . the 20th century, or the behaviour of the people who believed "the prophecy"?
8.3 Particular prepositions, particles: contrasts (1)

8.3A Prepositions, particles, etc. often confused and misused

1 about and on

We can use about and on to mean 'concerning'. We use on in a formal way, e.g. to describe a textbook: a textbook on physics; about is informal: a book about animals.

2 according to and by

We use according to to refer to information coming from other people or sources: according to him, according to this guide book. When we refer to ourselves, we say in my opinion (Not "according to me"). We can use by or according to when we refer to a clock or a timetable: By or According to my watch, it's 3.15.

3 across and over

We can use both these prepositions to mean 'from one side to the other': My house is across/over the road/the river. We cannot use over for large areas: They're laying a pipeline across Siberia. (Not "over") We use over after verbs like wander to mean 'here and there'. We use across to describe movement through water: She swam across the Channel. (Not "over the Channel") But we say over a wall/a fence. (Not "across")

4 across and through

Through, meaning 'from one side to the other', refers to something like a tunnel (through a pipe) or something dense (through the forest); across refers to a large area (across the desert). With some nouns, like park, we can use either across or through.

5 after and afterwards

We generally use a noun or pronoun with after, after lunch [> 8.1 A]. We use afterwards on its own: We had a swim in the sea. Afterwards we lay on the beach. (Not "after")

6 around and about

We use both words to refer to 'lack of purpose': We didn't have anything to do, so we started fooling around/about. But we say He lives (a)round here. (= near)(Not 'about')

7 at, to and against

We use at after adjectives like good, clever. After verbs like throw, at often means 'taking aim'. Compare: throw at (to hit) and throw to (for someone to catch). When there is no idea of 'taking aim', we use against: throw the ball against the wall. And note: fight against. We use at for speed or price: at 100 miles an hour, at $2 each.

8 away

Away [> 8.1 B] combines with far (far away) and from (away from) and with verbs which give the idea of 'distance': e.g. live, work: I live 5 miles away. (Not "I live 5 miles far away")

9 because and because of

We use because to give a reason: We left the party because it was noisy. [> 1.9] We use a noun or pronoun after because of. We left the party because of the noise.

10 before or in front of

We often use before to refer to time (before ?); in front of (and its opposite, behind) refers to position. We can use either before or in front of after the verbs come and go.

11 behind, at the back (of) and back

We can put a noun or pronoun after behind (behind this house) or we can use it on its own (there's a garden behind). Or we can say: at the back of this house, it's at the back. Do not confuse back with again: invite them back means 'return their hospitality'. Don't use back after return. We returned early. (Not 'returned back') Note 3 years back (= ago).
Write: Supply suitable words. Refer to the notes only when you have to.

**about or on?**
1. Read this article ...QYbic$W&... the Antarctic.
2. I've read a lot of books...animals.
3. Dr Pfn, the sea is rising.
4. the timetable, the train leaves at 8.27.
5. It's 10.15...my watch.

**across or over?**
6. There's a newsagent's...the road.
7. No one wants a pipeline...Alaska.
8. We skated...the frozen lake.
9. I'm going to swim...the river.

**across or through?**
10. Nothing can flow...this pipe.
11. We managed to get...the jungle.
12. I've never walked...the park.

**away (add far where possible)**
13. I see storm clouds...in the distance.
14. London is 15 miles...from here.

**because or because of?**
15. I couldn't get to work...I was ill.
16. I couldn't get to work...my illness.

**before or in front of?**
17. Make sure you're there...7.
18. I'll wait for you...the shop.
19. You come...me in the queue.

**after or afterwards?**
20. Come and see me.........work.
21. We tidied up. Our guests arrived soon
22. We had a swim and.........we sunbathed.
23. We stood.........waiting.
24. I wish you'd stop fooling
25. Let me show you........the house.
26. He lives somewhere........Manchester.
27. I'm not very good........figures.
28. Throw it...me so that I can catch it.
29. Jim is always throwing stones.........birds.
30. We fought.........the enemy.
31. Ron is driving.........100 miles an hour.
32. We have combs.........$2 each.

**behind, at the back of) or back?**
33. There's a garden in front and one
34. Keep this book. I don't want it
35. There's a garden........the house.
36. I saw him four years
37. They invited us. We must invite them
38. We had to go early.......after the party.
39. Put it........in its place.
40. I've fallen........In my work.
41. I tried to lift it out of the hole but it fell

### 8.3B Context

Write: Put in about, according to, across, after, at, away, because, before, behind, in front of, on.

A GOOD EYE FOR A LEFT EAR

My friend Jonathan, who lives....the road, develops and prints films. Jonathan most of us take awful pictures. Usually, we fail to aim...so that the subject is not even in the picture. Sometimes the subject is too far...sometimes too near. Some photos are spoilt because the sun is...us, when of course, it should always be...us. Some of us take blank pictures...we take the lens cover off...we have taken our shots. We take most of our pictures when we are on holiday and like to catch our friends when they are fooling...It's a pity we don't practise using our cameras when we go on holiday. A good book...photography would make us better...taking pictures, but most of us are too lazy to bother. I asked Jonathan what was the worst film he had ever seen. He didn't have to think very hard...the question. At once he answered, 'Twenty-four shots of the photographer's left ear!'
8.4 Particular prepositions, particles: contrasts (2)

8.4A Prepositions, particles, etc. often confused and misused

[> LEG App 25.12-19, 25.25]

**beside** and **besides**

*beside* + noun/pronoun means 'next to': *Sit beside me*. *Besides* with or without an object means 'in addition to' or 'as well as': *There were many people there besides (us).*

**between** and **among**

We commonly use *between* to show a division between two people, things, or times: *Divide this between you both*. We use *among* + plural noun to refer to a mass of people, etc.: *Were you among the people present?* We sometimes use *between* to refer to more than two, if these can be viewed separately: *Don’t smoke between courses.*

**but (for) and except (for)**

But (for)/except (for) mean 'with the exception of': *Everyone has helped but (for)/except (for) you*. We can use except and but/without for, but not to begin a sentence: *Except for/But for you, everyone has helped.* (Not *Except you/But you everyone ....*)

Except for/but for an mean 'if not': *We'd’ve been on time except for/but for the snow.*

**by, near and on**

Bye an mean 'right next to': *Sit by me*. We often use the words right or close in front of by. *The hotel is right by/close by the station*. Near (or not far from) usually suggests 'a short way from': *We live near/not far from London*. On means 'right next to' or 'beside' when we refer to 'a line': *Our house is right on the road. I can’t see what is on my left.*

**by and past**

We use either word after verbs of motion (go, run, walk, etc.) to mean 'beyond in space or time': *He went right by/past me without speaking. A few days went by/past.*

**by, with and without** [compare > 8.5An.7]

We often use by in fixed phrases: *by bus, by car, by post*. We also use it to refer to 'method': *You can open it by moving the catch. By can refer to time and rate: I’m paid by the hour. With/without refer to things (especially tools or instruments) which we need to use: You can’t open it with/without a bottle-opener.*

**down, up, under and over**

Down is the opposite of up and shows direction towards a lower level, especially with 'movement verbs': *Let's climb up/down*. We can also use up and down to show position: *He lives up/down the street*. Under suggests 'being covered': *Let’s sit under a tree*. Over can have the meaning 'covering': *Keep this blanket over you.*

**due to and owing to**

We often use either one or the other. However, *due to* is related to a noun + be: *Our delay (noun) was (+ be) due to/ caused by the heavy traffic*. Owing to (= because of) is related to the verb: *The broadcast was cancelled (verb) owing to/because of the strike.*

**like and as**

Like (= to compare with) is followed by a noun or pronoun: *There’s no one like John/you*. We can also use it to mean 'such as': *Invite people like the Fry’s*. Like can also mean 'similar to' in the same way as': *It was like a dream. He acts like a king.*

We use as (Not *’like’*) + object to mean 'in the capacity of': *I work as a receptionist*. We also use as to give a reason [> 1.9]: *As the last bus had left, we walked home*. We use like informally to introduce a clause, especially in American English: *Like I told you, it’s an offer I can’t refuse.* A lot of native speakers of English think this is wrong.
Write: Supply suitable words. Refer to the notes only when you have to.

beside or besides?
1 Who was sitting* beside you?
2 Who's invited* besides us?
3 It's a fast car, besides it's got four-wheel drive.

between or among?
4 Divide it equally between the two of you.
5 Switzerland lies among four other countries.
6 I saw you among the crowd.

but (for) or except (for)?
7 The plane would've landed but for the fog.
8 Everyone sent flowers except you.
9 You, everyone sent flowers.
10 Everyone's here, except John.
11 Who do, John would do a thing like that?

by, near or on?
12 I sat near the phone all morning.
13 We live near Manchester.
14 Our house is on the river.
15 My right I have Frank Milligan.

by or past?
16 The ball went right past my head!
17 Several days went past before I had news.
18 Stop here on your next visit.
19 Something flew past my ear.
20 It's past your bedtime.

by, with or without?
21 Our dog was hit by a bus.
22 You can open it by pulling this lever.
23 Dentists are paid by the hour.
24 It won't open without a bottle-opener.

down, up, under or over?
25 My mother lives over the street.
26 The bus got stuck under the bridge.
27 Put this blanket over your knees.

due to or owing to?
28 Our success was owing to luck.
29 Flights were delayed due to the strike.
30 He lost his job owing to bad health.

like or as?
31 There's no business like show business.
32 a lawyer, I would advise caution.
33 I once worked as a bus conductor.
34 This motorway is as a car park!
35 People as the Joneses always copy us.
36 it was raining, I took a taxi.
37 I explained, it's a public holiday today.
38 He's more as his mother than his father.
39 Who's used this knife as a screw-driver?
40 You're just as your brother.
41 He spends money as a millionaire.

Write: Put in among, as, beside, between, by, down (or up), due, except, like, past, without.

DELIVERED AND SIGNED FOR!

* my grandmother used to say, 'Don't sign for anything checking it first.' I forgot this good advice when two delivery-men brought my new sideboard yesterday. Delivery was very late to the heavy traffic on the road. I saw the delivery-van go the house and stop outside a neighbour's house. Then I watched it reverse until it stopped right my house. I went outside to look into the back of the van: there was my lovely sideboard, several pieces of furniture! It was quite heavy, but the two men managed it them. Soon, the beautiful sideboard was in place, the dining-room wall. I had waited so long for it, it was a dream! It was only when the men left that I realized I had checked everything the keys. It had been delivered keys! It was too late to phone the shop, but I needn't have worried because next morning the keys arrived in the post. I unlocked the sideboard and found a note inside which said, 'Keys will follow.'
8.5 Particular prepositions, particles: contrasts (3)

8.5A Prepositions, particles, etc. often confused and misused

[of, out of, from and with after made]
We use made of and made out of when we can actually recognize the material(s): made of wood, iron, etc. We use made from when the ingredients are not immediately obvious: a cake made from eggs, milk and flour. We use made with (= contains) to identify one or more of the ingredients: These chocolates are made with fresh cream.

[of and off]
We never use of and off in place of each other. We always use a noun or pronoun object after of-: north of the river, a woman of 50. We can use an object after off, or we can use it on its own to suggest separation: just off the motorway, take the top off.

[on and in]
We often use both of these to refer to the body. On refers to surface: on your nose. In suggests ‘deep’: a speck in my eye, or refers to pain: a pain in my stomach.

[out of and outside]
Out of is the opposite of into when we are describing movement: We ran out of the building. In this sense, we can’t replace out of by outside. Compare uses without movement: He is out of his office. (= not here) He is outside the office. (= waiting)

[over, above and on top of]
Over (= covering, sometimes touching): Keep the blankets over you. Above (= at a higher level and not touching): a light above my head. On top of (= touching): on top of the TV. We can use over and above in place of each other to mean ‘vertically at a higher level’: a helicopter over/above a lifeboat. We cannot use over and above in place of each other when all we are concerned with is ‘a higher level’ (not vertical). If, for example, we were referring to two cats on a tree we would say that A was above B, not over it. We also use both words to refer to rank, etc.: over/above the rank of colonel.

[under, underneath and below]
Under (= covered by, sometimes touching); underneath (= completely covered by): a mat under/underneath a hot dish. Below is the opposite of above and we can use it in place of under/underneath, below. (Not ‘under’*) refers to position (below the knee).

[with and without]
We use with and without to mean ‘accompanied by’ or ‘not accompanied by’: with/without my sister. With can suggest ‘having’: with your hands in your pockets, and ‘taking into consideration’: with the high cost of living. Without + -ing can suggest ‘and not do something’: Go into the room with/without waking the children.

[with, without, in and of]
We can use with and withoutXo mean ‘carrying’/”not carrying”: with a handbag, without any money. We can also refer to physical characteristics: with a big nose; and such things as hairstyles and make-up: with pink lipstick. We can use in to mean ‘wearing’: the man in the blue suit. We can also refer to voice quality: in a loud voice. Of can describe personal qualities: a man of courage: age: a man of 65; or wealth: a woman of substance.
Write: Supply suitable words. Refer to the notes only when you have to.

of, out of, from or with after made?
1 You rarely find toys made f.i. <M>.? f. solid wood. 23
2 Beer is made .............. hops.
3 Bronze is made.............. copper and tin.
4 This sauce is made.............. fresh cream.
of or off?
5 We live south ............. the river.
6 Our house is just .............. the main road.
on or In?
7 There's a black mark .......... your nose.
8 I've got a speck of dust .............. my eye.
9 I've got a deep cut .......... my foot.
10 I've got a light scratch .......... my arm.
out of or outside?
11 We ran ................ the house, into the street.
12 Mr Ray's not here. He's .............. his office.
13 Please wait .............. the headmaster's study.
14 There was a big crowd .............. the building.
with or without?
15 Enter the room .............. making a noise.
16 all our expenses, we can't save.
17 She was very angry .......... me.
18 I turned blue .......... cold.
19 'Life .......... father' is a famous book.
20 As an orphan, I grew up .............. parents.
21 He stood .......... his hands in his pockets.
22 I was green .......... envy!

over, above or on top of?
1 I can't sleep with a light .............. my head.
2 Don't put that cup .............. my papers, please.
3 The helicopter was .......... the lifeboat.
4 My bedroom is .......... the kitchen.
5 We have the sky .............. us.
6 We don't want a boss like that .............. us.
7 Major is .......... the rank of Captain.
8 His work is .......... average.
9 The answer is on the next page. See under, underneath or below?
10 There's nothing new .............. the sun.
11 I think she's .......... 17.
12 Put a mat .......... that saucepan.
13 The stone hit me just .......... the knee.
14 What's .......... the rank of Captain?
15 She swam just .......... the surface.
16 I have two people .......... me at work.
with, without, in or of?
17 Who's the woman .......... the green umbrella?
18 I can't pay. I'm .......... any money.
19 The camera comes .......... a case included.
20 Who's the woman .......... the green blouse?
21 He spoke .......... a quiet voice.
22 He's a man .......... a red moustache.
23 She's a woman .......... 38.
24 She's a woman .......... intelligence.

8.5B Context

THE AMAZING FLYING HAT

She was a striking woman 1 .......... Of .......... about 25, dressed for the races.
2 .......... her smart dress and fantastic hat made 3 .......... feathers, she
drew admiring glances as she walked down the street. Her hat attracted even more
attention when a gust 4 .......... wind lifted it 5 .......... her head and carried it
into the air. We all stopped to watch as this amazing hat flew 6 .......... our heads.
People came 7 .......... buildings and into the street. The young woman
8 .......... the smart dress was as entertained as the rest 9 .......... us.
Suddenly, the hat rested 10 .......... a high building and we lost sight of it. Then the
wind lifted it up again. 'There it is!' cried a man 11 .......... an umbrella. He jabbed
his umbrella at the sky 12 .......... Then an amazing thing happened. The hat
simply disappeared! The mystery was solved when someone shouted 13 .......... a
loud voice. There was a tall yellow crane 14 .......... a high building and the crane
driver looked down at the crowd 15 .......... 'Lost your hat, miss?' the crane driver
cried and we all gasped 16 .......... surprise when we saw that the hat had been
captured by his crane!
8.6 Phrasal verbs: Type 1, verb + preposition (transitive)

8.6A Introduction to phrasal verbs [> LEG 8.23-26]

Study:
We often combine verbs with prepositions and adverb particles [> 8.1A-B] to form phrasal verbs. These verbs can have non-idiomatic or idiomatic meanings and we use them a lot. So, for example, if someone knocks at the door, we would probably say 'Come in!' rather than 'Enter'. We would say 'take off your jacket', rather than 'remove' it, and so on. We can define four types of phrasal verbs according to form. As you learn new verbs, get used to recognizing them as one of these four types so that you learn how to use them.

Note the terms:
- **transitive** (= followed by a noun or pronoun object) [> 1.2B]
- **intransitive** (= not followed by a noun or pronoun object) [> 1.2B]

**Type 1:** verb + preposition (transitive): e.g. *Listen to this record. Listen to it. Listen!*

**Type 2:** verb + particle (transitive): e.g. *Take off your hat. Take your hat off. Take it off.*

**Type 3:** verb + particle (intransitive): e.g. *Hurry up! Sit down!*

**Type 4:** verb + particle + preposition (transitive): e.g. *We've run out of matches.*

8.6B Type 1: Verb + preposition + object, non-idiomatic: 'look at the camera'

Study:
These verbs are used in their normal sense. [> LEG 8.27.2, App 28]

Write:
Supply the missing prepositions.

1. I don't agree ...WÚfto... your proposal.
2. Mr Potter suffers ........., asthma.
3. Please don't insist,............., paying the bill.
4. I wouldn't think,............., borrowing money.
5. These two pictures differ,............., each other.
6. Choose, ............., the two.
7. Where did you read, ............., it?
8. I'm depending, ............., you.
9. We can only guess, ............., the truth.
10. Please wait, ............., me.
11. Knock, ............., the door.
12. Ask, ............., the menu.
13. I don't agree, ............., you.
14. How do you know, ............., this?
15. Does this jacket belong, ............., you?
16. Let's begin, ............., tomato soup.
17. Can you look, ............., the children for tonight?
18. I couldn't wish, ............., a nicer office.
19. We failed, ............., our attempt to win the race.
20. You can't reason, ............., him.
21. This pie tastes, ............., onion.
22. I don't believe, ............., fairies.
23. I succeeded, ............., starting the engine.
24. The police are looking, ............., the robbers.

8.6C Type 1: Verb + object + preposition + object, non-idiomatic: 'tell me about it'

Study:
These verbs are used in their normal sense. [> LEG 8.27.3, App 29]

Write:
Supply the missing prepositions.

1. I've arranged an excursion ...fiT..... you.
2. He accused me, ............., lying.
3. You can't hide the truth, ............., me.
4. Would you kindly explain this, ............., me?
5. Invest some money, ............., this company.
6. I can't advise you, ............., your private life.
7. Insure your house, ............., storm damage.
8. Translate this report, ............., Spanish for me.
9. I'll reserve a seat, ............., you.
10. You remind me, ............., my sister.
11. Don't associate me, ............., them.
12. Can you forgive me, ............., what I did?
13. They robbed me, ............., my wallet.
14. Don't repeat this, ............., anyone.
15. You can't blame me, ............., this.
16. He stole money, ............., the firm.
8.6 Phrasal verbs: Type 1, verb + preposition (transitive)

8.6D Type 1 : Verb + preposition + object, idiomatic: 'get over an illness'

Study: We cannot relate the parts of these verbs to their literal meanings: e.g.

\[ I \text{ don't know what came over me.} \quad (= \text{affected}) \]

Write: Match these verbs (1-20) with the explanations on the right (a-t) after you have tried to explain them in your own way.

1. Eggs don't agree with me. f. ____________________________ a) decide later
2. Please call for me at 6. _______________________________ b) found (it) easy
3. I came across this old book. ____________________________ c) found
4. The dog went for the postman. _________________________ d) reaches
5. Let's go after him. _________________________________ e) supervise
6. Can I count on you for help? ____________________________ f) have a bad effect on
7. I haven't got over my cold yet. ________________________ g) doing nothing with
8. This dress will do for Jane. ____________________________ h) obtain
9. Where did you come by this information? __________________________ i) come and collect
10. You can't dictate to me. ____________________________ j) resemble
11. I'll sleep on your suggestion. ________________________ k) serve
12. I can't make anything of this. __________________________ l) attacked
13. I won't stand for your rudeness. ______________________ m) give orders to
14. Is there anyone here to wait on us? ______________________ n) try and catch
15. The cost runs into millions. ___________________________ o) inspect
16. She took to English quickly. ________________________ p) rely on
17. He's been sitting on my application. __________________________ q) understand
18. You take after your father. ____________________________ r) tolerate
19. You can look over the house. __________________________ s) be all right for
20. You don't have to stand over me, you know. __________________________ t) recovered from

8.6E Context

Write: Put in at, for, from, in, of, on, out of or to. Use each word at least once.

IS THERE ANYBODY THERE?

A dentist in Bavaria has been haunted by a voice which swears
1. ..............him all the time. The voice comes 2. ..............light sockets, washbasins and the telephone. It is a sharp, deep voice which laughs 3. ..............the dentist and mocks him. The poor dentist is suffering 4. ..............a bad case of nerves. Recently, the voice was recorded and broadcast, so now everyone in Bavaria is looking 5. ..............the ghost, but so far no one has succeeded 6. ..............finding it. People who don't believe 7. ..............ghosts think it is just a practical joke. The voice always shouts 8. ..............the dentist, but speaks sweetly 9. ..............his 17-year-old assistant, Claudia. But no one can blame Claudia 10. ..............the behaviour of the ghost or accuse her 11. ..............playing tricks 12. ..............her poor boss. Engineers don't know what to make 13. ..............it, 'He's a technical genius,' one of them said. The ghost has responded 14. ..............all this activity by saying, in a thick Bavarian accent, 'You'll never get hold 15. ..............me!'
8.7 Phrasal verbs: Type 2, verb + particle (transitive)

8.7A Type 1 and Type 2 phrasal verbs compared [LEG 8.28, Apps 32,33]

Study:  
1 We use prepositions after Type 1 verbs. We cannot separate the preposition from the verb:  
*I'm looking at the camera.* (Not *I'm looking the camera at.*)  
2 We can separate the adverb particle from a Type 2 verb and put it immediately after the noun object: *She gave away her books. She gave her books away.*  
3 If the object is a pronoun, we cannot put the particle in front of it:  
*Give it away.* (Not *Give away it.*)  
*Give them away.* (Not *Give away them.*)  
4 Special note: In *She gave away her books,* *away* is an adverb particle [8.1 B], not a preposition, even if it has an object after it. Unlike a preposition, a particle is 'mobile' and can be used before or after a noun object.  

Write:  
Use arrows to show which adverb particles you can move in these sentences.  
1 I'm looking for my glasses.  
2 I read about it in the papers.  
3 Did you turn the gas^?  
4 Yes, I've just turned it off.  
5 Have you given the papers out?  
6 Yes, I've given them out.  
7 Write the information down here please.  
8 A crowd emerged from the cinema.  
9 Don't associate with him.  
10 We've dealt with the problem.  

8.7B Type 2: Particles that extend the verb: 'write down' [LEG 8.28.3-4, App 32]

Study:  
A single particle can strengthen or extend the meaning of a verb:  
*a The scarecrow frightened the birds away. (away refers to 'distance')  
b I was holding my hat and the wind snatched it away. (away refers to 'detachment')  
c I got a cloth and wiped away the coffee I had spilled. (away refers to 'disappearance')  
d Please put these dishes away. (away refers to 'tidying')  
The verb often has its non-idiomatic meaning, but the particle 'extends' this meaning: e.g. pull out, push away, wash away, move back, burn down, bring in, cut off.

Write:  
Match these meanings to the adverb particles in the sentences below.  
---

<table>
<thead>
<tr>
<th>out</th>
<th>in</th>
<th>up</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 drive the car out f.</td>
<td>2 leave that word out.</td>
<td>12 pick that up</td>
</tr>
<tr>
<td>2 take that stain out...</td>
<td>3 give these out</td>
<td>13 fill this car up</td>
</tr>
<tr>
<td>4 put out your hand...</td>
<td>5 copy this out</td>
<td>14 chop that wood up</td>
</tr>
<tr>
<td>6 give these out</td>
<td>7 let him in</td>
<td>15 let the patient up</td>
</tr>
<tr>
<td>8 lock him in</td>
<td>9 write this in</td>
<td>16 wrap this box up</td>
</tr>
<tr>
<td>10 beat the door in</td>
<td>11 pull that lineup...</td>
<td>17 cut the tree down</td>
</tr>
<tr>
<td>18 turn the heat down...</td>
<td>19 close the shop down</td>
<td>20 write this down</td>
</tr>
</tbody>
</table>

---
8.7 Phrasal verbs: Type 2, verb + particle (transitive)

8.7C Type 2: Verb + particle + object, idiomatic: 'bring about a change'

[> LEG 8.28.5, App 33]

Study:

We cannot relate the parts of these verbs to their literal meanings: e.g.,

\[\text{What brought about this change? What brought this change about? What brought it about?}\]

(= caused to happen)

Write:

Match these verbs (1-15) with the explanations on the right (a-o) after you have tried to explain them in your own way.

1. When will they bring your article out? ........................................... a. get my revenge
2. So she's broken off her engagement! ........................................... b. discuss your grievance
3. Don't bring that subject up again please! ................................. c. fill
4. Why don't you call up your mother? ........................................... d. give me accommodation
5. Shall I do your room out? ............................................................ e. publish
6. What excuse did he cook up this time? ...................................... f. invent
7. They're sure to find him out....................................................... g. destroyed
8. You've given away the secret ..................................................... h. make him stop talking
9. I can't make out what he means ................................................ i. ended
10. If you're angry, have it out with her........................................... j. clean
11. I'll pay you back for this! .......................................................... k. reveal his dishonesty
12. Can you put me up for the night? ............................................. l. mention
13. Shut him up! ............................................................................. m. phone
14. The earthquake wiped the village out....................................... n. revealed
15. Why don't you top up the battery? .......................................... o. understand

8.7D Context

Write:

Look at the phrases in italics. Show with arrows which particles can be moved and where.

NOT ONLY RED IN THE FACE!

Ken Rose is a company director and he has to sit at a desk all day. He likes to keep fit by running to work every morning. He \[\text{arrives at the office early, gets out of his shorts and vest and puts business suit}\]

Last week, Ken \[\text{went to his office earlier than usual, dressed in red shorts and a red vest. He had just put on his shirt and tie, when the phone rang. Ken picked up the receiver and sat behind his desk. A business colleague had called him up early. Could he see Ken later? Could he bring someone round? Could they check over some figures? Could they think of ways of cutting down expenses? Could they put off the meeting till later in the week? Ken was writing down some notes when he noticed the time. It was after 9. 'Excuse me,' Ken said. 'I'll call you back.' He had just put the receiver down when someone knocked at the door. The Managing Director came into the room with six important guests. 'Ah, Ken,' he said, 'I want to introduce you to our visitors and I'd like you to show them round the company.' Of course, sir,' Ken said and he got up to shake hands, forgetting he still had his red shorts on.}
8.8 Phrasal verbs: Type 3, verb + particle (intransitive)  
Type 4, verb + particle + preposition (transitive)

8.8A Type 3: Verb + particle, intransitive, non-idiomatic: 'hurry up' [LEG 8.29.2]

Study: We use these verbs in their normal sense. Many combinations are possible:

*Hurry up! Sit down! Stand up! Compare Type 1 [> 8.6A-B]: Look! (Not *Look at*)

Write: Combine the following verbs with the following particles in different ways:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Particle</th>
</tr>
</thead>
<tbody>
<tr>
<td>come</td>
<td>along, away</td>
</tr>
<tr>
<td>go</td>
<td>in, up</td>
</tr>
<tr>
<td>hurry</td>
<td></td>
</tr>
<tr>
<td>sit</td>
<td></td>
</tr>
<tr>
<td>stand</td>
<td></td>
</tr>
</tbody>
</table>

1. come, hurry, sit, stand + along, away, down, in, up
2. come, hurry, sit, stand + along, away, down, in, up
3. come, hurry, sit, stand + along, away, down, in, up
4. come, hurry, sit, stand + along, away, down, in, up

8.8B Type 3: Verb + particle, intransitive, idiomatic: 'break down'

Study: We cannot relate the parts of these verbs to their literal meanings: e.g.

*She broke down when she heard the news (= collapsed).* [> LEG 8.29.3, App 36]

Write: Match these verbs (1-17) with the explanations on the right (a-q) after you have tried to explain them in your own way.

1. All this information doesn't add up... k) be careful!
2. I'm glad to say my plan came off... b) make sense
3. I need the money and you'd better cough up. (informal) c) improving
4. You're tired. You should ease off... d) improving
5. When did the plane take off?... e) work less hard
6. Please don't let on I told you this... f) reveal the secret
7. I'm going to lie in tomorrow morning... g) happen
8. Is there sufficient food to go round?... h) succeeded
9. Business is looking up... i) not working properly
10. You work and I'll look on... j) pay
11. My car's playing up again... k) start your journey
12. I'll be late, so don't wait up... l) arrived
13. Mind out! He's turning left! m) leave the ground
14. I waited for him, but he never showed up... n) not go to bed
15. What time are you going to set out?... o) be enough
16. I'm glad to say business is picking up... p) be a spectator
17. How did that come about?... q) stay in bed late

8.8C Type 4: Verb + particle + preposition + object, non-idiomatic: 'walk up to the top'

Study: These verbs are used in their normal sense. [> LEG 8.30.2, 8.8]

Write: Write sentences with the following.

1. (come down from)
2. (drive on to)
3. (hurry over to)
4. (run along to)
5. (stay away from)
8.8D Verb + particle + preposition + object, idiomatic: 'put up with it'

Study:

We cannot relate the parts of these verbs to their literal meanings: e.g.

How do you put up with it? (= tolerate)

Write:

Match these verbs (1-20) with the explanations on the right (a-t) after you have tried to explain them in your own way.

1. Your argument boils down to this.
2. I can't go back on my word
3. Please let me in on the secret
4. You'd better talk him out of his plan
5. Some of his good luck has rubbed off on me
6. I can't live up to my reputation
7. I've set up in business
8. That ties in nicely with my plan
9. Who put you up to this?
10. I don't feel up to this party
11. This won't make up for the damage
12. You've got to face up to reality
13. The Cabots look down on us
14. We've had to fall back on our savings
15. I think it would be a good idea to keep in with her
16. I'll get on to them immediately
17. The bill comes out at £100 exactly
18. If you're angry, you don't have to take it out on me
19. I'm glad they've done away with that bad law
20. I'm looking forward to the holidays

8.8E Context

Write: Put in about, down, down on, in, in on, up, on up, up to, up with or to.

ACURE FOR SNORING

It's very difficult for people who sleep silently to tolerate the sound of snoring. Some people are asleep the moment they lie down... Others might wake up in the middle of the night waiting for the miracle of sleep to come. Insomniacs snores. Insomniacs are the ones who need to lie in the morning to catch lost sleep. Snorers will never admit to snoring. They know the rest of the world looks down on them and they just can't face reality. My friend, Henry, a champion snorer, has just found a cure and he let me in on his little secret. He has just coughed good money for a band with a stud on it. He wears the band round his head at night and if he tries to sleep on his back, the stud gives him a jab. I'm sure this news will cheer all snorers, who now have a new experience to look forward to. With one of these on their heads, all they have to lose is their sleep!
# 9 Verbs, verb tenses, imperatives

## 9.1 The simple present and present progressive tenses (1)

### 9.1A Pronunciation and spelling of the 3rd person, simple present

**Study:**

1. **Pronunciation** [compare plural nouns > 2.5A]:
   - We pronounce -s as /s/ after these sounds: /f/ laughs; /d/ drops-, /k/ kicks-, /m/ lets.
   - We pronounce -s as /iz/ after /z/ loses; /s/ passes; /j/ pushes; /ks/ stitches, and /ks/ mixes.
   - We pronounce -s as /iz/ after all other sounds: /r/ robs; /d/ adds; /g/ d/gs; /l/ Ws; /w/ dreams; /n/ runs; /r/ mgs; after vowels: sees; after vowel + w or r: draws, stirs.

2. **Spelling**
   - Add -s to most verbs: work/works, drive/drives, play/plays, run/runs.
   - Add -es to verbs ending in -o: do/does; misses; -x: mixes; -ch/-sh: catches/pushes.

**Write:**

Give the third person forms of the verbs in these sentences. Show whether you would pronounce the third person form as /s/, /z/ or /iz/

<table>
<thead>
<tr>
<th>Verb</th>
<th>Simple Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>They laugh a lot. He.</td>
<td>They laugh a lot. She.</td>
</tr>
<tr>
<td>I often drop things. She</td>
<td>I always saw the wood. She</td>
</tr>
<tr>
<td>We drink a lot of tea. She</td>
<td>I wear old clothes at home. He</td>
</tr>
<tr>
<td>I often forget things. She</td>
<td>I love sweets. She</td>
</tr>
<tr>
<td>We often lose things. He</td>
<td>I often see them. He</td>
</tr>
<tr>
<td>They manage all right. He</td>
<td>They pay £30 a week rent. He</td>
</tr>
<tr>
<td>I often pass your house. He</td>
<td>I cry at sad films. She</td>
</tr>
</tbody>
</table>

### 9.1B Uses of the simple present tense: 'I work/he works'

**Study:**

There are seven basic uses of the simple present tense [compare > 11.11A]. We use it for:

1. **Permanent truths:** Summer follows spring. Gases expand when heated.
2. **The present period** (= 'this is the situation at present'): My sister works in a bank.
3. **Habitual actions:** I get up at 7.1 sometimes stay up till midnight.
4. **Future reference** (for timetables, etc.): The concert begins at 7.30 next Friday evening.
5. **Observations and declarations:** I hope so. It says here that.... I love you. I hate him.
6. **Instructions:** First you weigh the ingredients.
7. **Commentaries:** Becker serves to Lendl.

**Write:**

Give the correct form of the simple present of each verb.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Simple Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water............ Middleware............ at 100°C. (boil)</td>
<td>She never.................. up very early, (get)</td>
</tr>
<tr>
<td>Hot air........................................ (rise)</td>
<td>I occasionally................................ meat, (eat)</td>
</tr>
<tr>
<td>My uncle, ......................... in a factory, (work)</td>
<td>The coach...................... at 6 this evening, (leave)</td>
</tr>
<tr>
<td>John and Sue............................. glasses, (wear)</td>
<td>The concert.................... at 7 next Friday, (start)</td>
</tr>
<tr>
<td>The children..................... a lot of sweets, (eat)</td>
<td>.................... Barcelona won again, (see)</td>
</tr>
<tr>
<td>My only..................... at weekends, (work)</td>
<td>It's not right, you....... (know) - I.................. (agree)</td>
</tr>
<tr>
<td>I always...................... out on Saturdays, (go)</td>
<td>Can he manage? - I.................. so. (hope)</td>
</tr>
<tr>
<td>She,............ to London once a week, (drive)</td>
<td>It...................................... in the paper it'll be hot. (say)</td>
</tr>
</tbody>
</table>
9.1 The simple present and present progressive tenses (1)

9.1 С Stative and dynamic verbs [Г 9.3, App 3E]

We call a few verbs like love stative because they refer to 'states'. A state has no beginning and no end. We don't 'control' it, so we don't normally use stative verbs in progressive tenses:

She loves her baby more than anything. (Not *is loving*)

Most verbs in English are dynamic. We can use them in two ways:
- in the simple present tense to describe habits, etc. [Г 9.1 В]: I often make cakes.
- in the present progressive to describe deliberate actions in progress [Г 9.2В]:
  I'm making a cake.

We can describe three classes of verbs:

a Dynamic verbs which have simple or progressive forms (most verbs in English):
  I often listen to records, (simple present tense)
  I'm listening to a record, (present progressive tense)

b Verbs which are always stative:
  This coat belongs to you. (simple present tense) (Not *is belonging*)

c Verbs that have stative or dynamic uses:
  I'm weighing myself, (a deliberate action: present progressive tense)
  I weigh 65 kilos, (a state) (Not *I'm weighing 65 kilos.*)

There are five groups of stative verbs referring to:

a feelings (like, love, etc.);

b thinking/believing (think, understand, etc.)

c wants (want, prefer, etc.)

d perception (hear, see, etc. [Г 11.2В])

e being/having/owning (appear, seem, belong, etc. [Г 10.4])

Write: Tick the sentences that are right. Cross out the verbs that are wrong and correct them.

1a You're never ill. I envy you. 1b You're never ill. I'm envying you.
2a I understand English well. 2b I'm understanding English well.
3a You're knowing what I mean. 3b You know what I mean.
4a Is he seeming unfriendly? 4b Does he seem unfriendly?
5a I prefer fish to meat. 5b I'm preferring fish to meat.
6a Do you see that bird over there? 6b Are you seeing John tomorrow?
7a Why is he smelling his coffee? 7b Something smells strange.
8a She's weighing herself again. 8b She weighs 75.5 kilos.

9.1 D Context

Write: Put in the simple present or the present progressive tenses.

CHOMP CHAMP!
(you sit) comfortably? Good! 1²(hope)..................................you²(study)
this text carefully because I¹(have)......................................news for you. The
Guinness Book of Records¹(not include)..................................records for eating any more. People
who¹(try).............................................to swallow 47 hard boiled eggs in half a minute will have to do it for
pleasure and not to get into the record book. We¹(regard)......................................these records as
unhealthy,' said the book's editor, Mr Donald McFarlan. However, one record-holder will remain. He is
Michel Lotito of Grenoble ('Monsieur Mangetout'). Since 1966, he has chomped his way through 10
bicycles, 7 TV sets and a light aircraft. He's likely to remain world champ, unless you¹(want)
to challenge him, of course!
9.2 The simple present and present progressive tenses (2)

9.2A Spelling: how to add '-ing' to a verb: 'wait/waiting' [>] LEG ЭЮ

Study:
1 We add -ing to most verbs, without changing the base form: wait/waiting:
   Wait for me. -* I am waiting for you.

2 If a verb ends in -e, omit the -e and add -ing: use/using:
   Use a broom. -* I am using a broom.

3 A single vowel followed by a single consonant doubles the final consonant: sit/sitting:
   Sit down. -* I am sitting down. [> compare 6.5A]

4 We double the last consonant of two-syllable verbs when the second syllable is stressed:
   begin/beginning. Compare the unstressed final syllable: 'differ/differing:
   Begin work. -* I am beginning work.

5 -ic changes to -ick: picnic/picnicking; -ie changes to -y. lie/lying:
   Lie down. -* I am lying down.

Write: Add -ing to the verbs in these sentences.
1 I'm the beds, (make)
2 I'm a sandwich, (eat)
3 I'm a letter, (write)
4 I'm always things, (forget)
5 I'm on my coat, (put)
6 I'm abroad, (travel)
7 I'm the 9.04. (catch)
8 I'm of thirst, (die)
9 I'm your case, (carry)

9.2B Uses of the present progressive tense: 'I am working/he is working'
[>] LEG 9.11

Study: There are four basic uses of the present progressive tense. We use it for:
[*] 1 Actions in progress at the moment of speaking: He's working at the moment.
2 Temporary situations/actions, not necessarily in progress at the moment of speaking:
   My daughter is studying English at Durham University.
3 Planned actions (+ future adverbial reference): We're spending next winter in Australia. [> 9.9A]
4 Repeated actions with adverbs like always, forever. She's always helping people.

Write: a Use the present progressive in the sentences below,
   b Number the sentences 1, 2, 3 or 4 to show uses of the present progressive.
1 Don't rush me. ..1..<и.ШУМш.О.)...........................as fast as I can. (I/work)
2 What.................................................................? It looks awful, (you/drink)
3 .......................................................to see the boss. (She/still wait)
4 .......................................................to catch his train. (He/hurry)
5 ........................................................................................................................................aren't you? Calm down! (You/constantly/panic)
6 .......................................................more and more politically aware these days. (Young people/become)
7 What...............................nowadays? (John/do)...........................for the British cycle team. (He/ride)
8 ........................................................................our holiday here very much. (We/enjoy)
9 ....................................................................................people by asking personal questions. (He/always/upset)
10 What time...............................................................tomorrow? (He/arrive)
11 ..................................................................................to lock the front door. (She/forever/forget)
12 ..................................................................................treatment on my bad back for a few weeks. (I/have)
13 You can't believe a word he says.................................................................(He/always/lie)
14 ....................................................................................................the 1,500 metres in the next Olympics. (She/run)
9.2C The simple present and the present progressive tenses in typical contexts [→ LEG 9.12]

Write:

a) Use the correct present tense form.

b) Say what the context for each extract could be, written and/or spoken.

1. Let me explain what you have to do. First you (take) the photos and (sort) them into categories. Then you (file) them according to subject.

2. We (hope) you (enjoy) this marvellous weather as much as we are. We (sunbathe) and (go) swimming every day. Next week we (go) snorkelling.

3. The play is set in London in 1890. The action (take) place in Sir Don Wyatt’s mansion. When the curtain (go) up, the hero and heroine (sit) in the lounge. They (argue)

The house is in a mess because we’ve got the workmen in. The plumber (put) in a new bath, the electricians (rewire) the system, and the carpenter (build) us some new bookshelves!

2. We (hope) you (enjoy) this marvellous weather as much as we are. We (sunbathe) and (go) swimming every day. Next week we (go) snorkelling.

Dear Jane,

Sorry to hear about your problem at work. I (think) you (do) the right thing, but I (doubt) whether your boss really (know) his job from what you (tell) me!

Pym (pass) to Smith, who (run) straight at the central defence and (shoot) the ball for a corner.

9.2D Context

Write: Put in the simple present or present progressive. Note where both forms are possible.

A HOLIDAY JOB WITH A DIFFERENCE!

I English at Exeter University. I’m on holiday at the moment and I (work) in a public library. I’m lucky to have this job. I (not have to) get up early. The library (open) at 10 and (close) at 7. It’s interesting work because people (always come in) and (ask) me to help them, so I (learn) a lot about different subjects. I (enjoy) the job and (find) it very amusing, too. People (use) the strangest things as bookmarks. I have found a rasher of bacon (uncooked!). Matchsticks (be) common and so (be) bus tickets. My colleagues (always find) things too - even a £10 note, but I haven’t been so lucky! I often (think) of the photo of a beautiful woman which I found. On the back were the words: ’I (love) you. I (miss) you and I’ll never forget you.’

The strangest bookmarks!
9.3 The simple past tense

9.3A The past form and pronunciation of regular verbs [> LEG 9.14, APP 39]

Study:

1. Regular verbs always end with a -din the simple past, but we do not always pronounce the -d ending in the same way. We usually add -ed to the base form of the verb:
   - play - played, open - opened. We do not pronounce -ed as an extra syllable. We pronounce it as /Id/: I played /pleid/ Not */plei-id/; I opened /əрэпс1/ Not */əрэшс1/;
   - arrived /əрэвд/ Not */əрэвд/; I married /maerid/ Not Vmasri-id/* [compare > 2.5A].

2. Verbs which end in the following sounds are pronounced /V/ in the past: /к/ packed; /з/ passed;
   /tʃ/ watched; /ʃ/ washed; /θ/ laughed; /θ/ tipped.

3. A few verbs are pronounced and spelt /d/ or /t/: burned/burnt, dreamed/dreamt.

4. Verbs ending in the sounds /D/ or /d/ have their past ending pronounced /id/:
   added, decided, counted, excited, needed, posted, shouted, started, tasted, wanted.

   a. Give the past forms of these regular verbs.
   b. Show whether you would pronounce these past forms as /d/, /t/ or /id/.

   1. We an hour yesterday, (wait) /id/.
   2. Joan .... her room on Friday, (clean) /.
   3. I squash last night, (play) /.
   4. She my letter yesterday, (post) /.
   5. T at her. (smile) /.
   6. She when she saw me. (stop) /.
   7. Who the cakes? (burn) /.
   8. He a lot as a baby, (cry) /.
   9. He a lot as a baby, (cry) /.
   10. I TV all evening, (watch) /.
   11. We when we saw them, (laugh) /.
   12. He the sergeant's orders, (obey) /.
   13. We into the house, (hurry) /.
   14. You to me! (lie) /.
   15. early yesterday, (finish) /.
   16. It's in the bill, (include) /.
   17. the door before I left, (lock) /.
   18. We first class, (travel) /.

9.3B Irregular past forms [> LEG 9.15-16, APP 40]

Study:

1. Some irregular verbs have the same form in all parts: hit-hit-hit, cut-cut-cut.
2. Some change one part only: keep-kept-kept, make-made-made, sell-sold-sold.

Write:

Supply the past forms of the irregular verbs in Italics.

1. I often see Giulio. I him again only yesterday.
2. As teenagers, we always, each other very well. We still understand each other now.
3. I hardly. Ray's wife. Did you her at all?
4. We always meet on Sunday. We last Sunday as usual.
5. I often find things on the beach. this very old bottle yesterday.
6. Someone's always leaving that window open. Who . . . . . . . . open this time?
7. I a lot of letters when I was young. I hardly ever write letters now.
8. They sell all kinds of rubbish, but they once good handmade furniture.
9. She is very good at figures, you know. She first maths at school.
10. I the same car now that I five years ago.
11. I don't keep pets now, but I a dog when I was a boy.
12. Where did you eat last night? We . . . . . . . . . . . . . . at a restaurant.
9.3 The simple past tense

9.3C Uses of the simple past tense: 'I worked/he worked' ➤ LEG 9.17-18

We use the simple past to talk about events, actions or situations which happened in the past and are now finished. We always have to say (or imply) when the action happened, so we often use time references like yesterday, ago, last summer [7.2A].

We use the past:
- to describe actions which happened in the recent or distant past:
  Sam phoned a moment ago. (Not *Sam has phoned*) [9.5A]
  The Goths invaded Rome in A.D. 410. (Not *The Goths had invaded*) [9.6]
- to describe past habit:
  I smoked forty cigarettes a day till I gave up. [compare > 11.11]

If we do not use time references (a moment ago, when I was young, etc.) we imply them:
- I saw Fred in town. (i.e. when I was there this morning)
- I never met my grandfather, (i.e. perhaps he died before I was born)

Write: Give complete answers to these questions using the time references in brackets.

1. How long ago did you work as a civil servant? (five years ago)
2. When did you last play football? (when I was 14)
3. When did the Carters leave for their summer holiday? (last night)
4. What time did John arrive? (at 4)
5. When did you last see ‘Gone with the Wind’? (recently)
6. How long did you wait at the airport? (till they arrived)
7. When did Sally tell you about her engagement? (when she was here)

9.3D Context

Write: Put in the correct forms of the simple past tense of the verbs in brackets.

LIZARDMAN
Christopher Davis, a young driver from South Carolina, (claim)
. a monster (attack)2.................him while he was driving along a lonely road. The monster (be)3..................seven feet tall and (have)4.....................red eyes and green, scaly skin. It (chase)5......................Christopher's car and (jump)
6......................on the roof. Many people (believe)7
the story and the newspapers (call)8......................the monster 'Lizardman'. Seventy hunters recently (set out)9..........................to trap Lizardman and a local radio (offer)10.............................$1 million to anyone who (capture)11......................him dead or alive. Lizardman had so much publicity that thousands of people (visit)12.........................South Carolina to find him. No one has found him yet. As everyone knows, monsters may or may not exist, but they are very good for the tourist industry!
9.4 The simple past and past progressive tenses

9.4A Irregular verbs with the same form in the present as in the past: 'put/put' [> LEG 9.16]

Study:

A small number of irregular verbs have the same form in the present as in the past: e.g. burst/burst, cost/cost, cut/cut, hit/hit, put/put. We have to remember, especially with such verbs, that the third person singular does not change in the past:

- He put on a clean shirt yesterday, (past) He puts on a clean shirt every day. (present)
- I put on a clean shirt yesterday, (past) I put on a clean shirt every day. (present)

Write: Do these sentences refer to the present or the past? Write 'present' or 'past'.

In a few cases both references are possible.

1. That shirt cost me £7.00. 8. She often hit him
2. He often cuts himself. 9. He shut the door with a bang
3. She hurt her arm. 10. I hurt my arm yesterday
4. He let me drive his car. 11. I often let him drive my car
5. She reads a lot. 12. She always beat him at tennis
6. I set the table every morning. 13. The BBC broadcasts every day

9.4B Uses of the past progressive tense: 'I was working' [> LEG 9.20]

There are five basic uses of the past progressive tense. We use it for:

1. Temporary actions in progress in the past: I was living abroad in 1987.
   - We often use all to emphasize continuity (all day, all summer): It was raining all night.
2. Actions which were in progress when something else happened:
   - Just as/When I was leaving, the phone rang.
   - These are often introduced by conjunctions like when, as, just as and while, but the shorter action can be introduced by when: We were having supper when the phone rang.
3. Actions in progress at the same time:
   - While I was reading, Joan was playing the piano.
4. Repeated actions with e.g. always: When I worked here, I was always making mistakes.
5. Polite inquiries: I was wondering if you could give me a lift.

Write: Use the past progressive in the sentences below.

1. I was listening, so I missed what he said, (not listen)
2. We stayed because we enjoyed ourselves, (enjoy)
3. Tennis yesterday? (they play)
4. He was working all weekend, (garden)
5. Television all evening? (you watch)
6. It was raining hard all day. (rain)
7. I was wondering whether you could lend me some money, (wonder)
8. When I left? (you still work)
9. I lived in France at the time you lived in Spain, (live)
10. When she was younger, she always does things for other people, (always do)
11. Bill and Sue always do things for other people, (always do)
12. When I rang you? (you read)
13. Just as I was wondering to an interesting part of the story, the doorbell rang, (get)
9.1 The simple present and present progressive tenses (1)

9.4C The simple past and the past progressive in story-telling [> LEG 9.21]

Study:
We often use past tenses (simple past, past progressive and past perfect [> 9.6]) for story-telling.

1*3 We use the past progressive to set the scene at the beginning of the story.

Write:
a Circle the simple past and the past progressive verbs in this story.
b Number the past progressive verbs 1, 2, 3 to show their uses [> 9.4B].

THE SECRET AGENT
It was just before the Second World War. Tom was only 20 at the time and was living with his mother.
He was working in a bank and travelling to London every day. One morning, he received a mysterious letter.
It was addressed to Mr Thomas Parker. The letter, which was signed, ‘A Friend’, asked Tom to
go to The Crown Inn during his lunch hour. All morning, as he was dealing with customers, Tom was
wondering whether he should do this. At lunch time he decided to go to the inn. It was full of people
and Tom couldn’t recognize anyone. He was just wondering if he should leave, when a stranger
introduced himself and said he had known Tom’s father, who had died when Tom was a baby. The
stranger explained that Tom’s father, Bill, was a secret agent in the First World War. Through this
meeting, Tom was recruited to be a secret agent, too, and was already working in France when the
war began.

9.4D Context

Write: Put in the simple past or past progressive. Note where both forms are possible.

TUG-OF-WAR WITH A HEDGEHOG
Mrs May, our District Nurse, (drive)1 home at 3 a.m. one night after an urgent visit to a
sick patient. She (drive)2 .................. along a deserted country lane, when she (see)
3 ......................... a new kind of animal. She (stop)4 ................. her car and (get out)
5 .......................... The animal (be)6 .................. clearly visible in the blaze of her headlights. It (look)
7 ......................... like a hedgehog with a tall white hat. It (cross)8 .................. the road without paying
any attention to Mrs May. When Mrs May (go)9 ................... close to it, she (notice)10
that there was a plastic yoghurt pot on the hedgehog’s head. The poor creature had got its head stuck
in the plastic pot! Her instincts as a nurse (tell)11 ..................... her she would have to rescue it, so
she (pull)12 ...................... at the pot, but the hedgehog (put)13 ......................, too. After a struggle,
she (pull)14 ...................... the pot off the hedgehog’s head. Mrs May (think)15 .................. the
hedgehog (look)16 ...................... rather sad, when she (notice)17 ...................... that the pot was half
full of strawberry yoghurt. She (give)18 ...................... it back to the hedgehog. The creature (seize)
19 ...................... it, (put)20 ...................... it on its head again, and triumphantly (continue)
21 ...................... its journey across the road.
9.5 The simple present perfect and present perfect progressive

9.5A Uses of the simple present perfect tense: 'I have eaten/he has eaten'
[> LEG 9.22-27]

Study:

There are two basic uses of the simple present perfect tense. We use it to describe:

1. Actions beginning in the past and continuing up to the present moment:
   - with time references like before (now), ever, never... before, up till now, so far.
     I have received 20 cards so far. I have never tasted papaya (before).
   - with since/for. I've lived here since 1980. I've lived here for 20 years. [> 7.3A]

2. Actions which happened at an unspecified time in the past:
   - with no time reference at all: Have you passed your driving test?
     (Depending on context, this could mean 'very recently' or 'at any time up to now'.)
   - with references to recent time, like just, recently, already, still, yet I've just eaten.
   - repeated/habitual actions: I've watched him on TV several times. I've often met her.

Write:

Supply the simple present perfect tense of the verbs in brackets.

1. Up to now I've visited twenty countries, (visit) 11. They have bought a new car. (buy)
2. He has typed six letters so far. (type) 12. He has lived all over the world. (travel)
3. He has eaten couscous? (you ever eat) 13. He has seen his promise? (you forget)
4. They have eaten like this before, (never quarrel) 14. I have watched an elephant, (ride)
5. I have not written to Marco since 1989. (not write) 15. She has just flown from Rome. (just fly)
6. We have been there since we were young. (not be) 16. She has become a director. (recently become)
7. I have seen her in May, but she has since, (not see) 17. They have been waiting for me. (already speak)
8. She has been using the same car for fifteen years. (drive) 18. I have drunk my tea. (not drink)
9. I have been working on them for many years. (know) 19. She has been sitting, my letter. (not answer)
10. She has been working in that shop for ages! (be) 20. I have been meeting her several times. (met)

9.5B The present perfect progressive tense: 'I have been eating' [> LEG 9.32-34]

We use the present perfect progressive in place of the simple present perfect when we want to emphasize that something has been in progress throughout a period:

Instead of saying: I've typed all day, we can say, for emphasis, I've been typing all day.
Depending on context, this may mean I'm still typing or I've just recently stopped.

Some verbs like learn, lie, live, rain, sit, sleep, stand, study, wait, work, naturally suggest continuity [> 7.3B] and we often use them with since and for[> 7.3A].
We can use them in the simple present perfect tense:
I've waited here for two hours. I've worked here since 1987.
But we most often use them in the progressive:
I've been waiting here for two hours. I've been working here since 1987.

Write:

Supply the present perfect progressive tense of the verbs in brackets.

1. I'm tired. I have been digging all day. (dig) 6. You're out of breath? (you run)
2. How long have you been here? (you wait) 7. We have been here for twelve years. (live)
3. I have been since 6 o'clock. (stand) 8. Your eyes are red. (You cry)
4. How long have you been learning Chinese? (you learn) 9. How long have the children been sleeping? (the children sleep)
5. She has been learning English for five years. (study) 10. What have you been doing all afternoon? (you do)
9.5 The simple present perfect and present perfect progressive

9.5C The simple present perfect and the present perfect progressive compared [› LEG 9.34]

Study:

The simple present perfect and the progressive forms mean different things here:

I've been painting this room. It will look good when it's finished, (the job is unfinished)
I've painted this room. Doesn't it look good? (the job is definitely finished)

Write:

Supply the simple present perfect or the present perfect progressive.

1a I .................................................. all your letters. The job's done, (type)
1b I .................................................. this report since yesterday and I'm only half way through, (type)
2a Your mother is still in the kitchen. She .................................................. all morning, (cook)
2b I .................................................. a lovely meal which I'll be serving in a couple of minutes, (cook)
3a We .................................................. this garage ourselves and have just begun to use it. (build)
3b We .................................................. this garage ourselves and hope to finish it within the next two months, (build)

9.5D The simple past and the simple present perfect compared [› LEG 9.23, 9.26.1]

Study:

With the simple past we have to say or imply when something happened [› 7.3A, 9.3C]:
I finished the job yesterday/an hour ago, etc. (Not "I have finished the job yesterday.")

With the present perfect, we do not say 'exactly when': I have finished the job.
Even if we say I have just finished the job, we are still not saying 'exactly when' [› 9.5A].

Write:

Supply the simple past or the simple present perfect in these pairs of sentences.

1a She ................................................. a book until she was 25. (never read)
1b She is 80 and ................................................. a book in her life, (never read)
2a I ............................................... lunch an hour ago. (have)
2b I ............................................... lunch, (just have)
3a ............................................... to the bank yet? (he go)
3b ............................................... to the bank at lunch time? (he go)

9.5E Context

Write:

Put in the simple present perfect, the present perfect progressive or the simple past.

THE AUSTRALIAN SALUTE
Before I (visit) Australia, an Australian friend in London (tell) me I'd learn 'the Australian salute'. 'What's that?' I (ask)

'You'll find out when you get there,' he (say) in Perth last week. Since then, I (stay) at a nice hotel near a beautiful beach. I (never visit) Australia before and I am enjoying my stay. I (swim) every day from the time I (arrive)

Yesterday, an Australian friend (suggest) a tour into 'the bush'. I (agree) at once. The first thing I (notice)

.............................. when we (be) in the bush (be) the flies. After a while I (remember) the conversation I had had in London before I (come) here. 'What's the "Australian salute"?' I (ask)

.............................. suddenly, as I waved my right arm to keep the flies away. 'That's it!' my friend said as he (wave) back!
9.6 The simple past perfect and past perfect progressive tenses

9.6A Uses of the simple past perfect tense: 'I had worked' [LEG 9.29-30]

1. When we have two past references, we are not obliged to use the simple past perfect:
   *After I finished work, I went home,* (simple past + simple past)

2. But we often need the past perfect for the event that happened first to avoid ambiguity:
   *When I arrived, Ann left.* (i.e. at that moment)
   *When I arrived, Ann had left.* (i.e. before I got there)

   We use the past perfect to refer to 'an earlier past', that is to describe the first of two or more actions: *First the patient died. Then the doctor arrived.*

   We often introduce the past perfect with conjunctions like *when, after, as soon as, by the time that.* We use adverbs like *already, ever, never... before.*

   **Write:** Supply the simple past or the simple past perfect. Show when both are possible.

   1. They locked the gates before I got there, (lock, get)
   2. By the time we arrived, the party finished, (arrive, finish)
   3. I ran to the shop as soon as I opened it, (ring, check)
   4. After we discussed the contents of the box, I checked a letter about it, (discuss, write)
   5. We had a good rest when our guests were all there, (have, leave)
   6. When she arrived, Jim already went out, (ring, go out)
   7. Before we went to the theatre, he had never seen a stage play before, (see, never)
   8. I just cleaned the carpet when the dog came in and shook himself, (clean, come, shake)
   9. He had promised to do the job in an hour, but he still had not finished by 10 o'clock, (promise, not finish)

9.6B Uses of the present and past perfect progressive: 'I have/had been working' [LEG 9.32-33]

**Study:**

The past perfect progressive is the 'past' form of the present perfect progressive. [> 9.5B]

The progressive forms have the effect of emphasizing continuity.

We use them to describe actions in progress throughout a period:

**present perfect progressive:** *She is very tired. She has been typing all day.*
**past perfect progressive:** *She was very tired. She had been typing all day.*

Depending on context, she was still typing, or had recently stopped, (then, not now)

Some verbs like *learn, lie, live, wait, work* naturally suggest 'continuity' [> 7.3B, 9.5B]:

We say: *I've waited for two hours,* (simple present perfect)

Or: *I've been waiting for two hours,* (present perfect progressive)

We say: *I'd waited for two hours before he arrived,* (simple past perfect)

Or: *I'd been waiting for two hours before he arrived,* (past perfect progressive)

3. Repeated actions:
   **present perfect progressive:** *He's been phoning every night for a month.*
   **past perfect progressive:** *He'd been phoning every night for a month.*

4. Drawing conclusions:
   **present perfect progressive:** *Her eyes are red. It's clear she's been crying.*
   **past perfect progressive:** *Her eyes were red. It was clear she'd been crying.*
9.6 The simple past perfect and past perfect progressive tenses

Write:
Supply the present perfect progressive or the past perfect progressive tenses. Show where both are possible.

