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Focus on Grammar

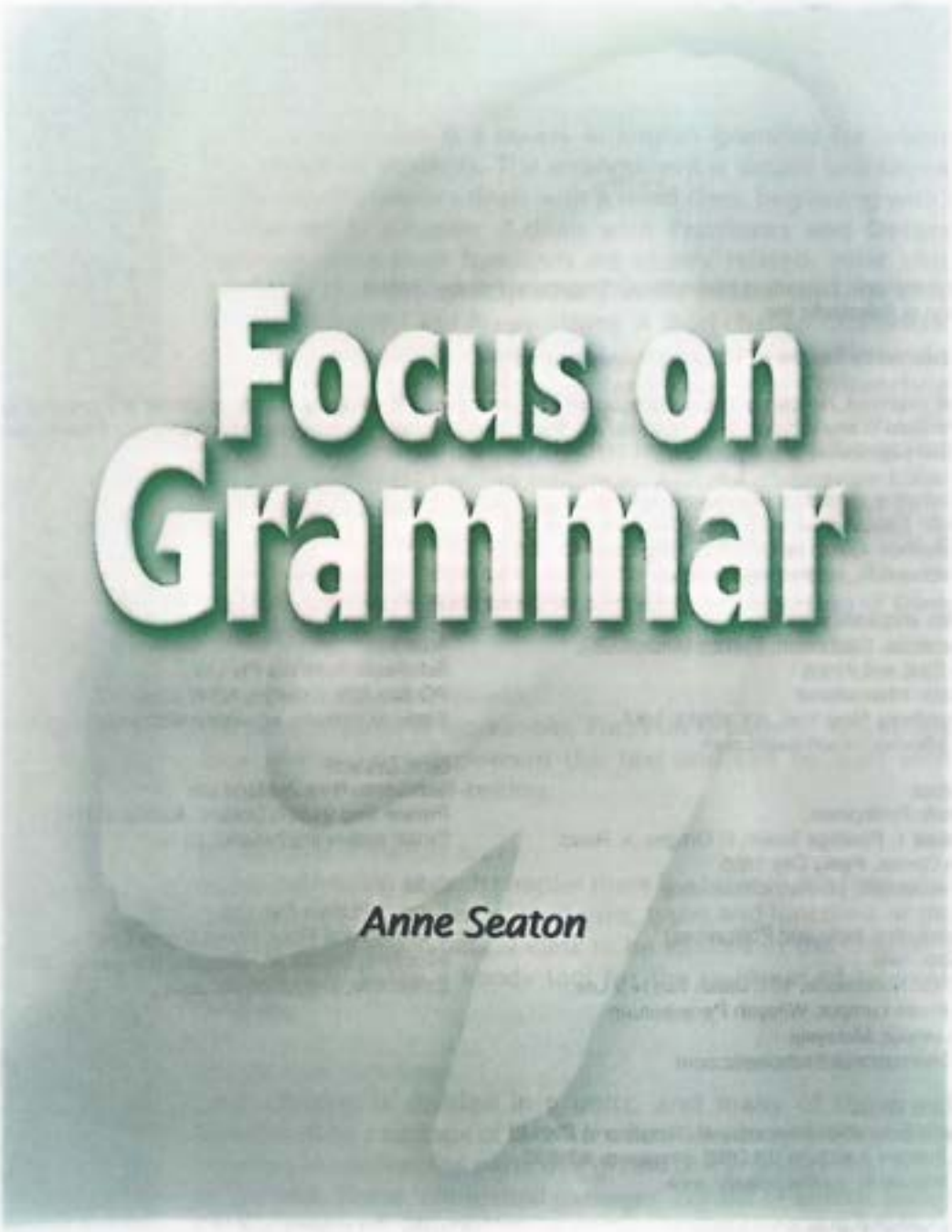
A comprehensive course in English grammar for intermediate and advanced students

Anne Seaton

- Comprehensive in coverage, clear and concise in explanation
- Numerous example sentences and language notes
- Ideal for both classroom use and self-study

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PREFACE

Focus on Grammar is a course in English grammar for intermediate and advanced students. The arrangement is simple and logical. Each of the earlier chapters deals with a word class, beginning with **Nouns** in Chapter 1. Chapter 2 deals with **Pronouns and Determiners** together, since their functions are closely related. After that come individual chapters on **Adjectives**, **Verbs** (with a separate chapter on **Tenses**), **Adverbs** and **Prepositions**. A short chapter on **Phrasal Verbs** follows, appropriately, since phrasal verbs are a combination of verb plus adverb or preposition. Chapter 9 combines **Conjunctions** with the dependent topic of **Clauses**. Chapter 10 shows how clauses are used to form **Sentences**, and Chapter 11 explains the grammatical functions of **Phrases** within sentences. A useful chapter on **Ellipsis and Substitution** follows, showing how, in discourse, speakers and writers use pronouns, auxiliary verbs and other 'short cuts' to refer back to what has already been said, so as to avoid repetition. The final two chapters deal with **Punctuation** and with the reporting of **Direct and Indirect Speech**.

Accompanying workbooks

The graded series of workbooks, ***Focus on Grammar*, Workbooks 1–4**, were written to complement this text and can be used with it for consolidation and self-testing.

Grammatical 'family trees'

At the beginning of each chapter there is a table in the form of a family tree, giving an overview of the forms, types and functions of the word class or other grammatical class to be studied in the chapter ahead. These tables make a handy tool for the purposes of reference and revision.

Contextual passages

Each chapter is divided into units, and many of these units are introduced by a passage of text in the form of a story, letter or discussion, showing in context the particular grammatical feature that is the focus of the unit. These 'contextual passages' consist of several paragraphs, each paragraph illustrating a certain point, or set of points, with explanatory notes in the margin. The stories and discussions are, in themselves, of topical interest, and add an element of entertainment*.

Text arrangement

Within each unit the text progresses from grammatical point to grammatical point in clearly headed sections. Each point is followed up by a generous number of lively examples, while, scattered throughout the text, are frequent tinted or boxed notes with headings such as 'Language Help', 'Grammar Help' and 'Spelling Help', which explain complications or warn of exceptions. The 'Did you know?' notes give background information that will interest readers.

Use of colour

Green is used as a second colour throughout the text for headings, bullet points and tinted notes, but, as demonstrated below, has another useful function in the presentation of grammatical points.

It will be noticed that **black bold** is used to highlight the feature under discussion in grammatical statements and in the examples that follow such statements. For example:

In written narratives, **adverbs of manner** sometimes come in **initial position**:

- ***Slowly*** *things returned to normal.*
- ***Cautiously*** *I turned the door handle.*
- ***Reluctantly*** *he let the doctor examine his wound.*

In some cases an accompanying word needs to be highlighted too and, in these cases, green bold is used, so that the highlighted features are kept distinct. For example:

- ***Direct*** and ***straight*** are used with adverbs, and adverbial phrases, of direction:
- *We're flying* ***direct*** *to Barcelona.*
- *Come* ***straight*** *home.*

This scheme is applied also in the 'contextual passages'. Underlining is used from time to time in the text for additional highlighting.

Acknowledgements

My thanks are due to George Davidson for reading the first few chapters and making many useful suggestions, and to Robert Allen, with whom I have had much valuable and productive discussion on grammar.

Anne Seaton
2007

* It should be noted that, in the 'contextual passages', the punctuation rule – a new line for a new speaker – is often broken, in the interests of confining the points under consideration to a single paragraph.

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INTRODUCTION

Grammar for learners

It was not until the mid 20th century that it was realized that the presentation of English grammar must be radically altered if it was to be of any benefit to learners of English. Traditionally English grammar had been analysed in terms of Latin grammar: the wrong things were emphasized, and not nearly enough attention was paid to the real issues in English. Verbs were taught without reference to the fact that many combined regularly with adverbs or prepositions to form phrasal verbs. Noun gender was misguidedly given prominence because in Latin and Greek and many other languages nouns for things as well as people have gender, and the articles and adjectives used with them change form accordingly. In English, gender-specific nouns are rare – they relate only to the family (eg *father, mother, boy, girl*), to some animals (eg *lion, lioness*), to some titles (eg *prince, princess*) and to some jobs (eg *waiter, waitress*). The only important thing in these cases is to use the right pronouns (*he, she*) and possessives (*his, her*) with them.

Again, grammarians of the past would focus on the distinction between concrete and abstract nouns. For grammatical purposes, this distinction is unimportant. The important distinction is between countable nouns, which can be used with ***a/an*** and be made plural, and uncountable nouns, which are not normally used with ***a/an*** or made plural.

Another advance has been the recognition of determiners as a separate class from adjectives, with which they were formerly (and in native-speaker dictionaries still are) classified. Learners need to see how identifying determiners such as *this, those, my, your* and quantifying determiners such as *few, more, some* behave very differently from ordinary adjectives such as *cold, green, silly*.

It has been the aim of this book to give detailed information on the grammatical issues that are of real importance to learners.

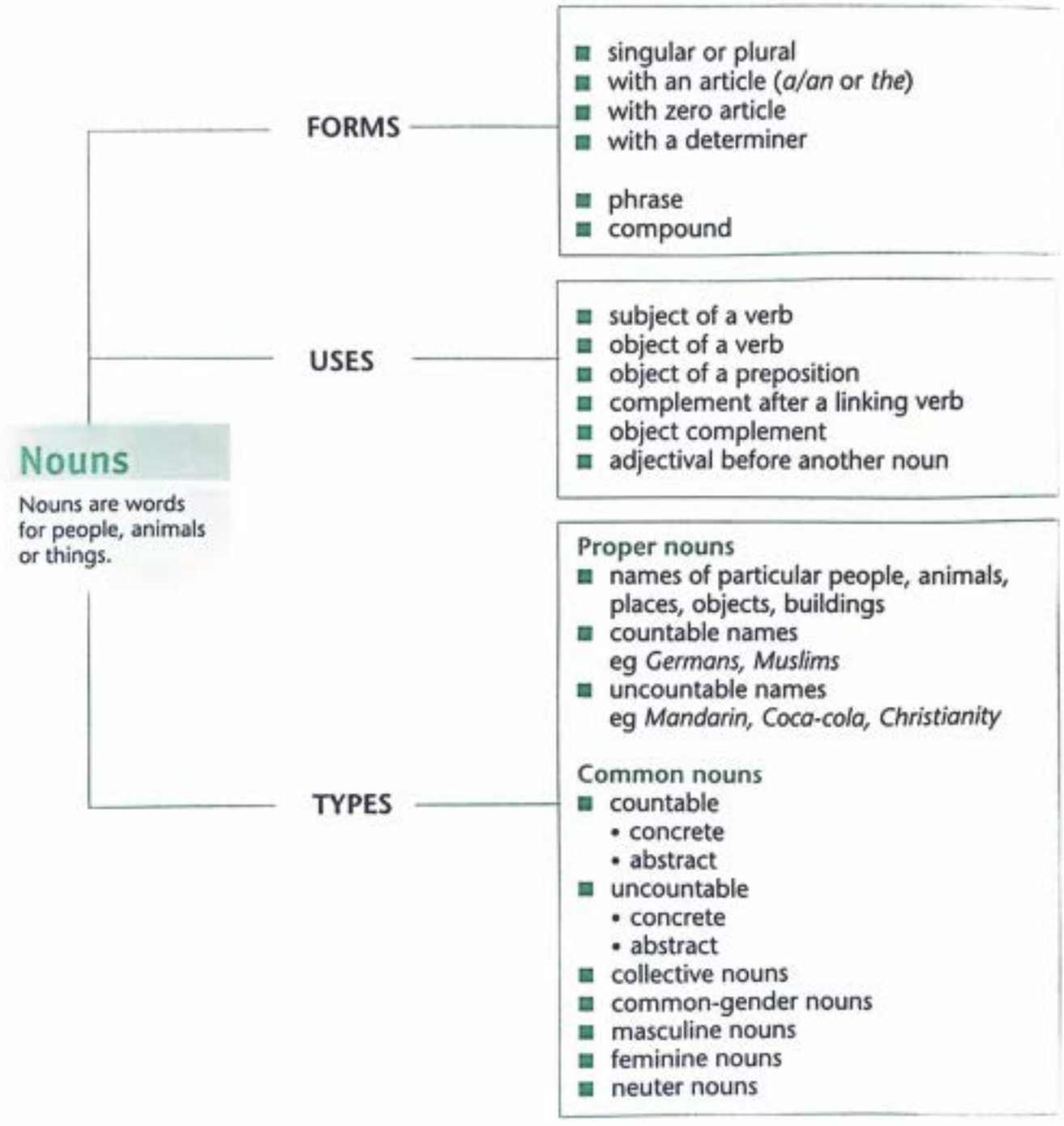
Changing grammar

Learners need also to understand how English grammar is changing, which forms are being lost and which of these may be worth preserving. The present perfect tense, for example, is gradually losing out to the simple past, but has a real value in indicating a link with the present situation. The difference between *I lost my purse* and *I have lost my purse* is that you know from the latter that the purse is still missing. The former leaves you in doubt. Comparative forms are disappearing too: learners and even native speakers tend to reject *cleaner, fresher, fitter* in favour of *more clean, more fresh,* and *more fit*. Then there is the preference for the *to*-infinitive over the preposition + verbal noun, for example *I'm interested to see the art gallery*, instead of the idiomatic *I'm interested in seeing the art gallery*. And *might*, which usefully signalled an unreal condition (as in *I might have missed you if you hadn't waved*) is being replaced by the ambiguous *may*.

These and other developments are noted and assessed in this book, and help is provided in the use of the older idiomatic forms.

CHAPTER

1 Nouns



UNIT 1

WHAT IS A NOUN?

NOUNS IN CONTEXT

'I'm just going along to the **shop** on the **corner** to buy **vegetables** and collect the **newspapers**,' called Kay to her **mother**. I won't take the **dogs** – when they bark they annoy **people** and frighten **children**.'

'Well, you can take them for a **walk** up the **hill** or round the **park** later – it'll be good for them to get away from **home**,' said her **mother**. 'They haven't had an **outing** for a **while**, so they do need some **exercise**. This **weather** is ideal.'

Kay picked up her **shopping bag**, opened the **front door**, and stepped out on to the **footpath**. A **van-driver** stopped for her as she used the **pedestrian crossing**. It was **a lovely warm day** as she headed for **the shop on the corner**.

The sun shone down. Kay enjoyed **its warmth** as she ran along to **the end** of **the street**. The shop was actually **a small supermarket** now, but everybody still called it **'the shop'** or 'the **corner** shop'.

After getting her **purchases**, **Kay** went to the **counter**, where **Mrs Lang** was in **charge**. 'Oh,' she said, 'Your **dad** ordered a **copy** of *The New Scientist*. I'll fetch it for you.' 'Funny,' said **Kay**. 'Neither **Mum** nor **Dad** mentioned it.'

'Just **forgetfulness**, I expect, dear,' said Mrs Lang. 'It's **a symptom** of increasing **age**, you know. They say **knowledge** comes with **experience**, but **loss** of **memory** is one of the **hazards** they don't mention!'

Mrs Lang had been **manageress** of the corner shop for many years, ever since the first **manager**, Mr Green, had died. The **staff** was always changing, so the **public** were appreciative of the continuity provided by Mrs Lang.

Nouns may be **singular** or **plural**. Plural nouns usually end in **s**. But some plural nouns don't end in **s**.

Nouns can be used with the articles the or a/an. Some nouns (such as **home**, **school**) can be used without an article. Determiners such as possessives, quantifiers and demonstratives can be used with nouns.

Nouns need not be single words: they may be **compounds** (consisting of two or more words). Or they may be **phrases** (usually called **noun phrases**).

A noun can be the **subject** or **object** of a verb, or the **object** of a preposition. A noun can be a **complement** after a linking verb or after the object of a transitive verb. A noun can be used **attributively**, like an adjective, before another noun.

The names of particular people, places, things, buildings and publications are **proper nouns**. They have capital letters. Other nouns are **common nouns**. Some nouns can used both proper nouns and common nouns.

Nouns can be **countable** or **uncountable**. Countable nouns can be used with **a/an** or made plural. Uncountable nouns are not normally made plural, and can be used without an article. Countable and uncountable nouns can both be **abstract**.

Some nouns for occupations distinguish between **masculine** and **feminine gender**, but most are **common-gender**. **Collective nouns** represent a group of people: they may take a singular or plural verb.

Nouns are naming words

In origin a **noun** is a **name**. The word **noun** comes from Latin ***nomen***, meaning name.

Nouns are words, or 'names', for example, for:

- **people**

brother	*child*	*father*	*mother*	*person*	*sister*
lawyer	*librarian*	*manager*	*nurse*	*singer*	*teacher*

- **animals and other living creatures**

bear	*carp*	*cat*	*deer*	*dog*	*eel*
giraffe	*jackal*	*leopard*	*parrot*	*whale*	*wolf*

- **things**

  This includes **concrete** things (that you can see and touch):

arm	*face*	*foot*	*hand*	*leg*	*nose*
fork	*knife*	*paper*	*pencil*	*spoon*	*table*

- and **abstract** things (that you can't see or touch):

aim	*beauty*	*belief*	*friendship*	*hope*	*idea*
lie	*plan*	*silence*	*sleep*	*thought*	*truth*

Nouns are what you talk *about*

You can't say very much *without* using nouns. Statements, questions and so on are normally *about* nouns:

- *A **spider** is an **animal**, not an **insect**.*
- *Do we need **milk** and **bread**?*

You may have noticed that most of the words in any general English dictionary are nouns.

Nouns act as the subjects and objects in sentences

For example:

*The **stranger*** [subject] *rang the **doorbell*** [object].

Nouns can be singular or plural

Most nouns represent **items**. You can talk about one or more than one item.

- The noun is **singular** when it refers to one item:

  a carpet *the floor* *the door* *a wall*

- The noun is **plural** when it refers to more than one item:

  windows *curtains* *cushions*

Most nouns are made **plural** by adding an *s*. Nouns that can be made plural are called **countable** nouns.

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In grammar the **singular** or **plural** aspect of nouns is called **number**.

- But some nouns are words for **masses** rather than individual items:

  bread *milk* *rice*
  snow *sugar* *water*

and some nouns are words for **qualities** or **concepts**:

anger *beauty* *contentment* *health* *history* *truth*

As a general rule, nouns of these kinds are not made plural. They are called **uncountable** nouns.

Nouns can be used with articles, possessives and other determiners

- You use the articles *a/an* and *the* with nouns:

  a newspaper *a journalist* *the news*

- or you may use possessives such as *my, his, their*:

  my brother *his friends* *their concerns*

- or you may use other determiners, such as *this* and *that*:

  this room *that chair* *these cups*

Common nouns and proper nouns

Nouns come in two main types: **common nouns** and **proper nouns**.

- A **common noun** is a **word** for a person, animal, place or thing, for example:

  teenager *butcher* *hyena*
  station *candle* *enjoyment*

- A **proper noun** is the **name** of a *particular* person, animal, place or thing, for example:

  Jeanette *Taipei* *the Yangtze* *Lassie*
  September *The Hilton* *Reader's Digest* *the Internet*

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Nouns can consist of two or more words:

Mrs Jones
swimming pool
the Great Wall of China
school uniforms

A noun consisting of several words, such as *the Great Wall of China*, is called a **noun phrase**. We shall deal with noun phrases in the chapter PHRASES.

A noun such as *swimming pool* or *school uniform* or *hair-dryer*, made up of two words (often two nouns), is called a **compound noun**. See Unit 11.

UNIT 2

THE FUNCTIONS OF A NOUN IN A SENTENCE

Nouns can have several different grammatical functions. They can act as the **subject** or **object** of a verb, the **object** of a **preposition**, the **complement** of a **linking verb**, the **object complement** after a transitive verb, and an **adjective** used before another noun.

Nouns as subjects

A noun can be the **subject** of a **verb**:

- *The **students** were all reading quietly.*
- *My **photos** didn't come out very clearly.*
- *__Mum__ and __Dad__ usually get up about 6 am.*
- *Is that **light switch** faulty?*
- *Hasn't the **microwave oven** been repaired yet?*
- *How annoying __Dave__ can be sometimes!*

Nouns act as objects

A noun can be the **object** of a **verb**:

- *Have you fed the **cat**?*
- *Please don't interrupt the **speaker**.*
- *Did you enjoy that **movie**?*
- *Did you hear the **news** or the **weather forecast**?*
- *We didn't dare make a **sound**.*

Nouns as objects of a preposition

A noun can be the **object** of a preposition. Remember that a preposition always has an object (the prepositions are in green in the examples below):

- *I walked into the **sitting room**.*
- *He was working at his **desk**.*
- *You're standing on my **toe**.*
- *Which **lecture** are you going to?*
- *We often run along the **river bank** for **exercise** and **enjoyment**.*

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The **preposition** can be separated from its object. This happens in some questions and in certain other constructions that we shall deal with later:

- *__What gods__ do they believe in?*
- *__Which region__ are you from?*

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Two nouns may be joined together by a conjunction such as *and* or *or*, and so will share the grammatical function of subject of a verb, or object of a verb or a preposition:

- *Gales and rain showers will develop tonight.*
- *Please don't leave your coats or bags here.*
- *Sue wiped the dust off the tables and chairs.*

Nouns as complements after linking verbs

A noun can be a **complement** after a verb such as *be* or *become*:

- *I became an actress quite by accident.*
- *Are you a doctor?*
- *I feel a fool.*
- *Be a man!*
- *Lychees make a pleasant dessert.*

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A **verb** that takes a complement, such as ***be*** or ***become*** is called a **linking verb.**

Nouns as object complements after transitive verbs

A noun can also be a complement after a **transitive** verb, that is, a verb that takes an object. The **complement** is attached to the object:

- *She called* [transitive verb] *me* [object] *a fool* [complement].
- *And you call yourself an expert!*
- *We elected her captain.*
- *The others made me their spokesperson.*
- *The judges voted James the winner.*

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A verb that takes a **complement** after an object is called a **complex transitive verb.**

Verbs such as *elect, vote, make,* which take an object complement, can be used actively or passively:

- *We voted her the winner. (active)*
- *She was voted the winner. (passive)*

Nouns used adjectivally

Frequently in English you find a noun used **like an adjective** before another noun; the **first noun** describes or defines the second noun:

- *Rain clouds were approaching.*
- *We are planning to review the school curriculum.*
- *An Internet search will give you the answer.*
- *The Singapore weather is normally very humid.*
- *There were coffee stains on every surface.*

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A lot of well-established **compound nouns** are formed from two nouns in this way, with the first noun defining or describing the second:

bookcase	*coffee cup*
dining room	*handbag*
keyboard	*soupspoon*
swimming costume	*taxi rank*

(We shall deal in more detail with **compound nouns** in Unit 11).

UNIT 3

TYPES OF NOUNS

Nouns can be broadly classified into two main groups: **proper nouns** and **common nouns**.

Proper nouns

Nouns such as ***David*** and ***Mr Green*** and ***Friday*** have **capital letters**. These nouns are **names** for **particular** people or things. A name for a particular person, animal, thing or place has a capital letter and is called a **proper noun**.

Common nouns

All **other** nouns are called **common nouns**. Among common nouns there are the following types:

- **Countable and uncountable nouns**

  Countable nouns refer to things that can be made plural and so can be counted, such as *year, desk, lesson, voice*. Most nouns are made plural by adding **s**.

  Uncountable nouns refer to things that are normally singular and cannot be counted, such as *dirt, safety* and *biology*.

  Countable and **uncountable** nouns are often referred to as **count** and **uncount** (also **noncount**) nouns for short.

- **Concrete nouns and abstract nouns**

  Concrete nouns refer to things you can see and touch, such as *door* and *desk*.

  Abstract nouns refer to things you cannot see or touch, such as *safety, rule, name, lesson* and *voice*.

Both **concrete** and **abstract** nouns can be countable or uncountable. For example:

happiness (abstract and uncountable)

trick (abstract but countable)

finger (concrete and countable)

margarine (concrete but uncountable)

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Certain **proper nouns** (that is, nouns with capital letters) are uncountable. For example:

- A person of a certain nationality, such as a ***German***, is a countable noun.
- The language of a certain country, such as ***German***, is an uncountable noun.
- Beliefs such as ***Communism*** are uncountable nouns.
- The trade names of certain products, such as ***Coca-cola***, are uncountable nouns.

We shall deal in detail with **proper nouns** in Unit 7.

UNIT 4

COUNTABLE NOUNS

COUNTABLE NOUNS IN CONTEXT

Marion was walking along a **street** that she hadn't been in before when she noticed something that made her stop short. There, in a **shop window**, was a **dress**. It was in a **colour** that she loved, and in a **style** that suited her. She felt an **urge** to go in and ask about it. She believed in seizing an **opportunity** when it presented itself, and, anyway, she needed a **dress** for a **wedding** that she was soon to attend.

Countable nouns are used with the indefinite article *a* (or *an* if the noun begins with a vowel) when the noun is mentioned for the first time. **Countable nouns** used in general observations are also used with *a/an* (eg *Never take a risk unnecessarily*).

Marion stood in the **street** looking through **the window**, then opened **the door** and stepped into **the shop**. **The sales assistant** came from behind **the counter** and approached her. Marion pointed out the **dress** in **the window** and asked if she could try it on. 'Certainly,' said **the sales assistant**. She removed **the dress** from **the window**, gave it to Marion and showed her to **the fitting room**.

When a **countable noun** is mentioned a second time, it is typically used with *the* because listeners or readers know which thing or person is meant. *The* is also used with a **countable noun** if there is only one thing or person that the speaker or writer could be referring to.

Inside **the fitting room** Marion took off **her skirt** and **her blouse**. She looked at **her figure** sideways in **the mirror**. She would have to get rid of that **'spare tyre'** round **her waist** before this **wedding** that she'd been invited to. She resolved to try yet another **diet**. It was Marion's **habit** to be constantly dissatisfied with **her shape**.

As well as *a/an* and *the*, you can use **determiners** such as **possessives**, **demonstratives** and **quantifiers** with **countable nouns**, and with **possessives** formed from proper nouns with *'s*.

When she had removed her **clothes** and hung them on the **hooks** provided for **customers** to use, she reflected that **dresses** weren't really her thing. She was happiest in **trousers**. But **weddings** were **weddings**, and **people** wore **dresses** or **skirts** for them.

Countable nouns can be made plural, and most **plurals** are formed by adding *s* (or *es*). Some nouns are used only in the plural (eg *clothes*, *trousers*), and some plural forms (eg *people*) don't end in *s*.

This particular **dress** was in **a** deep blue **shade**, with **a** tight-fitting **waist** and **a** white **collar**. When Marion put it on and pulled up **the** long **zip**, she found it was **a** perfect **fit**. It was **a** wonderful **moment**. With **the** right **hat**, it would be **an** excellent **choice** for **the** forthcoming **wedding**.

Adjectives can be used before countable nouns, and they typically come between the **article** (or determiner) and the **noun**.

When Marion had paid for the dress and was walking home, she felt it was **the** prettiest **dress** she had ever bought and that the shop was **the** best **shop** in town.

When you use a **superlative adjective** with a **countable noun**, you use *the* before it.

What is a countable noun?

A **countable noun** (or **count noun** for short) is an **item**. You may refer to one or more than one item. Items can be **counted**. For example:

book	*child*	*desk*	*door*	*eye*	*idea*	*mistake*
person	*photo*	*rat*	*song*	*thing*	*window*	*word*

- Because you can refer to more than one such item, **countable nouns** can be made **plural**, usually by adding *s*:

books	*desks*	*doors*	*eyes*	*ideas*	*mistakes*
photos	*rats*	*songs*	*things*	*windows*	*words*

  But notice the irregular plurals ***people*** and ***children*** (we shall look at irregular plurals below).

- You cannot use a singular countable noun on its own. You use *a* or *an*, known as the **indefinite article**, before countable nouns:

a book	*a child*	*a door*	*an eye*	*an idea*	*a mistake*
a person	*a photo*	*a song*	*a thing*	*a window*	*a word*

  - *Sam lent me a book.*
  - *He's only a child.*
  - *Dad took a photo of me.*
  - *I've got an idea!*

Grammar Help

Instead of ***a/an*** you may use another determiner or a possessive form before a countable noun, such as ***this***, ***my***, ***Peter's***, or the definite article ***the***:

- *Dan hurt **his** eye.*
- *May I open **this** window?*
- *Please close **the** door.*
- *I heard **Dad's** car returning.*

We shall deal in detail with **determiners** in the next chapter, PRONOUNS AND DETERMINERS.

Using *a* or *an* with countable nouns

- The indefinite article *a* is used if the noun begins with a **consonant**. So you say *a bee, a cat, a dog, a frog* and so on.

- The indefinite article **an** is used if the noun begins with a **vowel**. So you say *an ant, an elephant, an iguana, an owl, an umbrella*, and so on.

Language Help

There are some exceptions to the ***a* + consonant** and ***an* + vowel** rule:

- You put ***an*** (not ***a***) before words that begin with an ***h*** that is not pronounced, as in the following words:

  an heir *an heiress* *an heirloom* *an honour* *an hour*

- You put ***a*** (not ***an***) before words that begin with a ***u*** that sounds like the word ***you***.

  a unicorn *a uniform* *a union* *a unit*

  a university *a user* *a utensil* *a U-turn*

Using *the* with countable nouns

- You use ***the*** with a countable noun when there is only one such thing or person in existence, or only one that you could possibly mean:
  - *Look at **the** moon!*
  - ***The** sky grew darker and darker.*
  - *May I switch on **the** television?*
  - *I'll turn on **the** oven.*
  - *I must phone **the** doctor.*
- You use ***the*** with superlatives and certain other words that make something unique:
  - *Where is **the** nearest supermarket?*
  - ***The** last train leaves at 9.40pm.*
- You use ***the*** with a countable noun when you have already introduced it with ***a/an***, and are mentioning it again:
  - *I'm going to wear a suit and a tie; **the** suit is ancient, but still quite smart.*
  - *I noticed a man and a woman talking nearby; **the** man looked about 60 and **the** woman 30.*

UNIT 5

PLURALS: FORMING AND USING THEM

Forming plurals

- Most nouns are made plural simply by adding *s*:

SINGULAR	PLURAL	SINGULAR	PLURAL
book	*books*	*nose*	*noses*
folder	*folders*	*store*	*stores*
idea	*ideas*	*table*	*tables*

Spelling Help

Nouns that end in ***e***, like ***home*** or ***store***, just add ***s*** to make the plural.

But notice that in the case of singular nouns that end in ***ce, se*** or ***ze***, like ***face, niece, case, nose, size***, adding an ***s*** makes another syllable. So the plurals ***faces, nieces, slices, cases, nooses, sizes*** all have two syllables, and the plurals ***surfaces, diseases, trapezes*** have three.

- Nouns ending in *ch, sh, s* or *x* add ***es*** to form the plural:

SINGULAR	PLURAL	SINGULAR	PLURAL
arch	*arches*	*ditch*	*ditches*
branch	*branches*	*flash*	*flashes*
brush	*brushes*	*match*	*matches*
bush	*bushes*	*sandwich*	*sandwiches*
dish	*dishes*	*wish*	*wishes*

Spelling Help

But notice the following plurals:

SINGULAR	PLURAL	SINGULAR	PLURAL
monarch	*monarchs*	*stomach*	*stomachs*

The ***ch*** in these words sounds like ***k***, so you add ***s*** only, not ***es***.

- Nouns ending in *oo* just add *s* to form the plural, and many nouns ending in single *o* do the same, including short forms such as ***kilo*** and ***hippo***:

SINGULAR	PLURAL	SINGULAR	PLURAL
avocado	*avocados*	*kimono*	*kimonos*
cello	*cellos*	*manifesto*	*manifestos*
cuckoo	*cuckoos*	*radio*	*radios*
embryo	*embryos*	*rhino*	*rhinos*

SINGULAR	PLURAL	SINGULAR	PLURAL
fiasco	*fiascos*	*studio*	*studios*
kangaroo	*kangaroos*	*video*	*videos*
hippo	*hippos*	*yoyo*	*yoyos*
kilo	*kilos*	*zoo*	*zoos*

- But some other well-known **o**-nouns add ***es***:

SINGULAR	PLURAL	SINGULAR	PLURAL
cargo	*cargoes*	*no*	*noes*
dingo	*dingoes*	*potato*	*potatoes*
echo	*echoes*	*tomato*	*tomatoes*
embargo	*embargoes*	*tornado*	*tornadoes*
hero	*heroes*	*veto*	*vetoes*

With some **o**-nouns both plural forms are acceptable:

SINGULAR	PLURAL	SINGULAR	PLURAL
buffalo	*buffalos/ buffaloes*	*memento*	*mementos/ mementoes*
halo	*halos/ haloes*	*mosquito*	*mosquito/ mosquitoes*
mango	*mangos/ mangoes*	*zero*	*zeros/ zeroes*

- Nouns that end in **y** form their plural by changing the *y* to *i*, and adding ***es***:

SINGULAR	PLURAL	SINGULAR	PLURAL
baby	*babies*	*jelly*	*jellies*
cherry	*cherries*	*lady*	*ladies*
diary	*diaries*	*library*	*libraries*
factory	*factories*	*lily*	*lilies*
fairy	*fairies*	*story*	*stories*
family	*families*	*trophy*	*trophies*

Notice also these nouns in which *y* is pronounced /aɪ/:

SINGULAR	PLURAL	SINGULAR	PLURAL
ally	*allies*	*spy*	*spies*
fly	*flies*		

But nouns with a vowel before the *y* just add ***s***:

Singular	*Plural*	*Singular*	*Plural*
bay	*bays*	*monkey*	*monkeys*
buoy	*buoys*	*toy*	*toys*
chimney	*chimneys*	*tray*	*trays*
donkey	*donkeys*	*trolley*	*trolleys*
jersey	*jerseys*	*turkey*	*turkeys*
key	*keys*	*valley*	*valleys*

Language Help

The noun **storey**, meaning a floor of a building, has the plural **storeys** in British English, but is usually spelt **story** in American English, with the plural **stories**.

- Some nouns that end in *f* have the plural ending *ves*; you change the *f* to *v*, and add *es*.

SINGULAR	PLURAL	SINGULAR	PLURAL
calf	*calves*	*self*	*selves*
elf	*elves*	*sheaf*	*sheaves*
half	*halves*	*shelf*	*shelves*
leaf	*leaves*	*thief*	*thieves*
loaf	*loaves*	*wolf*	*wolves*

But some nouns ending in *f* just add *s*:

SINGULAR	PLURAL	SINGULAR	PLURAL
belief	*beliefs*	*massif*	*massifs*
chef	*chefs*	*proof*	*proofs*
chief	*chiefs*	*reef*	*reefs*
gulf	*gulfs*	*roof*	*roofs*

But with some nouns ending in *f* both plural endings are acceptable:

SINGULAR	PLURAL	SINGULAR	PLURAL
dwarf	*dwarfs/dwarves*	*scarf*	*scarfs/scarves*
hoof	*hoofs/hooves*	*wharf*	*wharfs/wharves*

- These nouns ending in *fe* have the plural *ves*:

SINGULAR	PLURAL	SINGULAR	PLURAL
knife	*knives*	*wife*	*wives*
life	*lives*		

But these nouns ending in *fe* just add *s*:

SINGULAR	PLURAL	SINGULAR	PLURAL
café	*cafés*	*safe*	*safes*

Language Help

The originally French noun ***cafe*** and its plural ***cafes*** have two syllables and are usually spelt with an acute accent: ***café, cafés***.

- Nouns ending in *ff* and *ffe* just add *s*:

SINGULAR	PLURAL	SINGULAR	PLURAL
cliff	*cliffs*	*staff*	*staffs*
cuff	*cuffs*	*tariff*	*tariffs*
rebuff	*rebuffs*	*gaffe*	*gaffes*
sheriff	*sheriffs*	*giraffe*	*giraffes*

Language Help

The ***staff*** of an organization has the plural ***staffs***, but the musical ***staff*** (the set of five lines in which notes are written) has the plural ***staves***.

- The plural of some nouns is the same as the singular. Many such nouns are names for animals and fish; in some cases the s plural is also possible:

SINGULAR	PLURAL	SINGULAR	PLURAL
aircraft	*aircraft*	*heron*	*heron/herons*
bison	*bison*	*herring*	*herring/herrings*
buffalo	*buffalo/buffalo(e)s*	*salmon*	*salmon*
carp	*carp*	*sheep*	*sheep*
deer	*deer*	*shellfish*	*shellfish*
fish	*fish/fishes*	*trout*	*trout*

Language Help

You use the plural form ***fishes*** when you are talking about different kinds of fish, for example: *We are studying the various **fishes** of the Indian Ocean.*

Notice also these numbers:

SINGULAR	PLURAL	SINGULAR	PLURAL
dozen (=12)	*dozen/dozens*	*million*	*million/millions*
billion	*billion/billions*	*score* (=20)	*score/scores*
hundred	*hundred/hundreds*	*thousand*	*thousand/thousands*

Language Help

These words have the plural form without *s* when a number comes before them, for example:

***two dozen** roses, **three score** years, **four hundred** students, **five thousand** soldiers, **six million** dollars, **seven billion** pounds.*

But you say, for example:

- *She won **dozens** of prizes.*
- *'Did you receive any complaints?' 'Yes, **hundreds**.'*
- ***Thousands** of insects filled the air.*

- Certain well-known nouns have an irregular plural, different in form from the singular:

SINGULAR	PLURAL	SINGULAR	PLURAL
child	*children*	*man*	*men*
foot	*feet*	*mouse*	*mice*
goose	*geese*	*tooth*	*teeth*
louse	*lice*	*woman*	*women*

Language Help

- The plural noun ***people*** is normally used as the plural of ***person***, for example:
  - *There was one **person** serving in the shop and three **people** waiting to be served.*

  But ***persons*** is used in official notices, for example:
  - *This lift is designed to carry 12 **persons**.*
- The plural of the ***mouse*** that you use with your computer can be ***mice*** or ***mouses***.
- The old noun ***ox*** (a bull) has the plural ***oxen***.
- The noun ***human*** is not related to ***man***; it comes from the Latin adjective ***humanus***, so it has the regular plural ***humans***.
- The plural ***pence*** is used in prices, but the regular plural ***pennies*** can be used to refer to coins:
  - *The bus fare to the town centre was 50 **pence**.*
  - *Can you give me three **pennies**? I've no change.*

- Many words used in English come from other languages, especially Latin and Greek. Some of them add s in the normal way for the plural, but some keep the foreign form of plural. Many, however, can have both forms of plural. Here are some examples:

From Latin:

SINGULAR	PLURAL
antenna	*antennae* /an'teni/ or *antennas*
formula	*formulae* /'fɔ:mjuli/ or *formulas*
vertebra	*vertebrae* /'vɜ:təbri/
cactus	*cacti* /'kaktaɪ/ or *cactuses*
fungus	*fungi* /'fʌŋgaɪ/ or *funguses*
radius	*radii* /'reɪdiaɪ/ or *radiuses*
syllabus	*syllabuses* or (very rarely) *syllabi* /'sɪlɔbaɪ/
bacterium	*bacteria*
curriculum	*curricula* or *curriculums*
datum	*data*
medium	*media*

From Greek:

SINGULAR	PLURAL
basis	*bases* /'beɪsi:z/
crisis	*crises* /'kraɪsi:z/
oasis	*oases* /oʊ'eɪsi:z/
criterion	*criteria*
stigma	*stigmata* /'stɪgmətə/ or /stɪg'ma:tά/ or *stigmas*

From French:

SINGULAR	PLURAL
bureau	*bureaux* /'bjʊərouz/or *bureaus*
gateau	*gateaux* /'gatouz/or *gateaus*
tableau	*tableaux* /'tablouz/or *tableaus*

Plurals of compound nouns

- **Compound nouns** are nouns that consist of two words or more. Many compound nouns are written as one word, and their plural is formed in the regular way:

SINGULAR	PLURAL	SINGULAR	PLURAL
classroom	*classrooms*	*handphone*	*handphones*
dishwasher	*dishwashers*	*screwdriver*	*screwdrivers*

- When the compound noun is written as two words, or as two words joined by a hyphen, you add **s** to the second word:

SINGULAR	PLURAL	SINGULAR	PLURAL
book club	*book clubs*	*photo album*	*photo albums*
fire engine	*fire engines*	*shopping centre*	*shopping centres*
mobile phone	*mobile phones*	*word-processor*	*word-processors*

An exception is a compound consisting of a **noun + particle**, in which *s* is added to the noun:

SINGULAR	PLURAL	SINGULAR	PLURAL
passer-by	*passers-by*	*runner-up*	*runners-up*

Language Help

But notice *stand-in, stand-ins*, where the first element is not a noun but a verb.

- With most compound nouns of three words or more you add *s* to the first word, which is usually a noun:

SINGULAR	PLURAL	SINGULAR	PLURAL
commander-in-chief	*commanders-in-chief*	*lily-of-the-valley*	*lilies-of-the-valley*
cul-de-sac	*culs-de-sac*	*maid-of-honour*	*maids-of-honour*
lady-in-waiting	*ladies-in-waiting*	*son-in-law*	*sons-in-law*

Language Help

A **cul-de-sac** is a 'dead end', that is, a street that has a closed end and doesn't lead anywhere. It is a French compound, but in French it means 'the bottom of a bag'.

- But in some cases the first word isn't a noun, and *s* comes at the end of the whole compound:

SINGULAR	PLURAL	SINGULAR	PLURAL
forget-me-not	*forget-me-nots*	*ne'er-do-well*	*ne'er-do-wells*

Using nouns in the plural

Plural nouns can be used on their own in general statements:

- *I don't like* ***cats.***

or with ***some*** in specific situations; ***some*** acts as the plural of ***a/an***:

- *I heard* ***some cats*** *fighting during the night.*

or with a number:

- *My mother owns* ***three cats.***

or with ***the*** when it is clear which things or people you are referring to:

- *Let* ***the cats*** *out before you go to bed.*

or with other determiners, quantity words and possessive forms:

- *I won't have* ***those cats*** *in the bedroom!*
- *We don't allow* ***our cats*** *on the armchairs.*
- *I fed* ***Mum's cats*** *while she was away.*
- *There aren't* ***many cats*** *in this neighbourhood.*

We shall deal in detail with **determiners** in the next chapter, PRONOUNS AND DETERMINERS.

Some nouns are plural in form and are used with a plural verb:

- ***Bacteria*** *breed quickly in a warm atmosphere.*
- *Your clean* ***clothes*** *are in the drawer.*
- *The* ***contents*** *of the box were emptied on to the table.*
- *The faulty* ***goods*** *have been returned to the manufacturers.*
- *Were the* ***media*** *partly responsible for the crisis?*
- *The* ***remains*** *of the food are in the fridge.*
- *Surely those* ***scales*** *are inaccurate!*
- *Dad's* ***wages*** *have to support the whole family.*

Plural nouns that have no singular form

The following words are plural nouns and have no singular form:

cattle *folk* *people* *the police* *vermin*

- ***Cattle*** *are grazing in the field.*
- *The* ***police*** *have caught the thief.*
- *Some* ***folk*** *think differently.*
- *Those* ***people*** *deserve to be punished.*

Vocabulary Help

Person is used as the singular of **people**, but is really a separate word and has its own more formal plural **persons.**

You can use **people** and **folk** as singular nouns to describe an individual race or nation; they have the plurals **peoples** and **folks**:

- *The Bedouins are a nomadic **folk**.*
- *We are reading about the **peoples** of the Sahara.*

Words for things that come in pairs are plural nouns

There are two kinds of pairs:

- things that have two corresponding parts joined together:

binoculars	*braces*	*glasses*	*goggles*	*jeans*	*pants*	*pliers*
scissors	*shears*	*shorts*	*spectacles*	*tights*	*tongs*	*trousers*

Vocabulary Help

In American English the 'pair' word equivalent to ***braces*** is ***suspenders***.

- things that consist of a set of two usually identical items that are used together:

boots	*chopsticks*	*gloves*	*pyjamas*	*sandals*	*shoes*
skis	*slippers*	*sneakers*	*socks*	*stockings*	*trainers*

Grammar Help

Notice that the plural determiners ***some, these, those*** are used with these plural nouns:

- *There's a hole in **these** jeans.*
- ***Those** skis are Dad's.*
- *I need **some** very strong scissors.*

You can use ***a pair of*** before these plural nouns in order to specify an individual set. Notice that ***a pair of*** is singular; the plural is ***pairs of***:

- *Here's a clean **pair of trousers** for you.*
- *Where's my other **pair of scissors**?*
- ***A pair of chopsticks** was enclosed in each food pack.*
- *Several **pairs of binoculars** were found in the tent.*
- *How many **pairs of undershorts** do you have?*
- *Dad has two **pairs of reading glasses**.*

UNIT 6

UNCOUNTABLE NOUNS

UNCOUNTABLE NOUNS IN CONTEXT

Many **uncountable nouns** are abstract words, representing qualities or concepts. Typically, uncountable nouns are not used with *a/an* or made plural.

Staff at the school in Mike and Jill's neighbourhood were appealing for **hospitality** from the local population for a party of French students who were coming to stay in the area and broaden their **education** by studying English **language** and **literature** at the school during the summer vacation. There was **enthusiasm** amongst local families for housing the students; Mike and Jill, whose own children had reached **adulthood** and left home, had offered **accommodation** to four of the students.

Many **uncountable nouns** are concrete – they are words for types of material or food, and are often called 'mass nouns'. In general contexts you can use them without a determiner. In specific contexts, *some* is often used; it has the same function as *a/an* does with countable nouns.

'What about **food** for our visitors?' said Mike, on the day before their arrival. 'I've been thinking about that,' said Jill. 'We must get along to the supermarket. We'll need some **bread**; and I wonder if they eat **butter** or **margarine**? If they're French they'll probably drink **wine**; and they probably like **cheese** and **fruit** too. And **meat** – they're unlikely to be vegetarians.'

Quantity words + *of* are frequently used as quantifying determiners (or 'quantifiers') with **mass nouns**.

'At least this house has plenty of **space** for visitors,' said Mike, 'and we have a lot of **crockery** and loads of **cutlery**.' 'We might need to borrow some **bed linen**,' said Jill.

As well as quantifying determiners, you can use 'unit' words, such as *bottle*, *slice*, *packet*, or measured quantities such as *gram* and *litre*, + *of* with **mass nouns**. Although the mass noun is not used in the plural, these units and quantities can be made plural and used with numbers.

At the supermarket they bought eight bottles of **wine**, four loaves of **bread**, several kilos of **fruit**, twenty slices of **ham** and a joint of **meat** for roasting, 400 grams of **cheese**, two litres of **milk**, half a kilo of **butter**, a bag of **salad**, ready washed, and a packet of **coffee**.

Some **mass nouns** can be used with *a/an* like countable nouns, or made plural, when you are referring to individual portions; so you can say *two cups of coffee* or *two coffees*.
After a negative, *any* takes the place of *some* before a **mass noun** (eg *I don't need any sugar*).
Notice that you can use possessives, demonstratives and adjectives with **uncountable nouns**.

'Thinking of **coffee**,' said Jill, 'I wouldn't mind a **coffee** or a **tea** before driving home.' They found their way to the supermarket café. 'Two **coffees**, please,' said Mike to the girl serving at the counter. 'Both with **milk**, and two **sugars** in mine, please.' The girl put two spoonfuls of **sugar** in his cup. Jill never took any **sugar** in her **coffee**. Mike carried the two cups of white **coffee** carefully over to the table. 'That **coffee** was extremely welcome,' said Jill as they left.

As with countable nouns, *the* can be used before **mass nouns** when it is clear from the context what the speaker or writer is referring to.

When they got home, they put the **shopping** on the kitchen table. Mike put the **wine** in the wine rack, the **bread** in the bread bin, the **fruit** in the fruit bowl and the **coffee** in the cupboard, while Jill put the **cheese**, the **meat**, the **milk**, the **butter**, and the **salad** into the fridge.

What is an uncountable noun?

We noticed that **countable** nouns are **items** (*floor, ceiling, door, window* and so on). By contrast, **uncountable** nouns cannot be regarded as items.

Uncountable nouns are typically nouns that do not form plurals. They can be divided into two main types: **concrete uncountable nouns** and **abstract uncountable nouns**.

- **Concrete uncountable nouns**
  Concrete uncountable nouns represent types of **food** or **material**; here are some examples:

air	*bread*	*butter*	*chalk*
cheese	*cloth*	*grass*	*coffee*
cotton	*cream*	*dust*	*electricity*
fog	*food*	*furniture*	*gas*
glass	*glue*	*hair*	*hay*
heat	*ice*	*ink*	*iron*
jam	*maize*	*metal*	*milk*
paint	*paper*	*plastic*	*powder*
rain	*rice*	*salt*	*sand*
scenery	*silk*	*silver*	*snow*
steel	*sugar*	*tea*	*toothpaste*
water	*wind*	*wine*	*wood*

  It is quite helpful to think of these kinds of material and food as **mass** nouns. Some grammarians actually use the term **mass nouns** for all uncountable nouns.

- **Abstract uncountable nouns**
  Abstract uncountable nouns represent **qualities** or **concepts**; here are some examples:

advice	*anger*	*beauty*	*chaos*
cookery	*darkness*	*despair*	*education*
enthusiasm	*fame*	*fear*	*freedom*
glamour	*glory*	*gossip*	*grammar*
gratitude	*grief*	*guilt*	*happiness*
harm	*haste*	*hatred*	*health*
heat	*help*	*history*	*honesty*
information	*love*	*luck*	*lust*
music	*obedience*	*pain*	*patience*
peace	*pity*	*punctuation*	*reality*
safety	*silence*	*sleep*	*speed*
transport	*warmth*	*wealth*	*work*

  As a general rule, you do not use **a/an** with uncountable nouns. You **do not** say, for example, *a milk* or *an anger*.

Nor, again as a general rule, do you make uncountable nouns plural. You **do not** say, for example, *happinesses* or *rices*.

Nor do you use numbers with uncountable nouns. You **do not** say, for example, *five breads*.

How uncountable nouns are used

- Uncountable nouns can be used on their own in general statements:
  - *I don't like **cheese**.*
- They can be used with ***some*** in a specific situation; ***some*** takes the place of the ***a/an*** you use with countable nouns:
  - *There's **some cheese** in the fridge and **a** knife on the table.*
- Uncountable nouns can be used with ***the*** when it is clear what you are referring to:
  - *Put **the cheese** back in the fridge.*
- They can also be used with other determiners, quantity words and possessive forms:
  - ***That cheese** is quite delicious!*
  - *I don't eat **much cheese**.*
  - ***My hair** needs a wash.*
  - ***Grandad's health** is deteriorating.*

We shall deal in detail with determiners in the next chapter, PRONOUNS AND DETERMINERS.

Uncountable nouns used as countable nouns

It is quite common for uncountable nouns also to be countable nouns, for example, in the sense of:

- **a variety of a material, food, etc:**
  - *The fastenings are made of **metal**.* (uncountable)
  - *Gold is **a precious metal**. **Metals** such as iron and steel are used in industry.* (countable)
  - *I love **cheese**.* (uncountable)
  - *Is this **a Dutch cheese**? **Dutch cheeses** are fairly mild.* (countable)
  - *I enjoy **a small glass of wine** at lunchtime.* (uncountable)
  - *This is **an Australian wine**. I prefer **French wines**.* (countable)
  - *We get **a lot of wind** in the autumn.* (uncountable)
  - *There is **a cold northerly wind** today. In summer we get warm southerly or southwesterly **winds**.* (countable)
- **a portion or helping of something:**
  - *I've made **a pot of coffee**.* (uncountable)
  - *Waiter! Another **coffee**! I ordered two **coffees** and three **teas**.* (countable)
  - ***Beer** is made from the fruit of the hop plant.* (uncountable)
  - *I feel like **a nice cold beer**. Shall I get **beers** for everyone?* (countable)

- **an object made of or connected with a material:**
  - *Don't waste **paper**.* (uncountable)
  - *I went out to buy **a paper**. We read about the fire in the **papers**.* (countable)
  - *Fire is a good servant but a bad master.* (uncountable)
  - *A welcoming **fire** was burning in the grate. The notice said 'NO **FIRES**'.* (countable)
  - *How long ago was **iron** discovered?* (uncountable)
  - *We've bought **a** new electric **iron**. The best **irons** have a steam option.* (countable)
  - *The pond was covered with **ice**.* (uncountable)
  - *Would you like **an ice**? There are strawberry or chocolate **ices** for sale.* (countable)
  - *The floor was covered with broken **glass**.* (uncountable)
  - *Mum poured the wine into **glasses**. We need **one more glass**.* (countable)
  - *The buildings are all made of **wood**.* (uncountable)
  - *The path led through **a wood**. The country used to be covered with **woods** and forests.* (countable)
- **an individual piece of something:**
  - *Helen has lovely wavy **hair**.* (uncountable)
  - *Mum pulled out **a grey hair**. Dad has lots of grey **hairs**.* (countable)
  - ***Chalk** is a soft type of rock.* (uncountable)
  - *Miss Lee has a box of coloured **chalks**. Does she have **a purple chalk**?* (countable)

It is possible to use **a piece of** and many other similar expressions before uncountable nouns:

a piece of advice	*a word of advice*	*a drop of blood*
a loaf of bread	*a piece of bread*	*a slice of bread*
a stick of chalk	*a wedge of cheese*	*a bar of chocolate*
a length of cloth	*a piece of cloth*	*a wisp of cloud*
a cloud of dust	*a speck of dust*	*a piece of furniture*
a pane of glass	*a blade of grass*	*a lock of hair*
a strand of hair	*a spoonful of honey*	*a block of ice*
a piece of information	*a jar of jam*	*a piece of music*
a piece of news	*a piece of paper*	*a sheet of paper*
a drop of rain	*a shower of rain*	*a grain of rice*
a pinch of salt	*a fall of snow*	*a flake of snow*
a bar of soap	*a cake of soap*	*a lump of sugar*
a drop of water	*a pool of water*	*a gust of wind*

You use such expressions in order to refer to a single unit of the 'mass' represented by an uncountable noun:

- *Add **a pinch of salt** to the pastry mixture.*
- *That's **a nice tuneful piece of music**.*
- *There wasn't **a speck of dust** to be seen anywhere.*

You can make the expressions plural and use numbers with them. For example:

- *Dave cut **three slices of bread**.*
- *I watched her put **four lumps of sugar** in her coffee.*

Grammar Help

- **fruit**

  The noun ***fruit*** is unusual. It is generally regarded as an uncountable noun:

  - ***Fruit** is good for you.*
  - ***A bowl of fruit** sat in the middle of the table.*

  You can use ***a piece of fruit*** to refer to a single apple, pear, banana, guava, and so on:

  - *I usually just eat **a piece of fruit** for lunch.*

  But when you are talking about **different kinds of fruit**, you can use ***fruit*** as a countable noun:

  - *Is a tomato a vegetable or **a fruit**?*
  - *They sell guavas, mangoes and other tropical **fruits**.*

  Fruit is sometimes treated as a plural:

  - *The tree produces small shiny purple **fruit**, which are poisonous.*

- **furniture, clothing, crockery, cutlery, luggage, stationery**

  Just as ***a piece of fruit*** refers to a single apple, pear, banana and so on, so ***a piece of furniture*** refers to a single chair, table, bed, and so on:

  - *Several **pieces of furniture** have been damaged, including the grandfather clock.*

  Similarly, ***a piece of clothing*** can be any of the clothes you wear, ***a piece of crockery*** can be a cup, plate, jug, bowl, etc; ***a piece of cutlery*** can be a knife, fork or spoon; a ***piece of luggage*** can be a bag, case or other item, and ***a piece of stationery*** can be any of the things you use for writing.

- **mathematics, news, measles, aerobics, bowls**

  Although these nouns look like plurals, they are uncountable nouns, and are used with a singular verb:

  - *The **news** is good.*
  - ***Mathematics** is my best subject.*
  - ***Measles** is a serious illness.*
  - ***Aerobics** is not as popular as it was.*
  - ***Bowls** is an old people's game.*

Vocabulary help

The short form of ***mathematics*** is ***maths*** in British English but ***math*** in American English.

Countable nouns used as uncountable nouns

Some countable nouns can be turned into uncountable nouns, for example, fruits or vegetables or other foods that can be divided into pieces or portions, or turned into a mass by cooking or beating:

- *I've bought **a melon**.* (countable)
- *There's some **melon** left. Would you like **a piece of melon**?* (uncountable)
- *I'd like three **potatoes**, please.* (countable)
- *There was **a bowl of mashed potato** on the table. Do have some **potato**.* (uncountable)
- *How many **fish** did you catch?* (countable)
- *Who would like this last bit of **fish**?* (uncountable)

Some abstract noun endings

■ -ness

Abstract nouns ending in ***ness*** are usually words for **qualities**:

coldness *greatness* *usefulness* *weakness*

The ending ***ness*** means the *state* of being cold, great, weak, useful and so on.

You form ***ness*** nouns by adding ***ness*** to *adjectives*:

ADJECTIVE	NOUN	ADJECTIVE	NOUN
bold	*boldness*	*dark*	*darkness*
dry	*dryness*	*dull*	*dullness*
eager	*eagerness*	*forgetful*	*forgetfulness*
friendly	*friendliness*	*great*	*greatness*
happy	*happiness*	*hard*	*hardness*
helpful	*helpfulness*	*ill*	*illness*
lazy	*laziness*	*lonely*	*loneliness*
loud	*loudness*	*mad*	*madness*
numb	*numbness*	*red*	*redness*
sad	*sadness*	*shy*	*shyness*
sick	*sickness*	*silly*	*silliness*
sly	*slyness*	*sweet*	*sweetness*
thick	*thickness*	*ugly*	*ugliness*
weak	*weakness*	*willing*	*willingness*

Spelling Help

Adjectives that end in ***y*** change the ***y*** to ***i*** and add ***ness***: *silly* → *silliness*.
But the adjectives ***dry***, ***shy*** and ***sly*** just add ***ness***: *sly* → *slyness*.

■ -ion

Many nouns ending in ***ion*** are **activity** words. They are related to verbs. The ending ***ion*** often means the **doing** of something, for example:

action = the process of **acting**

instruction = the process of **instructing**

rejection = the act of **rejecting**

Nouns ending in ***ion*** are formed in various ways from the Latin stems from which the verbs also come, so formation rules are not possible:

VERB	NOUN	VERB	NOUN
act	*action*	*add*	*addition*
admit	*admission*	*comprehend*	*comprehension*
conclude	*conclusion*	*confuse*	*confusion*
co-operate	*co-operation*	*create*	*creation*

decide	*decision*	*decorate*	*decoration*
dictate	*dictation*	*direct*	*direction*
discuss	*discussion*	*divide*	*division*
educate	*education*	*expand*	*expansion*
explore	*exploration*	*fascinate*	*fascination*
form	*formation*	*imitate*	*imitation*
instruct	*instruction*	*intend*	*intention*
invade	*invasion*	*omit*	*omission*
permit	*permission*	*persuade*	*persuasion*
promote	*promotion*	*reject*	*rejection*
repeat	*repetition*	*solve*	*solution*
subtract	*subtraction*	*tempt*	*temptation*

■ *-y, -ty, -ity*

Nouns that end in *y*, *ty* or *ity* are words for **qualities** and **states**. They are related to adjectives:

honesty = the quality of being **honest**
loyalty = the quality of being **loyal**
activity = the state of being **active**

Nouns ending in *y*, *ty* or *ity* are mostly formed in various ways from French or Latin stems from which the adjectives also come, so formation rules are not possible:

ADJECTIVE	NOUN	ADJECTIVE	NOUN
able	*ability*	*active*	*activity*
brutal	*brutality*	*courteous*	*courtesy*
equal	*equality*	*grave*	*gravity*
honest	*honesty*	*jealous*	*jealousy*
jolly	*jollity*	*loyal*	*loyalty*
major	*majority*	*mature*	*maturity*
minor	*minority*	*modest*	*modesty*
noble	*nobility*	*novel*	*novelty*
popular	*popularity*	*real*	*reality*
severe	*severity*	*timid*	*timidity*

And there are many other abstract nouns ending in *y*, *ty* or *ity*, with the meaning of a quality, state or activity. Some are formed straight from English words:

bravery	*delivery*	*discovery*	*eternity*	*fantasy*	*ferocity*
flattery	*forgery*	*liberty*	*majesty*	*misery*	*mockery*
mystery	*poverty*	*quality*	*quantity*	*recovery*	*robbery*
scenery	*snobbery*	*treachery*	*trickery*	*unity*	*variety*

■ *-ance, -ence*

Two other common endings for abstract nouns expressing a state or process are *ance* and *ence*.

Some are related to **verbs**:

VERB	NOUN	VERB	NOUN
annoy	*annoyance*	*appear*	*appearance*
assure	*assurance*	*attend*	*attendance*
clear	*clearance*	*disappear*	*disappearance*
exist	*existence*	*guide*	*guidance*
hinder	*hindrance*	*inherit*	*inheritance*
insist	*insistence*	*insure*	*insurance*
occur	*occurrence*	*perform*	*performance*
persist	*persistence*	*prefer*	*preference*
refer	*reference*	*utter*	*utterance*

Others are more closely associated with an **adjective**:

ADJECTIVE	NOUN	ADJECTIVE	NOUN
adolescent	*adolescence*	*benevolent*	*benevolence*
brilliant	*brilliance*	*confident*	*confidence*
convenient	*convenience*	*defiant*	*defiance*
dependent	*dependence*	*different*	*difference*
diligent	*diligence*	*disobedient*	*disobedience*
elegant	*elegance*	*eloquent*	*eloquence*
evident	*evidence*	*excellent*	*excellence*
extravagant	*extravagance*	*fragrant*	*fragrance*
ignorant	*ignorance*	*impatient*	*impatience*
important	*importance*	*inconvenient*	*inconvenience*
independent	*independence*	*intelligent*	*intelligence*
lenient	*lenience*	*magnificent*	*magnificence*
negligent	*negligence*	*obedient*	*obedience*
patient	*patience*	*permanent*	*permanence*
present	*presence*	*prominent*	*prominence*
prudent	*prudence*	*radiant*	*radiance*
relevant	*relevance*	*reluctant*	*reluctance*
resident	*residence*	*reverent*	*reverence*
significant	*significance*	*tolerant*	*tolerance*
vehement	*vehemence*	*vigilant*	*vigilance*

-hood

The ending ***hood*** is added chiefly to **nouns** to express the state of being a certain thing:

*child**hood*** = the state of being a child

*boy**hood*** = the state of being a boy

adulthood	*babyhood*	*boyhood*	*brotherhood*
childhood	*fatherhood*	*manhood*	*motherhood*
parenthood	*priesthood*	*sisterhood*	*womanhood*

The ending ***hood*** is also added to certain **adjectives**; for example, *likelihood* means the situation of being likely:

ADJECTIVE	NOUN
false	*falsehood*
lively	*livelihood*
likely	*likelihood*
unlikely	*unlikelihood*

Vocabulary Help

The nouns ***brotherhood***, ***sisterhood*** and ***priesthood***, as well as meaning the condition of being a brother, sister or priest, can also mean a religious community of, respectively, monks, nuns or priests.

Spelling Help

Nouns ending in ***y*** keep the ***y*** before ***hood***: *baby* → *babyhood*.

Adjectives ending in ***y*** change ***y*** to ***i*** before ***hood***: *likely* → *likelihood*.

Strictly, ***livelihood*** is not formed from *lively* + *hood*, but from an old word *liflad*, life course.

-ment

The ending ***ment*** is added mainly to **verbs**, and means the doing of something, or the state produced by the verb:

*manage**ment*** = the activity of **managing**

*amaze**ment*** = the state of being **amazed**

accompaniment	*adjustment*	*adornment*
amazement	*amusement*	*assessment*
enlightenment	*equipment*	*fulfilment*
management	*merriment*	*movement*
punishment	*statement*	*treatment*

Spelling Help

Words ending in ***y*** change ***y*** to ***i*** before adding ***ment***:

- *accompany* — *accompaniment*
- *merry* — *merriment*

Notice that in the case of ***merriment***, ***ment*** has been added to an adjective, ***merry***.

-our

Nouns ending in ***our*** have mostly come directly from nouns in Latin, French or older English. They are again words for qualities, states and activities:

behaviour	*candour*	*clamour*	*colour*
demeanour	*disfavour*	*dishonour*	*endeavour*
favour	*flavour*	*glamour*	*honour*
humour	*labour*	*odour*	*rigour*
rumour	*splendour*	*valour*	*vigour*

Spelling Help

Nouns ending in ***our*** are spelt ***or*** in American English: *behavior*, *honor*, *labor*, and so on.

The exception is ***glamour***, which keeps the same spelling in American English.

Did you know?

Glamour is in origin an alteration of ***grammar***. Both words were once associated with magic and the occult. Compare, as a parallel, the noun and verb meanings of ***spell***!

-tude

Nouns ending in ***tude*** have mostly come directly from Latin nouns. They represent states of mind and qualities:

aptitude	*attitude*	*fortitude*	*gratitude*
ingratitude	*lassitude*	*latitude*	*longitude*
magnitude	*platitude*	*servitude*	*solitude*

Grammar Help

- Many of the abstract nouns on these pages have an uncountable sense only; for example:
  friendliness, comprehension, modesty, obedience, motherhood, amazement

  But others can be used both as countable and uncountable nouns; for example:
  illness, weakness, action, conclusion, discussion, instruction, intention, ability, occurrence, reference, difference, falsehood, adjustment, movement
- Some are normally countable, for example: *decision, hindrance, platitude.*

  Some have both abstract and concrete meanings, for example: *decoration, adornment, equipment.*

UNIT 7

WHAT IS A PROPER NOUN?

Proper nouns are the names given to **particular** people, animals, places and things. They always begin with a **capital letter**.

Names of people and animals

- the names of your friends, acquaintances, members of your family, and your household pets:

  David, Diana, Hassan, Ivan, Kim, May Ling, Richard, Sumiko
  Dr Brown, Miss Lee, Mr Young, Professor Black
  Mum, Dad, Granny, Grandad, Auntie Jill, Uncle Robert
  Fido (a dog's name), *Felix* (a cat's name), *Polly* (a parrot's name)

Did you know?

You give a capital letter to words for family members such as ***Mum, Dad, Uncle, Aunt*** (or ***Auntie***), when you are using them as names. When you are using them as common nouns, you don't give them a capital letter:

- *May I go out, **Mum**? Sally's **mum** has invited me to tea.*
- *Trevor's **dad** is teaching him to play chess, so I've asked **Dad** to teach me too.*
- *Nobody else has an **uncle** as kind as **Uncle** Robert.*
- *I often stay with **Auntie** Jill and my other two **aunts**.*

- the names of people in fiction or make-believe:

Aladdin	*Ali Baba*	*Count Dracula*	*Harry Potter*
Jane Eyre	*Robin Hood*	*Robinson Crusoe*	*Santa Claus*

- the names of famous people in history and in the news today:

Abraham Lincoln	*Albert Einstein*	*Beethoven*
Charles Dickens	*Florence Nightingale*	*Mahatma Gandhi*
David Beckham	*Michael Jackson*	*Nelson Mandela*

Names of things

- the **months** of the year:

January	*February*	*March*	*April*	*May*	*June*
July	*August*	*September*	*October*	*November*	*December*

- the **days** of the week:

Sunday	*Monday*	*Tuesday*	*Wednesday*
Thursday	*Friday*	*Saturday*	

- the **festivals** of the year:

Christmas	*Easter*	*Hallowe'en*	*Independence Day*
Mother's Day	*Thanksgiving*	*Vesak Day*	*Yom Kippur*

- famous **buildings, monuments** and **places**:

St Paul's Cathedral	*the Great Wall of China*	*the Colosseum*	*Angkor Wat*
the Little Mermaid	*the Tower of London*	*the Taj Mahal*	*Borobodur*
the Grand Canyon	*the Arc de Triomphe*	*the Eiffel Tower*	*the Vatican*
the Statue of Liberty	*Sydney Opera House*		

Spelling Help

The names of buildings, monuments and places are often introduced by ***the***.
You don't usually give a capital letter to ***the*** or ***of***: *the Great Wall of China*.

- **countries, cities** and **towns**:

COUNTRY	CAPITAL	COUNTRY	CAPITAL
Belgium	*Brussels*	*China*	*Beijing*
Egypt	*Cairo*	*France*	*Paris*
Germany	*Berlin*	*Great Britain*	*London*
India	*New Delhi*	*Italy*	*Rome*
Japan	*Tokyo*	*Korea*	*Seoul*
Pakistan	*Islamabad*	*the United States*	
Thailand	*Bangkok*	*of America*	*Washington DC*

- **oceans, seas, lakes, rivers, mountains** and **islands**:

the Atlantic Ocean	*the Pacific Ocean*
the Indian Ocean	*the Adriatic Sea*
the Dead Sea	*the Mediterranean Sea*
Lake Malawi	*Lake Michigan*
the Thames	*the Yangtze*
the Andes	*the Himalayas*
the Rockies	*Mount Everest*
Mount Fuji	*Kilimanjaro*

Did you know?

You often use ***the*** before the names of **oceans, seas, rivers, mountain ranges** and groups of **islands**:

the Indian Ocean, the Black Sea, the Danube, the Drakensbergs, the Seychelles, the Philippines

- **titles** of **magazines, newspapers, books** and **movies**:
  - *Dad gets a magazine called **The New Scientist** every week.*
  - *I usually buy a copy of **The Times** on my way to work.*
  - *Have you read that story called **When the Machine Stopped?***
  - ***Sense and Sensibility** is a novel by Jane Austen.*
  - *There were long queues for **The Philosopher's Stone** outside the cinema.*
  - *We watched two old movies, **Over the Rainbow** and **The Bridge over the River Kwai**.*

Spelling Help

Unless they begin the title the articles ***the, a/an*** and prepositions such as ***of, over*** don't have capital letters; nor do conjunctions such as **and, or:**

- *Have you read Jonathan Swift's story **The Tale of a Tub**?*
- *My favourite children's book is **Swallows and Amazons** by Arthur Ransome.*
- *John Steinbeck wrote a novel called **Of Mice and Men**.*

■ **languages:**

Czech	*Danish*	*Dutch*	*English*	*Filipino*
French	*German*	*Hungarian*	*Irish*	*Italian*
Japanese	*Malay*	*Mandarin*	*Norwegian*	*Rumanian*
Russian	*Spanish*	*Swedish*	*Tamil*	*Welsh*

■ **beliefs and their followers:**

BELIEF	FOLLOWERS	BELIEF	FOLLOWERS
Buddhism	*Buddhists*	*Christianity*	*Christians*
Communism	*Communists*	*Hinduism*	*Hindus*
Islam	*Muslims*	*Judaism*	*Jews*

Groups of people

■ **business companies and other organizations:**

- *This book is published by **Learners Publishing** of Singapore.*
- *David Beckham used to play for **Manchester United** but he moved to **Real Madrid**.*
- *The earthquake victims are receiving aid from the **Red Cross** and **Oxfam**.*

■ **the people of a country:**

COUNTRY	PEOPLE	COUNTRY	PEOPLE
Australia	*Australians*	*Britain*	*the British*
Canada	*Canadians*	*China*	*the Chinese*
Egypt	*Egyptians*	*France*	*the French*
Germany	*Germans*	*India*	*Indians*
Indonesia	*Indonesians*	*Italy*	*Italians*
Japan	*the Japanese*	*Korea*	*Koreans*
Malaysia	*Malaysians*	*Pakistan*	*Pakistanis*
Russia	*Russians*	*Singapore*	*Singaporeans*
South Africa	*South Africans*	*Spain*	*Spaniards*
Sweden	*Swedes*	*Switzerland*	*the Swiss*
Thailand	*Thais*	*the Netherlands*	*the Dutch*
the Philippines	*Filipinos*	*the United States of America*	*Americans*
Wales	*the Welsh*		

Grammar Help

Since **proper nouns** are in principle the names of **individual** people and things, you don't usually make them plural or use ***a/an*** or determiners and numbers with them. For example, you don't usually talk about *a London* or *three Albert Einsteins*.

But there are situations in which you can use proper nouns as countable nouns:

- *You're brilliant at maths — you'll be an Albert Einstein one day!*
- *There are two John Browns at my school.*
- *There's a London in Ohio, and another London in Kentucky.*

And notice these points:

- A person from a particular country is a countable noun:
  an Indonesian; two Spaniards.
- A believer in a particular faith is a countable noun:
  a Muslim; several Christians
- Beliefs and languages are uncountable nouns:
  - *There isn't much Communism left in Europe.*
  - *I've already learnt some English.*
- Names for some products are uncountable nouns:
  - *Burgundy is my favourite French wine.*
  - *Could you get me a can of Diet Coke?*
  - *I removed the error with a dab of Tippex.*
- Recurring points in the calendar such as days of the week, months and festivals can be countable nouns:
  - *Mondays are always busy for me.*
  - *Is the twelfth a Friday?*
  - *We decided one May to take an early holiday.*
  - *We had some very happy Christmases together.*

UNIT 8

NOUNS USED WITH ZERO ARTICLE

Quite a lot of nouns, many of them countable, are used without the articles *a/an* or *the* in certain situations. For example:

- *What did you learn at **school** today?*
- *Is Dad back from **work** yet?*
- *We're a long way from **home**.*
- *Are you going into **town**?*
- *You'll end up in **prison**!*
- *Helen is still at **college**.*

These nouns behave rather like proper nouns without capitals. They are environments known to the speaker and hearer for certain typical activities. Dropping the article is like calling them by their own name.

Nouns used with zero article include the following:

- **standard places** and **institutions**, typically used with prepositions, especially *to, from, at*:
  - *Few folk go to **church** nowadays.*
  - *I start **university** in the autumn.*
  - *I never learnt much at **school**.*
  - *I didn't enjoy **school** at all.*
  - *His mum visited him every week in **prison**.*
  - *I've been in **town** doing some shopping.*
  - *Actually I'm still in **bed**!*
  - *The injured man was taken to **hospital**.*
  - *Hi! I'm phoning from **work**.*
  - *I'll be at **home** all evening.*

Grammar Help

- The use of **zero article** indicates **general** rather than specific reference. You use articles when you are being specific. Contrast:

WITH ZERO ARTICLE	WITH AN ARTICLE
• *I never liked **school**.*	• *I went to a good **school**.*
• *Jim was sent **to prison**.*	• *The **prison** was on the outskirts of Oxford.*
• *Well, I'm off **to bed**.*	• *I'd better make **the bed**.*
• *I usually walk **to work*** (= my office or place of work).	• *The **work** is very demanding.*

Grammar Help

- Notice that **home** drops the preposition **to** but needs **at** and **from**. In American English **at** is also dropped:
  - *I got **home** about six thirty.*
  - *We were only a few miles **from home**.*
  - *Is your dad **at home**?* (British English) *Is your dad **home**?* (American English)
- In British English you are **at school** when you are attending a school, but in American English you are **in school**.

- **time nouns**, typically used with the **prepositions** *after, at, before, by*:
  - *The creatures are active at **night**.*
  - *They emerge from their burrows after **dark**.*
  - *It must be funny working by **night** and sleeping by **day**.*
  - *The darkest time is just before **dawn**.*
  - *By **evening** the weather had improved.*
  - *Can't this discussion wait till **morning**?*

Language Help

But notice:
- *We'll concentrate better in **the morning**.*
- *There was a thunderstorm during **the night**.*

- **seasons**:
  - ***Winter** comes early in the mountains.*
  - *By **autumn** the fruit should be quite ripe.*
  - *We plant the seeds in **spring**.*
  - *In **summer** the children go without shoes.*

Language Help

But **the** can be used without any change of meaning:
- *We plant the seeds in **the spring**.*

And you use **the** for specific situations:
- *I begin my course in **the autumn*** (= the autumn of this year).

- **meals**:
  - ***Breakfast** is at eight o'clock.*
  - *Sleep well! I'll see you at **breakfast**.*
  - *Let's talk about this after **lunch**.*
  - *Would you like a drink before **dinner**?*

- **transport nouns used with** *by*:
  - *We can travel to Manchester by **bus**.*
  - *The larger items will be transported by **train**.*
  - *Did you come by **car** or by **bike**?*
  - *We'd get there more easily by **plane**.*
  - *Was the message sent by **post** or **e-mail**?*
  - *The parcel went by **sea** instead of by **air**.*

Language Help

But articles or determiners are needed with other prepositions:
- *I came on **the bus**.*
- *We went in **the car**.*
- *Ted gets to work on **his bike**.*

Notice also:
- *I go to work on **foot*** (not *by foot*).
- *The letter was delivered by **hand**.*

UNIT 9

COLLECTIVE NOUNS

What is a collective noun?

Collective nouns are words for **groups** of people or things. The typical collective noun is a body made up of individual people:

the air force	*the army*	*an audience*	*a band*
a board	*a choir*	*a class*	*a club*
a committee	*a community*	*a company*	*a corporation*
a crew	*a crowd*	*an élite*	*a family*
a firm	*a gang*	*the government*	*a group*
a jury	*the navy*	*an orchestra*	*a party*
the press	*the public*	*the staff*	*a team*

Although these collective nouns are **singular**, they are often used with a **plural verb**, especially when you are thinking of the group as several **individual** people. When you think of the group more as a **unit** than as several people, you usually use a **singular** verb. For example, you can say:

- *My family comes from Hong Kong.*
- *My family were pleased to see me again.*
- *The staff consists of a manager and four sales assistants.*
- *The staff are pleased with their pay rise.*
- *Our team has a good chance of victory.*
- *Our team have been practising hard.*
- *The public rarely gets a say.*
- *The public are admitted on weekdays.*
- *The committee is too large.*
- *The committee are considering further action.*

Grammar Help

- In American English collective nouns usually have a singular verb:
  - *The orchestra was tuning up.*
- If you use a singular verb, you usually refer to the body as ***it***; if you use a plural verb, you refer to the body as ***they***:
  - *The community has grown and it needs its own recreation centre.*
  - *The community want their own recreation centre and they are prepared to build and staff it themselves.*
- Collective nouns can of course themselves be made plural:
  - *Rival gangs make the public streets unsafe at night.*
- Businesses are group nouns and may have a singular or plural verb:
  - *The bank have/has refused me a loan.*
  - *Learners Publishing are/is advertising for more staff.*

Some of the **collective nouns** shown above can be used with *of* + a plural noun:

- *A **crowd** of fans had gathered outside the theatre.*
- *Ahead of us on the road was **a party** of cyclists.*
- *A **gang** of art thieves have got away with a priceless painting.*
- *We're expecting a visit from **a class** of schoolchildren today.*
- *The **board** of directors are unanimous on this issue.*
- *There's **a family** of mice living under the floorboards.*
- *A **firm** of builders has been contracted to do the work.*
- *A **team** of researchers have discovered a cure for baldness.*
- *The charity is run by **a body** of volunteers.*
- *The **troop** of marchers kept well in to the side of the road.*
- *The contestants performed one by one before **a panel** of judges.*
- *In Act Two **a troupe** of actors are welcomed to the court by Hamlet.*
- *Quiet, kids! You're behaving like **a horde** of savages!*

There are some special collective nouns for **groups of animals, birds** and **fish**, for example:

*an **army** of ants*	*a **flock** of birds*	*a **herd** of cattle*
*a **brood** of chickens*	*a **litter** of cubs*	*a **school** of dolphins or whales*
*a **herd** of elephants*	*a **gaggle** of geese*	*a **shoal** of herring*
*a **stud** of horses*	*a **swarm** of bees*	*a **litter** of kittens*
*a **pride** of lions*	*a **troop** of monkeys*	*a **watch** of nightingales*
*a **litter** of puppies*	*a **flock** of sheep*	*a **pack** of wolves*

Did you know?

- You can use ***flock*** for several kinds of bird, for example *geese* and *pigeons*.
- You can use ***herd*** for various kinds of cattle, for example *bison* and *buffalo*.
- ***School*** can be used for *porpoises* as well as *dolphins* and *whales*.

As with collective nouns for groups of people, collective nouns for animals may take a singular or plural verb, depending on whether they are considered as a unit, or as behaving individually:

- *The swarm of bees **was** now clinging to a tree trunk.*
- *A herd of cattle **were** slowly crossing the road in front of us.*

There are some useful nouns for use with groups of **things**:

*a **wad** of bank notes*	*a **string** of beads*	*a **peal** of bells*
*a **pile** of books*	*a **series** of books*	*a **hail** of bullets*
*a **pack** of cards*	*a **stack** of chairs*	*a **set** of dishes*
*a **clutch** of eggs*	*a **chain** of events*	*a **block** of flats*
*a **bunch** of flowers*	*a **bunch** of grapes*	*a **range** of hills*
*a **row** of houses*	*a **bunch** of keys*	*a **list** of names*
*a **pile** of newspapers*	*a **range** of numbers*	*a **pile** of plates*

a suite of rooms	*a bouquet of roses*	*a fleet of ships*
a galaxy of stars	*a flight of steps*	*a heap of stones*
a nest of tables	*a set of tools*	*a clump of trees*
a cluster of trees	*a flotilla of yachts*	

A singular verb is normal with these expressions:

- *The suite of rooms was perfect for our purpose.*
- *A clump of trees was visible on the skyline.*

But a plural verb is always possible when circumstances demand:

- *The series of books were published at the rate of two per year.*

Uncountable collective nouns

We saw in **Unit 6** (on uncountable nouns) that the nouns *clothing, crockery, cutlery, fruit, furniture, luggage* and *stationery* are uncountable.

But they refer to **groups** of things of various kinds, for example, *furniture* refers to chairs, tables, beds, and so on, and *clothing* refers to all kinds of garments. So these nouns can be regarded as a kind of collective noun.

We saw that you can refer to individual items as, for example, *a piece of clothing, a piece of fruit, a piece of furniture.*

You can also use **group** words with these uncountable collective nouns:

a set of crockery
two sets of cutlery
a suite of furniture
a luxury set of luggage

Plural nouns

Some people regard these plural nouns that do not end in *s* (see **Unit 5**) as collective nouns:

cattle *folk* *people* *the police* *vermin*

They take a **plural verb**:

- *People have different points of view.*
- *These vermin are to be exterminated.*

UNIT 10

WHAT IS GENDER?

Gender refers to the division of nouns into **masculine, feminine** and **neuter.**

- **Masculine** nouns are words for men and boys, and male animals and birds, for example, *father, son, nephew, bull, drake.* These nouns belong to the **masculine gender.**
- **Feminine** nouns are words for women and girls, and female animals and birds, for example, *mother, daughter, niece, cow, hen.* These nouns belong to the **feminine gender.**
- **Neuter** nouns are words for things, for example, *table, chair, window, honesty, anger, wit.*

There is also a class known as **common gender.** Nouns that belong to this class can refer to both males and females, for example, *child, baby, relation, teacher, painter.*

Masculine, feminine and common-gender nouns

In many other languages gender is very important grammatically because the form of the articles and of adjectives used with nouns can change according to gender.

Look, for example, at the differences between masculine and feminine forms in French and German:

French

feminine: *une belle fille* (a beautiful girl)

masculine: *un beau garçon* (a beautiful boy)

German

feminine: *eine gute Frau* (a good woman)

masculine: *ein guter Mann* (a good man)

But forms do not change in this way in English, so gender is not nearly so important in English grammar as it is in the grammar of other languages. The important thing in English is to use the right personal pronouns to refer to nouns of different genders, that is, **he** to refer to masculine nouns, **she** for feminine nouns and **it** for neuter nouns. Relative pronouns have to match too: **who/whom/that** for people and **which/that** for neuter nouns.

- Below are some **masculine** and **feminine** nouns for people. In the third column are some **common-gender** nouns you can use for males or females.

MASCULINE	FEMININE	COMMON-GENDER
boy	*girl*	*child*
man	*woman*	*person*

MASCULINE	FEMININE	COMMON-GENDER
father	*mother*	*parent*
son	*daughter*	*child*
brother	*sister*	*sibling*
grandfather	*grandmother*	*grandparent*
uncle	*aunt*	—
nephew	*niece*	—
husband	*wife*	*spouse, partner*
bridegroom	*bride*	—
fiancé	*fiancée*	—
actor	*actress*	*actor*
author	*authoress*	*author*
chairman	*chairwoman*	*chairperson/chair*
duke	*duchess*	—
emperor	*empress*	*monarch, sovereign*
fireman	—	*firefighter*
gentleman	*lady*	*person*
host	*hostess*	—
king	*queen*	*monarch, sovereign*
landlord	*landlady*	—
manager	*manageress*	*manager*
master	*mistress*	—
millionaire	*millionairess*	—
poet	*poetess*	*poet*
policeman	*policewoman*	*police officer*
prince	*princess*	—
sculptor	*sculptress*	*sculptor*
spaceman	*spacewoman*	*astronaut*
steward	*stewardess*	*(flight) attendant*
waiter	*waitress*	—
wizard	*witch*	—

Did you know?

- Nowadays words for people – men or women – that end in ***man***, for example, ***chairman***, are avoided. Nor do 'politically correct' people approve of using a pair of words such as ***chairman*** and ***chairwoman***. Instead, a **common-gender** word is used, for example, ***chairperson*** or simply ***chair***.
- Another thing is happening: feminine forms of nouns ending in **ess** are disappearing from use. Women prefer to be called ***sculptors***, ***actors*** and ***authors*** rather than ***sculptresses***, ***actresses*** and ***authoresses***.

- There are many other nouns for people that belong to the **common gender**, for example:

accountant	*acrobat*	*architect*	*artist*	*baby*
dancer	*dentist*	*doctor*	*editor*	*engineer*
lawyer	*officer*	*president*	*prime minister*	*pupil*
reporter	*scientist*	*singer*	*student*	*teacher*

- Many **names for animals** distinguish between male and female:

ANIMAL	MASCULINE	FEMININE
cat	*tom (cat)*	*cat*
cattle	*bull*	*cow*
chicken	*cock/cockerel/rooster*	*hen*
deer (large)	*stag*	*hind*
deer (small)	*buck*	*doe*
dog	*dog*	*bitch*
duck	*drake*	*duck*
fox	*(dog) fox*	*vixen*
goose	*gander*	*goose*
horse	*stallion*	*mare*
leopard	*leopard*	*leopardess*
lion	*lion*	*lioness*
peacock	*peacock*	*peahen*
pig	*boar*	*sow*
sheep	*ram*	*ewe*
tiger	*tiger*	*tigress*

Neuter nouns

Common nouns other than masculine, feminine and common-gender nouns are all **neuter**. They are nouns for **things**, and they range from concrete objects, substances, places and so on to qualities and other abstract things. For example:

arm	*book*	*broom*	*carpet*	*cave*	*chair*
cloud	*computer*	*day*	*dream*	*drill*	*eye*
fire	*floor*	*friendship*	*gas*	*gymnasium*	*hospital*
idea	*law*	*love*	*marriage*	*museum*	*peace*
pen	*penknife*	*rice*	*salt*	*school*	*stick*
stool	*stupidity*	*table*	*talent*	*tennis*	*work*

Pronouns and determiners used with masculine, feminine, neuter and common-gender nouns

You use ***he, him, his*** etc to refer to **masculine** nouns:

- *We called the **waiter** and **he** brought the menu.*

Focus on Grammar

You use ***she, her*** etc to refer to **feminine** nouns:

- *My **niece** is taking **her** final exams in June.*

You use ***it, its*** etc to refer to **neuter** nouns:

- *The **box** was so large that we didn't think **it** would fit into the car.*

You can use ***he*** and ***she*** to refer to animals that you know, or whose sex you know:

- *Our **dog** was barking **his** head off.*
- *The **cat** lifted **her** kittens one by one into the basket.*
- *The **lioness** had placed **herself** within pouncing distance.*

You can use ***it*** to refer to animals and even babies, especially if you do not know their sex:

- *There's a baby on the block that cries all night – I wish **its** parents would stop **it** yelling like that.*
- *I think that **cat** has hurt **itself**.*

Common-gender nouns cause difficulty. In formal English, you refer to common-gender nouns with ***he or she, his or her,*** etc where the person's sex is not known or mentioned:

- *A good **teacher** knows how to deal with the disruptive pupils in **his or her** class.*

Informally, you can use ***they, their,*** etc:

- *A good **teacher** knows how to deal with the disruptive pupils in **their** class.*

Some people object to using the plural ***they, their, them*** to refer to a singular noun (***teacher***). In order to avoid the problem, you can often make the noun plural:

- *Good **teachers** know how to deal with the disruptive pupils in **their** classes.*

With everyday common-gender nouns such as ***person*** and ***child*** the plural ***they, their, them*** is very frequent and quite acceptable:

- *Some careless **person** has left **their** bag behind.*
- *A **child** could hurt **themselves** badly on that broken swing.*

UNIT

11 WHAT IS A COMPOUND NOUN?

COMPOUND NOUNS IN CONTEXT

My **brother-in-law** Dave works for the **travel agency** at which I booked my **package holiday**. He warned me that with all the new **security checks** at **airports** and other inevitable **hold-ups**, there were likely to be long delays, but I couldn't resist a bargain and booked a **holiday apartment** in Ibiza for a week's **rest cure**.

I had taken a **calculated risk** in accepting this **cheap offer**, but, when I arrived at the terminal, I began to have **second thoughts** about travelling at all. There was a crush of people, and I can't stand **human bodies** in close proximity. Kids were exercising their **vocal cords** by screaming, and being pacified with **hot dogs** and other **fast foods**. I nearly contacted Dave on my **mobile phone** to see if I could make a **last-minute** cancellation.

I was to travel by **charter flight** to Ibiza. I waited in an endless queue to get my **hold luggage** checked in, was finally handed my **boarding card**, then proceeded through **passport control** to the **departure gate**, where I got my **hand baggage** scanned. Eventually I reached the **departure lounge**.

The place was seething with hundreds of **holiday-makers**. Apparently the **flight-recorder** on the plane due to take them to Marbella was faulty, and their flight had been cancelled. Many of them were close to losing their **self-control**. Meanwhile, the bar was running out of food and drink, the **cash-dispenser** had run out of money, and the **air-conditioning** had failed.

I needed some sort of **pick-me-up** in this **hell-on-earth**, and managed to grab a **whisky-and-soda** before the bar shut down.

Finally our flight was called; there were no further **setbacks**, and from **take-off** to **touch-down** I slept soundly. And I'm pleased with the **set-up** at these apartments in Ibiza: the **layout** is convenient and there's a grand **knees-up** (party) in the public bar every night. It's the best time I've had since the **break-up** with my boyfriend, and has provided a much-needed **top-up** to my energies.

Compound nouns are nouns that consist of two or more words; they may be written 'solid', like *airport*, or as separate words, which may be hyphenated.

Some compound nouns are in the combination **adjective + noun**. If the compound is used adjectivally before another noun, it is hyphenated.

Some compound nouns are in the combination **noun + noun**, with the first noun used 'attributively' (acting as an adjective) before the second.

Some compound nouns are in the combination **noun + noun**, with the first noun serving as the **object** of the second noun. Such combinations should be hyphenated.

Three-word compound nouns are formed in a variety of syntactical combinations, and are usually hyphenated.

A lot of two-word compound nouns consist of **verb/noun + particle** (a short 'direction' adverb).

What is a compound noun?

Compound nouns are nouns consisting of two words or more.

- They may be written 'solid', that is, as a **single word**, for example:

classroom	*fireman*	*homework*	*keyboard*
takeover	*textbook*	*toothpaste*	*dishwasher*

- They may be written as **two words**:

fire alarm	*book club*	*signal box*	*window frame*
mobile phone	*dining room*	*table lamp*	*paper weight*

- Or they may be written with one or more **hyphens**:

cash-dispenser	*house-warming*
major-general	*runner-up*
self-control	*sister-in-law*
take-off	*wine-cooler*

Spelling Help

Guidance on hyphens in compound nouns is given in Chapter 13, on PUNCTUATION.

Grammar Help

See **Plurals of compound nouns** in **Unit 5** in this chapter.

Formation of compound nouns

Compound nouns are made up in various ways.

- **adjective + noun**

black magic	*common sense*	*mobile phone*
right angle	*standard English*	*static electricity*
virtual image	*yellow fever*	

Did you know?

The adjective *right* in *right angle* means 'straight'.

- **noun + noun**

There are three types:

- The first noun acts like an **adjective** defining or describing the second noun:

classroom	*face cream*	*holiday camp*	*homework*
horseshoe	*picture frame*	*smoke alarm*	*swimming costume*

Grammar Help

The word *swimming* in *swimming costume* is a **verbal noun** or **gerund**; its meaning is 'the activity of swimming'. So the compound means 'a costume for the activity of swimming'.

- The first noun is the **object** of the second noun:

book-binding	*bus-driver*	*cash-dispenser*	*childminder*
concrete-mixer	*dishwasher*	*firefighting*	*lawbreaking*
lawnmower	*screwdriver*	*self-control*	*word-processor*

- The compound is a *combination* of two things. Several **military ranks** have been created by combining the names of two ranks:

shampoo-conditioner	*lieutenant-colonel*
major-general	*sergeant-major*

- **noun or verb + adverb (called a particle):**

break-in	*break-out*	*breakthrough*	*break-up*
flypast	*layout*	*passer-by*	*runner-up*
singalong	*sit-in*	*take-off*	*takeover*

- **compounds made up of three or more words,** typically beginning with a **noun** and **preposition:**

commander-in-chief	*lady-in-waiting*	*lily-of-the-valley*
love-in-idleness	*matron-of-honour*	*mother-in-law*
forget-me-not	*ne'er-do-well*	

CHAPTER

2 Pronouns and Determiners

PRONOUNS AND DETERMINERS IDENTIFY AND QUANTIFY NOUNS

Pronouns

Pronouns stand alone. They represent or refer to nouns. Like nouns, they function as:

- subject or object of a verb
- object of a preposition
- complement of a linking verb, or object complement

— TYPES —

- **Personal pronouns**
  - **subject pronouns**
    I, you, he, she, it, we, they
  - **object pronouns**
    me, you, him, her, it, us, them
  - **reflexive pronouns**
    myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
  - **possessive pronouns**
    mine, yours, his, hers, ours, theirs
- **Demonstrative pronouns**
  this, that, these, those
- **Indefinite pronouns**
  somebody/someone, anybody/anyone, everybody/everyone, nobody/no-one, something, anything, everything, nothing
- **Interrogative pronouns**
  who, whom, whose, what, which
- **Relative pronouns**
  who, whom, whose, which, that

Determiners

Determiners function like adjectives and are used before nouns.

Many can be used as pronouns, without a following noun.

Some determiners can combine with each other.

TYPES

- **Possessive determiners**
  my, your, his, her, its, our, their
- **Demonstrative determiners**
  this, that, these, those
- **Quantifying determiners**
  - **relating to plural nouns**
    few, a few, fewer, many, several, both
  - **relating to plural or uncountable nouns**
    all, some, none of, enough, a lot of, lots of, more, most, plenty of
  - **relating to uncountable nouns**
    little, much, less
  - **relating to singular countable nouns**
    another, every, each, one of, either, neither
  - **relating to singular, plural or uncountable nouns**
    any, half, no
  - **other determiners**
    only, other, such
  - **numbers:** cardinal, ordinal, fractions, multipliers
- **Interrogative determiners**
  what, which, whose
- **The articles**
  a/an
  the

UNIT 12

WHAT ARE PRONOUNS AND DETERMINERS?

PRONOUNS & DETERMINERS IN CONTEXT

Pronouns stand in place of nouns; for example, **personal pronouns** substitute for proper nouns or common nouns that have just been mentioned. *It* can refer to a situation as well as to a thing (or an animal or baby whose sex is unknown).

Determiners are used before nouns, like adjectives. The personal pronouns have possessive forms called **possessive determiners**. There are also possessive forms that stand alone, called **possessive pronouns**, eg *hers*.

Something, anything, everything and *nothing* are **indefinite pronouns**; the matching determiners, *some, any, every, no* are included among the **quantifying determiners**.

This, that, these and *those* are **demonstrative determiners** and can be used without a following noun as **demonstrative pronouns**.

The *wh*-words are **interrogative determiners** and **pronouns**, and some act also as **relative pronouns**, introducing relative clauses; *that* is another relative pronoun.

The definite article *the* and the indefinite article *a/an* are included in the determiner class.

Lucy had just discovered that **she** was pregnant, and both **she** and Mark were delighted about **it**. However, **it** meant that **they** would have to look for somewhere bigger to live. The flat had been Mark's bachelor flat before **he** married Lucy, and **it** was scarcely big enough even for the two of **them**, let alone for a baby as well, and all the equipment **it** would need. '**We** must look around for a place that will accommodate all of **us**,' said Lucy.

A small house with three bedrooms and a garden would suit **their** needs, but was **their** income sufficient for the rent? Mark had a good job and **his** salary would soon increase with promotion, but Lucy would be giving up **hers** in order to look after **her** child, for she was intending to stay at home during **its** babyhood.

'I've found **something** at last!' said Mark as he arrived home **some** days later. My colleague Ken wants to let the lower half of his house, with the garden. 'I don't think we'll find **anything** better. If we've **nothing** on tonight we could go round and see if there are **any** problems. If **everything**'s OK, there's **every** reason why we should accept, and the rent should present **no difficulty**.'

'**That**'s wonderful!' said Lucy. 'Look!' she cried later, as they were looking round the property, '**this room** will make an ideal nursery; **those** windows are just the right height.' Mark was in the kitchen. '**This** is great,' he said to himself. '**These** cupboards here will hold all our crockery, and **those** will take the cleaning equipment; and **that** alcove will be just right for the dining table.'

'**Which** room should be the sitting room, and **which** should be our bedroom?' said Lucy as they met in the hallway. 'And **what** furniture shall we need to buy?' asked Mark. '**What**'s here?' asked Lucy, opening the door into a small workroom. '**Who** should have this room, I wonder?' 'I think you should,' said Mark, 'since you're the one **who**'ll be working at home.' 'Great!' said Lucy. 'I've been thinking of taking work **that** will bring in some cash, and there are several firms to **whom** I can offer my freelance services.'

The result was that they accepted **the** offer and decided to rent **the** property from Ken for **the** foreseeable future. Ken promised in **the** meantime to find **a** decorator to paint all **the** rooms. That would take **a** while, but they could probably move in during **the** summer. Mark and Lucy were thrilled with what they considered **a** splendid bargain.

Pronouns and **determiners** are words with the task either of **identifying** the things or people you mean, or of **quantifying** how many or how much of them you mean.

What is a pronoun?

- **Pronouns are substitutes for nouns.** They do the job of nouns and noun phrases by standing in place of them. *Pro-* means 'instead of', so *pronoun* means 'instead of a noun'. Pronouns usually **refer back** to a noun or noun phrase already mentioned, for example:
  - *My sister* (noun phrase) *has been clearing out our family home. She* (pronoun) *called me yesterday.*
  - *I've just found* ***a lot of books*** (noun phrase) *in the basement. What shall I do with them* (pronoun)*?*
  - *'****Those leather-bound volumes*** (noun phrase) *look quite valuable'. '****Which*** (pronoun) *do you mean?' '****Those*** (pronoun)*, I said, pointing to a separate pile.*
- Pronouns are **shortcuts.** They allow us to avoid repeating nouns and noun phrases, for example:
  - *My sister has been clearing out our family home.* ***She*** (= my sister) *called me yesterday.*
- Pronouns also make it clear to the listener or reader that the original noun or noun phrase is still being referred to:
  - *'I've just found a lot of* ***books*** *in the basement. What shall I do with* ***them*** (= the books)*?' '****How many*** *are there?* (= How many books are there?)*' 'At least* ***two hundred*** (= At least two hundred books)*.' 'Do you know* ***whose they*** *are?* (= Do you know whose books the books are?)*'*
- **Pronouns stand alone.** Since pronouns are substitute nouns they stand independently:
  - ***She*** *called* ***me*** *yesterday.*
  - ***What*** *shall I do with* ***them****?*

How do pronouns work grammatically?

Since pronouns stand in place of nouns they perform the same functions as nouns.

- Pronouns can be the **subject of a verb**, for example:
  - ***They*** *don't understand.*
  - ***Many*** *apply but* ***few*** *are chosen.*
  - ***This*** *works OK.*
- Pronouns can be the **object of a verb**, for example:
  - *Jane made* ***it.***
  - *The witch changed* ***herself*** *into a frog.*
  - ***Which*** *do you prefer?*
- Pronouns can be the **object of a preposition**, for example:
  - *Keep a seat for* ***me.***
  - *Don't speak to* ***anyone.***

- *To **whom** is the letter addressed?*

- Pronouns can be the **complement** of a linking verb or the **complement** attached to the object of a transitive verb:
  - *Right, team – this is **it**!*
  - *Hallo! It's **me**!*
  - *Who is that?*
  - *How dare you call me **that**!*

Grammar Help

In the question ***who*** is *that?* the subject is *that* and the complement is ***who***. For more information, see the section on ***wh***-questions in the chapter SENTENCES.

What is a determiner?

Determiners are a specialized kind of **adjective**. They are always followed by a noun, noun phrase or pronoun; for example:

- *My sister has been clearing **our** family home.*
- *She had found **a lot of** books in **the** basement.*
- ***Some of the** books **had** belonged to **our** parents.*
- ***Most of** them had been given to us as children.*
- *We could donate **the** children's books to **a** primary school.*

What do determiners do?

- Some **determine** or **make definite** the people or things you mean, for example the articles and the possessive and demonstrative determiners:
  - *My sister is clearing out **the** basement of **our** family home.*
  - ***Those** leather-bound volumes look quite valuable.*

We can call such determiners **identifiers**.

- Some specify **quantity**, for example:
  - *There were **a lot of** books in the basement.*
  - *There were about **fifty** bundles of magazines.*
  - *We could give **half the** books to charity.*

We can call such determiners **quantifiers**.

Many determiners act as pronouns

There are many **determiners** that can also be used as **pronouns**. You can use them as pronouns by omitting the following noun, wherever it is clear to the listener what you are referring to, for example:

DETERMINER (+ NOUN)	PRONOUN (without NOUN)
This school was built in 1996.	*This was built in 1996.*
Which colour do you prefer?	*Which do you prefer?*
His mug is on the table.	*His is on the table.*
Do have some cake.	*Do have some.*

UNIT

13 PERSONAL PRONOUNS

What is a personal pronoun?

Personal pronouns are the pronouns that represent you, the person or people you are addressing, and the people or things you are talking about. The personal pronouns are:

I, you, he, she, it, we, they;
me, you, him, her, us, them

- You use *he* to refer to a male, *she* to refer to a female, *it* to refer to a thing (or an animal or baby whose sex you don't know), and *they* to refer to several people or things. Typically, you use personal pronouns to **refer back** to a **noun** or **noun phrase** that has just been used, for example:
  - *I called my mother. She answered immediately.*
  - *My dad always gets home late. He works as a hospital administrator.*
  - *I have two sisters. They are still at university.*
  - *They share an apartment. It is near the city centre.*
- You use *I* to refer to yourself, *we* to refer to any group in which you include yourself, and *you* to refer to the person or people you are addressing, for example:
  - *'Hi, Maggie! Where are you?' 'Hi, Joe! I'm here in the kitchen.'*
  - *'Oh, you do look smart, Joe. Here's Dave; he arrived early, didn't you, Dave?'*
  - *'Hi, Dave. Good to see you both. Well, now I'm here, suppose we all go and find a restaurant?'*

Subject pronouns and object pronouns

- The pronouns *I, you, he, she, it, we* and *they* are **subject pronouns**. They are used as the **subject** of a verb, for example:
  - *It* (subject) *was* (verb) *a fine day so I thought I'd go for a walk. I called Jenny and she said she'd come too. We met at the park gate. Pete passed by with Phil. 'Why don't you come for some exercise as well?' suggested Jenny, but they said they were too busy.*
- The pronouns *me, you, him, her, it, us, them* are **object pronouns**. They are used as the **object** of a verb or preposition, for example:
  - *Jenny's puppy Sam had come with* (preposition) *her* (object). *We threw sticks for him to run after and Sam obligingly brought* (verb) *them* (object) *back to us. I had my camera with me and said, 'Hey, Jenny, what about a photo of you and Sam by that tree?' 'Well, make it quick,' said Jenny.*

The pronouns *one* and *you*

- *One* is another, rather formal, **personal pronoun** that you will sometimes hear. *One* is used to refer to people in general, including yourself:
  - *One never knows what the future has in store for* ***one****.*
- *You* is used more informally in the same way to refer to people in general, including yourself:
  - *You can often tell when someone is lying to you.*

Grammar Help

- The grammatical term **person** is used to distinguish between the three groups of people represented by the pronouns ***I/we; you; he/she/it/they***.
- The **speaker** (***I***) or **speaker's group** (***we***) is called the **first person.**
- The person or people being addressed (***you***) is called the **second person.**
- The person, thing, people or things being spoken about is called **the third person:**

PERSONAL PRONOUNS

PERSON	SINGULAR		PLURAL	
	Subject	Object	Subject	Object
First	*I*	*me*	*we*	*us*
Second	*you*	*you*	*you*	*you*
Third	*he* *she* *it*	*him* *her* *it*	*they*	*them*

Special uses of the pronoun *it*

We have seen that *it* is a **personal pronoun** referring to a thing, and also to an animal or a baby when you don't know their sex. But **it** is also an **impersonal pronoun** with a lot of different uses in sentences. Here are some examples.

- *it* can refer to the **weather**:
  - *It is very windy today.*
  - *Is it going to stop raining?*
- *it* can refer to the **time**:
  - *Goodness! It's five o'clock already!*
  - *Is it too late to telephone Granny?*
- *it* can refer to situations:
  - *'Is it OK if I borrow your mobile phone?'*
  - *'No, it isn't. It's very inconvenient.'*
  - *'It's a pity you can't come to my party.'*
  - *'I'm sorry. It's because I'll be away on holiday.'*

- *it* is used for putting emphasis on a particular word in the sentence:
  - *I like bees – It's wasps I'm frightened of.*
  - *It was I who called the ambulance – the others didn't want to.*
- *it* is used for identifying yourself and other people:
  - *'Hello?' 'Hi, Peter, it's Tom here.'*
  - *'Who was that talking on the radio just now?' 'It was the President of our country.'*
  - *'Who's that kid in the photograph?' 'It's me when I was little.'*

Did you know?

- When you are simply identifying a person, you can use the object form of the personal pronoun:
  - *Hello, Mum, it's me.*
  - *I know it's her.*
  - *Was it really him?*
- But if you are identifying somebody by a **who**-clause, you need the subject form of the personal pronoun before *who*:
  - *It was I who locked the door.*
  - *It was she who answered the telephone.*
  - *It was he who was making all the noise.*

UNIT 14

REFLEXIVE PRONOUNS

What is a reflexive pronoun?

The singular pronouns ***myself, yourself, himself, herself, itself,*** and the plural pronouns ***ourselves, yourselves*** and ***themselves*** are called **reflexive pronouns.** They refer to the person or animal that is the subject of the verb, for example:

- *I made this cake **myself.***
- *Be careful with the knife. You'll cut **yourself.***
- *Michael is looking at **himself** in the mirror.*
- *Susan has hurt **herself.***
- *A cat gets clean by licking **itself** all over.*
- *We organized the party all by **ourselves.***
- *Come in, children, and find **yourselves** a seat.*
- *Baby birds are too young to look after **themselves.***

REFLEXIVE PRONOUNS		
PERSON	SINGULAR	PLURAL
First Person	*(I, me) myself*	*(we, us) ourselves*
Second Person	*(you) yourself*	*(you) yourselves*
Third Person	*(he, him) himself* *(she, her) herself* *(it) itself*	*(they, them) themselves*

How are reflexive pronouns used?

Grammatically, there are several ways of using **reflexive pronouns.**

- as the **object** of the verb:
  - *I hurt **myself.***
  - *He had a fall and knocked **himself** out.*
- as the **object of a preposition:**
  - *She was sitting by **herself.***
  - *You worry about **yourself** too much.*
- as the **indirect object** of a verb:
  - *He poured **himself** a drink.*
  - *We found **ourselves** a couple of chairs.*

- as the **emphasizer** of a noun or personal pronoun:
  - *I didn't see the accident **itself**, but I heard the crash.*
  - *She had trained the horse **herself**.*
  - *We **ourselves** usually have a large lunch and a small evening meal.*
  - *I **myself** don't enjoy football. I prefer tennis **myself**.*
  - *You know **yourself** if you're telling the truth.*
  - *He **himself** is to blame for his problems.*
  - *I haven't met the twins **themselves**, but I know their parents.*

Reflexive verbs

Verbs that are regularly used with a reflexive pronoun are called **reflexive verbs**.

- The following verbs are often used with a **reflexive pronoun**:

  cut *enjoy* *express* *help* *hurt*

  - *I've just cut **myself** on that broken wineglass.*
  - *The children enjoyed **themselves** tremendously at Kay's party.*
  - *You must learn to express **yourself** more clearly and concisely.*
  - *Please help **yourselves** to the refreshments.*
  - *Oh, dear! I do hope you haven't hurt **yourself**?*

- The following verbs are always used with a reflexive pronoun:

  busy *content* *pride*

  - *I couldn't relax, so I busied **myself** with dusting and polishing.*
  - *Dick contented **himself** with calling her a rude name under his breath.*
  - *Mum had always prided **herself** on her dress sense.*

- Some verbs have particular uses that require reflexive pronouns, for example:
  - *Harry has never applied **himself** sufficiently to his schoolwork.*
  - *After the shock I needed a minute to compose **myself**.*
  - *Doctors must distance **themselves** from their cases to some extent.*
  - *What a mess! The organizers have excelled **themselves** this time!*
  - *She's never really had to exert **herself** to get what she wants.*
  - *The stranger came forward and introduced **himself**.*
  - *We prepared **ourselves** for a treat.*
  - *I'm driving, so I must restrict **myself** to one very small glass of wine.*
  - *Don't strain **yourself**, but it would help if you could unload the dishwasher.*
  - *I'd started to teach **myself** Malay.*

Language Help

But notice the following verbs, which don't require a reflexive pronoun:

- *Having at last got up, George **washed, shaved** and **dressed**.*
- *We ran off and **hid** in the garden.*

Grammar Help

Prepositions and reflexive pronouns

- You use a **reflexive pronoun** as the object of a **preposition** typically if the preposition is a closely linked or 'customary' preposition after a **verb, noun** or **adjective:**
  - *You're talking nonsense – just listen to **yourself**!*
  - *I glanced at **myself** in the mirror.*
  - *Please look after **yourself** properly!*
  - *He had a mistaken image of **himself** as an important executive.*
  - *Have you ever taken a photo of **yourself** in the mirror?*
  - *I felt rather proud of **myself**.*
  - *We were angry with **ourselves** for failing.*

  But where the **preposition** is part of an adverbial phrase, reflexive pronouns are **unidiomatic:**
  - *I like to have a dictionary beside **me** when I'm writing.*
  - *Keep your heart pills by **you** at all times.*
  - *Sally held the torch out in front of **her**.*
  - *He sensed a slight movement behind **him**.*
  - *You have it in **you** to become a good pianist if you practise.*
  - *Sorry, I haven't any money on **me**.*

  But notice these idiomatic constructions using reflexive pronouns:
  - *Dad was beside **himself** with rage.*
  - *Helen was standing by **herself** in a corner.*
  - *Did you make that all by **yourself**?*
- An alternative to *by* + **reflexive pronoun** is *on* + **possessive determiner** + *own*:
  - *Helen was standing on **her own** in a corner.*
  - *Did you make that all on **your own**?*

UNIT 15

POSSESSIVE DETERMINERS AND PRONOUNS

Possessive determiners

The determiners ***my, your, his, her, its, our, their*** are called **possessive determiners** or **possessive adjectives**. They are like adjectives because they are always followed by a noun. You use them to say who **possesses** or has something:

- *Jack is in **his** bedroom.*
- *I can't find **my** keys.*
- *Dad, **your** dinner is in the microwave.*
- *Sarah left **her** mobile phone at school.*
- *This jar has lost **its** lid.*
- *OK, class, open **your** geography books at page 33.*
- *We each have **our** own jobs in the classroom.*
- *Jane and Ruth always do **their** homework as soon as they get home.*
- *Susan and I have finished **our** project.*
- *Your handwriting is difficult to read, Simon.*

Language Help

- The singular personal pronoun ***one*** is sometimes used to refer to people in general, including yourself. Its possessive form is ***one's***:
  - ***One** must always do **one's** best.*
- But in American English, ***his*** or ***her***, or even ***their***, may be used as possessives of ***one***:
  - ***One** must do **his** best.*
  - ***One** must do **their** best.*
- Possessive determiners are sometimes emphasized by ***own***:
  - *Mum loves cooking and sewing, but Dad has **his own** interests.*
  - *As children we each had **our own** bedroom.*

Possessive pronouns

The pronouns ***mine, yours, his, hers, ours, theirs*** are called **possessive pronouns**. Possessive pronouns **stand alone**. They are not used before a noun:

- *This desk is **mine**.*
- *I've had my breakfast. Have you had **yours**?*
- *I lent Joe my mobile phone because he couldn't find **his**.*
- *Helen has lost her kitten. Perhaps this kitten is **hers**.*
- *This is our neighbours' car. But where is **ours**?*
- *Hi, girls! We've eaten our sandwiches. All these are **yours**.*

- *Kim was just beginning his test when the others were finishing* ***theirs.***
- *Dad has had his dinner.* ***Yours*** *is in the microwave.*
- *These are your jeans.* ***Mine*** *are in the washing machine.*
- *That isn't Jenny's writing.* ***Hers*** *is much bigger than that.*

Grammar Help

- The possessive **its** is not normally used as a **pronoun**; it is used only as a **determiner**, as in, for example:
  - *The cat carried* ***its*** *kittens into the garden.*
- The possessive determiners can be used with ***own*** as an alternative to the possessive pronouns, where a contrast is being expressed; so you can say:
  - *You can borrow my mobile phone if you can't find* ***yours.***

  or, for more emphasis:
  - *You can borrow my mobile phone if you can't find* ***your own.***
- You can use the phrase ***a friend of mine*** to mean the same as 'one of my friends':
  - ***A friend of mine*** *told me a good joke yesterday.*

  Here are some other examples of the same style:
  - *David's gone to see* ***a mate of his.***
  - *Helen has already left – it's* ***a habit of hers*** *to get to school early.*
  - *Is stamp-collecting* ***an interest of yours?***

POSSESSIVE DETERMINERS AND PRONOUNS				
	DETERMINERS		PRONOUNS	
Person	Singular	Plural	Singular	Plural
First	***my***	***our***	***mine***	***ours***
Second	***your***	***your***	***yours***	***yours***
Third	***his*** ***her*** ***its***	***their***	***his*** ***hers***	***theirs***

The possessive apostrophe

- There is another way to say who owns something. You put an **apostrophe** (the ' sign) after a **proper name**, and add *s*.

  The name + *'s* acts like a **determiner**:
  - *I took a ride in* ***John's*** *car.*
  - *Father is holding* ***Susie's*** *hand.*
  - *Which is* ***Singapore's*** *tallest building?*
- When a name ends in *s*, you use the same rule. You put the apostrophe first and then add another *s*:
  - *This is* ***James's*** *house.*
  - *Miss Lee is talking to* ***Charles's*** *parents.*
  - *The disciples received* ***Jesus's*** *blessing.*

Spelling Help

With names such as ***Jesus, Socrates, Xerxes***, which finish in an unstressed syllable ending with *s*, you have a choice:

Jesus's *blessing or* ***Jesus'*** *blessing*
Socrates's *death or* ***Socrates'*** *death*
Xerxes's *army or* ***Xerxes'*** *army*

There is further advice on this point in the chapter PUNCTUATION.

When you make a possessive form of two names joined by *and*, like ***Peter and John***, or ***Mary and Anne***, you put *'s* only after the second name. For example:

- ***Barbara and David's** house*
- ***Jill and Mick's** party*

You can use possessive forms of names and nouns like a **pronoun**, without a following noun. For example:

- *Which desk is **Susan's**?*
- ***George's** is on the back row.*
- *Miss Lee walked along the row of desks and stopped at **Phillip's**.*

You can also refer to **your friends' homes** using the possessive form of their name:

- *I'm going round to **Peter's**.*
- *I stayed the night at **Susan's**.*

Grammar Help

- The structure noted above, ***a friend of mine, a habit of hers*** and so on, has a parallel use with proper names:
  - *Sally is **a good friend of Maggie's**.*
  - *Consideration for other people is **a characteristic of Helen's**.*
- Notice that ***Barbara's and David's** houses* would mean their separate houses.
- Use the following wording when combining *'s* forms with possessive determiners:
  - ***Peter's and my** flat.*
  - ***Peter's and my** jobs.*

UNIT 16

INDEFINITE PRONOUNS

There are **two sets of indefinite pronouns**. The indefinite pronouns ***someone/somebody, anyone/anybody, everyone/everybody, no-one/nobody*** refer to **people**.

The indefinite pronouns ***something, anything, everything, nothing*** refer to **things**.

Language Help

The forms ending in ***body*** are interchangeable alternatives for the forms ending in ***one***. There is no difference in meaning between the pair ***someone*** and ***somebody***, and so on.

- You use **indefinite pronouns** when you are not referring to any particular person or thing:
  - *Oh look! **Someone** has dropped their passport!*
  - *Perhaps I'll meet **somebody** nice at the party.*
  - ***Something's** wrong with my computer.*
  - *Where is **everyone**?*
  - *Are there enough seats for **everybody**?*
  - *I hope **everything** is ready.*
  - *Is **anyone** at home?*
  - *Hasn't **anybody** seen my cat?*
  - *I don't know **anything** about astrophysics.*
  - ***No-one** can beat James at chess.*
  - *I rang your number, but **nobody** answered.*
  - *There's **nothing** interesting on television.*

Grammar Help

- The pronouns ***anyone/anybody*** and ***anything*** are often used in place of ***someone/somebody*** and ***something*** in questions and after ***not*** and other negative words; for example:
  - *Is **anyone** there?*
  - *Did **anybody** telephone when I was out?*
  - *I haven't got **anything** to wear.*
- The ***any-*** forms also often replace the ***some-*** forms after ***if***:
  - *If **anyone** is willing to help me clear up, please stay behind after the party.*
  - *If **anything** is not to your satisfaction, please inform the management.*

- The indefinite pronouns are **singular**. You use them with a **singular verb**, for example:
  - *Is **anybody** going to meet you at the station?*
  - ***Everybody** has helped to make the evening a success.*
  - ***Someone's** trying to get through on this phoneline.*
  - ***No-one** makes a better curry than you do.*

  But you may use the plural pronouns ***they, them*** and ***themselves***, and the plural possessive determiner ***their***, to refer to the indefinite pronouns ***someone/somebody, anyone/anybody, everyone/everybody*** and ***no-one/nobody***, for example:
  - *Somebody has left **their** coat behind.*
  - *When you get a present from **someone**, do you always remember to thank **them**?*

- *I can hear **someone** crying; perhaps **they've** hurt **themselves**.*
- *__Anybody__ can enter the competition, can't **they**?*
- *Do you know __anyone__ who would be willing to lend me **their** video camera?*
- *If __anyone__ wants more information, I can speak to **them** later.*
- *__Everyone__ needs a friend, don't **they**?*
- *Has __everyone__ collected **their** free gift?*
- *Can __everyone__ see **themselves** in the mirror?*
- *__Nobody__ knows how long **they** are going to live.*
- *Is __nobody__ going to put **themselves** down for the singing contest?*
- *__No-one__ likes having **their** teeth drilled.*

Grammar Help

- Some people prefer to use ***he or she, him or her, himself or herself,*** and ***his or her*** to refer to the indefinite pronouns. For example, you can say:
  - *Can **everyone** see **himself or herself** in the mirror?*
  - *__No-one__ likes having **his or her** teeth drilled.*
- You use ***it*** to refer to the indefinite pronouns ***something, anything, everything, nothing***:
  - *When you have found **everything** you need, please take **it** to your desk.*
  - *I've got **something** to tell you, but **it's** not important.*
- The interrogative pronoun ***who*** is like an indefinite pronoun in some ways, and you can use ***they, them, their*** and ***themselves*** to refer to it. For example, you can say:
  - ***Who** has forgotten **their** schoolbag?*

- You can put **adjectives** after the **indefinite pronouns**:
  - *We've done __everything__ possible to help.*
  - *I've __nothing__ special to do today.*
  - *Did you meet __anybody__ interesting at the party?*
  - *__Somebody__ important is coming to our school today.*
  - *__Nothing__ definite has been decided.*

UNIT 17

DEMONSTRATIVE PRONOUNS AND DETERMINERS

DEMONSTRATIVE PRONOUNS AND DETERMINERS IN CONTEXT

The singular demonstratives *this* and *that* and the plural demonstratives *these* and *those* can be used as **determiners** before a noun, or stand independently as **pronouns**.

Nancy was shopping for shoes for everyday wear. 'I've worn **these shoes** out completely,' she said to her friend Melanie. 'Well, **these** aren't very smart either,' said Melanie, pointing to her own. 'Oh no,' said Nancy,' **those** look great still. Oh look, **that's** a style I like,' she added, as they stood looking in a shop window. '**That** shade of red would go with a lot of my outfits, too. **This** shop always has a nice range of shoes. Let's go in.'

This and *these* refer to things close by, or within your reach; *that* and *those* refer to things further away, or out of your reach.

Nancy approached a shop assistant. 'I was looking at **that** pair of shoes in the window,' she said, pointing. 'Do you mean **those**, with a small heel and a strap?' asked the girl, following Nancy's gaze. She went off and fetched the appropriate box from the stockroom. 'Ah, yes,' said Nancy, opening the box. '**These** are lovely! **This colour** is just right.' She tried them on but found, unfortunately, that they were too tight. She turned to the assistant. '**This size** is a bit small for me,' she said. 'Do you have **these** in a larger size?'

That refers to things that have already happened or been said. *This* refers to the present situation and to things that are about to be said.

The assistant disappeared into the stockroom to investigate but said on returning, 'No, I'm sorry, we don't.' '**That's** a pity,' said Nancy, and whispered to Melanie, '**This** is the second disappointment I've had today.' The first had been the lack of a text message from her boyfriend, but, in a way, **this** was worse than **that**, for she had set her heart on the shoes. 'Your feet are broader than average,' said the assistant. '**That's** the problem. But,' she went on, 'I'll tell you **this**. A wide fitting is actually available in the style you want. I could order a pair for you.' '**That** would be great!' cried Nancy. 'How soon would they be here?'

In relation to time, *this* refers to the present, whereas *that* refers to the past and the more distant future. *Those* + defining phrase is often used to denote a group of people.

'Well, I think if I order them **this afternoon** they should be in by the end of **this** week, say Friday afternoon.' 'I might be out of town **that afternoon**,' said Nancy. 'But suppose I collect them on Saturday morning?' 'Fine,' said the assistant. Nancy was more cheerful as she and Melanie left the shop, but, all the same, she sighed and said, 'How I envy **those with normal-sized feet**!'

Demonstrative determiners

The determiners ***this, that, these*** and ***those*** are **showing words.** You use them **before nouns** to show which thing or person you mean. They are called **demonstrative determiners** or **demonstrative adjectives.**

- You use ***this*** and ***that*** before singular nouns and you use ***these*** and ***those*** before plural nouns. You use ***this*** and ***these*** when you point to, or talk about, things **near to you.** You use ***that*** and ***those*** when you point to, or talk about, things **further away:**
  - *There are houses on **this** side of the road, but no houses on **that** side.*
  - *Could you tell me the price of **that** handbag in the shop window?*
  - *The Theatre Royal is **that** big red building on the corner.*
  - ***Those** green apples look nice but **these** brown ones taste better.*
  - *I like **this** restaurant; I've never eaten here before.*
  - *Look at **these** strange little insects on my sleeve.*
  - *Do you see **those** odd-looking clouds?*
  - *Please read **this** booklet thoroughly before installing the program.*

Language Help

You will notice that the pronouns ***one*** and ***ones*** are often used after the demonstrative determiners; the hearer or reader knows what noun the speaker or writer is referring to:

- ***Those** jeans are smarter but **these** ones fit me better.*
- ***That** melon is too small. I'll take **this** one, please.*

DEMONSTRATIVE DETERMINERS	
SINGULAR	PLURAL
this	*these*
that	*those*

- You use ***this*** and ***these*** to refer to the **present situation.** You also use **this** and ***these*** to refer to what is about to happen, or be said or mentioned:
  - *Listen carefully. **These** instructions are important.*
  - *We're going to New Zealand for our holidays **this** year.*
  - *The police will have to deal with **this** situation immediately.*
  - *I'm enjoying **this** conversation.*
  - *I'll phone you **this** afternoon.*
  - ***This** audition is crucial for me – I'm so nervous.*
- You use ***that*** and ***those*** to refer to **the past** and **the more distant future.** You also use ***that*** and ***those*** to refer to what has just happened, or been said or mentioned:
  - *What was **that** noise?*
  - *What was the title of **that** play we saw last night on television?*

- *Sorry I can't come to your party on 25 February – I'll be away* ***that*** *week.*
- *Thank you, Professor Davies, for* ***that*** *very interesting talk.*
- ***Those*** *points are all important, but I think they can wait till later.*

Demonstrative pronouns

The determiners ***this, that, these*** and ***those*** can also stand alone as **demonstrative pronouns:**

- ***This*** *is the door of my apartment.* ***That*** *is George's door.*
- *'Are* ***these*** *your jeans?' 'No,* ***those*** *are Helen's.* ***These*** *are mine.'*
- ***This*** *is my sister Tracy, and* ***that's*** *my brother James over there.*
- *Did you drop* ***this****? No,* ***that's*** *not mine.*
- *Who is* ***that*** *knocking at the door?*
- ***That*** *was the first time I met Peter.*
- *'Wait till you hear* ***this.*** *' 'Goodness!* ***That's*** *amazing!'*
- *You mean you won?* ***That's*** *great!*
- *'Would you like to come to tea?' 'Thanks,* ***that*** *would be very nice.'*
- *Hello! Who is* ***that*** *speaking, please?*
- *Hi, Jane!* ***This*** *is Michael!*
- *Hello! Is* ***that*** *you, George?*

- As with the demonstrative determiners ***this*** and ***these,*** you use the pronouns ***this*** and ***these*** to refer to the present situation, or to something that you are about to say or do, or that is about to happen. For example:
  - *Look,* ***this*** *is how you do it.*
  - ***These*** *are worrying times.*
- As with the determiners ***that*** and ***those,*** you use the pronouns **that** and **those** to refer to the past, or to something that has already been said or done, or has already happened. For example:
  - ***That*** *was clever – thanks for showing me.*
  - ***Those*** *were the days!*
- ***Those*** + defining clause or phrase is often used to refer to a group of people:
  - ***Those*** *who live in cities are accustomed to noise.*
  - *I pity* ***those*** *without any chance of a proper education.*
- ***Those*** can also refer to a contrasting group of people or things:
  - *Passengers for Singapore check in at Desk 5;* ***those*** *for other destinations at Desk 7.*
  - *The grapes in the first box were delicious, but* ***those*** *in the second box were all mouldy.*

Language Help

this **and** ***that*** **on the telephone**
When you answer the telephone, in British English you say 'Who is **that**?' to ask who is at the other end, but in American English you ask 'Who is **this**?'

UNIT 18

INTERROGATIVE PRONOUNS AND DETERMINERS

INTERROGATIVE PRONOUNS AND DETERMINERS IN CONTEXT

'**What**'s the time?' asked Janet, yawning. Her colleague Hannah at the Reception desk in the Grosvenor Hotel said, 'It's four-thirty, but I don't know **what** *you're* complaining about. You're going off at five, and I'm on till midnight – I say, **what** can be the matter?' she went on as an agitated-looking young woman came out of the lift and approached the desk. '**What** can I do for you, madam?' she asked politely. 'Oh dear,' said the woman, 'I asked a porter to take my luggage up to my room, but I've forgotten **what** number the room is, so I can't find my room or my luggage.' '**What** name did you register under?' Hannah asked.

What can be used independently as a **pronoun** or before a noun as a **determiner**. *What* asks for something to be identified from an unlimited range of possibilities.

'Gordon,' said the woman. 'Mrs Freda Gordon.' 'Let me just check **which** room you've been given,' said Hannah. 'Ah, number 343 on the third floor.' Mrs Gordon went off, but was soon back at reception, reporting that the wrong luggage had been delivered to her room. '**Which** porter took your luggage?' asked Hannah. 'Oh, I can't remember **which**,' said Mrs Gordon distractedly. Hannah checked to see **which** porters were on duty, and then said, 'One is blonde, with a moustache – that's Peter, and the other is tall, dark and cleanshaven – that's George. **Which** do you think it was?' 'It was George,' said Mrs Gordon.

Which can be used independently as a **pronoun** or before a noun as a **determiner**. *Which* asks for a thing or person to be identified from a known group.

'And **whose** luggage is it?' asked Hannah. 'Did you look at the labels?' 'I've no idea **whose** the bags are,' said Mrs Gordon. And, anyway, **whose** room has *my* luggage been taken to?' 'Don't worry, we'll soon find out **whose**,' said Hannah reassuringly.

Whose is the possessive form of *who*; it can be used independently as a **pronoun**, or before a noun as a **determiner**. *Whose* asks for the owner of something to be identified.

She was right. Just then another agitated figure emerged from the lift. It was a plump, elderly man, and he was very upset. 'I'm just wondering **who** to complain to,' he said. 'I went up to my room, number 434 on the fourth floor, hoping to find my bags safely delivered there, and I found a lot of luggage labelled 'Gordon.' Mrs Gordon and Hannah looked at each other. '**Who** are you?' asked Mrs Gordon. 'I'm Henry Davies; but to **whom** might I be speaking?' asked the man, offended now, as well as upset. 'Mrs Gordon,' answered that lady, laughing. Hannah explained. 'The porter made a mistake – he delivered the luggage for Room 343 on the third floor to Room 434 on the fourth floor, and vice versa.'

Who is a **pronoun** only. It refers to a person or people, not to things. The use of the object form *whom* is usually optional, but is essential after a **preposition**.

Who would have thought it possible, in a well-run hotel like the Grosvenor?

Interrogative determiners

You use the question determiners ***what, which*** and ***whose*** before nouns to ask for people and things to be identified. They are called **interrogative determiners** or **interrogative adjectives**:

- *What time is it?*
- *What size of shoes do you wear?*
- *What colour is her hair?*
- *What kind of bird is that?*
- *Tell me **what** sports you enjoy most.*

- *Which school do you go to?*
- *Which way shall we go, left or right?*
- *Which textbooks do we need for this lesson?*
- *Which teacher is taking the juniors to the museum?*
- *Do you know **which** bus goes to the zoo?*

- *Whose footprints are these?*
- *Whose coat is that, hanging on the back of the chair?*
- *A car was stolen from the car park, but I don't know **whose** car it was.*

- The determiners ***what, which*** and ***whose*** are used with both **singular** and **plural** nouns:
  - *What time suits you best?*
  - *Which hat matches my dress?*
  - *Whose work is the neatest?*
  - *What colours are in the national flag?*
  - *Which students are coming on the tour?*
  - *Whose feet make the most noise?*

- ***What*** asks for a **choice** from the whole range or class of things. ***Which*** asks for a choice to be made from a **known group** of things:
  - *'**What** time shall I come?' 'I can make you an appointment for 11.15, 13.40 or 15.30. **Which** time suits you best?'*
  - *'**What** arrangements have been made for transporting guests to the reception?' 'None so far – it's a choice between a coach and a fleet of taxis. **Which** form of transport is more suitable for the occasion, do you think?'*

Interrogative pronouns

The determiners ***what, which*** and ***whose*** can also stand alone as **interrogative pronouns.** There are two other interrogative pronouns, ***who*** and ***whom***:

- *Who wants to come with me?*
- *Who are your best friends?*
- *Who* (or *whom*) *were you telephoning?*
- *Who* (or *whom*) *were you talking to?*

- *To **whom** shall I send my application?*
- *Tell me **who** (or **whom**) I should contact for an interview.*

- ***Whose** is this umbrella?*
- ***Whose** are these gloves?*
- ***Whose** is the best drawing?*
- *Somebody's mobile started ringing during the concert. Do you know **whose** it was?*

- ***What** is the time?*
- ***What** is your name?*
- *Those flowers are lilies, but do you know **what** these are?*
- ***What** are you yelling for?*
- *I don't know **what** to do!*
- *Have you any idea **what** you want to be – a lawyer, a doctor, or **what**?*

- ***Which** would you prefer – an ice cream or a drink?*
- ***Which** of these suitcases is yours?*
- *Jane and Ruth are the same age, but **which** of them is the taller?*
- *People who are experts on wines can tell **which** is **which** just by tasting.*

Language Help

To tell **which is which** is to distinguish one from another.

- The interrogative pronouns ***who*** and ***whom*** refer only to a **person** or **people**. The interrogative pronoun ***which*** can refer to one or more people or animals or things from a group:
  - ***Who** wants an ice cream?*
  - ***Whom** (or **who**) are you taking to the dance?*
  - *You can choose a combination of any two colours – **which** do you want?*
  - *There are three candidates – **which** is the most suitable for the job?*

  Who can be used as the **subject** or **object** of a verb or the object of a **preposition**. ***Whom*** is used only as the **object**:
  - ***Who** (or **whom**) are you inviting to your party?*
  - ***Who** (or **whom**) are you talking about?*

  But you must use ***whom*** if the **preposition** comes before the interrogative pronoun:
  - *For **whom** are you knitting that sweater?*

- ***Who, whom, whose, which*** and ***what*** may refer to plural nouns:
  - ***Who** are those people wearing red caps?*
  - *For **whom** was this textbook written?*
  - ***Whose** is this classroom?*
  - ***Which** of these trees are the fastest-growing?*

Grammar Help

When an interrogative pronoun refers to a plural noun, and is the subject of a clause or sentence, it needs a plural verb:

- *Many breeds of dog have nice natures, but **which** make the best guide dogs?*

- *What are those creatures?*

■ Because **which** asks for a choice from a group, it is often followed by *of* + a pronoun or a noun phrase beginning with an identifying determiner:

- *Which of the textbooks has the Ministry recommended?*
- *Which of you already have driving licences?*
- *We can't decide which of the contestants most deserves first prize.*
- *Which of my many accomplishments shall I list in my CV?*

INTERROGATIVE DETERMINERS AND PRONOUNS		
DETERMINERS (SINGULAR OR PLURAL)	PRONOUNS (SINGULAR OR PLURAL)	
subject or object	subject	object
what	*what*	*what*
which	*which*	*which*
whose	*whose*	*whose*
	who	*whom/who*

UNIT

19 RELATIVE PRONOUNS

The pronouns *who, whom, whose, which*

There are four *wh-* relative pronouns: ***who, whom, whose*** and ***which***. They look the same as interrogative pronouns, but instead of asking questions they introduce an extra piece (called a **relative clause**) added to a sentence. The purpose of this extra piece is to identify the things or people you mention by adding a fact about them. For example, if somebody says 'There is the waitress', you may want to ask: 'Which waitress?' And the answer may be something like 'The waitress **who** took our order':

- *Where is the waiter **who** served us?*
- *People **who** smoke are damaging their health.*
- *Those **who** still haven't paid must pay today.*
- *The police have found the man **whom** (or **who**) they wanted to interview.*
- *The manager is the person **who** (or **whom**) you should complain to.*
- *The cousins with **whom** I spent my holidays taught me to ride a bike.*
- *I have a friend **whose** mother drives a taxi.*
- *Special arrangements are made for children **whose** parents work abroad.*
- *We have plenty of neighbours **whose** children go to this school.*
- *Here is the shop **which** sells computer equipment.*
- *What's the name of that tool **which** makes holes in paper?*
- *Suitcases **which** you can wheel along are the best kind.*
- *I'll find out the address to **which** you must send your application.*
- *The police have arrested the woman in **whose** house the incident occurred.*

■ The relative pronoun ***who*** can be used as the **subject** or **object** of a verb. The pronoun ***whom*** is used only as the **object**:

- *The police want the woman **who** telephoned them last night to contact them again.*
- *There are five people **who** (or **whom**) the police want to interview.*
- *Is there anyone here **who** (or **whom**) you haven't met before?*

■ The relative pronouns ***who*** and ***whom*** can also be the **object** of a preposition. But if the preposition comes **before** the pronoun, you must use ***whom***:

- *I don't know the girl **who** (or **whom**) you were dancing with.*
- *I don't know the girl with **whom** you were dancing.*
- *The electrician **who** (or **whom**) the job was assigned to is on holiday.*
- *The electrician to **whom** the job was assigned is on holiday.*

- The relative pronouns ***who*** and ***whom*** refer to a **person** or **people**. The relative pronoun ***which*** refers to a **thing** or **things**. The relative pronoun ***whose*** can refer to a **person, people, thing** or **things**:
  - *People **who** use their mobile phones while driving should be penalized.*
  - *There was nobody to **whom** she could turn for help.*
  - *This was something for **which** I was not prepared.*
  - *You have to attend to those problems **which** need solving most urgently.*
  - *In the next room was a man **whose** voice was very loud.*
  - *Outside my bedroom are two trees **whose** branches touch my window.*

The relative pronoun *that*

The relative pronoun ***that*** can often be used instead of ***who, whom*** and ***which***.

- *Where is the waiter **who** served us?* Or
- *Where is the waiter **that** served us?*
- *People **who** smoke are damaging their health.* Or
- *People **that** smoke are damaging their health.*
- *Those **who** still haven't paid must pay today.* Or
- *Those **that** still haven't paid must pay today.*
- *The police have found the man **whom** (or **who**) they wanted to interview.* Or
- *The police have found the man **that** they wanted to interview.*
- *The manager is the person **who** (or **whom**) you should complain to.* Or
- *The manager is the person **that** you should complain to.*
- *Here is the shop **which** sells computer equipment.* Or
- *Here is the shop **that** sells computer equipment.*
- *What's the name of that tool **which** makes holes in paper?* Or
- *What's the name of that tool **that** makes holes in paper?*
- *Suitcases **which** you can wheel along are the best kind.* Or
- *Suitcases **that** you can wheel along are the best kind.*

Language Help

American English prefers ***that*** to ***which***:
- *Suitcases **that** (not which) you can wheel along are the best kind.*

British English allows ***that*** or ***which***:
- *Suitcases **that** (or **which**) you can wheel along are the best kind.*

But you **cannot** use ***that*** as an alternative to a ***wh-*** relative pronoun when a preposition comes before the relative pronoun:

- *Here's a list of the pupils for **whom** you are responsible.*
- *Miss Lee is a teacher in **whom** we can all trust.*
- *I'll find out the address to **which** you must send your application.*
- *Chess is a game for **which** you need a lot of patience.*

RELATIVE PRONOUNS

	PEOPLE (personal)	THINGS (non-personal)
subject	*who* or *that*	*which* or *that*
object	*who, whom* or *that*	*which* or *that*
possessive	*whose*	*whose*

Grammar Help

- You can check if you have used ***who, whom*** or ***whose*** correctly by dividing the sentence into two sentences, putting the part that goes into the relative clause in parentheses, using personal pronouns, and noticing if you use subject pronouns, object pronouns or possessive determiners:
  - *There's the waiter **who** took our order.*
  - *There's the waiter (**he** took our order).*
  - *There's the waiter **who** (or **whom**) my sister knows.*
  - *There's the waiter (my sister knows **him**).*
  - *There's the waiter to **whom** my sister is engaged.*
  - *There's the waiter (my sister is engaged to **him**).*
  - *There's the waiter **whose** accent you like.*
  - *There's the waiter (you like **his** accent).*
- Notice a difference in the grammatical description of interrogatives and relatives. We saw in the section on **interrogative determiners and pronouns** that in a question such as *Whose parents have donated this money?* the combination ***whose parents*** is regarded as **interrogative determiner + noun.**

  But when the combination ***whose parents*** forms part of a **relative** construction, ***whose*** is regarded as a **pronoun**, because it **refers back** to a previous noun, for example:
  - *The child **whose** parents donated this money has not been identified.*
- Some people disapprove of using the relative ***whose*** to refer to **things**, and they use ***of which*** instead:
  - *Outside my bedroom are two trees, the branches **of which** touch my window.*

Omitting the relative pronoun

- ***Who, whom, which*** and ***that*** can be left out when they are the **object** of a verb or preposition:
  - *A patient is the person ~~**whom (or who or that)**~~ a doctor is looking after.*
  - *We met some people ~~**whom (or who or that)**~~ we'd known in London.*
  - *The tool ~~**that (or which)**~~ you use for making holes is called a punch.*
  - *We were glad to have those board games ~~**that (or which)**~~ you lent us for our camping trip.*
  - *The address ~~**that (or which)**~~ you have to write to is printed on the back.*
- But if a preposition comes **before** the relative pronoun, you cannot use ***that,***

and you cannot leave out the relative pronoun. You must use ***whom*** or ***which*** after the preposition:

- *The man with **whom** the girls had made e-mail contact cannot now be traced.*
- *The performances for **which** we wanted seats were unfortunately booked up.*
- *Isn't that the politician about **whom** there was all that fuss a year ago?*
- *Here's the address to **which** you have to write.*

Relative clauses that add information

There is another kind of relative clause that does not identify, define or describe a person or thing, but adds information about them, or continues the narrative:

- ***Helen, who** comes from New Zealand, has joined our class for a term.*
- ***My great-uncle, whom** I've never met, is coming to visit us.*
- *I'd like to thank **my parents, to whom** I owe everything.*
- *I phoned **Maggie, whose** voice sounded rather strange because of her cold.*
- *Jim caught **a Number 23 tram, which** took him to the new shopping centre.*
- ***I had to queue for two hours in the rain, which** wasn't much fun.*

Notice that you need a comma before and after this kind of relative clause. Everything you need to know about these relative clauses can be found in the section on **relative clauses** in the chapter CONJUNCTIONS AND CLAUSES.

The conjunctions *when*, *where* and *why*

You may notice that the conjunctions ***when*** and ***where*** are sometimes used rather like relative pronouns, because they introduce a fact that identifies, or adds information about, a time or place:

- *I was thinking of the time **when** the frying pan went on fire.*
- *I put the hammer back in the place **where** I'd found it.*
- *I waited for you till midnight, **when** I gave up and walked home.*
- *We drove to the railway station, **where** we collected Jane.*

And the conjunction ***why*** can be used like a relative pronoun after ***reason***:

- *That's the reason **why** I can't leave the house today.*

You will find information about these uses in the section on **relative clauses** in the chapter CONJUNCTIONS AND CLAUSES.

UNIT 20

THE ARTICLES

THE INDEFINITE ARTICLE *A/AN* IN CONTEXT

I had been working really hard for months and months writing the life of an obscure Italian artist for a UK publisher. I happened to mention my project to a friend, who said he knew for certain that an academic in a university somewhere in the United States was researching the same artist. I was naturally upset. 'Never mind,' said my wife, and encouraged me to take some time off work and go out into the countryside.

You use *a/an* before a noun or noun phrase when you are referring to a particular thing or person that is unknown to your hearers or readers.

'A walk does you good when you have a problem on your mind or you've had a shock,' she said. 'The brain needs a rest from time to time, and a hike provides a welcome stimulus and a boost to the energies. And it's good to have a companion to talk things over with. Why don't you take Jim with you?'

You use *a/an* before a noun or noun phrase when you are referring to a thing in general terms.

'OK,' I said. 'I'll find a rucksack and a stick and a pair of boots.' I phoned Jim, who said he'd enjoy a walk – round a lake, up a hill or through a wood – it didn't matter.

You use *a/an* before a noun or noun phrase when you are referring to no particular thing or person when there are a number of possible ones.

We arranged to meet in an hour's time at Lane's End Farm. I spent a few minutes collecting my gear together, and had a bit of difficulty locating my woolly hat, which turned up among a lot of washing. I set off in the car to meet Jim at our rendezvous, but there was a mile of muddy track leading to the farm, and my speed was reduced to 10 kilometres an hour.

A/an is used to mean 'one' in expressing a single unit of measurement (*an hour, a minute, a dollar*, etc); it occurs in some quantity expressions, eg *a lot of*, and it can be used like *per* in expressions of rate, cost or frequency, eg *Calls cost 50 pence a minute*.

There was Jim, waiting beside his Landrover. 'I thought we'd have a coffee before we start,' he said, bringing out his flask from his rucksack. And how about ending up at the Lamb's Tail Inn? We could have a beer there; they also serve a local wine there which is pretty good.' There was an obvious silliness in thinking of the end of the walk before we'd begun, but I laughed and agreed on the plan.

Nouns such as ***coffee, beer, wine*** are strictly uncountable nouns, but they can be countable when you are talking about a serving; even a quality such as ***silliness*** can be countable when you mean an instance of it.

The farmer, a Mr Hannay, had given us permission to cross his fields to get to the hill beyond. Neither of us would ever be an Edmund Hillary, but we were enthusiastic about climbing. Also about photography – we each had an Olympus with us and Jim's was one of the new digital cameras.

You can use *a/an* before a proper noun in certain cases; see pp 78-9 for details.

'Come on, race you to the top!' shouted Jim. 'We'll be up there and back by lunchtime.' 'You're an optimist!' I called back.

You use *a/an* before a countable noun after a linking verb when characterizing someone.

THE DEFINITE ARTICLE *THE* IN CONTEXT

You use *the* before unique things, and before environmental features such as *the weather*.

The sun was shining as we set off. **The** weather was breezy but pleasantly warm, **the** air smelt fresh, and **the** temperature was just right for walking.

The comes before something that has already been introduced by *a/an*, and before things or people that you are identifying as you go, eg by a relative clause or a prepositional phrase.

We followed a path across a field and chatted as we went. **The** path led us towards **the** hill we were planning to climb. I started to tell Jim about **the** shock I had had over my project, and about **the** rival researcher in America and Jim was very sympathetic.

There is no difficulty about using *the* with plural nouns and uncountable nouns when your hearers know what you are referring to.

We were now leaving **the** farm buildings and **the** fields behind and approaching **the** slopes. **The** heat was building up and we were already looking forward to **the** beer and **the** wine we had promised ourselves after **the** exertion of the day.

You use *the* with superlatives and words such as *only* that make something unique. You use *the* with comparatives when comparing two things.

This was **the** highest hill in the area, and we were enjoying our climb. Our track forked ahead of us; **the** broader track seemed to lead directly up to the summit, while **the** narrower track led downwards round the hillside. **The** only way for us was upward – **the** last thing we wanted was to lose height.

The comes before the first noun in expressions like *the top of a mountain, the tip of my pencil*, and often occurs after the preposition in a prepositional phrase referring to a part of the body.

At last we got to **the** summit of our hill and sat down on a rocky ledge; as we peered over **the** edge of this ledge we could see **the** bottom of a valley and **the** course of a river far below us. Jim was all for going down again immediately but I thought we deserved a rest. 'Sit down again,' I said, 'and don't be a pain in **the** neck, unless you want a punch on **the** nose.'

The comes before a musical instrument in a reference to someone playing it. You can use *the* with the meaning 'enough', before nouns such as *strength, ability*. And many proper nouns, such as the names of mountain ranges and annual events, are used with *the*.

Then we both nearly fell off the ledge laughing. 'If I had my trumpet,' said Jim, who played **the** trumpet in a brass band, 'I could celebrate our ascent with a fanfare.' Soon it really was time to descend. 'Don't know if I have **the** energy,' said Jim. That was a joke of course. We had both climbed in **the** Alps, and regularly ran in **the** London Marathon. And **the** Lamb's Tail Inn was waiting for us. 'Down we go, then,' shouted Jim.

What are articles?

The words ***a/an*** and ***the*** are known as the **articles**. The **articles** belong to the **determiner** word class. They are always followed by a **noun** or **noun phrase**:

a document	*the sky*
an unexpected happening	*the front door*

The article ***a/an*** is called the **indefinite article**. The article ***the*** is called the **definite article**.

Why do we use articles?

- We use articles to indicate to our hearers whether or not we expect them to know which things or people we are referring to. We signal, by using the indefinite or indefinite article, or omitting articles altogether, whether we are talking about **particular** people or things, or about people or things **in general**.
- As a general rule, **singular countable nouns** need an article or other determiner:

*a spoon, **the** spoon, **any** spoon, **each** spoon, **this** spoon, **my** spoon.*

But **plural nouns** and **uncountable nouns** can be used without an article or other determiner:

knives, forks, spoons and dishes

cutlery and crockery

The indefinite article *a/an*

- You use ***a/an*** before singular countable nouns when you are referring to things or people **as a class**:
  - *A person lives in **a** house, but **a** mouse lives in **a** hole.*
  - *Bees live in **a** hive and build **a** honeycomb.*
  - *An icon like this is called **an** hourglass.*
  - *Most big cities have **a** university.*
  - *Do you wear **a** uniform at school?*
  - *She looks like **a** European.*
  - *Would you recognize **a** eucalyptus?*
  - *You write **a** one like this and you write **an** i like this.*
- You use ***a/an*** with things or people that are not unique, such as ***a street, a school, a doctor, a nurse,*** or when you are not specifying any particular person or thing from a number of possible ones:
  - *Do you want **an** apple, **a** pear or **an** orange?*
  - *We ought to send for **a** doctor.*
  - *Could you draw **a** picture of **an** elephant?*
  - *We really need to consult **an** encyclopedia.*
  - *You'll need **an** umbrella today.*

Spelling Help

- You use ***a*** before countable nouns that begin with a **consonant**. You use ***an*** before countable nouns that begin with a **vowel**.
- The consonant ***h*** at the beginning of the following words is silent. They sound as if they begin with a vowel; so you use ***an***, not ***a***, before these words:

heir	*heiress*	*heirloom*
honour	*hour*	

- The vowels ***u*** and ***eu*** at the beginning of the following words sounds like the word ***you***. These words sound as if they begin with the consonant ***y***. So you use ***a*** before them:

unicorn	*uniform*	*union*
unit	*university*	*user*
utensil	*eucalyptus*	*European*

- The word ***one*** sounds as if it begins with the consonant ***w***, so you use ***a*** before it.

- *May I open **a** window?*
- *Fetch **a** chair and sit down.*

■ You use the **indefinite article** before countable nouns or noun phrases when you are referring to a particular person or thing not known to your hearer:

- *I've been visiting **a** cousin in Thailand.*
- *I read something interesting in **a** magazine yesterday.*
- *We're going to **an** opera tonight.*
- *Sue has **a** new boss.*
- *A car was blocking our driveway.*
- *Would you like to come to **a** party with me tonight?*
- *'Sssh!' said Marie. 'Can you hear **a** bird singing somewhere near?'*

Language Help

■ Typically, ***a/an*** is used when a thing or person is mentioned **for the first time**. When the person or thing is mentioned **again**, the **definite article** or another **determiner**, or a **pronoun**, is used, for example:

- *'I've been visiting **a** cousin in Thailand.' 'Oh, where does **your** cousin live?'*
- *I read something interesting in **a** magazine yesterday; now where did I leave **that** magazine?*
- *'We're going to **an** opera tonight.' 'Great! What's **the** opera?' 'Tosca.'*
- *Sue has **a** new boss – **He's** nicer than her old one.*
- *A car was blocking our driveway. **The** police towed **it** away.*
- *'Would you like to come to **a** party with me tonight?' 'Where is **the** party?'*
- *'Sssh!' said Marie. 'Can you hear **a** bird singing somewhere near?' But I couldn't hear **the** bird.*

■ We have noticed that you use ***a/an*** with a thing or person when there are a number of possible ones, and you are not specifying which. In contrast to this, you use ***the*** with a thing or person when there is only one, or when you could only be referring to one:

- ***The** examination starts in five minutes.*
- *Quiet! Here comes **the** principal.*
- ***The** sea and **the** sky look very grey today.*
- ***The** sun has gone behind **a** cloud.*
- *That's **a** star and that's **the** moon.*
- *She disappeared into **a** shop further down **the** road.*
- *I won **a** prize in **the** competition.*
- *I'd like **a** book about **the** beginning of **the** world.*
- *Find yourself **a** seat and bring it close to **the** fire.*
- ***The** dentist told me he'd have to extract **a** tooth.*
- *I lost **an** earring in **the** swimming pool.*

■ You don't use *a* or *an* with **uncountable nouns**:

- *Water is wet.*
- *Sugar is sweet.*
- *We cannot live without food.*
- *We get wool from sheep.*
- *We get milk from cows.*
- *Tea is made from the leaves of a plant.*

- *Coffee is made from roasted beans.*
- *We make bread from wheat.*
- *Silkworms make silk.*
- *Glass is made from sand.*
- *Paper is made from wood.*

■ **Plural nouns** can be used **without** an article:

• *There's a bee.*	*Bees are insects.*
• *There's a cow.*	*Cows are animals.*
• *Look! A shark!*	*Sharks are fishes.*
• *I've bought a parrot.*	*Parrots are birds.*
• *There's a frog.*	*Frogs are amphibians.*
• *I picked up a toy.*	*Babies like toys.*
• *There's a statue.*	*Statues are made by sculptors.*
• *He was wearing a suit.*	*Suits are made by tailors.*
• *Call that a poem?*	*Poems are composed by poets.*
• *We came to a bridge.*	*Bridges are built by engineers.*

■ The indefinite article *a/an* can be used to mean 'one' in expressing **numbers** and **quantities**:

- *The interview lasted an hour.*
- *I spent a year abroad.*
- *I'll see you in a week.*
- *Who first ran a mile in under four minutes?*
- *The repairs cost a thousand dollars.*
- *A million people starved to death.*

■ Several **expressions of quantity** use the indefinite article:

- *I've thought of a few good reasons.*
- *You're wasting a lot of water.*
- *There's a little rice left.*

■ The indefinite article is used with the meaning 'every' or 'per' to express **rate, cost** and **frequency**:

- *The sewing women can each make three saris a day.*
- *You will be charged at the rate of 50p a minute.*
- *I visit my grandparents twice a week.*

■ You use the indefinite article before countable nouns **after** a linking verb such as ***be, become, seem*** and so on:

- *David is a doctor.*
- *Harry seems a nice enough guy.*
- *Caroline will make an excellent wife for him.*
- *I did feel a fool.*

Grammar Help

You always use the indefinite article when using a linking verb to state what job a person does:

- *Helen is a physiotherapist (not Helen is physiotherapist).*

If the job is unique, the indefinite article is omitted:

- *When did Mrs Thatcher become prime minister?*

- *I guess he'll remain a bachelor all his life.*
- *Sally proved an excellent teacher.*
- *The cave soon became a tourist attraction.*

- Similarly, when describing the role of a person or thing using the prepositions *as* and *like*, you need the indefinite article:
  - *The kitchen had to serve as an office.*
  - *He treated me like a slave.*

- The indefinite article is sometimes used emphatically with a negative, before a noun that means the smallest unit of something, with the meaning 'none at all':
  - *They didn't pay me a cent for my work.*
  - *Don't say a word to anyone about this.*
  - *We didn't dare make a sound.*

Language Help

Sometimes *single* is added for greater emphasis:
- *I didn't sleep a single wink last night.*

- You can treat certain **uncountable nouns** like **countable nouns**, and use them with an indefinite article, for example:

1 to refer to a **variety** of a substance or food that is normally uncountable; for example:
   - *Have you chosen a wine to go with our dinner?*
   - *Gouda is a Dutch cheese.*
   - *The chairs are moulded in a durable plastic.*

2 to refer to a **portion** or **helping** of something, especially a drink, that is usually uncountable:
   - *I asked for a tea and a coffee at the refreshments stall.*
   - *I'll have a beer, please.*
   - *I've bought you a whisky.*

3 to refer, in a rather formal way, to a particular occurrence of a quality:
   - *Though plump, Sonia has an undeniable elegance.*
   - *The negotiations require a certain delicacy.*
   - *He set off with a spring in his step and an inexpressible joy in his heart.*

- You can sometimes use the **indefinite article** before proper nouns, for example:

1 to refer to a person whose name you know, but whom you don't know personally:
   - *A Mr Haley phoned and left a message for you.*
   - *She was receiving a lot of e-mails from a certain Jim Brown.*

2 to refer by name to a person whom you don't expect your hearer to know:
   - *I was taught mathematics by a Mrs Granger.*
   - *The top flat is occupied by a Margaret Murphy.*

3 before a famous name, to mean an imaginary person with the qualities that made the original celebrity famous:

- *It would take **an** Einstein to solve these problems.*
- *Joe's **a** good footballer, but he'll never be **a** David Beckham.*

4 before the name of an artist, to mean a work by that artist:

- *They own **a** van Gogh.*
- *A previously unknown Botticelli has been discovered.*

5 before a 'make' of product, to mean one example of it:

- *The car in front is **a** Toyota.*
- *A man on **a** Lambretta shot past.*

■ We have noted that plural nouns can be used without articles in general statements:

- *Bees are insects.*
- *Babies like toys.*

But when you are referring to a specific situation, you need to use ***some*** or ***any*** as the plural of ***a/an***. As a general rule, you use ***some*** in positive statements, and ***any*** in questions and with negatives:

- *Would you like **a** biscuit? You'll find **some** biscuits in that tin.*
- *'Is that **a** spare seat?' 'No, but there are **some** spare seats at the back.'*
- *'I'd like to buy **a** melon, please.' 'Sorry, we haven't **any** melons today.'*
- *That's **a** nice picture on the cover – are there **any** pictures inside the book?*

Language Help

Similarly, although you do not normally use ***a/an*** with uncountable nouns, you often use ***some*** and ***any*** with them in specific situations:

- *'Is there **any** fat in this cake?' 'Yes, there's **some** butter in it.*
- *I'm hoping to find **some** acting talent among the new students. Do they show **any** ability?*

■ You can put adjectives between the indefinite article and the noun:

- *Here's **a** sharp **pencil** for you.*
- *What **an** amazing **rainbow!***
- *Sam is wearing **a** rather silly **hat.***
- *Is that **an** interesting **book?***
- *An enormous **cat** was asleep on the windowsill.*
- *What you need is **a** really long healthy **walk.***

Spelling Help

Notice that when an adjective comes between the indefinite article and the noun, you still follow the rule ***an*** + **vowel**, and ***a*** + **consonant**:

an ugly building
a pretty garden

The definite article *the*

■ You use ***the*** before a noun when you are talking about something or someone definite, and your hearers know which thing or person you mean, usually because there is only one that you could possibly mean:

- *May I turn on **the** television?*
- *Shall I turn **the** radio off?*
- *Please close **the** door.*
- *Sally is in **the** living room.*

- *Dad is waiting in **the** car.*
- *Who spilt juice on **the** carpet?*
- *I have to go to **the** dentist today.*
- *Where is **the** lecturer?*
- *We often run along **the** beach for exercise.*
- *The street is very busy today.*
- *Helen is laying **the** table.*

Did you know?

You can refer to the office or consulting rooms of a person such as a doctor or dentist by using ***the*** + the possessive form of ***doctor*** or ***dentist***:

- *Mum took the baby to **the** doctor's today.*
- *I saw the advert in a magazine I read at **the** dentist's.*

- Typically, you use ***the*** before a thing or person when you mention them for a second time, having introduced them with ***a/an***:
  - *There was **a** clock on the wall. My watch said 9.30 but **the** clock said 9.45.*
  - *I had **a** bruise on my arm and **a** cut on my leg; **the** cut looked nasty.*
  - *A girl and **a** boy were playing nearby; **the** girl looked much younger than **the** boy.*
- You use ***the*** before a thing or person that is unique, such as ***the sun, the earth, the devil, the Queen***:
  - *The moon was hidden behind a cloud.*
  - *I glanced up at **the** sky.*
  - *The President is to visit Thailand next month.*

Sound Help

- The ***e*** in ***the*** has a short sound before words beginning with a consonant, like the words below:

  the sitting room *the dentist* *the television* *the road* *the nurse*
  the carpet *the show* *the computer* *the sofa*

- When you use ***the*** before a word beginning with a vowel, it has a different sound. You say it with a long ***e***, like the sound in ***me*** or ***bee*** or ***tea***:

  thg exit *thg umbrella* *thg apple* *thg ugly duckling* *thg abacus*
  thg orange *thg other hand* *thg igloo* *thg orang-utan*

- The ***e*** in ***the*** is short before words that start with a vowel that begins with a ***y*** sound, such as ***university, uniform, Europeans, eucalyptus***:
  - *Mum teaches at **the university**.*

The word ***one*** starts with a ***w*** sound, so the ***e*** in ***the*** is short before ***one***:

- *Is this **the one** you wanted?*

But the ***e*** in ***the*** is long before words beginning with a silent ***h***:

- ***The hour** seemed to last for ever.*
- *I recently had **the honour** of addressing them.*

- You use **the** with **plural nouns** when you are referring to definite things, and people know which things you mean:
  - *Let's open all **the** windows.*
  - *Marianne, please give out **the** books.*
  - *You've drawn **the** eyes too small and **the** ears too big.*
  - *__The__ wheels are muddy.*
  - *We'd better wash **the** dishes.*
  - *I've just been making **the** beds.*
  - *__The__ stars are very bright tonight.*
- You can also use the possessive determiners ***my, your, his, her, its, our, their,*** or a **possessive form,** with **singular or plural** nouns. You can use the demonstrative determiners ***this*** and ***that*** with singular nouns, and ***these*** and ***those*** with plural nouns. If you use any of these, they take the place of ***the***:
  - *Our house is down **this** road.*
  - *Susan is combing **her** hair.*
  - *Your bedroom is untidy.*
  - *Dad's dinner has gone cold.*
  - *This jar has lost **its** lid.*
  - *This shirt is dirty. **That** shirt is clean.*
  - *__These__ books have lost **their** covers.*
- You use ***the*** with **uncountable nouns** when you are talking about a particular lot of something, and people know what you are referring to:
  - *Where's **the** sugar?*
  - *__The__ butter is melting.*
  - *Put **the** salt on the table.*
  - *We haven't finished **the** cheese.*
  - *Mum packed **the** food into containers for the freezer.*
  - *We must make **the** milk last till tomorrow.*
  - *I think **the** bread is stale.*
  - *__The__ wine is kept in this cupboard.*
  - *Has **the** mail arrived?*
  - *Could you pass me **the** glue?*
- You use ***the*** not only when you are referring to a person or thing already known to your hearer, but also when you are in the process of identifying someone or something, for example:

1 by means of an adjective:

  - *Would you like **the** orange mug, or **the** blue one?*
  - *My car is **the** battered little Cinquecento.*
  - *__The__ old bridge has been replaced.*

2 by means of a participle phrase or prepositional phrase placed after the noun:

- *There's my fiancé, the man standing by the door.*
- *Who's the lady in the red trouser suit?*

3 by means of a relative clause:

- *The shop that sells fabric remnants is closing down.*
- *I've found a copy of the recording you recommended.*

- You use *the* with superlatives and other words that make something or someone **unique**:
  - *Which of you is the best runner?*
  - *The largest dinosaur had a disproportionately small head.*
  - *The next lesson is biology.*
  - *Maggie was the only person who got the last question right.*
- You use *the* with comparatives when comparing two people or things:
  - *The slightly taller twin is Maria.*
  - *The smaller size fits me fine.*
  - *Which is the quicker route of the two?*

Did you know?

There is a special 'double comparative' construction using *the* with **comparatives**, expressing a situation where an increase in one thing causes an increase in another:

- *The more indulgent parents are, the worse children's behaviour gets.*

For more information see the chapter CONJUNCTIONS AND CLAUSES.

- *The* can be used before a noun to represent a whole class:
  - *How did people manage before the invention of the computer?*
  - *The gun should be banished from our culture.*
- You can use *the* with a familiar feature of life or the environment:
  - *You can always talk to people about the weather.*
  - *The roads are in a dreadful condition.*
  - *If you really care about the environment, read on.*
- *The* can be used before certain nationality and other adjectives, to represent a whole class of people:
  - *The French have excellent taste in most things.*
  - *This new legislation will help the unemployed.*

  For more information on this use, see the chapter ADJECTIVES.
- You use *the* before the first noun in such expressions as *the back of his head*; the second noun can be preceded by *a/an*, *the* or another determiner, or no determiner at all:

the corner of the table	*the success of this project*
the bank of a river	*the answer to my prayers*
the birth of their baby	*the love of power.*

- *The* rather than a possessive determiner usually follows the preposition in prepositional phrases referring to a part of the body:
  - *The man had been shot through **the** head.*
  - *Harry was wounded in **the** leg.*
  - *I received a blow on **the** head and could remember nothing after that.*
  - *Please look me in **the** eye.*
- When you are talking about people playing instruments, you usually put *the* before the instrument:
  - *Michael plays **the** violin.*
  - *Sara plays **the** organ.*
  - *Henry plays **the** trombone.*
  - *Sally is playing a tune on **the** clarinet.*
  - *Peter is beating a rhythm on **the** drums.*
  - *Jim plays **the** oboe in the school orchestra.*
  - *I've always wanted to learn **the** harp.*
  - *My uncle is teaching me **the** trumpet.*
- *The* sometimes has the meaning 'enough' or 'sufficient':
  - *I thought I hadn't got **the** brains for an academic career.*
  - *I gave in because I didn't have **the** strength to argue.*
  - *Do you think she has **the** talent to become a dancer?*
  - *I want to specialize in surgery – I know I have **the** skill.*
- You don't use *the* with proper nouns that are the names of people or streets or places except in conversations like the following:
  - *'You live next door to Michael Jackson? Not **the** Michael Jackson, surely?' 'No, **the** Michael Jackson we live next door to is a humble builder.'*

  But you use *the* before the names of:

- rivers and other waterways
  the Yangtze
  the River Kwai
  the Rhine
  the Nile
  the Panama Canal
  the Straits of Gibraltar
- seas
  the Yellow Sea
  the Irish Sea
  the Caribbean Sea
  the Dead Sea
  the South China Sea
  the Red Sea
- oceans
  the Pacific Ocean
  the Atlantic Ocean
  the Indian Ocean
- mountain ranges
  the Himalayas
  the Alps
  the Rockies

- islands
  the Isle of Man
  the Aleutian Islands
- deserts
  the Sahara
  the Sahel
- important buildings and monuments
  the Golden Gate Bridge
  the Eiffel Tower
  the Cenotaph
  the Taj Mahal
  the Statue of Liberty
  the Little Mermaid

Zero article

Quite a lot of nouns, many of them countable, are used without the articles *a/an* or *the* in certain situations, for example:

- *What did you learn at school today?*
- *Are you going into town?*
- *Is Dad back from work yet?*
- *You'll end up in prison!*
- *We're a long way from home.*
- *Helen is still at college.*

These nouns behave rather like proper nouns without capitals. They are environments known to the speaker and hearer for certain typical activities. Dropping the article is like calling them by their own name.

For more information, see Unit 8 in the chapter NOUNS.

UNIT 21

QUANTIFIERS AND OTHER DETERMINERS AND PRONOUNS

QUANTIFIERS IN CONTEXT

Many thanks for your e-mail message of 20 June, in which you asked me for some advice about your future plans. I realize you've had little or no time to think about such things since your A-levels. Several people may tell you there isn't much advantage in getting a university degree before you go to teacher-training college; personally, I disagree, though I guess every friend you consult will have their own view.

You can find quantifying **determiners**, as here, before plural, singular countable, and uncountable nouns. *Such* is not a quantifier, but has uses in common with quantifiers.

I must apologize for the delay in replying – there are a couple of reasons. First, I needed a little time to think about your message, and the other reason is that I've been on holiday. Another problem was a bout of flu on my return. However, I've now put together a few ideas, which I hope will be helpful.

Some quantifiers include an article (*another* is simply *an + other*).

A lot of nonsense is talked about the delights of university life that you mustn't miss out on. In fact masses of time is wasted by students on these so-called delights. There are, however, lots of better reasons for going to a university for a number of years. You train your mind, and you get plenty of opportunities to talk to experienced people and so plan your future.

Some quantifiers consist of a **quantifying term** + *of*.

Many of my students complain that much of the stuff studied at university is irrelevant to real life. But as I said, most of the work they do can be regarded as good mind-training, and hardly any of the tasks required of them are inappropriate to that. The main trouble with their courses is that there's little of that research that you get at postgraduate level. But both my children benefited from university and found all their modules useful.

Most **quantifiers** need *of* before a following identifier + noun. The exceptions are *all, both, half*, which can be used directly before an identifier.

Some of this must sound a bit boring to you, but most of it is common sense, actually. Students come to university for various reasons, some of them under pressure from their parents or their schoolteachers, and half of them with no great enthusiasm for the subject they have chosen; many of these fall by the wayside and leave, but most of those who have come with a strong sense of purpose do well. Several of mine have landed excellent jobs.

Quantifier + *of* + pronoun is also frequent.

I expect you want to ask, 'Do any go on to teacher-training college?' and the answer is 'Yes, lots.' After their training many go into the state system but some go into private education. A few go into neither, but choose a different job, or another academic course.

Most quantifiers can stand alone as **pronouns**.

I hope these few comments have been not too superfluous. I'd say that with your many talents you should opt for a university degree before training as a teacher; you have no little ability, but my only reservation would be finance – can you afford it? We'll have many more opportunities for discussion before you have to decide, as I come home to see my mother every few days. So, if you have any other worries, do let me know.

Identifiers can be followed by quantifiers, and **quantifiers** can be followed by quantifiers, in certain combinations.

What is a quantifier?

Quantifiers are **quantifying determiners** and **pronouns**. They express amount or quantity. Some common examples of **quantifiers** are: ***some, any, more, few, little, much, several, many, no***:

- *There's **no** excuse for this delay.*
- *But surely you haven't **any** enemies?*
- *You've made **several** mistakes.*
- *Have **some** dessert.*
- ***Many** people would agree.*
- *There's very **little** rice left.*
- *Did you get **much** work done?*
- *Have you **enough** paint?*
- ***Most** students own a mobile phone.*

- Some quantifying determiners consist of more than one word:
  - *I've **a few** letters to write.*
  - *Have **a little** honey.*

- Some quantifying expressions consisting of a **quantifier** + ***of*** act as determiners:
  - *You've made **a lot of** mistakes.*
  - *We've got **lots of** bread.*
  - *She knows **loads of** important people.*
  - *I had **a number of** reasons for refusing.*
  - *There's **plenty of** paper in the printer.*

- If you put a **quantifier** before an **identifier** such as ***the, this, my,*** you usually need to use ***of*** between the two types of determiner:
  - ***Some of the** money is missing.*
  - *I've informed **most of my** friends.*
  - ***Much of this** trouble could have been avoided.*
  - *We haven't kept **many of his** letters.*
  - *I didn't need **any of your** diskettes.*
  - *We don't eat **enough of those** vegetables.*

- You can leave out the noun after most quantifying determiners when it is clear what noun they refer to. This means that you are using the determiner as a **pronoun**. For example:
  - *'Would you like **some** dessert? There's **plenty**.' 'Yes, I'd love **some**.'*
  - *'There should be **enough** glue in that tube.' 'Thanks, I've already used **a little**.'*
  - *'**Several** letters have arrived for Mum and **a few** for Dad.' 'Are there **any** for me?' Yes, there's **one** for you.'*
  - *'I expect there are **masses of** bills.' 'Yes, **a lot**.'*

Language Help

You will hear informal variations on ***lots of***, for example, ***masses of, heaps of, loads of, hundreds of***.

Grammar Help

Important exceptions to this rule are ***all, both, half***:

- *Have you contacted **all your** clients?*
- ***Both my** parents smoke.*
- ***Half these** documents could be thrown away.*

The forms ***all of, both of, half of*** are acceptable too, and even preferred in American English: *I've contacted **all of my** clients.*

- The combination **quantifier + *of*** can be followed by a **pronoun**. Notice that you use the object form of the personal pronouns:
  - *Some of us object strongly.*
  - *There are so many regulations – a lot of them seem unnecessary.*
  - *Several of you have asked for a discussion.*
  - *Try a little of this – it's delicious.*
  - *These peaches are OK, but most of those are mouldy.*
  - *Dave had forgotten his sandwiches, so I gave him a few of mine.*
  - *One of you may accompany me.*

The quantifiers and their possible uses

Quantifiers each have their own range of uses. This section shows you the possibilities for each quantifier.

QUANTIFIERS USED WITH PLURAL NOUNS	
few (meaning 'not many')	
quantifier + plural noun quantifier + *of* + identifier + plural noun quantifier + *of* + pronoun quantifier alone	*Few guests knew the real reason.* *Few of the guests knew the real reason.* *Few of them knew the real reason.* *Few knew the real reason.*
a few (meaning 'several')	
quantifier + plural noun quantifier + *of* + identifier + plural noun quantifier + *of* + pronoun quantifier alone	*A few students arrived.* *A few of the students arrived.* *A few of them arrived.* *A few arrived.*
fewer	
quantifier + plural noun quantifier + *of* + identifier + plural noun quantifier + *of* + pronoun quantifier alone	*I ate fewer sweets than you.* *I ate fewer of the sweets than you.* *I ate fewer of them than you.* *I ate fewer than you.*
many	
quantifier + plural noun quantifier + *of* + identifier + plural noun quantifier + *of* + pronoun quantifier alone	*Many verbs are irregular.* *Many of these verbs are irregular.* *Many of them are irregular.* *Many are irregular.*

several	
quantifier + plural noun	***Several books** are missing.*
quantifier + *of* + identifier + plural noun	***Several of the books** are missing.*
quantifier + *of* + pronoun	***Several of them** are missing.*
quantifier alone	***Several** are missing.*
both (refers to two only)	
quantifier + plural noun	***Both twins** have dark hair.*
quantifier + identifier + plural noun	***Both the twins** have dark hair.*
quantifier + *of* + identifier + plural noun	***Both of the twins** have dark hair.*
quantifier + *of* + pronoun	***Both of them** have dark hair.*
quantifier alone	***Both** have dark hair.*
used in adverbial position	*The twins **both** have dark hair.*
(compare ***all*** and ***each***)	*They **both** have dark hair.*
	*They have **both** passed the test.*
	*Congratulations to them **both**.*

Language Help

- ***Many*** is quite often used in general statements, for example:
  - ***Many** insects have only one pair of wings.*
  - *There are **many** different species of carp.*

  But in particular references people tend to use ***a lot of*** rather than ***many***:
  - *I know **a lot of** people here* (not: *I know many people here*).

  You frequently find ***many*** used with a negative word or in questions:
  - *He **never** had **many** friends.*
  - *Do you know **many** people here?*
- ***Both*** needs ***of*** before a personal pronoun, but can come directly before a possessive or demonstrative pronoun:
  - ***Both of them** are OK.*
  - ***Both mine** are OK.*
  - ***Both those** are OK.*
- For information about the pair of conjunctions ***both ... and*** (as in: ***Both** Jane **and** her sister play the piano*) look at the chapter CONJUNCTIONS AND CLAUSES .

An alternative to ***several*** is ***a number of***:
- ***A number of** students have complained.*

QUANTIFIERS USED WITH PLURAL NOUNS AND UNCOUNTABLE NOUNS	
all	
quantifier + plural noun	*All dogs must have a licence.*
quantifier + identifier + plural noun	*All the students have passed.*
quantifier + *of* + identifier + plural noun	*All of the students have passed.*
quantifier + *of* + pronoun	*All of them have passed.*
quantifier alone	*All are welcome.*
quantifier + uncount noun	*He considers all philosophy stupid.*
quantifier + identifier + uncount noun	*We've eaten all the honey.*
quantifier + *of* + identifier + uncount noun	*We've eaten all of the honey.*
quantifier + *of* + pronoun	*We've eaten all of it.*
quantifier alone	*All is not lost.*
used in adverbial position	*The students have all passed.*
(compare ***both*** and ***each***)	*The honey has all been eaten.*
	We congratulate them all.
	We've eaten it all.
enough	
quantifier + plural noun	*I've taken **enough** chips.*
quantifier + *of* + identifier + plural noun	*I've taken **enough** of those chips.*
quantifier + *of* + pronoun	*I've taken **enough** of them.*
quantifier alone	*I've taken **enough**.*
quantifier + uncount noun	*I've eaten **enough** food.*
quantifier + *of* + udentifier + uncount noun	*I've eaten **enough** of that food.*
quantifier + *of* + pronoun	*I've eaten **enough** of it.*
quantifier alone	*I've eaten **enough**.*
a lot	
quantifier + *of* + plural noun	*A lot of students already speak English.*
quantifier + *of* + identifier + plural noun	*A lot of the students already speak English.*
quantifier + *of* + pronoun	*A lot of them already speak English.*
quantifier alone	*A lot already speak English.*
quantifier + *of* + uncount noun	*A lot of paper was thrown in the bin.*
quantifier + *of* + identifier + uncount noun	*A lot of the paper was thrown in the bin.*
quantifier + *of* + pronoun	*A lot of it was thrown in the bin.*
quantifier alone	*A lot was thrown in the bin.*

lots	
quantifier + *of* + plural noun	*Lots of children have computers.*
quantifier + *of* + identifier + plural noun	*Lots of the children have computers.*
quantifier + *of* + pronoun	*Lots of them have computers.*
quantifier alone	*Lots have computers.*
quantifier + uncount noun	*Lots of food was wasted.*
quantifier + *of* + identifier + uncount noun	*Lots of the food was wasted.*
quantifier + *of* + pronoun	*Lots of it was wasted.*
quantifier alone	*Lots was wasted.*
more	
quantifier + plural noun	*Susan did more sums than me.*
quantifier + *of* + identifier + plural noun	*Susan did more of those sums than me.*
quantifier + *of* + pronoun	*Susan did more of those than me.*
quantifier alone	*Susan did more than me.*
quantifier + uncount noun	*There's more paint in that tin.*
quantifier + *of* + identifier + uncount noun	*There's more of this paint in that tin.*
quantifier + *of* + pronoun	*There's more of this in that tin.*
quantifier alone	*There's more in that tin.*
most	
quantifier + plural noun	*Most children can use a computer.*
quantifier + *of* + identifier + plural noun	*Most of my friends play football.*
quantifier + *of* + pronoun	*Most of us play football.*
quantifier alone	*Most play football.*
quantifier + uncount noun	*Most lemonade contains sugar.*
quantifier + *of* + identifier + uncount noun	*Most of the lemonade has been drunk.*
quantifier + *of* + pronoun	*Most of it has been drunk.*
quantifier alone	*Most contains sugar.*
none	
quantifier + *of* + identifier + plural noun	*None of the candidates were suitable.*
quantifier + *of* + pronoun	*None of them were suitable.*
quantifier alone	*None were suitable.*
quantifier + *of* + identifier + uncount noun	*None of the dessert was left.*
quantifier + *of* + pronoun	*None of it was left.*
quantifier alone	*None was left.*

plenty	
quantifier + *of* + plural noun	*There are plenty of plates on the shelf.*
quantifier + *of* + identifier + plural noun	*There are plenty of these plates on the shelf.*
quantifier + *of* + pronoun	*There are plenty of these on the shelf.*
quantifier alone	*There are plenty on the shelf.*
quantifier + *of* + uncount noun	*There's plenty of paper in the cupboard.*
quantifier + *of* + identifier + uncount noun	*There's plenty of this paper in the cupboard.*
quantifier + *of* + pronoun	*There's plenty of this in the cupboard.*
quantifier alone	*There's plenty in the cupboard.*
some	
quantifier + plural noun	*Some students are absent today.*
quantifier + *of* + identifier + plural noun	*Some of the students are absent today.*
quantifier + *of* + pronoun	*Some of them are absent today.*
quantifier alone	*Some are absent today.*
quantifier + uncount noun	*Some work has been completed.*
quantifier + *of* + identifier + uncount noun	*Some of the work has been completed.*
quantifier + *of* + pronoun	*Some of it has been completed.*
quantifier alone	*Some has been completed.*

Language Help

- ***All*** needs ***of*** before a personal pronoun, but can come directly before a possessive or demonstrative pronoun:
  - *All **of them** have been checked.*
  - *All **mine** have been checked.*
  - *All **these** have been checked.*
- ***More*** has two meanings. It is the comparative of ***many*** and ***much***:
  - *I've read **more books** than you.*
  - *I've done **more work** than you.*

  It can also mean 'additional':
  - *We need to find **more examples**.*
  - *Is there **more work** to do?*
- ***Most*** also has two meanings. It is the superlative of ***many*** and ***much***:
  - *Who has read **most** (or **the most**) **books**?*
  - *Who has done **most** (or **the most**) **work**?*

  It can also mean 'the majority of' or 'the greater proportion of':
  - ***Most books** are rubbish.*
  - ***Most work** is a waste of time.*
- The pronoun ***none*** means 'not any' or 'not one'. When ***none*** refers to a plural noun, you can use a plural or a singular verb with it:
  - *None of those answers **are** (or **is**) correct.*

Language Help

As long as **none** does not begin the sentence, you can replace it with **not ... any**:

- *'May I have some chips?' 'Sorry, there are* ***none*** *(or there aren't* ***any****) left.'*
- *'May I have some ice cream?' 'Sorry, there's* ***none*** *(or there isn't* ***any****) left.'*

■ The determiner **some** can also be used before singular countable nouns, but with the meaning 'a certain unspecified (person or thing)':

- *The trouble concerned* ***some*** *kid at Jenny's school.*
- *We'll meet again* ***some*** *day, I expect.*

QUANTIFIERS USED WITH UNCOUNTABLE NOUNS	
less	
quantifier + uncount noun	*I was given* ***less*** *work than you.*
quantifier + ***of*** + identifier + uncount noun	*I was given* ***less of the*** *work than you.*
quantifier + ***of*** + pronoun	*I was given* ***less of it*** *than you.*
quantifier alone	*I was given* ***less*** *than you.*
little (meaning 'not much')	
quantifier + uncount noun	*There was* ***little*** *water left.*
quantifier + ***of*** + identifier + uncount noun	*There was* ***little of the*** *water left.*
quantifier + ***of*** + pronoun	*There was* ***little of it*** *left.*
quantifier alone	*There was* ***little*** *left.*
a little (meaning 'a small quantity')	
quantifier + uncount noun	*Try* ***a little*** *fried rice.*
quantifier + ***of*** + identifier + uncount noun	*Try* ***a little of the*** *fried rice.*
quantifier + ***of*** + pronoun	*Try* ***a little of it.***
quantifier alone	*Try* ***a little.***
much	
quantifier + uncount noun	*I didn't use* ***much*** *paint.*
quantifier + ***of*** + identifier + uncount noun	*I didn't use* ***much of the*** *paint.*
quantifier + ***of*** + pronoun	*I didn't use* ***much of it.***
quantifier alone	*I didn't use* ***much.***

Language Help

■ ***Much*** is sometimes used formally in general statements, for example:

- ***Much*** *nonsense is talked about slimming.*
- *We have* ***much*** *to be grateful for.*

But in particular references people tend to use ***a lot of*** rather than ***much***:

- *I took* ***a lot of*** *trouble with my essay.* (not: *I took much trouble with my essay.*)

You frequently find ***much*** used with a negative word or in questions:

- *He* ***never*** *had* ***much*** *success.*
- *Do you do* ***much*** *painting nowadays?*

- An alternative to ***much*** in general or specific reference is ***a great deal***:
  - *A great deal of time can be saved by taking the motorway.*
  - *I've a great deal to do today.*
- Strictly, you use ***fewer***, not ***less***, with plural nouns:
  - *I've got less ice cream than you.*
  - *I've got fewer sweets than you.*

QUANTIFIERS USED WITH SINGULAR COUNTABLE NOUNS	
another	
quantifier + singular count noun	*There's another yellow taxi.*
quantifier + *of* + identifier + plural noun	*There's another of those yellow taxis.*
quantifier + *of* + pronoun	*There's another of them.*
quantifier alone	*There's another.*
each	
quantifier + singular count noun	*Each pupil has a grammar book.*
quantifier + *of* + identifier + plural noun	*Each of the pupils has a grammar book.*
quantifier + *of* + pronoun	*Each of them has a grammar book.*
quantifier alone	*Each has a grammar book.*
used in adverbial postion	*The pupils each have a grammar book.*
(compare *all* and *both*)	*They each have a grammar book.*
	We gave them each a grammar book.
	We gave them a grammar book each.
every	
quantifier + singular count noun	*Every toilet is checked regularly.*
quantifier + *one of* + identifier + plural noun	*Every one of the toilets is checked regularly.*
quantifier + *one of* + pronoun	*Every one of them is checked regularly.*
quantifier + *one*	*Every one is checked regularly.*
one	
quantifier + singular count noun	*We've lost one suitcase.*
quantifier + *of* + identifier + plural noun	*We've lost one of our suitcases.*
quantifier + *of* + pronoun	*We've lost one of them.*
quantifier alone	*We've lost one.*
either (meaning 'one or the other of two')	
quantifier + singular count noun	*I can write with either hand.*
quantifier + *of* + identifier + plural noun	*I can write with either of my hands.*
quantifier + *of* + pronoun	*I can write with either of them.*
quantifier alone	*I can write with either.*

neither (meaning 'not one or the other of two')	
quantifier + singular count noun	***Neither twin** has a driving licence.*
quantifier + *of* + identifier + plural noun	***Neither of the twins** has a driving licence.*
quantifier + *of* + pronoun	***Neither of them** has a driving licence.*
quantifier alone	***Neither** has a driving licence.*

Language Help

- ***One*** is used before a countable noun as a number:
  - *She has written **one novel** and is planning more.*

One used before a countable noun can also mean a certain unspecified (person or thing):

- *I expect we'll meet again **one day**.*
- ***One friend** didn't believe me.*

One is often used as a pronoun replacing a noun that has just been used, and you can use adjectives or determiners with it:

- *'Have you met the new Korean student?' '**Which one**? There are several.' '**That one** over there.' 'Do you mean **the tall one** carrying a backpack?'*

One has the plural ***ones***:

- *'Which lettuces do you prefer?' 'The small **ones** with crisp curly leaves.'*
- *My jeans are worn out – I need some smart new **ones**.*

- The determiner ***every*** cannot be used alone as a pronoun. The combination ***every one*** can be used as a pronoun instead:
  - *Have you checked all the answers? Yes, **every one**.*
- The determiner ***either*** has three meanings.
  1. In positive sentences it means 'one or the other, it doesn't matter which':
     - *You can use **either eye** to look through a telescope.*
  2. With a negative it means '(not) the one or the other':
     - *Sam had two brothers and I didn't like **either of them**.*
  3. It is sometimes used to mean each or both of two:
     - *Trees were planted along **either side** of the road.*
- For the pairs of conjunctions ***either*** ... ***or*** and ***neither*** ... ***nor*** see the chapter CONJUNCTIONS AND CLAUSES.

For the adverbial use of ***neither*** and ***either*** in discourse and conversation (for example: ***Neither** do I, I don't **either***) see the chapter ELLIPSIS AND SUBSTITUTION.

- The determiners ***each, every, either*** and ***neither*** are sometimes called **distributives,** because they refer individually to members of a group or couple.

QUANTIFIERS &c USED WITH SINGULAR COUNTABLE, PLURAL OR UNCOUNTABLE NOUNS	
any	
quantifier + singular count noun	*Any day suits me.*
quantifier + *of* + identifier + plural noun	*Any of those days suits me.*

quantifier + *of* + pronoun	*Any of them suits me.*
quantifier alone	*Any suits me*
quantifier + plural noun	*Do you have any stamps?*
quantifier + *of* + identifier + plural noun	*You can take any of those stamps.*
quantifier + *of* + pronoun	*You can take any of those.*
quantifier alone	*You can take any.*
quantifier + uncount noun	*Haven't they any common sense?*
quantifier + *of* + identifier + uncount noun	*Is there any of that curry left?*
quantifier + *of* + pronoun	*Is there any of it left?*
quantifier alone	*Is there any left?*
no	
quantifier + singular count noun	*No child is allowed in without an adult.*
quantifier + plural noun	*There are no apples left.*
quantifier + uncount noun	*I had no difficulty finding the answer.*
half	
quantifier + identifier + singular count noun	*I ate half the orange for breakfast.*
quantifier + *of* + identifier + singular count noun	*I ate half of the orange for breakfast.*
quantifier + identifier + *of* + pronoun	*I ate half of it for breakfast.*
quantifier alone	*I ate half for breakfast.*
quantifier + identifier + plural noun	*Only half the computers are in use.*
quantifier + *of* + identifier + plural noun	*Only half of the computers are in use.*
quantifier + *of* + pronoun	*Only half of them are in use.*
quantifier alone	*Only half are in use.*
quantifier + identifier + uncount noun	*I've promised to do half the work.*
quantifier + *of* + identifier + uncount noun	*I've promised to do half of the work.*
quantifier + *of* + pronoun	*I've promised to do half of it.*
quantifier alone	*I've promised to do half.*

Language Help

The determiner ***any*** has two meanings.

1 In positive sentences ***any*** means 'whichever you like – it doesn't matter':
   - ***Any road*** *takes you to the town centre.*

2 With a negative ***any*** means 'no' or 'none' and can be replaced by these for more emphasis:
   - *There isn't* ***any excuse*** (or *There's* ***no excuse***).
   - *I tried to think of an excuse but there wasn't* ***any*** (or *there was* ***none***).

Language Help

- The determiner ***no*** cannot be used by itself as a pronoun. You can use ***none*** (meaning 'not one' or 'not any') as a pronoun instead:
  - *There were **no seats** left in the stalls and **none** in the circle either.*
- ***Half*** needs ***of*** before a personal pronoun, but can come directly before a possessive or demonstrative pronoun:
  - ***Half of them** are faulty.*
  - ***Half mine** are faulty.*
  - ***Half those** are faulty.*

... AND A FEW SPECIAL DETERMINERS AND PRONOUNS	
only	
identifier + ***only*** + singular count noun identifier + ***only*** + plural noun	*That's **my only reason** for refusing.* *We were **the only people** there.*
other	
other + plural noun ***other*** + uncount noun ***others*** (plural pronoun)	*He likes playing with **other children**.* *Surely there's **other work** you can get on with?* *Some insects – wasps, ants and **others** – build nests.*
the other	
identifier + ***other*** + singular count noun identifier + ***other*** identifier + ***other***+ plural noun identifier + ***others*** (plural pronoun)	*There was a bridge across to **the other side**.* *We crossed from one side to **the other**.* ***The other children** laughed at her.* ***The others** laughed at her.*
each other	
quantifier (distributive) + ***other***	*Do you know **each other** already?*
one another	
quantifier + ***other***	*They're good at supporting **one another**.*
such	
such + identifier + singular count noun ***such*** + uncount noun ***such*** + plural noun	*How did **such an error*** (= an error like that) *occur?* ***Such behaviour*** (=behaviour like that) *is rare.* ***Such errors*** (=errors like those) *are uncommon.*

what	
what + singular count noun	*What sound does a hyena make?*
what + plural noun	*What programmes do you watch?*
what + uncount noun	*What music do you like best?*
which	
which + singular count noun	*Which movie did you go to?*
which + *of* + identifier + plural noun	*Which of the movies did you go to?*
which + *of* + pronoun	*Which of them did you go to?*
which alone	*Which did you go to?*
which + plural noun	*Which movies have you seen?*
which + *of* + identifier + plural noun	*Which of those movies have you seen?*
which + *of* + pronoun	*Which of them have you seen?*
which alone	*Which have you seen?*

Language Help

- The determiner ***other*** is not used on its own before singular countable nouns; instead you use ***another***:
  - *I've thought of* ***another*** (not *other*) *idea.*

  Notice, however, that ***another*** consists of ***an+other*** (identifier+***other***). You can use identifiers or quantifiers before ***other***, with singular countable nouns:

  the other *foot*
  his other *ear*
  every other *method*
  any other *day*
  no other *way*
- The plural pronoun ***others*** has two uses.

  1 It can represent a plural noun:
  - *I bought a lot of books locally, and* ***others*** *came from my parents.*

  2 It can also mean 'other people':
  - *You have no consideration for* ***others.***
- The combination ***the other*** refers to the remainder of a group, or the second of two:
  - *Susan went home but* ***the other*** *kids stayed in town.*
  - *We rowed across to* ***the other*** *bank.*
- ***The others*** refers to the remainder of a group:
  - *This photo is good but* ***the others*** *are poor.*
  - *I'll go and tell* ***the others.***
- ***each other*** and ***one another*** are sometimes called **reciprocal pronouns**, because they express the idea of something done by each member of a group or couple to each of the others. Notice the difference between:
  - *The brothers blamed* ***themselves*** (reflexive).
  - *The brothers blamed* ***each other*** (reciprocal).

Some people like to reserve ***each other*** for a situation where only two are involved, but most people use ***each other*** and ***one another*** interchangeably, regardless of the number involved.

- ***Some*** ... ***other(s)*** and ***one*** ... ***another*** express a contrast:
  - *Some parents offered to help, while **others** kept silent.*
  - *One doctor will tell you to take up jogging, and **another** will tell you not to.*
- ***One*** ... ***another*** (or ***the other***) can express a progressive situation:
  - *The students filed in **one** after **another**.*
  - *One person tells **another**, and so the rumour spreads.*
  - *Books were piled **one** on top of **the other**.*
- ***Such*** has two uses.

  1 as a **determiner**: *I never believe **such** tales* (= tales like those).

  2 as an **intensifier**, meaning very bad, very great, very good and so on:
  - *It's **such** a nuisance!*
  - *We had **such** fun!*

  As an intensifier ***such*** can be used with adjectives before singular, plural or uncountable nouns:
  - *I'm lucky to live in **such a lovely** place.*
  - *I'm lucky to have **such kind** neighbours.*
  - *I'm lucky to enjoy **such good** health.*
- With singular countable nouns there is a formal alternative using **so**:
  - *I'm lucky to live in **so lovely a** place.*
- ***What*** and ***which*** are regarded as interrogative determiners/pronouns but they have quantifying characteristics, so are included in the table of special determiners above.

NUMBERS AS QUANTIFIERS	
Cardinal numbers	
quantifier + plural noun	*Ten candidates were shortlisted.*
quantifier + *of* + identifier + plural noun	*Ten of the candidates were shortlisted.*
quantifier + *of* + pronoun	*Ten of them were shortlisted.*
quantifier alone	*Ten were shortlisted.*
Ordinal numbers	
identifier + quantifier + singular count noun	*The fifth candidate was the most suitable.*
identifier + quantifier + *of* + identifier + plural noun	*The fifth of the candidates was the most suitable.*
identifier + quantifier + *of* + pronoun	*The fifth of them was the most suitable.*
identifier + quantifier	*The fifth was the most suitable.*
Fractions	
quantifier + *of* + identifier + singular count noun	*A quarter of the melon has been eaten.*
quantifier + **of** + pronoun	*Three quarters of it is uneaten.*
quantifier alone	*Three quarters is uneaten.*

quantifier + *of* + identifier + uncount noun	*A quarter of the work is complete.*
quantifier + *of* + pronoun	*Three quarters of it remains to be done.*
quantifier alone	*Three quarters remains to be done.*
quantifier + *of* + identifier + plural noun	*A quarter of the candidates have failed.*
quantifier + *of* + pronoun	*Three quarters of them have passed.*
quantifier alone	*Three quarters have passed.*
Multipliers	
quantifier + identifier + singular count noun	*You'll be paying twice/three times the price.*
quantifier + pronoun	*You'll be paying twice/three times that.*
quantifier + identifier + uncount noun	*You'll earn twice/three times the money.*
quantifier + pronoun	*You'll earn twice/three times that.*
quantifier + identifier + plural noun	*We need twice/three times the salespeople.*
quantifier + pronoun	*We need twice/three times those.*

Language Help

For the number ***one*** see above under QUANTIFIERS USED WITH SINGULAR COUNTABLE NOUNS

For the fraction ***half*** see above under QUANTIFIERS USED WITH SINGULAR COUNTABLE, PLURAL OR UNCOUNTABLE NOUNS.

For details about the formation of plurals of numbers such as ***hundred, thousand, million*** see the section NOTES ON FORMING PLURALS in the chapter **NOUNS.**

- You can use ***double*** instead of ***twice*** as a multiplier:
  - *You'll be paying **double the price.***
  - *You'll be paying **double that.***

Combining determiners

You will remember that determiners fall into two main categories:

identifiers

the articles: ***the, a***
demonstratives: ***this, that, these, those***
possessives: ***my, your, his, her, its, our, their***

quantifiers

both, (a) few, fewer, many, several
all, enough, (a) lot (of), lots (of), more, most, none (of), plenty (of), some
less, (a) little, much
another, each, every, one (of), either, neither
any, no, half
only, other, such, what, which
numbers: ***three, four, third, fourth, a third, a quarter, three times, five times.***

Focus on Grammar

Identifiers do not combine with each other

If you use a possessive or demonstrative, you do not need an article:

my (not *the my*) *apartment*

those (not *the those*) *mountains.*

Similarly, a possessive form such as *Maria's* or *Dad's* acts as an identifier, so needs no article:

Billie's (not *the Billie's*) *room*

Jenny's (not *a Jenny's*) *pal*

Language Help

The forms *a pal of Jenny's* and *one of Jenny's pals* take the place of the incorrect *a Jenny's pal.*

Quantifier + *of* + identifier + noun

We have seen that although most quantifiers can be followed by nouns, most of them need *of* before a **following identifier**:

- *We've enough food.* **But:** *Enough of your cheek!*
- *Take some samosas.* **But:** *Take some of these samosas.*
- *Are there any questions?* **But:** *I couldn't answer any of the questions.*

All, both, half are exceptions; they can come directly before an identifier without *of*:

- *All my sons have done well.*
- *Both these essays are first-rate.*
- *Half the population are illiterate.*

The **multipliers** behave similarly:

- *Illiteracy here is twice the national average.*

Grammar Help

All, both and ***half*** are known as **predeterminers.**

Identifier + quantifier

Identifiers can be followed by quantifiers in combinations like the following:

- *I should like to thank my many supporters.*
- *I have just these few objections.*
- *He attended to her every wish.*
- *You're my only hope.*
- *Have you met their other son?*

Language Help

The superlatives ***most, least*** and ***fewest*** can be used with or without ***the***:

- *It's the teenagers who cause* ***most*** (or ***the most***) *difficulty.*
- *Let's see who can make* ***least*** (or ***the least***) *noise.*
- *Dave made* ***fewest*** (or ***the fewest***) *mistakes in the practical test.*

Quantifier+quantifier

Quantifiers can be used with **quantifiers** in certain combinations; here are some typical ones:

- *Take a pill* ***every four*** *hours.*
- *I visit her* ***every few*** *days,*
- *Are there* ***any more*** *questions?*
- *We want* ***no more*** *trouble.*
- *Have you* ***much more*** *work to do?*
- *We've* ***plenty more*** *tasks to keep us busy.*
- *Add* ***a little more*** *salt.*

- *We'll get **many more** volunteers.*
- *I want **three more** copies.*
- *We'll deal with that under '**any other** business'.*
- *All **other** methods are illegal.*
- *I do have **some other** qualifications.*
- *What **other** qualifications do you have?*
- *Her **only other** relation lives abroad.*
- *There are **several other** possibilities.*
- *Choose **any three** options.*
- *I won **all four** races.*
- *We need **another six** chairs.*
- *Which **two** recordings would you recommend?*
- *I had **much less** money than I thought.*
- *You'll have **a lot less** difficulty.*
- *I don't remember **any such** undertaking.*
- *There's **no such** thing!*
- *Any **more such** rudeness and you'll be fired!*
- *All **such** incidents must be reported to me.*
- *I couldn't stand **another such** encounter.*
- *They deal in carpets, furnishings and **other such** commodities.*

Language Help

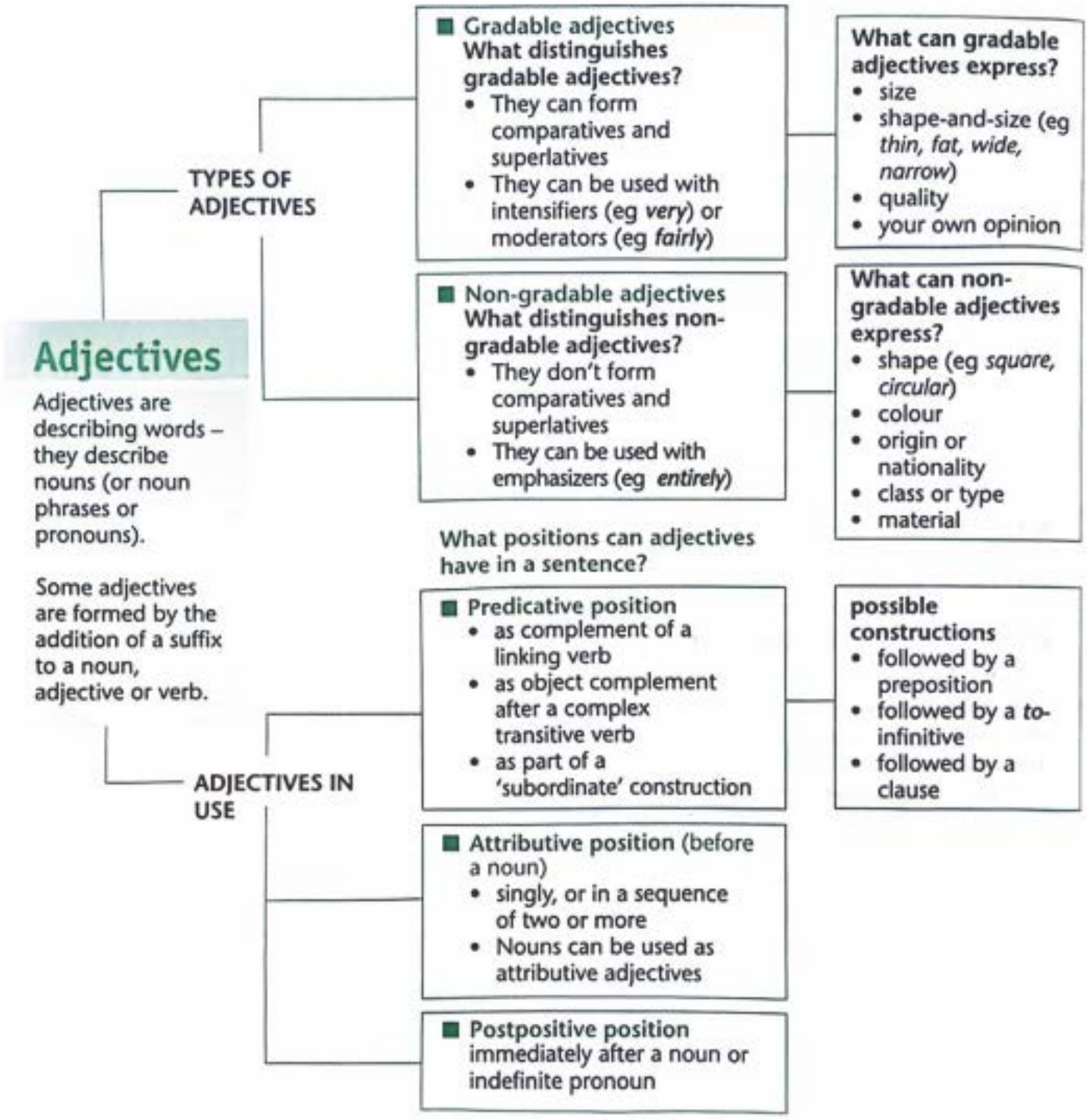
- As a determiner and as an intensive, ***such*** comes before the indefinite article:
  - *I've never heard of **such a** case before.*
  - *This has been **such a** shock!*
  - *I had **such a** strange dream.*
- In exclamations, ***what*** comes before the indefinite article:
  - ***What a** day I've had!*

Notice that quantifiers such as ***a lot, plenty, a great deal, loads*** and so on, which need ***of*** before a following noun, drop ***of*** before the comparatives ***more*** and ***less*** (this is because they are behaving more like adverbs than quantifiers):

- *We'll need **a lot more** time.*
- *He had **a great deal less** difficulty the second time.*

CHAPTER

3 Adjectives



UNIT 22

ADJECTIVES

ADJECTIVES IN CONTEXT

It was a **lovely** day and I was enjoying my **daily** ramble along a **leafy** path in **rolling** countryside; I was wearing a **large cotton** hat with a **wide** brim, to protect my **bald** head from the **strong** sun.

The **pleasant sunshine** was keeping my back **warm**, and I was feeling **relaxed** and **contented**. But **something unusual** was about to interrupt my **peaceful** walk. Suddenly I could hear the **confused** din of horses' hooves and **furious** yelling.

Down the **narrow winding** path towards me thundered an **enormous black** horse bearing a **tall helmeted** rider wearing **shining steel** armour and waving a **long, heavy, gleaming** sword.

The **shock** arrival of the rider and the **background** noise of **battle** cries would have been enough to terrify the **elderly**, the **nervous** or the **fainthearted**. Fortunately I realized that this was one of those **reconstruction** scenarios, and that a **battle** scene was being re-enacted for the purposes of some **history** project or other.

I took myself off to a **less dangerous** spot to watch as the fighting became **fiercer** and the situation **more threatening** than before. It was all very **realistic** and rather **intimidating**. I was **utterly staggered** at the ferocity shown by both sides. Which side was **the better** I could not tell; but it was the **bitterest** conflict I'd ever witnessed, simulation though it was.

And then hostilities suddenly ceased; riders dismounted and, **full** of good humour, came towards each other **ready** to shake hands, all **delighted that they'd had such a great day's fighting.**

Adjectives describe nouns, that is, things and people, giving information such as their size (*large*), shape (*wide*), type (*daily*), quality (*leafy, rolling, bald, strong*), material (*cotton*); many express the speaker's own opinion (*lovely*).

An **adjective** can come before a noun (attributive position) or immediately after a noun or an indefinite pronoun (postpositive position) and it can be a **complement** after a linking verb, or an object **complement** after a complex transitive verb (predicative position).

Adjectives can be used in a sequence of two or more before a noun, in a set order; commas may be used in certain combinations.

Nouns can be used adjectivally before other nouns; and certain **adjectives** can be used as nouns, representing a group of people.

Gradable adjectives can form **comparatives** and **superlatives**, and can be used with **intensifiers** and **moderators**. **Non-gradable adjectives** (eg *staggered*) can be used with **emphasizers**.

An **adjective** can be followed by a **preposition**, a *to*-**infinitive** or a **noun clause**.

What is an adjective?

An **adjective** is a **describing word**. It describes **people** or **things**. Words for people and things are nouns. So **adjectives** describe **nouns**.

Adjectives tell you such things as the **size**, **age**, **colour**, **material** or **quality** of a person or thing:

a tiny insect *plastic spoons*
a young child *sticky rice*
a purple dress

Grammar Help

Since adjectives tell you the **qualities** of a noun, they are said to **qualify** it.

Many other adjectives show the speaker's own opinion of something:

- *That's a **pretty** blouse!*
- *The lecture was very **boring**.*

Positions of adjectives

Adjectives can be used in three positions.

- **before** a noun:
  - *My **rich** cousins live in a **luxurious** apartment.*
  - *They have furnished their **splendid** home with **antique** furniture.*

  This is called the **attributive** position.

- as **complement** after a linking verb or complex transitive verb:
  - *I'm feeling **lazy** today.*
  - *The situation is becoming **desperate**.*
  - *I thought her **selfish**.*

  This is called the **predicative** position.

- Adjectives can also come **after** a pronoun or a noun:
  - *We need someone **experienced**.*
  - *The members **present** supported the idea.*

  This is called the **postpositive** position.

Adjective uses

- You can use two or more adjectives in a string:
  - *The day downed **calm, sunny** and **warm, with small fluffy white** clouds.*
  - *Continual **heavy** rain and **bitter northerly** gales are expected throughout the day.*

- You can even use **nouns** as adjectives:

  *a **school** uniform*
  *computer **software***
  *history **books***

  You can say that these nouns are being used **attributively**.

- You can also use **adjectives as nouns**:
  - *The wealthy should give money to the poor.*
  - *The media always go for the sensational.*

- Adjectives that describe such things as **size**, **age** or **quality**, or express your **own opinion**, can be used in comparisons:
  - *Are you taller than me?*
  - *I'm older than you.*
  - *Geography is more interesting than history.*
  - *This is the finest restaurant in town.*

  You can use **intensifiers and moderators** such as *very* or *rather* before the kind of adjectives you can use in comparisons:
  - *He cracked a very silly joke.*
  - *I felt rather embarrassed.*

  Adjectives that can be used with intensifiers and in comparisons are called **gradable**.

- Some adjectives are frequently linked to a 'customary' preposition:
  - *The basement is full of water.*
  - *Mum is keen on country and western.*

  For information on these adjectives see the chapter PREPOSITIONS.

- Adjectives can introduce a **to-infinitive**:
  - *Frank is always eager to please.*
  - *I was afraid to mention it.*
  - *Some vegetables are difficult to prepare.*
  - *It's unusual for that to happen.*

  For information on these adjectives see the section **The infinitive** in the chapter VERBS.

- Adjectives can also introduce a **clause**:
  - *I'm surprised you don't agree.*
  - *She was uncertain what the correct procedure was.*

  For information on these adjectives see the section **Noun clauses** in the chapter CONJUNCTIONS AND CLAUSES.

UNIT

23 FORMING ADJECTIVES

ADJECTIVE FORMATIONS IN CONTEXT

Dear James

We are having a very **good** holiday in Norfolk. We've been sailing along the **broad** waterways here in our **little** yacht, and the weather hasn't been at all **bad**. Our progress is **slow**, but the scenery is **nice** and the area is **quiet**. The peace is very **welcome**, and it's **fine** to be **idle** after all the **hard** work we've had recently.

Many common **adjectives** do not have a distinctive 'adjectival' ending at all.

Up to now the weather has been **sunny** and **breezy**, but today it is **rainy** and very **windy**. We're hoping for a **beautiful** **cloudless** day tomorrow, so that we can make an **earlyish** start and have a **leisurely** visit to Norwich, with no **tiresome** delays caused by other sailing craft.

English adjectival suffixes include *y, ful, less, ish, ly, some*. These (especially the first four) are 'living' suffixes, that is, they are still added to nouns, verbs and other adjectives to form new adjectives.

Norwich has an **imposing** castle, which it will be **exciting** to visit. There's an **interesting** picture gallery there, which I guess the children may consider rather **boring**. There are also some **celebrated** **written** documents on view, and some **fascinating** **wooden** carvings.

Present participles (ending with *ing*) and past participles (ending eg with *ed* or *en*) are used as adjectives. The suffix *en* can also mean 'made of' a certain material.

To make the visit as **enjoyable** as **possible** for our nearly **adolescent** children, and thank them for being so **tolerant** of our eccentricities, Frank and I shall do our **parental** duty by taking them to the **spectacular** aircraft exhibition near Norwich, at which, by a **fantastic** coincidence, Concorde is on **temporary** show. The kids are quite **positive** that it would be **stupid** to miss so **divine** an opportunity of seeing this **famous** plane.

Many **adjectives** ending with the suffixes *able, ible, al, ant, ent, ar, ary, ic, id, ine, ive, ous* come from Latin, Greek and French. The suffixes are treated to a limited extent as living suffixes in English.

Unaccustomed though we are to sailing, we've had **incredible** success with our yacht, **improbable** as that may seem. Life aboard has not been at all **disorderly**, though meals have sometimes been a bit **irregular**. Talking of which, I must stop and prepare dinner.

The English prefix *un*, and the Latin prefixes *in* and *dis* give a negative sense to adjectives (*in* becomes *il* before *l*, *im* before *m* or *p*, and *ir* before *r*). *Un* in particular is used as a living prefix.

Hoping you can read my somewhat **illegible** scrawl,

Lots of love,

Margaret.

Many common adjectives do not have a distinctive 'adjectival' ending at all, for example:

good, bad, kind, sweet, fat, thin, tall, small, wide,
narrow, broad, fast, quick, slow.

But a lot of adjectives *do* have a recognizable adjectival ending (called a **suffix**) such as:

y, ful, less, ish, ly, some, ed, ing, able, ible,
al, ant, ar, ary, ent, ic, id, ive, ous

The tables below show how **endings** are added to nouns or other word classes to form adjectives.

ADJECTIVES FORMED BY ADDING *Y* TO A NOUN			
NOUN	ADJECTIVE	NOUN	ADJECTIVE
bag	*baggy trousers*	*noise*	*a noisy machine*
cloud	*a cloudy sky*	*rain*	*rainy weather*
dirt	*a dirty street*	*rust*	*a rusty anchor*
dust	*dusty furniture*	*skin*	*a skinny boy*
ease	*an easy test*	*sleep*	*sleepy passengers*
fog	*a foggy landscape*	*smoke*	*a smoky room*
fun	*a funny hat*	*star*	*a starry night*
fur	*a furry kitten*	*stone*	*a stony track*
gloom	*a gloomy look*	*storm*	*a stormy sea*
hair	*a hairy monster*	*sun*	*a sunny day*
health	*healthy food*	*taste*	*a tasty dish*
juice	*juicy apples*	*thirst*	*a thirsty runner*
lace	*a lacy collar*	*wave*	*wavy hair*
mess	*a messy bed*	*wind*	*a windy day*
mist	*a misty view*	*wit*	*a witty joke*
mud	*a muddy path*		

Spelling Help

- If the noun has only one syllable with one vowel, and ends with a single consonant, you double the final letter before adding **y** to form the adjective:
  bag+y =baggy *mud+y =muddy*
- If the noun ends in **e**, you usually take away the **e** before you add **y** to form the adjective.
  ease+y = easy *smoke+y =smoky*
  Exceptions to this rule are:
  glue+y = gluey *smile+y = smiley*

ADJECTIVES FORMED BY ADDING *FUL* TO A NOUN			
NOUN	ADJECTIVE	NOUN	ADJECTIVE
awe	*an awful mess*	*pain*	*a painful bruise*
beauty	*beautiful flowers*	*peace*	*a peaceful view*
cheer	*cheerful children*	*play*	*playful puppies*
colour	*colourful clothes*	*power*	*powerful muscles*
delight	*a delightful garden*	*respect*	*a respectful bow*
event	*an eventful day*	*skill*	*a skilful juggler*
faith	*a faithful dog*	*sorrow*	*a sorrowful face*
grace	*a graceful dance*	*success*	*a successful shot*
help	*a helpful policeman*	*use*	*a useful tool*
joy	*a joyful smile*	*wonder*	*a wonderful holiday*

Notice also ***forgetful***, which is formed from the verb ***forget***.

Spelling Help

- Nouns that end with ***y*** change ***y*** to ***i*** before ***ful***, except if there is a vowel before ***y***:
  beauty + ful = beautiful *joy + ful = joyful*
  Notice that ***skill*** loses an ***l*** before ***ful***:
  skill + ful = skilful
- The vowel ***u*** in **useful** sounds like the word *you*. This adjective sounds as if it begins with a consonant, so you use ***a*** before it, not ***an***.
- The final silent ***e*** is usually kept before ***ful*** (for example in *peaceful* and *useful*), but ***awful*** is an exception.

Language Help

The ***ful*** ending usually means 'full of', 'filled with' or 'having a lot of'. For example:

- ***powerful*** – 'having a lot of power'
- ***joyful*** – 'full of joy'

ADJECTIVES FORMED BY ADDING *LESS* TO A NOUN			
NOUN	ADJECTIVE	NOUN	ADJECTIVE
blame	*a blameless pastime*	*law*	*a lawless town*
care	*a careless student*	*leaf*	*a leafless tree*
cloud	*a cloudless sky*	*meaning*	*a meaningless word*
cord	*a cordless phone*	*mercy*	*a merciless king*
fear	*a fearless soldier*	*pity*	*a pitiless tyrant*
flight	*flightless birds*	*seed*	*seedless grapes*
harm	*harmless animals*	*sleeve*	*a sleeveless dress*
home	*homeless refugees*	*spot*	*a spotless floor*
hope	*a hopeless player*	*use*	*a useless car*
joy	*a joyless life*	*weight*	*weightless astronauts*

Spelling Help

- Nouns that end with **y** change the **y** to ***i*** before ***less*** except if there is a vowel before **y**:
  - *pity* + ***less*** = *pitiless*
  - *joy* + ***less*** = *joyless*

Language Help

The ***less*** ending usually means 'without'. For example:

- ***leafless*** = *'without leaves'*
- ***fearless*** = *'without fear'*

hopeless means 'no good, useless'.

ADJECTIVES FORMED BY ADDING *ISH* TO A NOUN OR ADJECTIVE

NOUN	ADJECTIVE	ADJECTIVE	ADJECTIVE
boy	*a **boyish** look*	*blue*	*a **bluish** tint*
child	*__childish__ behaviour*	*early*	*an **earlyish** dinner*
fever	*a **feverish** illness*	*long*	*a **longish** play*
fiend	*a **fiendish** problem*	*loud*	*a **loudish** voice*
fool	*a **foolish** action*	*pink*	*a **pinkish** complexion*
girl	*__girlish__ giggles*	*red*	*__reddish__ hair*
man	*__mannish__ clothes*	*round*	*a **roundish** face*
self	*a __selfish__ child*	*short*	*a **shortish** essay*
sheep	*a __sheepish__ smile*	*small*	*a **smallish** person*
slug	*a __sluggish__ stream*	*yellow*	*__yellowish__ paper*
style	*a __stylish__ shoes*	*young*	*a **youngish** man*

Several nationality adjectives also end in ***ish***, for example, ***British, Danish, English, Scottish, Spanish.***

Notice also the adjectives ***ticklish*** (which is formed from an old adjective meaning of ***tickle***) and ***lavish***, which comes from a French word:

***ticklish** feet* ***lavish** entertainment*

Spelling Help

- Words that end in **e** lose the **e** before ***ish***:
  - *style* + ***ish*** = *stylish*
  - *blue* + ***ish*** = *bluish*
- Single-syllable words with a single vowel, ending with a single consonant, double the consonant before ***ish***:
  - *red* + ***ish*** = *redd**ish***
  - *man* + ***ish*** = *man**nish***
- Words that end in **y** keep the **y** before ***ish***:
  - *early* + ***ish*** = *early**ish***

Language Help

When ***ish*** is added to a **noun**, it means 'like' or 'typical of'; for example, ***childish** behaviour* is immature behaviour.

When ***ish*** is added to an **adjective** it means 'fairly' or 'rather'; for example, *a **roundish** face* is a face that is rather round.

You can add ***ish*** freely to adjectives. It is frequently attached to colour adjectives, for example: ***yellowish** paper, **pinkish** skin.*

ADJECTIVES FORMED BY ADDING *LY* TO A NOUN OR ADJECTIVE			
NOUN	ADJECTIVE	ADJECTIVE	ADJECTIVE
cost	*a costly diamond*	*dead*	*a deadly weapon*
coward	*a cowardly act*	*elder*	*an elderly woman*
day	*a daily newspaper*	*kind*	*a kindly remark*
friend	*a friendly hug*	*like*	*a likely story*
hour	*an hourly broadcast*	*lone*	*a lonely child*
leisure	*a leisurely walk*	*sick*	*a sickly baby*
love	*a lovely garden*		
month	*a monthly meeting*		
mother	*motherly love*		
week	*a weekly magazine*		
year	*a yearly inspection*		

Notice also the adjectives ***lively*** (actually formed from the noun ***life***) and ***sprightly*** (formed from the noun ***spright***, form of ***sprite***, a fairy or spirit).

Spelling Help

Notice that the ***y*** in ***day*** changes to ***i*** before ***ly***.

Language Help

- The suffix ***ly*** is also added to adjectives to form **adverbs:**
  - *The sun is bright today.*
  - *The sun is shining **brightly** today.*
- Notice that some ***ly*** adjectives can also be adverbs:
  - *Our teacher is a very **kindly** person.*
  - *Our teacher treats us very **kindly**.*
- This is especially so with time adjectives such as **yearly:**
  - *The doctor gives me a **monthly** examination.*
  - *The doctor examines me **monthly**.*
  - *This is a **weekly** magazine.*
  - *This magazine is published **weekly**.*

ADJECTIVES FORMED BY ADDING *SOME* TO A NOUN, ADJECTIVE OR VERB			
NOUN	ADJECTIVE	ADJECTIVE	ADJECTIVE
awe	*an awesome task*	*lone*	*a lonesome place*
burden	*burdensome duties*	*whole*	*wholesome food*
hand	*a handsome face*		
loath	*a loathsome creature*		
quarrel	*quarrelsome kids*		
trouble	*a troublesome cough*		

VERB	ADJECTIVE
cumber	*cumbersome parcels*
fear	*fearsome reptiles*
grue	*a gruesome sight*
irk	*an irksome fact*
tire	*a tiresome delay*
weary	*a wearisome task*

Spelling Help

Notice that ***y*** changes to ***i*** before ***some***:

- *weary + some = **wearisome***

Language Help

- ***loath*** is an old noun meaning 'hatred'.
- ***cumber*** is an old verb meaning the same as ***encumber***, to hinder.
- ***grue*** is an old verb meaning 'to shudder'.
- The older meaning of ***handsome*** was 'easy to handle'.

Participles used as adjectives

- Many **present participles** (*ing* forms) are used as adjectives, for example:

a boring story	*a caring nurse*	*a charming smile*
chattering monkeys	*a daring leap*	*disappointing results*
a exciting ride	*a flashing light*	*a gleaming car*
an interesting book	*loving parents*	*matching clothes*
an outstanding swimmer	*pouring rain*	*a refreshing drink*
a rewarding job	*running water*	*shocking behaviour*
a smiling face	*a swishing tail*	*terrifying consequences*

- Likewise, many **past participles** (*ed* forms) can be used as adjectives:

an abandoned ship	*added value*	*the alleged offence*
a battered toy	*boiled eggs*	*classified advertisements*
a closed door	*a disappointed person*	*a divided nation*
dried fruit	*a haunted house*	*our loved ones*
a painted wall	*reduced prices*	*satisfied customers*
trained workmen	*wasted time*	*worried passengers*

Language Help

- **Past participles** normally have a **passive** meaning (for example, an **abandoned** ship is one that has been abandoned), but some past-participle adjectives have an **active** meaning, for example:
  - ***escaped** prisoners* = prisoners that have escaped
  - ***dated** clothes* = clothes that have dated
  - ***faded** furniture* = furniture that has faded.
- Another meaning that an ***ed*** adjective can have is 'possessing, or equipped with, something', for example:
  - *an **armed** robbery* = a robbery carried out with the use of arms
  - *a **bearded** stranger* = a stranger with a beard
  - ***talented** musicians* = musicians with talent
  - ***wheeled** vehicles* = vehicles with wheels
- Some ***ed*** adjectives are not directly related to any verb, for example:
  - *I'm very **ashamed**.*
  - ***assorted** savouries*
  - *my **beloved** sister*
  - ***dejected** commuters*

- Some past participles ending in ***en*** are used as adjectives, for example:

*a **broken** leg*	*a **drunken** soldier*	*frozen food*
*a **hidden** meaning*	*the **risen** Christ*	*a **rotten** apple*
spoken English	*stolen watches*	*sunken eyes*
*a **swollen** face*	*a **woven** fabric*	*written Chinese*

Language Help

Notice that ***risen*** and ***swollen*** have an active meaning.

The ending ***en*** can also mean 'made of' something, for example:

- *a **golden** egg*
- *a **wooden** table*
- *a **silken** thread*
- *a **woollen** sweater*

Grammar Help

Make sure you can distinguish between **participles** that are used as **adjectives**, and participles that are used as part of the **verb**:

- *The children were lonely and **frightened**.* (adjective)
- *The horse **was frightened** by a speeding car.* (verb)
- *We can't get in – the door **is closed**.* (adjective)
- *Normally the door **is closed** at six o'clock by the porter.* (verb)
- *They are **used** to working hard.* (adjective)
- *They **are used** for holding the rails in position.* (verb)
- *This delay is **annoying**.* (adjective)
- *This delay **is annoying** me.* (verb)
- *The long journey was **tiring**.* (adjective)
- *The long journey **was tiring** the children.* (verb)

Adjective endings of foreign origin

Some lists follow of adjectives with endings that have come into English through foreign languages, especially Latin, Greek and French. In many cases the whole adjective has a foreign origin, so spelling rules aren't so easy, but are given where possible.

- **some adjectives ending in *able***

*an **agreeable** arrangement*	*a **capable** manager*	*a **comfortable** chair*
countable nouns	*a **curable** disease*	*a **dependable** staff*
drinkable water	*a **durable** fabric*	*an **enjoyable** party*
excusable anger	*a **fashionable** dress*	*a **favourable** report*
*a **forgivable** mistake*	*honourable behaviour*	*knowledgeable pupils*
*a **lovable** koala*	*manageable children*	*a **memorable** journey*
*a **notable** achievement*	*a **peaceable** nature*	*a **readable** book*
*a **regrettable** error*	*a **reliable** witness*	*a **reputable** company*
*a **suitable** husband*	*a **valuable** vase*	*a **variable** temperature*
*a **vulnerable** position*	*a **washable** dress*	*wearable clothes*

Spelling Help

Adjectives with the ending ***able*** are mostly formed from verbs.

- Verbs that end in ***e*** usually lose the ***e*** before ***able***:
  - *cure + able = **curable***
  - *value + able = **valuable***

  But there is sometimes a choice, for example:
  - *likable or likeable*
  - *lovable or loveable*
  - *movable or moveable*

  And ***e*** is kept after a soft ***c*** or ***g***:
  - *peace + able = **peaceable***
  - *knowledge + able = **knowledgeable***
- Verbs that end in ***y*** change ***y*** to ***i*** before ***able*** unless there is a vowel before ***y***:
  - *rely + able = **reliable***
  - *vary + able = **variable***
  - *play + able = **playable***
- Single-vowel, single-syllable verbs ending with a consonant double the consonant before ***able***:
  - *hug + able = **huggable***
  - *stop + able = **stoppable***
- A stressed single-vowel final syllable also doubles its final consonant, except in the case of ***-fer*** verbs:
  - *regret + able = **regrettable***
  - *transfer + able = **transferable***

Language Help

The suffix ***able*** usually gives the adjective a **passive** meaning; for example, a ***washable*** *material* is a material that *can be washed*. But several ***able*** adjectives don't follow this pattern; for example, ***agreeable***, ***suitable*** and ***variable*** have an **active** meaning.

Some ***able*** adjectives are formed from *nouns*, for example ***favourable***, ***knowledgeable*** and ***peaceable***.

- **some adjectives ending in *ible***

*an **audible** sigh*	*a **combustible** material*	*a **collapsible** chairs*
*a **compatible** software*	*a **contemptible** lie*	*a **credible** story*
***edible** mushrooms*	*an **eligible** bachelor*	*a **feasible** project*
*a **flexible** hours*	*a **horrible** smell*	*a **legible** handwriting*
*a **possible** solution*	*a **responsible** person*	*a **reversible** jacket*
*a **sensible** idea*	*a **terrible** mess*	*a **visible** improvement*

Spelling Help

able or ***ible***?

- People add ***able*** freely to verbs to create adjectives; so if you recognize the first part of the adjective as an English verb, the ending is likely to be ***able***, not ***ible***, for example, ***breakable***, ***countable***, ***drinkable***.
- There are no adjectives ending in ***iible***, so if the last letter of the 'base' word is ***i***, the spelling is ***able***, for example, ***amiable***, ***appreciable***, ***pliable***, ***sociable***.
- After a hard ***c*** or ***g***, the spelling is ***able***, for example, ***applicable***, ***despicable***, ***navigable***.
- Notice also these adjectives with the ending ***uble***:
  - *a **soluble** substance*
  - *an **insoluble** problem*
  - *an **indissoluble** bond*
  - *a **voluble** talker*

some adjectives ending in *al*

an annual meeting	botanical gardens	a bridal gown
a brutal attack	a coastal town	electrical goods
the final result	a global problem	internal organs
a loyal friend	magical power	manual controls
medical equipment	musical instruments	mutual respect
national costumes	a natural disaster	a naval commander
a normal procedure	an official report	
parental love	personal belongings	
racial tension	sexual development	
special needs	a traditional dance	
the usual tasks	tropical fruits	
virtual reality	a visual display	

Spelling Help

Nouns that end with **e** lose the **e** before ***al***:

- *bride+al = bridal*
- *nature+al = natural*

some adjectives ending in *ant*

defiant rebels	distant hills	an elegant outfit
an expectant mother	an extravagant purchase	fragrant flowers
an ignorant pupil	important news	instant results
an observant passer-by	a pleasant experience	a pregnant woman
reluctant students	a repentant sinner	tolerant parents

some adjectives ending in *ent*

adolescent children	a benevolent uncle	competent teaching
a confident speaker	a convenient time	dependent relations
a different story	an efficient secretary	a frequent happening
an impudent remark	a negligent worker	non-existent creatures
obedient servants	a patient teacher	a permanent stain
the present head teacher	a prudent step	a resident nurse
a transparent fabric	a vehement denial	violent behaviour

some adjectives ending in *ar*

an avuncular personality	a circular hole	familiar faces
a lunar landscape	muscular strength	nuclear power
a particular person	peculiar habits	a perpendicular take-off
polar conditions	a popular pastime	a rectangular box
regular attendance	similar interests	a singular verb
solar power	spectacular fireworks	a stellar mass
a triangular badge	a tubular bandage	vehicular traffic

some adjectives ending in *ary*

a complimentary remark	a documentary programme	elementary education
an extraordinary event	hereditary illnesses	an honorary degree
a legendary hero	a military invasion	necessary papers

an ordinary event
a primary school
a stationary vehicle
parliamentary debates
revolutionary ideas
temporary work
a preliminary course
a secondary school
voluntary work

■ some adjectives ending in *ic*

aerobic exercises
botanic gardens
drastic action
enthusiastic clapping
genetic engineering
a heroic act
a majestic arch
patriotic citizens
a scenic highway
a volcanic island
artistic talent
a chaotic situation
an electric hairdryer
exotic fruits and plants
a geometric design
a magic trick
the metric system
a public place
a tragic accident
basic arithmetic
comic books
an energetic boy
fantastic food
a gigantic spider

Language Help

- The forms ***botanical, electrical, geometrical*** and ***magical*** are also possible.
- **Metrical** relates to the metres of poetry.

■ Some adjectives ending in *id*

an acid soil
a horrid monster
liquid nitrogen
rapid progress
splendid weather
timid animals
a candid reply
a humid climate
morbid thoughts
rigid materials
a squalid apartment
a valid passport
fluid substances
a languid manner
a placid baby
a solid block
a stupid mistake
vivid colours

■ Some adjectives ending in *ine*

alpine flowers
bovine characteristics
equine features
masculine strength
an aquiline nose
a canine companion
feminine beauty
ovine hooves
asinine remarks
divine beings
marine life
a saline solution

■ Some adjectives ending in *ive*

an active baby
an attractive design
creative pupils
a defensive action
festive decorations
a massive explosion
offensive weapons
a sensitive topic
adhesive tape
captive animals
a decisive personality
an effective tool
impressive results
a negative reply
a positive answer
a subjective opinion
an attentive class
collective nouns
defective goods
an expensive necklace
an innovative idea
an objective view
primitive tools
talkative girls

■ Some adjectives ending in *ous*

an adventurous climber
an enormous hat
a courageous soldier
a famous author
a dangerous place
a ferocious animal

a furious customer
a glorious victory
an ingenious theory
a mountainous area
numerous awards
a poisonous snake
a serious mistake
a vicious attack
a generous gift
gorgeous flowers
mischievous children
nervous competitors
an officious colleague
religious belief
spacious rooms
a victorious team
a glamorous career
a humorous book
monstrous creatures
a notorious gang
precious stones
a rigorous training
studious pupils
a vivacious manner

Spelling Help

- Nouns that end with **y** change **y** to ***i*** before ***ous***:
  - *victory + -ous = victorious*
  - *glory + -ous = glorious*
- Nouns that end in ***e*** lose the ***e*** before ***ous***, except if the noun ends with ***ge***:
  - *nerve + -ous = nervous*
  - *courage + ous = courageous*
- Nouns ending in ***our*** lose the ***u*** before ***ous***:
  - *humour + ous = humorous*
  - *rigour + ous = rigorous*

Language Help

- **officious** means 'inappropriately bossy'.

Negative beginnings

Many adjectives have a **negative** or **opposite** form beginning with a negative **prefix** such as ***un***, ***in*** (or ***il***, ***im***, ***ir***), ***dis*** or ***non***.

- The prefix ***un*** is added freely to adjectives and to past participles to create an opposite or negative meaning. Here are some common ***un*** adjectives; several of them are much commoner than their 'positive' form:

unable	*unacceptable*	*unaccustomed*	*unaided*	*unarmed*
unattractive	*unavoidable*	*unaware*	*unbelievable*	*unbreakable*
uncertain	*uncomfortable*	*uncommon*	*unconscious*	*uncontrollable*
unconventional	*undesirable*	*undignified*	*unequal*	*uneven*
unexpected	*unfaithful*	*unfamiliar*	*unfavourable*	*unfit*
unfortunate	*unfriendly*	*ungrateful*	*unhappy*	*unhealthy*
unhelpful	*unhygienic*	*unimaginative*	*unimportant*	*uninterested*
uninvited	*unjust*	*unkind*	*unknown*	*unlawful*
unlike	*unlikely*	*unlimited*	*unlucky*	*unmanageable*
unmistakable	*unnatural*	*unnecessary*	*unobtrusive*	*unofficial*
unorthodox	*unpardonable*	*unpleasant*	*unpopular*	*unprofessional*
unprofitable	*unrealistic*	*unreasonable*	*unreliable*	*unripe*
unsatisfactory	*unscrupulous*	*unseen*	*unselfish*	*unsociable*
unsound	*unsteady*	*unsure*	*untimely*	*untrue*
untrustworthy	*untruthful*	*unusual*	*unwanted*	*unwary*
unwelcome	*unwell*	*unwilling*	*unworthy*	*unwise*

- But there are also many adjectives that have a negative form beginning with the Latin prefix ***in***. Here are some frequent ones; in some cases the 'positive' form is hardly used:

inaccurate	*incompatible*	*incompetent*	*incomplete*	*incomprehensible*
inconsiderate	*inconsistent*	*inconvenient*	*incorrect*	*incredible*
incredulous	*incurable*	*indecent*	*indefinite*	*independent*
indirect	*indiscreet*	*indispensable*	*inedible*	*ineffective*
indistinct	*inefficient*	*ineligible*	*inevitable*	*inexact*
inexpensive	*inexplicable*	*infamous*	*infertile*	*inflexible*
infrequent	*inhospitable*	*inhumane*	*innumerable*	*insane*
insanitary	*insecure*	*insensible*	*insensitive*	*inseparable*
insignificant	*insoluble*	*insufficient*	*intolerable*	*invalid*
invariable	*invincible*	*invisible*	*involuntary*	*invulnerable*

Language Help

- Notice that ***infamous*** means 'famous for a bad reason' rather than 'not famous':
  - *As a young girl Gisela had been a member of the **infamous** Hitler Youth movement.*
- Distinguish between ***incredible*** and ***incredulous***:
  - *When I realized my **incredible** luck I was **incredulous**.*
- ***Invalid*** has two different meanings, depending on its stress:
  - *He was carrying an **invalid** bus pass.*
  - *He looks after his **invalid** mother.*

- The prefix *in* becomes *il* before adjectives beginning with *l*:

illegal	*illegible*	*illicit*	*illiterate*	*illogical*

- The prefix *in* becomes *im* before *m* and *p*:

immature	*immediate*	*immense*	*immobile*	*immodest*
immoral	*immortal*	*immovable*	*immune*	*impartial*
impassable	*impatient*	*imperfect*	*impersonal*	*impolite*
impossible	*impractical*	*improbable*	*improper*	*impure*

- The prefix *in* becomes *ir* before *r*:

irrational	*irreconcilable*	*irregular*	*irrelevant*	*irrepressible*
irrespective	*irresponsible*	*irresistible*	*irretrievable*	*irrevocable*

- The prefix *dis* is used as a negative prefix before some adjectives and past participles:

dishonest	*dishonourable*	*disloyal*	*disobedient*	*disorderly*
disorganized	*disreputable*	*dissatisfied*	*dissimilar*	*distasteful*

- The prefix ***non*** is added with a hyphen to adjectives and to verbs to create negative adjectives:

non-alcoholic	*non-allergenic*	*non-drip*	*non-existent*	*non-flammable*
non-slip	*non-smoking*	*non-standard*	*non-stick*	*non-stop*

UNIT

24 POSITION OF ADJECTIVES IN A SENTENCE

Adjectives come mainly in two positions in a sentence.

The attributive position

When an adjective comes **before** the noun that it describes (or 'qualifies') it is said to be in the **attributive** position:

- *Do you like me better in this **red** dress?*
- ***Polite** children don't interrupt!*
- *It's a **great** advantage to have a **good** boss.*
- *My **wealthy** cousins rent a **spacious** apartment.*
- *People living in **tropical** regions are used to the **humid** climate.*
- *The **celebrated** durian is an **exotic** fruit with a **terrible** smell.*
- *An **excited** crowd had gathered to see the **amazing** sight.*

Grammar Help

- If there is an **article** or a **determiner** as well as an **adjective**, the adjective comes between the article or determiner and the noun:
  - *our **noisy** neighbours*
  - *a **suitable** solution*
  - *the **real** reason*
- Some adjectives are made up of more than one word. They are called **adjectival phrases.** In the **attributive** position they frequently appear with hyphens for clarity:
  - ***two-year-old** children*
  - *a **long-distance** call*
  - *a **five-cent** coin*
  - *a **long-legged** bird*
  - *a **well-dressed** lady*
  - ***world-class** athletes*
  - *a **wide-angle** lens*
  - ***old-fashioned** ideas*
  - *a **soft-spoken** person*
  - ***user-friendly** software*
  - *a **nicely arranged** display*
  - *a **neatly phrased** remark*

For information on attributive adjectival phrases like these see the chapter PHRASES.

The predicative position

- When an **adjective** comes **after a linking verb** such as ***be, become, feel, get,*** it is said to be in the **predicative** position:
  - *It's getting **dark**.*
  - *Towards evening, the baby became **feverish**.*
  - *Do be **sensible**!*
  - *Don't be so **silly**!*
  - *I feel **sick**.*
  - *Ben seemed rather **upset**.*
  - *Dad's **retired** but keeps **busy**.*
  - *Everyone is **equal** before the law.*

- *The sea looks **rough** today.*
- *This tea tastes **odd**.*
- *That soup smells **delicious**.*
- *The milk has gone **sour**.*
- *The audience were growing **impatient**.*

Grammar Help

- The adjective in predicative position is the **complement** of the linking verb.
- We saw in the chapter NOUNS that the **complement** after a linking verb can also be a **noun** or noun phrase:
  - *Sheila's dad is **a lawyer**.*
- Notice that the adjectival complement can be a phrase, for example an adjective + preposition + object:
  - *Everyone is **equal before the law**.*
  - *Such behaviour is **typical of teenagers**.*
  - *The article proved **unsuitable for publication**.*

For information on predicative phrases like these see the chapter PHRASES.

Language Help

Besides the **linking verbs** shown above, other common ones used with adjectives are *appear, prove, remain, sound, stay, turn*:

- *The arrangement proved **satisfactory**.*
- *She listened to his explanation but remained **unmoved**.*
- *Helen appeared rather **surprised**.*
- *You sound **worried**.*
- *The sky turned bright **orange**.*
- *Stay **calm**, everyone!*

Grammar Help

- There are other 'predicative' positions for an adjective as well as immediately after a linking verb:
  - ***Slim** and **attractive**, Jenny never had any problem finding boyfriends.*
  - *Through the open door lay the garden, **sunny** and **inviting**.*
  - ***Surprised**, Lynne put down the telephone.*
  - *I walked out of the meeting utterly **furious**.*
  - *A person normally **calm** may occasionally lose their temper.*

  The 'predicative' adjectives in these cases are performing the task of participial phrases or relative clauses subordinate to the main clause; compare these 'expanded' versions:
  - ***Being slim and attractive**, Jenny never had any problem finding boyfriends.*
  - *Through the open door lay the garden, **which was sunny and inviting**.*
  - *A person **who is normally calm** may occasionally lose their temper.*
- Adjectives or participles representing a 'subordinate' construction of this kind are often part of a phrase:
  - ***Surprised by his abruptness**, Lynne put down the telephone.*
  - *James, **always enthusiastic**, agreed to help.*

  For information on phrases of this kind, see the chapter PHRASES.

- Certain transitive verbs can also act as a kind of linking verb. They can have an **adjective** as a **complement** after their **object** (called an **object complement**):
  - *The lack of news made me **anxious**.*
  - *I'm going to paint all the doors **white**.*
  - *I find that **unbelievable**!*
  - *Who are you calling **cowardly**?*
  - *The bomb had been rendered **safe**.*
  - *The blow knocked him **senseless**.*
  - *The jury found the accused man **guilty**.*
  - *You can count yourselves **fortunate**.*
  - *I consider him **irresponsible**.*
  - *I judged her **mistaken** but I couldn't prove her **wrong**.*
  - *Wipe the surface **clean**.*
  - *Fold the paper **flat**.*

Grammar Help

- **Transitive** verbs that have an **object complement** are called **complex transitive** verbs.
- We saw in the chapter NOUNS that the object complement can also be a noun or noun phrase:
  - *I consider him **a fool**.*
- The adjective forming the object complement can be part of a phrase:
  - *The injuries left him **incapable of movement**.*
  - *The doctor has declared me **fit for work**.*

For information on phrases like these, see the chapter PHRASES.

Predicative-only adjectives

Some adjectives, especially those beginning with the prefix *a-*, can **only** be used in the **predicative** position. You can say, for example: *The baby is **asleep**,* but you **cannot** say *She placed the asleep baby in his crib.*

Examples of normally **predicative** adjectives are:

afloat	*afraid*	*aghast*	*alert*	*alight*	*alike*
alive	*alone*	*aloof*	*amiss*	*ashamed*	*asleep*
awake	*content*	*glad*	*ready*	*unwell*	*upset*

- There are **attributive alternatives** for some of these:

PREDICATIVE	ATTRIBUTIVE
• *The cork remained **afloat**.*	• *a **floating** cork*
• *The man seemed **afraid**.*	• *a **frightened** man*
• *Already the cushions were **alight**.*	• *__burning__ cushions*
• *The lobster was still **alive**.*	• *a **live** lobster.*
• *The passenger was quite **alone**.*	• *a **lone** passenger*
• *The baby's **asleep**.*	• *a **sleeping** baby*

The adjectives ***well*** and ***ill*** are mainly **predicative**; ***well*** can be **attributive** in the negative:

- *He doesn't look **well**.* — *He's not a **well** (or **fit** or **healthy**) man*
- *She's very **ill**.* — *a very **ill** (or **sick**) woman*

Some **often-predicative** adjectives can have a different meaning in the **attributive** position:

- *Payment is **due** tomorrow.* — *You were driving without **due** (=necessary) care*

- *I'm feeling **fine**.*
- *Sorry I'm **late**.*
- *growing **old** gracefully.*
- *I was not **present** on that occasion.*
- ***fine** (=good) weather*
- ***my late** (=recently dead) grandfather*
- ***I met an old** (=long-established) friend*
- ***the present** (=current) owner of the property*

Attributive-only adjectives

- **Participles** and other adjectives formed from verbs are typically used attributively:
  - *an **adoring** sister*
  - *a **commanding** personality*
  - *a **defeated** expression*
  - ***floating** voters*
  - *loving parents*
  - *a thankless job*
  - *a working relationship*
- Adjectives **emphasizing** a noun naturally come before it:
  - *The train came to a **dead** stop.*
  - *It's a **dead** certainty.*
  - *I've wasted an **entire** day.*
  - *It was a **mere** oversight.*
  - *This is **sheer** stupidity.*
  - *I never suspected her for a **single** minute.*
  - *It was a **total** fiasco.*
  - *He's talking **utter** nonsense.*
  - *I've been waiting a **whole** hour.*
- Adjectives that **classify** (rather than ascribe a quality) are typically attributive:
  - *the **bridal** suite*
  - *a **digital** camera*
  - *my **elder** sister*
  - ***forensic** medicine*
  - ***indoor** sports*
  - *an **introductory** offer*
  - *the **maximum** temperature*
  - *a **nationwide** search*
  - ***western** dress*
- **Nouns used as adjectives** are in the attributive position:
  - ***child** pornography*
  - ***people** power*
  - ***school** rules*
  - *my **swimming** things*
  - ***road** safety*
  - ***house** insurance*
  - *the **rubber** plantations*
  - *a **theatre** critic*
  - *our **hotel** room*
  - ***Christmas** decorations*

The postpositive position

As well as the attributive and predicative position, there is a third position that an adjective can take. It can come **directly after a noun** (or **pronoun**). This is called the **postpositive position**. There are several types of combination in which this can happen:

- Adjectives follow **indefinite pronouns**:
  - *Are you doing anything **interesting** this evening?*
  - *Nobody **suitable** applied for the post.*

- *There's something **suspicious** going on.*
- *Everything **possible** has been done to save the patient.*
- *I don't want to go anywhere **cold** for my holiday.*

■ Some adjectives, particularly certain past participles, can follow **nouns** and **pronouns** (especially the pronoun **those**):

- *The police want to contact the people **concerned**.*
- *They have already interviewed the men **involved**.*
- *Those **present** gave their full support to the scheme.*
- *We cannot complete the job in the time **available**.*
- *A complete rest is the treatment **indicated** in this case.*

Grammar Help

■ Postpositive adjectives are often part of a phrase, typically **adjective + preposition + object:**

- *the treatment **indicated** in this case*
- *the time **available** for completion*
- *the food **ordered** for the reception*

■ Nouns may be 'postmodified' by a postpositive prepositional phrase:

- *a girl **with** blonde hair*
- *the desk **in** that corner*
- *the shop **across** the road.*

For information on phrases like this, see the chapter PHRASES.

■ There are certain **fixed noun phrases** in which the **adjective** is postpositive:

- *He was tried by court **martial**.*
- *We have proof **positive** of his guilt.*
- *The gang threatened to kidnap the heir **apparent**.*
- *There follows an interview with the President **elect**.*
- *John Betjeman was Poet **Laureate** for twelve years.*
- *The decision rests with the Attorney **General**.*

Language Help

Notice also that in **expressions of measurement** the adjectives ***long, high, wide*** and so on **follow** the **measurement noun:**

- *The course is five miles **long**.*
- *She's already over six feet **tall**.*
- *The river is nearly two miles **wide** here.*
- *He fell into a pit twenty feet **deep***

UNIT

25 TYPES OF ADJECTIVES AND THEIR ORDER

Types of adjectives

There are several different types of adjectives. They describe or express the following things:

- **size**: *large, small, tall, high, wide, long, deep, thin*
- **shape**: *round, flat, circular, square, pointed*
- **colour**: *blue, red, green, yellow, purple*
- **quality**: *colourful, difficult, happy, easy, old, strong, strange, warm*
- **origin** or **nationality**: *English, French, Indian, Japanese, Australian*
- **type** or **class**: *electric, electronic, automatic, chemical, medical, political, weekly, yearly*
- **material**: *cotton, leather, paper, plastic, steel, wooden, woollen*
- **your own opinion**: *nice, nasty, horrible, beautiful, ugly*

Language Help

■ You use **tall** to describe people and narrow upright objects. For example, you can say:

- *a **tall** player*
- *a **tall** building*
- *a **tall** tree*

■ You use **high** to describe objects that reach a great height, or are a long way off the ground. For example, you can say:

- *a **high** cliff*
- *a **high** mountain*
- *a **high** wall*
- *She isn't **tall** enough to reach the **highest** shelf.*

Putting adjectives in the right order

You can use **two** or **more adjectives** before a noun, but the various kinds of adjectives have to be used in the right order. Here are the general principles:

■ **Size** adjectives come before **shape** adjectives, and they both come before **colour** adjectives:

a large square blue mat *a small triangular red badge*
a tall pointed black hat *that big thick green book*

Language Help

The more basic **size** adjectives usually come **before** those that **combine size** and **shape**:

- ***tall thin** people*
- ***small fat** people*
- ***a large shallow** pit*
- ***a long narrow** lane*

■ **Size, shape, quality** and **colour** adjectives come before **type** or **class, material** and **origin** adjectives:

a long medical report *a circular plastic container*
warm woollen clothing *colourful Japanese sashes*
a little red leather purse

Language Help

- **Quality** adjectives usually come **before colour** adjectives
  - *a **clear blue** sky*
  - *a **shiny red** cover*
  - *a **smooth blonde** hair*
  - *her **old blue** Fiat*
- Adjectives of **origin** or **nationality** come **before** adjectives stating **material** or **type** or **class:**
  - ***Japanese paper** flowers*
  - ***Italian leather** shoes*
  - *the **Taiwanese political** system*
  - *The **British Medical** Journal*

Grammar Help

Notice that many **classifying** adjectives (adjectives that state **type** or **class**) are nearly always used attributively:
- *a **financial** report* (**but not** *The report is financial*)
- *a **medical** centre* (**but not** *The centre is medical*)
- *a **chemical** formula* (**but not** *The formula is chemical*)
- ***botanical** gardens* (**but not** *The gardens are botanical*)

- Adjectives expressing your **own opinion** often come **first**, before any other adjective:

  *a **beautiful blue silk** shirt*
  *three **ugly square brick** buildings*
  *a **sweet little red leather** purse*
  *an **efficient new female** manager*
  *an **elegant black metal** lamp*

- Nouns used as adjectives belong to the **type** or **class** group of adjectives. They come last in a string of adjectives:

  *the **popular sports** pages*
  *horrible **fluffy pink bedroom** slippers*
  *an **experimental drama** club*
  *an **elegant black metal** table lamp*
  *our **final holiday** arrangements*
  *three **ugly square brick** office buildings*

Commas between adjectives

- When you use a string of adjectives that are of **different kinds**, you don't need commas between them, for example:
  - **size, shape, colour, material:** *a **high circular grey stone** wall.*
  - **size, quality, origin:** *large juicy Australian apples*
  - **size, quality, class or type:** *a **lengthy detailed chemical** analysis*
- When you use a string of **quality** or **opinion** adjectives, you usually put commas between them, for example:
  - **quality:** *a violent, brutal attack*
  - **quality:** *confident, ambitious, successful people*
  - **opinion:** *a nasty, mean, dishonest trick*

- You very often use a simple or basic **size** adjective followed by an adjective that combines **size** and **shape**. You don't *need* a comma between them, but you can put in a comma if you want to emphasize each adjective separately:

  *a **tall thin** man* or *a **tall, thin** man*

  *short **fat** people* or *short, **fat** people*

  *long **slim** legs* or *long, **slim** legs*

- If you use two or more **class** or **type** adjectives together, you don't need commas between them:

  *my **weekly piano** lesson*

  *historic **naval** battles*

  *on-line **academic reference** works*

Using *and* between adjectives

- If you use two adjectives after a **linking verb** or a **complex transitive** verb you use *and* between them. If you use more than two adjectives, you put *and* between the last two, and commas between the others:
  - *He was **tall and thin**.*
  - *He was **tall, thin, short-sighted and bald**.*
  - *She evidently considered me **silly, ignorant and inadequate**.*

- But *and* is sometimes used between **attributive** adjectives of the same type. It is clearly necessary to use *and* between **colour** adjectives and between **material** adjectives where two are involved:
  - *a **black and yellow** insect*
  - *You will love our **steel and canvas** garden chairs.*
  - *It was a **brutal and vicious** attack.*

UNIT

26 ADJECTIVES THAT CAN BECOME NOUNS

Plural nouns

You can put *the* before certain **adjectives** to make them refer to a **class of people.**

- **classes within the community:**

the blind	*the dead*	*the deaf*
the disabled	*the healthy*	*the homeless*
the lame	*the old*	*the poor*
the rich	*the sick*	*the strong*
the unemployed	*the weak*	*the young*

Since these terms refer to **groups** of people, they are **plural nouns.** For example:

- *The rich* (= rich people) *have a duty to help the poor* (= poor people).
- *The young* (= young people) *have a duty to help the old* (= old people).
- *The strong* (= strong people) *have a duty to help the weak* (= weak people).

Language Help

Notice that you can use **adverbs** and even other **adjectives** with these 'nouns':

- *The home caters for* ***the severely disabled.***
- *Care for* ***the very old*** *is organized by the social services.*
- *Consider the problem of* ***the undeserving rich*** *and the* ***deserving poor.***

- **people of certain nationalities:**

Although there are countable nouns for people of some nationalities, with plurals, for example *Danes, Koreans, Malaysians, Norwegians, Scots, Singaporeans, Spaniards, Swedes,* for other nationalities you use ***the*** **+ adjective** as a plural noun, for example:

the British	*the Chinese*	*the Dutch*
the French	*the Irish*	*the Japanese*
the Portuguese	*the Vietnamese*	*the Welsh*

Language Help

You can use **adjectives** with these nouns, for example to add a supposed national characteristic:

- ***the sophisticated French***
- ***the self-conscious British***

Singular nouns

But *the* can be placed before many other adjectives to create **uncountable nouns** referring to a **general class** or **type of thing,** for example:

- *The supernatural* (= supernatural phenomena) *has always fascinated me.*
- *The macabre* (= macabre happenings) *plays a big part in Wyndham's books.*
- *The Occult is regarded by some as an academic subject.*
- *Harry's taste in dress borders on* ***the outrageous.***

Especially in legal language, ***the*** + **adjective** can refer to an **individual person**:

- *The deceased* (= the dead person) *was a woman of considerable wealth.*
- *The accused has already made certain admissions.*

Certain adjectives are used as **uncountable nouns** without ***the***:

- *Good is recognized, but evil prevails.*
- *Even small children know the difference between right and wrong.*

We know that **colour** adjectives can also be uncountable nouns:

- *Red is my favourite colour.*
- *Yellow was the colour worn by the Chinese emperors.*

You can also use colour adjectives with ***the*** and omit the following noun when your hearer knows what you're talking about:

- *I tried on those tee shirts — the pink and the green both fit me but the pink suits me better.*

Comparatives and superlatives

You can omit the noun after **comparative** and **superlative adjectives** when they are used with ***the***:

- *There are over a hundred pupils in the sixth form, and the cleverest go on to university.*
- *Behind him sat two girls, the darker of whom was apparently called Jane.*
- *There are several routes – the most scenic takes you along the coast.*

Notice that ***former*** and ***latter*** come into the 'comparative' category:

- *He has two girlfriends, Rosie and Sheila; the latter's a great girl; I haven't met the former yet.*

The best and ***the worst*** can be used to refer to something very good or very bad in a situation, and ***the latest*** means the latest news:

- *The best of it is that my mother will be receiving professional help for her illness at last.*
- *Little did we know that the worst was yet to come.*
- *The latest is that Dave and Sue have broken up.*

UNIT

27 COMPARISON OF ADJECTIVES

The comparative and superlative forms

Adjectives have three forms or 'degrees': the **positive**, the **comparative** and the **superlative**.The normal base form of the adjective is the **positive**. The **comparative** and **superlative** forms are used in comparisons and for some other purposes.

- **One-syllable** adjectives, and some **two-syllable** ones, have a **comparative** form ending in *er* and a **superlative** form ending in *est*, for example:

clean	*cleaner*	*cleanest*
dark	*darker*	*darkest*
dear	*dearer*	*dearest*
big	*bigger*	*biggest*
narrow	*narrower*	*narrowest*
simple	*simpler*	*simplest*
dirty	*dirtier*	*dirtiest*

Detailed spelling rules for forming the comparative and superlative of adjectives are given in the table at the end of this section.

- Most adjectives of **two syllables or more** use *more* and *most* to form the comparative and superlative, for example:

splendid	*more splendid*	*most splendid*
beautiful	*more beautiful*	*most beautiful*
reasonable	*more reasonable*	*most reasonable*

Uses of the comparative and superlative

- You use the **comparative** form when comparing **two** things, **two** people, or **two** groups, and so on, to express the idea of one deserving the adjective to a greater extent than the other:
  - *These apples are **sweeter** than those ones.*
  - *Which is **the more interesting** of the two books?*
  - *The experience has made me a **humbler** person than I used to be.*

Language Help

Sometimes the **comparative** is used with the meaning 'rather or somewhat (meaning to a greater extent than average) such-and-such':

- ***Larger** women should choose **the more restrained** fashions.*
- ***More challenging** courses are available for **brighter** students.*

- You use the **superlative** form when comparing **three or more** things, people, groups and so on, to express the idea of one deserving the adjective to a greater extent than **all** the others:
  - *Recyclable materials are **the most desirable** from the ecological point of view.*
  - *The Scots are said to be **the stingiest** nation on earth.*
  - *Sally is the **prettiest** of the three girls, but Sophie is the **finest** actress.*
  - *That's the **silliest** idea I've ever heard.*

Language Help

Notice that ***most*** is also used as an intensifier, simply meaning 'extremely'. Superlatives ending in ***est*** are sometimes used in a similar way:

- *I've just had a **most interesting** experience.*
- *It will give me **the greatest** pleasure to accompany you.*

But
- *It's really **most kind** (not kindest) of them to offer me accommodation.*

How do comparatives work grammatically?