1. I was tired. I __________________________ .all day. (dig)
2. We__________________________________ for your call all evening. (wait)
3. How long______________________________there? (you wait)
4. I____________________________________ since 6 o'clock. (stand)
5. She____________________________________ English for five years before she visited Canada. (study)
6. It started raining last Monday and it____________________________ ever since. (rain)
7. I____________________________________ to the firm regularly for a month before, but they still hadn't answered. (write)
8. They____________________________________ about it every day for the past week. (ring)
9. You were out of breath when you came in this morning.____________________________? (you run)
10. You____________________________________ English for five years before she visited Canada. (study)

9.6C The simple past perfect and past perfect progressive compared
[> LEG 9.34]

Study:
The past perfect progressive can tell us that an action was uncompleted then:

When I got home, I found that Jill had been painting her room.

The simple past perfect can tell us that an action was completed then:

When I got home, I found that Jill had painted her room.

Write:
Supply the simple past perfect or the past perfect progressive.

AocC  Jhmi  (xioH0ws
1. We________________________.all day for the party that evening and by 8 o'clock we still weren't ready. (cook)
2. John________________________a beautiful meal for his guests and they all enjoyed it. (prepare)
3. I knew she________________________,the washing because the machine was still working when I got in. (do)
4. I knew she________________________,the washing because when I got in she was ready to go out. (do)
5. By 10 o'clock the children________________________,their homework and were ready to go to bed. (do)
6. The children________________________,their homework and by 10 o'clock they still hadn't finished. (do)

9.6D Context

Write: Put in the past perfect simple or progressive or the simple past. Give alternatives where possible.

COOKING THE BOOKS?
Old Mr Williams was very concerned. He and his wife were pensioners and he (spend) the whole morning looking for their pension books. He (look) everywhere, but he (not be able) to find them. Meanwhile, his wife (be) busy. She (cook) all morning. She (prepare) a delicious meal. She (make) soup, followed by a lovely pie, which she (bake) in the oven. Mr Williams (always enjoy) his food, but he clearly wasn't enjoying his lunch. 'What's the matter, Tom?' his wife asked. Mr Williams (have to) confess that he (lose) their pension books. 'I know,' Mrs Williams (say) with a twinkle in her eye, 'I've got them'. 'You've got them?' 'Yes - and guess where I (find) the pension books! Mr Williams suddenly remembered. 'In the oven! I (put) them there for safe-keeping.' He (smile) with relief as she (fish) them out of her apron pocket!

He wasn't enjoying his lunch
9.7 The simple future tense

9.7A Some uses of 'will' and 'shall' [LEG 9.37,11.23,11.38-40,11.73]

Study:

1. Will and shall are ‘modal verbs’, so they are like can, must, etc. [> Chapter 11].
2. We often use will and shall to make predictions (the simple future tense):
   - It will rain tomorrow. I don’t know if I shall see you next week.
3. We use will and shall in many other ways, apart from predicting the future: e.g.
   - intentions/promises [> 9.8A]: I’ll (= I will) buy you a bicycle for your birthday.
   - requests/invitations [> 11.6D]: Will you hold the door open for me, please?
   - offers [> 11.6E]: Shall I get your coat for you?
   - suggestions [> 11.6F]: Shall we go for a swim tomorrow?
   - threats: Just wait! You’ll regret this!
   - decisions [> 9.9A]: I’ll stop and ask the way.

Write: Match the sentences on the left with the functions on the right.

A
1. We’ll have a thunderstorm tonight, I’m sure,
2. Will there be a general strike?
3. I’ll send you a card from Florida.
4. Will you write to me?
5. Shall I go to the post office for you?
6. Shall we take a drive into the country later?
7. I’ll report you to the police next time.
8. The wedding will take place next Friday.
9. I hope you’ll come and see us again.
10. Tell them again. Perhaps they’ll understand.
11. Will you have lunch with us on Sunday?
12. I’ll be seeing John at the meeting tomorrow.

B
a) making a formal announcement
b) making a request
c) stating a planned arrangement
d) making a prediction
e) making an invitation
f) asking for a prediction
9) promising/stating intention
h) expressing future hope
i) expressing future uncertainty
j) threatening
k) offering
l) making a suggestion

9.7B 'Will' and 'shall' to refer to the future [LEG 9.35-37]

Study: Forms of 'will' and 'shall'

When we are referring to the future, we use will with all persons {I, you, he, she, etc.}, but in British English, we often use shall with I/we. (Not *he/she/it/you/they shall*):

I/We will [I'll/We'll] see you tomorrow. Or: I shall/We shall see you tomorrow.

In speech, we weaken shall to /1э1/. We often use 'll in place of will in speech and sometimes in writing, especially after vowels: I'll/He'll see you tomorrow.

We also use 'll after consonants: Tom'll be here soon. When'll I see you?

Negative short forms are: 'll not, won’t (= will not) or shan’t (= shall not):

I’ll not be there/ I won’t be there/I shan’t be there tomorrow.

In American English shall and shan’t with a future reference are rare.

Uses of the 'will/shall' future

Prediction: We invite prediction or we say what we think will happen:

Who will win on Saturday? Tottenham will win on Saturday.

In formal style we say what will happen for events that have been arranged:

The wedding will take place at St Andrew’s on June 27th.

We use shall and will to express hopes and expectations:

I hope she’ll get the job she’s applied for. She’ll get a surprise. -I expect she will.
9.7 The simple future tense

**Write:** Supply suitable forms of *will* and *shall*. Give alternatives where possible.

**Situation:** Jim is asking his friend Don for advice about a job interview.

**JIM:** What sorts of questions do you think they’re asking?

**DON:** The same as they asked me. They ask you why you want to work for them.

**JIM:** That's easy. I want to earn more money.

**DON:** Yes, but you can't say that. You have to think of some better reasons.

**JIM:** I can't think of any just now, but I expect I think of something at the time. I hope anyway!

**DON:** I'm sure you'll think of some better reasons. What time is your interview?

**JIM:** It's at three in the afternoon.

**DON:** I know it will help very much, but be thinking of you. Don't worry, everything will be OK!

**JIM:** When I know if I've got the job?

**DON:** They let you know in a couple of days. That's what happened in my case. You get a letter which begins, 'We regret to inform you - !'

9.7C Context

**Write:** Put in suitable forms of *will* and *shall*.

**RETIREMENT**

I'm going to retire next week and I'm looking forward to it. For the first time in my life be able to do all the things I've always wanted to do. I (not) have to travel to work any more. I (not) have to earn a living. My firm pay my pension into my bank account and (not) have to worry about earning money ever again. My wife and I spend more time together. We take care of the house together. We do the shopping together. I explained all these plans to my wife. 'Of course,' she said. 'I'm looking forward to your retirement, too, but you must remember that while you can retire, I can't. I've written out some simple rules for us both which apply from the day you retire. Here they are:

<table>
<thead>
<tr>
<th>RULES OF THE HOUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 We take turns to do the cooking and the housework.</td>
</tr>
<tr>
<td>2 We (not) watch TV all day long.</td>
</tr>
<tr>
<td>3 We keep regular hours.</td>
</tr>
<tr>
<td>4 We find interesting hobbies to keep us occupied.</td>
</tr>
<tr>
<td>5 We spend time out of the house as well as in it.</td>
</tr>
<tr>
<td>6 We keep fit in mind and body.</td>
</tr>
</tbody>
</table>

'They look like sensible suggestions,' I said. 'They are,' my wife answered. 'If we follow these rules I'm sure we enjoy a long and happy life together.' 'I hope we,' I answered.
9.8 The simple future, the future progressive, the future perfect

9.8A Simple future 'I will work' and progressive 'I will be working' compared

[> LEG 9.40-41]

Study:

There are three basic uses of the future progressive:

1. We use it to emphasize actions that will be in progress in the near or distant future, especially when we imagine ourselves doing something:
   
   By this time tomorrow, I'll be lying on the beach. (Not *I will lie*)

2. The progressive 'softens' the effect of will + verb and sounds more polite:
   
   When will you finish these letters? (e.g. boss to assistant)
   When will you be seeing Mr White? (e.g. assistant to boss)
   
   If we say I'll work on this tomorrow we may be stating an intention.
   If we say I'll be working on this tomorrow, we are simply referring to future time.

3. We use the future progressive like the present progressive for planned actions [> 9.2B]:
   
   We'll be spending the winter in Australia is the same as:
   We're spending the winter in Australia.

Write 1: Supply will + verb or will be + -ing. Where both are possible, see if you can 'feel' the different effect of the simple future compared with the progressive.

1. Sit down and fasten your seat belt. We f. in a few minutes, (take off)
2. When.................to the bank to draw some money? (you go)
3. Do you think you...............here in five years' time? (still work)
4. They.................from Dover, not Folkestone, (sail)
5. The President.................the Prime Minister before flying back home, (meet)
6. So you're stopping off in Dubai on your way to Beijing. How long.................there? (you stay)
7. We.................to London next Monday morning, (drive)
8. By this time next year, I.................my memoirs, (write)
9. In five years' time a permanent space station...............the moon, (circle)
10. I don't think I.................him tonight, (see)

Write 2: Supply will + verb or will be + -ing - whichever 'feels' appropriate in this dialogue.

Situation: Susan and her family will be setting out on holiday tomorrow morning.

MEG: So you're off on holiday tomorrow. How exciting! What time (you leave) ?
SUE: We (leave).................the house at about 6 a.m.
MEG: 6 a.m.! Why so early? You don't have to check in till 9.45. You (arrive).................at the airport terribly early!
SUE: I know, but the airport is very busy at this time of the year and we want to avoid the rush. We (check in).................as quickly as we can, then we (have).................breakfast at the cafeteria.
MEG: I'm sure that's wise of you. Imagine! By this time tomorrow evening you (lie).................on the beach and I (do).................the ironing or something!
SUE: I hope you're right! I hope we (not sit around).................at the airport. You never know these days!
9.8 The simple future, the future progressive, the future perfect

9.8B The future perfect simple and the future perfect progressive tenses
[> LEG 9.43-44]

Study:
1 We often use the future perfect simple with by and not ... till/until [> 7.3B] to show that an action will already be completed by a certain time in the future.
   We use it with verbs which point to completion, like complete, finish and retire:
   I will have retired by the year 2020. I won't have retired till the year 2020.

2 We often use the future perfect progressive with verbs like learn, lie, live, rain, sit, wait and work which naturally suggest continuity [> 7.3B, 9.5B, 9.6B] to say that what is in progress now will be in progress in the future:
   By this time next week, I will have been working on this book for a year.

Write:
Supply the future perfect simple or progressive. Note where both are possible.

1 They will have completed the new bridge by the end of the year, (complete)
2 By the end of this week, I will have waited seventeen weeks for my phone to be repaired, (wait)
3 Do you realize that on August 15, we will have lived in this house for fifty years? (live)
4 I hope I will have finished this report by the end of the day. (finish)
5 She will have worked for work before the children get home from school, (leave)
6 We will have worked non-stop for fourteen hours before we get to Calcutta, (fly)
7 They will have been working on the great dam by the end of this decade, (complete)
8 Radio waves from earth will have travelled for light years before anyone picks them up. (travel)

9.8C Context

Write: Put in the simple future, the future progressive or the future perfect simple.

FLYING JUNK
By the middle of the 21st century we will have built space stations which will circle the earth and probably the moon, too. We will establish bases on planets like Mars. At present, we use radar to watch nearly 8,000 objects in space. In addition, there are at least 30,000 bits of rubbish from the size of marbles to the size of basket balls flying round the earth. These will increase in number by the year 2050 and will orbit the earth. All these bits and pieces are watched by NORAD (North American Radar Defence Command). NORAD will have more and more rubbish to watch as the years go by. Some bits fall back to earth, like the Russian satellite C954, which crashed in the Northern Territories of Canada in 1978. Crashing junk could give us a bad headache. Most of the stuff will stay up there (we hope)! The sad fact is that we who are alive today will not clear up our own junk tomorrow. Perhaps we will just watch from some other (safe) place as it goes round and round the earth!
9.9 'Going to' and other ways of expressing the future

9.9A Uses of the 'going to'-future compared with 'will' [› LEG 9.44-46]

There are three basic uses of the 'going to'-future:

1 Predictions: We often use going to to predict the future, especially when we can see something that is about to happen: Look out! She’s going to faint. (Not 'will*)
   Or we can describe something which we know will take place in the future:
   Angus and Margaret are going to be married in May.

2 Intentions: We often use going to rather than will in informal style:
   I'm going to practice the piano for two hours this evening.
   I'm going to be successful one day.

3 Planned actions: We use going to like the present progressive or future progressive:
   We're going to spend the winter in Australia.
   Or: We're spending the winter in Australia. [› 9.2B]
   Or: We'll be spending the winter in Australia. [› 9.8A]

4 We use will when we decide to do something at the moment of speaking:
   We're lost. I'll stop and ask the way. (= I've just decided to do this.)

Write: Supply be going to or 'll in this dialogue.
Situation: Mr Sims is driving. His wife is sitting beside him.

HE: Where (we spend) the night?
SHE: Cardiff. I've booked us in at the Angel Hotel. Why do you ask?
HE: That's another thirty miles away. We (run) out of petrol before we get there. I (stop) at the next filling-station.

Half an hour later.
HE: This road goes on forever.
SHE: We (get) stuck. The car's stopping. We (have to) walk.
HE: Come on then. Perhaps someone (give) us a lift.
SHE: Not a filling-station in sight and look at those black clouds. It (rain)
HE: Look! A car's coming. I (wave) to the driver.
SHE: Oh good!. He's slowing down. He (stop)

9.9B 'am/is/are to', 'be about to', 'be due to' [› LEG 9.47-48]

Study:
1 We use to be to for:
   - formal arrangements/duties: OPEC representatives are to meet in Geneva in May.
   - formal appointments/instructions: Three tablets are to be taken twice a day.
   - prohibitions: You're not to tell him anything about our plans.

2 to be about to refers to the immediate future:
   Look! The race is just about to start.

3 We often use to be due to to refer to timetables:
   The plane is due to land at 2.15.
9.9 'Going to' and other ways of expressing the future

Write: Supply the correct forms of the verb phrases in brackets.

1. The conference delegates ............... meet again later today, (to be to)
2. You........................take these new tablets four times a day. (to be to)
3. They........................open their instructions until midnight, (not to be to)
4. You'll have to hurry. The train........................leave, (to be Qust) about to)
5. I can't talk now. I........................go out. (to be (just) about to)
6. There's not much longer to wait. Their plane........................land in ten minutes, (to be due to)
7. Don't be so impatient. She is........................arrive until teatime. (not to be due to)

9.9C The future-in-the-past [LEG 9.49-50]

Study: Sometimes we want to refer to events which were 'destined' or planned to take place in the past ('the future-in-the-past'). We use was going to, was about to, was to and was due to. We use these forms for:
- events we couldn't foresee: They didn't know they were to be reunited ten years later.
- events which were interrupted: We were just going to leave, when Jean had an accident.
We also use would for 'destiny' in story-telling: They had already reached 9,000 feet. Soon they would reach the top.

Write: Supply suitable 'future-in-the-past' forms.

1. I meet them at the station at 4, but I was held up in the traffic.
2. She phone later, but she must have completely forgotten.
3. She was still young. She didn't realize she be world famous before she was 20.
4. He thought his life's work was finished. He didn't know he win the Nobel Prize.
5. The plane........................take off at 4.25, but it was delayed.

9.9D Context

Write: Supply suitable future forms (will, going to, etc.). Alternatives are possible.

THE ADVENTURES OF ORLIK

The plane had been privately hired to transport Orlik the bull from one part of the country to the other. 'What (do) ........................................... with him, sir?' the co-pilot asked. 'We (deliver) ........................................... him to a farm in Wales,' the captain said. 'I (just check) ........................................... the wooden crate,' the co-pilot said. A few minutes later, he reported that it looked safe. 'I've just heard from Ground Control,' the pilot said. 'Our flight (be) ..............due in ten minutes. We (take off) ..............from Runway Number 7.' Little did both men know how dramatic their flight (be) ..............They couldn't have imagined that when they were in the air, Orlik the bull (break) ..............loose from his crate and smash his way into the flight cabin! 'I (take over) ..............sir!' the co-pilot cried as the captain grabbed Orlik's nose-ring and pulled him away. The co-pilot made an emergency landing in a field. Both men jumped to safety, while Orlik crashed about inside the tiny plane, smashing everything to pieces!
9 Verbs, verb tenses, imperatives

9.10 The imperative

9.1 OA Some uses of the imperative to express different functions [LE 9.51-2]

Study:
1. We don't use the imperative just for 'giving orders'. We can use it e.g. for:
   - offering: Have another sandwich.  
   - prohibiting: Do not walk on the grass.
   - directing: Take the next turning left.  
   - warning: Look out! A bus is coming!

2. We can make an imperative more polite or more urgent with Do. Compare:
   - ordinary imperative: Help yourself!
   - polite imperative: Do help yourself!
   - negative imperative: Don’t help yourself!

Write: Make these imperatives more polite or more urgent.
   1. Have a cup of coffee.
   2. Make yourself at home
      Stop talking!
      Hurry!
      Try and ring us
      Help me with this letter

9.1 OB The imperative to address particular people [LE 9.54]

Study:
1. When we say e.g. Wait here! we might be addressing one person or several. We are really saying 'You (singular or plural) wait here!'

2. If we want to speak to someone in particular, we can:
   - add you (unstressed) for an instruction: You wait here for a moment. (= I want you to)
   - add you (stressed) to express annoyance: You keep quiet!
   - use you with (or without) a name: You wait here, Henry. Or: Henry, you wait here.
   - add yourself/yourselves to verbs like help, enjoy, behave: Help yourself!

3. If we are talking to groups of people, we can use the imperative with:
   - somebody/nobody: Somebody answer the phone! Nobody say a word!
   - Don't.. anybody: Don’t say a word, anybody! Don’t anybody say a word!

Write: Write these imperatives again to address particular people. Alternatives are possible.
   1. Enjoy
   2. Try teaching 40 noisy children every day!
   3. Make the coffee today! (Meg)
   4. Turn off that TV!
   5. Don’t turn the lights on!
   6. Carry this case! (John)
   7. Sit down!
   8. Have a short break!
   9. Don’t move!
   10. (John) Post these letters!
   11. Don’t listen to her!
   12. Enjoy...........................................................................................................................................(children)!
9.1 OC  The imperative with question tags [> LEG 9.55]

Study: We can make a request [> 11.6D] by adding a 'tag' like will you? to an imperative:
1 We add will you?/won't you?/can't you? to express annoyance: Stop shouting, will you?
2 We add would you?/could/can you? for neutral requests: Post this for me, would you?
3 We add will you?/won't you? for friendly offers: Take a seat, will you?
We show our feelings not just by adding a tag, but through stress and intonation.

Write: Rewrite each request as an imperative + tag.
1 Will you stop whistling?
2 Can't you do something useful?
3 Won't you stop asking questions?
4 Could you post this letter?
5 Would you hold this bag?
6 Can you get me some stamps?
7 Won't you come in?
8 Will you take a seat?

9.1 OD  Double imperatives joined by 'and' [> LEG 9.56]

Study: When we have two imperatives together, we join them with and (Not "to")

Go and buy yourself a new pair of shoes. (Not "Go to buy")
The only exception is try. We can say: Try and help or Try to help.

Write: Write double imperatives joined by and with the following.
1 Come/see
2 Try/lift it
3 Wait/see
4 Sit here/wait

9.10E  Context

Write: Put in the missing imperatives.

ASK AVOID COME AND ASK DO KEEP MIND THINK! DON'T WASTE

THINK!
It's a case of!........?Q........AS YOU'RE TOLD in our company! I work for a small firm and my boss is so bossy that we all call him 'Napoleon'. He doesn't mind a bit. Wherever you look in our building there's a notice of some kind. The first thing you see when you arrive is OFF THE GRASS! You come into the building and see THE STEPS! The walls are covered with advice. IF IN DOUBT MEFIRST! MAKING MISTAKES! IF IN DOUBT ME FIRST! MAKING MISTAKES! IF IN DOUBT ME FIRST! MAKING MISTAKES! IF IN DOUBT ME FIRST! MAKING MISTAKES! IF IN DOUBT ME FIRST! MAKING MISTAKES! If in doubt try and help or try to help.

The kitchen sink.
10 Be, Have, Do

10.1 'Be' as a full verb (1)

10.1 A Some uses of the imperative of 'be': 'Be careful!' [> LEG 10.1, 10.5, App 41]

Study:

1 Be is a 'helping' (or auxiliary) verb when it 'helps' other verbs, for example to form the present or past progressive [> 9.2B, 9.4B]: He is reading. He was sleeping.

2 Be is a full verb when we use it with nouns (She's a teacher) or adjectives (She's tall).

3 Be + noun or adjective in the imperative has limited uses.
   We use be with nouns to mean 'act like': Be a dear and answer the phone!
   or to mean 'become': Be a better cook! or 'pretend to be': Be a monster, granddad!
   Don't be is more common: Don't be silly! Don't be a fool!

4 We use be only with adjectives that describe 'passing behaviour':
   Be + careful, patient, quiet, etc. Don't be + careless, impatient, silly, etc.
   But not with adjectives which describe 'states', like hungry, thirsty, pretty.

Write 1: Rephrase the words in italics using be.

1 Act like an angel and fetch my newspaper, please.
2 Don't act like a silly idiot!
3 The advertisement said: 'Become the proud owner of a new sports car!'
4 Don't become a writer. You'll regret it
5 You play the part of Batman and I'll pretend to be Robin

Write 2: Using (Do) be... or Don't be..., what would you say to these people? Write two sentences for each, choosing from: afraid, brave, careful, careless, critical, friendly, generous, mean, noisy, quiet.

1 Some children who are making a lot of noise.
2 Someone who has just broken a cup
3 A friend who refuses to give any money to charity
4 A friend who is always criticizing other people
5 Someone who is afraid of going to the dentist

10.1 B The use of 'aren't' [> LEG 1.0.7n3]

Study:

The full form Am I not is rare. We use Aren't I...? (Not 'Ammn't I!') in:

- negative questions: Am I not late? Aren't I late?
- negative Wh-questions: Why am I not invited? Why aren't I invited?
- negative question tag: I'm late, am I not? I'm late, aren't I? [> 13.3]

We use aren't I only in negative questions and negative question tags, never in negative statements: I am not late. -> I'm not late. (Not I aren't late)

Write: Supply negative forms of be.

1 You ....... , .cold, are you? 5 We're late again.........................we?
2 I'm right .......................... I? 6 They're French..........................they?
3 You're American......................... you? 7 He ..................... angry, was he?
4 She's here already.......................... she? 8 You were early......................... you?
10.1C 'Be' in the simple present and simple past

Study:
In the simple present and simple past we use be as a full verb with nouns and adjectives. Be careful of instances when English makes use of be where other languages sometimes don't.

For example: I am hungry (Not *I have hunger*). It's cold (Not *It makes cold*)

Write:
Supply am, is, are, was, were or weren't.

1 Her family name is now Jones, but it was Smith before she got married.
2 The name of the country was previously Rhodesia, but it is now Zimbabwe.
3 I am hungry. You can't be. We only had breakfast an hour ago.
4 It is very cold and windy today, so wear a coat.
5 She is a very nice woman, but her late husband was a very unpleasant man.
6 This is a beautiful blue dress. Buy it.
7 Today is 23rd March; yesterday was the 22nd.
8 I'm sure the twins are 18 today; they were 17 last year.
9 Whose are these? They are Sue's, but she gave them to me, so they are mine now.
10 Here, this book is yours, and that one is Jim's. They were both on the floor.
11 The other students are already here. They are all downstairs in the canteen.
12 The party is next Saturday evening at Petra's house.
13 Mr James is? No, I'm sorry, he was here not long ago, but now he is out.
14 Fred and Carmen at home when you called? No, they were, but they are home now.
15 It is quite foggy tonight, but it was far worse last night.
16 It is only 2 miles to the shops now. It was 20 miles to any shops from our old house.
17 My ambition is to start my own window-cleaning business, but it didn't work out.
18 Her dream is to dance with the Royal Ballet Company.

10.1 D Context

Write: Put in the correct forms of the verb be. Use contracted forms (e.g. I'm) where you can.

YOU TRY TEACHING FIVE-YEAR-OLDS!

Yesterday, it was Mrs Ray's first day at school with her class of five-year-olds.

LIZ 1: Yes, [6] Liz
LIZ 2: I'm Liz, too[3], Liz?
MRS RAY: Of course. Well, Liz[10] a good girl and fetch some chalk from the cupboard.
BOY: [11] careful! Don't drop it!
MRS RAY: What[12] your name?
MRS RAY: Don[14] a nice name. What do you want to be when you grow up, Don?
DON: [16] yourself again! (Brrrm! Brrrm!) Stop it, Don, or I'll tickle you[17] you ticklish?
MRS RAY: No, [18] Scottish!
DON:
10.2 'Be' as a full verb (2)

10.2A Progressive forms of 'be' for 'temporary behaviour' [LEG 10.10-11, App 41]

Study: We use the progressive forms (he is being/he was being) with adjectives that describe 'passing behaviour' like naughty and silly [> 10.1A], not states, like hungry and thirsty. We often imply that this behaviour is deliberate: He is being naughty. We can use the progressive of be with a few nouns as well: He's being a (silly) fool.

Write: Tick the temporary behaviour in these sentences.

1 They're both being very greedy.
2 They aren't normally greedy.
3 You're being a nuisance.
4 You aren't generally a nuisance.
5 He was being very childish at the party.
6 He isn't often childish at parties.

10.2B 'Has been', 'have been', 'had been' + adjectives and nouns [LEG 10.12-13]

Study: The rules for the present and past perfect apply to have been and had been [> 9.5-6]. The actions or states begin in the past and continue into the present (have been) or they refer to an earlier past (had been). We use was/were when we have a time reference:
- behaviour/states/moods: She's been very quiet. I said she had been very quiet.
- the weather: It's been very cold lately. I said it had been very cold lately.
- professions, behaviour: Have you ever been a teacher? She has been a real angel.

Compare: The baby was very quiet while you were out. (the past + exact time reference)

Write: Supply has, have or had.

1 Your brother's been very annoying. 5 It has been a beautiful day, hasn't it?
2 How long have you been a bus conductor? 6 She.... been so good. She.... been an angel!
3 I.... been terribly tired lately. 7 You said you.... been a teacher.
4 She said she.... never been seasick before. 8 I.... been a real fool.

10.2C 'Have been' and 'have gone' [LEG 10.13.4]

Study:

1 Have been and has been have the sense of 'visit a place and come back':
Where have you been? - I've been home. (= and now I'm back)

2 Have gone and has gone have the sense of 'be at a place or on the way to a place':
Where's John? - He's gone home. (= he's there/on his way there)

3 Have been and have gone combine with to + noun [> 8.2A]:
I've been to a party. (= and I'm back) John's gone to a party. (= he's there/on his way)
Have been combines with at and in [> 8.2A]: I've been at a meeting. I've been in Paris.

4 Have been and have gone combine with adverbs like out and away.
I've been out/away. (= and I'm back) John's gone out/away. (= he's not here)
and with home. (Not *gone/been to home*and not *to the* to mean 'my own home').
Compare: He's been/He's gone home, (his own place) He's been to the home of a friend.
10.2 ‘Be’ as a full verb (2)

Write:  Supply have/has been or have/has gone.

1 Isn't Jack here? - No, he home.
2 Where have you been? - I, away.
3 The Smiths, to Paris for the weekend and have just returned.
4 The Smiths, to Paris for the weekend and are coming back on Monday.
5 It's nice to see you. I hear you away.
6 He doesn't live here. He away.
7 The boss won't be in the office till tomorrow. He to a meeting.
8 The boss wasn't here earlier, but he's back now. He at a meeting.

10.2D ‘Have been’ with ‘since’ and ‘for’  [LEG 10.13.5]

Study:  We often use How long...? with have been in questions and we use since/for in answers:

1 How long have you been a nurse? - I've been a nurse for nearly a year.
   I've been a nurse since January. [> 7.3A, 9.5A]

2 Have been can have the following meanings [> 9.5B]:
   - have lived/have been living: I've been in this flat for five years.
   - have worked/have been working: Jane's been in the civil service since she was 23.
   - have waited/have been waiting: We've been outside the bank since 9.15.

Write:  What do have been and has been mean in these sentences?

1 She's been in the waiting-room for over an hour
2 I have been with this company for most of my life
3 We have been in this district since 1982
4 How long have we been under this clock?
5 How long has Silvia been with this publishing company?
6 How long has your brother been in Australia?

10.2E Context

Write:  Put in have been, have gone, has been, is being or were.

IT'S BEEN A WONDERFUL EVENING!

This is what Angela wrote in her diary last night:
Mr and Mrs Lucas to the theatre. They away for two hours now and 1 away with Jenny. This is the first time 1 a baby-sitter and I'm not finding it easy. Jenny is seven years old. She is very nice, but she a real nuisance. She won't stay in bed and she won't sit still. I really don't know what to do.'

This is what happened next:
Mr and Mrs Lucas home at 11.30. The house was very quiet and all the lights on. Jenny was sitting on the floor, playing with her toys. Her mother rushed up to her. 'Hullo, Jenny,' she said. 'Are you all right? I hope you (not) naughty. Where's Angela?' 'She's sitting at the kitchen table,' Jenny answered. 'She asleep for the last two hours. She a very good girl. I've had a lovely time. It a wonderful evening!'
10.3 There' + 'be'

10.3A 'There' + 'be' as a 'natural choice' [LEG 10.19]

Study:

1. We use there is, etc. (Not *it has* or *it is*) when we are talking about or asking about the existence of people, things, etc. It is more 'natural' to say: 
   - There's a man at the door, than to say: A man is at the door.

2. We use there is, there was, there will be, there has been/had been when we want to:
   - announce or report events: There'll be a meeting tomorrow. There's been an accident.
   - set a scene for story-telling: There had been no rain for months. The earth was bare.

Write:

a. Tick the sentences which sound more idiomatic or 'natural',

b. Rephrase the unticked sentences using There.

1. There are two men at the door.
2. A good clothes shop is not far from here.
3. There was an interesting article about that in yesterday's paper.
4. A photograph of that girl was in last week's magazine.
5. A new security system will be in operation from next week.
6. There'll be a lot of supporters at the match.
7. A public holiday is on May 1st.
8. A meeting between the two world leaders will be in Helsinki.

10.3B 'There is', etc. compared with 'it is', etc. [LEG 10.20]

First we show existence with There is, then we use personal pronouns (he, she, it or they) to give more details:

- There was a concert in our village last night, ('existence')
  - It (= The concert) was in the village hall, ('more details')

Note how this happens in the following sentences:

- There's a bus coming, but it's full.
- There's a man at the door. It's the postman.
- There's a man at the door. He wants to speak to you.
- There are some children at the door. They want to see Jimmy.
- There's a van stopping outside. It's someone delivering something.

Write:

Supply there and a personal pronoun (it, he, she or they) in the blanks.

1. There were a lot of people at the concert, and all enjoyed it.
2. There's a policewoman waiting to see you,..........,s in your office.
3. There's a parcel here for you. I think,.............,s that book you've been waiting for.
4. He'll be a new boy in your class today,.............,s just arrived from Hong Kong.
5. There's been a lot of argument about the plan,............., has all centred on traffic problems.
6. There have been serious riots in this country,............., have all been about the price of food.
7. There's a review in today's paper of the film we saw last night,.............,s very favourable.
8. There's a dog in our garden,.............,s our next door neighbour's.
9. Is,............., a route to the town centre from here and is,............., more direct?
10. Are,............., any applicants for the job and are,............., suitable?
10.3C Combinations with 'there' + 'be' [ > LEG 10.17,10.21-2,11.76]

1. There is, there are, there was and there were are the most common combinations:
   - There's a phone call for you. There was a phone call for you this morning.

2. We also use herewith different tenses, for example [compare > 11.13D]:
   - perfect tenses: There has (there's) been an accident.
     He said there had (there'd) been an accident.
   - future tenses: There will (there'll) be a letter for me tomorrow.
     There'll have been an answer by Friday.

3. There also combines with seem to be and appear to be:
   - There seems to be a mistake in our bill. There appears to be no one in.

Write: Complete these sentences with the correct forms of there + be or seem.

1. an exhibition of Venetian glass last month.
2. days when I don't feel like going to work.
3. any letters for me today? - No, none. Oh, yes, sorry, some here.
4. anything I can do to help? - Yes, something. You can file those reports.
5. We'll have to rearrange the room, a lot more people here than we thought.
6. I've just driven down South Street, a terrible accident on the corner.
7. more jobs for everybody if more money is invested by large companies.
8. Where can I put these cherries? my shopping bag. You can put them in there.
9. What did he say? - He said, no news from Fred for months.
10. There's a big match on TV tonight?
11. to be fewer teaspoons in the drawer than there should be.
12. to be less money in my pay packet than I had expected.

10.3D Context

Write: Put in the correct combinations with there and it.

WHERE TIME STOOD STILL
Miss Margaret White shut down her chemist's shop in the West of England in 1970, never to open it again. a chemist's shop in her family since the 19th century when (first) opened by her grandfather William. After Miss White's death, the auctioneers moved in. They couldn't believe their eyes. an old-fashioned cash-register and still old pennies in it. At the back of the shop old medicine bottles covered with dust, and 127 little drawers. full of herbal remedies. unusual products like 'Alcocks Powder - Guaranteed Not to Contain Opium or Any Poison Whatsoever', a copy of a newspaper for April 16, 1912, the issue that described the sinking of the Titanic, anything like this before and 'I've never seen anything like this before' one of the auctioneers said.
10.4 Verbs related in meaning to 'be'

10.4A Certainty and uncertainty with 'be', 'seem', etc. [LEG 10.23-24]

### Study:

1. These verbs have nearly the same meaning as be:
   - appear, feel, look, seem, smell, sound, taste, and also chance/happen/prove to be.
2. When we are certain about something, we use be or an ordinary verb:
   - He is ill. He knows the answer.
3. When we are uncertain about something, we can use 'modal verbs' [11.1C, 11.4]:
   - He may/might/could be ill. He may/might/could know the answer.
   - We can use verbs related to be:
     - He knows the answer. He seems/appears (to be) ill.
     - He was rich. He seemed/appeared (to be) rich.
     - He was working hard. He seems/appears to be working hard.
     - He has been hurt. He seems to have been/appears to have been hurt.

### Write:

Rewrite these sentences using appropriate forms of seem.

1. They are very happy....
2. He was a genius at maths
3. She's finding the job difficult
4. They were looking for something
5. He's been knocked out
6. It's very dark outside
7. It's raining very hard outside
8. My watch has stopped

10.4B 'To be' or not 'to be'? [LEG 10.25]

### Study:

1. We can leave out to be after appear and seem in the simple present and simple past:
   - He appears/seems (to be) ill. He seemed (to be) a fool.
2. We usually include to be before adjectives like afraid, asleep and awake:
   - They seem to be asleep. He seems to be afraid.
3. We cannot use to be after feel, look, smell, sound or taste:
   - He feels hot. You look cold. (Not "He feels to be hot. " *You look to be cold. "

### Write:

Add to be where necessary in these sentences. Where you can't use to be, put a dash (-). Where to be is optional, put brackets (to be).

1. It seemed a good idea at the time.
2. These things often appear a little strange.
3. All the old people seem asleep.
4. Doesn't he look stupid in that hat?
5. I think it feels quite hot here.
6. That goulash smells good, doesn't it?
7. The choir sounded very good to me.
8. She seemed to me too young for the job.
10.4C ‘Process verbs’ related to 'be' and 'become' [⇒ LEG 10.26]

Study:

1 Process verbs describe a change in state: When I asked him about it, he grew angry.
Typical process verbs are: become, come, fall, go, get, grow, run, turn, wear.

2 The most common process verbs are get, become and grow.
I'm getting tired. You're becoming lazy. It's growing dark.
We often use other verbs in fixed phrases: e.g. come true, fall ill, go bad, run dry, turn sour.

3 We often use get + adjective: get annoyed, get bored, get depressed, get ill, get wet.

4 Nouns are not so common after process verbs, but note become and make:
The ugly frog became a handsome prince. Cynthia will make a good nurse one day.

Write: Supply suitable forms of verbs other than be in these sentences.

When I gsvut old, I hope I'll have lots of grandchildren.
You must be very careful you don't .........................ill when you're travelling.
I think this milk.....................sour.
Food.........................bad very quickly in hot weather.
It hasn't rained for months and our local river.................dry.
It's no good..............................impatient every time I ask you a question. [⇒ 16.7C]
She always wanted to retire before the age of 40 and her dream..........................true.
I had to cut my trip short because I............................ill.
I must get these shoes repaired. The soles.............................rather thin.

10.4D Context

Write: Put in appeared, became, feel, got, looked, looks, proves, seemed, seems or smelt.

NOT AS INNOCENT AS IT SEEMS TO BE!
It was Katy's birthday last Thursday. Her husband, Paul, bought her a beautiful bouquet with what, to be an unusual flower as the centre piece. Katy was delighted with the flowers. They ...................wonderful and 1 ...................wonderful, too. Katy 2 ...................very excited when she saw the beautiful flower in the centre of the bouquet. She bent over to smell it when it 3 to punch her in the nose! Paul was amazed. He 4 ...................so interested in the flower that he took it to the botanical gardens at Kew to find out about it. An expert examined the flower and told him that it was a kind of orchid called a Cymbidium. This flower seizes anything that 5 like an insect so that it will carry its pollen. If you try to smell it, the Cymbidium will try to grab your nose! So next time you 6 like sniffing a rare orchid, hold your nose - just in case it 7 to be a Cymbidium. It's not as innocent as it 8 to be!
10.5 ‘Have’ as a full verb = ‘possess’; ‘have got’ = ‘possess’

10.5A ‘Have got’ = ‘own’ and ‘have got’ = ‘obtain’ [> LEG 1030]

Study:
1 In British English, we often use have or have got to mean ‘possess’:
   I have a new car. I have got a new car. (= I own, I possess a new car)
2 In British English, we also use have (just) got (American English have gotten) as the normal present perfect form of the verb get to mean ‘have obtained’ or ‘have received’:
   I’ve just got(a) letter from Pam. (= I have just received)

Write: What does have got mean in these sentences? Tick the columns.

<table>
<thead>
<tr>
<th></th>
<th>‘have received/obtained’</th>
<th>‘possess/own’</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I’ve just got a letter from Pam.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I’ve got a black sweater.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>They’ve got a villa near the beach.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>They’ve just got a puppy.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Don’t come near me. I’ve got a bad cold.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I think I’ve just got a cold!</td>
<td></td>
</tr>
</tbody>
</table>

10.5B Uses of ‘have’ and ‘have got’ to mean ‘possess’ [> LEG 1030]

Study:
1 We often use have got in place of have in the present:
   I’ve got a good job. Have you got a good job? I haven’t got a good job.
2 Do you have? and I don’t have are also common especially in American English:
   Do you have a good job? I don’t have a good job.
3 We use the correct forms of have, not have got, in other tenses to mean ‘possess’:
   I have had this car for three years. By June, I will have had this car for three years.
4 In other tenses, have got means ‘obtained’:
   When I saw him, he had just got a new car. By May I will have got a new car.

Write: Replace the phrases in italics by a phrase with have or have got.
If you think it is possible to use have and have got, give two versions.

1 They own an apartment near the beach … т.вщ.
2 I don’t possess a party dress
3 Do you possess a motorbike?
4 My uncle owned a Rolls Royce once
5 I’ve owned this bike for five years
6 We’ll possess a new apartment soon
7 I will have owned this suit for ten years by my next birthday
8 She said she had possessed the car for some time
9 That’s a marvellous little invention. I must own one
10 If he can’t hear very well, he should own a hearing-aid
11 Does your brother possess a bicycle?
12 Will you own this house one day?
13 Have you owned this house for a long time?
14 Do you own a car?
10.5C Common uses of 'have' and 'have got' [> LEG 10.31]

Study: We can use have and have got to say we own or possess something (I have/I've got a car).
But note how we can extend this idea of 'possession':
I have/I've got a good dentist. I have/I've got an appointment at 4.30. etc.

Write: Supply correct forms of have and have got. Give alternatives where possible.

1. Have you... a new car yet? Oo... a good accountant.
2. They... a nice apartment
3. You... any spare pencils?
4. You... today's newspaper?
5. She... ten dresses
6. He... plenty of money
7. He... long black hair
8. This tree... red leaves in autumn.
9. I... any faith in him
10. She... much patience
11. How many sisters... you...?
12. They... three sons
13. I... a good accountant.
14. We... a very good butcher
15. That's a smart suit he... on
16. What... she... on last night?
17. I... a temperature, I think
18. When... you last... a cold?
19. I... a meeting in town today
20. She... a date tonight
21. I... no idea what to do
22. You... a better suggestion?
23. You... mud on your shoes
24. She... something in her eye

10.5D Context

Write: Put in the correct forms of have or have got.

OLE EZ
I work as a journalist and today I was lucky... an interview with Ezra Pryme, the famous English eccentric. I say 'lucky', because Oie Ez (as the locals know him)... much time for the human race and he rarely... visitors. Oie Ez is very rich and he... an immense country house with a large garden. He... a large family, but he never sees any of his children or grandchildren. "I... any time for them," he says.
Ole Ez... the largest collection of Art Deco objects in the world, but he is the only one who ever sees them. I knocked at the door of the mansion at exactly 3 p.m. Ez's butler opened the door for me. I was led through a large hall which... all sorts of paintings on the walls and then into a library. I waited for a while and at last a very short man appeared. He... white hair and twinkling grey eyes. He... a beautiful green velvet suit on and a pink bow tie. He also... a smile on his face, which surprised me. As soon as he saw me, he held out his hand. Not expecting this, I hesitated for a moment. 'You can shake hands,' he said, 'I... any diseases! Mind the steps!' he cried, leading me down some steep steps. 'I don't say that to all my visitors, you know!'
10.6 'Have' as a full verb meaning 'eat', 'enjoy', etc.

10.6A 'Have' (= 'eat', 'enjoy', etc.) compared with 'have' (= 'possess')
[> LEG 10.32-36, App 42.1]

Study:
1 Have can mean 'eat, enjoy, experience, drink, take', etc. In these senses, we use have like any other verb, in all tenses, including the progressive:
   I'm having a drink. (= I'm drinking something at the moment)
   By comparison, have meaning 'possess' does not have progressive forms [> 9.1C]:
   I have a drink. I have got a drink. (= e.g. I have one in my hand)
   I have a car. I have got a car. (Not *I'm having a car. *)
2 In the simple present and simple past of have (= eat, etc.), we use do, does and did to form questions and negatives:
   Do you have milk in your tea? (= Do you take ...?)
   Compare: Have you/Do you have/Have you got any milk in your tea? (= Is there any?)
3 Note how have can be both an auxiliary and a full verb in:
   I have had my lunch. (= I have eaten)
   He said he had had his lunch. (= He said he had eaten)

Write 1: Replace the words in brackets by a suitable phrase with have got or have.

1 (Do you take) sugar in your coffee? ....0о,1фш...1ши&.
2 (There are) some beautiful fir trees in their garden
3 (We own) a new apartment
4 (She takes) a hot bath the moment she comes home from work
5 Would you like a coffee? - No, thanks. (I've just drunk) one
6 (We enjoyed) a very pleasant evening with them
7 (She's suffering from) a very bad cold
8 (I receive) a letter from them about once a year
9 (I don't often eat) breakfast
10 (Are there) any large envelopes in your drawer?
11 They told me (they had enjoyed) a pleasant holiday
12 What (did you eat) for breakfast this morning?

Write 2: Supply the correct forms of have in these sentences.

1 Please help yourself....ti.(WS>........another sandwich.
2 She never,.........................,milk in her coffee.
3 Where's John? - Oh, he,........................,a long talk with Simon in the garden.
4 I,.........................,a lovely cycle ride in the country last Sunday.
5 We,.........................,dinner when a salesman came to the door.
6 I,.........................,a lot of bad luck recently.
7 She,.........................,German lessons for about two years now.
8 He,.........................,already,.........................,interviews for two other jobs before he came to see me.
9 She,.........................,trouble with her back before she went to see a specialist.
10 Don't phone between 6 and 7,.................,a rest then.
11 They,.........................,supper if you don't get there before eight o'clock.
12 By August he,.........................,25 years with this company.
10.6 ‘Have’ as a full verb meaning ‘eat’, ‘enjoy’, etc.

10.6B Common ‘have’ + noun combinations [LE 10.37-39, App 42.1]

Study:

1. ‘Have’ combines with many nouns: *Let’s have lunch! I’ve had a good trip*, etc.
   We often use it in the imperative: *Have a sandwich! Have a good time!*

2. In place of common verbs like *to sleep* or *to swim*, we often prefer to use *have + noun*:
   Instead of: *I danced twice with Molly*. We can say: *I had two dances with Molly.*

Write 1: Make good sentences with ‘have + the words in brackets.

1. (a meal) . . . . . . . .
2. (a dream)
3. (a haircut)
4. (an appointment)
5. (a good trip)
6. (a lovely day)
7. (a pain)
8. (a sense of humour)

Write 2: Rewrite these sentences with ‘have’.

1. Those twins are always fighting.
2. Look at this!
3. I want to rest this afternoon
4. Can I ride in your car?
5. I talked to Jim about it
6. Come and swim with us
7. I must wash before lunch
8. Sleep and you’ll feel better

10.6C Context

Write: Put in the correct forms of ‘have got or have’.

NOT A MAN OF STRAW!

Our neighbour, Mr French, a very large farm and he has trouble with birds all his life. Birds eat his vegetable crops and cost him a lot of money, so Mr French has just bought a computerized scarecrow called Worzel. Worzel is more than two metres tall and has four legs. He has a round head and arms that swing from right to left. Worzel has any success? I asked Mr French recently as I watched him in a walk in a vegetable field. ‘He has a tremendous effect on birds,’ Mr French said. ‘Come and have a look at him. An ordinary scarecrow has a head full of straw, but Worzel has a brain!’ Just then I heard a loud moan and saw a blinding flash. ‘You (not) have a dream,’ Mr French said. ‘He does this to frighten the birds!’ Of course, there wasn’t a bird in sight! ‘I must leave now, Mr French,’ I said as I saw Worzel coming towards me. ‘I have an appointment.’ ‘He’s harmless,’ Mr French said, but I wasn’t going to wait to find out!

I saw Worzel coming towards me!
10.7 'Do' as a full verb

10.7A Forms and uses of 'do' as an auxiliary and as a full verb [> LEG 10.40-44]

Study: (**)

1 We use do as an auxiliary verb to form questions and negatives in the simple present and simple past tenses: Do you like Italian opera? etc. [> 13.1]

2 Do is also a full verb meaning 'perform an activity or task'. We use it like any other verb in all tenses. This means do can be auxiliary verb and full verb at the same time:
   What did (auxiliary) you do (full verb) this morning? - I wrote a lot of letters.

3 We often use do to avoid repeating a previous verb:
   The washing machine often stops suddenly. I don't know why it does that.

4 Do can also mean 'be in the wrong place' in: What are these clothes doing on the floor?

5 We often use do + -ing for 'named tasks': I've just done the ironing.

Write 1: Match the phrases in column A with the phrases in column B.

A                      B
1 Do J_                 a) the same job for thirty years!
2 She always does_     b) the job by the time I get back?
3 Are you still doing   c) 140 kilometres an hour.
4 I did                 d) a great favour for me.
5 They were still doing e) this time tomorrow?
6 He's just done        f) all the ironing by the time Sue came home.
7 He's been doing       g) the cleaning on Thursday.
8 John had done         h) quite a few little jobs yesterday.
9 She had been doing    i) the same job for ten years by next month,
10 This car will do      j) the same job?
11 What will you be doing k) the housework when their guests arrived.
12 Will you have done    l) this exercise now, please,
13 I will have been doing m) the gardening for an hour when she remembered she should have been at the bank.

Write 2: Supply the correct forms of do in the sentences below.

1 What ___________? - What does it look like? I'm reading the paper.
2 She loves cooking, but she (never washes up)
3 Shall I make the beds? - No_________________________that. Dust the furniture first.
4 What ___________________________ in the kitchen sink?
5 A lot of people in Britain (wash their clothes)_________________________on Mondays.
6 Cut the grass first. Then, when_________________________that, start weeding the flower beds.
7 Whatever business he's in, he always makes a success of it. How_________________________it?
8 It's a shame (he doesn't read)
9 What_________________________? - I've just reversed the car into the garage door!
10 What ___________________________ in the entrance hall?
11 What have you been doing all afternoon? - I (do/a bit of gardening)
12 What (that car/do)_________________________in the middle of the motorway?
13 Phone your mother. - I (already/so)
10.7 'Do' as a full verb

10.7B 'Do' and 'make' compared

Study:

1. Do often means 'be engaged in an activity': make has the sense of 'create':
   - What are you doing? - I'm making a cake. What are you making? - A cake.

2. We often use do and make in 'fixed phrases'. Do and make go with particular nouns:
   - do + : (me) a favour, damage, good, no good, harm, the housework, a lesson, justice, one's teeth (= clean)
   - make + : an accusation, an agreement, a demand, a loss, a mess, a mistake, a promise, a proposal.

3. Sometimes both make and do are possible:
   - I'll make/I'll do the beds this morning, if you like.

Write:

1. Put do or make in front of these words,
2. Then write sentences using these phrases with correct tenses.

...Do... one's best; ...an appointment; ...business with someone; ...an experiment: an arrangement; ...research; ...one's hair; ...a noise; ...something for a living; ...progress; ...an impression; somebody a service; ...a journey; ...a fortune; ...war.

1. Y<. Ахмет. яПшцф. ыц. и<е..цш.Жаб• 9
2. 10
3. 11
4. 12
5. 13
6. 14
7. 15
8. 16

10.7C Context

Write: Put in the correct forms of do or make.

JUST HAIR-RAISING!

Last Saturday 1...I...a few jobs round the house and then decided to go into the town. 'Shall I take the dog for a walk?' I asked my wife. 'No, ... she answered. 'I'll...that. You can...some shopping for me.' I got the shopping...quickly and then...a sudden decision to have a haircut. My barber was as cheerful as ever. 'The usual?' he asked. 'I don't have much choice,' I said. 'Do you know,' my barber said, 'that scientists have been...experiments with a new kind of product which will...miracles? It will even grow hair on a head as bald as yours. It's called minoxidil.' 'You'll...a lot of money,' I said. He ignored me. 'All you have to...is rub it into your scalp.' 'That's hair-raising news!' I said. 'But what happens if hair grows on my fingertips instead?' 'Meet the wolfman!' my barber said.
11 Modal auxiliaries and related verbs

11.1 The two uses of modal verbs

11.1 A The first use of modal verbs (1) ▶ LEG 11.1.1-2

Study:

1 Verbs like can and may are modal auxiliaries. We often refer to them as modal verbs or just modals. We use them with other verbs ▶ 16.1 A, for example, to ask for permission:

Can I use your phone, please? May I borrow your car, please?

There are ten modals: can, could, may, might, will, would, shall, should, must, ought to and three 'semi-modals': need, dare and used to.

2 In their first use, modal verbs have basic meanings which are given in dictionaries:

- can/could (= ability): I can lift 25 kg./I can type.
- may/might (= permission): You may leave early.
- will/would (= prediction): It will rain soon. ▶ 9.7
- shall after I/We (= prediction): Will we find our way? - I'm sure we shall.
- should/ought to (= duty): You should do as you're told.
- must (= total obligation): You must be quiet.
- needn't (= no obligation): You needn't wait.

Write: What do these sentences express? Match A and B.

1 I can type twenty-five words a minute. a) prediction
2 You should do as you're told. b) permission
3 You needn't wait. c) ability
4 It will rain soon. d) no obligation
5 You may leave now if you want to. e) total obligation
6 You must be quiet. f) duty

11.1 B The first use of modal verbs (2) ▶ LEG 11.4,11.6.1

Study:

1 Modal verbs are not 'complete verbs'. For example, we use verbs like must and can to refer only to the present or the future:

I must go to the bank now. I must go to the bank tomorrow.

This means we have to make up the 'missing parts' of must with have to.

So if we want to express the past of must, we say: I had to go to the bank yesterday.

In the same way, we use be able to to make up the 'missing parts' of can ▶ 11.2A,C.

2 Other important points about modal verbs:

- We can't use them as to-infinitives: I want to be able to type very fast. (Not *to can*)
- We do not use the to-infinitive after modals: You must/mustn't phone. (Not *to phone*) ▶ 16.1 A
- There's no -(e)s in the 3rd person singular: The boss can see you now. (No -s on can)

Write: Use suitable forms of have to only when it is impossible to use must.

1 You,.................................take a taxi if you intend to catch the next train.
2 Since the new boss took over, we ..................................... change our working methods.
3 We...............................talk about this again tomorrow.
The two uses of modal verbs

11.1 The two uses of modal verbs

4 If you bring up a large family, you wouldn't have had so much money to spend.
5 I was late for work this morning because I go to the bank first.
6 I (not) speak French since I was at school.
7 I hate wait for people who don't know how to keep appointments. [> 16.88]
8 He get up early tomorrow morning if he wants to see the sunrise.

11.1C The second use of modal verbs

Study:
The second way we use modals is to express degrees of certainty or uncertainty. We use nine of the modals for this purpose (not shall), but we don't use them in a fixed order.
We express the greatest uncertainty with might, the greatest certainty with must/can't
He might be right. He might know the answer, (very uncertain)
He could be right. He would know the answer, (fairly certain)
He must be right. He must know the answer, (almost certain)
He can't be right. He can't know the answer, (almost certain)
We use be or an ordinary verb, not a modal, for 'absolute certainty' [> IO.4A, 11.4A]:
You are right. You know the answer, (certain)

In their second use, modals have only two forms:
- present form: He must be right. He must know the answer, (now)
- perfect or past form: He must have been right. He must have known the answer, (then)

Write:
Put 'certain', 'almost certain', 'fairly certain' or 'very uncertain' beside these sentences.

REMINDER ME?
There was a knock at the door. I opened it and saw a stranger. 'Hullo, Fred,' he cried. "I come in?" I asked. "We met ten years ago on a ferry-boat and you gave me your card." "You mistaken," I said. "No, not," the stranger said. He produced my card: Fred Ames. I given it to him ten years ago, but I remember it! I remember you," I said. "We exchanged cards years ago," the stranger said. "You said, "You come and stay with us for as long as you like any time you're in England." I'm sorry wait so many years before coming to visit you. I've been so busy, but here I am at last! Better late than never! I've just arrived on the ferry. My wife and children are in the car and we wonder if we stay with you for a month.'

11.1D Context

Write:
Put in am, can, can't, couldn't, have had to, haven't been able to, may, must, must be or must have.
11 Modal auxiliaries and related verbs

11.2 Uses of modals (etc.) to express ability and inability

11.2A Expressing present and past ability: 'can' and 'be able to' [> LEG 11.10-12]

1 We can use can (or sometimes am/is/are able to) to describe natural or learned ability:
   I can (I am able to) run 1500 metres in 5 minutes, (natural ability)
   I can’t (I am not able to/I am unable to) drive, (learned ability)

2 We can use could, couldn’t or was/were (not) able to to describe ‘general ability in the past’:
   I could (I was able to) run very fast when I was a boy. (i.e. general ability)

3 We use was/were able to or managed to (Not “could”) to describe the successful completion of a specific action:
   We were able to (we managed to) get tickets for the match yesterday. (Not “could”)

4 However, we can use couldn’t to describe a specific action not successfully completed:
   We couldn’t get tickets for the match yesterday. Or: We weren’t able to/didn’t manage to get tickets for the match yesterday.

Write: Supply can, can’t, could, couldn’t, was/were able to, managed to. Alternatives are possible.

1 A good 1500-metre runner…run the race in under four minutes.
2 Bill is so unfit he…run at all!
3 Our baby is only nine months and he…already stand up.
4 When I was younger, I…speak Italian much better than I…now.
5…she speak German very well? - No, she…speak German at all.
6 He…draw or paint at all when he was a boy, but now he’s a famous artist.
7 After weeks of training, I…swim a length of the baths underwater.
8 It took a long time, but in the end Tony…save enough to buy his own hi-fi.
9 Did you buy any fresh fish in the market? - No, I…get any.
10 For days the rescuers looked for the lost climbers in the snow. On the fourth day they…reach them without too much trouble.

11.2B 'Can/could' with verbs of perception: 'I can see' [> LEG ЭЗ, НЗ, APP 38.4]

Study: Verbs of perception are verbs like see, hear, smell, etc. [> 9.1 C]

1 When we are describing something that is happening now, we do not use the progressive with these verbs: I see a bird in that tree. (Not "I’m seeing")

2 We often use can + verb in place of the simple present with verbs of perception:
   I can see a bird in that tree. (= I see) Can you see it? (Do you see)

3 We often use could + verb in place of the simple past with verbs of perception:
   I looked up, but couldn’t see anything. (= didn’t see)

Write: Rewrite these sentences using can, can’t, could or couldn’t.

1 Do you see that man over there?
2 I smell something burning
3 I understood what he said
4 Did you understand what he said?
5 I don’t see anyone
6 I didn’t understand what he said
11.2 Uses of modals (etc.) to express ability and inability

11.2C Ability in tenses other than the present and the past [LEG 11.16]

*Can and could are not 'complete verbs', so we use *be able to* and sometimes *manage to* if, for example, we want to express the future or the present perfect [LEG 11.18]:

*I'll be able to* pass my driving test after I have had a few lessons. Not *’I can/I will can’*

Write: Supply suitable forms of *be able to* in these sentences.

1 Our teacher says we ..., ..., ..., ..., speak English fluently in a few months.
2 I've been trying for hours, but so far I (not) .... get through on the phone.
3 If he had asked me earlier, I .... help him.
4 I'm sure she would have helped you if she
5 I think I .... play table tennis better after a bit of practice.
6 He has managed to live in England for years without .... speak English.
7 I'm practising hard because I want to .... pass my driving test first time.
8 If I .... sing, I would have loved to be an opera singer.

11.2D ‘Can/could’ in place of ‘is often’ and ‘was often’ [LEG 11.18]

Study: Instead of: *It’s often* cold in January. We can say: *It can be* cold in January.

Instead of: *He was often* naughty when he was a boy. We can say: *He could be* naughty when he was a boy.

Write: Rewrite these sentences with *can be* or *could be*.

1 The sea is often rough in the harbour
2 She is bad tempered at times
3 She was often rude when she was a girl
4 It is often cold here in winter
5 He was often helpful when he wanted to be

11.2E Context

Write: Put in suitable forms which express ability.

JOURNEY’S END

The journey to Western Papua had been very hard. We ..., ..., ..., ..., make much progress in the heavy rain and we ..., ..., ..., only cross rivers with great difficulty. After two month's journey, we ..., see smoke in the distance and knew we must be near a village. There was another boiling river in front of us, but we ..., ..., ..., cross it by using a rope bridge we had brought with us. At last we approached the village and wondered how we ..., ..., ..., communicate with the chief. None of us ..., ..., ..., speak the local language. Soon, a young, dignified and smiling man approached us. ..., you speak English? I asked hopefully. 'Of course,' the young man replied. 'I was educated at Oxford University. I'm Chief Naga. Welcome to my village!'

I'm Chief Naga
11 Modal auxiliaries and related verbs

11.3 Uses of modals (etc.) to express permission and prohibition

11.3A Asking for permission with 'can', 'could', 'may' and 'might' [LEG I I.20-22]

We use can, could, may and might to ask for permission, depending on the situation.

1 Can is the commonest and most informal: Can I borrow your umbrella (please) ?

2 Could is more polite than can: Could I borrow your umbrella (please) ?

3 May is more 'respectful' than can and could: May I borrow your umbrella (please) ?

4 Might is the most polite but the least common: Might I borrow your umbrella (please) ?

5 We can add possibly and use expressions like Do you think and I wonder if to make requests even more polite:
   Can/Could/May/Might I possibly borrow your umbrella ?
   Do you think I could/Do you think I might (possibly) borrow your umbrella ?
   I wonder if I could/I wonder if I might (possibly) borrow your umbrella ?

Write: Make suitable requests for permission in these situations.

1 You are visiting a close friend and you want to make yourself some coffee.
   Can I make myself some coffee ?

2 You are visiting an acquaintance and want to use the lavatory.
   Can I use the lavatory ?

3 You are at a party given by people you hardly know. You want to see their garden.
   Can I see your garden ?

4 You are visiting people you know reasonably well. You want to make a phone call.
   Can I make a phone call ?

5 You are visiting a close friend and want to borrow his new car.
   Can I borrow your new car ?

11.3B Giving and refusing permission/Expressing prohibition [LEG 11.19,11.23]

We personally give or refuse permission in everyday situations in the following ways:

You can (not) watch TV for as long as you like.

You may (not) smoke here.

You mustn’t or You’re forbidden to smoke here.

We refer to 'some other authority' that gives/refuses permission like this [> 11.10A, 16.5A5]:
You can/cannot or You’re allowed to/not allowed to
You can/cannot or You’re permitted to/not permitted to

Write: Rephrase these notices to give or refuse permission. Begin each sentence with You...

1 Thank you for not smoking
2 No camping or picnicking
3 Fishing strictly forbidden
4 Campers welcome
5 Private - Keep Out
6 Do not lean out of the window
7 Leave your litter here
8 No stopping
11.3 Uses of modals (etc.) to express permission and prohibition

11.3C Permission/prohibition in tenses other than present and future
[> LEG 11.24, 11.4, 11.6.1]

Study: May and must are not ‘complete verbs’, so we use be allowed to to make up their ‘missing parts’
[> 11.1B]: The onildren were allowed to watch TV last night. (Not *could* > 11.2A)

Write: Supply the correct tense form of be allowed to.

1 The children stay home from school yesterday because of the weather.
2 I never stay up late when I was very young.
3 She only go to parties in the last few months.
4 He just go home after three hours at the police station.
5 Since he was admitted to hospital, we (not) visit him.
6 His doctor (not) him take any exercise in the year before he died.

11.3D 'Can' (= ability) and 'can/could' (= have permission, be free to)
[> LEG 11.10, 11.16, 11.26]

Study: We use can/could in the sense of ‘am/is/are free to’ to refer to the future:
Mr Jones can/could see you tomorrow, if you are free. Or Mr Jones is able to see you ...
But we must use will be able to (not *can/could*) to describe future ability [> 11.2C]:
Baby will be able to stand up in two weeks’ time. (Not *can/could*)

Write: Replace will be able to with can where possible in the sentences below.

1 She'll be able to drive by the end of next week
2 We'll be able to go to the seaside tomorrow
3 She'll be able to drive you home tomorrow
4 I'll be able to play chess soon
5 I'll be able to play a game of chess with you tomorrow
6 You will be able to use my computer during the weekend
7 You will be able to operate this computer after a bit of practice

11.3E Context

Write: Supply suitable forms which express permission, prohibition or ability.

WHAT WOULD YOU ADVISE?^ j to Mrs Wilkins is on a strict diet. "...eat toast and butter for breakfast?" she asked her doctor. "I'm afraid not, Mrs Wilkins. You ...only have half a grapefruit and a glass of water. You certainly ...eat any kind of fat and you ...eat biscuits or sweets. But don't worry, you ...eat what you like after two months of this diet." Mrs Wilkins was very determined and took a lot of exercise as well. After two months’ diet and exercise she said to her husband, 'I still...touch my toes as 1... before we married.' 'Don't worry, my love,' he said kindly. 'Perhaps your fingernails were longer in those days!'

Perhaps your fingernails were longer...
11.4 Uses of modals (etc.) to express certainty and possibility

11.4A Certainty and possibility [> LEG 11.27-30]

Study:

1. If we are certain of our facts, we use be or any full verb [> 11.1C]:
   Jane is at home. Jane works at home, (certain facts)

2. If we are referring to possibility, we use may, might or could + be/have been:
   Jane may/might/could be at home now.
   She may/might/could have been at home yesterday.
   Or we use may, might, could + full verb:
   Jane may/might/could work (or... may/might/could be working) at home.
   She may/might/could have worked (or... have been working) at home yesterday.

Write 1: Read these sentences and write C (= Certain) or P (= Possible) against each one.

1. My boss is away on holiday. 8. He could be swimming right now.
2. His wife may be with him. 9. He'll come back in a good mood.
3. She will be back next week. 10. He might leave this evening.
4. He could reply by the weekend. 11. They've been staying at a big hotel.
5. He wasn't here last week. 12. They may have been dancing all night.
6. She might have been to Paris. 13. He borrowed my ladder.
7. She's returned from Paris. 14. He could have borrowed my ladder.

Write 2: Turn these 'certain' statements into 'possible/less than certain' statements.

1. He is at home now 8. He could be swimming right now.
2. He will be at home tomorrow 9. He'll come back in a good mood.
3. He was at home yesterday 10. He might leave this evening.
4. She leaves at 9 11. They've been staying at a big hotel.
5. She will leave tomorrow 12. They may have been dancing all night.
6. She has left 13. He borrowed my ladder.
7. She left last night 14. He could have borrowed my ladder.
8. She will have left by 9
9. He is working today
10. He will be working today
11. He was working today
12. He has been working all day

Write 3: Write uncertain answers to these questions.

1. Where's Jim today?
2. Where was Jim yesterday?
3. Where will Jim be tomorrow?
4. What time does the train leave?
5. What time did the train leave last night? .
6. What's Sue doing at the moment?
7. What was Sue doing yesterday?
8. What will Sue be doing tomorrow?
9. What has Sue been doing this week? ....
10. What has John had for breakfast?
11. Where has Ann parked the car?
12. What did that car cost?
11.4B Certain and uncertain answers to questions [> leg 11.31,13.5-6]

1 A 'certain' question may produce an 'uncertain' answer [compare > 13.1C]:

Does he like fish? - He might (do). He may (do). He could (do). He may not.

2 An 'uncertain' question may produce a 'certain' answer:

Can he still be working? - Yes, he is.

3 We use be and have been to answer questions with be:

Is he ill? - He may be. Was he ill? - He may have been. (Not 'he may')

4 We use do/done to replace other verbs, though this is optional:

Will you catch the early train? - I may. I may do.

Has he received my message? - He could have. He could have done.

5 We also answer W/7-questions with 'certainty' or 'uncertainty':

What's his name? - It's Smith, (certain) It may/might be Smith, (uncertain)

What was his name? - It was Smith, (certain) It may/might have been Smith, (uncertain)

Write: Give uncertain answers to these questions.

1 Does she still live in London?
2 Where does she live?
3 Did he catch the early train?
4 Which train did he catch?
5 Are they still living abroad?
6 Where are they living?
7 Has he finished work?
8 When did he finish work?
9 Will you leave tomorrow?
10 When will you leave?

11.4C Context

Write: Put in suitable forms which express uncertainty or possibility.

OLDER AND WISER?

We make decisions all the time, but we never be certain whether we are right or wrong. The work you choose to do be suitable for you or it not. The person you marry be a perfect match or be the worst possible choice. Suppose you have saved money for the future. You invest it wisely so that it grows in value or you lose the lot in a foolish moment. You think you have a healthy diet, but the food you eat actually be very bad for you and be the cause of terrible illness. Perhaps you travel a lot by plane. All the flights you make are routine, but one of them be your last. Decisions! Decisions! But we don't learn from experience. Experience is the quality that allows us to go on making the same mistakes with more confidence!
11.5 Uses of modals to express deduction

11.5A Certainty or deduction? [> LEG I.11.27,11.32-33]

Study:

1. We express certainty with be or any full verb: He is here. He lives here. He is leaving.
2. We express deduction with must be/can't be, must have been, can't/couldn't have been: He must be at home. He can't be out. He must have been at home yesterday. or with verbs other than be: He must live abroad. He must have lived abroad.

Write:
Read these sentences and write C (= Certainty) or D (= Deduction) against each one.

1. John Wright is a man of action. C
2. He was in the Galapagos ten years ago. D
3. Now he lives in an enormous house. C
4. He is writing a book. D
5. He has been writing this book since he came back from the Galapagos. D
6. He must be writing about his travels. C
7. He must have seen the giant tortoises and the iguanas on the Galapagos. D
8. He can't have seen any elephants on the Galapagos. C
9. He can't have been working very hard on his book. D
10. He must have taken a lot of photos while he was on the islands. C
11. He must have done a lot of research for his book. D
12. He must enjoy life.

11.5B Two kinds of 'must be' [> LEG 11.33,11.46-48]

Study:

1. We use must be in the present to express deduction [> 11.1C]: You haven't eaten for hours. You must be hungry!
2. The negative of must be (= deduction) is can't be, not "mustn't be": You've only just eaten. You can't be hungry again! (Not *mustn't be*)
3. We can also use must (be) to express total obligation [> 11.1A]: This is a hospital. You must be quiet.
4. The negative of must (be) (= total obligation) is mustn't (be) (= prohibition [> 11.3B]): You mustn't be noisy outside a hospital.

Write:
a. Supply must be, can't be, or mustn't be.
b. Write D (= Deduction) or O (= Obligation) beside each sentence.

1. The meeting is at 10 o'clock sharp and you are late. Q
2. You,at the station ten minutes before the departure of the train.
3. The children, tired already! We've only been walking for ten minutes.
4. The children, thirsty. They haven't had a drink for hours.
5. Did you hear that? It, someone walking about in our garden.
6. I don't recognize the handwriting on this envelope. It, from anyone we know.
7. Your handwriting, clear, otherwise no one will be able to read it.
8. You, a nuisance when you're a guest in someone's house.
9. Don't panic! We, late for the train. It doesn't leave till 10.05.
10. We, late for the train or we'll miss our connection.
11.5C 'Must have been', 'can't/couldn't have been'; 'had to be/didn't have to be'  

Study:

1 We express deduction about the past with must have been:
   You hadn't eaten for hours. You must have been hungry!

2 The negative of must have been is can't/couldn't have been, not *mustn't have been*:
   You had already eaten. You can't/couldn't have been hungry! (Not *mustn't have been*)

3 Must (= total obligation) is not a 'complete verb' [11.1B]. We use had to in the past:
   The meeting was at 10 this morning and I had to be there. (Not *must have been*)

4 The negative of had to is didn't have to:
   It was a holiday yesterday, so I didn't have to be at work. (Not *mustn't have been*)

Write: Supply must have been, can't/couldn't have been, have to/had to (be), didn't have to (be).

1 He knows a lot about flying planes. He was a pilot when he was young.
2 Vera at the supermarket this morning. I didn't see her there.
3 John at the bank till 10, so he only arrived here five minutes ago.
4 When (she) at the hospital? - Early this morning.
5 We had enough foreign currency left at the end of the holiday, so I buy any more.
6 Monica knew exactly what to do. I tell her twice.
7 There are so many nice things for tea, I think you expecting us.
8 There an accident on South Street because the road is closed off.
9 You waiting long. After all, I'm only five minutes late.
10 When I was a boy we sitting at our desks working before the boss got in.
11 I left a message on your answer phone last night. You out.
12 The fire alarm went and we out of the building in two minutes.

11.5D Context

Write: Put in must be/must have been, can't be/can't have been, had to be or didn't have to be.

THE MYSTERY OF THE TALKING SHOE

Tracy Evans (at) hat&.fo.fá at work till ten, so she ignored her alarm clock. But she woke up with a start when she heard a strange sound coming from her wardrobe! What was it? It was a mouse, Tracy thought. No, it was a larva eating the wood. She knew there were no mice in her room. Careful, Tracy said to herself as she opened the wardrobe. There, in front of her, was the lovely pair of wedge-shaped sandals she had bought the day before. Then she heard the sound again! It was coming from my sandals! she cried. She picked them up and, sure enough, one of them was 'talking'! Tracy at work at ten, but she still had enough time to visit Mr Lucas, her shoemaker. He removed the wooden heel and they were both amazed to see a white larva eating the wood. Mr Pope, of the Natural History Museum, solved the mystery. These shoes were imported from Brazil. An insect laid its eggs in the tree from which the shoes were made, he explained.

One of the shoes was talking!
11 Modal auxiliaries and related verbs

11.6 Uses of modals for offers, requests and suggestions

11.6A Offering things and substances [> LEG 11.35]

Study: Offering: e.g. Would/Wouldn't you like a sandwich/some coffee? Yes/No responses: e.g. Yes, I'd like one/some, please. No, thank you.

Write: Make offers for the following things and substances. a sandwich, some coffee, a slice of toast, some potatoes, an orange, some fruit

1 2 3 4 5 6

11.6B Requests for things and substances [> LEG 11.36]

Study: Requesting [> 11.3A]: e.g. Can/Could/May/Might I have a sandwich/some sugar, please? Yes/No responses: e.g. Of course you can/may. No, you can't/may not, I'm afraid.

Write: Make requests for the following things and substances. a sandwich, some coffee, a slice of toast, some potatoes, an orange, some fruit

1 2 3 4 5 6

11.6C Making suggestions, inviting actions [> LEG 11.37]

Study: Making suggestions, inviting actions: e.g. Would/Wouldn't you like to come with us? Yes/No responses: e.g. Yes, I'd like to/love to. No, I'd prefer not to, thank you.

Write: Make suggestions/invite actions for the following situations. 1 Your friend has nowhere to stay for the night. 2 You want your friends to join you for a meal 3 You want your friend to come on an excursion 4 You want your friends to have a holiday with you

11.6D Requesting others to do things for you [> LEG 11.38]

Study: Requesting others to do things for you: e.g. Will/Would you please open the door for me? Yes/No responses: e.g. Yes, of course I will. No, I'm afraid I can't at the moment.

166
11.6 Uses of modals for offers, requests and suggestions

Write: Make requests for the following situations. You want someone to ...
1. hold the door open for you
2. dial a number for you
3. translate a letter for you
4. deliver some flowers for you

11.6E Offering to do things for others [LEG 11.39]

Study: Offering to do things for others: e.g. Shall I carry that for you?
Yes/No responses: e.g. Can/Could you? That's very kind of you. No, thank you.

Write: Make offers for the following situations.
1. An old lady clearly wants to put her large suitcase on the luggage rack.
2. A young woman is shivering and the window is open.
3. Your friend accidentally drops some sheets of paper on the floor.

11.6F Making suggestions that include the speaker [LEG 11.40]

Study: Making suggestions that include the speaker: e.g. Shall we go for a swim? [> 16.1B]
Yes/No responses: e.g. Yes, let's./Yes, let's, shall we? No, I'd rather we didn't.

Write: Make suggestions to a friend for the following situations. You feel like ...
1. driving to the coast
2. having a meal out this evening
3. travelling first class
4. having a holiday in Bahia

11.6G Context

Write: Put in the missing requests, offers, etc.

PLEASE BE NICE TO NIGEL!
'Please be nice to Nigel,' his mother said to Jenny, the baby sitter, before she went out. Jenny is doing her best.

JENNY: Would you like something to eat, Nigel? NIGEL: No!
JENNY: Would you like to build a castle for you, Nigel? NIGEL: No!
JENNY: I'm cold. Would you like to shut the window for me? NIGEL: No!
JENNY: Would you like to watch TV with me, Nigel? NIGEL: No!
JENNY: Would you like to borrow your crayons, Nigel? NIGEL: No!
JENNY: Would you like to play a game together? NIGEL: No!
JENNY: Would you like to get a glass of water for you, Nigel? NIGEL: No!
JENNY: Would you like to get a glass of water for me? NIGEL: No!
JENNY: Would you like to go to the moon, Nigel? NIGEL: Yes!
JENNY: And I'd like to send you there in a rocket!

And I'd like to send you there!
11 Modal auxiliaries and related verbs

11.7 Expressing wishes, etc.: 'I wish', 'if only', 'it's (high) time'

11.7A Present and past reference with 'I wish', 'if only' and 'it's (high) time'

[> LEG 11.41-43]

Study: After (I) wish, if only, it's (high) time and it's (about) time, we 'go one tense back':

1. The past tense refers to the present: I wish I had a better watch! (i.e. NOW)
2. The past perfect tense refers to the past: if only you had asked me first! (i.e. THEN)

Write: Tick the sentences that refer to 'present' or 'past'.

1. I wish I had a better watch!  present
2. If only I knew the answer to the problem! past
3. It's high time/about time I learnt more manners! present
4. I wish you hadn't done that! past
5. If only you had phoned me yesterday!

11.7B Expressing wishes and regrets with 'I wish' and 'if only' [> LEG 11.41-42.3]

Study: We often use I wish for things that might (still) happen:
I wish I knew the answer! (= it's possible I might find out the answer)
If only is stronger. We use it to express regret for things that can (now) never happen:
If only your mother were alive now! (Of course, I wish is also possible.)

2. We may use the simple past of be after wish and if only, especially in everyday speech:
I wish I was on holiday now. If only Tessa was here now!

3. If we want to be more formal, we use were in all persons [> 11.13B, 14.2B]:
I wish I were on holiday now. If only Tessa were here!

4. We may use the past perfect of be for things that can never happen:
I wish I had been on holiday last week. If only Tessa had been here yesterday!

5. We use the past or past perfect forms of other verbs:
I wish I knew the answer to your question. I wish I had known then what I know now!

Write: Express wishes and regrets about these situations. Refer to yourself where possible.

1. You're not very fit
2. It's very hot today
3. It's raining
4. You were too impatient
5. You wasted a lot of time watching TV
6. They don't have a lot of friends
7. We didn't lock the back door!
8. He is abroad
9. Jane has read your letter
10. John didn't take your advice
11.7 Expressing wishes, etc.: I wish', 'if only', 'it's (high) time'

11.7C 'Would' and 'could' after 'I wish' and 'if only' [LEG 11.42.4]

Study: I**)

We must use could, not would, after I and we. Compare:

I can't swim. → I wish I could swim.
We weren't together! → I wish we had been together.
We sometimes use I wish you (he, she, etc.) would(n't) like an imperative:
(I am making a lot of noise!) → I wish you wouldn't make so much noise!
(He is making a lot of noise!) → I wish he would be quiet!

Write: Supply would, wouldn't or could.

1 I wish they be quiet.
2 We wish you drive so fast.
3 We wish we come to London with you.
4 I wish I have seen the film with them.
5 We really wish she change her mind and come on holiday with us.
6 If only we have good weather like this the whole year.

11.7D 'It's (high) time' and 'It's (about) time' [LEG 11.41, 11.43]

Study: I**)

We use It's time, It's high time and It's about time to express present or future wishes, or to express our impatience about things that haven't happened yet:

Kim can't even boil an egg. - I know. It's time/high time/about time she learnt to cook!

Write: Respond to these sentences with It's high time or It's about time.

1 John and Julie have been engaged now for over ten years.
2 We haven't been out for an evening together for ages, have we?
3 It's very late. You should both really go now.
4 The boys' room is terribly untidy.

11.7E Context

Write: Put in the right forms for the words in brackets.

Èk? HAVING A WONDERFUL TIME! WISH YOU WERE HERE!

\* r / While trying to sail round the world in a small boat, Harry, Sandy and Joe were shipwrecked one night. 'I wish there (be) \...an island nearby,' Harry said. By morning, they were washed up on to a desert island. For six months they lived on fish, nuts and fruit. One day, they saw a bottle on the shore. 'If only it (contain) a note or something!' Sandy said. They opened it and a genie appeared. 'It's high time someone (open) that bottle!' the genie gasped. 'I'm so grateful, I'll give you one wish each. You first,' the genie said, pointing to Harry. 'That's easy,' Harry said. 'I wish I (be) with my family.' And (whoosh!) he disappeared. 'Me too,' Sandy said. 'If only I (can be) in dear old Glasgow.' And (whoosh!) off he went. 'And you, sir?' the genie asked Joe. 'I wish I (have) my friends back!' Joe said.

169
11.8 Expressing preferences: 'would rather' and 'would sooner'

11.8A Expressing personal preference with 'I'd rather'/ 'I'd sooner' [

Study:

1. We use *would rather* and *would sooner* in exactly the same way to express preference.

   We can refer to the present or the future:
   
   *I'd rather/I'd sooner be a builder than an architect.*
   
   Or we can refer to the past:
   
   *If I could choose again, I'd rather sooner have been a builder than an architect.*

2. We can omit the verb in negative short answers:

   *Are you coming with us? - No, I'd rather/sooner not.*
   
   *Would you rather have been a builder? - No, I'd rather/sooner not (have been).*

Write 1:

Supply the correct forms of the verbs in brackets.

1. Which would you sooner? A pilot or a passenger? (be)

2. My career is nearly over, but I'd much rather............... in the navy than in the army, (be)

3. If I had lived in the past, I'd sooner...................... a peasant than a king, (be)

4. I'd rather, ....................... in the eighteenth century than in the nineteenth century, (live)

5. I like my job. I'd rather, ......................... my living as a teacher than anything else, (make)

6. I wish my job were secure. I'd sooner, ..................... worry about it, (not have to)

7. Jim had to break the bad news to her. I know he'd rather do it. (not have to)

Write 2:

Supply negative short answers with *I'd rather/I'd sooner* to these questions.

1. Are you coming with us? No

2. Would you rather have been invited to the party? No,

3. Do you want to catch the next train? No

4. Would you rather have lived in the past than the present? No,

11.8B Expressing preferences about other people's actions [>

Study:

We can refer to other people after *I'd rather* or *I'd sooner*. Compare:

*I'd rather leave on an earlier train.* (= I'm referring to myself)

*I'd rather Jack (etc.) left on an earlier train.*

We use the past tense form after *I'd rather* to refer to the present or future. Compare:

*I'd rather be happy.* I'd rather not sit next to her. (= now - I'm referring to myself)

*I'd rather she were/was happy.* (= now) *I'd rather she didn't sit next to me.* (= now)

We use the past perfect form after *I'd rather* to refer to past time. Compare:

*I'd rather have been present.* (= then - I'm referring to myself)

*I'd rather you had been present.* (then) I'd rather you hadn't told me about it. (then)

Write:

Supply the correct forms of the verbs in brackets.

1. You might be late for the meeting. I'd rather you ........................................ an earlier train, (catch)

2. I won't be home till very late. I'd sooner you........................................... for me. (not wait up)

3. He took a risk investing money with them. I'd rather he.......................... it. (not do)

4. I don't mind your borrowing my ladder, but I'd sooner you............................ first, (ask)

5. I know our daughter is enjoying herself, but I'd rather she.......................... here than abroad, (be)

6. I'd rather you........................................ present when we signed the agreement, (be)
11.8 Expressing preferences: 'would rather' and 'would sooner'

11.8C 'I'd rather he didn't', etc. [>] LEG II 45

We generally omit the main part of the verb in short responses:

1 negative responses: *Frank is going to buy a motorbike.* - I'd rather he didn't.
   I've told everyone about it. - I'd rather you hadn't.

2 affirmative responses: *Frank won't give up his present job.* - I'd rather he did.
   I haven't told anyone about it. - I'd rather you had.

3 We do not have to repeat the main verb in a complete sentence:
   You always go without me and I'd rather you didn't.

Write: Supply negative short responses or continuations to these sentences.

1 Joan wants to become self-employed. J. I'd rather she didn't.
2 I've told everyone about it
3 Susan has moved her account to another bank
4 Bill takes sleeping pills
5 I often drive fast
6 Frank went to live in Australia last year
7 Our neighbours keep a large dog
8 Our neighbours have cut down all the trees at the back of their garden
9 I know you've already booked our holiday, but
10 Jane cycles to work every day, but
11 Alan retired early last year, but

11.8D Context

Write: Put in the missing preferences.

KNOW YOURSELF!

Most parents (their children not decide) to join the acting profession because it is so hard to earn a living. They (their children choose) secure, well-paid jobs. But if you ask actors themselves, they always tell you there is nothing they (do) An actor is a person who (be) a different man or woman. An actor (talk, walk, and behave) like someone else. That's what acting is about. Many actors (be called) something other than their real names. The great American comic actor Claude William Dukienfield (be called) W.C. Fields, which was the name he adopted when he became an actor. Fields was eccentric and (live) in a world in which there were no dogs or children. He used to wear a funny top hat and carry a walking-stick. He loved to pretend to be other people in real life as well. He opened bank accounts all over America using comic names. He died in 1946 and the epitaph he wrote for his tombstone clearly expressed a healthy preference for life: 'On the whole, I (be) in Philadelphia!'

W.C. Fields
11.9 'It's advisable ...'/'It's necessary ...'

11.9A 'It's advisable' - 'It's necessary': 'a scale of choice' [LEG 11.47]

**Study:**  
We can say what, in our opinion, is advisable or necessary on a scale which shows how much choice there is. We use the following words to give advice or say what is necessary:

1. **Should** and **ought to** (= in my opinion it's advisable, but there is some choice):  
   - You should see a doctor. You ought to vote in the next election.  
   (= That's my advice, but ignore it if you want to.)

2. Had better is stronger, even a warning: **You'd better see a doctor.**  
   (= That's my urgent advice. There may be consequences if you ignore it.)

3. **Have to, have got to** (less formal) and **must** (= in my opinion, you have no choice):  
   - You have to/have got to/must see a doctor.  
   (= That's the strongest advice I can give you. Don't ignore it!) [compare > 11.1 OA]

**Write:**  
Tick the sentences that mean 'it is/it was advisable' or 'it is/it was necessary'.

<table>
<thead>
<tr>
<th>advisable</th>
<th>necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 You should listen more carefully.</td>
<td></td>
</tr>
<tr>
<td>2 I must get to the meeting before 7.30.</td>
<td></td>
</tr>
<tr>
<td>3 I'd better hurry, or I'll be late.</td>
<td></td>
</tr>
<tr>
<td>4 They should have taken umbrellas with them.</td>
<td></td>
</tr>
<tr>
<td>5 She had to complete the test in ten minutes.</td>
<td></td>
</tr>
<tr>
<td>6 We ought to have stopped for a meal on the way.</td>
<td></td>
</tr>
</tbody>
</table>

11.9B 'Must', 'have to' and 'have got to' [LEG 11.48]

1. We often use **must, have to and have got to** in place of each other, but sometimes not.

2. We tend to prefer **must**.
   - when we refer to ourselves (with **I/we**): **I really must weed this garden.**
   - with you to express urgency: **You must phone home at once.**
   - in public notices, etc.: **Cyclists must dismount.**
   - (= Can't you stop yourself?): **Must you interrupt?**
   - pressing invitations or advice: **You must come and see us. You must repair that fence.**

3. We often use **have to** (or **have got to**) to refer to outside authority:  
   - **I have (got) to pay my road tax soon.**

**Write:**  
Supply the forms **must or have (got)** to which 'feel right' in these sentences. Sometimes more than one form is possible.

| 1 We really do something about having this house decorated. |
| 2 We, pay this electricity bill by the end of the week. |
| 3 You, write and let us know you've arrived safely. |
| 4 I, be at my desk by 9.00 every morning. |
| 5 We always, clock in when we arrive at work. |
| 6 ALL VISITORS, REPORT TO THE DUTY OFFICER. |
| 7 you always slam the door when you come in? |
| 8 You really, come and see the new extension to our house some day. |
11.9C Expressing necessity in other tenses [> LEG I I.50-51,11.46]

Study: 1 Must can refer to the present or the future:

- *I must speak to him today. I must speak to him tomorrow.*

2 *Must* is not a 'complete verb', so we use *have to* to make up its 'missing parts' [> 11.1B]:

- *I shall/will have to phone her tomorrow.* (or *I must phone her tomorrow.*) (future)
- *I had to spend the day in a meeting.* (past)
- *I have had to tell you before.* (present perfect)
- *I am having to/I have been having to get up earlier this year.* (progressive forms)

3 *Had to* shows that we couldn't avoid doing something: *I had to leave at six.* (and I did)

   *Should* shows we've failed to do something: *I should have left at six.* (and I didn't)

Write: Use a construction with *have to* in place of the words in italics.

1 *It will be necessary for him to try harder if he wants to win the prize.* ...

2 *It has been necessary for them to save hard to buy their new hi-fi...*

3 *Because of the snow she has been finding it necessary to walk to college*

4 *It had already been necessary for us to clear the office floor twice before the boss asked us to clear it again*

5 *It would have been necessary for me to pay twice as much to travel first class*

6 *We are finding it necessary to cut back on staff because of a shortage of orders*

11.9D Context

Write: Put in *will have to, must, having to, has to, should, had to, have to and should have.*

Use each one at least once.

ARIJABA!

The Post Office in Britain is famous for getting letters and parcels to their destinations. The problem is that we the public observe the rules. For example, we put a stamp on a letter. If we don't, the recipient pay double. We often see the sign *ALL LETTERS BE CORRECTLY ADDRESSED.* These days, this means use postcodes. If you didn't use a postcode, it's no good complaining that your letter arrived sooner. Parcels are a problem because they be correctly packaged. If Aunt Sophie is going to send you a jar of your favourite jam, she wrap it up well. The most important thing we do is to address our letters and parcels legibly and correctly. This means clear handwriting and correct spelling. What we do and what we actually do are often miles apart. Recently, the Post Office deliver a letter which showed a name followed by the word ARIJABA. What is this, do you think? Arabic? Hindustani? Wrong both times! Say it out loud and you'll see it's just plain (misspelt!) English: **HARWICH HARBOUR!**
11.10 'It isn't advisable ...'/'It isn't necessary ...'/It's forbidden ...

11.1 QA 'It isn't advisable'  'It's forbidden': 'a scale of choice'  [> LEG 11.54]

Study:

[**]

1. Shouldn't and oughtn't to (= in our opinion it isn't advisable, but there is some choice):
   You shouldn't drive too fast. You oughtn't to drive too fast.
   (= That's my advice, but ignore it if you want to.)

2. Had better not is stronger, even a warning: You'd better not lose your passport.
   (= That's my urgent advice. There may be consequences if you ignore it.)

3. Can't and mustn't (= you have no choice: it's forbidden [> 11.3B]):
   You can't stop on a motorway. You mustn't stop on a motorway. (= it's against the law)

Write:

Match A and B to show the effect of the verbs.

A

1. You mustn't park near a zebra crossing.
2. You shouldn't eat so much chocolate cake.
3. You can't use that footpath. It's closed.
4. You had better not be late for the lecture.

B

a) 'not advisable' - warning
b) 'forbidden' - law
c) 'not advisable' - personal
d) 'not possible'

11.10B 'Mustn't', 'needn't', 'don't have to', 'haven't got to'  [> LEG I 155]

Study:

1. Must, have to, have got to generally mean the same in the affirmative [> 11.9B].
   But mustn't never means the same as don't have to/haven't got to.

2. Mustn't means 'it's forbidden' [> 11.3B, 11.5B]: Life belts must not be removed, (no choice)

3. We can use needn't, don't have to and haven't got to in place of each other to mean 'it isn't necessary': I needn't/don't have to/haven't got to go to the office tomorrow, (choice)

Write:

Supply mustn't or needn't/don't have to/haven't got to.

1. You have to work such long hours. You won't earn any more.
2. They wear a uniform. It's not obligatory.
3. She leaves the office last. She can go when she's ready.
4. You waste money like that. It worries your parents.
5. Visitors enter the laboratories without permission.
6. We always wear protective clothing in the factory.
7. You go to the party if you don't want to. Nobody's forcing you.
8. He does the job today, as long as it gets done some time this week.
9. Surely we leave home yet. It's far too early to go to the station.
11. 'Are you going to read the report?' - 'No, it's confidential.'
12. 'Are you going to read the report?' - 'No, I already know what it says.'
13. You attend the meeting tomorrow. It's for union officials only.
14. You attend the meeting tomorrow. It's important.
15. You forget to pay the electricity bill, or we'll be cut off.
16. We worry about Tom. He's just phoned to say he's all right.
11.10C 'Needn’t have', 'didn’t have to', 'didn’t need to' [† LEG 11.57.1]

1 These sentences mean 'I went there, but it wasn’t necessary':
   * I *needn’t have gone* to the office yesterday (but I went).
   * I *didn’t have to/didn’t need to* go to the office yesterday (but I went).
   (have and need are stressed in speech)
2 Compare *didn’t have to* and *didn’t need to*, without stress:
   * I *didn’t have to go* to the office yesterday. *I didn’t need to go* to the office yesterday.
   (= I knew in advance it wasn’t necessary to go to the office and I didn’t go.)

Write: Supply *needn’t have* or *didn’t have to* and the correct form of the verbs in brackets.
1 I *………………………………………*the plumber. I learnt later that John had already phoned him. (phone)
2 I *………………………………………..*…the plumber. I knew John had already phoned him. (phone)
3 You *………………………………………..*…your umbrella after all. It hasn’t rained, (bring)
4 The forecast was for fine weather so I knew I *………………………………………..*my umbrella, (bring)
5 I *………………………………………..*…these clothes. I didn’t know they had already been washed, (wash)
6 I *………………………………………..*…a meal last night because we went out and the food I prepared was uneaten, (cook)

11.10D 'Shouldn’t have' and 'oughtn’t to have' [† LEG 11.57.2]

Study: We often use *shouldn’t have* (done) or *oughtn’t to have* (done) to criticize our own actions or someone else’s: /You shouldn’t have paid/oughtn’t to have paid the plumber in advance.

Write: Respond to these statements with *shouldn’t have done that* or *oughtn’t to have done that*.
1 I had to stop on the motorway
2 John read your letter
3 Frank and Jane sat in the sun all day
4 Jane left the front door unlocked
5 I borrowed your car this morning

11.10E Context

Write: Put in *didn’t need to*, *must not*, *shouldn’t have* and *should have*.

How to Catch Your Man
‘Candidates … attempt more than four questions.’ The young candidate for the law exam was very well-prepared and be told what to do. The results were brilliant. The paper achieved the third highest score out of 7,000 papers! But the examiners were puzzled. Mr Paul Blake achieved such a high score. This candidate had failed this exam three times already. Then the truth became known. The candidate was not Mr Paul Blake, as it been. His wife had gone instead. Mrs Alison Blake, a brilliant lawyer, had dressed up as a man. The fraud was discovered because an examiner had noticed that the candidate was visibly pregnant!

Mr Paul Blake?
11.11 Modals to express habit: 'used to', 'will' and 'would'

11.11A The form of 'used to' [LEG 11.59]

**Study:**
1. *Used to* is a simple past form only. If you want to say 'I am in the habit of', you must use the simple present (> 9.1 B): *I get up early every day.* (Not *7 use to get up early*)
2. We often use do and *did + use* (Not "used") to form questions and negatives:
   - *Did you use to smoke? I didn't use to smoke.* (Not "Did you used to? I didn't used to")
   - We also use never to form the negative: *I never used to smoke.* (*Used not to* is rare.)
3. Note the use of *did*: *He used to live in Manchester, didn't he?* (rather than *usedn't he?)
   - *Did you use to live here?* - *Yes, I did.* / *No, I didn't.* *He used to live here and so did I.*

**Write:**
Supply the missing forms in the following.
1. She used to be a singer,.........., she?
2. He never used to have grey hair he?
3. We enjoy physics, did we? (not/used to)
4. ... smoke when you were young? (you/used to)
5. Did you use to smoke? - Yes, I
6. He used to work here and so
7. Where live? (you/used to)
8. You (not/used to) eat so much.

11.11B Uses of 'used to' [LEG 1 1.60-62]

1. We use the simple past or *used to* to refer to past habit.
   - We need a time reference with the simple past (> 9.3C), but not with *used to*:
     - *I collected stamps when I was a child. I used to collect stamps* (when I was a child).
     - (Not 7 *was collecting stamps when I was a child* [> 9.4B])
2. We use *used to* to make a contrast between past and present with expressions like:
   - *but now..., but not any more, but not any longer:*
     - *I used to eat a large breakfast, but I don't any longer.*
3. *Used to* can also refer to past states:
   - She *used to be* very punctual (but she isn't any more).

**Write:**
Fill in the blanks with forms of *used to* or the past progressive (e.g. *was living*).
1. We . . . . . . . . for long walks in the country when my father was alive, (go)
2. I............................getting up early when I was very young. In fact, I still don't like it. (like)
3. you,..........................eating vegetables when you were young? (like)
4. I.............................drive to get to work, but I don't any longer, (have to)
5. I never..........................Sundays, but I do now. (enjoy)
6. I............................a bath when you phoned me. (have)
7. She.................................an employee at the post office before she started her own business, (be)
8. There.............................open fields all round our town when I was a boy. (be)
9. John and I......................abroad last year, (work)
10...............................it..............................here yesterday? (rain)
11.11 Modals to express habit: 'used to', 'will' and 'would'

11.11C 'Would' in place of 'used to' and in place of the simple past [> LEG 11.61]

Study:

When we are 'remembering the past', we sometimes use would in place of used to.

First we set the scene with used to, then we continue with would:

When I was a boy we always spent/used to spend our holidays on a farm. We would get up at 5 and we'd help milk the cows. Then we'd return to the kitchen for breakfast.

Write:

Underline instances where we could use would in place of the simple past or used to.

From the time he was very young, Gerald used to spend all his spare time collecting birds, animals and insects of all kinds. Every morning he used to get up early and go first to the beach. There he caught small crabs and sometimes small fishes, which he put into a large jar and took home with him. On the way, he always used to go to an ruined fisherman's cottage where he was often lucky enough to find some unusual insect that he had never seen before.

11.11D 'Will/would' to describe 'usual behaviour' [> LEG 11.63-64]

Study:

We sometimes use will in place of the simple present [> 9.1 B] and would in place of the simple past [> 9.3C] to refer to a person's 'usual behaviour':

In fine weather he will often sit in the sun for hours. (= he often sits)

As he grew old, he would often talk about his war experiences. (= he often talked)

Write:

Use a phrase with will or would in place of the words in italics.

1. She always used to tell us a story before we went to bed. . . .
P 4 4 4

2. She still tells us a story occasionally

3. They only used to discuss family matters with the priest

4. He's very good, you know. He plays with that toy for hours on end

5. When he needed extra money, he used to work overtime

6. She doesn't always tell the truth, I'm afraid

11.11E Context

Write:

Put in appropriate forms of the past, used to, will or would. Alternatives are possible.

WATER, WATER, EVERYWHERE!

The thing I remember most about my childhood was my visits to my aunt Charlotte in her lovely country house. She (be) a remarkable woman by any standards. She (be) really skilled at water-divining and she (find) water on the most unpromising bits of land. The farmers (love) her, especially as she (never accept) money for water-divining. 'Water (always find) its own level,' she (say) 'and I know exactly where that level is. Water-divining is a gift from God and you don't accept payment for that.' She had a gift for noticing changes in the weather, too. 'It's going to rain soon,' she (say) 'and I can feel it in my bones,' and she (always be) right! In her later years, she developed a bad back and (often visit) her osteopath. She (never tire) of telling us that her osteopath (say) as he massaged her painful back, 'It's going to rain, Charlotte. I can feel it in your bones!'

I can feel it in your bones!
11 Modal auxiliaries and related verbs

11.12 'Need' and 'dare' as modals and as full verbs

11.12A 'Need' as a modal and as a full verb

Study:

1 We use need as a modal (without to after it) mainly in the negative to mean 'it isn’t necessary':

[> 11.1OB-C]: I needn’t go to the meeting today. I needn’t have gone to the meeting yesterday.

2 In the affirmative, we use need as a modal:
   - in questions: Need you go so soon? Need you have told him the truth?
   - with ‘negative adverbs’ (e.g. hardly): I need hardly tell you how important this is.

3 Otherwise, we generally use the full verb need to (used like any regular verb):

   I need to/I don’t need to/I needed to/I didn’t need to go to the dentist this morning.

Write:
Replace the phrases in italics with modal need or the full verb need to.

modal full verb

1 Is it necessary for you to go so soon?
2 Is it necessary for me to wait till you return?
3 It’s not necessary for them to wait.
4 It wasn’t necessary for you to have said that.
5 It’s hardly necessary for me to explain it. [> 13.2A]
6 There is no need for him to learn about this.
7 All that is necessary for you to do is to agree.
8 I don’t think there is any need for you to explain.

11.12B The form of 'dare' as a modal and as a full verb

Study:

1 We use dare as a modal (that is, without to after it) mainly in the negative to express lack of courage: I daren’t tell him the truth. I don’t ask for more money.

2 In the affirmative, we use dare as a modal:
   - in questions: Dare you do it?
   - with ‘negative adverbs’ (e.g. hardly): I hardly dare tell him what happened.

3 We also form questions with do/does/did: Do you dare tell him? I don’t dare tell him.

4 We can use dare to as a full verb: Do you dare to tell him? I don’t dare to tell him.

5 And note: I didn’t like the meal..., but I daren’t say so/I daren’t have said so/I didn’t dare (to) say so/I dared not say so.

Write:
Supply dare, daren’t, dare not have (done), didn’t dare (do), etc.

1 I ..........(faMWtá ........tell them I’ve just broken their favourite vase.
2 I........................tell them I had broken their favourite vase.
3 I hardly,........................mention this, but you still haven’t paid for those tickets.
4 we ask for more money after what he has just said?
5 I knew I was right, but I........................say so at the time.
6 I’m going to tell your mother what you’ve just said! - Just you........................!
7 She’d like to wear more unconventional clothes, but she
8 We didn’t like the meal they gave us, but we........................,said so. It would have been rude.
9 They offered me something strange to eat which I.......................refuse.
11.12 ‘Need’ and ‘dare’ as modals and as full verbs

11.12C Uses of ‘dare’ [LEG I I.67-69]

Study:

We use dare in four ways to express:

1 courage: Very few climbers have dared (to) attempt Mount Everest without oxygen. Dare (to) is in the affirmative here, and this use is relatively rare.

2 lack of courage: I don’t dare (to) tell the children that our holiday has been cancelled. This use of dare (to), in the negative, is the most common.

3 challenge: I dare you to jump off that wall. (Not 7 dare you jump*)

We use dare only as a full verb with to for challenging. We use it in the affirmative and negative like any other verb. ‘Challenging’ is common in the language of children.

4 outrage: How dare you read my private diary! (Not *How dare you to read*)

We use dare only as a modal without to when expressing outrage.

Write:

What do the sentences below express? Choose a, b, c, or d:

a courage b lack of courage c challenge d outrage

1 You dare raise your voice! oû
2 I dare you to put a spider in her desk.
3 How dare you speak to me like that?
4 He’s the only person who’ll dare (to) stand up to her!
5 I wanted to ask for some time off, but I didn’t dare.
6 Jill’s friends dared her to bring her pet snake to class.
7 I daren’t ask for any more money.
8 He lost his job because he dared (to) speak out.
9 Don’t you dare do anything like that in public again!
10 I daren’t have said so at the time, but I was very bored.
11 John never dares to stand up in public and say what he thinks.
12 I’m going to break the door down! - Just you dare!

11.12D Context

Write: Combine the correct forms of dare and need with the verbs in brackets.

UNWELCOME FRESH AIR!

It was a routine flight from Hilo on Hawaii to Kahului 110 miles away. Suddenly, there was a tremendous noise and the top of the plane was torn away! Ninety-four passengers (not move) 1 wondering what would happen next. They (not worry)2…………………………because Robert Schormsteimer, the pilot, was firmly in control. For 25 minutes they hardly (breathe) 3 ………………………….though there was plenty of unwelcome fresh air! ‘I (not open)4 my mouth,’ one of the passengers said later. ‘I hardly (tell)5…………………………you how terrified I was.’ The passengers embraced the pilot who had brought the plane down safely. ‘I’ve heard of a plane flying off a roof,’ joked one of them later, ‘but never of a roof flying off a plane!’

Plenty of unwelcome fresh air!
11 Modal auxiliaries and related verbs

11.13 'Would/wouldn't'; 'that... should'; 'there' + modal

11.13A 'Would' and 'wouldn't' in place of the simple present tense or 'will' future [> LEG 11.74.2]

**Study:**
We often use *would* and *wouldn't* in place of the simple present (and sometimes in place of *will/*won't) when we want to sound less definite, or when we want to be very polite:

- *That seems to be a good idea.* → *That *would* seem to be a good idea.*
- *I think Friday will be OK.* → *I *would* think that Friday will be OK.*
- *Thursday isn't/won't be convenient.* → *Thursday *wouldn't* be convenient.*

**Write:** Replace the verbs in italics with *would* and *wouldn't*.

1. £100 *is* rather expensive for a pair of gloves.
2. I'm *sure* your proposal *isn't* acceptable to the committee.
3. Does my idea *seem* reasonable to you? - I *think* so.
4. This new law *doesn't seem* to be fair to pensioners.
5. I'm not free on Thursday, but I'm free on Friday.
6. She's offered to help, but I *don't imagine* she's serious.
7. *Does* that seem a reasonable price to offer for a used car?

11.13B 'That... should' after verbs like 'suggest' [> LEG 11.75, App45.3]

**Study:**
If we put *that* after verbs like *ask, propose, recommend, suggest,* we continue like this:

- with *should:* *I suggest that he should apply/shouldn't apply* for the job.
- with the simple present: *I suggest that he applies/he doesn't apply* for the job.
- with the 'subjunctive': *I suggest he apply/not apply* for the job.

Note on the 'subjunctive': In the 'subjunctive', the base form of the verb *be, go, run,* etc.) remains the same in all persons. The present form is rare in British English: *I suggest you go/to go* (etc.) *to the meeting tomorrow.*

The subjunctive form *were* is used in all persons in the past [> 11.7B, 14.2B].

**Write:**
Supply suitable verb forms in these sentences.

a. Then mark your answers a (= should), b (= simple present) or c (= 'subjunctive').

1. Marion proposed that she.........................a gift for Jim who would soon be leaving the firm. (we/buy) iz_
2. The travel agent recommended that....................driving abroad during the holidays. (we/avoid)
3. I suggest that.................................this matter during the meeting. (he/not raise)
4. All I ask is that.........................the rules, (they/not break)
5. What does he advise..............................? (she/do)
6. It's no good demanding that........................our performance. We're doing our best. (we/improve)
7. I would only request that..........................good care of this flat while you're living in it. (you/take)
8. Her solicitor insisted that she....................................in signing the contract, (not/delay)
9. I suggest.......................................a taxi if we want to get to the meeting on time. (we/take)
10. He asks that....................................to visit his children once a week, (he/be allowed)
11.13 'Would/wouldn't'; 'that... should'; 'there' + modal

11.13C 'That... should' after adjectives like 'essential' [◊ LEG 11.75.3, APP 44]

Study:
If we put that after adjectives like essential, urgent, vital, we continue like this:
- with should: It's urgent that he should send the information at once.
- with the simple present: It's urgent that he sends the information at once.
- with the 'subjunctive': It's urgent that he send the information at once.

Write:
a Supply suitable verb forms in these sentences.
b Then mark your answers a (= should), b (= simple present) or c (= 'subjunctive')
1 It's urgent that _____________________________, the information now. (we/send) a_
2 It's essential that _____________________________, home now. (she/return) b_
3 It's vital that _____________________________, (he/inform) c_
4 I'm eager that _____________________________, present at the meeting. (she/be) _

11.13D 'There' + modal auxiliaries [◊ LEG 11.76]

Study:
Just as there will combine with be (there is, there was, there has been, etc. [◊ IO.3]), it will combine with modals:
There could be no doubt about it. There must be a mistake.
There can't have been any doubt about it. There might have been a mistake.
There never used to be anyone living next door. There might have been someone outside.

Write: Supply appropriate modal combinations. More than one answer is possible in each case.
1 There (be) a problem about this, .......T T j ^ f e f ^ . . . ö W .
2 There (be) a witness present
3 There (never be) a better opportunity
4 (there be) a reason for this delay?
5 (there be) another election soon?
6 Why (there be) so much red tape?
7 Why (not there be) more university places?

11.13E Context

Write: Supply suitable forms of the verbs and insert could be, may be, will be, would seem.

MEDICAL DETECTIVE?

For the time being,' Dr Grey said, 'it's important that (you take) it easy. Immediately after a heart attack, I suggest (you get) plenty of rest. After a month, I recommend (you begin) taking a little exercise.' Mr Fry blinked through his glasses. 'I dead!' he protested. 'If you don't do as I tell you, you will be,' Dr Grey said. 'It's vital that (you follow) my advice.' But I've always been so active, Doctor.' 'And you (be) active again, but not yet. Come and see me in a fortnight.'

Of course, Mr Fry didn't follow his doctor's advice. 'There people who can sit around,' he said to his wife, 'but I can't!' He spent the morning before his next appointment painting the kitchen ceiling. In the afternoon, he visited Dr Grey. 'It you have been painting the ceiling!' Dr Grey said sternly. 'How can you possibly know, Doctor?' 'You've got paint on your glasses!' the doctor said.
12 The passive and the causative

12.1 General information about form

12.1 A Basic forms of the passives [LEG 12.1-3]

1 In the active voice, the subject of the verb is the person or thing that does the action: *John burnt the dinner last night.*

In the passive voice, the action is done to the subject: *The dinner was burnt last night.*

2 We form the passive with a suitable form of *be* + past participle. Only verbs which take an object (transitive verbs [>1.2B]) can go into the passive:

*The dinner was burnt.* (But not "The plane was arrived."

3 Basic tense forms are a tense of *be* + past participle:

- **present:**
  - he writes
  - it is written

- **past:**
  - he wrote
  - it was written

- **present/past perfect:**
  - he has/had written
  - it has/had been written

4 Basic modal forms are: modal + *be/have been* + past participle:

- **will:**
  - he will write
  - it will be written

- **may:**
  - he may write
  - it may be written

- **may have:**
  - he may have written
  - it may have been written
  - etc.

5 Infinitive: *to be/to have been* + past participle [> 16.1A]:

- he is/was to write
- it is to be written
- it was to have been written

Write 1: Mark with a P those sentences which will go into the passive.

1 Someone will drive you to the airport. P
2 Goldfish live in fresh water.
3 The Egyptians built pyramids.
4 We walked for miles yesterday.
5 They arrived at 7 last night.
6 They informed me about it.
7 I slept till 8.
8 It's raining.
9 You must obey the rules.
10 He's sneezing again.

Write 2: Rewrite these sentences in the passive.

1 They *owe* a lot of money to the bank.
2 They have proved that there is no life on the moon.
3 You can *buy* videos like this anywhere.
4 Someone *has to write* the history of the European Community one day.
5 Someone *may have already written* the history of the European Community.
6 When we arrived home, we found that *someone had broken* one of our windows.
7 They *have sold* their car to pay their debts.
8 They *hold* a meeting in the village hall once a week.
12.1B The passive with progressive forms: 'She is being interviewed'
[> LEG 12.3Π.6]

Study:

Only the present and past progressive [> 9.2B, 9.4B] are common in the passive. We form the
passive with the progressive form of be (am/is/are/was/were being) + a past participle:

**Present progressive:** They are interviewing her now. -> She is being interviewed now.

**Past progressive:** They were interviewing her here. -> She was being interviewed here.

Write:

Rewrite these sentences beginning with the words provided.

1. The manager always welcomes new employees. (New employees)
2. They’re building a new supermarket near the church. (A new supermarket)
3. They fought the battle in 1623. (The battle)
4. Someone was cleaning the windows while I was there. (The windows)
5. Someone has moved my desk! (My desk)
6. They are taking the refugees to a camp outside the village. (The refugees)
7. Someone had signed all the documents before I arrived. (All the documents)
8. They were questioning us and searching our vehicle at the same time. (We, and our vehicle)
9. They will post our letters when the ship arrives at the next port of call. (Our letters)
10. They are opening the case again because they’re not satisfied with the verdict. (The case)

12.1C Context

Write:

Put in the correct forms, active or passive, of the verbs in brackets.

HOW THE OTHER HALF LIVES (?)

Lord Manners was a rich and famous banker. When he (die)1 recently, he (give)2 a magnificent funeral which (attend)3 by hundreds of famous people. The funeral was going to (hold)4 in Westminster Abbey. Many ordinary people (line)5 the streets to watch the procession. The wonderful black and gold carriage (draw)6 by six black horses. The mourners (follow)7 in silence. Lord Manners (give)8 a royal farewell. Two tramps were among the crowd. They (watch)9 the procession with amazement. As solemn music (could hear)10 in the distance, one of them (turn)11 to the other and (whisper)12 in admiration, "Now that’s what I call really living!".
12.2 Uses of the passive

12.2A Uses of the passive [ > LEG 12.1, 12.4.1-3]

The passive is not just a different form of the active. It has its own uses and is very common in English. It would be hard to think of the active forms of sentences like:

*Rome wasn't built in a day.* The *origin of the universe will never be explained.*

We use the passive mainly in three ways:

- when we don't want to take responsibility for something:
  
  *The matter will be dealt with soon.* (We don't know or want to say who'll deal with it.)

- when we want to focus on a happening, not who or what did it:
  
  *Our roof was damaged in last night's storm.* (We're concerned about the roof.)

- when we want to avoid 'vague subjects' like one, someone, they, etc.:
  
  *The form has to be signed.* (Not *Someone/One has to sign the form.*)
  *English spoken.* (Not *One speaks English*)
  *Shoes repaired.* (Not *One repairs shoes*)

Write:

Supply suitable active and passive forms in these sentences using the verbs in brackets. Some variations in tenses may be possible.

1. It isn't clear how far the ozone layer *(damage)* by aerosol sprays.
   It may be possible to tell whether, the hole over the Antarctic *(widen)* after the area *(investigate)* by high-flying planes.

2. These days, even the most remote places on earth *(visit)* by tourists. Package tours *(can/arrange)* for almost anywhere, from the Himalayas to the Amazonian jungle.

3. Notices such as *(English/Speak)* and *(Shoes/Repair)* are common. Sometimes they *(translate)* into different languages for the benefit of tourists.

4. We *(constantly remind)* of the way the world *(become)* smaller when events taking place in different parts of the globe *(flash)* on our television screens.

5. If you *(involve)* in a car accident and someone *(hurt)* you *(have to)* report the matter to the police. If only the vehicles *(damage)*, drivers should exchange names and addresses.

12.2B The use of 'by' + agent (= 'doer') after a passive [ > LEG 12.5]

1. We use *by* only when we need to say who or what is responsible for an event:
   *The window was broken last night.* (We don't know or want to say who or what did it.)
   *The window was broken by a slate that fell off the roof.* (We wish to give information.)

2. We often use *by-* agent with the passive of verbs like build, compose, damage, design, destroy, discover, invent, make and write to identify who or what is/ was responsible:
   *Who designed St Paul's?* *It was designed by Christopher Wren.*

Write:

Supply passive forms with *by* + agent where necessary.

1. When Jasper Morgan died his collection of pictures *(sell)* , . . . to raise enough money to pay his taxes. Tremendous interest in the sale *(show)*.

2. The music that *(compose/Beethoven)*, . . . towards the end of his life is very different from his early music. The music *(write)*, . . . in extremely difficult conditions.

3. Many beautiful old buildings in cities *(replace/modern ones)*, . . . If this replacement *(not control)*, . . . it isn't very long before a city loses its character.
12.2C The passive with verbs of 'saying' and 'believing': 'It is said (that)...'
[> LEG 12.8]

Study: We need to be sure of our facts when we say, e.g. He was a spy in World War II.
If we are not sure of our facts, we can express caution by saying:

*It is said (that) he was a spy in World War II.*

We can express caution in three ways, with:

1. *It (+ passive + that-clause)* with e.g. agree, believe, consider, decide, hope, know, say.
2. *There (+ passive + to be)* with e.g. allege, believe, fear, know, report, say, suppose, think:
3. Subject (not it) (+ passive + to-infinitive) with e.g. allege, believe, consider, know, say.

Write: Begin these sentences with *It, There or a name/a noun + passive construction.*

1. that prices will rise again this month, (expect)
2. that all the passengers had died in the crash, (fear)
3. to be an expert in financial matters, (suppose)
4. to have committed the crime, (think)
5. that the sea level is rising, (think)
6. to be a lot of coal in the Antarctic, (think)
7. to be honest and reliable, (consider)
8. to be thousands of people waiting to renew their passports, (say)
9. that thousands of new jobs will be created in the computer industry, (say)
10. to be a fall in house prices, but I haven’t noticed it. (suppose)

12.2D Context

Write: Use the correct tenses and passive forms of the verbs in brackets.

FISHY TALES

Mermaids (see) sailors for centuries. The basis of all mermaid myths (suppose) to be a creature called a Manatee: a kind of walrus! Mermaids used (to show) in funfairs until recently. It all began in 1817 when a ‘mermaid’ (buy) for $6,000 by a sailor in the South Pacific. She (eventually sell) to the great circus-owner Barnum. She (exhibit) in 1842 as ‘The Feejee Mermaid’. It (say) that she earned Barnum $1,000 a week! The thousands who saw this mermaid (must/disappoint) She (cleverly make) to the tail of a large salmon. The job (so skilfully do) that the join between the fish and the monkey was invisible. Real imagination (must/require) to see this revolting creature as a beautiful mermaid combing her golden hair!
12.3 Form and use of the causative

### 12.3A Form of the causative: 'have something done' [**LEG 12.10-11**]

**Study:**

1. Note the difference between these two sentences:
   - *I had built a house.* (past perfect tense = 'I did it myself [> 9.6A])
   - *I had a house built.* (the causative = 'I arranged for it to be done' [> 12.3B])

2. We form the causative with *have* + noun or pronoun object + past participle.

   - *I am having a house built.* *I had a house built.* *I have had a house built.*
   - *I will have a house built.* *I must have a house built.* *I can't have a house built,* etc.

**Write:**

Complete these sentences with the correct forms of the verbs in brackets.

1. They've just had their living room **(decorate)**
2. Your car engine sounds dreadful. You ought to have it **(look at)**
3. Have you had your eyes **(test)** recently?
4. He's going to have his hair **(cut)** at the weekend.
5. Can I have this letter **(photocopy)**, please?
6. This letter is so important, I'm going to have it **(write)** by a lawyer.

### 12.3B The causative compared with the active and passive [**LEG 12.12**]

**Study:**

1. We use the **active** to describe jobs we do ourselves or when we know who's doing a job:
   - *I'm servicing the car.* *Jack is servicing the car.*

2. We use the **passive** to say that a job is being done for us, but we don't know or don't want to say who is doing it:
   - *The car is being serviced.* (We're focusing on the car [> 12.2A])

3. We use the **causative** to stress the fact that we are 'causing' someone to do a job for us:
   - *I'm having the car serviced.* *I have had my car serviced.* *I'm going to have my hair cut.*

   - Not *"I'm going to cut my hair" which means "I'm going to cut it myself,* [compare > 16.2B]

   - We often use the causative with verbs that have to do with services: e.g. *build, clean, decorate, develop (a film), mend, photocopy, press, print, repair, service.*

**Write 1:**

Supply the correct forms of the verbs in brackets.