Comparatives are used in a variety of constructions:

- **comparative + *than* as a conjunction**
  When ***than*** is used as a conjunction it introduces a clause, called a **comparative clause**:
  - *Virginia is **slimmer** than her mother is.*
  - *Harry says his sister is **heavier** than he is.*
  - *Hazel has **neater** handwriting than I have.*
  - *Carol goes clubbing with Jim and Mike, but she's **keener** on dancing than they are.*

Grammar Help

The verb in the clause is often omitted:

- *Virginia is **slimmer** than her mother.*

In a formal style, personal pronouns after ***than*** are left in the **subject** form:

- *Harry says his sister is **heavier** than he.*
- *Hazel has **neater** handwriting than I.*
- *She's **keener** on dancing than they.*

- **comparative + *than* as a preposition:**
  In normal everyday English, people often use the **object** form of personal pronouns when omitting the verb after ***than***; so ***than*** is then operating like a preposition, for example:
  - *Harry says his sister is **heavier than him.***
  - *Hazel has **neater** handwriting **than me.***
  - *She's **keener** on dancing **than them.***

- **comparative + *than* clauses of other kinds**
  The comparison need not be between the relative qualities of different individuals or things; it can be between states or performances of the same thing or person at different times, for example:
  - *I'm **fatter** now than I was two years ago.*
  - *We've had **better** weather than is usual for the time of year.*
  - ***More** rain fell in an hour than had fallen during the whole of the previous week.*
  - *The economy is **more unsettled** than it has ever been before.*

Grammar Help

Notice that the ***than*** **clause** in constructions like these is often reduced, with whatever can be understood (usually the verb, and the subject, if there is one) omitted:

- *We've had **better** weather than usual for the time of year.*
- ***More** rain fell in an hour than during the whole of the previous week.*
- *The economy is **more unsettled** than ever before.*
- *Sales were **lower** than anticipated.*

Or it can be between expectation and reality:

- *My holiday was **more enjoyable than I expected**.*
- *Sales were **lower than was anticipated**.*

For more details about **comparative clauses** see the chapter CONJUNCTIONS AND CLAUSES.

■ **comparative** with the ***than*** **clause** omitted

Very often it is unnecessary to include a ***than*** clause:

- *My headache was getting **worse** [than it had been].*
- *Every year fashions become **more outrageous**.*
- *It's **cooler** today, isn't it?*

■ **comparative + *and* + repeated comparative**

You can use the forms such as ***angrier and angrier, wetter and wetter, more and more difficult,*** to express the idea of a situation intensifying:

- *My headache was getting **worse and worse**.*
- *The sky grew **lighter and lighter** in the east.*
- *He keeps accepting **more and more** work – no wonder he's exhausted.*

Language Help

Comparatives are used in pairs in another type of structure:

- ***The richer** she grew, the **meaner** she became.*
- ***The clearer** the air, the **brighter** the sun.*

This expresses the idea that an increase in one quality causes an increase in another.

For more information, see the chapter CONJUNCTIONS AND CLAUSES.

■ **comparative + *than* + amount**

Than acts as a preposition in expressions such as ***more than $40, less than 2 months***:

- *Choose any number **greater than zero**.*
- *The town was baking in temperatures **higher than 40°**.*
- *If your points total **more than 21** you go into the final.*
- *We had **fewer than 20** volunteers helping with the search.*

Language Help

Normally, you use ***less*** with uncountable nouns and ***fewer*** with the plural of countable nouns. But ***less than*** can be used in reference to amounts and sums:

- *Fortunately I have **less** work to do than I used to have.*
- *Fortunately I have **fewer** tasks to do than I used to have.*

But:

- *We spent **less than** 200 dollars on the repair.*
- *Little did we know that he had **less** (or **fewer**) **than** three months to live.*

comparative + *to*

There are some adjectives with the ending *ior* in English that come from Latin, and can be used in a comparative or non-comparative way. When they are used comparatively, they are followed by *to*, not *than*:

- *The junior pupils finish school at 3.30pm.*
- *The senior pupils finish school at 4.30pm.*
- *Peter is junior to* (in a lower class than) *John.*
- *John is senior to* (in a higher class than) *Peter.*
- *The Duck is an inferior* (=poor) *restaurant.*
- *The Swan is a superior* (=good) *restaurant.*
- *The Duck Restaurant is inferior to* (=not as good as) *the Swan Restaurant.*
- *The Swan Restaurant is superior to* (=better than) *the Duck Restaurant.*

comparative + *of*

The + comparative can be followed by *of* + the two people or things being compared:

- *The taller of the two girls was called Melanie.*
- *Travelling by train is the more convenient of the two options.*
- *Joe's mother was the more computer-literate of his parents.*

much, far, a lot, a little, etc + comparative

The usual intensifiers used with comparatives are *much* (also *very much*), *far* and *a lot*. You can also use *a little, a bit* and *slightly* to indicate that there isn't much difference:

- *I'm feeling much better, thank you.*
- *We had far fewer delays over our visas than our friends did.*
- *It's very much more sensible to do a little revision every day than to cram a lot all at once.*
- *I'm feeling a little better today, thanks.*
- *This route is slightly quicker than the other one.*

any and *no* + comparative

You use *no* + comparative, or *not any* + *comparative* to indicate that there is no difference:

- *These new teaching methods don't seem to be any more effective than the traditional ones.*
- *I felt no better after taking the pills.*
- *It isn't any cheaper to travel by bus than by train.*

Grammar Help

Comparative adjectives typically express the idea of one thing, person, and so on having **more** of a quality than another:

- *Sophie is more studious than Sally.*

But there are two other forms of comparison:

1 Comparison expressing the idea of one person, thing, group and so on having **less** of a quality than another:
   - *My smart shoes were **less expensive than** my trainers.*

2 Comparison expressing the idea of two things, people and so on having a quality in equal amounts:
   - *I'm **as enthusiastic** about the need for change **as** you are.*
   - *I'm not **as hardworking as** I used to be.*

For these structures using ***less ... than*** and ***as ... as***, see the section **More about the comparison of adjectives and adverbs** in the unit **Comparison of adverbs** in the chapter ADVERBS.

Forming comparatives and superlatives: some spelling rules

These are the basic rules for forming the comparatives and superlatives of adjectives.

- Adjectives ending in *e* add *r* and *st:*

POSITIVE	COMPARATIVE	SUPERLATIVE
close	*closer*	*closest*
fine	*finer*	*finest*
large	*larger*	*largest*
rude	*ruder*	*rudest*
safe	*safer*	*safest*
wide	*wider*	*widest*

- Single-syllable adjectives with one vowel and one final consonant double the consonant and add *er* and *est:*

POSITIVE	COMPARATIVE	SUPERLATIVE
big	*bigger*	*biggest*
dim	*dimmer*	*dimmest*
fat	*fatter*	*fattest*
fit	*fitter*	*fittest*
flat	*flatter*	*flattest*
hot	*hotter*	*hottest*
mad	*madder*	*maddest*
red	*redder*	*reddest*
sad	*sadder*	*saddest*
slim	*slimmer*	*slimmest*
thin	*thinner*	*thinnest*
wet	*wetter*	*wettest*

- Two-syllable adjectives ending in *y* change *y* to *i* and add *er* and *est*:

POSITIVE	COMPARATIVE	SUPERLATIVE
busy	*busier*	*busiest*
costly	*costlier*	*costliest*
dirty	*dirtier*	*dirtiest*
easy	*easier*	*easiest*

POSITIVE	COMPARATIVE	SUPERLATIVE
friendly	*friendlier*	*friendliest*
funny	*funnier*	*funniest*
noisy	*noisier*	*noisiest*
happy	*happier*	*happiest*
heavy	*heavier*	*heaviest*
juicy	*juicier*	*juiciest*
lovely	*lovelier*	*loveliest*
pretty	*prettier*	*prettiest*
silly	*sillier*	*silliest*
tidy	*tidier*	*tidiest*
ugly	*uglier*	*ugliest*

Language Help

Some of these ***y*** adjectives have ***un*** forms. You can use ***er*** and ***est*** comparative and superlatives for the ***un*** forms even though they have three syllables, for example:

• *unfriendly*	*unfriendlier*	*unfriendliest*
• *unhappy*	*unhappier*	*unhappiest*
• *untidy*	*untidier*	*untidiest*

Spelling Help

Notice how these three **single-syllable** adjectives ending in ***y*** form their comparative and superlative:

• *dry*	*drier*	*driest*
• *shy*	*shyer*	*shyest*
• *sly*	*slyer*	*slyest*

■ Some other 2-syllable adjectives have *(e)r* and *(e)st* forms:

POSITIVE	COMPARATIVE	SUPERLATIVE
clever	*cleverer*	*cleverest*
common	*commoner* (or *more common*)	*commonest* (or *most common*)
gentle	*gentler*	*gentlest*
handsome	*handsomer*	*handsomest*
narrow	*narrower*	*narrowest*
pleasant	*pleasanter*	*pleasantest*
polite	*politer* (or *more polite*)	*politest* (or *most polite*)
quiet	*quieter*	*quietest*
remote	*remoter* (or *more remote*)	*remotest* (or *most remote*)
shallow	*shallower*	*shallowest*
simple	*simpler*	*simplest*
stupid	*stupider*	*stupidest*

Language Help

Some learners think that if they always use the **more** form of comparative they can't go wrong, so they avoid using the **er** form even when it is correct. But when the **er** form is possible, it should be used:

- *I'm **fitter** (not **more fit**) than I used to be.*
- *This method is **safer** (not **more safe**) than that one.*

Avoid also the mistake of combining the **er** form with the **more** form:

- *He is **handsomer** (not more handsomer) than his brother.*

■ Some irregular comparative and superlative forms:

POSITIVE	COMPARATIVE	SUPERLATIVE
good	*better*	*best*
bad	*worse*	*worst*
far	*farther* or *further*	*farther* or *furthest*
little	*less*	*least*
many	*more*	*most*
much	*more*	*most*
old	*older* or *elder*	*oldest* or *eldest*

Language Help

■ You use the forms ***farther, farthest*** for distance:

- *Which **planet** is **farthest** from the sun?*

You use ***further, furthest*** both for distance and with the meaning 'additional' or 'extra':

- ***Further** instructions will be sent later.*

■ ***Older*** and ***oldest*** are the regular comparative and superlative of ***old***.

Elder and ***eldest*** are used only for talking about members of a family.

Elder is only used attributively, that is, before a noun:

- *St Andrews University is **older** than Edinburgh University.*
- *St Andrews University is the **oldest** university in Scotland.*
- *My **elder** (or **older**) sister is three years **older** than me.*
- *This is Michael, our **elder** son.*
- *George is the **eldest** (or **oldest**) of five brothers.*
- *My **eldest** brother was 21 yesterday.*
- *This is Jeremy, our **eldest**.*

■ Other 2-syllable adjectives form the comparative and superlative using *more* and *most*:

POSITIVE	COMPARATIVE	SUPERLATIVE
active	*more active*	*most active*
brutal	*more brutal*	*most brutal*
careless	*more careless*	*most careless*
charming	*more charming*	*most charming*
cheerful	*more cheerful*	*most cheerful*

POSITIVE	COMPARATIVE	SUPERLATIVE
famous	*more famous*	*most famous*
foolish	*more foolish*	*most foolish*
harmful	*more harmful*	*most harmful*
hectic	*more hectic*	*most hectic*
precious	*more precious*	*most precious*
zealous	*more zealous*	*most zealous*

- Adjectives of 3 or more syllables form their comparative and superlative using *more and most:*

POSITIVE	COMPARATIVE	SUPERLATIVE
beautiful	*more beautiful*	*most beautiful*
capable	*more capable*	*most capable*
comfortable	*more comfortable*	*most comfortable*
competitive	*more competitive*	*most competitive*
confident	*more confident*	*most confident*
delicious	*more delicious*	*most delicious*
difficult	*more difficult*	*most difficult*
disappointed	*more disappointed*	*most disappointed*
dissatisfied	*more dissatisfied*	*most dissatisfied*
embarrassing	*more embarrassing*	*most embarrassing*
expensive	*more expensive*	*most expensive*
fortunate	*more fortunate*	*most fortunate*
generous	*more generous*	*most generous*
imaginative	*more imaginative*	*most imaginative*
intelligent	*more intelligent*	*most intelligent*
interesting	*more interesting*	*most interesting*
poisonous	*more poisonous*	*most poisonous*
reasonable	*more reasonable*	*most reasonable*
valuable	*more valuable*	*most valuable*

Language Help

The following table gives some guidance on syllable-counting:

	2 SYLLABLES	3 SYLLABLES	MORE THAN 3 SYLLABLES
beautiful *capable* *clever* *comfortable* *common* *competitive* *confident* *delicious*	*clev-er* *com-mon*	*beau-ti-ful* *ca-pa-ble* *con-fi-dent* *de-li-cious*	*com-for-ta-ble* *com-pet-i-tive*

	2 SYLLABLES	3 SYLLABLES	MORE THAN 3 SYLLABLES
difficult		*dif-fi-cult*	
disappointed			*dis-ap-point-ed*
dissatisfied			*dis-sat-is-fied*
embarrassing			*em-bar-ras-sing*
expensive		*ex-pen-sive*	
fortunate		*for-tu-nate*	
generous		*gen-e-rous*	
imaginative			*i-ma-gi-na-tive*
intelligent			*in-tel-li-gent*
interesting			*in-te-res-ting*
narrow	*nar-row*		
poisonous		*poi-son-ous*	
polite	*po-lite*		
powerful		*pow-er-ful*	
quiet	*qui-et*		
reasonable			*rea-son-a-ble*
simple	*sim-ple*		
stupid	*stu-pid*		
valuable			*val-u-a-ble*

UNIT 28

How do superlatives work grammatically?

Superlatives, like comparatives, have their own range of possible constructions.

the +superlative

Usually *the* is used before a superlative adjective, but a possessive determiner or noun ending with 's is also possible:

- *There'll be a prize for **the finest** sandcastle.*
- *Which is **the brightest** planet?*
- *Georgina was on **her best** behaviour.*
- *We wear **our oldest** clothes for gardening.*
- *Maths is **Hilary's best** subject.*

Language Help

You omit ***the*** when you are referring to the state of a person or thing in particular circumstances, as compared with other circumstances:

- *The wine is **tastiest** when it has been chilled for a couple of hours.*
- *This trick is **most effective** with an audience of unsuspicious children.*

You can use **at + possessive + superlative** to express the same idea:

- *Harry was **at his most genial** after a few beers.*

superlative with following noun omitted

The superlative adjective can be used on its own as a pronoun, if the noun that it describes has already been mentioned. Notice that the superlative 'pronoun' can be **singular** or **plural**:

- *The planets are brighter than stars, but which is **the brightest**?*
- *The children start dancing at the age of 4, and **the most promising** go on to ballet school at 11.*
- *There are several routes, but I'll show you **the speediest**.*

Language Help

You can't omit the noun if it has not been mentioned in the previous context:

- ***The saddest thing** (not **the saddest**) was that my mother did not live to see her success.*

superlative + *of* + plural group

After a superlative you can use *of* before a plural group noun:

- *Frederick was **the brainiest of** the three children.*
- *Plant **the healthiest of** the seedlings in a shady flowerbed.*
- ***The most promising of** the ballet students go on to train professionally.*
- *Jennifer was **the most suitable of** several candidates.*
- *'Hamlet' is **the finest of** all Shakespeare's plays.*

Language Help

Notice that if the group consists of **two only**, you use the **comparative**:

- *Jane was **the taller of** the twins.*

of all can be used with superlatives simply as an intensifier:

- *You're **the best mother of all**.*

- **superlative + *in* + place (or singular group noun)**

  You use *in* with a superlative before a place or a singular group noun:

  - *You're **the best** mother **in the world**.*
  - *This is **the finest** restaurant **in** town.*
  - *Frederick was **the brainiest in the family**.*
  - *Who's **the most musical in this class**?*

- **superlative + *of* + period of time**

  You use *of* with a superlative before a period of time:

  - *'Catch 22' was **the best** novel **of the decade**.*
  - *Our wine correspondent lists **the choicest** buys **of the month** on page 21.*
  - *Surely he was **the finest** cricketer **of the twentieth century**?*
  - *Today is **the longest** day **of the year**.*
  - *It was **the worst** day **of my life**.*

- **possessive + superlative**

  The word for the place or period can take the form of a possessive noun, that is, a noun followed by 's:

  - *Surely he was the twentieth century's **finest** cricketer?*
  - *We shall be hearing music by the world's **greatest** composers.*
  - *The crime was committed at one of Britain's **best-loved** beauty spots.*
  - *Which is America's **tallest** building?*

- **superlative + relative clause**

  A superlative is often followed by a relative clause:

  - *That's **the stupidest** idea I've ever heard.*
  - *Excuse these chipped coffee mugs – they're **the best** I have, I'm afraid.*
  - *Joe was **the most considerate** person she knew.*

Grammar Help

- The tense used in the relative clause is typically the **present perfect** or the **past perfect.** The adverb ***ever*** is frequently included in the relative clause:
  - *That's **the funniest** thing I've ever heard.*
  - *It was **the trickiest** problem we'd ever tackled.*
- Notice that the verb may be omitted from the relative clause:
  - *'Hamlet' is **the best** play **ever written*** (= that has ever been written).

For more information on relative clauses after superlatives, see the chapter CONJUNCTIONS AND CLAUSES.

- **superlative + adverb**

  A superlative can be followed by *ever* on its own, or by *so far* or *yet*:

  - *Dad's homecoming was **the best** birthday present **ever**.*
  - *That's **the most sensible** suggestion **so far** (or **yet**).*

superlative + adjective ending in *able* or *ible*

A superlative can be followed by an adjective such as *possible* or *available* on its own:

- *We'll see that she gets the best treatment available* (= that is available).
- *Today is the last possible posting date before Christmas.*
- *What is the smallest creature visible to the human eye?*

superlative + to-infinitive

You often get a to-infinitive structure after *first* and *last*:

- *What was the name of the first astronaut to set foot on the moon?*
- *He was the last person to see the murder victim alive.*
- *At 92, Mrs Mitchell was the oldest person ever to descend to the sea bed in a diving bell.*
- *Frances is the youngest person to have won this prestigious award.*

Did you know?

The last person ***to*** do something can also mean 'the person least inclined to do something':

- *I'm the last person to suggest lifting the smoking ban in buses.*

For more information see the section **the infinitive** in the chapter VERBS.

one of the + superlative

One of the best, finest and so on, is used as a modified, less assertive form of superlative:

- *St Paul's Cathedral is one of the most splendid buildings in Britain.*
- *Tiger Woods is surely one of the greatest golfers of all time.*
- *Prague is one of Europe's most beautiful cities.*
- *That's one of the stupidest ideas I've ever heard.*
- *Dad's homecoming was one of the best birthday presents ever.*
- *At 10, James was one of the youngest climbers ever to reach the summit of Kilimanjaro.*

Language Help

We have already noted that ***of all*** can be used as an intensifier:

- *Dad's homecoming was the best present of all.*

emphasizers used with superlatives

The emphasizers typically used with superlatives are *much, by far, easily, quite*:

- *That's much the best solution.*
- *Susie had by far the most natural acting style.*
- *You're easily my nicest friend.*
- *I stupidly chose quite the hardest essay subject.*

negative used with superlatives

You can use the emphatic negative *by no means* to say that the superlative is definitely not applicable, or the negative *not quite* to say that it is almost applicable:

- *I'm by no means the best swimmer in the team.*
- *I'm not quite the best swimmer in the team.*

UNIT 29

GRADABLE AND NON-GRADABLE ADJECTIVES

Gradable adjectives

Adjectives that can have a comparative and superlative form are called **gradable**, because it is possible for there to be different **grades** or **degrees** of the quality concerned, for example:

- *Joe is clever, Dan is cleverer than Joe, but Jim is the cleverest.*

- You can make gradable adjectives stronger using **intensifying adverbs** such as *very* and *extremely*:
  - *Dan is very clever.*
  - *Jim is extremely clever.*

- You can also make gradable adjectives less strong by using **moderating adverbs**, such as *fairly, pretty, quite, rather, slightly, a bit, a little, somewhat*, for example:
  - *She was feeling a little cross with her mother.*
  - *That's a fairly good effort, but you can do better.*
  - *I was rather sad when that plant died.*
  - *It's quite cold today.*

Reminder

For convenience, here again is the list of adjective types from UNIT 25:

- **size:** *large, small, tall, high, wide, long, deep, thin*
- **shape:** *round, flat, circular, square, pointed*
- **colour:** *blue, red, green, yellow, purple, yellow*
- **quality:** *colourful, difficult, happy, easy, old, strong, strange, warm*
- **origin or nationality:** *English, French, Indian, Japanese, Australian*
- **type or class:** *electric, electronic, automatic, chemical, medical, political, weekly, yearly*
- **material:** *cotton, leather, paper, plastic, steel, wooden, woollen*
- **your own opinion:** *nice, nasty, horrible, beautiful, ugly*

- Notice that it's typically **size**, **quality** and **opinion** adjectives that are gradable. They are frequently intensified or moderated with adverbs like those above, or made comparative or superlative:
  - *The gap was extremely narrow.*
  - *My knee is rather sore.*
  - *That was a very nasty trick.*
  - *You have the loveliest smile in the world.*

- But it's also possible for some **shape**, **colour** and **origin** adjectives to have gradable uses:
  - *The landscape was rather **flat**.*
  - *Joe has extremely **blue** eyes.*
  - *That's a very **French** habit.*
- It's rare for **class** or **material** adjectives to have gradable uses. You can't describe something as *very chemical*, or *rather steel*. But some **class** adjectives can have a 'quality' sense:
  - *They've made Dan chairman – it was a very **political** choice.*
  - *She smiled her rather **automatic** smile.*

Non-gradable adjectives

With some adjectives it is not possible for there to be different grades or degrees of the quality concerned. These are called **non-gradable** adjectives. They are not normally used in the comparative or superlative, and you don't use intensifying or moderating adverbs with them. Some examples are:

complete	*dead*	*equal*	*excellent*
exhausted	*faultless*	*final*	*finished*
flawless	*perfect*	*superb*	*unique*

- You can reinforce these adjectives with **emphasizing** adverbs such as *absolutely, completely, purely, totally, utterly*:
  - *The last gymnast's performance was completely **flawless**.*
  - *We're selling these plates cheap because they're not quite **perfect**.*
  - *That meal was absolutely **superb**.*
- Notice that past participles can be emphasized with **emphasizing** adverbs too:
  - *We were totally **unprepared** for such a happening.*
  - *I was utterly **staggered** by the news.*

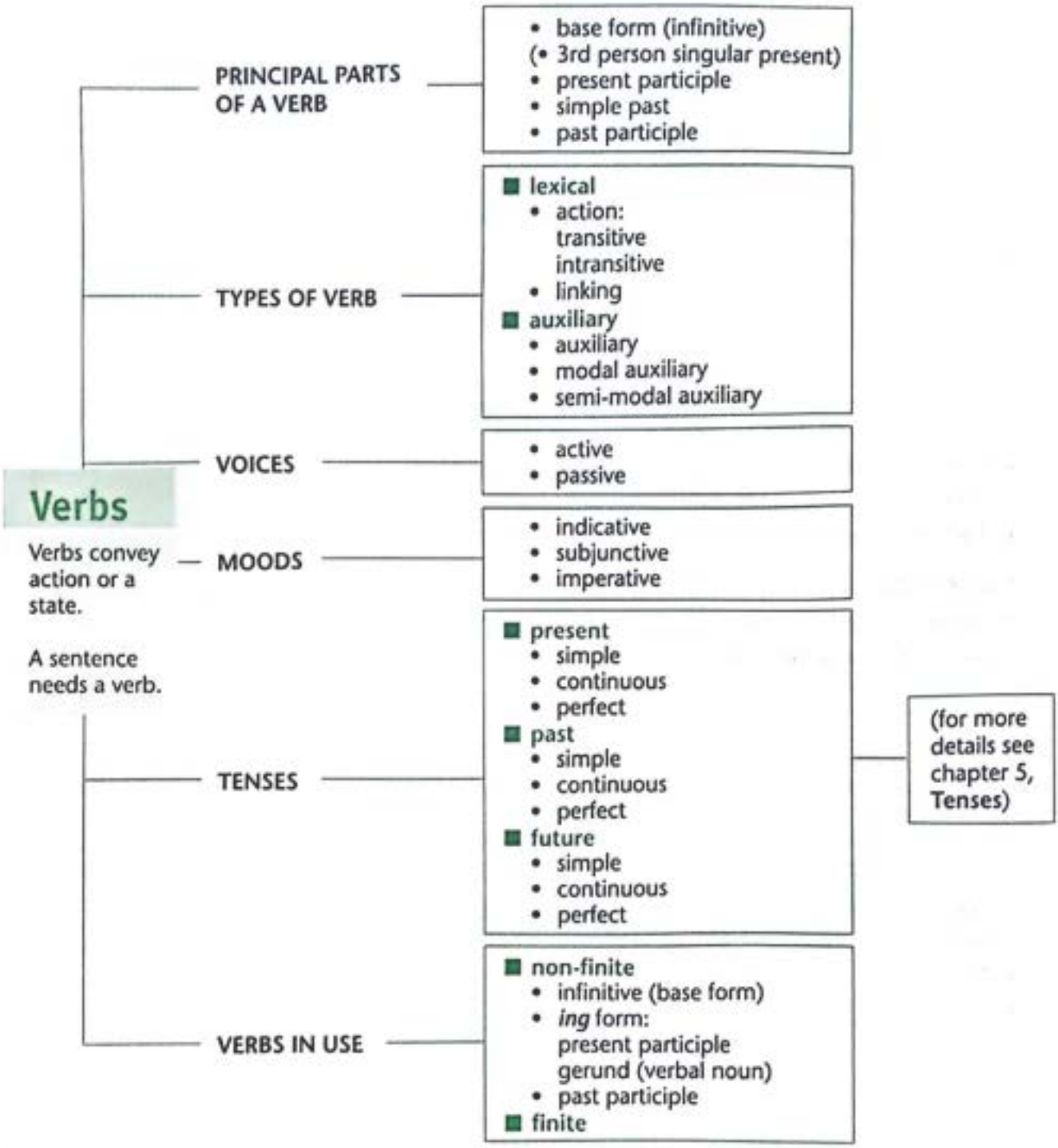
Language Help

You can use **quite** with non-gradable adjectives as well as gradable adjectives, because it can mean 'completely' as well as 'fairly':
moderating: *She's quite old, isn't she?*
emphasizing: *The rat was quite dead.*

- It's rare for **class** or **material** adjectives to be used with emphasizing adverbs, but some **class** adjectives can be used with emphasizers:
  - *The process is totally **automatic**.*
  - *It was a purely **political** decision.*

CHAPTER

4 Verbs



UNIT 30

WHAT ARE VERBS?

What is a verb?

The **verb** in a sentence is the word that typically expresses the **action** taken by the subject of the sentence, or the **state of affairs** that concerns the subject:

- *I live in Kuala Lumpur.*
- *Frank opened the door for me.*
- *The ferry collided with an oil tanker.*
- *My dad is a doctor.*
- *Joe felt very sick.*

As a general rule, you can say that a sentence needs a verb. The verb is what makes a group of words into a sentence.

Verbs divide themselves up into two main classes, **lexical verbs** and **auxiliary verbs**, and each class has two members.

LEXICAL VERBS	AUXILIARY VERBS
action verbs	auxiliary verbs
linking verbs	modal auxiliary verbs

Lexical verbs

■ action verbs

If you are asked to think of a verb, you are likely to think of one that represents some **physical activity**, such as:

drink	*eat*	*hit*
jump	*kick*	*run*
stand	*swim*	*walk*

But other **action verbs** represent **mental activities or states**, such as:

forget	*guess*	*hate*
know	*love*	*remember*
think	*wonder*	*worry*

■ linking verbs

A **linking verb** introduces a **fact** about a person or thing, rather than telling you about something that a person or thing **does**. **Linking** verbs **link** the subject with a complement. The complement is often an adjective or noun:

- *The walls **are** green.*
- *Harry's dad **is** a doctor.*

Sometimes the complement is a prepositional phrase (a phrase beginning with a preposition) or an adverb:

- *Their house **was** near the supermarket.*
- *The taxi **is** outside.*

The example sentences above are formed with the most important **linking verb**, the verb ***be*** (***am, is, are, was, were***). Other **linking verbs** include: ***become, feel, get, go, grow, keep, look, seem, smell, sound, taste, turn***:

- *Luke **became** an artist.*
- *It **grew** dark.*
- *I **feel** a fool.*
- *Julian **seems** a nice guy.*
- *The idea **sounded** promising.*
- *Dinner **smells** exciting.*
- *My soup **had gone** cold.*
- *It **is getting** late.*

Auxiliary verbs

As well as distinguishing between present and past action, verbs can express **continuous** and **completed** action. For this they make use of **helping verbs**, usually called **auxiliary verbs**. These **auxiliary verbs** are ***be*** and ***have***.

- The verb ***be*** is used with the *ing* form (called a **present participle**) of an ordinary verb to express **continuous** action:
  - *Sally **is** working as a hairdresser.*
  - *My friends **were** looking for accommodation.*
- The verb ***have*** is used with the *ed* form (called a **past participle**) of an ordinary verb to express **completed** action:
  - *Somebody **has** moved the remote control.*
  - *A month later the bruising **had** completely disappeared.*
- There is a third **auxiliary verb**, the verb ***do***. Verbs use ***do*** with ***not*** to form **negative** statements:
  - *I **do not** tell lies.*
  - *We **did not** realize it was a secret.*

  Verbs use ***do*** also to form **questions**:
  - *Does your dad play golf?*
  - *Did you see the shooting star?*
  - *Do you really like grammar?*

Language Help

Many verbs are irregular, so not all **past participles** end in ***ed***:

- *Sally has **burnt** the toast again.*
- *The water had **frozen** during the night.*
- *The bruising had completely **gone**.*

Grammar Help

Notice that the verbs ***be, have*** and ***do*** can be **lexical** verbs as well as **auxiliary** verbs.

LEXICAL	AUXILIARY
I was late.	*I was waiting for a bus.*
*Jenny **has** green eyes and red hair.*	*Jenny **has** dyed her hair.*
I did Exercise 2.	*I did not finish Exercise 3.*

Modal verbs

There is another class of **helping verbs** called **modal verbs**, or **modal auxiliary verbs**. **Modal verbs** are used with ordinary verbs to express such things as **the future, possibility, probability, permission, right and wrong**, and **necessity**.

Some important modal verbs are: ***will, would, shall, should, can, could, may, might, must***:

- *We **shall** see you tomorrow.*
- *You **will** enjoy the course.*
- ***Would** you protect a criminal?*
- *We **should** not tell lies.*
- ***Can** you reach that shelf?*
- *I **could** not hear the dialling tone.*
- *You **may** leave now.*
- *They **might** object.*
- *We **must** hurry.*

Verbs and inflections

Verbs have two kinds of inflections (changes of ending). Verbs distinguish between **present** and **past** action using **tenses**.

- The **present tense** expresses **a present state of affairs**:
  - *I **attend** a secondary school*
  - *You **look** smart today.*
  - *I **like** sticky rice.*
- The **past tense** expresses **past action** or a **past state of affairs**:
  - *Somebody suddenly **called** my name.*
  - *I **watched** an interesting movie last night.*
  - *Yesterday the situation **looked** hopeless.*
- The **third person singular** adds *s* in the **present tense**.

  The base form of the verb adds an *s* in the present tense when it is used with the **singular personal pronouns** ***he, she, it***, or with **singular nouns** or **names**, or with **other singular pronouns**:
  - *Maria **attends** an evening class.*

- *This soup **tastes** very strange.*
- *She **dislikes** her younger brother.*
- *That **proves** it!*

Grammar Help

Notice that **modal verbs** do not add **s** for the third person singular:

- *The play **will** be a success, I'm sure.*
- *Mary **should** apologize.*
- *The weather **may** improve tomorrow.*
- *It **can** get cold at night.*

What is a finite verb?

■ The verb that makes a group of words into a sentence is called a **finite verb**. It may be an **action verb**, a **linking verb**, or an **auxiliary** or **modal verb**:

- *Alison **dances** well.*
- *George soon **got** better.*
- *I **am** enjoying my course.*
- *I **have** finished my assignment.*
- ***Did** you like the play?*
- *I **shall** make a list.*
- *You **may** not leave yet.*

The verbs shown in **bold** in the example sentences above are **finite verbs**. The other verbs (shown in green) are verb parts or **non-finite** verb forms:

enjoying is a **present participle** or *ing* form.
finished is a **past participle**.
like, make and *leave* are **base forms** or **infinitives**.

■ The group made up of the finite verb and the non-finite forms is called a **verb phrase**. Notice that the finite verb comes **first** in the verb phrase:

*We **were** walking past a dress shop at the time.*
Have you eaten your breakfast?
*I **might** join you later.*
*He **may have** missed the bus.*

Base forms and *to*-infinitives

■ The **base form** of a verb is the form with nothing added to it, for example:

go, come, play, sing, run, talk, think, do, have, become, feel.

You will notice that it is the **base form** of verbs that is used in the **simple present** tense (except for the **third person singular**, which, as we have seen, adds *s*):

I, you, we, they come
(but *he, she, it comes*)
I, you, we, they think
(but *he, she, it thinks*)

- When the **base form** is used with an **auxiliary or modal verb** it is called an **infinitive**, or a **bare infinitive**:
  - *We did not understand.*
  - *Do you mind?*
  - *We must hurry.*
  - *You may leave now.*
  - *I would prefer coffee.*

Language Help

You will notice the **bare infinitive** being used in other grammatical contexts:

- *We had better warn them.*
- *Let me help you.*
- *He made her cry.*
- *I heard him come in.*
- *Why bother?*

- In many other grammatical situations, the **infinitive** is used with ***to***:
  - *He wanted to shout.*
  - *She persuaded me to come.*
  - *They are keen to help.*
  - *I was afraid to speak.*
  - *It's time to go.*
  - *I've got nothing to do.*

The infinitive with *to* is usually called a ***to*-infinitive**.

Transitive and intransitive verbs

Action verbs can have an object. The **object** is the person or thing that is **affected by** the action:

- *I opened the door.*
- *Mum woke me.*

Verbs that have **objects** are called **transitive verbs**.

Grammar Help

- We noticed in the chapters on **NOUNS** and **ADJECTIVES** that certain action verbs can have an **object complement** after their **object**. The object complement can be a noun or an adjective:
  - *They made her captain.*
  - *They made her angry.*

The verb **make** here is called a **complex transitive** verb.

- Certain other verbs can take two objects:
  - *He asked me the way.*
  - *Mum read the children a story.*
  - *I give you my word.*

The verbs ***ask, read*** and ***give*** here are called **ditransitive verbs**.

- An action verb that has **no object** is an **intransitive verb**:

The audience laughed.

The sun has risen.

Dad left early this morning.

The boat is sinking.

The earth revolves on its axis.

UNIT

31 VERB PARTS

VERBS PARTS IN CONTEXT

The **base form** of a verb is the form used in the present tense; it is used as a bare infinitive after modal verbs, and with *to* in many other constructions; it is also the imperative form.

Many of us **love** sweet things, but you **must remember** that a sweet tooth can **ruin** your health, because sugary items not only **produce** cavities in teeth, but **cause** you **to put** on weight too. So **take** care!

The **third person singular** adds *s* in the present tense; various spelling rules must be learnt.

In addition, **claims** a recent scientific report, sugar **damages** not only human teeth; it also **destroys** the environment and wildlife. Sugar-growing **flies** in the face of conservation principles: the grower **clears** land for his crops, **fells** trees, and **does** immense harm to the habitats of various types of wildlife, so that species after species **dies** out.

The *ing* form of a verb is the **present participle**, used with the verb *be* to form the continuous tenses. It can also be used as a noun, called a **verbal noun** or **gerund**.

And, **talking** of the environment, facts are **emerging** that are **making** it increasingly clear that sugar-growers are **causing** a great deal of chemical pollution. They have been **using** fertilizers that are **proving** toxic to wildlife, and **spraying** crops with even more poisonous pesticides. Only yesterday a spokesperson for wildlife conservation was **warning** growers of the dangers of **spraying** crops with pesticides and **using** powerful fertilizers.

The **simple past**, or *ed* form, is the part of the verb used for narrating past events. Some base forms add *ed*, some *d*, and some *t*, while other verbs have a simple past that looks quite different from the base form.

In the old days, before people **realized** that some farming methods **harmed** the environment, growers **got** away with these dangerous practices. Nobody **was** aware that wildlife **had** so little resistance to farming procedures or **dreamt** that the procedures themselves **did** so much damage.

The **past participle** is used with *have* to form the perfect tenses; it is used with *be* to form the passives of transitive verbs. Many verbs have a past participle that is the same as the simple past, but some have a different form.

So the situation is worse than any of us **had thought**. But now that scientists **have appreciated** the danger of farming methods to the environment, and **have made** the general public aware of what damage has already **been done** to wildlife, steps are being **taken** to see how wildlife habitats can **be rehabilitated**, and how plant life can **be regenerated**. In many cases, the harm **caused** to the environment cannot **be repaired**.

The principal parts of a verb

When you see a table of verbs, you find that four parts are given for each verb, for example:

BASE FORM	PRESENT PARTICIPLE	SIMPLE PAST	PAST PARTICIPLE
walk	*walking*	*walked*	*walked*
pull	*pulling*	*pulled*	*pulled*
come	*coming*	*came*	*come*
run	*running*	*ran*	*run*

These are sometimes called the **principal parts** of a verb. The **principal parts** are the forms from which the **tenses** and other verb constructions are formed, so they are essential information.

Base form

This is the form used for the **present tense**. But remember that you have to add *s* for the **third person singular**. For example:

	SINGULAR	PLURAL
First Person	*I walk*	*we walk*
Second Person	*you walk*	*you walk*
Third Person	*he walks* *she walks* *it walks*	*they walk*

The **base form** or **infinitive** is also the form used after **modal verbs** and the **auxiliary verb** *do*:

- *You should walk more.*
- *I shall walk to the office.*
- *Did you walk here?*

The **base form** is used as an imperative, that is, to give orders and instructions:

- *Walk faster.*
- *Come here.*
- *Pull the handle towards you.*

Present participle

The *ing* form or **present participle** of a verb is used with the auxiliary verb *be* for forming the **continuous tenses**. For example:

	PRESENT CONTINUOUS		PAST CONTINUOUS	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st Person	*I am walking*	*we are walking*	*I was walking*	*we were walking*
2nd Person	*you are walking*	*you are walking*	*you were walking*	*you were walking*
3rd Person	*he is walking* *she is walking* *it is walking*	*they are walking*	*he was walking* *she was walking* *it was walking*	*they were walking*

Notice also the **continuous perfect tenses**, which use *have* with *been* (the **past participle** of the auxiliary verb *be*), together with the **present participle** of a verb:

PRESENT PERFECT CONTINUOUS	PAST PERFECT CONTINUOUS
I, you, we, they have been walking *he, she, it has been walking*	*I, you, he, she, it, we, they had been walking*

The *ing* form is also used as a noun, called a **verbal noun** or **gerund**:

- *I enjoy walking.*
- *No running in the corridor!*
- *Dancing is good for developing co-ordination.*
- *Take a shower after exercising.*

Spelling Help

Spelling rules for forming the present participle are given at the end of this unit.

Simple past

The **simple past** of the majority of verbs ends in *ed*:

	SINGULAR	PLURAL
1st Person	*I walked*	*we walked*
2nd Person	*you walked*	*you walked*
3rd Person	*he walked* *she walked* *it walked*	*they walked*

The **simple past** is used for **single** actions in the past, as distinct from continuous acitivities:

- *Dad walked into the room.*
- *I pulled the rope.*

Past participle

The **past participle** of the majority of verbs ends in ***ed***, like the simple past. The **past participle** is used with the auxiliary verb *have* for forming the **perfect tenses.** For example:

	PRESENT PERFECT		PAST PERFECT	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st Person	*I have **walked***	*we have **walked***	*I had **walked***	*we had **walked***
2nd Person	*you have **walked***	*you have **walked***	*you had **walked***	*you had **walked***
3rd Person	*he has **walked*** *she has **walked*** *it has **walked***	*they have **walked***	*he had **walked*** *she had **walked*** *it had **walked***	*they had **walked***

The **past participle** is also used with the verb *be* for forming the **passive** of **transitive verbs**:

- *A new president is **elected** yearly.*
- *The bomb was **detonated** in a desert area.*
- *Names will not be **released** until relatives have been **informed**.*
- *The children were being **comforted** by neighbours.*

Language Help

The typical uses of each tense are dealt with in the following chapter, **TENSES.**

Strong verbs and weak verbs

- **weak** (or **regular**) **verbs**

  English verbs that have a **simple past** and **past participle** in ***ed*** are called **regular** or **weak** verbs. This group contains the **younger** English verbs. **New verbs** have past tenses and past participles in ***ed***, unless they are formed from an already existing 'irregular' verb:

  - *I **e-mailed** my acceptance to the agency.*
  - *Have you **texted** Jack about the alteration?*
  - *I **keyed** in my password.*

  But:

  - *The report was **broadcast** on the national news.*
  - *The film editor had **intercut** black-and-white stills at certain points in the film.*

Spelling Help

- Some regular verbs **double** their final consonant for the ***ing*** and ***ed*** forms.
- Some regular verbs add ***es*** rather than ***s*** for the **third person singular present.**
- Verbs ending in ***y*** have the ending ***ies*** in the **third person singular.**
- Verbs ending in ***y*** have the ending ***ied*** in the simple past tense and past participle.
- Some regular verbs can have ***t*** instead of ***ed*** in the simple past tense and past participle.

See the tables at the end of this unit for **spelling rules** for these predictable changes.

- **strong (or irregular) verbs**
  The **oldest** and **commonest** English verbs are **strong verbs.** With many strong verbs the **past tense** and **past participle** have quite a **different spelling** and **pronunciation** from that of the base form, for example:

BASE FORM	PRESENT PARTC	SIMPLE PAST	PAST PARTICIPLE
dig	*digging*	*dug*	*dug*
feed	*feeding*	*fed*	*fed*
find	*finding*	*found*	*found*
teach	*teaching*	*taught*	*taught*

The **past tense** and **past participle** of many strong verbs are different from each other, for example:

BASE FORM	PRESENT PARTC	SIMPLE PAST	PAST PARTICIPLE
begin	*beginning*	*began*	*begun*
come	*coming*	*came*	*come*
go	*going*	*went*	*gone*
run	*running*	*ran*	*run*

Spelling Help

Strong or **irregular** verbs must be learnt individually. There are predictable patterns, but dependable spelling rules are not possible.

See the tables of **irregular verbs** at the end of the book.

Spelling rules for regular or weak verbs

adding *s* for the third person singular

- Verbs ending in silent *e* just add *s*

BASE FORM	3RD PERSON SING	BASE FORM	3RD PERSON SING
bite	*bites*	*rule*	*rules*
hate	*hates*	*write*	*writes*
hide	*hides*	*vote*	*votes*

- Verbs ending in *s, ch, sh, x* or *z* add *es*

BASE FORM	3RD PERSON SING	BASE FORM	3RD PERSON SING
dash	*dashes*	*kiss*	*kisses*
fix	*fixes*	*pass*	*passes*
fizz	*fizzes*	*reach*	*reaches*

Spelling Help

The nouns ***gas*** and ***bus*** can be used as verbs; the third person singular for ***gas*** is ***gases*** and for ***bus*** is ***buses*** or ***busses***.

- Verbs ending in *y* change *y* to *ie* before *s*:

BASE FORM	3RD PERSON SING	BASE FORM	3RD PERSON SING
cry	*cries*	*carry*	*carries*
fry	*fries*	*defy*	*defies*
try	*tries*	*reply*	*replies*

- But if there is a vowel before the *y*, you just add *s*:

BASE FORM	3RD PERSON SING	BASE FORM	3RD PERSON SING
betray	*betrays*	*obey*	*obeys*
buy	*buys*	*stay*	*stays*
destroy	*destroys*	*survey*	*surveys*

- Verbs ending in *o* add *es*:

BASE FORM	3RD PERSON SING	BASE FORM	3RD PERSON SING
do	*does*	*tango*	*tangoes*
echo	*echoes*	*torpedo*	*torpedoes*
go	*goes*	*veto*	*vetoes*
lasso	*lassoes*	*zero*	*zeroes*

- But verbs ending in *oo* add *s*:

BASE FORM	3RD PERSON SING	BASE FORM	3RD PERSON SING
boo	*boos*	*shampoo*	*shampoos*
coo	*coos*	*shoo*	*shoos*
moo	*moos*	*tattoo*	*tattoos*

adding *ing* and *ed*

- Single-syllable verbs that have one short vowel, and end in a single consonant, double the consonant before *ing* and *ed*:

BASE FORM	PRESENT PARTICIPLE	PAST TENSE & PARTICIPLE
gas	*gassing*	*gassed*
jog	*jogging*	*jogged*
pat	*patting*	*patted*
rob	*robbing*	*robbed*
skid	*skidding*	*skidded*
step	*stepping*	*stepped*
stir	*stirring*	*stirred*
stun	*stunning*	*stunned*
trek	*trekking*	*trekked*
trim	*trimming*	*trimmed*

Spelling Help

The present participle and past form of the verb ***bus*** are ***busing*** or ***bussing*** and ***bused*** or ***bussed.***

- Verbs with a single-vowel final syllable that ends with a single consonant double the consonant if the final syllable is stressed (though it may not be the main stress):

BASE FORM	PRESENT PARTICIPLE	PAST TENSE & PARTICIPLE
admit	*admitting*	*admitted*
equip	*equipping*	*equipped*
format	*formatting*	*formatted*
kidnap	*kidnapping*	*kidnapped*
program	*programming*	*programmed*
rebut	*rebutting*	*rebutted*
refer	*referring*	*referred*
zigzag	*zigzagging*	*zigzagged*

Spelling Help

In American English the spellings ***kidnapping/kidnapped*** and ***kidnaping/kidnaped*** are both possible.

■ The final consonant is not doubled if the final syllable is unstressed:

BASE FORM	PRESENT PARTICIPLE	PAST TENSE & PARTICIPLE
budget	*budgeting*	*budgeted*
edit	*editing*	*edited*
enter	*entering*	*entered*
focus	*focusing*	*focused*
gallop	*galloping*	*galloped*
garden	*gardening*	*gardened*
gossip	*gossiping*	*gossiped*
offer	*offering*	*offered*
pardon	*pardoning*	*pardoned*
target	*targeting*	*targeted*

Spelling Help

The verb ***worship*** is an exception (***worshipping, worshipped***), but in American English the spelling ***worshiping/worshiped*** is possible.

■ But final *l* is doubled whether the final syllable is stressed or unstressed:

BASE FORM	PRESENT PARTICIPLE	PAST TENSE & PARTICIPLE
cancel	*cancelling*	*cancelled*
control	*controlling*	*controlled*
dial	*dialling*	*dialled*
equal	*equalling*	*equalled*
fulfil	*fulfilling*	*fulfilled*
instal(l)	*installing*	*installed*
pedal	*pedalling*	*pedalled*
pencil	*pencilling*	*pencilled*
rebel	*rebelling*	*rebelled*
signal	*signalling*	*signalled*
travel	*travelling*	*travelled*

Spelling Help

The spellings ***instal*** and ***install*** are both possible for the base form.

American English does not double final *l* in an unstressed syllable:

dial	***dialing***	***dialed***
equal	***equaling***	***equaled***
travel	***traveling***	***traveled***

- Verbs that end in *c* add *k* to keep the *c* hard:

BASE FORM	PRESENT PARTICIPLE	PAST TENSE & PARTICIPLE
bivouac	*bivouacking*	*bivouacked*
frolic	*frolicking*	*frolicked*
mimic	*mimicking*	*mimicked*
panic	*panicking*	*panicked*
picnic	*picnicking*	*picnicked*
	trafficking	*trafficked*

- Verbs that end in *y* change *y* to *i* before *ed*:

BASE FORM	PRESENT PARTICIPLE	PAST TENSE & PARTICIPLE
carry	*carrying*	*carried*
cry	*crying*	*cried*
defy	*defying*	*defied*
fry	*frying*	*fried*

- But if there is another vowel before *y* there is no change before *ing* and *ed*:

BASE FORM	PRESENT PARTICIPLE	PAST TENSE & PARTICIPLE
buoy	*buoying*	*buoyed*
convoy	*convoying*	*convoyed*
fray	*fraying*	*frayed*
journey	*journeying*	*journeyed*
play	*playing*	*played*
survey	*surveying*	*surveyed*
sway	*swaying*	*swayed*

Spelling Help

But notice the following exceptions:

lay	*laying*	*laid*
pay	*paying*	*paid*
say	*saying*	*said*

■ Verbs that end in silent *e* or in *le* lose *e* before *ing*, and just add *d*:

BASE FORM	PRESENT PARTICIPLE	PAST TENSE & PARTICIPLE
acquire	*acquiring*	*acquired*
believe	*believing*	*believed*
burgle	*burgling*	*burgled*
change	*changing*	*changed*
dance	*dancing*	*danced*
divide	*dividing*	*divided*
force	*forcing*	*forced*
like	*liking*	*liked*
puzzle	*puzzling*	*puzzled*
seize	*seizing*	*seized*
surprise	*surprising*	*surprised*
tease	*teasing*	*teased*
tickle	*tickling*	*tickled*

Spelling Help

But the following verbs keep silent *e* so as to keep *g* soft:

age	*ageing/aging*	*aged*
binge	*bingeing*	*binged*
singe	*singeing*	*singed*

■ Verbs with another vowel before final *e* vary:

BASE FORM	PRESENT PARTICIPLE	PAST TENSE & PARTICIPLE
Verbs ending in *ee* just add *ing* and *d*		
agree	*agreeing*	*agreed*
decree	*decreeing*	*decreed*
free	*freeing*	*freed*
guarantee	*guaranteeing*	*guaranteed*
Verbs ending in *ie* change *ie* to *y* before *ing* and just add *d*		
die	*dying*	*died*
lie	*lying*	*lied*
tie	*tying*	*tied*
Verbs ending in *oe* and *ye* keep *e* before *ing* and just add *d*		
canoe	*canoeing*	*canoed*
hoe	*hoeing*	*hoed*
shoe	*shoeing*	*shoed*

BASE FORM	PRESENT PARTICIPLE	PAST TENSE & PARTICIPLE
Verbs ending in *oe* and *ye* keep *e* before *ing* and just add *d*		
tiptoe	*tiptoeing*	*tiptoed*
dye	*dyeing*	*dyed*
eye	*eyeing*	*eyed*
Verbs ending in *ue* drop *e* before *ing* and just add *d*		
argue	*arguing*	*argued*
glue	*gluing*	*glued*
issue	*issuing*	*issued*
pursue	*pursuing*	*pursued*
queue	*queuing*	*queued*

- **Some one-syllable verbs ending with *l, m, n* or *p* have either *ed* or *t* as the ending for the simple past tense and past participle:**

BASE FORM	PRESENT PARTICIPLE	PAST TENSE & PARTICIPLE
burn	*burning*	*burnt* or *burned*
dream	*dreaming*	*dreamt* /dremt / or *dreamed*
lean	*leaning*	*leant* /lent/ or *leaned*
leap	*leaping*	*leapt* /lept/or *leaped*
learn	*learning*	*learnt* /lɜ:nt/ or *learned*
smell	*smelling*	*smelt* or *smelled*
spell	*spelling*	*spelt* or *spelled*

Spelling Help

For verbs that have only a *t* form for the past tense and past participle, such as ***leave, lend, send, spend, sleep,*** see the tables of irregular verbs at the end of the book.

UNIT 32

THE VERB *BE*

The verb *be* is both a **lexical** verb and an **auxiliary** verb. The **lexical** verb *be* is a **linking** verb.

Forms of *be*

The verb **be** has the following forms:

BASE FORM *be*		
	SINGULAR	PLURAL
	PRESENT TENSE	
1st Person (*I, we*)	*I am*	*we are*
2nd Person (*you*)	*you are*	*you are*
3rd Person (*he, she, it* (+ singular nouns), *they* (+plural nouns))	*he is* *she is* *it is*	*they are*
	SIMPLE PAST TENSE	
1st Person (*I, we*)	*I was*	*we were*
2nd Person (*you*)	*you were*	*you were*
3rd Person (*he, she, it* (+ singular nouns), *they* (+ plural nouns))	*he was* *she was* *it was*	*they were*
PRESENT PARTICIPLE *being*	PAST PARTICIPLE *been*	

The following **contractions** are possible with the verb *be:*

FULL FORM	CONTRACTION
I am	*I'm*
you are	*you're*
he is	*he's*
she is	*she's*
it is	*it's*
we are	*we're*
they are	*they're*

NEGATIVE CONTRACTIONS	
am not	*aren't* (only in questions)
are not	*aren't*
is not	*isn't*
was not	*wasn't*
were not	*weren't*

- You can shorten *is* to *'s* also after people's names, and after singular nouns and certain other pronouns (*that, what, who*) and after certain adverbs (*where, how, here, there*):

• *Bob's twelve today.*	*Kate's an artist.*	*The weather's lovely.*
• *That's strange.*	*What's strange?*	*Who's Santa Claus?*
• *Where's the toilet?*	*Here's my bus.*	*There's that statue.*
• *How's your mother?*		

But you can't shorten *is* to *'s* after *s, sh, ch, z,* or after the sound of *s* or *z*:

• *This is difficult.*	*Which is difficult?*
• *This quiz is easy.*	*My dish is cracked.*
• *The ice is very thick.*	*This vase is precious.*
• *James is fine.*	*Jess is OK too.*

Grammar Help

- The contraction **'s** is also a contraction for the auxiliary verb ***has***:
  - *It's been a lovely day.*
  - *Ken's found a new flat.*
- Distinguish ***it's*** from ***its***, which is a possessive determiner:
  - ***It's*** (= it is) *a blue book and* ***it's*** (= it has) *lost* ***its*** (possessive) *cover.*

The lexical verb *be*

The **lexical** verb ***be*** is a **linking** verb. It **links** a subject with a complement.

- The complement may be an adjective or adjectival phrase:
  - *I'm sleepy.*
  - *That's very odd.*
  - *It's too late.*
  - *This room's rather dark.*
  - *Jennifer's good at swimming.*
- The complement may be a noun or noun phrase:
  - *You're a genius!*
  - *OK, we're quits!*
  - *Maths is a difficult subject.*

- *The dictionary **was** my constant companion.*

- The complement may be a prepositional phrase:
  - *The dishes **were** in the dishwasher.*
  - *These flowers **are** past their best.*
  - *Jean **is** on the committee.*
  - *The winning team **were** over the moon.*

- The complement may be an adverb, or an adverbial beginning with an adverb:
  - *Mum and Dad **were** upstairs.*
  - *The police **are** everywhere.*
  - *I **was** outside in the garden.*
  - *The table-tennis equipment **is** down in the basement.*
  - *There's the bus.*
  - *Here **are** your glasses.*

Did You Know?

The reversed position of subject and verb that you find in such announcements as *Here **are** your socks* and *There's the bus* is called **inversion.**

Negative sentences with linking *be*

The contractions *aren't, isn't, wasn't* and *weren't* are possible:

- *You **aren't** very observant.*
- *Sally **isn't** at home.*
- *That **isn't** true!*
- *We **aren't** ready yet.*
- *Tom and Joe **aren't** in the team.*
- *I **wasn't** aware of the problem.*
- *You **weren't** careful enough.*

It is possible also to use the contractions *I'm, you're, he's, she's, it's, we're, they're* + *not*:

- *I'm **not** afraid.*
- *You're **not** your usual self today.*
- *He's **not** in the house.*
- *Sally's **not** at home.*
- *It's **not** too late*
- *We're **not** members of the club.*
- *They're **not** certain about the proposals.*

Grammar Help

Remember that ***am not*** can be shortened to ***aren't*** only in **questions**, so ***I'm not*** is the only possible contraction with ***I*** in negative **statements.**

Questions with linking *be*

yes-or-*no* questions (questions that expect the answer *yes* or *no*)

- open questions
  When you form questions with the verb *be* the subject follows the verb:
  - *Are we very late?*

- *Is it too early to get up?*
- *Am I tidy enough?*
- *Were all the students over eighteen?*
- *Are Peter and Jane your cousins?*
- *Was the holiday a success?*

■ negative questions

You usually use the **negative contractions** in negative questions:
The subject comes after the **negative contraction:**

- *Aren't you keen on that idea?*
- *Isn't the lecture at six o'clock?*
- *Wasn't the show a success?*
- *Aren't I an idiot?*
- *Weren't those acrobats amazing?*

Did You Know?

The reversed position of subject and verb that you find in questions is called **inversion.**

Language Help

■ Notice that **negative questions** usually expect the answer **yes:**

- *Aren't you ready yet?* (= surely you're ready by now?)

■ You will have noticed that the form ***aren't I*** is quite irregular. It is, in fact, a comparatively recent development in English. It originates as a misspelling of ***an't I*** or ***a'n't I***, which you find in older literature, for example:

- ***An't I*** *a pretty young fellow?* (Harriet Beecher Stowe: *Uncle Tom's Cabin*)

You also find the full form **am not I** in older literature, for example:

- ***Am not I*** *your Rosalind?* (Shakespeare: *As You Like it*)

A commoner form in the past was (the now rather formal) ***am I not?*** For example:

- ***Am I not*** *very fortunate?* (Helen Keller: *The Story of my Life*). See grammar note below.

Grammar Help

A more formal and literary combination is possible, using full forms, and placing ***not*** after the subject:

- ***Are you not*** *enthusiastic about the changes?*
- ***Am I not*** *correct?*
- ***Is she not*** *at home?*
- ***Was James not*** *the real culprit?*
- ***Were those arguments not*** *slightly faulty?*

wh-questions with linking *be*

■ Questions asking for **identification** usually start with a *wh*-word such as ***who, what, which.*** The *wh*-word is typically the **complement** of ***be,*** so the subject comes after ***be:***

- *Who are you?*
- *Who is the lady in the blue suit?*
- *What is that noise?*

- *Which was your favourite subject at school?*
- *That's an interesting photo – which is your dad?*

■ The subject comes after ***be*** also if the ***wh***-word is an **adverb**:

- *Where are the spoons?*
- *Where's my notebook?*
- *How are you?*
- *When is your birthday?*

■ If the ***wh***-word is the subject, it comes before ***be***:

- *Which answer was correct?*
- *Who's keen to join me?*
- *What's trendy at the moment?*

Linking *be* in question tags

Linking ***be*** is often used in question tags:

- *The guests are late, **aren't they?***
- *The guests are not here yet, **are they?***
- *She's a little rogue, **isn't she?***
- *I'm too early, **aren't I?***
- *I'm not too late, **am I?***

See the section **Question tags** in the chapter **ELLIPSIS AND SUBSTITUTION** for more information about question tags.

Be in short answers

The verb ***be*** is used a lot in **short answers** with ***yes*** and ***no***, and in **other shortened constructions**:

- *'Are your daughters twins?' 'Yes they are.'*
- *'Is your dad a doctor?' 'Yes, he is.'*
- *'Was your mum angry?' 'Yes, she was.'*
- *'Were the chairs out in the garden?' 'No, they weren't.'*
- *'Am I too fat?' 'No, you aren't.'*
- *'Are you the team captain?' 'No. I'm not.'*
- *'Are the twins in the same class?' 'No, they're not.'*
- *I'm quite satisfied with the arrangement if you are.*
- *I'm not often in Oxford but, when I am, I like to look round the old colleges.*

Grammar Help

In short ***yes*** answers, you can't use the contractions ***I'm, you're, he's, she's, it's, we're, they're***; you have to use the **full forms**:

- *Is your mother well? Yes, she is.*

Language Help

For more details about how linking verb ***be*** can be used like this, see the chapter **ELLIPSIS AND SUBSTITUTION**.

UNIT

33 THERE IS AND THERE ARE

THERE IS AND THERE ARE IN CONTEXT

There is and *there are* are used to comment on what exists or is available, either in the physical environment, or in a particular situation. *There is* is often shortened to *there's*.

'**There is** no point in arguing, Jack,' said his father. **There's** too little room in our house for you to hold a party here. **There's** lots of room down at the youth club, and **there are** plenty of facilities for a party there too. Why don't you have it at the club?

In references to the past you use *there was* and *there were*.

Jack wasn't satisfied. '**There was** plenty of room in our old house and **there were** never any problems about having a party there,' he grumbled. ' Well, you know we had to move because of Dad's job,' said his mother. '**There was** no choice, and **there were** a lot of advantages to the move.'

You use *there isn't/aren't/wasn't/weren't* as negative forms; *there's not* is also possible.

'Well, **there weren't** many advantages for me,' said Jack. For instance, **there isn't** a direct bus to school, and **there aren't** any places to play football except indoors at the club, and, until recently, **there wasn't** even a good video shop nearby. And **there's not** a single cinema in the vicinity.'

Because *there* acts like a pronoun subject of the verb *be*, it comes after the verb in questions.

'**Are there** plenty of electrical sockets down at the club for playing music and so on?' asked Dad, changing the subject. 'Yes,' answered Mum, 'but **isn't there** some strict rule about getting permission to use them? And **aren't there** all sorts of fire regulations too? **Weren't there** big problems last year when a group used the premises without applying to the local authority first? **Wasn't there** a small fire, and they had to call the fire brigade?'

You often find *is there, isn't there, wasn't there?* and so on used in question tags, and *there is, there are, there wasn't* and so on used in short answers.

'That's right, **there was** a report about it in papers, **wasn't** there?' said Dad. 'Yes, **there was**,' said Jack , 'but in fact **there wasn't** any real danger, **was there**?' 'The trouble was,' said Mum, '**there were** no representatives of the local authority on duty at the premises, **were there**?' 'No, **there weren't**,' agreed Dad.

There can be used in a variety of constructions, eg with auxiliary and modal verbs, with the verb *be* in the form of a bare infinitive, a *to*-infinitive, or a participle.

'You mean **there should have been** a social worker or somebody on duty at the club?' asked Jack. He was beginning to see that **there might be** difficulties with holding his party down at the club, and **there was going to be** a lot of organization. 'Yes,' said Dad, 'and if **there hadn't been** a couple of youngsters sensible enough to phone the fire brigade, **there could have been** a worse disaster.' 'Well, I don't want **there to be** any trouble of that sort,' said Jack.' '**There won't be**, if you plan carefully,' said Dad.

There as a pronoun

- You use ***there*** like a pronoun with ***is*** and ***are***, and ***was*** and ***were***, to say what exists or is available:
  - *There is more paper in the stationery cupboard.*
  - *There are 500 sheets of paper in every pack.*
  - *There are two suspicious-looking men wandering round the store.*
  - *There were no e-mails in my inbox.*
  - *There was always somebody in the group who caused difficulties.*

  You can shorten ***there is*** to ***there's***:
  - *There's too much noise in the classroom.*
  - *There's no reason why you shouldn't go, if you want to.*
  - *There's a lot of administration to deal with at the beginning of term.*
- You can use the negative contractions ***isn't, aren't, wasn't, weren't*** with ***there***. The form ***there's not*** is also possible:
  - *There isn't enough support for the idea.*
  - *There aren't many people around today.*
  - *There's not much excitement round here.*
  - *There weren't any vegetables in the shop.*
  - *There wasn't another soul on the beach.*
- In questions, ***there*** follows the verb, in the same way as a subject noun or pronoun does:
  - *Are there any volunteers?*
  - *Isn't there enough milk for today?*
  - *Was there a rehearsal yesterday?*
  - *Weren't there any vegetables in the shop?*

Grammar Help

A more formal and literary combination is possible in negative questions, using full forms, and placing ***not*** after ***there***:

- ***Is there not*** *enough trouble in the world already?*
- ***Are there not*** *sufficient reasons for keeping the peace?*
- ***Was there not*** *a battle here once?*
- ***Were there not*** *enough books for everybody?*

- ***is there, isn't there, wasn't there?*** and so on are frequently used in question tags:
  - *There's a b at the end of lamb, isn't there?*
  - *There isn't any air-conditioning in the office, is there?*
  - *There were no vegetables left, were there?*
  - *There's never any excitement here, is there?*
  - *There was a rehearsal last night, wasn't there?*
  - *There are two ms in immigrant, aren't there?*

- *there is, there are, there was* and so on are also frequent in short answers:
  - *'Is there any paper in the printer?' 'Yes, there is.'*
  - *'Isn't there a clean pair of trousers for me?' 'No, there isn't.'*
  - *'Are there any apples left on the tree?' 'No, there aren't.'.*
  - *'Aren't there any jobs for me to do? Yes, there are.'*
  - *'There aren't any dinosaurs around nowadays, are there? 'No, there aren't.'*

Grammar Help

- ***There is*** (or ***there's***) and ***there was*** are used with **singular countable** or **uncountable** nouns, even when the **quantifier** is plural:
  - ***There's*** *a spot on your nose.*
  - ***There's*** *food in the cupboard.*
  - ***There's*** *lots of good material for your essay.*
- ***There are*** and ***there were*** are used with **plural nouns**, even when the **quantifier** is singular:
  - ***There are*** *no matches in this packet.*
  - ***There are*** *a lot of good sources for your essay.*
- Distinguish between the pronoun use of ***there*** and the adverb ***there***.

  In speech the pronoun is unstressed, and the adverb is stressed:
  - *There's a pair of glasses on top of the piano.* (unstressed pronoun)
  - *<u>There</u> are your glasses – on top of the piano!* (stressed adverb)
- ***Here*** is not used like a pronoun in the same way as ***there***, but you use ***here is*** or ***here's*** (with **singular nouns**) and ***here are*** (**with plural nouns**) when you are announcing someone or something, or handing something to someone:
  - ***Here is*** *the news.*
  - *Oh good!* ***Here's*** *the bus!*
  - ***Here's*** *George coming towards us.*
  - ***Here are*** *your clean trousers.*

UNIT 34

THE VERB *BE* AS AN AUXILIARY VERB

Be used to form the continuous tenses

You use the verb ***be*** with the present participle of a lexical verb to form the **continuous tenses.**

The forms ***am, is,*** and ***are*** are used to form the **present continuous tense:**

PRESENT CONTINUOUS TENSE		
	SINGULAR	PLURAL
First Person	*I am walking*	*we are walking*
Second Person	*you are walking*	*you are walking*
Third Person	*he is walking* *she is walking* *it is walking*	*they are walking*

As with the lexical linking verb ***be,*** you can use the contractions ***I'm, you're, he's, she's, it's, we're , they're:***

- *I'm attending classes in jazz dance.*
- *You're making good progress on those designs.*
- *Jim's taking the doctor's advice seriously. He's going regularly to the gym.*
- *Sue's getting changed. She's expecting guests.*
- *The car's causing a bit of worry. It's needing attention.*
- *We're continuing with the building plans.*
- *John and Barbara want to sell their house – they're hoping for a good price.*

■ The forms ***was*** and ***were*** are used with the present participle of a lexical verb to form the **past continuous tense:**

PAST CONTINUOUS TENSE		
	SINGULAR	PLURAL
First Person	*I was walking*	*we were walking*
Second Person	*you were walking*	*you were walking*

PAST CONTINUOUS TENSE		
	SINGULAR	PLURAL
Third person	*he **was** walking* *she **was** walking* *it **was** walking*	*they **were** walking*

- *I **was** having a shower when you called.*
- *I saw you yesterday – you **were** choosing vegetables in the supermarket.*
- *Joe phoned this morning – he **was** wanting to talk to you.*
- *Helen **was** eating her breakfast when she heard the announcement on the radio.*
- *The apartment needed a coat of paint – it **was** looking very dingy.*
- *We had a wonderful view when we **were** flying over India.*
- *The workmen hadn't been paid and they **were** becoming impatient.*

Grammar Help

- Refer to the table in UNIT 31, where you will find the spelling rules for adding *ing* to the base form of verbs to form the present participle.
- See the chapter **TENSES** for detailed information on the **use** of the **continuous tenses.**

Did you know?

- The **continuous** tenses are often called the **progressive** tenses.
- The **past continuous** in old grammars was known as the **imperfect** tense.

Negative sentences in the present and past continuous

You can use the **negative contractions** (*isn't, aren't, wasn't weren't*) or (in the present) the pronoun contractions + ***not*** (***she's*** *not*, ***we're*** *not* and so on); or you can use full forms:

- *Mum's **not coming** with us.*
- *Oh, sorry! I **wasn't looking** where I was going!*
- *We're **not making** any plans till Dad's health improves.*
- *He **isn't eating** and he's **not looking** well.*
- *We **weren't intending** to move house just yet.*
- *I'm **not making** much progress with my university thesis.*
- *Surely you **aren't thinking** of emigrating!*

Questions in the present and past continuous

yes-or-no questions

- open questions
  The **subject** comes between the **auxiliary verb** *be* and the **present participle** of the lexical verb:
  - *Are you **coming** to the swimming pool with me?*

- *Is Dad driving us to the cinema tonight?*
- *Were the girls wearing sensible clothes when they went out?*
- *Am I looking smart enough for the occasion?*
- *Were we planning on an early night tonight?*

- **negative questions** (expecting the answer *yes*)
  You usually use the **negative contractions** of **auxiliary** *be*.

  The **subject** comes between the **negative contraction** and the **present participle**:
  - *Isn't that clock keeping time properly?*
  - *Aren't we expecting visitors soon?*
  - *Wasn't Jennifer behaving strangely yesterday?*

Grammar help

A more formal and literary combination is possible, using full forms, and placing ***not*** after the **subject**:
- *Are you **not taking** part in the concert?*
- *Is your work **not progressing** satisfactorily?*
- *Were your parents **not intending** to visit you?*

wh-questions

- You put the **subject** between the **auxiliary verb** *be* and the **present participle** of the lexical verb if the *wh*-word is the **object** of the lexical verb.
  - *What **are you trying** to do?*
  - *Who **was Edward phoning**?*
  - *Whom **is he taking** to the dance?*
  - *Which computer **were you using**?*

- You also put the **subject** between the **auxiliary verb** *be* and the **present participle** of the lexical verb if the *wh*-word is an adverb:
  - *How **is your mother keeping**?*
  - *Where **is she taking** us?*
  - *Why **is Maria crying**?*
  - *When **are we leaving**?*

  But the *wh*-word itself may be the **subject** of the lexical verb.

  If so the order is **subject** + **auxiliary** *be* + **present participle**:
  - *What **is happening**?*
  - *Who **was telephoning**?*
  - *Which children **are going** on the trip?*

Contractions, question tags and short answers in the continuous tenses

In the **continuous tenses** you can use all the same contractions, question tags, short answers and shortened constructions with **auxiliary *be*** as you use with the **linking *be***:

- *'Aren't you going out tonight?' 'No, I'm not.'*
- *'Wasn't Tim planning to take some leave?' 'No, he wasn't.'*
- *'Isn't Sophie coming with us?' 'No, she isn't.'*
- *'Aren't I getting fat!' 'No, you're not.'*
- *'Weren't you thinking of getting a holiday job?' 'Yes, I was.'*
- *We thought we were doing better than we were.*
- *Susan was getting impatient and I was too.*
- *Sally and George were moving house last week, weren't they?*
- *I'm getting too fat, aren't I?*
- *You were doing well till those final few yards, weren't you?*
- *Frankie's cooking tonight, isn't he?*
- *The car's making a funny noise, isn't it?*
- *The orchestra was performing very well, wasn't it?*

Language Help

For more details about how auxiliary verb ***be*** can be used like this, see the chapter **ELLIPSIS AND SUBSTITUTION**.

UNIT

35 THE VERB *HAVE*

The verb *have* is both a **lexical** verb and an **auxiliary** verb. The **auxiliary** verb *have* is used to form the **perfect** tenses. The **lexical** verb *have* is an **action** verb.

Forms of *have*

The verb *have* has the following forms:

BASE FORM *have*		
	SINGULAR	PLURAL
	PRESENT TENSE	
First Person	*I have*	*we have*
Second Person	*you have*	*you have*
Third Person	*he has* *she has* *it has*	*they have*
	SIMPLE PAST TENSE	
First Person	*I had*	*we had*
Second Person	*you had*	*you had*
Third person	*he had* *she had* *it had*	*they had*
PRESENT PARTICIPLE *having*	PAST PARTICIPLE *had*	

The following contractions are possible with *have*:

PRESENT		SIMPLE PAST	
FULL FORM	CONTRACTION	FULL FORM	CONTRACTION
I have *you have* *he has* *she has*	*I've* *you've* *he's* *she's*	*I had* *you had* *he had* *she had*	*I'd* *you'd* *he'd* *she'd*

PRESENT		SIMPLE PAST	
FULL FORM	CONTRACTION	FULL FORM	CONTRACTION
it has *we have* *they have*	*it's* *we've* *they've*	*it had* *we had* *they had*	*it'd* *we'd* *they'd*
NEGATIVE CONTRACTIONS			
have not *has not*	*haven't* *hasn't*	*had not*	*hadn't*

Grammar Help

- The contraction *'d* is also a contraction for the modal verb ***would***:
  - ***He'd*** (= he had) *left but he said* ***he'd*** (= he would) *be back.*
- The contraction *'s* is also a contraction for ***is***:
  - ***She's*** (= she has) *discovered that* ***she's*** (= she is) *allergic to milk.*

The lexical verb *have*

The lexical verb ***have*** is an action verb and is used in several important ways.

- It has three uses that are related to **possession**:

1 It means 'possess':
   - *I **have** two handphones.*
   - *Jane **has** fair hair and blue eyes.*
   - *The stranger **had** a loud voice.*

2 It is used for **things that affect you**, such as aches and pains, worries, tasks and so on:
   - *I **have** a pain in my side.*
   - *My parents **have** a lot of problems.*
   - *I **have** an appointment at the doctor's.*
   - *We **had** an exam yesterday.*

3 It is used with a ***to*-infinitive** to mean 'must':
   - *I **have** to finish my essay.*
   - *Dan **has** to do exercises to strengthen his injured leg.*
   - *I was late, so I **had** to run to the station.*
   - *Sally was **having** to look after her elderly aunt.*

For convenience, we shall refer to the three uses above as **'possessive'** ***have***.

■ *Have* has three uses that are related to **activity**:

1 It is used for **activities**:

- *Dad is having a shower.*
- *Have a try.*
- *We are having a party on Saturday.*
- *I had a run round the park this morning.*

2 It is used for **eating** or **drinking**:

- *The two students were having their dinner.*
- *Have a piece of cake.*
- *I had a drink of juice.*
- *Mum always has porridge for breakfast.*

3 It is used to mean 'produce' or 'give birth to' **babies**:

- *Our cat is having kittens soon.*
- *My aunt had another baby recently.*
- *Some female animals have babies several times a year.*

We shall refer to ***have*** in the sense of going in for an activity, eating or drinking something, and giving birth to babies as '**activity**' ***have***.

Using contractions with lexical *have*

You can use the present forms ***I've, you've, we've, they've*** when you are using '**possessive**' ***have***:

- *I've a bad headache.*
- *You've three new messages in your inbox.*
- *We've plenty of time still.*
- *I've several calls to make.*
- *They've to finish the job by next week.*

With '**possessive**' ***have*** the contractions ***'s*** and ***'d*** are pretty rare; you usually use the full forms ***has*** and ***had***:

- *He has* (not *he's*) *an apartment in the centre of town.*
- *My spectacle case is blue and it has* (not *it's*) *my name on it.*
- *I had* (rather than *I'd*) *to get to the station by 9.30.*

■ The **present perfect** form of *get* is often used instead of '**possessive**' ***have***, especially in British English:

- *You've got some lovely pictures.*
- *Dave's got curly blonde hair.*
- *I've got a headache.*
- *We've got a long way to go still.*
- *I've got to finish my essay.*

Grammar Help

Since ***have got*** is the present perfect form of ***get***, the verb ***have*** is really acting as an auxiliary verb here.

But the past tense *had* is normally preferred to the past perfect of *get*:

- *Dave **had** (not Dave had got) curly blonde hair.*
- *I **had** (not I'd got) a headache.*
- *We **had** (not we'd got) a meeting at ten o'clock.*
- *I **had to** (not I'd got to) finish my essay.*

- You don't use the contractions with '**activity**' *have*; you use the full forms:
  - *I **have** (not I've) a shower every morning.*
  - *He **has** (not he's) coffee for breakfast.*
  - *We **had** (not we'd) a swim before breakfast.*
  - *She **had** (not she'd) twins a few months ago.*

Negative sentences with lexical *have*

- The contractions ***haven't, hasn't*** and ***hadn't*** are possible with '**possessive**' *have*:
  - *I **haven't** a very large apartment.*
  - *Caroline **hasn't** any children.*
  - *You **haven't** anything to complain about.*
  - *We **haven't** any appointments today.*
  - *I **hadn't** the patience to finish the jigsaw.*

- In general people prefer to use the perfect forms of ***get*** (***haven't got, hasn't got, hadn't got***) or the auxiliary verb ***do*** (***don't have, doesn't have, didn't have***) rather than ***haven't, hasn't, hadn't*** on their own:
  - *I **haven't got** a very large apartment.*
  - *He **hasn't got** a beard any more.*
  - *You **haven't got** anything to complain about.*
  - *I **haven't got to** get up early tomorrow.*
  - *We **hadn't got** the right textbooks.*
  - *We **don't have** any appointments today.*
  - *I **didn't have** the patience to finish the jigsaw.*
  - *Surely James **doesn't have to** get up so early?*
  - *Surely you **didn't have to** shout like that?*

- With '**activity**' ***have*** you use auxiliary ***don't*** (***doesn't, didn't***) with ***have***:
  - *I **don't have** a shower every morning.*
  - *We **don't have** porridge for breakfast.*
  - *Dad **doesn't have** a swim on Sundays.*
  - *Our dog **didn't have** pups last year.*
  - *I **didn't have** a party for my birthday.*

For more information about auxiliary *do*, see UNIT 38, ***DO* AS AN AUXILIARY VERB.**

Questions with lexical *have*

Questions relating to **'possessive'** ***have*** can be formed in three ways:

1 using ***have*** on its own:
- *'Have you the time, please?' 'Yes, it's twenty past two.'*
- *Haven't you a dental appointment this morning?*

2 using the perfect form of ***get***:
- *Have you got the time, please?*
- *Haven't you got a dental appointment this morning?*
- *What's the baby got in his mouth?*

3 using auxiliary verb ***do***:
- *'Do you have the time, please?*
- *Don't you have a dental appointment this morning?*

■ With ***have*** + to-infinitive you form questions using the perfect form of ***get***, or auxiliary ***do***:
- *Have you got to finish all that work tonight?*
- *Do you have to snore so loudly?*
- *Haven't you got to be at the airport an hour before your flight?*
- *Don't you have to take your passport?*

■ In the **past tense**, the form using auxiliary ***did*** is regular:
- *Did you have any problems with the traffic?*
- *Didn't she have a nasty car accident last year?*
- *Didn't you have to show your passport at the barrier?*

Questions relating to **'activity'** ***have*** use auxiliary ***do***:
- *Didn't you have a shave this morning?*
- *Did he have any lunch today?*
- *Did your dog have puppies last year?*

Question types with lexical verb *have*

yes-or-no* questions** (questions that expect the answer ***yes or ***no***)

■ **open questions**
You form **open questions** by putting the subject after ***have***, or, if the forms ***do have*** or ***have got*** are used, between ***do*** and ***have***, or between ***have*** and ***got***:
- *Have you the right time?*
- *Have you got the right time?*
- *Do you have the right time?*

- **negative questions** (expecting the answer *yes*)
  You usually form **negative questions** using the **negative contractions**:
  - ***Haven't** you another name?*
  - ***Haven't** you **got** another name?*
  - ***Don't** you **have** another name?*

Grammar Help

A more formal and literary combination is possible, using full forms, and placing ***not*** after the **subject**:

- ***Have** you **not** enough problems already?*
- ***Have** you **not got** enough problems already?*
- ***Do** you **not have** enough problems already?*

wh-questions

- With *wh*-questions, you put the subject after *have* (or between *have* and *got* or between *do* and *have*) if the *wh*-word is the **object**.
  - *What **have** you in your pocket?*
  - *What **have** you **got** in your pocket?*
  - *What **do** you **have** in your pocket?*
- You do the same if the *wh*-word is an adverb:
  - *Why **do** you **have** to leave?*
  - *When **have** you **got** to leave?*
- But the *wh*-word itself may be the **subject**.
  If so you cannot use the form *do have*.
  - *Who **has** the tickets?*
  - *Who's **got** the tickets?*

Short answers and question tags with lexical *have*

- Short answers and question tags relating to '**possessive**' *have* can be formed with *have*:
  - *'Have you any brothers or sisters?' 'Yes, I **have**.'*
  - *'Have you a headache?' 'No, I **haven't**.'*
  - *You've an engagement this afternoon, **haven't you**?*
  - *I haven't any leave left, **have I**?*
  - *We've to fill in this form, **haven't we**?*

Language Help

For more details about how lexical verb ***have*** can be used like this, see the chapter **ELLIPSIS AND SUBSTITUTION**.

- When you use the perfect form of *get* it is regular to use *have* in the short answer or question, corresponding to *have* in the main question or statement:
  - *'Have you got any brothers or sisters?' 'Yes, I **have**.'*
  - *'Have you got a headache?' 'No, I **haven't**.'*
  - *'Have we got to fill in this form?' 'Yes we **have**.'*
  - *You've got an engagement this afternoon, **haven't you**?*

- *I haven't got any leave left, have I?*
- *We've got to fill in this form, haven't we?*

- When you use auxiliary *do* in the main question or statement you use *do* in the short answer or question tag:
  - *'Do you have any brothers and sisters?' 'Yes, I do.'*
  - *'Do you have a headache?' 'No, I don't.'*
  - *I don't have any leave left, do I?*
  - *'Do we have to fill in this form?' 'Yes, we do.'*

Auxiliary *do* is, however, frequently heard in the short answer or question tag regardless of the verb construction in the main question or statement:

- *'Have you any brothers or sisters?' 'Yes, I do.'*
- *'Have you got a headache?' 'No, I don't.'*
- *'Have we got to fill in this form?' 'Yes, we do.'*
- *You have an engagement this afternoon, don't you?*
- *We have to fill in this form, don't we?*

- In the **past tense** of **'possessive'** *have*, auxiliary *did* is regularly used in short answers and question tags:
  - *'Did you have an exam yesterday?' 'No, I didn't.'*
  - *'Did you have to fill in a form?' 'No, I didn't.'*
  - *'Didn't Sam have chickenpox a few months ago?' 'Yes, he did.'*
  - *We didn't have much success, did we?*
  - *You had blonde hair last time I saw you, didn't you?'*
  - *This jar had a lid somewhere, didn't it?*
  - *Sam had chickenpox a few months ago, didn't he?*
  - *You had to fill in a form, didn't you?*

Grammar Help

It is possible, but not so common, to use ***hadn't*** in a negative question tag in the past tense:

- ***This jar had** a lid somewhere, **hadn't** it?*
- ***Sam had** chickenpox a few months ago, **hadn't** he?*

- With **'activity'** *have* you use auxiliary *do* in short answers and question tags:
  - *'Did you have a shave this morning?' 'No, I didn't.'*
  - *'Didn't you have porridge this morning for breakfast?' 'Yes, I did.'*
  - *You had the mushroom soup last time, didn't you?*
  - *You didn't have a party for your birthday, did you?*

UNIT

36 THE VERB *HAVE* AS AN AUXILIARY VERB

AUXILIARY *HAVE* IN CONTEXT

Auxiliary *have* and *has* are used with the past participles of lexical verbs to form the **present perfect tense**. In certain combinations, *have* can be contracted to *'ve* and *has* to *'s*.

'I've had such a surprise! Rose Allan **has** dyed her hair blond,' reported Diana to her fellow teachers in the staffroom, after the first morning of a new term. 'It's quite altered her appearance. And she's lost a lot of weight during the holidays – she's **changed** totally! She's become quite glamorous-looking, and is much more forthcoming and confident.'

Auxiliary *had* is used with the past participles of lexical verbs to form the **past perfect tense**. In certain combinations it can be contracted to *'d*.

Rose, a pupil in class 5A, **had**, in fact, dieted with determination throughout the vacation. She'**d** always **hated** her plumpness, which other people **had** actually found quite attractive, though schoolfriends **had** teased her from time to time. Pleased with her new slim self, she'**d** decided that the finishing touch would definitely be to dye her dark curly hair. This **had had** a remarkable effect – she'**d** undergone a transformation. Some friends **had** even failed to recognize her.

Not can be contracted to *n't* and added to auxiliary *have, has* or *had* to form negatives. Or you can use the contractions *'s, 've, 'd* with *not*.

'Well, I hope it **hasn't changed** her personality too much,' said Margaret, another teacher, who **hadn't been** at the school very long. She taught French to class 5A. They'**d** not **been** a particularly co-operative class – however, Rose's own quietness and conscientiousness **hadn't gone** unnoticed by the French teacher. 'As a class, 5A **haven't impressed** me so far,' she said, 'but Rose is different.'

In *yes-or-no* questions, the subject comes between the **auxiliary** and the **past participle**.

'**Has** everyone quite **finished** discussing Rose Allan? **Haven't** we **heard** enough about the subject?' asked Andy, who taught maths. 'By the way, **has** anyone **seen** my reports folder?' '**Have you lost** it again?' asked Diana, laughing. 'Last time, it turned up in the lost-property box. **Have** you **looked** there?'

In *wh*-questions, the subject comes between **auxiliary** and **past participle**, unless the *wh*-word is itself the subject.

'It's not just my reports folder,' said Andy. 'What's **happened** to my copy of the timetable? What on earth **have** I **done** with it? Where **has** it **got** to, I wonder? Who **has taken** it?' he added, looking round accusingly.

Auxiliaries are used without the participle in **question tags** and other **short constructions**.

Meanwhile in 5A's classroom, Rose's friends surrounded her. 'My, you've really lost weight, **haven't you**?' commented Sally. 'Yes, **I have**,' answered Rose proudly. 'I haven't reached my target weight yet but, **when I have**, I'll stop dieting, and just eat sensibly.' 'Well, you've certainly lost more weight **than I have**,' said Helen. 'You'd been on a diet during the vacation too, **had you**?' asked Rose. 'Yes, **I had**,' answered Helen, and went on, 'Rose, you've really changed for the better!' 'Yes, **she** certainly **has**!' said Sally.

Using *have* as an auxiliary verb

You use the verb ***have*** with the **past participle** of a lexical verb to form the **perfect tenses**. The forms ***have*** and ***has*** are used to form the **present perfect tense:**

	PRESENT PERFECT TENSE	
	SINGULAR	PLURAL
First Person	*I have moved*	*we have moved*
Second Person	*you have moved*	*you have moved*
Third Person	*he has moved* *she has moved* *it has moved*	*they have moved*
PERFECT PARTICIPLE *having moved*		

As with the lexical action verb ***have***, you can use the contractions ***I've, you've, we've, they've.***

In addition, you can use the third person contractions ***he's, she's, it's***, which aren't possible with the lexical verb ***have*** (you don't say, for example *He's a house in the country*).

- *I've read your interesting article.*
- *You've made good progress on those designs.*
- *Jim's taken the doctor's advice seriously. He's become a member of the local gym.*
- *Sue's changed into a dress. She's invited some friends round.*
- *The car's failed its MOT test. It's gone to a repair garage.*
- *We've completed the first phase of the building plans.*
- *John and Barbara have sold their house – they've received a good price for it.*
- *There's been an earthquake in Guatemala.*

■ The form ***had*** is used with the **past participle** of a lexical verb to form the **past perfect tense:**

	PAST PERFECT TENSE	
	SINGULAR	PLURAL
First Person	*I had moved*	*we had moved*
Second Person	*you had moved*	*you had moved*
Third Person	*he had moved* *she had moved* *it had moved*	*they had moved*

You can use the contractions ***I'd, you'd, he'd, she'd, we'd*** and ***they'd.***

Language Help

The contraction ***it'd*** is rather rare as a shortening of ***it had***; it is commoner as a shortening of ***it would***.

- *I knew I'd found the answer at last.*
- *We heard that you'd won a scholarship!*
- *James realized he'd failed his exam.*
- *Sue discovered the keys she'd lost the previous week.*
- *I tried the door, but it had jammed.*
- *We returned to the point where we'd last seen her.*
- *Jenny and Michael were told they'd come first in the ice dancing.*
- *When we returned ten years later there'd been a lot of changes.*

Grammar Help

- Refer to the table in UNIT 31, where you will find the spelling rules for adding ***ed*** to the base form of verbs.
- Refer to the **table of irregular verbs** at the end of the book for the past participle of strong verbs that don't form their past participle with ***ed***.
- See the chapter **TENSES** for detailed information on the **use** of the **perfect tenses.**

Negative sentences with auxiliary *have*

- You can use the contractions ***haven't*** and ***hasn't*** in the **present perfect:**
  - *I **haven't finished** my assignment yet.*
  - *You **haven't shaved** today.*
  - *Jim **hasn't found** his keys yet.*
  - *We **haven't seen** you for ages.*
  - *Tom and Helen **haven't sold** their car.*

  It is also possible, though less usual, to use the contractions ***I've, you've, he's, she's, it's, we've, they've*** with ***not***:
  - *I've **not told** you about the dreadful scandal.*
  - *You've **not met** my latest girlfriend.*
  - *Joe's **not done** the work either.*
  - *She's evidently **not decided** yet.*
  - *We've **not even seen** your wedding photos.*
  - *George and Sally should be here shortly if they've **not had** any hold-ups.*
- You can use the contraction ***hadn't*** in the **past perfect:**
  - *I **hadn't realised** you were an expert pianist.*
  - *You **hadn't finished** your story when that interruption occurred.*
  - *It **hadn't quite stopped** raining when I looked out.*

- *We hadn't prepared properly for yesterday's tutorial.*
- *They hadn't made adequate arrangement for the enormous crowds.*

- It is also possible, though less usual, to use the forms ***I'd, you'd, he'd, she'd, it'd, we'd, they'd*** with *not*:
  - *I'd not expected such a fuss.*
  - *It seemed to me that you'd not changed at all.*
  - *She'd not locked the gate, and the sheep came into the garden.*
  - *We'd not noticed the new statue before.*
  - *They'd not cleaned up the oil, and somebody slipped on it.*

Questions in the present and past perfect

yes-or-*no* questions

- open questions

  You put the subject between the **auxiliary verb *have*** and the **past participle** of the lexical verb:

  - *Have you seen the latest issue of Hello magazine?*
  - *Has Dad finished in the bathroom yet?*
  - *Have the girls decided on their fancy-dress costumes?*
  - *Have I shown you my lovely new kitchen?*
  - *Had we dealt fully with that point when we moved on?*
  - *Had the row just started when I appeared?*

- negative questions (expecting the answer *yes*)

  You usually form **negative questions** using the **negative contractions** of **auxiliary *have***. The subject comes between the **negative contraction** and the **lexical verb**:

  - *Haven't you written your essay yet?*
  - *Hasn't your cold cleared up?*
  - *Hadn't the principal promised us a holiday?*

Grammar Help

A more formal and literary combination is possible, using full forms, and placing ***not*** after the subject:

- ***Have you not understood** the question?*
- ***Has the poor girl not suffered** enough?*
- ***Had you not planned** a trip to Africa?*

wh-questions

- With *wh*-questions, you put the **subject** after the **auxiliary verb *have*** if the *wh*-word is the **object** of the lexical verb. The **past participle** comes after the subject:
  - *What **have you achieved** today?*
  - *Who **has Edward invited** to the dance?*
  - *Whom **had she informed** about her divorce?*
  - *Which outfit **have you chosen**?*

- You also put the subject after the **auxiliary verb** ***have*** if the ***wh***-word is an **adverb**:
  - *How **has** your mother **been** since her operation?*
  - *Where **have** you **put** the vegetable knife?*
  - *Why **has** she **altered** the computer settings?*
  - *When **had** the bird **become** extinct?*

  But the ***wh***-word itself may be the subject of the lexical verb. If so the order is **subject +auxiliary *have* + past participle**:

  - *What **has happened**?*
  - *Who **has made** this mess?*
  - *Which teams **have gone** into the second round?*

Question tags and short answers in the perfect tenses

In **question tags**, **short answers** and other shortened forms auxiliary ***have*** is used to refer back to lexical verbs that have already been used:

- *'Haven't you phoned Steven yet?' 'No, **I haven't**.'*
- *'Hasn't Dave told you his news?' 'No, **he hasn't**.'*
- *'Hadn't I met your girlfriend before?' ' 'No, **you hadn't**.'*
- *'Hasn't Jane put on a lot of weight?' 'Yes, **she has**.'*
- *But I've put on more weight than **she has**.*
- *Have you heard from Peter? If **you have**, pass on his news to me.*
- *They've made excellent progress, **haven't they**?*
- *I hadn't mentioned my little accident, **had I**?*
- *Jake's flown to Venice, **hasn't he**?*
- *You haven't changed your mind, **have you**?*

> ***Language Help***
>
> For more details about how auxiliary verb ***have*** can be used like this, see the chapter **ELLIPSIS AND SUBSTITUTION**.

UNIT

37 THE VERB *DO*

The verb *do* is both a **lexical** verb and an **auxiliary** verb. The **auxiliary** verb *do* is used to form **negative sentences** and **questions.** The **lexical** verb *do* is an **action** verb.

Forms of *do*

The verb *do* has the following forms:

	BASE FORM *do*	
	SINGULAR	PLURAL
	PRESENT TENSE	
First Person	*I do*	*we do*
Second Person	*you do*	*you do*
Third Person	*he does* *she does* *it does*	*they do*
	SIMPLE PAST TENSE	
First Person	*I did*	*we did*
Second Person	*you did*	*you did*
Third Person	*he did* *she did* *it did*	*they did*
PRESENT PARTICIPLE *doing*		PAST PARTICIPLE *done*

The following **negative contractions** are possible with **auxiliary** *do*:

FULL FORM	CONTRACTION
do not	*don't*
does not	*doesn't*
did not	*didn't*

The verb *do* as a lexical verb

Lexical *do* is an **action** verb and usually has an **object**. You use it in several ways:

- to express the general idea of **acting in any way**:
  - *What shall we **do** today?*
  - *Jim **does** nothing except watch television all day.*
  - *The milk's boiling over – **do** something, quick!*
  - *Something must be **done** about the litter in our streets.*
  - *You **did** the right thing in the circumstances.*
  - *I'll **do** anything within reason.*
  - *The ambulance staff **did** everything they could.*

Grammar Help

- Notice that the object of **'general action'** ***do*** is typically an indefinite pronoun (***what, anything, something, nothing, everything***).
- **'General action'** ***do*** can also be followed by an adverbial clause:
  - *James **did** as he was told.*

Language Help

The question *what are you doing here?* has the idiomatic meaning 'why are you here?':

- *'What are you doing in Paris?' 'Oh, I'm here on business.'*

- to express the idea of performing a **task or activity**:
  - *Do your homework now!*
  - *Have you **done** the ironing?*
  - *I'll **do** the cooking tonight.*
  - *You **do** such interesting work.*
  - *The dancers **do** two performances every night.*
  - *I **did** a lot of research on this question.*
  - *I **do** my exercises before breakfast every day.*
  - *Susie **did** a little dance round the table.*
  - *The road **does** a detour round the city.*
  - *The police must **do** their duty.*

Grammar Help

Notice that the object of **'task or activity'** ***do*** is in the form of a noun or verbal noun:

- *I haven't **done** that crossword yet.*
- *I **did** the dusting, then had a coffee.*
- *Let's **do** the washing-up.*

- to express the idea of **dealing with something in the usual or appropriate way**:
  - *I've **done** (= cleaned) my teeth.*
  - *Sally was **doing** (= brushing, combing or arranging) her hair in front of the mirror.*
  - *Dave **did** (= made) the beds, and then he **did** (= washed) the dishes.*

Grammar Help

This **'suitable treatment'** ***do*** has the treated thing as its object:

- *I haven't **done** (= cleaned) **the floors** yet.*

- to express the idea of **causing or bringing about a certain result**:
  - *The storm has **done** a lot of damage.*
  - *That holiday has **done** you a lot of good.*
  - *Would you **do** me a favour?*
  - *You **did** me a good turn – I'm very grateful!*
  - *These riots have **done** our cause enormous harm.*

Grammar Help

Notice that **'causing'** ***do*** often has two objects:

1 *the person or thing affected*
2 *the result or effect*

For example:
A little hard work won't ***do*** *you* (person affected) *any harm* (result)

- used with *it, that, this* or *so* to **refer back** to a **verb**, or **verb + object**, that has just been used:
  - *Henry forgot to phone his dad, so I* ***did*** *it* (= phoned his dad) *for him.*
  - *The e-mails haven't been checked – I'll* ***do*** *that* (= check the e-mails) *later.*
  - *Joe passed his hand nervously across his lips – he* ***did*** *this frequently.*
  - *If you haven't signed the book, please* ***do*** *so* (= sign the book) *now.*
  - *The police told us to move out of the way, and we* ***did*** *so* (= moved out of the way) *straight away.*

Grammar Help

- **'Referring-back'** ***do*** can have the pronouns ***it, this*** or ***that*** as its objects, or it can be followed by the adverb ***so***.
- The forms ***do it, do that, do this, do so*** refer to the action as a whole (for example, *sign the book, stand back, check the e-mails*).
- The form ***do so*** is most idiomatically used when the **performer + action** are the same in the first mention and in the backward reference; in any case, the **verb must be active** in the first mention:
  - *They wanted* ***me*** *to* ***give up my claim*** *but I refused to* ***do so.***
  - *I intend to* ***make an official complaint*** *but I won't* ***do so*** *till I'm sure of my facts.*

  But
  - ***An official complaint*** *can* ***be made,*** *but be sure of your facts before* ***you do that.***

- ***do*** is used intransitively (without an object) with an **adverb** to express **success** or **failure**:
  - *I* ***did brilliantly*** *in the exam.*
  - *Joe's* ***doing well*** *at university.*
  - *I knew I'd* ***done badly*** *in my driving test.*
  - *Go on – you're* ***doing fine!***

Language Help

The question *How are you doing?* has the idiomatic meaning 'How are you?':
- *'Hi, Tim! How are you doing?' 'OK, thanks. How are you?'*

- ***do + with***
  Notice the various idiomatic meanings that the combination ***do with*** can have:
  - ***Now what have I done with*** (= where have I put) *my keys?*

Focus on Grammar

- ***What shall I do with*** (= where shall I put, or how shall I arrange) *these flowers?*
- ***What are you doing with*** (= why have you got) *my handphone?*
- *I can't* ***do anything with my hair*** (= get my hair to behave reasonably, or the way I want it to) *today.*
- *I refuse to* ***have anything to do with*** (= deal with or get involved with) *dishonest traders.*
- *How I use my spare time* ***has nothing to do with you*** (= is not your concern).
- *The force of gravity* ***has something to do with*** (= is connected with) *attraction, hasn't it?*
- *Has your new look* ***got anything to do with*** (= is it for the benefit of) *your new boyfriend?*

Language Help

The last three examples can be worded using the verb **be**:

- *How I use my spare time* ***is nothing to do with you.***
- *The force of gravity* ***is something to do with*** *attraction, isn't it?*
- ***Is*** *your new look* ***anything to do with*** *your new boyfriend?*

UNIT 38

Do AS AN AUXILIARY VERB

AUXILIARY *DO* IN CONTEXT

'I **do not believe** this!' exclaimed Alice, reading a letter from the landlord that she had just picked up from the doormat. 'Surely he **doesn't mean** it – we **don't deserve** this. We **don't cause** him any trouble and we **never behave** in a disorderly way.'

In the simple present and simple past you use ***do*** **+** ***not*** (or ***-n't***) with the **base form** of lexical verbs to make negative statements. ***Do*** is not needed with **negative adverbs** other than ***not***.

'**Do you think** you could explain?' asked Jane. '**Don't we need** a few more details? **Does the landlord want** us out, or something? Or **does he just want** to increase the rent?'

In ***yes-or-no*** questions, the **subject** comes between auxiliary ***do*** and the **base form**.

'He wants to terminate our contract,' said Alice. 'But why **does he want** to do it now, in the middle of term?' asked Sue. 'I don't know,' said Alice. 'What **do we do** now? Where **do we go**?' 'Well, **what has brought about** this decision? What reason **does he give**?' asked Jane, the calmest of the three girls.

In ***wh***-questions, the **subject** comes between auxiliary ***do*** and the **base form**. If the ***wh***-word itself is the **subject**, ***do*** is not needed.

'Don't tell me,' she continued. 'He **wants** to sell the flat, **doesn't he**?' 'Yes, **he does**,' answered Alice. 'Here, do you **want** to read the letter yourself?' 'Yes, **I do**,' said Jane. '**We both do**,' said Sue. They looked through the letter one by one. 'Well, you two evidently **made** more sense of it **than I did**,' said Alice.

Auxiliary ***do*** is used in **question tags**, **short answers** and other **short constructions**, to refer back to a **lexical verb** already used.

'That's right – things aren't that bad, so **don't jump** to conclusions and **don't be** too upset,' said Jane. 'Look, **do have** a cup of tea, and **do cheer up**.'

Auxiliary ***do not*** and ***don't*** are used with the **base form** to give negative commands. ***Do*** is sometimes added for encouragement in positive commands.

'He **does have** the right to terminate our contract,' she confirmed. 'And after all, he **does give** us a month's notice, and he **does apologize** – and we **do have** a whole month to look for alternative accommodation.'

Do is used with the **base form** for general emphasis.

Alice began to see she'd been silly to panic, and wished she **hadn't done**. 'How about coming with us to the accommodation bureau after lunch?' asked Sue. 'I **could do**,' said Alice, and added hopefully, 'Do you think the landlord might already have reported our case to the bureau?' 'He **might have done**,' said Jane, a bit doubtfully, 'but I think he'd have told us if he **had done**. But let's look on the bright side.' 'I **am doing**,' said Alice.

In British English, ***do***, ***done*** and ***doing*** are sometimes added in short answers or other short constructions as an extra auxiliary after other auxiliary or **modal verbs**.

Using *do* as an auxiliary verb

We have already seen that the **lexical verbs** ***be*** and ***have*** can be used on their own to form negative sentences and questions in the **simple present** and the **simple past**:

- *Dad **was not** in the kitchen.*
- ***Was** he in the living room?*
- *Caroline **hasn't** any children.*
- ***Has** Barbara any children?*

But you need the **auxiliary verb** ***do*** to form **negative sentences** and **questions** with **other lexical verbs** in the **simple present** and **simple past**. You use the base form of the **lexical verb**:

- *I **did not** hear the telephone ringing.*
- ***Do** your neighbours make too much noise?*

Negative sentences with auxiliary *do*

Auxiliary ***do*** is used with ***not*** in negative sentences. The negative contractions ***don't***, ***doesn't*** and ***didn't*** are possible:

- *We **do not** like eating late at night.*
- *Caroline **does not** want children.*
- *I **did not** see Jessica at the tutorial today.*
- *Gary **did not** deserve such a harsh punishment.*
- *I **don't** eat a big meal in the evenings.*
- *That watch **doesn't** work.*
- *We **didn't** watch that programme..*
- *Mike **didn't** play very well yesterday.*

Language Help

We have already noticed that **'activity'** ***have*** uses **auxiliary *do*** to form negative sentences, and that **'possessive'** ***have*** can use it too:

- *I **didn't have** a shave this morning.*
- *I **don't have** time to consider that now.*

Grammar Help

Notice that ***do*** is not needed with negative words other than ***not***:

- *Henry **never** takes any exercise.*
- *I discovered **no** examples of this use.*
- *You find these animals **nowhere** else on earth.*

But the above examples can also worded in an alternative way using ***do + not*** or ***n't***:

- *Henry **doesn't** (ever) take any exercise.*
- *I **did not** discover any examples of this use.*
- *You **don't** find these animals anywhere else on earth.*

Auxiliary *do* in questions

yes-or-no questions with auxiliary *do*

- **open questions**

  You form **open questions** by putting the **subject** between ***do*** and the **lexical verb**:

  - *Do you speak French?*

- *Did I tell you about my latest idea?*
- *Does the library close early on Saturdays?*

■ **negative questions** (expecting the answer *yes*)
You usually form **negative questions** using the **negative contractions.**

The **subject** comes between the **negative contraction** and the **lexical verb**:

- *Don't you back up your files every day?*
- *Doesn't the train stop at Durham?*
- *Didn't your parents enjoy the play?*

Grammar Help

A more formal and literary combination is possible, using full forms, and placing ***not*** after the **subject**:

- ***Do you not understand*** *the question?*
- ***Does my explanation not answer*** *your question?*
- ***Did the facts not suggest*** *a different explanation?*

■ ***wh*-questions with auxiliary *do***
With ***wh***-questions, you put the **subject** after the **auxiliary verb *do*** if the ***wh***-word is the **object** of the lexical verb. The **base form** of the **lexical verb** comes after the subject:

- *What **does your boyfriend think** of your new hairstyle?*
- *Who **did Dave take** to the dance?*
- *Whom **did the selectors choose** for the team?*
- *Which colour **do you prefer**?*

You also put the **subject** after the **auxiliary verb *do*** if the ***wh***-word is an adverb:

- *How **did the conjuror manage** that trick?*
- *Where **did you put** the vegetable knife?*
- *Why **doesn't that clock say** the right time?*
- *When **do the garbage men call**?*

But the ***wh***-word itself may be the **subject** of the lexical verb.If so you **do not use** the **auxiliary verb *do***:

- *What **makes** the world go round?*
- *What **goes** miaow?*
- *Who **taught** you that trick?*
- *Which colour **matches** your curtains best?*

Language Help

■ Notice that **auxiliary *do*** and **lexical *do*** can be used together:

- ***I don't do*** *enough to help my mum.*
- *What **did your dad do** before he retired?*

The question *What **does** so-and-so **do**?* often has the idiomatic meaning 'What is so-and-so's job?':

- *'What **does** you mum **do**?' 'She's a teacher.'*

■ We have already noticed that **'activity' *have*** uses ***do*** to form questions, and that **'possessive' *have*** can use it too:

- *What **do** you **have** for breakfast?*
- *Well now, what **have** we here?* (or *what **do** we **have** here?*)

Question tags and short answers in the simple present and simple past

You use **auxiliary *do*** in short answers and question tags to refer back to **lexical verbs** (other than lexical ***be*** and ***have***) in the main sentence:

- *'Does Dave like his new job?' 'Yes, **he does**.'*
- *'Did you remember to buy sausages?' 'No, **I didn't**.'*
- *'Didn't I mention that I was bringing my girlfriend?' 'No, **you didn't**.'*
- *'Doesn't the new colour scheme look nice?' 'Yes, **it does**.'*

Language Help

In the short answer *'Yes, he does'* to the question *'Does Daves like his new job?'* ***does*** substitutes for *'likes his new job'*.

For more details about how auxiliary verb ***do*** can be used like this, see the chapter **ELLIPSIS AND SUBSTITUTION.**

- *'Who baked this delicious cake?' 'My mum **did**.'*
- *You reserved two seats, **didn't you**?*
- *Nobody smokes here, **do they**?*
- *The bus journey takes about two hours, **doesn't it**?*
- *We don't need to change trains, **do we**?*
- *Now, quarrelling doesn't solve anything, **does it**?*

Auxiliary *do* in negative and positive commands

- You use ***don't*** or ***do not*** with the base form of a lexical verb to form **negative commands**:
  - ***Don't** make such a fuss.*
  - *Please **do not** tell anyone.*
  - ***Don't** be lazy!*
- ***Do*** is often used emphatically with a **positive command**, to make it sound more polite:
  - ***Do** have a seat.*
  - ***Do** take a sandwich.*
  - ***Do** be patient.*

Grammar Help

You can't normally combine ***do*** with ***be***; this combination in positive and negative commands is an exceptional use. The idea behind the use is that to ***be*** *lazy, brave, patient, silly* and so on is to behave a certain way, and so is some kind of activity.

Do used generally for emphasizing a verb

Instead of using a lexical verb on its own, you can emphasize it by putting ***do*** before its base form:

- *I **do** like him, but not enough to marry him.*
- *You **do** change your mind a lot!*
- *Your mum **does** fuss unnecessarily, doesn't she?*
- *I **did** see that film, but I didn't really enjoy it.*
- *I may or may not go to Nick's party, but if I **do** decide to go, I'll call you.*
- *'Why didn't you call me?' 'But I **did** call you – twice!'*

Do as an additional auxiliary

In British English, **auxiliary *do*** is often added to another **auxiliary or modal auxiliary verb** in short answers and similar shortened constructions:

- *'Did you upset her?' 'I might **have done**.'*
- *'Are you going to the concert?' 'I may **do**.'*
- *'He probably regrets leaving that job.' 'He must **do**.'*
- *I still loved the theatre, but not as much as I had **done** in my youth.*
- *'Pull hard!' 'I am **doing**.'*

Language Help

Speakers of American English do not usually add ***do*** in this way.

See the chapter **ELLIPSIS AND SUBSTITUTION** for more information about this use of ***do***.

UNIT 39

INTRODUCTION TO MODAL VERBS

Modal verbs, also called **modal auxiliary** verbs, are, like **auxiliary verbs**, used in combination with **lexical** verbs. The **modal verbs** are:

shall, will, would, can, could, should, may, might, must

The function of **modal verbs** is to **add** to the ordinary lexical verb a feeling of the action being, for example, **planned, certain, possible, likely, necessary, compulsory,** allowed or **advisable**:

- *I **shall** contact you tomorrow.* (planned)
- *You **will** like my fiancé.* (certain)
- *Dad **may** phone.* (possible)
- *Dad **must** be delayed at the office.* (likely)
- *You **may** start writing now.* (allowed)
- *You **must** stop writing now.* (compulsory)
- *You **should** keep a list of incoming calls.* (advisable)

Characteristics of modal verbs

Modal verbs, like **auxiliary** ***do***, combine with the base form of **lexical** verbs:

- *Sally **may** call later.*
- *We **shall** wait and see.*

- **Modal** verbs **do not add** *s* for the third person singular:
  - *The baby **can** walk now.*
  - *The weather **might** improve.*
- **Modal** verbs always keep the same form. They have **no verb parts**; for example, they have no *-ing* form or past tense and past participle. However, **some modal verbs use another modal verb as a past tense**, for example:

PRESENT	PAST
can	*could*
may	*might*
shall	*should*
will	*would*

- *I **can** swim quite well now, but last year I **couldn't** swim at all.*

You often find ***would*** and ***might*** used for expressing the **future in the past** in reported speech or thought:

- *'**Will** David join us?' 'He said he **would**.'*
- *'I **may** be a bit late.' 'I thought you **might** be.'*

Limitations of modal verbs

- They **cannot combine** with **auxiliary verbs** or with **other modals** (you cannot say, for example, *The baby will can walk soon* or *I might must leave early*).

  They **don't form to-infinitives** (you cannot say, for example, *I want to can see my children*).

  As we have noted, they have no ***-ing*** forms or past tense and past participle (you cannot say, for example, *I don't like musting punish the children* or *I musted hurry*).

- You can 'bypass' the limitations by **replacing modal verbs** with **other verbs** or **'modal combinations'**. For example, you can use **be able to** instead of **can**:
  - *The baby will be able to walk soon.*
  - *I want to be able to see my children.*

  And you can use ***have to*** instead of ***must***:
  - *I might have to leave early.*
  - *I don't like having to punish the children.*
  - *I had to hurry.*

Capabilities of modal verbs

- Modal verbs can form **questions**:
  - *Please **would** you change the sheets?*
  - *Can you hear the cuckoo?*
  - *Must these refugees be imprisoned?*
- Modal verbs can form **negative sentences**:
  - *I **cannot** understand these instructions*
  - *You **must not** take the criticism personally.*
  - *They **should not** be encouraged in their drug-taking.*
- Modal verbs are used a lot in question tags, short answers, and other shortened constructions:
  - *You shouldn't tell lies, **should you**?*
  - *We mustn't be late, **must we**?*
  - *You can text me later, **can't you**?*
  - *'Can you hear the cuckoo?' 'No, I **can't**.'*
  - *She said she could drive, but she **couldn't**.*
- Modal verbs and semi-modal verbs (see below) have **contracted forms**. Most have **negative contractions**:

FULL FORM	CONTRACTED FORM
cannot	*can't*
could not	*couldn't*
will not	*won't*
would not	*wouldn't*
shall not	*shan't*
should not	*shouldn't*
might not	*mightn't*
ought not	*oughtn't*
dare not	*daren't*
need not	*needn't*

In addition, ***will*** and ***shall*** have the contraction ***'ll***. ***Would*** has the contraction ***'d***:

- *We'll all help.*
- *We said we'd all help*

Semi-modal verbs

The **semi-modal** verbs are: ***need, dare, ought, used***. They are verbs that have some of the characteristics of **lexical verbs** and some of the characteristics of **modal verbs**.

- *Dare* and *need* are sometimes used with a *to*-**infinitive** and sometimes with a **base form alone**:
  - *Dare to be different!*
  - *I daren't tell her.*
  - *I need to look at a file on this computer.*
  - *You need not wait for me.*
- And they have verb parts like ordinary lexical verbs:
  - *I walked to the edge, not daring to look over.*
  - *I needed to speak to you.*
- *Ought* and *used* don't change form, but they are always used with a *to*-infinitive:
  - *I ought to learn more grammar.*
  - *I used to enjoy grammar.*

UNIT

40 THE MODAL VERBS *SHALL* AND *WILL*

SHALL AND *WILL* IN CONTEXT

Shall and *will* are used with lexical verbs and combinations such as *be able to* and *have to* for making predictions.

'Tomorrow **will start** fine, but heavy rain **will spread** across the country from the west.' That was the depressing weather forecast on the eve of the camping trip that Roger and his friends were making to Aberystwyth on the Welsh coast. 'Well, the journey **won't be** very pleasant.' said Roger. 'We **shan't be able to** eat our lunch in the open,' said Bill. 'We'll **have to** eat in the Land Rover. And the rain **will slow** down the driving too, **won't** it?'

Shall and *will* are used to talk about arrangements that have already been made.

'Let's go over the arrangements again,' said Roger. 'I **shall set off** from here in the Land Rover about nine, as agreed, and collect you all one by one, and we'll **stop** at the Welsh border for our lunch break. The campsite manager in Aberystwyth **will ensure** the gates are open late, and he himself **will be** on duty in Reception until 8.00 pm.'

Shall and *will* are used at the point of deciding to do or not do something. *Shall* is used in asking for instructions, or wondering what to do.

'I'll **set** my alarm for seven,' said Bill, 'and I'll **do** my packing this evening before I go to bed.' 'I'll **make** the rolls for lunch, **shall** I?' said John. 'And I'll **bring** some cans of juice,' said Oliver. '**Shall** I bring orange juice or apple juice? 'Both,' said Roger. 'And if you two provide all the food and drink for the journey, I **shan't pack** any food myself. We **won't load** ourselves up with provisions. We'll just **buy** stores at the camp shop.'

Will is used for issuing orders and asking people to do something.

Roger's mother appeared at the door of the sitting room. 'Now,' she said, 'Dad and I are trusting you with the Land Rover on certain conditions: you **will** all take great care of it and you **will drive** sensibly. And you'll **phone** us when you arrive at the campsite, however late it is. If you don't, I may phone the police to check that you're safe!' 'You'll do no such thing!' exclaimed Roger. 'To be serious, though,' said his mother, '**will** you **contact** us if you have any problems?' 'Yes, of course we **shall**,' said Roger. 'What are your sleeping arrangements, by the way?' asked his mother.

Will is used to say what is probable or typical and also to express the idea of capacity.

Just then the doorbell rang. 'Who's that, I wonder?' said Roger's mother. 'Oh. it'll **be** the meal from the Chinese restaurant that I ordered for all of us,' said Roger, going to the door. 'To return to your question, Mrs Davis,' said Bill, 'the tent we're taking **will sleep** all five of us – just!' 'OK, Bill,' she said, and added, 'Just make sure you all behave impeccably at the campsite, because –' 'people **will** always **blame** a group of boys if there's any trouble,' finished Oliver.

Will is used for commenting despairingly on someone's typical behaviour. It is stressed in this use.

'Oh, Oliver, you <u>will</u> look on the gloomy side!' said Bill.

The modal verbs *shall* and *will*

Shall and *will* are used to express the **future**.

- For more information about the various ways of expressing the future, see the following chapter **TENSES**.
- The modal verb ***would*** is used as the past tense of both ***shall*** and ***will***, for example in expressing the **future in the past**. For more information, see UNIT 42 on ***would***.

Formerly, teachers used to insist on the following system:

	SINGULAR	PLURAL
First Person	*I shall*	*we shall*
Second Person	*you will*	*you will*
Third Person	*he will* *she will* *it will*	*they will*

But nowadays there isn't so much insistence on the use of ***shall*** with the first person singular and plural, and ***will*** is considered quite acceptable. In American English, for example, ***shall*** is used very little.

Language Help

The old, basic meanings of ***shall*** and ***will*** are rather different from each other:

Shall in origin means to have an obligation or duty to do something.
Will originally means to be willing to do something, or to want to do it.

Contractions used with *shall* and *will*

The following contractions are possible for ***shall*** and ***will***:

FULL FORM	CONTRACTED FORM
I shall or *I will*	*I'll*
you will	*you'll*
he will	*he'll*
she will	*she'll*
it will	*it'll*
we shall or *we will*	*we'll*
they will	*they'll*

NEGATIVE CONTRACTIONS	
shall not *will not*	*shan't* *won't*

In addition to the contractions with the personal pronouns, you can use the following contractions:

that'll, this'll, those'll, these'll, there'll, what'll, George'll, the news'll and so on:

- *This **news'll** amaze you!*

Uses of *shall* and *will*

- ***Shall*** and ***will*** are typically used for **predictions** or **forecasts**:
  - *I **shall** miss your company.*
  - *You**'ll** enjoy the course.*
  - *We**'ll** see Susan and Rob at the reception, I expect.*
  - *Rain **will** spread across the country later today.*
  - *The work **will** take up to three weeks.*
  - *You **will** regret this decision!*
  - *John**'ll** miss that train if he doesn't hurry!*
  - *Don't worry about being late – that**'ll** be no problem.*
  - *I guess there**'ll** be a leaving party for Jack.*
  - *We **won't** know till tomorrow whether the deal has gone through.*
  - *I **shan't** have a moment's peace till I know he's safe.*

Language Help

Notice that it is possible to use the forms ***I'll, you'll, she'll*** and so on with ***not***, as an alternative to the negative contractions:

- ***We'll not** know till tomorrow whether the deal has gone through.*
- ***I'll not** have a moment's peace till I know he's safe.*

- ***Shall*** and ***will*** can also indicate that something will take place because it has been **planned** or thought about:
  - *The Prime Minster **will** speak at tomorrow's debate.*
  - *We **shall** leave at the end of the week.*
  - *I **shall** probably study for a further degree.*
  - *You **will** be notified about the appointment in due course.*

Language Help

Shall and ***will*** are used also to form the **future continuous** and **future perfect** tenses, which are also typically used for predictions and planned events:

FUTURE CONTINUOUS	FUTURE PERFECT
shall or ***will*** + ***be*** + **present participle**:	***shall*** or ***will*** + ***have*** + **past participle**:
• *I **shall be seeing** Peter tomorrow.*	• *I **shall have retired** by 2030.*
• *The new supermarket **will be opening** soon.*	• *They'll **have arrived** in London by now.*

For more information about the use of the **future continuous** and the **future perfect**, see the following chapter **TENSES**.

- ***Shall*** and ***will*** can represent the process of deciding or promising, and can express determination or (in the negative) disinclination or refusal:
  - *Look – here's a newsagent's – I'll buy a newspaper and check the details.*
  - *Helen and I will bring the beer and the soft drinks, if that's OK with everyone else?*
  - *I won't punish you this time.*
  - *I shall make a list of everything I need.*
  - *We'll water your plants every day – we won't forget.*
  - *I shan't warn you again.*
  - *I won't have any time-wasting in my class!*
  - *The baby won't stop crying – perhaps she's ill.*
  - *The car won't start.*

> ***Language Help***
>
> Even with inanimate pieces of equipment, you can't help feeling that they are refusing to co-operate when they don't work (you can even say *The car refused to start*), so it's quite natural to say such things as *This pen won't write* or *The door won't close*).

- ***Will*** can be used in conveying **orders**. Exceptionally, ***shall*** is used with the **second** and **third person** in legal, literary or formal English to convey a **ruling** or an **official decision**:
  - *You will report to us every two weeks.*
  - *He will apologize whether he wants to or not!*
  - *You shall have all the assistance you need in your investigations.*
  - *No student shall borrow more than four books at a time from the library.*
  - *Members shall meet annually to elect a President and committee.*
- ***Will*** can express despair at someone's persistently stupid behaviour. In this use *will* is stressed:
  - *She will watch television instead of doing her schoolwork!*
  - *They will change their plans without informing anyone!*
  - *He will agree to do jobs that he doesn't have time for!*
- ***Will*** can express what is probable, normal or typical:
  - *A good teacher will understand a child's problems.*
  - *Mary's so good-hearted – she'll do anything for anyone!*
  - *Soil quality will vary according to locality.*
- ***Will*** expresses the idea of capacity or capability:
  - *The hall will hold 400.*
  - *The quantities given in the recipe will provide four generous servings.*
  - *Anyone got a pair of scissors? Oh, thanks – those'll do fine.*
- ***Will*** is used in **guessing** what is the case:
  - *'Was that the doorbell?' 'Oh yes, it'll be the window-cleaner.'*
  - *'Here's a letter for you.' 'Oh good, that'll be from my publishers.'*

Shall and *will* in questions

yes-or-*no* questions

- open questions
  As with the **auxiliary** verbs, the **subject** comes **between** the **modal** and the **lexical verb**:
  - *Will the flight be on time?*
  - *Shall we take a picnic with us?*
  - *Shall I post this letter for you?*
- **negative questions** (expecting the answer *yes*)
  The **subject** comes **between** the **negative contraction** of the **modal verb** and the **lexical verb**:
  - *Won't your dad ask to see your school report?*
  - *Shan't we see you this evening?*
  - *It's twelve already – won't you be late?*

Grammar Help

A more formal and literary combination is possible, using full forms, and placing ***not*** after the **subject**:
- ***Will the plants not need*** *watering?*
- ***Shall we not see*** *you this evening?*

wh-questions

- You put the **subject** between the **modal verb** and the **lexical verb** if the *wh*-word or phrase is the **object** of the lexical verb:
  - *What shall we do today?*
  - *Who will these new regulations affect?*
  - *Whom shall I suggest for the committee?*
  - *How much data will the disk hold?*
- You also put the **subject** after the **modal verb** if the *wh*-word is an **adverb**:
  - *How will they get the stadium built in time?*
  - *When will all these acts of terrorism stop?*
  - *Why won't this television work?*
  - *When shall I pick you up?*

  But the *wh*-word itself may be the **subject** of the lexical verb. If so the order is **subject + modal + lexical verb**:
  - *What will happen now?*
  - *Who'll take responsibility for the food?*
  - *Which hotel will make the best venue?*

shall for deliberating

Shall is used a lot in asking for instructions or wondering what to do:
- *Shall I get tickets for both of us?*
- *'Shall I tell her the truth or not?' I wondered.*
- *What shall I tackle next? The dishes or the ironing?*

will for requesting

Will is often used for asking or inviting people to do things:

- *Please will you turn your radio down?*
- *Will you stop making that dreadful noise?*
- *Won't you sit down?*

Shall and *will* in question tags and short answers

You use *shall* and *will* in **question tags** and **short answers** and other **shortened constructions** to refer to **lexical verbs** that have just been used:

- *I won't disturb you if I practise the piano, will I?*
- *You won't forget to feed the cat, will you?*
- *We shall hear the results tomorrow, shan't we?*
- *Your parents will be so relieved that you're safe, won't they?*
- *I'll call you as soon as I have any news, shall I?*
- *Shall I go for a jog or shan't I?*
- *'I won't be a nuisance if I come with you, I promise.' 'Yes you will.' ' No, I won't.'*
- *'Won't your mum be anxious if you don't phone her?' 'No, she won't.'*
- *'I'll be glad when the exams are over.' 'So shall I.'*
- *'Shall we see you at the rehearsal?' 'Yes you will.'*
- *I promised my manager to finish this task by Friday, and I shall.*
- *'Will it be OK if I bring a friend home for supper?' 'Yes, of course it will.'*

Grammar Help

- In **short answers** and other **shortened constructions** you stress the modal verb, so you never use the contractions *I'll, we'll, he'll* and so on:
  - *'Shall we see you at the rehearsal?' 'Yes, you will* (not *you'll*).
- For more information on shortened constructions in discourse, see the chapter **ELLIPSIS AND SUBSTITUTION.**

UNIT 41

THE MODAL VERBS *CAN* AND *COULD*

Introducing *can* and *could*

The modal verb ***can*** is used to express various kinds of **ability** and **possibility**, and the modal verb ***could*** is, for some purposes, used as the simple past tense of ***can***. However, there is much more to both verbs than that.

The following **negative contractions** are possible with ***can*** and ***could***:

NEGATIVE FULL FORM	NEGATIVE CONTRACTION
cannot	*can't*
could not	*couldn't*

Uses of *can* and *could*

- You use ***can*** to express the idea of **ability**:
  - *The baby **can** already walk without holding my hand.*
  - *Susie **can** swim like a fish.*
  - *Philip **can** speak some Russian.*
  - *Look! I **can** touch the ceiling!*
  - *Thanks for the invitation – yes, I **can** come.*
  - *There are some birds that **cannot** fly.*
  - *My parents **can't** afford music lessons for me.*
- ***Could*** is used as the **past tense of 'ability' *can***:
  - *Gillian **could** recite long poems from memory.*
  - *I **could** swim by the time I was five.*
  - *Mozart **could** play the piano when he was only four years old.*
  - *As children we lived in many different countries, so we **could** all speak several languages.*

Grammar Help

- Notice that ***could*** is used where the ability is a lasting kind of skill:
  - *Sally **could** roller-skate like a champion.*

  You don't use ***could*** for individual occasions in the past where the sense is 'succeeded in doing something'. Instead you have to use ***was*** (or ***were***) ***able to***, or ***managed to*** or ***succeeded in*** + ***ing*** form:
  - ***'Were you able to** contact your dad?' 'Yes, I **managed to** speak to him on his handphone.'*
  - ***We succeeded in finding** a babysitter at last.*

But it's fine to use the negatives ***couldn't*** and ***could not*** for individual occasions in the past:

- *I **couldn't** contact Dad at home, but I managed to reach him on his handphone.*

It's also fine to use ***could*** for individual occasions mentioned in reported speech or thought, that is, after a **saying** or **thinking verb**:

- *Well done! I **knew** you **could** win!*
- *Joe **said** he **could** get me a ticket for the match.*

The explanation is that both ***can*** and ***could*** express the idea of **potentiality** rather than the **actuality** of succeeding in doing something.

- You use ***be able to*** and ***manage to*** also when it's impossible to use ***can*** because of the grammatical restrictions on modals:
  - *Now I'll **be able to** afford a better apartment.* (because *shall* + ***can*** is impossible)
  - *We've **managed to** contact his parents.* (because ***can*** has no past participle)
  - *In my dream I **seemed to be able to** fly.* (because ***can*** has no ***to***-infinitive)
  - *It was fun **being able to** talk to you.* (because ***can*** has no ***ing*** form)

Can with sensing verbs

- *Can* is used frequently and idiomatically with sensing verbs, such as ***hear, see, smell, feel*** and also with some verbs that represent a more intellectual process, such as ***remember, understand, guess***:
  - *I can see the lighthouse now.*
  - *I can hear a bird singing somewhere nearby.*
  - *I can remember that tower being built.*
  - *We can understand your problem.*
- *Could* is used as the past tense of 'sensing' ***can***:
  - *I could understand why she was worried.*
  - *As we entered the apartment we could smell burning.*
  - *Jane was in the room next door, and I could hear the dialling tone on her computer.*
  - *I could tell that Sally was upset.*

Language Help

The combination ***can tell*** means 'see, realize'.