2. Where's your car? - It **at the moment. I'll collect it in an hour.** **(clean)**
3. I never find time to clean the car myself, so I... **(clean)**
4. Did you decorate the room yourselves? - *No, we...* **(decorate)**
5. We can't use the living room. It **at the moment.** **(decorate)**
6. You **They look quite worn,** **(must/repair your shoes)**
7. My shoes **It was an expensive job!** **(just repair)**
8. The heel came off my shoe and I **it myself, (repair)**
9. 'I'd like this film...**I said. 'Certainly,' the assistant said, **(develop and print)**
10. 'Can I use the photocopier it this document?' I asked, **(photocopy)**
12. What's happened to my report? - It **at the moment.** **(photocopy)**
12.3 Form and use of the causative

Write 2: Today is Wednesday. Look at the notes Maria wrote yesterday and early today. Then write:

a. what she had done yesterday;
b. what she is having done today;
c. what she is going to have done tomorrow.

12.3C 'Get' in the causative: 'get something done' [LEG 12.11, 12.13]

Study: We sometimes use get in place of have in the causative to say something is urgent:

Have that car repaired! (causative) Get that car repaired! (more urgent causative)

Write: Use get in place of have in these sentences.

1. I must have this report photocopied and sent off straightaway.
2. They're finally having their central heating repaired.
3. We'll be having the job done by a local builder.
4. Why don't you have that suit cleaned? It's filthy!
5. Have your hair cut!

12.3D Context

Write: Put in causative forms for the verbs in brackets.

CONSTANT MAINTENANCE!

The more you own, the more there is to go wrong. You invest in a new hi-fi system and in no time you have to (it repair)\(^1\) and you have to buy expensive insurance to maintain it. You buy a car and need to (it service)\(^3\) regularly. You buy a camera and then spend a fortune (films develop and print)\(^4\) ... It's not only things that need constant attention. How often we have to (our eyes test)\(^6\) ... (our teeth fill)\(^8\) ... (our chests X-ray)\(^9\) ... ! But I had to smile last time I went to (my hair cut)\(^8\) ... A bold notice in the window announced: 'All our customers promptly executed!' You certainly wouldn't need to (any jobs do)\(^9\) ... after that!
13 Questions, answers, negatives

13.1 Yes/No questions, negative statements, Yes/No answers

13.1 A Yes/No questions (expecting 'Yes' or 'No' in the answer) [LEG 13.1-3]

Study: We make Yes/No questions from statements. In the case of be, have (auxiliary) and modal verbs like can and must [11.1 A] we do this by inversion, that is by putting be, have or can, etc. in front of the subject: He is leaving. -» Is he leaving?
She can drive a bus. -» Can she drive a bus?

With all other verbs, we form Yes/No questions with Do and Does in the simple present and Did in the simple past. The form of the verb is always the bare infinitive:
We turn left here. -» Do we turn left here?
He works well. -» Does he work well?
They arrived late. -» Did they arrive late?

Write: You want to know if... What do you say?
1 you're late. -» Are you ready?
2 this is the London train. -» Is this the London train?
3 your photos are ready. -» Are your photos ready?
4 John is working in the garden. -» Is John working in the garden?
5 the children are studying. -» Are the children studying?
6 Jane gives piano lessons. -» Does Jane give piano lessons?
7 Tony was enjoying himself. -» Was Tony enjoying himself?
8 they live in the south. -» Do they live in the south?

13.1 B Negative statements [LEG 13.2,13.4]

Study: When a sentence contains be, have, or a modal like can, we form the negative by putting not after the auxiliary: He is leaving. -» He is not (He isn’t or He’s not) leaving.
He can leave. -» He cannot (can’t) leave.

With all other verbs we use do not (don’t) and does not (doesn’t) after the subject in the simple present and did not (didn’t) after the subject in the past. The verb is always a bare infinitive:
We turn left here. -» We do not (don’t) turn left here.
He works well. -» He does not (doesn’t) work well.
They arrived late. -» They did not (didn’t) arrive late.

Write: Say 'no', disagree or contradict with full negative statements.
1 Are you ready? -» A
2 She's right. -» She’s not right.
3 They're late. -» They’re not late.
4 You're being silly. -» You’re not being silly.
5 He's working in London. -» He’s not working in London.
6 They're playing tennis. -» They’re not playing tennis.
7 I'm going to fail. -» I’m not going to fail.
8 She was waiting for you. -» She wasn’t waiting for you.
13.1 Yes/No questions, negative statements, Yes/No answers

13.1 C Yes/No short answers [> LEG 13.5-7]

When answering with Yes or No, we usually repeat the first word in the question:

Was James late? - Yes, he was./No, he wasn't.
Can he play chess? - Yes, he can./No, he can't.

Note: Are you ...? - Yes, I am./No, I'm not. Were you ...? - Yes, I was./No, I wasn't.
where we repeat the verb, but in a different form.

We do not usually answer a Yes/No question in full:

Did James go out last night? - Yes, he did./No, he didn't.
rather than 'Yes, he went out last night.' 'No, he didn't go out last night.'
We do not usually answer a Yes/No question with just Yes or No:

Do you like dancing? - Yes, I do./No, I don't. Not "Yes./No." which can sound rude.

We can put a lot of expression into short answers and use them to give information, agree,
disagree, confirm, etc. e.g.

Did you lock the back door? - Yes, I did./No, I didn't. It's hot. - Yes, it is./No, it isn't.

Write: Answer these questions with either Yes or No.

1 Are you ready? . УмЛ.&Ю,.: 10 Should I go with them?
2 Is she still at college? ........................................11 Will you be at the meeting?
3 Are they on their way here? ................................12 Would you do that if you were me? .
4 Are you still learning French? ............................13 Does she still write to you?
5 Is Carla applying for that job? ............................14 Do you like curry?
6 Are we staying at the same hotel? ........................15 Did he tell you about the party?
7 Are you going to help me? .................................16 Has he finished yet?
8 Was she joking? ..............................................17 Have you ever eaten swordfish?
9 Were they living there then? .............................18 Has she been working here long?

13.1 D Context

Write: Put in suitable Yes/No questions, negatives or short answers.

GUESS WHAT!

Before setting out on holiday, the Weeks family sat in their car and went through their usual quiz.

MR WEEKS: (we/turn off) \Q.tá>. UM.1*4L.\offU.tiaM\ <U&lMW^ the electricity?

MRS WEEKS: (yes)..................I turned it off myself.

MR WEEKS: (all the taps off) ......................?

JIMMY: (Yes)..................I checked every one of them, dad.

SALLY: You (not remember)..............my teddy-bear!

MRS WEEKS: (Yes)..................darling. I packed him in your case.

MR WEEKS: (there any windows open) ......................?

JIMMY: (No)..................I shut them all, dad.

MRS WEEKS: (the front and back doors/lock)......................?

MR WEEKS: (Yes)..................I've just locked them.

After they had been on the road for an hour, Mr Weeks suddenly turned pale and said, 'Guess what! (not/got) ..................my house keys. They're still in the back door!'
13.2 Alternative negative forms and negative questions

13.2A Negative statements with 'negative adverbs': 'never', etc. [LEG 13.8-10]

Study:
We can make negative or near-negative statements with adverbs like never, hardly, hardly ever, seldom and rarely [compare > 7.4A-B, 7.8C]. Never is more emphatic than not.

Compare: I don't drink coffee, (negative) with: I never drink coffee, (emphatic negative)

We can't use a negative adverb with a negative verb to make a 'double negative':
I can hardly recognize him. (Not 7 can't hardly recognize him.)

Nobody phoned. (Not 'Nobody didn't phone."

This is especially true for no, any and their compounds [> 4.6B]:

I've got no time. -> I haven't got any time.
I've seen no one/nobody. -> I haven't seen anyone/anybody.
I've bought none of them. -> I haven't bought any of them.
I've done nothing today. -> I haven't done anything today.
I've been nowhere today. -> I haven't been anywhere today.

Write: Make negative or near-negative statements using the adverbs in brackets.

1 I don't go to the cinema, (never)
2 She doesn't watch TV. (hardly ever)
3 I can't get him on the phone, (seldom)
4 They didn't greet me. (barely)
5 We don't go out. (scarcely ever)
6 We can't wait till tomorrow, (hardly)
7 We don't see our neighbours, (rarely)
8 It's not worth the trouble, (scarcely)
9 I haven't bought any eggs, (no)
10 I didn't speak to anyone, (no one)
11 I don't want any of them, (none)
12 She didn't say anything, (nothing)
13 We didn't go anywhere, (nowhere)
14 Please don't tell anybody, (nobody)
15 She doesn't understand English, (hardly)

13.2B Cancelling what has just been said: 'No, not Wednesday' [LEG 13.12]

Study:
We can cancel what we have just said with not

See you Wednesday - no, not Wednesday, Thursday. (Not 'No Wednesday"

Write: Cancel the following by referring to the words in italics.

1 Ask Diana. (N.O>) Q'S°y^", JÇ î'y/M......
2 I'll see you at 5
3 The plane leaves from London
4 The film you want to see is on today
5 I'd like a cup of coffee
6 Please pass me the salt.
13.2 Alternative negative forms and negative questions

13.2C Negative questions: 'Can't you ...?' [> LEG 13.14-16]

1 In negative questions, the word order of the full form is different from the short form:

full form: Did he not explain the situation to you?
short form: Didn't he explain the situation to you?

We normally use the short form in conversation and the full form only for emphasis.

2 Depending on the stress and intonation we use, we can:
- express disbelief, surprise: Can't you really ride a bicycle?
- invite the answer 'Yes': Don't you remember our holiday in Spain?
- persuade: Won't you please help me?
- express annoyance: Can't you ever shut the door behind you?
- make exclamations: Isn't it hot in here!

Write: Rewrite these negative questions using short forms.

1 Am I not too early? [> IO.1B] A c ^ . L t m . Ç Q S t y . l .
2 Is she not very well?
3 Are those answers not wrong?
4 Is he not waiting for you?
5 Are they not living in Canada?
6 Was she not a famous actress?
7 Were you not at my old school?
8 Are you not going to be there?
9 Can you not walk faster?
10 Could you not do this for me?
11 Do you not like fish?
12 Does she not go to church?
13 Did he not enjoy the film?
14 Have you not finished yet?
15 Has he not gone yet?
16 Have I not been invited?
17 Should you not let him know?
18 Am I not invited?

13.20 Context

Write: Put in anything, anywhere, everyone, hardly ever, no, no one, nothing.

NOT YETI

A Yeti is supposed to be a strange creature that lives in the Himalayas. Nearly has heard of Yetis, but has actually seen one. Recently, a party of climbers went up Mount Jaonli looking for Yetis. Unlike more famous mountains, Jaonli has been climbed. The party saw . Yetis . There was a moment's excitement one night when a climber heard a strange, two-note sound. He rushed out of his tent and asked his Tibetan guide, Chewang Thundup, if he had heard the guide replied. 'But I just heard a strange sound,' the climber said. 'That was no Yeti,' Chewang laughed. 'It was me, blowing my nose!'
13.3 Tag questions and echo tags

13.3A Tag questions 1: 'It is ..., isn't it?'/‘It isn't..., is it?’

Study:
1 A tag question is a short question (e.g. have you?/haven't you?) that follows a statement. We form tag questions with auxiliaries (be, have, can, may, etc.) and do, does, did.

2 They are affirmative - negative: John was annoyed, wasn't he? You like fish, don't you?
or negative - affirmative: John wasn't annoyed, was he? You don't like fish, do you?

3 Many languages have a phrase which means 'Isn't that so?' In English, we use tags to say this, but we also use expressions like don't you think?, right? etc.

4 If our voice goes up on the tag, we are asking a real question which needs an answer: You left the gas on, didn't you? - Yes, I did./No, I didn't.
You didn't leave the gas on, did you? - Yes, I did./No, I didn't.

5 If our voice goes down on the tag, we want the listener to agree with us and we don't usually expect an answer: You locked the door, didn't you? (= I assume you did.)
You didn't lock the door, did you? (= I assume you didn't.)

Write:
You want the listener to agree with you. Do the exercise orally, then in writing.

1 She's late, ......................................................? 10 She isn't late......................................................?
2 They're on holiday,..............................................? 11 They aren't on holiday..............................................?
3 I'm early,...........................................................? 12 I'm not early...........................................................?
4 Carla was at home,..............................................? 13 Carla wasn't at home..............................................?
5 We were all ill,....................................................? 14 We weren't all ill,....................................................?
6 You've finished,...............................................? 15 You haven't finished...............................................?
7 Marc has gone out,.............................................? 16 Marc hasn't gone out.............................................?
8 I always do the wrong thing,...............................? 17 I don't often do the right thing...............................?
9 Tessa works hard.................................................? 18 Tessa doesn't work hard...........................................

13.3B Tag questions 2: 'You painted it yourself, did you?'

Study:
Tag questions can also be affirmative - affirmative.
Eg
She's getting married, is she? (= I'd like to know more about it.)
If our voice goes down on the tag, we express negative feelings like disappointment, disapproval or suspicion. We don't usually expect an answer:
I'll get my money back, didn't I? (= I don't believe it.)

Write:
Say the sentences under A aloud and match them with a statement under B.

A  B
1 You painted it yourself, did you? a) I don't believe it.
2 You couldn't give me a hand, could you? b) Tell me more.
3 Someone broke that vase, did they? c) I hope you can.
4 You'll give me a call, will you? d) I hope you didn't.
5 So they're selling their house, are they? e) I'm impressed.
6 You didn't leave the garage open, did you? f) I hope you will.
7 He says he's innocent, does he? g) I'm sorry to hear that.
13.3C Echo tags: 'Is he?'/'He is?' > LEG 13.24-26]

Study:

An echo tag is a response, in tag form, to an affirmative or negative statement, affirmative negative
He's resigning. He isn't resigning.
-Is he? He is?
- Isn't he? He isn't?
- He is, isn't he?
- He isn't, is he?
- He is, is he?

If our voice goes up on the echo, we want more information:
I've just won £500! -Have you? You have? You haven't, have you? (= Tell me more!)

If our voice goes down on the echo, we confirm what we know or have guessed:
I'm afraid he's made a bad mistake. - He has, hasn't he? (= I confirm what you say.)
or we express anger, surprise, disbelief, etc.:
I've got the sack! - You haven't! You haven't, have you? You have, havé you?

Write:

Supply different echo tags in response to these statements.
Say the echo tags aloud with different intonation and describe what they express.

1 John's paying ........................................6 They don't eat much
2 They aren't very happy..................................7 You shouldn't be here
3 Suzy was 30 yesterday..................................8 I can afford a new car now
4 I wasn't very well last week............................9 We can't go tomorrow
5 He works very hard.....................................10 There'll be trouble about this.

13.3D Context

Write: Put in appropriate question tags and echo tags.

YOU COULD HAVE KNOCKED ME DOWN WITH A FEATHER!
I asked for my favourite perfume at the perfume counter of a large department store. 'We don't have that,' the snooty assistant asked her colleague, as if I had just tried to buy a bag of onions. I was about to leave the counter when I saw a girl of about twelve slip away from her mother, seize a huge bottle of perfume from the counter and put it into her carrier bag. I gasped! 'Excuse me,' I said. 'Your daughter has just stolen a large bottle of perfume!' The mother looked at me in amazement. 'She?' 'That's right,' I said. She turned to her daughter. 'You didn't steal that big bottle that was on display,' The girl nodded. 'You did,' I said. 'Yes, mum,' the girl confessed. 'I've told you hundreds of times, that the big one on display is a dummy. She angrily took the bottle from her daughter and put it back on display. 'You should always take one of the boxed ones at the back,' You do understand that,'? She helped herself to a boxed one and both she and her daughter disappeared into the crowd quick as a flash.
13.4 Additions and responses

13.4A Additions and contrasts: 'John can ... and I can, too/but I can't'
[> LEG 13.28-29]

Study:

We can add to statements or make contrasts in the following ways:

<table>
<thead>
<tr>
<th>statement</th>
<th>parallel addition</th>
<th>contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>John can speak French</td>
<td>and I can, too.</td>
<td>but I can't.</td>
</tr>
<tr>
<td>John can't speak French</td>
<td>and I can't, either.</td>
<td>but I can.</td>
</tr>
<tr>
<td>John speaks French</td>
<td>and I do, too.</td>
<td>but I don't.</td>
</tr>
<tr>
<td>John doesn't speak French</td>
<td>and I don't, either.</td>
<td>but I do.</td>
</tr>
<tr>
<td>John can speak French</td>
<td>and so can 1.</td>
<td>but I can't.</td>
</tr>
<tr>
<td>John can't speak French</td>
<td>and neither/nor can 1.</td>
<td>but I can.</td>
</tr>
<tr>
<td>John speaks French</td>
<td>and so do 1.</td>
<td>but I don't.</td>
</tr>
<tr>
<td>John doesn't speak French</td>
<td>and neither/nor do 1.</td>
<td>but I do.</td>
</tr>
</tbody>
</table>

Write: Rudi and Roxanne are brother and sister. Read this information about them, then write good sentences, beginning each sentence with 'Rudi...'.

Rudi
- He can speak English, but not Italian.
- He plays tennis and goes skiing.
- He doesn't like classical music.
- He visited London last year.

Roxanne
- She can speak English and Italian.
- She plays tennis, but doesn't go skiing.
- She doesn't like classical music.
- She visited Rome last year.

13.4B Parallel responses: 'John can ...'/I can, too/So can Γ [> LEG 13.28-29]

1 We repeat the auxiliary and if there is no auxiliary, we use do, does or did:

<table>
<thead>
<tr>
<th>statement</th>
<th>parallel response</th>
<th>or:</th>
</tr>
</thead>
<tbody>
<tr>
<td>John can speak French</td>
<td>I can, too.</td>
<td>So can I.</td>
</tr>
<tr>
<td>John can't speak French</td>
<td>I can't, either.</td>
<td>Neither/Nor can I.</td>
</tr>
<tr>
<td>John speaks French</td>
<td>I do, too.</td>
<td>So do I.</td>
</tr>
<tr>
<td>John doesn't speak French</td>
<td>I don't either.</td>
<td>Neither/Nor do I.</td>
</tr>
</tbody>
</table>

2 We often say So'm i, Neither'm i, Nor'm I, but we usually write them in full: So am I, Neither am I, Nor am I. Neither and Nor are exactly the same.
13.4 Additions and responses

Write: People say things and you respond.

1 I can swim quite well. LÇ^PP./Q^Q^b.l.- 7 I once had a holiday in Ireland...
2 I can't speak Danish. ....................... 8 I didn't enjoy that film.
3 I really should study more! .................. 9 I was hoping to get home early.
4 I won't be at college tomorrow. .......... 10 I've had a terrible cold.
5 I love Spanish food. ........................ 11 I haven't been very well.
6 I don't like red wine. ....................... 12 I thought the concert was awful.

13.4C 'So have you' and 'So you have!' [LEG 13.29.4]

Study: Note the difference between:
I've got a rash on my arm and so have you. (parallel addition)
I've got a rash on my arm. - So you have! (confirmation or surprise)

Write: Tick which statements are additions and those which show confirmation/surprise.

Then continue with similar sentences of your own.

<table>
<thead>
<tr>
<th></th>
<th>addition</th>
<th>confirmation/surprise</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>She's wearing that funny hat again! - So she is!</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>He's doing very well at work. - So is she.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Maria visits us quite often. - So does Sandro.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sandro looks just like his uncle. - So he does!</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I've got something in my eye. - So you have!</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Rosa's got a new bicycle. - So have I.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>..................................................</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>..................................................</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>..................................................</td>
<td></td>
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<tr>
<td>10</td>
<td>..................................................</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>..................................................</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>..................................................</td>
<td></td>
</tr>
</tbody>
</table>

13.4D Context

Write: Put in suitable additions and responses.

'What are you having to start with?' I asked my wife. 'I don't know,' she said. 'I'm not very hungry,' answered the waiter, 'but I think I'll start with soup,' 'I said. The waiter took our order. 'My wife would like some soup and

There's a monkey's tail in my soup! 'Waiter! Waiter!' I cried. Suddenly, the monkey's tail was in my soup! 'Waiter! Waiter!' I cried. 'There's a monkey's tail in my soup!' the waiter replied, 'a monkey's tail in my soup!'
13 Questions, answers, negatives

13.5 Question-word questions (1): 'Who(m)...?', 'What...?'

13.5A Form of question-word questions (except subject questions [> 13.8])  
[> LEG 13.30-32]

Study:

- The word order of question-word questions is: question-word + auxiliary + subject:
  - He is working. He arrives at 8.
- Yes/No question: Is he working? Does he arrive at 8? [> 13.1 A]
- question-word: Why is he working? When does he arrive? (Not "Why he is working") (Not "When he arrives")

Write:

- Make two questions from each statement:
  a. a Yes/No question; b. a question-word question.
  1. She is arriving today.  
     a. (When) b. W.H&tt. u Mw. cumu/u^ , ?...
  2. He has written a letter.  
     a. (Why) b.
  3. She can help us.  
     a. (How) b.
  4. They live in Jamaica.  
     a. (Where) b.
  5. He arrives at 10.  
     a. (What time) b.
  6. You can't tell us.  
     a. (What) b.

13.5B 'Who(m)...?' as a question-word [> LEG 13.33]

Study:

- 1. *Who(m)... ?* asks for the object of a sentence, usually a person's name or a pronoun:
  - statement: Frank met Alice,  
  - question: Who(m) did Frank meet? - Alice.
- 2. *Who(m)... ?* refers only to people and can be used to ask about masculine, feminine, singular or plural:
  - Who(m) did you see? - Tim/Ann/The Robinsons.
- 3. We still use *Whom ... ?* in formal English, spoken or written, but we often prefer *Who ... ?* in everyday style:
  - Whom did you meet at the party? (formal) Who did you meet at the party? (informal)
- 4. We often use *Who(m)... ?* in questions with verbs followed by *to* or *for*.
  - Who(m) did you give it to? Who(m) did you buy it for?

Write:

- Write questions using the past tense with *Who(m)... ?* to produce the answers given.
  1. you invite to your house? - The Frys.
  2. Jane see this morning? - Her mother
  3. you speak to? - The manager
  4. they employ? - Miss Johnson
  5. she buy this present for? - Her son
  6. John phone? - His brother
  7. you complain to? - The headmaster
  8. she write to? - Her sister
13.5 Question-word questions (1): 'Who(m)?', 'What?'

13.5C 'What...?' as a question-word [ > LEG 13.34]

1 What...? asks for a whole sentence: **What are you doing?** - I'm reading.
   or for the object of a sentence: **What are you reading?** - 'Gone with the Wind'.

2 What...? also combines with nouns:

3 We can use What? on its own (What do you prefer?) or in a variety of combinations:
   What(s)... like?, What(s)... called? What make ... ? What nationality?,
   What... do (for a living)?, What time/date/year?, What('s)... for?,
   What kind(s)/sort(s) of... ?, What colour...?, What size ...?.

Write: Complete the questions on the left to fit the answers on the right.
Think about the combinations you can make with What's ... ? or What...?.

1 What
2 What
3 What
4 What
5 What
6 What
7 What
8 What
9 What
10 What
11 What

I work as an assistant in a book shop.
I use 'Woodland' shampoo. It's lovely.
She's good-looking, but very unpleasant.
Wonderful! Lots of sunshine and no rain.
It's called a 'spade' in English.
It's a Saab.
He's Nigerian.
I think they're leaving at 9.00.
It's March 13th.
It's for scraping paint off windows.

13.5D Context

Write: Supply questions with Who(m)...? and What...?.

TAKING RISKS
MAGISTRATE: (What/his name?)
Policeman: James Denyer.
MAGISTRATE: Not Denyer again! If he's not in gaol, he's in and out of
   of this court. (What/he/do this time?)³
Policeman: He stole 25 pence.
MAGISTRATE: (Who(m)/steal it/from ?)³
Policeman: An old lady. He took it out of her purse.
MAGISTRATE: (What/date/it?)³
Policeman: March 24th.
MAGISTRATE (to Denyer): ( What/do that for?)⁵
Denyer: I'm sorry, sir. It won't happen again.
MAGISTRATE (to policeman): (What/the chances)⁶
   if I let him go?
Policeman: It would be a risk, sir.
MAGISTRATE: Do you hear, Denyer? It would be a risk. (What/say)
   .................................................................to that?'
Denyer: It's a risk I'd be glad to take. Honest, I don't mind the risk!
   (The court falls about with laughter.)
MAGISTRATE: In that case, I'd better let you go!

I don't mind the risk!
13.6 Question-word questions (2): 'When?', 'Where?', 'Which?', 'Whose?'  

13.6A 'When ...?' and 'Where ...?' as question-words  

Study:  
1 We use *When ...?* to ask about time in the present, past or future.  
The answers are usually adverbs of time or prepositional phrases:  
*When* is your flight? - *Tomorrow morning/At 4.*  
2 We use *Where ...?* to ask about place.  
The answers can be whole sentences, phrases or single words:  
*Where* is he? - *He's over there. Over there! There!*  
*Where ... from?* asks about people and things:  
*Where are you from?/do you come from?*

Write:  
Read these situations. Then write questions with *When?* or *Where?*.  
1 It's Jim's birthday soon. You can't remember when it is. Ask.  
2 You like your friend's T-shirt. You'd like to know where he/she got it. Ask.  
3 You're going on a coach trip but can't remember the departure time. Ask a friend.  
4 Someone mentions a place called Kyzyly. You have no idea where it is. Ask.

13.6B 'Which ...?' as a question-word  

Study:  
1 *Which* + noun asks about people:  
*Which boy/boys/girl/girls* did you see?  
or things:  
*Which book/books* do you prefer?  
[> 4.2C and compare > 13.5C]  
2 *Which* always refers to a limited choice and we don't always use a noun after it:  
*Which* is the longest river in the world? (Or:  
*Which river* is the longest?)  
We also use *Which of the two/of them* do you prefer?  
3 *Which* combines with the comparative/superlative:  
*Which* is the cheaper/the cheapest?  
4 *Which* combines with *day, month or year*.  
*Which* (or *What*) day was it?  
5 *Which* way ...? asks for more exact information than *Where?*:  
*Which way did they go?*

Write:  
Complete the questions on the left to fit the answers on the right.  
Think about combinations you can make with *Which ...?*.  
1 Which ................................................. ? (We went to see)'Star Wars'.  
2 Which ................................................. ? Oh, I like novels best.  
3 Which ................................................ ? She always uses 'Smooth' soap.  
4 Which ................................................ ? I met Jill and Sue there.  
5 Which ................................................ ? I think the Nile's the longest.  
6 Which ................................................ ? Oh, this desk is definitely the cheapest.  
7 Which ................................................ ? Of the three, I prefer the leather one.  
9 Which ................................................ ? Oh, July is definitely the hottest.  
10 Which ................................................ ? I think they went towards the station.
13.6C 'Whose?' [> LEG 13.39]

Study:  
1. Whose? asks about possession. The possessor is always a person and we expect the answer to be somebody's name + 's (Kate's) or a possessive pronoun (mine).

2. When the possession is a thing or a substance, we can omit the noun after Whose: 
   Whose (umbrella/coffee) is this?- It's mine.

3. When the 'possession' is a person, we normally use a noun after Whose: 
   Whose son/daughter is he/she?- Kate's. Whose children are they? - The Lakers'.

4. We can also phrase questions with Whose in the following way: 
   Whose is this umbrella? (Compare: Whose umbrella is this?) 
   Whose are those children? (Compare: Whose children are they?)

Write:  
Fill in the blanks with Whose? or Who?.

1. Whose pen does this belong to? - It's John's.
2. pencil is this? - It's Kate's.
3. do those books belong to? - They're both mine.
4. are those socks on the floor? - They're Karl's.
5. book is this? - It's Maria's.
6. gloves are these? - They're Suzanne's.
7. children are they? - My neighbour's.
8. son is he? - He's John and Jean's.
9. 's at the front door?
10. are these children? - They're Mike and Shona's from next door.

13.6D Context

Write:  
Put in When?, Where?, Which?, Who? or Whose?.

WHO DID WHAT AND WHEN?
What we believe depends on our view of the world. For example, if we ask, 1. was America discovered?, most of us would think of Christopher Columbus in 1492. But Chinese children learn that Hui Shen, a Buddhist monk, got to America 1000 years earlier than Columbus. 2. was printing invented by and 3. year was it invented? You immediately think of Gutenberg in 1436, but Chinese children learn that it was invented by Bi Shen in 1041. 4. invention is spaghetti? It's the invention of the Italians, you will say. Wrong again. The Chinese had it before them. 5. and 6. was the compass invented? Answer: in China in 200 B.C. 7. was silk-making invented? Not in Persia, as you might think, but in China. 8. was the first country to put a man into space and 9. was he? The Soviet Union, you will say and the man's name was Yuri Gagarin. But according to the Chinese, Wan Hu made an attempt long before Yuri. 10. do you think? - In A.D. 1500! He sat in a chair attached to 47 rockets, holding a giant kite which would help him return to earth. He never came back!
13 Questions, answers, negatives

13.7 Question-word questions (3): 'Why?’, ‘How?’

13.7A ‘Why ...?’ as a question-word [LE 13.37]

Study:
1 Why...? asks for a reason and we answer with Because (Not *Why*) or a to-infinitive.
2 We can use What... for? in place of Why?: What did you do that for? (= Why did you do that?)
3 We use Why don’t/doesn’t...? (Why don’t you? Why doesn’t she?) to make suggestions.
4 We may use Why? or Why not? + bare infinitive: Why wait for him? Why not wait a bit?

Write:
Write suitable questions with Why? on the left to fit the answers on the right.
Think of possible combinations with Why?: Why don’t...?, Why not...? Why (wait)...? etc.
1 Why...? Because I want to watch the late-night film.
2 Why...? That’s a good idea.
3 Why...? Because I didn’t want to trouble you.
4 Why...? I phoned to let him know I had arrived.
5 Why...? I’m sorry I shouted at you.
6 Why...? To find out his address.
7 Why...? I’m already late for my appointment.
8 Why...? All right. I’ll put the job off till tomorrow.
9 Why...? To check that I had locked the back door.

13.7B ‘How ...?’ as a question-word; 'How much?/How many? ’ [LE 13.40]

Study:
1 We use How?, basically, to ask about manner:
   How did you get on in the exam? - Quite well, I hope!
   How combines with much, many, and with adjectives and adverbs (How fer? etc.).
2 We use How much?+ uncountable to ask about quantity: How much bread/milk/time?
   We also use How much?+o refer to cost: How much does this cost? How much is it?
3 We use How many? + plural noun to ask about number: How many people/books ...

Write:
Use How much ...? or How many...? in these sentences.
1 time do we have? 4.................. did that car cost you?
2 coffee do you drink every day? 5.................. people came to the meeting?
3 times do I have to tell you? 6.................. slices of bread do you want?

13.7C ‘How’ + adjective or adverb: ‘How far?’ [LE 13.40.2,13.34.8,6.16]

Study:
We can use How+ adjective (How long?) in place of What+ noun (What length?):
How long is that skirt? What length is that skirt?

Write:
Change these What + noun questions into How + adjective questions.
1 What’s the age of this building? How...? 4 What size is your briefcase? How...?
2 What’s the depth of this pool? How...? 5 What length is this room? How...?
3 What distance is Rome from here? How...? 6 What height is this house? How...?
13.7D 'How long ... (for)?' and 'How long ago?' [> LEG 13.40.5]

Study:  
How long ... ? (with or without for) asks about duration: **How long are you here (for)?**  
How long ago? + past tense refers to a point of time: **How long ago did it happen?** [> 7.3A]

Write:  
Supply **How long ... (for)? or How long ago?**

1 Why are you here?  
2 How long ago was the great fire of London?  
3......................did Queen Victoria die?  
4......................did the Victorian age last?

13.7E Social uses of 'How ...?' [> LEG 13.40.6]

Study:  
We ask questions with **How... ? for:**  
- introductions: **How do you do?** answered by **How do you do?** (Not e.g. *Fine, thanks*)  
- health: **How are you? How have you been?** answered by e.g. Fine, thanks.  
- personal reactions: **How was the film? (= What was the film like?)**  
- offers and suggestions: **How about a drink? (= What about a drink?)**

Write:  
Match the questions and the answers.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How do you do? oC</td>
<td>a) I'd love to. That's very kind of you.</td>
</tr>
<tr>
<td>2 How are you?</td>
<td>b) It was very enjoyable.</td>
</tr>
<tr>
<td>3 How have you been?</td>
<td>c) Not bad, but I had a cold last week.</td>
</tr>
<tr>
<td>4 How's life?</td>
<td>d) How do you do?</td>
</tr>
<tr>
<td>5 How's the garden?</td>
<td>e) Yes, that's a nice idea. Let's.</td>
</tr>
<tr>
<td>6 How about going to the cinema?</td>
<td>f) Coming along nicely. The tulips are just coming out.</td>
</tr>
<tr>
<td>7 How was the concert?</td>
<td>g) Very well, thank you. And you?</td>
</tr>
<tr>
<td>8 How would you like to have lunch with us?</td>
<td>h) Fine! How's life with you?</td>
</tr>
</tbody>
</table>

13.7F Context

Write:  
Put in the correct question forms.

RENT-A-SPACE  
My son, Len, is only twelve, but I think he's going to be an advertising tycoon. He had an accident during a football match last week and since then his leg has been in plaster. Len has been going round our local shops selling advertising space on his leg. *(What/charge?)*  
I asked him. 'It depends,' he answered. *(How much space/want?)*  
2          *(How long/want it (for)?)*,  
3          *(Want/box)*  
4          *(Want)*, or just a few lines? *(Want)*,  
5          *(prime position?*, or not?* His plastered leg was covered with ads, so he was obviously doing well. *(How much/make)*  
6          *(Want/box)*, or just a few lines? *(Want)*,  
7          *(prime position?*, or not?* I asked. 'I'm not saying,' he said. *(How/your leg)*, *(coming on, anyway?* 'Fine, thanks,' he answered. *(Why/you ask?)*  
8          *(prime position?*, or not?* 'I hope you're getting better and we can have that plaster off,' I remarked. 'I don't want it off too soon,' he grinned. 'It's a little gold mine!"
13.8 Subject-questions: 'Who?', 'What?', 'Which?', 'Whose?'

13.8A Subject or object? [> LEG 13.41-43]

1. A subject-question asks for the identity of the subject. There is no inversion and the question has the same word order as a statement:

<table>
<thead>
<tr>
<th>statement:</th>
<th>subject</th>
<th>verb</th>
<th>object</th>
<th>subject-answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Someone</td>
<td>paid</td>
<td>the waiter,</td>
<td></td>
</tr>
<tr>
<td>subject-question:</td>
<td>Who</td>
<td>paid</td>
<td>the waiter?</td>
<td>John (did).</td>
</tr>
</tbody>
</table>

Compare a Whom^-question which asks for the object of a statement [> 13.5B]:

<table>
<thead>
<tr>
<th>statement:</th>
<th>subject</th>
<th>verb</th>
<th>object</th>
<th>object-answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who(m)-quesXon:</td>
<td>Who(m)</td>
<td>did</td>
<td>John pay?</td>
<td>The waiter.</td>
</tr>
</tbody>
</table>

2. Answers to subject-questions often echo the auxiliary verb used in the question:

- Who can play the piano? - 1 can. 1 can't.
- When no auxiliary verb is present in the question, we use do, does or did in the answer:

3. What, Which, Whose and How much/How many can combine with other subject-words:

- What number is ... ?
- Which boy likes ... ?
- Whose car is ... ?
- How many students are ... ?

Write 1: Does the question-word ask for the subject or the object in each question?
Write S or O against each one.

1. Who spoke to you? S
2. Who did you speak to? O
3. Who will she leave her money to? S
4. Who'll lend you the money? O
5. What frightened you? S
6. What did she see? O
7. Which hat does he like? S
8. Which hat suits him best? O
9. Whose number did you ring? S
10. Whose telephone rang? O
11. How many people did you invite? S
12. How many people came to your party? O

Write 2: Supply suitable subject question-words on the left and suitable answers on the right.

1. Whw........can play chess?
2. wants to have a day off?
3. broke the big glass vase?
4. 'll help tomorrow?
5. made this mark on the table?  A knife
6. will make you happy?    A new car
7. teacher took you for maths?
8. tie goes best with this shirt?
9. dog bit you? My neighbour's...
10. dog bit you? The
11. suitcase got lost on the journey?
13.8 Subject-questions: 'Who?', 'What?', 'Which?', 'Whose?'

Write 3: What questions would you ask in these situations?

1. You and some other students are planning a beach party. You need someone who can play the guitar.
   \[ \text{What songs/compose} \]
   \[ \text{PLAY IT AGAIN, WINSTON!} \]
   some of the most famous songs of the 20th century? The answer is Irving Berlin. (\text{What songs/compose})

2. You're entertaining some friends. You've just made another pot of coffee.
   \[ \text{What do you think?} \]

3. A friend has just seen a film and you want to know the story-line.
   \[ \text{What do you think?} \]

4. You have organized a weekend walk. Ten of the class have said they'll come, but you're worried because you want to know the exact number.
   \[ \text{How many are coming?} \]

5. You are discussing a film with a friend. You were most impressed by one actor. What about your friend's opinion?
   \[ \text{What do you think?} \]

6. You're sitting chatting with friends. A chair is squeaking. You find it annoying.
   \[ \text{What/Which do you think?} \]

7. You are at a party and want to go home, but someone's car is blocking your exit. You want to identify the owner of the car.
   \[ \text{Who is it?} \]

8. You want to identify the students who want to come with you on an excursion.
   \[ \text{What/Which do you think?} \]

13.8B Context

Write: Put in the right questions and verb forms.

PLAY IT AGAIN, WINSTON!
(\text{Who/compose})
some of the most famous songs of the 20th century? The answer is Irving Berlin. (\text{What songs/compose})

2. Famous ones, like \text{Alexander's Rag Time Band} and \text{White Christmas}. There is a well-known story about the famous British Prime Minister, Winston Churchill, who read in a paper that Mr Berlin was in London, so he asked his aide to invite the great man to lunch. Over lunch, Mr Churchill asked question after question. (\text{Which party/win})
   \[ \text{the next American election? (Who/be) the next president of the USA? (What/papers say) the most influential? (Which country/have) the better political system, Britain or America? (Whose system/Mr Berlin prefer) of party politics in Britain? Mr Churchill was very disappointed with Mr Berlin's answers. Mr Berlin didn't have strong political opinions and Mr Churchill decided he was rather dull. The fact is that Mr Churchill's aide had invited the wrong Mr Berlin to lunch. Mr Churchill thought he was speaking to Isaiah Berlin, the famous philosopher, but his aide had invited Irving Berlin, the song-writer instead!} \]

... the wrong Mr Berlin!
13.9 Questions about alternatives
Emphatic questions with 'ever'

13.9A Questions about alternatives (1): 'Did you laugh, or cry?' [› LEG 13.44-45]

Study: We can abbreviate questions after or.
Instead of: Did you laugh, or did you cry when you heard the news?
We can say: Did you laugh or cry when you heard the news?

Write: Join these full questions with or to make single questions.
1 Did they listen to records? Did they go for a walk?
2 Can she dance? Can she sing? Can she play the piano?
3 Do you buy clothes when you need them? Do you wait for the summer sales?
4 Has she gone to church? Has she stayed at home?
5 Will you phone her? Will you wait till she rings back?

13.9B Questions about alternatives (2): 'Did you take it, or didn't you?'
[› LEG 13.44-45]

Study: We can ask two questions, one affirmative and one negative, about the same thing without repeating the verb in full.
Instead of: Did you take it, or didn't you take it?
We can say: Did you take it, or didn't you?
or: Did you or didn't you take it? Did you, or didn't you?
or: Did you take it, or not? (Not *or no*)

Write: Rephrase each question in three ways without repeating the verb in full.
1 Do you like fish, or don't you like fish?
   a
   b
   c

2 Can you help me, or can't you help me?
   a
   b
   c

3 Have you sent a card, or haven't you sent a card?
   a
   b
   c

4 Will you phone the plumber, or won't you phone the plumber?
   a
   b
   c
13.9 Questions about alternatives; emphatic questions with 'ever'

13.9C Emphatic questions with 'ever', etc. [> LEG 13.46-47]

We ask emphatic questions with ever to express admiration, anger, concern, etc. We write ever as a separate word from question-words. Compare:

**Where ever** did you buy that tie?  **Wherever** you go, take your passport. [> 1.8C]

*How ever* did you manage it?  **However, I managed to persuade him.** [> 7.8B]

**What ever** does she see in him?  **Whatever** she sees in him, she'll marry him. [> 1.9C]

We use ever after all question-words except Which? and Whose? and we often put heavy stress on it in spoken questions:  **Where ever did you pick that up?**

We can ask questions with ever.

- to get a subject or an object:  **What ever** made you late?  **What ever** did he say?

- in short responses:  **What ever for?**  **Why ever not?**

or we use a phrase like on earth for extra emphasis:  **How on earth did you know?**

Write:  Make these questions more emphatic to express admiration, surprise, concern, etc.

1. Who gave you permission to do that?
2. Why didn't you ask an expert to look at it?
3. When did they go to Iceland?
4. What will she say next?
5. Where shall I put this wet umbrella?
6. How do you expect me to carry all this?
7. How did you get into this mess?

13.9D Context

Write:  Use forms with ever, etc. and ask questions about alternatives.

THE MAN I'VE BEEN WAITING FOR!

Colonel Blimp is a short-tempered man. He pays good money to his motoring organization and he expects instant service. He broke down on a lonely road recently and was ready to explode when he had to wait for two hours before help arrived. Even before the driver got out of his car, the Colonel was muttering,  **'(What) took you so long? (What)'** do we pay good money for? I don't break down often, but **(when)'** I do, I expect real service.' The driver leaned out of the window.  **'(Have you broken down? Have you run out of petrol?)'** 'Can't start the engine!' the Colonel said sharply. 'Let's have a look at it,' the man said.  **'(Have you tried to start it? Haven't you tried to start it?)'**

This isn't my job, you know. I'm just a passing motorist. I stopped because you looked as if you needed help.'
14 Conditional sentences

14.1 Type 1 conditionals

14.1A Type 1 conditionals, basic uses: 'If the weather clears, we'll go for a Walk' [> LEG 14.4-6]

Study: 1 We can use all present tenses after if, not just the simple present, for example:
   If she finishes work early, she will go home. (if+ simple present + will)
   If she has finished work by 4 o'clock, she will go home, (if + present perfect + will)

2 We can use all future tenses in the main clauses, not just the w'll-future:
   If he doesn't hurry, the plane will have left by the time he gets to the airport.

3 We use Type 1 conditionals to describe what will or won't (probably) happen:
   If the weather clears, we'll go for a walk. (Not "If the weather will clear")

Write: Supply the correct forms of the missing verbs.

   1 If it is fine tomorrow, we go for a picnic.
   2 If I have time tonight, I finish the novel I'm reading.
   3 If it rains next weekend, we are not able to plant the vegetables.
   4 If he is leaving at 6 o'clock, I ask him to give me a lift.
   5 If she has drive all that way since this morning, she is tired and hungry.
   6 If they are working all afternoon, they probably need a cup of tea.
   7 If I can't finish the job this weekend, I try to get it done during the week.
   8 If John is picked for the team, he is boasting about it for weeks!
   9 If you can't finish the job this weekend, I try to get it done during the week.
   10 If we stay in this flat till May, we have been living here for twenty years.

14.1B 'If + present + modal: 'If it's fine tomorrow, we may go for a swim'
[> LEG 14.7]

Study: When we use will in the main clause, we are expressing certainty or near-certainty:
If the weather clears, we'll go for a walk. (certain, or nearly certain) [> 11.4A]

If we do not feel 'certain' enough to use will, we can use another modal to say what is possible,
necessary or desirable, for example:
If it's fine tomorrow, we may go for a swim, (it's possible)
If it's fine tomorrow, we must go for a swim, (it's necessary or desirable to do this)

Write: Supply the correct forms of the missing verbs, but use these modals in the main clause:
can, could, may, might, should, ought to, or must. Alternatives are possible.

   1 If you are still ill tomorrow, you stay at home.
   2 If you have time tonight, I finish the novel I'm reading.
   3 If she has too much to do, she ask someone to help her.
   4 If he is not coming tonight, he come next week.
   5 If he has only just arrived, he have heard the news.
   6 If they have waiting longer than an hour, they be getting impatient.
   7 If we can't go next week, we manage to go the week after.
14.1 Type 1 conditionals

14.1C 'If + should' instead of 'if + present' [> LEG 14.8]

Study:  
* If I should see him, I'll ask him to ring you. (= If I see him, I'll ask him to ring you.)

Write:  
Rewrite these sentences using should in the /-clause.

1. If you see him, please give him this message. If.
2. If she asks you, please don't tell her anything.
3. If he phones, please say I'm out.
4. If the temperature falls, turn up the heating.
5. If you receive a letter, let me know.
6. If you go out, get me a paper.

14.1D Imperative + 'and/or' + clause: 'Fail to pay and ...' [> LEG 14.9]

Study:  
* We can use the imperative in place of an /Y-clause to comment, threaten, request, etc.

1. We follow the imperative with and in place of an /Y-clause in the affirmative:
   * If you fail to pay, they'll cut off the electricity.

   Fail to pay and they'll cut off the electricity.

2. We follow the imperative with or in place of an /Y-clause in the negative:
   * If you don't stop borrowing money, you'll be in trouble.

   Stop borrowing money, or you'll be in trouble.

Write:  
Change these sentences to begin with an imperative.

1. If you ask me nicely, I'll mend it for you.
2. If you crash my car, I'll never forgive you.
3. If you work late tonight, I'll pay you well.
4. If you don't hurry, you'll be late.
5. If you don't take a taxi, you'll miss your train.
6. If you don't stop shouting, I'll slap you.

14.1E Context

Write:  
Put in the missing verb forms.

AN URGENT CASE

The family party was in full swing when the phone rang. Dr Craig answered it. He listened carefully for a moment, then said, 'I'll come right away.' 'Do you have to go out?' his wife asked. 'If it's not urgent, I have to go,' Dr Craig answered. 'If I (should) go, please don't wait up for me.' Dr Craig drove into the night. If I don't hurry, he thought, I (might) be too late. The thought made him drive faster. After driving for an hour, he arrived at a house. All the lights were on. If all the family is up, the doctor thought, the situation (must) be serious. A woman opened the front door immediately. 'Thank God you've come, doctor,' she cried. 'It's my daughter.' A sleepy child of about six appeared in a nightdress. 'I told her,' her mother said, '(go) to bed, or I'll fetch the doctor'. See,' she shouted at the child. 'I've done it. Here's the doctor!'

Here's the doctor!
14.2 Type 2 conditionals

14.2A Type 2 conditionals, basic uses: 'If you went by train, you would ...'

Study:

We form Type 2 conditionals with if + past (or if+ could) + would.

1 We can use Type 2 conditionals in place of Type 1 to describe something that is reasonably possible. The past tense form does not refer to past time:
   If you go by train, you will (you'll) get there earlier. (Type 1: reasonably possible)
   If you went by train, you would (you'd) get there earlier. (Type 2, 'more tentative')

2 We often use Type 2 conditionals to describe what is totally impossible:
   If you had longer legs, you would be able to run faster. (Not *if you would have*)
   If you could run fast, you'd be an Olympic champion.

Write: Write Type 2 conditionals to match these situations.

1 I don't have a spare ticket. I can't take you to the concert.
   If I went to the concert, I would take you.

2 She drinks too much coffee. She doesn't feel calm.
   If she were to drink less coffee, she might feel calmer.

3 He can't type. He isn't able to operate a computer.
   If he were better qualified, he could operate a computer.

4 They don't understand the problem. They won't find a solution.
   If you were better informed, you might find a solution.

5 He sits around too much. He isn't fit.
   If he were to exercise more, he might be in better shape.

14.2B 'If + were/was' + 'would': 'If I were you, I would ...'

Study:

Were is formal. We also prefer were when expressing doubt or imagining something:
   If I were better qualified, I'd apply for the job. (If I was: less formal)
   If I were better qualified, I'd apply for the job. (If I were: more formal)
   How would she be managing, if she were running a large company? (progressive forms)
   If I were the Queen of Sheba, you would be King Solomon, (were is preferable here)

Write: Write Type 2 conditionals to match these situations.

1 She is not in your position. She isn't able to advise you.
   If she were in your position, she would be able to advise you.

2 I am in a hurry. I won't stay to dinner.
   If I were in a hurry, I wouldn't stay to dinner.

3 He's not a millionaire. He won't buy you a palace.
   If he were a millionaire, he'd buy you a palace.

4 The weather isn't sunny. We won't stay indoors.
   If the weather were sunny, we'd stay indoors.

5 I am fit. I will go climbing.
   If I were fit, I'd go climbing.
14.1 Type 1 conditionals

14.2C 'If + past + modal: 'If he knew the facts, he might [ > LEG 14.14]

Study: When we use would in the main clause, we are expressing as much certainty as possible:

If he knew the facts, he would tell us what to do. (certain or nearly certain [> 14.1B])

If we don't feel 'certain' enough to use would, we can use another modal to say what would be possible or necessary, for example:

If he knew the facts, he might tell us what to do. (it's possible)
If he knew the facts, he should tell us what to do. (it's necessary)

Write: Supply the correct forms of the missing verbs. Use could, ought to, or might in the main clause.

1 If she ..MW^/wiM, (be) here now, she (give) us some advice.
2 If he,...................................(fail) in his present job, he,...............................(think) about another career.
3 If you,...............(can play) a musical instrument, you,...................(help) with the school orchestra.
4 If they,...................(have) the right qualifications, they,...................(be able to) apply for better jobs.
5 If she,...................(can have) some lessons, she,...............................(improve) her performance.
6 If we,...................(run) our own business, we,...............................(be) more independent.
7 If John,...................(go) to his home town, he,...............................(visit) his mother.
8 If Susan,...................(borrow) your book, she,...............................(return) it.
9 If Frank,...................(want) advice, he,...............................(ask) his bank manager.

14.2D Context

Write: Put in Type 2 conditionals throughout.

LYING IN THE SUN

Two tramps, Eugene and Sergio, were lying in the sun.

EUGENE: What (we/doing) if the sun (not shining)2.................................?

SERGIO: Well, (we/not be)3....................................lying here for a start. But that's not the important question. The important question is: what (we do)4.................................if (we/be)5..............................................rich?

EUGENE: If (we/be)6..............................................rich, we (can/travel)7.................................everywhere.

SERGIO: True, but we travel everywhere already.

EUGENE: Yes, but not in style. If (we/have)8.................................money, our chauffeur, James, (can/ drive)9.................................us round in our Rolls. Imagine, if (we/be)10

in that position! (We/return)11.................................to our fine mansion in the country.

SERGIO: Yes, the butler (put out)12.................................fresh clothes for us, the cook (prepare)13

.................................a fine meal for us. We 14.................................not just be eating carrots all the time.

EUGENE: Yes. If (we/own)15.................................a house like that, (we/also have)16

.................................a fine swimming-pool.

SERGIO: Yes! Yes! If (we/have)17.................................a fine swimming-pool, (we can/swim)18

.................................as much as we liked.

EUGENE: If (we/be)19.............................................really really rich, (we can/lie)20.................................in the sun!

SERGIO: But we are lying in the sun!
14.3 Type 3 conditionals

14.3A Type 3 conditionals, basic uses: ‘If you had gone by train,...’

We form Type 3 conditionals with if+ past perfect (or if + could have) + would have. We often use Type 3 conditionals to express regret, etc. about things that can now never happen. We can use simple or progressive forms of the past perfect in the /’/-clause:

- If I’d (= I had) been taller, I’d (= I would) have joined the police force.
- If I had had any sense, I wouldn’t have bought a second-hand car.
- If we had gone by car, we would have saved time.
- If I had been trying harder, I would have succeeded.
- If I could have stopped, there wouldn’t have been an accident.

Write: Comment on the following situations with /’/(expressing regret, etc.).

1. John ate too much birthday cake, so he was sick.
   If I'd been a little shorter, I would have joined the police force.

2. We came home from our holiday early because we ran out of money.

3. The house didn’t burn down because the fire brigade came immediately.

4. The men were wearing protective clothing, so they were all quite safe.

5. I had an accident because I wasn’t watching the road.

6. I was sweating because it was so hot.

7. My father didn’t earn much money, so life wasn’t easy for us.

8. I didn’t enjoy school, so I didn’t do very well.

14.3B ‘If I had been you/If I had been in your position’

We often use If I had been you and If I had been in your position to describe what we would have done in someone else’s position:

- If I had been you/If I had been in your position, I would have accepted their offer.

Write: Comment on these situations. Begin each sentence with If I had been ...

1. Marie paid £200 for a dress.
   If I had been you, I would have bought a second-hand dress.

2. Franz didn’t take that job he was offered.

3. Ali didn’t study at all, so he failed his exams.

4. Sandra walked to work in the rain and got wet.
14.4 Mixed conditionals; 'unless/if... not', etc.

14.4A Mixed tenses in conditional sentences [> LEG 14.3]

We do not always have to stick rigidly to the 'three types of conditional sentences'. There are occasions when we can use any tenses in /7-clauses, depending on the context:

If I am as clever as you say I am, I would have been rich by now. Type 1 + Type 3

If you knew me better, you wouldn't have said that. Type 2 + Type 3

If I had had your advantages, I'd be better off now. Type 3 + Type 2

Use mixed tenses in these sentences.

1. If I ... ΦΥχ, .................(be) you, I (check) my facts before I wrote that letter.
2. If you, ...................................(be) so hungry, you ..............................................(not miss) breakfast.
3. If he, ...................................(not catch) the 5.30 train, he, ...................................(not arrive) for another two hours.
4. He, ...................................(feel) very tired today if he, ..............................................(play) rugby yesterday.
5. If the snake bite, ...................................(be) poisonous, you ..............................................(feel) very ill now.
6. If I, ...................................(be) in your position, I ..............................................(answer) his letter by now.

14.4B 'If not' and 'unless' [> LEG 14.20]

Study:

1. We can use if... no/and unless in place of each other when we are saying 'except if.

Unless is 'stronger' than if not and we sometimes use it in 'threats':

If you don't change your mind I won't be able to help you. (= Except if you change ...)

Unless you change your mind, I won't be able to help you. (= Except if you change ...)

2. We cannot use unless in place of if not when if not doesn't mean 'except if:

I'll be surprised if he doesn't win. (if not doesn't mean 'except if)

She'd be better company if she didn't complain so much. (if not doesn't mean 'except if)

3. We often use unless (never if... not) to introduce an afterthought:

I couldn't have got to the meeting - unless, of course, I had caught an earlier train.

Write 1: Tick the sentences where we could use either if not or unless.

1. I won't do it if you don't help me.
2. Unless he chooses his words more carefully, he'll be in trouble.
3. She'd have more friends if she didn't criticise everyone so much.
4. I'll be surprised if they don't get married one day.
5. She couldn't have stolen the jewels unless she had had inside help.
6. She couldn't have stolen the jewels - unless of course someone had helped her.
7. I'd be very pleased with this car if it didn't break down all the time.

Write 2: Supply if not or unless in these sentences. Note where you could use either.

1. (you/tell) ,Ш<,. /... 4Ш... me the whole story, I won't be able to help you.
2. He would be happier and healthier (he/have), .........................................................so many worries.
3. We couldn't have caught the plane - (we/break) ..............................................the speed limit getting to the airport.
4. (management and unions/become) ..............................................more flexible, there'll be a lot more strikes.
5. I'll be there by 7 o'clock (I/get held up) ..........................................................in the traffic.
6. (we/have) .................................................................more rain soon, the plants will all die.
7. (you/not warn) .................................................................me, I would have fallen into the same trap as you.
14.4C Conjunctions we can sometimes use in place of 'if' [LEG 14.21]

Study: We can introduce conditionals with conjunctions which do not always have exactly the same meaning as if, for example: assuming (that), even if, on (the) condition (that), provided (or providing) that, so long as, suppose and supposing:

Assuming (that) it's fine tomorrow, we'll go for a swim.

Write: Rewrite these sentences using the conjunctions in brackets.

1. If you gave me $10,000, I still (not go) down a coal mine, (even if)

2. I (lend) you my book if you let me have it back by Monday, (on (the) condition (that))

3. If you look after it, I (let) you keep my bicycle till the weekend, (providing (that))

4. If you (not tell) anyone else, I'll tell you what happened, (so long as)

5. If it (be) a holiday on Monday, we can drive to the seaside, (assuming (that))

6. The children were never scolded if they (do) what they were told, (so long as)

14.4D Context

Write: Put in the right conditionals.

THE SECRET OF A LONG LIFE

Grygori Pilikian recently celebrated his 114th birthday and reporters visited him in his mountain village in Georgia to find out the secret of a long life. 'The secret of a long life,' Grygori said, 'is happiness. If you (be) happy, you will live a long time.' 'Are you married?' a reporter asked. 'Yes,' Grygori replied. 'I married my third wife when I was 102. If you are happily married, you (live) for ever. But for my third wife, I (die) years ago.' 'What about smoking and drinking?' a reporter asked. 'Yes, they are important,' Grygori said. 'Don't smoke at all and you (feel) well. Drink two glasses of wine a day and you (be) healthy and happy.' 'If you (can/live) your life again, what (you/do)' a reporter asked. 'I would do what I have done. If I had had more sense, I (eat) more yoghurt!' he chuckled. 'Supposing you (can/change) one thing in your life what (you/change) to' another reporter asked. 'Not much,' Grygori replied. 'So you don't have any regrets?' 'Yes, I have one regret,' Grygori replied. 'If I (know) I was going to live so long, I (look after) myself better!'

The secret is ... happiness!
15.1 Direct Speech

**Write:** Add single quotation marks and other punctuation marks to these examples.

1. Where do you come from John asked
2. It's here Bill said
3. I've got a good idea Mark said
4. Is it something she asked that we all ought to know
5. As I was leaving he explained I heard someone shout
6. Don't shout at me he cried
7. John said We're late
8. We're late John said
9. What's the time Andrew asked
10. Bill said I'm hungry
11. What is it Jill asked
12. You are stupid sometimes she said
13. Where is he Tom asked
14. What a surprise she exclaimed
15. Is there anyone in she inquired
16. Which way did they go he asked
17. Tom said She's ill
18. She's ill Tom said

**15.1C 'Quote within a quote'**

**Study:**

1. If we are quoting someone else's words inside a quotation, we use a second set of quotation marks. If we have used single quotation marks on the 'outside', we use double ones on the 'inside' and vice-versa. The inside quotation has its own punctuation, distinct from the rest of the sentence:

   Ann said, 'Just as I was leaving, a voice shouted, "Stop!".'

   'What do you mean, "Are you all right"?' Ann asked.

2. We can also use a second set of quotation marks when we mention the title of e.g. a book or a film: 'How long did it take you to read "War and Peace"?' I asked.

3. We don't normally use quotation marks with verbs like think and wonder.

   So that was their little game, he thought. Why hasn't she written, he wondered.

**Write:** Add correct punctuation marks to these examples of direct speech.

1. As I was leaving, he explained someone shouted Fire
2. Please don't keep asking me What's the time Jim said crossly
3. Have you read Who's Afraid of Virginia Woolf my teacher asked
4. What do you mean Have you lost your way the stranger asked me
5. Where are they now he wondered

**15.1D Context**

**Write:** In printed dialogue, each new speech begins on a new line in a new paragraph. Punctuate the following.

---

The Roxy was closed ...
15 Direct and indirect speech

15.2 'Say', 'tell' and 'ask'

15.2A 'Say', 'tell' and 'ask' [> LEG 15.5-9]

Study:
1. The commonest reporting verbs in both direct and indirect speech are: say, tell and ask.

2. We must always use a personal indirect object after tell (tell somebody...):
   
   *He told me he was tired.* (Not *told to me*)
   *John told his mother he was going out.*
   
   We can use to me, etc. after say if we want to, but we can't say *"He said me" [> 1,3B]:
   *
   "You haven't got much time, *he said (to me), or... he told me. Not *"he said me/he told"*

3. We can use me, etc. after ask if we want to: 'Are you comfortable?' *he asked (me)*.

Write: Choose the correct word from those in brackets to fill the blank in each sentence.

1. He often ... things like that (says/tells)
2. She always.....................me her troubles, (says/tells)
3. The children always....................me if they can go out to play, (tell/ask)
4. They.........................me to leave, (said/asked)
5. 'Don't do that!' she..........................to them, (said/told/asked)
6. 'They've arrived,' she..........................(said/asked)
7. 'How are you both?' she..........................(told/asked)
8. I..............................that I didn't know what to do. (said/told/asked)
9. She.............................me she didn't know what to do. (said/told/asked)
10. They...........................if I knew what to do. (said/told/asked)
11. The nurse.............................him whether he needed anything else, (said/told/asked)
12. Did he................................you where you came from? (say/ask)
13. Did she.............................you where she had put my books? (say/tell)
14. The policeman..........................us where we were going, (said/told/asked)
15. He didn't.............................me how long the job would take, (say/tell)
16. 'There's no match on Saturday.' - 'Who...........................so?' (says/tells/asks)
17. 'You were right. Those curtains look terrible!' - 'I...........................you so!' (said/told/asked)
18. When I was introduced to the Princess, she.............................a few words to me. (said/told)
19. That little boy's very bad. He.............................a lot of lies, (says/tells)
20. 'How much are those bananas?' - 'I've got no idea. Go and..........................the price.' (say/tell/ask)

15.2B Fixed expressions with 'say', 'tell' and 'ask' [> LEG 15.7.2]

Study: 

**say**: say a few words, say so, say no more, say nothing, say your prayers

**tell**: tell a lie, tell a story, tell you so, tell the time, tell the truth

**ask**: ask after someone, ask (for) a favour, ask a question, ask the price

Write: Supply the missing phrases with say, tell and ask.

1. Don't say ..............that the worst has happened.
2. Don't offer to buy it..........................first.
3. You've told me more than I need to know.
4. If you need money, why don't you a loan?
5. Don't tell them anything
6. 'Who.............................?' - 'I say so!
7. When did your son learn to..........................
8. I did it. I cannot
15 Direct and indirect speech

15.3 Indirect statements with tense changes

15.3A Common indirect speech forms [emple REF 15.12-13,9.5]

Study: We tend to use past tenses in indirect speech because we are reporting past events, so we use the past tense of reporting verbs (he said (that) ... he told me (that)). How we report is a matter of common sense and we can mix tenses if we want to. We can say:

Jim says he’s read Tony’s book and didn’t understand it. (= then, when he read it)
Jim said he’d read Tony’s book and doesn’t understand it. (= now), etc.

But what commonly happens is that present attracts present and past attracts past, so we would probably say: Jim said he’d read Tony’s book and didn’t understand it.

We move the reported clauses ‘one tense back’. A useful general rule is:
‘present becomes past and past becomes past perfect’.

Write: Report these statements with said (except 13) moving the clauses ‘one tense back’.

<table>
<thead>
<tr>
<th>DIRECT SPEECH STATEMENTS</th>
<th>INDIRECT SPEECH STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>present becomes past</td>
<td>1 MAC: I need a holiday.</td>
</tr>
<tr>
<td></td>
<td>2 SUE: I'm not wasting my time.</td>
</tr>
<tr>
<td>present perfect becomes past perfect</td>
<td>3 TOM: I've had some good news.</td>
</tr>
<tr>
<td></td>
<td>4 PAM: I've been sleeping.</td>
</tr>
<tr>
<td>past becomes past or past perfect (past perfect is often optional)</td>
<td>5 LOU: I went home early.</td>
</tr>
<tr>
<td></td>
<td>6 JAN: I was waiting for you.</td>
</tr>
<tr>
<td>past perfect does not change</td>
<td>7 JOE: I had eaten earlier.</td>
</tr>
<tr>
<td></td>
<td>8 PAT: I had been waiting for you.</td>
</tr>
<tr>
<td>modal 'present' becomes 'conditional' or 'past'</td>
<td>9 TIM: I will see you later.</td>
</tr>
<tr>
<td></td>
<td>10 DOT: I can speak French.</td>
</tr>
<tr>
<td></td>
<td>11 KIM: I may arrive later.</td>
</tr>
<tr>
<td>'shall' with a future reference becomes 'would'</td>
<td>12 RON: Shall I speak to him.</td>
</tr>
<tr>
<td>shall' in offers and suggestions becomes 'should' [emple REF 15.5B]</td>
<td>13 MEG: Shall I speak to him? Meg asked whether</td>
</tr>
<tr>
<td>'past' or 'conditional' modals do not change</td>
<td>14 TED: I could help you.</td>
</tr>
<tr>
<td></td>
<td>15 ANN: I might see him.</td>
</tr>
<tr>
<td></td>
<td>16 JIM: I would enjoy that.</td>
</tr>
<tr>
<td>'perfect' modal forms do not change</td>
<td>17 SAM: I must have fainted.</td>
</tr>
<tr>
<td></td>
<td>18 DON: I couldn't have said that.</td>
</tr>
<tr>
<td></td>
<td>19 NED: I needn't have gone there.</td>
</tr>
<tr>
<td></td>
<td>20 LYN: I ought to have helped her.</td>
</tr>
<tr>
<td>'should' (= 'it's advisable') doesn't change</td>
<td>21 LEE: I should go to the dentist's.</td>
</tr>
<tr>
<td>'should' used in place of 'would' in conditionals becomes 'would'</td>
<td>22 DAN: If I were you I should get legal advice</td>
</tr>
</tbody>
</table>
15.3 Indirect statements with tense changes

'must' (= necessity in the past) does not change, or becomes 'had to'
23 PAUL: I must catch an early train.
24 JILL: I must speak to you.

'must' (= necessity in the future) does not change, or becomes 'would have to'
25 BILL: I must leave tomorrow.
26 JANE: I must work till late.

'must' (= deduction or possibility) does not change.
27 PHIL: John must be a fool.

'mustn't' (= prohibition) does not change, or becomes 'couldn't'
28 JEAN: I mustn't eat meat.
29 JEFF: They mustn't give up.

15.3B Pronoun and adverb changes in indirect speech [LEG 15.12-13]

Study: 1 Pronouns change (or not) depending on the view of the reporter:
'I'll send you a card, Sue.' (actual words spoken by Ann)
Ann told Sue she'd send her a card, (reported by someone else)
Ann said/told me she would send me a card, (reported by Sue)
I told Sue (that) I'd send her a card, (reported by Ann)

2 Time and place changes: Adverb changes depend on context, e.g.
now -* immediately/then
today -* that day
tonight -* that night, etc.

It is not always necessary to make these changes, especially in spoken indirect speech.
'I'll see you tonight,' he said. -» He said he would see me tonight.

15.3C Context

Write: Turn each direct-speech statement into indirect speech with tense changes.

JUST WHAT THE DOCTOR ORDERED!
'I've conducted a number of tests,' Dr Grey said.

15 Direct and indirect speech

15.4 Indirect questions with tense changes

15.4A Indirect Yes/No questions: 'He asked me if I was ready' [> LEG 15.17-18]

Study:
1  We don't use quotation marks or question marks in indirect questions:
   He asked me if (or whether) I was ready.

2  Tense changes: 'Present becomes past and past becomes past perfect', but [> 15.3A]:
   Are you ready?  →  He asked (me) if/whether I was ready.

   If we are reporting a question that has just been asked, we can say:
   Are you ready? - 'What did John ask you?' - 'He asked me if/whether I'm ready.'

3  The inversion [> 13.1A] in the direct question changes to statement word order:
   Are you ready?  →  He asked (me) if/whether I was ready.

   A reported tag question [> 13.3] also changes to statement word order:
   'You're ready, aren't you?'  →  He asked (me) if/whether I was ready.

4  We use if or whether after ask, want to know, wonder, (not) know, didn't say/tell me.

Write:  Report these Yes/No questions moving the clauses 'one tense back'.

1  'Are you hungry?'  She asked us
2  'Are you enjoying yourself?'  He wanted to know
3  'Do you always go to church on Sunday?'  He wondered
4  'Have you seen John recently?'  She asked me
5  'Has Debbie been working here long?'  He wanted to know
6  'Did you study hard for the exam?'  She wondered
7  'Will Ted and Alice be at the party?'  She asked us
8  'Will you be coming to the concert or not?'  He wanted to know
9  'You like Italian food, don't you?'  She asked me
10  'You don't like Italian food, do you?'  She wanted to know

15.4B Indirect question-word questions: 'He asked me why I went there'
[> LEG 15.19-20]

Study:
The inversion after a question-word in a direct question changes to statement word order in the
reported question and, if necessary, the tense is changed at the same time:

   Why haven't you finished?  →  He asked (me) why I hadn't finished.
   When did you go there?  →  He asked (me) when I went (or had gone) there.

Write:  Report these question-word questions moving the clauses 'one tense back'.

1  'What's the weather like?'  She asked me
2  'What does Frank do for a living?'  I wanted to know
3  'Why is Maria crying?'  She wondered
4  'What kind of holiday has Marco had?'  You wanted to know
5  'How long have you both been living here?'  They inquired
6  'Where did they go last week?'  She wanted to know
7  'Who were you looking for?'  He asked me
8  'When will lunch be ready?'  You didn't tell me
9  'Which countries will John be visiting?'  You didn't say
10  'How can I solve the problem?'  I wanted to know
15.4C Indirect subject-questions [LG 15.21 -22]

Study:
A direct subject-question has the same word order as a statement [>13.8A]:

**John paid the waiter.**  ->  **Who paid the waiter?** (Not *Who did pay the waiter?*)

We keep the same word order when we report a subject-question, though, if necessary, we change the tense:

*John paid the waiter.*  ->  He asked (me) **who (had) paid** the waiter.

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Write: Report these subject-questions moving the clauses ’one tense back’ only where necessary.

1  ’Who’s next please?’ She wanted to know
2  ’What makes a noise like that?’ He wondered
3  ’Which of you is waiting to see me next?’ The doctor asked
4  ’Whose composition haven’t we heard yet?’ The teacher asked us to tell her
5  ’Who left this bag here?’ Tell me
6  ’What caused the accident?’ Can you explain
7  ’Which newspaper carried the article?’ I’d like to know
8  ’Whose painting will win the competition?’ I haven’t any idea
9  ’Which firms have won prizes for exports?’ This article doesn’t say
10  ’Which number can be divided by three?’ The teacher asked

15.4D Context

Write: Put in the correct forms and tenses of the numbered verbs.

**BURNING THE CANDLE AT BOTH ENDS**

The nurse asked me if I (be) ^1^...... WJM ........., next and she led me into Dr Grey's surgery. Dr Grey smiled at me and asked (what the problem be) ^2^ ............... I'm a young man and am not the sort of person she has to see very often! I told her I (be) ^3^ ............... feeling rather run down. She asked me if I (keep) ^4^ ............... regular hours and I said I (have not) ^5^ ............... She wanted to know why I (not/keep) ^6^ ............... regular hours and I said I (be) ^7^ ............... out with friends almost every evening. Dr Grey then wanted to know how I (spend) ^8^ ............... my time and I (tell) ^9^ ............... her I (go) ^10^ tq parties mostly. The doctor asked if I (not/have) ^11^ the chance to recover during weekends and I (tell) ^12^ her that my party-going (be) ^13^ ............... even worse during the weekends! She asked me if I (smoke) ^14^ . When I said I did, she asked how many cigarettes a day I (smoke) ^15^ ............... She raised her eyebrows when I answered! Then she asked me if I (take) ^16^ ............... any exercise and I answered that I (not/have) ^17^ ............... time for that sort of thing. ‘You’re burning the candle at both ends, Mr Finley,’ she told me. ‘Rest is the only cure for you. You’ve really got to slow down.’ She looked at me wistfully before I left her surgery and added, ‘but I do envy you the life you’ve been living!’

Burning the candle at both ends
15.5 Uses of the to-infinitive in indirect speech

15.5A Reporting the imperative: 'He reminded me to post the letter' [> LEG 15.24]

Study:

1. We report the imperative with suitable verbs + to-infinitive. The reporting verb matches the function of the imperative (asking, telling, advising, etc. [> 9.10A, 16.3C]). E.g.
   
   *Remember to post the letter,* he asked me. becomes: *He reminded me to post the letter.*

2. When we report a negative imperative, we put *not* or *never* before the to-infinitive:
   
   *'Don't wait,* he said. -> *He asked me not to wait.* (Not *'to not' or *'to don't')
   *'Never do that again,* he said. -> *He told us never to do that again.* (Not *'to never')

Write: Report the following using the simple past of the verbs in brackets.

1. 'Wait for me,' I said to him. (tell)  
   *Wait for me,* I told him.

2. 'Go on holiday when the weather gets warmer,' she told him. (advise)  
   *Go on holiday when the weather gets warmer,* she told him.

3. 'Keep out of this room at all times,' she said to them. (warn)  
   *Keep out of this room at all times,* she said to them.

4. 'Remember to post those letters,' he said to me. (remind)  
   *Remember to post those letters,* he reminded me.

5. 'Don't go into my study,' he said to them. (ask)  
   *Don't go into my study,* he told them.

6. 'Don't wait for me,' I said to him. (tell)  
   *Don't wait for me,* I told him.

7. 'Don't go on holiday yet,' she told him. (advise)  
   *Don't go on holiday yet,* she told him.

8. 'Don't ever enter this room,' she said to them. (warn)  
   *Don't ever enter this room,* she told them.

15.5B Offers, suggestions, requests for advice: 'He asked if he should ...'

[> LEG 15.24.2]

Study:

This is how we report offers and suggestions with *shall* or *should* [> 11.6E,F]:

- direct offer or suggestion:  
  *Shall I phone her?*  
  *Should I phone her?*

- reported with *if* or *whether*:  
  *He wanted to know if he should phone her.*

- reported with *whether to*:  
  *He wanted to know whether to phone her.* (Not *'if to'*)

Write: Report each question in two ways.

1. 'Shall I fax the information to them?' She asked  
   *Shall I fax the information to them?* She asked

2. 'Should I leave a message for her?' He asked  
   *Should I leave a message for her?* He asked

3. 'Shall I heat the food for you?' She asked him  
   *Shall I heat the food for you?* She asked him

4. 'Should I phone him now?' He wanted to know  
   *Should I phone him now?* He wanted to know

5. 'Shall I invite them to dinner?' She wanted to know  
   *Shall I invite them to dinner?* She wanted to know
15.5C Requests for advice with question-words: 'He wanted to know how ...'

Study: This is how we report requests for advice with question-words:
- direct request for advice: How shall I repair it? How should I repair it?
- reported with question-word + should: He wanted to know how he should repair it.
- reported with question-word + to-infinitive: He wanted to know how to repair it.

We can use a to-infinitive after all question-words (how to, when to, etc.) except why.

He wanted to know why he should wait. (Not "He wanted to know why to wait.")

Write: Report each request in two ways, where possible.

1. 'When should I be at the station?' She asked
2. 'Where shall we have our meeting?' They asked
3. 'Which should I choose?' He asked
4. 'Who(m) shall I ask?' She wanted to know
5. 'What should I do?' He asked me
6. 'Why should I pay this bill?' She wanted to know
7. 'Whose car should I borrow?' He wanted to know
8. 'Why should I be punished?' She asked

15.5D Context

Write: Put in the correct forms.

A GIFT FROM CHICAGO

It had been a particularly bad winter in Chicago. Nearly forty inches of snow had fallen in a fortnight. Railway workers at Chicago station didn't know (what/do) with it. The foreman (advise them/shovel).........it into huge mountains to keep the platforms clear. He (tell/not leave)...............any snow on the platforms because it was dangerous for passengers. But it was an impossible task! Suddenly, one of the workers had a bright idea. 'I know (how/get rid).........of it,' he said. 'Let's load it onto this freight train. We can send it south to Mississippi and New Orleans. It'll just melt away.' The next day five tons of snow arrived in Memphis, Tennessee. 'It's a welcome gift,' a railway worker said. 'We know (what/do) ...............with it here. We'll send what we can to the children's playground. Some of us have never seen snow before!'

"It's a welcome gift."
15.6 When we use indirect speech

15.6A Interpreting direct speech

Study: 1 Indirect speech commonly occurs in continuous paragraphs of reported language, not in unrelated sentences. To hold it together, we use phrases like: she went on to say, he continued, he added that. We also vary the reporting verbs: he observed, she noted, they remarked, etc. Yes/No answers or adverbs like Well are common in direct speech, but they disappear when we report them.

2 We don't apply 'rules' mechanically when we are reporting; we have to interpret what we hear or read, so we often use reporting verbs like exclaim, insist, suggest, etc.: "You really must let me pay the bill," Andrew said, can be "interpreted" as: Andrew insisted on paying the bill.

Write: Interpret these examples of direct speech, then re-express them as indirect speech.

1 'Why don't we go sailing?' Diana said.
   Asked.

2 'You've just won a lottery!' Tom said.
   'Really?' Jennifer exclaimed.

3 'More money should be spent on education,' Frank observed.
   'Yes, I agree,' Gillian answered.

4 'I don't think you should take up wind-surfing at your age,' John said.
   'I feel it's a sport that will suit all ages,' Jenny replied.
   'But it requires great physical strength,' John said.
   'And who told you I was short of that?' Jenny said.

5 'Don't go too near the lions' cage,' mother said.
   'But I want to see the lions close up,' Billy answered.
   'Isn't this close enough?' mother asked.
   'No,' Billy replied.
   'I'm sorry, Billy, but you can't go any closer than this.'
   'But I want to,' Billy insisted.
   'Well, you can't.'
"You really must keep to your diet, Mrs Flynn, if you're serious about losing weight," Dr Grey said.
"You have been keeping to it, haven't you?"
"Well, I... er...,' Mrs Flynn muttered.
"Have you or haven't you?"
"Well, I have occasionally had a bit extra.'
"What do you mean, "a bit extra"?"
"Oh - a cream cake or two.'

"You did enjoy the film, didn't you?" Sandra asked.
"I'm not sure," Sam answered.
"I thought Gloria Gleam's performance was fantastic!"
"Well, I didn't like it at all," Sam replied.
"Didn't you really?" Sandra replied.

15.6B Context
Write:  Put in the missing words.

SECOND-HAND GOODS
It's a sad fact that people steal from hotels. Recently I interviewed Mr David Wills, the manager of a large hotel, and he... me that all kinds of things, large and small,... constantly stolen. Mr Wills told... that a check,... made on a person's room as soon as they (leave).... It, but unless someone had walked off with a wardrobe, he (advise).... the staff (not/make).... a fuss. 'What is even more surprising,' Mr Wills... is the things people leave behind - anything from wooden legs to false teeth!' He then...on to tell me a story about a snobbish lady who (recently check out).... She (object).... that her bill (be) too high, but paid it nevertheless. Just as she (leave) the phone rang and the cashier answered it. He then... the lady that a hotel bathrobe was missing from her room. The lady expressed great surprise and... that the hotel maid must have packed it in by mistake. 'But the maid has just reported the bathrobe missing,' the cashier... Handing over the bathrobe, the lady left in disgust. "Who wants a second-hand bathrobe, anyway?" she said, as she made her way to a taxi complaining that hotel service (be)...
16 The infinitive and the '-ing' form

16.1 The bare infinitive and the to-infinitive

16.1 A Forms of the infinitive [LE 16.1-3]

Study: We often use the base form of a verb (go) as an infinitive. We call this the bare infinitive because we use it without to. We must distinguish it from the to-infinitive, where we always use to in front of the base form of the verb (to go). The most common use of the bare infinitive is after modal verbs He may/can (etc.) go [> 11.1A-B].

Write: Using the verbs in brackets, supply the appropriate forms of the infinitive:

1. We can soon, (leave)
2. I don't know what Mark's doing. He may, (study)
3. She's a slow worker! I could, (do)
4. Why were you waiting here? You should, (wait)
5. I promise you your order will today, (send)
6. 'How was that table scratched?' - 'It must when it was being moved.' (do)

16.1 B 'Let', 'make', 'would rather/sooner' and 'had better' [LE 16.4-5]

Study: We use the imperative form Let's (= Let us) + bare infinitive for making suggestions: Let's take a taxi! Let's take a taxi, shall we? Do let's take a taxi. [> 11 6F]

Write: Supply suitable infinitive forms for the verbs given in brackets.

1. Let's ...(if Q... to the cinema, (go)
2. Let's,.........out long, (not stay)
3. Let's,.........shall we? (go out)
4. Don't let's,.........home yet. (go)
5. Let XYZ,.........a triangle, (be)
6. Let me..............that letter for you. (post)
7. They didn't let her..............jeans, (wear)
8. He made me..............the mess, (clear up)
9. That T-shirt makes you..............younger, (look)
10. I was made..............floors, (scrub)
16.1 The bare infinitive and the to-infinitive

11 I'd rather ………………….. for a walk in the rain than ………………….. nothing at all. (go, do)
12 I'd rather ………………….. anything if you don't mind, (not have)
13 I don't really want to see that play. I'd sooner ………………….. at home, (stay)
14 You'd better ……………… what you think, (not say)
15 It's late. I think we'd better ………………….. (go)

16.1 С The infinitive with or without 'to' after 'help' and 'know' [> LEG 16.7]

1 We may use a bare infinitive or a to-infinitive after a few verbs like help and know. The use of a to-infinitive is more formal: 
Mother helped me (to) do my homework.
How can I help my children not to worry about their exams?

2 We sometimes use help without a noun or pronoun object:
Everyone in the village helped (to) build the new Youth Centre.

3 We have a noun or pronoun object after know.
I've never known her (to) be late before. I've never known her not (to) be late.
We use to in the passive: He was known to have/to have had a quick temper as a boy.

Write: Join or rewrite the sentences below using the words given.

1. I found this book. The librarian helped me.
The librarian
2. I have to fill in this job application form. Can you help me?
Can you
3. You mustn't worry so much. I can help you.
I can help
4. People know him to be a very generous man.
He
5. He's a ruthless businessman. He is known for that.
He's known
6. She's never on time.
I've never known

16.1D Context

Write: Put in the correct forms of the verbs.

ONE CUBE OR TWO?
When we were at school as children we were (make/wear) our indoor shoes inside the school building. The teachers would never (let us/wear) our outdoor shoes at all and they (make us/change) in the changing rooms from the moment we entered the building. I'd never known teachers (be) more strict about any other school rule. The trouble was that my indoor shoes really (make me/suffer) because they were so tight. ('Let/expand) our shoes!' a fellow sufferer suggested. He had had a brilliant idea. We put plastic bags inside our shoes and poured water into the bags. We sealed the bags carefully and put our shoes into the freezer. Of course the ice (make the shoes/expand) and they were a pleasure to wear. This clever idea (help me/get) through my schooldays with less discomfort and I have never forgotten it!
16.2 The bare infinitive or the '-ing' form; the fo-infinitive

16.2A Verbs of perception: 'Watch him draw/drawing' [LEG 16.9.2-3]

Study:
1 We can use a noun or pronoun object + the bare infinitive or -ing after these verbs: feel, hear, listen to, look at, notice, observe, perceive, see, smell, watch [compare > 16.6B].
2 The bare infinitive generally refers to the complete action:
   *I watched a pavement artist draw a portrait in crayons,* (i.e. from start to finish)
3 The -ing form generally refers to an action in progress:
   *I watched a pavement artist drawing a portrait in crayons,* (i.e. I saw part of the action)
4 We often use hear, observe, perceive and see in the passive + -ing or a io-infinitive:
   *They were seen waiting. They were seen to climb through the window.*

Write: Join these pairs of sentences, deciding when to use a bare infinitive or -ing.
1 She crossed the road. I saw her.
   I saw
2 She was crossing the road. I caught sight of her.
   I noticed
3 Something's burning. I can smell it.
   I can smell
4 They sang a song. I listened to them.
   I listened
5 She was shouting at the children. I heard her.
   I heard
6 The robbers were waiting near the bank. They were seen.
   The robbers were seen

16.2B 'Have' + object: 'Have the next patient come in' [LEG 16.10.1-2]

Study:
1 When we cause someone to do something for us, we use have + object + bare infinitive:
   *Have the next patient come in, please,* [compare > 12.3B]
   We may also use have + know, have +believe: *I'll have you know I'm the company secretary.*
2 We use have + object + -ing to refer to intended results, and unintended consequences:
   *I'll have you speaking English in no time. You'll have the neighbours complaining.*

Write: Use the bare infinitive or the -ing form after have in these sentences.
1 Have him . . . . . . . . . . . . . his car round the back, (bring)
2 'I will not have students…………………………on the walls of this college,' the principal said, (draw)
3 I'll have you………………………..I'm a qualified accountant, (know)
4 He had her…………………………….he was a millionaire, (believe)
5 We have people………………………us up all hours of the day and night, (ring)
6 The film had them……………………..right from the first few minutes, (laugh)
7 He's an excellent piano teacher. He'll have you………………………….in about a year, (play)
8 I'll have the plumber…………………………the central heating boiler, (look at)
9 The sergeant had all the recruits…………………………..like real soldiers inside a month, (march)
10 He had never had anything like that…………………………to him before, (happen)
16.2  The bare infinitive or the ‘-ing’ form; the to-infinitive

16.2C  '(Not) to', 'so as (not) to', 'in order (not) to'  

1 We use to, so as to and in order to to express purpose [compare > 1.1OA]:
   I went to France to learn French. I went to France so as to/in order to learn French.
We can also use the to-infinitive (not *so as to* "in order to") to express sequence:
   We came home after our holidays to find the house neat and tidy. (= and found)

2 We use not to for alternatives:
   I went to France not to learn Spanish, but to learn French.

3 We use so as not to and in order not to to express ‘negative purpose’ (Not "to not"): I shut the door quietly so as not to/in order not to wake the baby.

4 We use the to-infinitive after many verbs like appear, arrange, hope, ‘d like, and want
   He told me to phone home. I hope to see you soon. I want to travel abroad.
Note the difference in meaning between these negatives:
   He didn’t tell me to phone home. He told me not to phone home.

Write:  Use to, so as to, in order to in these sentences. Alternatives are sometimes possible.
   1 I went to town ... some shopping, (do)
   2 He covered the floor with a sheet..........................paint on it. (not splash)
   3 I got out some more chairs for the other guests..........................on. (sit)
   4 Can you arrange for me..........................the doctor tomorrow? (see)
   5 We came home..........................the house had been burgled, (find)
   6 She left home..........................(never return)
   7 I’d like..........................to the States for a holiday one year, (go)
   8 We would like..........................at your party, (have been)
   9 Mr Smith wants..........................you later, (see)
   10 He appears..........................all about our arrangement, (have forgotten)
   11 The keeper told us..........................the monkeys, (not feed)
   12 She told us to feed the hens. She..........................the horses, (not tell us/feed)

16.2D  Context

Write:  Put in the correct forms of the infinitive or -ing.

   In a split second, when no one was paying attention, the two prisoners escaped
   from the back of the police van. They were handcuffed to each other. It was minutes
   before a policeman saw them (run) down the street. 'We'll follow,' two policemen said. 'Have the driver (bring)2 .................the van to
   the end of the road. Tell him (not let)3 .................them get away. If we're not
   careful, we'll have the whole neighbourhood (complain)4 .................that
   we've been careless.' The prisoners were still running side by side. The policemen
   saw them (race)5 .................up the hill and (disappear)6 round a corner. 'We'll never catch them now!' one of them said. 'I told you (not
   leave)7 .................them unattended.' The prisoners were running at top speed. Suddenly, they saw a lamp post in front of them 'Go left! Go right' they each
   shouted at the same time. They ran on either side of the lamp post. It just took time
   for the police (find)8 .................them, lying on the pavement, unhurt, dazed,
   and with silly grins on their faces.

229
16.8 The to-infinitive or the ‘-ing’ form?

16.3 Verb (+ noun/pronoun) + foinfinitive

16.3A ‘He can’t afford to buy it’ [LE 16.19, App 46]

Study: Some verbs are followed only by a to-infinitive, not by -ing or that:... e.g. can(t) afford, aim, apply, fail, hasten, hurry, manage, offer, prepare, refuse, seek: He can’t afford to buy a car. (Not *He can’t afford buying/He can’t afford that ...*).

Write: Rewrite these sentences to begin with the words in italics.

1  He’d like to buy a car. He can’t afford it
2  I didn’t pass my driving test. I failed.
3  He’ll pay for all of us. He’s offering
4  Can you move the desk on your own? Can you manage
5  He wants to join the army. He’s just applied.
6  Apologize to her? I refuse

16.3B ‘I want (you) to speak to him’ [LE 16.20, App 46.1]

Study: We use a to-infinitive after these verbs: ask, beg, choose, expect, hate, help [> 16.1C], like, love, need, prefer, want, wish: I want to speak to the manager. (= I will speak to the manager)
Or we can use a noun or pronoun before the infinitive: I want you to speak to the manager. (= You will speak ... Not (*I want that you... *))

Write: Complete these sentences so that they refer to other people.

1  I don’t want to speak to the manager. I want
2  She doesn’t expect to pay. She expects
3  I don’t want to write to them. I’d like
4  I don’t want anyone to know about it. I’d hate
5  You won’t listen to me. How many times do I have to ask............................................................?
6  I can’t do the job myself. I need
7  We can’t move it. Perhaps you can help...............................................................[> 16.1C]

16.3C ‘He advised me to take out a loan’ [LE 16.21]

Study: These verbs always have an object before the to-infinitive: advise, allow, entitle, forbid, invite, order, remind, (it) takes, teach, tell, warn: My bank manager advised me to take out a loan, [compare > 15.5A]

Write: Complete these sentences using an object + to-infinitive after the verbs.

1  Take out a loan. My bank manager advised
2  She didn’t peel the potatoes. You didn’t tell
3  We work hard. Our teacher taught
4  The soldiers fired. The officer ordered
5  You can apply for free travel. This certificate entitles
6  The public should not approach this man. The police have warned
7  My wife and I play tennis. My boss invited
16.3D 'I know him to be an honest man' [LEG 16.22]

Study: We can use that or a fo-infinitive after these verbs to refer to people or things: believe, consider, discover, find, imagine, know, prove, suppose, think, understand.
Instead of: People know (that) he is an honest man.
We can say: People know him to be an honest man.

Write: Rewrite these sentences using a fo-infinitive instead of that.
1 People know that he is an honest man.
2 I imagine that he works very hard
3 I believe that she is guilty
4 I found that the job was too difficult
5 We discovered the claim was false
6 I know that she has an interest in the company

16.3E 'I agreed to accept their offer' [LEG 16.23]

Study: We can use that or a fo-infinitive after these verbs: agree, arrange, claim, choose, decide, expect, hope, pretend, promise, swear, threaten, wish.
Instead of: I agreed that I would accept their offer.
We can say: I agreed to accept their offer.

Write: Rewrite these sentences using a fo-infinitive after the verbs.
1 I agreed that I would accept the offer.
2 I hope that I will succeed
3 I expect that I will hear from you
4 He claimed that he had met me
5 I arranged that I should be there
6 She pretended that she didn't know me

16.3F Context

Write: Put in the correct forms of the verbs.

HOW TO GET RID OF RATS
When I was a young man, working in Malaya, my boss gave me a difficult job to do. The roof of his house had become infested with rats and he (want/I get rid of) them for him. I tried everything: rat poison, cats, even a mongoose, but I (fail/move) them. Then a friend of mine (advise/I use) a python. I (considered this/be) my last chance and (agree/try) it. My friend brought me a box in which he had trapped a young python, about six feet long. We (manage/get) the box into the roof and then released the python. The effect was amazing! The rats disappeared in no time! It (prove/be) a wonderful solution. But then we didn't know (what/do) with the python. I couldn't (bear/shoot) this superb creature. It (take/six of us an hour/get) it into the box and then we returned it to the jungle.

60-TV-YOUR-BOX!

... didn't know what to do with the python
16.4 Adjectives and nouns + to-infinitive

16.4A Adjective + 'to': 'It was kind (of him) to help us' [LEG 16.26-31, App44]

We can use a to-infinitive after adjectives in a variety of ways, for example:

- We use a personal subject (he, she, etc.), or we use **it** with adjectives like these: clever, foolish, generous, good, polite, right/wrong, rude, selfish, silly, wicked.
- Instead of: *He was kind (enough) to help us. She was silly not to buy it.*
- We can say: *It was kind (of him) to help us. It was silly (of her) not to buy it.*
- We can also say: *He was so good/kind (etc.) as to help us.*

We use only a personal subject (he, she, it or name) with these adjectives:
afraid, anxious, ashamed, careful, curious, eager, fit, free, frightened, glad, keen, sorry.

*John is eager to please.* (Not "It is eager to") *I'm sorry to have troubled you.*

We use a personal subject or it, but not of him, etc. (> 1 above) with these adjectives:
agreeable, amusing, boring, difficult, easy, hard, impossible:

*John is easy to please. It is easy to please John.*

Write: Rewrite the sentence or join the pairs of sentences beginning with the word(s) given.

1. He was foolish. He left the firm.
   He is too weak to lift it.
   He wasn't strong enough.
2. You want to ask for more money. You would be stupid if you don't.
   You would be too weak.
3. Ring me later. Would you be so good?
   Would you be good enough?
4. Open the window. Would you be good enough?
   Would you be good enough?
5. He worked out the answer. It was clever of him.
   It was clever of him.
6. They don't take any part in local life. It's silly of them.
   It's too weak.
7. We can't refuse their invitation. It would look rude.
   It would be too weak.
8. She worked overtime. Wasn't it good of her?
   Wasn't it strong enough?
9. He's eager. He wants to help us in any way he can.
   He's eager.
10. I was careful. I didn't offend them.
    I was too weak.

16.4B Adjectives with 'too/enough': 'too weak/not strong enough to' [LEG 16.32]

Study:

1. *Too* before an adjective means 'excessively' [> 7.6A, 7.7B]:
   *He isn't strong.* *He can't lift it.* -> *He is too weak to lift it.* (Not "very weak to")

2. *Enough* after an adjective means 'to the necessary degree'. It combines two ideas:
   *He is strong.* *He can lift it.* -> *He's strong enough to lift it.*
   *He is weak.* *He can't lift it.* - *He isn't strong enough to lift it.*
16.4 Adjectives and nouns + to-infinitive

Write: Join these pairs of sentences twice: a with enough b with too.

1. I'm not strong. I can't lift it. a. *I am not strong enough to lift it.* b.
2. I'm not rich. I can't afford one. a. *I am not rich enough to afford one.* b.
3. She's not old. She can't drive a car. a. *She is not old enough to drive a car.* b.
4. I wasn't interested. I didn't watch the film, a. *I wasn't interested enough to watch the film.* b.
5. The pie is very hot. I can't eat it. a. *The pie is too hot for me to eat.* b.
6. The film was boring. I didn't watch it. a. *The film was too boring for me to watch.* b.

16.4C Noun + to-infinitive: 'My decision to wait was wise' [LEG 16.33-37]

Study: [**]

1. Some nouns are related to verbs which are followed by a to-infinitive. They may have a different form from the verb: *I decide to → it’s my decision to;* or they may have the same form as the verb: *I wish to → it’s my wish to.*

2. Some nouns are related to adjectives which are followed by a to-infinitive. They usually have a different form from the adjective: *I am determined to → my determination to; I am eager to → my eagerness to.*

Write: Rewrite these sentences beginning with a noun phrase.

1. I decided to wait, which was wise. My
2. He refused to help, which surprised us. His
3. She failed to get into college, which disappointed her parents. Her
4. I’m pleased to be with you. It’s a
5. They were eager to help, which pleased me. Their
6. I was determined to pass the test and that helped me. My
7. I was willing to co-operate and this was appreciated. My

16.4D Context

Write: Supply the correct to-infinitive combinations.

THE BRAVE OLD LADY AND THE HOPELESS CROOK

Mrs Johns, a 75-year-old widow, woke up with a start. Peering into the darkness, she was astonished (see) ... a man in her room. It was easy (see) ... he was a burglar. At first, she was too afraid (move) ... Then she plucked up her courage and said, ‘We must talk about this over a cup of tea. Would you be so kind (help me) ... downstairs? To her surprise, the man meekly obeyed. He was eager (help) ... and anxious (please) ... the old lady. He prepared the tea and said he was sorry (have disturbed) ... her. He was too frightened (run away) ... After a cup of tea, he said he would be glad (give) ... Mrs Johns his name and address and left empty-handed. Of course, Mrs Johns informed the police, who commended her for her bravery. Later, during the trial, the judge said it was his duty (send) ... the man to prison, describing him as the most incompetent burglar he had ever met!

A most incompetent burglar!
16.5 The '-ing' form

16.5A Basic information about the '-ing' form

Study:

We use the -ing form in three ways:

1. We use it as a verb (called a participle): He is playing. She is writing, etc. (> 9.2B, 9.4B)
   Walking in the park yesterday, I saw a bird building a nest. (> 1.11-12)
   (= I was walking. + The bird was building a nest.)

2. We use the -ing form as an adjective:
   I need some hot water. (= water which is hot)
   (boiling)
   (= water which is boiling) (> 2.2A)

3. We use the -ing form as a noun (called a gerund):
   Hike
   (swimming). (i.e. 'the act of swimming')

With a few exceptions, we use the -ing form (gerund) like any other noun.

Write:

Supply gerund forms for the words in brackets. (For spelling, (> 9.2A))

A1 The gerund as an uncountable noun in general statements (> 3.5A)
1) painting is fun. (dance)
2) tall is an advantage. (be)
3) tall is an advantage. (not be)
4) What I like is (ride)
5) I enjoy... (read)

A2 The gerund as an uncountable noun with 'some', 'a lot of' 'a little', etc. [e.g. > 10.7A]
1) He does a lot of reading.
2) Did you do any ironing?
3) I did some shopping this morning.
4) I do very little swimming these days.
5) There's no deciding my decision (regret)
6) I've done enough for today. (garden)

A3 The gerund as an uncountable noun after prepositions (> 16.7D)
1) This is used for cutting, metal, (cut)
2) What can you do besides digging?
3) I'm against boxing.
4) I'm always hungry after sleeping.
5) Try to work without making a noise.
6) What do you know about computing?
7) She's above arguing.
8) Since I've done nothing, (retire)
9) Taste it before complaining.

A4 The gerund as an uncountable noun after adjectives and possessives [compare > 16.6C-D]
1) Quick saved us. (think)
2) Her quick saved us. (think)
3) Your quick to help him. (refuse)
4) His doesn't matter. (not know)
5) I like your violin playing. (violin play)
6) The meat will be fine with cooking.
7) We had some tough training.
8) His... woke us up. (shout)
9) Their... delighted everyone. (sing)
10) Try deep breathing.

A5 The gerund as an uncountable noun after 'no' in prohibitions [compare > 11.3B]
1) No parking.
2) No camping.
3) No waiting.
4) No smoking.
5) No trespassing.
6) No fishing.
16.5 The ‘-ing’ form

A6 The gerund as a countable noun in the singular and plural

1. He owns by Hockney. (paint)
2. He owns several by Hockney. (paint)
3. Is priceless. (Leonardo drawing)
4. Are there many? (Leonardo drawing)
5. I have of Tosca, (new recording)
6. There was on the door, (banging)
7. There was of bells, (ringing)
8. I have of this, (recording)
9. There’s on the left, (turning)
10. There are three to the right, (turning)

A7 The gerund after ‘the’, ‘this’ and ‘these’

1. Who does the cooking in this house? (cook)
2. Have you done the shopping? (shop)
3. The burning of rubbish is forbidden, (burn)
4. This is hard to read, (write)
5. These are expensive, (draw)
6. I’ve taken the wrong turn, (turn)
7. The making of wine is difficult, (make)
8. Have you heard this story of Bach? (record)
9. The paintings of Picasso are wonderful, (paint)
10. These are valuable, (record)

A8 The gerund followed by an object

1. He’s good at repairing bikes, (repair)
2. Fruit is good for you, (eat)
3. A car costs money, (run)
4. I hate doing the washing-up, (do)
5. He enjoys giving orders, (give)
6. Holes is hard work, (dig)
7. Do you mind changing places? (change)
8. Beds is boring, (make)
9. What do you know about maps? (make)
10. You should avoid making rules, (make)

A9 Perfect gerund forms, active [> 16.6A]

1. I’m sorry for disturbing you, (have disturb)
2. I didn’t take it. Ideny it. (have take)
3. I’m annoyed about all that money, (have lose)
4. I appreciate your help, (have work)
5. I enjoy with you, (have work)
6. I’ve taken the wrong turn, (turn)
7. I didn’t take it. I deny it, (have take)
8. I resent being dismissed, (have dismissed)
9. He’s surprised at finding out, (have find out)
10. She’s angry at being posted abroad, (have post)

A10 Perfect gerund forms, passive [> 16.6A]

1. That explains his fire from his job, (his have fire)
2. I don’t mind being promoted above me, (his have promote)
3. I resent being dismissed, (have dismissed)
4. He’s surprised at finding out, (have find out)
5. She’s angry at being posted abroad, (have post)

16.5B Context

Write: Put in the correct forms.

IT TAKES YOUR BREATH AWAY!
The art of cooking requires the use of garlic. Of course, the eating of garlic is not generally approved of. Work beside someone who has eaten garlic is as bad as sitting beside someone who smokes. But while smoking is definitely bad for you, there is no doubt that eating garlic is good for the health. We are likely to see more ‘No smoking’ signs, but we won’t see any ‘No breathing’ signs for garlic eaters! Cultivate and export garlic has become big business now that so many people use it for flavouring meat and adding it to different dishes. People often buy it when they do the shopping. A garlic eater is something to be proud of and shows you enjoy good living. The story of garlic is a breathtaking success!
16.6 Verb + the '-ing' form

16.6A 'I deny taking it' [> 16.41 -44]

Study: 1 Some verbs are followed only by the -ing form, not by a fo-infinitive: e.g.

admit, appreciate, avoid, consider, delay, deny, detest, dislike, enjoy, explain, fancy, feel like,
finish, forgive, can’t help, imagine, it involves, keep, mention, mind, miss, pardon, postpone,
practise, prevent, recall, resent, resist, risk, stop [> 16.8C] suggest, understand.

verb + present '-ing' form
active: I deny/denied taking it.
passive: He resents/resented being accused.
verb + perfect/past '-ing' form
active: I deny/denied having taken it.
passive: He resents/resented having been accused.

2 After the verbs come and go, we often use the -ing form relating to outdoor activities: e.g.
climbing, driving, fishing, riding, sailing, shopping, skiing, walking, water-skiing:
Why don’t you come sailing with us? Let’s go sailing! (Not *to sail/for sail(ing)*)

3 The -ing form can follow need and want.
He needs encouraging. It wants mending.

Write: Supply any suitable verb in a suitable form.

1 Our neighbours are very considerate. They avoid a lot of noise.
2 Just imagine, in a country where it is always warm and sunny!
3 The police questioned me at some length and I didn’t enjoy
4 What does the job involve? - It involves the engine apart.
5 I missed an interesting programme on TV last night. I really mind it.
6 We often go during the weekend. Would you like to come with us?
7 Look at the state of those windows! They really need!
8 Our front gate is falling to pieces. It really wants

16.6B 'Start him working' [> LEG 16.41-44]

Study: 1 These verbs are followed by -ing [but compare > 16.2A]: hear, keep, smell, start, stop, watch:
When are you going to start working?
But if we want to refer to someone else, we use a direct object after the verb:
When are you going to start him (John, etc.) working?

2 These verbs always have a direct object: catch, find, leave, notice, observe, perceive, see:
I’d better not catch you doing that again!

Write: Match A and B.

A

1 It’s difficult to keep them
2 I think that’s enough to start her
3 I could smell smoke
4 The police caught him
5 The searchers found the boy
6 They left us
7 Will you please stop
8 I can hear someone

B

a) sheltering in the barn.
b) coming from the forest.
c) worrying again.
d) opening the safe.
e) thinking about the problem.
f) working all the time.
g) shouting in the distance.
h) changing TV channels.
16.6C 'We appreciate your helping us' [LEG 16.45.2]

We can use a possessive (my, John's) + -ing after these verbs:
appreciate, avoid, consider, defer, delay, deny, enjoy, postpone, risk, suggest:
We appreciate your (John's, etc.) helping us. (Not *We appreciate you helping*)

Write: Match A and B.

A
1 We very much appreciate a) my leaving till the next day.
2 He strongly denied b) their meeting that afternoon.
3 We enjoyed c) her taking more responsibility.
4 The chairman suggested d) the band's playing very much.
5 I agreed to delay e) our postponing the question till later.
6 He should consider f) your helping us.

16.6D 'I can't imagine my mother('s) approving' [LEG 16.45.3]

Study: These verbs are followed by -ing on its own or by a direct object or possessive + -ing-:
detest, dislike, escape, excuse, fancy, forgive, hate, imagine, it involves, like, love, mention,
mind, miss, pardon, prevent, resent, resist, understand, can't bear, can't face, can't help:
a I can't imagine my mother approving! c I can't imagine my mother's approving!
b They resented me winning the prize. d They resented my winning the prize.

Write: Complete the following using either a direct object or a possessive + -ing.

1 I can't excuse ..........................?. ......................5 They can't prevent
2 You must pardon, .............................................6 Please forgive
3 Would you mind ......................? .........................7 I really miss
4 I can't bear .................................................8 Fancy

16.6E Context

Write: Put in the correct forms.

A FLYING START!
Gillian Forbes is only 17 and she has just got her pilot's licence. She is the country's youngest girl pilot. 'How do you feel, Gillian?' I asked her after her test. 'Wonderful!' Gillian cried. 'I enjoy (fly) 1_ityvnty..., more than anything in the world. I can't imagine (lef)2_........................., a week pass without spending some of my time in the air.' 'What started (you/fly)3_..........................?' I asked. 'I just love (travel)4_........................... in planes. I started (learn)5_........................... to fly when I was very young.' 'Would you consider (fly)6_................................. as a career?' 'I might, but I've got to pass my school exams now. There are some things you can't avoid (do)7_..........................!' 'Excuse (me/?my/?ask)
8_? , I said, 'but does everyone in your family approve of (you/?youa/Щ 9?
? 'Of course!' Gillian exclaimed. 'I can't imagine (anyone/?anyone's/?disapprove)
10 Can you?' 'Of course not!' I said. 'What's your greatest ambition now?' 'I want to learn to drive a car!' Gillian said with a big smile.

I want to learn to drive a car!
16.7 Adjectives, nouns and prepositions + '-ing'

16.7A Adjectives + '-ing' form (gerund) or to-infinitive

Study: We can use -ing or a to-infinitive after a great many adjectives and some nouns [> 4.3A]:

[*] To lie in the sun/Lying in the sun is pleasant. -* It's pleasant to lie/lying in the sun.

Write: Use the to-infinitive and the -ing form in the following sentences.

1 It's difficult somewhere to live nowadays, (find)
2 It's awkward.................to a friend that you don't like the way she dresses, (tell)
3 It isn't very nice...........................................you're useless, (be told)
4 It isn't easy.................................to work these days, (find)
5 It was kind of her.................................you like that, (be told)
6 It was fun..........................to the north of Scotland, (drive)
7 It was just a piece of luck..............................a restaurant open so late at night, (find)
8 It's a pleasure.................................a surprise party for someone, (arrange)

16.7B Adjective + '-ing' form (participle)

Study: We use some adjectives with a personal subject (Not *it*) + -ing:

[*] I am busy. + I am working. -* I am busy working. (Not *to work*)

Write: Join the following sentences.

1 John gets bored. He watches TV all the time.
2 Sylvia is frantic. She is getting ready for the wedding
3 I got tired. I waited so long for an answer
4 Jane's occupied. She's making lists
5 We're busy. We're decorating our house

16.7C Common expressions followed by '-ing'

Study: We use -ing after common expressions like It's no good and it's (not) worth:

[*] It's no good complaining about it.

Write: Join the following sentences starting with the words in italics.

1 Don't complain about it. It's no good, .............(W.T^\^,^W^,^W^\M^\W\W\W^,^).-
2 Don't worry about it. It's just not worth it
3 Don't try to persuade him. There's no point in it
4 Why apologize? What's the use of it?
5 I owe a lot of money. There's nothing worse than that

16.7D Preposition + '-ing'

Study: We use -ing after prepositions, not a to-infinitive [> 16.5A3]:

[*] He left the restaurant without paying. (Not 'without to pay')

238
16.7 Adjectives, nouns and prepositions + 'ing'

Write: Complete these sentences with the correct forms of the verbs in brackets.

D1 Preposition + 'ing'
1. He left without .................(pay)
2. Don't punish him for .................(shout)
3. Open it by .........................(pull)
4. She succeed after .....................(try) again, (try)

D2 Adjective + preposition + 'ing'
1. I'm interested in .................(act)
2. We're bored with .................(play)
3. I'm sorry for .................(complain)
4. He's fond of .................(sail)
5. I'm surprised at .................(find)
6. I was afraid of .................(disturb)
7. She's clever at .................(work)
8. They accused him of .................(steal)
9. I advise you against .................(help)
10. She believes in .................(work)
11. They insist on .................(enter)

16.7E The 'ing' form after 'to' as a preposition [LEG 16.56]

Study: To is part of the infinitive in I want to go home, but it is a preposition in object to, be used to, etc.

I and we use a noun or -ing after it: I object to noise, I object to smoking.

Write: Join the following sentences.

1. I do all my own shopping. I'm used to it.
2. I live on my own. I'm accustomed to it.
3. I don't like to be kept waiting. I object to it.
4. I'll see you soon. I look forward to it.
5. He writes begging letters. He's resorted to it.
6. I'm criticized. I'm resigned to it.

16.7F Context

Write: Put in the correct forms.

A CASE OF THE SHAKES!
It's hard (appreciate) some of the problems of (play)^2 in an orchestra, especially if you're not a musician. While the orchestra is busy (play)^3, all kinds of things are going on. Recently, my friend John, a horn player, told me about his experiences (play)^4 with the Philharmonic. One day, without even (whisper)^5 a word, he got up in the middle of a performance of 'The Marriage of Figaro' and moved to another seat. After the performance, the drummer, who played behind him, insisted on (find)^6 out why John had moved. John said that he didn't object to (sit)^7 in front of the drummer: he was used to (sit)^8 in this position, but often, after a loud burst on the drums, he couldn't prevent his teeth from (rattle)^9, and couldn't play the horn!
16.8 The fo-infinitive or the '-ing' form?

16.8A Verb + fo-infinitive or '-ing': no change in meaning: 'begin to read/reading' [LEG 16.57]

1 We can use a fo-infinitive or the -ing form without a change in meaning after:
   attempt, begin, can't bear, cease, commence, continue, intend, omit, start [> 16.6B]:
   I can't bear to see/seeing people suffering.

2 We do not use the -ing form after the progressive forms of begin, cease, continue, start.
   I'm beginning to realize how difficult this is. (Not *I'm beginning realizing*)

Study:
3 Stative verbs like know and understand cannot be used with an -ing form after begin, cease, continue: I began to understand the problem. (Not *began understanding*)

Supply the correct forms. Give two forms where both are possible.
1 You must begin to work harder.
2 I was beginning to think I was wrong.
3 She continued all through the film.
4 I had just started when the waiter took my plate away.
5 We intended to go to the concert, but we were both ill.
6 I'm intending to see him tomorrow.
7 The conductor raised his baton and the orchestra commenced playing.
8 You omitted to tell me about it.
9 I'll never begin to understand how he thinks.

Write:
1 I love watching TV.
2 I hate to disturb you.
3 I dread visiting the dentist.
4 I dread to think about what has happened.
5 I prefer walking to cycling.
6 I'd love to sail if I could afford it.
7 Would you like to come to the beach with us tomorrow?

16.8B Verb + to- or '-ing': some changes in meaning: 'I love to read/reading' [LEG > 16.58]

Study:
We can use to or -ing after: dread, hate, like, love and prefer. Sometimes there is a difference in meaning and sometimes there isn't. Generally, the -ing form refers to a situation 'in general' and the fo-infinitive refers to a future event:

1a I love watching TV. 1b I love to watch TV. (same meaning)
2a I hate disturbing you. (in general) 2b I hate to disturb you. (but I'm going to)
3a I dread visiting the dentist. (in general) 3b I dread to think about what has happened, (so I try not to) (Not *I dread thinking*)
4a I prefer walking to cycling. (in general) 4b I prefer to wait here. (now)
5a I'd love sailing if I could afford it. (in general) 5b I'd love to sail if I could afford it. (at some time in the future)

Write:
Supply the correct forms. Give two forms where both are possible.
1 I love watching old films.
2 I hate waiting for buses.
3 I hate you this, but your jacket's torn.
4 I dread, for the telephone to ring.
5 I prefer, at home to, at restaurants, (eat, eat)
6 What will you have? - I'd prefer, steak, please.
7 Would you like, to the beach with us tomorrow?
16.8 The to-infinitive or the '‐ing' form?

16.8C Verb + to‐ or ‐ing’: different meanings: 'remember to post/posting'
[> LEG 16.59]

Study:

The to-infinitive and ‐ing never mean the same when used after these verbs:

- remember, forget, regret, try, stop, go on.

To refers to the present or future and ‐ing refers to the past in:

**Remember to post my letter.** I remember posting your letter.

**You mustn’t forget to ask.** Have you forgotten meeting me years ago?

**I regret to say I feel ill.** I regret saying what I said.

We can also refer to the ‘future seen from the past’: I **remembered to post** your letter.

2 Try to (= make an effort):

Try to understand.

Try holding your breath for more a minute.

3 Stop to (= infinitive of purpose [> 16.2C]):

We stopped to buy a paper.

Stop shouting.

4 Go on + to (= do something different):

We went on to discuss finance.

Go on talking.

Write:

Supply the correct forms (to-infinitive or ‐ing) of the verbs in brackets.

1a I remember . . . . . . . Paris when I was very young, (visit)
1b Please remember . . . . . . . . the door on your way out, (lock)
1c Did you remember . . . . . . . Jim last night? (phone)
2a I shall never forget . . . . . . . . . . . . taken to see the Moscow State Circus, (be)
2b Don’t forget . . . . . . . . . . . . . how many are coming on Saturday, (find out)
2c I forgot . . . . . . . . . . . . . . . . to the chemist’s on my way home, (go)
3a We all tried . . . . . . . . . . . . . . . . him, but he just wouldn’t listen to any of us, (stop)
3b If you want to stop coughing, why don’t you try . . . . . . . . . . . . some water? (drink)
3c We got annoyed because her husband stopped . . . . . . . . . . . . in every shop window, (look)
3d Just stop . . . . . . . . . . . . . . . . . . . and listen for a moment, (talk)
4a She got annoyed because her husband stopped . . . . . . . . . . . . . . . . . . . . in every shop window, (look)
4b Stop to (= make an effort):

Try to understand.

Try holding your breath for more a minute.

4c Stop to (= infinitive of purpose [> 16.2C]):

We stopped to buy a paper.

Stop shouting.

4d Go on + to (= do something different):

We went on to discuss finance.

Go on talking.

Write:

Put in the correct forms (to-infinitive or ‐ing) of the verbs in brackets.

1a I remember . . . . . . . Paris when I was very young, (visit)
1b Please remember . . . . . . . . . . . . the door on your way out, (lock)
1c Did you remember . . . . . . . Jim last night? (phone)
2a I shall never forget . . . . . . . . . . . . taken to see the Moscow State Circus, (be)
2b Don’t forget . . . . . . . . . . . . . how many are coming on Saturday, (find out)
2c I forgot . . . . . . . . . . . . . . . . to the chemist’s on my way home, (go)
3a We all tried . . . . . . . . . . . . . . . . him, but he just wouldn’t listen to any of us, (stop)
3b If you want to stop coughing, why don’t you try . . . . . . . . . . . . some water? (drink)
3c We got annoyed because her husband stopped . . . . . . . . . . . . . . . . . . . . in every shop window, (look)
3d Just stop . . . . . . . . . . . . . . . . . . . and listen for a moment, (talk)
4a She got annoyed because her husband stopped . . . . . . . . . . . . . . . . . . . . in every shop window, (look)
4b Stop to (= make an effort):

Try to understand.

Try holding your breath for more a minute.

4c Stop to (= infinitive of purpose [> 16.2C]):

We stopped to buy a paper.

Stop shouting.

4d Go on + to (= do something different):

We went on to discuss finance.

Go on talking.

16.8D Context

Write:

Put in the correct forms.

SNAP!

Postmen have stopped (deliver) letters to the new houses in our area. They object to the letterboxes on the front doors. They hate (push)

2 letters through them, because the letterboxes snap shut. If you try (push) a letter through, you can’t get your fingers out! You try (push) a letter into one of these boxes and see what happens!