Can for expressing possibility

- You use *can* to say what is **possible**:
  - *You can find out anything on the Internet.*
  - *It can snow even in the tropics.*
  - *In the desert it can get very cold at night.*
  - *Guy can be perfectly reasonable sometimes.*
  - *You can't be lucky all the time!*
- *Could* is used as the **past tense** of '**possibility**' ***can***:
  - *There was a wide temperature variation in the desert and it could get very cold at night.*
  - *Henry was my friend, but he could sometimes behave very annoyingly.*

Can for permission

- *Can* is used informally for giving and denying permission and referring to it:
  - *You **can** have a ride on my bike if you want.*
  - *You **can't** watch television till you've done your homework.*
  - *We **can't** remove books from the library without filling in a form.*

Language Help

When people are being formal or polite, they use ***may*** rather than ***can*** to give or deny permission:

*You **may** use my handphone to contact your parents.*
*You **may** not watch television yet.*
*Quiet, please! You **may** not talk in the library.*

- ***Could*** is used as the past tense of '**permission**' ***can***; it means 'was or were allowed to':
  - *As children we **could** wander anywhere we wanted.*
  - *We **couldn't** use the library without supervision when we were undergraduates.*

Grammar Help

For **individual occasions** on which permission was granted or denied, you use ***was*** (or ***were***) ***allowed*** (or ***permitted***) ***to***:

- *We **were allowed to*** (not *could*) *turn the pages of the precious book.*

But negative ***couldn't*** is OK for individual occasions, and so is ***could*** in reported speech or thought:

- *The plane landed in Dubai but we **couldn't** get off.*
- *My tutor told me I **could** choose my own essay topic.*

Can for suggestions

- You use *can* in making suggestions and directing activities:
  - *We **can** meet for lunch one day next week.*
  - *You **can** phone me to say how you're fixed.*
  - *We **can** discuss that problem later in the lesson.*
  - *You **can** peel the potatoes now, if you like.*
  - *We're in a hurry – the dishes **can** wait.*
- You use ***could*** to make suggestions sound less forceful:
  - *We **could** eat in that new restaurant this evening.*
  - *You **could** do some acting before training as a director.*
  - *I **could** pick you up from your office at 5.30.*

  But by stressing ***could*** you can complain that somebody is not doing something they should do:
  - *You **could** help me to get the baggage into the car!*
  - *They **could** tidy their rooms occasionally!*

Further uses of *can* and *could*

- ***Can't*** and ***cannot*** are often used to express the idea of something being impossible, improbable, unlikely, unreasonable or incredible:
  - *That **can't** be true!*
  - *The station **can't** be very far away.*
  - *It **can't** be midday already!*
  - *Surely that **can't** be the time!*
  - *You **can't** just let the plant die!*
  - *Get yourself tattooed if you must, but you **cannot** expect me to approve!*
- ***Could*** is used for wondering, planning, wishing and regretting:
  - *Perhaps I **could** train as a nurse.*
  - *I wonder if I **could** win that scholarship.*
  - *I wish I **could** persuade Dad to take more exercise.*
  - *If only I **could** speak English better!*
  - *I **could** get into the orchestra if I practised more.*
  - *Any more mistakes on my part **could** be awkward.*
- ***Could + have +* past participle** is used for commenting on what was possible but didn't happen:
  - *You **could have** warned me you were coming – I **could have** bought more food if I'd known.*
  - *You were foolish to take that risk – you **could have** got into serious trouble!*
  - *We did our best – we **couldn't have** done any more.*

Language Help

A typical use of ***could have*** is to complain about what someone didn't do; ***could*** is stressed:

- *You **could** have washed the dishes after your meal!*

Grammar Help

For more information on **conditional clauses** see the chapter **CONJUNCTIONS AND CLAUSES.**

- ***Could have, can't have*** and ***couldn't have* + past participle** are used to express the idea of something being possible, probable, impossible or improbable in the past, often with reference to the present situation:
  - *Mark's very late – he **could have*** [= perhaps he has] ***missed** the bus.*
  - *My keys must be somewhere here – I **can't have lost** them.*
  - *The telephone's making a noise – I **can't have replaced*** [= I probably didn't replace] *the handset properly.*
  - *I saw him with my own eyes – I **couldn't have been** mistaken!*

Can and *could* in questions

yes-or-no questions

- **open questions**

  The **subject** comes **between** the **modal** and the **lexical verb**:

- *Can you reach that shelf?*
- *Can you help me move the piano?*
- *Please can Jean and James leave school early today?*
- *Can I get you a drink?*
- *Could I open a window, please?*
- *Mark's very late – could he have missed the bus?*

- **negative questions** (expecting the answer *yes*)
  The subject comes **between** the **negative contraction** of the **modal verb** and the **lexical verb**:
  - *Can't we go by the underground?*
  - *Can't you open the door?*
  - *Couldn't the children get into the flat when they got home?*
  - *Couldn't you train as a stage manager?*
  - *Couldn't those questions wait till later?*

Grammar Help

A more formal and literary combination is possible, using full forms, and placing ***not*** after the **subject**:

- *Can we not find a more satisfactory solution?*
- *Could the head teacher not investigate these cases of bullying herself?*

wh-questions

- You put the subject between the **modal verb** and the lexical verb if the *wh*-word or phrase is the **object** of the lexical verb.
  - *What can we do today?*
  - *Who could we ask to help us?*
  - *Whom can children trust nowadays?*
  - *What contribution can our group make to the general effort?*

- You also put the subject after the **modal verb** if the *wh*-word is an **adverb**:
  - *Good morning! How can I help you?*
  - *How can they be sure they're right?*
  - *When could the three of us discuss this again?*
  - *Why can't we go by train?*

  But the *wh*-word itself may be the **subject** of the lexical verb.
  If so the order is **subject + modal + lexical verb**:
  - *What could go wrong?*
  - *Who could say anything so cruel to a child?*
  - *What difficulties can occur with this kind of venture?*

Can and *could* in question tags and short answers

You use *can* and *could* in **question tags** and **short answers** and other **shortened constructions** to refer to **lexical verbs** that have just been used:

- *Well, we can't wait here all day, can we?*
- *You could try contacting him on his handphone, couldn't you?*
- *You can save your file under a new name, can't you?*
- *The baby can't reach that bottle of disinfectant, can she?*

- *'Can't you wear your old jeans while I mend these ones?' 'No, I can't.'*
- *'Can I come in now?' 'Yes, of course you can.'*
- *'Couldn't you join a gym club?' 'I suppose I could.'*
- *'Who could train the choir?' 'Perhaps Jeremy could.'*
- *Stop that newspaper blowing away, if you can.*
- *I'll deal with that as soon as I can.*

Some uses of *can* and *could* in questions

- You use ***can*** and (more politely) ***could*** for asking permission:
  - *Can I have a shower now?*
  - *Can we borrow your car tonight?*
  - *Could I see that report, please?*

Language Help

Notice that although you ask permission politely using ***could***, you grant or deny permission with ***can*** rather than ***could***:

- *'Could I open a window?' 'Yes, of course you can.'*
- *'Could I use your computer?' 'No, I'm afraid you can't.'*

- You use ***can*** and (more politely) ***could*** to make offers, requests and suggestions:
  - *Could we give you a ride into town?*
  - *Can I fetch you some coffee?*
  - *Please could you make less noise?*
  - *Can we please stop at a post office?*
  - *Couldn't you go back to teaching?*
  - *Could we leave that question till later?*
- ***Could, couldn't, could have*** and ***couldn't have*** are used to ask about possibilities and probabilities:
  - *Are you sure this is Anne's telephone number? Could it be somebody else's?*
  - *Mark's very late – could he have missed the bus?*
  - *He's usually right, but couldn't he be wrong this time?*
  - *They obviously got into the house somehow – couldn't they just have forced the door open?*
- ***Can, could, can't*** and ***couldn't*** often introduce a note of desperation or exasperation:
  - *What could be delaying them?*
  - *How could she have done something so silly?*
  - *What can have happened to them?*
  - *Why can't their spiritual leaders condemn terrorism openly and officially?*
  - *Couldn't you simply apologize and then we can all forget about the whole thing?*
  - *You had your handphone with you – couldn't you have called me?*

UNIT 42

THE MODAL VERB *WOULD*

The modal verb ***would*** is used for some purposes as the past tense of ***will***, but has many other uses.

The following contractions are possible with ***would***:

FULL FORM	CONTRACTION
I would *you would* *he would* *she would* *it would* *we would* *they would*	*I'd* *you'd* *he'd* *she'd* *it'd* *we'd* *they'd*
NEGATIVE CONTRACTION	
would not	*wouldn't*

Language Help

- The contraction ***'d*** is also a contraction for ***had***:
  - *If **I'd** (= I had) realized there was a problem **I'd** (= I would) have offered to help.*
- The contraction ***it'd*** is much commoner as a contraction of ***it would*** than it is of ***it had***:
  - ***It'd** be a disaster if he lost his job.*
- Occasionally ***'d*** is used after other words:
  - ***That'd** be marvellous!*
  - ***There'd** be enough room for all of us.*

Would as the past tense of *will*

- ***Would*** is used to express **future in the past** in **reported speech or thought**; in this use ***would*** can act as the past tense of ***will*** or ***shall***:

DIRECT SPEECH	REPORTED SPEECH
• *'I shall do my best,' I said.* • *'The removal van will arrive at 8.30,' they promised.* • *'You'll feel better tomorrow,' I assured her.*	• *I said I would do my best.* • *They promised that the removal van would arrive at 8.30.* • *I assured her she'd feel better the next day.*

For more information on the **future in the past** see the following chapter, **TENSES**.

- We have seen that *will* is used for typical or habitual happenings or behaviour:
  - *The boys will do anything to earn a bit of cash – they'll earn up to ten dollars on a good day.*
  - *My parents are very hospitable – they'll often invite folk in for no particular reason.*

  Would is used as the past tense of *will* in this sense:
  - *The boys would do anything to earn a bit of cash – they'd earn up to ten dollars on a good day.*
  - *My parents were very hospitable – they'd often invite folk in for no particular reason.*
- We have noticed that *will* is stressed to express impatience with people's habitually unsatisfactory behaviour:
  - *Jim will leave his tasks to the last minute.*
- *Would* is used as the past tense of *will* in this sense:
  - *Jim would leave his tasks to the last minute.*
- We have seen how ***won't*** is used to report refusal:
  - *James won't lend me his laptop.*
  - *This pen won't write.*

  Would is used as the past tense of *will* in this sense:
  - *Harry wouldn't take exercise, and he wouldn't stop smoking.*
  - *Her mum wouldn't let her go to the movies by herself.*
  - *I tried the door, but it wouldn't open.*
- ***Would*** is used for typical or habitual behaviour in the past:
  - *Granny would always have a feast ready when we visited her.*
  - *Every time there was a fall of snow there would be traffic chaos.*
  - *Maggie was a perfectionist and would take ages over every job she tackled.*

> **Language Help**
>
> ***Used to*** can replace ***would*** in this use:
> - *Every time there was a fall of snow there used to be traffic chaos.*

- ***Would*** is sometimes used to refer to a **later development** in a story, after the time you are dealing with; it is used especially in the writing of biographies:
  - *Robert decided to study history rather than law. Later he would regret his choice.*

> **Language Help**
>
> ***Was to*** and ***were to*** can replace ***would*** in this use:
> - *Anna gave up her baby for adoption, a decision that was to lead to tragedy.*

Would in the present context

- ***Would*** is used to express **probability** and **willingness**:
  - *I think you would like Budapest.* (This contrasts with the certainty that *will* expresses, for example: *I'm certain you will love Venice.*)
  - *John would benefit from a bit of discipline!*
  - *I'm sure Dad would give us a ride into town.*

Focus on Grammar

- ***Would*** is used for making tentative suggestions and accepting suggestions tentatively:
  - *It **would** be nice to meet again.*
  - *You **would** be most welcome to come and stay with us.*
  - *I expect you'd like a wash.*
  - *'Shall we meet next week?' 'That **would** be great.'*
- You use ***I would like*** to make requests:
  - ***I would like** to make a phone call, please.*
  - ***I'd like** to try on these trousers, please.*
  - ***I'd like** a rest, if it's OK with you!*
- You use ***would*** for wishing:
  - *I wish the weather **would** improve.*
  - *I do wish you'd drive more slowly!*
  - *If only he **would** be more co-operative!*
- ***Would*** is used with particular stress to express impatience and frustration over things that go wrong:
  - *It <u>would</u> rain on my birthday!*
  - *You <u>would</u> choose my free evening to have an important engagement of your own!*
  - *'Harry's eaten all those chocolates.' 'He <u>would</u>.'*
- ***Would*** is used in **conditional sentences** of the 'unreal' kind with reference to the present:
  - *You'd manage better if you turned the engine on!*
  - *We'd have some chance of catching the train if we ran.*
  - *The plants **would** die if I didn't water them every day.*

Grammar Help

- In the ***if***-clause of a conditional sentence you use a form of the verb that looks like the simple past. You do not use **would** in the ***if*** clause:
  - *I **would** buy a horse if I won* (not *would win*) *a lot of money.*
- You use ***were*** rather than ***was*** with **first and third person singular** in the ***if***-clause:
  - *I'd protest if I **were** you.*
  - *I'd punish him severely if he **were** my son.*

Language Help

- ***I would*** or ***I'd*** is used for giving advice, or for giving your opinion about the best thing to do in any situation:
  - *'I forgot Maria's birthday – what shall I do?' 'I'd send an apologetic message and some flowers.'*
  - ***I would** pull down those old warehouses and build apartment blocks.*

- ***Would have* + past participle** is used in conditional sentences about the **past**, for talking about what was possible, but didn't happen.

  In the *if*-clause you use a form of the verb that looks like the past perfect:

  - *We **would have** walked out of that show if our friends **hadn't** been singing in it.*
  - *I'd have slapped his face (if I'd been you)*

> For more information about conditional sentences see the chapter **CONJUNCTIONS AND CLAUSES**.

- You can use ***would have* + past participle** to express an attitude to an unreal past suituation:
  - *I'd have loved to take part* (but unfortunately I didn't take part).
  - *I'd have hated to miss the party* (but fortunately I didn't miss the party).
- ***Would have* + past participle** is also used for **probability in a past context:**
  - *In those days servants worked really hard – they **would have got** up about 5.00 am.*
  - *The two poets were contemporaries and **would have known** one another well.*
  - *The school had a reputation for strict discipline, and the children **would have been** punished for quite minor offences, such as spelling mistakes.*

Negative sentences with *would*

You use the negative contraction ***wouldn't*** or, less commonly, the contractions ***I'd, you'd, he'd, she'd, it'd, we'd, they'd* + not**. You can also use the full form ***would* + not**:

- *Don't be frightened of the dog – he **wouldn't** hurt a fly!*
- *It'd **not** be to your advantage to sell the house now.*
- *We **would not** give our approval in such circumstances.*
- *I wish you **wouldn't** shout!*
- *Josie **wouldn't** shake hands with me.*
- *My computer **wouldn't** work when I tried to turn it on.*
- *Personally I **wouldn't** pay $2000 for an outfit like that.*
- *We'd **not** eat so much rubbish if we saw what it was doing to our insides!*

Would in questions

yes-or-no questions

- **open questions**

  The subject comes **between** the **modal** *would* and the **lexical verb**:

  - *Would you lie to save yourself?*
  - *Would this travel bag suit you better?*
  - *Would the alarm go off if we went through that door?*

- **negative questions** (expecting the answer *yes*)
  The subject comes **between** the **negative contraction** of *would* and the **lexical verb**:
  - *Wouldn't it be more sensible to wait?*
  - *Wouldn't you prefer a window seat?*
  - *Wouldn't the encyclopedia give us the answer?*

Grammar Help

- A more formal and literary combination is possible, using full forms, and placing ***not*** after the **subject**:
  - ***Would you not look** more formal in a kilt?*
  - ***Would it not save** time to take the car?*
  - ***Would your mother not have phoned** the police?*

wh-questions

- You put the subject between *would* and the lexical verb if the *wh*-word or phrase is the **object** of the lexical verb:
  - *What would you like to drink?*
  - *Who would she contact in an emergency?*
  - *Whom would you choose as project leader?*
  - *Which alternative would your husband go for?*
- You also put the subject between *would* and the lexical verb if the *wh*-word is an **adverb**:
  - *How would that help us?*
  - *Where would we live?*
  - *Why wouldn't you take my advice?*

  But the *wh*-word itself may be the **subject** of the lexical verb.
  If so the order is **subject** + *would* + **lexical verb**:
  - *What would please her most?*
  - *Who would believe you?*
  - *Which jacket would go best with this skirt?*

Would in question tags and short answers

You use *would* a lot in **question tags** and **short answers** and other **shortened constructions** to refer to **lexical verbs** that have just been used:

- *You'd like to go to Venice, wouldn't you?*
- *There'd be plenty to do at the summer camp, wouldn't there?*
- *People would complain, wouldn't they?*
- *This wouldn't make any difference, would it?*
- *'A scandal like that would bring down the government.' 'It certainly would.'*
- *'I'd love to climb Everest.' 'Well, I wouldn't.'*

- *'I wouldn't be upset if Angela married Ted.' 'Oh yes, you would'*
- *'Shall I post these letters?' Oh, yes please, if you would.'*
- *Mum would enjoy this book, and you would too.*
- *Aerobics wouldn't suit me and neither would line dancing.*
- *You'd benefit from a holiday, and so would I.*

For more information about how ***would*** can be used like this, see the chapter **ELLIPSIS AND SUBSTITUTION.**

Some uses of *would* in questions

- ***Would*** is used to make requests:
  - *Please would you move your car?*
  - *Would you help me with these bags?*
  - *Would you please phone for a taxi for me?*

Language Help

The form ***would you mind + ing*** form is another common way of making requests:

- ***Would you mind** waiting a few minutes?*

- ***Would you like*** and similar expressions are used for offers and invitations, and for finding out preferences:
  - *Would you like to join me for dinner?*
  - *Would you care for a drink at the bar first?*
  - *Wouldn't you like to do some sightseeing before dinner?*
  - *Would you rather wait till after dinner?*
  - *Would you prefer to be left completely alone?*

Language Help

- In accepting an offer or invitation, it's idiomatic to use ***would love*** in your reply:
  - *Would you like to go for a walk?' 'I'd **love** to.'*
  - *Would you care for a beer?' 'I'd **love** one.*

UNIT 43

THE MODAL VERB *SHOULD* AND THE SEMI-MODAL VERB *OUGHT*

We shall deal with ***should*** and ***ought*** together because their meanings and uses are very similar. Grammatically, however, they are different.

Should is a **modal** verb, so is used with the base form of lexical verbs:

- *I **should** apologize.*

Ought is a **semi-modal** verb, and is used with a *to*-infinitive:

- *I **ought** to apologize.*

The *to* of the *to*-infinitive is so much associated with ***ought*** that it is often referred to as ***ought to***.

The following negative contractions are possible with ***should*** and ***ought***.

FULL FORM	CONTRACTION
should not	***shouldn't***
ought not	***oughtn't***

Language Help

- ***Should*** in origin is the past tense of ***shall***. This explains its meaning of having a duty to do something.
- ***Ought*** is in origin the past tense of ***owe***, so it also has the basic meaning of being obliged or having a duty.

Senses shared by *should* and *ought*

- Both ***should*** and ***ought*** are used to give advice and say what is right or sensible:
  - *You **should** eat plenty of fruit.*
  - *You **ought to** take plenty of exercise.*
  - *You **ought to** go to the doctor and get some medicine for that cough.*
  - *You **ought to** turn off your computer when you go away.*
- Both ***should*** and ***ought*** are used to say what is morally right:
  - *We **should** give more generously to charity.*
  - *We **ought** always **to** tell the truth.*
  - *I **should** make better use of my time.*
  - *You **ought to** be kinder to your brother.*

- Both ***should*** and ***ought*** are used to recommend a particular experience:
  - *You **should** read this book – I'll lend it to you when I've finished it.*
  - *You **ought to** watch the latest series of Walking with Dinosaurs.*
  - *You **should** try the new sports centre – it's got everything!*
  - *There's a new Thai restaurant along the road – we **ought to** give it a go.*
- Both ***should*** and ***ought*** are used to say what is normally the case, even if it is not the case in the present circumstances:
  - *The screen-saver **should** operate automatically after a few minutes.*
  - *The figures in the two columns **ought to** add up to the same amount.*
  - *The door **should** open when the buzzer is pressed.*

Language Help

Common alternatives to ***should*** and ***ought to*** in this sense are ***be meant to*** and ***be supposed to***:

- *The figures in the two columns **are meant to** add up to the same amount.*
- *The door **is supposed to** open when the buzzer is pressed.*

For more information in these 'modal combinations', see the section **VERB PHRASES** in the chapter **PHRASES**.

- Both ***should*** and ***ought*** are used to comment unfavourably on people's progress, development, behaviour and so on, on the basis of what is normal and expected:
  - *The baby really **ought to** be walking by now.*
  - *You **should** be able to spell your own name at your age.*
  - *You've spent enough time on that translation – you **should** have finished by now.*
  - *It was silly of you to be rude to the manager – you **ought to** know better than that.*
- Both ***should*** and ***ought*** are used to make guesses and estimates about timing:
  - *The washing machine **ought to** have finished now – I'll go and take the washing out.*
  - *My parents **should** be in Hong Kong now if their journey's going according to schedule.*
  - *You **should** get my letter tomorrow – I posted it today.*
  - *The results **should** come back from the laboratory on Wednesday.*
- ***Should have*** and ***ought to have*** are both used with the **past participle** of the lexical verb to say what was advisable in the past, but wasn't done:
  - *I **ought to have** made a backup of those files.*
  - *You **should have** told the police about the accident.*
  - *I know I **ought to have** apologized.*

Negative sentences with *should* and *ought*

You can use the **negative contractions** or full forms:

- *We **oughtn't** to tell lies.*
- *Dad **shouldn't** swear in front of the children.*
- *You **ought not** to miss this great opportunity!*

- *The girls **should not** stay out so late at night.*
- *They **shouldn't have** left the children alone in the house.*
- *I **oughtn't to have** lost my temper.*

Should and *ought* in questions

yes-or-*no* questions

- open questions

  With ***should***, the subject comes **between *should*** and the **lexical verb**.

  With ***ought***, the subject comes **between *ought*** and the ***to*-infinitive** of the **lexical verb**:

  - ***Should** I try her handphone again?*
  - ***Ought** we **to contact** Kate's parents?*
  - ***Ought** the meat **to be** ready now?*
  - ***Should** the engine **be making** that funny noise?*

- **negative questions** (expecting the answer *yes*)
  With ***should*** the subject comes **between the negative contraction** and the **lexical verb**.

  With ***ought*** the subject comes **between the negative contraction** and the ***to*-infinitive**:

  - ***Shouldn't** we **clear up** the mess before leaving?*
  - ***Oughtn't** the children **to be** in bed?*
  - ***Shouldn't** the baby **be starting** to talk?*
  - ***Oughtn't** we **to have paid** this telephone bill?*

Grammar Help

- A more formal and literary combination is possible, using full forms, and placing ***not*** after the subject:
  - ***Should you not phone** the doctor?*
  - ***Should I not have clicked** on 'yes' in the dialogue box?*
  - ***Ought we not to discuss** the question of money?*
  - ***Ought you not to have removed** the outer packaging before microwaving?*

wh-questions

- If the ***wh***-word or phrase is the **object** of the lexical verb, with ***should*** the subject comes between ***should*** and the lexical verb, and with ***ought*** the subject comes between ***ought*** and the ***to***-infinitive:
  - *What **should we do** about changing our money?*
  - *Who **ought I to send** invitations to?*
  - *Whom **should we inform** about the error?*
  - *Which option **ought I to click** on?*

- You also put the subject after ***should*** or ***ought*** if the ***wh***-word is an **adverb**:
  - *How **should we arrange** the seating?*
  - *When **ought the washing machine to finish** its cycle?*
  - *Why **shouldn't I make** the most of my opportunities?*

  But the ***wh***-word itself may be the subject of the lexical verb.
  If so the order is **subject + *should* + lexical verb**, or **subject + *ought* + *to*-infinitive**:
  - ***What should happen** next?*
  - ***Who ought to be invited**?*

- *Which job **should** have priority?*

Should and *ought* in question tags and short answers

You use ***should*** and ***ought*** a lot in **question tags** and **short answers** and other **shortened constructions** to refer to **lexical verbs** that have just been used:

- *You shouldn't go swimming just after a meal, **should you?***
- *There ought to be paper in this printer, **oughtn't there?***
- *If goods are faulty you should complain, **shouldn't you?***
- *The engine oughtn't to make a noise like that, **ought it?***
- *'The people responsible for this disaster should be locked up.' 'They certainly **should.**'*
- *'Ought I to apologize?' 'Yes, you **ought.**'*
- *'I could go and see that exhibition.' 'Yes, I think you **ought to.**'*
- *'The management shouldn't give us false hopes about promotion.' 'No, they **shouldn't.**'*
- *I don't visit my grandmother as often as I **should.**'*
- *I haven't time to take a rest, though I know I **ought to.***
- *You shouldn't gossip, and **neither should I.***

Grammar Help

When you use ***ought*** in short answers and other shortened constructions, you include the ***to*** of the ***to***-infinitive if ***ought to*** is not used in the first part of the communication, but if ***ought to*** is used in the first part, you can omit ***to***:

- *'I go for a jog every morning.' 'I **ought to** as well.'*
- *'You **ought to** relax more.' 'Yes, I **ought.**'*

For more information about how ***should*** and ***ought*** can be used like this, see the chapter **ELLIPSIS AND SUBSTITUTION.**

Language Help

A common alternative to ***should*** and ***ought to*** is the idiom ***had better.***
You use ***had better*** (or the contraction ***'d better***) for **specific rather than general** duties and necessities:

- *We'd **better** fill the car with petrol.*
- *I'd **better** tell Dave about the change in the schedule.*
- *You'd **better not** wait any longer – you'll miss your train.*
- ***Hadn't** we **better** call the doctor?*
- *I'd **better** lose some weight before the wedding, **hadn't** I?*
- *'Should I admit it was my fault?' 'You'd **better!**'*

For more information on this 'modal combination', see the section **VERB PHRASES** in the chapter **PHRASES.**

Some extra uses of *should*

■ People often use ***should*** or ***shouldn't*** in questions to express protest:

- *Why **should** I pick up your belongings for you?*
- *Why **should** Edward get paid more than me?*
- *How **should** I know what Ken's holiday plans are? Ask him yourself.*
- *Why **shouldn't** I make the most of my opportunities?*

Focus on Grammar

- *Should* is sometimes used in the *if*-clause of a conditional sentence in the present, to make a possibility seem less likely:
  - *If you see Jennifer, could you tell her about the alteration?*

  Or
  - *If you **should** see Jennifer, could you tell her about the alteration?*

  You can also use a form without *if*:
  - ***Should** you see Jennifer, could you tell her about the alteration?*

For more information, see the section on **conditional sentences** in the chapter **CONJUNCTIONS AND CLAUSES**

- There is a choice between ***should*** + lexical base form and the **subjunctive** (the form of a lexical verb without *-s* in the 3rd person singular) after **verbs** of recommendation:
  - *I suggest that the patient **should** travel to hospital in an ambulance.*

  Or
  - *I suggest that the patient **travel** to hospital in an ambulance.*

Language Help

The style using the subjunctive is typical of American English, and is becoming frequent in British English, though the style with ***should*** is still common in British English.

- Nowadays ***should*** is not much used as the past tense of ***shall***, but you will find it in older literature, for expressing the **future in the past** in reported speech and thought:
  - *I know I **shall** soon be well again.* (present)
  - *I knew I **should** soon be well again.* (past)

  Nowadays people prefer to use ***would***:
  - *I knew I **would** (or I'd) soon be well again.*

UNIT 44

THE MODAL VERB *MAY*

The modal verb *may* is used for expressing **possibility**, for **asking and giving permission**, and for expressing **wishes for the future**.

The following **negative contraction** is possible but rather rare nowadays:

FULL FORM	NEGATIVE CONTRACTION
may not	*mayn't*

Expressing possibility with *may*

- You use *may* for **future possibility** (including general possibility):
  - *Take an umbrella – it may rain.*
  - *We may need to engage more staff – it depends on how sales go.*
  - *If they arrive very late they may just want to go straight to bed.*
  - *You may find the last exercise quite difficult.*
  - *Exposure to unfamiliar bacteria abroad may cause dysentery.*

Grammar Help

You can also use ***might*** for future possibility:
- *Take an umbrella – it might rain.*

- You use *may* for expressing **present possibility**:
  - *That's my opinion – you may not agree.*
  - *It may seem unnecessary, but I always double-check the figures.*
  - *Many people may still be unaware of the dangers of global warming.*

Grammar Help

- You can also use ***might*** for present possibility:
  - *That's my opinion – you might not agree.*
- Sometimes ***well*** is used to emphasize a possibility:
  - *People may well (or might well) be unaware of the dangers.*

- You use *may have* + **past participle** for expressing **real possibility in the past**, especially for suggesting something that explains the present situation:
  - *Mum's out – she may have (= perhaps she has) gone shopping.*
  - *This movie seems familiar – I may have (= perhaps I have) seen it already.*
  - *I think we may have met somewhere before.*

Grammar Help

- You can also use ***might have*** for **real** possibility in the past:
  - *This movie seems familiar – I **might have** seen it already.*
- But you should use ***might have*** (not *may have*) for **unreal** possibility in the past (that is, for something that was possible but didn't happen):
  - *You were an idiot to take that risk – you **might*** (not *may*) ***have** got into serious trouble* (although you didn't).

- You can use ***may have*** + **past participle** for expressing **possibility in the future:**
  - *I **may have moved** house by the time I see you again, so I'll give you my new address now.*

Grammar Help

You can also use ***might have*** with this future sense:
*I can't plan as far ahead as 2040 – I **might have** moved into a retirement home by then!*
This is the **future perfect** tense; for more information see the next chapter **TENSES.**

- ***May*** and ***may have*** are often used in a 'concessive' sense, expressing the idea that even if something is the case, there is a more important fact to consider:
  - *He **may** love sport, but* (even if he does love sport) *he must do his schoolwork as well.*
  - *You **may** laugh, but* (even if you do laugh) *I won't change my oldfashioned methods.*
  - *Intelligent as she **may be*** (= even if she is intelligent), *she can be very stupid.*
  - *He **may have** written wonderful music, but* (even if he did) *he was a difficult man to live with.*

For more information, see the section **Adverbial clauses of concession** in the chapter **CONJUNCTIONS AND CLAUSES.**

- ***May*** and ***may have*** are often used with ***be + ing*** form:
  - *We **may be going*** (= we may go) *to Greece in May.*
  - *Don't phone me before 7.00 – I **may be putting** the baby to bed.*
  - *Sorry I didn't hear the phone – I **may have been drying** my hair.*

Language Help

Might + be+ ing form is also possible:
- *We **might be moving** house next year*
- *Sorry I didn't hear the phone – I **might have been drying** my hair.*

Giving permission with *may*

You use ***may*** in granting permission:

- *You **may** leave now.*
- *If you've finished those exercises, you **may** read quietly.*
- *Candidates **may** use calculators during the exam.*
- *Each invitee **may** bring one guest.*

Language Help

- ***May*** is typically used in the *act* of giving permission; in situations where permission has already been given, it's more natural to use ***be allowed to***:
  - *I'm **allowed to*** (not *may*) *watch late-night movies at weekends.*
- ***Can*** is also used, more informally, for granting permission:
  - *You **can** go in now.*

Negative sentences with *may*

Since the negative contraction ***mayn't*** is rarely used nowadays, the full form ***may not*** is the usual form.

- ***May not*** can express a **possibility** that something will not happen, or is not the case:
  - *Let's discuss the problem now – there **may not** be an opportunity later on.*
  - *We're early. The bus **may not** come for quite a while.*
  - *She **may not** realize it, but she's causing a lot of trouble.*
  - *That **may not** be true.*
- ***May not have*** + **past participle** can express a **possibility** that something did not happen:
  - *I do apologize for the confusion – I **may not have explained** the situation sufficiently clearly.*

Language Help

Notice the difference in meaning between ***may not*** and ***can't***:

- *That **may not** be true* (= it's possible that that isn't true).
- *That **can't** be true* (= it's impossible that that is true).
- *She **may not** have received* (= it's possible that she didn't receive) *my message*
- *She **can't** have received* (= it's very unlikely that she received) *my message.*

- ***May not*** is used for denying **permission**:
  - *Quiet, please – you **may not** talk in the library.*
  - *Passengers **may not** smoke anywhere on the aircraft.*
  - *Books **may not** be removed from the shelves without permission.*

Language Help

- ***May not*** is typically used in the *act* of denying permission (for example by means of a spoken ban, or a notice on the wall); in situations where permission has already been denied, you usually use ***not be allowed to*** rather than ***may not***
  - *I'm **not allowed to*** (rather than *I may not*) *go to discos by myself.*
- ***Can't*** is used more informally for denying permission:
  - *You **can't** go in yet.*

Questions with *may*

yes-or-no questions

open questions

- The chief use of ***may*** in open questions is to ask **permission** politely (often beginning or ending the question with ***please***) or to make a polite offer.

  The subject comes **between *may*** and the **lexical verb**.

  - *Please may I use your calculator?*
  - *May I see your ticket, please?*
  - *Are you lost? **May I show** you the way?*
  - *May we **help** you carry those bags?*

> **Language Help**
>
> More informally, ***can*** is possible:
> - *Can I use your calculator?*

- ***May*** is used only in very formal contexts for asking about **possibility**. There are various preferred ways of putting questions about possibility, for example:
  - *Is it possible **that** she's mistaken?* (not *May she be mistaken?*)
  - *Are we likely **to** need more cash?* (not *May we need more cash?*)
  - *Could **he** have missed the bus?* (not *May he have missed the bus?*)

- **negative questions** (expecting the answer *yes*)
  Since the negative contraction ***mayn't*** is rarely used, and the full negative alternatives ***may I not, may he not*** and so on are very formal, there are preferred alternatives to using ***may*** in negative questions, for example in asking **permission** or in talking about **possibility**:
  - ***Couldn't we*** (rather than *mayn't we* or *may we not*) *see the patient for just a few minutes?*
  - ***Mightn't she*** (not *mayn't she* or *may she not*) *be wrong about that?*
  - ***Isn't it possible*** *that he has* (rather than *mayn't he have or may he not have*) *missed the bus?*

wh-questions

Again, there are preferred alternatives to using ***may*** in ***wh***-questions, for example:

- in asking **permission**:
  - *What **can*** (rather than *what may*) *I do for you this morning?*
  - *Where **can*** (rather than *where may*) *we hang our coats?*
  - *Why **can't** we* (rather than *why mayn't we* or *why may we not*) *go in?*

> **Language Help**
>
> You will sometimes hear call-centre staff or hotel receptionists saying *How may I help you?* but
> - *How can I help you?* is more natural English.

- in talking about **possibility**:
  - *Who **might*** (rather than *who may*) *be able to help?*
  - *What **could** have* (rather than *what may have*) *happened to them?*
  - *Where **might** he* (rather than *where may he*) *have hidden the money?*

May in question tags and short answers

Question tags using ***may*** are rare, because of avoidance of the negative contraction ***mayn't***. Full forms such as *may I not, may he not* are very formal. There are preferred alternatives, for example:

- *We can go in now, **can't** we?* (rather than *We may go in now, mayn't we* or *We may go in now, may we not?*)
- *There might be a restaurant at the museum, **mightn't** there?* (rather than *There may be a restaurant at the museum, mayn't there* or *There may be a restaurant at the museum, may there not?*)

May is used in **short answers** and other **shortened constructions**, to refer to **lexical verbs** that have just been used:

- in dealing with **permission:**
  - *'May we watch television now?' 'Yes, **you may.**'*
  - *'Please may I borrow your calculator?' 'No, **you may not.**'*
  - *I'll have another piece of cake, if **I may.***
  - *Joanna, you may leave now, and so **may Helen.***
  - *John, you may not leave yet, and neither **may Peter.***
  - *Shall we go in and see the patient? The nurse says **we may.***
- in dealing with **possibility:**
  - *'There may be another explanation.' 'You're right – **there may.**'*
  - *'Are you going to go the lecture tonight?' 'I don't know. I may or I may not.'*
  - *'Are Tim and Jo joining us this evening?' '**They may be.**'*
  - *'Has the mail come yet?' 'It **may have** – I haven't checked.'*
  - *'Was the man wearing glasses?' 'I can't remember. **He may have been.**'*
  - *Robert will probably attend that conference and I think I **may** too.*

Grammar Help

Notice that the full form ***may not*** is used in short answers and other shortened constructions, rather than *mayn't*:

- *'May I see your operation scar?' 'No, **you may not.**'*
- *I expect it'll rain, but **it may not:** you never know.*

For more information about how ***may*** can be used like this, see the chapter **ELLIPSIS AND SUBSTITUTION.**

May as well

You use the expression *I **may as well** do something* when there is no better alternative, and no good reason preventing you from doing it:

- *I may as well tell you now, because soon everyone will know – I'm going to have a baby!*
- *Susan's late as usual, but **we may as well start** the lesson without her.*
- *Since you're going to the dentist this morning and the doctor this afternoon, you may as well take the whole day off.*

Language Help

Might as well is also possible:

- *We might as well eat the rest of the pie, seeing there isn't enough for another meal.*

May in wishes

May is used in rather formal good wishes; the **subject** comes **between** ***may*** and the **lexical verb**:

- *May you both be very happy!*
- *Here's to us – may we all enjoy long and happy lives!*
- *Good luck to all the riders, and may the best horse win!*

UNIT 45

THE MODAL VERB *MIGHT*

The modal verb ***might*** shares several uses with ***may*** and has several of its own.

- ***Might*** has the following negative contraction:

FULL FORM	NEGATIVE CONTRACTION
might not	*mightn't*

Might used interchangeably with *may*

Might is interchangeable with ***may*** in the following uses.

- **future possibility** (including general possibility):
  - *I'm going to the ballet on Tuesday so I **might** (or **may**) see you there.*
  - *Slapping children **might** (or **may**) occasionally be effective, but is not recommended.*
- **present possibility:**
  - *I think the performance starts at 7.30, but I **might** (or **may**) be wrong about that.*
- **real past** or **future possibility** using ***might have*** + **past participle:**
  - *Jim's not answering his phone – he **might** (or **may**) **have** (= perhaps he has) **left** his house already – I'll try his handphone.*
  - *The person who phoned rang off when I answered – it **might** (or **may**) **have been** (= perhaps it was) a wrong number.*
  - *Next year is a long way off – I **might** (or **may**) **have** (= perhaps I shall have) changed my mind by then!*

Language Help

Well is sometimes added to emphasize a possibility:
- *Exposure to unfamiliar bacteria abroad **might well** cause dysentery.*

- **'concessive' use:** saying that even if such-and-such is the case, there is something more important to consider:
  - *He **might** (or **may**) be a first-class goalkeeper, but he's not a good all-round player.*
  - *She **might have** (or **may have**) written excellent English, but her novels are boring.*
- ***might*** (or ***may***) ***as well***

  You say you ***might*** (or ***may***) ***as well do something*** if there is no better alternative, and nothing to stop you doing it:
  - *I'm not going to be able to finish this job tonight, so I **might as well** go to bed.*

Other uses of *might*

might as the past tense of *may*

- *Might* is used to express the **future in the past** in **reported speech and thought**. In this use it is acting as the past tense of *may* (or its alternative *might*) used in direct speech or thought:

DIRECT SPEECH/THOUGHT	REPORTED SPEECH/THOUGHT
'I may catch the 4.30 train if I hurry,' he thought.	*He realized he might catch the 4.30 train if he hurried.*
'There may be trouble,' warned Jim.	*Jim warned that there might be trouble.*
'I think you might like this book,' said Nancy.	*Nancy said she thought I might like the book.*
'I may call later,' said Peter.	*Peter said he might call later.*
'She may have missed the bus,' suggested Joe.	*Joe suggested that she might have missed the bus.*

- *Might* acts as the past tense of *may/might* after structures such as *looked as if, felt as though,* and so on:

PRESENT	PAST
It looks as if it may rain.	*It looked as if it might rain*
I feel as if I might faint.	*I felt as if I might faint.*
It sounds as though the deal may fail.	*It sounded as though the deal might fail.*

Language Help

Might is not used much in reporting 'permission' *may*, because, although it is perfectly correct, it sounds very formal. *Could* is more usual:

- *'May George use your phone?' she asked.*
- > *She asked if George could* (rather than *might*) *use our phone.*
- *'You may take a brochure' the receptionist told us.*
- > *The receptionist told us we could* (rather than *might*) *take a brochure.*

might in conditional sentences

- in the **present** (called 'second conditional')

  Using *might* in the main clause of a conditional sentence has a meaning similar to using *perhaps* with *would*:

  - *You might* (= perhaps you would) *hear better if you wore your hearing aid.*
  - *People might* (= would perhaps) *object if you left your rubbish on the pavement.*

- **unreal conditions in the past** (called 'third conditional')
  ***Might have* + past participle** is used a lot in situations where something was possible, but didn't happen:

- *We **might have saved** a lot of time* (but we didn't) *if we'd had this data earlier* (but we didn't have it).
- *I **might have won*** (but I didn't) *if I hadn't had that fall* (but I did have that fall).

Grammar Help

You will hear some people using *may have* for unreal conditions in the past, but ***might have*** is preferable (because in standard usage it signals an unreal condition):

- *She **might have*** (not *may have*) ***survived*** (but she didn't) *if she had been wearing more suitable clothing for the mountains* (but she wasn't).

For more information about **conditional sentences**, see the chapter **CONJUNCTIONS AND CLAUSES.**

might for polite suggestions

You can use *might* to make tentative suggestions:

- *You might like to consider a short-term loan from the bank.*
- *We might stop soon and find somewhere for lunch – what do you think?*
- *You might write me a short account of the event in English – it would be good practice.*

might for complaining

Might and *might have* are both used for complaining that somebody isn't doing, or didn't do, something; *might* is stressed in this use:

- *You **might** help me clean this mess up!*
- *They **might** have warned us they were arriving early!*

Language Help

This use is shared with ***could***:

- *You **could** make your own bed!*
- *They **could** have left the maid a small tip!*

I might have known!

You say ironically that you ***might have known*** or ***guessed*** something when you realize you should have been prepared for it to happen:

- *I might have known she'd be late!*
- *We shouldn't have eaten on our way here – we might have guessed they'd have a great big meal ready for us!*

Negative sentences with *might*

The negative contraction ***mightn't*** is used but is not as common as the full form ***might not***:

- *You can't leave your rubbish there – people **mightn't** like it.*
- *We might not arrive before dark.*
- *The child might not behave so badly if his parents showed him a bit more affection.*
- *She might not have realized that you've changed your e-mail address.*
- *I might not have spotted you if you hadn't been wearing such a colourful outfit!*

Might in questions

yes-or-*no* questions

■ **open questions**

The subject comes **between** the **modal** *might* and the **lexical verb**:

- *Might I suggest a different interpretation?*
- *Might things have been different if they'd had a son?*
- *Under what circumstances might a normal person be driven to commit murder?*

Language Help

- *Yes-or-no* questions using ***might*** are rather formal. As a less formal alternative, people often introduce a ***might*** question with something like ***do you think***:
  - ***Do you think*** *things* ***might*** *have been different if they'd had a son?*
- Asking permission using ***might I*** or ***might we*** is much more formal and tentative than using ***may***, but they are sometimes used in mock politeness:
  - ***Might I*** *suggest that you all stop shouting?*

- **negative questions** (expecting the answer *yes*)

  The subject comes **between** the **negative contraction of might** and the **lexical verb**:

  - ***Mightn't*** *it be more sensible to wait?*
  - ***Mightn't*** *the author* **object** *if you used her material without permission?*

Grammar Help

Another combination is possible, using full forms, and placing **not** after the **subject**:

- ***Might*** *the participants* ***not appreciate*** *a mug of soup at the end of their walk?*
- ***Might*** *it* ***not save*** *trouble to send a text message?*
- ***Might*** *the murderer* ***not have left*** *fingerprints around the room?*

Language Help

Again, **negative** ***yes-or-no*** questions using ***might*** are rather formal. A less formal alternative is to introduce the question with ***don't you think***:

- ***Don't you think*** *it* ***might*** *save time to send a text message?*

wh-questions

- You put the **subject** between ***might*** and **the lexical verb** if the ***wh***-word or phrase is the **object** of the lexical verb.
  - *What* ***might*** *they* ***like*** *as a wedding present?*
  - *Whom* ***might*** *we* ***consult*** *about this?*
  - *What course of action* ***might*** *you* ***choose*** *if you were in my position?*
- You also put the **subject** between ***might*** and **the lexical verb** if the ***wh***-word is an **adverb**:
  - *How* ***might*** *the situation* ***have been saved?***
  - *When* ***might*** *you* ***complete*** *the work?*

  But the ***wh***-word itself may be the **subject** of the lexical verb. If so the order is **subject** + ***might*** + **lexical verb**:
  - *What arrangement* ***might*** ***suit*** *your mother best?*

- *What might have happened if we'd agreed to the kidnappers' demands?*
- *Who might be suitable for the lead role?*

Might in question tags and short answers

Might is used in **question tags, short answers** and other **shortened constructions** to refer to lexical verbs that have just been used:

- *It might rain later, **mightn't it?***
- *We'd better put these toys away – someone might trip over them, **mightn't they?***
- *Some people mightn't approve of jokes like that, **might they?***
- *'It might be a better idea to meet at the theatre.' 'You're right, it might.'*
- *'Is there an afternoon performance on Wednesday?' 'There might be.'*
- *'Are you going to Henry's funeral?' 'I'm not sure. I might not.'*
- *'Would you like to read my newspaper?' 'If I might – thank you so much.'*
- *'Would this play succeed on the New York stage?' 'It might or it might not – it depends.'*
- *Hugh's taking some leave at the end of the month, and I might too.*
- *George agreed to the proposal in the end – I thought he might.*

Grammar Help

Notice that in short answers and other shortened constructions, the full form ***might not*** is used, not the contraction ***mightn't***:

- *I was intending to take an evening class in Thai cookery, but I might not after all.*

For more information about how ***might*** can be used like this, see the chapter **ELLIPSIS AND SUBSTITUTION**.

UNIT 46

THE MODAL VERB *MUST*

Must has two main uses: to express various kinds of **obligation** and **necessity** and to express **certainty** and **probability**.

Must has the following negative contraction:

FULL FORM	NEGATIVE CONTRACTION
must not	*mustn't*

Expressing obligation and necessity with *must*

- You say people *must* do something if there is a **requirement** such as a **law** or **rule**:
  - *Everybody must possess a valid passport.*
  - *Members of Parliament must declare their business interests.*
  - *You must insure your car.*
  - *Candidates must speak at least two languages fluently.*
  - *The instructions must be written in comprehensible English.*
- You use *must* to express the idea of **urgency** or **necessity**:
  - *I must go this minute – I absolutely must catch that 5.30 train.*
  - *We must control our expenditure.*
  - *Ambulances must be enabled to get to the scene of an accident with the least possible delay.*
  - *I simply must do some revision for my exam tomorrow.*
- You use *must* to recommend **morally right, reasonable** or **considerate behaviour**:
  - *We must consider other people's convenience as well as our own.*
  - *You must be polite to older people.*
  - *You must try to be tidier.*
- You use *must* for **personal resolutions** and **memoranda**:
  - *I must lose some weight before the vacation.*
  - *I must drink more water.*
  - *I must give Jane my new e-mail address.*
- *Must* is used in urging and encouraging others:
  - *Now, you must write clearly in the exam.*
  - *You must practise the piano more.*

- *You **must** speak confidently and clearly.*
- *Everyone **must** do their best – no-one can do more than that.*

■ You use *must* for **recommendations, proposals** and **invitations**:

- *You **must** join my fitness centre – it's got everything!*
- *You **must** read Tracy Chevalier's new novel.*
- *Well, I did enjoy our evening – we **must** get together again soon.*
- *You **must** come round sometime and meet my family.*

■ ***must* and *had to***

Must has no past tense, so ***had to*** is used instead of ***must*** in a past context:

PRESENT	PAST
*It's six o'clock already – I **must** hurry.*	*It was already six o'clock, so I **had to** hurry.*
*We **must** cut down on expenses.*	*We **had to** cut down on expenses.*

But in **reported speech and thought**, it's OK to use ***must*** in a past context:

DIRECT	REPORTED
*'We **must** arrive punctually,' she said.*	*She said that they **must** arrive punctually.*
*'I **must** pull myself together' he thought.*	*He realized he **must** pull himself together.*

■ **negative sentences with 'obligation' *must***

Something that you ***must not*** do is something that you are **forbidden to do**, or **should not do**. The negative contraction ***mustn't*** and the full form ***must not*** are both very common:

- *You **must not** drive without insurance.*
- *You know you **mustn't** run in the corridor.*
- *We **must not** spend beyond our income.*
- *I **must not** forget the sacrifices my parents made for me.*
- *Come on – we **mustn't** be late!*
- *Well, cheers – I **mustn't** take up any more of your valuable time.*
- *You **mustn't** give up so easily!*
- *You **mustn't** miss the new Bond film!*

In a negative context in the **past**, instead of ***must not*** you use alternatives such as ***not allowed to***, or ***couldn't***, or ***wasn't to*** or ***weren't to***:

PRESENT	PAST
*You **must not** leave this building.*	*We **were not allowed to** leave the building.*
*You **mustn't** tell anyone!*	*I **wasn't to** tell anyone.*
*We **mustn't** laugh – we'll spoil it if we do.*	*We **couldn't** laugh – we'd have spoilt it if we had.*

But in **reported speech and thought**, it's OK to use ***must not*** in a past context:

DIRECT	REPORTED
'Passengers must not smoke in the toilets,' they were told.	*Passengers were told they must not smoke in the toilets.*
'I mustn't lose my temper,' he thought.	*He knew he mustn't lose his temper.*

Language Help

Must not is used for **forbidding** someone to do something. If you want to express the **lack of obligation or necessity** to do something, you use ***don't have to, haven't got to, need not*** (or ***needn't***) or ***don't need to***:

- *You **need not** apply for a visa if you are staying for less than a fortnight.*
- *Be independent – you **don't have to** copy other people!*
- *I **haven't got to** get up early tomorrow.*
- *I stayed at the party till very late, since I **didn't have to** get up early the next day.*
- *Apparently we **didn't need to** report the accident to the police.*

Expressing certainty and strong probability with *must*

- You use ***must*** to say that something is **very probable** or **likely**:
  - *Dan **must** be out. He isn't answering the telephone.*
  - *Hallo! You **must** be Peter.*
  - *There **must** be at least a thousand spectators here.*
  - *There's the doorbell – that **must** be George at last.*
  - *John **must** sometimes regret not having taken a university degree.*
  - *A big concert like that **must** take a lot of preparation.*
  - *Their son is serving abroad in a war zone – that **must** worry them a lot.*
- You use ***must have*** + **past participle** for **probability** in the **past**:
  - *You **must have been** very worried when you heard about the air crash.*
  - *It **must have been** about 10.30 when she telephoned.*
  - *That concert **must have taken** a lot of preparation.*
  - *The kids were very upset – they **must have heard** their parents quarrelling.*
  - *I **must have met** Helen before, though I don't remember doing so.*
- In **reported speech** and **thought** ***must*** refers to the time of speaking, and ***must have*** to a time previous to that:

DIRECT	REPORTED
'She must be joking,' I thought.	*I thought she must be joking.*
'I must have dropped my keys,' he said.	*He said he must have dropped his keys.*

Language Help

- **'Probability' *must*** and ***must have*** are used a lot in **sympathetic reactions**:
  - *'We have two grandchildren.' 'Oh, that **must** be fun!'*
  - *'I have to give myself injections four times a day.' 'Oh, that **must** be a nuisance.'*
  - *'We lost all our baggage on the return flight.' 'Oh, that **must have** been awful for you!'*
- Informally, ***have to*** and ***have got to*** can be used instead of **'probability' *must***:
  - *You **have to** be joking.*
  - *I've **got to** be dreaming.*
  - *I couldn't believe it – it **had to** be a joke.*

- **negative sentences about probability**

  To comment that something is or was extremely **unlikely**, you use ***can't*** or ***can't have*** rather than *mustn't* or *mustn't have*:

  - *The distance **can't** be more than four kilometres.*
  - *It **can't** take two weeks to write one little essay!*
  - *Surely that **can't** be the time!*
  - *There **can't** be a nicer hotel anywhere!*
  - *You **can't have** heard the awful news yet – I'd better tell you.*
  - *Ben **can't have** switched on his handphone – there's just a recorded message.*

  To say that something is **not necessarily so**, you use ***needn't*** or ***don't have to***:

  - *'With criminals there's always a history of parental abuse.' 'There **doesn't have to** be.'*
  - *In principle, Communism **needn't** be a bad thing – it's the leadership that becomes corrupt.*
  - *There's a theory that humans learnt to talk in order to deceive each other – but it **needn't have** happened like that.*

Questions with *must*

yes-or-*no* questions

- **open questions**

  The subject comes **between** the **modal *must*** and the **lexical verb**:

  - ***Must** I eat all these vegetables?*
  - ***Must** we watch this rubbish on television?*
  - ***Must** you play your stereo as loudly as that?*

Language Help

Open questions with ***must*** are typically protests:

- ***Must** I hear all about Agnes's faults yet again?*

Grammar help

- Notice that it is typically **'obligation' *must*** that forms open questions.
- You can use ***have to*** or ***have got to*** as an alternative to ***must***:
  - *Do I **have to** eat all these vegetables?*
  - ***Have** we **got to** watch this rubbish?*

- **negative questions** (expecting the answer *yes*)
  The subject comes **between** the **negative contraction** of *must* and the **lexical verb**:
  - *Mustn't it be lovely to be a millionaire!*
  - *Mustn't they be proud of their son!*
  - *Mustn't it have come as a surprise to learn that the earth went round the sun!*

Grammar Help

Notice that it is typically **'probability' *must*** that forms negative questions, and that the questions tend to be exclamatory in nature.

wh-questions

- You put the subject between ***must*** and the lexical verb if the ***wh***-word or phrase is the **object** of the lexical verb.
  - *What must we do to get our supporters along to the polling stations?*
  - *What must people think when they see our untidy house?*
- You also put the subject between ***must*** and the lexical verb if the ***wh***-word is an **adverb**:
  - *Why must I always be the one to answer the telephone?*
  - *Why mustn't we mention the subject in front of Dad?*
  - *How must it feel to lose your only child?*
- But the ***wh***-word itself may be the subject of the lexical verb.

  If so the order is **subject + *must* + lexical verb**:
  - *What must be done first?*
  - *Who must be informed?*

Grammar Help

- **'Obligation' *must*** in ***wh***-questions is rather rare. It is more usual to use ***can*** or ***should***:
  - *What can we do to persuade more people to use their vote?*
  - *What should take priority?*
  - *How should we proceed?*

  But protests worded ***why must*** are common and natural:
  - *Why must you leave your room in such a mess?*
- ***wh***-questions involving **'probability' *must*** are typically exclamatory:
  - *I do apologize for not thanking you – what must you think of me!* (= you must be shocked at me)

Non-exclamatory **probability *wh*-questions** typically use ***can***:
- *What can have happened to her?*
- *Who can be responsible for this fiasco?*

Must in question tags and short answers

Must and ***mustn't*** are used in **question tags** and **short answers** and other **shortened constructions** to refer to lexical verbs that have just been used.

'Obligation' *must* and **'probability' *must*** are equally well represented in these uses:

- *We must get the car insured, mustn't we?*

- *It must be great to be a celebrity, **mustn't it?***
- *We mustn't lose hope, **must we?***
- *Her parents must be overjoyed to have their daughter safely back, **mustn't they?***
- *Dave must be pleased with the sales of his book.' 'Yes, he **must.'***
- *'Off you go to bed now.' 'Oh, **must I** really?'*
- *You must all take a turn at steering the yacht. I **must** too.*
- *'Well, I must get back to work now.' 'So **must I.'***
- *'There must be a blockage in the drainpipe.' 'So **there must.'***
- *Ken can use his drumkit in the basement, if **he must.***

Grammar Help

In a negative context, '**probability**' ***must*** and ***mustn't*** are usually replaced by ***can*** or ***can't*** in question tags and short answers:

- *'**It can't** be easy bringing up six children on your own, **can it?**' 'No, **it can't.**'*
- *'I suppose he **must** enjoy living beside the railway.' '**He can't** – the noise must be awful.'*

For more information about how ***must*** can be used like this, see the chapter **ELLIPSIS AND SUBSTITUTION.**

UNIT 47

THE SEMI-MODAL VERBS *DARE*, *NEED* AND *USED TO*

The verbs ***dare***, ***need*** and ***used to*** behave like modal verbs in certain ways, but each in a different way. This section shows some common ways of using these three verbs.

DARE

The verb ***dare*** is used mainly with **negatives** (or in negative contexts), in **questions**, and after ***if***.

- *Dare* has the following negative contraction:

FULL FORM	CONTRACTION
dare not	*daren't*

Dare as a modal verb

- *Dare* can be used as a **modal verb**, with the base form of a lexical verb:
  - *I'm worried, but I **daren't** tell my parents the truth.*
  - *He's uncertain whether he **dare** trust her.*
  - *If I **dare** criticize him, he flies into a temper.*
  - *Dare you wear a nose ring?*
  - *What's the matter with you? **Daren't** you contradict him?*

Language Help

Open ***yes-or-no*** questions with ***dare*** as a modal are rather formal, but are sometimes used in mock tentativeness:

- ***Dare** I mention that there's a smell of burning?*

Grammar Help

- The 3rd person singular can have a final *s* like an ordinary lexical verb:
  - *He's uncertain whether he **dares** trust her.*
- The past tense can be ***dare*** (rather formal) or ***dared***:
  - *He was uncertain whether he **dare** trust her.*
  - *He was uncertain whether he **dared** trust her.*

- *Dare* can also be used with *do* as an auxiliary, but still with the base form of the lexical verb: This is particularly common in a past context:
  - *I was worried, but I **didn't dare** tell my parents the truth.*
  - *We knew it was unjust, but we **didn't dare** complain.*
  - *I **don't dare** tell him he's wrong.*
  - *The question is, **do** I **dare** sing a solo?*

Grammar Help

The forms ***dare, dare not, daren't,*** and ***dared not*** are also possible in the past, especially in reported speech or thought:

- *The river looked rather deep to him; **dare** he wade across or not?*
- *She told me she **dare not** disobey her parents.*
- *I was worried, but I **daren't** tell my parents the truth.*
- *I remained in my hiding place and **dared not** move a muscle.*

Dare as a lexical verb

- *Dare* can also be used as a full lexical verb, followed by a *to*-infinitive:
  - *I was worried, but I **didn't dare** to tell my parents the truth.*
  - *The question is, **do** I **dare** to sing a solo?*

Grammar Help

The forms ***daren't, dare not*** and ***dared not*** are never used with a ***to***-infinitive:

- *She **dared not speak*** (not *dared not to speak*).

Language Help

Used in a positive context, a ***to***-infinitive after ***dare*** can express the idea of facing up to a challenge:

- ***Dare to be** an individual!*
- *I once **dared to tell** her she was wrong.*

- *Dare*, unlike full modals, can combine with auxiliaries and other modals:
  - *I wouldn't **dare** disobey my parents.*
  - *I might have **dared to** wade across the river if the water hadn't been so rough.*
  - *I'd never have **dared** challenge her authority if I hadn't felt completely justified.*
- Modal *dare* is used in **short answers** and other **shortened constructions**, to refer to lexical verbs that have just been used:
  - *'Go on, jump!' 'No, **I daren't.**'*
  - *I bet you daren't jump that stream.' 'Oh, **daren't I**? Just watch!'*
  - *I feel I ought to tell my parents the truth, but **I daren't.***
  - *George daren't commit himself to a permanent relationship, and I suppose **I daren't** either.*
  - *I may mention the problem to him later on, if **I dare.***

Useful idioms with *dare*

- ***How dare you!*** expresses fury at someone's behaviour or language:
  - ***How dare you** criticize me in public!*
  - *'You're just a mindless control freak.' **'How dare you!'***

Grammar Help

How dare you is never used with a ***to***-infinitive.

- ***Don't you dare!*** is a strong prohibition:
  - ***Don't you dare** get mixed up with druggies!*
  - *'Suppose I tell them the truth?' **'Don't you dare!'***

- *You dare!* expresses anger at someone's behaviour, or is a strong prohibition:
  - *You dare criticize me in public like that!*
  - *'Suppose I tell them the truth?' 'You dare!'*
- *if you dare* is a rather old-style warning against doing something:
  - *He thinks he has everything under control. Interfere if you dare!*
- *I dare say* (also spelt *daresay*) means 'I expect' or 'I expect so':
  - *I dare say they'll get married soon, now that they've found a house.*
  - *'Do you think they'll get married soon, now that they've found a house?' 'I daresay.'*

NEED

The semi-modal verb *need* can be an ordinary **lexical** verb or a **modal** verb:

Need as a modal verb

Need is used only in **negative** contexts, or in questions expecting the answer *no*.

Need has the following negative contraction:

FULL FORM	CONTRACTION
need not	*needn't*

- *Need* is used with the **base form** of lexical verbs:
  - *I needn't remind you how important this is.*
  - *I want a few words with Jennifer – the rest of you need not stay.*
  - *I don't think we need discuss that now.*
  - *Need you go yet?*
  - *Need we tell anyone about the mistake?*
  - *No one need contribute more than they can afford.*
- *Need* + *have* + **past participle** is used to say that something was unnecessary or could have been avoided in the past:
  - *I passed my test easily – I needn't have got so nervous.*
  - *Need you have made such a fuss?*
- In **reported speech** or **thought** *need* refers to the time of speaking, and *need have* to a time earlier than that:
  - *I was told I needn't wait.*
  - *I realized that I needn't have waited.*
- *Need* is used in **question tags, short answers,** and other **shortened constructions** to refer to **lexical verbs** that have just been used:
  - *You needn't go yet, need you?*
  - *Jeremy needn't be on duty at the door all evening, need he?*

- *'Is the show nearly sold out? Should we **book seats?**' 'No, **you needn't**; there are plenty left.'*
- *'Did you reserve a seat?' 'Yes, but I **needn't have** – the train was nearly empty.'*

Need as a lexical verb

- As a **lexical** verb, ***need*** adds ***s*** for the **3rd person singular** in the present tense, has **past tense *needed***, takes a *to*-infinitive, and uses ***do*** as an auxiliary:
  - *David **needs** to have wheelchair access.*
  - *I **needed** to borrow money urgently.*
  - *We **don't need** to check in till 11.30.*
  - *Do you **need** to see my passport?*
  - *I was told **didn't need** to show my passport.*
  - *You **don't need** to leave yet, **do you**?*
  - *We **need** to get petrol, **don't we**?*
  - *You can reserve seats if you like, but **you don't need** to.*
- Lexical ***need*** can combine with auxiliaries and modals like any other lexical verb:
  - *Will I **need** to change my password?*
  - *You might **need** to re-install that program.*
  - *We wouldn't have **needed** to stop for petrol if you'd filled the car up before we started.*

Language Help

In British English the contraction ***'ll*** (for ***shall*** or ***will***) is often combined with lexical ***need*** to say what action is going to be necessary:

- *You'll **need** to hurry if you want to catch the last bus.*
- *I'll **need** to make a list of all our requirements.*

Uses of *need*

Lexical *need* and **modal *need*** share the following meanings and uses. They are both used to talk about actions being **necessary**. Lexical ***need*** deals with both **necessary** and **unnecessary** actions; modal ***need*** deals with **unnecessary** ones. The following table shows some parallel meanings:

LEXICAL	MODAL
*We **need** to talk about this again.* *We **don't need** to talk about this again.*	*We **needn't** talk about this again.*
*She **needs** to have a check-up every month.* *She **doesn't need** to have a check-up every month.*	*She **needn't** have a check-up every month.*
*Do we **need** to take the car?* *We **don't need** to take the car, **do we**?*	*We **needn't** take the car, **need we**?* or *Need we take the car?*
*Why do you **need** to go to university anyway?*	*Why need you go to university anyway?*

Language Help

- There can be a difference in meaning between ***didn't need to*** and ***needn't have***:
  - *Since it was Saturday I **didn't need to** get up early.* (so I didn't get up early)
  - *I **needn't have** got up early — I forgot it was Saturday.* (I got up early unnecessarily)

  However, stressing ***need*** in ***didn't need to*** implies that you did get up:
  - *I didn't need to get up early – but I wanted to do some jobs.*
- There is a similar distinction in questions:
  - ***Need** you **have** called the police?* (The police were called unnecessarily)

  With the form ***Did you need to** call the police?* (or *You **didn't need to** call the police, did you?*) there's no implication that the police were actually called, unless you stress **need**:
  - *You didn't need to call the police, did you?*

- Modal and lexical ***need*** are both used in the context of **probability**, to say that something is **not necessarily so**:
  - *'Surely there must be a history of abuse in the childhood of every criminal?' 'There **needn't be** (or There **doesn't need to be**).'*
  - *He probably died before his car crashed, but that **needn't have** been the case (or that **doesn't need to have** been the case).*
- Modal and lexical ***need*** are both used in questions, for protesting:
  - ***Need** you make so much noise (or **Do you need to** make so much noise)?*

USED TO

The semi-modal verb ***used*** (pronounced /ju:st/) exists only in the **past tense**. It is always used with a **to-infinitive**, so is usually referred to as ***used to***.

You use it for talking about situations that existed, and activities that were regular, in the past:

- *I **used to** wear my hair very long.*
- *We **used to** walk home from school every day.*
- *This computer **used to belong** to my brother.*
- *People **used to think** the world was flat.*
- *Dad **used to exercise** regularly in the gym, but he's given it up.*

Negative sentences with *used to*

In negative sentences, ***not*** comes between ***used*** and the **to-infinitive**:

- *I **used not to** care about the environment much.*
- *There **used not to be** so much litter in the streets.*
- *Thomas **used not to mind** flying, but he now gets very anxious.*

Grammar Help

The lexical form ***didn't use to*** is commoner, because it is less formal:

*I **didn't use to** care much about the environment.*
*There **didn't use to be** so much litter on the streets.*
*He **didn't use to mind** flying at all.*

Notice the spelling ***use*** (pronounced /ju:s/)with *didn't*. (You will sometimes find the form *didn't used*, but it is less logical.)

Questions with *used to*

yes-or-*no* questions

- **open questions**

  With modal ***used to*** the subject comes **between *used*** and the ***to*-infinitive**:

  - *Used he to have a moustache?*
  - *Used there to be a post office on this corner?*

Grammar Help

The lexical form with auxiliary ***did*** is preferred, because it is much less formal:

- ***Did he use to have** a moustache?*
- ***Did there use to be** a post office on this corner?*

- **negative questions** (expecting the answer *yes*)
  The subject comes **between *used*** and ***not***:

  - *Used they **not to play** in an orchestra together?*
  - *Used the garden **not to have** more flowerbeds?*

Grammar Help

Again, the lexical form with auxiliary ***didn't*** is commoner:

- ***Didn't they use to play** in an orchestra together?*
- ***Didn't the garden use to have** more flowerbeds?*

wh-questions

- You put the subject between ***used*** and the ***to*-infinitive** if the ***wh***-word or phrase is the **object** of the lexical verb (or of a preposition used with it):

  - *What **used we to do** in these circumstances?*
  - *Who **used Beckham to go out with** before he married Posh Spice?*

Grammar Help

Again, the lexical form with auxiliary ***did*** is commoner:

- ***What did we use to do** in these circumstances?*
- ***Who did Beckham use to go out with** before he married Posh Spice?*

- You also put the subject between ***used*** and the ***to*-infinitive** if the ***wh***-word is an **adverb**:

  - *How **used this event to be organized**?*
  - *Where **used the games to be held**?*

Grammar Help

Again, the lexical form with auxiliary ***did*** is commoner:

- *How **did** this event **use to be organized?***
- *Where **did** the games **use to be held?***

But the *wh*-word itself may be the subject of the lexical verb. If so the order is subject + *used* + *to*-infinitive:

- *What **used to happen** on people's birthdays?*
- *Who **used to organize** events of this kind?*
- *Which programmes **used to be** your favourites?*

Question tags, short answers and other shortened constructions with *used to*

Auxiliary *did* is used in question tags, short answers and other shortened constructions to represent ***used to*** in the main clause:

- *You used to have long hair, **didn't you?***
- *He used not to mind being teased, **did he?***
- *He didn't use to mind being teased, **did he?***
- *We used to have a lot of laughs in the office, **didn't we?***
- *'Didn't you use to work in publishing?' 'Yes, **I did.**'*
- *'Did Jim use to be your boyfriend?' 'No, **he didn't.**'*
- *'I used to love going for picnics.' '**I did** too.'*
- *Sally used to enjoy going dancing more than **her husband did.***

But you will often find ***used to*** in short answers and shortened constructions representing a different lexical verb in the main clause:

- *'Do you go to dancing classes?' '**I used to**, but I've stopped recently.'*
- *'Do you like classical music?' '**I used not to** (or **I didn't use to**), but I like it more now.'*
- *I take more exercise than **I used to.***

UNIT

48 TRANSITIVE AND INTRANSITIVE VERBS

TRANSITIVE AND INTRANSITIVE VERBS IN CONTEXT

Transitive verbs have objects. The object can be a noun, noun phrase or pronoun.

My boss Fred **picked up** his telephone and **dialled** a number. I **heard** his words distinctly. He was **addressing** his girlfriend. 'Frances, I'm **taking** two foreign visitors to lunch at my club, so I'll have to **cancel** our lunch date. Please **forgive** me.'

A ditransitive verb has two objects, typically an indirect object and a direct object. The indirect object comes first.

Frances was evidently **giving** Fred a hard time. 'OK, OK, I'll **buy** you dinner tonight,' he said. 'We'll **give** ourselves a treat. I'll **book** us a table at the Waldorf for eight o'clock.'

If both objects of a ditransitive verb are personal pronouns, you put the direct object first, and use *to* or *for* before the indirect object. After some verbs you can use the pronouns one after the other, indirect object first.

'No problem, **leave** it **to** me,' he finished. 'Just off for lunch now, Anna,' he called. 'Oh, my umbrella's in Dave's office. Could you **fetch** it **for** me? And there are some letters on my desk that need attention. I'll **bring** you them now, and if there are any problems you can **show** me them after lunch.'

A complex transitive verb has an object followed by an **object complement**.

'And what about my lunch?' I thought. Fred's lack of consideration was **driving** me **mad**. He evidently **considered** me **his slave**. The situation **made** me **very angry**.

Intransitive verbs have no object.

After Fred had **gone**, I **stood up**, **stretched** and **yawned**. 'Well, I'm certainly not **working** through my lunch hour,' I said to myself. I'll **walk** into town and **eat** at the new Japanese restaurant. Fred won't **return** from his club till three at the earliest, and by then I'll be **sitting** quietly at my desk again.'

Transitive and intransitive verbs

Action verbs can be **transitive** or **intransitive**.

Transitive verbs

A verb that **has** an object is called a **transitive verb**:

- *Birds **have** feathers.*
- *Dan **loves** his gym classes.*
- *My Uncle Fred **owns** three cars.*
- *I **saw** Sue yesterday.*
- *George and Harry are **playing** chess.*
- *Sally is **typing** a letter on her computer.*
- *A ball **hit** Joe on the head.*
- *The plumber has **mended** the leaking pipe.*
- *Mum has **bought** a new hat.*
- *Jake **grabbed** the other boy and **punched** him.*
- *Who **knows** the answer?*
- *Would you **like** a drink?*
- *Bob had evidently **cut** himself shaving.*

Grammar Help

When the object is one of the **reflexive** pronouns (***myself, yourself, himself, herself, itself, ourselves, yourselves, themselves***) you can say that the verb is being used **reflexively**:

- *The baby can already **feed** herself.*
- *Have you **hurt** yourself?*

■ ditransitive verbs

Some **transitive verbs** can have **two objects**, that is, a **direct object** and an **indirect object**, and are called **ditransitive verbs**. The thing you give or do for someone is called the **direct object**. The person who receives the thing is called the **indirect object**:

The indirect object usually comes before the direct object:

- *Mum usually **reads** the children a story at bedtime.*
- *Dad **bought** James a bike.*
- *Miss Lee **handed** John his test paper.*
- *Joe **cooked** his parents an excellent meal.*
- *George **poured** himself a glass of fruit juice.*
- ***Play** us a tune, Simon.*
- *Please **keep** me a place at your table.*
- *I'm just **sending** Dave an e-mail.*
- *The bank **has lent** him some money.*
- *I've **left** you a piece of pie in the fridge.*
- *Shall I **get** you a cup of coffee?*
- *Please would you **bring** me some tea **instead**?*
- *Could you **fetch** me a knife and fork?*

Grammar Help

If the **direct** and **indirect** objects are **both personal pronouns**, it is standard English to put the direct object **first** and use the **preposition** ***to*** or ***for*** **before the** indirect object:

- *My diary is on the table – could you **pass it to** me?*
- *Where are your shoes? Shall I **fetch** them **for** you?*

It is possible, but rather informal, to use the personal pronouns side by side with certain verbs:

- *Is that my ticket? Could you **give** me it?* (or even more informally, *Could you **give it** me?*)
- *I've forgotten those numbers – **tell** me them again.*
- *You know that song – I've **sung** you it before.*
- *I've had a couple of funny messages – let me **read** you them.*
- *Your glasses are here – shall I **pass** you them?*

■ complex transitive verbs

A **complex transitive** verb has an object followed by an object complement. We saw in the chapters on **NOUNS** and **ADJECTIVES** that the **object complement** can be a **noun** or an **adjective**:

- *The team elected Jenny captain.*
- *The judges declared Frank the winner.*
- *We've painted our front door orange.*
- *That noise is driving me mad.*

Grammar Help

Notice that an **object complement** belongs to the object and says something about it.

Intransitive verbs

A verb that has no **direct object** or **complement** is an **intransitive verb**:

- *The slaves knelt as the emperor swept through the room.*
- *We went for a long walk.*
- *Sally ran upstairs and changed for the party.*
- *George hid behind a tree and waited.*
- *In China most people cycle to work.*
- *Don't come in – I haven't dressed yet.*
- *Sharon was talking on the phone for a whole hour!*
- *Anne is standing over by the window.*
- *The baby is playing quietly in his crib.*

Verbs both transitive and intransitive

Many verbs can be used both transitively and intransitively:

TRANSITIVE	INTRANSITIVE
Do you often sing the National Anthem?	*Do you sing well?*
Miss Lee divided the children into groups.	*The crowd divided to let the ambulance pass.*
Which pilot is flying this jet?	*The eagle is flying in circles overhead.*
Mr Lee drives a flashy sports car.	*Mr Lee usually drives to work.*
The umpire blew his whistle.	*The whistle blew at last.*
Dan and Jim are playing dominoes.	*The children are playing in the garden.*
Michael studied medicine.	*He studied very hard.*
Edward runs his own company.	*Mark runs very fast.*
We lost the match.	*We lost 5-4.*
I swept the kitchen floor.	*The head teacher swept into the classroom.*
Mum's dressing the baby.	*Dad's dressing in the bedroom.*
I must change the date on my watch.	*I must change before dinner.*

Grammar Help

Some transitive verbs, for example ***appreciate*** and ***enjoy***, are used intransitively (without an object) in modern informal speech. If you are writing or speaking formally, use these verbs with an object:

- *Enjoy your meal!* (not *Enjoy!*)
- *I'd appreciate it if* (not *I'd appreciate if*) *you could help me.*

UNIT 49

ACTIVE AND PASSIVE VOICE

ACTIVE AND PASSIVE VOICE IN CONTEXT

When we moved into our flat our landlord made a few undertakings: he was going to **paint** the landing wall (graffiti absolutely **covered** it), **empty** the hall cupboard (his belongings completely **filled** it), **mend** the washing machine, **fit a shower** in the bathroom, **carpet** the sitting room and **replace** the faulty television set, all within a week.

Active verbs that are **transitive** have a subject that performs the action and an object that is at the receiving end of the action.

Well, we've been here six weeks, and has anything happened? **Has** the landing wall **been painted** by our landlord? No, it's still **covered** in graffiti. **Has** the hall cupboard **been emptied**? No, it's still **filled** with his belongings. **Has** the washing machine **been fixed**? **Has a shower been fitted** in the bathroom? **Has** the sitting room **been carpeted**? **Has** the television set **been replaced**? No!

When active verbs become **passive verbs** the original object becomes the subject, and doer (the original subject) may be mentioned using the preposition *by*. Passive verbs of covering can be followed by the preposition *in*, and those of filling by *with*.

We're pretty fed up about it. He **promised** us these improvements, and **gave** us assurances that they would all be made within the first week. We should complain to him and say just that – we **were promised** the improvements, and we **were given** assurances about the timing, and we expect some results.

When an **active verb** that has a direct object and an indirect object becomes **passive**, the indirect object becomes the subject, while the direct object follows the verb.

So today I went round to the landlord's house. He wasn't there. **Neighbours believed** he'd gone abroad. **They thought** he'd be away for quite a few months. I returned to my flatmates. 'Guess what?' I said. '**He's believed** to have gone abroad, and **it's thought** that he'll be away for some time.'

You can make active forms such as ***people think, they say*** etc into passive forms such as ***it is thought***, or ***so-and-so is said*** + ***to***-infinitive.

Well, we still **need** all these jobs **done** in the flat, but how are we going to **get them done**? We **got cheated** by our landlord – we paid him two months' rent in advance and, having **got paid**, he took himself off for a foreign trip. So now we'll have to **get** the police or a lawyer **involved** and **have** the matter properly **sorted out**.

The verbs ***have***, ***get*** and ***need*** can be followed by an object + past participle. Informally, ***get*** + past participle can replace ***be*** + past participle as a passive form.

Active and passive voice

The **active** and **passive** forms of verbs are referred to as the **active** *voice* and the **passive** *voice*.

When the **subject** of a verb is doing the action, you say the verb is **active**.

Active verbs that are **transitive** have a subject that performs the action, and an object that is at the receiving end of the subject's action:

- *Peter drew this picture.*
- *Susan acted the part of Alice.*
- *A Singapore company published the book.*
- *The children have made all the decorations themselves.*
- *Clouds hid the sun.*
- *Anne arranges the flowers every week.*
- *Robert collects the lunch money on Fridays.*
- *Commuters crowd the platforms during rush hour.*
- *Mud covered me from head to foot.*
- *A typhoon hit the town yesterday.*
- *Shakespeare wrote 'Hamlet'.*
- *Sir Christopher Wren designed St Paul's Cathedral.*
- *Shah Jahan built the Taj Mahal.*

When the sentence is changed so that the object of the transitive verb **becomes** its subject, you say the verb is **passive**, or is 'in the **passive**'. The performer of the action, that is, the original subject, sometimes appears in a passive sentence introduced by the preposition *by*, and sometimes by the prepositions *in* or *with*:

- *This picture was drawn by Peter.*
- *The part of Alice was acted by Susan.*
- *The book was published by a Singapore company.*
- *All the decorations have been made by the children themselves.*
- *The sun was hidden by clouds.*
- *The flowers are arranged every week by Anne.*
- *The lunch money is collected on Fridays by Robert.*
- *The platforms are crowded with commuters during rush hour.*
- *I was covered in mud from head to foot.*
- *The town was hit by a typhoon yesterday.*
- *'Hamlet' was written by Shakespeare.*
- *St Paul's Cathedral was designed by Sir Christopher Wren.*
- *The Taj Mahal was built by Shah Jahan.*

Use of the prepositions *with* and *in* after passives

- ***With*** and ***in*** are both used after verbs of **covering**:
  - *Your clothes are covered in paint.*
  - *My shoes were caked with mud.*

- The preposition ***with*** is used after verbs of **filling**:
  - *The streets were crowded **with** tourists.*
  - *The tank had been filled **with** diesel oil instead of petrol.*
- The preposition ***with*** is used after verbs of **supplying** or **equipping**:
  - *We were supplied **with** plenty of food and drink.*
- The preposition ***with*** is usual with an instrument or weapon:
  - *He was hit on the head **with** a bottle.*

Grammar Help

Notice that you use the same prepositions with the active verbs too:

- *I filled the jug **with** water.*
- *She covered her face **in** (or **with**) suncream.*
- *The organizers equipped the volunteers **with** protective clothing.*
- *A rioter hit him on the head **with** a bottle.*

- Many sentences in the passive do not tell you who does the action. This happens typically when it is obvious that someone in authority is responsible for the action, or when it is not important to tell hearers or readers who is responsible, for example:
  - *The illegal immigrants **were taken** to the police station.*
  - *Roger **was fined** $100 for a traffic offence.*
  - *We **were warned** about the approaching storm.*
  - *Our classroom **was painted** last week.*
  - *The craftsmen **are paid** very little for their work.*
  - *Breakfast **is served** between 7.00 and 9.00 am.*
  - *The fraud **is** now **being investigated**.*
  - *The notice said TRESPASSERS **WILL BE PROSECUTED**.*
  - *The unexploded bomb **was made** safe and **removed** from the site.*
  - *We **were all given** individual tasks to carry out.*
  - *Parents **were asked** to fill in a questionnaire about the home environment.*
  - *This question **is discussed** in Chapter 15.*
  - *The baby **was called** James after his grandfather.*
  - *A bus **will be provided** to take guests to the venue.*
  - *The system **is being upgraded** and Internet access speeded up.*
- Some verbs are used **only**, **usually** or **very often** in the passive, for example:
  - *George **was born** in 1990.*
  - *The school **is situated** in a pleasant part of town.*
  - *Unfortunately the nursery **is located** on a busy main road.*
  - *The firm **was established** in 1900.*
  - *Singapore **was founded** as a trading centre in 1819.*

- When verbs that have a **direct object** and an **indirect object** are changed into the passive, the indirect object becomes the **subject**, and the direct object follows the verb:
  - *The school governors gave the drama club quite a lot of money.* (active)
    The drama club was given quite a lot of money by the school governors. (passive)
  - *The government has told the public a lot of lies.* (active)
    The public have been told a lot of lies by the government. (passive)

Some variations on the passive sentence

- You can change an active sentence that begins with something like ***people say,*** or ***they say*** or ***everybody believes,*** or ***some think,*** or ***nobody expects*** into a passive sentence:

  You can make the impersonal pronoun **it** the subject:
  - ***They said*** *that she was a genius.* (active)
    It was said *that she was a genius.* (passive)
  - ***People thought*** *that he was mad.* (active)
    It was thought *that he was mad.* (passive)
  - ***Nobody expects*** *the bypass to be ready by 30 April.* (active)
    It is not expected *that the bypass will be ready by 30 April.* (passive)

  Alternatively, the person or thing that people are thinking or talking about can be the **subject** of the passive verb, followed by a ***to***-infinitive:
  - ***She was said*** *to be a genius.*
  - ***He was thought*** *to be mad.*
  - ***The bypass is not expected*** *to be ready by 30 April.*

Did You Know?

In brief newspaper headlines the auxiliary verbs are often omitted, leaving the **past participle** to represent the passive construction:
- ***BABY FOUND ALIVE IN RUBBLE***
- ***BECKHAM NOT EXPECTED TO PLAY***
- ***EARTH PROVED TO BE WARMING***

- You can use the verbs ***get*** and ***have*** and sometimes ***need*** with an **object + past participle** to express the idea of arranging for a job to be done:
  - *We're* ***having our apartment painted*** *next week.*
  - *You should* ***get your hair cut.***
  - *I must* ***get my eyes tested.***
  - *You're mad – you* ***need your head examined!***

- In informal English ***be*** is sometimes replaced by ***get*** with certain verbs. For example, you can ***get*** (instead of ***be***) involved in a (usually problematic) situation:
  - *I* ***got tempted*** *into buying a new set of sitting-room furniture.*
  - *Don't* ***get trapped*** *into agreeing before you've studied the conditions.*
  - *We* ***got misled*** *by the house agent.*
  - *Jim* ***got involved*** *with drugs in his early teens.*

Get can also be used with an **object + past participle** to express the idea of involving another person or thing in a (typically difficult) situation:

- *The poor dog got its tail caught in the car door.*
- *A small girl got her head stuck through the railings.*
- *I got my foot trapped between two rocks.*
- *I've got myself involved in collecting money for charity.*

How are passives formed?

■ For the **passive** of the SIMPLE PRESENT TENSE, you use ***am, is*** or ***are*** + **past participle:**

ACTIVE	PASSIVE
*The caretaker **locks** the doors every night.*	*The doors **are locked** every night by the caretaker.*
*Ben **conducts** the orchestra.*	*The orchestra **is conducted** by Ben.*
*Students often **borrow** library books.*	*Library books **are often borrowed** by students.*
*Mr Shaw **teaches** me the oboe.*	*I'm **taught** the oboe by Mr Shaw.*
*The pupils themselves **run** the drama club.*	*The drama club **is run** by the pupils themselves.*

■ For the **passive** of the SIMPLE PAST TENSE, you use ***was*** or ***were*** + **past participle:**

ACTIVE	PASSIVE
*Dad **drove** us home.*	*We **were driven** home by Dad.*
*The army **built** this bridge.*	*This bridge **was built** by the army.*
*Columbus **discovered** America.*	*America **was discovered** by Columbus.*
*The President **opened** the new freeway.*	*The new freeway **was opened** by the President.*
*Dad **paid** the repair bill.*	*The repair bill **was paid** by Dad.*
*Harry **took** this photograph.*	*This photograph **was taken** by Harry.*
*Jane always **checked** the club's accounts.*	*The club's accounts **were always checked** by Jane.*

■ For the **passive** of the PRESENT CONTINUOUS, you use ***am, is*** or ***are*** + ***being*** + **past participle:**

ACTIVE	PASSIVE
*Senior detectives **are investigating** the theft.*	*The theft **is being investigated** by senior detectives.*
*A local architect **is designing** the library.*	*The library **is being designed** by a local architect.*
*The committee **are considering** this option.*	*This option **is being considered** by the committee.*
*Rita **is producing** the play this year.*	*The play **is being produced** this year by Rita.*

ACTIVE	PASSIVE
Mr Thomas is training the team.	*The team are being trained by Mr Thomas.*
Matthew is instructing me in Tai Chi.	*I'm being instructed in Tai Chi by Matthew.*

■ For the **passive** of the PAST CONTINUOUS, you use ***was*** or ***were*** + ***being*** + **past participle.**

ACTIVE	PASSIVE
A doctor was examining the patient.	*The patient was being examined by a doctor.*
A friend was looking after the children.	*The children were being looked after by a friend.*
A party of soldiers were repairing the tower.	*The tower was being repaired by a party of soldiers.*
The kitchen staff were preparing the buffet.	*The buffet was being prepared by the kitchen staff.*
Janet was training the dancers.	*The dancers were being trained by Janet.*
Art students were painting the scenery.	*The scenery was being painted by art students.*
The fashion students were sewing the costumes.	*The costumes were being sewn by the fashion students.*

■ For the **passive** of the SIMPLE FUTURE, you use ***shall*** or ***will*** + ***be*** + **past participle:**

ACTIVE	PASSIVE
I shall supervise the packing of the gifts.	*The packing of the gifts will be supervised by me.*
His family will miss him.	*He will be missed by his family.*
This technology will transform our lives.	*Our lives will be transformed by this technology.*
The choir will sing the next hymn alone.	*The next hymn will be sung by the choir alone.*
This new course of drugs will cure her.	*She will be cured by this new course of drugs.*
The Minister will address us shortly.	*We shall be addressed shortly by the Minister.*
No-one will recognize you in that wig!	*You won't be recognized in that wig!*
Won't these events change the situation?	*Won't the situation be changed by these events?*

- For the **passive** of the PRESENT PERFECT, you use *have* or *has* + *been* + **past participle:**

ACTIVE	PASSIVE
*The workmen **have left** some rubbish behind.*	*Some rubbish **has been left** behind by the workmen.*
*We **have not interfered** with the equipment.*	*The equipment **has not been interfered** with by us.*
*Has pollution **made** the problem worse?*	*Has the problem **been made** worse by pollution?*
*Vandals **have destroyed** the park benches.*	*The park benches **have been destroyed** by vandals.*
*The committee **has prepared** a full report.*	*A full report **has been prepared** by the committee.*
*The Board **has published** the syllabus.*	*The syllabus **has been published** by the Board.*

- For the **passive** of the PAST PERFECT, you use *had* + *been* + **past participle.**

ACTIVE	PASSIVE
*A masked man **had attacked** a cashier.*	*A cashier **had been attacked** by a masked man.*
*The video camera **had caught** his movements.*	*His movements **had been caught** by the video camera.*
*Police officers **had cordoned off** the area.*	*The area **had been cordoned off** by police officers.*
*Several customers **had witnessed** the incident.*	*The incident **had been witnessed** by several customers.*
*Detectives **had arrested** a suspect in connection with the crime.*	*A suspect **had been arrested** in connection with the crime.*

- There are **other passive** structures that are used more rarely. Here's how to form them:

FUTURE PERFECT	*will* or *shall* + *have* + *been* + **past participle:** *By this time tomorrow the last British flag **will have been lowered.***
PRESENT PERFECT CONTINUOUS	*have* + *been* + *being* + **past participle:** *Their progress **has been being recorded.***
PAST PERFECT CONTINUOUS	*had* + *been* + *being* + **past participle:** *The new track **had been being laid** over the old one.*
FUTURE CONTINUOUS	*will* or *shall* + *be* + *being* + **past participle:** *The Queen's Jubilee **will be being celebrated** all over the country this year.*

For information on the uses of these tenses, see the next chapter **TENSES.**

UNIT

50 VERB AGREEMENT

When you write or speak a sentence you have to make sure that the **verb** matches **the subject**. This is called **verb agreement** or **concord**. Difficulties can arise when you have a **third-person subject**, that is, a **noun** or **third-person pronoun**. You have to decide whether it is **singular** or **plural**.

This information is important, because if it is **singular**, you need a **singular verb** (that is, you add an *s* to the verb in the present tense, and use forms such as ***is, was, has, does***) and if it is **plural**, you need a **plural verb** (that is, you don't add *s* in the present tense, and you use such forms as ***are, were, have, do***).

There is no problem with most **third-person subjects**: most plural nouns and plural proper names end in *s* and you know you need a plural verb with them. As for **pronouns**, everyone knows that ***he, she, it*** take a singular verb, and ***they*** takes a plural verb. Likewise, ***that*** and ***this*** take a singular verb, and ***these*** and ***those*** take a plural verb:

- *James **is** five today.*
- *The Himalayas **are** the highest mountains in the world.*
- *The weather **was** dreadful.*
- *The earth **goes** round the sun.*
- *All the planets **go** round the sun.*
- *It **hasn't** stopped raining all day.*
- *This **is** the life!*
- *That **was** very annoying!*
- *Those **were** my best jeans!*
- *She **makes** delicious desserts.*
- *They **haven't** contacted me yet.*

Grammar Help

- Remember that a few nouns are always plural, even though they don't end in *s*, and they take a plural verb:
  - *People **have** such strange ideas.*
  - *The police **were** baffled.*
  - *Cattle **need** a lot of looking after.*
- And quite a few common plurals don't end in *s*:
  - *The children **are** in bed*
  - *My feet **hurt**.*
  - *The sheep **crop** the grass and **keep** it short.*
  - *Her teeth **are** rather uneven.*

Uncountable nouns comprising several items

Nouns such as ***luggage, baggage, furniture*** are **uncountable nouns** and take a **singular** verb, even though they consist of several items:

- *All our luggage **was** lost on the journey home.*
- *Has the passengers' baggage been unloaded?*
- *My mother's furniture **was** stored in the warehouse.*
- *The apparatus **has** been set up for the experiment.*
- *The machinery **looks** old and rusty.*
- *The equipment you need **is** available in most good electrical stores.*

Uncountable nouns ending with *s*

- Some uncountable nouns have the plural ending *s*, but they take a **singular** verb:
  - *Good news is always welcome.*
  - *Measles is a serious illness.*
  - *Politics is a favourite university subject.*
  - *Athletics is my favourite sport.*

- But sometimes nouns ending in *s* that are **uncountable** when they mean a **subject of study**, like ***mathematics*** and ***politics***, are used with a **plural** sense, meaning a **series** of mathematical **processes**, or a **series** of political **dealings**, and have a **plural** verb.
  - *Classroom politics are pretty lively sometimes.*
  - *The mathematics of time travel are too complicated for me.*

  Notice that the noun ***acrobatics*** is usually **plural**, because it refers to a **series** of movements:
  - *The chimpanzees' acrobatics were very entertaining to watch.*

Foreign plurals with no *s*

- A lot of **foreign plurals** not ending in *s* have been imported into English, and some of these have turned into **uncountable nouns**, especially those that are thought of as representing a 'mass', for example:
  - *Has the agenda for the meeting been finalized?*
  - *The data you gave us was insufficient.*
  - *Is the spaghetti ready?*

- On the other hand, there are still plenty of foreign plurals that remain plural and take a **plural** verb:
  - *Most fungi flourish in warm damp conditions.*
  - *My cacti like dry sunny conditions.*
  - *Two vertebrae in his lower spine were crushed when he fell.*
  - *The media delight in making trouble and causing unrest.*
  - *Graffiti spoil the civic environment for everybody.*
  - *Bacteria accumulate on the lens and cause infection in the eye.*

Language Help

Trivia can be used with a plural or singular verb, depending on whether it refers to several items, or to a 'mass'.

Collective nouns

Countable nouns that represent **a body** of individual people take a **singular** or **plural** verb, depending on whether you are thinking of them as **a single body**, or as a number of **individuals**:

SINGULAR SENSE	PLURAL SENSE
The choir was trained and conducted by Walter.	*The choir were taking their places on the stage.*
A crowd was forming outside the embassy.	*The crowd were shouting insults.*
My family comes from the Ukraine.	*My family are always quarrelling.*
The team has had a good season.	*The team train every day in all weathers.*
This government has been in power for too long.	*The government are clearly in disarray.*
The committee consists of six members.	*The committee disagree over money-raising.*
The audience rarely fills the auditorium.	*The audience were laughing their heads off.*
The orchestra has been going for 20 years.	*The orchestra hold their conductor in great affection.*

Language Help

This kind of distinction between a singular sense and a plural sense with collective nouns is not made in American English, which in most cases insists on having a singular verb with a singular noun.

Two or more nouns joined by *and*

- You use a **plural verb** with two or more nouns (or pronouns) joined by ***and***, even when they are both (or all) singular:
  - *Jenny and Mary are neighbours.*
  - *Vegetables and fruit are good for the body.*
  - *Pizza and spaghetti are popular with Italians.*
  - *Blue and red are my favourite colours.*
  - *Dan's shirt and trousers are too large for him.*
  - *Frogs and toads are amphibians.*
  - *My friends and I are always together.*
  - *He and I have become close friends.*
  - *Brazil, Peru and Argentina are in South America.*

Language Help

The pair of conjunctions ***both ... and*** can be used (still with a plural verb) for more emphasis:

- **Both** *rice* **and** *potato* ***contain*** *plenty of starch.*

- In some cases, a pair of nouns joined by ***and*** represents a **singular** idea, and the following **verb** is **singular**:
  - *Law and order is the government's main concern.*
  - *Bacon and egg is my favourite dish.*

Grammar Help

A singular verb follows when a **singular noun phrase** is added to an existing singular or plural noun phrase by means of the prepositional combinations ***as well as*** and ***in addition to***:

- *A local businessman,* ***as well as*** *the landowner himself,* ***has*** *promised to support the venture financially.*
- *And now lacrosse,* ***in addition to*** *the games already taught,* ***is*** *to be added to the curriculum.*

Two or more nouns joined by *or*

- **Singular nouns** or **third-person-singular pronouns** joined by **or** strictly have a **singular** verb, but a **plural** verb is sometimes used, depending on whether **or** is intended to convey 'one and not the other' or is being used more vaguely:
  - *Phone Susan – she or James **has*** (or ***have***) *the information you need.*
  - *We make sure that an accountant or some other financial expert **is** on the committee.*
  - *Coffee or tea **are*** (or ***is***) ***available** in the canteen.*
  - *Be honest with your doctor – he or she **needs** the truth to make a diagnosis.*
- A **mixture** of **third person singular** and **another person** uses the **plural** form of the verb:
  - *Garry or I usually **make** the decisions.*
  - *I suspect that you or Richard **have** been telling tales about me.*

Language Help

The pair of conjunctions ***either** ... **or*** can be used to express a stronger distinction, but even then a plural verb is sometimes used with singular subjects:

- ***Either** Charlotte **or** Susan **is** on duty on Monday mornings.*
- ***Does*** (or ***do***) ***either** your mother **or** your father smoke?*

Similarly, with the pair of conjunctions ***neither** ... **nor*** a plural verb is sometimes used with singular subjects:

- ***Neither** my father **nor** my mother **smokes*** (or ***smoke***).

Amounts and calculations

Amounts, even if plural, usually have a singular verb:

- *Is two dollars enough for the fare?*
- *Eighty dollars is too much to pay for those trainers.*
- *Five thousand pounds was set aside for emergencies.*
- *Three kilos is sufficient for our purposes.*

Similarly, **calculations** involving **addition** or **multiplication** are typically followed by a **singular** verb:

- *Three and seven is* (or *are*) *ten.*
- *Thirty-three plus eleven is forty-four.*
- *Four times seven is twenty-eight.*
  (But *Four sevens are twenty-eight.*)

Indefinite and distributive pronouns

- Remember that the indefinite pronouns ***nobody, somebody, anybody, everybody*** (and the alternative ***-one*** forms) are **singular**, but a **question tag** after them uses a **plural auxiliary** and ***they***:
  - *Somebody **has** removed the remote control for the TV.*
  - *Does anybody know the way?*

- *Nobody's using this chair,* ***are they?***
- *Everyone* ***understands*** *the problem,* ***don't they?***

In other situations too, it's acceptable to refer back to the indefinite pronouns with ***they*** and a **plural verb**:

- *Everyone* ***supports*** *the idea, but* ***they don't*** *help in a practical way.*

None can mean 'not any' or 'not one' in reference to a plural noun, so may have a **plural or singular verb**; a **plural** verb usually sounds **more natural**:

- *Sylvia presented me with several ideas, but none* ***were*** (or ***was***) *suitable.*

Likewise **none of** followed by a plural noun or pronoun can have a **singular or plural** verb:

- ***None of the babies have*** (or ***has***) *been weighed yet.*
- ***None of these problems have*** (or ***has***) *been addressed properly.*
- *Our tree is covered with apples, but* ***none of them are*** (or ***is***) *ripe yet.*

■ The **distributive pronouns** ***either, neither*** and ***each*** are **singular**, and they normally take a **singular** verb, though occasionally a plural verb is used:

- ***Either of these hotels is*** *suitable.*
- ***Neither of the doors was*** *locked.*
- *'Shall I wear trousers or a skirt?'* ***'Either*** *is OK.* ***Neither*** *is unsuitable.* ***Each has*** *its advantages.'*
- ***Does*** (or ***do***) ***either of your parents*** *smoke?*

Notice also the **distributive** group of **singular determiners**, ***each, every, either, neither***. If these are used with a **collective noun** (see above) a **singular verb** should follow:

- ***Each audience is*** *different.*
- ***Every family has*** *its secrets.*
- ***Either party is*** *likely to be disastrous as a government.*
- ***Neither team was*** *at its best.*

Interrogative pronouns

Interrogative ***who*** and ***what*** are usually followed by a **singular verb, unless** they are acting as the **complement** of the verb ***be*** in questions about the identification of a **plural subject**.

Who says that?

but ***Who are those people?***

What is making that noise?

but ***What are these insects?***

Linking verbs

The linking verb ***be*** normally agrees with its subject rather than its complement:

- ***The thing we need just now is*** *volunteers.*
- ***The main disadvantage of the island is*** *the mosquitoes.*

- *Street beggars* **are** *another huge problem.*

Some expressions with *of*

- **Singular nouns** representing a **group** or **amount** followed by *of* and a **plural noun** usually have a **singular** verb:
  - *Your bunch of keys* **is** *on the table.*
  - *That pile of books on the floor* **looks** *very untidy.*
  - *This string of pearls* **was** *lying on the floor.*
  - *A kilo of lychees* **is** *required for this recipe.*

  But a **plural** verb can be used if the things in the group are individuals that can behave independently:
  - *A herd of cattle* **were** *crossing the road.*
  - *The crowd of onlookers* **were** *intrigued by the man's antics.*

- Quantifying expressions such as ***a lot of*** or ***a number of*** act like **plural determiners** (similar to ***several*** and ***many***) before a plural noun, so they take a plural verb.
  - *A number of tasks* **remain** *to be done.*
  - *A lot of people* **agree** *with me.*
  - *The majority of students* **have** *evening jobs.*
  - *The rest of the children* **were** *allowed to go home.*

- Notice also that **plural quantifying expressions** like ***lots of, masses of*** and so on act like **a singular determiner** before an **uncountable noun**, and so are used with a **singular** verb:
  - *Lots of patience* **is** *required for this job.*
  - *Masses of food* **was** *left over.*
  - *There's still heaps of work to do.*

Pair and *couple*

- ***Pair*** is used with a **singular or plural verb**, depending again on whether you think of the combination as a unit or two individuals:
  - *My new pair of glasses* **is** *missing – where's my spare pair?*
  - *I bet Jake and Harry caused the damage – that pair of kids* **are** *at the bottom of everything!*

- ***Couple*** usually takes a **plural verb** but, if it is used with a **distributive determiner** such as ***each*** or ***every***, there will be a **singular verb**:
  - *A couple of questions* **remain** *to be answered.*
  - *The couple* **are** *saving up for a round-the-world trip.*
  - *Every couple* **goes** *through bad patches.*

Relative clauses

With **relative** clauses, you should **look back** to the noun or pronoun that the relative pronoun refers to, and make the verb in the relative clause agree with it:

- *An intern is a doctor who **is** trained to deal with patients who **are** brought into hospital as emergencies.*
- *People who **pretend** to have written material that **has** been written by someone else are called plagiarists.*
- *Those that **have** calculators may use them.*
- *All's well that **ends** well.*

Expressions with *one*

- A form of words such as ***one thing that*** or ***one person that*** (or ***who***) takes a **singular verb**, as you would expect:
  - *One thing that **annoys** me is the unnecessary expenditure.*
  - *One man who **is** very unhappy with the result is Garry Peters.*
- ***One of*** is followed by a plural noun and takes a **singular verb**:
  - *One of the answers **was** false.*
  - *One of the suspects **has** been arrested.*
- A form of words such as ***one of the things that*** is strictly followed by a **plural verb**, because the relative pronoun (***that***) refers back to the plural ***things***. In fact this form of words is often treated as if it were the same as ***one thing that*** and followed by a singular verb:
  - *One of the things that **worries** me is the unused resources.*
  - *One of the ladies who **sing** in the church choir helps me arrange the flowers every week.*
- ***More than one*** is followed by a **singular verb**, even though it refers to several people or things:
  - *More than one person **has** complained.*
  - *More than one of these solutions **was** tried.*
- ***One in ten, one in four*** and so on refers to a **proportion** of the total. A plural verb is commoner than a singular verb, but both are acceptable, and clarity may require a singular construction:
  - *One in ten oranges **were** (or **was**) bad.*
  - *One in eight of the refugees **are** (or **is**) suffering from dysentery.*
  - *One in forty people **is** a twin.*

UNIT

51 THE MOODS (1): THE IMPERATIVE MOOD

THE IMPERATIVE IN CONTEXT

Dad was taking the children on a camping trip, and they had just arrived at the campsite. 'Right, **get out** of the car, everybody, and **stretch** your legs. **Run around** for a bit and **give** the dog a bit of exercise. No, Harry, **leave** the sleeping bags in the car till we get the tent put up.'

The **base form** of a verb is used as an imperative, for giving commands and instructions.

'OK, everybody, **please be** quiet now. **Do stop** jumping about, George! **Please listen** to the instructions I'm about to give you, and **do make** an effort to help. **Please leave** the dog alone, Caroline! **Do try** to concentrate.'

You can use *please* or *do* before the **base form**, to sound less severe or bossy.

'**Don't get** anything out of the car without asking me first, and **do not try** to carry anything that's too heavy for you. **Don't move** any tent pegs or other pieces of equipment once they have been laid out ready on the ground, and please **don't let** the dog run off with anything. And never **run about** with anything sharp in your hand in case you fall and cut yourselves, and **don't ever walk about** holding a piece of equipment in your mouth!'

You use *don't* or *do not* with the **base form** to give negative commands. For a general prohibition you can use *never* (or *don't ever*) + **base form**.

'Caroline and Harry, **you two carry** the outer cover of the tent to that flat area over there, and George, **you help** me unload the inner tent. Sally, **you take** this bag of pegs and **lay** it on the ground beside the outer cover. Harry, **don't you let** the dog chew the guy ropes!'

You can introduce commands to a specific person or group with *you*.

'Right, **let's start** on the tent, shall we? **Let's get** the outer tent erected first, followed by the inner tent, but **let's not get** carried away and **do** things in too much of a hurry. Harry and Caroline! **Don't let's have** any silliness or squabbling at this particular point!'

You can include yourself in the requirement for action using *let's* with the **base form**. The negative is *let's not* or *don't let's*.

At last the tent was erected, and they were cooking supper over their camping stove. Dad continued: 'Right, after supper, you **are to wash** and **be** in your sleeping bags by 9.30 and, if you want me to read you a story, you**'re to be** double-quick!'

As an alternative to the imperative, you can use **you are + to-infinitive**.

The moods (1): imperative mood

Verbs have **three moods: indicative mood, subjunctive mood** and **imperative mood**. We shall deal with the **indicative** and **subjunctive** in Unit 52.

The imperative mood

- When you are giving **orders, commands** or **instructions** to one person or a group of people you use the **base form** of the verb. This use of the verb is called the **imperative**. You can say that the verb is in the **imperative** or in the **imperative mood**. An exclamation mark is sometimes used after imperatives:
  - *Stand, everyone!*
  - *Stop talking!*
  - *Tidy your bedroom immediately!*
  - *OK, open your books at page 25.*
  - *Always stop and look both ways before crossing.*
  - *Choose a partner!*
  - *Eat plenty of vegetables.*
  - *Come and look at this, Tom!*
  - *Let me help you with those cases.*

  Warm **invitations** can also be in the imperative:
  - *Come back soon!*
  - *Have a biscuit.*
  - *Take a sandwich.*

- Imperatives are a **very direct** way of telling people to do something. You can make an imperative sound politer by using *do* or *please* before it.
  - *Please come in.*
  - *Please help yourselves to some food.*
  - *Do sit down.*
  - *Do look after your passport.*
  - *Do let me drive for a while – you look sleepy.*

Language Help

- Using ***do*** can also express irritation:
  - *Do stop talking – I'm trying to work.*
- Remember that, to sound less forceful when giving people instructions, you can also use the form *would you?*:
  - *Please would you clear the table?*
  - *Would you please talk quietly?*

- When you tell people **not** to do something, you have to use the auxiliary verb ***do***. The pattern is *do* + *not* + **base form**; or you can use the contraction ***don't***. For example:
  - *Do not remove this trolley from the supermarket.*
  - *Don't cry, Anna!*
  - *Please don't change anything on my computer.*

- If you use *never* with an imperative, you don't need ***don't***:
  - *Never say such a silly thing again!*
  - *Never drink and drive.*
  - *Never give up hope.*

Grammar Help

The form *don't ever* can be used instead of simply ***never***:
- *Don't ever say such a silly thing again!*

- Although imperatives are expressed without a subject (because the subject is understood as *you*), the pronoun *you* is sometimes added, for example to make things clearer when you are allocating tasks.
  - *You sit here and I'll fetch some tea.*
  - *You make the arrangements and I'll just fit in with them.*
  - *Daniel, you set the table, and Sally, you go and tell Dad supper's ready.*
  - *You three go for a walk without me – I've got a headache.*
  - *Don't you do that again!*
  - *Don't you ever get yourself involved with drugs!*

Language Help

A common, and rather strong, alternative to the imperative is the idiom *be to*:

- *You're to get into the car immediately!*
- *You're not to mention this to anyone.*
- *You're never to say that again!*

For more information, see the section **VERB PHRASES** in the chapter **PHRASES.**

- Imperatives are very often used to give **directions** to someone asking the way, or to give **instructions**, for example **in recipes**:
  - *Keep straight on and take the left turning at the traffic lights.*

RECIPE FOR CHOCOLATE BISCUIT CAKE

- *Crush half a kilo of digestive biscuits in a bowl.*
- *Melt 100 grams of margarine in a large pan with 100 grams of chocolate powder and two large spoonfuls of golden syrup.*
- *Add a little rum if desired.*
- *Do not allow the mixture to boil.*
- *Add the crushed biscuits to the liquid and mix thoroughly.*
- *Turn the mixture out into a shallow tin and press it flat.*

Suggestions in the first person plural

- The **imperatives** we have been looking at so far are addressed to the second person, *you*. You can also give instructions and suggestions in the **first person plural** by using *let's* (which is short for *let us*) + **base form**, so that you include yourself in the suggestion:
  - *Let's get to bed early, since we've an early start tomorrow.*
  - *Let's think about plans for the summer.*
  - *Let's hope Dave passes his driving test on Wednesday!*
  - *Let's leave the clearing-up till the morning.*
- You can use *do* with *let's* to sound more encouraging or persuasive:
  - *Do let's try to keep calm.*
- There are two ways of forming negatives with *let's*.

  The more formal way is *let's not*:
  - *Let's not quarrel about such a trivial matter.*
  - *Let's not waste any more time.*

  The less formal way is *don't let's*:
  - *Don't let's visit any more museums or art galleries!*
  - *Don't let's get on to the subject of discipline again.*

Grammar Help

The forms ***let's*** and ***let's not*** can be used on their own in short answers:

- *'Shall we eat out tonight?' 'Yes, **let's**.'*
- *'Perhaps we should tell your parents about our little car accident.' 'No, **let's not**.'*

Let used for first-person-singular and third-person imperatives

■ first person singular

You can use *let* with *me* for urging yourself to do something:

- *Now where did I leave my keys? Let me think.*
- *Let me see – what's the most sensible solution?*
- *Let me get this straight – you mean you wanted to fail?*

Language Help

Sometimes people use ***let's*** instead of ***let me***:

- ***Let's see** – I could try their website.*

■ third person

You can use *let* to give an instruction or express a wish that concerns people or things other than the speaker or hearer. Notice that *let there be* is possible:

- *Let the celebrations begin!*
- *Let the disputants get round the negotiating table as quickly as possible.*
- *We shall be revenged on them – let there be no mistake about that!*
- *He won't be allowed to hurt you again – just let him try!*

UNIT 52

THE MOODS (2): THE INDICATIVE AND SUBJUNCTIVE MOODS

THE SUBJUNCTIVE IN CONTEXT

'God **bless** you,' murmured the beggar as I put a coin into his hand. I always give beggars something. Heaven **forbid** that I should ever end up begging like that myself. 'God **keep** you safe and **give** you all you want in this life,' he called after me as I walked away, filling me with guilt that I had not given him more.

The **present subjunctive** is the **base form** without the addition of *s* in the 3rd person singular. You find it used in **wishes**.

To me begging is a terrible problem and, as a sociology student, I'm anxious that every socially responsible person **think** seriously about it, and that it **not be** ignored. Begging became rife in Britain during Mrs Thatcher's time – a legitimate response to her style of government no doubt – but it continued under New Labour and, though many folk insisted that the government **deal** with it and **eliminate** it, nothing happened. Beggars, whether they **be** people born into poverty, or people reduced to begging by hard luck, deserve the attention of those in authority.

The **present subjunctive** is used after verbs, nouns and adjectives recommending or demanding a certain course of action. It is made negative simply by inserting *not* before it. The present subjunctive is used even after a verb in the simple past tense. It can also be used after certain conjunctions, eg *whether*.

What would I do if I **were** desperately poor and **didn't have** enough to live on? How would I manage if I **lost** all my money? Would I beg, would I sell *The Big Issue*, or would I find a menial job? I **wish** I **knew**. It's not as if I particularly **deserved** my money and status – I owe all that to my parents.

The **past subjunctive** is the same as the **simple past**, except that *were* is used instead of *was* with 1st and 3rd person singular. It is used in the *if*-clause of unreal conditions, and in vain wishes, relating to the present. You also find it after certain expressions, eg *as if*.

If I **hadn't been born** into a reasonably well-off family, things would have been very different for me. If my parents **hadn't paid** for my schoolbooks and for extra tuition in various subjects, I certainly wouldn't have got to university. In a way, I wish I **hadn't been blessed** with all my advantages, but the truth is that I'm reluctant to part with them. If only I **had undergone** a transformation of personality like St Francis, and **had been given** the courage to give away all my possessions and live in complete poverty! I might have more ability to empathize with these helpless people.

In unreal conditions and vain wishes relating to the past, you use a form of the verb identical to the **past perfect**.

The moods (2): the indicative and subjunctive moods

In UNIT 51 we looked at the **imperative mood**, in which you use the base form of the verb to give commands. The other two **moods** are: **the indicative mood** and **the subjunctive mood.**

The **indicative mood** is the **ordinary** form of the verb that you use all the time for **statements** and **questions**, adding *s* in the **third person singular** of the present tense:

- *A sensible person **crosses** the road at a pedestrian crossing.*
- *We **crossed** the road at the pedestrian crossing.*
- *Which bridge **crosses** the Thames at the Tower of London?*

The **subjunctive mood** is used chiefly in **wishes**, in speculating about **unreal situations** (for example in conditional sentences) and after words that express **requirements and recommendations:**

- *God **save** the Queen!*
- *If I **were** rich, I'd buy a castle.*
- *It is essential that James **receive** hospital treatment immediately.*

Features of the subjunctive

People use subjunctives in English without realizing they are doing so. That's because they're hard to recognize.

There are two main subjunctive tenses, **present subjunctive** and **past subjunctive**.

present subjunctive

- The **present subjunctive** uses the **base** form of the verb, and its recognizable feature is that it does not add *s* in the third person singular of the present tense:
  - *God **keep** us safe from harm!*

  Another recognizable feature of the present subjunctive is that the base form ***be*** is used instead of ***am, is, are***:
  - *God **be** with us!*

past subjunctive

- The **past subjunctive** is **identical** with the **simple past** in the case of most verbs:
  - *If I **gave** up now, I would regret it.*
- Only in the case of the verb ***be*** does the subjunctive differ from the ordinary simple past: the form ***were*** is used for all persons:
  - *If I **were** rich, I'd buy a castle.*
  - *If Helen **were** my daughter, I'd soon make her behave!*

Uses of the present subjunctive

- The **present subjunctive** is used in **wishes and desires:**
  - *God **protect** our soldiers!* (= May God protect our soldiers!)
  - *Long **live** the Queen!* (= May the Queen live a long time!)
  - *Peace **be** with you!* (= May you have peace!)

Did you know?

There are some well-established expressions that use this 'wishing' or 'desiring' subjunctive:

- ***Heaven forbid*** *that it should come to war!* (= Let it not come to war!)
- ***Far be it from me*** *to criticize!* (= Let no-one think I'm criticizing!)
- ***Suffice it to say*** *that the experiment was a failure.* (= Let it be enough to say that the experiment was a failure)
- *Television has destroyed children's interest in reading –* ***witness*** *the increase in illiteracy* (= let the increase in illiteracy be proof of what I say)
- *If they refuse to help,* ***so be it*** (= let it be so) *– we shall find other means.*

■ The **present subjunctive** is used in **recommendations** or **requests** contained in **subordinate clauses.**

1 after verbs of requesting or recommending:

- *I demand that my money* ***be*** *refunded immediately.*
- *We recommend that the boy* ***have*** *a second chance to improve his behaviour.*
- *Regulations require that she* ***surrender*** *her passport temporarily.*
- *I propose that the plans for the new road* ***be*** *postponed.*
- *I insisted that she* ***apologize.***

Grammar Help

Notice that even when the main verb is in the **past tense**, the **present subjunctive** is used:

- *I suggested that Susan* ***sit*** *fewer GCSE exams.*

Alternatively, the **indicative simple past** is possible:

- *I suggested that Susan* ***sat*** *fewer GCSE exams.*

2 after nouns representing a requirement or recommendation:

- *Our request that the product* ***be*** *named after its inventor has been granted.*
- *The usual advice is that the patient* ***take*** *a course of pills to combat nausea.*
- *The school ignored my suggestion that Susan sit fewer GCSEs.*

3 after adjectives such as *advisable, essential, important* (typically in the structure *it is important, essential,* and so on):

- *It is essential that an adult* ***accompany*** *any child under 10.*
- *We consider it advisable that your mother* ***move*** *into supervised accommodation.*
- *I'm anxious that my daughter not* ***be*** *pressured into sitting too many GCSEs.*
- *How important is it that she* ***sign*** *the document personally?*

Grammar Help

These subjunctive constructions are rather formal, especially in British English (American English is keener on subjunctives).

There are three ways of avoiding them if you want to sound less formal:

■ use the **indicative:**

- *I* ***suggest*** *that he* ***takes*** *the baby to the doctor.*

- use modal ***should*** + base form:
  - *The school ignored my **suggestion** that Susan should **sit** fewer GCSEs.*
- use a construction with ***for*** + ***to***-infinitive:
  - *How **important** is it **for her to sign** the document personally?*

See UNIT 53 on the **infinitive** for more information about ***for*** + ***to***-infinitive.

Grammar Help

A present subjunctive verb is made **negative** simply by putting ***not*** before it:

- *We **recommend** that the patient **not eat** for six hours before receiving the anaesthetic.*

- The **present subjunctive** is used with the conjunctions ***whether*** ... ***or***, and the conjunction ***if***, and ***wh-ever*** pronouns:
  - ***Whether** the environmental problems **be** the result of pollution **or** overuse, they must be dealt with now.*
  - *Any extra-curricular activity is encouraged, **whether** it **be** music, dancing, drama **or** sport.*
  - *If it **be** the case that there is insufficient money in the bank, then money must be found.*
  - *If your friendship **be** genuine, based on loyalty and mutual affection, there is little that can destroy it.*
  - *Your personal preferences, **whatever** they **be**, will be given due consideration.*
  - *Your friends are all welcome here, **whoever** they **be**.*

Grammar Help

- A variation is possible on the construction with ***whether*** ... ***or***, omitting the conjunction ***whether*** and reversing **subject** and **verb**:
  - *Any extra-curricular activity is encouraged, **be it** music, dancing, drama or sport.*
- Again, for a more informal style, the indicative is used, or modal ***may*** or ***might*** + *base form*, especially in British English:
  - ***Whether or** not the problems **are** the result of pollution, they must be dealt with now.*
  - ***If** it **is** the case that there are insufficient funds for this vital project, money must be raised.*
  - *Your friends are welcome, **whoever** they may **be**.*
  - *Your preferences, **whatever** they might **be**, will be duly considered.*

Did you know?

There are some set phrases with ***if***, and other phrases with the sense 'no matter what happens (or is the case)', that use the subjunctive:

If so be (= if it happens) *that I have to resign, I shall do so gracefully.*
*We shall employ extra staff **if need be*** (= if it becomes necessary).
If truth be told (= if you want the truth), *Ellen is interested only in her own advancement.*
Be that as it may (= even if that is the case), *you had no excuse for lying.*
Come what may (= whatever happens), *I intend to find the murderer.*
Come rain or shine (= whether it rains or shines), *Grandad takes his daily walk.*
***Come** New Year* (= when New Year arrives) *I'll have my own flat.*

Uses of the past subjunctive

- The **past subjunctive** is used in **unreal conditions** in the **present** (that is, conditional sentences about what would happen if things were different, typically with the implication that they won't change).

1 When you are referring to the **present** situation, you use the **past subjunctive** in the *if* (or *unless*) clause:

- *If I **were** a rich man, I would build a grand house.*
- *If I **were** you, I'd uninstall that program and start the installation again.*
- *If Sally **were** more sensible, she wouldn't spend all her money on hats.*
- *If we **had** better resources, we could develop a better education system.*
- *He'd never agree to such a thing **unless** he **were forced**.*
- *You would make more progress in English if you **learnt** a little grammar.*
- *I could wear that glamorous dress again if I **lost** some weight*
- *If you **believed** in yourself more, you could achieve anything you wanted.*
- *If I **didn't take** charge, nothing would get done.*
- *Ellen would have more friends if she **were not** so self-seeking.*

Grammar Help

- You make the **past subjunctive negative** in the same way as the **simple past**, by using auxiliary ***did* + *not*** (or ***didn't***) or adding ***not*** or ***n't*** after ***were***:
  - *He'd be less recognizable if he **didn't have** bright red hair.*
  - *He'd be less recognizable if he **weren't** so tall.*
- As usual, especially in British English, it is possible to use an indicative instead of a subjunctive:
  - *He'd never agree **unless** he **was forced**.*
  - *Ellen would have more friends if she **wasn't** so self-seeking.*
- But notice that in the expression ***if I were you*** (used for giving advice) the subjunctive ***were*** is regular. The form ***if I was you*** is possible but very informal.
- The phrase ***as it were*** is typically used to signal some unusual use of words; ***were*** cannot be replaced by ***was*** here:
  - *A good play has the main character* (or *characters*) *going on a journey, **as it were**.*
- 'Unreal' conditional sentences referring to the present situation form a class called **second conditional**. For more information, see the unit on **conditional clauses** in the chapter **CONJUNCTIONS AND CLAUSES**.

A frequent variation on using *if* is to reverse the **subject** and **verb**:

- ***Had** the school more money, it would open its doors to adults in the evening.*
- ***Were** I a wealthy man, I'd do more travelling.*

2 Instead of using the past subjunctive, you can use the form ***were* + *to*-infinitve**:

- *There would be a terrible fuss if I **were to suggest*** (instead of *if I **suggested***) *a change in the present arrangement.*
- *If the business **were to fail**, we would lose all our savings.*

The indicative is also possible:

- *There would be a fuss if I **was to suggest** any alterations.*

3 Another variation is to use ***should*** + **base form** in the *if*-clause, often with an imperative in the main clause:

- *If I **should die**, bury me somewhere with a nice view.*
- *If you **should see** Amanda, pass on the message.*
- *If it **should become** necessary, break the glass to sound the alarm.*

You can use the reversed style here:

- ***Should** it **become** necessary, break the glass to sound the alarm.*

■ You use the **past subjunctive** in **vain wishes**, after verbs or expressions of **wishing**:

- *I **wish** you **thought** differently.*
- *I **wish** our neighbour **didn't make** so much noise.*
- *If **only** I **had** a perfect figure!*
- *I **only wish** I **were** cleverer!*

■ You use the **past subjunctive** after the expressions ***as if, as though, suppose, supposing, imagine***:

- *I feel **as though** I **had** an iron band round my head.*
- *He should know better – it isn't **as if** he **were** a child any longer.*
- *Just **suppose** I **weren't** here to help you – how would you manage?*
- ***Supposing** we **won** this competition – how would we spend the money?*
- ***Imagine** you **were** in a spacecraft travelling to the moon.*

The unreal past

■ In **unreal conditions** in the **past** (that is, conditional sentences about what would have happened if things had been different), you use a form of the subjunctive in the *if*-clause that is identical to the **past perfect**:

- *If you **hadn't warned** us, we'd have eaten the contaminated fruit.*
- *The building wouldn't have collapsed **if** the design **hadn't been** faulty.*
- *If Jane **had done** more work she might have won the scholarship.*

A variation using the reversed order ***had*** + subject + **past participle** is possible:

- ***Had** I **realized** how ill she was, I might have been more sympathetic.*
- ***Had** the train not **stopped** when it did, there could have been a major disaster.*

Grammar Help

'Unreal' conditional sentences referring to a **past situation** form a class called **third conditional.** For more information, see the unit on **conditional clauses** in the chapter **CONJUNCTIONS AND CLAUSES.**

- You use the **past perfect** form of the verb in **vain wishes** relating to the past:
  - *I wish I hadn't said that!*
  - *I only wish you had confided in me!*
  - *If only we hadn't taken that wrong turning in Birmingham!*
- You use the **past perfect** form of the verb after ***as if, as though, suppose, supposing, imagine*** to refer to unreal possibilities in the past:
  - *Suppose you had fallen! You could have been killed.*
  - *It was silly of you to laugh – just supposing he'd heard you!*
  - *Imagine we had somehow learnt to fly!*
  - *You look as though you had seen a ghost!*
  - *I feel guilty getting all this money – it's not as if I'd earned it!*

UNIT

53 GERUNDS OR VERBAL NOUNS

There are **two kinds** of word ending with ***-ing*** that are formed from verbs.

- One kind of ***-ing*** form is the **present participle**. As we have seen, the **present participle** is used **with auxiliary verbs** to form the **continuous tenses**:
  - *We are making good progress.*
  - *Susan was dancing in the moonlight.*
  - *I shall be seeing George tomorrow.*
  - *I have been struggling with English grammar all week.*

  The **present participle** is also used without auxiliaries as an **adjective** and in **participial phrases**:
  - *The ward seemed to be full of crying babies.*
  - *The lady standing behind me in the queue suddenly fainted.*
  - *Shaking with fury, Harry walked out of the room.*
  - *I watched Susan dancing in the moonlight.*

  For more information, see the section on **participial phrases** in the chapter **PHRASES.**

- The other kind of ***-ing*** form is called a **gerund** and you use it as a **noun.** It is known as a **verbal noun.**

1 Since it is a **noun** it can be the **subject** of a verb:
  - *Dancing relaxes you.*
  - *Running is a good way to keep fit.*
  - *Smoking is banned on all flights.*
  - *Drink-driving has caused many tragic deaths.*

2 A verbal noun can also be the **object** of a verb:
  - *Jim loves walking and mountain-climbing.*
  - *Have you ever tried skating?*
  - *I don't like waiting in queues.*

3 A verbal noun can be the **object** of a preposition:
  - *Think before deciding.*
  - *Always shower after exercising.*
  - *Thanks for helping.*
  - *You're good at drawing.*

4 A verbal noun can be a **complement** after a linking verb:

- *Seeing is **believing**.*
- *My favourite occupation is **sleeping**.*
- *Looking at another player's cards is **cheating**.*

5 A verbal noun can be used **adjectivally**:

- *Have you brought your **swimming** costume?*
- *The **washing** machine is broken.*
- *I'll show you to the **dining** room.*

Grammar Help

Distinguish between **present participles** and **gerunds**: both are used adjectivally:

- *I didn't want to disturb the **sleeping** baby* (= the baby who was sleeping). (participle)
- *I couldn't find my **sleeping** bag* (= my bag for sleeping in). (gerund)
- *Make sure you only drink from **running** water* (= water that is running). (participle)
- *I put on my **running** shorts* (= shorts for running in). (gerund)

6 Determiners, possessive forms and adjectives can be used with **verbal nouns**:

- *The play would have been nothing without the accomplished **acting**.*
- *Noisy **coughing** spoilt the performance for me.*
- *The children's delightful **singing** made the evening.*
- *This unseemly **shouting** is getting us nowhere.*
- *My girlfriend is fed up with my inexpert **dancing**.*
- *Any **cheating** will be severely punished.*
- *No **smoking** is permitted aboard the aircraft.*

■ Verbal nouns also retain the features of **verbs**.

1 They can have objects, including <u>indirect objects</u>:

- ***Taking** exercise is good for you*
- ***Giving** <u>people</u> presents is fun.*
- *We try to avoid **punishing** pupils.*
- *Ellen is good at **getting** her own way.*
- *The big problem will be **finding** the time.*

Grammar Help

The **object** may come **before** the verbal noun, forming a hyphenated compound:

- *Do you do any **horse-riding**?*
- *You'll get plenty of practice in **essay-writing** from me.*

2 Verbal nouns can be followed by **adverbs** and **adverbials**:

- *We'll gain nothing by **acting** hastily.*
- *I don't enjoy **sitting** in the sun.*
- ***Talking** to people has to be more sensible than war.*
- ***Working** all night long will not improve your health.*

3 Verbal nouns have **passive** forms (using ***being*** + **past participle**) and perfect forms (using ***having*** + **past participle**):

- *I hated **being** cross-questioned like that.*
- *I'm proud of **having** written that book.*

4 You can make a verbal noun **negative** with *not*:

- *Not having the car this week is a great nuisance.*
- *Not being a university graduate hasn't made any difference to my success.*
- *I was hurt at not being invited to the wedding.*

■ When a verbal noun is used with an **adjective** or **determiner**, you use *of* before its object, if it has one:

- *Sensitive handling of the economy is required at this stage.*
- *The settling of claims may take quite a time.*
- *Please remain seated during the singing of the next hymn.*
- *The reading of the will takes place at two o'clock.*

■ The '**doer**' of the action contained in the verbal noun can take the form of a **possessive determiner** or a **possessive form**:

- *My complaining to the authorities* (= the fact that I complained to the authorities) *has evidently had some effect.*
- *I objected to Barbara's inviting herself to stay with us* (= the fact that Barbara invited herself to stay with us).
- *We approved of their not changing the child's surname* (= the fact that they didn't change the child's surname).
- *Nobody minded Jenny's breast-feeding her baby in public* (= the fact that Jenny breast-fed her baby in public).