You quickly regret (have) tried! They have been designed to stop burglars (open) your front door from the outside, but postmen dread (use) them as well. The painful condition known as Letterbox Finger is just as bad as Housemaid’s Knee or Tennis Elbow!
as though: clauses of manner 1.8D
as well: not only ... 1.4; and too 7.7D
at: preposition 8.1B; at noon 12B
  o'clock 5.6A, 7.2A, 8.2B; position: at school 3.6B, at home 8.2A, 10.2C;
good at, throw at 8.3A; at the back of 8.3A; + -ing 16.7D2; at all 5.3B
attempt: + to or -ing 16.8A
auxiliary verbs: position of adverbs 7.2B-C, 7.7D; and see be, have,
do, let and modal auxiliaries
avoid: + -ing 16.6A.C
away: adverb particle 8.1B, 8.7A-B; far away 8.3A; Go away! 8.8A

B
back: adverb particle 8.1B; and at the back of. behind 8.3A
backward(s): adverb particle 8.1 B; and 8.6A; worse/worst 6.5C
badly: and badly 6.4A; worse/worst 6.5C; intensifier (badly needed) 7.6B
bare infinitive: 15.1-2; and see infinitive
be: as auxiliary verb: e.g. 9.1C, 9.2B, 9.4B, 10.1A; as linking (full) verb 1.2C, 6.4A, 10.1-2: imperative 10.1A;
aunt 17 10.1B, simple present and past 10.1C, progressive forms 10.2A,
has been/had been 10.2B, have been and have gone 10.2C, have been with since/or 10.2D; there + be 10.3; and
seem, etc. 10.4; to express certainty 10.4A, 11.1C, 11.4A-B, 11.5A; I wish I were 11.7B; I'd rather be 11.8A; in
questions, answers, negatives 13.1-9; + as if 1.8D; being 11.1A, and having been 11.2A; it being and there being 11.2B; go to a place/be at a place 8.2A; and see there
bear: can't bear + -ing 16.6D; to or -ing 16.8A
because: clauses of reason 1.9A, 13.7A; and because of 8.3A
become: + 0A.8B; replaced by be 10.1A; and verbs meaning become 10.4C; -ing 16.6A.C
bed: twin bed 3.6B, 8.2A
been: see be and have been
before: preposition/particle 8.1A; conjunction 8.1C; time 1.8A-B, 9.5A, 9.6A-B; before + -ing 11.1B, 16.5A3; and in front of 8.3A
begin: + with 8.6B; + by 16.7D3; + to/-ing 16.8A
be, have, do: 10.1-7
behind: preposition/particle 8.1A; and at the back of/behind 8.3A
being: present participle, 1.11A; he's being greedy 10.2A; use in the passive 12.1B
believe: I believe so 4.3C; + in 8.6A, 16.7D3; the passive with verbs of saying and believing (it is believed...) 12.2C; have you believe 16.2B; believe that you be 16.3D
belong: + to 8.6B; as static verb 9.1C below: preposition/particle 8.1A; and under 8.5A
beneath: preposition/particle 8.1 A, 8.5A beside: preposition 8.1B; and besides 7.8B, 8.4A, 16.5A3
better/best: 6.5C; as adverb 7.1A; much better 7.5D, very much better, the very best 7.6A; and see had
't better be to/be about to/be due to: 9.9B-C between: preposition/particle 8.1A; between ourselves 4.5C; between you and me 8.1D; and among 8.6A beyond: preposition/particle 8.1A bit: a bit (of) 7.2A; 5.1A, 5.2 blame: + myself 6.5A; someone for 8.6C, 16.7D3 bored: and boring 6.3B; 16.4A-B, 16.7B; bored with + -ing 16.7D2 both: 5.1A; and all5 breakfast: have breakfast 3.6A busy: + -ing 16.7B but: conjunction, in compound sentences 1.4; preposition, but (for) 8.4A; ... but I can't 13.4A buy: + me for 1.3A.C by: preposition/particle 8.1A; by the time (that), by the time clauses of time 1.8A-B, 9.6A, 9.8A-B; by day 3.6A; by himself 7.5C; and till/until 7.3B; and according to 8.3A; and near, on 8.4A; and past 8.4A; and with, without 8A; and with the passive 12.2B; + -ing 16.7D1
cease: + to or -ing 16.8A
church: to/ at church 3.6B, 8.2A
cinema: the cinema 3.4A, 8.2A; the Globe 3.6C
clauses: in compound sentences 1.4; subordinate and main clause 1.5-12; noun clauses 1.5B-C; relative clauses 1.6-7; adverbial clauses 1.8-10; and participle constructions 1.11-12
clothes: 2.6C
clothing: 2.4A-B
collective nouns: committee, majority, people 2.6A
colour adjectives: red is my favourite 3.5A; the red one(s) 4.2C and word order 6.4D
come+: across, by 8.6D; + off 8.8B come and9.1D; come true 10.4C; come dancing 16.6A
comma: in direct speech 1.1B, 15.1; in compound sentences 1.4; in non-defining clauses 1.7B-C
commands: see imperatives
commence: + to or -ing 16.8A
comparatives and superlatives: 6.5
comparison: adverbial clauses 1.10D
complements: 1.2C, 6.4A, 10.1-2, 10.4 complex sentences: 1.5-12
compound adjectives: 6.1C
compound nouns: 2.2, 2.8B, and order of adjectives 8.4C-D
compound sentences: 1.4
concord: with participles 1.12C; the government is/are 2.6A; with everyone ... they 4.6C; after none 5.2A, 5.7C; of adjectives and nouns 6.2A
condition: on (the) condition (that) 14.4C
conditional sentences: 14.1-4: Type 1: 14.1A; if present + modal 14.1B; if+ should 14.1C; imperative + and/or 14.1D; Type 2: 14.2A; if+ were/were 14.2B; if past + modal 14.2C; Type 3: 14.3A; if+ had been 14.3B; if+ past perfect + modal 14.3C; mixed tenses 14.4A; if not/though 14.4B; words replacing /'I/4.4C
congratulate: someone on 16.7D3
conjunctions: in compound sentences 1.4; in complex sentences 1.5-12; words that are prepositions or conjunctions 8.1C; replacing //4.4C; in indirect speech 15.3-6
connecting adverbs: however, etc. 7.8B
consider; it is considered that 12.2C; consider that/him to be 16.3D; + -ing 16.6A.C
considering (that): contrast clauses 1.9B
continue: + to or -ing 16.8A

243
continuous tenses: see present progressive, past progressive, etc.
contrast: adverbial clauses 1.9B-C
co-ordinating conjunctions: 1.4
could: see can/could
countable and uncountable nouns: 2.3-4: how to tell the difference 2.3A; an egg and egg 2.3B; a coffee and coffee 2.3C-D; bread and a loaf 2.4A; information 2.4B; a piece/loaf of bread 2.4C; singular countables with a/an 3.1-2; singular or plural countable nouns and uncountable nouns with the 3.3-4, 3.5A; Beans are good for you 3.1A-B, 3.5A; one(s) used in place of countable nouns 4.2B-C, 4.3B; with quantifiers 5.1-7; -ing form nouns 16.5
countries: 3.6C, 4.1C
country: the country 3.4A; cross a couple (of) 5.2A-B; a couple more 5.2C

dare: as semi-modal 11.1A; modal and full verb 11.12B-C
dates: 8.2B; What date? 13.5C
day: one day 3.2B; by day 3.6A; the next day/the other day 5.7A; the day before yesterday 7.2A; Which day? 13.6B; that day 15.3B
days of the week: 7.2A, 8.2B
decide: it was decided that 12.2C; decide to/that 16.3E; decide to/my decision to 16.4C
defining/non-defining clauses: 1.7B-C
definite article: see the demonstrative adjectives/pronouns: 4.6; and see this/that/these/those
deny: deny taking/having taken 16.6A,C
depend: + on 8.6B, 16.7D3
describe: describe it to me 1.3B
dinner: dinner is served 3.6A
directly: conjunction, clauses of time 1.8B
direct object: see object
direct speech: and indirect speech 15.1-6; punctuation of direct speech 1.1B, 15.1; introducing direct speech 15.6

dislike: + -ing 16.6A,D
do: do it for me 1.3A; as/than I do 1.1D; + imperative 9.10A, 10.1A; as an auxiliary verb in questions, answers, negatives 13.1-9; as a full verb (do the ironing) 10.7, 16.5A7; do and make 10.7B; he may (do) 11.4B
double genitive: a friend of mine ПАВ
double imperative: (go and...) 9.10D
double negative: 13.2A
down: preposition/particle 8.1A, 8.7B; and under 8.8A; Sit (down) 18.8A; break down 8.8B
downward(s): adverb particle 8.1 B
dread: + to or -ing 16.6B
dress: + (yourself) 4.5B
due to: and owing to 8.4A; be due to 9.9B-C
during: preposition 8.1 B; during, in and for 7.3C
dynamic verbs: 9.1 C
each: 5.1 A; and every 5.6C; + (one) of 5.7C-D
eager: + that... should 11.13C; eager to 16.4A,C
early: position 6.2B; as adverb 7.1 A
easy: he’s easy to please/it’s easy to please him 16.4A; + -ing 16.7A
echo tags: Is he? etc. 13.3C; Did you, or didn’t you? 13.9B
-ed/-ing forms: dancing/shoes 2.2A; excited/exciting 6.3B; quite amazing 7.5A; very interested, very much interested 7.6A; get bored 4.5A, 10.4C; too boring (not) interesting enough to 16.4B
either: either... or in compound sentences 1.4; 5.1A; + singular noun 5.7B; - either of 5.7B-D; focus adverb: too and not neither compared 7.7C, 13.4A-B
elder, eldest: 6.5C
empty subject: 4.3A, 16.7A
English: English spoken 12.2A
enjoy: transitive verb: 1.2B, 4.3B; + yourself 4.5A, 9.1OB; quite enjoy 7.5A; much enjoy 7.5D; + -ing 16.6A,C
enough: quantity 5.1, 16.5A2; degree 16.4B
essential: + that... should 11.13C
even: focus adverb 7.7A
even if: contrast clauses 1.9B; conditions 14.4C
even though: contrast clauses 1.9B
ever: hardly ever, not... ever 7.4A-B, 9.5A, 9.6A; Where ever?, etc. (question) and wherever, etc. (conjunction) 1.8C, 13.9C
every: 5.1 A; and each 5.6C; every (single) 5.7D
everybody/everyone: 4.6C; and one 4.2A; and all 5.6B; with imperatives 9.1B
everything: and all 5.6B
everywhere: conjunction, clauses of place 1.8C
except: preposition 8.1 B; except (for) and but (for) 8.4A
exciting/exciting: 8.3 B
exclamation mark: to end a sentence 1.1B, 15.1
exclamations: as type of sentence 1.1B, in direct speech 15.1A
excuse: + his/her -ing 16.6D; excuse me for+ -ing 16.7D3
expect: I expect so 4.3C; expect (you) to 16.3B; expect to/that 16.3E
explain: explain it to me 1.3A, 8.6C; + -ing 16.6A
extremely: 7.6 B

F
fail: fail to 16.3A, fail in 8.6B; failure to 16.4C
fairly: 7.5B-C
fancy: + -ing 16.6A,D
far: farther/further 6.5C; far better, far prefer 7.5D; far away 8.3A; not far from 8.4A; How far? 13.7C
fast: adjective/adverb 7.1 A; fast asleep 7.6B
feel: feel as /1.8D; feel well 6.4A; feel up to 8.8D; 10.4A-B; feel something happen/happening 16.2A; feel like + -ing 16.6A
feminine; see gender
few: a few 5.1; 5.4C; a few more 5.2C
fewer/the fewest: 5.1 ; fewer and less 5.4D
find: find it for me 1.3A,C; find out 8.7C;
find that you to be 16.3D; find you doing 16.6B
fine: position 6.2B
finish: + -ing 16.6A
focus adverbs: 7.7
fond: fond of+ -ing 16.7D2
foot/feet: 2.5C; a six-foot hole 6.1C
for: preposition 8.1 B; for, since and ago 7.3A, 9.5A-B, 9.6B, 10.2D; for, in and during 7.3C; buy it for me 1.3A; (= instead of/for the benefit of) 1.3C; conjunction (= because) in compound sentences 1.4A; How long for? 13.7D;
Who(m)... for? 13.5B; What (ever) for? 13.5C, 13.9C; + -ing 16.5A3, 16.7D
forbid: 11.3, forbid you to 16.3C
forget: + to or -ing 16.8C
forgive: forgive someone for 8.6C; + -ing 16.6A,D
forward(s): adverb particle 8.1 B; look forward to 8.8D, 16.7E
frankly: viewpoint adverb 7.8A
frequently: 7.4
friendly: 7 1C
much: quantifier 5.1, 5.4B, much less, etc. 5.2C, not much 5.4A; much/more/ most 6.5C; much better, much enjoy 7.5D, very much better 7.8A; How much? 2.3A, 13.7B, 13.8A
much as: contrast clauses 1.9B
must: two basic uses of modal verbs 11.1; mustn’t and can’t (prohibition) 11.3B, 11.10; must behave and can’t behave been (deduction) 11.5; must have been and had to be compared 11.5B-C; and have (got) to 11.9; mustn’t, needn’t, don’t have to, haven’t got to 11.10B; in indirect speech 15.3-6
my: and mine 4.4A-B; my own 4.4C; and the 4.4D

N
names and titles: plurals 2.5B; with apostrophe s 2.6A; a Rembrandt 3.1C; academic titles 3.3B; the Mr Jones 3.4A; 3.5A; organizations, etc. 3.4B; titles: 3.5B; place names 3.6C; replaced by the ones ones 4.2B
nationality words: plurals 2.5C; she’s an American/ American 3.1C
near: preposition/particle 8.1A; and nearer 8.4A; and nearly 7.1A-B
nearly: nearly every 5.6C; and near 7.1A-B
need: needn’t: two basic uses of modal verbs 11.1; needn’t, mustn’t, don’t have to, haven’t got to 11.10B; needn’t have, didn’t have to and didn’t need to 11.10C; modal and full verb 11.12A; in indirect speech 15.3-6; need (you) to 16.3B; need mending 16.6A
negative adverbs: 7.4A, 13.2A; + inversion 7.8C; with need 11.12A
negative questions: 13.2C, 10.1B
negative statements: with be, do, etc. 13.1B; and adverbs of frequency 7.4B; with ‘negative adverbs’ 7.8C, 13.2A; with no and not any, 4.6B, 5.3B-C and tag questions 13.3
neither: neither... nor in compound sentences 1.4, 5.1A; neither of the negative of both the 5.5D; + singular noun 5.7B; neither of 5.7B-D: Neither do I, etc. 13.4A-B
never: 7.4A; + inversion 7.8D; never... before 9.5A, 9.6A; never used to 11.11A; compared with no/13.2A; never to 15.5A
news: 2.4B
next: the next day and the other day 5.7A; next Monday 7.2A, 9.1B
night: at night 3.6A; last night 7.2A
no: quantifier 5.1, no more 5.2C; and not 5.3C, 13.2A; in yes/no short answers 13.1C; there’s no regretting 16.5A; No + ing 16.5A
nobody one/nothing: 4.6B-C, 13.2A; with imperatives 9.10B
no-compounds: 4.6B-C, 13.2A
no-matter: conjunction + how, etc. 1.9C
non-defining/defining clauses: 1.7B-C
none: 4.3B, 5.1-2, 5.3C, 5.7C, 13.2A; none of as the negative of all the 5.5D
noon: at noon 3.6A, 7.2A, 8.2B
nor: Nor do I, etc. 13.4A-B; and see neither
normally: 7.4
not: not only... but (compound sentences) 1.4; not so (as); as (of clauses of comparison) 1.10D; no + -ing 1.11A; not me 4.1 B; I believe not 4.3C; not much/many 5.1, 5.4A-B; not any, no and none 5.3C; compared with never 13.2A; not every 5.6C; not yet 7.2B; not ever/ никогда not... until 7.3B, 9.8B not very good 7.6A; not either and too 7.7C; I’d rather not 11 8A; Not Wednesday, Thursday 13.2B; Why (ever) not? 13.7A, 13.9C; ... or not? 13.9B; not to 15.5A, 16.1A, 16.2C; let’s not 16.1B; and see negative questions, negative statements
nothing: 4.6B-C, 13.2A
noun clauses: derived from statements 1.5B; derived from questions 1.5C, 15.4, 15.5B-C
nouns: 2.1-8; compared with verbs (export and export) 2.1C; as modifiers (a gold watch) 2.2C, 6.4B-D; she’s an American or she’s American 3.1C; with both and all 5.5A; + to infinitive 16.4C; + -ing 16.7A.C; and see abstract nouns, collective nouns, compound nouns, countable and uncountable nouns, gender, genitive, number, proper nouns, word formation, an, the, zero article
now: 7.2C, 15.3B
nthere: 13.2A
number: a number of 5.2A
number (singular and plural): nouns without plural forms (uncountable) 2.3A, 2.5-6: box/boxes 2.5A; knife/ knives 2.5B; photo/photos, food/feast, sheep 2.5C; government, the public, people 2.6A; statistics 2.6B; trousers, clothes 2.6C; the Americans 3.3C; plurals with apostrophe 2.8A; beans are good for you 3.1 A, 3.5A
numbers: a/an and one 3.1 B; alone hundred 3.2B; quantity 5.1 B; a twenty-year-old man 6.1 C

O
object: usual position in a sentence 1.1A; transitive and intransitive verbs 1.2B; compared with complement 1.2C; indirect and direct object (show me that photo) 1.3A; tell me, say to me 15.2A; direct object + to (explain it to me) 1.3B; pronouns 4.1; if and one as objects 4.3B; object pronouns compared with reflexive 4.5A; of prepositions 8.1; between you and me (Not ‘f’ 8.1D; with phrasal verbs 8.6-8; and the passive 12.1A; asking for the object with Who? 13.5B, 13.8A; good at repairing bikes 16.5A; start him working 16.6B; excuse me asking 16.6D
of to: 8.6B, 16.7E
object: preposition 8.1 B; and made of, and off, a man of 65 8.5A; the leg of the table/leg 2.2B, 2.8B; a slice of bread 2.4A; of my own 4.4C; after some, etc. 5.1A, 5.2A; after both/all 5.5C; after each, etc. 5.6C, 5.7C-D; kind of you to 16.4A; and see genitive
off: preposition/particle 8.1A; and of 8.5A
offers: with the imperative 9.1A, 9.10C; with modal verbs 11.6A, 11.6E; in indirect speech 15.5B
often: 7.4, 9.5A, 11.2D
old: old friend/old man 6.2B; the old 6.3A; older, oldest 6.5C; too old to 16.4B
omit: + to or -ing 16.8A
on: preposition/particle 8.1 A; any money on you 4.5C; on a surface 8.2A; on Monday 7.2A, 8.2B; and about/3A; and by, near/on your nose 8.5A; How on earth...? 13.9C
once: conjunction, time clauses 1.8A; adverb 7.2C
one: personal pronoun 4.1 A; compared with all 3.1 B, 3.2B; one day 3.2B; and you (= anyone) 4.2A; onelones in place of nouns 4.2B-C, 4.3B; one’s (possessive) 4.4A; oneself 4.5A; this one and the other one 5.7A; after each, etc. 5.7D; not ‘one speaks English’ 12.2A
only: not only 1.4; only a few/a little 5.4C; focus avoid 7.7A; only after, etc. + inversion 7.8C
onto: preposition 8.1 B
on top of: and above, over 8.5A
opposite: preposition/particle 8.1 A
or: in compound sentences 1.4; questions joined by or 13.9A-B; or not? 13.9B; Stop borrowing money, or... !14.D, and see either
Index   other - question tags

other: other, the other, the others, others 5.7A
ought to: two basic uses of modal verbs
11.1: it's advisable' 11.9A; ought' to
out: adverb 8.1B, 8.7B; and outside, out of 8.5A
out of: preposition 8.1B; movement 8.2A; made out of 8.5A; and outside, out of 8.5A; and of, out of 8.5A
outside: preposition/participle 8.1A; and out of 8.5A
over: preposition/participle 8.1A; and across 8.3A; and up 8.4A; and above, on top of 8.5A
owing to: and due to 8.4A
own: my own room/a room of my own 8.5A

P
pair: a pair of trousers 2.6C
pardon: + -ing 16.6A.D
participle constructions: present: 1.11A, in place of adverbial clauses 1.11B, in place of relative clauses 1.11C; being and having been 1.12A; it being and there being 1.12B; agreement between participle and subject 1.12C; past constructions 1.12D; see someone coming 16.2A, 16.6B, 16.6D
participles: used as adjectives (boiling water) 2.2A; 16.5A; exciting/excited 6.3B; past participles as adjectives 6.4C-D; busy working 16.7B; not worth complaining 16.7C; and see -ing forms
particles: see adverb particles
partitives: a loaf of bread, etc. 2.4C
passive: 12.1-3: basic forms 12.1A; with the progressive 12.1B; uses 12.2A; with by + agent 12.2B; it is said, etc. 12.2C; and the causative (have something done) 12.3B; passive infinitive 16.1A; they were made to work 16.1B; -ing form passive 16.6A, 16.5A0
past: preposition/participle 8.1A; and by 8.4A
past participles: see participle constructions, participles
past perfect progressive tense: and present perfect progressive 9.6B; and simple past perfect 9.6C; of be 10.2A
past perfect simple: see simple past perfect tense
past progressive tense: uses 9.4B; and simple past 9.4C; of be 10.2A; and used to 11.1B; the passive 12.1B
people(s): 2.6A
permit: 11 3B
person: (noun) 2.7B; 1st/2nd/3rd 4.1A, 9.1A, 9.4A
personal pronouns: 4.1: subject and object 4.1A-B, 1.10D; and gender 2.7, 4.1C; after give, etc. 1.3; or reflexive pronouns 4.5C; with both and all 5.5C; between you and me (Not 'y') 8.1D; There is/it is/He is 10.3B; it is said that/he is said to be 12.2C; indirect speech 15.3B; he is easy to please 16.4A; start him working 16.6B; excuse me asking 16.6D
phrasal verbs: 8.6-8; and see verbs phrase: a piece of
place: adverbial 1.1A; adverbial clauses 1.8A,C
place names: with zero article 3.5A, 3.6C; with prepositions 8.2A
plural (of nouns): 1st/2nd/3rd 4.1A-B, 1.10D; and gender 6.1B, 6.3C; with zero article 3.5A, 3.6A, 3.6C; names replaced by the one/ones 4.2B
predict: 11.13B
prove: prove it to me 1.3B; prove that/him to be 16.3D
public: the public 2.6A
presentation: sentences 1.1B; in compound sentences 1.4; in relative clauses 1.7B; in direct speech 1.1B, 15.1; and see comma, exclamation mark, full stop, question mark, quotation marks
purpose: adverbial clauses 1.10A-B; to-infinitive 16.2C
quantifiers: 5.1-7
question mark: to end a sentence 1.1B; in direct speech 1.1B, 15.1; indirect speech 1.5C, 15.4
questions: as type of sentence 1.1B; yes/no questions 13.1A; wh-questions 13.5-9; and short answers 13.1C; questions joined by or 13.9A-B; in direct speech 1.1B, 15.1; in indirect speech 1.5C, 15.4, 15.5B-C; and see negative questions, question tags, subject-questions, wh-questions
question tags: affirmative/negative, etc. 13.5A-B; echo tags 13.3C; Did you, or didn't you? 13.9B; after imperatives 8.10C; aren't I? 19.1B
Index
verbs - zero article

verbs (continued)

infinite, -'ng form, linking verbs, process verbs, reporting verbs, stative and dynamic verbs, intrinsitive, transitive.

very: very few/little 5.1.B, 5.4.C; very much 7.5.D; very, too and very much 7.6.A, replaced by extremely, etc. 7.6.B.

viewpoint adverbs: frankly, etc. 7.8.A.

vital: + that... should 11.13.C.


want to know: 15.4.

want: someone (not) to 15.5.A, 16.3.C.

wash: + (yourself) 4.5.B.


way: (in) the way (that), (in) the same way (as), clauses of manner 1.8.D; clauses of time 1.5.C, 16.2.C, 16.3.B.

whereas: 13.7.B-E; subject-questions 13.8, 15.4.C; + even 13.9.C; in indirect speech 15.4.B-C, 15.5.C.

what: question-word 13.6.B; in subject-questions 13.8, 15.4.C; after reporting verbs 1.5.C, 15.4.A; if/whether... should 15.5.B.

which: relative pronoun 1.6, 1.7.B-C; question-word 13.6.B, in subject-questions 13.8, 15.4.C; which to/should in indirect speech 15.5.C; + one(s) 4.2.C.


while: conjunction, clauses of time 1.8.A, 9.4.B; contrast clauses 1.9.B; while trying 1.11.B.

whole: all whole and all (the) 5.6.A; who(m): relative pronoun 1.6, 1.7.B; question-word 13.5.B; who(m) to/should in indirect speech 15.5.C.

whom: relative pronoun 1.6.A, 1.7.A-B; question-word 13.6.C, in subject-questions 13.8, 15.4.C; whose to/should in indirect speech 15.5.C.


why: question-word 13.7.A; Why ever? 13.9.C; why... should in indirect speech 15.5.C.

wide: and widely 7.1.A; wide awake 7.6.B.

will: and shall to form future tense 9.7.; and going to-future 9.9.A; modal auxiliary, 9.7-8; two basic uses of modal verbs 11; requests 11,6.D; in place of the simple present 11.11.D; the passive 12.1.A; Type 1 conditionals 14.1.A, 14.2.A; in indirect speech 15.3-6.

wish: I wish, if only it's (high) time 11.7; for a lot of 8.6.B; wish (you) to 16.3.B; wish that 16.3.E; it's my wish to 16.4.C.

with: preposition 8.1.A, 8.5.A; and toy 8.4.A; made with 8.5.A; and in 8.5.A; with me 4.5.C.

without: preposition/particle 8.1.A, 8.5.A; and toy 8.4.A; + it there being 1.12.B; + ing 16.7.D.

wonder: I was wondering/I wonder if 9.4.B, 11.3.A, 15.4.A; direct speech 15.1.C.


wood: wooden 2.2.C.

wool: woollen 2.2.C.

word formation: noun endings 2.1, 2.7.A; compound nouns 2.2, 2.8.B, 6.4.B-D; adjectives formed with suffixes and prefixes 2.2.C, 6.1.A-B; nationality adjectives and adjectives 3.3.C; compound adjectives 6.1.C.

word order: in sentences 1.1.A-B, 1.4.A; both and all 5.B-D; adjectives 6.2, 6.4.B-D; of already, still and yet 7.2.B-C; adverbs of frequency 7.4; focus adverbs 7.7; of too, as well, also 7.7.B-D; little does he realize 7.8.C; in questions 13.1-9; in indirect questions 15.1.C, 15.4, 15.5.B-C.

work: and job 10.4.B; I want to work 3.6.B.

worth: it's not worth worrying 16.7.C.

would: two basic uses of modal verbs 11.1; offers, suggestions, requests 11.6.A-C-D; future-in-the-past 9.9.C; after I wish, if only 11.7.C; and used to 11.11.C-D; replacing the simple present (it would seem to be) 11.3.A; in conditional sentences 14.2-4; in indirect speech 15.3-6.

would like to: see like 11.8, 16.1 B; I'd rather we didn't 11.6.F, 11.8.B-C; I'd rather 7.5.D.

yet: conjunction in compound sentences 1.4; adverb: and still 7.2.B, 9.5.A; and already 7.2.C.

your: personal pronoun 4.1.A; and one (= anyone) 4.2.A; you yourself 4.5.C; imperative 9.1.B.

yourself: 4.4.A.

Z

zero article: 3.5-6; with uncountable nouns 2.3-4, 3.5.A, 5.3.A; with an: nouns: Swimming is good for you 3.5.A, 16.5.A1; with proper nouns 3.4, 3.5.; with plural countable nouns (Beans are good for you) 3.5.A; at dawn, dinner is ready 3.6.A; at school/in hospital 3.6.B; as the plural of an: 3.1.A-B, 5.3.A; with place names 3.6.C; with illness (flu) 3.2.D; with abbreviations (radar) 3.8.B.
Key to exercises

I The sentence

1.1 Sentence word order

1.1 A The basic word order of an English sentence

Write 1:
1. S John Bailey  V has set  O a new high-jump record.
2. S The passport officer  V examined  O the passport.
3. S The dogs  V don't like  O these biscuits.
4. S The shop assistant  V is wrapping  O the parcel.
5. S My father  V didn't wash  O the dishes.
6. S The plumber  V is going to fix  O the pipe.
7. V Will  S the goalkeeper  V catch  O the ball?
8. V Has S the guest  V enjoyed  O the meal?
9. V Can  S John  V catch  O the ball?
10. S The visitors  V have seen  O the new buildings.

Write 2:
1. S The children  V slept  T till 11 o'clock this morning.
2. S He  V threw  O the papers  P into the bin.
3. S I  V don't speak  O English  M well.
4. S Mrs Jones  V hides  O her money  P under the bed.
5. S You  V didn't pack  O this suitcase carefully.
6. S I  V left  O some money  P on this shelf T this morning.
7. S You  V/ll have to get  O a loan  P from the bank.
8. S The phone  V/O woke me up  T in the middle of the night.
9. S You  V shouldn't walk  P in the park  T at night.
10. S You  V should eat  O your food  M slowly.
11. S My term  V begins  T in October.
12. S I  V read  O your article  M quickly  P in bed  T last night.

1.1B The forms of a sentence

1. Don't spill the coffee.  (C)
2. Have you seen today's papers?  (Q)
3. How nice to meet you!  (E)
4. Where did you put my umbrella?  (Q)
5. The train arrived fifteen minutes late.  (S)
6. The plane won't arrive on time.  (S)
7. I can't pay this electricity bill.  (S)
8. Please open the door for me.  (C)
9. 'Where's the nearest hotel?' he asked.  (Q)
10. 'I can't pay the bill!' he cried.  (E)

1.1 C Context

1. I parked my car in the centre of the village.
2. I saw an old man near a bus stop.
3. 'What a beautiful village!' I exclaimed.
4. 'How many people live here?'
5. 'There are seventeen people,' the old man said.
6. 'How long have you lived here?'
7. 'I have lived here all my life.'
8. 'It's a quiet sort of place, isn't it?'
9. 'We live a quiet life here.
10. We don't have a cinema or a theatre.
11. Our school was closed five years ago.
12. We have only one shop.
13. A bus calls once a day.
14. The Romans came here in 55 B.C.
15. Since then nothing has happened.'

1.2 The simple sentence: verbs with and without objects

1.2A What is a complete sentence?
The following need ticks:
2, 5, 8, 10, 11, 12, 13, 14, 15, 19, 20.

1.2B Verbs with and without objects
Possible answers for those verbs that need an object
1 contains pencils  4 ringing the doorbell
5 need a rest  7 hit him  8 beat the other team
9 opened the fridge
13 This sentence could be complete, or we could say e.g. I began my work.
16 enjoy the film?
1.2C Sentences with linking verbs like 'be' and 'seem'
Possible answers
1 tall (adjective)  2 a teacher (noun)  3 sour (adjective)  4 in the garden (phrase of place)  5 at 6.30 (phrase of time)  6 mine (possessive pronoun)  7 like his grandfather (prepositional phrase)  8 (too) loud (adjective)  9 a nice person (adjective + noun)  10 a lawyer (noun)

1.2D Context
1 My son Tim attends the local school.
2 My wife and I went to his school yesterday. (or: Yesterday, ...)
3 We spoke to his teachers.
4 We collected Tim's school report.
5 Tim's report wasn't very good.
6 His marks were low in every subject.
7 Tim was waiting anxiously for us outside.
8 'How was my report?' he asked eagerly.
9 'It wasn't very good,' I said.
11 That boy Ogilvy seems very clever.
12 He got good marks in all subjects.'
13 'Ogilvy has clever parents,' Tim said.

1.3 The simple sentence: direct and indirect objects

1.3A Subject + verb + indirect object + direct object: 'Show me that photo'
1 Please find them for me./Please find me them.
2 Please buy one for him./Please buy him one.
3 Please pass it to me./Please pass me it.
4 Please show it to her./Please show her it.
5 Please do it for me. (Not *Do me it*)
6 Please order one for me./Please order me one.

1.3B Verb -i- object + 'to' + noun or pronoun: 'Explain it to me'
1 this camera to the Customs  2 me to your friend/your friend to me  3 what you like to me  4 this idea to you  5 his crime to the police  6 this to anyone  7 this man to me  8 this to anyone  9 this to the headmaster  10 what I told you to anyone

1.3C The two meanings of 'for'
instead of:  2, 4, 6, 7, 9
for your/my benefit:  1, 3, 5, 8, 10

1.3D Context
The following need ticks: 1 buy me an expensive uniform  5 write our parents a letter  7 lend anyone anything  8 give help to each other

1.4 The compound sentence

1.4A The form of a compound sentence

Write 1:
1 ... and complained about them.
2 ... but (she) didn't leave a message.
3 I can either leave now, or (1 can) stay for another hour.
4 Jim not only built his own house, but (he) designed it himself as well.
5 I neither know nor care what happened to him.
6 ... very well, but (he) hasn't much experience ...

Write 2:
1 ... at the station and two men ...
2 Either you can give me some advice, or your colleague can. (Either you or your colleague can ...)
3 ... but it didn't stop.
4 ... when we called, so we left a message.
5 ... after the film, so we went straight back.
6 ... was nervous, for she wasn't used to strangers calling late at night.
7 ... in the country, but my parents ...
8 ... has been lost, and the postman has ...
9 ... was visible, and then a cloud covered it.
10 ... career woman, yet her mother ...

1.4B Context
1 and 2 and 3 and 4 as well  5 and 6 but 7 yet 8 either 9 or 10 for 11 and 12 and 13 but 14 and

1.5 The complex sentence: noun clauses

1.5A Introduction to complex sentences
1 You can tell me all about the film ...
2 ... you can help me with the dishes.
3 You didn't tell me ...
4 I walk to work every morning ...
5 ... I left a message on the answer-phone.

1.5B Noun clauses derived from statements
1 (that) he feels angry.
2 (that) she has resigned from her job.
3 (that) you don't trust me.
4 (that) you are feeling better.
5 (that) she's upset.
6 (that) he didn't get the contract.
7 (that) it's a fair price.
8 (that) you're leaving.
9 (that) she's been a fool.
1.5C Noun clauses derived from questions
1 if/whether he has passed his exam.
2 if/whether you can (or could) type.
3 if/whether he will arrive tomorrow.
4 if/whether he likes ice-cream.
5 if/whether he was at home yesterday.
6 if/whether I should phone her.
7 if/whether she's ready.
8 when you met her.
9 how you will manage.
10 why he has left.
11 where you live.
12 which one she wants.
13 who's at the door.
14 what he wants.

1.5D Context
1 you know...
2 you can turn into superwoman or superman ...
3 that her baby nearly slipped under the wheels of a car.
4 she lifted the car (to save her baby).
5 that he jumped nearly three metres into the air...
6 if you can perform such feats.
7 that you can.
8 that we can find great reserves of strength ...
9 that adrenalin can turn us into superwomen or supermen!

1.6 The complex sentence: relative pronouns and clauses

1.6A 'Who', 'which' and 'that' as subjects of a relative clause
1 ... the accountant who does my accounts.
2 ... the nurse who looked after me.
3 ... the postcards which arrived yesterday.
4 ... the secretaries who work in our office.
5 ... the magazine which arrived this morning.
6 ... the workmen who repaired our roof.

1.6B 'Who(m)', 'which' and 'that' as objects of a relative clause
1 ... the accountant who(m) you recommended ...
2 ... the nurse who(m) I saw at the hospital/... the nurse I saw ...
3 ... the postcards which I sent from Spain/... the postcards I sent...
4 ... the secretaries who(m) Mr Pym employed/... the secretaries Mr Pym employed.
5 ... the magazine which I got/... the magazine I got...
6 ... the workmen who(m) I paid/... the workmen I paid ...
7 ... the dog which I saw ...
8 ... the birds which I fed/... the birds I fed ...

1.6C 'Who(m)', 'which' or 'that' as the objects of prepositions
1a He's the man to whom I sent the money,
b He's the man who(m)/that I sent the money to.
c He's the man I sent the money to.
2a She's the nurse to whom I gave the flowers,
b She's the nurse who(m)/that I gave the flowers to.
c She's the nurse I gave the flowers to.
3a That's the chair on which I sat,
b That's the chair which/that I sat on.
c That's the chair I sat on
4a He's the boy for whom I bought this toy.
b He's the boy who(m)/that I bought this toy for.
c He's the boy I bought this toy for.
5a That's the building by which I passed,
b That's the building which/that I passed by.
c That's the building I passed by.
6a They're the shops from which I got these,
b They're the shops which/that I got these from,
c They're the shops I got these from.

1.6D Context
1 who 2 (-) 3 who 4 (-)

1.7 The complex sentence: 'whose'; defining/non-defining clauses

1.7A 'Whose' + noun in relative clauses
1 ... the customer whose address I lost.
2 ... the novelist whose book won first prize.
3 ... the children whose team won the match.
4 ... the expert whose advice we want.
5 ... the witness whose evidence led to his arrest.
6 ... the woman whose house the film was made in/... in whose house the film was made.

1.7B Defining and non-defining clauses
Commas are necessary in these sentences:
1 My husband, who is on a business trip to Rome all this week, ...
2 The author Barbara Branwell, whose latest novel has already sold over a million copies,...
3 The play Cowards, which opens at the Globe soon...,...
4 The manager, whom I complained to about the service, ...
5 Sally West, whose work for the deaf made her famous, ...

255
1.7C Sentences with two meanings
1 Without commas: There were other test papers, which everyone didn’t fail.
   With commas: There was a single test paper and everybody failed it.
2 Without commas: I have another brother or other brothers somewhere else.
   With commas: I have only one brother.

1.7D Context
1 who (no commas) 2 which/that (no commas)
3 ..., which are commonly used, (commas)
4 ..., which are not so frequently used, (commas)
5 which/that (no commas) 6 which/that (no commas)
7 who (no commas) 8 No relative pronoun necessary; no commas 9 ..., which is situated in a very rough area of London, (commas)
10 ..., which has a terrible lounge and a tiny dining room, (commas)
11 which/that (no commas) (or..., which is fitted with a leaky shower. - one comma)
12 ..., which is expensive to run, (commas)
13 which/that (no commas) (or..., which is overgrown with weeds. - one comma) 14 ..., who are generally unfriendly,... (commas) 15 ..., which is definitely not recommended, (commas)

1.8 The complex sentence: time, place, manner

1.8A Adverbial clauses of time (past reference)
1 ... weight when I was ill.
2 ... home immediately after I arrived in the airport building.
3 ... the letter before she realized it wasn't addressed to her.
4 ... burnt down by the time the fire brigade arrived.
5 ... gone wrong as soon as we saw him run toward us.

1.8B Adverbial clauses of time (future reference)
1 ... university until I get my exam results.
2 ... message as soon as he phones.
3 ... Duty Free Shop before our flight is called.
4 ... dead by the time they find a cure for the common cold.
5 ... surprise the moment you open the door.

1.8C Adverbial clauses of place
Possible answers
1 where the accident happened.
2 anywhere you like.
3 everywhere you go in the world.
4 wherever you can find a chair.
5 where everyone can see it.

1.8D Adverbial clauses of manner
Possible answers
1 as if it's raining.
2 as he likes it.
3 as though it was my fault.
4 in the way you wrote it last year.
5 the way I show you.

1.8E Context
1 when 2 the way (that) 3 as if 4 before
5 which/that 6 As 7 As soon as 8 that/which

1.9 The complex sentence: reason and contrast

1.9A Adverbial clauses of reason
Possible answers
1 Service in this hotel ought to improve because there's been a change of management.
2 As the Air Traffic Controllers are on strike, we have cancelled our holiday.
3 Could you sell your old computer to me, seeing (that) you have no further use for it?
4 Since she's never in when I phone, I'll have to write to her.
5 I've had to have the document translated, since I can't read Russian.

1.9B Contrast (1)
Possible answers
1 ... computer, even though I haven't got much money.
2 ... this morning, even if it's raining.
3 Much as I'd like to help you, I'm afraid ...
4 While your design is excellent, it isn't suitable ...
5 Although I try hard to play the piano, I don't...
6 Considering that Chinese is so difficult, it's surprising ...
7 Whereas the play was wonderful, the film ...

1.9C Contrast (2)
Possible answers
1 However expensive it is, he’s determined ...
2 However hard I work, I still...
3 However well you write, it doesn't mean ...
4 No matter how sorry she feels, the damage ...
5 No matter how much they pay us, it will never ...
6 No matter how many cards I send, I always ...
7 Whatever he tells you, don't believe ...

1.9D Context
1 Even though/Though 2 because/as, since
3 As/Because/Since 4 even though 5 though/as
6 while 7 because 8 because/as/since 9 Because
1.10 The complex sentence: purpose, result and comparison

1.1 OA Adverbial clauses of purpose with 'so that' and 'in order that'
1 ... driving lessons in order that/so that I might pass my driving test first time.
2 ... the cinema early in order that/so that I might not miss the beginning of the film.
3 We stood up in order that/so that we might get a better view...
4 ... a second car in order that/so that his wife might learn to drive.
5 ... and clearly in order that/so that the audience might understand me.

1.1 OB Adverbial clauses of purpose with 'in case'
1 ... immediately in case you change (or should change) your mind.
2 ... with you in case you are not able (or should not be able) to get into the house.
3 ... the kitchen in case there is (or should be) a fire.
4 ... train in case there is (or should be) a lot of traffic on the roads.
5 ... with me in case I need (or should need) it.

1.1 OC Adverbial clauses of result with 'so... (that)' and 'such... (that)'
1 We were so late (that) we missed...
2 I was working so hard (that) I forgot...
3 There was such a delay (that) we missed...
4 We've had such difficulties (that) we don't think...

1.1 OD Adverbial clauses of comparison with 'as ... as'
Possible answers
1 John works as hard as Susan (does).
2 John is not so intelligent as Susan (is).
3 This computer does not hold as much information as that one (does).
4 The film 'Superman 1 ' is as enjoyable as 'Superman 2 ' (is).

1.10E Context
1 in order that 2 which 3 so ... (that) 4 but
5 as ... as 6 in case 7 when 8 such ... (that)

1.11 The complex sentence: present participle constructions

1.11 A Joining sentences with present participles ('•ing')
1 She got very worried, thinking we had had an accident.
2 He went to his room, closing the door behind him.
3 Not hearing what he said, I asked him to repeat it.
4 You didn't ask me for permission, knowing I would refuse.
5 Not being a lawyer, I can't give you the advice you are looking for.

1.11 B The present participle in place of adverbial clauses
1 They broke this window when trying to get into the house.
2 Though refusing to eat, he admitted he was very hungry.
3 I damaged the car while trying to park it.
4 While agreeing you may be right, I still object to your argument.
5 After looking at the map, we tried to find the right street.
6 Don't get into any arguments before checking your facts.

1.11C The present participle in place of relative clauses
1 Delete which is. 2 Delete who are.
3 Delete who is. 4 Delete which.
5 Change which leave to leaving. 6 Change who complain to complaining.
7 Change who travel to travelling. 8 Change who work to working.
9 Delete who are. 10 Delete who is.

1.11D Context
1 preparing 2 Feeling 3 As 4 commenting
5 after/when 6 hearing 7 who 8 When/After
9 knowing 10 announcing

1.12 The complex sentence: perfect/past participle constructions.

1.12A 'Being' and 'having been'
1 Being out of work, I spend a lot of my time at home.
2 Being a scientist, John hasn't read a lot of novels.
3 Having been promised a reward, he hopes he'll get one.
4 Being near a newsagent's, I went in and got a paper.
5 Having been up all night, they were in no mood for jokes.

257
1.12B 'It being' and 'there being'
1 There being no questions, the meeting ended quickly.
2 He kept helping himself to money without it being noticed.
3 He kept asking awkward questions without there being a(n) reason for it.
4 It being a holiday, there were thousands of cars on the roads.
5 There being no one in, I left a message.

1.12C Agreement between present participle and subject
1 It wasn't the smell that was opening the door.
2 It wasn't the bus that was changing gear.
3 It wasn't the important papers that were burning the rubbish.

1.12D Past participle constructions
1 Lost for many years, the painting turned up at an auction.
2 Although cooked for several hours, the meat was still tough.
3 If seen from this angle, the picture looks rather good.
4 The vegetables sold in this shop are grown without chemicals.
5 When read aloud, the poetrvis very effective.

1.12E Context
1 When/Whenever/If 2 Looking 3 being 4 Opening 5 Although

2 Nouns

2.1 One-word nouns

2.1A Noun endings: people who do things/people who come from places
1 actor 2 beggar 3 pian/sí 4 driver 5 Berliner
6 Athen/an 7 assist ant 8 liar 9 Texan
10 histor/an

2.1B Nouns formed from verbs, adjectives, other nouns
1 decision 2 anxiety 3 social ism 4 happ'ness
5 agreement 6 discovery 7 arrival
8 childhood 9 absence 10 postage 11 try (no change) 12 efficiency
13 curious/ly 14 address (no change) 15 refusa/ 16 warn ing
17 mouth/u/ 18 explanation 19 trial 20 argument

2.1C Nouns and verbs with the same spelling but different stress
1 permit 2 permit 3 increase 4 increase
5 objects 6 object 7 conduct 8 conduct
9 entrance 10 entrance 11 record 12 record
13 present 14 present 15 proses 16 protest
17 accent 18 accent 19 exports 20 export
21 escort 22 escort 23 imports 24 import

2.1D Context
1 boredom 2 communication 3 babble/babbling
4 knowledge 5 preparation 6 encouragement
7 recognition 8 solution 9 refusal 10 scientist
11 behaviour

2.2 Compound nouns

2.2A Nouns formed with gerund ('-ing') + noun: 'dancing-shoes'
The following need ticks: 1, 3, 5, 7

2.2B Apostrophe s ('s) or compound noun?
1 the car key 2 the doctor's surgery
3 the committee's idea 4 the pen nib
5 the computer keyboard 6 the desk top
7 King John's reign 8 Eliot's poetry 9 no one's responsibility
10 the suitcase handle 11 the front doorknob
12 Scott's journey 13 the postman's bicycle
14 that cigarette stub 15 a new kitchen table
16 the horse's tail 17 the light switches
18 the boss's secretary 19 the new party policy
20 the book cover 21 Mr Jones's son
22 the factory gate 23 the garage door
24 the children's photos 25 the office phone
26 the film critic 27 a dancing teacher
28 the twins' mother 29 my brother's wife
30 a new reading lamp 31 the road surface
32 the President's secretary

2.2C Compound nouns which tell us about materials and substances
1 a plastic raincoat 2 a silk shirt 3 silky/silken hair
4 a glass table-top 5 glassy eyes 6 a leather wallet
7 a stainless steel spoon 8 steely/steel nerves
9 a woollen pullover 10 a cotton blouse 11 a silver teapot
12 a silvery voice 13 a stone wall
14 a ceramic tile 15 a ceramic tile 16 a nylon nailbrush
17 a leathery tongue 18 a wooden spoon

2.2D Context
1 feather wings 2 a flying machine 3 flight path
4 a champion cyclist 5 pedal power 6 pilot's seat/pilot-seat
7 carbon fibre machine 8 south wind
2.3 Countable and uncountable nouns (1)

2.3A Countable and uncountable nouns compared
1 painting C  2 milk U  3 photos C  4 oil U
5 drawings C  6 Hope U  7 hope C  8 flour U
9 shirts C  10 coal U

2.3B Nouns which can be either countable or uncountable: 'an egg/egg'
1 onion U  2 fish U  3 eggs C  4 cake U
5 motorway C  6 ice C  7 glasses C  8 stones C
9 paper U  10 iron C

2.3C Normally uncountable nouns used as countables (1): 'a coffee/(some) coffee'
1 I'd like (some) tea/(some) coffee, please.
2 I'd like a/one coffee and two teas, please.
3 I'd like a/one beer, a/one lemonade and a/one tomato juice, please.
4 I'd like two coffees, three teas and one milk/a glass of milk

2.3D Normally uncountable nouns used as countables (2): 'oil/a light oil'
1 a light oil  2 an excellent wine  3 a traditional cloth
4 a rare wood.

2.3E Context
1 (-)  2 a/-  3 a  4a  5a  6a  7a  8a  9a
10(-)  11a  12  a 13 some 14 a

2.4 Countable and uncountable nouns (2)

2.4A Singular equivalents of uncountable nouns: 'bread/a loaf'
1 coat/jacket/dress, etc.  2 laugh
3 suitcase/bag/case, etc.  4 job  5 room/bed

2.4B Nouns not normally countable in English: 'information'

Write 1:
The following need ticks: 2, 4, 6, 7, 8, 12

Write 2:
1 some 2 (-)  3 any 4 a  5 the  6 some/a lot of
7 some/a lot of  8 a lot of/some/the
9 the/some/a lot of  10 a  11a  12 some/a lot of
13 some 14 a lot of  15 (-)  16 any 17 (-)
18 a lot of/some  19 a lot of/some  20 a

2.4C Partitives: 'a piece of, etc.'
1 a cube of ice  2 a bar of chocolate  3 a slice of bread  4 a sheet of paper
5 a bar of soap  6 a bottle of milk  7 a jar of jam  8 a box of matches
9 a pot of tea  10 a tube of toothpaste
11 a drop of water  12a pinch of salt  13 a sip of tea
14 a splash of soda  15 a wisp of smoke

2.4D Context
1a  2 (-)  3 (-)  4 (-)  5 (-)  6 (-)  7 Some
8 a lot of  9 (-) 10 (-)

2.5 Number (singular and plural) (1)

2.5A Nouns with plurals ending in -s or -es: 'friends', 'matches'

2.5B Nouns with plurals ending in -s or -es: 'countries' 'knives'

2.5C Nouns ending in -o and some irregular plural forms
1 Which videos do you like best?
2 Which volcanoes/volcanos are erupting?
3 These are John's pet mice.
4 These teeth are giving me trouble.
5 Can you see those geese?
6 Postmen are busy all the time.
7 We're going to sell those sheep.
8 I can see salmon/some salmon in the water.
9 Which aircraft have just landed?
10 The Swiss are used to mountains.

2.5D Context
1 foods  2 cakes  3 biscuits  4 tomatoes
5 oranges  6 men  7 women  8 lives  9 cuisines
10 Japanese  11 Swiss  12 products
13 strawbe r'/es  14 peach es  15 potato es
16 spaghetti

2.6 Number (singular and plural) (2)

2.6A Collective nouns followed by singular or plural verbs: 'government'
1 is/are  2 is/are  3 are  4 is/are  5 has/have
6are  7 have  8 are  9 is/are  10 are  11 is/are
12 have
2.6B Nouns with a plural form + singular or plural verbs: 'acoustics'
1 are 2 is 3 are 4 is 5 is 6 are 7 Are 8 are 9 Are 10 have 11 has 12 has 13 has 14 are

2.6C Nouns with a plural form + plural verbs: 'trousers'
I have 2 are 3 does 4 these/those ... They 5 brains 6 Congratulations 7 are 8 haven't... 9 them 10 have 11 aren't... 12 don't

2.6D Context
1 is 2 are 3 show 4 is 5 is/are 6 own 7 are 8 is 9 is 10 are 11 are 12 spends/spend 13 are 14 are 15 favour/favours 16 make

2.7 Gender

2.7A Male and female word forms: 'waiter/waitress'
I sister 2 uncle 3 nephew 4 bachelor, spinster 5 nuns 6 cows 7 hens 8 mares 9 sow 10 ram 11 actress 12 waist 13 prince 14 lioness 15 goddess 16 heiress 17 heroine 18 widower 19 saleswoman 20 female 21 queens 22 bridegroom 23 daughter 24 aunt 25 nieces

2.7B Identifying masculine and feminine through pronouns: 'He/She is a student'
1 she 2 She 3 he 4 his 5 She 6 her 7 his 8 He 9 she 10 her 11 she 12 her

2.7C Context
1 she 2 actors 3 She 4 Prince 5 she 6 princess 7 mother 8 Miss 9 she 10 Sisters

2.8 The genitive

2.8A How to show possession with 's, s' and the apostrophe (') on its own
1 This is a child's bicycle. 2 This is the teacher's pen. 3 He described the actress's career. 4 That's a stewardess's job. 5 These are the children's toys. 6 This is a women's club. 7 It's a girls' school. 8 This is the residents' lounge. 9 This is James's umbrella. 10 That is Doris's hat.

2.8B Apostrophe s ('s/s'), compound noun or 'of?'
1 That's a man's voice. 2 (-) 3 That's the committee's decision. 4 It's no one's fault. 5 This is a copy of Keats' poetry. 6 (-) 7 (-) 8 (-)

2.8C The use of 's and s' with non-living things: an hour's journey'
1 an hour's delay 2 two days' journey 7 seven years' work 8 the earth's surface 9 at death's door 10 a year's absence

2.8D Omission of the noun after's
1 the hairdresser's 2 the chemist's 3 my aunt's 4 St Andrew's 5 Marks and Spencer's

2.8E Context
1 animal skins 2 a leopardskin coat 3 the earth's wildlife 4 children's clothing 5 ladies' coats 6 an actress's fur coat 7 the crocodiles' revenge 8 customers' skins

3 Articles

3.1 The indefinite article: 'a/an' (1)

3.1A General statements with 'a/an' and zero (0)
1 Small computers aren't expensive. 2 Quartz watches don't last for ever. 3 I like a play with a message. 4 I admire a politician who is sincere. 5 Big cities are always fascinating. 6 Even efficient systems can break down. 7 Road maps are always out of date. 8 Rules are meant to be broken. 9 A restaurant shouldn't charge too much. 10 How much does a car radio cost? 11 Buses leave here every hour. 12 How long do letters take to get here?

3.1B The 'plural form' of 'a/an'
1 They're architects. 2 Do you want any/some potatoes? 3 Doctors need years of training. 4 How well can cats see in the dark? 5 Have you got any cats at home? 6 Why should compact discs be so dear? 7 I borrowed some compact discs. 8 Can you lend me any/some compact discs? 9 Why are cars so expensive? 10 There aren't any cars in the street.
3.1 C Describing people and things with 'a/an' + noun: 'He's a doctor'
1 He's a taxi-driver.
2 She's a Catholic.
3 He's an Englishman.
4 It's an ant.
5 It's a kind of insect.
6 She's a socialist.
7 She's a teacher.
8 She's an architect.
9 It's a Shakespeare sonnet.
10 It's a Picasso/a Picasso painting.

3.1 D Context
1(-) 2 A 3a 4a 5 6 7 some 8 some 9 a 10 a/(-)

3.2 The indefinite article: 'a/an' (2)
3.2A the use of 'a/an' when something is mentioned for the first time
1a 2 the 3 an 4 The 5 a/the (⇒ LEG 3.20.4)
6 the 7 the 8 a 9 the 10 a

3.2B The difference between 'a/an' and 'one'
1 a 2 one 3 One 4 a 5 one 6 a 7 One 8 one ...a 9 a ... one 10 a/one 11 a 12 one

3.2C 'A/an' for price, distance and frequency: '80p a kilo'
1 They're 80p a kilo.
2 I take them once a day.
3 We're doing 100 km an hour.
4 I/We do 45 miles a (or to the) gallon.
5 It's collected twice a week.
6 It costs £3 a litre.

3.2D 'A/an' or zero with reference to illnesses: 'a cold'
1 a 2 a/(-) 3 (-) 4 (-) 5 a/(-) 6 (-) 7 a 8 a
9 a/(-) 10 a/(-)/a

3.2E Context
1a 2 The 3 a 4 a 5 (-) 6 (-) 7 (-) 8 one 9 a 10 a 11 the 12 the 13 the 14 the

3.3 The definite article: 'the' (1)

3.3A Form and basic uses of 'the'
1 a 2 a 3 the 4 a 5 the 6 The 7 a 8 the

3.3B 'A/an', 'the' and zero in front of abbreviations: 'the BBC'
1 a 2 a 3 The 4 an 5 (-) 6 (-) 7 (-) 8 (-)

3.3C 'The' + nationality noun: 'the Chinese'
1 The Portuguese ... the Spanish/the Spaniards
2 The Americans ... the Russians 3 The Brazilians ... the Mexicans 4 The Germans ... the Japanese
5 The Greeks ... the Koreans 6 The British ... the Dutch

3.3D Context
1a 2 a 3 the 4 the 5 The 6 the 7 a/the 8 a 9 a/the 10 a/one 11 a 12 one 13 The 14 the
15 the 16 the 17 a/the 18 The 19 a 20 The

3.4 The definite article: 'the' (2)
3.4A 'The' for specifying
1 We were looking for a place to spend the/a night. The place we found turned out to be in a charming village. The village was called (-) Lodsworth.
2 An (or The) individual has every right to expect personal freedom. The freedom of the individual is something worth fighting for.
3 Yes, my name is (-) Simpson, but I'm not the Simpson you're looking for.
4 Who's at the door? - It's the postman.
5 When you go out, would you please go to the supermarket and get some butter.
6 I've got an appointment this afternoon. I've got to go to the doctor's.
7 We went to the theatre last night and saw Flames. It's a wonderful play.
8 We prefer to spend our holidays in the country, the mountains or by the sea.
9 We have seen what the earth looks like from the moon.
10 This is the front room. The ceiling and the walls need decorating, but the floor is in good order. We'll probably cover it with a/the carpet.
11 You're imagining (-) things. All your fears are in the mind.
12 Look at this wonderful small computer. The top lifts up to form the/a screen; the front lifts off to form the/a keyboard, and the whole thing only weighs 5 kilos.
13 The history of the world is the history of (-) war.
14 Is there a moon round the planet Venus?
15 What's (-) John doing these days? - He's working as a postman.
16 (-) Exercise is good for the body.
17 Could you pass me the salt, please?
18 They're building a new supermarket in the centre of our town.
19 Where's your mother at the moment? - I think she's in the kitchen.
20 If you were a cook, you'd have to work in a kitchen all day long.
3.4B 'The' to refer to things that are unique (not place names)
1 The Times... The Washington Post
2 The Economist... Time magazine 3 The New Yorker... Punch 4 the human race ... man ... the dinosaurs 5 The Graduate ... Jaws 6 the gods ... God 7 (The) Odyssey... Ulysses 8 The United Nations ... Congress 9 the Titanic 10 the Navy ... the army 11 the French Revolution 12 the President 13 President 14 the climate

3.4C Context
1 The 2 a 3 the 4 the 5 The 6 a 7 The 8 the 9 an 10 the 11 an 12 an 13 a 14 the 15 the

3.5 The zero article (1)

3.5A Basic uses of the zero article (0): 'Life is short'
1 (-) 2 The 3(-) 4 the ...(-) 5 (-) 6 the 7 (-) 8 the ...(-) 9 (-)... the 10 (-)... the 11 (-) 12 the ...(-) 13(-) 14 (-) 15 The ...(-) ...(-)
16 (-) 17 (-) ...(-) 18 (-)...(-) 19 (-) 20 The ...(-) ...(-)
21 (-) ...(-) 22 (-)...(-) 23 the 24 (-)...(-)

3.5B The zero article with names and titles: 'Mr Pym'
The following need an X:
1 We use nothing if we are addressing a stranger, or Mr+ surname if we know it. In American English, we might use Sir.
3 Mrs cannot be followed by a first name.
6 Not normal use: old-fashioned.
7 This use of Mrs is not generally considered polite.
9 Sir John Falstaff. (Title + first name (+ surname)
[> 3.5B, note 4)]

3.5C Context
1 (-) 2 (-) 3 (-) 4 an 5 (-) 6 the 7 The 8 a
9 (-) 10 The 11 the 12 (-) 13 the 14 the
15 (-) 16 (-) 17 (-) 18 (-) 19 (-) 20 (-) 21 (-)
22 (-) 23 (-) 24 (-) 25 (-) 26 The 27 the

3.6 The zero article (2)

3.6A Zero article for parts of the day ('at dawn') and for meals ('for lunch')
1 (-) 2 (-) 3 (-) 4 (-) 5 The 6(-) 7 (-) 8 (-)
9 the 10 a

3.6B Zero article for e.g. 'She's at school' and 'He's in hospital'
1 (-) 2 the 3 (-) 4 a 5 the 6 (-) 7 a 8 (-)
9 (-) 10(-) 11 (-) 12 (-) 13 the 14 a 15 the
16(-)

3.6C Zero article or 'the' with place names
1 the Dark Ages ... Medieval Europe 2 Central Asia ... the Arctic 3 Brazil... Argentina ... the USA
4 London ... Paris ... Vienna 5 Montague Road
6 Brown's ... the Hilton 7 Bavaria ... Ohio
8 London ... Buckingham Palace 9 the Alps ... Mont Blanc 10 the Sahara 11 the Nile ... Luxor ... Lake Geneva 13 Leoni's ... the Globe Theatre 14 Oxford Street... Oxford Circus 15 London Bridge

3.6D Context
1 the 2 (-) 3 (-) 4 a/the 5 (-) 6 (-) 7 (-) 8 (-) 9 (-) 10(-) 11 the 12 the 13 (-) 14 the 15 the 16 the 17 (-) 18 (-) 19 (-) 20 (-)

4 Pronouns

4.1 Personal pronouns

4.1 A Subject and object pronouns
1 Your parcel ... It 2 Jane and I ... We 3 that? ... It's 4 Jane Wilson? ... She's 5 a baby! ...it 6 cat... Its 7 John ... him 8 Catherine ... her

4.1 B Subject or object pronoun?
1 me/him/her/us/them 2 Me/Him/Her/Us/Them 3 me/us 4 Me/Us 5 me/I 6 than me/I am ... I 7 I... me/I am

4.1 C Gender in relation to animals, things and countries
1 She 2 It 3 it/her 4 she/it 5 it/one 6 she/it 7 He/it 8 it 9 it 10 She 11 He 12 It/She

4.1 D Context
1 you 2 it 3 who 4 him 5 they 6 me 7 I 8 he 9 He 10 he 11 you 12 They 13 you 14 him 15 them

4.2 'One'

4.2A 'One' and 'you'
The moment you get into the mountains, you are on your own. You have to rely on yourself or everything. This means you have to carry all your own food, though, of course, you can get pure drinking water from mountain streams. You won't see any local people for days at a time, so you can't get help if you're lost. You have to do your best to find sheltered places to spend the night.
4.2B 'One' and 'ones' in place of countable nouns:

'Use this clean one'
1 one 2 one 3 ones 4 ones 5 one 6 ones
7 water/(-) 8 one

4.2C 'Which one(s)?' - 'This/that (one)', etc.
1 ones 2 one(s) (tick) 3 one (tick) 4 ones (tick)
5 one (tick) 6 ones (tick) 7 one ... one (tick)
8 These ones or those ones are possible, but it would be best to omit ones (tick) 9 one 10 ones

4.3 'It' and 'one/some/any/none'

4.3A 'It' as in 'it's hot' and 'it's nice to see you'
1 It's Monday, 13th June, today.
2 It's snowing (now). It snows a lot here.
3 It was 22° Celsius in London yesterday.
4 It's 100 kilometres from here to Paris.
5 It's important to get to the meeting.
6 It's difficult making such decisions.
7 It's a pleasure to welcome you all here.
8 It's a pity that they couldn't come.