Grammar Help

- Notice that with this **possessive + verbal noun** construction, *of* is not needed before the object of the verbal noun.
- A more informal construction using **object forms** instead of possessive forms is possible and pretty common:
  - *We approved of them not changing the child's surname.*
  - *Nobody minded Jenny breast-feeding her baby in public.*

■ The pronoun *it* can act as a preliminary subject, with a **verbal noun** as a kind of **postponed subject**:

- *It's no good losing your temper.*
- *It's no use your shouting.*
- *It's great having the apartment to myself.*
- *It's a nuisance not having the car this week.*

■ Verbal nouns are frequent in **public notices** and **prohibitions**

- *NO PARKING OVERNIGHT*
- *NO LITTERING*
- *No running in the corridor, please!*
- *No talking in class, please!*

Verb + verbal noun

■ You can use the construction **verb + verbal noun** when you are adding an action or activity as an **object** after certain verbs:

- *I suggest moving his desk into the bedroom.*
- *Do you enjoy causing trouble?*
- *At last it has stopped raining.*
- *Have you finished writing your assignment?*

- *I keep (on) forgetting to buy washing powder.*
- *You'll get a seat if you don't **mind** waiting in a queue.*
- *Avoid hurting other people's feelings.*
- *I can't **help** feeling angry.*
- *I can't **bear** seeing good food wasted.*
- *Dad can't **stand** apologizing.*
- *Would you **consider** taking a lower-paid job?*
- *I **dislike** making a fuss.*
- *Don't **give up** trying.*
- *Do you **fancy** climbing that tower?*
- *I can't **risk** leaving the door unlocked.*
- *They **burst out** laughing.*
- *The mountaineering will **involve** climbing with ropes.*
- *Practise moving your toes independently.*
- *I **admitted** using her computer.*
- *I **denied** having altered any settings on her computer.*

Grammar Help

- You cannot use a **to**-infinitive with most of the verbs shown above. You cannot say, for example, *I suggest to move his desk.*
- Two exceptions are the combinations ***can't bear*** and ***can't stand***:
  A *to*-infinitive is possible (with a slight change of meaning – see below) with ***can't bear***: *I can't bear to wait.*
  American English allows ***can't stand*** + *to*-infinitive:
  - *He can't stand to apologize.*

  But ***can't help*** is always used with a verbal noun:
  - *I couldn't help laughing.*

- You can use a verbal noun or a *to*-infinitive with the following verbs, with no change of meaning:

VERB + VERBAL NOUN	VERB + *TO*-INFINITIVE
*Sam **continued** reading quietly in his corner.*	*Sam **continued** to read quietly in his corner.*
*The customer **started** making a fuss.*	*The customer **started** to make a fuss.*
*The baby **began** yelling.*	*The baby **began** to yell.*
*We **intend** visiting the museum later today.*	*We **intend** to visit the museum later today.*
*We **prefer** making our own Christmas cards.*	*We **prefer** to make our own Christmas cards.*

- With the following verbs, there is a slight difference in meaning between the verbal-noun use and the *to*-infinitive use:

VERB + VERBAL NOUN	VERB + *TO*-INFINITIVE
*I **can't bear** waiting* (= I suffer while waiting) *for exam results.*	*Open the letter now – I **can't bear** to wait* (= I don't want to wait).
*I **love** learning* (= I enjoy learning) *new skills.*	*I **love** to learn* (= I often choose to learn) *new skills.*
*I **like** getting up early* (= I enjoy getting up early).	*I **like** to get up early* (= I choose to get up early).
*I **hate** hurting* (= I'm unhappy when I hurt) *feelings.*	*I **hate** to hurt* (= I don't want to hurt) *her her feelings.*

Language Help

- American English prefers the **to**-infinitive with the verbs shown above, so the distinction relates chiefly to British English.

Grammar Help

Notice that if you use ***would*** with the verbs ***like, love, prefer, hate,*** you always use the ***to***-infinitive:

- ***Would you prefer to walk?***
- ***I'd like to take a shower.***
- ***I'd love to know the truth.***
- ***I'd hate to cause any trouble.***

■ With some verbs, there is a much bigger difference in meaning between the verbal-noun use and the *to*-infinitive use:

VERB + VERBAL NOUN	VERB + *TO*-INFINITIVE
I'll try changing the font size. (to see if changing the font size solves the problem)	*I'll try to change the font size.* (= I'll see if I can change the font size.)
I remember putting the keys in the drawer. (recollection of a past event)	*Remember to put the keys in the drawer.* (a reminder)
I'll never forget seeing the Maltese fortifications.(recollection of a past event)	*Don't forget to see the Maltese fortifications.* (a reminder)
I regret telling her that I'd failed. (It was a mistake to tell her that I'd failed.)	*I regret to tell you that I've failed.* (announcement of unwelcome news)
I stopped looking at the goods in the window. (= I had been looking at the goods, but stopped.)	*I stopped to look at the goods in the window.* (= I stopped in order to look at the goods.)
He went on talking about his problems. (= He continued talking about his problems.)	*He went on to talk about his problems.* (= Having finished one topic, he next mentioned his problems.)
The change of plans will mean upsetting Mum. (= The change will upset Mum.)	*I didn't mean to upset Mum.* (= I didn't intend to upset Mum.)

advise, allow, permit, forbid

You can use a verbal noun after ***advise, allow, permit*** and ***forbid*** only if there is no object in the form of a noun or pronoun. If there is an object, you use a *to*-infinitive:

VERB + VERBAL NOUN	VERB + *TO*-INFINITIVE
We advise arriving early at the theatre.	*We advise you to arrive early at the theatre.*
We permit smoking in Coach M.	*We permit passengers to smoke in Coach M.*
They don't allow picnicking here.	*They don't allow people to picnic here.*
We forbid drug-taking in this hostel.	*We forbid guests to take drugs in this hostel.*

Grammar Help

- When the pattern **verb + object + to-infinitive** is made passive, the object becomes the subject:
  - ***Passengers are permitted to smoke** in Coach M.*
- When the pattern **verb + verbal noun** is made passive, the verbal noun becomes the subject:
  - ***Smoking is permitted** in Coach M.*

need, require and want

Need and *require* can take a **passive** *to*-infinitive or an *-ing* form **with a passive meaning:**

- *These dishes **need to be washed.***
- *These dishes **need washing.***
- *These letters **require to be filed.***
- *These letters **require filing.***

Informally, *want* can take an *-ing* form with a passive meaning:

- *The garden **wants weeding.***

Preposition + verbal noun

A **verbal noun** is, as a general rule, the **only** form of the verb that can follow a **preposition.**

Many **verbs, nouns** and **adjectives** are used with a **'customary' preposition,** and this may often be followed by a verbal noun. The cases shown below are only a very small proportion of the possibilities:

verb + preposition + verbal noun

- **Intransitive verbs** may be followed by a **preposition + verbal noun:**
  - *We believe in **disciplining** children early.*
  - *I insist on **driving** you to the station.*
  - *Jake persisted in **disrupting** classes.*
  - *I apologize for **being** late.*
  - *I object to **paying** for parking outside my own apartment block.*
  - *Are you thinking of **changing** jobs?*
  - *Richard dreams of **becoming** an opera singer.*
  - *I wouldn't dream of **waking** her before 8 o'clock.*
  - *I don't approve of **teaching** children to read before the age of five.*
  - *He worries about **not being accepted** by other people.*
  - *I depend wholly on **having** good health.*
  - *We're looking forward to **meeting** you.*
- Notice also the pattern **transitive verb + object + preposition + verbal noun:**
  - *The weather didn't stop me **from enjoying** my holiday.*

- *Can we interest you in investing in our company?*
- *Are you accusing me of lying?*
- *We suspected her of having committed fraud.*
- *The authorities prevented us from finding out the truth.*
- *I prefer rail travel to flying.*

Grammar Help

Stop and ***prevent*** can be used in both the following patterns:

- **verb + object + preposition + verbal noun:**
  - *The weather didn't **stop us from enjoying** our holiday.*
  - *The ward staff **prevented us from interviewing** the patient.*
- **verb + object + verbal noun**
  - *The weather didn't **stop us enjoying** our holiday.*
  - *The police tried to **stop us parking** in our usual place.*
  - *She did her best to **prevent me applying** for the post*

The combination ***prevent*** + **possessive form + verbal noun** is also possible:

- *Nothing will **prevent my sleeping** soundly tonight.*

noun + preposition + verbal noun

- *The **difficulty** of **making** yourself understood makes you reluctant to talk to deaf people.*
- *The **thought** of **packing up** all my belongings fills me with dread.*
- *If there's no **alternative** to **telling** a lie, you have to do it.*
- *Do you think there's any **possibility** of **persuading** her?*
- *When I next get the **opportunity** of **speaking** to her, I'll mention your name.*
- *She always had a **taste** for **dressing** outrageously.*
- *My **inclination** is of course towards **holidaying** somewhere warm.*
- *There are various **methods** of **backing up** your files.*
- *George showed no **interest** in **taking** exercise.*
- *Thank you for your **kindness** in **offering** us hospitality for the night.*
- *There's a **ban** on **smoking** in most public places nowadays.*
- *Congratulations on **winning** the competition.*
- *The **idea** of that man **kissing** her appalled him.*
- *This book is intended as a brief **introduction** to **computer-programming**.*
- *There's no **proof** of **her having visited** Jack that evening.*
- *There's no **substitute** for **swimming** in the sea.*

Language Help

The noun ***possibility*** is regularly used with ***of*** + verbal noun, but ***opportunity*** can be used either with ***of*** + verbal noun or a ***to***-infinitive:

- *Will there be any **possibility of speaking** to her?*
- *Will there be any **opportunity of speaking** to her?*
- *Will there be any **opportunity to speak** to her?*

adjective + preposition + verbal noun

- *I'm so **bad** at **organizing** myself.*
- *He's obviously **determined** on **leaving** as soon as possible.*

- Are you **interested** in **making** some money?
- Janet's too **fond** of **teasing** people
- Is he really **capable** of **murdering** someone?
- Mary's **incapable** of **hurting** anyone deliberately
- Who's **responsible** for **locking** up the shop?
- Liam's clever at **manipulating** people
- I'm **pleased** at **having won** so much support.
- We're **accustomed** to **getting** up early
- You're not **afraid** of **getting** wet, are you?

UNIT

54 THE INFINITIVE

THE BARE INFINITIVE AND THE *TO*-INFINITIVE IN CONTEXT

The **bare infinitive** or **base form** is used with the auxiliary *do* and with modal verbs.

Having recently left university I simply must **decide** about my future, but I can't **think** clearly about it yet. I may **apply** for a postgraduate degree course; but that might **be** a waste of time. Maybe I should **find** a job as soon as possible. Does that **seem** more sensible?

The **bare infinitive** is used with the verbs *let*, *make*, *help*, and the combinations *had better* and *would rather*. You also find it after *why* and *why not?*

I had better **make** some plans, I guess, though I'd much rather **have** a nice long rest after all my hard work for my degree. Every day I make myself **look** at the job adverts in the paper, but so far that hasn't even helped me **focus** on a suitable area of work. My less worthy self says 'Why **find** a job? Why not just **be** lazy for a while?'

The **bare infinitive** can follow sensing and observing verbs.

So I'm just staying at home watching the time **go** by and when I hear Dad and Mum **leave** for work in the morning, I feel guilty.

Both the **bare infinitive** and the *to*-infinitive have perfect, continuous and passive forms.

But there's another thing. I could **have been looking** more enthusiastically for a job, but I was afraid I might **be missing** a lot of fun with my friends – and certainly we seem **to have done** a lot, and **to have been involved** in a lot of parties and gigs and so on.

The *to*-infinitive can be used after certain **verbs, adjectives, nouns,** and a few **adverbs.**

But I don't want **to waste** any more time – I need **to have** a definite plan of campaign. I'm really keen **to get** a well-paid job, and not quite so eager as I was **to take** a further degree. I'm **about to check out** a few of the construction firms in our area; it'll be a good opportunity **to see** what sort of jobs there are in management locally.

The construction ***for*+*to*-infinitive** occurs where the 'subject' of the ***to*-infinitive** is different from the **subject** of the sentence or clause.

The **bank manager** has arranged **for me to borrow** a generous sum, and **he**'ll wait **for** my affairs **to be sorted out** before asking for repayment. If I get an administration job **my salary** will be enough **for me to repay** the bank quite soon, but of course **it**'s too early **for anyone to assume** that I'll be as successful as that.

The ***to*-infinitive** often follows *wh*-question words after verbs of asking, knowing, etc.

Interviews will be the next stage; I don't know **what to say** in an interview, or **how to behave**, or **how much to tell** about myself and my ambitions.

The infinitive can be omitted after ***to***, if it can be understood from a **verb** already used.

'Well,' said my dad, putting his head round my bedroom door, '**finding** a job OK?' 'I'm trying my best **to**,' I answered.

The infinitive

The infinitive takes two forms.

The **bare infinitive** is the base form of the verb without *to*, for example, *go, come, talk, think*. The ***to*-infinitive** is the base form of the verb with *to* before it, for example *to go, to come, to talk, to think*.

When is the bare infinitive used?

- with **auxiliary *do***
  - *Do you know Sam?*
  - *Don't wait for me.*
  - *How does it work?*
- with **modal verbs**
  - *Can you swim?*
  - *Could you help me?*
  - *Will the errors matter?*
  - *I shall forgive you this time – you won't be punished.*
  - *May I come in?*
  - *You must try harder.*
  - *It might rain later.*
  - *I would prefer fruit juice.*
  - *You should read some of Charles Dickens's books.*
- with **the semi-modals *dare* and *need***
  - *I daren't mention the subject to my dad.*
  - *You needn't alter any arrangements for my sake.*
  - *Dare I suggest an alternative?*
  - *Need you drive the whole way in one day?*

Grammar Help

The **bare infinitive** can have **continuous, perfect** and **passive** forms, which are used mainly with the **modal verbs**:

- *He **must be sleeping**.* (continuous infinitive)
- *I **must have slept** for twelve hours.* (perfect infinitive)
- *The water **must be changed** every week.* (passive infinitive)
- *We **must have been chatting** for two hours.* (perfect continuous infinitive)
- *The water **must have been changed** already.* (perfect passive infinitive)

Grammar Help

See the section on **semi-modal** verbs earlier in this chapter to check the use of a ***to*-infinitive** with ***dare*** and ***need***.

Remember that the other **semi-modals *ought*** and ***used*** are always used with a ***to*-infinitive**.

- with ***had better*** (or ***'d better***) and ***would rather*** (or ***'d rather***):
  - *I'd better check the water level.*
  - *Hadn't you better get up?*
  - *We'd better mow the lawn, hadn't we?*
  - *I'd rather be too early than risk being late.*
  - *Wouldn't you rather take the train?*
  - *'I'd rather listen to a concert.' 'I would too.'*

Language Help

Although the forms ***had better*** and ***would rather*** consist of **verb + adverb**, they can be regarded as '**modal combinations**', because they behave very like modal verbs.

In earlier literature, the form ***had rather*** was interchangeable with ***would rather***:

- *I had rather walk than take a carriage.*

- with *let*
  - *Let's go to that new restaurant.*
  - *Let's not waste any more time.*
  - *Just let me think.*
  - *Let bygones be bygones.*
- with ***make*** (in the sense 'force', persuade' or 'cause')
  - *There's no time to delay – **make** them come immediately.*
  - *Mum **made** me confess the truth.*
  - *Look – you've **made** me spill the milk.*
- with *help*
  - *I **helped** Jane count the votes.*
  - *A few days' rest will **help** you sort out your ideas.*

Language help

- ***Help*** can also be used with a **to-infinitive**:
  - *I **helped** Jane **to count** the votes.*
  - *A few days' rest will **help** you **to sort out** your ideas.*
- Some people prefer a **to-infinitive** where ***help*** is used without an object:
  - *I **helped to count*** (rather than *I helped count*) *the votes.*
  - *A few days' rest will **help to sort out*** (rather than *help sort out*) *your ideas.*

- after **observing** and **sensing** verbs:
  - *I **saw** her cross the street.*
  - *I **heard** her open the door.*
  - *We **felt** the ground shake.*
  - *She **noticed** him hesitate.*
  - *We **watched** the building burn.*
  - *Watch me do a handstand!*

Grammar Help

You use a **bare infinitive** after **observing or sensing** verbs if you are stating the **fact** or **completion** of the action you observe:

- *I **heard** him **play** this same concerto in Frankfurt.*

If you are emphasizing the **process** of the action, you use a **present participle**:

- *I can **smell** something **burning**.*
- *I **watched** Mum **brushing** her hair and **putting** on her makeup.*

- after *why* and *why not*
  - *Why learn foreign languages when everyone speaks English?*
  - *Why not come out for a walk with me?*
  - *Why not visit Taiwan?*

Language Help

***Why do** such-and-such?* implies that it is unnecessary.
***Why not do** such-and-such?* is a suggestion that you should do it.

- after *and* and *or*
  The **second of two infinitives** joined by ***and*** or ***or*** can be a **bare infinitive**:
  - *I want **to study** science **and become** a doctor.*
  - *Would you like **to eat** now **or wait** till later?*
- after *than, as, as well as*
  The **second of two infinitives** linked by ***than, as, as well as*** is usually a **bare infinitive**:
  - *Some skills are easier **to perform than explain**.*
  - *It's as simple **to demonstrate as explain**.*
  - *I have **to walk** the dog **as well as put** the children to bed.*
- with *rather than*
  A **bare infinitive** often follows ***rather than***:
  - *I paid the bill without question, **rather than make** a fuss.*

  But a **verbal noun** is also possible:
  - *Do what you think is right yourself, **rather than** copying other people.*
- after *except, but, other than*
  do* + indefinite pronoun** is contrasted with a **bare infinitive** after ***except, but, other than and ***like***:
  - *What is there to do here **other than** relax all day?*
  - *I've done nothing **but** relax all day.*
  - *People here don't do anything **except** relax all day.*
  - *I want to do something adventurous **like** sail round the world.*

The to-infinitive and its grammatical roles

The *to*-infinitive can have **continuous, perfect** and **passive** forms:

- *Joe seems **to like** his course.* (*to*-infinitive)
- *He seems **to be settling in** well.* (continuous *to*-infinitive)
- *He seems **to have made** a lot of friends.* (perfect *to*-infinitive)
- *He seems **to have been working** hard.* (perfect continuous *to*-infinitive)
- *He seems **to be regarded** as a good student.* (passive *to*-infinitive)
- *He seems **to have been awarded** excellent marks.* (perfect passive *to*-infinitive)

Like a verbal noun, a *to*-infinitive can play various grammatical roles in a sentence.
A *to*-infinitive can be:

1 the object of a **verb**:

- *I want to win.*
- *We intend to complain.*

2 the subject of a verb:

- *To fail now would be very frustrating.*
- *To tell the truth can be very difficult.*

3 the complement after a **linking verb**:

- *To understand is to forgive.*
- *The purpose of this valve is to control the flow.*
- *My plan is to spend two nights in Taipei.*
- *The idea is to meet at 6.30 for dinner.*

When is the *to*-infinitive used?

verb + *to*-infinitive

■ You use *to*-infinitives after many **verbs**.

- *David and I agreed to meet at 4 o'clock.*
- *I'll arrange to see the dentist straight away.*
- *I hope to go to university.*
- *I managed to repair the lock.*
- *I'm going to meet Philip tomorrow.*
- *We intend to move house soon.*
- *I'm longing to see you.*
- *I like to get up early in the mornings.*
- *I'd hate to make a mistake.*
- *I'd love to go to the museum*
- *Maggie began to cry.*
- *It's starting to rain.*
- *Jane continued to read her novel.*
- *Joe has decided to train as a doctor.*
- *Paul has learnt to swim.*
- *I didn't mean to hurt you.*
- *Mum promised to drive me to the class.*
- *Dad refused to sign the document.*
- *We want to have a meal before the concert.*
- *Try to keep calm.*
- *They seem to approve of my idea.*
- *John appeared to know all the answers.*
- *I hadn't planned to take a holiday just yet.*
- *Dad refused to give me any more money.*
- *Charlie offered to cook dinner for us all.*
- *Did you expect to succeed?*

Grammar Help

■ The following verbs can only be used with a ***to*-infinitive**, never a verbal noun:

- *agree, appear, arrange, decide, deserve, expect, hope, learn, manage, need, offer, plan, pretend, promise, refuse, seem, want.*

■ The following verbs can be used with a verbal noun as well as a ***to*-infinitive**, in some cases with a difference in meaning:

- *begin, can't bear, continue, forget, hate, intend, like, love, mean, prefer, regret, remember, start, try*

For more information on the use of these verbs with a verbal noun, read the section **verb + verbal noun** in Unit 53, **Gerunds or Verbal Nouns.**

- *I have* (or *have got*) *to leave in five minutes.*
- *I've forgotten to bring my passport.*
- *Do you need to change any money?*
- *Did you remember to close the windows?*
- *You deserved to win.*
- *I prefer to write my novels by hand.*
- *I can't bear to cause unhappiness.*
- *We regret to announce that tonight's performance is cancelled.*

■ You can make a *to*-infinitive negative by putting *not* or *never* before it:

- *Promise never to tell anyone.*
- *I prefer not to drive at night.*
- *She seemed not to realize her danger.*
- *I managed not to laugh.*
- *Try not to get so angry.*

■ Some verbs have an object before the *to*-infinitive:

- *The travel agency allowed us to change our booking.*
- *Sue asked me to help her.*
- *The policeman told us to wait.*
- *Anne persuaded me to join her choir.*
- *Remind me to buy more noodles.*
- *We expect you to do your best.*
- *Who taught those girls to dance?*
- *I want you all to concentrate.*
- *I forbid you to use my car.*
- *The captain permitted the passengers to leave the ship.*
- *The doctor advised us to take vitamin pills.*
- *I warned Maggie not to leave money around.*

Grammar Help

Notice that in these sentences the **object of the verb** turns into the **doer of the action** in the *to*-infinitive.

■ The **object** becomes the **subject** in a passive sentence:

- *Maggie was warned not to leave money around.*
- *We were advised by the doctor to take vitamin pills.*
- *You are forbidden to use my car.*

■ **verb + *for* + object + *to*-infinitive**
With verbs that are **used with the preposition *for***, the object of ***for*** can take the form noun (or pronoun) + *to*-infinitive, for example:

- *arrange for: I've arranged for you to see the dentist.*
- *ask for: We asked for our bags to be delivered to our hotel.*
- *long for: I was longing for the lesson to end.*
- *wait for: Wait for me to give the signal.*

Grammar Help

Notice that ***for* + *to*-infinitive** is used when the subject of the *to*-infinitive is different from the subject of the sentence.

adjective + to-infinitive

- You can use to-infinitives after certain **adjectives**:
  - *Julie was **afraid** to cross the road.*
  - *I'm so **glad** to see you.*
  - *I'm **reluctant** to lend you any more money.*
  - *I'm **sorry** to report that we lost the match.*
  - *I'm **pleased** to say the children behaved excellently.*
  - *The kids are all **keen** to be in the team.*
  - *I'm **determined** to get that job.*
  - *They were **eager** to hear the latest news.*
  - *I'm so **relieved** to know the money arrived safely.*
  - *Jim was the **first** to arrive.*
  - *Helen was the **last** to leave.*
  - *Dave was the **only** one to apologize.* (= Dave was the only one who did apologize)
  - *Dan is **likely** to win.*
  - *We're **unlikely** to meet again.*
  - *I'm **sure** to see Jane in the next few days.*
  - *It's **certain** to rain tomorrow.*
  - *Anna is **bound** to be late.*
  - *I'm **liable** to forget.*
  - *The train's **due** to leave in two minutes.*
  - *You're **welcome** to come with me.*
  - *Mum's **willing** to help.*
  - *Were you **able** to contact her?*
  - *I was **unable** to make contact.*
  - *Are you **ready** to begin?*
  - *I'm not **prepared** to tolerate this misbehaviour.*
  - *I was **wrong** to blame Susie for the mess.*
  - *You were **lucky** to escape!*
  - *I was **silly** to give up.*

- **subject** becomes **object** of to-infinitive
  A **noun** or **pronoun** that is the subject of a **linking verb + adjective** can become the **object** of a following to-infinitive in the complement:
  - *Science programmes are so **interesting** to watch.*
  - *Are these nuts **good** to eat?*
  - *English verbs are not very **easy** to learn.*
  - *Those maths problems were **difficult** to solve.*
  - *These sums are quite **simple** to do.*
  - *The possibilities are **frightening** to contemplate.*
  - *I prefer children as models – they're **delightful** to paint.*

Grammar Help

- The subject of the linking verb may become the **object** of a preposition used with the *to*-infinitive:
  - *This futon is very comfortable to sleep on.*
  - *The car is awkward to get into.*
  - *Elizabeth is fascinating to talk to.*
  - *She's so entertaining to be with.*
- Notice this common variation with the noun joining the **adjective** in the complement:
  - *That's an unusual question to ask.*
  - *Who's the best person to consult?*
  - *This is a comfortable futon to sleep on.*
  - *Elizabeth is a fascinating girl to talk to.*
- The *to*-infinitive may be part of an **object complement** after a **complex transitive** verb:
  - *We considered you the right person to appoint.*
  - *I found Ruth a delightful companion to travel with.*

adverb + *to*-infinitive

Certain adverbs can be used with a *to*-infinitive after a **linking verb**:

- *Cheerio – I'm off to visit Peter.*
- *Dad was about to serve lunch.*
- *Sam is out to get the top job.* (= he's determined to get it(

noun + *to*-infinitive

- Certain nouns can be used with a *to*-infinitive:
  - *I've no desire to be famous.*
  - *I felt an inclination to hit him.*
  - *We respected Dad's wish to be buried in his native village.*
  - *Kate had no ambition to travel the world.*
  - *There's no need to apologize.*
  - *Jim's decision to retire surprised us all.*
  - *There'll be an opportunity to ask questions later.*
  - *I need time to think.*
  - *John sent me a reminder to book seats.*
  - *We waited for the order to advance.*
  - *You were a fool not to claim the reward.*
- **subject** becomes **object** of *to*-infinitive
  The subject of a **linking verb + noun** can be the **object** of a following *to*-infinitive (or *to*-infinitive + preposition) in the complement:
  - *Your cooking is always a pleasure to sample.*
  - *These children are a delight to teach.*
  - *Cricket is such a bore to take part in.*
  - *The games must be a nightmare to organize.*

- A *to*-infinitive following a **noun** can indicate how it is to be **used**:
  - *I phoned for **a taxi** to take us to the airport.*
  - *Here's **a pill** to help you sleep.*
  - *We employed **a guide** to lead us up the mountain.*
  - *Have you got **a video** to keep the children quiet?*
  - *Take **a book** to read in case you get bored.*
  - *Bring **a mat** to sit on.*
  - *We've got **a problem** to discuss.*
  - *I've **a sin** to confess.*

- **Indefinite pronouns** and **quantifiers** are frequently used with a *to*-infinitive expressing **purpose**:
  - *Have you all got **something** to eat?*
  - *I've got **nothing** to wear.*
  - *Isn't there **anything** else to watch?*
  - *We have **plenty** to get on with.*
  - *The children get **lots** to do on the farm.*
  - *Have you **any goods** to declare?*
  - *Is there **anywhere** to talk privately?*

Further points about the *to*-infinitive

- Structures containing a *to*-infinitive are often introduced by *it is* or *it was* and so on, followed by an adjective or noun:
  - *It's silly to argue.*
  - *It was kind of you to visit my mother.*
  - *It was stupid of me not to note the time.*
  - *It's a privilege to work with you.*
  - *It would be a shame to give up now.*
  - *It's my ambition to write a best-seller.*
  - *It's my plan to finish most of the work by the end of June.*
  - *It's nice to be home.*
  - *It's never a good idea to go without sleep.*
  - *Is it time to leave?*
  - *It's important to plan your day in advance.*
  - *It's sensible to check in early.*
  - *It was a pleasure to meet you.*
  - *It will be a good opportunity to see Hong Kong.*

- the role of **preposition** *for*
  The preposition *for* does a special job with *to*-infinitives. We have already noted that the structure **object** + *to*-infinitive can follow *for* after certain verbs that customarily use *for*, when the subject of the *to*-infinitive is different from the subject of the sentence:

- *I've arranged for the furniture to go into storage.*
- *We asked for the date to be changed.*

The same structure can follow certain **nouns** and **adjectives**:

- *The idea is for everyone to stay at our house.*
- *It's a great opportunity for us to meet the students.*
- *Isn't it time for us to leave?*
- *It's ridiculous for us all to squeeze into one car.*
- *The situation is difficult for strangers to understand.*
- *Is it possible for you all to be ready by nine?*
- *It's impossible for them to do the journey in two hours!*
- *Are these nuts OK for humans to eat?*

■ You often find **to-infinitives** after ***enough*** and ***too***:

- *Are you old enough to drive?*
- *It's too late to telephone now.*
- *I haven't enough money to pay the bill.*
- *The part is too long for a single actor to play.*
- *It's too wet to go for a walk.*
- *He's tall enough to touch the ceiling.*
- *I hope I've worked hard enough to pass my exams.*
- *I've been too busy to read the papers.*
- *I'm too short-sighted to risk driving without spectacles.*
- *It's too foggy to see the island today.*
- *Some of the exercises are too strenuous for girls to perform.*
- *Is the sea warm enough to swim in?*
- *Are the puzzles easy enough for children to solve?*
- *In London it was hot enough to go out without a coat.*

Grammar Help

In the following examples the definite article ***the*** has the meaning 'enough':

- *He hasn't got the intelligence to run the company.*
- *I didn't have the courage to jump.*
- *She lacked the civility to apologize.*
- *We don't have the money to jet around the world.*

■ ***be to*** for expressing **orders** or **plans**
You use the verb ***be*** with a **to-infinitive** to express an order rather firmly, or to refer to plans already made:

- *You are to stop writing immediately.*
- *You are to be back before midnight.*
- *You are to apologize to your mother for your rudeness.*
- *We are to report to headquarters at eight o'clock.*
- *The Minister is to return to Singapore later this evening.*
- *The celebrations were to have been held last week, but there was a delay.*
- *Your e-mail message said I was to come straight here.*
- *The wedding is not to take place after all.*

■ **to-infinitives** after ***wh***-question words
To-infinitives sometimes follow ***wh*-question words** after verbs of asking, knowing, learning and instructing:

- *Helen is learning **how to drive**.*
- *Sue asked me **where to buy** the best computer.*
- *Dad told me **which key to press**.*
- *I didn't know **what to do**.*
- *I had no idea **who to ask**.*
- *Let me know **how many copies to print**.*
- *The nurse told him **which pills to take**.*
- *I can't think **what to write**.*
- *Tell me **when to stop pouring**.*
- *Could you remind me **how much flour to use**?*
- *Does the recipe say **how long to boil the mixture for**?*
- *I'm wondering **what clothes to buy for my trip**.*

■ expressing **purpose** with ***to*-infinitives**
A **to-infinitive** is used after the words ***in order*** and ***so as*** to express **purpose**:

- *Arrive early **so as to get** a good seat.*
- *Sit near the front **in order to get** a good view.*

But a ***to*-infinitive** can express purpose on its own:

- *The baby was taken to the clinic **to get** her injections.*
- *I'm going to the shops **to buy** some food.*
- ***To speed up** the work, we employed extra staff.*

■ ***to*-infinitives in set expressions**
Certain set expressions using a **'purpose'** ***to*-infinitive** are sometimes used to introduce a statement:

- ***To be fair**, she didn't mean to cause trouble.*
- ***To be honest**, I didn't like the play much.*
- ***To put it more simply**, a fact is just an interpretation.*

The split infinitive

When an **adverb** is inserted between *to* and the **infinitive**, the result is a **split infinitive**. This is considered bad style by some people. If you want to avoid it, you can usually place the **adverb** before or after the ***to*-infinitive**:

- *I never had a chance to **thoroughly** learn that topic.* (split infinitive)
- *I never had a chance to learn that topic **thoroughly**.*
- *I never had a chance **thoroughly** to learn that topic.*

Language Help

Placing the adverb before the ***to*-infinitive** is very formal.

Omission of words after *to*

The infinitive can be omitted after ***to***, if the verb (and what follows it) can be understood from the previous context:

- *'Will Harry **get the lead** in the play?' 'He's quite likely **to**.'*
- *I wanted **to train as an actor**, but I never had a chance **to**.*

- *I ought to have* ***told her the truth****, but I didn't have the courage* ***to****.*
- *'Have you* ***left school*** *yet?' 'No, but I'm longing* ***to****.'*
- *'Are you going to* ***see Nora*** *next week?' 'I hope* ***to****.'*
- *'Have you* ***phoned for a taxi*** *yet?' 'I'm just about* ***to****.'*
- *'I'll* ***mention the subject to Peter*** *as soon as I get an opportunity* ***to****.'*
- *'Can James* ***swim****?' ' No, but he's learning* ***to****.'*
- *I tried to* ***contact John*** *last night, but I didn't manage* ***to****.*
- *'Do you think Jim'll* ***win the scholarship****?' 'He's certain* ***to****.'*
- *'Harry and Frank* ***failed the exam****.' 'They deserved* ***to*** *– they cheated.'*
- *We don't want to* ***move house****, but we have* ***to****.*

For more information, see the chapter **ELLIPSIS AND SUBSTITUTION.**

UNIT

55 PHRASAL VERBS: AN INTRODUCTION

For more detailed information, see **Chapter 8, PHRASAL VERBS.**

A **phrasal verb** is a **verb** that is used in combination with an **adverb** or **preposition**. The **adverb** or **preposition** used with the verb gives a special meaning to the whole combination, often quite a different meaning from that of the verb used by itself.

The adverb or preposition used with the verb is typically a short word such as ***up, down, out, in, into, off, on, with, about, around***. These **short adverbs and prepositions** used in phrasal verbs are called **particles**. It is important to know whether the **particle** used in a phrasal verb is a **preposition** or an **adverb**.

- A **particle** that is a **preposition** is followed by an object in the form of a **noun, noun phrase** or **pronoun**:
  - *I got off the bus.*
- A **particle** that is an **adverb** does not have an **object**:
  - *The bus stopped and I got off.*

  The phrasal verb *get off* is **intransitive** here.
- But the whole combination **verb + adverb** can be **transitive**. Its **object** can come **before** or **after** the **adverb particle**:
  - *I put on my coat.*
  - *I put my coat on.*
- A phrasal verb can be a combination of **verb + adverb + preposition**. For example:
  - *I won't put up* (adverb) *with* (preposition) *such rudeness.*

The grammar of the phrasal verb is dealt with fully in **Chapter 8, Phrasal Verbs.**

- In the following examples the **phrasal verbs** are an **intransitive** combination of **verb + adverb**:
  - *Our car broke down in the middle of the road.*
  - *A fire broke out in the kitchen yesterday.*
  - *Susie broke off in mid sentence.*
  - *Please stand up.*
  - *You may sit down.*
  - *Is it OK if I look around?*

- *Things are **looking up** at last.*
- *Sue wants to be a lawyer when she **grows up**.*
- *Hurry **up** or you'll miss the bus.*
- *I **got up** late today.*

■ In the following examples the **phrasal verbs** are a **transitive** combination of **verb + adverb**:

- *A heavy storm **brought** several trees **down**.*
- *Dave **blew out** the candles on his cake.*
- *A party of soldiers have **blown up** the bridge.*
- *The manager tried to **cover up** his mistake.*
- *My grandmother **brought** me **up**.*
- *We had to **call** the match **off** because several players were ill.*
- *Jim doesn't let his older brother **push** him **around**.*
- *The doctor advised him to **give up** smoking.*
- *Tom has **put on** a lot of weight.*

Grammar Help

Notice that the combination **verb + adverb** can be used passively:

- *I was **brought up** by my grandmother.*
- *The match had to be **called off** because several players were ill.*

■ In the following examples the **phrasal verbs** are a **transitive** combination of **verb + preposition**:

- *I **agree with** you.*
- *Aim **at** the bull's eye.*
- *The house **belongs to** a banker.*
- *Burglars **broke into** our house last week.*
- *I'm **looking for** my watch.*
- *We all **laughed at** the joke.*
- *The police are **looking into** the incident.*
- *Who is **looking after** the children?*
- *I'm **depending on** you, Philip!*
- *You should let a doctor **see to** that cut on your head.*

Grammar Help

Notice that the combination **verb + preposition** can be used passively:

- *Our house was **broken into** last week.*
- *The children are being **looked after** by a neighbour.*

■ In the following examples, the **phrasal verbs** are a **transitive** combination of **verb + adverb + preposition**:

- *Do you **get along with** your family OK?*
- *Wait! I can't **keep up with** you!*
- *I won't **put up with** your laziness any longer!*
- *I **came down with** flu last week.*
- *Maybe they'll **come up with** an idea.*
- *The senior students **look down on** the juniors.*
- *I must **catch up on** my reading.*
- *A 'kiasu' person is anxious not to **miss out on** anything.*

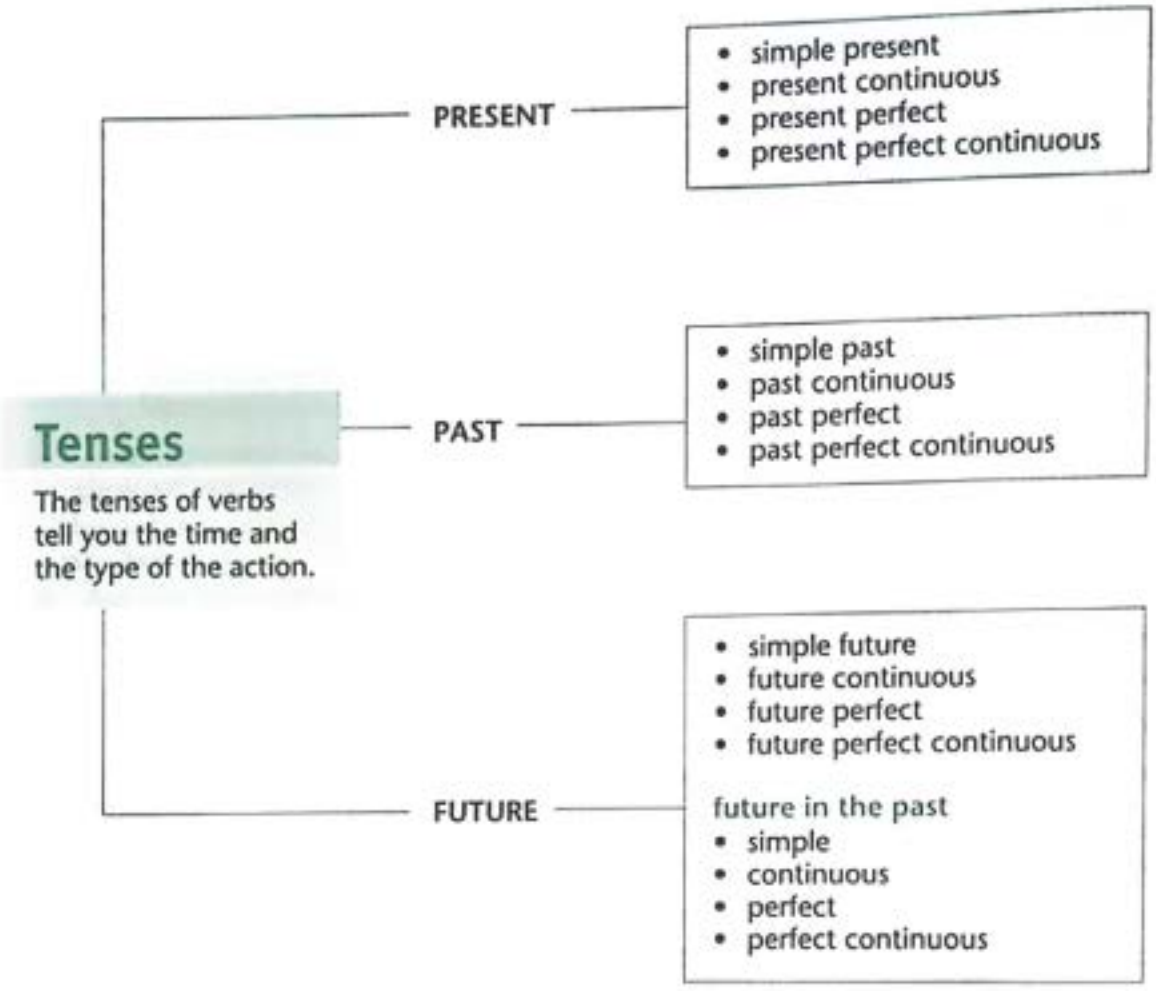
Grammar Help

In some cases the combination **verb + adverb + preposition** can be used passively:

- *The junior students are **looked down on** by the seniors.*

CHAPTER

5 Tenses



UNIT 56

THE SIMPLE PRESENT AND THE PRESENT CONTINUOUS

THE SIMPLE PRESENT AND PRESENT CONTINUOUS IN CONTEXT

Normally I **have** a great time abroad with my friends, but I'**m** not **having** such a wonderful time on this trip. Usually we **stay** in a hotel, but this time we'**re renting** a self-catering apartment, in Valletta on the island of Malta. So we either **cook** our own meals, or **go** out to a restaurant.

The **simple present** is used for a habitual activity, and the **present continuous** for an activity going on at present.

But, of course, self-catering **means** a bit of hard work and co-operation. It **means** that everyone **takes** a share of the household jobs, and occasionally **cooks** a meal or **washes** the dishes. Unfortunately, my friends **don't enjoy** household tasks. Well, I **dislike** them too, but I **have** a conscience, and, as always, the jobs **become** the responsibility of the conscientious member of the group.

The **simple present** is used for known facts.
Verbs of **liking** and **disliking** are typically in the **simple present**.

My three friends, instead of helping, **are forever lying about** on the sofas and **watching television**, or **going out** to the shops, and they'**re** always **telling** me I'm too serious.

You use the **present continuous** with *forever* and *always* to complain about people's typical behaviour.

Such problems aside, Malta **seems** a wonderful place for a visit. The buildings – all in the local yellow limestone, and in a classical style – **look** so distinguished, and we **are impressed** by Valletta's magnificent fortifications. And we **hear** that there are some good restaurants down by the harbour.

Verbs of sensing or of being sensed or giving an impression, are usually in the **simple present**.

So tomorrow we'**re taking** a boat trip with 'Captain Morgan's Cruises' around the fortifications. Our boat **leaves** the jetty at 2.30 in the afternoon. After that we'**re having** a meal in a much-recommended restaurant.

You use the **present continuous** for future plans that you have made. The **simple present** is often used for officially scheduled events.

To get a place on a cruise you **apply** at the reception office here, **choose** the most convenient time for your cruise, **pay** for your tickets and **take** them with you down to the harbour fifteen minutes before the sailing.

You use the **simple present** to recount instructions.

When we **set off** on the cruise my friends **will be** in a good mood, so why not mention my little grumble? Why not say 'Look, all of you! I'**m doing** no more cooking or cleaning for the rest of our stay; I'**m taking** a rest, and **leaving** the work to you! You three **are doing** the work from now on!'

The **simple present** is often used to refer to the future in subordinate clauses when the main verb is in the future tense.
You can use the **present continuous** to express firm intentions, or firm instructions to others.

Introducing the tenses

The **tenses** of verbs indicate two important things about the action concerned: the **time** of the action – **present, past** or **future** and the **kind of** action – **single, repeated, continuous, completed, incomplete,** and so on.

There are **four** main **time** tenses: **present, past, future** and **future in the past.** Each **time tense** has four **sub-tenses** or **aspects,** which indicate the **kind** of action concerned:

	PRESENT	PAST	FUTURE	FUTURE IN THE PAST
SIMPLE	*I move*	*I moved*	*I shall move*	[I said] *I would move*
CONTINUOUS	*I am moving*	*I was moving*	*I shall be moving*	[I said] *I would be moving*
PERFECT	*I have moved*	*I had moved*	*I shall have moved*	[I said] *I would have moved*
PERFECT CONTINUOUS	*I have been moving*	*I had been moving*	*I shall have been moving*	[I said] *I would have been moving*

The simple present tense and its uses

construction: **base form** (with *s* added for the third person)
passive: *am/is/are* + **past participle**

- The **simple present tense** is used to talk about something that happens **always, regularly, often, sometimes** or **never:**
  - *We go to the supermarket once a week.*
  - *I have a shower every morning.*
  - *The mail usually arrives around nine-thirty.*
  - *I always wash my hands before meals.*
  - *We never cross the road without looking both ways.*
  - *Dad buys a newspaper every day.*
  - *The boss has her lunch punctually at one.*
  - *I occasionally meet Jean for a coffee in town.*
  - *The rubbish is collected twice a week.*
- The **simple present tense** is used to **state facts,** or say **something you know** about a person or thing:
  - *Tim is a lawyer.*
  - *Sally has two sisters.*

- *Uncle Joe **wears** glasses.*
- *Jenny **wants** to be a nurse.*
- *The earth **goes** round the sun.*
- *The sun **rises** in the east and **sets** in the west.*
- *Rivers **flow** into the sea.*
- *Plants **need** water and sunlight to grow.*
- *Pandas **feed** on bamboo shoots.*
- *Seven and five **equals** twelve.*
- *The petrol tank **holds** 30 litres.*
- *This letter **concerns** the voting arrangements but it **does not apply** to us.*

■ You use the **simple present** for 'speech acts', that is, when you use a verb such as ***promise*** or ***apologize***, which **actually represent the act** itself:

- *I **promise** to pay you back.*
- *I **apologize** for being late.*
- *I **admit** I was wrong.*
- *I **confess** I misjudged Amy.*
- *I **swear** I'm innocent.*
- *I **beg** you to reconsider your decision.*
- *I **pray** we may not be too late.*
- *It's OK – I **forgive** you.*

Did You Know?

Verbs that **are** the **act** are called **performative** verbs.

■ You also use the **simple present** of verbs that state your **thoughts, feelings, hopes, fears**, and so on:

- *I **believe** your story.*
- *I **agree** with you entirely.*
- *I **know** that's the truth.*
- *I **think** it's a mistake.*
- *I **hope** this fruit has been washed.*
- *I **expect** Jack'll be here shortly.*
- *I **guess** you're pretty busy at present.*
- *I **realize** it's an awkward situation.*
- *We **understand** your problem.*
- *I **don't understand** why she changed her mind.*
- *We **feel** that Jane isn't ready for university yet.*
- *I **don't trust** that man.*
- *I'm not **satisfied** with the result.*
- *That **seems** OK to me.*
- *I **remember** your grandmother well.*
- *I'm **convinced** there's some mistake.*

Did You Know?

You say that these verbs are being used **statively**, because they express a **state** of mind rather than an **activity**.

■ You use the **simple present** to express **likes** and **dislikes**:

- *I **love** you.*

- *I hate making decisions.*
- *Do you like hot weather?*
- *I adore the heat.*
- *Dad prefers cool weather.*
- *Mum enjoys exploring new parts of the world.*
- *I approve of her independent spirit.*

■ You use the **simple present** of **verbs of sensing** or **being sensed**:

- *I smell burning.*
- *I notice that the apartment below is empty.*
- *Do you see that tower?*
- *This tastes quite delicious.*
- *The fish smells a bit odd.*
- *I hear someone on the stair outside.*
- *Your hands feel cold.*

Language Help

The modal verb ***can*** is also frequently used with **sensing** verbs:

- *I can smell burning.*
- *I can taste ginger in this dessert.*
- *We could hear the band approaching.*

See also UNIT 41 on the modal verbs ***can*** and ***could***.

■ You use the **simple present tense** to talk about **things that have been scheduled for the future**:

- *We fly to London next Thursday.*
- *The plane lands at 5.30 in the evening.*
- *The train departs in five minutes.*
- *My sister starts her holiday job on Friday.*
- *I leave school in July of this year.*
- *The new supermarket opens this Friday.*
- *Dad retires next year.*

■ The simple present is often used to refer to the **future** in subordinate clauses when the verb in the **main** clause is in the **future tense** or the **imperative**:

- *You'll have to show your passport when you reach the barrier.*
- *If I see Ginny, I'll give her your message.*
- *Shall I read the children a story while you make the meal?*
- *Wait here till the green light shows.*
- *As soon as the green light shows, move forward.*
- *He's going to let me know what time his train arrives.*
- *I shall be interested to hear whether you are successful.*

■ You can use *you* + the **simple present** to **give instructions** in a friendly way:

- *You fill in this form and then you take it to the Complaints counter.*
- *You click on Start, then you go to Accessories, then you double-click Calculator.*
- *You take the first left, then you go on to the traffic lights and turn right.*

Similarly, you can **ask for instructions** in the **simple present**:

- *Where do we buy our rail tickets?*

- *My computer has crashed – what **do** I **do** now?*
- *How **do** I **start** the washing machine?*

- **Newspaper headlines** reporting very recent events often use the **simple present**:
  - *PRESIDENT **FLIES** TO JAPAN*
  - *BBC **LAUNCHES** DIGITAL MUSIC RADIO STATION*
  - *BABY **STARTS** FIRE*
  - *NATIONAL TEAM **LOSES** 1-4 TO PERU*
  - *FLOODS **ALARM** ENVIRONMENTALISTS*

- Sports commentators on radio and television use the **simple present**:
  - *Sampras **delivers** a stinging cross-court forehand; Becker **lobs** it to the back of the court; Sampras **returns** it down the line. Becker **dashes, reaches, scoops** it up, but his shot **goes** into the net.*

- In a similar way, the explanations (called **captions**) underneath the pictures in magazines and newspapers usually use the **simple present**.

  Imagine the following captions under newspaper photographs:
  - *Simon Hling **receives** the trophy from the President, on behalf of his victorious team.*
  - *Children from Newton Primary school **demonstrate** their gymnastic skills.*
  - *Delegates from all parts of Malaysia **arrive** at the Congress venue.*
  - *Film star Rudy Wong **fails** to escape waiting fans at the Jubilee Cinema.*
  - *The commemorative plaque **is lifted** into place over the library door.*

- A **story** that is told as a **series of pictures** (called a **strip cartoon**) usually uses the **simple present**.

  Imagine the following captions under a series of pictures:
  - *Helen and Martin **stroll** home from school with Carol and Dave.*
  - *Helen and Martin **leave** Dave and Carol at the bus stop, **wave** goodbye and **continue** along the road.*
  - *Suddenly a car **comes** round a corner too fast, **mounts** the pavement, and **knocks** over a lamp post.*
  - *Helen and Martin just **manage** to get out of the way as it **falls**.*
  - *The driver **gets** out to look at the damage.*

The present continuous and its uses

construction: ***am/is/are* + present participle**
passive: ***am/is/are* + *being* + past participle**

- You use the **present continuous** tense to talk about activities in the present, or things that are going on or happening now:
  - *Look – James **is polishing** his car.*

- *'I can hear the noise of a motor.' 'Yes, the gardener* ***is mowing*** *the lawn.'*
- *It's so exciting – a stork* ***is building*** *a nest on our roof.*
- *I'm just* ***texting*** *Sandra about this evening.*
- *Dad's* ***putting*** *on his tie. He's* ***pulling*** *it straight.*
- *The new football pitch* ***is being constructed*** *inside a huge disused quarry.*
- *It's* ***raining.***
- *You're* ***cheating!***
- *Am I* ***interrupting*** *you?*
- *Are you* ***listening*** *to me?*
- *Why are you* ***hurrying?***
- *Where are you* ***heading*** *now?*

Language Help

- Notice the difference between an **ongoing** activity in the present, expressed by **present continuous**, and a regular or frequent activity in the present, expressed by the **simple present:**
  - *Dad's* ***listening*** *to a concert – he often* ***listens*** *to concerts on the radio.*
  - *'Where's Dave?' 'He's* ***having*** *a shower – he always* ***has*** *a shower when he returns from work.'*
- Likewise, notice the difference between a **permanent** situation, expressed by the **simple present**, and a **temporary** one, expressed by the **present continuous:**
  - *Gary* ***lives*** *in Johore.*
  - *Gary* ***is living*** *with us till his apartment is ready to move into.*
  - *Sarah's a secretive person.*
  - *Sarah's* ***being*** *secretive about her marriage plans.*
- Some of the verbs that are normally used in the **simple present**, such as ***think, see, like,*** can be used in the **present continuous** when you are referring to the **process** rather than the **state of mind:**
  - *Ssh. I'm* ***thinking.***
  - *How odd – I'm* ***seeing*** *two of everything!*
  - *Is Hannah* ***liking*** *her new job?*
- Some verbs can be used in the **simple present** and **present continuous** with little change of meaning:
  - ***I attach*** *the file you need* (more formal) or ***I'm attaching*** *the file you need* (less formal).
  - ***I look forward*** (more formal) *to your reply or* ***I'm looking forward*** *(less formal) to your reply.*
  - ***I feel*** *OK again or* ***I'm feeling*** *OK again.*

- Verbs that represent **gradual change** are often in the **present continuous:**
  - *The children* ***are growing*** *so fast.*
  - *This situation* ***is getting*** *ridiculous.*
  - *The trial* ***is turning into*** *a farce.*
- You can indicate **repeated activity** in the present by using *forever* or *always* with the **present continuous;** this is often an expression of exasperation:
  - *The children are forever* ***quarrelling.***
  - *He's always* ***boasting*** *about himself and his achievements.*

- *I'm forever* **washing** *and* **ironing** *and I seem to get nowhere.*
- *Amy will become conceited – she's always* **being told** *what a pretty girl she is.*

- You use the **present continuous tense** to talk about things that have already been arranged or decided on for the **future**:
  - *We're* **moving** *house in November.*
  - *My cousins* **are coming** *to stay with us next week.*
  - *I can't see you next Friday – I'm* **meeting** *Bill for lunch that day.*
  - *I'm* **going** *to the dentist on 21 June.*
  - *The new supermarket* **is opening** *on Friday.*
  - *'Did you speak to Harry about the video?' 'Yes – he's* **bringing** *it round this evening.'*
  - *John's* **phoning** *later to let us know his arrival time.*
  - *The local fair* **is being held** *a week later than usual this year.*

- The **present continuous** can express **determined resolve** or **firmness** with reference to the **future**:
  - *I'm* **not taking** *any more insults from him!*
  - *We're* **sitting** *at this table till they bring us the correct bill.*
  - *'Mum, I'm going out now.' 'Oh no, you're not – you're* **staying** *here till you finish your homework.'*

- The **present continuous** of ***go*** is used with a ***to***-infinitive to express intentions and predictions:
  - ***Are*** *you* **going** *to apply for the post?*
  - *These roadworks* **are going** *to cause long delays.*
  - *I think I'm* **going** *to faint.*

For more information see UNIT 60 on **future** forms.

UNIT 57

THE PRESENT PERFECT AND THE PRESENT PERFECT CONTINUOUS

THE PRESENT PERFECT AND PRESENT PERFECT CONTINUOUS IN CONTEXT

Hi, Helen

The **present perfect** is typically used in explanation of the present situation.

My father **has suffered** a heart attack and **has been taken** to hospital, so I have to change my immediate plans, and can't meet you later today after all.

Both the **present perfect** and the **present perfect continuous** can be used to report a situation that began in the past and is ongoing in the present.

He's **been living** on his own in a village not far away from us – he's **lived** there ever since my mother died. He's always **taken** part in village life enthusiastically, but **has been getting** frailer, and **has had** one or two problems with his heart.

In British English the **present perfect** is used with *already*, *just* and *yet*.

I've already **rung** the hospital and **spoken** to the nurse in charge of his ward. She **has just phoned back** to say that his condition is stable, though he **hasn't left** intensive care yet.

The **present perfect** and **simple present** can sometimes be used interchangeably to refer to the future in the subordinate clause after certain conjunctions, when the main verb is in the future tense.

When the heart specialist looking after him **assesses** (or **has assessed**) his condition this evening, I'll have a clearer idea of how he is. If he **recovers** (or **has recovered**) sufficiently by then, he'll be moved into an ordinary medical ward.

The **present perfect** implies that a job is complete, the **present perfect continuous** that it's still going on.

Meanwhile, I've **been making** a list of friends and relations that I ought to phone – I've **compiled** a list of Dad's contacts before, but unfortunately I can't find it.

The **present perfect** is used where a number of occasions is mentioned; the **present perfect continuous** is used where a continuous period is mentioned.

I've **phoned** his sister several times – in fact I've **been ringing** her number all morning – but there's no answer. She's his only remaining sister, so I must let her know.

Many apologies for cancelling at short notice,

Freda.

The present perfect and its uses

construction: ***have/has* + past participle**
passive: ***have/has* + *been* + past participle**

- When you are speaking in the **present tense** you often use the **present perfect** to refer to happenings that are **in the past** but **affect** or **explain** the **present situation** or **explain** your **comments** about it:
  - *I'm afraid I can't pay for the drinks – I've **lost** my purse.*
  - *I'll pay – I've just **had** a rise in salary!*
  - *I'm sorry – I'm not dancing tonight – I've **hurt** my ankle.*
  - *Dave looks upset – **has he received** bad news or something?*
  - *I hardly recognize you – you've **grown** a moustache!*
  - *Martin looks years younger – he's **lost** a lot of weight.*
  - *You're very tanned – **have you been** on holiday?*
  - *Oh good! The fence **has been mended**.*
  - *Oh bother – the thread **has broken** again.*

- You use the **present perfect** for ongoing situations that began in the past and still continue:
  - *I've **worked** for Learners Publishing for four years* [and I'm still working for them].
  - *We've **lived** in Birmingham since 1992* [and we're still living there].
  - *Sally **has been** in my employment for five years and is completely trustworthy.*
  - *I've **rented** this apartment for sixteen months; now I'm thinking of getting somewhere bigger.*
  - *How long **have you owned** this car?*
  - *Grandad **has smoked** all his adult life.*

Grammar Help

Notice that using the **simple past** implies that the **situation has changed**:

- *Sally **was** in my employment for sixteen months* [she no longer works for me].
- *Grandad **smoked** all his adult life* [he's dead now].

- You use the **present perfect** for **individual, occasional** or **repeated** events in the past, with the implication that they could go on occurring:
  - *Jim **has failed** his driving test six times* [but he's trying again].
  - *We've **sailed** round the island many times.*
  - *My parents **have** often **mentioned** you to me.*
  - *'Do I know you?' 'No, we've never **met** before.'*
  - *How frequently **have you noticed** this phenomenon?*
  - *This is the first time I've ever **been sick** at sea.*
  - *This is the third time you've **been** late for my lecture!*
  - *We've always **vacationed** in New Zealand – our son lives there.*

Grammar Help

- Notice that using the **simple past** implies that the event will not be repeated:
  - *Jim **failed** his driving test six times* [he passed at the seventh attempt, or he gave up trying!].
- You often find a **superlative + *ever*** used with the **present perfect**:
  - *She's the **most spiteful person I've ever met.***

- In British English the **present perfect** usually accompanies *already, yet* and *just*:
  - *Naomi has just phoned to invite us round on Friday.*
  - *You have to reboot to activate the new software – I've already explained that.*
  - *Have you made any holiday plans yet?*

Language Help

In American English the **simple past** can be used with the adverbs ***already, just*** and ***yet***:
- *Make some space here – someone **just fainted!***
- *I **already booked** a table for tonight.*
- ***Did** you **make** any holiday plans yet?*

- The **present perfect** is in some cases interchangeable with the **simple present** after the conjunctions *when, after, before, as soon as, until* and *if* when referring to the future or present:
  - *When I've finished* (or *when I finish*) *my project I'll be able to take a short rest.*
  - *After we've unpacked* (or *after we unpack*), *let's explore the town, shall we?*
  - *I'll be setting off before the sun has risen* (or *before the sun rises*).
  - *Don't try to run before you've learnt* (or *before you learn*) *to walk.*
  - *As soon as I've made* (or *as soon as I make*) *contact with Anna, I'll get her to phone you.*
  - *You can't use the new software until you've rebooted* (or *until you reboot*).
  - *It's a very special award – you only get it if you've achieved* (or *if you achieve*) *something amazing.*

For more details about the difference between the **present perfect** and the **simple past** see UNIT 58.

The present perfect continuous and its uses

construction: ***have/has + been* + present participle**
passive: ***have/has + been + being* + past participle**

- You use the **present perfect continuous tense** to talk about ongoing activities that began in the past and are still continuing or having an effect:
  - *Miriam **has been living** in this country since 1998.*
  - *Sue's **been chatting** on the phone for the last half hour.*
  - *It's **been raining** all day.*
  - *The police **have been hunting** the murderer for more than a week.*
  - *How long **has the train been standing** at this station?*
  - *That man looks familiar – I've **been trying** to remember where I've seen him before.*
  - *You're out of breath – **have you been running**?*

- *This place is in a terrible mess! What's **been going on** here?*
- *Where **have you been hiding**? I haven't seen you for ages.*
- *You need quite a few fillings – you **haven't been cleaning** your teeth regularly, **have** you?*
- *The ancient building **has been being dismantled** and **taken** stone by stone to the new site.*

■ The **present perfect** and **present perfect continuous** are more or less **interchangeable** in some cases:

- *It's **been raining*** (or *it's **rained***) *all day.*
- *Miriam **has lived*** (or *Miriam **has been living***) *in this country since 1998.*
- *I ought to be a competent driver – **I've driven*** (or *I've **been driving***) *for forty years.*

But in other cases, the **present perfect continuous** implies that the process is **incomplete**, while the **present perfect** means that it has been **completed**:

- *I've **been compiling** an address list on my computer* [I still have some way to go].
- *I've **compiled** an address list on my computer* [it's complete].
- *I've **been reading** P D James's new thriller* [I haven't finished it yet].
- *I've **read** PD James's new thriller* [I've finished it].

■ When you're talking about **individual, occasional** or **repeated** occasions, the **present perfect** accompanies the mention of a **number** of occasions, and the **present perfect continuous** accompanies the mention of a **period**:

- *I've **phoned** Janet **four times** this morning, and there's still no answer.*
- *I've **been phoning** Janet **all morning**, and there's still no answer.*
- *'**Have** you **been watching** the serial about drug-smuggling **during the last month**?' 'We've **watched** three of the episodes.'*

■ The **present perfect continuous** is sometimes used with slight **humour** or even **exasperation** instead of the present perfect, to **comment** on what you hear or see:

- *I see that Robert **has been writing** to the newspapers again!*
- *Martha **has been dyeing** her hair, I observe.*
- *Who's **been telling** you all this nonsense?*
- *It seems that someone **has been spreading** rumours.*

UNIT 58

THE SIMPLE PAST AND THE PAST CONTINUOUS

THE SIMPLE PAST AND PAST CONTINUOUS IN CONTEXT

The **simple past** is used to report happenings in the past. When there is a time expression referring to the past you use the **simple past** (the **present perfect** can be used where there is no time expression).

My alarm on my clock **went off** shrilly at seven o'clock yesterday morning and I **woke** with a start. I **bought** that alarm clock at Dubai airport twelve years ago – it **has accompanied** me on many journeys and **has always been** reliable.

The **simple past** is used for narratives in a past context.

Anyway, I **leapt** out of bed, **had** a shower, **made** myself a cup of coffee, **ate** a bowl of cereal, **took** the lift to the ground floor, **rushed** along to the underground station, and **stopped** to buy a newspaper. The newsvendor, who **was** a woman, **greeted** me cheerfully as I **handed** her the money. Then I **took** the elevator down to platform 5 and **caught** a train for Fulham. Twenty minutes later I **arrived** at my place of work, Ambrosia Publishing.

The **simple past** can imply that a situation has changed (the **present perfect** implies that there is no change up to the present).

I **worked** for a marketing firm for four years; I've **worked** for nearly a year now with Ambrosia. Previously I **lived** on the outskirts of town, and **had** a long way to travel to work, but I've **moved** to a more convenient flat in the centre of town.

The **past continuous** is used for activities that were ongoing at a certain moment in the past, or at the point when something happened (the happening is reported in the **simple past**).

By eight-thirty I **was sitting** at my computer. I **was** just **checking** a piece of text when my boss **walked** over to my desk. Then he **realized** that I **was trying** to work something out. 'Sorry,' he said. 'You **were concentrating**.'

You can use the **past continuous** with *forever* and *always* to report repeated, sometimes irritating, past activities. The **past continuous** also expresses gradual development.

My boss in my last job **was forever doing** things like that – he **was always interrupting** my work and **spoiling** my concentration on some trivial pretext. Things **were** evidently **turning** in the same direction in my new job.

Just as you use the present continuous for future plans, so, in a past context, you use the **past continuous** for future plans, often in reported speech or thought.

'I **was wondering**,' he said, 'if I could ask you a favour.' He then said he had some work that had to be done urgently, and asked me if I could stay late and help him, if I **wasn't going** anywhere or **doing** anything in particular. As it happened I **was going** to a film with my boyfriend, but that wasn't till eight, so I agreed to work till seven.

The simple past tense and its uses

construction: **simple past** form
passive: ***was/were* + past participle**

- You use the **simple past tense** to talk about things that happened in the past, whether a long time ago, or very recently:
  - *Millions of years ago, dinosaurs **roamed** the earth.*
  - *The Greeks **won** an important naval victory against the Persians at Salamis in 480 BC.*
  - *Dr Johnson's famous dictionary **was published** in 1755.*
  - *Who **invented** the computer?*
  - *I **bought** a new camera last week.*
  - *We **drove** to the safari park at the weekend.*
  - *Did you **go** to the gym yesterday?*
  - *The plane from Dubai **landed** a few minutes ago.*

Grammar Help

- A **time expression** referring to the past, such as *yesterday, last week, two years ago, last night, in the year 1990,* and so on, is accompanied by the **simple past tense.**

  By contrast, the **present perfect** is used where there is **no time expression:**
  - *Sir John Gielgud **died** yesterday. He was 96.*
  - *Sir John Gielgud **has died** at the age of 96.*
  - *I've **told** you about it already. I **told** you last week.*
  - *Robert **has passed** his driving test. He **passed** it in May.*
- But the **present perfect continuous** may be accompanied by a time expression referring to the **present** time, such as ***today, this week,*** and so on:
  - *This term we **have been thinking** about free will.*
  - *'What **have** you **been doing** this morning?' 'I've **been tidying** my drawers.'*
- We have already noticed in UNIT 57 that use of the **simple past** implies that a situation has **changed,** while the **present perfect** implies that it is **ongoing** up to the present moment:
  - *Helen **attended** this school for six years.* [She no longer attends it]
  - *Helen **has attended** this school for six years.* [She still attends it]

- In general, the **simple past** is the normal tense for the **narrative** in **stories:**
  - *The Lilliputians **fastened** Gulliver to the ground with ropes.*
  - *Alice and the Red Queen **ran** and **ran** but **stayed** on the same spot.*
  - *Rapunzel **was locked** in a small room at the top of a tower.*
  - *Oliver Twist **dared** to ask for a second helping of food.*
  - *The poor fisherman **found** the precious ring inside the fish.*
  - *Jim **hid** in the apple barrel and **heard** the pirates talking.*
  - *Scrooge **decided** to buy the biggest turkey in the shop window.*

- *Tom **dipped** his brush in the bucket of whitewash.*

The past continuous and its uses

construction: ***was/were*** **+ present participle**
passive: ***was/were + being*** **+ past participle**

- The **past continuous** is typically used for an **activity that was ongoing** at a certain point in the past:
  - *What **were you doing** when the alarm bell rang?*
  - *I **was serving** dinner when Mum phoned.*
  - *We **were driving** to the gym when we heard the news of Princess Diana's death on the car radio.*
  - *This time last week I **was basking** in the sun on a Cretan beach.*
  - *Where was I on 12 November 2000? Oh, yes, I **was paying** a visit to Taiwan.*
- An **activity that was interrupted** by a certain happening in the simple past is in the **past continuous**:
  - *I **was doing** a tricky job on my computer when a power cut destroyed all my data.*
  - *We **were** just **approaching** the summit when there was a blinding flash of lightning.*
  - *The town **was enjoying** its usual sleepy existence when a terrible tragedy shattered the lives of its citizens.*
  - *I **was wondering** how to deal with the problem when an idea struck me.*
- The **past continuous** is used to indicate the **situation that was ongoing** when a certain **single action** took place:
  - *When I arrived at the café, Jean **was sitting** at a corner table with a cup of coffee.*
  - *I turned back to wave, but Dick **was** already **disappearing** round the corner.*
  - *The sun **was** just **setting** as I got up to close the curtains.*
  - *I **was** only **joking** when I said that.*
  - *The telephone rang just as the meal **was being served***
  - *He noticed that she **was smiling** to herself.*
  - *I realized he **was lying***
  - *I glanced at Susan, who **was trying** not to laugh.*
  - *You cheated! I **was watching** you.*
  - *'I did a cartwheel!' 'Sorry, I **wasn't watching**.'*
- In some cases only the **ongoing situation** is mentioned:
  - *Hey! I **was** only **teasing!***
  - *You **weren't listening**, were you?*
  - *David **was gesticulating** frantically.*
  - *A dog **was barking** somewhere along the street.*

- Verbs that represent **gradual change** in a past context are often in the **past continuous**:
  - *The situation **was getting** ridiculous.*
  - *The children **were growing** fast.*
  - *He **was becoming** angry.*
  - *The trial **was turning into** a farce.*

- **Repeated activity in the past** can be expressed using *forever* or *always* with the **past continuous**; this is often an expression of exasperation:
  - *Harry **was forever breaking** the law and **being arrested** on some charge or other.*
  - *I **was forever lending** him money – which I never got back.*
  - *Morse **was always correcting** people's grammar, usually misguidedly.*
  - *Dad was very gullible – he **was always being taken in**.*

- People often use the **past continuous** instead of the **simple past** to avoid sounding direct and definite:
  - *Tom and I **were talking** [rather than **talked**] about you last night.*
  - *I **was discussing** [rather than **discussed**] this very problem earlier today with Mum.*
  - *John **was mentioning** [rather than **mentioned**] your name to me this morning.*

Language Help

People often make tentative offers or requests using ***I was wondering ...***:

- *I **was wondering** if you were free to have dinner with me this evening?*

- As you can, in a **present** context, use the **present continuous** for an **activity planned for the future** (*I'm taking Diana to the cinema tomorrow*), so you can use the **past continuous** for a **future activity** in a **past** context:
  - *I **was catching** a plane to Kuala Lumpur the next morning, so I left the party early.*
  - *He said he couldn't meet us that evening – he **was taking** Diana for a drive.*
  - *Sally suggested going round to her place later on, if we **weren't doing** anything in particular.*

For more information see UNIT 61 on the **future in the past.**

- In a **present context** the **past continuous** can be used for activities that **have already been planned** but haven't yet happened:
  - *'Let's remind ourselves what we **were all doing** for tomorrow's barbecue. I **was bringing** the fuel. **Were** you **bringing** the steaks, Susan?' 'No, I **was bringing** the sausages.'*

Grammar Help

This use is very close to the **future in the past**, because a 'saying' verb in the past tense is understood:

- *[Did you say] you **were bringing** the steaks?*
- *No, [I said] I **was bringing** the sausages.*

For more information see UNIT 61 on the **future in the past.**

- Similarly, the **past continuous** of *go* + *to*-infinitive can be used for activities that **were intended** but didn't happen, or **haven't yet happened** (and may not happen):
  - *I **was going to consult** a doctor about my headaches, but they got better, so I didn't.*
  - *Oh, I **was going to show** you the photos of my trip to Crete, wasn't I? I'll do that now.*
  - *'**Weren't you going to find out** about a venue?' 'Yes, I was – I haven't done it yet.'*

Grammar Help

We have already noted, in the chapter **VERBS**, that the form of the **subjunctive** used with reference to the **present** in **'unreal' conditional clauses** and in **vain wishes**, is identical to the **simple past** form of the verb (except that ***were*** is used with ***I, he, she, it***, as well as with ***you, we they***):

- *If I **wanted** to, I could leave school now.*
- ***Were** I still attending school, I think I would rebel against all the silly rules.*
- *If only I **were** old enough to leave school!*

UNIT 59

THE PAST PERFECT AND THE PAST PERFECT CONTINUOUS

THE PAST PERFECT AND PAST PERFECT CONTINUOUS IN CONTEXT

When you are recounting happenings using the simple past, you use the **past perfect** for things that happened before then.

I glanced at the calendar hanging beside my desk, and realized with annoyance that I **had forgotten** to turn over the page to change the month. The calendar still said October, and it was now 5 November. I **had** quite **failed** to notice.

The **past perfect** can, in subordinate clauses after certain conjunctions, be interchangeable with the **simple past**.

After I'**d turned** (or I **turned**) the page over I looked at the appointments already written down on the November page. Even before I'**d looked** (or I **looked**) properly, I knew something was amiss.

In recounting past happenings using the simple past, you use the **past perfect continuous** for ongoing happenings before then, and the **past perfect** for single actions before then. But sometimes the **past perfect continuous** is used informally for single actions (see **had been mentioning**).

I stared in horror at the new page. There, at 3 November, was written: 'dentist 10.30 am.' During early October I'**d been having** a spot of bother with one of my back teeth. It **had been causing** me some pain, and I **had been meaning** to see the dentist. I **had rung** the dental practice and the appointment **had been made**. I **remembered** the conversation well, because the receptionist **had said** she **had been mentioning** me only that morning to her colleague, saying it was time for my annual check-up. Well, in fact, between early October and the present date the tooth **hadn't been troubling** me so much, and I **had forgotten** about it.

Notice that the form of the verb used in 'unreal' conditional clauses or vain wishes referring to the past is the same as the **past perfect** form.

If only I **had turned** over to the November page at the beginning of the month instead of leaving the calendar showing October! **Had** I **had** that appointment in full view I would have attended on the correct day, and my tooth would have been dealt with.

The past perfect and its uses

construction: *had* + **past participle**
passive: *had* + *been* + **past participle**

- When you are using the **simple past** tense to tell a story, or to recount an experience of your own, you use the **past perfect** to mention something that happened before then, which is relevant to, or affects or explains the facts you are relating:
  - *Jim raced to the bus stop, but the bus had already left.*
  - *I noticed that Dad had left his briefcase behind.*
  - *We collected money for the people who'd lost their homes in the earthquake.*
  - *I'd only just put down the phone when it rang again.*
  - *We hadn't been at the party long when Jack arrived.*
  - *Harry looked surprised, as if he hadn't expected to meet me.*
  - *There'd been no rain for several weeks and ground was very parched.*
  - *Hadn't she realized that her family were worried about her?*
  - *Simon knew the answer because he'd looked it up at the back of the book.*
  - *Which page had we reached when we stopped reading last time?*
  - *We heard on the car radio that there'd been a bad accident; by the time we reached the scene, the injured had already been taken to hospital.*
- The **past perfect** is in some cases interchangeable with the **simple past** after the time conjunctions *when, after, before, as soon as* and *until*:
  - *When I'd completed* (or *when I completed*) *my project I was able to take a short rest.*
  - *After we'd unpacked* (or *after we unpacked*) *we explored the town.*
  - *I set off before the sun had risen* (or *before the sun rose*).
  - *The waiter started clearing the table before I'd finished* (or *before I finished*) *eating.*
  - *As soon as we'd made* (or *as soon as we made*) *contact with the kidnappers, we alerted the police.*
  - *We saw nothing of the hills until the mist had cleared* (or *until the mist cleared*).

The past perfect continuous and its uses

construction: *had* + *been* + **present participle**
passive: *had* + *been* + *being* + **past participle**

- When you are recounting something or telling a story in the **simple past**, you use the **past perfect continuous** tense to talk about events or activities that **were ongoing before then.**
  - *I'd been wondering whether to phone you when you phoned me yourself.*

- *Ken **had been working** at the hospital for three years when the trouble began.*
- *We'd **been trying** to install the program for ages, and suddenly it worked OK.*
- *Grandad died on Friday – he'd **been getting** progressively weaker.*
- *They'd **been hoping** for a research grant, but there wasn't enough money.*
- *Miss Lee mentioned that she'd **been planning** a class expedition to the museum.*

Language Help

In some cases, the **past perfect continuous** is simply an **informal, less forceful-sounding alternative** to the **past perfect:**

- *Mum said she'd **been speaking*** (rather than ***had spoken***) *to the head teacher about my choice of subjects.*

- *The Outdoor Club members **had been walking** for about an hour when the storm **broke**.*
- ***Hadn't** the old lady **been eating** enough while her daughter **was** away?*
- *Karen **had been making** French fries when she **burnt** herself.*
- *You gave me a fright – I **hadn't been expecting** to see you.*
- *Who **had** Jim **been talking** to on the phone when he suddenly put it down?*
- *What **had** those two **been saying** to each other when we came in?*
- *Our road **had been being repaired** when the workmen **went** on strike.*

Grammar Help

We have already noted, in the chapter **VERBS**, that the form of the **subjunctive** used with reference to the past in an **'unreal' conditional clause** or in a **vain wish** is identical to the **past perfect:**

- *If you **had asked** me for the money, I would have given it to you.*
- ***Had** you **warned** me, I'd have avoided the subject altogether.*
- ***Had** she **been living** still, I'd have enjoyed talking to her about her childhood.*
- *If only you **had told** me about your problems!*

UNIT 60

THE FUTURE: THE SIMPLE FUTURE, FUTURE CONTINUOUS, FUTURE PERFECT AND FUTURE PERFECT CONTINUOUS

THE SIMPLE FUTURE, FUTURE CONTINUOUS, FUTURE PERFECT AND FUTURE PERFECT CONTINUOUS IN CONTEXT

The **simple future** is used to make predictions, to announce events that have already been planned for the future, and to make decisions.

It was the morning of Christmas Eve, and Mum was worrying about the shopping. 'There**'ll be** a long queue at the turkey counter if I don't get to the supermarket early,' she said. Everyone **will be** there to collect their turkeys for Christmas Day.' 'I **shall drive** you there now,' said Dad with decision. That was a good thing because, when they got there, they spotted a notice outside saying 'This store **will close** at one o'clock today.'

Apart from using the modals **will** and **shall** (or the contraction **'ll**) to form the future tense, you can express the future using the **simple present**, the **present continuous** and the combinations **be going to**, **be to** and **be about to**.

'Look at that,' said Mum. 'The store **closes** at one – it**'s closing** much earlier than usual. I**'m going to have** a problem getting everything I need, if we**'re to have** a proper dinner tomorrow.' Dad looked at the sky and interrupted her. 'It**'s about to rain**, love,' he said. 'In you go quickly.'

The **future continuous** is used for activities that will be ongoing at a certain point in the future, for saying what is probably the case at present, and informally for single actions in the future.

'I**'ll be waiting** in the car across the road for you when you come out,' he continued. 'Well, give me an hour at least,' said Mum. 'Everyone **will be queuing up** for their turkeys and they'll all **be buying** similar things from other parts of the store.' '**Will** you **be passing** the newspaper section?' asked Dad. 'Get me a *Daily Mail* if so.'

The **future perfect** is used for activities that will be over by a particular time.

'OK,' said Mum, and went on, 'I guess I**'ll have found** everything I need by about twelve, then by twelve-fifteen or so I**'ll have managed** to pay for it. And you**'ll have had** time to go home and get back here again to pick me up.'

The **future perfect continuous** is used for ongoing activities lasting through the present into the future, but, more typically, for activities that have probably been going on during the time up to and including the present.

'Tomorrow,' reflected Mum as she went into the supermarket, 'we**'ll have been celebrating** Christmas in the same house for forty years. It's a bit too big for us, I suppose, now that the children are grown up. I guess our friends **will have been wondering** when we are going to sell it and find something smaller and easier to run.'

The English future

Although people talk about a 'future tense' in English, English verbs do not have a genuine future tense (you don't add anything to the base form to make a future tense). Instead, there are a variety of ways of using verbs to talk about the future.

For the '**simple future tense**' you use the modal verbs **shall** or **will** with the **base form** of a verb. There is a great deal of material in UNIT 40 demonstrating how *shall* and *will* can be used not only for the future, but for such things as expressing determination, or for decision-making, advice-seeking, promises, or indicating that something is typical, predictable or possible.

In this unit, we concentrate on the uses of *shall* and *will* in referring to the **future**.

> Please refer to UNIT 40 for the distinction between *shall* and *will*, and for the contractions possible with *shall* and *will*.

The 'simple future' and its uses

> construction: ***shall/will* + base form**
> passive: ***shall/will* + *be* + past participle**

- The **simple future** is used to make **predictions** and **forecasts**:
  - *You'll enjoy the play – I know you will.*
  - *I shall miss my job when I leave.*
  - *She'll create a sensation in that hat!*
  - *The weather will be cooler tomorrow, with frequent showers.*
  - *The new bypass will relieve the traffic congestion in the city to a great extent.*
  - *Hurry up, or you won't catch that train!*
  - *I expect we'll have a chance to chat later on this evening.*
  - *You'll damage the CD if you hold it like that.*
  - *Go on – tell me the truth – I shan't be upset.*
- The **simple future** is used to **announce future happenings and events** that have **already** been **planned** or **thought about**:
  - *A representative of the firm will meet you at the airport.*
  - *Right, then – I shall see you at the meeting tonight.*
  - *You will be sent the relevant documents in the next few days.*
  - *The Chancellor will speak tonight on television about his budget.*
  - *Parking in this street will be suspended from 9.00 am to midday.*
  - *We shall perform the opera in French with English supertitles.*
- *I shall* and *we shall* (usually in their contracted forms) + **base form** often actually represent the process of decision-making:
  - *You take the car – I'll get a bus home later.*

- *OK – I'll explain.*
- *Look – here's a newsagent's – we'll buy a newspaper and check the details.*
- *Well, we won't get into an argument about it.*

Language Help

In this kind of decision-making, ***let's*** can replace ***we'll***:

- ***Let's buy*** *a newspaper.*
- *Well,* ***let's not*** (or ***don't let's***) ***get*** *into an argument about it.*

■ Besides using the modal verbs *shall* and *will* + **base form** there are **other ways** of referring to **future** happenings.

1 We saw in UNIT 56 that the **simple present** is used for **events scheduled** for the **future**:

- *That film you wanted to see* ***starts*** *in five minutes.*
- *When* ***does*** *our flight* ***leave****?*
- *Sam* ***takes*** *his final exams at the end of term*
- *The new law* ***comes*** *into operation next month.*

Grammar Help

Remember also (see UNIT 56) that the verb in **subordinate clause** is often in the **simple present** with a **future meaning**, when the verb in the main clause is in the future tense or the imperative:

- *Wait here till the green light* ***shows****.*
- *If an apartment* ***becomes*** *available, we'll contact you.*
- *I'll let you know what* ***happens****.*
- *Jack's going to see that nobody* ***takes*** *any unnecessary risks.*

2 Again in UNIT 56 we also saw that the **present continuous** is used, slightly less formally than the simple present, for **activities organized** for the **future**:

- ***I'm getting*** *my hair cut tomorrow.*
- ***We're having*** *a few friends round this evening.*
- ***I'm singing*** *in a concert on Friday.*
- ***We're moving*** *house in February.*
- *'****Who's taking*** *charge of the drinks for the party?' 'Patricia* ***is****.'*
- *What* ***are*** *you* ***wearing*** *for the dance?*

3 Again in UNIT 56 we saw that the **present continuous** of *go* is used with a *to*-infinitive to make **predictions** and to express **intentions**:

- *This project* ***is going to be*** *a lot of fun.*
- ***You're going to make*** *yourself ill working non-stop like this.*
- *I think* ***I'm going to be*** *sick.*
- ***I'm going to take*** *bassoon lessons.*

- *I'm going to work hard and pass my exams.*
- *Aren't you going to complain about the poor service?*
- *'Have you booked those theatre seats yet?' 'No, I'm just going to.'*
- *I hope someone's going to fix the television soon.*
- *There's going to be an open-air concert in the college grounds this Friday.*

4 For things happening **imminently**, that is, in the **immediate future**, you can use *be* + ***about*** + *to*-infinitive:

- *Can I phone you back later? I'm about to board a plane.*
- *Watch out! You're about to walk into a lamp post!*
- *We're about to move house, so I'll give you our new telephone number.*

5 You can use *be* + *to*-infinitive for things that have been **decided** for the **future**:

- *The wedding is to take place on 12 June.*
- *I'm to get my new spectacles this week.*
- *The Minister of Transport is to open the new motorway on Saturday.*
- *The planned visit to the steelworks is not to take place after all.*

6 *be* + **adjective** + *to*-infinitive
Notice that certain **adjectives** used with a ***to*-infinitive** have a **future** bearing:

- *The road repairs are due to begin at the weekend.*
- *Mum is bound to find out the truth.*
- *You're sure to like Venice.*
- *Is it likely to rain?*
- *I'm certain to forget my lines!*

The future continuous and its uses

construction: ***shall/will*** + ***be*** + **present participle**
passive: ***shall/will*** + ***be*** + ***being*** + **past participle**

■ The **future continuous** is used for **long-term activities** in the **future**:

- *My niece will be accompanying me on my travels.*
- *I shall be working mainly in the hospital laboratory.*
- *We shall be living in Brussels for the foreseeable future.*
- *You'll be co-operating with Jim and Lisa on this project.*

■ The **future continuous** is used for activities that will be **ongoing at a certain point in the future**:

- *Get off the bus at the Town Hall – I'll be waiting at the bus stop.*
- *This time next week I shall be basking in the sun in Hawaii.*
- *Look out for me when you get off the train – I'll be wearing a red suit.*
- *I can't meet you at eleven – I'll be attending a funeral then.*

- *My car won't be available next Monday – it'll be being repaired.*

- You use the **future continuous** to say what is **probably the case** at present:
  - *Do phone your mother – she'll be wondering where you are.*
  - *Bob's name is on the list of winners – how he'll be gloating!*
  - *Their baby's due any minute – they'll be hoping for a girl this time.*

- The **future continuous** is very frequently used in a slightly informal way for **future events** that are **single** acts or **very temporary** states, rather than continuous or ongoing activities:
  - *I'll be writing to all your parents about the new school uniform.*
  - *We'll be leaving in ten minutes.*
  - *I'll be seeing Helen later today.*
  - *Dr Leckie will be delivering the fourth in his series of lectures at the same time next week.*
  - *We certainly won't be going back to that restaurant!*
  - *The new supermarket will be opening soon.*
  - *Will you be passing a drugstore on your way home? If so, could you get me some tissues?*
  - *Will you be needing your laptop in the next few hours? If not, could I use it?*
  - *You'll be wanting your video back soon, I guess, won't you?*

The future perfect and its uses

construction: ***shall/will + have* + past participle**
passive: ***shall/will + have + been* + past participle**

- The **future perfect** is used for **happenings** or **actions** that will **probably be over by a particular time**:
  - *When you get this message I shall have left for Britain.*
  - *I hope I shall have lost weight by the time the wedding takes place.*
  - *The first rehearsal is on Monday, but I won't have had time to learn my part.*
  - *It's too early to telephone Robert – he won't have got up yet.*
  - *By the time we arrive everybody will have gone home.*
  - *I guess I'll have changed beyond recognition by the time I'm sixty!*
  - *By six o'clock the sun will have set, won't it?*
  - *When do you think you will have finished that piece of work?*
  - *You can borrow the car next Tuesday – it'll have been repaired by then.*

- The **future perfect** can also be used for something that **has probably already happened** by the **present time**:
  - *They'll have realized by now that we're not coming.*
  - *Sally won't have received her parcel from me yet, will she?*

- *The photos **won't have been developed** yet.*
- *Most people **will have seen** pictures of the disaster on television.*
- *You'll **have had** a meal on the plane, I presume?*
- *You **won't have been** in our new house before – we must show you round.*
- *'Shall I phone Tom with the news?' 'Won't he **have heard** already?'*
- *I'm sure you **will have guessed** the reason for my long silence.*

■ The **future perfect** is also used for **longstanding states** or **situations** lasting through the present into the future:

- *At the end of this month I **shall have worked** here for 21 years.*
- *It's their golden wedding next month – they'll **have been married** fifty years!*

The future perfect continuous and its uses

construction: ***shall/will** + **have** + **been** +* **present participle**
passive: ***shall/will** + **have** + **been** + **being** +* **past participle**

■ The **future perfect continuous** is used for **ongoing activities** lasting through the present into the future:

- *By the autumn, I **shall have been teaching** for 45 years!*
- *Another week, and Dad **will have been waiting** for his operation for three whole years!*

■ But, typically, the **future perfect continuous** is used for something that has **probably been going on** during the time up to and including the present:

- *You'll **have been wondering** why I haven't contacted you.*
- *My handphone hasn't been working, so my wife **will have been getting** anxious about me.*
- *Why don't you call Liz? She'll **have been expecting** to hear from you.*
- *I'm afraid I addressed the parcel wrongly, so the postman **will have been searching** in vain for the address, not knowing it doesn't exist.*
- *'Has your book been published yet?' 'Not yet – it'll **have been being printed** during the last month.'*

UNIT

61 THE FUTURE IN THE PAST

THE FUTURE IN THE PAST IN CONTEXT

*The **future in the past** is used in a past context, mainly in indirect speech or thought, for activities or events then still in the future.*

The **simple** aspect of the **future in the past** is formed with **would + base form**, and represents **shall/will + base form** in a present context.

Last Thursday I rang my mother to let her know what our arrangements **would be** for coming to stay with her and my father the following weekend. I said we **would set off** from our home in the city after work next day (Friday), as soon after six as possible, and **would arrive** at their cottage (some 50 kilometres away in the countryside) at about seven thirty, depending on the traffic.

The **continuous** aspect of the **future in the past** is formed with **would + be + present participle**, and is used both for ongoing activities, and, informally, for single actions or events.

I said we **would be bringing** the two children, and **would be travelling** by the longer route, avoiding the motorway, because, according to the weather forecast, it **would be raining** heavily – we didn't want our windscreen splashed by those heavy trucks. So we **would be taking** slightly longer over the journey than usual.

The **perfect** aspect of the **future in the past** is formed with **would + have + past participle**; it is used for activities expected to be completed by a certain time.

By the time we were ready to set off, I said, I **would have made** various dishes to bring with us, to save her making a specially big effort herself in the kitchen. And I **would have bought** the various things she wanted from certain stores in the city and **packed** them in the car boot ready to hand over to her.

The **perfect continuous** aspect of the **future in the past** is formed with **would + have + been + present participle**; it is used for activities expected to have lasted a certain time by a particular point.

The conversation moved on to other matters, and my mother began telling me all the various happenings in her locality. She loves a good gossip. After I while, I glanced at my watch and realized that in another minute or two we **would have been talking** on the phone for a whole hour, and, what's more, **discussing** not the essential details of the coming weekend, but irrelevant matters connected with my mother's neighbours.

The **future in the past** can be expressed also using **was/were + present participle** (ie the past continuous), **was/were + going + *to*-infinitive**, **was/were + *to*-infinitive** and **was/were + *about* + *to*-infinitive**

I immediately said I **was about to bring** the conversation to a close; I **was putting** an end to the gossip there and then, and **was going to put** the phone down – we **were to see** her in twenty-four hours' time, and the neighbours' interesting activities could wait.

The future in the past

The **future in the past** is the tense used for what, in a **past context**, was still **in the future**.

Contrast:
PRESENT CONTEXT (the **saying verb** is in the present tense): *She says she'll do the shopping.*
PAST CONTEXT (the **saying verb** is in the past tense): *She said she would do the shopping.*

- A major use of the **future in the past** tense is in **indirect speech** or **thought**:
  - DIRECT: *'When will they arrive?' asked Simon.*
  - INDIRECT: *Simon asked when they would arrive.*
  - DIRECT: *'By six o'clock it will be getting dark,' I thought.*
  - INDIRECT: *I realized that by six o'clock it would be getting dark.*
  - DIRECT: *'By the time you get there, everything will have been sold,' remarked Dad.*
  - INDIRECT: *Dad remarked that, by the time we got there, everything would have been sold.*
- There are four '**aspects**' of the **future in the past**:
  - **simple** [*would* + **base form**]: *Mum said she would meet Granny off the train.*
  - **continuous** [*would* + *be* + **present participle**]: *Mum said she would be meeting Granny off the train.*
  - **perfect** [*would* + *have* + **past participle**]: *Mum said that by 6.00pm she would already have met Granny off the train.*
  - **perfect continuous** [*would* + *have* + *been* + **present participle**]: *Mum said that by 6.00pm, Granny would have been travelling for 10 hours.*
- Besides its use in indirect speech and thought in a past context, the **future in the past** has other uses relating to **habitual activities** or **typical situations** in the past, which we shall deal with below.

The simple form of the future in the past and its uses

construction: ***would*** + **base form**
passive: ***would*** + ***be*** + **past participle**

- in indirect speech and thought, for things that were **yet to happen**:
  - *I knew Jim would be angry about it.*
  - *Dad promised he'd meet me at the airport.*
  - *Sally warned us she would fail her exam.*
- for **habitual** happenings or **typical** situations **in the past**:
  - *When October came, a big party would usually be held to celebrate the harvest.*
  - *Jack was kind and would always help a friend in difficulties.*
  - *She cared for no-one, and would say anything about anyone to advance her own interests.*

Language Help

In a present context, you find ***will*** used for **habitual** or **typical** events or behaviour:

- *Jack **will** always **help** a friend in difficulties.*
- *She'll **say** anything about anyone to advance her own interests.*

The continuous form of the future in the past and its uses

construction: *would* + *be* + **present participle**
passive: *would* + *be* + *being* + **past participle**

- in indirect speech and thought, for **long-term activities** or **situations** that were **planned** or **probable**:
  - *I asked Jane if she **would be staying** with her grandmother during her university course.*
  - *She said she'd **be living** in a university hall of residence for at least two years.*
  - *I realized I **would be playing** the leading part while the male lead was in hospital.*
- in indirect speech or thought, for **activities** that were **likely to be going on** at a certain time:
  - *I ought to have remembered that she'd **be bathing** the baby at 6.30.*
  - *I knew Helen **would be working** hard on her thesis, but I had to tell her the news.*
  - *There was no answer when I rang – I guessed you'd **be mowing** the lawn or something.*
  - *The car wasn't in the garage – I imagined it **would be being used** for a shopping trip.*
- in indirect speech or thought, for **single acts** (rather than ongoing activities) that were **planned** or **probable**:
  - *I thought you **would be going** to the wedding.*
  - *Sonia asked me if I'd **be passing** a drugstore on my way home.*
  - *I hoped you'd **be taking** the day off for my birthday.*
- for **habitual activities** in the **past**:
  - *The children were often shy with one another to start with but, after a while, they'd **be playing** happily together.*
  - *I was very appearance-conscious and, instead of concentrating on classwork, I'd **be worrying** about how I looked.*
  - *The tension was dreadful — every day we'd **be expecting** the police to knock at our door.*
  - *Mum was so helpful – she'd always **be offering** to look after the children.*

Language Help

In a present context, you find ***will*** + ***be*** + **present participle** used for **habitual activities**:

- *The children are often shy to start with but after a while they'll **be playing** happily together.*
- *I'm so appearance-conscious – instead of concentrating on classwork, I'll **be worrying** about how I look.*

The perfect form of the future in the past and its uses

construction: ***would + have + past participle***
passive: ***would + have + been + past participle***

- in indirect speech and thought, for **activities that were expected to be over** by a certain time:
  - *Dad said that by the time we got to the party, everyone **would have gone** home.*
  - *Maggie told me that by 10 pm she'**d have made** her speech, and it would be safe to phone her.*
  - *We informed our friends that by 30 November we'**d have moved** to our new address.*
  - *I was told that by the end of July my treatment **would have been completed**.*

- for **probable explanations** about the **past**:
  - *'I tried to phone you.' 'We were in the quiet carriage on the train – we'**d have switched** our mobile phones off.'*
  - *'I stuck a note on your door.' 'I'm sorry – it was dark, so I **wouldn't have noticed** it.'*
  - *'There was nobody at home when I rang your parents' doorbell.' 'They'**d have left** for their concert – they always like to get everywhere early.'*

> ***Language Help***
>
> It is possible to give this kind of explanation using ***will have***, still referring to the past:
>
> - *'There was nobody at home.' 'They'll **have left** early for their concert.'*

- for **probable reconstructions** of the past:
  - *In those days the servants **would have slept** in the attics, and they'**d have got** up about five in the morning to do the housework.*
  - *There were no washing machines – they **would have washed** everything by hand.*
  - *Students **would have done** a great deal of their reading and studying by candlelight.*

> ***Language Help***
>
> It is possible to make this kind of reconstruction using ***will have***:
>
> - *The servants in those big houses **will have slept** in the attics.*
> - *Students in the past **will have done** a lot of their reading by candlelight.*

The perfect continuous form of the future in the past and its uses

construction: ***would + have + been + present participle***
passive: ***would + have + been + being + past participle***

- in indirect speech, for activities that were expected to have lasted a certain length of time by some point:
  - *I mentioned that, by the end of term, David **would have been teaching** for 25 years!*
  - *I realized that, when dawn eventually came, I'**d have been sailing** the boat on my own for 24 hours.*
  - *The firm boasted that, by the year 2005, they'**d have been supplying** stationery to Buckingham Palace for 150 years.*

- for **probable explanations** about the **past**:
  - *'You must have been out when I rang.' 'No, I'd have been bathing the baby with the bathroom door closed.'*
  - *'Didn't you hear the news?' 'I was cooking the supper – I wouldn't have been attending to the radio properly.'*
  - *'The car wasn't in the garage.' 'No, it would have been being serviced.'*

Language Help

It is possible to give this kind of explanation using ***will have***, still referring to the past:

- *I was cooking the supper – I won't have been attending to the news properly.*

- for **probable reconstructions** of the **past**:
  - *The citizens would have been going about their business as usual when the volcano erupted.*
  - *Without knowing it, employees at the plant would have been carrying the fibres on their clothing – no-one realized the danger.*
  - *In the year 1818 the inhabitants of the island certainly wouldn't have been expecting to see uniformed British personnel landing on their shores.*

Language Help

It is possible to make this kind of reconstruction using ***will have***, still referring to the past:

- *Whatever else they were expecting, they won't have been expecting uniformed British personnel.*

Grammar Help

The modal verb ***would*** plays an important part in the **main clause** of **'unreal' conditional sentences.** For more information, see the unit on **conditional clauses** in the chapter **CONJUNCTIONS AND CLAUSES.**

Other ways of expressing the future in the past

- with the **past continuous**
  - *Joe told me he couldn't meet me for a drink – he was taking his fiancée out to dinner.*
  - *Dr Grant glanced at his appointments book: he was seeing Mrs Franks at 2.30 and Mr Davies at 4.00.*
  - *I was dreading the weekend – we were all driving over to my mother's for Sunday lunch.*

Language Help

The equivalent in the **present context** is:

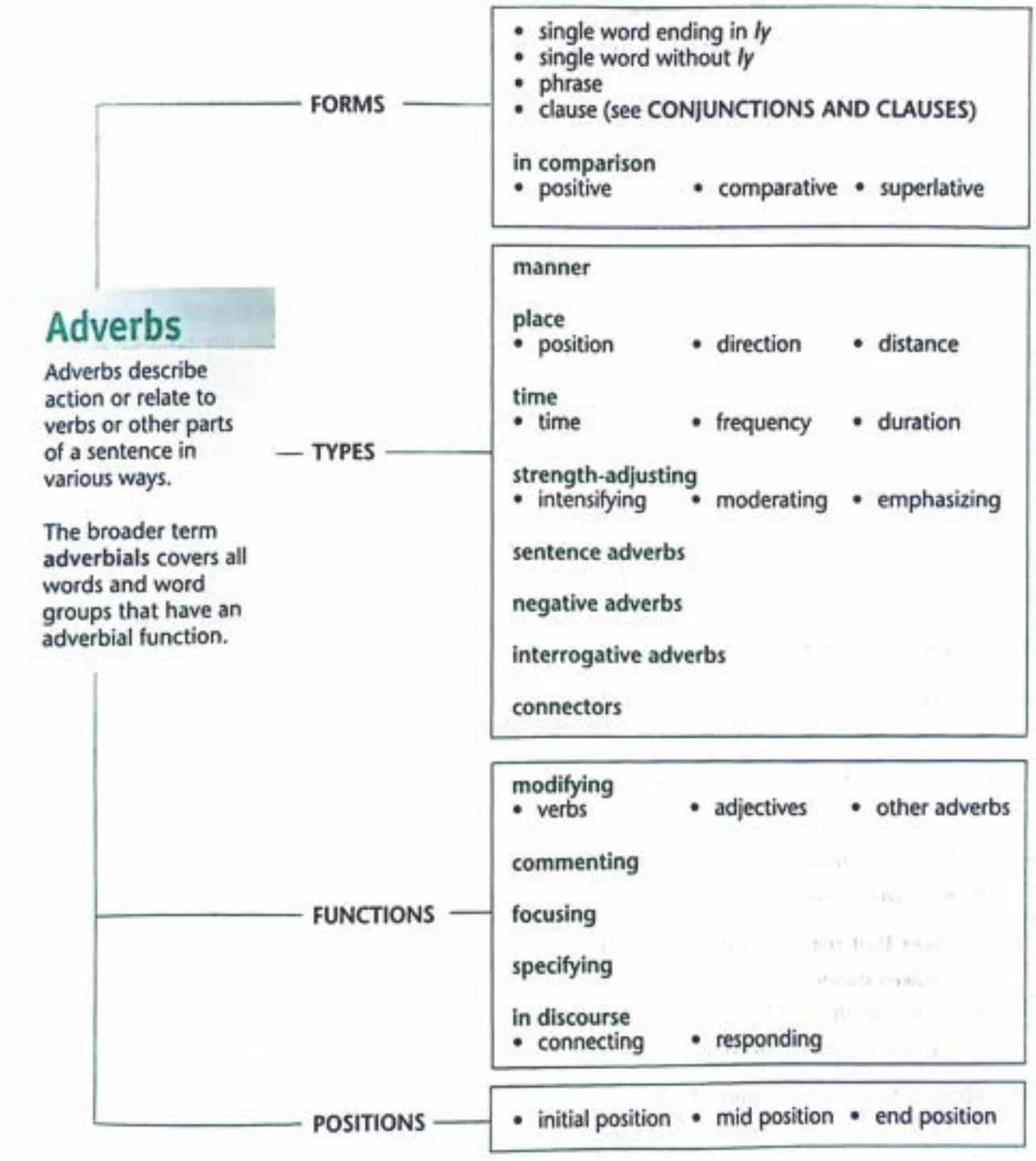
- *I can't meet you for a drink – I'm taking my fiancée out to dinner.*

- with *was/were going* + to-infinitive:
  - *Dad announced that he was going to complain to the management.*
  - *Harry insisted that he was going to try harder in future.*
  - *Did you know Meryl was going to be performing on stage?*

- with *was/were* + to-infinitive:
  - *I was told that the examiners were to meet later that day.*
  - *I didn't realize I was to be presented with a special medal.*
  - *It was a secret – you weren't to know.*

CHAPTER

6 Adverbs



UNIT

62 ADVERBS

What is an adverb?

Like an **adjective**, an adverb is a **describing** word. It describes **actions**. An adverb gives you such information as **how, where** or **when** an action is performed.

Adjectives are attached to **nouns** and describe them. By contrast, **adverbs** are usually attached to verbs. They tell you such things as the **manner**, the **place** or the **time** of the action represented by the verb:

- *Emily dances **gracefully**.* (manner)
- *Put the rest of the food **in the fridge**.* (place)
- *It rained **this morning**.* (time)

Besides adverbs of manner, place and time, there are many other types. This chapter will deal with a number of other adverbs.

- You think of adverbs typically as single words formed by adding *ly* to an adjective, for example, *graceful, gracefully*. Many **adverbs of manner** are formed in this way, but **adverbs of time** and **place**, and other types of adverb, are often **phrases** and often begin with a preposition:
  - *They clambered **into the back of the car**.*
  - *I'm sitting **in the bathtub**.*
  - *He had been stabbed **with a kitchen knife**.*
  - *I saw her **on Friday**.*
  - *We worked **all day long**.*
- Because there is such a range of words and word groups that play the part of an adverb in a sentence, the general term **adverbials** is often used for the whole class.

The term **adverbials** therefore covers:

1 **single-word** adverbs:
   - *She spoke **cheerfully**.*
   - *He moved **slowly**.*

2 **phrases** that play the part of adverbs:
   - *I walked **down the road**.*
   - *He died **in the night**.*
   - *We had a quarrel **last week**.*

3 **clauses** that play the part of adverbs:
   - ***As soon as I returned**, I rang the police.*

- *I work hard* ***because I enjoy it.***
- ***Although it was late,*** *I rang her doorbell.*

Note

- For the purposes of this chapter, we shall refer to the whole class of words that play the part of adverbs in a sentence as **adverbials**, but we can still refer individually to single-word adverbs as **adverbs**, phrases as **adverbial phrases** (or **prepositional phrases** if they begin with a preposition), and clauses as **adverbial clauses**.
- For a detailed analysis of **adverbial phrases** see the chapter **PHRASES**.
- For detailed information on **adverbial clauses**, see the chapter **CONJUNCTIONS AND CLAUSES**.
- In principle, any combination of **preposition + object** (that is, a **prepositional phrase**) that has an adverbial role in a sentence is an adverbial; for example:
  - *He collapsed* ***from exhaustion.*** (adverbial of cause)
  - *I succeeded* ***through sheer perseverance.*** (adverbial of means)
  - *He was hit* ***by a rioter.*** (adverbial of agency)
  - *He was hit* ***with a chair leg.*** (adverbial of instrument)

  The role of the adverbial introduced by a preposition depends largely on the meaning of the preposition. In this chapter we shall not be dealing in detail with prepositional phrases. For information on the range of meanings of individual prepositions, see the chapter **PREPOSITIONS**.

- There are lots of single-word **adverbs** that **do not** have an added *ly* ending, for example: ***here, there, just, only, ever, never, often, soon, fast, hard.***

  It is also important to recognize that words such as ***up, down, in, round, about, off, on*** are used as **adverbs** as well as **prepositions**, and have an important role in the formation of **phrasal verbs**:
  - *Who finished* ***off*** *the chocolates?*
  - *A taxi drew* ***up*** *and we got* ***in.***

Functions of adverbs

We have already noted that **adverbs** are mainly **modifiers** of **verbs**:

- *He greeted us* ***warmly.***
- *Drive* ***carefully.***

But adverbs can be attached to words other than **verbs**, for example:

1 Some **adverbs** are used to **intensify** or **moderate** adjectives:
  - *an* ***extremely*** *entertaining play*
  - *His reaction is* ***fairly*** *natural.*

2 These same **adverbs** can intensify or moderate **other adverbs**:
  - *You did* ***extremely*** *well.*
  - *I went to bed* ***fairly*** *early.*

3 **Adverbs** can also intensify or moderate an **adverbial phrase**:
- *Our schedule is going **rather out of control**.*

4 An **adverb** or **adverbial phrase** can also be used after a **noun** as a kind of adjective:
- *The computer **upstairs** is better than this one.*
- *You can use the stationery **in this drawer**.*

5 Notice also that an **adverb** or **adverbial phrase** can be the **complement** of a **linking verb**:
- *Dad was **in the kitchen**.*
- *You must be **out of your mind!***

6 An **adverb** or **adverbial phrase** can stand outside the sentence as a kind of comment on the whole statement. This is called a **sentence adverbial**:
- ***Honestly**, I'd rather stay at home.*
- ***In fact**, I didn't enjoy the party much.*

■ Gradability of adverbs

Like adjectives, adverbs can be **gradable**. It is a characteristic of **gradable** adverbs and adjectives that you can use **intensifiers** like ***very*** and ***extremely*** and **moderators** like ***fairly*** with them, as we have seen above.

It is also a characteristic of **gradable** adverbs and adjectives that you can **compare** them. To form the **comparative** and **superlative** of adverbs you usually use **more** and **most**, but some adverbs use the endings ***er*** and ***est***, and some have their own irregular comparative and superlative forms:
- *Those students who organize their time **most efficiently** will perform **best** in exams.*
- *Although I worked **harder** than Kay, she performed **more successfully** than me in the exams.*

■ Possible positions of an adverb in a sentences

Adverbs and adverbial phrases can come in any of **three positions** in a sentence.

1 the **beginning (initial position)**:
- ***Soon** we were on our way to Bangkok.*
- ***At last** we landed.*

2 the **middle** (called **mid position**), before an **action verb**, but after the verb ***be***, and between the **auxiliary** or **modal verb** (if there is one) and the **lexical verb**:
- *I **only** wanted to help.*
- *She was **never** bad-tempered.*
- *You can **often** find bargains in our local supermarket.*

3 the **end** (called **end position**), after the verb:
- *He moved aside **politely**.*
- *I'm leaving **on Wednesday**.*

UNIT

63 FORMATION OF ADVERBS

ADVERB FORMATIONS IN CONTEXT

The wintry sun shone **brightly** through the window and I was working away **quietly** and **contentedly** at my desk when the silence was **rudely** interrupted by a ring at the street door. I **duly** rose, went downstairs and opened it, to find there a **simply** exquisite young woman with **fashionably** long blonde hair. I **idly** wondered if I might be dreaming.

To form adverbs from adjectives, in most cases you add *ly*, but silent *e* is dropped by certain adjectives before *ly*. Adjectives ending in *le* preceded by a consonant change *e* to *y*.

Ordinarily I'm rather curt with unexpected callers, but this girl was **easily** the best-looking one I'd seen for ages, so I was put **temporarily** off my stride. She was wearing a **classily** designed trenchcoat and a **gaily** coloured scarf. She smiled **shyly**.

Adjectives ending in *y* usually change *y* to *i* before *ly*, but certain single-syllable adjectives keep *y*.

The smile lit up her face **magically**. I stood there grinning **idiotically**, **frantically** wondering what she wanted. But what was I doing, leaving this **exotically** beautiful creature standing so **publicly** exposed on the pavement on an **arctically** cold day?

Adjectives ending in *ic* add *ally*; the exception is *publicly*.

She **eventually** broke the silence herself. 'May I come in?' she asked, quite **coolly**. 'I apologize for calling **casually** like this; I'm **normally** a polite person, and **usually** warn people before interrupting their peace. Her blonde hair swung **beautifully** as she stepped **purposefully** over the threshold. I was **totally** captivated and not **fully** in control of my feelings.

Notice that when adjectives ending with *l* add *ly* you get *lly*; adjectives that end with *ll* just add *y*.

'It couldn't have been a more **timely** interruption,' I said, sounding a bit **silly**, and added the somewhat **unlikely** explanation: 'I was beginning to feel **lonely**, and it would be **lovely** if you would stay for a cup of coffee. It's great to see a **friendly** face.' Her **lively** eyes met mine. 'Well, that would be very **jolly**,' she said.

Certain **adjectives** end in *ly* too. Watch out for them!

'I've **just** got off the train' she continued. 'It arrived **late**, and I came **straight** home to my bedsit. I live very **close** to you, but I haven't been here **long**. I've been trying **hard** to reach the heating switch, but it's been fitted too **high**, and I'd be **most** grateful if I could borrow a ladder.' I thought **fast**. 'Of course,' I said. 'But, look here, I socialize too **little** nowadays – far **less** than I should; I don't **much** enjoy the solitude, and I'd be **more** than delighted if you'd stay and have a spot of lunch with me.'

Some adverbs do not end in *ly*, but have the same form as the adjective; in other cases, a form used as a pronoun or determiner can also be used as an adverb.

Many adverbs, especially **adverbs of manner**, are formed by adding *ly* to an **adjective**.

ADJECTIVE: *The journey was very **quick**.*
ADVERB: *The ambulance arrived very **quickly**.*
ADJECTIVE: *Your handwriting is very **neat**.*
ADVERB: *You write very **neatly**.*

Rules for adding *ly* to adjectives to form adverbs

- With most adjectives, including those that end in silent *e*, you just add *ly*:

ADJECTIVE	ADVERB	ADJECTIVE	ADVERB
patient	*patiently*	*sad*	*sadly*
brave	*bravely*	*polite*	*politely*

- A few adjectives ending in silent *e* drop the *e* before *ly*:

ADJECTIVE	ADVERB	ADJECTIVE	ADVERB	ADJECTIVE	ADVERB
due	*duly*	*true*	*truly*	*whole*	*wholly*

- With adjectives that end in a consonant followed by *le*, just change *e* to *y*:

ADJECTIVE	ADVERB	ADJECTIVE	ADVERB
able	*ably*	*comfortable*	*comfortably*
gentle	*gently*	*humble*	*humbly*
idle	*idly*	*noble*	*nobly*
simple	*simply*	*single*	*singly*

- With adjectives that end in *y* you change *y* to *i* and add *ly*:

ADJECTIVE	ADVERB	ADJECTIVE	ADVERB
angry	*angrily*	*clumsy*	*clumsily*
easy	*easily*	*gloomy*	*gloomily*
happy	*happily*	*merry*	*merrily*
noisy	*noisily*	*ordinary*	*ordinarily*
primary	*primarily*	*sleepy*	*sleepily*
temporary	*temporarily*	*tidy*	*tidily*

- With adjectives that end in *ic* you add *al* before *ly*:

ADJECTIVE	ADVERB	ADJECTIVE	ADVERB
basic	*basically*	*comic*	*comically*
economic	*economically*	*emphatic*	*emphatically*
heroic	*heroically*	*historic*	*historically*
idiotic	*idiotically*	*magic*	*magically*
majestic	*majestically*	*romantic*	*romantically*

Spelling Help

There is a well-known exception to this rule; it is: **public** **publicly**

- Learn the spelling of these adverbs formed from single-syllable adjectives ending in *y*:

ADJECTIVE	ADVERB	ADJECTIVE	ADVERB
dry	*drily*	*sly*	*slily (or slyly)*
shy	*shyly*	*gay*	*gaily*

Also remember the adjective and adverb *daily* from the noun *day*.

- Remember that with adjectives ending in *l* you will get *ll* when you add *ly*:

ADJECTIVE	ADVERB	ADJECTIVE	ADVERB
beautiful	*beautifully*	*cool*	*coolly*
cruel	*cruelly*	*equal*	*equally*
fatal	*fatally*	*loyal*	*loyally*
total	*totally*	*usual*	*usually*

- But if the adjective ends in *ll* you just add *y*:

ADJECTIVE	ADVERB	ADJECTIVE	ADVERB
droll	*drolly*	*dull*	*dully*
full	*fully*	*shrill*	*shrilly*

Confusable adverbs and adjectives

- Distinguish between **adjectives** that **end** in *ly* and **adverbs** that have been **formed by adding** *ly* to an adjective. Here are some **adjectives** that end in *ly*.

deadly	*elderly*	*friendly*	*holy*	*jolly*	*likely*
lively	*lonely*	*lovely*	*manly*	*orderly*	*silly*
sprightly	*surly*	*timely*	*unruly*	*womanly*	*worldly*

Language Help

For adjectives that already end in *ly*, you don't usually change the *y* to *i* and add *ly* to form an adverb. Instead of forming adverbs such as *sillily* and *friendlily* you use expressions such as ***in a silly way, in a friendly manner***:

- *Please cross the road **in an orderly manner**.*
- *The man smiled at me **in a friendly way**.*

- These ***ly* adjectives** can also be **adverbs**:

daily	*early*	*hourly*	*kindly*
monthly	*only*	*weekly*	*yearly*

- *I'm catching an **early** train.* (adjective)
- *I'm leaving **early**.* (adverb)
- *The nursing staff give the patient an **hourly** check.* (adjective)
- *The nursing staff check the patient **hourly**.* (adverb)

- Some common adverbs have the same form as the adjective:

close	*direct*	*early*	*far*	*fast*	*fine*	*free*	*hard*
high	*just*	*late*	*long*	*near*	*only*	*straight*	

But some of these have *ly* forms with a separate meaning:

- *She picked up the child and held him **close**.*
- *Michael and I are not **closely** related.*
- *Robert entered, **closely** followed by Caroline.*
- *You can travel **direct** from Singapore to Honolulu.* (= without a change)
- *I'll deal with that matter **directly**.* (= immediately)
- *You're managing **fine**.* (= perfectly well)
- *Chop the vegetables **finely**.* (= into thin pieces)
- *Children under five travel **free**.* (= without paying)
- *I **freely** admit that I was wrong.* (= willingly; without restraint)
- *It was good to be able to move about **freely** after sitting in the aircraft.* (= without restriction)
- *Work **hard**!* (= diligently)
- *I can **hardly** hear your voice.* (= almost not)
- *I can't jump very **high**.* (= far upwards)
- *Our head teacher is **highly** respected.* (= very much)
- *I'm **just** trying to help.* (= only)
- *He's **just** arrived.* (= a little while ago)
- *Were they treated **justly**?* (= fairly)
- *Thomas arrived **late** again.* (= unpunctually)
- *You've been looking tired **lately**.* (= recently)
- *The children drew **near** to watch her.* (= within a short distance)

- *I nearly fainted!* (= almost)

■ These determiners/pronouns are also used as adverbs:

little *less* *least* *much* *more* *most*

- *There has been little change here over the years.* (determiner)
- *This place has changed little over the years.* (adverb)
- *He never took much exercise.* (determiner)
- *He never exercised much.* (adverb)

UNIT

64 ADVERBIALS OF MANNER

ADVERBIALS OF MANNER IN CONTEXT

Adverbs of manner tell you **how** an action is performed, and often come in end position. Intensifiers, moderators and emphasizers can be used with **adverbs of manner.**

I woke up **suddenly** and raised my head very **cautiously**. Something or someone was moving about **stealthily.** I fumbled **blindly**, found my torch, and switched it on **rather apprehensively.** Meanwhile my husband went on snoring **quite peacefully.**

Adverbs of manner usually precede an adverbial phrase, if there is one.

I swung the torch **nervously** over the floor and the walls and directed it **uneasily** into the recesses of the room. To my horror two eyes shone back **brilliantly** from a corner of the ceiling. I stared at them **fixedly** for several seconds. I was on the point of screaming **uncontrollably** at the sight of them.

Adverbs of manner can come in mid position for more emphasis, or as a comment by the speaker.

I **wisely** restrained myself, however. And then I **gradually** relaxed. I **firmly** convinced myself that the eyes were the eyes a gecko that had **cleverly** wriggled its way in through a crack in the roof. I **boldly** focused the torch on the corner again to make sure, and **happily** found that I was right. I could **clearly** see the body of the gecko outlined against the ceiling.

In storytelling, **adverbs of manner** sometimes come in initial position. And sometimes **adverbs of manner** are used like intensifiers before adjectives.

Light-heartedly I lowered the torch and settled down in bed again. My husband snored on, **blissfully** unaware of the fright I had had. And, **uncomfortably** sheepish about my **cravenly** hysterical reaction, I resolved not to tell him till the morning.

Instead of adding *ly* to adjectives that already end in *ly* you can create **adverbials of manner** with *in such-and-such a way* (or *manner*).

When I told him next day that I had reacted **in a really silly way** to a harmless gecko, he kissed my cheek **in a kindly manner** and said he'd have behaved just the same.

What is an adverb of manner?

Adverbs of manner tell you the **way** an action is performed. They answer the question **how?**

Possible positions for an adverb of manner in a sentence

- They very often come in **end position**, that is, after the verb, or after the verb + object, if it has one:
  - *The driver braked **suddenly**.*
  - *You've spelt 'manoeuvre' **incorrectly**.*
  - *Write your answers **clearly** and **legibly**.*

  Intensifying, moderating or **emphasizing adverbs** are often used with **adverbs of manner:**
  - *Fred drove very **carelessly**.*
  - *I opened the parcel rather **nervously**.*
  - *The twins dress quite **differently**.*
- If there is also an adverbial phrase, for example of **time** or **place**, it usually sounds natural for it to come in **end position**, after the **adverb of manner**:
  - *Please copy the graph **accurately** into your notebooks.*
  - *He picked up the letter and peered **closely** at the writing.*
  - *I peeped **cautiously** round the corner.*
  - *Mike's behaving **foolishly** as usual.*
  - *Watches can be bought **cheaply** at the supermarket.*
  - *Most of the time the villagers live **peacefully** together.*
  - *The lambs were running about **playfully** in the field.*
  - *The flower opened out **gradually** in the sun.*
- **Adverbs of manner** may come in **mid position** (that is, **before** the **verb**, or **between** the **auxiliary** and the **action verb**) for emphasis, or as a comment on the action by the speaker:
  - *Harry **hastily** hid the flashlight under his pillow.*
  - *Sally **thoughtfully** fetched Granny's walking stick.*
  - *I **greedily** took the last dumpling.*
  - *Susan **wisely** decided not to cross the road.*
  - *Ken **selfishly** ignored his guests and watched television.*
  - *Bill was **enthusiastically** practising his song.*
  - *I've **daringly** agreed to sing a part in the opera.*
  - *Dad had **cheerfully** submitted to being covered with sand.*
- **Adverbs of manner** are sometimes used before **adjectives** with a function that is partly descriptive and partly intensifying:
  - *It was a **brutally** frank report.*
  - *I've always been **robustly** healthy.*

- *Catherine had a **cheerfully realistic** attitude.*

- In written narratives, **adverbs of manner** sometimes come in **initial position**:
  - ***Slowly** things returned to normal.*
  - ***Cautiously** I turned the door handle.*
  - ***Reluctantly** he let the doctor examine his wound.*

Adverbs of manner without *ly*

- Some **adverbs of manner** do not end in *ly*.

  Remember, for example, that the adverb corresponding to the adjective ***good** is **well**.*

  Notice that adverbs of manner that don't end in *ly* come in **end position** (after the verb).
  - *The party went very **well**.*
  - *My computer is working **fine**.*
  - *I'm studying **hard** for my exams.*
  - *You drive too **fast**.*
  - *We arrived **early** at the venue.*

- ***Direct*** and ***straight*** are used with **adverbs**, and **adverbial phrases**, **of direction**:
  - *We're flying **direct** to Barcelona.*
  - *Come **straight** home.*

- We noted in UNIT 63 that people usually avoid adding *ly* to adjectives that already end in *ly*; instead they use adverbial phrases like *in such-and-such a **manner*** or ***way***:
  - *Harry was behaving **in a silly way**.*
  - *Helen smiled **in a friendly manner**.*

UNIT 65

ADVERBIALS OF PLACE, DIRECTION AND DISTANCE

Adverbs and **adverbial phrases** of **place, direction** and **distance** tell you the **place of action**, the **direction of movement**, the **distance between things**, or the **distance travelled.**

■ They may answer the question **where?**

- *My cousins live **in Shanghai.***
- *The dictionary is **on the top shelf.***
- *Seagulls are circling **overhead.***
- *I must have dropped my keys **somewhere.***
- *These weeds grow **everywhere.***
- *Everybody assembled **outdoors** for fire drill.*
- *We stood **at the side of the pitch** and cheered.*
- *I've often seen him **on television.***
- *The euro is widely used **all over Europe.***

■ They may answer the question **in what direction?:**

1 **direction towards**

- *Poor Timothy was taken **to hospital.***
- *We're flying **to Taiwan** tomorrow.*
- *A stranger walked **into the room.***
- *I'm not going **anywhere** special this evening.*
- *My sister has visited Bangkok, but I've never been **there** myself.*
- *Please take this rubbish **outside.***
- *We hurried **indoors** when it began to rain.*
- *Could you put your books **over there?***
- *Come **here!***

2 **direction from**

- *I've just arrived **from Hong Kong.***
- *We were evidently driving **away from the coast.***
- *A strange smell was coming **from the kitchen.***
- *The men will take the rubbish **away.***
- *Move **back**, please!*

3 **other directions**

- *What goes **up** must come **down.***
- *Stop jumping **about!***

Focus on Grammar

- *Henry walked **round the table**.*
- *Ruth and Mark are spending a year travelling **around the world**.*
- *Carol spilt orange juice **all down her new dress**.*
- *The rumour quickly spread **throughout the community**.*

Grammar Help

Be aware of words that can be prepositions or adverbs, such as ***down, up, in, across, over***. Here is a list of the important ones:

aboard	*about*	*above*	*across*	*after*	*along*
around	*behind*	*below*	*beneath*	*between*	*beyond*
by	*down*	*in*	*inside*	*near*	*off*
on	*opposite*	*outside*	*over*	*past*	*round*
through	*under*	*underneath*	*up*		

- They may answer the question **how far?**:
  - *I run **five kilometres** every morning.*
  - *He jumped **nearly two metres** in the high-jump contest.*
  - *One day we drove **400 miles**.*
  - *Drive on **for another three miles**.*
  - *He gets breathless easily, so he never walks **very far**.*
  - *Have you come **far** today?*
  - ***How far** have you walked?*
  - *I swam **as far as I could**.*
  - *She wandered **too far** and got lost.*
  - *My school is **two kilometres away**.*
  - *Mum lives **so far away** that we rarely see her.*
  - *Glasgow is **about 40 miles from Edinburgh**.*
  - *Bangkok is **a long way from Singapore**.*
  - *We cycled **a long way** today.*

Language Help

The adverb ***far*** is used in **questions** and with **negatives**, and in combination with ***so, as*** and ***too***. But in ordinary positive statements, you use ***a long way*** instead of ***far***:

- *The children never ventured **far beyond the garden**.*
- ***How far** can you see?*
- *You can see **a long way** on a clear day.*

Possible positions of an adverb of place, direction and distance

- For **emphasis** in conversation or narrative with an **intransitive verb**, **adverbs of place, direction and distance** can come in **initial position**.

  This causes inversion of verb and subject:

  - ***There** are your tickets and **here's** your change.*
  - ***Here** comes the bus!*
  - ***Nearer and nearer** drew the footsteps.*
  - ***Into the room** walked an odd-looking figure.*
  - ***On the table** lay a long brown envelope.*
  - ***Nowhere** is there a greater variety of cuisines than in Singapore.*
  - ***Barely a metre away from them** lay a cobra.*

But if the subject is a **pronoun** it comes **before** the verb:

- *Maggie's very late – oh, here she comes at last!*
- *'Where's the glue?' 'There it is.'*

- Notice that **adverbs** and **adverbial phrases of place** can have an **adjectival** role after a noun or noun phrase:
  - *The apartment upstairs is empty.*
  - *The queue of people outside was getting longer and longer.*
  - *The pupils in the next classroom are making a dreadful noise.*
  - *The girl in the ticket office asked for my credit card.*

Did You Know?