4.3B 'It' and 'one' as subjects and objects:
1 I like it'
2 II like it
3 one 4 it 5 none 6 some 7 it 8 them 9 any
10 them 11 one

4.4 Reflexive pronouns ('myself')

4.4A Basic differences between 'my' and 'mine', etc.
1 her 2 His 3 mine 4 our 5 Yours 6 theirs
7 one's 8 his 9 her 10 its

4.4B 'The double genitive: 'He is a friend of mine'
1 That brother of yours 2 no friend of mine 3 a play
of Shakespeare's 4 this/that problem of yours
5 a friend of ours 6 That loud music of hers
7 A friend of my sister's 8 Those neighbours of
theirs 9 That radio of yours

4.4C 'My own' and 'of my own'
1 my own room/a room of my own 2 his own
business/a business of his own 3 their own rooms/
rooms of their own 4 its own kennel/a kennel of its
own

4.4D 'The' in place of 'my', etc.: 'a pain in the
neck'
1 one 2 it 3 one 4 the 5 my 6 My 7 My
8 the 9 the 10 the

4.5 Reflexive pronouns used after prepositions
and for emphasis

Write 1:
1 himself 2 you 3 me 4 ourselves 5 herself
6 us/you/me, etc. 7 himself 8 himself

Write 2:
1 I didn't know about it myself till yesterday/till
yesterday myself. (or: I myself didn't know about it...)
2 The building itself is all right, I think/The building is
all right itself...
3 You can't do that yourself/yourselves!
4 I can't fetch it - (you) fetch it yourself.
5 Don't expect me to do it. Do it yourself!!

4.4C 'It' and 'one/some/any/none'

4.4B 'The double genitive: 'He is a friend of mine'
1 That brother of yours 2 no friend of mine 3 a play
of Shakespeare's 4 this/that problem of yours
5 a friend of ours 6 That loud music of hers
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1 my own room/a room of my own 2 his own
business/a business of his own 3 their own rooms/
rooms of their own 4 its own kennel/a kennel of its
own

4.4D 'The' in place of 'my', etc.: 'a pain in the
neck'
1 one 2 it 3 one 4 the 5 my 6 My 7 My
8 the 9 the 10 the

4.5 Reflexive pronouns ('myself')

4.5A Verbs commonly followed by reflexive
pronouns: 'I enjoyed myself
1 myself 2 yourself 3 himself 4 herself 5 itself/
himself [> 4.1С]
6 oneself 7 ourselves
8 themselves 9 herself 10 himself

4.5B Verb + reflexive, or not?: 'I've dressed
(myself)'
1 hide ourselves 2 washes itself 3 dress herself
4 sat ourselves down 5 got myself wet
6 woke myself up 7 got himself engaged
8 Get yourself/yourselves ready

4.5C Reflexive pronouns used after prepositions
and for emphasis

Write 1:
1 himself 2 you 3 me 4 ourselves 5 herself
6 us/you/me, etc. 7 himself 8 himself

Write 2:
1 I didn't know about it myself till yesterday/till
yesterday myself. (or: I myself didn't know about it...)
2 The building itself is all right, I think/The building is
all right itself...
3 You can't do that yourself/yourselves!
4 I can't fetch it - (you) fetch it yourself.
5 Don't expect me to do it. Do it yourself!!
4.6 Demonstrative adjectives/pronouns ('this', etc.)
'Some/any/no' compounds ('someone', etc.)

4.6A Different uses of 'this' and 'that'
1 Introducing someone.
2 On the phone.
3 Referring back to something that we mentioned earlier.
4 Referring to something we are talking about.
5 Meaning 'now' (these days) compared with the past.
6 Referring to someone we don't want to meet or don't like (that man).
7 Making comparisons, ('more than £50')
8 Telling a story or an anecdote.
9 Making it clear who we mean.
10 Showing the size of something (usually with gestures).

4.6B Uses of 'some/any/no' compounds
1 nothing 2 anything 3 no one/nobody
4 something 5 anyone/anybody 6 something/anything 7 someone/somebody/no one/nobody
8 anything 9 anyone/anybody/no one/nobody
ten anyone/anybody/no one/nobody

4.6C 'Everyone', 'anyone', etc. with singular or plural pronouns
1 their... them 2 they 3 their 4 they
5 a don't they? 6 they 7 their 8 they are
9 they think... they'll 10 they deserve... they don't like... they get

4.6D Context
1 they 2 No one 3 they 4 anyone 5 that
6 nothing 7 this (or that) 8 something 9 this
10 this (or that) 11 this (or that)

5 Quantity

5.1 Quantifiers + countable and uncountable nouns

5.1A Quantifiers + countable and uncountable nouns
1 fewer A 2 less B 3 a lot of C 4 a lot of C
5 much B 6 many A 7 most of the D 8 most C
9 most C 10 a little B 11 a few A
12 Several A 13 any C 14 any C 15 enough C
16 hardly any C 17 Neither D 18 Both A
19 no C 20 no D

5.1B Quantifiers that tell us roughly how much and how many
Possible answer
1a too many eggs 1b too much milk
2a plenty of eggs 2b plenty of milk
3a a lot of eggs 3b a lot of milk
4a enough eggs 4b enough milk
5a a few eggs 5b a little milk
6a very few eggs 6b very little milk
7a not many eggs 7b not much milk
8a hardly any eggs 8b hardly any milk
9a no eggs 9b no milk

Possible answers
1 There are plenty of apples in the bowl.
2 I've got hardly any money.
3 A lot of people turned up at the meeting.
4 You've put too much salt in the sauce.
5 We've got enough time for a drink.
6 We usually get a few letters every day.

5.1C Context
I many 2 few 3 some 4 plenty of 5 hardly any
6 enough 7 very little 8 some 9 any 10 no
11 any 12 some

5.2 General and specific references to quantity

5.2A 'Of after quantifiers ('a lot of, 'some of, etc.)
1 a lot of G 2 a small amount of G 3 a lot of G
4 G 5 G 6 any of S 7 a couple of G
8 pretty of G 9 plenty of G 10 plenty of S
11 G 12 None of S 13 G 14 Some of S
15 a bit of G

5.2B When to use quantifiers without 'of': 'I've got a lot'
Possible answers
1 Yes, there are a couple. 2 Yes, I bought a bit.
3 Yes, we've got a lot. 4 Yes, there's plenty.
5 Yes, there were lots. 6 Yes, there's a lot.

5.2C 'More' and 'less' after quantifiers: 'some more', 'a little less'
1 much less 2 any more 3 many more
4 much less 5 Lots more 6 some more
7 plenty more 8 a lot less 9 no fewer
10 much more 11 a lot more 12 much more

5.2D Context
1 many 2 plenty of 3 millions of 4 number
5 A lot of 6 Much 7 most 8 much 9 many
10 A lot of 11 bit of 12 number of
### 5.3 Uses of 'some', 'any', 'no' and 'none'

#### 5.3A 'Some/any' or zero in relation to quantity

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<thead>
<tr>
<th>(-)</th>
<th>2 some</th>
<th>3 (-)</th>
<th>4 some</th>
<th>5 some</th>
<th>6 any</th>
<th>7 (-)</th>
<th>8 any</th>
<th>9 (-)</th>
<th>10 some</th>
<th>11 (-)</th>
<th>12 some or any</th>
<th>13 (-)</th>
</tr>
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Some could be used here to mean e.g. 'money that hasn't been given to you' [> 5.3B, note 4]

#### 5.3B Four basic uses of 'some' and 'any'

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<thead>
<tr>
<th>1</th>
<th>2</th>
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<td>some</td>
<td>any</td>
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</table>

#### 5.3C 'Not... any', 'no' and 'none'

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<th>4</th>
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<th>6</th>
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</thead>
<tbody>
<tr>
<td>There aren't any buses after 12.30.</td>
<td>We've got none.</td>
<td>I'm no accountant, but these figures are wrong.</td>
<td>There's no explanation for this.</td>
<td></td>
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</tbody>
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#### 5.3D Other uses of 'some' and 'any'

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<thead>
<tr>
<th>1€</th>
<th>2€</th>
<th>3b</th>
<th>4g</th>
<th>5d</th>
<th>6c</th>
<th>7a</th>
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<td>f</td>
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<td>5d</td>
<td>6c</td>
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#### 5.4 'Much', 'many', 'a lot of, (a) few', (a) little', 'fewer', 'less'

#### 5.4A Basic uses of 'much', 'many' and 'a lot of'

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a lot of</td>
<td>2 much</td>
<td>3 much</td>
<td>4 many</td>
<td>5 a lot of</td>
<td>6 many</td>
</tr>
</tbody>
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#### 5.4B Other common uses of 'much', 'many' and 'a lot of'

<table>
<thead>
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<tbody>
<tr>
<td>Much</td>
<td>2 Many</td>
<td>3 much</td>
<td>4 many</td>
<td>5 much</td>
<td>6 many</td>
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<tr>
<td>7 much</td>
<td>8 many</td>
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#### 5.4C 'Few', 'a few', 'little', 'a little'

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<tr>
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<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>few</td>
<td>2 a little</td>
<td>3 little</td>
<td>4 a few</td>
<td>5 a few</td>
<td>6 a little</td>
<td>7 few</td>
<td>8 little</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

#### 5.4D 'Fewer' and 'less'

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 less ... fewer (or less, informal)</td>
<td>2 fewer (or less, informal)</td>
<td>3 fewer (or less, informal)</td>
<td>4 less</td>
<td>5 less</td>
<td>6 less</td>
</tr>
</tbody>
</table>

#### 5.4E Context

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>few</td>
<td>2 many</td>
<td>3 A lot of (fewer is also possible here, but not intended)</td>
<td>4 fewer</td>
<td>5 much</td>
<td>6 a little</td>
<td>7 a lot of (a little is also possible)</td>
<td>8 a few (a lot of is also possible)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 5.5 Both' and 'all'

#### 5.5A 'Both/both the' and all/all the' with nouns

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both (the)</td>
<td>2 All</td>
<td>3 All the</td>
<td>4 All</td>
<td>5 All</td>
<td>6 All the</td>
<td>7 Both (the)</td>
<td>8 All</td>
<td>9 Both (the)</td>
<td>10 Both (the)</td>
</tr>
</tbody>
</table>

#### 5.5B 'Both' and 'all': word order with verbs

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The customers are all complaining.</td>
<td>The patients both had appointments at 10.</td>
<td>The directors have both retired.</td>
<td>Our secretaries can both speak French.</td>
<td>The customers should all have complained.</td>
<td>The boys both had haircuts.</td>
<td>The pupils may all leave now.</td>
<td>The students all wrote good essays.</td>
<td>Our employees all work too hard.</td>
<td>The children must all go home early.</td>
</tr>
<tr>
<td>The children here all learn German.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 5.5C 'Both' and 'all': word order with pronouns

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of us took</td>
<td>Both of them turned</td>
<td>I know both of you</td>
<td>She's interested in both of them</td>
<td>All of it went</td>
<td>She's concerned about all of us</td>
<td>All of you filled</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 5.5D 'None of and 'neither of

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>None of the passengers</td>
<td>Neither of us was/were</td>
<td>3 Neither of the tyres needed</td>
<td>4 None of us knew</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 5.5E Context

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of us took</td>
<td>Both of them turned</td>
<td>I know both of you</td>
<td>She's interested in both of them</td>
<td>All of it went</td>
<td>She's concerned about all of us</td>
<td>All of you filled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 5.6 'All (the)', '(a/the) whole', 'each' and 'every'

#### 5.6A 'All (the)' compared with '(a/the) whole'

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>all my hair</td>
<td>2 the whole situation</td>
<td>3 All the money</td>
<td>4 the whole truth</td>
<td>5 the whole story</td>
<td>6 a whole century</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 5.6B 'All' compared with 'everyone/everybody' and 'everything'

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>everyone</td>
<td>2 Everyone</td>
<td>3 Everything</td>
<td>4 All</td>
<td>5 All</td>
<td>6 Everyone</td>
<td>7 Everyone ... all</td>
<td>8 Everything</td>
<td>9 all</td>
<td>10 everything</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 5.6C 'Each' and 'every'

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>every</td>
<td>2 each</td>
<td>3 every</td>
<td>4 every</td>
<td>5 each</td>
<td>6 every</td>
<td>7 each/every</td>
<td>8 every/each</td>
<td>9 Each/every</td>
<td>10 each</td>
<td>11 each</td>
<td>12 every</td>
<td>13 each</td>
<td>14 every/each</td>
</tr>
</tbody>
</table>
6.1 D Context
1 illegal 2 17-year-old boy 3 impossible
4 an eight-hour lesson 5 careful 6 hesitant
7 wonderful 8 energetic 9 reddish 10 setting

6.2 Position of adjectives

6.2A Form and position of most adjectives
1 is big 2 are clever 3 is hardworking 4 are busy
5 are well-behaved

6.2B Adjectives that can change in meaning
before a noun or after 'be'
Write 1:1 an old friend  2 to me by my late uncle
3 a faint line  4 heavy 5 a heavy smoker
Write 2:1b (fine silk),  2 b (is fine),  3 e (I'm going
to be sick),  4 c (very ill)  5 d (in the early 1960s)
6 a (a sick woman)

6.2C Adjectives before and after nouns with a
change of meaning
1b 2 h 3d 4 h 5 f 6g 7a 8i 9e 10c

6.2D Context
I beautiful/lovely  2 young 3 lovely
4 polished/shiny  5 pleased 6 shiny/polished
7 quick-drying 8 alive 9 asleep 10 complete
II poor  12 big 13 fresh 14 tall 15 fast

6.3 Adjectives that behave like nouns;
-ed/ing’ endings

6.3A 'The' (etc.) + adjective + noun: 'the blind'
Write 1:1 a poor man  2 unemployed people
3 a young woman  4 an elderly man
5 a sick woman  6 healthy people
Write 2:1 The rich ... the poor 2 the unemployed
3 the deaf  4 The old 5 the injured 6 the dead
7 the elderly 8 The healthy 9 the sick
10 The blind ... the sighted

6.3B Adjectives ending in ‘-ed' and ‘-ing':
'interested/interesting'
1 We were amazed by the coincidence.
2 The journey was tiring.
3 Sylvia was upset by the experience.
4 The experience was upsetting (for us).
5 Gloria was enchanting.
6 Gloria was enchanted (by me).
7 The children were delightful.
8 We were delighted by the children.
9 The new building is impressive.
10 Everybody is impressed by the new building.
6.3C Context
1 the rich  2 the poor  3 shocked  4 embarrassed  5 the old  6 The blind  7 the sighted  8 The deaf  9 The unemployed  10 The healthy  11 the sick  12 the young  13 depressed  14 distressed  15 distressing  16 depressing  17 the living  18 the dead

6.4 Adjectives after 'be', 'seem'; word order of adjectives
6.4A 'Look good' compared with 'play well'
1 nicely  2 nice  3 badly  4 bad  5 good  6 well  7 smoothly  8 smooth

6.4B Word order: two-word and three-word nouns:
'a teak kitchen cupboard'
1 a cotton shirt  2 a cotton summer shirt  3 a wire rake  4 a kitchen clock  5 a plastic kitchen clock

6.4C Word order: past participle + noun:
'a handmade cupboard'
Possible answers:
1 a worn cotton shirt  2 a handmade cotton summer shirt  3 a broken wire rake  4 a damaged kitchen clock  5 an unused plastic kitchen clock

6.4D Word order: adjective + noun: 'a big round table'
1 a cheap white Taiwanese clock radio for my bedside table.
2 a second-hand well-maintained sports car with a low mileage.
or. a well-maintained second-hand sports car.
3 a beautiful antique English polished mahogany dining-table.
or. a beautiful antique polished English mahogany dining-table.
4 a pair of grey and red American canvas trainers which I can use for jogging.
5 a small old stone-built country cottage.
6 a pink and white cotton summer dress for my holiday.

6.4E Context
1 Expensive Italian handmade leather shoes (or. expensive handmade Italian leather shoes)
2 beautiful old pair  3 back doorstep  4 large friendly dog (exceptionally, size comes before the general adjective here)  5 badly  6 good  7 good
8 remaining Italian shoe  9 unchewed Italian shoe  10 red fur-lined slippers

6.5 The comparison of adjectives
6.5A Common comparative and superlative forms: 'cold - colder - coldest'
1 My room's bigger than yours. It's the biggest in the house.
2 My room's colder than yours. It's the coldest in the house.
3 My garden's nicer than yours. It's the nicest in the street.
4 My desk's tidier than yours. It's the tidiest in the office.

6.5B Adjectives with two or more syllables: 'clever', 'expensive'
1 She's happier/more happy than I am. She's the happiest/most happy person I have ever met.
2 His work was more careless than mine. It was the most careless (work) in the class.
3 This problem is simpler/more simple than that one. It's the simplest/the most simple (problem) in the book.
4 This watch is more expensive than that one. It's the most expensive (watch) in the shop.
5 This engine is quieter/more quiet than mine. It's the quietest/most quiet (engine) ever built.

6.5C Comparative and superlative forms often confused: 'older/elder'
1 nearer/nearest (We can sometimes use superlatives for 'only two' [= LEG 6.28].) 2 biggest  3 strongest  4 farthest/furthest (or. furthest/farthest) 5 smaller, i.e. 'of the two' (or. smallest, i.e. 'I have ever seen') 6 weaker, i.e. 'of the two' (or. weakest, i.e. 'I have ever seen') 7 the most violent  8 smallest 9 biggest  10 last  11 best  12 oldest

6.5D Context
1 nearer/nearest (We can sometimes use superlatives for 'only two' [= LEG 6.28].) 2 biggest  3 strongest  4 further/farther (or. furthest/farthest) 5 smaller, i.e. 'of the two' (or. smallest, i.e. 'I have ever seen') 6 weaker, i.e. 'of the two' (or. weakest, i.e. 'I have ever seen') 7 the most violent  8 smallest 9 biggest  10 last  11 best  12 oldest
# 7 Adverbs

## 7.1 Adverbs of manner

### 7.1A Adverbs with and without '-ly': 'carefully', 'fast'

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 badly</td>
<td>2 hard</td>
</tr>
<tr>
<td>3 fast</td>
<td>4 better</td>
</tr>
<tr>
<td>5 airmail</td>
<td>6 suddenly</td>
</tr>
<tr>
<td>7 rudely</td>
<td>8 early</td>
</tr>
<tr>
<td>9 best</td>
<td>10 gladly</td>
</tr>
<tr>
<td>11 quickly</td>
<td>12 eagerly</td>
</tr>
<tr>
<td>13 last</td>
<td>14 high</td>
</tr>
<tr>
<td>15 carefully</td>
<td>16 late</td>
</tr>
<tr>
<td>17 bravely</td>
<td>18 near</td>
</tr>
<tr>
<td>19 wide</td>
<td>20 monthly</td>
</tr>
</tbody>
</table>

### 7.1B Two forms and different meanings: hard/hardly'

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hard</td>
<td>2 hardly</td>
</tr>
<tr>
<td>3 last</td>
<td>4 lastly</td>
</tr>
<tr>
<td>5 lately</td>
<td>6 late</td>
</tr>
<tr>
<td>7 highly</td>
<td>8 high</td>
</tr>
<tr>
<td>9 justly</td>
<td>10 just</td>
</tr>
<tr>
<td>11 nearly</td>
<td>12 nearly</td>
</tr>
</tbody>
</table>

### 7.1C Adjectives which end in '-ly': 'friendly'

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 in a cowardly way/manner/fashion</td>
<td>2 quickly</td>
</tr>
<tr>
<td>3 loudly/loud</td>
<td>4 in a silly way/manner/fashion</td>
</tr>
<tr>
<td>5 in a lively way/manner/fashion</td>
<td>6 slowly</td>
</tr>
<tr>
<td>7 badly</td>
<td>8 in a motherly way/manner/fashion</td>
</tr>
<tr>
<td>9 in a lovely way/manner/fashion</td>
<td>10 carefully</td>
</tr>
<tr>
<td>11 in a sickly way/manner/fashion</td>
<td>12 in an unfriendly way/manner/fashion</td>
</tr>
</tbody>
</table>

### 7.1D Context

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Last</td>
<td>2 important</td>
</tr>
<tr>
<td>3 early</td>
<td>4 carefully</td>
</tr>
<tr>
<td>5 best</td>
<td>6 best</td>
</tr>
<tr>
<td>7 far</td>
<td>8 fast</td>
</tr>
<tr>
<td>9 fast</td>
<td>10 past</td>
</tr>
<tr>
<td>11 beautiful</td>
<td>12 beautiful</td>
</tr>
<tr>
<td>13 rapidly</td>
<td>14 cheap/cheaply</td>
</tr>
<tr>
<td>15 full</td>
<td>16 hurriedly</td>
</tr>
<tr>
<td>17 new</td>
<td>18 new</td>
</tr>
</tbody>
</table>

## 7.2 Adverbs of time

### 7.2A Points of time: 'Monday', 'this morning'

#### Write 1:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 yesterday</td>
<td>today</td>
</tr>
<tr>
<td>2 yesterday</td>
<td>this morning</td>
</tr>
<tr>
<td>3 yesterday</td>
<td>at noon</td>
</tr>
<tr>
<td>4 yesterday</td>
<td>this afternoon</td>
</tr>
<tr>
<td>5 yesterday</td>
<td>this evening</td>
</tr>
<tr>
<td>6 last night</td>
<td>tonight</td>
</tr>
<tr>
<td>7 last Monday</td>
<td>this Monday</td>
</tr>
<tr>
<td>8 last January</td>
<td>this January</td>
</tr>
<tr>
<td>9 last week</td>
<td>this week</td>
</tr>
<tr>
<td>10 last year</td>
<td>this year</td>
</tr>
</tbody>
</table>

#### Write 2:

1. She is arriving this morning.
2. I can see him today.
3. She arrived last night.
4. I'm expecting her tomorrow night.
5. I'll be home tonight.
6. You can make an appointment this afternoon.
7. You can see me the day after tomorrow.
8. She left yesterday evening.
9. You can see me the day after tomorrow in the morning.
10. You can come to my office at noon/at midday (today).
11. He left yesterday morning.
12. She'll phone tomorrow afternoon.

### 7.2B 'Still' and yet'

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The children are still at the cinema.</td>
<td>2 I haven't met your brother yet/I haven't met your brother.</td>
</tr>
<tr>
<td>3 Jim still works for the same company.</td>
<td>4 Has she phoned you yet? No, not yet.</td>
</tr>
<tr>
<td>5 The new law hasn't come into force yet.</td>
<td>The new law still hasn't come into force.</td>
</tr>
</tbody>
</table>

### 7.2C 'Already' and other adverbs of time

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I've already had it, thanks.I've had it already.</td>
<td>2 I haven't received an invitation to the party yet./I haven't received an invitation to the party.</td>
</tr>
<tr>
<td>3 I have already received an invitation to the party./I have received an invitation to the party already.</td>
<td>4 Have you finished eating yet?/Have you already finished eating?</td>
</tr>
<tr>
<td>5 Haven't you finished eating yet?</td>
<td>Have you already finished eating?</td>
</tr>
</tbody>
</table>

### 7.2D Context

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 This week</td>
<td>2 yet</td>
</tr>
<tr>
<td>3 still</td>
<td>4 already</td>
</tr>
<tr>
<td>5 Yesterday</td>
<td>6 immediately</td>
</tr>
<tr>
<td>7 Then</td>
<td>8 ...</td>
</tr>
</tbody>
</table>

## 7.3 Adverbial phrases of duration

### 7.3A 'Since', 'for' and 'ago'

#### Write 1:

1. Since when have ...
2. ... a week ago.
3. ... seven months ago.
4. ... haven't seen her since (last week).
5. ... been home since 1987.
6. How long ago did ...
Write 2:
1 ... for five years ...
2 ... here since 1984.
3 ... him for six years.
4 ... a letter for weeks.
5 ... a letter since last week.
6 ... jazz since I was a boy.

7.3B Till’ (or ‘until’) and ‘by’
1 till 2 till 3 by 4 till 5 by 6 by 7 till

7.3C ‘During’, ‘in’ and ‘for’
1 during / in 2 during 3 during / in 4 during / in
5 during / in 6 for 7 during 8 during 9 during
10 during / in 11 during / in 12 for

7.3D Context
1 ago 2 For 3 since 4 during (or in) 5 since
6 till 7 by 8 till 9 by 10 during 11 for 12 till

7.4 Adverbs of frequency

7.4A Position of adverbs of frequency (‘often’) in affirmatives and questions
Possible answers
1 I am generally late.
2 I was usually late for work.
3 I can always tell the difference between the two.
4 I would never have been able to find a job like yours.
5 You seldom tried hard enough.
6 You sometimes got good marks at school.
7 Are you often late?
8 Have you always lived in this town?
9 Did you ever get good marks at school?

7.4B The position of adverbs of frequency in negative statements
1 Public transport isn’t always reliable.
2 He wasn’t often late when he worked here./He often wasn’t...
3 She doesn’t usually arrive on time./She usually doesn’t...
4 She sometimes doesn’t arrive on time.
5 We don’t normally worry if the children are late. Or We normally don’t...
6 You hardly ever phone.
7 We don’t generally complain./We generally don’t...
8 You’re sometimes not at home when I phone./You sometimes aren’t...

7.4C Adverbs of frequency at the beginning of a sentence
1a) I often bring work home from the office,
b) Often, I bring work home from the office.
2a) John normally leaves home before his wife does,
b) Normally, John leaves home before his wife does.
3a) I have frequently forgotten to lock the back door,
b) Frequently, I have forgotten to lock the back door.
4a) I usually know when to wake up.
b) Usually, I know when to wake up.
5a) I’m generally the one who pays the bills,
b) Generally, I’m the one who pays the bills.
6a) The traffic is often heavy in the mornings,
b) Often, the traffic is heavy in the mornings.
7a) We sometimes have power cuts,
b) Sometimes, we have power cuts.
8a) There are often complaints about the service,
b) Often, there are complaints about the service.

7.4D Context
1 Have you ever forgotten...?
2 Don’t say you never have!
3 We can’t always be careful...
4 ... most of us must occasionally have left something ...
5 ... who never forgets anything.
6 ... a year are regularly dealt with ...
7 People don’t normally carry/normally don’t carry ...
8 The things people most often lose/lose most often
9 But sometimes there are items/there are sometimes...
10 Can you ever imagine ... (or... and not ever claiming it?)
11 Prams and pushchairs are often lost./Often, prams and pushchairs ...
12 ... people frequently forget false teeth ...
13 Yet they often do!

7.5 Adverbs of degree

7.5A The two meanings of ‘quite’
1 The film was quite good (‘less than’)
2 The exhibition was quite amazing, (‘completely’) 
3 Pam’s quite wonderful, (‘completely’)
4 The play was quite awful, (‘completely’)
5 I quite enjoyed my holiday, (‘less than’)
6 I quite like snails, (‘less than’)

269
7.5B ‘Fairly’
1 quite (‘complimentary’)/fairly (‘less complimentary’)  
2 quite (‘completely’)  
3 quite (‘completely’)  
4 quite (‘complimentary’)/fairly (‘less complimentary’)  
5 quite (‘completely’)  
6 quite (‘completely’)

7.5C ‘Rather’
1 quite (‘completely’)/rather (‘inclined to be’)  
2 quite (‘completely’)  
3 quite (‘completely’)/rather (‘inclined to be’)  
4 quite (‘completely’)  
5 quite (‘less than’)/rather (‘inclined to be’)

7.5D ‘Much’, ‘any’, ‘far’ and ‘a lot’ as adverbs of degree
1 much/any  
2 much/far/a lot  
3 much/far/a lot  
4 much/far  
5 any/much  
6 much/any

7.5E Context
Possible answers  
1 quite late  
2 rather tired  
3 fairly middle-aged  
4 rather a good meal  
5 quite unaware  
6 any more  
7 any/much use  
8 rather a good idea  
9 quite dim

7.6 Intensifiers

7.6A ‘Very’, ‘too’ and ‘very much’
Write 1:
1 very ill 2 very much faster 3 too fast for me  
4 very (or too) good 5 too expensive 6 very (or very much) mistaken 7 very much interested 
8 very much 9 very much admired 10 the very best 
11 too intelligent 12 too cold 13 I very much like 
14 very much faster 15 very late 16 too late 
17 very much missed 18 too much pocket money 
19 very much 20 very much alone

Write 2:
1 very much 2 too much 3 very 4 very much  
5 very 6 very 7 too much 8 too much 9 too  
10 too 11 very much 12 very or too

7.6B Adverbs in place of ‘very’: ‘extremely happy’, ‘fast asleep’
Possible answers  
1 awfully 2 terribly 3 greatly 4 extremely 
5 terribly 6 wide 7 deeply 8 extremely 9 really 
10 richly 11 painfully 12 awfully 13 terribly 
14 awfully 15 terribly 16 extremely 17 extremely 
18 fast 19 betterly 20 terribly 21 badly 
22 extremely 23 really 24 extremely

7.6C Context
Possible answers  
1 too 2 very 3 fast 4 very much 5 painfully 
6 too 7 really/very much 8 extremely 
9 Much 10 richly

7.7 Focus adverbs

7.7A ‘Even’, ‘only’, ‘just’ and ‘simply’ for ‘focusing’
Possible answers  
1 I understood his lecture, but no one else did. 
2 I listened, but I didn’t take notes. 
3 I didn’t understand anyone else’s lecture. I understood his lecture, but I didn’t understand anything else. 
4 Set the table in a simple manner. 
5 I understood it, but with some difficulty. ... but I didn’t understand anything else. 
6 I didn’t understand anyone else’s lecture. I understood his lecture, but I didn’t understand anything else. 
7 I understood it, but with some difficulty.

7.7B Two meanings of ‘too’
1 It’s too hot. 
2 ... and it’s hot, too. 
3 ... and I went to the supermarket, too. 
4 It was too far. 
5 It was too expensive. 
6 ... and expensive, too

7.7C ‘Too’ and ‘not either’
1 too 2 too 3 either 4 too 5 either 6 either 
7 either 8 too

7.7D ‘Also’ and ‘as well’
1 she can also sing 2 I have also had a shower 
3 he also writes TV scripts 4 he will also be tried 
5 you should also have written 6 I also have to file some letters 
7 I’d also like some sandwiches 
8 he also owns the flat 9 we also export a lot 
10 it’s also too expensive

7.7E Context
1 ...she didn’t leave any jewels, either 2 Even my mother was surprised 3 ... she had some rings and some lovely necklaces, too 4 I saw them only once/only saw them once 5 ... in the bedrooms, in the bathroom, and in the attic as well 6 Millie was very careful and was also afraid of burglars 7 ... we’d better take all the food in the deep freeze, too 
8 ... the goose was full of jewels and there were some gold coins, too!
7.8 Viewpoint adverbs, connecting adverbs and inversion

7.8A Viewpoint adverbs
1 d 2 c 3 b 4 e 5 a 6 f 7 h 8 g 9 i

7.8B Connecting adverbs
1 h 2 a 3 f 4 b 5 g 6 c 7 d 8 e

7.8C Inversion after 'negative adverbs', etc.
1 Never has there been such a display of strength by the workers.
2 Only later did I realize what had happened.
3 On no account should you sign the document.
4 In no circumstances should you answer the door when I'm out.
5 So old was the papyrus, we didn't dare to touch it.

7.8D Context
1 is 2 has there been 3 According to 4 However 5 agreeably 6 Moreover 7 In brief 8 Ultimately

8 Prepositions, adverb particles and phrasal verbs

8.1 Prepositions, adverb particles and conjunctions

8.1 A Words we can use either as prepositions or as adverbs
1 Run across the road. Run across now.
2 Climb over the wall. Climb over now.
3 Come inside the house. Come inside now.
4 Go down the hill. Go down now.
5 Go up the ladder. Go up now.
6 Run past the window. Run past now.

8.1 B Words we can use only as prepositions or only as adverbs
Possible answers
1 We waited at the station.
2 We went to the beach.
3 We jumped back, (no object possible)
4 We climbed out. (no object possible)
5 We drove away, (no object possible)
6 We ran into the building.
7 We ran out of the building.
8 We went upwards, (no object possible)

8.1 C Words we can use either as prepositions or conjunctions
Possible answers
1 ... before breakfast/before I have had breakfast.
2 ... after work/after I have finished work.
3 ... till 4 o'clock/till you arrive.
4 ... since Monday/since I arrived on Monday.

8.1 D Object pronouns after prepositions: 'between you and me'
1 me 2 us 3 them 4 us 5 us 6 me

8.1 E Context
1 in one boot (preposition) 2 in the afternoon (preposition) 3 for the day (preposition) 4 in his police car (preposition) 5 go by (particle) 6 sat up (particle) 7 in a blue car (preposition) 8 drove past (particle) 9 out of the boot (preposition) 10 round the town (preposition) 11 on top of the police car (preposition) 12 no attention to it (preposition) 13 in front of her (preposition) 14 in the boot (preposition) 15 from the boot (preposition) 16 of a strange noise (preposition) 17 in the back of this car (preposition)

8.2 Prepositions of movement and position

8.2 A 'At a point', 'in an area' and 'on a surface'
1 at 2 at 3 in 4 in 5 in 6 at 7 at 8 in 9 in 10 in 11 in 12 in 13 at 14 at 15 in 16 in 17 at 18 in

8.2 B Prepositions of time: 'at', 'on' and 'in'
1 at... on 2 in 3 on 4 in 5 on 6 in 7 at... at 8 At 9 in 10 in 11 on 12 At 13 at 14 in 15 on

8.2 C Context
1 in 2 in 3 in 4 in 5 in 6 to 7 to 8 at 9 from 10 in 11 in

271
8.3 Particular prepositions, particles: contrasts (1)

8.3A Prepositions, particles etc. often confused and misused
1 on/about  2 about  3 According to  4 According to
5 by/according to  6 across/over  7 across  8 over/
across  9 across  10 through  11 through/ across  
12 across/through  13 (far) away  14 away
15 because  because of  16 of  17 in front of  
18 in front of/behind  19 behind/ behind
20 behind  21 behind  22 behind  23 back
24 back  25 back  26 back  27 back  28 back
29 back

8.3B Context
I across  2 According to  3 at  4 away  5 in front of
6 behind  7 because  8 after  9 about  10 before
11 on (or about)  12 at  13 about

8.4 Particular prepositions, particles: contrasts (2)

8.4A Prepositions, particles, etc. often confused and misused
1 beside  2 besides  3 Besides  4 between
5 between  6 among  7 but for/except for
8 except (for)/but (for)  9 Except for/But for
10 except (for)/but (for)  11 but  12 by/near
13 near/not far from  14 on/by  15 On  16 past/by
17 past/by  18 by  19 past/by  20 past  21 by
22 by  23 by  24 with/without  25 down/up
26 under  27 over/under  28 due to  29 owing to
30 owing to  31 like  32 As  33 as  34 like  35 like
36 As  37 As  38 like  39 as  40 like  41 like

8.4B Context
1 As  2 without  3 due  4 past/by  5 down/up
6 beside/by  7 among  8 between  9 by  10 like
11 except  12 without  13 by

8.5 Particular prepositions, particles: contrasts (3)

8.5A Prepositions, particles, etc. often confused and misused
1 of/out of  2 from  3 from  4 with  5 of  6 off
7 on  8 in  9 in  10 on  11 out of  12 out of
13 outside  14 outside  15 without  16 with
17 with  18 with  19 with/without  20 without
21 with  22 with  23 above/over  24 on top of
25 over/above  26 over/above  27 above  28 over
29 above  30 above  31 over  32 under  33 under
34 under/under/below  35 below  36 below/ 
under  37 below/under/underneath  38 under
39 with  40 without  41 with  42 in  43 in  44 with
45 of  46 of

8.5B Context
1 of  2 in  3 of/out of  4 of  5 off  6 over/above
7 out of  8 in  9 of  10 on top of  11 with
12 above  13 in  14 on top of  15 below  16 in/with

8.6 Phrasal verbs: Type 1, verb + preposition (transitive)

8.6B Type 1 : Verb + preposition + object, non-
idiotic: 'look at the camera'
1 with/to  2 from  3 on  4 of  5 from  6 between
7 about  8 on  9 at  10 for  11 at  12 for  13 with
14 about  15 to  16 for  17 after  18 for  19 in
20 with  21 of  22 in  23 in  24 for

8.6C Type 1 : Verb + object + preposition + object,
non-idiomatic: 'tell me about it'
1 for  2 of  3 from  4 to  5 in  6 about  7 against
8 from/into  9 for  10 of  11 with  12 for  13 of
14 to  15 for  16 from

8.6D Type 1 : Verb + preposition + object,
idiotic: 'get over an illness'
1 f  2 i  3 c  4 l  5 n  6 p  7 i  8 s  9 h  10 m
11 a  12 q  13 r  14 k  15 d  16 b  17 g  18 j
19 o  20 e

8.6E Context
1 at  2 out of/from  3 at  4 from  5 for  6 in  7 in
8 at  9 to  10 for  11 of  12 on  13 of  14 to
15 of

8.7 Phrasal verbs: Type 2, verb + particle (transitive)

8.7A Type 1 and Type 2 phrasal verbs compared
I (-)  2 (-)  3 turn off the gas 4 (-)  5 given out
the papers 6 (-)  7 Write down the information 8 (-)
9(-)  10(-)

8.7B Type 2 : Particles that extend the verb:
'write down'
1 f  2 b  3 k  4 n  5 j  6 p  7 h  8 s  9 c  10 q
11 t  12 r  13 e  14 o  15 d  16 i  17 m  18 s
19 g  20 a

8.7C Type 2 : Verb + particle + object, idiomatic:
'bring about a change'
1 e  2 i  3 l  4 n  5 j  6 f  7 k  8 m  9 o  10 b
11 a  12 d  13 h  14 g  15 c
8.7 Context
I (-) 2 (-) 3 puts a business suit on 4 (-) 5 put his shirt and tie on 6 picked the receiver up 7 (-) 8 (-) 9 check some figures over 10 (-) 11 writing some notes down 12 (-) 13 (-) 14 (-) 15 put down the meeting off 16 (-) 17 (-) 18 (-) 19(-) 20 had his red shorts on

8.8 Phrasal verbs:
(Type 3, verb + particle (intransitive)
(Type 4, verb + particle (transitive)

8.8A Type 3: Verb + particle, intransitive, non-idiomatic: 'hurry up'
Possible answers
1 Come along. 2 Come away. 3 Come in. 4 Come up. 5 Go away. 6 Go in. 7 Go up. 8 Hurry along. 9 Hurry up. 10 Hurry away. 11 Sit down. 12 Sit up. 13 Stand up. 14 Come down. 15 Hurry in. 16 Go down.

8.8B Type 3: Verb + particle, intransitive, idiomatic: 'break down'
1b 2 3j 4 e 5m 6f 7q 8o 9c/d 10 p 11 i 12 n 13 a 14 1 15 k 16c/d 17 g

8.8C Type 4: Verb + particle + preposition + object, non-idiomatic: 'walk up to the top'
Possible answers
1 The lift takes a long time to come down from the top floor. 2 We'd better try to drive on to Calcutta before sunset. 3 I hurried over to Tom's as soon as I heard the news. 4 Run along to the shop for me and get a loaf of bread. 5 It's best to stay away from the town centre on Friday nights.

8.8D Verb + particle + preposition + object, idiomatic: 'put up with it'
l e 21 3b 41 5 i 6n 7g 8k 9q 10 s 1l p 12j 13o 14a 15 r 16d 17f 18 h 19 m 20 c

8.8E Context
1 put up with 2 lie down 3 stay up 4 come about 5 lie in 6 catch up on 7 looks down on 8 face up to 9 let me in on 10 coughed up 11 cheer up 12 look forward to

9 Verbs, verb tenses, imperatives

9.1 The simple present and present progressive tenses (1)

9.1A Pronunciation and spelling of the 3rd person, simple present
1 He laughs 2 She drops 3 She drinks 4 She forgets 5 He loses 6 She manages 7 He passes 8 Hurry along 9 Hurry up 10 He wears 11 She loves 12 He sees 13 He pays 14 She cries

9.1B Uses of the simple present tense:
'I work/he works'
1 boils 2 rises 3 works 4 wear 5 eat 6 works 7 go 8 drives 9 gets 10 eat 11 leaves 12 starts 13 see 14 know ... agree 15 hope 16 says

9.1C Stative and dynamic verbs
The following need ticks: 1a, 2a, 3b, 4b, 5a, 6a, 6b, 7a, 7b, 8a, 8b
1b I envy 2b I understand 3a You know 4a Does he seem 5b I prefer

9.1D Context
1 Are you sitting 2 hope 3 are studying 4 have 5 does not include 6 try 7 regard 8 want

9.2 The simple present and present progressive tenses (2)

9.2A Spelling: how to add '-ing' to a verb:
'wait/waiting'
1 making 2 eating 3 writing 4 forgetting 5 putting 6 travelling 7 catching 8 dying 9 carrying

9.2B Uses of the present progressive tense:
'I am working/he is working'
1 I am working 2 are you drinking? 3 is still waiting 4 is hurrying 5 are constantly panicking 6 are becoming 7 is John doing ... is riding 8 are enjoying 9 is always upsetting 10 is he arriving 11 is forever forgetting 12 am having 13 is always lying 14 is running
9.2C The simple present and the present progressive tenses in typical contexts
1 you take ... and sort... you file
(Spoken or written explanation or demonstration)
2 We hope you are enjoying ... We sunbathe and go ... Next week we’re going
(Letter or postcard from someone who is on holiday)
3 The action takes place ... goes up ... are sitting ...
(Review of a play in a newspaper or on the radio)
4 The plumber is putting ... are rewiring ... is building
(Letter to, or telephone conversation with a friend)
5 I  think ... you are doing ... I doubt...  knows ... you tell me
(Letter to a friend or relation in reply to a phone call or a letter)
6 Pym passes ... runs ... shoots ... pushes
(Spoken commentary on a football match on TV or radio)

9.3 The simple past tense
9.3A The past form and pronunciation of regular verbs
1 waited /id/ 2 cleaned /id/ 3 played /id/
4 posted /id/ 5 smiled /d/ 6 stopped M
7 dreamt /I/, or dreamed /d/ 8 burnt /I/, or burned /d/
9 cried/d/ 10 watched M 11 laughed M
12 obeyed/d/ 13 hurried/d/ 14 lied/d/
15 finished/t/ 16 included/id/ 17 locked I/
18 travelled /d/

9.3B Irregular past forms
1 saw 2 understood 3 knew 4 met 5 found
6 left 7 wrote 8 sold 9 was 10 had 11 kept
12 ate

9.3C Uses of the simple past tense: 'I worked/he worked"
1 I worked as a civil servant five years ago.
2 I last played football when I was 14.
3 The Carters left for their summer holiday last night.
4 John arrived at 4.
5 I last saw 'Gone with the Wind' recently.
6 I/We waited at the airport till they arrived.
7 Sally told me/us about her engagement when she was here.

9.3D Context
1 claimed 2 attacked 3 was 4 had 5 chased
6 jumped 7 believed 8 called 9 set out
10 offered 11 captured 12 visited

9.4 The simple past and past progressive tenses
9.4A Irregular verbs with the same form in the present as in the past: 'put/put'
1 past 2 present 3 past 4 past 5 present
6 present or past 7 past 8 past 9 past 10 past
11 present or past 12 past 13 present 14 past

9.4B Uses of the past progressive tense: 'I was working'
I was not listening 2 were enjoying 3 Were they playing 4 was gardening 5 Were you watching
6 was raining 7 was wondering 8 Were you still working 9 were living 10 was always doing
11 were constantly improving 12 Were you reading 13 was getting

9.4C The simple past and the past progressive in story-telling
'I was working'
1 It was just before 2 Tom was only 20
3 (he) was living with his mother (1 )
4 He was working and travelling (1)
5 He received a mysterious letter
6 It was addressed
7 ... was signed... asked
8 as he was dealing ... Tom was wondering (3)
9 he decided
10 It was full
11 He was just wondering ... when a stranger introduced himself (2)
12 (The stranger) said... when Tom was a baby
13 The stranger explained... Bill was
14 Tom was recruited ...
15 was already working ... when the war began (2)

9.4D Context
1 was driving 2 was driving 3 saw 4 stopped
5 got out 6 was 7 looked 8 was crossing/crossed
9 went 10 noticed 11 told 12 pulled 13 pulled
14 pulled 15 thought 16 looked/ was looking
17 noticed 18 gave 19 seized 20 put
21 continued
9.5 The simple present perfect and present perfect progressive

9.5A Uses of the simple present perfect tense:
- I have eaten
- He has eaten
- You have visited
- She has typed
- Have you ever eaten?
- Has he ever quarrelled?
- Haven't you written?
- Has she driven?
- Have you known?
- Has he been?
- Has she travelled?
- Have you forgotten?
- Have you ridden?
- Has she just flown?
- Has she recently become?
- Have you already spoken?
- Have you met?

9.5B The present perfect progressive tense:
- I have been eating
- I have been digging
- I have been waiting
- I have been standing
- I have been learning
- I have been running?
- I have been living
- I have been crying
- Have the children been sleeping?
- Have you been doing?

9.5C The simple present perfect and the present perfect progressive compared
- I've typed
- I've been typing
- She has been cooking
- I've cooked
- We have built
- We have been building

9.5D The simple past and the simple present perfect compared
- I never read
- He has never read
- I had
- He had just had
- She has gone
- He did go

9.5E Context
- I visited
- She told
- I asked
- You said
- I said
- We arrived
- They have been staying
- We have never visited
- He has been swimming
- She arrived
- He suggested
- We agreed
- They noticed
- We were
- They were
- I remembered
- We came
- You asked
- He waved

9.6 The simple past perfect and past perfect progressive tenses

9.6A Uses of the simple past perfect tense:
- I had worked
- He had locked
- They had got
- We had arrived
- You had finished
- She had checked
- They had discussed
- We wrote
- You had all left
- He had just cleaned
- They had shook
- She had promised

9.6B Uses of the present and past perfect progressive: 'I have/had been working'
- I had been digging
- She had been waiting (or had been waiting if the context is the past)
- He had been standing
- She had been studying
- He had been rained
- They had been writing
- We had been ringed
- You had been painting
- He had been running?

9.6C The simple past perfect and past perfect progressive compared
- I had been cooking
- You had been prepared
- We had been doing
- He had done
- She had been doing

9.6D Context
- I had spent
- We had looked
- He had been looking
- She had not been able
- He had been cooking
- You had prepared
- She had made
- You had baked
- He had always enjoyed
- We had always enjoyed
- She had been making
- You had been making
- He had said
- We had found
- She had put
- You had smiled
- He had fished

9.7 The simple future tense

9.7A Some uses of 'will' and 'shall'
- I shall
- You will
- He will
- We shall
- They will
- She will
- I shall not
- You won't
- He won't
- We won't
- They won't

9.7B 'Will' and 'shall' to refer to the future
- They'll
- They will
- We'll
- We will
- You'll
- You will
- I'll
- I will
- Shall
- Shall

9.7C Context
- We shall
- I shall
- He shall
- We shall
- She shall
- You shall
- He shall
- She shall
- You shall
- They shall
- We shall
9.8 The simple future, the future progressive, the future perfect

9.8A Simple future 'I will work' and progressive 'I will be working' compared

Write 1:
1 will be taking off ('more polite') or will take off
   (arrangement [ > 9.7B])
2 will you be going (referring to future time) or will you go (intention)
3 you will still be working here ('imagining')
4 They will be sailing (planned action) or will sail (more definite)
5 The President will be meeting (planned action) or will meet (more definite)
6 will you be staying (planned action) or will you stay (more definite)
7 We will be driving (planned action) or will drive (intention)
8 will be writing (imagining)
9 will be circling (imagining)
10 will be seeing (referring to future time) or will see (intention)

Write 2:
1 will you be leaving  2 we'll be leaving  
3 you'll arrive  4 we'll check in  5 we'll have  
6 you'll be lying  7 I'll be doing  8 we won't be sitting around

9.8B The future perfect simple and the future perfect progressive tenses

1 will have completed  2 will/shall have been waiting  
3 will/shall have been living/have lived  4 will/shall have finished  
5 will have left  6 will/shall have been flying  7 will have completed  8 will have been travelling/will have travelled

9.8C Context

1 will have built/will be building  2 will be circling/will circle  
3 (will) probably be circling/will probably circle  4 will have established/will be establishing  
5 will have increased/will be increasing  6 will be orbiting  7 will have  8 will stay/will be staying  
9 will not be cleaning up  10 will just be watching

9.9 'Going to' and other ways of expressing the future

9.9A Uses of the 'going to'-future compared with 'will'
1 are we going to spend  2 We're going to run out of  
3 I'll stop  4 We're going to get stuck  5 We'll (or We're going to) have to walk  6 someone'll  
7 It's going to rain  8 I'll wave  9 He's going to stop

9.9B 'am/is/are to', 'be about to', 'be due to'
1 are to  2 are to  3 are not to  4 is (just) about to  
5 I'm (just) about to  6 is due to  7 not due to/isn't due to

9.9C The future-in-the-past

Possible answers
1 was to  2 was going to  3 would  4 was about to  
5 was due to

9.9D Context

Possible answers
1 are we to do  2 We are going to/are to deliver  
3 I'll just check/m just going to check  4 will be/s  
5 are taking off/take off/are going to take off/will be taking off  
6 would be/was to be/was going to be  
7 would/was going to break loose  8 I'll take over

9.10 The imperative

9.10A Some uses of the imperative to express different functions

1 Do have  2 Do make  3 Do stop  4 Do hurry  
5 Do try  6 Do help

9.10B The imperative to address particular people

Possible answers
I Enjoy yourself/yourselves  2 You try  3 You make/Make ... Meg/Meg, you make  4 Somebody turn off/Turn off... somebody  5 Nobody turn/Don't turn/Don't turn anybody/Don't anybody turn  6 You carry/Carry ... John!  7 Everybody sit down/Sit down, everybody  
8 Everybody have/Have ... everybody  9 Don't move anybody/Nobody move!Don't anybody move!  
10 John, you/John, post/You ... John  11 Don't anybody listen/Don't listen to her, anybody!/Nobody listen to her!  12 Enjoy yourselves, children!

9.10C The imperative with question tags

Possible answers
1 Stop whistling, will you?  2 Do something useful, can't you?  
3 Stop asking questions, won't you?  4 Post this letter, could you?  
5 Hold this bag, would you?  6 Get me some stamps, can you?  
7 Come in, won't you?  8 Take a seat, will you?

9.10D Double imperatives joined by 'and'

Possible answers
1 Come and see us soon.  2 Try and lift it./Try to lift it.  
3 Sit here and wait until the doctor is ready.  4 Wait and see what will happen.

9.10E Context

1 DO  2 KEEP  3 MIND  4 ASK  5 AVOID  
6 COME AND ASK  7 DON'T WASTE  8 THINK!

276
10 Be, Have, Do

10.1 'Be' as a full verb (1)

10.1A Some uses of the imperative of 'be': 'Be careful'

Write 1:
1 Be an angel!  2 Don't be a silly idiot!  3 Be the proud owner...  4 Don't be a writer.  5 You be Batman and I'll be Robin.

Write 2:
1 (Do) be quiet!  2 Don't be noisy!  3 (Do) be careful!  4 Don't be careless!  5 (Do) be friendly!  6 Don't be critical!

10.1B The use of 'aren't'
1 aren't  2 aren't  3 aren't  4 isn't  5 aren't
6 aren't  7 wasn't  8 weren't

10.1C 'Be' in the simple present and simple past
1 was  2 was ... is  3 am  4 is  5 is ... was  6 is
7 is ... was  8 are ... were  9 are ... were ... are
10 is ... is  11 are ... are  12 is  13 is ... was ... is
14 Were ... weren't ... are  15 is ... was  16 is ... was
17 was  18 is (or was)

10.1D Context
1 was  2 you're  3 aren't  4 I'm  5 aren't  6 You're
7 You're  8 I'm  9 I'm  10 be  11 Se  12 What's
13 I'm  14 Don's  15 be  16 Se  17 Are  18 I'm

10.2 'Be' as a full verb (2)

10.2A Progressive forms of 'be' for 'temporary behaviour'
The following sentences need ticks: 1, 3, 5

10.2B 'Has been', 'have been', 'had been' + adjectives and nouns
1 has/Your brother's  2 have/long've  3 have/I've
4 had/she'd  5 has/It's  6 has/She's ... has/Shes
7 had/you'd  8 have/I've

10.2C 'Have been' and 'have gone'
1 has gone/he's gone  2 have been/l've been
3 have been  4 have gone  5 have been/you've been
6 has gone/He's gone  7 has gone/He's gone
8 has been/He's been

10.2D 'Have been' with 'since' and 'for'
1 She has been waiting ...  2 I have worked/I have been working ...
3 We have lived/We have been living ...
4 How long have we been waiting ...?
5 How long has Silvia worked/been working ...
6 How long has your brother lived/been living ...

10.2E Context
1 have gone  2 have been/I've been  3 have been/l've been
4 have ever been/I've ever been
5 is being/She's being  6 were  7 were  8 have not been/haven't been
9 has been/She's been  10 has been/She's been  11 has been/It's been

10.3 'There' + 'be'

10.3A 'There + 'be' as a 'natural choice'
The following sentences need ticks: 1, 3, 6

2 There is a good clothes shop not far from here.
4 There was a photograph of that girl in last week's magazine.
5 There will be a new security system in operation ...
7 There is a public holiday on May 1st.
8 There will be a meeting between the two world leaders ...

10.3B 'There is', etc. compared with 'it is', etc.
1 There ... they  2 There's ... She's  3 There's ... it's
4 There'll... He's  5 There ... It  6 There ... They
7 There's ... It's  8 There's ... It's  9 There ... it  10 there ... they

10.3C Combinations with 'there' + 'be'
1 There was  2 There are  3 Are there/Have there been ...
4 Is there ... there is  5 There are ... will be
6 There has been/are ...  7 There will be
8 There's  9 there had/has been ...
10 ... isn't there?  11 There seem  12 There seem

10.3D Context
1 There had been  2 it was first opened
3 There was  4 there were  5 there were
6 They were  7 There were  8 There was  9 It was
10 There has never been  11 there never will be

277
10.4 Verbs related in meaning to 'be'

10.4A Certainty and uncertainty with 'be', 'seem', etc.
1 They seem (to be) very happy.
2 He seemed (to be) a genius at maths.
3 She seems to be finding the job difficult.
4 They seemed to be looking for something.
5 He seems to have been knocked out.
6 It seems (to be) very dark outside.
7 It seems to be raining very hard outside.
8 My watch seems to have stopped.

10.4B 'To be' or not 'to be'?
1 (to be) 2  (to be) 3  to be 4  (-) 5  (-) 6  (-) 7  (-) 8 (to be)

10.4C 'Process verbs' related to 'be' and 'become'
Possible answers
I grow  2  get 3  has turned/is turning  4  goes  5 has run/is running 6 becoming 7 have come/came 8 fell  9 are wearing/have worn  10 get 11 become 12 make

10.4D Context
1 seemed/appeared 2 looked  3 smelt  4 got/became 5 seemed/appeared 6 became/got 7 seems/looks 8 feel  9 proves  10 seems

10.5 'Have' as a full verb = 'possess';
'have got' = 'possess'

10.5A 'Have got' = 'own' and 'have got' = 'obtain'
1 have received  2  possess/own  3 possess/own  4 have obtained 5 possess/own  6 have obtained

10.5B Uses of 'have' and 'have got' to mean 'possess'
1 They have/They've got  2 I don't have/haven't got  3 Do you have/Have you got (Have you is possible, but less common) 4 My uncle had  5 I've had 6 We'll have  7 I will have had 8 she had had  9 I must have 10 he should have 11 Does your brother have/Has your brother got (Has your brother is possible but less common) 12 Will you have 13 Have you had 14 Do you have/Have you got (Have you is possible but less common)

10.5C Common uses of 'have' and 'have got'
1 Have/Do you have 2 have (got)  3 Have you got/Do you have 4 Have you got/Do you have 5 She has (got)  6 He has (got)  7 He has (got)  8 has (got)  9 haven't (got)/don't have 10 hasn't (got)/doesn't have  11 have you (got)/do you have 12 have (got) 13 have (got)
14 have (got) 15 has (got) on 16 had she got/did she have 17 I have (got)  18 did you last have 19 have (got) 20 has (got)  21 have (got) 22 Have you (got)/Do you have  23 have (got) 24 has (got). Note that have you is also possible, but less common, in 1, 3, 4 and 22.

10.5D Context
1 to have 2 doesn't have/hasn't (got)  3 has 4 has (got)  5 has (got) 6 haven't (got)/don't have  7 has (got) 8 had (got) 9 had 10 had  11 had 12 haven't (got)/don't have

10.6 'Have' as a full verb meaning 'eat', 'enjoy', etc.

10.6A 'Have' (= 'eat', 'enjoy', etc.) compared with 'have (= 'possess')
Write 1:
1 Do you have 2 They have (got) 3 We have (got) 4 She has  5 I've just had 6 We had 7 She has (got) 8 I have 9 I don't often have 10 Have you (got) (or Do you have) 11 they had had 12 did you have
Write 2:
1 Have 2 has 3 is having 4 had  5 were having 6 have had/have been having 7 has been having (or has had) 8 had ... had 9 had/had been having or had 10 will be having 11 will have had 12 will have had

10.6B Common 'have' + noun combinations
Write 1:
Possible answers
1 We had an awful meal at the Station Hotel. 2 I had a bad dream last night. 3 When are you going to have a haircut? 4 I have an appointment to see Mr Jay at 10. 5 Have a good trip to America! 6 We had a lovely day for the wedding. 7 You'll have a pain if you eat any more apples. 8 Our teacher has a wonderful sense of humour.
Write 2:
1 are always having fights 2 Have a look at 3 have a rest 4 have a ride 5 I had a talk to/with Jim 6 have a swim 7 have a wash 8 Have a sleep

10.6C Context
1 has (got) 2 has had  3 has (got)  4 has (got) 5 'Has Worzel had?' 6 having  7 has/is having 8 have 9 has (got) 10 has (got) 11 aren't having 12 have (got)
10.7 Do' as a full verb

10.7A Forms and uses of 'do' as an auxiliary and as a full verb

Write 1:
11 2g 3j 4h 5d 7a 8f 9m 10c 11e
12b 13i

Write 2:
I What are you doing? 2 ... she never does the washing up 3 No, don't do that 4 What is that flowerpot doing ...? 5 do the/their washing 6 ... when you've done that 7 How does he do it? 8 he doesn't do any reading 9 What have you done? 10 What are those suitcases doing ...? 11 I've been doing a bit of gardening 12 What's that car doing ...? 13 I've already done so.

10.7B 'Do' and 'make' compared

do: one's best, business with someone, an experiment, research, one's hair, something for a living, an impression (= imitate), somebody a service.

make: an appointment, an arrangement, an attempt, a noise, something for a living, progress, an impression (= impress), a journey, a fortune, war.

Possible answers
1 You should always try to do your best.
2 I must make an appointment to see the dentist.
3 We do a lot of business with your firm.
4 We did a very interesting experiment in chemistry today.
5 I've made a journey to meet him on Thursday.
6 Mary does research into the causes of acid rain.
7 Mr Stuart does my hair once a fortnight.
8 I made several attempts to start the car before I phoned the garage.
9 Don't make a noise! We don't want to wake the children.
10 What does Tom do for a living? - Tom makes toys for a living.

10.7C Context
1 did 2 don't 3 do 4 do 5 done 6 made
7 doing 8 do 9 make 10 do

11 Modal auxiliaries and related verbs

11.1 The two uses of modal verbs

11.1A The first use of modal verbs (1)
1c 2f 3d 4a 5b 6e

11.1B The first use of modal verbs (2)
Must is not possible in the following:
2 have had to 4 had had to 5 had to
6 haven't had to 7 having to

11.1C The second use of modal verbs
1 certain 2 very uncertain 3 fairly certain
4 almost certain 5 fairly certain 6 almost certain
7 fairly certain 8 very uncertain 9 almost certain

11.1D Context
1 May/Can 2 must be 3 am 4 must have
5 couldn't 6 can't 7 must/can 8 have had to
9 haven't been able to 10 can/may

11.2 Uses of modals (etc.) to express ability and inability

11.2A Expressing present and past ability: 'can' and 'be able to'
I can 2 can't 3 can 4 could was able to ... can 5 Can ... can't 6 couldn't 7 could was able to/managed to 8 was able to/managed to 9 couldn't/wasn't able to 10 were able to/managed to

11.2B 'Can/could' with verbs of perception: 'I can see'
1 Can you see 2 I can smell 3 I could understand
4 Could you understand 5 I can't see 6 I couldn't understand

11.2C Ability in tenses other than the present and the past
1 will be able to 2 haven't been able to
3 would have been able to 4 had been able to
5 will be able to 6 being able to 7 be able to
8 had been able to

11.2D 'Can/could' in place of 'is often' and 'was often'
1 The sea can be 2 She can be 3 She could be
4 It can be 5 He could be

279
11.2E Context
1 had not been able to/had been unable to   
2 could only/had only been able to  3 could   
4 were able to/managed to  5 could/would be able to/   
would manage to  6 could/was able to/were able to   
7 Can/Do

11.3 Uses of modals (etc.) to express permission and prohibition

11.3A Asking for permission with 'can', 'could', 'may' and 'might'
Possible answers
1 Can I make myself some coffee (please)?)?   
2 Could/May I use your/the lavatory, please?   
3 I wonder if I might (possibly) see your garden?   
4 Could I (possibly) make a phone call (please)?   
5 Do you think I could (possibly) borrow your car?

11.3B Giving and refusing permission/Expressing prohibition
Possible answers
1 You may not smoke. (This notice is trying to sound polite.)   
2 You are not allowed to camp or picnic here.   
3 You are forbidden to fish here.   
4 You may camp here.   
5 This is private (property). You are not permitted to enter.   
6 You mustn't lean out of the window.   
7 You can leave your litter here.   
8 You can't stop here.

11.3C Permission/prohibition in tenses other than present and future
1 were allowed to  2 was never allowed to  3 has only been allowed to  
4 has just been allowed to  5 have not been allowed to  6 had not allowed him to

11.3D 'Can' (= ability) and 'can/could'
(= have permission, be free to)
Can is possible in the following:
2 We can go  3 She can drive  5 I can play   
6 You can use

11.3E Context
Possible answers
1 Am I allowed to  2 can  3 can't  4 mustn't   
5 will be allowed to  6 can't  7 could

11.4 Uses of modals (etc.) to express certainty and possibility

11.4A Certainty and possibility
Write 1:
1C  2P  3C  4P  5C  6P  7C  8P  9C  10P  
11C  12P  13C  14P
Write 2:
1 He may/might/could be at home now.   
2 He may/might/could be at home tomorrow.   
3 He may/might/could have been at home yesterday.   
4 She may/might/could leave at 9.   
5 She may/might/could leave tomorrow.   
6 She may/might/could have left.   
7 She may/might/could have left last night.   
8 She may/might/could have left by 9.   
9 He may/might/could be working today.   
10 He may/might/could be working today.   
11 He may/might/could have been working today.   
12 He may/might/could have been working all day.

Write 3:
Possible answers
1 He may/might/could be at home.   
2 He may/might/could have been at home.   
3 He may/might/could be at home.   
4 It may/might/could leave at 10.   
5 It may/might/could have left at 10.  
6 She may/might/could be working.   
7 She may/might/could have been working.   
8 She may/might/could be working.   
9 She may/might/could have been working.   
10 He may/might/could have had tea and toast.   
11 She may/might/could have parked in the car park.   
12 It may/might/could have cost £15,000.

11.4B Certain and uncertain answers to questions
Possible answers
1 (Yes,) she may (do).   
2 She might live in London.   
3 (Yes,) he could have (done).   
4 He might have caught the 8.30.   
5 (Yes,) they might be.   
6 They might be living abroad.   
7 (Yes,) he may have (done).   
8 He could have finished work at 4.30.   
9 (Yes,) I could (do).   
10 I may leave tomorrow.

11.4C Context
Possible answers
1 can  2 may  3 may  4 might  5 might  6 could   
7 could  8 might  9 might  10 could
11.5 Uses of modals to express deduction

11.5A Certainty or deduction?

1C 2C 3C 4C 5C 6D 7D 8D 9D 10D
11D 12D

11.5B Two kinds of 'must be'

1 mustn't be (O) 2 must be (O) 3 can't be (D)
4 must be (D) 5 must be (D) 6 can't be (D)
7 must be (O) 8 mustn't be (O) 9 can't be (D)
10 mustn't be (O)

11.5C 'Must have been', 'can't/couldn't have been'; 'had to be/didn't have to be'

1 must have been 2 can't/couldn't have been
3 had to be 4 did she have to be 5 didn't have to
6 didn't have to 7 must have been 8 must have been
9 can't have been 10 had to be
11 must have been 12 had to be

11.5D Context

1 didn't have to be 2 must be/must have been
3 can't be/can't have been 4 must be 5 must be
6 had to be 7 must have been imported
8 must have laid

11.6 Uses of modals for offers, requests and suggestions

11.6A Offering things and substances

Possible answers
1 Would you like a sandwich?
2 Wouldn't you like some coffee?
3 Would you like a slice of toast?
4 Would you like some potatoes?
5 Wouldn't you like an orange?
6 Would you like some fruit?

11.6B Requests for things and substances

Possible answers
1 Can I have a sandwich, please?
2 May I have some coffee, please?
3 Could I have a slice of toast, please?
4 May I have some potatoes, please?
5 Might I have an orange, please?
6 Could I have some fruit, please?

11.6C Making suggestions, inviting actions

Possible answers
1 Would you like to stay with me?
2 Would you like to join us for a meal?
3 Wouldn't you like to come on an excursion?
4 Would you like to have a holiday with us?

11.6D Requesting others to do things for you

Possible answers
1 Will/Would you hold the door open for me, please?
2 Please will/would you dial this number for me?
3 Will/Would you please translate this letter for me?
4 Will/Would you deliver some these flowers for me, please?

11.6E Offering to do things for others

Possible answers
1 Shall I put your suitcase on the rack (for you)?
2 Shall I close the window (for you)?
3 Shall I pick those up (for you)?

11.6F Making suggestions that include the speaker

1 Shall we drive to the coast?
2 Shall we have a meal out this evening?
3 Shall we travel first class?
4 Shall we have a holiday in Bahia?

11.6G Context

1 Would you 2 Shall I 3 Will/Would you 4 Would you
5 Can I/Could I (etc.) 6 Shall we
7 Shall I 8 Will/Would you 9 Would you

11.7 Expressing wishes, etc.: 'I wish', 'if only', 'it's (high) time'

11.7A Present and past reference with 'I wish', 'if only' and 'it's (high) time'

1 present 2 present 3 present 4 past 5 past

11.7B Expressing wishes and regrets with 'I wish' and 'if only'

Possible answers
1 I wish/if only I was/were fit/fitter!
2 I wish/if only it was/were cooler!
3 I wish/if only it wasn't/weren't raining!
4 I wish/if only I had been less impatient/more patient!
5 I wish/if only I hadn't wasted a lot of so much time
   watching TV!
6 I wish/if only they had more friends!
7 I wish/if only we had locked the back door!
8 I wish/if only he wasn't/weren't abroad!
9 I wish/if only she hadn't read it!
10 I wish/if only he had taken it!

11.7C 'Would' and 'could' after 'I wish' and 'if only'

1 would 2 wouldn't 3 could 4 could 5 would
6 could
11.7D 'It's (high) time' and 'It's (about) time'
Possible answers
1 It's high time they got married!
2 It's about time we went to the theatre!
3 It's high time you both left!
4 It's about time they tidied it!

11.7E Context
1 was/were 2 contained 3 opened 4 was/were
5 could be 6 had/could have

11.8 Expressing preferences: 'would rather' and 'would sooner'

11.8A Expressing personal preference with 'I'd rather'/ 'I'd sooner'

Write 1:
1 be 2 have been 3 have been 4 have lived
5 make 6 not have to 7 not have had to

Write 2:
1 I'd rather/sooner not. 2 I'd rather/sooner not (have been). 3 I'd rather/sooner not. 4 I'd rather/ sooner not (have done).

11.8B Expressing preferences about other people's actions
1 caught 2 didn't wait up 3 hadn't done
4 asked/had asked 5 was/were 6 had been/were

11.8C 'I'd rather he didn't', etc.
1 I'd rather/sooner she didn't. 2 I'd rather/sooner you didn't.
3 I'd rather/sooner she hadn't. 4 I'd rather/ sooner he didn't. 5 I'd rather/sooner you didn't.
6 I'd rather/sooner he hadn't. 7 I'd rather/sooner they didn't. 8 I'd rather/sooner they hadn't. 9 ... I'd rather/sooner you hadn't. 10 ... I'd rather/sooner she didn't. 11 ... I'd rather/sooner he hadn't.

11.8D Context
1 would rather/sooner their children didn't decide
2 would rather/sooner their children chose
3 would rather/sooner do 4 would rather/sooner be
5 would rather/sooner talk, walk and behave
6 would rather/sooner be called 7 would rather/
sooner have been called 8 would rather/sooner have lived
9 would rather/sooner be

11.9 'It's advisable ...'/'It's necessary ...'

11.9A 'It's advisable' —> 'It's necessary': 'a scale of choice'
1 advisable 2 necessary 3 advisable 4 advisable
5 necessary 6 advisable

11.9B 'Must', 'have to' and 'have got to'
1 must 2 have (got) to/must 3 must 4 have (got)
to/must 5 have to/must always 6 MUST 7 Must
8 must

11.9C Expressing necessity in other tenses
1 He will have to 2 They have had to 3 she has been having to 4 We had already had to 5 I would have had to 6 We are having to/We have been having to

11.9D Context
1 have to/must 2 must/have to 3 has to/will have to
4 MUST 5 having to 6 should have 7 must/have
to/should 8 will have to/must/should/has to
9 have to/must 10 should 11 had to

11.10 'It isn't advisable ...'/'It isn't necessary ...'/'It's forbidden ...'

11.1 OA 'It isn't advisable' —> 'It's forbidden':
'a scale of choice'
1b 2c 3d 4a

11.1 OB 'Mustn't', 'needn't', 'don't have to', 'haven't got to'
1 don't have to/needn't/haven't got to
2 needn't/don't have to/haven't got to
3 doesn't have to/needn't/hasn't got to 4 mustn't
5 mustn't 6 needn't always/don't always have to
7 needn't/don't have to/haven't got to
8 needn't/doesn't have to/hasn't got to
9 needn't/don't have to/haven't got to 10 mustn't
11 mustn't 12 needn't/don't have to/haven't go to
13 mustn't 14 needn't/don't have to/haven't got to
15 mustn't 16 needn't

11.1 OC 'Needn't have', 'didn't have to', 'didn't need to'
1 I needn't have phoned 2 I didn't have to phone
3 You needn't have brought 4 I didn't have to bring
5 I needn't have washed 6 I needn't have cooked

11.1 OD 'Shouldn't have' and 'oughtn't to have'
1 You shouldn't have done that. 2 He shouldn't have done that.
3 They shouldn't have done that.
4 She shouldn't have done that. 5 You shouldn't have done that
Note: in all these oughtn't to have done that can also be used.

11.10E Context
1 must not 2 didn't need to 3 shouldn't have
4 should have
11.11 Modals to express habit: 'used to', 'will' and 'would'

11.11A The form of 'used to'
1 didn't 2 did 3 didn't use to/never used to
4 Did you use to 5 did 6 did 7 did you use to
8 didn't use to/never used to

11.11B Uses of 'used to'
1 used to go 2 didn't use to (or never used to) like
3 Did you use to like 4 used to have to 5 I never
used to enjoy 6 was having 7 used to be
8 used to be 9 were working 10 Was it raining?

11.11C 'Would' in place of 'used to' and in place of
the simple past
The first used to (Gerald used to spend) sets the
scene. After that, the following should be underlined:
used to get up (would get up), caught (would catch),
put (would put), took ((would) take), always used to
go, (would always go) was often (would often be)

11.11D 'Will/would' to describe 'usual behaviour'
1 would always tell 2 will still tell 3 would only
discuss 4 will play 5 would work
6 won't always tell

11.11E Context
Possible answers
1 was 2 was 3 used to/would 4 loved/used
to love 5 never accepted/would never accept/never
used to accept 6 will always find 7 would/used to
say 8 used to/would say 9 would always be/was
always/always used to be 10 often used to visit/
often visited 11 never used to tire/never tired
12 would say/said

11.12 'Need' and 'dare' as modals and as full verbs

11.12A 'Need' as a modal and as a full verb
modal full verb
1 Need you go ...? Do you need to go ...?
2 Need I wait...? Do I need to wait...?
3 They needn't wait... They don't need to wait...
4 You needn't have said You didn't need to say ...
5 I hardly need explain .. He doesn't need to learn
6 He needn't learn ... All that you need to do ...
7 All that you need do ... I don't think you need
to explain

11.12B The form of 'dare' as a modal and as a full verb
1 daren't/don't dare/don't dare to 2 daren't/didn't
dare/didn't dare to/dare(d) not 3 dare/dare to
4 Dare we/Do we dare/Do we dare to 5 didn't dare/
didn't dare to/dare(d) not/daren't 6 dare 7 daren't/
doesn't dare/doesn't dare to 8 daren't have
9 daren't/didn't dare to/dared not

11.12C Uses of dare'
1d 2c 3d 4a 5b 6c 7b 8a 9d 10b
11b 12d

11.12D Context
1 dared not/did not dare (to) move 2 need not
have worried 3 dared (to) breathe 4 didn't dare to /
dare not /dared not open 5 need (to) tell

11.13 'Wouldn't'; 'that... should'; 'there' + modal

11.13A 'Would' and 'wouldn't' in place of the
simple present tense or 'will' future
1 would be 2 wouldn't be 3 would think
4 wouldn't seem 5 would be 6 wouldn't imagine
7 Would that seem

11.13B 'That... should' after verbs like 'suggest'
Possible answers
1 we should buy (a) 2 we should avoid (a) 3 he not
raise (c) 4 they do not break (b) 5 she should
do? (a) 6 we improve (b/c) 7 you take (b/c)
8 not delay (c) 9 we take (b/c) 10 he should be
allowed (a)

11.13C 'That... should' after adjectives like
'essential'
1 we should send (a) 2 she return (c) 3 he is
informed (b) 4 she be (c)

11.13D 'There' + modal auxiliaries
Possible answers
1 could be 2 must be 3 will never be
4 Couldn't there be 5 Might there be
6 should there be 7 can't there be

11.13E Context
Possible answers
1 you (should) take 2 you (should) get 3 you begin
4 could be 5 you (should) follow 6 will be
7 may be 8 would seem
12 The passive and the causative

12.1 General information about form

12.1 A Basic forms of the passive

Write 1:
The following should have been marked P: 1, 3, 6, 9.

Write 2:
1 A lot of money is owed to the bank.
2 It has been proved that there is no life on the moon.
3 Videos like this one can be bought anywhere.
4 The history of the European Community has to be written one day.
5 The history of the European Community may already have been written.
6 When we arrived home, we found that one of our windows had been broken.
7 Their car has been sold to pay their debts.
8 A meeting is held in the village hall once a week.

12.1 B The passive with progressive forms:

'She is being interviewed'

1 New employees are always welcomed by the manager.
2 A new supermarket is being built near the church.
3 The battle was fought in 1623.
4 The windows were being cleaned while I was there.
5 My desk has been moved!
6 The refugees are being taken to a camp outside the village.
7 All the documents had been signed before I arrived.
8 We were being questioned and our vehicle was being searched at the same time.
9 Our letters will be posted when the ship arrives at the next port of call.
10 The case is being opened again because they're not satisfied with the verdict.

12.1 C Context

1 died  2 was given  3 was attended  4 be held
5 lined  6 was drawn  7 followed  8 was given
9 watched  10 could be heard  11 turned
12 whispered

12.2 Uses of the passive

12.2A Uses of the passive

Possible answers

1 has been damaged ... has widened/is widening ...
   has been investigated
2 are visited ... can be arranged

3 English Spoken ... Shoes Repaired ... are translated
4 are constantly reminded ... is becoming ...
   are flashed
5 are involved ... is hurt... have to ... are damaged

12.2B The use of 'by' + agent (= 'doer') after a passive

1 was sold ... was shown by the general public.
2 was composed by Beethoven ... was written
3 are being replaced by modern ones ... is not controlled

12.2C The passive with verbs of 'saying' and 'believing': 'It is said (that)...'

1 It is expected  2 It was feared
3 (Joyce) is supposed  4 (Jack Smith) is thought
5 It is thought  6 There is thought
7 (Jim) is considered  8 There are said  9 It is said
10 There is/was supposed

12.2D Context

1 have been seen  2 is supposed  3 to be shown
4 was bought  5 was eventually sold
6 was exhibited  7 is/was said  8 must have been disappointed
9 was/had been cleverly made
10 was/had been delicately sewn  11 was/had been so skillfully done
12 must have been required

12.3 Form and use of the causative

12.3A Form of the causative:

'have something done'

1 decorated  2 looked at  3 tested  4 cut
5 photocopied  6 written

12.3B The causative compared with the active and passive

Write 1:

1 I'm cleaning  2 It's being cleaned  3 I have it cleaned
4 we had it decorated  5 It's being decorated  6 must have your shoes repaired
7 have just been repaired  8 I repaired  9 (to have this film) developed
and printed  10 to photocopy  11 mends
12 It's being photocopied
Write 2:
1a She had her best skirt cleaned yesterday,
   b She's having her eyes tested today,
   c She's going to have a tooth extracted tomorrow.
2a She had two trees planted yesterday,
   b She's having a film developed today,
   c She's going to have two teeth filled tomorrow.
3a She had her car serviced yesterday,
   b She's having some furniture delivered today,
   c She's going to have her hair done tomorrow.

12.3C 'Get' in the causative: 'get something done'
1 get 2 getting 3 getting 4 get 5 Get
       12
       3D Context
       1 have/get it repaired  2 have/get a new washing machine installed
       3 have/get it serviced
       4 having/getting films developed and printed
       5 have/get our eyes tested  6 (have/get) our teeth filled
       7 (have/get) our chests X-rayed
       8 have/get my hair cut  9 have/get any jobs done

13 Questions, answers, negatives

13.1 Yes/No questions, negative statements, Yes/No answers

13.1A Yes/No questions (expecting 'Yes' or 'No' in the answer)
1 Am I late?
2 Is this the London train?
3 Are my photos ready?
4 Is John working in the garden?
5 Are the children studying?
6 Does Jane give piano lessons?
7 Was Tony enjoying himself?
8 Do they live in the south?
9 Should she be here?
10 Could she ask a question?
11 Will it be fine tomorrow?
12 Will your friend be staying?
13 Would they like an invitation?
14 Do they often argue like that?
15 Do you run a mile every morning?
16 Did Sheila go to the lecture?

13.1B Negative statements
1 No, I'm not ready.
2 No, she isn't (she's not) right.
3 No, they aren't (they're not) late.
4 No, I'm not being silly.
5 No, he isn't (he's not) working in London.
6 No, they aren't (they're not) playing tennis.
7 No, you aren't (you're not) going to fail.
8 No, she wasn't waiting for me.
9 No, he can't speak Russian.
10 No, he won't (he'll not) be leaving soon.
11 No, it wouldn't be a very good idea.
12 No, it doesn't look like rain.
13 No, they don't always win.
14 No, they didn't miss the last lesson.
15 No, she hasn't (she's not) always been good at sport.
16 No, I haven't (I've not) met her.

13.1C Yes/No short answers
Possible answers
1 Yes, I am.  2 No, she isn't (she's not).  3 No, they aren't (they're not).
4 Yes, I am.  5 No, she isn't (she's not).  6 Yes, we are.  7 Yes, I am.
8 No, she wasn't.  9 Yes, they were.
10 Yes, you should.  11 No, I won't.
12 No, I wouldn't.  13 Yes, she (still) does.
14 Yes, I do.  15 No, he didn't.  16 Yes, he has.
17 No, I haven't.  18 No, she hasn't.

13.1D Context
I Did we turn off/Have we turned off  2 Yes, we did/Yes, we have  3 All the taps off?
4 Yes, they are  5 haven't remembered/ didn't remember  6 Yes, we have/Yes, we did
7 Are there any windows open?  8 No, there aren't
9 Are the front and back doors locked?
10 Yes, they are  11 haven't got

13.2 Alternative negative forms and negative questions

13.2A Negative statements with 'negative adverbs': 'never', etc.
1 I never go to the cinema.
2 She hardly ever watches TV.
3 I can seldom get him on the phone.
4 They barely greeted me.
5 We scarcely ever go out.
6 We can hardly wait till tomorrow.
7 We rarely see our neighbours.
8 It's scarcely worth the trouble.
9 I Ve bought no eggs.
10 I spoke to no one.
11 I want none of them.
12 She said nothing.
13 We went nowhere.
14 Please tell nobody.
15 She hardly understands English.
Key 11.11A-11.13E

13.2C Negative questions: 'Can't you ...?'
I Aren't I 2 Isn't she 3 Aren't those 4 Isn't he 5 Aren't they 6 Wasn't she 7 Weren't you 8 Aren't you 9 Can't you 10 Couldn't you 11 Don't you 12 Doesn't she 13 Didn't he 14 Haven't you 15 Hasn't he 16 Haven't I 17 Shouldn't you 18 Aren't I

13.2D Context
1 everyone 2 no one 3 hardly ever 4 no 5 anywhere 6 anything 7 nothing

13.3 Tag questions and echo tags
13.3A Tag questions 1: 'It is ..., isn't it?'/It isn't..., is it?'
I isn't she? 2 aren't they? 3 aren't those 4 isn't he? 5 aren't they? 6 wasn't she? 7 weren't you? 8 aren't you? 9 weren't we? 10 couldn't you? 11 don't you? 12 doesn't she? 13 didn't he? 14 haven't you? 15 hasn't he? 16 haven't I? 17 shouldn't you? 18 aren't I?

13.3B Tag questions 2: 'You painted it yourself, did you?'
I e 2 c 3 g 4 f 5 b 6 d 7 a

13.3C Echo tags: 'Is he/?'He is?'
Possible answers
1 Is he? (rising tone: interest) 2 They aren't, are they? (falling tone: confirmation) 3 She wasn't was she? (rising tone: surprise, disbelief) 4 Weren't you? (rising tone: interest, sympathy) 5 He does, doesn't he? (falling tone: confirmation) 6 Don't they? (rising tone: interest) 7 I shouldn't, should I? (falling tone: confirmation) 8 You can, can you? (falling tone: disbelief) 9 Can't we? (rising tone: asks for more information) 10 There will, won't there? (falling tone: confirmation)

13.3D Context
Possible answers
1 I didn't? 2 has? 3 did you? 4 didn't you? or did you? 5 haven't I 6 shouldn't you? 7 don't you?

13.4 Additions and responses

13.4A Additions and contrasts: 'John can ... and I can, too/but I can't'
Possible answers
1 Rudi can speak English, and Roxanne can, too. 2 Rudi can't speak Italian, but Roxanne can. 3 Rudi plays tennis, and so does Roxanne. 4 Rudi goes skiing, but Roxanne doesn't. 5 Rudi doesn't like classical music, and neither does Roxanne. 6 Rudi visited London last year, but Roxanne didn't. 7 Rudi doesn't speak Italian, but Roxanne does. 8 Rudi didn't visit Rome last year, but Roxanne did. 9 Rudi can speak English, and so can Roxanne. 10 Rudi plays tennis, and Roxanne does too. 11 Rudi doesn't like classical music, and Roxanne doesn't, either. 12 Rudi speaks English, and Roxanne does, too.

13.4B Parallel responses: 'John can .../I can, too/So can I'
1 I can, too./So can I. 2 I can't, either./Neither (Nor) can I. 3 So should I./I should, too. 4 I won't, either./Neither (Nor) will I. 5 I do, too./So do I. 6 I don't, either./Neither (Nor) do I. 7 So did I./I did, too. 8 I didn't, either./Neither (Nor) did I. 9 I was, too./So was I. 10 So have I./I have, too. 11 Neither (Nor) have I./I haven't, either. 12 I did, too./So did I.

13.4C 'So have you' and 'So you have!'
I confirmation/surprise 2 addition 3 addition 4 confirmation/surprise 5 confirmation/surprise 6 addition
Possible answers
7 Jane's got flu. - So have I. (addition) 8 She's got egg on her blouse! - So she has! (confirmation/surprise) 9 Jack's spoken to the boss. - So has Diana, (addition) 10 I've been to Russia. - So have I. (addition) 11 Sam's had a haircut at last. - So he has! (confirmation/surprise) 12 Jenny's new coat is exactly the same as yours! - So it is! (confirmation/surprise)

13.4D Context
Possible answers
1 I'm not, either' or 'Neither/Nor am I 2 I will, too' or 'So will I 3 '... so would I or "... I would, too' 4 'So there is!’ 5 'Neither/Nor can I' or 'I can't, either

286
13.5 Question-word questions (1): 'Who(m)...?', 'What...?'

13.5A Form of question-word questions (except subject questions)

1a. Is she arriving today?
2a. Has he written a letter?
3a. Can she help us?
4a. Do they live in Jamaica?
5a. Does he arrive at 10?
6a. Can't you tell us?

1b. When is she arriving?
2b. Why has he written a letter?
3b. How can she help us?
4b. Where do they live?
5b. What time does he arrive?
6b. What can't you tell us?

13.5B 'Who(m)...?' as a question-word

1. Who(m) did you invite to your house?
2. Who(m) did Jane see this morning?
3. Who(m) did you speak to?
4. Who(m) did they employ?
5. Who(m) did she buy this present for?
6. Who(m) did John phone?
7. Who(m) did you complain to?
8. Who(m) did she write to?

13.5C 'What...?' as a question-word

Possible answers

1. What are you doing? What are you looking at?
2. What do you do (for a living)?
3. What (kind/make/sort of) shampoo do you use?
4. What's your boss like?
5. What was the weather like?
6. What's this (called) in English?
7. What (make/kind/sort of) car is that?
8. What nationality is Ibrahim?
9. What time are they leaving?
10. What date is it? What's the date?
11. What's that (thing) (for)?

13.5D Context

1. When is (or When's) Jim's birthday?
2. Where did you get that T-shirt, Alice?
3. When does the coach leave, Mary?
4. Where's Kyzyl?

13.6 'Which ...?' as a question-word

Possible answers

1. film did you go to?
2. books do you prefer?
3. soap does Amy use?
4. girls did you meet at the party?
5. is the longest river in the world?
6. desk is the cheapest?
7. of these three briefcases do you prefer?
8. year will you always remember?
9. month is the hottest in Italy?
10. way did the boys go?

13.6A 'Who(m)...?' as a question-word

10. Whose (or Who)

13.6B 'Which ...?' as a question-word

1. film did you go to?
2. books do you prefer?
3. soap does Amy use?
4. girls did you meet at the party?
5. is the longest river in the world?
6. desk is the cheapest?
7. of these three briefcases do you prefer?
8. year will you always remember?
9. month is the hottest in Italy?
10. way did the boys go?

13.6C 'Whose?'

10. Whose (or Who)

13.6D Context


13.7 Question-word questions (3): 'Why?', 'How?'

13.7A 'Why ...?' as a question-word

Possible answers

1. are you still downstairs?
2. don't we have a party?
3. didn't you ask me to help?
4. did you ring Jack just now?
5. have you bought me these flowers?
6. have you got to ring Tony?
7. are you in such a hurry?
8. don't you leave the job till tomorrow? Why not leave ...?
9. did you go round the back?

13.7B 'How ...?' as a question-word; 'How much?/How many?'

Possible answers


13.7C 'How '+' adjective or adverb: 'How far?'

5. How long 6. How high

13.7D 'How long ... (for)?' and 'How long ago?'

1. How long ... (for)? 2. How long ago
3. How long ago 4. How long ... (for)?

13.7E Social uses of 'How ...?'

1d 2 g 3c 4h 5f 6e 7b 8a

287
13.7F Context
I 'What do you charge?' or 'What (price) do you charge/are you charging?' 2 'How much space do you want?' 3 'How long do you want it (for)?'
4 'Do you want a box ...?' 5 'Do you want...?'
6 'How much have you made ...?' 7 'How's your leg ...?' 8 'Why do you ask?' or 'Why are you asking?'

13.8 Subject-questions:  'Who?', 'What?', 'Which', 'Whose?'

13.8A Subject or object?
Write 1:
1S 20  30  4S 5 S 60 70  8S
90 10S 110 12 S

Write 2:
Possible answers
1  Who can play chess? - Mary can.
2 Who wants to have a day off? - We all do.
3 Who broke the big glass vase? - I didn't.
4 Who'd help tomorrow? - I will.
5 What made this mark on the table? - A knife (made it)/A knife did.
6 What will make you happy? - A new car (will make me happy)/A new car will.
7 Which/What teacher took you for maths? - Mr Johnson (took us)/Mr Johnson did.
8 Which/What tie goes best with this shirt? - Your blue one (goes best)/Your blue one does.
9 Whose dog bit you? - My neighbour's (dog)/My neighbour's dog did.
10 Which/What dog bit you? - The dog which lives next door (did).
II Whose suitcase got lost on the journey? - Janet's (suitcase) (did).

Write 3:
Possible answers
1 Who can play the guitar?/Which of you can ...?
2 Who would like more coffee?
3 What happens in the film?
4 Who's coming? Which of you are coming? How many of you are coming?
5 Which actor impressed you the most?
6 Whose chair is squeaking? Which chair is squeaking?
7 Whose car is the blue Fiat?
8 Who's coming/Which of you are coming on an excursion with me?

13.8B Context
Possible answers
1 Who composed ...?  2 What songs did he compose?
3 Which party will/would win ...?
4 Who will/would be ...?  5 What are/were the papers saying?
6 Which papers are/were ... ?
7 Which country has/had ...?  8 Whose system does/did ...?
9 What does/did Mr Berlin think ...?

13.9 Questions about alternatives; emphatic questions with 'ever'

13.9A Questions about alternatives (1): 'Did you laugh, or cry?'
1 Did they listen to records, or go for a walk?
2 Can she dance, (or) sing, or play the piano?
3 Do you buy clothes when you need them, or wait for the summer sales?
4 Has she gone to church, or stayed at home?
5 Will you phone her, or wait till she rings back?

13.9B Questions about alternatives (2): 'Did you take it, or didn't you?'
1a Do you like fish, or don't you?
   b Do you or don't you like fish?
   c Do you like fish, or not?
2a Can you help me, or can't you?
   b Can you or can't you help me?
   c Can you help me, or not?
3a Have you sent a card, or haven't you?
   b Have you or haven't you sent a card?
   c Have you sent a card, or not?
4a Will you phone the plumber, or won't you?
   b Will you or won't you phone the plumber?
   c Will you phone the plumber, or not?

13.9C Emphatic questions with 'ever', etc.
1 Who ever 2 Why ever 3 When ever
4 What ever 5 Where ever 6 How ever
7 How ever
These answers could also be expressed with Who on earth, etc.

13.9D Context
Possible answers
1 What ever 2 What ever/on earth 3 whenever
4 'Have you broken down, or run out of petrol?'
5 'Have you tried to start it, or not?' 6 have you or haven't you
14 Conditional sentences

14.1 Type 1 conditionals

14.1A Type 1 conditionals, basic uses: 'If the weather clears, we'll go for a walk'
1 is ... will go/will be going  2 have ... will finish
3 rains ... will not (won't) be able to  4 is leaving ... will ask  5 has driven ... will be  6 have been working ... will try
8 is picked ... will be boasting  9 have forgotten ... will have gone  10 stay ... will have been living

14.1B 'If + present + modal: 'If it's fine tomorrow, we may go for a swim'
Possible answers
1 are ... ought to  2 finish ... could  3 has ...must  4 is not coming ... might  5 has only just arrived ... may  6 have been waiting ... must
7 can't go ... should

14.1C 'If + should' instead of 'if + present'
1 If you should see him ...  2 If she should ask you ...
3 If he should phone ...  4 If the temperature should fall...  5 If you should receive...  6 If you should go ...

14.1D Imperative + 'and/or' + clause: 'Fail to pay and ...'
1 Ask me nicely and I'll...
2 Crash my car and I'll ...
3 Work late tonight and...
4 Hurry, or you'll...
5 Take a taxi, or you'll...
6 Stop shouting, or I'll...

14.1E Context
1 is ... should be  2 might be  3 must be  4 Go

14.2 Type 2 conditionals

14.2A Type 2 conditionals, basic uses: 'If you went by train, you would ...
1 If I had a spare ticket, I could/would take you to the concert.
2 If she didn't drink too much coffee, she would feel calm(er).
3 If he could type, he would be able to operate a computer.
4 If they understood (or they could understand) the problem, they would find a solution.
5 If he didn't sit around too much, he would be fitter.

14.1B 'If + were/was' + 'would': 'If I were you, I would ...'
Possible answers
1 If she were in your position, she would be able to advise you.
2 If I wasn't/weren't in a hurry, I would stay to dinner.
3 If he were a millionaire, he would(n't) buy you a palace.
4 If the weather was/were sunny, we wouldn't stay indoors.
5 If he was/were fit, I would go climbing.
Or: If I wasn't/weren't fit, I wouldn't go climbing.

14.2C 'If + past + modal: 'If he knew the facts, he might...'
Possible answers
1- were (or was) ... could give  2 failed ... ought to think  3 could play ... ought to help  4 had ... might be able to  5 could have ... might improve
6 ran ... could be  7 went... ought to visit
8 borrowed ... ought to return  9 wanted ... could ask

14.2D Context
I would be doing  2 was/were not shining  3 we wouldn't be lying  4 would we do/would we be doing  5 we were  6 we were rich  7 could travel  8 we had  9 could drive  10 we were
11 We would return  12 would put out/would be putting out  13 would prepare/would be preparing
14 would  15 we owned  16 we would also have  17 we had  18 we could swim  19 we were  20 we could lie/would be lying

14.3 Type 3 conditionals

14.3A Type 3 conditionals, basic uses: 'If you had gone by train,...'
Possible answers
1 If John hadn't eaten too much birthday cake, he wouldn't have been sick.
2 If we hadn't run out of money, we wouldn't have come home from our holiday early.
3 If the fire brigade hadn't come immediately, the house would have burnt down.
4 If the men hadn't been wearing protective clothing, they wouldn't have all been safe.
5 If he had been watching the road, I wouldn't have had an accident.
6 If it hadn't been so hot, I wouldn't have been sweating.
7 If my father had earned more money, life would have been easier for us.
8 If I had enjoyed school, I would have done better.
14.3B 'If I had been you/If I had been in your position'
Possible answers
1 If I had been Marie, I wouldn't have paid £200 for that dress.
2 If I had been Franz, I would have taken that job.
3 If I had been in Ali's position, I would have studied more.
4 If I had been Sandra, I wouldn't have walked to work in the rain.

14.3C 'If + past perfect + modal: 'If he had known the facts, he might have ...' Possible answers
1 had managed ... could have driven 2 had known ... could have visited 3 had not wanted ... might have missed 4 had asked ... might have helped 5 had been ... could have stayed 6 might have been ... hadn't known 7 might have made ... had not read 8 could have had ... had not been 9 had fastened ... mightn't have been 10 mightn't have heard ... hadn't turned on 11 could have seen ... might have laughed 12 had told ... could have lent 13 could have saved ... had known 14 might have played ... had had

14.3D Context
1 had been 2 would/could/might have killed 3 had been driving 4 wouldn't have been 5 had known 6 would have kept 7 had known 8 wouldn't have been driving 9 hadn't been 10 would/might/could be (or: would/might/could have been)

14.4 Mixed conditionals; 'unless/if... not', etc.

14.4A Mixed tenses in conditional sentences
Possible answers
1 If I were you ... I would have checked 2 If you are so hungry, you shouldn't have missed 3 If he didn't catch ... he won't arrive 4 He will be feeling ... if he played 5 If the snake bite had been poisonous, you'd feel 6 If I were ... I would have answered

14.4B 'If not' and 'unless'

Write 1:
The following sentences need ticks: 1, 2 and 5.

Write 2:
1 Unless you tell me/If you don't tell me 2 if he didn't have 3 - unless we had broken 4 Unless management and unions become/If union and management do not become 5 unless I get held up if I don't get held up 6 Unless we have/If we don't have 7 If you hadn't warned

14.4C Conjunctions we can sometimes use in place of 'if'
1 Even if you gave me $10,000, I still wouldn't go down a coal mine.
2 I'll lend you my book on (the) condition (that) you let me have it back by Monday.
3 Providing (that) you look after it, I'll let you keep my bicycle till the weekend.
4 So long as you don't tell anyone else, I'll tell you what happened.
5 Assuming (that) it's a holiday on Monday, we can drive to the seaside.
6 The children were never scolded, so long as they did what they were told.

14.4D Context
1 are 2 (will) live 3 would/should have died (or: might/could have died) 4 will feel 5 will be 6 could live 7 would you do 8 would have eaten 9 could change/could have changed 10 would you change/would you have changed 11 had known 12 would have looked after

15 Direct and indirect speech

15.1 Direct speech

15.1 A Quotation marks and other punctuation marks
1 'John's in a hurry.' 2 'Have you been out?' 3 'Where are my glasses?' 4 'What a surprise!' 5 'How are you?' 6 'It's unbelievable!' 7 'There's someone at the door.' 8 'What a noise!' 9 'When did you arrive?' 10 'Tell me what happened.' 11 'Don't shout at me!' 12 'Have a cup of coffee.' 13 'How do you like your coffee?' 14 'Have you met Jean?' 15 'Keep quiet!' 16 'Stop!' 17 'Are you all right?' 18 'I'm waiting for a bus.' 19 'Here's a letter for you.' 20 'Haven't we met before?'

Note: double quotation marks ("... ") can, of course, also be used.
15.1B Quotation marks and 'reporting verbs'
1 'Where do you come from?' John asked.
2 'It's here,' Bill said.
3 'I've got a good idea, (or !)' Mark said.
4 'Is it something,' she asked, 'that we all ought to know?'
5 'As I was leaving,' he explained, 'I heard someone shout.'
6 'Don't shout at me!' he cried.
7 John said, 'We're late.'
8 'We're late,' John said.
9 'What's the time?' Andrew asked.
10 Bill said, 'I'm hungry.'
11 'What is it?' Jill asked.
12 'You are stupid sometimes!' she said.
13 'Where is he?' Tom asked.
14 'What a surprise!' she exclaimed.
15 'Is there anyone in?' she inquired.
16 'Which way did they go?' he asked.
17 Tom said, 'She's ill.'
18 'She's ill,' Tom said.
Note: double quotation marks can also be used.

15.1 C 'Quote within a quote'
1 'As I was leaving,' he explained, 'someone shouted, "Fire!"'
2 'Please don't keep asking me, "What's the time?!"' Jim said crossly.
3 'Have you read "Who's Afraid of Virginia Woolf?"?' my teacher asked.
4 'What do you mean, "Have you lost your way?!"' the stranger asked me.
5 Where are they now, he wondered.
Note: double quotation marks can also be used for single and vice versa.

15.1 D Context
1 'It's all lies!' Boyle cried.
2 'You think so?' Inspector Wiley asked mildly.
3 Think so? I know it! Boyle answered sharply.
4 'And no doubt,' the inspector continued, 'you can prove it. Where were you on Saturday night, the night of the robbery?'
5 'I was at the Roxy with my girlfriend,' Boyle replied. 'We saw "Gone with the Wind". The film lasted four hours.'
6 'But,' cried the inspector, 'the Roxy was closed all last weekend!'
Note: Double quotation marks can also be used for single and vice versa.

15.2 Say', 'tell' and ask'

15.2A Say', tell' and ask'
1 says 2 tells 3 ask 4 asked 5 said 6 said
7 asked 8 said 9 told 10 asked 11 asked
12 ask 13 tell 14 asked 15 tell 16 says 17 told
18 said 19 tells 20 ask

15.2B Fixed expressions with 'say', 'tell' and 'ask'
1 'I told you so'
2 Say the price
3 Ask the price
4 Say no more
5 Say something
6 says so
7 tell the time
8 tell a lie

15.2C Indirect statements with the reporting verb in the present
1 she's going to America for six months.
2 they went to Rhodes last year.
3 she's not (or she isn't) feeling well.
4 she'll look at your work in a minute.
5 she's typed those letters.
6 we must investigate this case.
7 the last strike did no one any good.
8 turn off the electricity at the mains.
9 you have to rub down the walls.
10 she's good at flower arranging.

15.2D Context
1 are always saying 2 asked 3 said 4 told
5 says 6 asked 7 say 8 said 9 says 10 told
11 asked (or said) 12 said 13 told

15.3 Indirect statements with tense changes

15.3A Common indirect speech forms
1 Mac said (that) he needed a holiday.
2 Sue said (that) she wasn't wasting her time.
3 Tom said (that) he had had (or he'd had) some good news.
4 Pam said (that) she had (or she'd) been sleeping.
5 Lou said (that) (s)he went (or had gone) home early.
6 Jan said (that) (s)he was (or had been) waiting for me/us.
7 Joe said (that) he had (or he'd) eaten earlier.
8 Pat said (that) (s)he had (or (s)he'd) been waiting for me/us.
9 Tim said (that) he would (or he'd) see me/us later.
10 Dot said (that) she could speak French.
11 Kim said (that) (s)he might arrive later.
12 Ron said (that) he would (or he'd) speak to him.
13 Meg asked whether she should speak to him.
14 Ted said (that) he could help me/us.
15 Ann said (that) she might see him.
16 Jim said (that) he would (or he'd) enjoy that.
17 Sam said (that) he must have fainted.
15.3A (continued)
18 Don said (that) he couldn't have said that.
19 Ned said (that) he needn't have gone there.
20 Lyn said (that) she ought to have helped her.
21 Lee said (that) (s)he should go to the dentist's.
22 Dan said (that) if he were me he would get legal advice.
I
23 Paul said (that) he must (or had to) catch an early train.
24 Jill said (that) she must (or had to) speak to me/us.
25 Bill said (that) he must (or would have to) leave tomorrow.
26 Jane said (that) she must (or would have to) work till late.
27 Phil said (that) John must be a fool.
28 Jean said (that) she mustn't (or couldn't) eat meat.
29 Jeff said (that) they mustn't (or couldn't) give up.

15.3B Pronoun and adverb changes in indirect speech
No exercise here.

15.3C Context
1 Dr Grey said (that) she had conducted a number of tests.
2 She told me (that) she must (or had to/would have to) put me on a very strict diet.
3 She said (that) I was putting on a lot of weight.
4 She added (that) I had gained 5.5 kilos in six months.
5 She reminded me (that) I (had) gained 10 kilos last year/the year before.
6 She told me (that) I would get very fat if I went on like this/that.
7 She said (that) I should eat very little.
8 I said nervously (that) I would have to live on nuts and water.
9 She said (that) I could live on nuts and water without the nuts.

15.4 Indirect questions with tense changes

15.4A Indirect Yes/No questions: 'He asked me if I was ready'
1 if/whether we were hungry.
2 if/whether I was enjoying myself.
3 if/whether I (or we) always went to church on Sunday.
4 if/whether I had seen John recently.
5 if/whether Debbie had been working (there) long.
6 if/whether I (or we) had studied hard for the exam.
7 if/whether Ted and Alice would be at the party.
8 if/whether I (or we) would be coming to the concert or not.
9 if/whether I liked Italian food.
10 if/whether I liked (or we liked) Italian food.

15.4B Indirect question-word questions: 'He asked me why I went there'
1 what the weather was like.
2 what Frank did for a living.
3 why Maria was crying.
4 what kind of holiday Marco had had.
5 how long we had both been living (there).
6 where they had gone last week (or the week before).
7 who I had been looking for.
8 when lunch would be ready.
9 which countries John would be visiting.
10 how I could solve the problem.

15.4C Indirect subject-questions
1 who was next.
2 what made (or makes) a noise like that.
3 which of us was waiting to see him next.
4 whose composition we hadn't heard yet.
5 who left this bag here.
6 what caused the accident?
7 which newspaper carrying the article.
8 whose painting will win the competition.
9 which firms have won prizes for exports.
10 which number could/can be divided by three.

15.4D Context
1 was what the problem was 2 was/had been
4 kept/had kept/had been keeping
5 hadn't/hadn't been 6 didn't keep/hadn't kept/hadn't been keeping 7 was/had been 8 I spent/had spent/had been spending 9 told 10 went/had gone/had been going 11 did not have/had not had 12 told 13 was/had been 14 smoked 15smokea
16 took/had taken/had been taking 17 did not have/hadn't had

15.5 Uses of the fo-infinitive in indirect speech

15.5A Reporting the imperative: 'He reminded me to post the letter'
1 I told him to wait for me.
2 She advised him to go on holiday when the weather got (or gets) warmer.
3 She warned them to keep out of this (or that) room at all times.
4 He reminded me to post those letters.
5 He asked them not to go into his study.
6 I told him not to wait for me.
7 She advised him not to go on holiday yet.
8 She warned them never to enter this (or that) room.
15.5B Offers, suggestions, requests for advice:

‘He asked if he should ...’

1 ... if/whether she should fax the information to them.
   ... whether to fax the information to them.
2 ... if/whether he should leave a message for her.
   ... whether to leave a message for her.
3 ... if/whether she should heat the food for him.
   ... whether to heat the food for him.
4 ... if/whether he should phone him now.
   ... whether to phone him now.
5 ... if/whether she should invite them to dinner.
   ... whether to invite them to dinner.

15.5C Requests for advice with question-words:

‘He wanted to know how ...’

1 ... when she should be at the station.
   when to be at the station.
2 ... where they should have their meeting
   where to have their meeting.
3 ... which he should choose.
   which to choose.
4 ... who(m) she should ask.
   who(m) to ask.
5 ... what he should do.
   what to do.
6 ... why she should pay this bill.
7 ... whose car he should borrow.
   whose car to borrow.
8 ... why she should be punished.

15.5D Context

1 what to do/what they should do  2 advised them to shovel  3 told them not to leave  4 how to get rid/ how we should get rid  5 what to do/what we should do

15.6 When we use indirect speech

15.6A Interpreting direct speech

Possible answers

1 Diana suggested (that) we (should) go sailing.
2 Tom told Jennifer (that) she had just won a lottery.
   She was amazed.
3 Gillian agreed with Frank when he observed that more money should be spent on education.
4 John told Jenny (that) he didn’t think she should take up wind-surfing at her age. She disagreed,
   and said (that) she felt it was (or is) a sport that would suit all ages. When John pointed out that it required (or requires) great physical strength,
   Jenny asked, rather indignantly, who (had) told him she was short of that.
5 Billy’s mother warned him not to go too near the lions’ cage, but Billy protested that he wanted to see the lions close up. When his mother asked him if this wasn’t close enough, he replied that it wasn’t. She told him that she was sorry, but ordered him not to go any closer. When he continued to insist that he wanted to, she repeated the order.
6 Dr Grey told Mrs Flynn that she really must keep to her diet if she was serious about losing weight. When Dr Grey asked her if she had been keeping to it, she hesitated and muttered something in reply. After Dr Grey had repeated her question, Mrs Flynn confessed that she had occasionally had a bit extra. When asked to explain what she meant, she reluctantly admitted that she meant ‘a cream cake or two’.
7 When Sandra asked Sam if/whether he (had) enjoyed the film, he replied that he wasn’t sure. Sandra said she thought Gloria Gleam’s performance had been fantastic, but Sam hadn’t liked it at all. Sandra was surprised to hear this.

15.6B Context

1 told 2 ... are/were  3 me  4 is/was  5 leave/left  6 advised  7 not to make  8 said  9 went  10 (had) recently checked out  11 (had) objected  12 was  13 was leaving  14 told  15 said/protested, etc.  16 said/pointed out, etc.  17 was/is

16 The infinitive and the ‘-ing’ form

16.1 The bare infinitive and the fo-infinitive

16.1 A Forms of the infinitive

1 leave  2 be studying  3 have done  4 have been waiting  5 be sent  6 have been done

16.1 B ‘Let’, ‘make’, ‘would rather/sooner’ and ‘had better’

1 go  2 not stay/Don’t let’s stay  3 go out  4 go/Let’s not go  5 be  6 post  7 wear
8 clear up  9 look  10 to scrub  11 go ...do  12 not have  13 stay  14 not say  15 go

16.1 C The infinitive with or without ‘to’ after ‘help’ and ‘know’

1 helped (me) (to) find this book.
2 (me) (to) fill in this job application form?
3 help you not to worry so much.
4 is known to be a very generous man.
5 to be a ruthless businessman.
6 known her (to) be on time.
16.1D Context
1 made to wear  2 let us wear  3 made us change  4 (to) be  5 made me suffer  6 'Let's expand'  7 made the shoes expand  8, helped me (to) get

16.2 The bare infinitive or the '-ing' form; the to-infinitive

16.2A Verbs of perception: 'Watch him draw/drawing'
1 her crossing the road.
2 her crossing the road.
3 something burning.
4 sing a song.
5 her shouting at the children.
6 waiting near the bank.

16.2B 'Have' + object: 'Have the next patient come in'
1 bring  2 drawing  3 know  4 believe  5 ringing  6 laughing  7 playing  8 look at  9 marching  10 happen (or happening)

16.2C '(Not) to', 'so as (not) to', 'in order (not) to'
1 to do/in order to do so as to do  2 so as not to/in order not to splash  3 to sit  4 to see  5 to find  6 never to return  7 to go  8 to have been  9 to see  10 to have forgotten  11 not to feed  12 didn't tell us to feed

16.3 Verb (+ noun/pronoun) + fo-infinitive

16.3A 'He can't afford to buy it'
1 He can't afford to buy a car.
2 I failed to pass my driving test.
3 He's offering to pay for all of us.
4 Can you manage to move the desk on your own?
5 He's just applied to join the army.
6 I refuse to apologize to her.

16.3B 'I want (you) to speak to him'
Possible answers
1 you to speak to him.
2 her parents to pay.
3 you to write to them.
4 anyone to know about it.
5 you to listen to me?
6 two people to help me.
7 help (us) (to) move it.

16.3C 'He advised me to take out a loan'
1 me to take out a loan.
2 her to peel the potatoes.
3 us to work hard.
4 the soldiers to fire.
5 you to apply for free travel.
6 the public not to approach this man.
7 my wife and me to play tennis.

16.3D 'I know him to be an honest man'
1 People know him to be an honest man.
2 I imagine him to work very hard.
3 I believe her to be guilty.
4 I found the job to be too difficult.
5 We discovered the claim to be false.
6 I know her to have an interest in the company.

16.3E 'I agreed to accept their offer'
1 I agreed to accept the offer.
2 I hope to succeed.
3 I expect to hear from you.
4 He claimed to have met me.
5 I arranged to be there.
6 She pretended not to know me.

16.3F Context
1 wanted me to get rid of  2 failed to move  3 advised me to use  4 considered this to be  5 agreed to try  6 managed to get  7 proved to be  8 what to do  9 couldn't bear to shoot  10 took six of us an hour to get

16.4 Adjectives and nouns + fo-infinitive

16.4A Adjective + 'to': 'It was kind (of him) to help us'
1 He was foolish to leave the firm.
2 You would be stupid not to ask for more money.
3 Would you be so good as to ring me later?
4 Would you be good enough to open the window?
5 It was clever of him to work out (or to have worked out) the answer.
6 It's silly of them not to take any part in local life.
7 It would look rude to refuse their invitation.
8 Wasn't it good of her to work overtime?
9 He's eager to help us in any way he can.
10 I was careful not to offend them.
16.4B Adjectives with 'too/enough': 'too weak/not strong enough to'
1a I'm not strong enough to lift it.
   b I'm too weak to lift it.
2a I'm not rich enough to afford one.
   b I'm too poor to afford one.
3a She isn't old enough to drive a car.
   b She's too young to drive a car.
4a I wasn't interested enough to watch the film,
   b I was too bored (or e.g. uninterested) to watch the film.
5a The pie isn't cool enough to eat.
   b The pie is too hot to eat.
6a The film wasn't interesting (or e.g. exciting) enough to watch.
   b The film was too boring to watch.

16.4C Noun + fo-infinitive: 'My decision to wait was wise'
1 My decision to wait was wise.
2 His refusal to help surprised us.
3 Her failure to get into college disappointed her parents.
4 It's a pleasure to be with you.
5 Their eagerness to help pleased me.
6 My determination to pass the test helped me.
7 My willingness to co-operate was appreciated.

16.4D Context
1 to see  2 to see  3 to move  4 as to help me
5 to help  6 to please  7 to have disturbed
8 to run away  9 to give  10 to send

16.5 The '-ing' form
16.5A Basic information about the '-ing' form
A1 The gerund as an uncountable noun in general statements
1 Dancing  2 Being  3 Not being  4 riding
5 reading  6 Driving  7 Not being  8 Running
9 cycling  10 Acting

A2 The gerund as an uncountable noun with 'some', 'a lot of', 'a little', etc.
1 reading  2 ironing  3 shopping  4 swimming
5 regretting  6 shouting  7 fighting  8 singing
9 encouraging  10 gardening

A3 The gerund as an uncountable noun after prepositions
1 cutting  2 digging  3 boxing  4 sleeping
5 making  6 computing  7 gardening  8 arguing
9 retiring  10 complaining

A4 The gerund as an uncountable noun after adjectives and possessives
1 thinking  2 thinking  3 refusing  4 not knowing
5 violin playing  6 cooking  7 training  8 shouting
9 singing  10 breathing

A5 The gerund as an uncountable noun after 'no' in prohibitions
1 parking  2 camping  3 waiting  4 smoking
5 trespassing  6 fishing

A6 The gerund as a countable noun in the singular and plural
1 a painting  2 paintings  3 a Leonardo drawing
4 Leonardo drawings  5 a new recording
6 a banging  7 a ringing  8 recordings  9 a turning
10 turnings

A7 The gerund after 'the', 'this' and 'these'
1 cooking  2 shopping  3 burning  4 writing
5 drawings  6 turning  7 making  8 recording
9 paintings  10 recordings

A8 The gerund followed by an object
1 repairing  2 Eating  3 Running  4 doing  5 giving
6 Digging  7 changing  8 Making  9 making
10 making

A9 Perfect gerund forms, active
1 having disturbed  2 having taken  3 having lost
4 your having helped  5 having worked

A10 Perfect gerund forms, passive
1 his having been fired  2 his having been promoted
3 having been dismissed  4 having been found out
5 having been posted

16.5B Context
1 cooking  2 eating  3 Working  4 sitting
5 smoking  6 eating  7 smoking  8 breathing
9 Cultivating  10 exporting  11 flavouring
12 adding  13 shopping  14 Musing  15 having eaten
16 Being  17 living

16.6 Verb + the '-ing' form
16.6A 'I deny taking it'
Possible answers
1 making  2 living  3 being questioned  4 taking
5 having missed  6 fishing ... fishing  7 cleaning
8 mending

16.6B 'Start him working'
1f  2c  3b  4d  5a  6e  7h  8g
16.6C 'We appreciate your helping us'
1f 2b 3d 4e 5a 6c

16.6D 1 can't imagine my mother(s) approving'
Possible answers
1 I can't excuse her not answering our invitation.
2 You must pardon me not getting up.
3 Would you mind Jane/Jane's practising in the room next to yours?
4 I can't bear him/his whistling when I'm trying to concentrate.
5 They can't prevent us/our escaping.
6 Please forgive Jim/Jim's arriving so late.
7 I really miss you/your bringing me breakfast in bed.
8 Fancy you/your meeting Miss Smithers!

16.6E Context
flying 2 letting 3 you flying 4 travelling
5 learning 6 flying 7 doing 8 me (or my) asking
9 your far you) flying? 10 anyone (or anyone's) disapproving

16.7 Adjectives, nouns and prepositions + '-ing'

16.7A Adjectives + '-ing' form (gerund) or to-infinitive
We can use -ing or the to-infinitive in all these sentences:
1 finding/to find 2 telling/to tell 3 being told/to be told
4 finding/to find 5 helping/to help 6 driving/to drive
7 finding/to find 8 arranging/to arrange

16.7B Adjective + '-ing' form (participle)
1 John gets bored watching TV all the time.
2 Sylvia is frantic getting ready for the wedding.
3 I got tired waiting so long for an answer.
4 Jane's occupied making lists.
5 We're busy decorating our house.

16.7C Common expressions followed by '-ing'
1 It's no good complaining 2 It's just not worth worrying 3 There's no point in trying
4 What's the use of apologizing? 5 There's nothing worse than owing

16.7D Preposition + '-ing'
D1 preposition + '-ing'
1 paying 2 shouting 3 pulling 4 trying
D2 Adjective + preposition + '-ing'
1 acting 2 playing 3 complaining 4 sailing
5 riding 6 playing 7 sewing 8 missing
9 finding 10 understanding

D3 Verb + preposition + '-ing'
1 doing 2 working 3 stealing 4 disturbing
5 passing 6 trying 7 entering 8 entering
9 helping 10 interrupting 11 losing 12 stealing
13 succeeding 14 seeing 15 getting 16 asking

16.7E The '-ing' form after 'to' as a preposition
1 I'm used to doing all my own shopping.
2 I'm accustomed to living on my own.
3 I object to being kept waiting.
4 I look forward to seeing you soon.
5 He's resorted to writing begging letters.
6 I'm resigned to being criticized.

16.7F Context
1 to appreciate/appreciating 2 playing
3 playing 4 playing 5 whispering 6 finding
7 sitting 8 sitting 9 rattling

16.8 The fo-infinitive or the '-ing' form?

16.8A Verb + fo-infinitive or '-ing': no change in meaning: 'begin to read/reading'
1 to work/working 2 to think 3 to talk/talking
4 to eat/eating 5 to go/going 6 to see/seeing
7 to play/playing 8 to tell/telling 9 to understand

16.8B Verb + to-or '-ing': some changes in meaning: 'I love to read/reading'
1 watching/to watch (same meaning)
2 waiting (in general) is preferable 3 to tell
4 waiting 5 eating ... eating 6 to have 7 to come

16.8C Verb + to-or '-ing': different meanings: 'remember to post/posting'
1 visiting 1b to lock 1c to phone 2a being
2b to find out 2c to go 3a to stop 3b drinking
4a to look 4b talking 5a dancing 5b to take
6a to tell 6b staying

16.8D Context
1 delivering 2 pushing 3 to push 4 pushing
5 having 6 opening 7 using

296