Adverbs or prepositional phrases that describe a noun, but follow it, are called **postmodifiers.**

Grammar Help

A typical **adverbial** of **place** or **direction** can be

- a **single-word adverb:**
  - *Do come in.*
  - *I went downstairs.*
- a **prepositional phrase** (a phrase beginning with a preposition):
  - *Come into my study.*
- an **adverb + prepositional phrase**
  - *Come down from the roof.*

- **Adverbials** of **place, direction** and **distance** frequently come in **end position,** but **before** adverbials of time:
  - *Come inside immediately!*
  - *It's cooler to stay inside on a hot day.*
  - *I ran 16 kilometres on Friday.*
- As well as modifying **verbs,** adverbs and adverbial phrases of place can be **complements** after a **linking verb:**
  - *Your glasses are over on that table.*
  - *That vase looks out of place.*

Further points

- *All* and *right* are sometimes used to **emphasize** adverbials of place or direction:
  - *The firm has branches right across the world.*
  - *The rice was scattered all over the floor.*
- You can use adjectives after the indefinite adverbs ***somewhere, anywhere, everywhere*** and ***nowhere***:
  - *Are you going somewhere interesting for your holidays?*
  - *'Where have you been?' 'Nowhere special.'*
  - *I've searched everywhere possible.*

UNIT

66 ADVERBIALS OF TIME

Adverbials of time tell you the time of the action. They answer the question **when?**

Possible positions for an adverbial of time

- **Adverbials of time** often come in **end position, after** the verb (and its object or complement):
  - *We're packing up **today** and moving in **tomorrow**.*
  - *Do come and see us **next week**.*
  - *I'm starting university **in October**.*
  - *We'd love to come and visit you **sometime**.*
  - *There was a thunderstorm **yesterday evening**.*
  - *I've seen that face somewhere **before**.*
  - *Please say that **again**.*
  - *We took our seats **early** but the concert began **five minutes late**.*
  - *Dad has been very bad-tempered **lately**.*
  - *The new supermarket will be opening **shortly**.*
  - *We didn't have computers **then**.*
  - *Shakespeare died **in 1616**.*
  - *I'll see you **on Wednesday**.*
  - *Where are you off to **now**?*
- **Adverbials of time** can come in **initial position** when the time isn't the most important part of your statement:
  - ***Yesterday** we collected the keys to the new apartment.*
  - ***Last year** our profits were good, but they're even better **this year**.*
  - ***Last night** I made some stupid promises; I've changed my mind **this morning**.*
  - ***Recently** sales have decreased.*
  - ***Nowadays** most people have handphones.*
  - ***At last** the mystery has been solved.*
  - ***Afterwards** I regretted my decision.*
  - ***Eventually** they agreed.*
  - ***Then** the doorbell rang.*
- You put the adverbial of time in **end position** when the time *is* the important point in your statement:
  - *Come to my office **at two o'clock**.*
  - *The play finishes **at 10.30**.*

- *Tom was a rebel **in his teens**.*
- *David was born **in 1943**.*

- Some adverbs of time (for example ***already, eventually, finally, last, yet***) are often in **mid position** (**before** the verb, or **after** the auxiliary verb or the verb *be*).
  - *He **eventually** confessed to the crime.*
  - *We **finally** agreed on a name for the product.*
  - *She **then** explained the plan.*
  - *I **now** understand the concept better.*
  - *Hilary and I **last** met when we were at school.*
  - *Nobody **still** believes the world is flat.*
  - *I've **already** had my breakfast.*
  - *You'll **soon** make progress.*
  - *We've **just** heard about his resignation.*
  - *Doctors don't **yet** know the cause of the infection.*
  - *Jack was **still** asleep.*

Grammar Help

- The time adverbs ***still*** and ***just*** are **always** in **mid position**:
  - *You've **just** trodden on my toe.*
  - *I'm **still** trying to find my watch.*
- ***Soon***, when it means 'quickly' comes in mid position; when it means 'shortly', it usually comes in end position:
  - *He **soon** realized what the problem was.*
  - *They're arriving **soon**.*
- ***Then*** is used in initial position and mid position to mean 'next'; in end position it often means 'at that time':
  - *I locked up; **then** I went home.*
  - *I locked up; I **then** went home.*
  - *Things were easier **then**.*
- ***Now*** can also be used in all three positions, and also in a past context:
  - ***Now** I know the truth.*
  - *I **now** know the truth.*
  - *I know the truth **now**.*
  - *I **now** knew the truth.*

Further points

- Although you say ***last night, last week, last year,*** remember to say ***yesterday morning, yesterday afternoon, yesterday evening***:
  - *I didn't sleep at all **last night**.*
  - ***Last year** we vacationed in Hawaii.*
  - *I went to a party **yesterday evening**.*

- British English often uses the present perfect with ***already, just*** and ***yet***. American English uses the simple past:

BRITISH ENGLISH	AMERICAN ENGLISH
I've already done that.	*I already did that.*
Have you checked out yet?	*Did you check out yet?*
They've just phoned.	*They just phoned.*

- Use ***ago*** for counting back from the **present**, and ***previously*** or ***before*** for counting back from the **past**:
  - *I **started** this job three years **ago**.*
  - *I **had started** that job three years **before** (or **previously**).*
- You use ***tomorrow*** and ***yesterday*** only in a present context.

  In a past context you can replace ***tomorrow*** with ***the following day, the next day*** or ***the day after, and you can replace yesterday*** with ***the previous day*** or ***the day before***:
  - *Tomorrow I'll wrap up the presents that I bought **yesterday**.*
  - *I resolved that **the next day** I would wrap up the presents that I had bought **the previous day**.*
- Adverbial phrases of time, like adverbial phrases of place, can come after a noun or noun phrase like a sort of adjective:
  - *The meeting **on 27 April** has been postponed.*
  - *The talk **before the opera** will be given in the foyer.*

UNIT

67 ADVERBIALS OF FREQUENCY

Adverbials of frequency tell you the **rate** at which a happening **recurs.** They answer the question **how often?**

There are two types of adverbials of frequency: **adverbials of definite frequency,** such as ***hourly, weekly, yearly, every two months*** and **adverbials of indefinite frequency,** such as ***always, often, never, sometimes, occasionally.***

Adverbials of definite frequency

- **Adverbials of definite frequency** tell you the **exact intervals** between occasions. They usually come in **end position:**
  - *The hotel staff change the sheets **every day.***
  - *Grandad has to visit the doctor **monthly.***
  - *The flower show used to be held **annually.***
  - *I go to the dentist **once every six months.***
  - *Most radio stations broadcast the news **hourly.***
  - *The newspaper is delivered **daily.***
  - *The majority of magazines are published **weekly.***
  - *We visit our grandmother **every week.***
  - *I go to the gym **twice a week.***
  - *They change the window display **every two weeks.***
  - *The committee meets **fortnightly.***

For more emphasis, adverbials of definite frequency can come in initial position:

- ***Every morning** the birds woke us up.*
- ***Every other day** I buy fresh vegetables.*

- The expression ***every three years*** means there is a gap of two years between occurrences:
  - *We had leap years in 1996, 2000 and 2004 – they occur **every four years.***
  - *The festival is held **every five years.***

Every other year means in alternate years, with a gap of one year between occurrences (it means the same as ***every two years***):

- *We visit Britain **every other year.***

- There are often several ways of saying the same thing:
  - *We go to the supermarket **weekly.***
  - *We go to the supermarket **once a week.***

- *We go to the supermarket **every week**.*
- *I go to the dentist (**once**) **every six months**.*
- *I go to the dentist **twice a year**.*

■ You can find **adverbial phrases** of **definite frequency** used with an adjectival function after a **noun** or **noun phrase**:

- *Her music-therapy sessions **every Friday** were doing her good.*

Number of occasions

We should also notice **definite-number adverbials** such as ***once, twice, three times*** and so on. They are different from **definite-frequency** adverbials, because they answer the question **how many times altogether?** (rather than **how often?**):

- *You may make that mistake **once**, but you won't make it **twice**.*
- *Jim was sick **three times** in the night.*
- *If I've told you **once** I've told you **twenty times** – don't put tea leaves down the sink!*

Adverbials of indefinite frequency

Adverbials of indefinite frequency give an idea of frequency without specifying exact intervals. They usually come in **mid position**:

- *The birds **often** wake us up in the morning.*
- *Peter **always** takes the underground to the university.*
- *The bus is **often** crowded.*
- *Tom is **frequently** late for school.*
- *Jim **usually** cycles to the office.*
- *Mum **normally** goes shopping on her way home.*
- *Mike **sometimes** goes to school on his skateboard.*
- *We **occasionally** went to the cinema in my childhood.*
- *Mrs Kim **rarely** leaves her apartment.*
- *I've **seldom** heard such nonsense!*
- *Have you **ever** brushed your teeth with soap?*
- *I **never** make promises!*
- *We **regularly** get complaints about the food.*

Language Help

Regularly comes in mid position when it is a synonym for 'often'. When it means 'at set intervals' it comes in end position:

- *Their dog **regularly** wakes us up with its barking.*
- *We change the sheets **regularly**.*

■ With **imperatives**, ***always*** and ***never*** come in initial position:

- ***Always** count your change.*
- ***Never** leave your baggage unattended.*

■ Notice that ***ever*** is **not** used in ordinary positive statements; you use it in **questions**, and after ***if***, and with 'broad negative' words like ***hardly*** and ***scarcely***. ***Ever*** is often used with the **present perfect**:

- *Have you **ever** ridden on an ostrich?*
- *If you **ever** key the wrong command, use the 'undo' facility.*
- *I **hardly ever** go swimming.*

- Most **adverbials of indefinite frequency** can come in initial position for increased emphasis:
  - *Very occasionally Dad would lose his temper.*
  - *Sometimes the school lunches are quite inedible.*

But *always* is in **mid** position unless it's used with an imperative:

- *He always had a cold shower in the morning.*
- *Always have a cold shower in the morning.*

- *Never, seldom* and *rarely* cause 'inversion' when they come in initial position (that is, they are followed by **auxiliary** (or *be*) + **subject** + **action verb**):
  - *Never was life more interesting.*
  - *Seldom had we experienced such stormy weather.*
  - *Rarely did Jake get angry about anything.*

UNIT

68 ADVERBIALS OF DURATION

Adverbials of duration tell you the **length of time** a situation **lasts**. They answer the question **how long?**

Adverbials of duration occur in a limited number of forms.

- a period of time after the verbs *last* or *wait*:
  - *We waited **two hours** for the train.*
  - *Patients have to wait **many months** for their operations.*
  - *The operation lasted **four hours**.*
  - *The storm lasted **three days**.*
- an adverbial phrase beginning with the preposition *for*:
  - *The gale blew **for five days**.*
  - *I've left school **for ever**.*
  - *We waited **for ages** for a bus.*
  - *Sometimes my headaches last **for days**.*
  - *Talks continued **for several weeks**.*
  - *The two girls talked on the phone **for a whole hour**.*
  - *It has been raining **for two days**.*
  - *He has eaten nothing **for five days**.*
  - *Please use the public telephone **for the time being**.*
  - *Uncle Mike has given up smoking **for good**.*
- an adverbial phrase using the prepositions *from ... to* (or *till*), or the preposition or adverb *since*:
  - *We lived in Japan **from 1995 to** (or **till**) **2001**.*
  - *I slept **till 9.30** this morning.*
  - *She's been working as an accountant **since 1999**.*
  - *We've lived in this apartment **since 1998**.*
  - *He had a heart operation in 2002 and has been pretty healthy **ever since**.*

Grammar Help

- Some of these adverbial expressions can be used in **initial position**:
  - ***From 1916 till 2002** Ben worked as a teacher.*
  - ***Since last year** I've had a proper job.*
- Adverbial phrases in this group can have an adjectival function after a **noun** or **noun phrase**:
  - *My work **since 1989** has been completely voluntary and unpaid.*

- *Our home **from May to September 2003** was a rather small tent.*

■ Notice that ***since*** is used with the **present perfect** in a present context, and **past perfect** in a past context:

- *I haven't been swimming* (= I haven't had a swim) ***since January.***
- *It was now October, and he had been in Venice **since early August.***

■ ***Since*** is often intensified by ***ever***:

- ***Ever since that day** I've regretted my decision.*

■ a period of time beginning with ***all***, sometimes ending with ***long***. ***Most of*** and ***half*** can be used in a similar way to ***all***:

- *The celebrations went on **all night long.***
- *I've been trying to solve the problem **all morning.***
- *She sleeps **most of the time.***
- *The baby cried **most of the night.***
- *I was awake **half the night.***

■ an adverbial expression using ***long***:
Long is used with **negatives** and in **questions**, and in combination with ***so***, ***as*** and ***too***. In ordinary **positive** sentences you use ***a long time***:

- *Have you been waiting **long?***
- ***How long** did you have to wait?*
- *The interview didn't last **long.***
- *I won't be away **long.***
- *Don't stay up **too long.***
- *I'll go on working **as long as possible.***
- *We waited **a long time** for the next bus.*
- *You stayed away **a very long time.***

■ a single-word adverb such as ***temporarily, permanently, briefly, momentarily***:

- *Sandra stopped **briefly** to look in a shop window.*
- *I was **momentarily** puzzled.*
- *The telephone is **temporarily** out of use.*
- *The hospital may have to close **permanently.***

Grammar Help

■ Single-word adverbs like ***temporarily*** and ***briefly*** can come in **mid position** or **end position**:

- *I've **temporarily** changed my e-mail address.*
- *Smoking can **permanently** damage your health.*
- *She glanced **briefly** at the document.*

■ Notice that ***always*** can be an **adverb of duration** as well as (as we have seen in UNIT 67) an adverb of indefinite frequency; as an adverb of duration it comes in mid or end position:

- *I'll **always** love you.*
- *I'll love you **always.***

UNIT 69

INTENSIFYING AND MODERATING ADVERBS

Intensifying adverbs and **moderating adverbs** are used with **gradable adjectives** and **gradable adverbs**, and some can be used with **verbs**.

Intensifying adverbs increase the force of the adjective, adverb or verb they are used with. Examples of **intensifiers** are: ***very, extremely, highly, remarkably,*** and so on.

Moderating adverbs reduce or diminish the force of the adjective, adverb or verb they are used with. Examples of **moderating adverbials** are: ***fairly, quite, somewhat, a little, a bit, rather,*** and so on.

There are therefore six possibilities:

- *intensifier + adjective, intensifier + adverb, intensifier + verb;*
- *moderator + adjective, moderator + adverb, moderator + verb.*

■ **intensifier + adjective:**

- *That's a **really** fine picture.*
- *They were **very** apologetic.*
- *I'm **terribly** sorry about the mistake.*
- *That's a **remarkably** difficult question to answer.*
- *That was an **extremely** silly play.*
- *Something **exceedingly** odd is going on.*
- *I've been **so** worried about you.*
- *Some **highly** secret documents have been stolen.*
- *The mosque is **exceptionally** beautiful.*
- *The baby is being **unusually** quiet.*

Grammar Help

When you intensify or moderate an adjective that comes **before** a countable noun used with the **indefinite article**, the order is article + **intensifier + adjective** + noun:

- *That's a **very fine** view.*
- *She was accompanied by an **extremely handsome** young man.*

■ **intensifier + adverb:**

- *Break the eggs **very carefully** into the bowl.*
- *You performed **extremely well**.*
- *I took care to dress **particularly smartly** for my interview.*
- *Jennifer took charge **extraordinarily calmly**.*
- *Everything went **exceedingly smoothly**.*
- *Things turned out **terribly badly** for him.*

Language Help

It's possible to use **adverbs of manner** before **adjectives**, with a partly descriptive and partly intensifying function:

- *The new tenants were **charmingly polite** young men.*
- *He was **cruelly indifferent** to her suffering.*
- *The solution is **elegantly simple**.*

■ **intensifier + verb:**

- *We **very much** appreciate your kindness.*
- *We walk and exercise **a lot** in our family.*
- *Teaching methods have developed **a great deal** over the years.*

- *The 'big bang' theory is **widely** accepted.*
- *You've **really** grown!*
- *Thank you **so much** for your present.*
- *Think **hard**!*
- *'Was he **seriously** injured?' 'No, just **badly** bruised.'*
- *The shopping centre is being **extensively** altered.*
- *A new hairstyle can **greatly** improve your appearance.*
- *I **strongly** recommend the new Thai restaurant.*
- *The previous head teacher was **highly** respected.*
- *I'm afraid our team were **soundly** beaten.*
- *You deserve to be **severely** punished.*
- *Well, that changes things **considerably**!*

■ **moderator + adjective:**

- *We had **pretty** good weather for our holiday.*
- *Bob's arrival at that point was **slightly** inconvenient.*
- *This is **rather** a demanding assignment.*
- *There was **quite** a large audience.*
- *Mum's finding her job **fairly** stressful.*
- *We're **moderately** satisfied with the results*
- *The performance was **a little** disappointing.*

Grammar Help

When you moderate an adjective that comes **before** a countable noun used with the indefinite article, the order is usually article + **moderator** + adjective + noun:

- *He gave a **fairly** good performance.*
- *We had a **moderately** comfortable apartment.*

But ***quite*** comes **before** the indefinite article, and ***rather*** can also come before it:

- *It was **quite** a nice day.*
- *He gave **rather** a boring lecture* (or *a **rather** boring* lecture).

■ **moderator + adverb:**

- *My course is going **reasonably** well.*
- *Sally is behaving **rather** strangely.*
- *Joe disappeared **somewhat** hurriedly.*
- *You can estimate the cost **fairly** accurately.*
- *Our foreign correspondent has reported the situation **pretty** faithfully.*

■ **moderator + verb:**

- *Your work has improved **a bit**.*
- *Granny's health has deteriorated **a little**.*
- *I'm afraid we've progressed **very little**.*
- *I disagree **slightly** with your conclusions.*

- *You have been **adequately** warned.*
- *Jim's behaviour shocked me **somewhat**.*

■ The following table shows some common intensifiers and moderators:

INTENSIFIERS	MODERATORS	VERB-INTENSIFIERS	VERB-MODERATORS
exceedingly	*fairly*	*a great deal*	*a bit*
exceptionally	*moderately*	*a lot*	*adequately*
extremely	*pretty*	*badly*	*a little*
highly	*quite*	*considerably*	*slightly*
most	*rather*	*deeply*	*somewhat*
particularly	*reasonably*	*extensively*	*sufficiently*
really	*slightly*	*gravely*	*very little*
remarkably	*somewhat*	*greatly*	
so		*hard*	
terribly		*highly*	
unusually		*much*	
very		*really*	
		seriously	
		severely	
		so much	
		soundly	
		strongly	
		very much	
		widely	

Possible positions of verb-intensifiers and verb-moderators

■ Most verb-intensifiers and verb-moderators can be used in mid position or end position:

- *I **very much** resented his interference/ resented his interference **very much**.*
- *I **strongly** advise caution.*
- *They were **soundly** beaten/ beaten **soundly**.*
- *I **slightly** distrusted him/ distrusted him **slightly**.*
- *That **considerably** alters things/ alters things **considerably**.*

But ***a lot, a little, a bit, very little*** come in end position:

- *I distrusted him **a little**.*
- *I admire her **a lot**.*

Further points

■ ***not very***

Instead of saying something is ***bad, unpleasant***, and so on, people often use ***not very*** with ***good, well*** and so on; ***not very much*** is used with verbs:

- *I'm **not** feeling **very well**.*
- *The project **wasn't very successful**.*
- *He **wasn't** driving **very carefully**.*
- *I **don't** want to talk about that subject **very much**.*

You also hear **not particularly, not especially** used in this way:

- *I **wasn't particularly** impressed.*
- *The food here **isn't especially** good*
- *I **didn't particularly** want my girlfriend to find out.*

- ***Badly, seriously, severely, gravely*** are used to intensify **unpleasant things**:
  - *Henry has been **gravely ill**.*
  - *One passenger was **seriously injured**.*

  Badly is also used with ***need*** and ***want***:
  - *You **badly need** a haircut.*

- ***Much*** is used with **verbs** mainly in **negative** sentences, in **questions** and with ***so, too*** and ***as***. It comes in end position:
  - *I **don't watch** television **much**.*
  - *Do you **cycle much**?*
  - *I was **laughing so much** that I fell off my chair.*
  - *You're **worrying too much**.*
  - *I **exercise as much as** I can.*

  You can use ***very much, a great deal*** and ***a lot*** in ordinary positive sentences:
  - *I **very much enjoy** listening to radio plays.*
  - *The situation has **changed a lot**.*
  - *Your English has **improved a great deal**.*

  Language Help

  But you can use ***much*** rather formally in positive sentences, in mid position:
  - *I **much appreciate** your kind assistance in this matter.*

- Although you associate ***most*** with the comparison of adjectives and adverbs (*Henry is the **most** intelligent pupil in the class*), it is also a common intensifier:
  - *Henry is a **most** intelligent person.*
  - *I'm **most** grateful for your help.*

- Notice that ***hard*** is often used as an intensifier with activity verbs:
  - *Try **hard**! Run **hard**! Think **hard**!*

UNIT 70

EMPHASIZING ADVERBS AND SIMILAR TYPES

EMPHASIZERS, ADVERBS OF INCOMPLETE EXTENT, AND FOCUSING ADVERBS IN CONTEXT

Emphasizers take the place of intensifiers in reinforcing non-gradable adjectives and adverbs.

'I'm **completely** certain myself,' said Jane, 'that Shakespeare is **absolutely** unbeatable as a playwright. His ability to convey the human situation is **utterly unique**, and his poetic powers are also **totally outstanding**. He understood people **quite superbly**.'

Emphasizers are also used with verbs.

'I **entirely** agree,' said Bob. 'I was **wholly convinced** of it after seeing *Hamlet* recently at the National Theatre. As a schoolboy, I had been **utterly bored** by English literature classes, and especially by Shakespeare, but this production of *Hamlet* **totally changed** my view of him. I believe Shakespeare is **absolutely wasted** on schoolchildren; you understand him only when you have **fully grown up**.'

Adverbs of incomplete extent express the idea that something is partly but not wholly the case.

'I **largely** support your assessment of Shakespeare,' said Angela, 'but it's **practically** impossible to make a fair judgement. Many of the foreign literary giants are **virtually** unknown to us. What about those of China and the Far East generally? They're **almost** unexplored territory.'

People use negatives with emphasizers so as to sound less forceful in disagreement or criticism.

'You're **not entirely** right about that,' said Jane. We're **not completely** ignorant of the merits of foreign writers. Playwrights such as Corneille, Racine, Molière, Ibsen, and even ancient Greeks like Aeschylus, Sophocles, Euripides and Aristophanes, have **never been totally** absent from school and university curricula.'

Focusing adverbs focus the listener's or reader's attention on a particular (usually stressed) word or group of words.

'But most people **only** know them **in translation**,' said Angela. 'That's **especially** so in the case of the Asian poets and playwrights. Some of them are **literally unheard-of** outside their own countries. I **simply** want to make the point that we **can't be certain** of Shakespeare's worldwide supremacy. We can **only** say he's the best **in our own limited experience**.'

What is an emphasizing abverb?

Emphasizing adverbs are used to add force to **non-gradable adjectives**. Adjectives such as ***certain, dead, equal, even, exhausted, complete, possible, sure, true, unique, excellent, wonderful, marvellous, extraordinary, magnificent, outstanding*** represent states of which there cannot logically be different degrees. They are classified as **non-gradable** and you don't normally use intensifiers like ***very*** and ***extremely*** to add force to them. Instead, you use **emphasizers** such as ***utterly, entirely, wholly, fully, absolutely, totally, truly, completely, perfectly***. These **emphasizers** can be used sometimes to add force to adverbs such as ***excellently, perfectly, superbly***.

Notice also that ***quite***, which we have seen used as a **moderator** with **gradable** adjectives and adverbs, can be used as an **emphasizer** with **non-gradable** adjectives and adverbs:

- MODERATOR: *This essay is **quite good**.*
- EMPHASIZER: *This essay is **quite excellent**.*

Verbs such as ***finish, destroy, ruin, change, alter, eliminate, waste***, can also be used with emphasizers.

There are therefore three possibilities: **emphasizer + adjective, emphasizer + adverb, emphasizer + verb.**

■ **emphasizer + adjective:**

- *Make sure the surface is **absolutely even**.*
- *The two concepts are **completely different**.*
- *It was a **truly extraordinary** performance.*
- *What you suggest is **totally impossible**.*
- *The characters in this film are **entirely fictitious**.*
- *That solution is **perfectly possible**.*
- *We are **fully aware** of the problems.*
- *The weather was **quite superb**.*
- *She has a **quite unique** grasp of the subject.*
- *I'm **utterly exhausted**.*

Grammar Help

When ***quite*** is the **emphasizer** of an adjective that comes before a noun used with the **indefinite article** the order is **article + *quite* + adjective + noun:**

- *Maria is **a quite exceptional student**.*

Notice the different order when ***quite*** is used as a **moderator:**

- *Maria is **quite a good student**.*

■ **emphasizer + adverb:**

- *The team fought **absolutely superbly**.*
- *The author has analysed the evidence **quite excellently**.*
- *The colours match **utterly perfectly**.*

■ **emphasizer + verb:**

- *I've **completely changed** my mind about her.*
- *The new shopping centre has **totally ruined** our view.*
- *Smallpox has been **totally eliminated** from most parts of the world.*
- *You're **completely wasting** your talents.*
- *Ken **utterly rejects** his parents' opinions.*

Language Help

Absolutely is also used informally as an intensifier:

- *I **absolutely** hate that kind of pretence.*
- *The flowers are **absolutely** lovely.*

- *You've **entirely** misunderstood my point.*
- *I've **absolutely** lost faith in his ability.*

Grammar Help

When used with **verbs**, **emphasizers** usually come in **mid position**:

- *I **had entirely forgotten** the incident.*

But **end position** is also possible:

- *I **had forgotten** the incident **entirely**.*

Adverbials of incomplete extent

Adverbs such as ***utterly, wholly, entirely, completely*** are used as emphasizers to say that something is the case to a **complete** extent. But some things are only **partly** the case. You can use adverbs such as ***almost, nearly, partly, partially, largely, practically*** to express **incomplete** extent:

- *The rain has **almost** stopped.*
- *I've **nearly** finished my project.*
- *The city centre was **largely** destroyed in the bombing.*
- *The road was **partially** blocked by the accident.*
- *The office was already **partly** built when the contract was cancelled.*
- *My spots have **practically** disappeared.*

The following table shows some common **emphasizers** of **complete extent**, and some **adverbials** of **incomplete extent**:

COMPLETE	COMPLETE	PARTIAL	PARTIAL
absolutely	*quite*	*almost*	*practically*
completely	*totally*	*largely*	*to some/a great extent*
entirely	*truly*	*nearly*	*virtually*
fully	*utterly*	*partially*	
perfectly	*wholly*	*partly*	

- People often use ***not*** with **emphasizers** of **complete extent** as a less forceful negative than ***not*** on its own:
  - *That's **not entirely** true.*
  - *We're **not completely** satisfied with that explanation.*
  - *I'm **not wholly** convinced by your argument.*
  - *Such an event is **not entirely** impossible.*
  - *The problem was **not** dealt with **totally** successfully.*
  - *You haven't **fully** grasped the situation.*
  - *I don't **quite** understand your point.*
  - *I haven't **absolutely** decided yet.*

Language Help

But notice that ***not nearly*** is an emphatic negative:

- *I haven't **nearly** finished.*
- *She's **not nearly** stern enough with the disruptive pupils.*

Focusing adverbs

- Certain adverbs **concentrate** or **focus on** a particular word or part of the sentence, which, in speech, is usually stressed:
  - *We are just concentrating on grammar at present.*
  - *I was only trying to help.*
  - *That was simply an error.*
  - *Some people write mainly to earn a living.*
  - *Others write purely for pleasure.*
  - *We particularly wanted to see the Tate Gallery.*
  - *Our neighbours even take their cat on holiday with them.*
  - *I literally had two minutes to get to the theatre.*
  - *I bought these mangoes specially for you.*
  - *Sue is especially talented at organizing things.*
  - *I should also like to thank my parents.*

> **Language Help**
>
> **Simply** is also used informally as an intensifier:
> - *I simply adore anything by Bach.*
> - *The food was simply horrible.*

- **Focusing adverbs** usually come in **mid position**:
  - *You can only do one thing at a time.*
  - *They even tried to deny their responsibility.*
  - *I simply want to get at the truth.*
  - *We also need to check the figures.*
  - *I am merely suggesting a little cost-cutting.*

They can also come immediately **before** or even **after** the word or words they **focus on**:

- *We use only the finest ingredients.*
- *These parking spaces are for residents only.*
- *I want simply to get at the truth.*
- *We need also to check the figures.*
- *We need to check the figures also.*

- Notice that the pronouns ***all, both*** and ***each*** can be used in **mid position** like focusing adverbs:
  - *We were each given a job to do.*
  - *Your friends are all behind you.*
  - *My parents can both speak Malay.*

- Here are some common focusing adverbs:

also	*especially*	*even*	*just*	*literally*	*mainly*
merely	*mostly*	*only*	*particularly*	*purely*	*simply*
specially					

UNIT 71 SENTENCE ADVERBIALS AND SIMILAR TYPES

What is a sentence adverbial?

So far, we have considered only adverbials that are part of the main content of the sentence:

- *She worked **hard and fast**.*
- *I put the shopping **on the kitchen table**.*
- *I'll see you **later**.*

Such adverbials are called **adjuncts**. They supply material that is **essential to the meaning** of the sentence.

Another group of adverbials are called **disjuncts**. These are adverbs and adverbial phrases that are used by the speaker **independently** of the main content of the sentence, as a **comment** on a **whole statement**.

Disjuncts are more commonly known as **sentence adverbs** or **sentence adverbials**. They include adverbs such as ***fortunately, unfortunately, luckily, sadly, hopefully, apparently, frankly, naturally, confidentially,*** and adverbial phrases such as ***to be honest, to be fair, as a matter of fact***:

- ***Fortunately,** I realized what the problem was.*
- ***Unfortunately,** we missed our connection at the airport.*
- ***Sadly,** the plants all died.*
- ***Luckily,** I had an extra ticket.*
- ***Hopefully,** I'll find a holiday job and earn some cash.*
- ***To be fair,** they did warn us about the possible delay.*
- ***As a matter of fact,** the goods were delivered on time.*
- ***Actually,** I don't watch television much.*
- ***Naturally,** parents want their children to do well.*
- ***Frankly,** he isn't very intelligent.*
- ***In my opinion,** they gave the job to the wrong person.*

■ Some sentence adverbs express **certainty** or **probability**:

- *He **definitely** didn't mention a date.*
- *We can **certainly** come on 14 July.*
- ***Possibly** they misunderstood the instructions.*
- *They **probably** didn't want to make a fuss.*
- ***Maybe** she forgot to take her handphone with her.*
- ***No doubt** she had a good reason for refusing.*
- ***Surely** they'll get a grant for the repairs?*

Possible positions of sentence adverbs

- **Sentence adverbs** very often come in **initial position** separated by a comma, as an introduction to a following statement.
  - *Fortunately, no damage has been done.*
  - *To be fair, she was trying to help.*

- **Sentence adverbs** may also come in **mid position** or in **end position:**
  - *I luckily remembered where my keys were.*
  - *I remembered where my keys were, luckily.*

But notice that when in mid position, **sentence adverbs** come **before negative** contractions such as ***wasn't, didn't*** and so on:

- *You definitely haven't paid your subscription this year.*

The following are both acceptable:

- *You have definitely not paid.*
- *You definitely have not paid.*

Connectors

Connectors or **linking adverbials** are adverbials used in conversation or discourse to make a **connection** with what has **already** been said. These adverbials, like **disjuncts**, are independent of the main sentence content, and are called **conjuncts.** Look at the connections made by the bold adverbials (and also by conjunctions such as **but** and **so**) in the following passage:

Our sales figures have not been very good this year. ***Consequently,*** *our performance looks poor on paper.* ***However,*** *I don't want to sound too gloomy. There are bound to be disappointing years from time to time.* ***Nevertheless,*** *we must make a big effort to improve our sales in the coming year.* ***Accordingly,*** *I am asking everybody to think hard about new and creative ways to market our products. We must* ***also*** *think about ways of cutting costs. The task before us is* ***therefore*** *a double one – to improve sales and to economize* ***as well.*** ***But*** *with everybody pulling their weight we'll achieve our goals. You are a dedicated team, and an enthusiastic one* ***too.*** ***So*** *the message is cheerful and positive: keep smiling and do your best to help the joint effort!* ***To sum up,*** *it is just a question of time before our sales achieve their former level.*

- **Conjuncts** or **connectors** fall into several groups:

1 **listing** and **organizing your points,** for example:
  - *In the first place, we must decide on our objectives.*

  Here are some common listing and organizing connectors:

first(ly), second(ly), third(ly)	*for one thing*
for another thing	*in the first place*
in the second place	*next*
then	*finally*

2 **adding a point** or **reinforcing an argument,** for example:
  - *The scheme is impracticable;* ***besides,*** *we can't afford it.*

Here are some common adding and reinforcing connectors:

in addition	*additionally*	*moreover*
furthermore	*what's more*	*then*
too	*as well*	*and another thing*
in any case	*in any event*	*likewise*
similarly	*above all*	*besides*
indeed	*for that matter*	*quite apart from that*
aside from that		

3 **introducing a contrasting point**, for example:

- *'He's often unpunctual.' 'Be that as it may, he makes a real contribution in the office.'*

Here are some common contrasting connectors:

however	*nevertheless*
be that as it may	*on the other hand*

4 **correcting or adjusting**, for example:

- *He was feeling too tired to take the call, or, more accurately, he was too drunk to take it.*

Here are some common correcting or adjusting conjuncts:

or rather	*more accurately*	*in other words*

5 **disagreeing, making an objection** or **reinforcing an objection**, for example:

- *'The expenditure is probably justified.' 'On the contrary, it's quite unjustified.'*
- *No point in getting angry – after all, we only have ourselves to blame.*

Here are some common disagreeing or objecting connectors:

but	*still*	*on the contrary*
all the same	*after all*	

6 **inferring** or **drawing a conclusion**, for example:

- *'No, I'm not going out.' 'In that case, you won't be needing this umbrella.'*

Here are some common inferring connectors:

so	*in that case*	*otherwise*
if that's the case	*or else*	*then*

7 **reporting a result**, for example:

- *Unfortunately, I got flu, so I didn't manage to get away for the weekend.*

Here are some common result-reporting connectors:

so	*consequently*	*in consequence*	*accordingly*
therefore	*as a result*	*thus*	

8 **changing the subject**, for example:

- *Here are the documents you wanted. Incidentally, has anyone seen my handphone?*

Here are some common subject-changing connectors:

by the way *incidentally*

9 **introducing an alternative or opposite idea**, for example:

- *Yes, a restaurant meal would be nice; **equally**, we could invite a few friends round here.*

Here are some common alternative-introducing connectors:

alternatively *conversely* *equally*
instead *by contrast*

10 **explaining** or **expanding**, for example:

- *It's an adverbial, **in other words**, an adverb or adverbial phrase.*

Here are some common explaining or expanding connectors:

that is *that's to say* *in other words*

11 **providing an example:**

for example *for instance*

12 **mentioning something specific**, for example:

- *There's a major problem: **namely**, lack of cash.*

Here are some common specifics-mentioning connectors:

namely *specifically* *to be specific*

13 **making a concession**, for example:

- *Granted, he was a rogue, but he was very good fun.*

Here are some common concession-making connectors:

admittedly *certainly* *granted*

14 **making a connection, link** or **association**, for example:

- *Once again, it's a question of money.*

Here are some common connecton- or association-making connectors:

again *once again*
once more *as before*

15 **summing up**, for example:

- *We've had our problems but, **altogether**, it's been a successful venture.*

Here are some common summing-up connectors:

altogether *all in all* *overall* *to sum up*
in conclusion *in brief* *in short* *anyhow*

16 **time-related connectors** for example:

- ***Meanwhile**, there I was waiting on the corner for him; **eventually** he did turn up.*

Here are some common time-related connectors:

initially	*originally*	*at first*
meanwhile	*subsequently*	*ultimately*

- **Connectors** usually come in initial position, but can occur in mid position or end position:
  - *Admittedly, I could have made another attempt.*
  - *I had **therefore** made some emergency arrangements.*
  - *You won't be needing your umbrella, **then**, will you?*

Adverbials used as responses

- Some adverbs and adverbial phrases are frequently used on their own as **replies, responses** or **rejoinders:**
  - *'You do understand?' **'Of course.'***
  - *'Students must learn grammar as well as vocabulary.' **'Absolutely.'***
  - *'They must get more opportunities of hearing idiomatic English.' **'Exactly.'***
  - *'The only way they'll learn is through reading and conversation.' **'Precisely.'***
  - *'Are you prepared to help me?' **'Naturally.'***
  - *'Do you think Susan would help?' **'Possibly.'***
  - *'We need all the help we can get.' **'Quite.'***
  - *'May I use your computer this evening?' **'Certainly.'***
  - *'Is it going to rain?' **'Probably.'***
  - *'Are you going to the gym later?' **'Perhaps.'***
  - *'I'll call you.' **'Right.'***

  You can use ***not*** after some of these responses, standing for a whole negative clause:
  - *'I hope I'm not being a nuisance?' **'Of course not*** (= Of course you aren't being a nuisance).'
  - *'We don't know the whole truth.' **'Possibly not.'***
  - *'You won't tell anyone, will you?' **'Naturally not.'***
  - *'You aren't thinking of abandoning your research, are you?' **'Certainly not!'***
  - *'Were the figures double-checked?' **'Probably not.'***

For more information on the substitution of ***not*** for a whole clause, see the chapter **ELLIPSIS AND SUBSTITUTION.**

Specifying adverbs

- People often use **specifying adverbs** to show what aspect of something their statement or question refers to, for example:
  - *Is the film **historically*** (= as far as the historical facts are concerned) *accurate?*

Specifying adverbs often end in ***-ally***:

- *My grandmother is **mentally** alert, but **physically** very weak.*
- ***Financially** and **economically**, the country is flourishing.*
- *The book is **visually** attractive and **scientifically** reliable.*
- *The newspaper story is **factually** incorrect.*
- *Recruits have to be examined and passed as **medically** fit.*
- *Students at this school are **educationally** above the average.*
- *Nowadays we make sure our language is **politically** correct.*
- *Most Southeast-Asian countries are **technically** advanced.*

UNIT

72 NEGATIVE ADVERBS

NEGATIVE ADVERBS IN CONTEXT

Not and *never* come in mid position. Notice that the *any-* adverbs and pronouns are used with **negative adverbs**. *Never* can come in initial position for emphasis, with 'inversion' (reversal of subject and auxiliary verb).

The adverb *nowhere* can come in end position, initial position or even mid position. It is often treated like an indefinite pronoun, and followed by an adjective or other modification.

As adverbs *neither* and *nor* come in initial position. *Not either* can be used instead of *neither*.

Not can be substituted for a whole clause, and has various other idiomatic uses.

'Broad negatives' such as *hardly, seldom* and *rarely* behave like negatives (often used with *ever* and with *any-* words, and with positive question tags). They come in mid position or initial position.

Both **full negatives** and **broad negatives** can be emphasized by *at all*.

Dear Eric

I've **never** been a very good correspondent, and I **haven't** written to you for ages. I do apologize. It's **not** that I'm **not** thinking of you. The reason is that there **hasn't** been **any** news. I **don't** do **anything** and I don't go **anywhere** nowadays. **Never** have I been so inactive.

When I say I go **nowhere**, I'm being inaccurate. I suppose I mean **nowhere exotic**. But last week, having **nowhere else** to go, I went down to the south coast of Wales and walked along one of those great wide sandy beaches on the Gower peninsula. **Nowhere** have I found such peace and solitude. I have **nowhere** seen such wonderful rocky headlands or found such clean firm sand.

I know you don't like exaggerated descriptions, and **neither** do I. **Nor** do my children, who consider me over-romantic about the beauties of the coastline. They don't generally agree with me **either** – to them a beach is a beach.

Maybe I'm boring you too, but I hope **not**. As I say, there was **not** a person in sight on that beach, and I felt very contented. I don't know what it was that I found most congenial. **Not** the scenery, though that was beautiful; **not** the isolation, though I enjoyed that too. I think it was the openness of the sky and the feeling of freedom it gave me.

That was a great day for me. **Rarely** have I spent a pleasanter one. I **hardly ever** have **any** free time from my work, and when I do, I **rarely** do **anything** as delightful as taking a trip to the coast like that. We **seldom** take proper advantage of our opportunities, **do we**?

Well, I've **not** made any progress **at all** with my work this morning; and made **hardly** any **at all** yesterday, so I'd better stop and get down to it. I **haven't** thought **at all** about when we might get together again, but let's work on the idea.

Best wishes, James.

What is a negative adverb?

There are two types of **negative adverb**: **full negative** adverbs and **broad negative** adverbs.

- The **fully negative** adverbs are words such as ***not, never, nowhere, neither, nor***:
  - *My parents do **not** approve of body tattoos.*
  - *We **didn't** do anything wrong, you know.*
  - *I've **never** been to Disneyland.*
  - ***Never** have we experienced such rudeness!*
  - *Mr Shaw is very old now and goes **nowhere**.*
  - *My watch was **nowhere** to be found.*
  - ***Nowhere** was the weather so bad as in New Zealand.*
  - *'I don't like canned music.' '**Neither** do I.'*
  - *'We can't go to the concert tonight.' '**Nor** can we.'*
- The '**broad negative**' adverbs ***barely, hardly, rarely, scarcely, seldom*** behave like negatives:
  - *We **rarely** have any visitors.*
  - *There's **hardly** any food left, is there?*
  - *Speak up! I can **barely** hear anything you're saying.*
  - ***Seldom** has the choir sung so beautifully.*
  - ***Scarcely** had I sat down when the telephone rang.*

Full negatives

- The negatives ***not*** and ***never*** come in **mid position**:
  - *I'm **not** going to the concert.*
  - *We **don't** approve of corporal punishment.*
  - *He'll **never** settle down.*
  - *I **never** saw the stranger again.*
- ***Nowhere*** can come in end position or mid position:
  - *I went **nowhere** interesting during the vacation.*
  - *Accommodation was available **nowhere** in the city, it seemed.*
  - *The inspectors **nowhere** saw such degradation as in prison.*

Grammar Help

But notice that ***not anywhere*** is usually preferred to ***nowhere*** in end position:

- *I can't find my spectacles **anywhere**.*

Language Help

The complement ***nowhere to be seen*** or ***nowhere to be found*** can be used to mean 'missing' or 'lost' or 'gone':

- *The man who had rescued me was **nowhere to be seen**.*

- ***Nowhere*** and ***never*** can come in **initial position**, followed by the order **auxiliary** (or **modal** or *be*) + **subject** + **lexical verb**:
  - ***Never** shall I laugh as much as I did last night.*

- *Nowhere did Fred feel so comfortable as in his own armchair.*
- *Nowhere was the weather pleasanter.*

- *Nor* and *neither* are also followed by this reversed pattern in short replies and similar 'referring back' situations:
  - *'I can't swim.' 'Nor* (or *neither*) *can I.'*
  - *'I wasn't impressed.' 'Nor* (or *neither*) *were we.'*
  - *Mum wasn't at home and nor* (or *neither*) *was Dad.*

Language Help

Instead of using *nor* or *neither*, you can use *not* with *either*:
- *'I wasn't impressed.' 'We weren't either.'*
- *Mum wasn't at home, and Dad wasn't either.*

- *Not* is often substituted for a whole clause in short replies with verbs such as *hope* and *suppose*:
  - *'Are you getting a cold?' 'I hope not.'*
  - *'Did Jim pass his driving test?' 'I'm afraid not.'*
  - *'He didn't practise enough, did he?' 'I suppose not.'*

- You sometimes hear *not* used elliptically in discourse:
  - *'You'll never guess who I saw today!' 'Not Angela?* (= you didn't see Angela, did you?)'
  - *It was difficult to see what attracted him to her; not her looks, for she was far from beautiful.*
  - *'I've lost my mobile phone,' 'Oh, not again!'*

For more information, see the chapter **ELLIPSIS AND SUBSTITUTION**.

- *Not* and other negatives combine with the indefinite article as a strong negative determiner, used with a noun representing the smallest unit of something:
  - *Don't breath a word to anybody!*
  - *She never had a hair out of place.*
  - *The tiger padded through the jungle, making hardly a sound.*

Broad negatives

- The **broad negative** adverbs are used with *ever* and *any, anything, anywhere, anybody* and so on, just like full negative adverbs:
  - *I've hardly eaten anything today.*
  - *I rarely ever meet anybody exciting.*

- The **broad negatives** usually come in **mid position**:
  - *We could scarcely see the ship through the mist.*
  - *He seldom told me his plans.*

- **Broad negatives** can also come in **initial position**, followed by auxiliary + subject:
  - *Seldom have I been so insulted!*

- *Rarely had I been so absorbed in a novel.*

- ***Barely, scarcely*** and ***hardly*** can combine with ***any, anything, anyone*** to mean 'almost no', 'almost nothing', 'almost no-one':
  - *There's **barely** any milk left.*
  - *I've eaten **scarcely** anything today.*
  - ***Hardly** anyone came to my party.*

- **Broad negatives** are followed by **positive question tags**:
  - *Mr Shaw **rarely** goes out nowadays, **does he?***
  - *There was **barely** any traffic on the road, **was there?***
  - *You **seldom** see Mars looking so red, **do you?***

- **Full negatives** and **broad negatives** can be emphasized by the adverbial phrase ***at all***:
  - *They don't approve of tattoos **at all**.*
  - *Mr Shaw goes **nowhere at all**.*
  - *He **scarcely** leaves his apartment **at all**.*

UNIT

73 INTERROGATIVE ADVERBS

What is an interrogative adverb?

Some of the *wh*-question words (such as ***what, who, which***), as we have seen in Chapter 2, are **pronouns** or **determiners**. But other *wh*-question words are **adverbs**. These are ***how, why, where, when***. They are called **interrogative adverbs**.

Like other *wh*-question words the interrogative adverbs are followed by the inverted order auxiliary (or *be*) + subject + lexical verb:

- ***Where** is the National Library?*
- ***When** are you starting your university course?*
- ***Why** do crocodiles shed tears?*
- ***How** do you start the dishwasher?*

The adverb *where*

- ***Where*** asks about place or direction:
  - ***Where** is the teapot?*
  - ***Where** does Jane live?*
  - ***Where** are you going?*
  - ***Where** have they taken the prisoners?*
  - *'There's been a big earthquake.' 'Oh dear, **where**?'*

Grammar Help

Although ***where*** is an adverb, you will hear it used with the prepostions ***to*** and ***from***, and even ***for***, as though it were pronoun:

- ***Where** is this bus going **to**?*
- ***Where** do all these people come **from**?*
- *'I bought this dress yesterday.' 'Oh, **where from**? It's lovely.'*
- *'We are leaving tomorrow.' '**For where**?'*

The adverb *when*

- ***When*** asks about time:
  - ***When** was this house built?*
  - ***When** did you have your hair cut short?*
  - ***When** does your plane leave?*
  - ***When** can we collect our tickets?*
  - *'I'm going skiing in Austria.' 'Oh, **when**?'*

Grammar Help

We noticed in Chapter 5 on **Tenses** that the **simple past** is used rather than the present perfect when a **time expression** is mentioned, for example:

- *I **took** (not have taken) the children skating **yesterday**.*

The interrogative adverb ***when*** is a time expression, so, typically, the simple past is used with it rather than the present perfect:

- ***When did** you **take** (not have you taken) the children skating?*

The adverb *why*

- ***Why*** asks for a reason:
  - *Why are you making such a fuss?*
  - *Why does your office clock say the wrong time?*
  - *Why can't she tell me the truth?*
  - *'We're going to sell the business.' 'Oh, why?'*

The adverb *how*

- ***How*** asks about ways and methods:
  - *How did the prisoner escape?*
  - *How shall I present my idea to best advantage?*
  - *They've cheated you — how can you be so calm about it?*
  - *How do you back up files on to a CD?*
  - *'I managed to persuade them.' 'Oh, how?'*
- ***How*** is often combined with **adjectives**, **adverbs** or **quantifiers**, to ask questions about size, measurement, quantity or quality:
  - *How much is that fish?*
  - *How many guavas do we need?*
  - *How long was the flight?*
  - *How far did you walk?*
  - *How tall are you?*
  - *How old are your children?*
  - *How good a singer is she?*

Grammar Help

You can use the construction ***how* + adjective + indefinite article + countable noun** in questions about quality, size and so on:

- ***How successful a salesman was he?***
- ***How practical a solution is this?***
- ***How useful a book is it?***
- ***How long a walk are you suggesting?***

- In the same way as you ask ***How are you?*** to enquire after somebody's health, you can ask ***How was your interview?*** with the same meaning as ***How did your interview go?***:
  - *'How are you?' 'I'm fine, thanks.'*
  - *'How was your holiday?' 'It was great, thanks.'*

UNIT 74

SOME SPECIAL ADVERBS

As used in comparisons

As can be a **conjunction**, a **preposition** or an **adverb**.

> For more information about the **conjunction** *as* see the chapter **CONJUNCTIONS AND CLAUSES.**
>
> For more information about the **preposition** *as*, see the chapter **PREPOSITIONS.**

- The adverb *as* is used in comparisons. In comparisons framed with *as* ... *as*, the first *as* is an adverb, while the second can be a preposition (followed by a noun or pronoun) or conjunction (followed by a subordinate clause). The first *as* has a role similar to an intensifying or moderating adverb, and is used before adjectives or adverbs:
  - *You'll soon be as* (adverb) *tall as* (preposition) *your father.*
  - *You can't run as* (adverb) *fast as* (preposition) *me!*
  - *The garden looks as* (adverb) *lovely as* (conjunction) *it always does.*
  - *He doesn't concentrate as* (adverb) *well as* (conjunction) *he used to.*
- You can omit the part of the comparison introduced by the preposition or conjunction *as* if it is clear what the comparison is with:
  - *I can leave the office in Anna's charge, but Alan isn't as reliable.*
  - *Last year's apples were quite delicious. These aren't as sweet.*
  - *My secretary has retired and I don't think I'll find anyone quite as efficient again.*
  - *We had a lot of students last term, but there aren't as many this term.*

> ***Language Help***
>
> After a negative *as* can be replaced by *so*:
> - *I don't think I'll find anyone quite so efficient again.*

Else and its uses

- *Else* is used after **indefinite pronouns** and **indefinite adverbs**, and also after the *wh-* words, to mean a person, place or thing other than the one or ones mentioned or known.

  Its original meaning is '**otherwise**':
  - *I've been to New Zealand before. I'd like to go somewhere else.*
  - *Everybody else criticized the concert, but I thought it was great.*
  - *I'll see if my purse is in the car. I've looked everywhere else.*

- *Here's the shopping list. Can you think of anything **else** we need?*
- *We slept on the beach because there was nowhere **else** to sleep.*
- *What **else** do you remember about your childhood?*
- *Take this backpack and whatever **else** you need for the walk.*
- *The supermarket doesn't stock screwdrivers. Where **else** can I buy one?*
- *He must have had a key. How **else** could he have got into the apartment?*
- *I guess she's having an interview for that job; why **else** is she in town?*

- The negative quantifiers *little* and *not much* can also be followed by ***else***:
  - *'What did you do on holiday?' 'Swam, sunbathed and very little **else**. There wasn't much **else** to do anyway.'*

- The possessive form ***else's*** can be used after **indefinite pronouns for people**:
  - *I don't like using anybody **else's** toothbrush.*
  - *Dad found himself trying to use his car keys to open somebody **else's** car.*

- With an **indefinite determiner + noun**, ***other*** is used, not ***else***:
  - *The baby likes his teddy bear in his cot – **no other** toy will do.*
  - *We'll consider that question under the heading **'Any other business'**.*

- ***Or else*** means 'or otherwise' and is a stronger form of ***or***. It is used to introduce alternative possibilities and is sometimes used in threats:
  - *I have to keep my papers in order, **or else** chaos results.*
  - *Pay the fine now, **or else** you will be prosecuted.*
  - *She may not have known about the problem, **or else** she was ignoring it.*

Enough and its uses

Enough can be a **pronoun** (*I've eaten **enough***), a **determiner** (***enough** bread*) or an **adverb**. As an **adverb**, its basic meaning is 'sufficiently' or 'to the required extent'.

Enough can be used:

- **with a verb:**
  - *We don't walk **enough** nowadays.*
  - *Apparently married couples don't talk to each other **enough**.*
  - *I've practised **enough** – I'd like to do a live performance now.*

- **as a moderator**

  In its **moderating** function, it **follows** the **adverb** or **adjective** that it is moderating:
  - *Is the dessert sweet **enough**?*
  - *Is the radio loud **enough**?*
  - *I don't think the reforms go far **enough**.*
  - *The statistics haven't been analysed accurately **enough**.*

- ***Enough*** in the sense 'sufficiently' is often used with a **to-infinitive**, or ***for*** **+ to-infinitive:**
  - *I hope I'm **exercising enough to lose** some weight eventually.*
  - *I don't know anyone **interesting enough to marry**.*
  - *You're not **old enough to drive** a car.*
  - *He hasn't been employed **long enough to get** a pension.*
  - *The envelope was lying on the table, **close enough for me to read** the address.*
- ***Enough*** can be used between an **attributive adjective** and a **noun**
  - *I won't marry him – he doesn't earn **a high enough salary**.*
  - *He doesn't have **a high enough income** to be taxed.*
  - *We can't have people to stay – we don't have **a large enough apartment**.*
  - *My teacher didn't set **challenging enough assignments**.*
  - *I want to go somewhere with **warm enough weather** for me to get a nice deep suntan.*
- ***Enough*** can be used ironically:
  - *You must be very fit – you **exercise enough!***
  - *I'd be surprised if she didn't get her own way – she **grumbles enough!***
  - *He might well lose all his money gambling – he's **silly enough**.*
  - *Is she **absent-minded enough** to get off at the wrong station?*
  - *It's **a foolish enough scheme** to appeal to people like him.*
  - *Don't be so keen to grow up – you'll be old **soon enough!***
- ***Enough*** also means 'quite' or 'satisfactorily' and is used in making concessions:
  - *Carol's **pretty enough**, but you wouldn't call her glamorous.*
  - *I have **a pleasant enough lifestyle**, but I'd like more adventure.*
  - *He's **a nice enough lad**, but I'd like my daughter to marry someone more interesting.*
  - *'If I work late tonight, could I take tomorrow morning off?' 'OK, **fair enough**.'*
- ***Enough*** combines with adverbs like ***funnily, strangely, oddly*** to form **sentence adverbials**, typically used for mentioning strange circumstances or odd coincidences:
  - ***Funnily enough**, I was just wondering what to do about that problem.*
  - ***Sadly enough**, he died just before his 100th birthday.*

So and its uses

So has a variety of uses. It can be used as an **intensifier**, a **connector**, a **clause substitute**, and is used widely in **responses**.

- As an **intensifier**, ***so*** has an **exclamatory** effect. ***So*** can **intensify**

1 **adjectives:**
  - *You've been **so kind** to me!*
  - *There's no need to be **so rude!***
  - *How can they be **so ungrateful?***

2 quantifying pronouns and determiners:

- *You have so much to offer.*
- *There's so little we can do to help.*
- *Sandy has so many friends.*
- *I've so much work to do.*
- *I must finish this job, but there's so little time left.*
- *There are so few really great people.*

3 adverbs:

- *Thank you all for working so hard on this project.*
- *I didn't realize you could play the piano so well.*
- *I don't think I've ever laughed so much in my life!*
- *I didn't realize we'd walked so far!*

4 verbs:

- *I'm so longing to see you.*
- *We're so looking forward to our vacation in Thailand.*
- *As children, we so revered our father.*

Language Help

- In positive sentences, **so** has a meaning close to **very**:
  - *Thank you – you're so thoughtful.*
- In negative sentences, questions and after **if**, **so** means 'as ... as that':
  - *I didn't realize you could play so well* (= as well as that).
  - *How can you be so sure you're right?*
  - *If you're so clever, tell us the answer.*
- **Not so** is used informally with a meaning close to **not very**:
  - *I'm not so keen on that idea!*
- **So** can replace **as** in negative comparisons:
  - *The weather isn't so good as it was.*
  - *When I tried again, I wasn't so nervous.*
- In informal English, you'll hear **that** and even **this** replacing **so** in the above senses:
  - *Thanks a lot — you've been that kind to me!*
  - *If you're that clever, tell us the answer!*
  - *I play the piano, but not that well.*
  - *I've never known him this angry!*

- **So** is also often followed by a clause of **result**. It can be followed by two alternative constructions expressing **result**:

1 *a* **that**-*clause:*

- *She was so ill that she had to go to hospital.*
- *So few people turned up that the meeting was cancelled.*
- *Helen has so many friends that she sends her Christmas greetings by e-mail.*

- *George wanted to go on the trip **so** badly **that** his parents eventually said yes.*
- *Joe performed **so** brilliantly in the exam **that** he got a special prize.*
- *We wandered **so** far **that** we lost our way.*

2 ***as*** + **to**-infinitive (used with a negative, typically where ***so*** intensifies an **adjective**):

- *I would never be **so** silly **as to take** drugs.*
- *I'm not **so** stupid **as to believe** all that nonsense!*

For more information about **result clauses** see the chapter **CONJUNCTIONS AND CLAUSES.**

■ But notice that you use ***such***, not ***so***, before an adjective that is followed by a **noun**:

- *The museum is **such an interesting place**.*
- *There's **such a wonderful view** from this window.*
- *Such distant **stars** cannot be seen with the naked eye.*
- *The new restaurant serves **such delicious food**!*

Grammar Help

More formally, with **countable nouns** used with the **indefinite article**, you can use the order ***so*** + **adjective** + **indefinite article** + **noun**:

- *I never realized that Manchester was **so interesting a city**.*
- *Whom could we entrust with **so important a task**?*

■ ***So*** is used a lot as a **connector**:

- *The shop was shut, **so** I couldn't buy any food.*
- *The railway workers are on strike, **so** there'll be no trains running today.*
- *I know you're not sorry, **so** it's silly to pretend you are.*
- *'I've given up my job at the call centre.' 'So what are you going to do now?'*

For more information about ***so*** as a **connector** see the chapter **CONJUNCTIONS AND CLAUSES.**

■ ***So*** is used in several different ways in **short answers** and for **referring back** to something already mentioned. ***So*** can substitute for a whole clause after thinking or reporting verbs, and in other situations:

- *'Are you going to study medicine?' 'I hope **so*** [= I hope that I'm going to study medicine].'
- *'Will Philip get the leading part in the play?' 'I expect **so**.'*
- *'That was a stupid thing to do, wasn't it?' 'I suppose **so**.'*
- *'Did you fail your exam?' 'I'm afraid **so**.'*
- *'Are you feeling OK again?' 'I think **so**, thanks.'*
- *'You'll have to work harder, won't you?' 'I guess **so**.'*
- *I think that pie should be cooked by now.' 'I imagine **so**.'*
- *'Is the shop closed on Mondays?' 'I presume **so**.'*
- *'Have we peeled enough potatoes?' 'I reckon **so**.'*

- *'Is Anna really retiring?' 'It seems **so**.'*
- *'We shall have to share the housework.' 'Who says **so**?'*
- *James admires you – he told me **so** himself.*
- *'English spelling is impossible!' 'Maybe **so**, but you just have to learn it.'*
- *Are you short of money? If **so**, here's a quick way to earn some.*

Grammar Help

- The negative forms usually have ***not*** instead of ***so***:
  - *'Is Jack joining us for lunch?' 'I **presume not**.'*
  - *'Is Anna leading the project this time?' 'It **seems not**.'*
  - *'Will you be coming to the reception?' '**Maybe not**.'*
- But the verbs ***believe, expect, imagine, suppose*** and ***think*** have an alternative negative response using ***don't ... so***:
  - *'Are you coming for a swim?' 'I **don't think so*** (or, more formally, **I think not**)'.
  - *'Has Maria been given the message?' 'I **don't believe so*** (or, **I believe not**).

- Something that is ***so*** is the case, or is a fact:
  - *'Apparently one in forty people is a twin.' 'Is that **so**?'*
  - *'The play starts at seven-thirty, not eight.' 'If that's **so**, I'd better hurry.'*
- ***do so*** refers back to an action already mentioned:
  - *If you haven't paid your subscription, please **do so** now.*
  - *I hastily turned off the water; if I hadn't **done so**, we'd have had a flood.*
- ***So*** is used in short answers to **acknowledge** that something is the case. The order is: ***so*** + subject (a pronoun) + **auxiliary**:
  - *'People are already queuing for tickets.' '**So I see**.'*
  - *'Harry won the drawing competition.' '**So I heard**.'*
  - *'Oh, look, isn't that Maggie? '**So it is**.'*
  - *'Excuse me, you've dropped your credit card.' 'Oh, **so I have**. Thanks!'*
- ***So*** is used to mention **another** person or thing that a statement applies to:

  The order is ***so***+ **auxiliary** + subject.
  - *'I watch all the police serials on television.' '**So do I**.'*
  - *I'd appreciate more conversation practice, and **so would** most of my classmates.*
  - *'I was totally amazed!' '**So was everybody!***

Grammar Help

In a **negative** response or addition to a **negative** idea, ***neither, nor*** or ***not either*** replaces ***so***:
- *'I don't enjoy violence on television.' '**Neither*** (or **nor**) *do I**.'*
- *I don't enjoy violence on television, and my kids **don't, either**.*

For more information on ***so*** used in **substitution**, see the chapter **ELLIPSIS AND SUBSTITUTION**.

Too and its uses

- *Too* can be used like *also* or *as well* to make additions. You use *too* to add someone or something:
  - *You too can win the lottery!*
  - *At school she excelled at gymnastics, and at swimming too.*
  - *'I enjoyed that play.' 'I did too.'*
  - *'I'm hungry!' 'Me too.'*
  - *'John works fast, doesn't he?' 'Yes, efficiently too.'*

Grammar Help

Too usually comes in end position:

- *There were things I didn't tell Gillian, but Gillian had her secrets too.*

You can also put *too* immediately after the subject, where it may have commas round it:

- *Gillian, too, had her secrets.*

Language Help

- *too* compared with *also* and *as well*:

1 *Also* usually comes in mid position:
  - *I have a few points to check on; I also want to examine the contract.*

2 *Also* can be used initially as a sentence adverb:
  - *Also, I want to examine the contract.*

3 *As well* usually comes in end position, like *too*:
  - *Gillian had her secrets as well.*
  - *I want to examine the contract as well.*

4 *As well* sounds natural in a negative addition to a positive idea:
  - *You can have cheese instead of a dessert, but you can't have a dessert as well.*

- *too* compared with *either, neither* and *nor*:

  Either, neither and *nor* take the place of *too* in a negative response or addition to a negative idea.

  Notice the differences in word order:
  - *'I don't approve of killing animals for sport.' 'I don't either.'*
  - *I don't like figs – I don't think they're good for me, either.*
  - *'I don't approve of killing animals for sport.' 'Nor* (or *neither*) *do I.'*

- *... and a good thing too!*

  You can use *too* to add a comment, often pointing out something striking or surprising about a situation:
  - *It's extraordinary that so important a scientific discovery should be made at a school, by primary pupils, too!*
  - *Roger Banister broke the four-minute-mile barrier as a medical student, in very adverse weather conditions too.*
  - *He was finally persuaded to leave the company, and a good thing too!*

- *too* expressing excess

  Too is used **before** adjectives, quantifiers and adverbs to mean 'more than desirable' or 'more than necessary':
  - *I'm getting too fat.*

- *Most people have* **too many** *clothes.*
- *Don't take* **too much** *milk – we're short of it.*
- *You're* **too** *easily satisfied.*

Too can be **intensified** by *far and much* and **moderated** by *a bit, a little* and *rather*:

- *Most people have far* **too many** *clothes.*
- *You're much* **too generous** *to people.*
- *I've bought much* **too much** *food.*
- *You're being a little* **too critical**, *aren't you?*
- *I made my decision a bit* **too hastily**.
- *She's always rather* **too eager** *to find fault with others.*

Too is often followed by *for*:

- *The written test was* **too difficult for** *the target age group.*
- *The play was* **too long for** *the radio slot and had to be edited down.*
- *Some girls considered* **too tall for** *classical ballet have joined modern-dance companies instead.*
- *If it's* **too late for** *lunch, why not stay to dinner?*

Too is often followed by a *to*-infinitive or *for* + *to*-infinitive:

- *The sea's* **too cold to swim in** *at this time of year.*
- *Is it* **too late to get** *a ticket?*
- *This is* **too good an opportunity to miss!**
- *The tunnel was* **too narrow for me to squeeze through**.
- *The box was* **too heavy for him to carry** *by himself.*

Grammar Help

***Too* + adjective** can be used attributively before a countable noun. The order is:
***too* + adjective + *a/an* + noun:**
- *She's* **too sensible a girl** *to make up her mind in a hurry.*
- *It's* **too nice a day** *to stay indoors.*

- *Too* can be used like *so* and *very* as an intensifier. The use is rather old-fashioned:
  - *You're* **too kind!** *Thank you!*
- *Too* is used in some idiomatic expressions:

Not too is used like ***not very*** and ***not so*** as a less direct alternative for **not**:

- *She's* **not too well.**
- *I wasn't* **too happy** *about the result.*
- *My parents don't regard my future prospects* **too optimistically.**

But ***not too*** when used with words of 'negative' feeling has the opposite effect:

- *My exam results weren't* **too bad** (= were quite good).
- *I didn't perform* **too incompetently**, *did I?* (= I performed quite well, didn't I?)

All too and ***only too*** are used to mean 'to a painful or embarrassing extent':

- *I was* **only too** *aware of the trouble I was causing.*
- *She made it* **all too** *obvious that she preferred Jack to me.*

UNIT

75 COMPARISON OF ADVERBS

Comparative and superlative forms of adverbs

- Like adjectives, adverbs have a **comparative** and a **superlative** form. The **comparative** is formed with *more* and the superlative with *most*:

POSITIVE	COMPARATIVE	SUPERLATIVE
ably	*more ably*	*most ably*
quickly	*more quickly*	*most quickly*
economically	*more economically*	*most economically*

- *A thrush sings* ***beautifully.***
- *A lark sings* ***more beautifully*** *than a thrush.*
- *A nightingale sings* ***the most beautifully*** *of all.*

- *A wolf runs* ***swiftly.***
- *A deer runs* ***more swiftly*** *than a wolf.*
- *A cheetah runs* ***the most swiftly*** *of all animals.*

- *A candle shines* ***brightly.***
- *An electric light shines* ***more brightly*** *than a candle.*
- *The sun shines* ***the most brightly*** *of all light sources.*

- With adverbs that don't have an added *ly* ending, you add *er* and *est* to form the **comparative** and **superlative:**

POSITIVE	COMPARATIVE	SUPERLATIVE
early	*earlier*	*earliest*
fast	*faster*	*fastest*
hard	*harder*	*hardest*
high	*higher*	*highest*
late	*later*	*latest*
long	*longer*	*longest*
low	*lower*	*lowest*
near	*nearer*	*nearest*
soon	*sooner*	*soonest*

- *A bike travels **fast**.*
- *A car travels much **faster** than a bike.*
- *A train travels **the fastest** of the three.*

- *John tried **hard**.*
- *Peter tried **harder** than John.*
- *James tried **the hardest** of all.*

- *I can't sing very **high**.*
- *Stephanie can sing **higher** than me.*
- *Melanie can sing **the highest** in the whole choir.*

- *Jill arrived rather **late**.*
- *Susan arrived even **later**.*
- *Mary arrived **the latest** of all.*

■ Some common adverbs have **irregular comparatives** and **superlatives**:

POSITIVE	COMPARATIVE	SUPERLATIVE
badly	*worse*	*worst*
far	*farther* (or *further*)	*farthest* (or *furthest*)
little	*less*	*least*
much	*more*	*most*
well	*better*	*best*

- *You did **well** in the test.*
- *Maggie did **better** than you.*
- *But Diana did **best**.*

- *The first performance of the play went **badly**.*
- *The second performance went **worse** than the first.*
- *The third performance went **the worst** of all.*

- *We didn't cycle very **far** on our first day.*
- *We cycled **further** (or **farther**) on our second day.*
- *We cycled **furthest** (or **farthest**) on the last day.*

- *Cats don't **much** like swimming.*
- *Ducks enjoy it **more** than cats.*
- *Fish like it **most** of all.*

- *I'm afraid your spelling has improved very* ***little****.*
- *Your English has improved even* ***less****.*
- *Your mathematics has improved* ***least*** *of all.*

Further points on the comparison of adverbs

- With **comparative** adverbs you can use the intensifiers *far, a lot* and *much* and the moderators *a bit, a little, rather* and *slightly*. You can use *even* to emphasize an unexpected difference:
  - *You can cook with gas much* ***more efficiently*** *than you can with electricity.*
  - *We managed a lot* ***more successfully*** *at our second attempt.*
  - *I ran far* ***faster*** *in the second race.*
  - *The wine tastes even* ***better*** *after several hours' chilling.*
  - *George spoke rather* ***more confidently*** *about his other project.*
  - *I'm managing my money* ***slightly better*** *than I used to.*
- With **comparative** adverbs you can also use the **negatives** *no* and *not any* to say there is no difference between two performances:
  - *I ran badly in the first race, and I performed* ***no better*** *in the second.*
  - *Jeremy doesn't play the piano* ***any more beautifully*** *than you.*
  - *She doesn't behave* ***any more sensibly*** *than she did as a teenager.*
- You put *the* before **comparative** adverbs when they are followed by *of the two*:
  - *When Diana and Maggie auditioned for the solo, Maggie sang* ***the better of the two****.*
  - *When Harry and George took the general knowledge test, Harry answered* ***the more accurately of the two****.*
- You can put *the* before **superlative** adverbs. *The* is usually needed when they are followed by *of* + a number:
  - *Which runs (****the****)* ***most swiftly****? A wolf, a leopard or a cheetah?*
  - *A cheetah runs* ***the most swiftly of the three****.*
  - *A cheetah runs (****the****)* ***most swiftly of all****.*
- With **superlative** adverbs you can use the emphasizers *much, quite, easily, by far* and *by a long way*; but notice that *by a long way* comes after the superlative, not before it. The emphasizers *much, quite, easily* and *by far* need *the* before the superlative:
  - *Peter performed* ***by far the best****.*
  - *The traditional remedy deals with the infection* ***much the most effectively****.*
  - *Of all the applicants for the part, Ruth auditioned* ***quite the most impressively****.*
  - *In the test, Diana did* ***best by a long way****.*

More about the comparison of adjectives and adverbs

There are more ways of comparing both adjectives and adverbs than by using the *er, est* forms or the *more, most* forms:

less, least

- You can use ***less, least*** with adjectives and adverbs:
  - *People say that the exams get **less demanding** every year.*
  - *You work **least effectively** late at night when you're sleepy.*
  - *I'm trying to think of the **least hurtful** way of dropping him from the team.*
  - *The journey to Kuala Lumpur took ages – we must have taken the **least direct** route.*
  - *Ben should have chosen a **less ambitious** career.*
  - *I wonder what kind of job is the **least stressful**?*
- When making comparisons with ***less, least*** you use the same intensifiers, emphasizers and moderators as with ***more, most***:
  - *The task was far **less troublesome** than I'd been expecting.*
  - *These reports are a lot **less accurate** than the public are led to believe.*
  - *Martha was a little **less fashionably** dressed than usual.*
  - *This is a much **less rewarding** job than my last one.*
  - *This is by far **the least efficiently** organized event I've ever attended.*
  - *Our holiday in Majorca was quite **the least enjoyable** of all our trips abroad.*

not as ... as

- Instead of saying, for example, ***less effective than***, you can use the form ***not as effective as***:
  - *Pills are **not as effective as** massage for curing backache.*
  - *Grandad can't work **as hard as** he used to.*
  - *Mark doesn't go rock-climbing **as often as** Salim.*
  - *Camilla **never** enjoyed acting **as much as** me.*
  - *People don't live **as uncomfortably as** they did a hundred years ago.*
  - *I wasn't **as enthusiastic about** skiing **as** George was.*
  - *The weather didn't turn out **as stormy as** the forecast predicted.*
- When making comparisons using ***not as ... as*** you can use *not nearly* as a more emphatic negative than ***not***, and *not quite* as a more tentative negative. You can use *by no means* or *not by any means* as a more emphatic negative than ***not***:
  - *The task wasn't **nearly as** troublesome **as** I'd been expecting.*
  - *These reports are **by no means as** accurate **as** the public are led to believe.*
  - *The situation isn't **by any means as** straightforward **as** you think.*
  - *Martha wasn't **quite as** fashionably dressed **as** usual.*

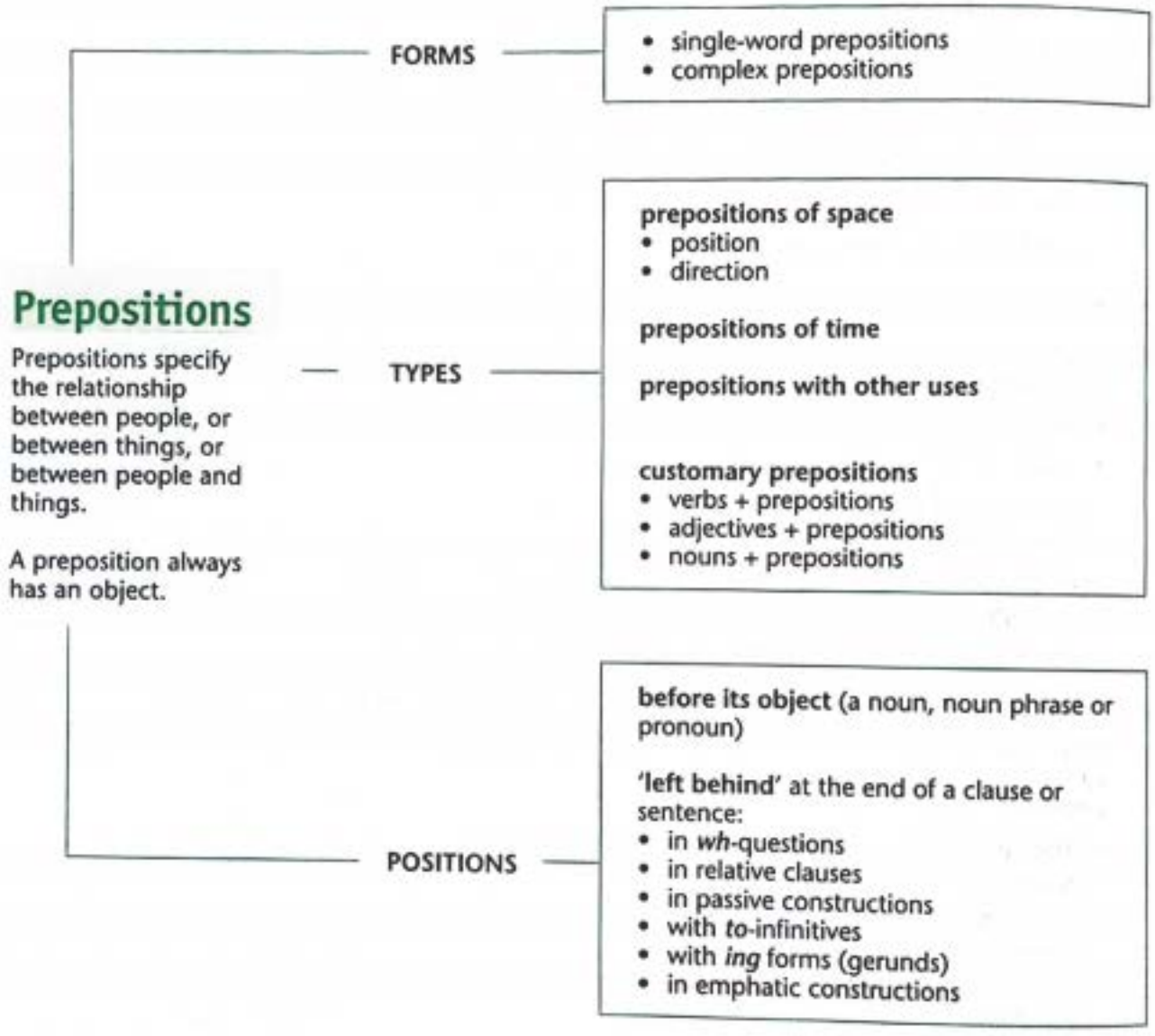
Grammar Help

In some cases there are three ways of saying the same thing:

- *Dave's first letter was **much more interesting than** his second one.*
- *Dave's second letter was **much less interesting than** his first one.*
- *Dave's second letter **wasn't nearly as interesting as** his first one.*

CHAPTER

7 Prepositions



UNIT

76 PREPOSITIONS

What is a preposition?

Prepositions are the words, usually short ones, that you use to specify any particular **relationship** that exists **between** people or objects, or between people and objects. Such a relationship can be **temporary** or **permanent**, **physical** or **abstract**. For example:

space (position and direction)

- *She sat **on** this chair.* (position)
- *Glasgow is **in** Scotland.* (position)
- *I walked **towards** the door.* (direction)

time

- *I'll see you **at** six o'clock.*
- *My birthday is **on** 1 April.*
- *I sometimes go running **before** breakfast.*

other relationships

- *Who's the girl **with** the fringe?*
- *The report was prepared **by** the marketing department.*
- *Did you see that programme **about** buffaloes?*
- *I must buy a present **for** my mother.*

■ A **preposition** always has an object. Its object is the noun, noun phrase or pronoun that follows it:

- *Some animals are active only **at** night.*
- *I usually travel to school **by** bus.*
- *You need 200 grams **of** flour **for** this recipe.*
- *Please wait **outside** the door.*
- *Turn **to** page 48.*
- *We're moving house **at** the end **of** the week.*
- *Look **at** that!*
- *Come **with** me.*
- *The bus left **without** him.*

The object of a preposition can be an *ing* form (called a **gerund** or **verbal noun**)

- *I'm keen **on** singing.*
- *I suspect her **of** cheating.*
- *She's expert **at** arranging flowers.*

- Prepositions need not be single words. Some prepositional expressions consist of two or three words. They are called **complex prepositions**:
  - *I've read as far as page 28.*
  - *A stranger came up to me and asked the time.*
  - *Singapore time is eight hours ahead of British time.*
  - *Keep away from the electric fence.*
  - *Sally's desk is in front of mine.*
  - *We stepped out of the boat on to dry land.*
  - *There were neat paths in between the flower beds.*
  - *Dave spilt soup all down his shirt.*
  - *Books were scattered all over the floor.*
  - *The monastery had been built on top of the hill.*
  - *Mary was obviously near to tears.*
  - *Do sit next to me.*
  - *We can't stop now when we're so close to succeeding.*
  - *I'm off to the gym – why not come along with me?*
  - *We made friends with other passengers on board the steamer.*
  - *Philip arrived next, together with Irene and Frank.*
  - *It's going to rain, according to the weather forecast.*
  - *Your ideal weight must be calculated in relation to your height.*

Grammar Help

Many **complex prepositions** consist of an **adverb + preposition**, for example:

along with *away from* *next to* *on to* *out of*

Some others consist of a **preposition + noun + preposition**, for example:

in front of *in relation to* *on top of*

UNIT

77 THE GRAMMAR OF PREPOSITIONS

THE GRAMMAR OF PREPOSITIONS IN CONTEXT

It was the day of Maria's party. 'Do put the shopping **on the kitchen table**,' she said, 'and we'll sort it out together. The vegetables go **into the vegetable rack**, and the fruit should be put **in the fruitbowl**, but we'd better rinse it **under the tap** first. The best sink for that purpose is **in the utility room**.'

A preposition has an object, and its object typically follows it. The combination **preposition + object** (a prepositional phrase) often plays the role of an adverbial in a sentence, and can also be a complement after a linking verb.

'Shall I put the milk and **butter from the supermarket** in the fridge?' I said, as I unpacked the contents of the shopping bag. 'And I guess this ice cream **in the plastic carton** should go into the freezer. By the way, I do like **the self-service checkouts at the supermarket** – they're easy to use and give you plenty of **on-screen help**.'

A **prepositional phrase** can play an adjectival role either before or after a **noun** or **noun phrase**. A **prepositional phrase** is usually hyphenated before a **noun**.

I went on unpacking the shopping. '**Which cupboard** shall I put the fizzy drinks **in**?' I asked. '**What**'s that top cupboard used **for**?' 'That's the cupboard **that** I keep my best plates **in**,' said Maria. 'The cupboard **in which** I put fizzy drinks is the one over there.' I unpacked some jars of chutney and opened another likely cupboard. '**Now, on which shelf** does Maria keep chutney?' I wondered.

When a *wh*-question word (or determiner) or a relative pronoun is the **object** of a **preposition**, the preposition is often separated from it and left at the end of the clause or sentence. More formally the **preposition** can come before its **object**.

When **all the shopping had been dealt** with and **the shop receipts had been looked** over, we sat down for a coffee and discussed the day ahead. **The lunch and dinner menus were gone** through and **the plans for the evening were checked** on. We decided that **everything had been thought** of.

The original object of a **verb + preposition** becomes the **subject** when the verb is made passive, and the preposition stays with the **verb**.

'Have you got **enough bowls** to put the nuts and dips **into**?' I asked. 'If not, I've got **plenty of dishes** at home for serving snacks **in**.' 'I think that's OK,' said Maria. 'But we must find **a spare table** to put the desserts **on**. **The dining table** is too small for all the dishes to fit **on to**.' 'Another thing,' I said, 'we'd better tell the guests **which room** to leave their coats **in**.'

In various constructions with *to*-infinitives and gerunds, a **preposition** may come at the end of a sentence, separated from the **noun** or **noun phrase** that it relates to.

'It isn't **the coats** I'm worried **about**,' said Maria. 'Just now, it's **the number of chairs we need** that I'm thinking **of**. That's what I'm concentrating **on**.'

Certain emphatic constructions use a relative clause in which a **preposition** is left behind with the verb, separated from the word or words it relates to.

The position of prepositions

You expect a preposition to come immediately before the noun, noun phrase or pronoun that is its object, and normally it does that. But there are a number of cases in which it is separated from its object, and 'left behind' at the end of a clause or sentence. We shall look at these cases later in this unit.

The normal position for a preposition: before its object

- You usually find a **preposition** immediately **before** its object:
  - *Take the pan off the stove.*
  - *She must have good reasons for her decision.*
  - *I have a study period after the maths lesson.*
- The phrases **beginning** with prepositions – *off the stove, for her decision, after the maths lesson* – are **prepositional phrases.**

  The prepositional phrase may come at the beginning of the sentence:
  - *After the maths lesson I have a study period.*
  - *Away from the office environment he can be quite a funny guy.*

Grammatical roles of prepositional phrases

- Prepositional phrases often fill the role of an **adverb** in the sentence; that is, they add something about the **action**:
  - *I spread out the map on the table.*
  - *He put the letter in his pocket.*
  - *She went to bed at midnight.*

> **Grammar Help**
>
> **Prepositional phrases** that fill the adverb slot can also be called **adverbial phrases** or **adverbials.**

- Prepositional phrases may also follow nouns, with an **adjectival** function:
  - *Shall I use these plates with the rose pattern?*
  - *The maps on this wall are very ancient.*
  - *The restaurant round the corner is a good one.*
- Prepositional phrases can also come **before** a noun, like an **attributive** adjective. In this position they should usually be **hyphenated**:
  - *I'll try some on-line searches.*
  - *The programme was an in-your-face exposé of political corruption.*
  - *He was injured while doing some off-piste skiing.*
  - *We take our holidays in very out-of-the-way places.*

> **Grammar Help**
>
> **Prepositional phrases** that belong to the noun, either in the **postmodifying** or **attributive** position, can be called **adjectival phrases.**

- Prepositional phrases often occur as the **complement** after a **linking verb** or **complex transitive verb:**
  - *Dad was in the garage.*
  - *My elderly relations are not into* (= enthusiastic about using) *computers.*
  - *Make yourselves at home.*

Grammar Help

Prepositional phrases that play the part of a **complement** are **adverbial phrases**, but are not, technically speaking, **adverbials**, because they don't fill the role of an **adverb** in the sentence.

Prepositions 'left behind' at the end of the sentence

There are several cases in which the preposition may come at the end of the clause or sentence, separated from its object and 'looking back' to it:

Wh-questions

- In a ***wh***-question the ***wh***-question word usually begins the sentence, for example:
  - *What are you doing?*

  If the ***wh***-word is a ***wh***-**pronoun** or a ***wh***-**determiner** and is the object of a **preposition**, the **preposition** is usually left at the **end** of the question:
  - STATEMENT: *I went to the dance **with** Maria.*
  - ***WH***-QUESTION: *Who did you go to the dance **with**?*
  - STATEMENT: *This dial is used **for** adjusting the temperature.*
  - ***WH***-QUESTION: *What is this dial used **for**?*
  - STATEMENT: *Address your complaint **to** the Customer Services department.*
  - ***WH***-QUESTION: *Which department should I address my complaint **to**?*
  - STATEMENT: *I'm **in** George's team.*
  - ***WH***-QUESTION: *Whose team are you **in**?*

- In conversation you sometimes get a question consisting simply of a ***wh***-question word and a preposition:
  - *'I'm going to a dance tomorrow.' 'That's nice. Who **with**?'*
  - *'We're going away for the weekend.' 'Lovely. Where **to**?'*
  - *'The manager has been complaining again.' 'Oh dear. What **about**?'*

  Grammar Help

  The interrogative adverb ***where*** is often used like a pronoun. Here it is the object of the preposition ***to***.

- In more formal English, the preposition can come at the beginning of the question, before the ***wh***-question word:
  - *From whom did they obtain the information?*
  - *To which department should I address my complaint?*
  - *'You could complain.' 'OK, but to whom?'*
  - *'We have received another complaint.' 'Oh dear. About what?'*

Notice that you need the form ***whom*** rather than ***who*** directly after a preposition:

- *On whom can we rely?*

- **Complex prepositions** stay 'in one piece' in ***wh***-questions, whether they begin or end the question:
  - *Where are you **off to**?*

- *Which page did we get **up to**?*
- *Out **of** which textbook did you get this information?*

Notice that ***what***-exclamations can also end with a preposition:

- *What a silly situation you've got yourself **into**!*

- In **indirect questions**, for example after **asking** or **wondering verbs**, a *wh*-question word that is the object of a preposition begins the clause, leaving the preposition at the end:
  - *I didn't know which flight they'd booked seats **on**.*
  - *They asked where she had come **from**.*
  - *I wonder what their diet consists **of**.*

Relative clauses

- **'defining' or 'identifying' type**
  When a **relative pronoun** such as *that, who, whom* or *which*, or the combination *whose* + **noun**, is the **object** of a **preposition**, the **preposition** usually gets left at the **end** of the relative clause. Notice, however, that the **relative pronoun** itself is often **omitted**:
  - *Here's the photograph **that** (or **which**) you were searching **for**.*
    (or: *Here's the photograph you were searching **for**.*)
  - *The girl **that** (or **who** or **whom**) we'd been talking **about** suddenly appeared.*
    *(or: The girl we'd been talking **about** suddenly appeared.)*
  - *The people **whose** apartment we've been staying **in** return on Monday.*

- **'non-defining' or 'information-adding' type**
  In the type of relative clause that **adds information** rather than identifies, the relative pronoun cannot be omitted, nor can the relative pronoun ***that*** be used:
  - *The report, **which** you can still obtain copies **of**, condemned the hospital's poor hygiene.*
  - *Ellen, **whom** we had been just been talking **about**, suddenly appeared.*
  - *Keith Coates, **whose** claims of police torture are being looked **into**, today faces the press.*

- **Preposition placed before the relative pronoun**
  In both types of relative clause the preposition can be inserted before the relative pronoun for a more formal style. Notice that in this case you must use ***which***, not ***that***, immediately after the preposition, and that you must use ***whom***, not ***who***:
  - *Here is the photograph **for** **which** you were searching.*
  - *The girl **about** **whom** we were talking suddenly appeared.*
  - *The people **in** **whose** apartment we've been staying return on Monday.*

- In the following case, notice two possible formal alternatives:
  - *The report, copies **of** **which** you can still obtain, condemned the hospital's poor hygiene.*
  - *The report, **of** **which** you can still obtain copies, condemned the hospital's poor hygiene.*

Passive constructions

In **passive** constructions the object of a **preposition** becomes the subject, but the **preposition** itself is **left with the verb:**

- ACTIVE: *I've dealt **with** everything.*
- PASSIVE: *Everything has been dealt **with**.*

- ACTIVE: *The Queen slept **in** this bed.*
- PASSIVE: *This bed was slept **in** by the Queen.*

- ACTIVE: *You can see **through** transparent materials.*
- PASSIVE: *Transparent materials can be seen **through**.*

Grammar Help

A passive ***to*-infinitive** + preposition can follow verbs such as ***need*** and ***want*:**

- *The cat wants to be played **with***
- *These letters need to be dealt **with**.*

To-infinitives

- in **indirect *wh*-questions**
  A *to*-infinitive is sometimes used in indirect ***wh*-questions** about what to do. If the ***wh*-question** word is the object of a **preposition**, the **preposition** gets left with the verb:
  - *I couldn't decide which film to go **to**.*
  - *I've never been to this museum before – tell me what to look **at**.*

- **expressing purpose**
  A *to*-infinitive is sometimes used **after** a noun or pronoun to describe its **purpose** or **use**. For example:
  - *Bring some games **to keep the children amused**.*
  - *I've got nothing **to do**.*

  If the noun or pronoun is the object of a **preposition**, the **preposition** usually stays with the verb:
  - *Let me just find something **to write with**.*
  - *Bring a rug or a cushion **to sit on**.*
  - *This must be a good school **to teach at**.*

  In more formal English, the construction **preposition** + relative pronoun + ***to*-infinitive** can be used:
  - *This must be a good school **at which** to teach.*
  - *I've been looking for a suitable album **in which** to stick our wedding photos.*
  - *Everybody needs a friend **in whom** to confide.*

- after ***enough*** and ***too***
  A *to*-infinitive or *for* + *to*-infinitive can follow *enough* and *too*:
  - *I'm old enough to hold a driving licence.*
  - *At ten, a child is too old to smack.*
  - *Is the book too difficult for a ten-year-old to understand?*

Notice that in the second and third examples the subject of *is* becomes the object of the *to*-infinitive. If the *to*-infinitive is used with a **preposition**, the **preposition** stays with the *to*-infinitive:

- *I hope you all have enough work to get on with?*
- *A refrigerator that is big enough for a child to get into is a great danger.*
- *The tunnel was too narrow to squeeze through.*
- *The stream was too wide to jump over.*
- *The details are too complicated for me to deal with now.*

ing forms: gerunds or verbal nouns

The construction ***for* + gerund** is used after a noun for describing its purpose or use, for example:

- *Bring some good videos for amusing the children.*

If the noun is the object of a **preposition**, the **preposition stays with** the *ing* form:

- *Do you have a cloth for wiping the floor with?*
- *Bring clean clothes for changing into after the match.*

Grammar Help

Notice these three ways of saying the same thing:

RELATIVE CLAUSE: *Do you have a cloth (that) I can wipe the floor with?*
TO-INFINITIVE: *Do you have a cloth to wipe the floor with?*
GERUND: *Do you have a cloth for wiping the floor with?*

Emphatic constructions

There are some emphatic styles that use relative clauses in which a preposition is separated from the object it governs, for example:

- UNEMPHATIC: *I'm looking for Peter.*
- EMPHATIC: *It's Peter (that) I'm looking for.*
- EMPHATIC: *Peter is the person (that) I'm looking for.*
- UNEMPHATIC: *I'm worried about the delay.*
- EMPHATIC: *It's the delay (that) I'm worried about.*
- EMPHATIC: *The delay is the thing (that) I'm worried about.*
- EMPHATIC: *The delay is what I'm worried about.*
- UNEMPHATIC: *We must concentrate on this objective.*
- EMPHATIC: *It's this objective (that) we must concentrate on.*
- EMPHATIC: *This objective is the thing (that) we must concentrate on.*
- EMPHATIC: *This objective is what we must concentrate on.*
- EMPHATIC: *This is the objective (that) we must concentrate on.*

Prepositions and adverbs in phrasal verbs

Phrasal verbs can consist of any of the following combinations:

- **intransitive verb + adverb**; for example:
  - *We're late – please **hurry up**!*
- **intransitive verb + preposition** (+ object); for example:
  - *The ship **ran into** a storm.*
- **transitive verb** (+object) + **adverb**; for example:
  - *I turned the television **on*** (or ***turned on** the television*).
- **intransitive verb + adverb + preposition** (+object):
  - *She couldn't **keep up with** the other children.*
- **transitive verb** (+ object) + **adverb + preposition** (+object):
  - *One tiny clue **put the police on to** the murderer.*

Adverbs and **prepositions** used in **phrasal verbs** are often referred to as **particles** for convenience.

- It is important to know whether the particle in any particular phrasal verb is a preposition or an adverb. Remember that a **preposition** has an **object** and **an adverb** does **not** have an **object**.

  For example:
  - *I **turned on** the television.*
    (Here the noun *television* is the object of ***turned***. ***On*** is an adverb.)
  - *The dogs **turned on** their own master.*
    (***Turned*** is an intransitive verb, and *their own master* is the object of the preposition ***on***.)

  In some of the constructions discussed above (under the heading **the position of prepositions**), where the **preposition** is left at the **end** of a clause **separated** from its object, it's sometimes quite hard to distinguish between prepositions and adverbs, for example:
  - *Do you have some dry clothes to **change into**?*
    (Here ***into*** is of course a preposition with the **object** *some dry clothes*.)
  - *Do you have some dry clothes to **put on**?*
    (Here ***on*** is an adverb; *some dry clothes* is the object of the transitive verb ***put***)

For more about **phrasal verbs**, see the chapter **PHRASAL VERBS**.

Did you know?

All these **prepositions** can also be used as **adverbs**:

aboard	*about*	*above*	*across*	*after*	*along*	
alongside	*around*	*before*	*behind*	*between*	*below*	
beneath	*beyond*	*by*	*down*	*in*	*inside*	
near	*off*	*on*	*opposite*	*outside*	*over*	
past	*round*	*since*	*through*	*to*	*up*	*within*

UNIT

78 PREPOSITIONS OF SPACE

PREPOSITIONS OF POSITION AND DIRECTION IN CONTEXT

some prepositions of position; notice that many prepositions consist of more than one word

Dear Sue

I'm so pleased you can join us **at** our holiday house next weekend. I'll describe the place, and then add instructions about how to get there. The house stands **on top of** a low hill, **in between** two fields. It is situated **in** a wooded enclosure, which has a fence **round** it. There's a gate **in** the fence, and **beyond** it is a small grassy clearing (our lawn!) and our house is **in the middle of** it. You can park just **outside** the gate. We'll probably be **in** the garden if the weather is reasonable, so we'll see you arriving **at** the gate. Alternatively, if it's really hot you can park the car **in** the shade of the trees **behind** the house. To describe the place more fully: it's a plain white symmetrical house with two windows **at** ground level and the front door **between** them, three windows **on** the upper floor, and three dormer windows **in** the roof. **Over** the front door is a carved date, 1893. There's a garage **beside** the house **on** the right-hand side, and **in front of** the house there's a pond that has a little fountain **in** it. And **on** the lawn you'll see a bright blue garden table and some chairs.

some prepositions of direction; notice that certain prepositions can be used both for position and direction

As for your route, I guess you'll start by driving **up** the A96 **as far as** Henryton, and taking the motorway **from** there **to** Burrowsby. Continue **along** the motorway for another three miles, then take the A777 turn-off **for** Eastonbirt. When you come **off** the motorway you have to go **round** a roundabout; the A777 is the third exit. Six miles further on turn left **on to** the B5398. You'll be heading **towards** a village called Little Francombe, but don't drive right **into** it; instead take the right fork, which goes **over** the railway, then leads **down** a steep hill and **under** a bridge. Then you'll find yourself driving **alongside** the river. Eventually a narrow bridge takes you **across** it and you immediately go **through** the village of Samesbury. The road **out of** it goes **past** the local inn and climbs gradually **up** our hill and brings you right **up to** our front gate.

See you soon, and have a good journey!

Pam

What is a preposition of space?

Prepositions of space indicate **position** and **direction**. The following table lists the common prepositions of position and direction; their uses are illustrated below.

aboard, on board	*about*	*above*	*across*
after	*against*	*ahead of*	*along*
among, amongst	*around*	*as far as*	*at*
away from	*before*	*behind*	*below*
beneath	*beside*	*between, in between*	*beyond*
by	*close to, close by*	*down*	*from*
in	*in front of*	*inside*	*into*
near, near to	*next to, next door to*	*off*	*on*
on to	*on top of*	*opposite, opposite to*	*out of*
outside	*over*	*past*	*round*
through	*to*	*toward, towards*	*under*
underneath	*up*	*upon*	*up to*
with	*within*		

aboard or on board

- *How many people were **aboard** the train?*
- *No weapons of any kind may be taken **on board** the plane.*
- *The crew were **aboard** the ship for a month.*

about

See *around*

above

- *Dad hung the picture **above** the fireplace.*
- *Our plane is flying **above** the clouds.*
- *Your eyebrows are **above** your eyes.*

Language Help

- You can use ***above*** or ***over*** when you are thinking of relative **heights** or **levels**:
  - *Caroline had a bruise **above** (or **over**) her left eye.*
- Use ***over*** for movement from one side of something to the other:
  - *Our plane flew **over** the Alps.*

across

- *There is a new bookshop **across** the street.*
- *We rowed **across** the lake.*
- *There are two bridges **across** the river.*

Language Help

The combination ***across from*** is sometimes used as a preposition meaning the same as ***opposite***:

- *Who lives in the apartment **across from** yours?*

after

- *I picked up the purse and ran **after** its owner.*
- *Which letter comes **after** P in the alphabet?*
- *Take the first right turning **after** the hotel.*
- *Close the door **after** you, please.*

against

- *Sara leant her bike **against** the fence.*
- *The pictures look good **against** the dark wall.*

ahead of

- *The faster walkers were already a kilometre **ahead of** the rest.*

Grammar Help

Aboard/on board, above, across, after can also be used as adverbs, without a following noun or pronoun; notice also the adverb ***ahead***:

- *There were 60 passengers **aboard** (or **on board**).*
- *We looked up at the stars **above**.*
- *We got into the boat and rowed **across**.*
- *The porter followed **after**, carrying her suitcases.*
- *The porter went **ahead**, carrying her suitcases.*

along

- *George is walking **along** the seashore.*
- *We sailed **along** the canal.*
- *The cinema is further **along** the street.*
- *There are bookshelves all **along** the wall.*

Language Help

- The combination ***along with*** is used as a stronger form of ***with***:
  - *Do come **along with** me to the party.*
- ***All*** can be used adverbially to emphasize ***along***:
  - ***All along** the road crowds were waiting to cheer the royal car.*

alongside

- *We often take a walk **alongside** the canal.*
- *The strip **alongside** the motorway is called the hard shoulder.*
- *A delivery van was parked **alongside** the kerb.*

among, amongst

- *There is a goat **among** the sheep.*
- *Hari comes from a village high up **among** the mountains.*
- ***Amongst** the guests was the new Minister for the Arts.*

Language Help

- ***Amongst*** can be used interchangeably with ***among*** where members of a group are involved:
  - *You can relax **amongst** (or **among**) your friends.*
- Use ***among*** when the meaning is 'surrounded by':
  - *I found myself **among** tall trees and dark shadows.*

around, round, about

- *We took our seats* **round** *the table.*
- *They've built a fence* **around** *their house.*
- *Tom left his clothes lying* **around** *his room.*
- *May was wearing a silk scarf* **round** *her neck.*
- *The moon goes* **around** *the earth.*
- *I need a map to find my way* **about** *the city.*
- *Draw a square and then draw a circle* **round** *it.*
- *Harry runs* **round** *the field every morning for exercise.*

Language Help

- You can often use ***round***, ***around*** and ***about*** interchangeably:
  - *We took our seats* **around** *the table.*
  - *Tom left his clothes lying* **about** *his room.*
  - *May was wearing a silk scarf* **around** *her neck.*
  - *I need a map to find my way* **around** *the city.*
- ***around*** and ***round*** can be emphasized by ***all***:
  - *Photos of Che Guevara were hanging* **all (a)round** *the walls.*

as far as

- *I'll walk with you* **as far as** *the crossroads.*
- *Jane didn't swim* **as far as** *me.*

Grammar Help

You can also use ***as far as*** as a **conjunction**, introducing a **clause**:

- *Jane didn't swim* **as far as** *I did.*

at

- *There's a long queue* **at** *the bus stop.*
- *What time does the ferry arrive* **at** *the jetty?*
- *Is Peter* **at** *home?*
- *Did you enjoy yourself* **at** *the party?*
- *Mike lives* **at** *20 Adam Road.*
- *Joe was sitting* **at** *his desk.*

Language Help

- You use ***at*** for exact locations and for events:
  - *I'll meet you* **at** *the entrance to the theatre.*
  - *We had a great time* **at** *the wedding.*
- You sit ***at*** *the table,* ***at*** *a desk,* and ***at*** *your computer.*
- ***At*** can be used with **zero article** before certain nouns, for example:
  - *The children are* **at** *school.*
  - *Is your Dad* **at** *home?*
  - *No, he's still* **at** *work.*
  - *The family were all* **at** *church.*

away from

- *I took the box of matches **away from** the baby.*
- *We were driving **away from** the coast.*
- *Keep **away from** the river bank.*
- *I live only a few minutes **away from** my school.*

Grammar Help

Along, alongside, around, round, about can also be used as **adverbs**, without a following noun or pronoun; notice also the adverb ***away***:

- *We're having a party. Why don't you come **along**?*
- *The children were on the trampoline, with their shoes in a neat row **alongside**.*
- *I can find my way **around** without a map.*
- *I'm having a friend **round** tonight.*
- *Don't leave your clothes lying **about**.*
- *Our neighbour had gone **away** without telling us.*

before

- *The plural possessive form 'children's' has the apostrophe **before** the s.*
- *Which letter comes **before** R in the alphabet?*
- *She had never performed **before** such a large audience.*
- *He was ordered to appear **before** a magistrate.*
- *They gazed at the landscape spread out **before** them.*

Language Help

Before is formal and literary; ***infront of*** is less formal:

- *She had never performed **in front of** such a large audience.*

behind

- *Maggie was standing **behind** the counter, serving customers.*
- *There must be a lot of dust **behind** the bookcase.*
- *Mary is **behind** Helen in the queue.*
- *Bob came in and closed the door **behind** him.*

below

- *Your mouth is **below** your nose.*
- *Ali lives in the apartment **below** ours.*

Language Help

- You can use ***below*** or ***under*** when you are thinking of relative **heights** or **levels**:
  - *Sam had a cut **below** (or **under**) his eye.*
- Use ***under*** for movement or direction:
  - *We rowed our boat **under** the bridge.*
  - *The tunnel passes **under** the river.*
  - *The cat crept **under** a chair.*

beneath

- *The sand felt warm **beneath** my feet.*
- *Three-quarters of the iceberg is **beneath** the water.*
- *The spider disappeared **beneath** a big stone.*

Language Help

You can use ***under*** and ***underneath*** like ***beneath***:

- *Three-quarters of the iceberg is **under** (or **underneath**) the water.*
- *The spider disappeared **under** (or **underneath**) a big stone.*

Grammar Help

Behind, below and ***beneath*** can also be used as **adverbs** without a following noun or pronoun. For example:

- *I nearly left my coat **behind**.*
- *They looked down from the top of the hill to the valley **below**.*
- *Bits of rock sometimes split from the cliff and crashed into the waves **beneath**.*

beside

- *Come and sit **beside** me.*
- *You need a dictionary **beside** you when you're translating.*
- *Mum's spectacles lay on the table **beside** her bed.*

See also ***besides*** in the section **Prepositions with other uses.**

between, in between

- *I was sitting **between** my parents.*
- *There should be at least 60 metres **between** you and the car in front.*
- *There were 12 workstations, with partitions **between** them.*
- *When you walk on the beach, the sand gets **in between** your toes.*

beyond

- ***Beyond** the fields there is a lake, and **beyond** the lake there are mountains.*
- *When it's foggy, you can't see **beyond** the fence.*

by

- *We chose a table **by** the window.*
- *We stayed in a hotel **by** the sea.*
- *Jim hurried **by** me without a word.*

Language Help

You can use ***beside*** and ***past*** like ***by***:

- *We chose a table **beside** the window.*
- *We stayed in a hotel **beside** the sea.*
- *Jim hurried **past** me without a word.*

Grammar Help

In between, beyond and ***by*** can also be used as **adverbs**, without a following noun or pronoun. For example:

- *A sandwich consists of two slices of bread with some food **in between**.*
- *We looked out at the fields and the mountains **beyond**.*
- *Just then Susan passed **by**.*

down

*Sally slipped as she was walking **down** the steps.*
*Chris whizzed **down** the hill on his bike.*
*The rabbit disappeared **down** a hole.*
*There are dirty streaks all **down** the wall.*

Language Help

You can use ***all*** for emphasis when you use ***down*** in a 'covering' sense:

- *I spilt soup **all down** my shirt.*

from

- *Sue took a magazine **from** the rack.*
- *I've received a letter **from** Sara.*
- *Jim got a bicycle **from** his parents for his birthday.*
- *Where do orang utans come **from**?*
- *This tea is **from** India.*
- *We don't live very far **from** the centre of town.*
- *Are the boys back **from** school yet?*
- *Ted rang us **from** his hotel.*
- *You get a good view **from** the hilltop.*
- *Smoke was pouring **from** the roof of the building.*

Language Help

From can be used with **zero article** before certain nouns:

- *What time do you get home **from** school?*
- *Our cat never wanders far **from** home.*

See also ***away from***

from ... to

- *Dad walks **from** the station **to** his office every morning.*
- *It's about half a metre **from** one footprint **to** the next.*
- *I went **from** one shop **to** another looking for Basmati rice.*

Language Help

You can use ***from ... to*** to suggest movement in repeated stages:

- *They go **from** door **to** door selling baskets.*

in

- *The chopsticks are **in** this drawer.*
- *Are the children **in** bed yet?*
- *Is Dad **in** the kitchen?*
- *Grandad was **in** hospital for two weeks.*
- *There are cattle **in** that field.*
- *I arrived **in** Singapore yesterday.*
- *My cousin lives **in** Delhi.*
- *My PC was made **in** Taiwan.*
- *Put your ticket **in** a safe place.*
- *I'd better put these flowers **in** water.*

Grammar Help

Down and ***in*** can also be used as **adverbs**, without a following noun or pronoun. For example:

- *The bird flew **down** and landed on a branch.*
- *One of the pictures has fallen **down**.*
- *Is the manager **in** today?*
- *The bus stopped and we got **in**.*

- *Sightseeing in the rain isn't very pleasant.*
- *Sam was dressed in a tee shirt and jeans.*
- *I saw your ad in today's newspaper.*
- *Is your sister in this photo?*
- *I've got a pain in my knee.*
- *There's a hole in your sweater.*
- *We came home in a taxi.*

Language Help

- You arrive ***in*** a large city or a country:
  - *We arrive in London tomorrow.*
- You can use ***in*** rather than ***into*** with some movement verbs that suggest final destination rather than the process of moving, for example, ***put, place, land***:
  - *I put the fish back in their tank.*
  - *I replaced the photo in its frame.*
  - *He threw the ball and it landed in the next-door garden.*
- Use ***in*** for small vehicles:
  - *I'll take you home in my car.*

in front of

- *I had to stand up in front of the class and give a presentation.*
- *The lady in front of me in the queue dropped her shopping bag.*
- *Tourists like taking pictures of each other in front of the palace.*
- *John was several metres in front of the other runners.*

Language Help

You can use ***ahead of*** like ***in front of***:

- *John was several metres ahead of the other runners.*

See note at ***before***

inside

- *The presents were still locked inside my suitcase.*
- *I need some fresh air — I've been inside the house all day.*
- *Pupils must stay inside the school grounds.*

Language Help

- You can use ***within*** like ***inside***:
  - *Pupils must stay within the school grounds.*
- The complex preposition ***inside of*** is sometimes used, especially in American English:
  - *She thought about the baby growing inside of her.*

into

- *I climbed into bed.*
- *We all got into the car*

- *How did the thieves get **into** the house?*
- *Diving **into** the pool is not allowed.*
- *Harry poured some water **into** my glass.*
- *I couldn't get my key **into** the lock.*
- *I bumped **into** another pedestrian and apologized.*

Language Help

You can get ***on to*** or ***into*** a bus, train or plane; you get ***into*** a car or taxi.

near, near to

- *Our hotel was very **near** the beach.*
- *Don't go too **near** the edge of the cliff.*
- *They live **near** the bridge.*
- *He moved his chair **nearer to** the fire.*
- *The planet Mercury is **nearest to** the sun.*

Language Help

- ***Nearer*** and ***nearest*** are often followed by ***to***.
- You can use ***close to*** like ***near*** and ***near to***:
  - *Our hotel was very **close to** the beach.*
  - *The planet Mercury is **closest to** the sun.*

next to, next door to

- *Come and sit **next to** me.*
- *Sue talked to the man **next to** her in the queue.*
- *The house **next door to** ours is for sale.*

Grammar Help

- ***Inside*** and ***near*** can also be used as **adverbs**, without a following noun or pronoun. For example:
  - *We took the lid off the box and looked **inside**.*
  - *Where's Tom? He's **inside**, doing his homework.*
  - *The bull may be dangerous. Don't go too **near**.*
- Notice also the adverbs ***in front*** and ***next door***:
  - *The car **in front** was a Toyota.*
  - *They had a big house with a garden **in front**.*
  - *There was a terrible noise in the classroom **next door**.*

off

- *Don't let the baby fall **off** the chair.*
- *The passengers are getting **off** the plane.*
- *Another button has come **off** my coat.*
- *Please keep **off** the grass.*
- *I took all the pictures **off** the wall.*
- *We turned **off** the main road into a side street.*

Language Help

- You can get ***off*** or ***out of*** a train, bus or plane; you get ***out of*** a car or taxi.
- In informal American English you will hear ***off of*** used as a preposition:
  - *Take your feet **off of** the desk!*

on

- *Susan sat down **on** her bed.*
- *The cat was asleep **on** a chair.*
- *Everyone has a computer **on** their desk.*
- *The dictionary is **on** the top shelf.*
- *I put the pan **on** the stove.*

- *You'll find the photo **on** page 78.*
- *There's a dirty mark **on** your cheek.*
- ***On** her head she wore a battered old sunhat.*
- *He carried the youngest child **on** his shoulders.*
- *There were at least 300 passengers **on** the train.*

Language Help

- The preposition ***upon*** is more formal than ***on*** but has similar uses:
  - ***Upon** her head she wore a battered old sunhat.*
- You can use ***on*** rather than ***on to*** with movement verbs that suggest final destination rather than the process of moving:
  - *The waiter **put** a bottle of mineral water **on** the table.*
  - *I carefully **placed** the china ornaments back **on** the shelf.*
  - *He flicked his cigarette and the ash **landed on** the carpet.*
- You travel ***on*** or ***in*** a plane, bus or train.

on to

- *Joe threw some more logs **on to** the camp fire.*
- *Kate got **on to** her bike and rode away.*
- *We were not allowed **on to** the train till it had been cleaned.*
- *I lifted the baby up **on to** my shoulders.*
- *The goods were lowered **on to** the deck from the helicopter.*
- *I sewed the button back **on to** my coat.*
- *Hold **on to** the rail as you go down the steps.*

Grammar Help

The preposition ***on to*** is sometimes spelt ***onto***. But distinguish between the preposition ***on to*** (or ***onto***) and the combination ***on*** (= forward) + ***to***, which must be written as two words:

- *She jumped down **onto** the platform.*
- *We drove **on to** the next town.*

You can say:

- *I sewed the button back **on to** (or **on**) my coat.*

on top of

- *The bottle of shampoo is **on top of** the cupboard.*
- *Books were piled one **on top of** another on her desk.*
- *She wears her hair in a knot **on top of** her head.*

Grammar Help

Off and ***on*** can also be used as **adverbs**, without a following noun or pronoun. For example:

- *He took his coat **off**.*
- *She was running along the wall and fell **off**.*

- *The bus stopped and several passengers got **off**.*
- *He waved and drove **off**.*
- *Goodbye — I'm just **off**.*
- *He put his hat **on**.*
- *Several passengers got **on** at the next station.*
- *Please drive **on**.*

Notice also the adverb **on top**:

- *We noticed a high hill with an ancient fortress **on top**.*

opposite, opposite to

- *We live **opposite** the supermarket.*
- *Peter and Sara were sitting **opposite** each other.*
- *The building **opposite to** this one is empty.*

Language Help

You can use ***opposite*** and ***opposite to*** interchangeably:

- *Stand **opposite** (or **opposite to**) your partner.*

See note at ***across***.

out of

- *I got **out of** the pool and dried myself.*
- *The yacht sailed **out of** the harbour.*
- *A stranger came **out of** the Martins' apartment.*
- *It's time you got **out of** bed!*
- *I took the dictionary **out of** the bookcase.*
- *We got **out of** the car to get some fresh air.*
- *I looked **out of** the window and saw the taxi arriving.*
- *I don't like drinking tea **out of** plastic cups.*
- *I can't get this stain **out of** my trousers.*
- *How long were you **out of** the room for?*

Language Help

In American English, ***out*** is used by itself as a preposition:

- *I looked **out** the window.*

outside

- *The delivery man has left the parcel **outside** the door.*
- *Dad was waiting **outside** the school gate.*
- *The ball went **outside** the court.*

Language Help

- **Outside** a place means in or into the area close to it:
  - *Please wait **outside** the room for a minute.*
  - *The steward was **outside** the cabin door and heard everything.*
- The complex preposition ***outside of*** is fairly common, especially in American English:
  - *Her reputation **outside of** her native country has grown in the last few years.*

Grammar Help

- ***Opposite*** and ***outside*** can also be used as **adverbs**, without a following noun or pronoun. For example:
  - *I sat on one side of the table and Peter sat **opposite**.*
  - *James went **outside** to play.*

■ Notice that in British English **out** by itself is normally an **adverb**:

- *I opened the door and went **out**.*
- *I put my hand in my pocket and pulled **out** a 50-dollar note.*

over

- *Our plane flew **over** Hong Kong.*
- *There are two bridges **over** the river.*
- *Mum leant **over** the baby's crib.*
- *Tom fell **over** the cat.*
- *Sue had a nasty bruise **over** her right eye.*
- *I sprinkled sugar **over** the cake.*
- *The patient was sitting in a wheelchair with a rug **over** her knees.*
- *The rash spread **over** the whole of his body.*

Language Help

You can emphasize **over** with **all** when you use **over** in a 'covering' sense:

- *There were spots **all over** his body.*

See the note at **above**.

past

- *We drove **past** the castle.*
- *The soldiers saluted as they marched **past** the platform.*
- *Sally walked **past** me without a word.*

See also **by**.

round

See *around*.

through

- *The train went **through** a tunnel.*
- *We waited to go **through** the checkout.*
- *Have you ever looked at Jupiter's moons **through** a telescope?*
- *Somebody was watching me **through** the window.*
- *Mice had nibbled **through** the cupboard door.*
- *The streets were deserted as we drove **through** the town.*
- *The stone whizzed **through** the air.*

Grammar Help

Over, ***past*** and ***through*** can also be used as **adverbs**, without a following noun or pronoun. For example:

- *I accidentally knocked the vase and it fell **over**.*
- *The soldiers saluted as they marched **past**.*
- *The tunnel was very narrow but we managed to crawl **through**.*

throughout

- *The effects of America's economic downturn were felt **throughout** the world.*
- *The infection spread **throughout** the school.*
- *The police are making random checks **throughout** the area.*

Language Help

Throughout has the same meaning as ***through*** emphasized by ***all***:

- *The infection spread **all through** the school.*

to

- *I've never been **to** Britain.*

- *I handed my essay **to** my tutor.*
- *I'm writing an e-mail **to** Robert.*
- *Who are you sending this parcel **to**?*
- *David takes the bus **to** school every day.*
- *Have you spoken **to** the doctor about that pain yet?*
- *I don't like going **to** the dentist.*
- *I've been invited **to** Jake and Sara's wedding.*
- *Sally was sitting with her back **to** me.*
- *The sky is clearing **to** the north.*
- *Dad pointed **to** the hole in my sweater.*
- *I fastened my bike **to** the railings.*

Language Help

You can use ***to*** with **zero article** before certain nouns, for example:

- *I buy a newspaper on the way **to** school.*
- *Fewer people go **to** church nowadays.*

See also ***from ... to***.

towards, toward

- *The car was parked with its nose **towards** the kerb.*
- *The police officer walked slowly **towards** the gunman.*
- *Towards the east the sky was already brightening.*
- *Everyone's eyes turned **towards** her.*

Language Help

In American English ***toward*** is often used rather than ***towards***.

under

- *Sue slipped the book **under** her pillow.*
- *Your lifejacket is **under** your seat.*
- *The fox squeezed **under** the fence and escaped.*
- *We rowed **under** the bridge.*
- *Strange plants grow **under** the water.*
- *He was wearing a sweater **under** his coat.*
- *The ice gave way **under** her.*

See note at ***below***.

underneath

- *The electricity cables go **underneath** the floor.*
- *Mike was lying **underneath** his car fixing the engine.*
- *He peered at the name **underneath** the photo.*

See note at ***beneath***.

up

- *We pushed the pram **up** the hill.*
- *The fireman is climbing **up** the ladder.*
- *Jim and I walked **up** the steps together.*

- *We'll go up the escalator.*
- *There was a shout from further up the hill.*
- *We rowed up the river as far as the bridge.*
- *My apartment is just up this street.*

upon

- *They were made to walk about balancing books upon their heads.*

See note at **on**.

up to

- *A stranger came up to me and asked me for change.*
- *Which page did we get up to in the last lesson?*

with

- *Jane arrived at the party with her brother.*
- *Susan was dancing with Peter.*
- *Keith sometimes plays chess with Anna.*
- *The twins were always fighting with each other.*
- *Put this bill with the others in that pile.*
- *Leave the baby with me – I'll look after her.*
- *Mix the butter with the sugar.*

Language Help

Along and ***together*** are sometimes used to emphasize the 'accompanying' idea of ***with***:

- *I found Celia in the café, **along with** (or **together with**) Frank and Susan.*

within

- *The ball should land within this court.*
- *Patients have to stay within the hospital grounds.*

See note at *inside*.

Grammar Help

To, under, underneath, up, within can also be used as **adverbs**, without a following noun or pronoun. For example:

- *I pushed the door to without closing it completely.*
- *There was scarcely a ripple on the surface as the submarine went under.*
- *I lifted the carpet and looked underneath.*
- *Sally dropped her pencil and Jane picked it up.*
- *We climbed up to see the view.*
- *There was light streaming from a window, and the people within seemed to be having a party.*

UNIT

79 PREPOSITIONS OF TIME

Prepositions of time are used in saying **when** something happens. The following table lists the common prepositions of time. Their uses are illustrated below.

about	*after*	*ahead of*	*around*	*at*
before	*behind*	*between, in between*	*by*	*during*
for	*from*	*from ... to*	*in*	*of*
on	*outside*	*over*	*past*	*since*
through	*throughout*	*till*	*to*	*until*
up to	*within*			

about, around

- *Dad gets home **about** six in the evening.*
- *I'll call you **around** five o'clock.*
- *Dan changed jobs **around** 1998.*
- *Sally phoned **about** 15 minutes ago.*

Language Help

About and ***around*** are used in the same way; ***around*** is used in American English and ***about*** in British English.

after

- *After my exams I'm going to London.*
- *We felt tired **after** our game of football.*
- *You should always brush your teeth **after** meals.*
- *I was surprised to be chosen for the team **after** playing so badly.*
- *I watched a film, and **after** that I went to bed.*
- *The doctor examined us one **after** the other.*
- *Disasters kept happening one **after** another.*

Grammar Help

- ***After*** can be used like ***afterwards*** as an adverb, typically in a combination such as ***soon after*** or ***not long after***:
  - *The child was found safe and well **not long after**.*
- ***After*** is often followed by an ***ing*** form (a gerund or verbal noun):
  - ***After reading** the letter I sat down to think.*
- ***After*** is also a **conjunction**:
  - ***After** I'd read the letter, I sat down to think.*

For more information, see the chapter **CONJUNCTIONS AND CLAUSES.**

ahead of

- Singapore time is eight hours **ahead of** British time.

at

- *I usually get up **at** seven o'clock.*
- *The bus stops here **at** 7.45.*
- *Marianne's train arrives **at** noon.*
- *Some animals are active only **at** night.*
- ***At** New Year family members all get together.*
- *Please don't smoke **at** mealtimes.*
- *Shall I call you **at** a more convenient time?*
- *Dad's working abroad **at** present.*
- ***At** 17 she left school and got a job.*
- *Let's meet **at** the weekend.*

Language Help

- In American English, ***on the weekend*** is used rather than ***at the weekend***:
  - *They like to go sailing **on the weekends**.*
- ***At*** is omitted if a determiner such as ***next*** or ***last*** is used:
  - *We went to Penang **last** New Year.*
  - *We're going to Bangkok **next** New Year.*

before

- *My parents like to get to bed **before** midnight.*
- *Always wash your hands **before** meals.*
- *The birds start singing **before** sunrise.*
- *Please be home **before** dark.*
- *I got to the art gallery just **before** closing time.*
- *Read the instructions **before** using the hairdryer.*
- *Today I arrived at school long **before** Philip.*
- *I should have said thank you long **before** now.*
- *I must order the taxi, but **before** that I must find the passports.*
- *I saw Caroline the day **before** yesterday.*

Grammar Help

Before is often followed by an ***ing*** form:

- ***Before** assembling the kit, check the parts.*

behind

- *I'm glad that task is now **behind** us.*
- *New York time is several hours **behind** British time.*
- *Britain is about eight hours **behind** Singapore.*

between, in between, between ... and

- *We often have to change classrooms **between** lessons.*
- *Many students have a gap year **between** leaving school and going to university.*
- ***In between** finishing his exams **and** starting his new course, he took a job.*
- ***Between** 1995 **and** 1998 we lived in Tokyo.*
- *The post office closes **between** 1.00 **and** 2.00.*
- ***Between** the ages of 2 **and** 3 a child will learn hundreds of new words.*

Language Help

- Take care with the following construction:
  - *I like to have a good rest **between** performances* (NOT *between each performance*).
- You can use ***from ... to*** like ***between ... and***:
  - ***From** 1995 **to** 1998 we lived in Tokyo.*

by

- *Please return all your library books **by** next Monday.*
- *I have to hand in my assignment **by** nine o'clock.*
- *Send in your answers **by** 29 January.*
- *The workmen promised to finish the work **by** June.*
- *Nocturnal animals sleep **by** day and hunt **by** night.*
- *His health was improving day **by** day.*
- *Add the flour little **by** little to the mixture.*

Grammar Help

- ***Before*** and ***by*** can be used as **adverbs**, without a following noun:
  - *Have you ever been to London **before**?*
  - *I ought to have warned you **before** about the broken step.*
  - *George got up late, having just arrived the night **before**.*
  - *The apartment had been repainted only a few weeks **before**.*
  - *The time was slipping **by** so fast.*
  - *Another month went **by** before they got a reply.*
- ***Before*** is also a **conjunction**:
  - *I'd better write down that phone number **before** I forget it.*

  For more information, see the chapter **CONJUNCTIONS AND CLAUSES.**

during

- *We visited several museums **during** our holiday.*
- *There was a disturbance **during** the night.*
- *A lot of trees were blown down **during** the storm.*
- *No talking is allowed **during** the exam.*
- *The school library is closed **during** the vacation.*

Language Help

- Things that happen ***during*** a period either last the whole period, or happen at one point or several points in it:
  - *Nocturnal animals hunt **during** the night.*
  - *The baby woke twice **during** the night.*
- For situations that last for the whole of a period, you can use ***throughout*** like ***during***:
  - *The school library is closed **throughout** the vacation.*

for

- *Could I borrow your video **for** a week?*
- *We've lived in this house **for** five years.*
- *I had been waiting **for** only a few minutes when the bus arrived.*
- *David is going abroad **for** six months.*

Language Help

To say how long a situation has continued till the present moment you use the **present perfect** or **present perfect continuous** with ***for***:

- *I've worked at this hospital **for** a long time.*
- *I've been learning English **for** five years.*

from, from ... to

- *Breakfast is served **from** seven o'clock.*
- *From the beginning things went wrong.*
- *The museum is open **from** Monday **to** Saturday.*
- *The performance will last **from** 8.00 **to** 10.30.*
- *Children attend junior school **from** the age of six **to** the age of eleven.*
- *Our tutor tests our vocabulary **from** time **to** time.*
- *The farmers' lives changed very little **from** one year **to** the next.*

Language Help

- You can use ***from ... till*** (or ***until***) like ***from ... to***:
  - *The supermarket is open **from** 8.00 am **till** 10.30.*
- Notice that in American English ***through*** is used:
  - *The museum is open **from** Monday **through** Saturday.*
- With the **present perfect** you can use ***since*** like ***from***:
  - ***Since*** (or ***from***) *earliest times people have made tools.*
- The expression ***from time to time*** means occasionally:
  - *My parents take a bus trip **from time to time**.*

in

- *I often go jogging **in** the evening.*
- *It gets very hot **in** the afternoon.*
- *We're going abroad **in** June.*
- *Visit Britain **in** spring or summer – it's too cold **in** winter.*
- *This bridge was built **in** 1990.*
- *You must complete the test **in** two hours.*
- *I built this model **in** a week.*

Language Help

- In general statements about the **seasons**, you can omit ***the*** after ***in***:
  - *The leaves fall off the trees **in** autumn (or **in the** autumn). But*
  - *He died **in the** autumn.*
- When you use determiners such as ***this, that, next, last***, you omit ***in***:
  - *We're going abroad **this** June.*
  - *We went to Italy **last** March.*
  - ***That** winter the river froze.*

inside, inside of

- *We have to complete Phase One **inside** twelve weeks.*
- *The data-transfer operation will take **inside** an hour.*

Language Help

- ***Inside of*** is used in American English:
  - *The data-transfer operation will take **inside of** an hour.*
- ***Within*** can be used like ***inside***:
  - *Phase One was completed **within** twelve weeks.*

of

- *Today's date is the fifteenth **of** March.*
- *I'll see you on the eighteenth **of** May.*

Language Help

- Although you **say** *the eighteenth **of** May,* you **write** *18 May.*
- In American English ***of*** is omitted in speech also:
  - *I'll see you eighteenth May.*
- In American English, ***of*** can be used in telling the time, where British English uses ***to***:
  - *It's a quarter **of** two.*

on

- *The baby was born **on** 6 July 1998.*
- *Mother's Day falls **on** 20 March this year.*
- *Many people have to work **on** Sundays.*
- *I'm going to the dentist **on** Thursday.*
- *We have special celebrations **on** New Year's Day.*
- *I always like to have a party **on** my birthday.*
- *There was a farewell ceremony **on** the last day of term.*
- *There will be a dinner **on** the final evening of the conference.*
- *They left **on** the morning of 27 April.*

Language Help

- If determiners such as ***next, last, this, that, every*** are used you omit ***on***:
  - *I'm going to the dentist **this** Thursday.*
  - *There will be a dinner **that** evening.*
  - ***Next** morning* (or ***on the following** morning*) *he awoke with a headache.*
  - *They left this hotel **last** Monday.*
  - *A sales meeting is held **every** Friday.*
- ***On*** can be used like ***after*** with a noun or ***ing*** form:
  - ***On her return** she checked her mailbox.*
  - ***On returning** she checked her mailbox.*

outside, outside of

- *The club gives kids somewhere to go **outside** school hours.*

Language Help

In American English, ***outside of*** *is often used:*

- ***Outside of** working hours, phone our emergency number.*

over

- *We're **over** the most difficult part of the job.*

Grammar Help

Over is also used as an adverb:

- *Thank goodness the exams are **over**.*
- *I don't want to check the figures all **over** again.*
- *There was a riot in the street, but it was all **over** in a couple of hours.*

past

- *It's well **past** your bedtime.*
- *He's been pretty ill, but he's **past** the worst stage.*
- *I don't ski now – at my age I'm **past** all that.*

past and to

- *It's a quarter **past** eight.*
- *The next bus arrives at ten **past** nine.*
- *Mary leaves the house at twenty **past** seven.*
- *I have to go to a meeting at half **past** ten.*
- *It's a quarter **to** eight.*
- *The next bus arrives at twenty **to** nine.*
- *I leave the house at ten **to** seven.*
- *I have to catch a train at five **to** three.*
- *I left the office at twenty-five **to** two.*

Language Help

- You can say:
  - *It's **quarter past** eight, or it's **a quarter past** eight.*
  - *It's **quarter to** eight, or it's **a quarter to** eight.*
- In American English, ***after*** and ***of*** are sometimes used instead of ***past*** and ***to***:
  - *It's a quarter **after** eight.*
  - *It's a quarter **of** eight.*
- For more about ***to***, see ***from ... to***

since

- *We have lived in Taiwan **since** 1995.*
- *I've been waiting for the bus **since** eight.*
- *This year our school's exam results were the best **since** 1990.*
- *Tom hasn't had his hair cut **since** January.*
- *You've lost weight **since** our last date.*
- *He has been much more careful **since** his accident.*
- *It's three years **since** the earthquake.*
- ***Since** making my will, I've felt a bit less worried.*

Language Help

- When using **since** to say what has been the case, or has happened, between some time in the past and the present time, you use the **present perfect** or **present perfect continuous**:
  - *I've made a lot of progress since the bad old days.*
  - *She has been living alone since her husband's death.*
- When giving the amount of time that something has been the case, you use **for**:
  - *She has been living alone for two years.*
- You can also use **since** in the following construction with **it**:
  - *It's two years since her husband's death.*

through, throughout

- *Some people sail through life without a care.*
- *Those who lived through the war will never forget it.*
- *Our stores should last through the winter.*
- *They sat and chatted all through the concert.*
- *Throughout her life she loved playing the piano.*

Language Help

You can use **all** adverbially to emphasize **through**; the meaning of **all through** is the same as that of **throughout**:

- *All through her life she loved playing the piano.*

Grammar Help

You can use **on, past, to, since, through** as **adverbs**, without a following noun or pronoun:

- *From February on we'll be studying Shakespeare's plays.*
- *From then on his behaviour improved.*
- *The noise went on and on.*
- *Several weeks went past.*
- *'Is it half past three yet?' 'No, it's only twenty past.'*
- *'Is it quarter to six yet?" No, it's only twenty-five to.'*
- *The noise continued all night through.*
- *He had an accident last year and has been much more careful ever since.*

until, till

- *We watched the World Cup until midnight.*
- *Mum works in her office until ten o'clock.*
- *We have to attend school until the age of 16.*
- *The car won't be ready until Friday.*
- *I waited for you until six-thirty.*
- *The booking office is open from 8.30 until 17.30.*
- *There are only ten days until the end of term.*
- *Until now I've never thought about making a will.*

Language Help

You can use **till** exactly like **until**:

- *Mum works in her office till ten o'clock.*

In American English the spelling **'til** is used.

upon

- *Passengers go through immigration upon arrival.*
- *Upon arriving, passengers go through immigration.*

Language Help

You can use **on** like **upon**:

- ***On** arriving (or arrival) passengers go through immigration.*

up to

- *I'll be living in this apartment **up to** the end of term.*
- *He was working abroad **up to** 1999.*
- *Up to now, I've never thought about making a will.*

Language Help

Up to is used in the same way as ***until***:

- *He was working abroad **until** 1999.*

within

- *I managed to complete my PhD thesis **within** three years.*
- *I'm going out but I'll be back **within** an hour.*

Language Help

within is used like ***inside***:

- *I'll be back **inside** an hour.*

UNIT

80 PREPOSITIONS WITH OTHER USES

We have examined prepositions of **space** and **time**. Many prepositions of space and time have other, more **abstract**, uses, and there are also many prepositions we have not met before, that express **abstract relationships**. Here's a table showing some of them.

RELATIONSHIP	PREPOSITIONS
addition	*apart from, as well as, besides, in addition to, plus*
agency, means or instrument	*by, by means of, through, with*
cause or result	*after, as a result of, because of, due to, from, in, on account of, owing to, through, with*
characterization	*of, with*
comparison	*as, compared with, like, in comparison with, in relation to, than*
concession	*considering, despite, in spite of*
condition	*but for, depending on,*
conformity	*according to, in accordance with*
contents	*of*
distribution or sharing	*among/amongst, between, between ... and*
exemplification	*like, such as*
exclusion	*but, except, except for, less, minus, without*
inclusion	*in*
interest	*after, up for*
involvement	*into, up to*
opposition	*against, in the face of*
possession and belonging	*of, to*
proportion	*in, in relation to, to*
proximity	*close to, near to, near*
purpose	*for*
quantities and units	*of*
range	*from ... to*
reaction	*at, to*
reference	*about, as regards, concerning, in, in connection with, in reference to in relation to, on the subject of, regarding, with*

RELATIONSHIP	PREPOSITIONS
relation	*above, below, over, under*
responsibility	*before, in front of, down to, up to*
separation	*from, off*
source	*according to, from*
state or situation	*at, in, into, out of*
substitution	*instead of, in place of*
support	*behind*

The table above does not give comprehensive coverage of the great range of the abstract relationships that prepositions can express.

The relationships above, and more, will be found in the alphabetical list of prepositions below.

about

- *Tell me **about** your project.*
- *Did you see the programme **about** street violence?*
- *What is Frank's new book **about**?*

See note at **on**.

above

- *Sales have been well **above** average recently.*
- *Is a colonel **above** or below a major in rank?*
- *Henry doesn't approve of practical jokes – he's **above** all that.*

Language Help

Use ***over*** in relation to specified amounts:

- *The temperature is **over** 35°C.*

according to

- *Students are getting lazy, **according to** this report.*
- ***According to** Ben, the exam results will be published tomorrow.*

Language Help

When quoting yourself as the source of information, use something like ***in my opinion***:

- *The weather's going to improve, **in my opinion*** (not *according to me*).

after

- *I don't like clearing up **after** untidy people.*
- *The baby was named James **after** his grandfather.*
- *I warned Harry that the police were **after*** (= looking for) *him.*
- *Several people were **after*** (= wanting) *the same job.*
- *'Susan phoned.' 'Oh, I wonder what she was **after**?'*

against

- *You'll be playing **against** Caroline in the final.*

- *My parents are **against** private education.*

Grammar Help

Against can be used with an *ing* form:
- *I'm **against** smacking children.*

among, amongst

- *The thieves divided the money **among** themselves.*
- *The guests were happy to talk **amongst** themselves.*

Language Help

For sharing you can also use ***between***. You must use ***between*** with named sharers, or when there are only two:
- *The thieves divided the money **between** them.*
- *The housework is shared **between** Gina, Mark and me.*
- *My twin sister and I divided the books **between** us.*

apart from

- *Apart from her day job, she teaches an evening class.*
- *She takes no exercise, **apart from** going to the shops.*

Language Help

Notice the adverbial use of ***apart***:
- *Stand with your legs **apart**.*

See note at ***besides***.

Grammar Help

Apart from can be used with an *ing* form:
- *What do you do in your spare time **apart from** playing football?*

as

- *Mum worked **as** a laboratory assistant for several years.*
- *I used a bucket **as** a seat.*
- ***As** a child I loved horse-riding.*
- ***As** his brother I know him better than anyone else.*
- *Jim is nearly **as** tall **as** his father.*
- *He's **as** strong **as** a horse.*

Grammar Help

In the combination ***as ... as*** the first ***as*** is an adverb and the second a **preposition**:
- *I didn't realize it was **as** late **as** that.*

For other **prepositions of comparison**, see **like**, **than**, **compared with**, and **in comparison with**.

as a result of

- *She walks with a limp **as a result of** her accident.*

Grammar Help

As a result of can be used with an *ing* form:

- *I have free use of the swimming pool **as a result of** joining the club.*

as regards

- *As regards your application, we shall be conducting interviews shortly.*

as well as

- *Adults enjoy these programmes **as well as** children.*
- *I'm taking extra classes in computer studies **as well as** accountancy.*

Grammar Help

- Notice the adverbial use of ***as well***:
  - *I'm taking accountancy and doing a class in computer studies **as well**.*
- ***As well as*** can be used with an *ing* form:
  - *I love running **as well as** swimming.*

at

- *Japan and China were **at** war for many years.*
- *George is **at** work on his latest book.*
- *We were very amused **at** Joe's story.*
- *The plane was flying **at** a height of 13,000 metres.*
- *She was driving **at** high speed.*
- *Copies of the leaflet are on sale **at** $1.50.*
- *You're very good **at** imitating people.*

Grammar Help

Good at, ***bad at***, and so on, are often followed by an *ing* form:

- *I was very poor **at** managing money.*

because of

- *He has been advised to give up driving **because of** his failing eyesight.*

Language Help

On account of is used like ***because of***:

- *He gave up driving **on account of** his failing eyesight.*

before

- *We have a difficult task **before** us.*

behind

- *She fell **behind** the rest of the class as a result of her illness.*
- *The workmen left a dreadful mess **behind** them.*
- *My family are **behind** me – they encourage me all the time.*

- *Let me try to explain the reasons **behind** this decision.*

below

- *The standard of cleanliness in this town is well **below** average.*

besides

- *What interests do you have **besides** computer games?*
- *I have lots of other friends **besides** Nicky and Jane.*

Language Help

You can use ***apart from*** and ***in addition to*** like ***besides***:

- *What interests do you have **apart from** computer games?*
- *I have lots of other friends **in addition to** Nicky and Jane.*

Grammar Help

Besides can be used with an *ing* form:

- *What do you do in your spare time **besides playing** football?*

between, between ... and

- *We divided the bill **between** us.*
- *The house contents were shared **between** Michael, Alan and Melanie.*
- *This is a secret **between** you **and** me.*

See note at ***among***.

but

- *These forms and questionnaires are nothing **but** a nuisance.*
- *I've packed everything **but** our passports.*
- *I don't want a flowery swimsuit – anything **but** that.*

Language Help

Except is used like ***but***:

- *I've packed everything **except** our passports.*

Grammar Help

But is used typically after indefinite pronouns, adverbs or determiners:

- *I'll eat **any** cereal **but** porridge.*
- *I've been **everywhere but** South America.*

but for

- ***But for** my wonderful girlfriend I'd still be a drug addict.*
- *Our holiday would have been perfect, **but for** the weather.*

Grammar Help

But for is used like ***if it weren't for***, or ***if it hadn't been for***, to introduce a kind of unreal condition.

See the section on **conditional clauses** in the chapter **CONJUNCTIONS AND CLAUSES.**

by

- *The problem was solved **by** computer.*
- *The letters are sorted **by** machine.*
- *We can pay **by** credit card.*
- *These scarves were woven **by** hand.*
- *The hostel welcomes everyone, whether they come **by** car, **by** bicycle or **by** train.*
- *Shall we send the goods **by** sea or **by** air?*
- *I picked the dead mouse up **by** its tail.*
- *We're performing a play **by** Oscar Wilde.*
- *The burglary was obviously carried out **by** an expert.*
- *I changed the bicycle wheel all **by** myself.*
- *Dave enjoys long walks **by** himself.*
- *We met **by** chance in the supermarket.*
- *Sorry, I opened your letter **by** mistake.*
- *Divide 100 **by** 5.*
- *Multiply 20 **by** 5.*
- *The room measures eight metres **by** five.*
- *I beat Dave **by** two marks.*

Language Help

- **By** can be used with **zero article** before forms of transport and other means of doing things:
  - *Are you coming **by** taxi?*
  - *I received confirmation **by** letter.*
  - *The picture is transmitted **by** satellite.*
- You have to use an article with ***in***, ***on*** and ***with***:
  - *Did you come **in** a taxi or **on** the bus?*
  - *I worked out the total **with** a calculator.*

Grammar Help

By is often used with an *ing* form:

- *You can make a cat look away **by** staring into its eyes.*

by means of

- *He persuaded her to come **by means of** a cruel trick.*

close to

- *We were so **close to** success.*
- *At the end of the film I was **close to** tears.*

Grammar Help

Close to can be used with an *ing* form:

- *We came **close to** sacking him.*

Language Help

You can use ***near to*** like ***close to***:

- *I was **near to** losing my temper with her.*

compared with, in comparison with

- *Our sales figures are very satisfactory, **compared with** last year's.*
- *This year's figures are disappointing **in comparison with** last year's.*

Grammar Help

Compared with and ***in comparison with*** can be used with an *ing* form:

- *Ordinary mailing is so inefficient and wasteful, **compared with** e-mailing.*

Language Help

You compare like ***with*** like; that is, you use ***with*** to compare two things of the same class.

You compare (= liken) one thing ***to*** another:

- *Shall I compare thee **to** a summer's day?*

So, strictly, you say *Our apartment is rather small **compared*** (or ***in comparison***) ***with*** (not *to*) *yours.*

concerning

- *Thank you for you letter **concerning** the post of hospital secretary.*

Language Help

Regarding is used like ***concerning***:

- *Thank you for your letter **regarding** the advertised post.*

considering

- **Considering** our problems, we've been remarkably successful.

Language Help

You can use ***despite*** and ***in spite of*** rather like ***considering***:

- *They've had a happy marriage, **despite*** (or ***in spite of***) *the difference in their ages.*

depending on

- We might take a walk up that hill, **depending on** the weather.

despite

- *Dad came to my wedding, **despite** his objections to my marrying Sam.*

Language Help

In spite of is used like ***despite***:

- *He came to the wedding **in spite of** his objections.*

Grammar Help

Despite can be used with an *ing* form:

- *Susie won the jumping competition, **despite** making several errors.*

down to

- *The school is doing brilliantly, and it's all **down to** the new head teacher.*

due to

- *His failure was entirely **due to** his own laziness.*

Grammar Help

Notice that ***down to*** and ***due to*** typically occur as part of the complement of the verb ***be***.

Due to is sometimes used like ***owing to***:

***Due to** the flooding, many trains were delayed.*

except, except for

- *I like all kinds of vegetables **except** carrots.*
- *Everyone agreed **except** Peter.*
- *The shop is open every day **except** Monday.*

Grammar Help

Except for can be used with an *ing* form:

- *I've finished the housework **except for** making the beds.*

Language Help

You can use ***except for*** like ***except***, to mention an exception:

- *Everyone agreed **except for** Peter.*

Use ***except for*** also where you cannot use ***except***, to mention something that stops a statement being completely true:

- *He was a likeable man, **except for** his occasional outbursts of bad temper.*

See also ***but***.

for

- *I must buy a birthday present **for** Judith.*
- *Sally plans television programmes **for** deaf people.*
- *I'm working **for** a publisher at present.*
- *There's room **for** another person here.*
- *We're going to the US **for** our holidays.*
- *What's this switch **for**?*
- *It's **for** operating the air-conditioning.*
- *These exercises are too difficult **for** me.*
- *It's important **for** us to keep to the schedule.*
- *Is this the bus **for** Victoria?*
- *Is this the queue **for** the Oxford bus?*
- *Dad's flying to London **for** a conference.*
- *What are you dressed like that **for**?*
- *What was the reason **for** the delay?*
- *Where are the instructions **for** the steam iron?*
- *I've been selected **for** the team.*
- *We counted the votes **for** and against the proposal.*
- *The newspaper paid me $100 **for** my article.*
- *I got an A **for** my grammar exercises.*
- *What's the word **for** 'enjoyment' in Mandarin?*

Grammar Help

For can be used with an *ing* form:

- *This is the switch **for** turning on the air conditioner.*

from

- *You need a break from work sometimes.*
- *The wedding guests had to take shelter from the rain.*
- *He collapsed from exhaustion.*
- *The quotation is from Shakespeare's 'Hamlet'.*
- *I know the poem from memory.*

Grammar Help

From can be used with an *ing* form:

- *People got the illness from eating mouldy grain.*

from ... to

- *At the drugstore they sell everything from toothpaste to shoelaces.*
- *She seems to know the whole dictionary from A to Z.*

Grammar Help

From ... to can be used with an *ing* form:

- *I enjoyed all outdoor activities, from climbing trees to playing football.*

in

- *Tom is in the football team.*
- *I'm going to be in the school play.*
- *We didn't realize how much danger we were in.*
- *I'm in difficulties with this assignment.*
- *Most of the information can be found in this book.*
- *I saw the ad in today's paper.*
- *There were some interesting scenes in the film.*
- *You look nice in red – it suits you.*
- *I'd like a job in advertising.*
- *She placed the stones in a straight line.*
- *The clothes were in a pile on the bed.*
- *The items are listed in alphabetical order.*
- *Let's discuss this in private.*
- *I was in a hurry.*
- *We watched in silence.*
- *They stared in amazement.*
- *Are they in love?*
- *In appearance she resembled her mother.*
- *The books are in good condition.*
- *In my excitement I dropped the key.*
- *In copying the file I lost some data.*
- *The lawn is only a few metres in width.*
- *That's true in some ways.*
- *One in forty people is a twin.*

Grammar Help

In can be used with an *ing* form:

- *In paying for the goods, I dropped my purse.*

in accordance with

- *In accordance with instructions, I supplied my own tent.*

in addition to

- *I have an evening job in addition to my daytime one.*

See note at *besides*.

Grammar Help

In addition to can be used with an *ing* form:

- *She was in charge of the accounts, in addition to serving customers.*

in comparison with

See *compared with*

in connection with

- *I shall say more later in connection with this matter.*

in front of

- *We have a huge task in front of us.*

in keeping with

- *Such behaviour is not in keeping with the traditions of this club.*

Language Help

In accordance with is used like *in keeping with*:

- *Such behaviour is not in accordance with the traditions of this club.*

in place of

- *Communal waste bins are being provided in place of the old individual ones.*

in reference to

- *In reference to your previous point, I'm in agreement with you.*

in relation to

- *We asked the girls to mention any problems they had in relation to their male colleagues.*
- *In relation to these Third-World problems, our own problems are tiny.*

in spite of

- *The school stayed open in spite of all its problems.*

See note at *despite*.

Grammar Help

In spite of can be used with an *ing* form:

- *Susie won the maths competition, **in spite of** making several errors.*

instead of

- *You should eat fruit **instead of** chocolate.*
- *Would you like to go to the match **instead of** me?*
- ***Instead of** winning we lost disastrously.*

Grammar Help

Instead of can be used with an *ing* form:

- *Do something useful, **instead of** sulking.*

Notice also the adverbial use of ***instead***:

- *There are no mangoes. Take some guavas **instead**.*

in the face of

- *She became an actress **in the face of** her parents' deep disapproval.*

in the middle of

- *I was **in the middle of** preparing dinner when the Liz called.*

in the process of

- *Let's meet next month; just now I'm **in the process of** moving house.*

Language Help

In the process of and ***in the middle of*** are used in much the same way.

into

- *I cut the pie **into** six pieces.*
- *Now don't get **into** a rage.*
- *Sam got **into** his gym clothes.*
- *How did you get yourself **into** this mess?*
- *I'm not **into** computer games, though my brother loves them.*

less

- *The bill came to $100, **less** the tip.*

like

- *Jenny looks **like** her mother.*
- *Jill is nothing **like** her twin sister.*
- *Tom walks **like** his father.*
- *Sally can already swim **like** a fish.*
- *That sounds **like** thunder.*

- *I feel **like** a cup of tea.*
- *You bandaged my leg **like** an expert.*
- ***Like** me, George believes in accuracy.*
- *What's your apartment **like**?*
- *What is it **like**, having a regular job?*
- *Stop fidgeting **like** that.*
- *There's nothing **like** success!*
- *It's just **like** Frankie to offer to help.*
- *Go somewhere warm, **like** Florida.*

Grammar Help

Like can be used with an *ing* form:

- *Sally felt **like** crying.*

minus

- *Twelve **minus** three is nine.*
- *Joe came back from his camping trip **minus*** (= without) *his tent.*

near, near to

- *I could see she was **near** tears.*
- *He was **near to** a nervous collapse.*

Grammar Help

Near to can be used with an *ing* form:

- *He was **near to** collapsing from exhaustion.*

See note at ***close to***.

of

- *I bought a kilo **of** lychees and a litre **of** milk.*
- *Mary was carrying a basket **of** flowers.*
- *Peter brought in a jug **of** fruit juice.*
- *Would you like a cup **of** tea?*
- *Most **of** us have dark hair.*
- *We've had plenty **of** excitement recently.*
- *One **of** my friends has lent me this video.*
- *Maggie is a member **of** the photographic club.*
- *I could only see one side **of** his face.*
- *Dave stood in a corner **of** the room.*
- *Tuberculosis is a disease **of** the lungs.*
- *We're off to see the sights **of** London.*
- *What is the capital **of** Malaysia?*
- *We shall get the results **of** the tests tomorrow.*
- *What was the cause **of** the delay?*
- *We're studying the works **of** Confucius.*
- *I need a piece **of** paper.*
- *Tom ate a whole bar **of** chocolate.*
- *Could you pass me that box **of** matches?*
- *Jim brought me a bunch **of** flowers.*
- *There were crowds **of** people at the event.*
- *A guppy is a kind **of** fish.*

Language Help

- To express possession, as a rough rule, you use the possessive *'s* with people and *of* with things:
  - *I couldn't remember Helen's second name.*
  - *I couldn't remember the manager's name.*
  - *I couldn't remember the name **of** the hotel.*
- Notice also these possessive expressions:
  - *A friend **of** mine has lent me this video.*
  - *Is Mr Kim a relation **of** yours?*
  - *I guess this is another idiotic idea **of** Harry's.*

Focus on Grammar

- *Aerobics is a type **of** exercise.*
- *I read a report **of** the match in the paper.*
- *Did someone mention the subject **of** pay?*
- *I postponed the task **of** answering my mail.*
- *He was a man **of** great warmth and sincerity.*
- *A child **of** two could do that puzzle!*
- *Sue has few friends **of** her own age.*
- *There'll be a party at the end **of** term.*
- *I heard nothing but the whistling **of** the wind.*
- *There are no changes **of** season at the Equator.*
- *The Government is investigating the reading habits **of** the population.*
- *Dad supervises the daily running **of** the business.*
- *The operation **of** the controls is very simple.*
- *Thanks for helping – that was kind **of** you.*
- *It was silly **of** me to forget my diary.*
- *... and there are many more ways **of** using this word!*

Grammar Help

Of can be used with an ***ing*** form:

- *What are the advantages **of** running your own business?*

off

- *The book was damaged so the assistant took 10% **off** the price.*
- *I'm taking time **off** work to move house.*
- *Jane has been **off** school for a week with flu.*
- *Exams are a sore point – please keep **off** the subject!*

Grammar Help

Notice these adverbial uses of **off**:

- *Remember to switch the television **off**.*
- *How long has Janet been **off** sick?*
- *'Cheers – I'm **off** now!' 'Where are you **off** to?'*
- *Half the players are ill, so the match is **off**.*

on

- *We're going **on** holiday soon.*
- *The photographs are **on** show in the assembly hall.*
- *I do most of my work **on** the computer.*
- *I've just heard a good discussion **on** the radio.*
- *Did you watch the match **on** television?*
- *I booked the tickets **on** the Internet.*
- *Ken's at work **on** his university thesis.*
- *Mum's giving a lecture **on** environmental problems next week.*
- *You mustn't leave children **on** their own at night.*
- *Think of the effect **on** the children!*

Language Help

- To write or talk ***on*** a subject is more formal than writing or talking ***about*** it.
- You usually say ***on the radio***, but ***on television*** (with **zero article**).

Grammar Help

Notice these adverbial uses of ***on***:

- *I turned the radio **on**.*
- *Is Tuesday's concert still **on**?*

on account of

- *My grandparents have had to cancel their holiday **on account of** my grandfather's illness.*

See note at ***because of***.

on the subject of

- *I've nothing further to say **on the subject of** pay.*

other than

- *There'll be no means of contacting me **other than** my handphone.*

Language Help

Apart from is used like ***other than:***

- *There'll be no means of contacting me **apart from** my handphone.*

Grammar Help

Other than can be used with an ***ing*** form:

- *There'll be no means of contacting me **other than** ringing my handphone number.*

out of

- *I must get some money **out of** my bank account.*
- *It was difficult to get any details **out of** Kate.*
- *A motorist stopped and helped us purely **out of** kindness.*
- *I'm afraid we're **out of** noodles* (= we have no noodles left) – *I'll go and buy some.*
- *My brother had a job but now he's **out of** work.*
- *You're singing **out of** tune.*
- *Jim's marching **out of** step.*
- *The dishwasher is **out of** order.*
- *I'm very **out of** practice at tennis.*
- *I'm feeling **out of** sorts* (= sad or sick).
- *Even the lowest branch of the tree was **out of** my reach.*
- *The patient is now **out of** danger.*

Grammar Help

Notice these uses of the adverb ***out***:

- *Make sure the camp fire is **out** before you go to sleep.*
- *George's new book will be **out** in September.*

outside of

- *He had no family **outside of** his wife's relations.*

Apart from, other than and ***except for*** are used like ***outside of:***

- *He had no family **apart from** his wife's relations.*

over

- *I guess he just enjoys having power **over** other people.*
- *They had an argument **over** the bill.*
- *He takes a lot of trouble **over** his work.*
- *We can't discuss this **over** the phone.*
- *She's in contact with some new relations **over** the Internet.*

owing to

- *Owing to today's strike all train services out of London will be delayed.*

See note at ***due to***.

plus

- *Six **plus** seven is thirteen.*
- *There were five children in the car, **plus** a dog and a baby.*

regarding

- ***Regarding** your application, we shall be drawing up a short list this week.*

See note at ***concerning***.

regardless of

- *Everybody is welcome, **regardless of** race or religion.*

such as

- *Why don't you take up a nice quiet hobby, **such as** embroidery or pottery?*

Language Help

Like is used like ***such as***:

- *Why don't try something quiet, **like** embroidery or pottery?*

Grammar Help

Such as can be used with an *ing* form:

- *Why not try a quiet hobby **such as** knitting?*

than

- *The planet Jupiter is ten times bigger **than** the earth.*
- *I'm sure you weigh less **than** me.*
- *More **than** a hundred people applied.*
- *I had less **than** an hour to get to the airport.*

Grammar Help

- ***Than*** can be used with an *ing* form:
  - *E-mail is much quicker **than** writing a letter.*
- ***Than*** is also an important conjunction:
  - *I'm sure you weigh less **than** I do.*

through

- *Could you read **through** my essay for me?*
- *Miss Lee looked **through** the test papers.*
- *The cosmetics are put **through** a lot of tests.*
- *I failed my driving test **through** sheer carelessness.*

Grammar Help

Notice these adverbial uses of **through**:

- *Read the question **through** twice.*
- *You're wet **through**!*
- *Make sure the meat is cooked all the way **through**.*
- *I got **through** to my brother on his mobile phone.*

to

- *Please be kinder **to** your brother.*
- *What was their response **to** the news?*
- *Please don't make any alterations **to** the text.*
- *I can't think of a solution **to** this problem.*
- *Where's the key **to** this closet?*
- *Mrs Lucas is secretary **to** the head teacher.*
- *The lead singer rose **to** fame overnight.*
- *The baby eventually went **to** sleep.*
- *Della was starving herself **to** death.*
- ***To** our dismay the boat began to drift towards the rocks.*
- *I got the answer right, much **to** my satisfaction.*
- *We won the match by three goals **to** two.*
- *How many yen are there **to** a Singapore dollar?*

Grammar Help

- **To** can be used with an *ing* form:
  - *He was finally reduced **to** begging in the street.*
- Notice this adverbial use of **to**:
  - *He was knocked unconscious when he fell off his horse and he eventually came **to** (= regained consciousness) in a hospital bed.*

under

- *Paula has a large number of staff working **under** her.*
- *The situation is **under** review.*

unlike

- ***Unlike** the rest of my family, I prefer a cold shower in the morning.*

Grammar Help

Unlike can be used with an *ing* form:

- ***Unlike** swimming, **walking** is classified as weight-bearing exercise.*

up for

- *We've decided to go camping at the weekend – are you **up for** (= keen to take part in) that?*

up to

- *What have you been **up to** (= doing) recently?*
- *The children are always **up to** some kind of mischief.*
- *It's **up to** you to deal with the problem.*
- *Tony's just had flu – will he be **up to** travelling (=able to travel) all that way by air?*

with

- *Leave the problem **with** me – I'll see what I can do.*
- *Skill comes **with** experience.*
- *I'm **with** you on that point – I agree completely.*
- *Sorry, I'm not **with** you* (= I don't understand) *– can you explain that more clearly?*
- *What shall I wipe the floor **with**?*
- *The mystery was solved **with** some help from the police.*
- *I was shivering **with** cold.*
- *The child was admitted to hospital **with** diarrhoea.*
- *The Martins have bought a house **with** a garden.*
- *Do you see that shop **with** the flowers outside?*
- *That man **with** the moustache is my boss.*
- *The cat returned **with** a torn ear.*
- *He stood **with** his arms folded and his legs apart.*
- *They stared at me **with** amazement.*
- *The woman replied **with** a smile and a nod.*
- ***With** your excellent marks you'll easily get a university place.*
- *What's the matter **with** my computer? Is something wrong **with** it?*
- *What shall I do **with** these old magazines?*
- *What have I done **with*** (= where have I put) *my spectacles?*
- *I can see that you took a lot of care **with** this assignment.*
- *You're lazy – that's the trouble **with** you.*
- *Hurry up, kids – off to bed **with** you!*

Grammar Help

- ***With*** can be used with an *ing* form:
  - *Do you need any help **with** filling in that form?*
- Notice that the object of ***with*** can be a noun + complement (which can be an adjective, participle or adverb):
  - *I can't see very much **with** one lens missing.*
  - *He returned from the trip **with** his leg broken in two places.*
  - *She went out into the snow **with** no coat on.*

without

- *Cats **without** tails are called Manx cats.*
- *I didn't recognize you **without** your beard.*
- *I found my way to the meeting place **without** any difficulty.*
- *The committee agreed to the proposal **without** a single objection.*
- *You must not leave the school **without** permission.*
- *How can I tidy my hair **without** a brush or comb?*
- *How did you get into the apartment **without** a key?*
- *George greeted me **without** getting up.*
- *Sue slipped out of the room and returned **without** anyone noticing.*

Grammar Help

- Notice that ***without*** acts like a **negative**, so you use ***any, anyone, anything*** and so on, after it:
  - *He succeeded **without any** help or encouragement from **anyone**.*
- ***Without*** is often used with an *ing* form:
  - *Why did you leave **without** saying goodbye?*

UNIT 81 PREPOSITIONS USED CUSTOMARILY WITH CERTAIN VERBS, ADJECTIVES AND NOUNS

Certain **verbs, adjectives** and **nouns** are used with particular **prepositions.** These prepositions are called **customary prepositions.**

Verb +preposition

Here are some examples of verbs used with their usual prepositions:

- *Sue **accused** me **of** lying.*
- *Add 143 **to** 254.*
- *Everyone **agreed to** the suggestion.*
- *We still have to **agree on** (or **agree**) a date.*
- *I don't **agree with** you at all.*
- *Aim straight **at** the target.*
- *I do **apologize to** you **for** not recognizing you.*
- *The police are **appealing to** the public **for** calm.*
- *We don't **approve of** the trade in ivory.*
- *I'll **arrange for** the removal of the furniture.*
- *I **arrived** early **at** the bus station.*
- *What time do you **arrive in** Taiwan?*
- *We **asked** the waiter **for** a menu.*
- *Please will you **attend to** these matters?*
- *I don't **believe in** miracles.*
- *Do these socks **belong to** you?*
- *You may **borrow** the book **from** me if you like.*
- *I don't **care for** that colour much.*
- *I **changed into** my jeans.*
- *A caterpillar **changes into** a butterfly.*
- *There are lots of styles to **choose from.***
- *What instruments does the band **consist of?***
- *Have you **dealt with** that enquiry?*
- *You can **depend on** this car.*
- *He had **died from** a drug overdose.*
- *Thousands **die of** hunger daily.*
- *I **disagree with** you about that.*
- *Discuss your problem **with** a friend.*
- *We **divided** them **into** ten groups.*
- *Are you **entering for** the art competition?*
- *Can't you **escape from** the office for one day?*

- The other girls **excluded** her **from** their activities.
- **Fill** that jug **with** water.
- Have you **finished with** my calculator yet?
- I've never **heard of** that band.
- You can't **hide from** the truth.
- We can **include** population growth **in** this group of topics.
- I **insisted on** paying for the coffee.
- Does truancy **lead to** street violence?
- I've **lent** the video **to** a friend.
- Just **listen to** this track.
- Please **look after** the younger kids.
- **Look at** this funny beetle.
- I'm **looking for** my watch – where did I put it?
- I **mistook** one sister **for** the other.
- I don't **object to** hard work.
- My name was **omitted from** the list.
- The doctors will **operate on** her tomorrow.
- I hate **parting with** my girlfriend even for a few days.
- Who's **paying for** the drinks this time?
- Can sensible eating **prevent** you **from** getting cancer?
- The head teacher **quoted** a speech **from** Shakespeare.
- How did she **react to** the suggestion?
- Liz is **recovering from** pneumonia.
- Who were you **referring to**?
- I don't **regard** the idea **as** an impossibility.
- I'm sure we can **rely on** you.
- You **remind** me **of** someone else.
- You'd better **remind** me **about** that appointment.
- Who has **removed** the timetable **from** the bulletin board?
- A lot of problems can **result from** not brushing your teeth properly.
- We're **searching for** a solution.
- Break the egg and **separate** the yolk **from** the white.
- The room **smelt of** flowers.
- **Subtract** 143 **from** 254.
- Alice was **suffering from** depression.
- We can **supply** you **with** the necessary data.
- What does this stuff **taste of**?
- I can't **tell** one make of car **from** another.
- I **thanked** Jane **for** getting the tickets.
- We're **thinking of** moving house.
- Can you **think of** a good name for the new software?
- I **think about** you all the time.

- *Jack's **training for** the big match.*
- *I **translated** the document **from** Japanese **into** English.*
- *The empty office has been **turned into** an apartment block.*

Adjective or past participle + preposition

Here are some examples of adjectives or past participles used with the customary prepositions:

- *I'm **accustomed to** getting up early.*
- *He became **addicted to** heroin.*
- *Are you **afraid of** the dark?*
- *I'm **allergic to** wheat flour.*
- *Don't be **angry with** me.*
- *I was so **ashamed of** my mistake.*
- *I became **aware of** a strange sound.*
- *I'm very **bad at** crosswords.*
- *Helen's quite **capable of** winning.*
- *I was **covered in** perspiration.*
- *My trousers were **covered with** grass.*
- *I hope I'm now **cured of** the addiction.*
- *It's terrible to be **dependent on** drugs.*
- *These babies are **deprived of** love.*
- *KL is quite **different from** Singapore.*
- *Jake was **dressed in** black from head to toe.*
- *The delay was **due to** an electrical problem.*
- *The laboratories are **equipped with** the latest technology.*
- *We were **filled with** enthusiasm for the idea.*
- *I'm quite **fond of** my little sister.*
- *Ensure that your incoming mail is **free from** viruses.*
- *Keep all kitchen surfaces **free of** dirt.*
- *We were **frightened of** waking the baby.*
- *Harry is **full of** good intentions.*
- *Are you **good at** making friends?*
- *Many doctors are **interested in** alternative medicine.*
- *Dan was never **keen on** football.*
- *The best paper is **made from** rags.*
- *The car seats were **made of** real leather.*
- *He wore a cloak **made out of** a blanket.*
- *Who is your sister **married to**?*
- *Our street is **parallel to** the main road.*
- *Are you **pleased with** your new apartment?*
- *Learn to be **politer to** other people.*
- *My parents are quite **proud of** my achievements.*

Language Help

Different is also used with the prepositions ***to*** and (in American English) ***than***:

- *The muscles used in walking are **different to** those used in dancing.*
- *Speaking skills are **different than** writing skills.*

Language Help

Use ***made of*** to specify the material:

- *book covers **made of** flexible plastic*

Use ***made from*** where the material has gone through manufacturing stages:

- *paper **made from** wood shavings.*

Use ***made out of*** where reconstruction has taken place:

- *a teddy bear **made out of** an old dressing gown.*

Use ***made with*** to specify ingredients:

- *Christmas puddings **made with** Californian raisins.*

- *Is crime **related to** poverty?*
- *Has anyone a question **relevant to** this discussion?*
- *Who's **responsible for** cleaning the chalk board?*
- *I'm **sorry for** people who can't relax.*
- *Are you quite **sure of** your facts?*
- *I'm **tired of** answering questions.*
- *Such behaviour is **typical of** two-year-olds.*
- *My grandfather is **used to** being obeyed.*
- *What's **wrong with** your foot?*

Noun + preposition

Here are some examples of nouns used with their usual prepositions:

- *Access **to** this file is denied.*
- *I have an **allergy to** wheat flour.*
- *Is there an **alternative to** this method?*
- *I've no **answer to** the problem.*
- *They have launched another **attack on** the refugee camp.*
- *There's a **ban on** smoking in most forms of public transport.*
- *What was the **cause of** all that laughter?*
- *Congratulations **on** your exam marks.*
- *There's no necessary **connection between** poverty and crime.*
- *The note may have some **connection with** his disappearance.*
- *Thanks for your **contribution to** the work.*
- *The police have lost **control over** the situation.*
- *There's now a **cure for** this illness.*
- *Sugar can cause **damage to** your teeth.*
- *My warning had no **effect on** him.*
- *There is to be an **enquiry into** the accident.*
- *The word 'weird' is an **exception to** the spelling rule.*
- *As a child Sophie had no **interest in** dolls.*
- *An **investigation** was held **into** certain cases of computer fraud.*
- *Owing to **lack of** time, there will be no choir practice today.*
- *The group's possible **links with** terrorism are being investigated.*
- *What's the **matter with** the television?*
- *What was the **reason for** the cancellation?*
- *I have a lot of **respect for** George's talents.*
- *How are you getting on in your **search for** a room?*
- *I've found the **solution to** the puzzle.*
- *I've plenty of **sympathy for** teachers.*
- *Is population growth a **threat to** the environment?*
- *There was only one **witness to** the accident.*

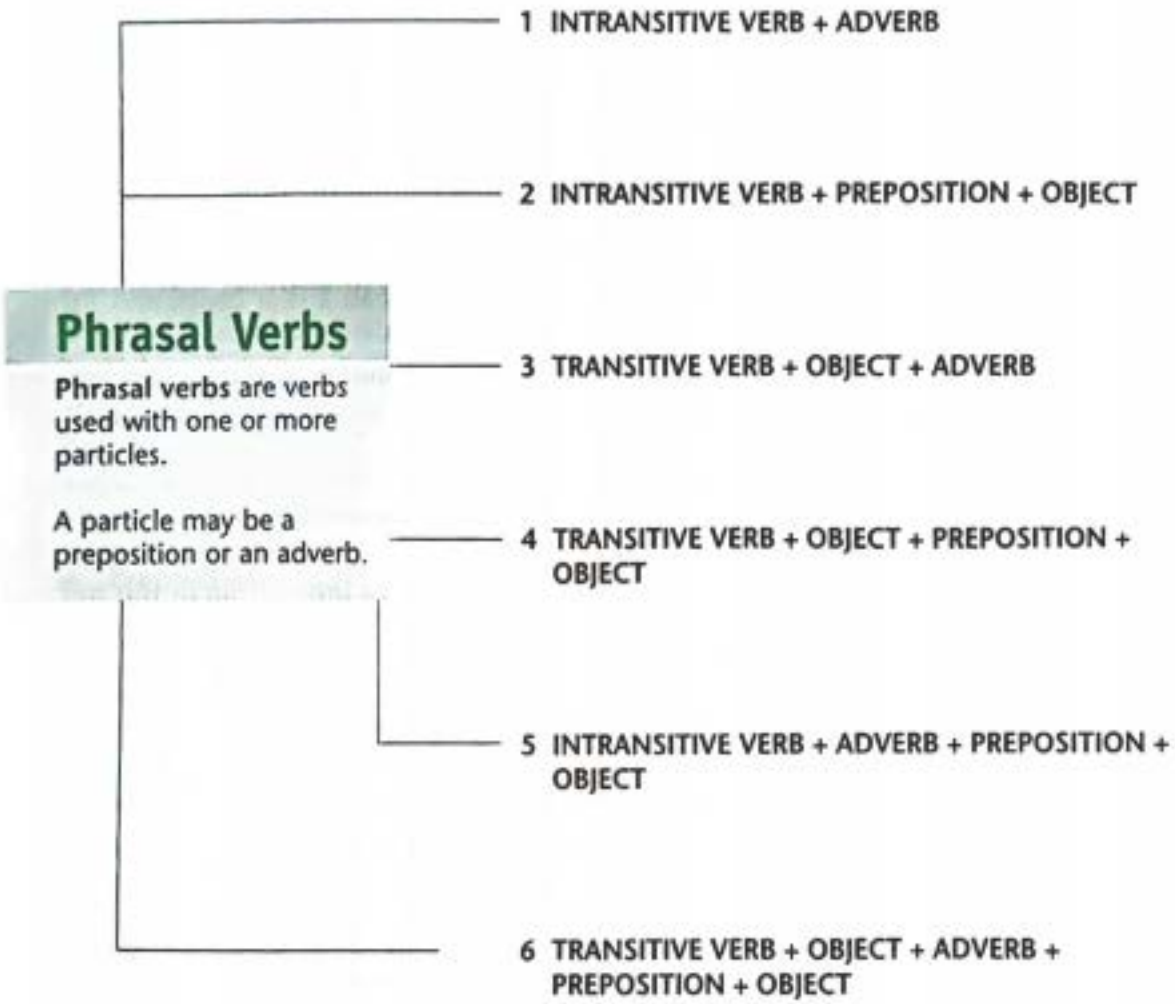
Language Help

In American English, ***connection*** and ***link*** are often followed by ***to*** rather than ***with***:

- *I long ago lost all **connection to** my relations in the US.*
- *Some football troublemakers have **links to** fascist organizations.*

CHAPTER

8 Phrasal Verbs



UNIT

82 PHRASAL VERBS

PHRASAL VERBS IN CONTEXT

Phrasal verbs are verbs used with prepositions or adverbs (called particles). Phrasal verbs come in various combinations. Combination 1: **verb + adverb**

Isobel **broke down** and wept as she entered my room. '**Cheer up**,' I said, patting the 12-year-old's arm, 'and do **calm down**. When you **grow up** you can **freak out** and **mess up** just as you please, but at school you have to **settle down** and **buckle to**. So just **cool off** and **chill out**.'

Combination 2: **verb + preposition + object**

Isobel was always **getting into** trouble. She had never **taken to** school discipline. I won't **go into** details, but she had **reacted against** school from the start. She had never **settled into** a routine of work and had **fallen behind** the other children in her class. But, as head teacher, I don't **believe in** harsh punishments, and I didn't want to **lay into** her – I had to **guard against** that – because she wasn't a bad girl at heart, and I'd certainly **come across** worse children.

Combination 3: **verb + object + adverb (or verb + adverb + object)**

Once I'd **calmed** her **down**, I attempted to **sort** things **out**. **Gulping back** her tears, Isobel said that one of the older girls had been trying to **knock** her **around** in the playground, and she had **paid** the girl **back** by **beating** her **up**. Then a teacher had **ticked** them **off** and told them she'd **knock** their **heads together** if they didn't **pack it in**.

Combination 4: **verb + object + preposition + object**

I didn't want to **subject** Isobel **to** an inquisition or **put** her **through** a cross-examination so that I could discover which girl had first **lifted** her **hand to** which and **pin** the **blame on** one or the other. Instead, I **put it to** Isobel that I would **close** my eyes **to** this latest escapade if she promised to **pour** her **energies into** her schoolwork from now on – that was the only way she was going to **endear** herself **to** the teaching staff.

Combination 5: **verb + adverb + preposition + object**

Evidently I was **getting through to** her. Isobel **fell in with** the suggestion readily enough – after all, she was **getting out of** a difficulty – but said that, even if she **kept out of** trouble and tried to **get along with** everybody, she would still **come up against** a problem, which was that however hard she worked, she would never **catch up with** her fellow pupils.

Combination 6: **verb + object + adverb + preposition + object**

'Well why don't you **take** your parents **up on** their offer to get you extra tuition?' I asked. I believe they've even **set** money **aside for** this very purpose. You can **put** your **name down for** extra classes in maths and English and any other subjects that you want to **get** yourself **ahead in**. I'm sure your class teacher would **help** you **out with** a workable timetable. You can **set** targets **up** for yourself and **spread** them **out over** several months.'

GLOSSARY: ***buckle to*** to start working hard; ***take to something*** to like it; ***lay into someone*** to criticize them angrily; ***tick someone off*** to scold them; ***pack it in*** to stop whatever you're doing; ***lift your hand to someone*** to hit them.

Phrasal verbs

The topic of **phrasal verbs** was introduced in UNIT 55, **Phrasal verbs: an introduction**, at the end of the chapter **VERBS**, and we looked at it again in the section **The grammar of prepositions** at the beginning of the chapter **PREPOSITIONS**.

What is a phrasal verb?

A **phrasal verb** is a verb used with one or more **particles**. **Particles** are small words such as ***down, up, in, out, away after, for, to.*** The **particle** combines with the verb to give it a special meaning. The meaning of the **verb + particle** may be obvious from the meaning of the verb itself:

- *What do you want to be when you **grow up**?*

But some phrasal verbs have meanings that are difficult to guess simply from the meaning of the verb:

- *At first I didn't like the picture, but it **grew on*** (= became more attractive to) *me.*

The **particles** that combine with verbs to make them into phrasal verbs are either **adverbs** or **prepositions**. Many particles, such as ***down, up, in, on, off, over,*** can be used both as adverbs and as prepositions.

Particles: adverb or preposition?

It is important to understand the difference between **adverbial** and **prepositional particles**:

- **Adverbial particles** have no object:
  - *Turn the computer **off*** (or ***turn off** the computer*) *when you've finished.*
    (The noun phrase *the computer* is the object of the verb ***turn.***)
- **Prepositional particles** have an object:
  - *Turn **off** the motorway at Junction 15.*
    (The noun phrase *the motorway* is the object of the preposition ***off***)

  Here again is a list of **particles** that can be **prepositions** or **adverbs**:

aboard	*about*	*above*	*across*	*after*	*along*	
alongside	*around*	*before*	*behind*	*between*	*below*	
beneath	*beyond*	*by*	*down*	*in*	*inside*	
near	*off*	*on*	*opposite*	*outside*	*over*	
past	*round*	*since*	*through*	*to*	*up*	*within*

Forms of phrasal verbs

Phrasal verbs can take several forms.

- **combination 1: intransitive verb + adverb**

  This combination results in an **intransitive phrasal verb**:

  - *They were away from home when the fire **broke out.***

- *Dan wants to be a doctor when he* ***grows up.***
- *In the winter the pond* ***freezes over.***
- *The party* ***went off*** *very well.*
- *Ben* ***flared up*** (= got very angry) *when I criticized him.*
- *A prominent nose or chin is one that* ***sticks out.***
- *His supporters* ***melted away*** *when the police* ***turned up.***
- *Wait for your anger to* ***cool down*** *before saying anything.*
- *I'm afraid a problem has* ***come up*** (= occurred).
- *It's getting late – it's time to* ***turn in*** (= go to bed).

■ **combination 2: intransitive verb + preposition + object**

This combination results in a **transitive phrasal verb**. The object **follows** the **preposition**:

- *As soon as we* ***started on*** *the project we* ***ran into*** (= encountered) *problems.*
- *I'm* ***counting on*** (= relying on) *you to help me.*
- *I* ***bumped into*** (= met) *Dave in the supermarket.*
- *It's a great opportunity – we should* ***go for*** *it!*
- *Let's* ***run over*** (= consider one by one) *those points again.*
- *She explained the reasons that* ***lay behind*** *her decision.*
- *He knows he can* ***call on*** *us to help him financially.*
- *The police are* ***looking into*** *the affair.*
- *I think we've* ***hit upon*** *a solution.*
- *You can't continue to* ***live off*** *your parents in your twenties.*
- *I've never* ***heard of*** *such a person.*

With **combination 2** there are several kinds of constructions in which the object of the **preposition** is separated from it, and the **preposition stays with the verb** (see also the section **The grammar of prepositions** in the chapter PREPOSITIONS), for example:

1 ***wh*-questions:**
   - *Who should I* ***bump into*** *but Dave!*
   - *We didn't know which alternative to* ***go for.***

2 **relative clauses:**
   - *I'm not willing to give my money to someone (that) I've never* ***heard of.***
   - *There are some points (that) we should* ***run over*** *again.*

3 **passives** (the object of the **active verb** becomes the subject of the **passive verb**):
   - *The affair is being* ***looked into*** *by the police.*

4 ***to*-infinitives:**
   - *I don't think Harry is a person to* ***count on*** *in an emergency.*

- *Don't put your pencil in your mouth – it's a bad habit to get into.*
- *These concepts are too difficult for children to relate to.*

5 *ing* forms (gerunds):

- *You'll need some clean clothes for changing into after the match.*
- *Proper insurance cover is worth attending to.*

6 emphatic constructions:

- *It's yourself (that) you should be looking after, not other people!*
- *Waste is the area (that) needs to be dealt with.*

■ **combination 3: transitive verb + object + adverb**

This combination results in a **transitive phrasal verb**. The object may come between the **verb** and **adverb**, or it may come after the **adverb**:

- *Please switch your handphone off.*
- or: *Please switch off your handphone.*
- *Sue passed her photos round for us all to see*
- or: *Sue passed round her photos for us all to see.*
- *We were unable to carry the plan out.*
- or: *We were unable to carry out the plan.*
- *They were ordered to hand their weapons over.*
- or: *They were ordered to hand over their weapons.*
- *Please put all your belongings away.*
- or: *Please put away all your belongings.*

If the object is a pronoun, it **must** come **between** the **verb** and the **adverb**:

- *I unpacked my clothes and put them away.*
- *She found her handphone and switched it off.*
- *I'd like to try durians, but their smell puts me off.*
- *That must be our guest – I'll show her in.*

With **combination 3**, certain constructions **separate** the **object** from the **phrasal verb**. The **adverbial particle stays with** the **verb**, for example:

1 *wh*-questions:

- *Which bags shall I throw away?*
- *I don't know what to put on today.*

2 relative clauses

- *Is there a password (that) I should key in?*

3 passives

- *The plan was never carried out.*

4 *to*-infinitives expressing purpose

- *I have several suggestions to put forward.*

- *Those jeans are too dirty to* ***put on.***
- *Harry's ideas are never sensible enough to* ***carry out.***

5 ***ing* forms**

- *Some of these suggestions are worth* ***chasing up.***

■ **combination 4: transitive verb + object + preposition + object**

This combination results in a **transitive phrasal verb**:

- *They* ***put*** *all the volunteers* ***through*** *rigorous tests.*
- *We must* ***build*** *plenty of conversation practice* ***into*** *the language course.*
- *She* ***poured*** *all her energy* ***into*** *her work.*
- *We decided to* ***enter*** *our names* ***for*** *the competition.*
- *They* ***called*** *the baby* ***after*** *his grandfather.*
- *The police can't* ***pin*** *that crime* ***on*** *him.*
- *Our teachers spent years* ***hammering*** *facts* ***into*** *us.*
- *Since you're tired, I'll* ***let*** *you* ***off*** (= allow you not to do) *the housework today.*
- *Maggie's bossy ways did not* ***endear*** *her* ***to*** (=make her popular with) *her colleagues.*
- *This contest gives amateurs a chance to* ***pit*** (= test) *their strength* ***against*** *the professionals.*

With **combination 4**, certain constructions separate the **preposition** from its object, for example:

1 ***wh*-questions:**

- *Which grandfather did they* ***name*** *the baby* ***after?***
- *I can't decide* ***which*** *races I should* ***enter*** *my name* ***for.***

2 **relative clauses**

- *There's no particular suspect (that) the police can* ***pin*** *the crime* ***on.***

3 ***to*-infinitives expressing purpose**

- *He needs a worthy rival to* ***pit*** *his wits* ***against.***
- *These kids are too stupid to* ***hammer*** *grammar* ***into.***

4 ***ing* forms**

- *Some of the endurance tests were far too severe for* ***putting*** *young recruits* ***through.***

■ **combination 5: intransitive verb + adverb + preposition + object:**

This combination results in a **transitive phrasal verb**:

- *Helen's always* ***falling out with*** (= quarrelling with) *her friends.*
- *She doesn't* ***get on with*** *her colleagues either.*
- *Have you* ***signed up for*** *the marathon?*
- *Sam has never* ***settled down to*** *a serious job.*
- *I hoped he would* ***grow out of*** *his restless ways.*
- *Disneyland didn't* ***come up to*** *my expectations.*

- *Somebody has gone off with* (= taken) *my calculator.*
- *I hope the government will come up with* (= think of a) *a solution to the problem.*
- *Half the team have gone down with* (= caught) *flu.*
- *Louise goes in for some very strange activities.*
- *Can you pay for me? I've run out of cash.*
- *I won't put up with* (= tolerate) *laziness in my pupils.*
- *His generosity makes up for* (= compensates for) *his silly opinions.*
- *I sent off for the application form.*
- *Children get up to all sorts of mischief.*

With **combination 5**, certain constructions separate the **phrasal verb** from its **object**, for example:

1 ***wh*-questions:**
- *Let's think about our supplies – what are we likely to run out of?*
- *I wasn't sure which website I had logged on to.*

2 **relative clauses:**
- *Fortunately the infection (that) I had gone down with cleared up quickly.*

3 ***to*-infinitives:**
- *You can't stop kids being kids – there's always plenty of mischief for them to get up to.*

4 ***ing*-forms:**
- *Some of the competitions are not worth going in for.*

■ **combination 6: transitive verb + object + adverb + preposition + object:**

This combination results in a **transitive phrasal verb**:
- *I tried to steer the conversation away from exams.*
- *I don't want to get involved – please leave me out of this discussion.*
- *They were trying to pass their cheap watches off as Gucci products.*
- *And then they tried to palm one off* (= sell it under a false description) *on me.*
- *She's still extraordinarily fit at 90 – she puts it down to* (= attributes it to) *vigorous daily exercise.*
- *He enjoys playing his colleagues off against each other* (= causing them to quarrel).
- *We'd like to take you up on* (= accept) *your offer.*
- *Please keep the noise down to a minimum.*
- *Let's spread the work out over a number of weeks.*
- *Conservation is the practice of putting the good back into the land.*

With **combination 6** certain constructions **separate** the final **preposition** in the **phrasal verb** from its **object**, for example:

1 ***wh*-questions:**
- *You're so fit at 90 – what do you put it down to?*

Focus on Grammar

- *Let's decide how many weeks we should spread the work out over.*

2 **relative clauses:**
- *Money was a subject (that) we had to steer the conversation away from.*

3 ***to*-infinitives:**
- *Des and Fred were always looking for customers gullible enough to palm their goods off on.*

4 ***ing*-forms:**
- *Des usually depended on Fred for selling stolen cars on to.*

CHAPTER

9 Conjunctions and Clauses

Conjunctions

Conjunctions link words, phrases or co-ordinate clauses, or introduce subordinate clauses.

CO-ORDINATING CONJUNCTIONS

- linking words
- linking phrases
- linking co-ordinate clauses

SUBORDINATING CONJUNCTIONS introducing subordinate clauses

- adverbial clauses
  - of time
  - of place
  - of manner
  - of reason
  - of purpose
  - of result
  - of concession
  - comparative clauses
  - double comparative clauses
  - conditional clauses
    - first conditional
    - second conditional
    - third conditional
- noun clauses
  - *that*-clauses
  - *wh-*, *if-* or *whether*-clauses
- relative clauses
  - defining or restrictive
  - non-defining or non-restrictive
  - nominal relative clauses
- it ... + *that*-clause for shifting emphasis

UNIT

83 WHAT IS A CONJUNCTION?

Conjunctions are **linking words**. There are **two main types** of **conjunction**: **co-ordinating conjunctions** and **subordinating conjunctions**.

Co-ordinating conjunctions

The chief **co-ordinating conjunctions** are ***and, but,*** and ***or.***

They link **single words**:

- *I enjoy English **and** mathematics.*
- *He works fast **but** accurately.*
- *Is she laughing **or** crying?*

They can link **phrases**:

- *I walked along the street **and** into the supermarket.*
- *The job is highly dangerous **but** extremely interesting.*
- *I don't know whether to wear a long dress **or** a pair of trousers.*

They can also link **clauses**:

- *I opened the window **and** in flew a butterfly.*
- *I usually read The Straits Times **but** my sister reads The New Paper.*
- *They may arrive tomorrow **or** they may not come till Friday.*

Besides ***and, but,*** and ***or,*** there are several other **linking expressions** such as ***so, for, if, though, therefore, yet*** and ***so that,*** which can act like **co-ordinating conjunctions**. We shall look at these in more detail later in the chapter.

Subordinating conjunctions

There are several different types of **subordinating conjunctions**. They introduce **clauses** called **subordinate** or **dependent clauses**.

■ Conjunctions that introduce adverbial clauses

A large number of **subordinating conjunctions** introduce **adverbial clauses**, for example, ***when, if, since, because, although, while, in case*** (and many more).

Adverbial clauses relate to the **action** in the sentence:

- *I'll **see** you when I return.*
- *You may **hold** the baby if you're very careful.*
- *Caroline **decided** to finish her essay, although it was very late.*
- *We **cancelled** the match because a lot of players were ill.*

Adverbial clauses of most types can come before the main clause as well as after it:

- *If you're very careful, you may hold the baby.*
- *Although it was very late, Caroline decided to finish her essay.*

Conjunctions that introduce noun clauses

The subordinating conjunction ***that*** is used to introduce words or thoughts after **saying** or **thinking** verbs:

- *The police officer told us that the road was blocked ahead.*
- *We realized that Sue was only pretending to be angry.*

Grammarians regard ***that***-clauses like these as the **objects** of the saying or thinking verb, and since the **object** of a verb has to be a **noun**, these clauses are called **noun clauses.**

After **asking** or **wondering** verbs, **noun clauses** are introduced either by the subordinating conjunctions ***if*** or ***whether***, or by ***wh***-question words:

- *Ask Mum if she'd like a cup of tea.*
- *Do you know whether Jim is playing tennis this evening?*
- *We wondered why Anna was absent.*
- *I don't know which method is better.*

Relative pronouns introducing relative clauses

Subordinate clauses that **identify** or **describe** a noun have a similar role to that of an **adjective**. They used to be called **adjectival clauses**, but are now more usually known as **relative clauses**. They are introduced by **relative pronouns** such as ***who, whom, whose, which*** and ***that***. These relative pronouns act rather like conjunctions:

- *The fruit that I bought last week is going bad.*
- *People whose names begin with A have a lot of advantages.*
- *I don't know the person to whom you're referring.*
- *The office to which I was directed was shut for lunch.*

Grammar Help

Clauses and phrases – a quick reminder

What is a phrase?

A **phrase** is a **word group** that performs the part of a **noun**, **adjective** or **adverb** or other word class, in a sentence.

For example, in the sentence *I walked along the street and into the supermarket,* the word groups ***along the street*** and ***into the supermarket*** perform the function of **adverbs.** They are **adverbial phrases** relating to the verb ***walked***. Since they begin with **prepositions,** they can also be called **prepositional phrases.**

In the sentence *The job is highly dangerous but extremely interesting,* the word groups ***highly dangerous*** and ***extremely interesting*** are **adjectival phrases** describing the noun ***job***.

In the sentence *I don't know whether to wear a long dress or a pair of trousers*, the word groups ***a long dress*** and ***a pair of trousers*** are **noun phrases**, both the **objects** of the verb ***wear***.

What is a clause?

A clause is a **word group** that usually has **a subject** and **a verb**. **A clause** may form a **sentence on its own**, or it may form **part of a sentence**.

Look at the following two sentences:

- *Jeff is a doctor.*
- *I know that Jeff is a doctor.*

The **first** sentence is a **single clause** forming a **simple sentence**. The **second** sentence contains **two clauses**, each with a subject and a verb. We now have a **main clause** – *I know* – and the original simple sentence *Jeff is a doctor* has become a **subordinate clause**, dependent on *I know*.

The conjunction ***that*** links the two clauses, and belongs to the **subordinate** clause.

Clauses that are linked by **co-ordinating conjunctions** have **equal status**. Each one is an **independent main clause**.

For example, in the sentence ***I opened the window*** *and* ***in flew a butterfly***, there are **two main clauses** – ***I opened the window – in flew a butterfly*** – linked by ***and***, but independent of each other.

Grammarians regard the **co-ordinating conjunction** as belonging to the **second** clause.

UNIT

84 Co-ordinating conjunctions

Co-ordinating conjunctions in context

I had not had a good **or** refreshing night's sleep. I woke feeling depressed **and** tired. I was just opening the window **and** checking the weather (it was a sunny **but** rather cold day) when I saw Louise **and** Jean. There they were, coming along the street **and** approaching the front door.

The doorbell rang; I hastened downstairs to open the door **and** let them in. 'Hallo!' I said. 'Please excuse my dressing gown **and** untidy appearance. I've only just woken up **and** got out of bed.' They looked sympathetic, **if** somewhat amused. 'Yes, well, you do normally look a little smarter **and** better groomed,' said Louise. I had known **both** Jean **and** Louise since our schooldays – they were old friends of mine, **though** sometimes lacking in tact. We were now at university together, all studying English Language **and** Literature. It was an advanced course, **so** pretty challenging. 'Coffee **or** tea?' I asked, taking them into the kitchen **and** offering them a couple of chairs. They both said coffee. 'Milk **and** sugar?' I said as I poured it, forgetting of course that **neither** Jean **nor** Louise took sugar. I was evidently still very sleepy, **therefore** a bit stupid.

They sipped their coffee, **and** I sipped mine. Suddenly they looked at each other **and** looked at me. 'Shall we tell her?' said Louise. They grinned delightedly, **then** burst out laughing. 'You won!' they said together. Louise clapped her hands, **while** Jean slapped me on the back. 'Won what?' I asked. Their words meant nothing to me, **nor** was I aware of being in any competition. 'The essay competition, you silly!' said Louise. 'The essay competition?' I queried.

Jean reminded me about our assignment on Shakespeare's use of metaphor, **and** went on to explain. Apparently Professor Finlay had promised a prize for the best assignment, **though** I myself had no recollection of his offer. It was news to me, **therefore** I was quite astonished to hear about my extraordinary success. The prize was $S100 **and** I collected it from the university office that very afternoon.

A dilemma confronted me. Should I spend the money on a nice meal at a restaurant for the three of us, **or** should I spend it on some serious works of literature? I hit on a compromise: I went into town with my two friends **and** bought videos of performances of three of Shakespeare's plays. We ate burgers at Macdonald's, **then** we came home to watch the videos. We really enjoyed them, **so** the money had been put to good use!

The co-ordinating conjunctions ***and, but, or*** can link words and phrases of the same word class (for example two nouns or noun phrases, two adjectives, two participles, two complements, and so on).

Other conjunctions can be used similarly. ***Both*** and ***neither*** can introduce the first of the pair of linked expressions.

Co-ordinating conjunctions also link clauses. These clauses are co-ordinate clauses; they have equal status, both counting as main clauses.

Co-ordinating conjunctions

We have already noted that the **co-ordinating conjunctions** – *and, but* and *or* – can link **words, phrases** or **clauses**. This unit deals with **words** and **phrases linked** by **co-ordinating conjunctions.**

The words or phrases that are linked by a co-ordinating conjunction have **equal status,** and the **same grammatical function.**

- They may be nouns acting as joint subjects:
  - *Peter and Rita often go for long walks.*
  - *Peter or Rita will meet you at the station.*
- or as joint objects of a verb or a preposition:
  - *Consult Peter and Rita.*
  - *Write to Peter or Rita.*
- or they may have any of several other **joint functions,** for example:

  joint adjectives before a noun:
  - *We had an interesting and instructive tour.*

  adjectival phrases acting as joint complements:
  - *The soup was piping hot and very welcome.*

  joint adverbs:
  - *Hold the baby gently but firmly.*

  prepositional phrases acting as joint adverbials:
  - *I heard her go up the stairs and into her bedroom.*

  prepositional phrases acting as joint adjectival phrases:
  - *The supporters in the stands and on the sidelines shouted protests.*

  or they may have equal status as infinitives or participles:
  - *The baby can already walk and talk.*
  - *Are you coming or going?*

The conjunction *and*

The conjunction ***and*** links words or phrases that are **similar in sense,** or go together in some other way:

- *Books and papers were scattered everywhere.*
- *Please hang up your coats and bags.*
- *The beds are wide, soft and comfortable.*
- *The teddy bear was rather dirty and a bit torn.*
- *The apartment has two large rooms and a small one.*
- *Bring a swimming costume and beach towel.*
- *Mum bought some new jeans for my older sister and me.*

- *He's taking a long **and** well-deserved rest.*
- *Quite young children can now program a computer **and** design a website.*
- *She's good at persuading people **and** getting her own way.*
- *She walked through the hotel lobby **and** out into the hot sun.*
- *Shoppers in the supermarket **and** out on the pavement heard the commotion.*

- The conjunctions ***both ... and*** are used as a pair for emphasis:
  - ***Both** James **and** Sarah thought I was right.*
  - *We saw **both** oil palms **and** traveller's palms along our route.*
  - *The plan was **both** sensible **and** practicable.*
  - *A few people **both** aboard the plane **and** on the ground were slightly injured.*
  - *Sam could **both** read **and** write before he was five.*

Language help

People sometimes **wrongly** use ***as well as*** with ***both:***

- *This method is **both** quick **and** (NOT as well as) efficient.*

As well as is correctly used on its own, like ***and***, between joint items:

- *It is quick **as well as** efficient.*
- *He could read **as well as** write.*
- *We saw oil palms **as well as** traveller's palms along our route.*

- Notice that joint subjects linked by ***and*** need a plural verb:
  - *Tom **and** Joe **are** twins.*

  Instead of two joint items, there may be three or more. If so, you put commas between them, with ***and*** before the last one:
  - *I have English, maths **and** computer studies this morning.*
  - *Our apartments are spacious, elegant, modern **and** convenient.*
  - *I must phone the plumber, change the sheets, buy some more coffee **and** feed the cat.*

- Co-ordinating conjunctions allow you to **omit a repeated part** of the second item, for example the indefinite article, or an adjective:
  - *Bring a map **and** a compass > Bring a map **and** compass.*
  - *These games are designed for older boys **and** older girls > These games are designed for older boys **and** girls.*

- Notice that after ***and*** and other conjunctions you can substitute ***one*** or ***ones*** for a previous countable noun, to avoid repeating it:
  - *I bought six red roses **and** six white **ones**.*

The conjunction *but*

You use the conjunction ***but*** to link words or phrases that have **different** or **contrasting** meanings:

- *Mum had a relaxed but sensible attitude to discipline.*
- *Lately the weather has been sunny but very windy.*
- *Philosophy is a valuable and fascinating but challenging subject.*
- *As a dancer, he's a bit too plump but certainly very graceful.*
- *Sally is taller than me but shorter than my brother.*
- *We want people with courage but plenty of common sense.*
- *This is a little-known fact but a useful one.*
- *Put your things away now – quickly but quietly!*
- *Slowly but surely the waves were coming towards us.*
- *Sue and Jane are at the same school but in different classes.*
- *We kept the medicines on a handy shelf but out of the children's reach.*
- *Let us introduce reforms but keep the best old traditions.*
- *James sat quietly in the corner, saying nothing but noticing everything.*

■ The pair ***not ... but*** is used for correcting a wrong impression:

- *It was **not** courage they lacked, **but** discipline.*

The pair ***not only ... but (also)*** is used as a strong form of ***both ... and***:

- *Sam could **not only** read, **but also** write, before he was five.*
- *The plan was **not only** sensible, **but** practicable.*

Language Help

Notice that the following forms of expression are also used for correcting a wrong impression:

- *It was **not** courage they lacked **so much as** discipline.*
- *It was discipline they lacked **rather than** courage.*

The conjunction *or*

You use the conjunction *or* to introduce a **choice** or an **alternative**:

- *Is a spider an insect **or** an animal?*
- *Would you like tea **or** coffee?*
- *I'm not keen on tea, coffee **or** cocoa.*
- *Is this a thick piece of string **or** thin piece of rope?*
- *We can take a long slow route **or** a short steep path to the summit.*
- *It isn't clever **or** sensible to throw stones.*
- *Should we turn right **or** left?*
- *Are we going into town on foot **or** by bus?*
- *I must have left the keys in the car **or** at the office.*
- *I didn't know whether to laugh **or** cry.*
- *I'll phone later **or** send you an e-mail.*
- *Women were looking at the market stalls **or** standing in groups chatting.*

■ The conjunction *or* takes the place of *and* after a negative, for example:

- *I like tea **and** coffee.*
- *I like tea, coffee **and** cocoa.*
- *I must phone the plumber, change the sheets, buy some more coffee **and** feed the cat.*

- *I don't like tea or coffee.*
- *I don't like tea, coffee or cocoa.*
- *I haven't phoned the plumber, changed the sheets, bought any more coffee or fed the cat.*

- The pairs of conjunctions ***either ... or*** and ***neither ... nor*** are used to give more emphasis to alternatives:
  - *The baby will be called **either** James after his grandfather **or** John after his father.*
  - *Frances drinks **neither** tea **nor** coffee.*
  - *It's **neither** clever **nor** sensible to throw stones.*
  - *I must have left the keys **either** in the car **or** at the office.*
  - *I'll **either** phone later **or** send you an e-mail.*

- ***or else*** is an emphatic form of ***or***:
  - *I'll phone later **or else** send you an e-mail.*

The conjunctions *yet, if, though, so, therefore*

- The conjunctions ***yet***, ***if*** and ***though/although*** can be used to introduce a contrasting item in a similar way to ***but***:
  - *I have one more obvious, **yet** important, point to make.*
  - *The design was simple **yet** elegant.*
  - *She spoke kindly **yet** firmly to the children.*
  - *We had an enjoyable, **if** rather wet, walk.*
  - *Our neighbours were very friendly, **if** rather talkative.*
  - *Charlie is a nice enough little boy, **though** a rather mischievous one.*
  - *He painted an interesting, **though** very gloomy, picture of the situation.*
  - *They own a handsome, **although** rather disobedient, dog.*

- The conjunctions ***therefore*** and ***so*** can be used to add a conclusion:
  - *At night your brain is tired, **so** less efficient.*
  - *It was an eye-catching, **therefore** effective, advertisement.*

The conjunction *as well as*

As well as can act as a co-ordinating conjunction.

We have seen ***as well as*** acting as a preposition (see the chapter PREPOSITIONS, UNIT 80).

Typically, ***as well as*** adds an item to one already known about:

- *Yes, she's beautiful; but she has talent **as well as** beauty.*
- *The result benefited me **as well as** him.*

But ***as well as*** can link items other than nouns and pronouns, as long as they match each other grammatically, that is, belong to the same word class, for example:

- *I was surprised **as well as** pleased.* (adjectives)
- *She led the team sensitively **as well as** sensibly.* (adverbs)

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- *I'll be seeing the world as well as earning my living.* (present participles)
- *I can skate as well as ski.* (bare infinitives)
- *He had directed the play as well as written it.* (past participles)
- *He directs plays as well as writes them.* (finite verbs)

Grammar Help

When the first item before ***as well as*** is a finite verb, the verb after ***as well as*** is often turned into an ***ing*** form:

- *He directs plays as well as writing them.*

When ***as well as*** links ***to***-infinitives, the ***to*** of the second infinitive is usually omitted:

- *I want to see the world as well as earn my living.*

UNIT 85

CO-ORDINATE CLAUSES LINKED BY CO-ORDINATING CONJUNCTIONS

And, but, or and related conjunctions

The **co-ordinating** conjunctions ***and, but*** and ***or*** can be used to link two sentences together so as to form one sentence. The two sentences that are joined together by **co-ordinating conjunctions** are **co-ordinate clauses**. They are both **main clauses**. They have **equal status**:

- *Joe is studying. Sue is practising the piano.*
- *Joe is studying **and** Sue is practising the piano.*
- *We invited Jim and Jean to the wedding. They couldn't come.*
- *We invited Jim and Jean to the wedding **but** they couldn't come.*
- *Perhaps he missed the train. Perhaps the train is late.*
- *Perhaps he missed the train **or** perhaps the train is late.*
- *Joe is studying. Sue is practising the piano. Sarah is reading.*
- *Joe is studying, Sue is practising the piano **and** Sarah is reading.*
- *It's illegal. It's immoral. It makes you fat.*
- *It's illegal, it's immoral **or** it makes you fat.*
- *I turned off the air-conditioning. I locked up the office.*
- *I turned off the air-conditioning **and** locked up the office.*
- *Jake had not made the beds. He had not washed the dishes.*
- *Jake had not made the beds **or** washed the dishes.*
- *The day started wet. It improved later.*
- *The day started wet **but** improved later.*

Did You Know?

Sometimes ***and*** is used with a repetition of the verb for strong emphasis:

- *The audience clapped **and** clapped.*
- *The children cried **and** cried when they had to leave.*

- When using **co-ordinating** conjunctions, you can **omit** the subject in the second clause if it is the same for both clauses:
  - *She picked up the violin **and** ~~she~~ began to play.*
  - *I wanted to turn the light off **but** ~~I~~ couldn't find the switch.*
  - *In the morning Jim goes jogging **or** ~~he~~ works out in the gym.*
- It's possible to combine clauses using ***both ... and, either ... or***, and ***neither ... nor***:
  - *Helen **both** wrote the play **and** produced it.*
  - ***Either** the television's broken **or** there's an electricity failure.*
  - *People **either** liked the play **or** hated it.*
  - *I had **neither** read the play, **nor** did I want to see it.*

Focus on Grammar

The conjunction ***nor*** means 'and not'. It can be used on its own to introduce a second negative clause. The order is ***nor*** + **auxiliary + subject + main verb** (or ***nor*** + ***be*** or ***have*** + **subject**):

- *I didn't know Anna's address,* ***nor could I find*** *her in the phone book.*
- *The apartment in Scott Street was not suitable,* ***nor was the surrounding area*** *very attractive.*
- *He knew no Chinese,* ***nor had he*** *any interest in learning it.*

It's possible to use ***neither*** instead of ***nor***:

- *The apartment in Scott Street was not suitable,* ***neither was the surrounding area*** *very attractive.*

■ ***Or*** and ***or else*** are used to say what the result will be of not doing something necessary:

- *Hurry* ***or*** *you'll miss your train.*
- *Stop misbehaving immediately* ***or*** *you'll be punished.*
- *We must plan our journey in advance* ***or else*** *we'll waste time and money.*

Language Help

You can produce the same meaning using ***if not***:

- *You'll miss your train* ***if*** *you* ***don't*** *hurry.*
- ***If*** *you* ***don't*** *stop misbehaving immediately, you'll be punished.*
- ***If*** *we* ***don't*** *plan our journey in advance, we'll waste time and money.*

So, for, then, therefore though/although, yet, so that, whereas, while, plus

■ Besides the conjunctions we have looked at above there are the linking words ***so, for, therefore, though/although, yet,*** and ***so that,*** which can be used as **co-ordinating conjunctions** to link clauses:

- *It was getting late,* ***so*** *I decided to rent a room for the night.*
- *Susan realized the scheme was dishonest,* ***so*** *refused to get involved in it.*
- *I said nothing,* ***for*** *there was nothing to say.*
- *We went to bed early,* ***for*** *we had a long journey ahead of us.*
- *Helen waited impatiently,* ***then*** *knocked again.*
- *He looked astonished for a moment,* ***then*** *laughed.*
- *He's getting very deaf,* ***therefore*** *we must be patient with him.*
- *George had never been in Hong Kong before,* ***therefore*** *knew nothing of its politics.*
- *It's good to see you,* ***though*** *you might have warned me you were coming.*
- *Mum loves gardening,* ***although*** *she doesn't do much of it these days.*

Grammar Help

You will notice that with the co-ordinators ***so, then, therefore*** and ***yet*** you can drop the subject in the second clause if the subject is the same in both clauses:

- *You knew about Sam's plight,* ***yet*** *failed to help him.*
- *Anna didn't want to interfere,* ***so*** *said nothing.*
- *They paid for their meal,* ***then*** *left.*
- *Dad was embarrassed,* ***therefore*** *changed the subject.*

- *Neighbours reported the joy-riders several times, yet the police took no action.*
- *She knew she might fail, yet kept on trying.*
- *They went for a very long walk, so that* (= and the result was that) *it was dark when they reached home.*

- The conjunctions *while* and *whereas* are used rather like *but* as co-ordinating conjunctions, to introduce clauses containing a contrasting idea:
  - *Maria enjoys having a career, while her husband prefers childcare and housework.*
  - *I loved going to concerts, whereas my sister liked going to the theatre.*

- You will sometimes hear the preposition *plus* being used rather like an emphatic form of *and* as a co-ordinating conjunction:
  - *I have a lot of family commitments, plus I have a demanding job.*

UNIT 86 SUBORDINATING CONJUNCTIONS THAT INTRODUCE ADVERBIAL CLAUSES

SUBORDINATING CONJUNCTIONS IN CONTEXT

some **conjunctions** and clauses of time and place

As soon as I entered the flat, I noticed the strange smell. I sniffed vigorously. The smell became stronger **as** I passed through the hall towards ten-year-old Jeff's bedroom. I paused **where** the smell was strongest, just outside his door. **While** I stood there, Jeff came out of the room and closed the door behind him.

some **conjunctions** and clauses of manner

He was looking very sheepish, **as if** he had a guilty secret. He stood blocking his doorway, **like** he didn't want me to go in. The place smelt just **how** the air smells after a fireworks display, only worse. **As** I suspected, he'd been doing one of his chemical experiments, and it had gone wrong, **the way** they so often did.

some **conjunctions** and clauses of reason, purpose and precaution

'Oh, hi, Mum,' said Jeff, still standing in his doorway. I didn't want to appear impatient, **because** he gets upset easily. However, **seeing** he obviously wasn't going to move, and, **since** I was more than a little worried, I decided to force my way into the room **so that** I could see the damage for myself. I needed to take action **before** anything worse took place.

Clauses of result are usually introduced by *that*, with *so* or *such* in the main clause.

Jeff was **so** determined not to let me in **that** he actually grabbed my arm in alarm, but I was too strong for him, and in I went. The smell was **so** strong inside the room **that** I nearly choked, and there was **such** a lot of smoke **that** I could hardly see.

some **conjunctions** and clauses of concession

Although I feared the worst, and **although** the smell was really awful, the damage was comparatively small, thank goodness. There had evidently been some sort of minor explosion involving chemicals from his chemistry set, but there was only one small burn in the nylon carpet, **even though** the smell and the smoke had been fearsome. **While** I was thoroughly relieved, I certainly wasn't going to let him get away with it. I was determined he wasn't going to endanger us all again, **even if it meant** getting very angry with him. But, **naughty as he had been**, I couldn't be furious for long, and eventually forgave him.

Comparative clauses can be introduced by *than*, with a **comparative form** in the main clause, or by *as*, with another *as* in the main clause. With double comparative clauses there is a **comparative form** in both the subordinate and the main clause.

As for Jeff, he was pretty shaken – **more** shaken **than** I'd ever seen him before. He took **longer than** he usually does to recover from the scolding, and made **less** fuss **than** the other two children did about going to bed early. And he wasn't **as** ready to give me a goodnight kiss **as** he normally is. In fact he burst into tears, and **the more** I tried to reassure him **the more** ashamed of himself he seemed to be.

Subordinating conjunctions

Words such as *when, if, because, since, although* are **subordinating conjunctions.** **Subordinating conjunctions** introduce **subordinate clauses.**

Subordinate clauses are dependent on the **main clause** containing the **main verb.** They are often called **dependent clauses.** The majority of **subordinating conjunctions** introduce **adverbial clauses.**

There are many different types of adverbial clause, introduced by various kinds of conjunction. In many cases **adverbial clauses** can come **before the main clause as well as after** it.

Adverbial clauses of time

- The conjunctions that introduce adverbial clauses of time are: ***after, as, as soon as, before, once, since, till, until, when, whenever, while.*** They answer the question **when?**
  - *After the shops shut, the street is deserted.*
  - *We can discuss plans after you've had a shower and a meal.*
  - *We were all in tears as the film came to an end.*
  - *Move off as soon as the light turns green.*
  - *As soon as the bell rang, everybody started packing up their things.*
  - *I'll call you before I leave for London.*
  - *Jim wanted to see Maggie again before he left for London.*
  - *Before I'd finished speaking I realized my mistake.*
  - *Once the question of safety is settled, we can move on to other matters.*
  - *You've grown a moustache since I last saw you.*
  - *The village had not altered since we had visited it twenty years earlier.*
  - *I'll wait here till you come back.*
  - *We went on talking until the clock struck midnight.*
  - *I always switch off the computer when I go to bed.*
  - *I'll take you to a nice restaurant when we meet tomorrow.*
  - *When the applause had died down we got up to go.*
  - *The roof leaks whenever it rains.*
  - *She used to get upset whenever she remembered the incident.*
  - *I usually listen to the radio while I use my exercise bike.*
- With most conjunctions of time, the **subordinate clause** can come before the main clause:
  - *I can start the cooking once I've assembled all the ingredients.*
    or: *Once I've assembled all the ingredients, I can start the cooking.*

  However, subordinate clauses beginning with *till* or *until* normally come **after** the main clause:
  - *We stayed in the garden till the sun went down.*

If a threat is being expressed, the subordinate clause can come first:

- *Until you learn to behave properly, you will stay in your room.*

- When the **main clause** uses a **future form** of the **verb** (for example with ***shall, will,*** or ***be going to***), or is in the **imperative**, the **verb** in the **subordinate clause** is in the **present** tense:
  - *I'm going to write a letter of complaint **when I get home.***
  - *We **shall amuse** ourselves **till you arrive.***
  - *You'll **be seeing** Jane **before I do.***
  - ***Give** your parents my best wishes **when you next phone them.***

  Similarly, in reported speech or thought, when the **main verb** is in the **future in the past**, the **verb** in the **subordinate clause** is in the **simple past:**
  - *I said I **was going to write** a letter of complaint **when I got home.***
  - *We assured her we **would amuse** ourselves **till she arrived.***
  - *I remarked that he **would be seeing** Jane **before I did.***

- With many time conjunctions, the finishing of one activity before the start of another can be emphasized by the use of a present perfect or past perfect form of the verb in the subordinate clause, instead of the simple present or simple past; but usually it makes little difference to the sense:
  - *When I'd **considered** (or when I **considered**) the question again, I realized I was wrong.*
  - *After you've **made** (or after you **make**) the beds, could you help me with the shopping?*
  - *Don't interrupt before I've **finished** (or **finish**) speaking.*
  - *Move off as soon as the light **has turned** (or **turns**) green.*
  - *Once your children **have left** (or **leave**) home, you can start living your own life.*
  - *We won't sign till we've **consulted** (or **consult**) the whole family.*

- The conjunction ***since*** usually requires a **present perfect** or **past perfect** form of the verb in the **main clause**:
  - *You've **changed** your mind **since** we last discussed this.*
  - *He **had grown** a beard **since** I'd last seen him.*

See also UNIT 89, RELATIVE CLAUSES, for information on **when** as a relative.

Adverbial clauses of place

- The conjunctions ***where, wherever, everywhere*** and ***anywhere*** introduce adverbial clauses of place. They can all express either **position** or **direction**, so they answer the question **where** or **where to?**
  - *Stay **where** (= in the place where) you are!*
  - *Go **where** (= to the place where) you are directed.*
  - *There was a hole in my trousers **where I had caught them on a nail.***
  - ***Where the building had been standing** there was nothing but a smoking crater.*
  - *We'd better go and queue **where those other cars are queuing.***

- *They say you will find a pot of gold where the rainbow ends.*
- *Sometimes help is to be found where you least expect it.*
- *Where there's life there's hope.*
- *The crowds followed her wherever (= to any place where) she went.*

Language Help

Notice that ***where*** can mean the same as ***wherever***:

- ***Where there's life**, there's hope.*
- *I'm a diplomat – I have to go **where** I'm sent.*

- *Wherever (= in any place where) there's poverty, there's usually a poor level of health.*
- *Wherever it struck, smallpox caused widespread death and disfigurement.*
- *Everywhere we travelled, we found wonderful hospitality.*
- *You have to learn the rules of chess – you can't move the pieces anywhere you want!*

■ You can use the prepositions *from* and *to* before ***where*** and ***wherever***:

- *We could see the flames from **where we were standing.***
- *I walked over to **where Jane was sitting.***
- *He occasionally sends postcards from **wherever he happens to be.***
- *I forward his mail to **wherever he happens to be.***

Did You Know?

In older literature you find two conjunctions of direction, ***whither***, meaning 'to where', and ***whence***, meaning 'from where':

- *I must go **whither** (= to the place to which) I am sent.*
- *They returned **whence** (= to the place from which) they had come.*

■ When the **main** clause uses a **future** form of the verb, the verb in the **subordinate** clause, if it has a **future** sense, is nevertheless in the **present** tense:

- *You'll find a warm welcome **everywhere you go in Turkey.***

Similarly, in reported speech or thought, when the **verb** in the **main** clause is in the **future in the past**, the verb in the **subordinate** clause, if it has a **future** sense, is nevertheless in the **simple past**:

- *We both knew that we'd be in danger **wherever there was fighting.***

■ You can usually put adverbial clauses of place before the main clause, especially if the sense of the place conjunction is 'wherever':

- ***Wherever we went we were well treated.***
- ***Everywhere you go you see the same ads.***
- ***Where there's life there's hope.***
- ***Where he'd finished reading** he'd left a pencil mark.*

See also UNIT 89, RELATIVE CLAUSES, for information on ***where*** as a relative.

Adverbial clauses of manner

- The conjunctions *as, as if, as though, how, however, like, so that* and *the way* introduce adverbial clauses of manner. They answer the question **in what way, how?**
  - *Please do as you're told!*
  - *We divided the books into piles as we had been instructed.*
  - *She screamed and screamed as if she had seen a ghost.*
  - *Joe was rushing along as though he was in a terrible hurry.*
  - *I thought I had laid the table just how you do it yourself.*
  - *You may re arrange the furniture however you prefer.*
  - *The other kids treated me like they hated me.*
  - *You look like you haven't slept all night.*
  - *Her hair hung so that (= in such a way that) it hid her eyes.*
  - *Sit so that your feet are flat on the floor.*
  - *Treat other people the way you want to be treated yourself.*
  - *I want my hair cut the way Helen's is cut.*

  Subordinate clauses of manner normally come **after** the main clause, as in the examples above.

- When the **main** clause uses a **future** form of the verb, the verb in the **subordinate** clause, if it has a **future** sense, is nevertheless in the **present** tense:
  - *I **shall have** to marry as my parents wish.*

  Similarly, in reported speech or thought, when the verb in the **main** clause is in the **future in the past**, the verb in the **subordinate** clause, if it has a **future** sense, is nevertheless in the **simple past**:
  - *I realized I **would even have** to wear my hair **the way my husband** wanted.*

Grammar Help

Like is used as a conjunction more in American English than in British English:
- *You look **like** you had seen a ghost.* (American English)
- *You look **as if** you had seen a ghost.* (British English)

Adverbial clauses of reason

The conjunctions *as, because, seeing, since* are used to introduce adverbial clauses of reason. They answer the question **why?**

- *As it was late we took a taxi home.*
- *I go to the gym every day, as I'm a great believer in the benefit of exercise.*
- *Jim works hard because he wants to do well.*
- *I bought a packet of nuts because I was hungry.*
- *She forgave him because she was his mother.*
- *Because our usual road was flooded we had to take a different route.*
- *Since you're so clever you can tell us all the right answer.*
- *They moved to an apartment in the town centre, since they liked shops and crowds.*
- *Why don't you have a little holiday, seeing you've finished your assignment?*
- *Seeing he'd walked so far and was tired, we had to invite him in.*

Adverbial clauses of reason can come **before** or **after** the main clause:

- *I usually avoided Ellen **because I didn't like her much.***
- *Because I didn't like Ellen much, I usually avoided her.*

Adverbial clauses of precaution or prevention

- The conjunctions ***in case, lest*** and ***before*** are used to introduce clauses that express the idea of **taking precautions**. They answer the question **why?**
  - *I'll take an umbrella in case it rains.*
  - *Bring a swimming costume in case we go for a beach picnic.*
  - *Write down that address immediately in case you forget it.*
  - *I didn't want to ask any more questions, in case unpleasant facts emerged.*
  - *We'd better tell the neighbours about the party, in case anybody objects.*
  - *She usually stopped practising the piano about nine o'clock, lest she disturbed the neighbours.*
  - *Some teachers are afraid of teaching grammar and spelling, lest they interfere with their pupils' creativity.*
  - *We'd better eat this fruit before it goes bad.*
  - *Let me just write down your phone number before I forget it.*
  - *We decided to make our escape before anything worse happened.*

> **Language Help**
>
> The conjunction ***lest*** is rather formal. You find it in older literature.

- **Conjunctions of precaution** behave rather like negatives, so can be followed by *any-* words:
  - *Let's just go out on our own, **before anyone** stops us.*
  - *Keep a record of all the money you spend, **in case** there are **any** difficulties over it.*
- Even when the **main** clause uses a **future** form of the verb, or is in the **imperative**, the verb in the **subordinate** clause is in the present tense:
  - *I'll take an umbrella **in case it rains.***
  - ***Put away** those precious ornaments **before anyone drops them!***

  Similarly, in a past context, the verb in the **subordinate clause** is in the simple past:
  - *I took a toothbrush with me **in case I stayed overnight.***

  Clauses of precaution normally come **after** the main clause.

Adverbial clauses of purpose

- The conjunctions ***so, so that, in order that*** introduce adverbial clauses of purpose. They answer the question **why?** or **what for?**
  - *I'll get up early so I can do some work before breakfast.*
  - *We crawled along the ground so the others wouldn't spot us.*
  - *I'd better clean the house so that it looks OK for the party.*
  - *Children should be given plenty of vegetables so that they keep nice and healthy.*

- *Please stand still so that I can brush your hair properly.*
- *People learn poetry so that they can enjoy repeating it.*
- *Let's look at the map carefully so that we don't lose our way.*
- *I wrote down the message so that I wouldn't forget it.*
- *Get to bed early so that you feel fresh for your exam tomorrow.*
- *We had to break the ice on the cattle trough in order that the animals could drink.*
- *In order that everybody gets a turn on the trampoline we must restrict ourselves to five minutes each.*

Grammar Help

The conjunctions ***so as to*** and ***in order to*** also express purpose, but they are followed by **infinitives:**

- *Learn a lot of different forms of expression, **so as to** give variety to your writing.*
- *I got up early **in order to** finish my essay.*

■ When the clause of purpose refers to a **future** situation, its verb can be in the present or future tense:

- *We shall leave the air-conditioning on **so that** the temperature remains* (or *will remain*) *even.*

Similarly, in a **past** context, the verb in the purpose clause can be in the simple past or the future in the past:

- *I left the air-conditioning on **so that** the temperature **remained** (or **would remain**) even.*

Clauses of purpose typically come **after** the main clause.

Adverbial clauses of result

■ The conjunction ***that*** introduces adverbial clauses of result. The clause of result is linked to *so* or *such* in the main clause:

- *Sally laughed so much **that** she fell off her chair.*
- *I had so many jobs to do **that** I had to stay up all night to finish them.*
- *There's **such** a demand for tickets **that** we've had to ration them to two per family.*
- *We had **such** good weather for our holiday **that** everybody got a tan.*
- *The sun was **so** hot **that** we had to shelter under a tree.*
- *We were so late for the concert **that** we weren't allowed in.*
- *Sometimes the birds sing so loudly in the morning **that** they wake us up.*
- *The man had **such** an interesting face **that** I wanted to draw it.*
- *There were so many of us **that** we couldn't all get into the bus.*
- *The mountains are so high **that** their tops are always hidden in mist.*
- *I've read 'Alice in Wonderland' so often **that** I know it by heart.*
- *It rained so heavily **that** the street turned into a river.*
- *You came in so quietly **that** you made me jump.*

In informal English, the conjunction ***that*** can be omitted from the clause of result:

- *He was so ill he nearly died.*
- *She gave such a good performance the audience stood up to applaud her.*

More informally, in spoken English, the result clause is sometimes put first:

- *We couldn't get into the bus, there were so many of us.*

- You use *so* before verbs, adverbs, quantifiers like *many* and *much*, and adjectives that are not followed by nouns:
  - *She so wanted to learn the violin that she saved up to buy her own.*
  - *She played so well that she was chosen for the orchestra.*
  - *She practised for so many hours a day that she was exhausted.*
  - *She was so enthusiastic that she practised for three hours a day.*

Language Help

In informal spoken English ***that*** is sometimes used instead of ***so*** before adjectives, adverbs and quantifiers:

- *She was **that** enthusiastic she practised three hours a day*
- *You came in **that** quietly you made me jump.*
- *She practised for **that** many hours she was exhausted.*

- You use *such* and *such a* before nouns and before adjectives followed by nouns:
  - *She had such talent that she was soon playing solos.*
  - *There was such a demand to hear her that the concert hall was full.*
  - *There was such an eager crowd waiting outside that she couldn't reach her taxi.*
  - *She got such good reviews in the press that she became famous overnight.*

Adverbial clauses of concession

- The conjunctions *although, though, even if, even though* and *while/whilst* introduce clauses of concession, in which a fact is stated that makes the statement in the main clause rather surprising. Related to these conjunctions are the *wh-ever* words, such as *however, whatever, whoever,* the expression *no matter what, where, when,* and so on, and the pair *whether ... or*:
  - *Helen included the portrait in the exhibition although she wasn't very pleased with it.*
  - *Although I thoroughly agree with you, I can't say so publicly.*
  - *Though he's only 55, he has decided to retire.*
  - *She feels exhausted all the time, even though she gets plenty of sleep.*
  - *Even though it was inaccurate on many points, I found the book stimulating.*
  - *Check those irregular verbs again, even if you think you know them well already.*
  - *While we do our very best to check details, the occasional error may occur.*
  - *However much you enjoy acting, you must get your degree before going on the stage.*
  - *Something always goes wrong, however well you plan things.*
  - *I expect we shall enjoy ourselves in Britain, whatever the weather is like.*
  - *Sally will make a good wife, whoever she marries.*
  - *We haven't planned an exotic honeymoon – we'll have fun wherever we go.*
  - *Dad always likes an argument, no matter what time of day it is.*
  - *Whether or not you want to be an actor, you must take your degree first.*

- With the ***wh-ever*** conjunctions, when the **main** clause uses a **future** form of the verb, or is in the **imperative**, the verb in the **subordinate** clause, if it has a **future** sense, is nevertheless in the present tense:
  - *Fred **will make** a good husband, **whoever he** marries.*
  - ***Whatever else you do in life,** always **be** true to yourself.*

  Similarly, in reported speech or thought, when the **verb** in the **main** clause is in the **future in the past**, the verb in the **subordinate** clause, if it has a future sense, is nevertheless in the simple past:
  - *I promised I **would stay** with him, **wherever he** found **work**.*
- Adverbial clauses of concession can come **before** or **after** the main clause:
  - *She walked on, **even though she was faint with hunger**.*
  - ***Even though she was faint with hunger,** she walked on.*

Grammar Help

The conjunction ***although*** already includes the sense 'even', so the combination ***even although*** is not correct:
- *I switched off the television, **even though** (not **even although**) my favourite programme was on.*

- You can also use ***as*** to form a concession clause:
  - ***Late as it was,** we decided to walk home.*
  - ***Childish as it may seem,** I enjoy games like hide-and-seek.*

Language Help

In American English an extra ***as*** is often inserted:
- ***As** late **as** it was, we decided to walk home.*

This is not idiomatic in British English.

Clauses of comparison (or comparative clauses)

- The conjunction ***than*** and the pair of words ***as ... as*** introduce comparative clauses. The conjunction ***than*** is combined with a **comparative** form in the main clause:
  - *The weather was **hotter** in Egypt <u>than it was in Malta</u>.*
  - *Richard has been having singing lessons and sings **better** <u>than he used to</u>.*
  - *A cheetah can run **faster** <u>than an antelope can</u>.*
  - *The train is going **more slowly** <u>than it usually does</u>.*
  - *Harry had made **more** mistakes <u>than I had</u>.*
  - *The job took **longer** <u>than we had expected</u>.*
  - *Helen has **less** cause for complaint <u>than I have</u>.*
- The conjunction ***as*** is combined with the adverb ***as*** in the main clause:
  - *You'll soon be dancing **as** beautifully <u>as your sister does</u>.*

- *This year's exams weren't as difficult as last year's were.*
- *Jim and I both work hard, but I don't work as hard as he does.*
- *The sky's almost as dark as it is at night.*
- *We didn't do the job as quickly as we had hoped.*
- *Was Venice as wonderful as they say?*
- *Helen hasn't as much cause for complaint as I have.*

Than and ***as*** can act as **prepositions** or **conjunctions**. They act as **conjunctions** when they introduce **clauses** with a **subject** and a **verb**:

- *Henry is less enthusiastic than I am.*
- *Henry accepted the idea less enthusiastically than I did.*
- *You'll get there sooner than I will.*
- *Henry hasn't as much enthusiasm for work as I have.*
- *Humans can't hear as well as dogs can.*

Grammar Help

Notice that in the subordinate clause, the use of the verb ***be, have*** or an **auxiliary verb** avoids repetition of material in the main clause:

*Henry accepted the idea less enthusiastically than I **did*** (= 'accepted the idea').
*You'll get there sooner than I **will*** (= 'will get there').

For more information, see the chapter ELLIPSIS AND SUBSTITUTION.

You can leave out the verb in the subordinate clause. Then ***than*** and ***as*** behave like **prepositions**:

- *A cheetah can run faster **than an antelope**.*
- *You'll soon be dancing as beautifully **as your sister**.*

When you omit the verb after a **pronoun**, you have a choice between:

the **object form** of the pronoun, which is more natural:

- *Henry had made more mistakes than **me**.*
- *Jim and I both work hard but I don't work as hard as **him**.*

and the **subject form**, which is very formal:

- *Henry had made more mistakes than **I**.*
- *Jim and I both work hard, but I don't work as hard as **he**.*

- Notice that the comparison is not always between two people or things. You can compare the state or performance of the same person or thing at different times:

  - *Richard sings better than he used to.*
  - *The train is going more slowly than it usually does.*

  Or the comparison may be with what was expected, hoped, or said:

  - *The job took longer than we had expected.*
  - *Was Venice as wonderful as they say?*
  - *I didn't get as much done as I wanted to.*

Grammar Help

In comparisons between someone's state or performance at different times, or between expectation and reality, as in the examples above, you often find that material from the main clause is omitted in the subordinate clause after the ***to*** of a ***to***-infinitive:

- *Dad doesn't walk as fast as he used **to*** (= to walk).
- *I didn't achieve as much this morning as I had intended **to*** (= to achieve).

For more information, see the chapter ELLIPSIS AND SUBSTITUTION.

Double comparative clauses (or clauses of proportion): *the more ... the more*

- **Double comparative clauses** or **clauses of proportion** express the idea that one thing increases or decreases at the same rate as another increases or decreases. ***The* + comparative** in the first clause is combined with ***the* + comparative** to introduce the second clause:
  - *The more nervous he gets, **the better** he performs.*
  - *The more we eat, **the fatter** we get.*
  - *The more I worry, **the less well** I concentrate.*
  - *The more you practise your strokes, **the better** you'll play.*
  - *The older he gets, **the more bad-tempered** he becomes.*
  - *The harder I try, **the less** I succeed.*
  - *The softer your bed is, **the worse** it is for your back.*
  - *The colder the weather gets, **the more unwilling** I am to get up in the morning.*
  - *The more money people earn, **the less happy** it seems to make them.*
  - *Girls evidently think that the thinner they are, **the more beautiful** they must be.*
  - *The further I explored into the cave, **the more fascinating** the rock formations became.*
  - *The less you interfere, **the more co-operative** your employees will be.*

Grammar Help

In the structure ***the more... the more***, the **first** clause is the **subordinate** clause. You can express the same idea using the conjunction **as**:

- *The rock formations became **more fascinating as** I explored **further** into the cave.*
- ***As** he gets **older**, he becomes **more bad-tempered**.*

When the **main** clause uses a **future** form of the verb, the **verb** in the **subordinate** clause, though it has a **future** sense, is nevertheless in the **present** tense:

- *The more you resist, the worse it **will be** for you.*

Similarly, in reported speech or thought, when the verb in the **main** clause is in the **future in the past**, the **verb** in the **subordinate** clause, though it has a **future** sense, is nevertheless in the **simple past**:

- *I realized that **the more I resisted**, the worse it **would be** for me.*

UNIT

87 CONDITIONAL CLAUSES

CONDITIONAL CLAUSES IN CONTEXT

'I can guarantee that you'll lose weight quite quickly if you eat less and take more exercise,' the doctor told me. I'd been worrying about the amount of weight I'd gained since I started my new job in the city centre some months previously, hence my visit to the doctor. It's a sedentary job, we eat lunch at our desks, and we usually go for a drink and a packet of French fries before returning home on the underground for the main evening meal. That's it – if you sit in front of a computer all day and eat too much you put on weight. 'Provided,' went on the doctor, 'that you exercise daily – long enough and hard enough to bring you out in a sweat – you will definitely improve your shape; and, as long as you eat a balanced diet with plenty of fruit and vegetables, avoid fatty foods, stick to one glass of wine a day, and cut out eating between meals, you will slim down noticeably within a few weeks.'

A typical **first-conditional** sentence has the simple present tense in the subordinate clause, and the future tense in the main clause. But in general statements of truths, there can be a simple present verb in the main clause too.

'Easier said than done,' I thought to myself. 'Were I a strong-willed person I might find dieting a lot easier. But the fact is I love food, especially cheese, cream and French fries. And, if the job didn't keep me busy from eight in the morning, through the lunch hour till six at night (quite apart from the time spent travelling), finding time for regular daily exercise would be simpler too.' Then, more hopefully, I thought, 'If I managed to find one of those gyms with lots of exercise machines near my place of work, perhaps I could get there by 7.00 am and exercise till 7.30. Also, if I joined a gym I could ask for a personal trainer to help me keep at it and monitor my progress. And, if I asked my doctor very nicely, she might make out a diet sheet to suit me. As for motivation, there's my cousin's wedding in three months' time. If I aimed at losing, say, ten pounds by then, I'd be able to buy myself a wedding outfit in a size smaller than my present size.'

A typical **second-conditional** sentence refers to the present situation, has a past subjunctive (it looks like the simple past tense) in the subordinate clause, and a modal verb such as *would, could, might* + base form in the main clause.

So I started on my new regime. If I hadn't put on so much weight, it would have been less of a struggle. And if I hadn't set myself that fairly imminent date as a target, I would have been able to spread the effort out more. On the other hand, if I hadn't had the wedding as a motivating force, I might not have tried at all. As it turned out I successfully lost 12 pounds in time for the wedding, and found a beautiful outfit that certainly wouldn't have fitted me if I hadn't done all that dieting and exercising. Had I realized how much the strict regime could improve my appearance, I would have started on it a long time ago.

A typical **third-conditional** sentence refers to the past, has a subjunctive form that is identical to the past perfect tense in the subordinate clause, and a modal verb such as *would, could, might* + *have* + past participle in the main clause.

Conditional clauses

Conditional clauses are a type of **adverbial clause**. The conjunctions ***if, as long as, on condition that, provided (that), providing (that)***, and ***unless*** introduce **conditional clauses**. Sentences containing conditional clauses are called **conditional sentences**.

There are **three standard types of conditional sentence**, called **first conditional, second conditional** and **third conditional**:

- *You **will win** your match **if** you **concentrate**.* **(first conditional)**
- *You **would win** your match **if** you **concentrated**.* **(second conditional)**
- *You **would have won** your match **if** you **had concentrated**.* **(third conditional)**

First conditional

- In **first-conditional** sentences the possibility expressed in the main clause is a **real** one. You are stating the likely consequence (in the **main** clause) of something (in the *if* clause) happening or not happening in the future:
  - *I'll call you if I manage to get tickets.*
  - *Everything **should be** all right **provided** we keep calm and don't panic.*
  - *Those plants **are going to die** if you don't water them.*
  - *I'll **be** home by seven, **unless** I have to work late.*
  - *You **won't be allowed** to work here **unless** you apply for a permit.*
  - ***Providing that** I pass my exams, I'll **be** eligible for a university grant.*
  - *You **may stay** here **as long as** you keep quiet and let me concentrate.*
  - ***If** I'm not at the rendezvous, **go** straight to the check-in desk.*
  - *You **ought to go** to the doctor **if** your headache doesn't get better.*
  - ***If** you meet Jack, please **pass** on the news to him.*
  - *I'll **accept** your invitation to dinner **on condition that** you let me pay my share.*
  - ***Can** you **look** up the website **if** I give you the address?*
- In **first-conditional** sentences the **main** clause uses a **future** form of the verb or an **imperative**, and the verb in the **subordinate** *if*-clause is usually in the **simple present** tense:
  - *I'll **scream** if you come any nearer.*

  Similarly, in reported speech or thought in a past context, the **verb** in the **main** clause is in the **future in the past**, and the **verb** in the **subordinate if**-clause is in the **simple past**:
  - *She warned him she **would scream** if he came any nearer.*

Grammar Help

The simple present is sometimes used in the main clause for stating facts, likelihoods and probabilities:

- *Plants **die** if you don't water them.*
- *If you take no notice, the child soon **stops** yelling.*

- ***Unless*** and ***if ... not*** are not interchangeable in first conditional sentences. ***Unless*** typically specifies an **exceptional** circumstance or condition, so its meaning is more like 'except if' than simply 'if not':
  - *I'll be home at 6.30 **unless** there's a late meeting at the office.*
  - *You won't be allowed in **unless** you have a special pass.*
  - *Dad told us he'd meet us at two **unless** he was detained.*

- In first-conditional sentences the modal auxiliary ***should*** is sometimes used in the subordinate clause in the two following rather formal ways:
  - *If you **should** meet Jack please pass on the news to him.*
  - *Should you meet Jack, please pass on the news to him.*

- Conditional clauses can come **before** or **after** the main clause:
  - *Contact us **if you need any assistance**.*
  - *If you need any assistance, contact us.*

- Certain *if*-clauses are used in polite requests, suggestions and so on:
  - *I'll meet you at the front entrance, **if you like**.*
  - *If you don't mind, I won't join you in the restaurant – too much work to do!*

Second conditional

- **Second-conditional** sentences say what would happen if circumstances were different, typically with the suggestion that they won't change. So the possibility in the main clause is either **not a real possibility** or is a more remote possibility:
  - *If my job were better paid, I'd take more interesting holidays.* (But it's poorly paid, so I can't take interesting holidays)
  - *We couldn't afford this apartment if my parents didn't support us financially.* (But they do support us, so we can afford it)
  - *You wouldn't be learning English if it weren't a useful language.*
  - *What adventures we'd all have if we could fly!*
  - *It would be worth learning to drive if I could afford a car.*
  - *Mum wouldn't teach if she didn't need the salary.*
  - *Provided his pension were adequate, Dad might retire early.*
  - *We'd love a holiday in Britain, as long as there was a guarantee of fine weather!*
  - *You'd be bored stiff if you didn't have plenty of work to keep you busy.*
  - *He might look more attractive if he shaved his beard off.*
  - *I'd never phone my husband at work unless it were a real emergency.*

- In **second-conditional** sentences the **verb** in the **main** clause is usually the modal auxiliary ***would*** + lexical verb. The modal auxiliaries ***could*** and ***might*** are also possible.

  In the **subordinate** *if*-clause you use a form of the verb that is the same as the **simple past**:
  - *I would join a choir if I had a good voice.*
  - *We might consider moving house if we got a good offer for our present home.*
  - *You could become really proficient on the piano if you practised more.*

- If the verb in the subordinate clause is ***be***, the subjunctive form ***were*** is quite regularly used with the pronouns ***I, he, she, it***, and **singular nouns**, instead of the simple past form ***was***; but ***was*** is also possible, more informally:
  - *I would like her better if she were more co-operative.*
  - *I would certainly visit you if I was ever in your part of the world.*

- Notice that the **verb** in the **subordinate** *if*-clause can refer to the present or the future, depending on whether it expresses a state or an action:
  - *I'd tell you his name if I **knew** it.* (state, referring to the present)
  - *You'd look nicer if you **cut** your hair shorter.* (action, referring to the future)

- The use of ***unless*** in second-conditional sentences is rather uncommon. The speaker typically uses ***unless*** when thinking of an **exceptional** circumstance. There is usually a negative in the main clause. For example:
  - *I'd never phone my husband at work **unless** it were a real emergency.* (= I would phone my husband at work only if it were a real emergency)

- Instead of ***if*** + **subject** + ***were*** the more formal style ***were*** + **subject** is possible:
  - ***Were** my job better paid, I'd take more interesting holidays.*

  This formal style is possible also with ***had*** and ***could***:
  - ***Had** I a better-paid job, I'd take more interesting holidays.*
  - ***Could** I afford a car, I'd learn to drive.*

- Instead of using the simple past form of an action verb in the subordinate clause, you can use ***were*** or ***was*** + ***to***-infinitive:
  - *He would look more attractive **if he were*** (or **was**) ***to shave** his beard off.*

  The order ***were*** + **subject** + ***to***-infinitive is also possible:
  - ***Were he to shave** his beard off, he would look more attractive.*

- A common expression used to introduce a piece of advice is the second-conditional form ***if I were you***:
  - *I would take out some travel insurance **if I were you**.*
  - ***If I were you**, I'd book early for the opera – it's very popular.*

Third conditional

- **Third-conditional** sentences say what would have happened in the past if circumstances had been different. They deal with **unreal possibilities**, because the past cannot be changed. For example:
  - *He might have died <u>if he'd remained asleep in the snow</u>.* (But the fact is he woke up, so he didn't die)
  - *I wouldn't have put on so much weight <u>if I'd stuck to a healthy diet</u>.* (But the fact is I ate unhealthy foods and so I put on weight)
  - *I couldn't have got here in time <u>if that kind passer-by hadn't changed the wheel for me</u>.*
  - *My grandmother would have loved a job, <u>if it had been the custom then for women to work</u>.*
  - *<u>If you hadn't come to see us</u>, my parents would have been very disappointed.*
  - *We wouldn't have had enough beds <u>if they'd brought all the children with them</u>.*
  - *I wouldn't have done so well in my English exam <u>if you hadn't given me extra lessons</u>.*
  - *They might have been spotted and rescued <u>if they'd been wearing brighter clothing</u>.*
  - *We'd have been halfway across the Pacific by now, <u>if we'd remembered our passports</u>.*

- *The grapes would have ripened more quickly if there'd been more sun.*
- *We wouldn't have attempted the climb if we hadn't been absolutely familiar with the route.*

- In **third-conditional** sentences the **verb** in the **main** clause is one of the modal auxiliaries ***would, might*** or ***could*** + ***have*** + **past participle**, and the form of the verb in the **subordinate *if*-clause** is the **same** as the **past perfect**:
  - *The bank **would have contacted** me **if** there **had been** a problem with my credit card.*
  - *I **could have reached** the summit **if** I'd conserved my energy better.*
  - *The child **might have drowned** if you hadn't pulled her out.*

Grammar Help

Make sure you can distinguish between *'d* (= would) and *'d* (= had):

- *We'd* (= we would) *have been halfway across the Pacific by now, if we'd* (= we had) *remembered our passports.*

- Instead of ***if*** + **subject** + ***had***, the more formal style ***had*** + **subject** is possible:
  - ***Had they** worn brighter clothing, they might have been spotted and rescued.*
  - ***Had there** been a problem with my credit card, the bank would have contacted me.*
  - ***Had I** conserved my energy better I could have reached the summit.*

  Notice that with this construction, **negatives** follow the subject:
  - ***Had** you **not** pulled her out, the child might have drowned.*
  - ***Had I never** learnt any first aid, I couldn't have helped with the injured passengers.*

Grammar Help

Nowadays, some people use ***may have*** instead of ***might have*** in the main clause of third conditionals, especially in American English. This is **grammatically irregular**, and should be avoided in written work or exam work:

- ***He might have*** (not *may have*) *died if he'd remained asleep in the snow.*

- The use of ***unless*** in third-conditional sentences is rather uncommon. ***Unless*** is typically used when there is a **negative** in the **main** clause, to introduce the only circumstance that could have been responsible for what happened:
  - *He wouldn't have made those accusations **unless** he'd obtained incontestable proof of her guilt.* (But he did make those accusations, so he must have obtained incontestable proof)

- It is possible for a third-conditional ***if***-clause to be combined with a (strictly second-conditional) main clause in which there is an unreal situation relating to the present:
  - ***If** I **had had** my wits about me then, I **would** now **be** earning millions.*
  - ***If** they **had stayed** in their own country, most of them **would be** dead.*
  - *We **would** now **be** halfway across the Pacific **if** we'd **remembered** our passports.*

Did You Know?

You can sometimes find third-conditional sentences that actually refer to the **future**; they typically concern arrangements that have already been made:

- *I'm sorry we shan't be able to meet on your next visit – **I would very much have enjoyed seeing you if I hadn't been going away that weekend.***

Grammar Help

There are other types of sentences that seem like conditional sentences but do not belong to any of the three conditional forms described above. You will find that in many cases they are not true conditionals, because ***if*** is being used like ***when*** or ***whenever***. For example:

- *I usually go to the gym in the evenings* ***if*** (= whenever) ***I have no other plans.***
- *I always went jogging* ***if*** (= whenever) ***the weather was nice.***

Similarly, ***unless*** can be used like ***except when***:

- *I go to the gym in the evenings* ***unless*** (= except when) ***I have other plans.***
- *I always went jogging* ***unless*** (= except when) ***the weather was bad.***

UNIT

88 NOUN CLAUSES

NOUN CLAUSES IN CONTEXT

The conversation was getting heated. Laura was **maintaining that** physical punishment of children was always wrong, while Sandra was **saying** it was OK occasionally to smack your child. 'I'm **certain**,' said Laura, '**that** any violence towards your child must be harmful. The **notion** that the odd slap is good for them is just a desperate attempt by violent parents to justify themselves.'

Noun clauses frequently represent indirect speech or thought after **saying**, **telling** or **thinking verbs** (of which they are grammatically the 'object'); they can begin with the conjunction ***that***, but ***that*** is often omitted; noun clauses can follow **adjectives** and **nouns** as well as verbs.

Sandra couldn't **think what** was so terribly wrong with the odd slap herself. 'If you can't smack your children when they're really naughty' she said, 'I don't **know how** you *do* discipline them.' She **wondered how** Laura managed to keep order in *her* household. 'I'll **tell** you **what** my normal system is,' said Laura. 'When my son is naughty, I **ask** him **if** he wants to go without some treat or other, and I mention his weekly pocket money, or his birthday party, or an overnight stay with a friend. So he's well **aware what** will happen to him if he's naughty again. 'But that raises the **question whether** it's right to threaten children,' said Sandra. 'I'm very **unsure** myself **why** threatening should be considered more humane than a quick smack.'

Asking or **wondering verbs** are typically followed by noun clauses beginning with ***if***, ***whether*** or a ***wh-*** question word; notice that **knowing** and **telling verbs** and certain **adjectives** and **nouns** can also be followed by ***if***, ***whether*** or a ***wh-*** clause.

Laura **suggested that** Sandra investigate some of the recent theories on parenting, or look up the current authorities on the internet. 'When David was born,' she added, 'my husband **insisted that** I should read all the up-to-date literature on the subject.'

Verbs of suggesting, **insisting** and **demanding** can be followed by a noun clause containing a **subjunctive verb**, or *should* + **base form**.

'**What** the ideal solution is **can't be doubted**,' said Sandra. '**It's** obvious **that** good parental example is the best training for children. But it brings up the question **of whether** that's expecting too much – the problem **is how** parents can possibly discipline themselves sufficiently to meet the required standard. The **principle**, that true parental authority has its justification in good parental example, must, I guess, operate only in the saintliest of households!'

As well as the object of a saying or asking verb, noun clauses can be the subject of a **verb**, a 'postponed' subject where *it* begins the sentence, the object of a **preposition**, the complement of a **linking verb**, or an appositional expansion of a **noun**.

Noun clauses

- The **subordinate clauses** that follow **verbs of saying, thinking, asking and wondering** are **noun clauses. Noun clauses** are used particularly for **indirect speech.** They represent people's words and thoughts. Grammatians regard clauses like these as the **object** of the saying or thinking verb.

  Noun clauses answer the question **what?**:

  - *David announced* (what?) ***that he was moving house.***
  - *I wonder* (what?) ***why she's angry?***

- Verbs of **saying, telling, knowing, thinking** and so on are followed by the conjunction ***that*** and a **noun clause:**

  - *Jim **tells** me <u>that he wants to study medicine</u>.*
  - *I **thought** <u>that you were going to be away today</u>.*
  - *Imagine <u>that you're living somewhere very cold</u>.*
  - *Didn't you **realize** <u>that the deadline was today</u>?*
  - *Nobody **thinks** <u>that rearing a family is an easy task</u>.*
  - *Mum has just **reminded** me <u>that it's Dad's birthday on Friday</u>.*
  - *I'm **convinced** <u>that you're making a big mistake</u>.*
  - *It has been **announced** <u>that an election will be held next month</u>.*
  - ***Remember** <u>that the dustbins are emptied tomorrow</u>.*

- It is very common for the conjunction ***that*** to be omitted before a following noun clause:

  - *Remember St David Street is closed to traffic at present.*
  - *I told Jake I couldn't come to his party.*
  - *I guess you're still working very hard.*

- As well as verbs, expressions using **adjectives** and **nouns** can introduce noun clauses:

  - ***I'm positive** I left my spectacles on this table.*
  - ***Are you aware** that you snore?*
  - ***I'm so glad** you decided to come.*
  - ***It was obvious** that the lecturer was unprepared for questions.*
  - ***I'm absolutely certain** that I locked the door.*
  - ***Are you sure** that I can park here?*
  - ***We were annoyed** that he failed to contact us.*
  - ***His sudden realization** that she didn't love him came as a dreadful shock.*

There are several important rules to learn about the tenses and pronouns in indirect speech. See the chapter DIRECT AND INDIRECT SPEECH.

- Verbs of **suggesting, demanding, requesting,** and so on are also followed by a *that*-clause. The **verb** may be in the **subjunctive,** or the modal *should* + **infinitive** may be used:
  - *May I suggest that we stop arguing and get back to work?*
  - *Regulations require that all books be returned to the library by Monday.*
  - *I insisted that he hand the gun in to the police.*
  - *My doctor recommended that I should have regular six-monthly checks.*
- Verbs of **asking** and **wondering** are followed by the conjunctions *if* or *whether,* or a *wh-* question word, introducing a **noun clause:**
  - *We asked a policeman where the nearest car park was.*
  - *Ask Mum how we start the washing machine.*
  - *I'd better find out which flight John will be on.*
  - *We enquired whether the flight was on time.*
  - *Tim was wondering when supper would be ready.*
  - *I wonder who would do a thing like that?*
  - *As I looked round her house I was speculating how much she earned.*
- Verbs of **telling** and **knowing** can also be followed by *if, whether* or a *wh-* question word:
  - *Tell me whether you like this skirt on me.*
  - *Can anyone tell me whose gym equipment this is?*
  - *Do you know what time it is?*
  - *I don't know if I can afford all those textbooks.*
  - *Can you please explain why there is a teddy bear in the fridge?*
  - *I cannot think how the mistake occurred.*
  - *What the purpose of this building was I cannot imagine.*
  - *Please let me know soon who you want to share a room with on the trip.*
  - *Helen refused to say from whom her valentine card had come.*
  - *We were uncertain which of the cars was Kenneth's.*
  - *I doubt whether the proposed sports complex will ever be built.*
  - *I don't care what he does for a living.*
- Noun clauses come naturally **after** the main clause containing the saying or wondering verb or construction, but may come first for emphasis, for example where the speaker despairs of knowing something:
  - *How we're going to finish the work in time I have no idea!*

- Grammatically, a noun clause following a saying, thinking, suggesting or wondering verb is regarded its **direct object:**

subject	verb	indirect object	direct object
Sally	*revealed*		*that she was pregnant.*
Sally	*told*	*me*	*that she was pregnant.*

Notice the passive of the second of the above examples:

- *I was told by Sally **that she was pregnant.***

Noun clauses in other structures

Apart from following a saying, suggesting, thinking or wondering verb as its object, a noun clause can be found in other grammatical situations.

- It can be the **subject** of a sentence:
  - ***How on earth they got into the building** is a major mystery.*
  - ***Where he goes in the evening** does not concern me.*

  Alternatively, sentences like the ones above can be rephrased with *it* as subject, so that the noun clause is a **'postponed'** subject:
  - *It's a major mystery **how they got into the building.***
  - *It does not concern me **where he goes in the evenings.***
- It can be the **object** of a preposition:
  - *We should focus on **how we're to get out of this mess.***
  - *I turned my attention to **what we could have for our evening meal.***
- It can be a **complement** of a linking verb:
  - *The question is **why Jim was in the office at midnight.***
  - *My concern is **that he may be in danger.***

Grammar Help

Notice that although ***wh***-clauses can come directly after prepositions, ***that***-clauses cannot. You cannot say, for example, *We mustn't reply on that she'll lend us the money.* Instead, you have to introduce the ***that***-clause with a ***noun phrase*** such as ***the fact, the possibility, the likelihood***, and so on:

- *We cannot get away from **the fact that he has a criminal record.***
- *We mustn't rely on **the possibility that she'll lend us the money.***
- *Faced with **the likelihood that he had failed his exams**, the boy became very depressed.*
- *That leads us to **the probability that it was suicide.***

- It can act as the explanation or expansion of a noun or noun phrase already used:
  - *My view, **that the operation was a complete waste of time**, was ignored.*
  - *Our aim, **that every child will leave school numerate and literate**, will one day be accomplished.*
  - *That intriguing mystery, **whether the chicken or the egg came first**, still bothers many of us.*

Did You Know?

A noun clause that explains a noun or noun phrase in this way, is said to be **in apposition to** it.

UNIT

89 RELATIVE CLAUSES

RELATIVE CLAUSES IN CONTEXT

'The boy **who** took my money and my watch was about eighteen,' I explained to the police sergeant **who** was patiently taking my statement. 'I was sitting in the park on a bench **which** is very near the entrance, beside the path **which** you go along by turning left at the main gate. I recognized him – he's one of a group of youths **whom** I frequently see loitering about in the park. He's blond and cleanshaven. He was wearing tattered jeans and one of those leather jackets **which** have metal studs all over them, and he threatened me with a knife **whose** blade was about 15 centimetres long. He made me empty my purse and also demanded my watch.'

'Let's get this clear,' said the sergeant. 'The boy **that** took your money was about eighteen. You were sitting in the park on a bench **that** is very near the entrance, beside the path you go along (here he cleared his throat) – er – along **which** you go by turning left at the main gate. You recognized the boy as one of a group of youths you frequently see loitering about in the park. He was wearing one of those leather jackets **that have studs all over them**, and he threatened you with a knife **whose** blade was about 15 centimetres long.'

'Correct,' I said. 'And now that you've told me the exact place **where** this occurred,' said the sergeant, 'could you also give me an indication of the time **when** you were threatened by this young man?' 'About 12.45,' I said. 'I had just opened a packet of sandwiches to eat for my lunch.' 'And did there seem to be any reason **why** you in particular were his target?' asked the sergeant. 'I was sitting alone, I guess, and my handbag was visible beside me on the bench,' I said.

The sergeant, **who** was now reading over my statement, asked me to sit down. His assistant, **whom** he summoned, brought me a cup of tea, **which** was very welcome, because the events of the lunch hour, **which** had all been a bit frightening, were now causing a kind of shock reaction, **which** was making me feel a bit faint.

The sergeant finished reading my statement and handed it to me. 'Please check it and draw my attention to **whatever** is not quite accurate,' he said. 'We shall find **whichever youth** stole your money and threatened to attack you – **whoever** it was can't be far away. Meanwhile, we'll give you **what money** you need to get a taxi home.'

'Defining' or 'restrictive' relative clauses have the function of describing or identifying a previous noun. The relative pronouns *who* (object form *whom*), *which*, *whose* can introduce the relative clause.

Who, *whom* and *which* can be replaced by *that*. If the relative pronoun is the object of the verb or a preposition in the relative clause it can be omitted altogether. But if the preposition is moved to the beginning of the clause, the relative pronouns *whom*, *which* or *whose* (not *that*) must be used with it.

The *wh*-conjunctions *where*, *when* and *why* can behave like relative pronouns, and introduce relative clauses after certain nouns.

'Non-restrictive', or 'non-defining' relative clauses, instead of identifying a person or thing, add information, or continue the narrative, about an already-identified person or thing. They are always preceded by a comma.

'Nominal' relative clauses are introduced by the relative pronouns *what*, *whatever*, *whichever*, *whoever* (the first three can also be relative determiners). A nominal relative clause is like a noun clause in that it can be the subject or object of a verb, or the object of a preposition.

Relative clauses

It would be a good idea to look again at UNIT 20 on **relative pronouns** in the chapter PRONOUNS AND DETERMINERS.

Defining or restrictive relative clauses

These **relative clauses** are subordinate clauses with a **descriptive** function. They **describe** or **identify** a person or thing (which may be a noun or pronoun) in the main clause. They are introduced typically by the relative pronouns ***who, whom, whose, which, that,*** which refer back to the noun or pronoun.

- The relative pronouns ***who, whom, whose*** and ***that*** refer to people:
  - *The police want to interview anyone who witnessed the accident.*
  - *You need to speak to someone who knows about microelectronics.*
  - *A dentist is a person who looks after people's teeth.*
  - *Is that the waitress who served us?*
  - *The waiter to whom we gave our order seems to have disappeared.*
  - *An anaesthetist is a doctor whose job is to make patients unconscious before their operations.*
  - *All students that play instruments are invited to audition for the university orchestra.*
  - *Most of the people that I invited to my party can come.*
- The relative pronouns ***which, whose*** and ***that*** refer to animals and to things:
  - *Where's the electric fan which used to stand on the filing cabinet?*
  - *A punch is a tool that makes holes in paper or leather.*
  - *Have you found the book that you were looking for?*
  - *The new light bulb that you fitted doesn't work.*
  - *The post for which you applied has unfortunately already been filled.*
  - *Animals whose young are carried in a pouch are called marsupials.*
- The conjunctions ***when*** and ***where*** can act like relative pronouns too, and refer back to a time or place in the main clause:
  - *Do you remember the occasion when Dad fell into the river?*
  - *Maggie returned to the town where she had spent her childhood.*
- ***Why*** can also be used like a relative pronoun after ***reason***:
  - *I don't enjoy thrillers – that's the reason why I never read them.*
  - *Give me three good reasons why you can't have lunch with me.*
- The pronoun ***who*** is sometimes used as an **object** in place of ***whom***, especially in informal or spoken English:
  - *Most of the people whom (or who) I invited to my party can come.*
- When the relative pronoun is the **object** of the verb or a preposition in the relative clause, it can be omitted:
  - *Most of the people **I invited to my party** can come.*

- *The new light bulb **you fitted** doesn't work.*
- *Have you found the book **you were looking for**?*

- Some people insist that the relative pronoun ***that*** should be used to refer to things or animals only, not people, but it has been used throughout the centuries in good literature to refer to people, so there should be no objection. For example:
  - *There have been many great men **that have flattered the people.*** (William Shakespeare)
  - ***People that** marry can never part, but must go and keep house together.* (Jane Austen)

Grammar Help

Notice that you use the pronoun ***that***, not ***which***, after the indefinite pronouns ***everything, nothing, something, anything***:

- ***Everything that*** (not ***which***) *could be done was done.*
- *There's still **something that** needs to be discussed.*
- *Keep **anything that** is left over.*
- *I can think of **nothing that** would give me greater pleasure.*

- Another objection people make is to the use of ***whose*** to refer to things. Again, the use is to be found in good literature. For example:
  - *She possessed eyes **whose gaze I delighted to encounter.*** (Charlotte Brontë)
  - *I took a large room ... in a building **whose upper stories had been unoccupied for years.*** (Mark Twain)

  The formal solution is to use ***of which*** and insert the noun phrase following the possessive ***whose*** before ***of***:
  - *I took a large room in a building **the upper stories of which** had been unoccupied for years.*

- When a preposition is put at the beginning of the relative clause, before the relative pronoun that is its object, the relative pronouns ***which*** or ***whom*** must be used, not ***that*** or ***who***:
  - *Students **to whom** grants are given have a duty to work hard.*
  - *I'll lend you the book **from which** I got this recipe.*
  - *Here's a photo of the lady **in whose house** I met my fiancée.*
  - *Here's a photo of the prison **within whose walls** he spent 30 years of his life.*

- Relative clauses are frequently used with **superlatives**:
  - *This is **the best book that** has been written on the subject.*
  - *Flying solo was **the most exciting experience** I've ever had.*
  - *They agreed that Prague was **the most beautiful of the cities in which** they'd stayed.*
  - ***Of all the operas** I've taken part in this is **the silliest.***
  - ***Of all the people whose** acquaintance I've made recently Caroline is **the most civilized.***

Grammar Help

To avoid ***whose*** in the 'prison' example, you can use this construction:

- *Here's a photo of the prison **within the walls of which** he spent 30 years of his life.*

Non-defining or non-restrictive relative clauses

There is another kind of relative clause that does not identify or describe a person or thing, but adds information about a particular person or thing, or continues the narrative:

- *Helen, who comes from New Zealand, has joined our class for a term.*
- *This is Miss Marquand, who will be teaching you English this year.*
- *Go and see the nurse, who will bandage your leg for you.*
- *My great-uncle, whom I've never met, is coming to visit us.*
- *We can meet at the Regent Hotel, which is on the main road.*
- *In the library I saw Jack, who was complaining in a loud voice as usual.*
- *I phoned Maggie, whose voice sounded rather strange because of her cold.*
- *Here are your tickets and passport, which you must keep with you at all times.*
- *We booked a meal at the Loon Fung Restaurant, which proved to be good but expensive.*
- *Jim caught a Number 23 tram, which took him to the new shopping centre.*
- *I had to queue for two hours in the rain, which wasn't much fun.*
- *We waited outside the Regent Hotel, from which the tour coach was to depart at ten.*
- *The sea at low tide was full of seaweed, bits of which still clung to her hair.*

■ ***When*** and ***where*** can be used like relative pronouns in non-restrictive relative clauses:

- *There'll be a family gathering at New Year, when I'll meet my American cousins for the first time.*
- *We went to the Regent Hotel, where we found Jane waiting for us.*

■ A **comma** is needed **before** non-restrictive relative clauses. If the relative clause comes in the middle of the main clause, commas are needed on both sides of it:

- *My great-uncle, **whom I've never met**, is coming to visit us.*

■ In this kind of relative clause the relative pronoun acts rather like a **co-ordinating conjunction + personal pronoun**. For example:

- *We can meet at the Regent Hotel, **which*** (= and it) *is on the main road.*
- *Go and see the nurse, **who*** (= and she) *will bandage your leg for you.*
- *My great-uncle, **whom** I've never met* (= and I've never met him), *is coming to visit us.*

■ A non-restrictive relative clause can refer to the whole of the main clause:

- *I had to queue for two hours in the rain, **which*** (= and that) *wasn't much fun.*

■ **noun/quantifier + preposition + relative pronoun**

Consider the following pairs of sentences. The second sentence can be turned into a relative clause by simply changing the **personal** pronoun into a **relative pronoun:**

- *Harry had been eating spaghetti. **The remains of it** could be seen in his beard.*
- *Harry had been eating spaghetti, **the remains of which** could be seen in his beard.*
- *At the party I encountered Edward. **Conversations with him** were always entertaining.*
- *At the party I encountered Edward, **conversations with whom** were always entertaining.*

- *The gallery has launched an appeal.* ***Contributors to it*** *will be admitted free to exhibitions.*
- *The gallery has launched an appeal,* ***contributors to which*** *will be admitted free to exhibitions.*
- *Sandra has masses of grandchildren.* ***Some of them*** *are already married.*
- *Sandra has masses of grandchildren,* ***some of whom*** *are already married.*

■ **preposition + *which* + noun**

In another rather formal construction, ***which*** can be used as a determiner:

- *She died aged 97 in 1999,* ***by which time*** *she had written 250 novels.*
- *The games venue is Athens,* ***to which city*** *spectators are expected to flock in their thousands.*
- *There may be problems with my visa,* ***in which case*** *my departure may be delayed.*

Nominal relative clauses (clauses introduced by the relative pronoun *what*, and the *wh-ever* pronouns)

The pronouns ***what, whatever, whichever, whoever*** can introduce relative clauses. These pronouns do not refer back to a thing or person in the main clause. They **contain** the thing or person they refer to, because they have meanings such as 'anything that', 'everything that', 'anyone who', 'everyone who', 'the one that', 'the thing that':

- ***What*** (= the thing that) *she cares about most is her career.*
- *Here's the report – feel free to correct* ***whatever*** (= anything that) *is inaccurate.*
- *Both outfits are lovely on you – buy* ***whichever*** (= the one that) *feels more comfortable.*
- ***Whoever*** (= the person who) *broke into the apartment left fingerprints everywhere.*
- *I'm grateful to* ***whoever*** (= the person who) *washed all the dishes.*
- ***Whoever*** (= the person whom) *they choose as your successor will have a lot of learning to do.*

■ ***What, whatever, whichever*** can also be used as **relative determiners** to qualify a following noun.

- *The thieves took* ***what money*** (= all the money that) *they could find in the apartment.*
- ***Whatever food*** (= any food that) *you require you can take from the fridge.*
- *We shall choose* ***whichever option*** (= the option that) *is the most convenient.*
- *Extra teaching will be arranged for* ***whichever pupils*** (= all the pupils that) *require help.*

Did You Know?

Grammarians regard a relative clause that begins with ***what*** or one of the ***wh-ever*** pronouns or determiners as having the characteristics of both a **relative clause** and a **noun clause.** It is **like** a noun clause because it acts as the subject of a verb or the object of a verb or preposition, as in the sentences below:

- ***Whoever broke into the apartment*** *left fingerprints everywhere.* (subject of the verb ***left***)
- *I'm grateful to* ***whoever washed all the dishes.*** (object of the preposition ***to***)
- *We shall choose* ***whichever option is the most convenient.*** (object of the verb ***choose***)

Therefore, clauses introduced by ***what*** or the ***wh-ever*** pronouns and determiners are called **nominal relative** clauses. **Nominal** means here 'relating to nouns'

UNIT

90 *IT IS* + *THAT*-CLAUSE

Shift of emphasis using *it* + *that*-clause

- You can focus attention on a particular part of a statement by saying ***it is*** (or ***it was***) ***such-and-such***, with the rest of the statement enclosed in a clause introduced by the conjunction ***that***. You do this in order to **verify** or **give emphasis to a certain detail** from the range of details you are mentioning.

  For example:

  - *Andy sent me a hoax virus warning as a joke on April Fool's Day.* (basic statement)
  - *It was Andy that sent me a hoax virus warning as a joke on April Fool's Day.* (focusing attention on the original subject, a proper noun)
  - *It was me that Andy sent a hoax virus warning to as a joke on April Fool's Day.* (focusing attention on the original indirect object, a pronoun)
  - *It was a hoax virus warning that Andy sent me as a joke on April Fool's Day.* (focusing attention on the original direct object, a noun phrase)
  - *It was as a joke that Andy sent me a hoax virus warning on April Fool's Day.* (focusing attention on an adverbial expressing purpose)
  - *It was on April Fool's Day that Andy sent me a hoax virus warning as a joke.* (focusing attention on an adverbial of time)

- Here are some more possibilities:
  - *People tend to act irrationally when they're very depressed.* (basic statement)
  - *It's when they're very depressed that people tend to act irrationally.* (focusing on an adverbial clause of time)
  - *I only criticize you because I want you to do well.* (basic statement)
  - *It's only because I want you to do well that I criticize you.* (focusing on an adverbial clause of reason)
  - *I turned my head to hear the birdsong more distinctly.* (basic statement)
  - *It was to hear the birdsong more distinctly that I turned my head.* (focusing on a to-infinitive expressing purpose)
  - *I most enjoy getting to know the new students.* (basic statement)
  - *It's getting to know the new students that I most enjoy.* (focusing on a gerund, the original direct object)

- The negative ***it isn't*** or ***it wasn't*** + ***that***-clause is also possible:
  - *I didn't come here just to have a quarrel, you know*
  - *It wasn't just to have a quarrel that I came here, you know.*

- *Jane didn't meet Ed, her future husband, until 1963.*
- *It wasn't until 1963 **that** Jane met Ed, her future husband.*
- *That conference isn't taking place in Prague – it's in Brussels.*
- *It isn't in Prague **that** that conference is taking place – it's in Brussels.*
- *I'm not aiming at perfection.*
- *It isn't perfection **that** I'm aiming at.*
- *You don't come across such genius every day!*
- *It's not every day **that** you come across such genius.*
- *Absolute obedience isn't the important issue.*
- *It isn't absolute obedience **that** is the important issue.*

■ Questions too can be rephrased with ***is it/ was it + that***-clause:

- *Do you want to speak to the manager?*
- *Is it the manager **that** you want to speak to?*
- *Don't you mean James Davidson, not John Davidson?*
- *Isn't it James Davidson **that** you mean, not John Davidson?*
- *Didn't the Canadians win the gold medal that year?*
- *Wasn't it the Canadians **that** won the gold medal that year?*
- *Do these fruit trees require pruning in the spring or the autumn?*
- *Is it in the spring or the autumn **that** these fruit trees require pruning?*
- *Did you avoid mentioning the incident in order to spare Jim's feelings?*
- *Was it in order to spare Jim's feelings **that** you avoided mentioning the incident?*
- *Did you first have your suspicions when you saw the broken lock?*
- *Was it when you saw the broken lock **that** you first had your suspicions?*

Language Help

Notice also the construction ***it is*** (or ***isn't***) ***that + noun clause***, meaning 'it's the case that' ..., or 'it isn't the case that ...':

- *It isn't <u>that I don't want to meet up with you</u> – it's just <u>that I haven't the time just now</u>.*
- *It wasn't <u>that she was mean about letting other children play with her toys</u> – it was just <u>that she was afraid that they would get broken</u>.*
- *It isn't <u>that we don't sympathize with you in your difficulties</u> – it's just <u>that we don't have the funds to help you</u>.*

Grammar Help

■ The conjunction ***that*** is sometimes omitted from the construction, particularly if it is serving as a relative pronoun and the **object** of the verb (or a preposition) in the subordinate clause:

- *It was a hoax virus warning Andy sent me on April Fool's Day.*
- *Isn't it James Davidson you mean?*
- *It isn't perfection I'm aiming at.*
- *Is it the manager you want to speak to?*

But ***that*** is retained if it is serving as the subject of the subordinate clause:

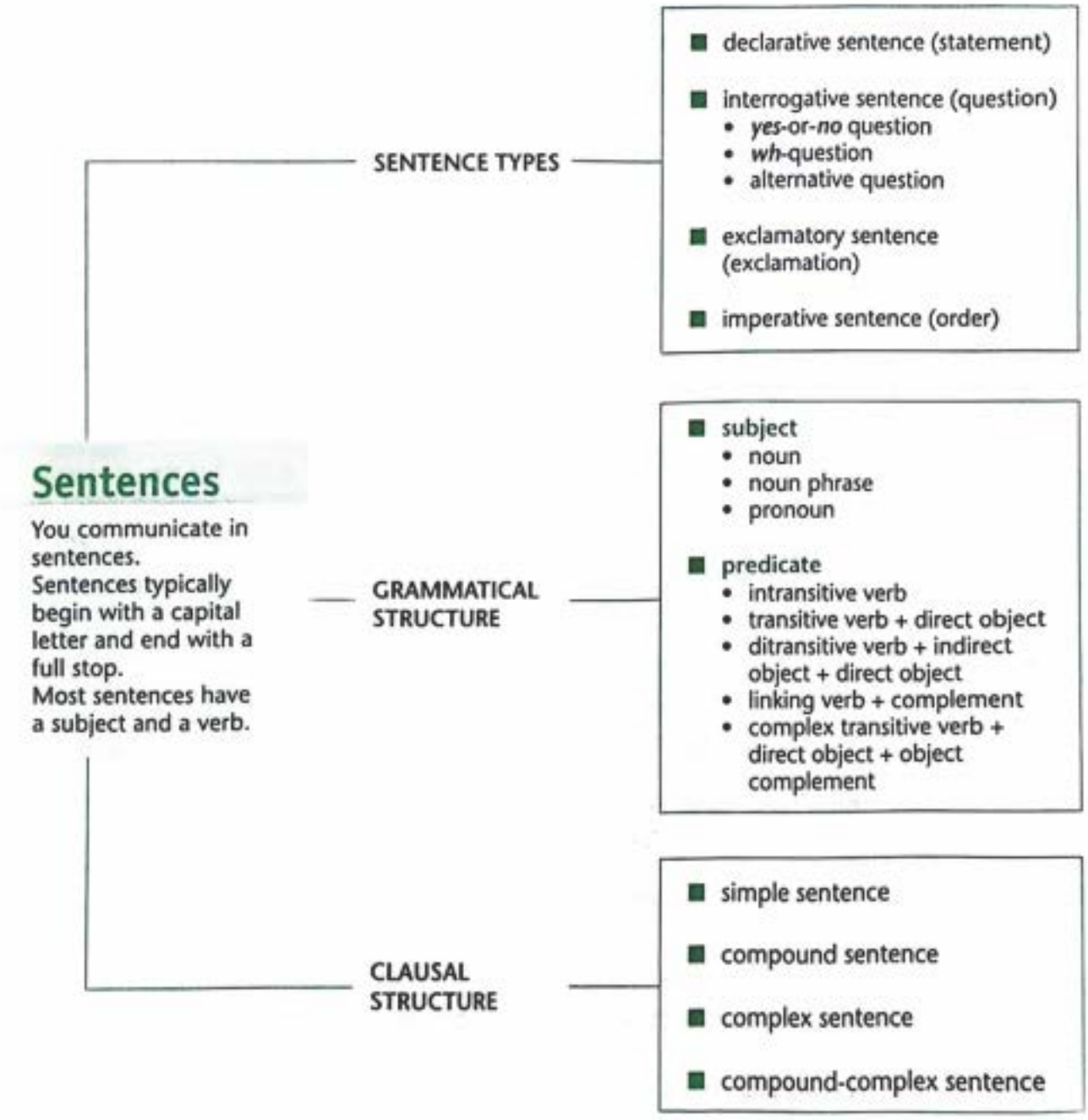
- *Wasn't it the Canadians **that** won?*

■ You can replace ***that*** with ***who*** where a person or people are referred to:

- *Wasn't it the Canadians **who** won?*

CHAPTER

10 Sentences



UNIT

91 WHAT IS A SENTENCE?

SENTENCE TYPES IN CONTEXT

The door was open. I **walked** in. Three people (two men and a woman) **sat** behind a long table. The woman **was sitting** between the two men. She **was** grey-haired, with a pleasant smile. The two men **were** younger. One **was** dark-haired and the other **was** nearly bald. All three **were** bespectacled. Opposite them, on the other side of the long table, **was placed** a single straight-backed chair for the interviewee.

The form of words that you normally use for saying anything is called a **sentence**. A sentence usually has a subject and a **verb**.

They all looked up as I came in. The woman broke the silence. 'Ah, you must be Mr David Logan.' I nodded in assent. She looked at the form in front of her. 'And you are applying for the job of assistant librarian in the library of the Faculty of Agriculture.' I opened my mouth and spoke for the first time. 'Yes, that's right.' I moved towards the straight-backed chair. Nobody told me to sit down, so I remained standing. She went on reading my application form without looking at me.

Declarative sentences make a statement. They begin with a capital letter and end with a full stop.

'Well, **good morning**, Mr Logan. **What a lovely morning it is, too!** In fact, **what a pleasant few days we've had! Oh, but how rude of me** –' she added, finally noticing me standing there uncertainly. **'Dear me! What you must think of me!'**

Exclamatory sentences (**exclamations**) are independent sentences but do not always have a subject and verb; the same applies to **interjections**, including greetings. An exclamation mark may follow.

'Do accept my apologies. Please sit down,' she said. **'And do have a cup of coffee,'** she went on, indicating the flask and cups on the table. **'Just help yourself. And make yourself comfortable.** In the meantime, **allow me to introduce myself.** I'm Mrs David, and these are my colleagues Mr Graham and Mr Phillips. **And now tell us about yourself.'**

Imperative sentences give orders. They end with an exclamation mark or a full stop. You can use *please* with an imperative, or begin it with *do*. Invitations are often expressed in the imperative.

Mr Graham spoke next and fired off a string of questions: 'How **did** you first **become** interested in librarianship? **Have** you **had** much experience in libraries? **Did** you **have** a post in your school library, perhaps? What **makes** you think you are the right person for this job? **Have** you always **been** interested in agriculture? **Are** you **used** to an agricultural environment? **Were** you **born** into an agricultural community?' 'When **will he stop**?' I asked myself.

Interrogative sentences (**questions**) normally have a subject and **verb**, and end with a question mark.

What is a sentence?

A **sentence** is a group of words that you use to say something. Most sentences have a **subject** and a **verb**.

SUBJECT	VERB
Judy	*is thinking.*
The earth	*rotates.*
People	*will gossip.*
It	*was raining.*

Kinds of sentence

There are **four main kinds** of sentence: **declarative, interrogative, exclamatory,** and **imperative.**

- **Declarative sentences**
  A **declarative sentence** makes a **statement**, for example:
  - *The telephone rang.*
  - *Everyone sat down.*
  - *The shop was closed.*
  - *The weather has improved.*

  A written declarative sentence usually begins with a **capital letter** and ends with a **full stop.**

- **Interrogative sentences**
  An **interrogative sentence asks a question**, for example:
  - *What is happening?*
  - *Where are the scissors?*
  - *Are you going shopping today?*
  - *Are you laughing or crying?*

  A written question usually begins with a **capital letter** and ends with a **question mark.**

- **Exclamatory sentences**
  An **exclamatory sentence** is in the form of an **exclamation:**
  - *What lovely weather!*
  - *What an idiot I am!*
  - *How clever of you!*
  - *The silly girl!*

  A written exclamatory sentence usually begins with a **capital letter** and ends with an **exclamation mark.**

Exclamations are independent sentences, but do not necessarily have a subject and verb.

- *How stupid of me!*
- *Well, what a surprise!*

Short communications and good wishes that you use in conversation are similar to exclamations because they can stand independently. They are often called **interjections.**

Cheers!	*Good morning!*	*Goodbye!*
Hallo!	*Hi!*	*No problem!*
No.	*Of course!*	*Oh!*
Really?	*Sorry!*	*Ssh!*
Thanks!	*Yes.*	*You're welcome!*
Happy birthday!	*Good luck!*	*A happy new year to everyone!*

Imperative sentences

An **imperative sentence** gives an **order**, for example:

- *Come in.*
- *Please sit down.*
- *Tell me the truth.*
- *Speak up!*
- *Don't tell lies.*

A written imperative sentence usually begins with a **capital letter** and ends either with a **full stop** or an **exclamation mark.**

Notice that there is usually **no subject** in an imperative sentence. The subject is understood as the person who is being addressed. But sometimes the speaker adds **you** at the beginning, and often adds ***please*** or ***do***:

- *Do stop walking about, Matt.*
- *Do take a sandwich.*
- *Please watch carefully.*
- *Jane, you wait here, please, and Karen, you come with me.*

You use ***do not*** and ***don't*** to tell someone *not* to do something:

- *Don't tell lies.*
- *Do not remove luggage trolleys from the station.*
- *Don't be so silly!*

Sometimes *you* is informally added into a negative command:

- *Don't you worry about a thing – everything's organized.*

UNIT 92

SENTENCE STRUCTURE

SUBJECTS, OBJECTS AND COMPLEMENTS, AND SUBJECT AND PREDICATE IN CONTEXT

Sentences typically have a subject and verb; a transitive verb has an object.

I've just **bought** a new cellphone. I **didn't** really **need** another. I already **have** two. But this one **caught** my fancy. I **spotted** it in a shop window yesterday, during my lunch hour. I just **couldn't resist** it.

Ditransitive verbs have two objects – typically an **indirect object** and a direct object.

I **had** actually **been buying myself** some smart new clothes in a local boutique. My boss **has** recently **given me** a pay rise. I **was** simply **doing him** the courtesy of improving my office image. Then I **gave myself** the further treat of gazing into the shop window next door. The decision to go in and price the beautiful cellphone **took me** no more than two seconds. An assistant **brought me** the precious object from the window and **showed me** its workings.

A **linking verb** takes a **complement**, which can be an adjective, noun or noun phrase, or an adverbial.

The cellphone **was a deep pink colour** and it **looked very stylish**. It **was the kind that can take photos** and it **seemed very easy to use**. It **felt just right in my hand**, and I **grew more and more determined to have it**. Buying it rapidly **became a necessity**, no longer **an extravagance**. The ball **was in my court**, and I **fell victim to my desires**.

Complex transitive verbs have an **object complement** after their object.

Generally, I **wouldn't call** myself **a spendthrift**; nor **have** I ever **considered** myself **irresponsible**. But this transaction certainly **proved** me **wrong**, and my recklessness **left** me **quite breathless**. On the other hand, my new purchase **made** me **happier than all my new clothes had done**.

The **predicate** of a sentence or clause is everything that is not part of the subject. In exclamations and orders, and after a co-ordinating conjunction, the subject is often omitted.

The assistant **placed the cellphone in its box along with the instructions**. The box **was then put into a plastic bag**. 'That **will be a hundred and twenty dollars eighty**.' **What a price!** I **handed over my credit card with some reluctance**. **Then** I **keyed in my PIN number**. The transaction **was complete**. The assistant **smiled** and **said**, '**Contact us with any problems**', and I **walked out into the sunlight**.

The pronoun *it* is used as a subject in sentences about the time, weather or environment. *There* is used with *be* and some other verbs as an 'introductory' subject supporting the 'real' subject.

It **was getting late**. In fact, it **was already two o'clock**. But it **was pleasantly warm**, and there **was** an agreeable feeling of bustle **in the street**. **Back in the office** it **was rather stuffy**, and there **was** an atmosphere of disapproval at my lateness. There **seemed** no necessity for confessing my extravagance to my colleagues. There **would no doubt come** a more suitable moment for doing so.

Subjects, objects and complements

■ If the verb in a sentence is **transitive**, it has an **object**:

SUBJECT	VERB	OBJECT
We	*are approaching*	*Kuala Lumpur.*
The recent storms	*have caused*	*widespread flooding.*
Some students	*will receive*	*generous grants.*
I	*don't understand*	*English spelling.*
Mum	*picked up*	*the baby.*
Sally and Susan	*are going to help*	*me.*
Sunshine	*filled*	*the room.*
The organizers	*have postponed*	*the event.*

Some verbs have **two objects**: an **indirect object** and a **direct object**. Notice that the **indirect object** comes **before** the **direct object**:

SUBJECT	VERB	INDIRECT OBJECT	DIRECT OBJECT
The agency	*found*	*us*	*a good hotel.*
All these delays	*caused*	*commuters*	*a lot of trouble.*
The policeman	*showed*	*the tourists*	*the way to the castle.*
We	*took*	*Granny*	*a present.*
Exercise	*does*	*you*	*good.*
A bit of hard work	*never did*	*anyone*	*any harm.*
My sister and I	*tell*	*each other*	*everything.*
You	*can ask*	*me*	*another question.*
That	*has given*	*us*	*a bit of a problem.*

Did you know?

A verb that takes two objects is known as a **ditransitive** verb.

- **Linking verbs** have a **subject** and a **complement**; the complement may be in the form of an adjective or a noun or an adverbial:

SUBJECT	VERB	COMPLEMENT
The sky	*turned*	*black.*
My dream	*came*	*true.*
My shoes	*feel*	*uncomfortable.*
Your dress	*looks*	*lovely.*
We	*got*	*very wet and cold.*
My brother	*is*	*a doctor.*
Michael	*became*	*a ballet dancer.*
Your spectacles	*are*	*on the table.*

- **Some transitive verbs** can have a **complement** after the **object**. The complement may be in the form of an adjective or a noun:

SUBJECT	VERB	OBJECT	COMPLEMENT
You	*are getting*	*yourself*	*over-excited.*
We	*considered*	*ourselves*	*fortunate.*
Several students	*found*	*the grammar book*	*too complicated.*
The doctor	*declared*	*Jim*	*fit for work.*
Harry's attitude	*made*	*his parents*	*very angry.*
The party	*elected*	*her*	*leader.*
My aunt and uncle	*are calling*	*their new baby*	*Frederick.*
The decorators	*have painted*	*the door*	*the wrong colour.*

Did you know?

A transitive verb that takes a complement after the object is known as a **complex transitive verb.**

Subject and predicate

The **predicate** of a sentence is everything that is not part of the subject. The **predicate** contains the **verb** and everything that belongs to it, such as its **object** and any **adverb** or **adverbial phrase**, for example:

SUBJECT	PREDICATE
David	*telephoned this afternoon.*
The two girls	*packed the glasses very carefully in a box.*
I	*have got you a ticket for the match.*
The folk in the apartment above ours	*are rather noisy.*
People living in glass houses	*shouldn't throw stones.*

The **predicate** does not necessarily come at the end of the sentence, for example:

- In **questions and exclamations** the **predicate** is usually **split**:
  - *Why did your parents leave the party early?*
  - *Have the workmen finished repairing the road?*
  - *How silly these new rules are!*
- Part of the predicate may come first for emphasis:
  - *At New Year everybody celebrates.*
  - *Millions of years ago dinosaurs of all shapes and sizes roamed the earth.*
- The whole predicate may precede the subject:
  - *Down the marble staircase came Ivor and Harriet.*
  - *Into my consciousness crept an uncomfortable thought.*
  - *Over the doorway was a strange carving.*
- In **exclamations** and **orders**, the **predicate** often stands on its own, with the subject understood but not included:
  - *What an amazing sight!* (short for: *What an amazing sight this* (or *that*) *is!*)
  - *How extraordinary!*
  - *Give my best wishes to your parents.*
  - *Please don't tell anyone.*

It and *there* as subjects

It and *there* can be used as **subjects**. This happens when a subject is needed for a **declarative** or **interrogative** sentence.

- The pronoun *it* is used as the subject in statements and questions about the weather, the time, the environment or surroundings:
  - *It's very windy.*

- *Is it raining?*
- *It rains just about every day here.*
- *It must be about 12.30.*
- *Is it too late to phone them?*
- *It feels very peaceful in the woods.*
- *It gets very busy in here during the lunch hour.*

■ *There* is used as a kind of pronoun with ***be***, to begin sentences about the existence of things or people:

- *There are several good reasons for not smoking.*
- *There's a clean shirt in the drawer.*
- *There's a good hairdresser further along the street.*
- *Is there something wrong?*
- *Was there nobody at home?*
- *There's somebody on the phone for you.*
- *There were some children playing in the yard.*
- *There was somebody practising scales in the apartment next door.*

Using *there* as an introductory subject when talking about the existence of things is natural and idiomatic in English. To put the 'real subject' first would in some cases be impossible, and in others, unnatural, English:

- *There is a perfectly good explanation for that* (NOT *A perfectly good explanation is for that*).
- *There are some more copies on the shelf* (more natural than: *More copies are on the shelf*).

Introductory *there* can be used with **certain other verbs**:

- *There inevitably comes a moment of truth.*
- *There remained two outstanding difficulties.*
- *There seemed no explanation for his suicide.*

UNIT 93

SIMPLE, COMPOUND, COMPLEX AND COMPOUND-COMPLEX SENTENCES

Simple sentences

A sentence that consists of one clause is called a **simple sentence**. The following are examples of **simple sentences**:

- *James buckled his belt firmly round his waist.*
- *The garden is looking beautiful.*
- *You have some lovely furniture in this house.*
- *You can get an application form at the post office.*
- *The dentist examined my teeth thoroughly.*
- *There are a lot of cars on the road today.*
- *We're spending the vacation in New Zealand.*
- *Dad usually reads the children a story at bedtime.*
- *It was getting hotter and hotter in the midday sun.*
- *I've invited about fifty people to the party.*
- *The play begins at eight o'clock.*
- *Everybody clapped the performance enthusiastically.*

Grammar Help

A **simple sentence** can also be regarded as a **main clause.**

Compound sentences

A sentence that has **two main clauses** is called a **compound sentence**. The two main clauses are called **co-ordinate clauses** and are joined together most commonly by one of the **co-ordinating** conjunctions ***and, but, or***. Certain other conjunctions are also used to join co-ordinate clauses:

- *The sun is shining, **and** there's scarcely a breath of wind.*
- *We found a stray dog, **so** we took it to the police station.*
- *I went out to buy a newspaper, **but** the shop was shut.*
- *Jim opened the door **and** rushed out.*
- *The cat curled up on the rug **and** went to sleep.*
- *I may have left my keys in the car, **or** perhaps I dropped them in the street.*
- *The baby's fast asleep, **so** we mustn't make a lot of noise.*
- *You've made good progress, **but** you can do better still.*
- *Would you like a meal now **or** would you prefer to unpack first?*
- *Here's one shoe, **but** where's the other?*
- *I didn't see the film, **nor** did I have time to read the book.*
- *I'm quite good at languages, **while** my brother is a mathematical wizard.*
- *I'm staying at home this evening, **therefore** we don't need a baby-sitter.*
- *I like London, **though** you can't beat Manchester for friendliness.*

A compound sentence may consist of more than two co-ordinate clauses:

- *It was already dark, **and** I didn't want to walk home alone along the canal, **so** I turned into the main street **and** caught a bus to my part of town.* (4 co-ordinate clauses)
- *I turned the key in the lock, opened the door, **and** stepped into the apartment, **but** a sudden sound made me freeze with terror.* (4 co-ordinate clauses, with a comma between the first two)

Complex sentences

A sentence that has a **main clause** and a **subordinate clause** is called a **complex sentence**. The subordinate clause may be an adverbial clause, a noun clause or a relative clause.

■ Main clause + **adverbial clause**

An **adverbial clause** is introduced by a **subordinating conjunction** or other subordinating device:

- ***Once** Dad has had his operation, we can think about moving house.*
- *His ribs hurt **whenever** he laughed or coughed.*
- ***Wherever** there's poverty, there's crime.*
- *His face looked grimy, **as though** he hadn't washed for several days.*
- *I took the shoes back to the shop **because** they didn't fit.*
- *We keep the windows shut **in case** the flies get in.*
- *We keep the windows shut **so that** the flies don't get in.*
- *She has **such** small feet **that** she has to wear children's shoes.*
- *I'll let you have a mark, **even though** it wasn't quite the right answer.*
- *Please phone me with any news, **whatever time** it is.*
- *The trick worked better **than** he had hoped.*
- ***The more** positive your attitude, **the quicker** your recovery will be.*
- *You'll see the tower **if** you look out of this window.*
- *Arrangements will go ahead as planned **unless** some crisis intervenes.*
- *I would leave this job **if** I had a better one to go to.*
- *The catastrophe might have been prevented **if** the true situation had been known.*

For more information about **adverbial clauses** see UNITS 86-87 in the chapter CONJUNCTIONS AND CLAUSES.

■ Main Clause + **noun clause**

A **noun clause** comes after a saying or thinking verb or after certain nouns and adjectives representing speech or thought. The **noun clause** may begin with the conjunction ***that***, but ***that*** is often omitted.

A noun clause that represents a question may begin with ***if*** or ***whether***, or it may begin with a ***wh***-question word, such as ***what, where, how*** and so on:

- *It was announced on the radio **that** the Prime Minister would address the nation tonight.*

- *It's quite obvious **that** he's lying.*
- *The news **that** the children had been found safe and well was received with huge relief.*
- *I thought I was alone in the house.*
- *Did you know Mr Grey was going to retire soon?*
- *Sue admitted she always felt very nervous before going on stage.*
- *Don't tell me it's raining again!*
- *You can let me know tomorrow **if** the proposed arrangement suits you.*
- *Two other students asked **if** I'd like to share their flat.*
- *I have no idea **whether** we have collected sufficient money yet.*
- *The question is **how** we get inside without a key.*
- *Tell me **which carpet** you prefer.*
- ***Why** he didn't jump at the chance of a trip abroad I really can't imagine.*
- *I wondered **what** was causing the delay.*

For more information about noun clauses see UNIT 88 in the chapter CONJUNCTIONS AND CLAUSES.

■ Main clause + **relative clause**

There are three types of relative clause:

1 a **defining** or **restrictive** relative clause

This kind of relative clause begins with one of the relative pronouns ***that, who, which, whose, whom***:

- *A decorator is a person **who** paints rooms and hangs wallpaper.*
- *The police have interviewed all the guests **who** attended the wedding.*
- *You can get a spray **which** gets rid of mould.*
- *The assistant **that** sold the perfume to me was a tall blonde girl.*
- *What are the things **that** annoy you most?*
- *Children **whose** parents read to them have a big advantage.*
- *I was given a hotel room **whose** windows faced the ocean.*

If the relative pronoun is the **object** of the **verb** or a **preposition** in the **relative clause**, it can be omitted:

- *Everything (**that**) I possessed has been destroyed.*
- *Everyone (**who/whom/that**) I talked to agreed with me.*
- *You're my best friend – there's nobody (**who/whom/that**) I'd prefer to be with.*

If a preposition is inserted at the beginning of the relative clause, you cannot omit the relative pronoun; nor can you use the pronouns ***who*** or ***that***:

- *The house **to which** I was directed was unoccupied.*
- *I didn't like the manner **in which** he spoke to me.*
- *The colleague **with whom** I work most closely is an alcoholic.*
- *Here's a copy of the magazine **for which** I write articles.*

- *The person* ***in whose house*** *the incident took place* ***told me all about it.***

Gramar Help

Notice that ***where, when*** and ***why*** can behave like relative pronouns and introduce relative clauses:

We saw the room ***where*** (= in which) *the murder had taken place.*
That was the moment ***when*** (= at which) *I started to have doubts.*
That's the reason ***why*** (= for which) *I don't like being alone in the house.*

2 a **non-defining** or **non-restrictive relative clause**
This is the kind of relative clause that adds information after a comma, and is introduced by the relatives ***who, whom, which, whose; where*** *and* ***when*** *can also introduce non-defining relative clauses*:

- *I sent an e-mail message to Patricia,* ***who*** *responded immediately.*
- *I took the left-hand turning,* ***which*** *led me to the town centre.*
- *I was slightly acquainted with Alex,* ***whom*** *I had first met at university.*
- *David, from* ***whom*** *I'd been expecting a call all day, rang in the late evening.*
- *I wanted a rest from grammar,* ***which*** *I'd been slaving over all day.*
- *I arrived back at my apartment,* ***where*** *Judith was waiting for me.*
- *My thoughts returned to the year 1971,* ***when*** *I first met Henry.*

The relative pronoun ***which*** can be used to refer to the general situation in the main clause, rather than a single noun:

- *The whole event may be cancelled,* ***which*** *will be very annoying.*
- *Harriet has offered to help with the catering,* ***which*** *is very kind of her.*

3 a **nominal relative clause**, introduced by ***what*** or a ***wh-ever*** **pronoun** or **determiner**:

- ***What*** (= the thing that) *we care about most is our guests' comfort.*
- *We shall choose* ***whichever option*** (=the option that) *is the most convenient.*
- ***Whoever*** *reaches the total of 21 first is the winner.*

For detailed information about relative clauses, see UNIT 89 **(relative clauses)** in the chapter **CONJUNCTIONS AND CLAUSES**.

■ A **complex** sentence may contain more than one **subordinate clause**. The following sentence has three **subordinate clauses** with each clause dependent on the previous clause:

- *Yesterday I met the man* ***who bought the house/that I lived in/when I was a child.***

The following has two leading **subordinate clauses** dependent on the main clause, each with its own 'sub'subordinate clause. As in the case of the second pair, the subordinate clause may be 'enclosed' in the clause it is dependent on:

- *If you rent one of those apartments/that face the river, you may have problems, because the ground/on which they are built/is subsiding.*

Compound-complex sentences

- Some sentences contain a mixture of **co-ordinate clauses** and **subordinate clauses**. These are called **compound-complex** sentences:
  - *Dad walked in / and announced that he was off to Kuala Lumpur.*
  - *Harry can already drive / but, because he's only 16, he's not allowed on any public roads.*
  - *If you want, I'll ring the ticket office / and we'll see if they have any spare seats.*
  - *The apartment we wanted had already been let, / so we're searching for another.*
  - *Call me before you leave, / or send an e-mail message, / and we can arrange lunch together.*
  - *The surgeon who performed the operation warned him that he might feel very weak afterwards, / but in fact he recovered quite quickly.*
  - *After she had been teaching for a few months the targets her supervisors set her became easier to achieve, / and she had time to relax.*
  - *That photo I took of you/when you were staying with me has come out very well, / so I'll send you a copy if you like.*
  - *Please leave the key we supplied you with at reception / or, if you are unable to do so yourself, please ask a colleague to hand it in for you.*
  - *Dad doesn't approve of the clothes I wear, / nor does he like the language I use.*

- Conjunctions and relative pronouns can introduce two or more **co-ordinate-subordinate** clauses. The following sentence has a **main clause** with three pairs of **co-ordinate-subordinate clauses:**
  - *The surgeon who examined him / and later performed the operation had warned him that he might feel very weak afterwards / and would take a while to recover his strength, because he was older than the average patient, / and the wound would take a while to heal.*

- In the case of co-ordinate relative clauses, the **relative pronoun** needs to be used in the **second clause** if its grammatical status changes, for example from **subject** to **object:**
  - *The books which are recommended for the course / and <u>which</u> I've listed on the handout, can be obtained in all good bookshops.* (subject > object)
  - *The tourist who asked us the way / and to <u>whom</u> we lent our street map, returned it with thanks a week later.* (subject > object of a preposition)
  - *All students who have already received their course work / and <u>who</u> I've already spoken to, may leave now.* (subject > object of a preposition)
  - *Here's a plan of the new hospital complex that we are building on Gower Street / and <u>that</u> will accommodate orthopedic patients.* (object > subject)

  But:
  - *All passengers who have recently arrived from UK airports / but ~~who~~ started their journey from outside the UK, please reclaim luggage from Belt Number 6.* (subject > subject)

UNIT

94 POSITIVE AND NEGATIVE SENTENCES

POSITIVE AND NEGATIVE SENTENCES IN CONTEXT

Not is a negative adverb used in mid position; *not* or *n't* come after lexical *be* and *have*, and between auxiliary *be* and *have* and the main verb.

I'm **not** unduly sceptical; on the other hand, I **haven't** much faith in travel agencies, but I **haven't got** the facilities myself for on-line booking. So I **wasn't astounded** by the phone call from Wider Horizons Ltd. Apparently they'd **not chartered** a large enough aircraft for our flight to Tenerife on 8 April. There **weren't going** to be enough seats for all the paid-up passengers, and evidently we ourselves **weren't included** in the list for that date.

Not or *n't* come between a modal auxiliary and the base form; if there is more than one auxiliary verb, *not* or *n't* come after the first.

There **would not be** another aircraft available till the following week. Well, we **couldn't manage** the following week (I **couldn't have made** myself clear to them on that point) – so we **might not be** able to go at all. However, we **mustn't despair**, they said. They **wouldn't leave** us without a holiday. I **used not to be** willing to complain in such circumstances. This time, I knew, I **ought not to** let them get away with it. So I shouted at them over the phone. I **dared not** expect a successful outcome but, as it turned out, I **needn't have worried**.

As a rule, lexical verbs use *do* to form their negative in the simple present and simple past; 'activity' *have* uses *do*; 'possessive' *have* can also use *do*, and so can the semi-modals *need*, *dare* and *used*.

If I **didn't have** a go, I said to myself, I **didn't have** a chance of success. I **don't like** getting angry and, of course, it **doesn't** always **work** when I do. But it **didn't fail** me this time. Evidently we **didn't need** to re-book, and we **didn't have** to send any more cash. The prospects of getting on our original flight **didn't look** too marvellous, they said, but they **didn't want** to let us down. They **didn't dare** to, after my outburst!

As well as *not* and *n't*, other **negative words** form negative sentences or clauses.

Well, after that, **nothing** was too much trouble for them. **No** difficulties were put in the way of our getting our chosen flight. **Never** before had we had such considerate treatment. There was **none** of the usual bureaucracy, and **nobody** was offhand or abrupt with us. **Nor** was there a long delay before the tickets were sent to us.

Any and the *any*-compounds and certain **other expressions** regularly occur with **negatives**.

And here we are in Tenerife. We had **no** difficulty **at all** on the journey, and we **haven't** found **anything** amiss with our holiday apartment. It **doesn't** take **long** to get to the shops, and it **isn't far** to the beach. We **haven't yet** tried the hotel restaurant, and we **haven't** been swimming **much, either**. But it's only our first day!

Positive and negative sentences

A **positive** sentence says that something is so. A **negative** sentence says that something is not so. It contains the word ***not*** (often shortened to ***-n't***) or another **negative word**:

POSITIVE	NEGATIVE
You may use this computer.	*You may **not** use this computer.*
He has taken his medicine.	*He **hasn't** taken his medicine.*
Dad sometimes uses the Internet.	*Dad **never** uses the Internet.*
The baby cries during the night.	*The baby **doesn't** cry during the night.*
Some of the students have arrived.	***None** of the students have arrived.*
I can get you some more tickets.	*I **can't** get you **any** more tickets.*
There's a solution to this problem.	*There's **no** solution to this problem.*
I believed Peter's story.	*I **didn't** believe Peter's story.*
You should have told her the truth.	*You **shouldn't** have told her the truth.*
They might have been rescued.	*They might **not** have been rescued.*
I enjoy team games.	*I **don't** enjoy team games.*
I shall be seeing Jim tomorrow.	*I **shan't** be seeing Jim tomorrow.*
The searchers have something to report.	*The searchers have **nothing** to report.*
Somebody called you this morning.	***Nobody** called you this morning.*

Negative sentences formed with *not* and *-n't*

- If the verb in the sentence is lexical ***be***, you put the negative ***not*** after it, or add the negative suffix ***-n't*** to it:
  - *They **are not** welcome here.*
  - *I **wasn't** ready for such an event.*
- You can do the same with **'possessive'** ***have***:
  - *We **haven't** enough data yet.*
  - *I **hadn't** a clue where I'd left my watch.*
- If the sentence has an **auxiliary** or **modal auxiliary** verb, ***not*** or ***n't*** comes **between** the **auxiliary verb** and the **main verb**:
  - *We **aren't enjoying** this much.*
  - *He **wasn't listening**.*
  - *You **haven't signed** the cheque.*

- *We must not assume the worst.*
- *The others may not notice the alteration in the timetable.*
- *I daren't go any further.*
- *We oughtn't to blame him.*

■ If there is more than one **auxiliary** verb, ***not*** or ***-n't*** comes after the **first auxiliary**:

- *You can't have finished yet!*
- *He had not been feeling well for a while.*
- *I won't be meeting Robert tomorrow.*
- *You shouldn't have said that.*
- *We couldn't have prevented the accident.*
- *We won't have completed this job by the end of next week.*
- *The prisoners weren't being treated properly.*
- *You ought not to have shouted like that.*
- *I hadn't been attending to the lecturer's words.*
- *She may not have been intending to upset you.*

■ When the verbs ***be*** or ***have*** are used as lexical or as auxiliary verbs, contractions between pronoun (or noun) and verb may be used instead of the ***-n't*** contractions:

- *I haven't* (or *I've not*) *a clue where I left my watch.*
- *She isn't* (or *she's not*) *suitable for the post.*
- *You aren't* (or *you're not*) *listening.*
- *Mike hasn't* (or *Mike's not*) *left already, has he?*
- *I hadn't* (or *I'd not*) *been attending to the lecturer's words.*
- *You haven't* (or *you've not*) *signed the cheque.*

■ There is a choice of negative forms with the semi-modal auxiliaries ***dare, need*** and ***used to***:

1 ***dare***

- *I dare not/daren't mention the subject.*
  Or (less common): *I don't dare* (to) *mention the subject.*
- *I didn't dare* (to) *tell her the truth.*
  Or (more formal): *I dared not tell her the truth.*

2 ***need***

- *You don't need to sign yet.*
  Or: *You need not/needn't sign yet.*
- *We need not/needn't have waited.* (= We waited unnecessarily.)
  Or: *We didn't need to wait.* (= It was unnecessary to wait, so we didn't)

3 ***used to***

- *You didn't use to get so impatient.*
  Or (more formal): *You used not to get so impatient.*

- If the verb is an ordinary **lexical verb**, and there is no other **auxiliary verb**, you use the auxiliary verb ***do*** + the base form of the action verb to form negative sentences in the **simple present** and **simple past**. You put ***not*** after ***do***, or add ***-n't*** to it:

POSITIVE	NEGATIVE
*I **know** the answer.*	*I **do not** know the answer.*
*You **look** well.*	*You **don't** look well.*
*George **agrees** with me.*	*George **does not** agree with me.*
*It **tastes** like sugar.*	*It **doesn't** taste like sugar.*
*I **altered** the settings.*	*I **did not** alter the settings.*
*We **enjoyed** the play.*	*We **didn't** enjoy the play.*

- *The restaurant **doesn't** serve meals after 9.00 pm.*
- *People **do not** sufficiently understand the dangers of the Internet to children.*
- *I **don't** want to cause trouble.*
- *The weather **doesn't** look very promising.*
- ***Don't** move!*
- *Please **don't** tell my parents!*
- *The trains **don't** stop at this station any more.*
- *I **didn't** watch the programme.*
- *You **don't** agree with me, do you?*
- *We were so excited that we **didn't** sleep all night.*
- *It **didn't** take long to complete the task.*
- *The management **does not** take any responsibility for personal belongings.*
- *He most certainly **did not** have permission to enter the ward.*

Grammar Help

- It is becoming much commoner in British English to use ***do*** to form the negative of **'possessive' *have*** as well as that of **'activity' *have***:
  - ***I don't have*** (or more formally, ***I haven't***) *a clue where I left my watch.*
- The older informal style, using the present perfect form ***haven't got***, is still quite common:
  - ***I haven't got** a clue where I left my watch.*

For more information, see UNIT 35 on the verb **have** in the chapter **VERBS**.

Using other negatives

- Negative sentences can be formed with these other negative words: ***never, no, nobody, none, no-one, nothing, nowhere*** and the pronoun or determiner ***neither***:

- *No motor vehicles are allowed beyond this point.*
- *I've had **nothing** to eat since yesterday.*
- *There seems to be **nowhere** to talk privately.*
- *Neither of my parents speaks English.*
- *Nobody told us the news.*
- *I never go anywhere without my handphone.*
- *None of the apartments we saw were suitable for us.*
- *There's no-one at home.*
- *You have no reason to complain.*
- *Dad never takes any exercise.*
- *Nothing is more annoying than having to queue for ages.*
- *Neither twin showed any talent for science.*

Remember that if you use one of the negative words ***no, never, neither, none, nothing, nowhere, nobody*** in the sentence, you don't need ***not*** or ***-n't***:

- *I never go anywhere without my handphone* (NOT *I don't never go anywhere without my handphone*).
- *I've had **nothing** to eat since yesterday* (NOT *I haven't had nothing to eat since yesterday*).
- *You have no reason to complain* (NOT *You don't have no reason to complain*).

- The negative words ***never*** (often reinforced by ***before***) and ***nowhere*** (often reinforced by ***else***) are sometimes put first for emphasis. When this happens the order is: **negative + auxiliary + subject + main verb**:
  - ***Never before had I seen** such crowds.*
  - ***Nowhere else did we receive** such a welcome.*

- A common emphasizer with negatives is ***absolutely***:
  - *I found I had **absolutely no** cash on me.*
  - *I'd done **absolutely nothing** to deserve such an insult.*
  - ***Absolutely nobody** knew the right answer.*

- The connectors ***neither*** and ***nor*** come first in short answers and similar situations. The order is ***neither/nor*** + **auxiliary** (or ***be*** or ***have***) + **subject**:
  - *'I didn't enjoy that programme.' **'Neither did I.'***
  - *Mum wasn't enthusiastic about my suggestion, and **neither was Dad.***
  - *Jim hasn't a clue about car engines, and **nor have I.***

Some features of negative sentences

- When you make a positive sentence negative, using ***not*** or ***n't***, or another negative word such as ***nobody, never, none, nothing, no***, there are often other changes that need to be made. For example, negatives are often used with ***any*** and the ***any***-compounds, ***anywhere, anyone, anything***, and so on; and see the table below for other changes besides these:

POSITIVE	NEGATIVE
*I saw **somebody** in the garden.*	*I didn't see **anybody** in the garden.*
*We've made **some** progress.*	*We haven't made **any** progress.*
*I feel like **something** to eat.*	*I don't feel like **anything** to eat.*
*We'll find a cheap restaurant **somewhere**.*	*We won't find a cheap restaurant **anywhere**.*
*There's **always** somebody to help.*	*There's **never** anybody to help.*
*Someone can **usually** tell you the way.*	*Nobody can **ever** tell you the way.*
*Something interesting **always** turns up.*	*Nothing interesting **ever** turns up.*
*Everyone was allowed **some** input.*	*No-one was allowed **any** input.*
*It's **still** raining.*	*It isn't raining **any more**.*
*Mum swims **and** cycles.*	*Mum doesn't swim **or** cycle.*
*I **always** have **plenty** of energy.*	*I **never** have **any** energy **at all**.*
*They've **already** left.*	*They haven't left **yet**.*
*We had to wait **a long time**.*	*We didn't have to wait **long**.*
*It's **a long way** to the hospital.*	*It isn't **far** to the hospital.*
*They see **a lot** of their grandchildren.*	*They don't see **much** of their grandchildren.*
*We enjoyed the play **too**.*	*We didn't enjoy the play **either**.*
*He plays golf **and** so do I.*	*He doesn't play golf **and** nor (or **neither**) do I.*

- In negative sentences, the indefinite article *a* or *an* is sometimes used with a 'smallest possible unit' word for strong emphasis:
  - *I haven't done **a thing** all day* (= I've done absolutely nothing all day).
  - *Don't say **a word**!*
  - *I didn't dare move **a muscle**.*
  - *It doesn't matter **a scrap**.*
  - *I didn't get **a wink** of sleep all night.*
  - *He never lifts **a finger** to help with the housework.*
  - *The country hasn't had **a drop** of rain for three weeks.*
  - *I didn't hesitate for **a minute**.*
  - *I haven't **a clue** what you mean.*
  - *He's such a good patient – he never complains about **a thing**.*
  - *'Did you hear anything in the night?' 'Not **a sound**.'*

You often find ***another*** and ***a single*** used emphatically with 'smallest possible unit' words in negative sentences:

- *I haven't **a single thing** to wear for the wedding.*
- *I really couldn't eat **another crumb**, thank you!*
- *Don't take **another step**!*

■ When one of the negatives ***nobody/no-one, nothing, none, no*** is used, it is often the subject of the sentence, or part of it, and comes first:

- ***Nobody** said a word.*
- ***Nothing** matters any more.*
- ***None** of the food had been touched.*
- ***No** volunteers came forward.*

If the negative word does not come first in the sentence, the combination ***n't + any-*** is often preferred:

- *I didn't see **anybody*** (rather than *I saw nobody*).
- *You can't rely on **anything** these days* (rather than *You can rely on nothing*).
- *They hadn't touched **any** of the food* (rather than *They had touched none of the food*).
- *There weren't **any** volunteers* (or *There were no volunteers*).

But ***never*** is more usual than ***n't ever***:

- *I've **never** been to Venice* (commoner than *I haven't ever been to Venice*).

UNIT

95 INTERROGATIVE SENTENCES

There are three types of **interrogative sentences** or **questions**: *yes*-or-*no* questions, *wh*-questions and alternative questions.

Yes-or-*no* questions

- *Yes*-or-*no* questions ask for a positive (*yes*) or negative (*no*) answer: The answer is often in the form:

  yes*, + pronoun + auxiliary** (or ***be or ***have***)
  or: ***no*, + pronoun + auxiliary** (or ***be*** or ***have***) **+ *not/n't***.

  This form is sometimes referred to in grammar as 'a short answer':

  - *'Was he there?' 'Yes, he was.'*
  - *'Did you see the balloon?' 'Yes, I did.'*
  - *'Can you find that out for me?' 'Yes, I can.'*
  - *'Are you pleased?' 'No, I'm not.'*
  - *'Have you a car of your own?' 'No, I haven't* (or *I don't*).
  - *'Does your dad smoke?' 'No, he doesn't.'*

- *Yes*-or-*no* questions **begin** with an **auxiliary** or **modal auxiliary verb**, or with ***be*** or ***have***.

  The order is either ***be***, ***have*** (used as lexical verbs) + **subject**, or **auxiliary + subject + main verb**:

  - *Were you very tired after the performance?*
  - *Was I snoring last night?*
  - *Has James* (or *has James got* or *does James have*) *the ability for the job?*
  - *Have you finished your assignment?*
  - *Can we discuss this later?*
  - *Could you turn the radio down a bit?*
  - *Will the timetable remain the same?*
  - *Would you like to watch my video of the wedding?*
  - *Should we inform the police?*
  - *Shall I tell you what I think?*
  - *Must you leave so soon?*
  - *May we use your telephone?*
  - *Might there be a problem?*
  - *Ought we to change the battery?*

- Questions that are not formed with ***be*** or ***have***, or with one of the modal auxiliary verbs such as ***will, would, shall, should, can, could, may, might, must***, are formed with ***do***:
  - *Did you see the helicopter landing?*
  - *Do I look fat in these trousers?*
  - *Do we have to pay to get into the gardens?*
  - *Does the coffee taste OK to you?*
- If there is more than one **auxiliary**, the **first** comes **before** the subject:
  - *Will you be passing a pharmacy on your way?*
  - *Would you have preferred the vegetarian dish?*
  - *Should I have notified the authorities?*
  - *Have you been watching that detective serial?*
  - *Will you have finished that task by Friday?*
  - *Ought we to be attending to this matter?*
  - *Might they have been expecting you to call?*
- There is a choice of question forms with ***dare, need*** and ***used to***:

1 ***dare***
  - *Dare I mention the error on the title page?*
  - *Do I dare (to) mention the error on the title page?*

2 ***need***
  - *Need we check the figures yet again?*
  - *Do we need to check the figures yet again?*
  - *Need you have been so rude to the assistant?* (= you were rude and you shouldn't have been)
  - *Did you need to show your passport?* (= were you required to show your passport?)

3 ***used to***
  - *Did you use to have long hair?*
  - *Used you to have long hair?* (rather formal)

Negative *yes*-or-*no* questions

- **Negative *yes*-or-*no* questions** expect the answer **yes**:
  - *Isn't this exciting?*
  - *Doesn't she look lovely?*

  The meaning is the same as that of a positive statement followed by a negative question tag:
  - *This is exciting, isn't it?*
  - *She looks lovely, doesn't she?*

- The usual way to form a **negative** *yes*-or-*no* question is to add ***-n't*** to the **auxiliary** or **modal auxiliary** verb (or to *be* or *have* if they are being used as lexical verbs):
  - *Aren't those flowers beautiful?*
  - *Haven't you* (or *haven't you got*, or *don't you have*) *any common sense?*
  - *Wouldn't it be better to wait?*
  - *Wasn't your name included in the list?*
  - *Aren't I making good progress?*

Did you know

You will have noticed that the form ***aren't I*** is quite irregular. It is, in fact, a comparatively recent development in English. It originates as a misspelling of ***an't I*** or ***a'n't I***, which you find in older literature, for example:

- ***An't I*** *a pretty young fellow?* (Harriet Beecher Stowe: *Uncle Tom's Cabin*)

You also find the full form ***am not I*** in older literature, for example:

- ***Am not I*** *your Rosalind?* (Shakespeare: *As You Like it*).

- If there is more than one auxiliary verb, the **subject** comes after the first **auxiliary** + ***n't***:
  - *Shouldn't you have brought your passport?*
  - *Couldn't the prisoners have been treated with more respect?*
  - *Won't you be attending the lecture?*
  - *Wouldn't he have been expecting you at his place?*
- In more formal English *not* can be used instead of ***n't***. But notice that *not* comes **after** the **subject**. The order is: **auxiliary** (or *be* or *have*) + **subject** + *not* + **main verb**:
  - *Are you not all thoroughly ashamed?*
  - *Have we not sufficient funds for the enterprise?* (very formal)
  - *Did you not read the notice?*
  - *Has she not received her copy yet?*
  - *Do those children not understand that their mother needs complete rest?*
- If there is more than one auxiliary, the additional auxiliaries follow *not*:
  - *Should you not have turned the computer off?*
  - *Has she not been taking her pills?*
  - *Will James not be leaving school pretty soon?*
  - *Should these documents not have been returned to the family?*
- There is a choice of three negative-question forms with *can*:
  - *Can't you see the difference?*
  - *Can you not see the difference?*
  - *Cannot you see the difference?* (very formal)

- With the **semi-modal auxiliaries**, these are the negative-question forms that you are most likely to meet:
  - *Oughtn't I* (or *ought I not*) *to lock the door?*
  - *Daren't they make any changes?*
  - *Didn't you dare* (*to*) *tell the truth?*
  - *Didn't you use* (or, more formally, *used you not*) *to have long hair?*
  - *Don't you need to key in your password?*
- *Never* follows the subject in the same way as *not*:
  - *Have you never tried Thai food before?*
- Notice the rather formal constructions with the other **negatives**, contrasted with the more usual forms using *n't* + *any-*:
  - *Were there no letters for me?* (or: *Weren't there any letters for me?*)
  - *Is there none of that nice pie left?* (or: *Isn't there any of that nice pie left?*)
  - *Is there nowhere to talk privately?* (or: *Isn't there anywhere to talk privately?*)
  - *Was nobody at home?* (or: *Wasn't anybody at home?*)
  - *Have they no common sense?* (or: *Haven't they any common sense?*)
  - *Will nothing satisfy them?* (or: *Won't anything satisfy them?*)
- Certain words that are used in negative sentences are frequently used in questions too:
  - *Do you see much of your grandparents nowadays?*
  - *Did you stay long at the party?*
  - *Doesn't she ever mention me?*
  - *Have we got far to go?*
  - *Has the train left yet?*
- Though *any* and the *any-* compounds are frequent in all questions, you can use *some* and the *some-* compounds to express a more definite expectation:
  - *Was there something else you wanted to mention?*
  - *Didn't somebody famous once say that?*
  - *Isn't there some milk in the fridge?*
  - *Have we some of that nice pie left?*
  - *Can't we do something to help?*
  - *Isn't there somewhere to talk privately?*
  - *Don't you sometimes* (instead of *ever*) *regret your decision?*

Wh-questions

***Wh*-questions** ask for information or identification. They begin with one of the *wh*-question words. The *wh*-question words are: the interrogative adverbs *how, when, where, why;* the pronouns *who* or *whom;* the pronouns/determiners *whose, what, which.*

Wh-questions are formed with ***be, have*** or ***do*** or one of the **modal auxiliary verbs,** in a similar way to *yes*-or-*no* questions.

- If the *wh*-word is not the **subject** of the sentence, the **subject** comes **after** the auxiliary verb (or *be* or *have*). After the *wh*-word the order is the same as for *yes*-or-*no* questions:
  - *Why haven't you made your bed?*
  - *Why didn't you buy any rice?*
  - *Why has everybody stopped talking?*
  - *Where are my socks?*
  - *How soon can we expect delivery of the furniture?*
  - *When does this term end?*
  - *What do the children like to drink?*
  - *Who* (or *whom*) *did you take a photo of?*
  - *Whom* (or *who*) *did they appoint to the post?*
  - *What are they staring at?*
  - *Which dessert would you prefer?*

  Additional auxiliary verbs come after the subject:
  - *How could I have mislaid it?*
  - *What have you been doing lately?*
  - *Where could I have left my spectacles?*
  - *Where can he have been going?*
- But if the *wh*-word is the **subject**, or part of it, there is no 'inversion' and you do not need *do* to form the question:
  - *Who has the tickets?*
  - *Who wants to come with me?*
  - *What animal goes 'miaow'?*
  - *Which assistant told you that?*
  - *What could have happened to them?*
  - *Who took the photo?*
  - *Who removed the newspaper from this table?*
  - *What could have caused him to behave so oddly?*
- In questions about **identification** formed with ***who, whose, what, which, whose*** + *be*, the *wh*-word is usually the **complement** rather than the subject. This is quite a difficult point to understand:

COMPLEMENT	LINKING VERB	SUBJECT
Who	*are*	*the winners?*
Whose	*is*	*this camera?*

COMPLEMENT	LINKING VERB	SUBJECT
Which	*is*	*the doctor's house?*
What	*was*	*that noise?*

For further information, see the section on *wh*-questions in the chapter DIRECT AND INDIRECT SPEECH.

- In formal English a preposition can come before the ***wh*-question word:**
  - ***From whom did you receive that information?*** (less formal: ***Who did you get that information from?)***
  - ***To what do you attribute your success?***
  - ***In which category would you put teenage violence?***
- The negatives ***-n't, not*** and ***never*** after ***wh*-question words follow the same patterns as for *yes*-or-*no* questions:**
  - ***Why didn't you ask for help?***
  - ***Why did you not ask for help?***
  - ***Why did you never ask for help?***
- The answer to a ***wh*-question is the piece of information required:**
  - ***'Where are you going?' 'To the supermarket.'***
  - ***'Why didn't you phone?' 'Because my handphone battery was flat.'***
  - ***'Who told you that?' 'Melanie.'***

Did you know?

There are some **idiomatic questions** that people use in conversation, and it is a good idea to learn the commonest ones:

- *'Dave, this is Helen.' **'How do you do,** Helen? Nice to meet you.'*
- *'George has a new girlfriend.' 'Oh, **what's she like?**' 'She's very nice. Attractive and good fun.'*
- ***'What's the matter?** Have you lost something?' 'Yes, my glasses.'*
- ***'What's the time?'** 'Twenty-five past four.'*
- ***'What's up?** Why has the train stopped?' 'An electricity failure, apparently.'*
- ***'What on earth are you doing** up there?' 'I'm just changing the light bulb.'*
- *There's plenty of time. **How about** a snack at a tea house?' 'OK, where shall we go?'*
- *The kids have plenty to keep them busy today, but **what about tomorrow?**' 'Let's take them to the zoo.'*
- *'I'll let the plumber in when he comes. But **what if he doesn't come?**' 'Call him. Here's his number.'*

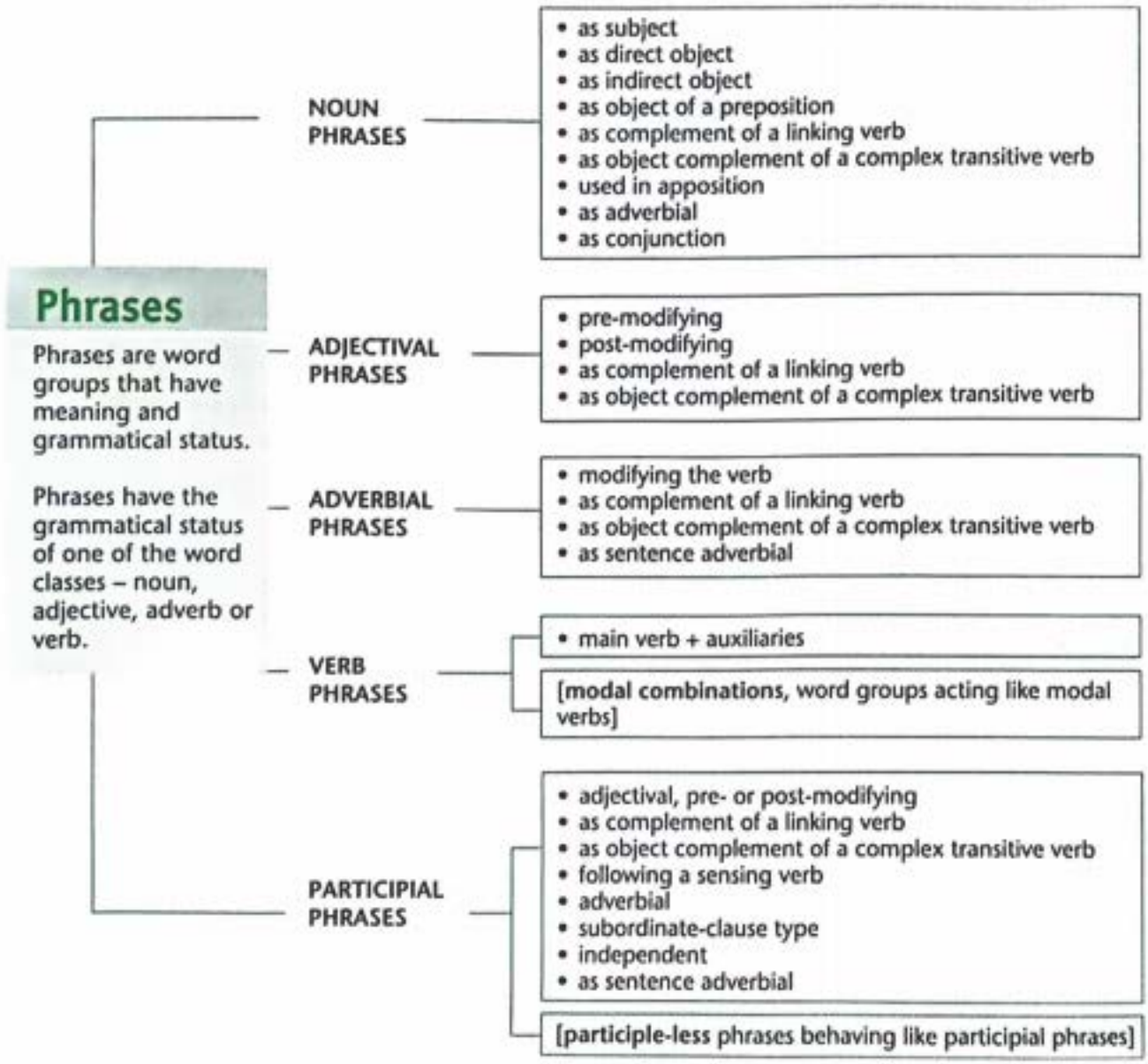
Alternative questions

Alternative questions are formed like *yes*-or-*no* questions, but include the conjunction **or** to offer or express a **choice** of two or more **things**.The **answer** to an alternative question is the thing selected from the choice offered:

- *'Is a spider an insect or an animal?' 'An animal.'*
- *'Would you like tea, coffee or fruit juice?' 'Fruit juice, please.'*
- *'Shall we get the bus or call a taxi?' 'Let's call a taxi.'*
- *Shall I forward the mail to your office or to your home address?*
- *Does she want us to wait here for her or make our own way home?*
- *Should I go straight to university, take a job, or go round the world for a year?*
- *Is the doctor going to come, or should we call an ambulance?*
- *Are we visiting the museum or the shops first?*
- *Does September have 30 days or 31?*
- *Do you agree with me or not?*
- *Do you go to the cinema frequently, occasionally or never?*
- *Has he or has he not the right qualifications for the job?*
- *Are you willing or aren't you?*
- *Did we pay that bill or didn't we?*
- *Will you be voting for me or won't you?*

CHAPTER

11 Phrases



UNIT 96

WHAT IS A PHRASE?

In everyday language a phrase is thought of vaguely as any group of words that has meaning but isn't a sentence or clause. In grammatical terms, however, a **phrase** is a **word group** that not only has **meaning** but also **grammatical status**. It can have the grammatical status of any of the **word classes** or 'parts of speech'. That is, a phrase may have the function of a **noun, adjective, adverb** or **verb** (and so on), within a sentence.

We shall be looking at four main types of phrase: **noun** phrases, **adjectival** phrases, **adverbial** phrases and **verb** phrases. We shall also examine the roles of **participial** phrases.

■ **Noun phrases** can have any of the grammatical roles that nouns have. For example:

1 **subject of a verb:**
- *My younger sister is arriving tomorrow.*
- *The new supermarket opens tomorrow.*

2 **object of a verb:**
- *I found a map of Prague in the desk.*
- *I've lost my bunch of keys.*

3 **object of a preposition:**
- *A number of charities focus on child poverty.*
- *He arrived home with a cut knee.*

4 **complement of a linking verb or object complement after a complex transitive verb:**
- *Several of my friends were members of the choir.*
- *You've made me the proudest father in the world.*

■ **Adjectival phrases** act as **adjectives**, so they **describe nouns** or **pronouns**. They can be found in various positions in relation to the thing or person they describe. For example:

1 **before a noun:**
- *an absolutely terrible experience*
- *on-the-spot reporting*
- *one-day-old chicks*

2 **after a noun or pronoun:**
- *anybody **with any common sense***
- *a letter **from the landlord***

3 as the **complement** of a **linking verb** or as an **object complement:**
- *The baby is **sound asleep.***
- *You've made me **extremely proud.***

■ **Adverbial phrases** act as **adverbs,** and can have a variety of adverbial roles:

1 **describing** or **enlarging on the action:**
- *He died **very peacefully.***
- *He died **among his loved ones.***
- *I'll see you **this evening.***
- *Books lay **all over the floor.***
- *The work was completed **in less than a month.***

2 acting as the **complement** of a **linking** verb or as an **object complement:**
- *Jack is **at school.***
- *Joe seems **in excellent form.***
- *The head looks **out of proportion.***
- *Amy imagines herself **in the height of fashion.***
- *You think me **out of touch,** don't you?*

3 acting as a **sentence adverb:**
- ***In my opinion,** Brian should have returned to Ireland.*
- ***In the first place,** we haven't enough cash.*
- ***In conclusion,** I would say that the enterprise was a moderate success.*
- *Kenneth is still a child, **in a way.***
- ***To a certain extent,** you're right.*
- ***At the end of the day** it's audience enjoyment that counts.*
- ***To my dismay,** Kay refused my invitation.*
- ***To be honest,** I was quite relieved.*

■ **Verb phrases** are the words in a sentence that make up the verb. That is, a **verb** that **consists of more than one word** is a **verb phrase.** A **verb phrase** is typically made up of an auxiliary or modal auxiliary verb plus a main verb. But there may be more than one auxiliary:
- *I **have finished.***
- *Jim **had been studying** very hard.*
- ***Should we warn** them?*
- *We **shall** soon **be arriving** in Singapore.*
- *You **might have been** badly **injured.***
- *She **must have forgotten.***

■ There are **word groups** that fill the role of **other** kinds of **word class** or 'part of speech'. For example:

1 There are several word groups that act as **prepositions:**

- *on top of the cupboard*
- *out of the drawer*
- *according to my dad*
- *because of the delay*
- *in spite of her injury*
- *away from the town*
- *in front of the hotel*
- *along with his friends*
- *on account of her injury*
- *in line with our policy*

These are called **complex prepositions**, NOT prepositional phrases. The term **prepositional phrase** refers to an adverbial or adjectival phrase that begins with a preposition, such as ***in bed, at school, with a limp, over the door, beside the railway.***

2 There are several word groups that act as **conjunctions**, for example:

- *so long as it's safe*
- *last time I tried*
- *on condition that you pay*
- *in case it rains*
- *in view of the fact that it's late*
- *provided that they agree*
- *every time I try*
- *so that everyone gets a turn*
- *as if he already knew*

These multi-word conjunctions can be called **complex conjunctions.**

The role of present and past participles

Participles can form **part** of a phrase acting as one of the word classes, or themselves have the **function** of a **word class**, for example:

- *Sweat was pouring off his face* (part of a **verb phrase**)
- *scattered showers* (part of a **noun phrase**)
- *the man leaning against the lamp post* (part of an **adjectival phrase**)
- *various points concerning food hygiene.* (**preposition**)
- *You did well, considering the difficulties.* (**preposition** or part of an independent **participial** phrase)
- *Supposing everything's organized, we can start tomorrow.* (**conjunction**)
- *Granted she had a big disadvantage, she should have done better.* (**conjunction**)

The term **participial phrase** is typically used for an adjectival phrase that contains a participle, and comes before or after a noun or pronoun:

- *badly injured passengers*
- *those sitting at the rear of the train*

> We shall examine in more detail the roles of participles and participial phrases at the end of this chapter.

UNIT

97 NOUN PHRASES

NOUN PHRASES IN CONTEXT

Noun phrases may consist simply of a 'pre-modifying' **article** or **determiner** + **noun**. A **predeterminer** may come before the article or determiner.

The traffic warden was standing over **my car** when I returned from **the shops**. 'Is this **your vehicle**, madam?' he asked. 'Yes,' I said, 'don't tell me you've given me **a fine**! I was only away for **a moment**!' 'The **notice** has already been served,' said **the traffic warden**. (Of course they now call **a traffic warden 'a parking attendant'**. I'd say **both these names** are hypocritical.) 'And,' went on **the parking attendant**, 'I have affixed **the notice** to **your windscreen**.'

Further 'pre-modification' of the **noun** in a noun phrase may take the form of one or more **adjectives** (+ **intensifying adverbs**), a **possessive**, **number**, **participle** (+ **adverb**), **attributive noun**, or **hyphenated string**.

'Well,' I said, 'what about **the four vehicles** on **the opposite side** of **the road**? **The blue van**, **the silver**, **expensive-looking saloon**, **the milk float** and **the horribly muddy four-by-four**? They're all parked on **a yellow line**. Surely **those illegally parked vehicles** are liable to **on-the-spot fines** too?' 'Those, madam,' said he, 'are in **a different parking zone** and are therefore **my colleague's responsibility**, not mine.'

The **noun** (or **pronoun**) in a noun phrase may be 'post-modified', that is, followed by an **adjective**, **adverb**, **participle** or **prepositional phrase**.

There seemed to be **something** very unfair about that. **Car-drivers parking illegally on the other side of the road** could apparently get away without a fine if **the parking attendant on duty** did not appear at **the time in question**. I thought about **the injustice inherent in the situation** on **the way home**.

An appositional **noun phrase** may precede or follow a **noun**, **proper noun** or **noun phrase** by way of explanation or expansion.

Our dog Jimmy welcomed me warmly but **my husband Joe** was not pleased about the fine. **Our car, a new Nissan Micra,** had been in trouble before. **Our daughter Jane** had incurred a fine for parking it illegally only a week previously. **The fine of £30, already a burden on our household budget,** would be increased to £60 if not paid within **a certain time limit**, namely **two weeks**.

A **noun phrase** can be **subject**, **object** or **indirect object** of a **verb**, or **object** of a **preposition**. It can also be **complement** of a **linking verb**, **object complement** of a **complex transitive verb**, or even an **adverbial** or a **conjunction**.

Objections to parking fines can be **sent** to the parking department of the city council. I've decided to **write a polite letter objecting to my fine**. I have to **send the city council** a sensible defence, and address my envelope **to the Director of Parking**. I believe this **is a step worth taking**. I really **consider myself a victim of injustice**. Apparently I can expect an acknowledgement **next week**. I'll be more careful about parking **next time** I go to the shops.

Noun phrases

Noun phrases can consist simply of an **article** or **determiner** + **noun**:

- *a storm*
- *my relations*
- *some money*
- *the postman*
- *these fashions*

But in many noun phrases the noun has, besides the article or determiner (if there is one), one or more adjectives, adjectival phrases or prepositional phrases before it or after it:

- *the larger **picture***
- *unusual **happenings***
- *some wonderful **news***
- *our new **neighbours** in the flat opposite*
- *an extraordinarily talented **girl** in my class*
- *the in-your-face **language** typical of today's TV soaps*
- *an enormous **plate** of fish and chips*
- *a politely worded **letter** to the managing director*
- *last-minute **applications** for tickets for the show*
- *my parents' old-fashioned **opinions** about proper behaviour*
- *recent important **changes** affecting many school-leavers*

Grammar help

Notice that within the adjectival material attached to these nouns there are a lot of 'sub' noun phrases:

the flat opposite	*an interest*	*an interest in saving the planet*
the planet	*my class*	*your face*
today's TV soaps	*TV soaps*	*fish and chips*
the managing director	*tickets for the show*	*the show*
my parents	*proper behaviour*	*many school-leavers*

The main noun that is being described (*picture, happenings, news, neighbours* and so on in the original examples) is said to be the **head** of the noun phrase.

Notice that a **pronoun** can also be the **head** of a noun phrase:

- *anybody with an interest in saving the planet*
- *the brutal **few** responsible for these atrocities*
- *those on income support*
- *the starving **millions***

Modification before or after nouns or pronouns

The adjectival material added before or after a noun or pronoun is called **modification**. Many different types of **modification** can be added to a noun; for example:

■ **before a noun (pre-modification):**

1 a determiner (or pre-determiner + determiner):
- *the frog*
- *my cousin*
- *that factory*
- *some products*
- *few reasons*
- *both the twins*
- *all our houses*
- *half the trouble*

2 a number:
- *four blackbirds*
- *two thousand sheep*

3 one or more adjectives:
- *beautiful weather*
- *a charming hostess*
- *unhealthy, greasy food*

4 a possessive:
- *Helen's methods*
- *the city's drains*
- *tomorrow's agenda*

5 an adjective modified (intensified, moderated, emphasized or characterized) by an adverb:
- *an utterly unsuitable outfit*
- *a highly appropriate punishment*
- *the barely audible announcements*
- *a cheerfully flamboyant outfit*

6 a present or past participle:
- *whirling leaves*
- *a planned pregnancy*

7 an adverb + participle:
- *slowly moving crowds*
- *their closely observed progress*

8 a descriptive or identifying noun:
- *mountain scenery*
- *the Singapore skyline*

9 a hyphenated string:
- *two-year-old children*
- *a three-hour meeting*
- *crystal-clear water*
- *blood-red lipstick*
- *an old-clothes shop*
- *a fruit-and-vegetable stall*
- *a broad-shouldered policeman*
- *longer-lasting lather*
- *an on-the-spot report*
- *sun-dried tomatoes*
- *made-up stories*
- *a longed-for break*

Grammar Help

The hyphenated string can be any of several kinds of phrase or word group, for example:
- a noun phrase (***three-hour, old-clothes***)
- two nouns linked by a conjunction: (***fruit-and-vegetable***)
- a phrase based on an adjective (***blood-red, crystal-clear***)
- a prepositional phrase (***on-the-spot***)
- a phrase using a participle (***longer-lasting, sun-dried***)
- a form derived from a phrasal verb (***made-up, longed-for***)

■ **after a noun or pronoun (post-modification)**

1 an adverb or adjective:
- *the route home*
- *something strange*
- *a court martial*

- *people mad about football*
- *a man capable of murder*
- *the way in*

2 a participle or participial phrase:

- *the people dancing*
- *the lady sitting on your left*
- *those invited*
- *the rubbish strewn over the ground*

3 a prepositional phrase:

- *the things in this drawer*
- *a present for my aunt*
- *a box of books*
- *the death of Marat*
- *the making of the Roman Empire*
- *the city of London*
- *people with plenty of money*
- *vegetables from the supermarket*
- *the reason for my journey*
- *the cause of the delay*
- *a woman of determination*
- *the pursuit of happiness*
- *the matter of pay*
- *a girl with blond hair*
- *plays by Shakespeare*
- *no place like home*

Grammar help

Notice also that more complex constructions can be added as modification after a noun or pronoun, for example:

■ a *to*-infinitive:

- *the need to hurry*
- *a mat to stand on*
- *time to relax*
- *nobody to talk to*

■ a clause:

- *the discovery that the earth goes round the sun*
- *a theory that gets little support nowadays*
- *the reason why we failed*

■ constructions with **as**:

- *cuisine as varied as Singapore's*
- *birds such as macaws*

Noun phrases that explain: apposition

Noun phrases are sometimes placed beside, or in **apposition to**, nouns or other noun phrases to explain them in various ways, for example:

■ You often introduce somebody's or something's name with a noun phrase:

- *my sister Jill*
- *my sons John and Robert*
- *her dog Onny*
- *my neighbour Ivan*
- *the composer Bach*
- *the footballer David Beckham*
- *my brother David*
- *my cousin Jean*
- *our friends the Allens*
- *his partner Vicky*
- *the painter van Gogh*
- *the novel Anna Karenina*

■ Sometimes a noun, noun phrase or proper noun is added with a comma after a noun phrase, to identify the person, thing or place you mean more exactly:

- *the home of ballet, Russia*
- *our new car, a Honda*

- ***Zubaida's native tongue, Malay***
- ***the bird of peace, the dove***
- ***the latest fashion, navel jewellery***

Language help

Expressions such as ***that is, that is to say, namely*** can be used to emphasize the identification:

- *Zubaida's native tongue, **that is**, Malay*
- *Shakespeare's Scottish play, **namely**, 'Macbeth'.*
- *the bird of peace, **that is to say**, the dove*

- Sometimes you add a comma + noun phrase as an explanation after a name or other noun:
  - ***Mr Lal**, our football coach*
  - ***Sue**, an American cousin of mine*
  - ***Mr Rahim**, Dad's golfing partner*
  - ***Gillian and Molly**, Mum's colleagues*
  - ***Katie**, my friend at school*
  - ***Steve**, our team captain*
  - ***Miss Liu**, the school secretary*
  - ***Penang**, a holiday island off the coast of Malaysia*
  - ***rummy**, a type of card game*
  - ***pepper**, a substance handy for self-defence*

  The nouns and noun phrases that are in apposition do not necessarily come side by side – they may be separated:
  - ***Ben** arrived yesterday, **a volunteer worker from Australia**.*
  - *My aunt always carries **her own form of self-defence** in her pocket, namely, **a small pepperpot**.*

Noun phrases in the grammar of a sentence

We saw in UNIT 96 that the main grammatical functions of a noun phrase within a sentence are: **subject; direct object; object of a preposition; indirect object; complement** after a **linking verb; complement** after the **object** of a **complex transitive** verb. But a few noun phrases can also be found acting as **adverbials** or **conjunctions**.

- **noun phrases as subject:**
  - ***A strange-looking balloon** was circling overhead.*
  - ***The people in the market place** stood still and looked up.*
  - ***All the traffic on the motorway** slowed down.*
  - ***The men repairing the road** stopped work.*
  - ***That day's extraordinary event, the landing of the Martians,** astonished the world.*
  - *Whose was **the bright orange spacecraft sitting waiting in the field?***

Grammar help

Just as nouns can be linked by the conjunction ***and***, so can noun phrases. When two singular noun phrases are linked by ***and***, and the combination is the subject of the verb, the verb is plural:

- *Please note that **flash photography and video recording** are forbidden.*

When the linking conjunction is ***or***, the verb is strictly singular but, in practice, sometimes plural:

- *I think the **head teacher's secretary or the head teacher herself** has the details.*

- **noun phrases as direct object:**
  - *I bought **four plastic hooks** in the DIY shop.*
  - *I think I'll invite **my cousins Jean and Ian** to my party.*
  - *We reached **the summit of the highest peak** by late evening.*
  - *Libby sold me **her painting of the lighthouse**.*
  - *Please keep us **some front-row seats for the show**.*
  - *We had to shift **an enormous tree lying across the road**.*
  - *The bomb damaged **several houses down one side of the street**.*
- **noun phrases as object of a preposition:**
  - *I bought four plastic hooks in **the DIY shop***
  - *I think I'll invite my cousins Jean and Ian to **my party**.*
  - *We reached the summit of **the highest peak** by **late evening**.*
  - *Libby sold me her painting of **the lighthouse**.*
  - *Please keep us some front-row seats for **the show**.*
  - *We had to shift an enormous tree lying across **the road**.*
  - *The bomb damaged several houses down **one side of the street**.*
- **noun phrases as indirect object:**
  - *Mum used to make **my sisters** the most wonderful clothes.*
  - *I've written **the managing director** a letter of resignation.*
  - *Remember to send **your aunt** and **your grandmother** postcards from New Zealand.*
  - *Greasy French fries will not do **already overweight people** any good at all.*
  - *The paperwork required by the authorities gives **the teaching staff** a lot of unnecessary work.*
  - *They found **the evicted family** some temporary accommodation.*
- **noun phrases as complement (subject complement) after a linking verb:**
  - *I'm evidently **the one responsible for the confusion**.*
  - *The upturned bucket made **a satisfactory seat**.*
  - *Geoff has become **a terrible bore**.*
  - *Diana seems **the right person for the job**.*
  - *I felt **a complete idiot**.*

- *Harry's arrival was* ***a huge surprise.***

- **noun phrases as complement (object complement) after a complex transitive verb:**
  - *Viewers voted him* ***the best-dressed person in the country.***
  - *We considered the new head teacher* ***a great improvement on her predecessor.***
  - *You've made me* ***the happiest man alive.***
  - *I call it* ***a major disgrace.***
  - *I painted the door* ***a kind of greenish-brown.***
  - *The accident had left him* ***a complete mental and physical wreck.***

You can even find noun phrases doing the following jobs:

- **noun phrases as adverbials:**
  - ***Last year*** *we holidayed in Brazil.*
  - *We'll discuss it* ***next week.***
  - *Come to supper* ***tomorrow evening.***
  - *You'll never finish the job if you do it* ***that way.***
  - ***This way*** *we'll finish in half the time.*
  - *The noise continued* ***all night.***

- **noun phrases as conjunctions:**
  - *I won't be so nervous* ***next time*** *I sit my driving test.*
  - ***Last time*** *I let her borrow my computer, she broke it.*
  - ***Every time*** *I arrange to meet her, she cancels.*
  - *He's heading for trouble,* ***the way*** *he's behaving.*
  - ***The day*** *she remembers to pay the rent, I'll eat my hat.*
  - *Phone me* ***the minute*** *you hear any news.*

UNIT

98 ADJECTIVAL PHRASES

ADJECTIVAL PHRASES IN CONTEXT

There is a **recently introduced arrangement** at our club for **well-travelled** members to give talks on their trips to **far-flung** places. Well, **last night's** speaker gave a **thoroughly interesting** and **well-thought-out** talk. I'd been expecting a **90-minute affair** of **soul-destroying** tediousness, with **interminably repetitive** slides showing **ink-blue** seas, **palm-fringed** beaches, **sun-soaked** sands, **bare-legged** tourists, and **open-all-hours** taverns with **round-the-clock** drinkers.

But the slide show **last night** was not like that. The speaker **at the meeting** had been to a remote place **in Peru**. He showed us photos **taken from the air**. These were pictures **of carvings**, carvings **made in the ground surface hundreds of years ago**, carvings **done on a huge scale**, **covering miles of ground**, and only **visible from the air**. They were mostly representations **of birds and beasts**. Passengers **on an aircraft** can of course see the pictures **down there** very clearly, but to **the artist on the ground** they must have looked merely like **trenches going in various directions**.

The carvings were **very lively** and **convincing-looking**, in spite of the fact that they were **so enormous**. The artists had somehow **made** these creatures **quite realistic**. The condor, for instance, had eyes that **looked really focused**, and its wings **were perfectly recognizable as condor's wings**. So the evening **was very successful**, and the talk left the audience **quite amazed**, and **very appreciative**.

'Pre-modifying' **adjectival phrases** (before the noun) may consist of an **adverb + adjective**, an **adverb + participle**, a **hyphenated combination**, or a **possessive expression**.

'Post-modifying' **adjectival phrases** (after the noun) may consist of a **prepositional phrase**, an **adjective + prepositional phrase**, a **modified time or place adverb**, a **participial phrase**, or a **noun phrase**.

Adjectival phrases can also function as **complements** after linking verbs, and **object complements** after complex transitive verbs.

Adjectival phrases

Adjectival phrases are any phrases that do the job of an **adjective** in **describing** (or '**modifying**') a noun or pronoun:

- *an **extremely skilful** operation*
- *a **very successful** operation*
- *a **brilliantly performed** operation*
- *a **five-hour** operation*
- *a **heart-in-the-mouth** operation*
- *a **round-the-clock** operation*
- *a **long-awaited** operation*
- *an operation **on the kidneys***
- *an operation **lasting five hours***
- *an operation **performed with enormous skill***
- *my operation **last year***
- *The operation **was quite painless.***
- *The operation **has been of enormous benefit.***
- *His doctor **has already declared him fit for work again.***

Types and positions of adjectival phrases

Adjectival phrases can come **before** or **after** a noun, and can take **many different forms**. We have already noted, in the section on **noun phrases**, the range of adjectival material that can modify a noun, so the types of adjectival phrases listed below will be largely familiar.

■ **adjectival phrases** used **before a noun (pre-modification):**

1 an **intensifier, moderator** or **other adverb + adjective:**
- *a **very successful** operation*
- *an **extremely skilful** operation*
- *a **rather silly** remark*
- ***miserably cold** weather*
- *a **reassuringly normal** personality*

2 an **adverb + participle:**
- ***dubiously acquired** wealth*
- *a **brilliantly performed** operation*
- *a **long-awaited** operation*
- *a **hard-won** battle*
- *a **well-known** writer*

3 a **possessive expression:**
- ***the headmaster's** room*
- ***my grandmother's** opinions*
- ***last year's** report*

Spelling Help

The combination **adverb + participle**, when it is used **attributively** (before a noun), needs to be hyphenated only if the adverb does not end in ***ly***:
- *a **well-presented** thesis*

but:
- *a **beautifully presented** thesis*

- *the city's drainage system*

4 **hyphenated phrases** of various kinds, for example:

noun phrase
- *a ten-storey building*
- *a seventy-foot yacht*
- *a five-hour operation*
- *a heart-in-the-mouth operation*
- *third-year students*

a phrase based on an adjective
- *blood-red lipstick*
- *crystal-clear water*

a prepositional phrase
- *a round-the-clock operation*
- *an over-the-top reaction*
- *in-your-face language*

a phrase based on a participle
- *a leather-bound book*
- *sun-dried bananas*
- *index-linked pensions*

an adjective or number + noun formed into an *-ed* participle
- *blond-haired children*
- *long-legged animals*
- *four-winged insects*
- *a one-eyed monster*

a phrasal-verb derivative
- *some left-over food*
- *a much sought-after delicacy*

other combinations
- *up-and-down mood changes*
- *a make-or-break attempt*
- *wall-to-wall carpets*
- *a cradle-to-the-grave welfare system*
- *a where-do-we-go-from-here? situation*

Spelling Help

For information on hyphenation principles, see the chapter PUNCTUATION.

■ **adjectival phrases** used **after a noun or pronoun (post-modification):**

1 a **prepositional phrase:**
- *the girl in the ticket office*

- *anybody with any sense*
- *people of real integrity*
- *an operation on the kidneys*
- *changes to the timetable.*

2 an **adverb** of **place** or **time** emphasized or focused by another adverb:
- *my folks back home*
- *the rubbish in there*
- *the weather down here*
- *the situation right now*
- *my mood just then*

3 an **adjective +prepositional phrase** (consisting of a customary preposition + object):
- *the person responsible for the confusion*
- *people allergic to wheat flour*
- *teenagers dependent on drugs*
- *something wrong with my computer*

4 a **participial phrase**:
- *an operation lasting five hours*
- *an operation performed with enormous skill*
- *the people waiting for the bus*
- *tests set by education inspectors*
- *chairs made of moulded plastic*

5 a **noun phrase**:
- *my operation last year*
- *her behaviour the following day*
- *the meeting next week.*

Adjectival phrases as complements

As well as **modifying** a **noun** or **pronoun** by coming **immediately before** or **immediately after** it, an **adjectival phrase** can also be found as a **complement (subject complement) after a linking verb**, or as a **complement (object complement)** after the **object** of a **complex transitive verb**:

■ **subject complement** after a **linking** verb:
- *The operation was very successful.*
- *You are perfectly right.*
- *My voice sounded strangely loud.*
- *Is the timetable absolutely up-to-date?*
- *Such behaviour is typical of teenagers.*
- *She became disillusioned with teaching.*

- *Are you still* ***angry with me?***
- *These questions are not* ***relevant to the main enquiry.***
- *The strangers were* ***dark-skinned*** *and* ***long-haired.***

■ **object complement** after the **object** of a **complex transitive** verb:

- *You've made your mother* ***very proud.***
- *Consider yourself* ***extremely fortunate.***
- *The approaching storm had turned the sky* ***quite black.***
- *We'll paint the walls* ***pale green.***
- *You've lost your key? I call that* ***very careless.***
- *The shock left him* ***incapable of speech.***
- *My doctor has declared me* ***fit for work.***
- *I found the content of the programme* ***very up-to-the minute.***

Grammar help

Both adjectival and adverbial prepositional phrases can serve as complements.

■ **Adverbial** prepositional-phrase complements typically relate to place or position and consist simply of preposition + object, sometimes preceded by an emphasizing adverb:

- *Your dinner is* ***in the microwave.***
- *My suitcase was* ***under the bed.***
- *The pharmacy is just* ***round the corner.***
- *Are you* ***into salsa dancing?***
- *Immediately* ***in front of me*** *was an elderly gentleman.*

■ **Adjectival** prepositional-phrase complements are typically well-established metaphorical expressions, which are often hyphenated even after a linking verb, and can be used with intensifiers, moderators or emphasizers:

- *We're absolutely* ***over the moon*** *about the new baby.*
- *Your reaction was rather* ***over-the-top.***
- *The language they use is a bit* ***in-your-face.***
- *Lately he's been feeling very* ***under-the-weather.***

Did You Know?

An adjectival phrase that consists simply of an **adjective modified** by an **adverb** is distinguished from other adjectival phrases by the term **adjective phrase**. The following, for example, are adjective phrases:

- *fairly free*
- *absolutely suitable*
- *rather ugly*
- *very clever*
- *suitably apologetic*
- *wide enough*
- *quite perfect*
- *simply amazing*
- *utterly astonished*
- *somewhat odd*
- *unbelievably cold*
- *quite successful*
- *pretty strong*
- *extremely worried*
- *intensely loyal*
- *readily available*

UNIT

99 ADVERBIAL PHRASES

ADVERBIAL PHRASES IN CONTEXT

Adverbial phrases may take the form simply of an **adverb** modified by **another adverb**.

It was eight o'clock in the morning, and I was lying **quite peacefully** in bed and **rather lazily** deciding to have another five minutes' rest when the telephone in the hallway rang **extremely insistently**. I rolled **pretty reluctantly** out of bed, fumbled **somewhat blindly** for my bathrobe (I'd **very carelessly** mislaid my spectacles), and stumbled **highly inelegantly** out into the hallway. But I didn't move **quickly enough** – the phone had **most inconsiderately** stopped ringing, and the answerphone system had **perfectly promptly** kicked in.

Prepositional phrases often function as **adverbial phrases**.

I sat down **on the stool** that was conveniently placed **beside the telephone table**, and lifted the phone **off its cradle**. I dialled 1471 **in the recommended manner** to find the caller's number. It was my friend Eddie's cellphone number; Eddie and I had become friends **at university**. I then dialled 1571 to see if he had left a message **in the 'call-minder'**.

Noun phrases can function adverbially and so serve as **adverbial phrases**.

Eddie's message suggested having dinner with him **the following evening**. I had promised my boss to work late **all week**, but he'd said he wouldn't need me **every evening** – he would be out of the office **one day – the very next day**, in fact, I recalled. I was going to ring Eddie back **that instant** to accept his invitation but, **that very moment**, the doorbell rang.

A **time or place adverb** modified by another adverb, or two such adverbs joined by *and*, are common forms of **adverbial phrase**.

It was rather inconvenient to open the door **there and then**. I looked a mess, with my robe hanging **half off**, and my hair standing **straight up**. And my apartment was looking chaotic. The person standing **just outside** was getting impatient, for, **right then**, the doorbell rang again. 'Are you **in there**?' shouted a strangely familiar voice. I shouted back, 'Just wait **out there** for a second, please!'

Certain **adverbial phrases** have the structure **noun/pronoun + preposition + noun/pronoun**.

Little by little I tidied myself up, then picked up **one by one** the objects that littered the floor. **Bit by bit** the place and I became more civilized. Meanwhile the poor visitor waited outside **minute after minute**. Eventually I opened the door and came **face to face** with – Eddie!

An **adverbial phrase** can be the **complement** of a linking verb, or the **object complement** of a complex transitive verb.

Eddie was **in his smart suit** – he was evidently **just off to his office**. 'I was **on my way past your block**,' he said, 'and, since I **hadn't been in touch with you** recently, I thought I'd call you and suggest dinner.' 'And my lack of response got you **into a state of uncertainty** about whether I was **still in residence here**!' I finished.

Certain **adverbial phrases** can act as **sentence adverbials**.

'But, **to my relief**, you are!' said Eddie, laughing. '**Quite probably** you were in the shower when I rang.' 'No,' I said. '**Shamefully enough**, I was **in fact** lying in bed and was too late to answer the phone. But, **to my delight**, I did get your nice message, and, **quite honestly**, I'm in need of a break and would love to have dinner with you tomorrow.'

Adverbial phrases

An **adverbial phrase** is any phrase that has an **adverbial function** in a sentence; that is, it **modifies** the **action** represented by the **verb**.

- *George was walking **very briskly**.*
- *George was walking **in the woods**.*
- *George was walking **towards the flagpole**.*
- *George was walking **with great determination**.*
- *George was walking **on Tuesday evening**.*
- *George was walking **yesterday afternoon**.*
- *George was walking **all day**.*
- *You have been working **too hard**.*
- *Can't you talk **more quietly**?*
- *Leave the rest of the work **till tomorrow**.*
- *We can discuss this **next Friday**.*
- *We spread out the map **to its fullest extent**.*
- *The baby kept them awake **all night**.*
- ***Little by little** we made our way **through the undergrowth***
- *Disasters came **one after another**.*
- ***One by one** the lights went out.*
- ***Hour after hour** they waited **by his hospital bed**.*
- ***Down the slope** he rolled, **head over heels**.*

Types of adverbial phrase

An adverbial phrase can take various forms:

- **adverb modified** by an **intensifier, moderator, emphasizer,** or **other adverb**:
  - *The party went **very well**.*
  - *You're trying **too hard**.*
  - *She spoke **rather angrily**.*
  - *You're not walking **fast enough**.*
  - *That dress fits you **quite perfectly**.*
  - *Please speak **more slowly**.*
  - *They arrived **noticeably late**.*

Did You Know?

An **adverbial phrase** that consists, like the examples on the left, simply of an adverb modified by another adverb can be distinguished from other adverbial phrases by the term **adverb phrase**.

- a **prepositional phrase**:
  - *I hung my coat **on the peg**.*
  - *Mum was working **in the kitchen**.*
  - *The taxi drew up **beside us**.*
  - *Dad sat down **in the armchair**.*
  - *Tom threw his ball **over the wall**.*
  - *Sue can balance a plate **on top of her head**.*
  - *Harry was staring **out of the window**.*

- *Unseen processes go on **inside your body.***
- *My parents married **in 1975.***
- *We have a physics lesson **on Friday afternoons.***
- *I'll be home **in an hour.***
- *The play starts **at 7.30 pm.***
- *Nocturnal animals are active **at night.***
- *I passed my driving test **at the second attempt.***
- *We should meet **for a discussion.***
- *You will have to argue **over the price.***
- *We found our way **without any difficulty.***
- *Jim won the race **with ease.***

Grammar Help

Notice the difference between these pairs:

- *Put your clothes away **in the drawer.*** (the adverb **away** is part of the phrasal verb **put away**)
- *We drove **away from the farm.*** (the adverb **away** is part of the complex preposition **away from**)
- *A taxi drew up **beside us.*** (the adverb **up** is part of the phrasal verb **draw up**)
- *A man came **up to me.*** (the adverb **up** is part of the complex preposition **up to**)

■ a **noun phrase**:

- ***Next day** we arrived at Jakarta.*
- *Sally guessed the right answer **every time.***
- ***Last winter** the village pond froze over.*
- *Let's hope you pass your driving test **next time.***
- ***All night** the planes droned overhead.*
- *There's no need to be so bad-tempered **all the time.***
- *The telephone rang **the very next minute.***
- *We going to see a play **tomorrow evening.***

■ **adverb of place or time** emphasized or modified by another adverb:

- *The taxi parked **right outside.***
- *Come **over here.***
- *I don't want to climb **up there.***
- *When did you get **back home?***
- ***Just then** the telephone rang.*
- *You don't have to sign **just yet.***
- *I'll do it **right now.***

Language Help

There are several adverbial expressions consisting of a pair of **time** or **direction adverbs** linked by ***and***:

- *The birds bobbed **up and down** on the waves.*
- *Figures moved **in and out** among the trees.*
- *I can't deal with that matter **here and now.***
- *I see Fred **now and then.***
- *We walked **on and on.***

■ the structure **noun + preposition + noun**, or **pronoun + preposition + pronoun**:

- ***Little by little** we cleared up the mess.*
- *Disasters came **one after another.***

- *One by one the lights went out.*
- *Hour after hour they waited.*
- *Stand back to back.*
- *The soldiers fought hand to hand.*
- *He tripped, fell, and rolled head over heels.*
- *It's good to be able to talk face to face.*
- *The two ministers came head to head* (= into direct conflict) *over this issue.*

■ As well as modifying the action represented by an action verb, an **adverbial phrase** can be a **complement** after a **linking** verb or after the **object** of a **complex transitive** verb

- *I'll be back home soon.*
- *Your dinner is in the microwave.*
- *That picture is in an unsuitable frame.*
- *Our new apartment block is off the main road.*
- *Our name is on the door.*
- *Those two chairs look out of line.*
- *Some students leave their bedrooms in a disgraceful mess.*
- *The players have to get their instruments in tune with the leader's.*
- *Keep your steps in time with the music.*

Sentence adverbials

Adverbial phrases may also serve as **sentence adverbials** (also called **disjuncts**), representing a comment by the speaker, and standing clear of the main grammatical structure of the sentence:

- ***Pretty evidently,*** *she acted out of spite.*
- *We were* ***most unfortunately*** *given the wrong directions to the theatre.*
- ***Quite honestly,*** *I'd rather just go to bed.*
- ***Most surprisingly,*** *she refused the offer.*
- ***Strangely enough,*** *they both turned up at the same time.*
- ***To my dismay,*** *the door was locked.*
- ***In a way,*** *I was quite pleased.*
- ***In all fairness,*** *she meant no harm.*
- ***At the end of the day,*** *all that matters is keeping out of debt.*
- ***With hindsight,*** *we'd have done better to wait for the market to recover.*
- *That is,* ***in my opinion,*** *quite the ugliest sculpture ever put on public view.*
- ***To a certain extent,*** *that's correct.*
- ***In the first place*** *you should never have agreed and,* ***in the second,*** *we haven't enough cash.*
- *It is,* ***in conclusion,*** *quite ludicrous to start a war in these circumstances.*

Grammar Help

As an alternative to expressions such as ***quite honestly*** and ***quite frankly***, you can use *to*-infinitive structures such as ***to be frank, to be honest, to be candid.***

- ***To be quite honest,*** *I didn't really want to go.*
- ***To be fair,*** *she was only trying to help.*

UNIT

100 VERB PHRASES

VERB PHRASES IN CONTEXT

A **verb phrase** typically consists of a **main verb + one or more auxiliaries,** of which one may be a **modal auxiliary.**

Last night I **was sitting** in front of the television set in our living room, and I **was waiting** for one of my favourite programmes to start – David Attenborough's *Planet Earth*. I knew I **would enjoy** it tremendously. Unfortunately I **must have fallen** asleep just as the programme **was starting** – at midnight I **was woken** by the clock chiming. I **had made** such a special effort to be free to watch, and I **would have been** very angry with myself for missing it. However, it appeared that, very fortunately, my wife **had managed** to record the whole programme on video (she **has become** familiar with my weaknesses over the years). So I **will be viewing** the programme tonight; and it **won't be** a disaster of course if I drop asleep in the middle – now that it **has been recorded I can watch** it whenever I want to.

Distinguish between **verb phrases** and **phrasal verbs.** A phrasal verb is an idiomatic combination of verb + one or more **adverbial** or **prepositional particles.**

I like to **go through** the *Radio Times* when my wife **hands** it **over** to me, and I **look out for** all the programmes that I'm likely to **latch on to.** I hate **being subjected to** quiz games and so-called reality shows, but I really **engage with** nature programmes and geological documentaries, and I **fall** enthusiastically **upon** books on these subjects whenever I **come upon** them in bookshops. My wife **ticks me off** when she **finds out** that I have been **indulging in** yet more purchases of this kind.

There are certain **idiomatic word groups,** composed in various ways, that combine with a **main verb** to function rather like modal verbs. They can be called '**modal combinations**'.

I **have to say** that I watch too much television, and I've **got to admit** that I don't stick to the strict principles that **are meant to guide** my choice of programmes. I'**m** quite **likely to** watch fly-on-the-wall rubbish when I'**m supposed to be working.** I **would rather** not **admit** this publicly, but I'**d better try** to reform nonetheless. So I'**m going to list** the programmes I really think **are bound to be** good, and my wife **is to scold** me if I watch anything else. The new regime **is about to begin,** so wish me luck!

Verb phrases

A **verb phrase** is a word group that makes up the verb in a sentence. The verb in a sentence may be a single word:

- *They **lowered** the flag.*
- *We **eat** sensibly.*

But if it consists of **more than one word, it is a verb phrase:**

- *They **were lowering** the flag.*
- *We **have** always **eaten** sensibly.*
- *Could you **help** me?*

So a **verb phrase** typically consists of a **main verb + one or more auxiliaries** (of which one may be a **modal auxiliary**):

- *Was she **feeling** ill?*
- *What did you **think** of the play?*
- *I didn't **realize** she was upset.*
- *Don't you **like** being in control?*
- *Have you **finished** with my penknife?*
- *The dog had been **taken** to the police station.*
- *I had been **hoping** to see you.*
- *I would **tell** the police if I were you.*
- *Where can I have **put** that bill?*
- *You can't have been **concentrating** properly.*
- *The car could have been badly **damaged**.*
- *Could she have **overheard** my remark?*
- *She must have been **listening**.*
- *Shall we be **leaving** soon?*
- *We should be **landing** around ten o'clock.*
- *Your parents will have been **worrying** about you.*
- *I may not have **managed** to contact George by Friday.*
- *We might not have **seen** you if you hadn't **shouted**.*
- *I needn't have **brought** my passport after all.*
- *You ought to have **warned** me.*
- *I daren't **mention** my mistake.*
- *Did you use to **take** dancing lessons?*

Grammar Help

Make sure you know the difference between a **verb phrase** and **phrasal verb**.

- A **phrasal verb** is a **verb + particle**, such as ***run into, leave out***:
  - *We **ran into** problems.*
  - *__Leave out__ the second paragraph.*
- A **verb phrase** is the main verb and auxiliary verb (or verbs) that make up the whole verb in a sentence:
  - *You **might have run into** problems.*
  - *You **can leave out** the second paragraph.*

Words groups behaving like modal verbs

There are some well-known **idiomatic word groups** that combine with a main verb to function like a **modal verb**. These are not verb phrases; instead, we can call them **'modal combinations'**:

- *You **are all to help** with the clearing up.*
- *George **has to leave** early today.*

Focus on Grammar

- *We **have got to** solve this problem.*
- *The head teacher **is going to** make an announcement today.*
- *I **was about to** mention that point.*
- *My grandfather **is due to** retire in April.*
- *My parents **weren't able to** attend.*
- *Would you **rather** go by train?*
- *We **had better** fill the car with petrol.*
- *My dad **is bound to** find out.*
- *I'm **supposed to** be on a diet.*
- *Are those colours **meant to** match?*
- *Is it **likely to** rain?*

Grammar Help

Notice that these '**modal combinations**' are made up in various ways:

- verb + to: ***have to, be to***
- verb + adverb: ***would rather, had better***
- verb + adverb + to: ***be about to***
- verb + adjective + to: ***be able to, be due to, be likely to***
- verb + participle + to: ***be going to, be bound to, be meant to, be supposed to, have got to***

UNIT

101 PARTICIPIAL PHRASES

PARTICIPIAL PHRASES IN CONTEXT

The **slowly** moving **crowds** filled the pavement as I emerged from the **literally** baking interior of the Underground station. **Cheerfully** chatting groups of people dressed **in the lightest of summer gear** were sauntering along and getting in my way as I tried to hurry along. I was aware that my **formally** cut office suit designed **for boardroom meetings** looked quite out of place, and the laptop case hanging **heavily from my shoulder** weighed me down. The afternoon sun, **now** sinking **towards the west**, was still too hot for comfort.

Participial phrases include a participle. **Adjectival participial phrases** can pre-modify or postmodify a noun or noun phrase.

I was letting myself become oppressed **by the heat and stress**, so decided to chill out and get myself **properly** sorted out by sitting down and having a drink. So I got myself settled **at a pavement table** outside a bar and ordered a beer. Six o'clock found me **happily** relaxed and **still** sitting **there.** I was enjoying watching people dashing **in and out of shops** and rushing **to catch their trains home**, and it was good to see others getting **hot and bothered** instead of me.

A **participial phrase** can be the **complement** of a linking verb, or the **object complement** of a complex transitive verb, and can also follow the object of an observing or sensing verb.

And then I noticed something. A man was walking between the tables, moving **unobtrusively** and behaving **suspiciously**. He was investigating belongings suspended from the chair backs, looking **furtively round him all the time**. He put his hand into a handbag, and, pocketing **the purse he had found in it**, he walked smartly away. I had to do something. Throwing **off my jacket** and yelling **'Stop thief!'** I leapt from my chair and ran after him.

Present-participial phrases can describe the action like an adverbial phrase, or express action that just precedes that of the main verb

Trained **as a sprinter in my student days**, and kept **fit by regular gym sessions**, I easily caught him up, but, having had **no training in tackling criminals**, I wasn't sure what to do next. Though inexperienced **in street fighting** I resolved to grab him round the legs and bring him to the ground. Fortunately, however, some passers-by, having heard **my shouts**, surrounded the pair of us. Given **half a chance** the thief would have cut loose, but it was impossible. Cornered **like an animal**, he stood glaring round at us.

Participial phrases often function like subordinate clauses of reason, concession, condition, time and so on, and can even be introduced by conjunctions.

The police having been alerted **by this time**, sirens were heard in the distance and very soon a police car drew up alongside us. **Questions** having been asked **about the incident** and the purse having been handed over, the police led the thief to the waiting vehicle and drove him away.

Some **participial phrases** have their own **subject**, and are independent of the main subject and verb.

Considering **my earlier mood of lethargy and self-pity**, and taking **into account the possibility that the owner of the purse was still completely unaware of her loss**, the incident began to seem quite funny.

Certain **participial phrases** serve as **sentence adverbials** and are independent of the **main subject**.

Participial phrases

A **participial phrase** is a phrase involving a **participle**. Such a phrase can have an **adjectival** or **adverbial** function, or it may act as a **complement**. It may even function as a **subordinate clause**, or it may be **independent** of the main sentence structure.

Types of participial phrases

■ Adjectival type

We have noted in UNIT 98 on **adjectival phrases** that participles and participial phrases can **modify nouns** or **pronouns**. They may come **before (pre-modifying)** or **after (post-modifying)** the noun or pronoun:

- *The deleted **paragraph** should be reinserted at the **place** indicated.*
- ***Those** leaving now may take a copy; **those** staying longer will be given theirs later.*
- *The **people** waiting for the bus got very wet.*
- *This announcement concerns **all motorists** driving into the city this morning.*
- *The **meeting** scheduled for 10.00 for **everyone** involved in the project has been postponed.*
- *This powerfully presented **drama** was performed by **actors** thoroughly experienced in stage techniques.*
- *Crowds of inadequately clad **tourists** were looking for shelter from the rapidly worsening **storm**.*
- *Courses having a bearing on vocation are popular with **students** seeking a job immediately after university.*
- *The painter, long-haired and bare-footed, carried a paint-stained **easel** and a three-legged **stool**.*
- *We visited the poet's house, now lying empty and badly neglected.*

Grammar Help

Notice that in **post-modifying** participial phrases the **participle** can be **followed** by:

- *an **object**: students **seeking a job***
- *a **prepositional phrase**: everyone **involved in the project***
- *an adverb: those **leaving now**; those **staying longer***

Post-modifying participles and participial phrases can do the work of **relative clauses**, of both the **defining** and **non-defining** type:

1 **defining type**:
   - *the place **indicated*** (= the place **that is indicated**)
   - *those **leaving now*** (= those **who are leaving now**)
   - *all motorists **driving into the city this morning*** (= all motorists **who are driving into the city this morning**)

2 **non-defining type**:
   - *We visited the poet's house, **now lying empty and badly neglected*** (= We visited the poet's house, **which was now lying empty and badly neglected**)
   - *Jonathan, **dressed all in black**, opened the door to us* (= Jonathan, **who was dressed all in black**, opened the door to us).

Such participles and participial phrases can be referred to as **non-finite relative clauses** or **reduced relative clauses**.

Complement type

A **participial phrase** can occur as a **complement** after a **linking** verb or after the **object** of a **complex transitive** verb.

1 after a **linking** verb:

- *You seem dissatisfied with the arrangement.*
- *He grew increasingly subdued and depressed.*
- *She did not appear particularly elated by her success.*

2 after the **object** of a **complex transitive** verb such as ***make*** and ***get***:

- *We soon got our purchases packed into our suitcases.*
- *Where can I get my car professionally serviced?*
- *I can usually make myself understood by most people.*

3 But notice that an **observing** or **sensing** verb can also have a **participial phrase** after its **object**:

- *We watched the boxers training in the gym.*
- *I heard her leaving the house at four-thirty.*
- *Neighbours had several times witnessed him hitting the child.*
- *I observed one player being deliberately kicked by another.*
- *You can see this process demonstrated on TV tonight in 'Science Now'.*

Adverbial type

Present participles and **present-participial phrases** can **describe the action**, in a similar way to an **adverbial phrase**:

- *Joe was standing on the other side of the road waving his arms.*
- *Mary put on her make-up in front of the mirror, frowning furiously at her reflection.*
- *Yawning and stretching, Dave got out of bed.*
- *Some kids were running along the sidewalk, jumping over the lines between the paving stones.*
- *Raising her eyes to heaven in an expression of impatience, Helen repeated the message.*
- *Shaking with silent fury, Sam closed the door again.*
- *The dog retreated into a corner, licking its wounds.*
- *The baby was lying in its pram wailing piteously.*
- *I continued along the street, looking neither to right nor to left.*
- *Cursing under his breath, he checked the calculation yet again.*
- *The sky was clearing at last, brightening from the west.*

In some cases the **activity** represented in the **participial phrase** comes just **before** the action in the main clause:

- *Taking a piece of paper from the rack, she sat down to write her note.*
- *Picking herself up again, the child ran off quite happily.*
- *Folding her note neatly, she slipped it into an envelope.*

Past participles and **perfect participles** are used for **facts about the subject** that **precede** the action of the **main verb**:

- ***Born in London,*** *she emigrated to Australia with her family at the age of seven.*
- *He arrived in Britain at the age of 23,* ***having been educated in Australia.***
- ***Having trained at Loughborough,*** *she was now teaching gymnastics at a private school.*

Subordinate-clause type

relative-clause type

We saw, when looking at adjectival participial phrases above, that **post-modifying** participial phrases act like **relative clauses** of both the **defining** and **non-defining** type and can be referred to as **non-finite** (or **reduced**) **relative clauses**:

- defining type: *Students* ***wanting immediate employment*** (= who want immediate employment) *should consult their careers adviser.*
- non-defining type: *Maggie,* ***looking better for her holiday*** (= who was looking better for her holiday), *came over to greet me.*

adverbial-clause type

Participial phrases can play the part of **adverbial clauses,** for example clauses of **time, reason, concession, condition, result**. They can be called **non-finite** (or **reduced**) **adverbial** clauses. For example:

time

- ***Completed at last*** (= when it is at last completed), *a jigsaw is visible proof of your patience.*
- ***Running her eyes down the text*** (= as she was running her eyes down the text) *she spotted a mistake.*

reason

- ***Having no knowledge of the subject*** (= because I had no knowledge of the subject), *I could contribute nothing to the discussion.*
- ***Humiliated by his retort*** (= because I was humiliated by his retort), *I said nothing.*

concession

- ***Relishing the opportunity for revenge*** (= although she was relishing the opportunity for revenge), *she nevertheless waited patiently for the right moment.*
- ***Disgusted by his treachery*** (= though I was disgusted by his treachery) *I still, paradoxically, pitied him.*

condition

- ***Fed healthy food for six months or so*** (= if they are fed healthy food for six months or so), *these obese children will probably return to a normal body mass.*
- ***Properly packed*** (= if they had been properly packed), *these goods would have arrived unbroken.*

result

- *He won first prize,* ***surprising even himself*** (= so that he surprised even himself).

Some conjunctions can be used with **non-finite** (or **reduced**) **adverbial clauses**:

- ***While hunting for a lost necklace*** (= while I was hunting for a lost necklace) *I found this.*
- ***When planning a meal,*** *check your cupboards for stocks before you go shopping.*
- ***When completed,*** *a jigsaw puzzle is visible proof of your patience.*
- ***Once freed from the constraints of office life,*** *Helen cheered up.*
- ***Though disappointed with her exam results,*** *Jane still hoped for a university place.*
- ***If kept in a warm sunny place,*** *the plant will produce flowers within three weeks.*
- *Push your arms forward and then pull them back,* ***as though rowing a boat.***
- *He won his match, so* ***securing himself a place in the semi-finals.***

Perfect participles play a big part in the subordinate-clause type of participial phrase; for example:

- ***Having showered and changed*** (= when she had showered and changed), *she returned to the guests' lounge.*
- ***Having been dried in the sun*** (= after they have been dried in the sun), *the raisins are cleaned, packaged and exported.*
- *I rushed off to find more cutlery,* ***having noticed that there were more guests than place settings*** (= because I had noticed that there were more guests than place settings).
- ***Having once had a bad experience with shellfish*** (= because I had once had a bad experience with shellfish), *I was reluctant to try the crab.*
- ***Having been warned about possible delays*** (= because they had been warned about possible delays), *commuters were more inclined to be patient.*
- *I decided to park safely outside the town,* ***having been fined previously for illegal parking*** (= because I had previously been fined previously for illegal parking).

Grammar Help

Beware of **hanging participles!**

Make sure that the **subject** of the **participial phrase** and the **subject** of the **main verb** are the **same** person or thing:

- RIGHT: ***While window-shopping one day*** *I was nearly involved in an accident with a bus.*
- WRONG: ***While window-shopping one day*** *a bus mounted the pavement in front of me.*

In the second example, the subject of the main verb is ***a bus***, but the subject of the participial phrase is intended to be ***I***. (You can get some absurd effects with hanging participles, as here, with the bus doing some window-shopping.)

There are two ways of rescuing hanging participles:

1 Make the subjects the same:
   - ***While window-shopping one day, I encountered*** *a bus mounting the pavement in front of me.*

2 Turn the participial phrase into subordinate clause:
   - ***While I was window-shopping one day,*** *a bus mounted the pavement in front of me.*

Independent type

In some participial phrases the **subject** of the **participle** is **different** from that

of the **main verb**, and the **whole phrase**, with its **subject included**, is **independent** of the main clause:

- ***Her eyes flashing,*** *Margaret addressed her critics.*
- ***My heart beating like a hammer,*** *I approached the door.*
- ***Washing-up done,*** *we sat down to watch television.*
- *We turned on the radio,* ***the television having nothing interesting to offer.***
- ***My thesis having been despatched to the examiners,*** *I decided to take a holiday.*
- ***The others having shown no interest in accompanying me,*** *I went for a walk on my own.*
- ***The mist now getting thicker and thicker,*** *we abandoned our climb.*
- ***The reason for the delay having been explained,*** *passengers waited patiently in their seats.*

Sentence adverbials

Certain participial phrases look as if they are a case of hanging participles, but they have acquired the grammatical status of **sentence adverbials** (representing a comment by the speaker), so again, are independent of the main verb:

- ***Strictly speaking,*** *a spider is an animal, not an insect.*
- ***Taking things all in all,*** *the venture has been reasonably successful.*
- ***Allowing for possible delays,*** *they ought to be here by 10.30.*
- ***Looking at it from his point of view,*** *the move probably seemed quite justified.*
- ***Changing the subject completely,*** *was the concert a success?*
- ***Turning to another important matter,*** *a detailed estimate is essential.*
- ***Concluding on a cheerful note,*** *the club is in good financial shape.*

Participle-free (or verbless) non-finite structures

Adjectival phrases and **noun phrases** relating to the **subject** of the main verb can be used with the same effect as participial phrases like the ones above (you can visualize a linking participle such as ***being*** or ***looking*** preceding them):

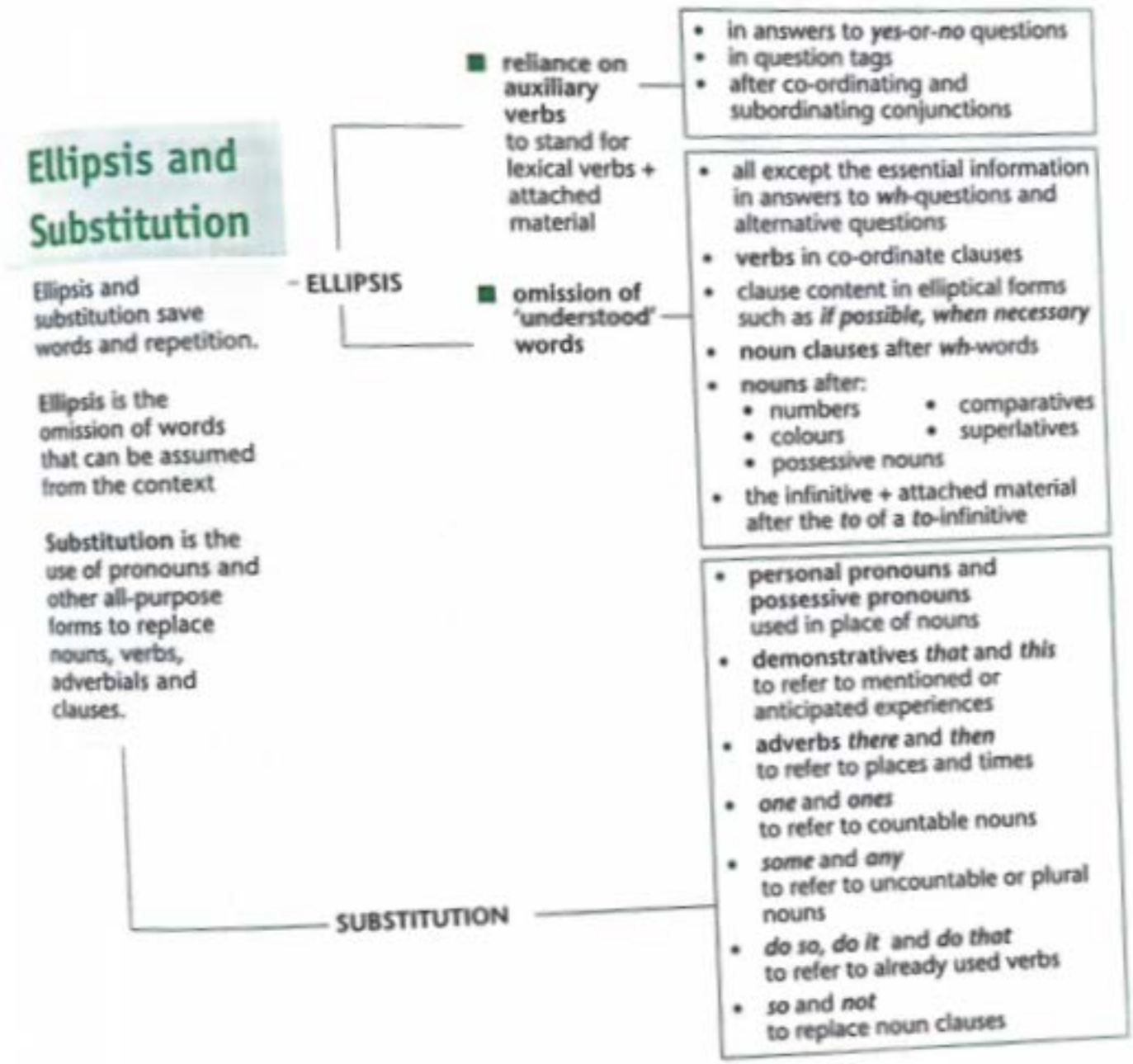
- ***White with rage,*** *she slammed the door in his face.*
- ***Cock-a-hoop over his success,*** *he decided to celebrate.*
- ***Ever the perfect gentleman,*** *Frederick held the door open for the ladies.*
- ***A pessimist as always,*** *I was not expecting much.*
- ***Never an optimist,*** *I became more and more depressed by the news.*

Participle-free structures **independent** of the subject of the main verb are also possible, but notice that the subject of the independent structure typically 'belongs' to the main subject:

- ***Her face pale with fright,*** *Susan sat motionless.*
- *'You mean you're OK?' she asked,* ***her voice faint with relief.***
- *'What are we waiting for?' he said,* ***his tone suddenly impatient.***

CHAPTER

12 Ellipsis and Substitution



UNIT

102 ELLIPSIS AND SUBSTITUTION

What are ellipsis and substitution?

- **Ellipsis** is the **omission** of words that do not need to be repeated, because the hearer or reader already knows what they are. This happens very frequently in answers to questions, but is common in many other situations:
  - *'Where are the paintbrushes?' 'In the cupboard* (= The paintbrushes are in the cupboard).'
  - *'Has the dishwasher finished yet?' 'No, it hasn't* (= No, it hasn't finished yet).'
  - *'I pretended to be asleep.' 'Well, you shouldn't have* (= you shouldn't have pretended to be asleep).'
  - *'I didn't enjoy the movie much; did you?* (= did you enjoy the movie?)
  - *With your young eyes you can thread a needle more easily than I can* (= than I can thread a needle).
  - *Harry wasn't at the practice and nor was Jeff* (= nor was Jeff at the practice).
  - *Use my room to change in, if you want* (if you want to use my room).
  - *'Have you packed?' 'I was just starting to* (= I was just starting to pack).
  - *'Come early if possible* (= if it is possible to come early).
  - *Dad said he'd be home later, but he didn't say what time* (= what time he would be home).
  - *I'll supply the sandwiches and George the drinks* (= and George will supply the drinks).
  - *I understand Helen better than I do her husband* (= than I understand her husband).
- **Substitution** is the use of **pronouns** and **other all-purpose words** to **replace** more specific expressions that have just been used, and so save words and repetition:
  - *Don't touch the door – it* (= the door)*'s just been painted.*
  - *Is this your bag? There's no name on it* (= the bag).
  - *Maria lost her copy and Frank lent her* (= Maria) *his* (= Frank's), *but he* (= Frank) *wants it* (= his copy) *back tomorrow.*
  - *The meeting point is the foyer of the Waverley Hotel. I want you all to be there* (= in the foyer of the Waverley Hotel) *at eight o'clock.*
  - *I suppose I can attend the meeting, but it* (= attending the meeting) *isn't very convenient.*
  - *Let me have your e-mail address if you have one* (= an e-mail address)
  - *Those trousers are dirty – do put on some clean ones* (= trousers).
  - *I haven't reminded Jessica about the change – I'll do it* (= remind her) *later.*
  - *If you haven't signed the petition yet, please do so* (= sign the petition) *now.*
  - *'Have you got everything you need?' 'I think so* (= I think I have everything I need).
  - *'Is there going to be trouble?' 'I hope not* (= I hope there won't be trouble).

UNIT

103 ELLIPSIS

ELLIPSIS IN CONTEXT

The waitress came over to our table. 'Are you ready to order?' '**Yes, we are,**' said Mum. 'And what would you like, madam?' she asked. '**The steak**, please,' said my mother. 'And how would you like it – well done, medium or rare?' '**Medium,** please,' said Mum. The waitress then looked at me. 'And what for you?' '**The grilled salmon,**' I said. 'With boiled potatoes or French fries?' she asked. '**French fries,** please.' Lastly she turned to Dad. '**Have you chosen, sir?**' '**Yes, I have,**' said Dad. 'I'll have the salmon too, with boiled potatoes.'

Answers to *yes*-or-*no* questions, *wh*-questions and alternative questions need consist only of the words required for conveying the information asked for.

'This is quite a nice place, **isn't it?**' said Mum, looking round as we sat waiting. 'We were lucky to get a table at lunchtime without booking, **weren't we?**' 'There's no need to hurry over lunch, **is there?**' I asked. 'I mean, you did put plenty of money in the parking meter, **didn't you,** Dad?' Dad nodded. 'Pass me the menu, again, **would you?**' he asked. 'I want to look at the desserts. My, I'm getting ravenous; **aren't *you*?** I didn't think we'd have to wait so long.' '***Didn't* you?**' said Mum, who had been a bit more realistic on seeing the crowded tables.

Question tags are another form of ellipsis, used for various purposes in conversation.

We thought the waitress would never come back, but at last she **did**. 'She's coming now,' said Dad, who was facing the kitchen and could see more of what was going on than Mum or I **could**. 'So she **is**,' said Mum with a sigh of relief. The waitress arrived, Mum received her medium steak, and **Dad and I our salmon**. Our waitress then brought my French fries and **a second waitress Dad's boiled potatoes**.

In discourse **auxiliary verbs** are relied on in short answers and after co-ordinating and subordinating conjunctions; in **other cases,** verbs are omitted that can be assumed.

'Well, are you two going to have a dessert?' asked Mum when we had finished our main course. 'I'm planning **to**,' said Dad, 'but I haven't decided **which**.' 'I think I've decided **not to**,' I said. 'I'm rather full after all those French fries.' 'Oh, go on,' urged Mum. 'I'm keen **to**, myself.' '**If necessary** I can put more money in the meter,' said Dad. I looked at the menu again. 'I might try the crème brûlée, then,' I said. 'I feel a strong temptation **to**. I go for it **whenever possible**!'

The noun clause after a *wh*-word can be omitted, and so can the infinitive and its attached material after the *to* of a *to*-infinitive. Structures like ***if necessary, when possible*** are in effect contracted clauses.

'I'll have the crème brûlée,' I told the waitress when she reappeared. 'Make that **two**,' said Mum. 'And I'll have the crêpes,' said Dad. 'And I'd rather not have white sugar on them, if you can supply **brown**. I'm told it's **the healthier**.' The waitress gave me my dessert, laid **Mum's** in front of her, and then fetched **Dad's**. Dad looked round the table at all the desserts and claimed that **the most delicious** was sitting in front of *him*.

Nouns can be omitted if understood from the context, after **numbers, colours, possessive nouns, comparatives and superlatives.**

Wh-questions

The **answer** to a ***wh*-question** can in many cases be reduced simply to the piece of information that the ***wh*-word** requests:

- *'What on earth is that noise?' 'Somebody's handphone ringing.'*
- *'Where did you put my shirt?' 'On the bed.'*
- *'How did you get here?' 'By bus.'*
- *'When do the books have to be returned?' 'By Friday.'*
- *'Whose car is that, left in the car park?' 'Dave's.'*
- *'Who's responsible for distributing the leaflets?' 'Peter and Helen.'*
- *'Who is the play by?' 'Oscar Wilde.'*
- *'To whom shall I direct my complaint?' 'The manager.'*
- *'Which language do you speak most fluently?' 'English.'*
- *'What sort of weather suits the rice crop best?' 'Warm and wet.'*

The answer to an **alternative** question is also simply the alternative selected:

- *'Would you like tea or coffee?' 'Coffee, please.'*
- *'Are marsupials birds or animals?' 'Animals, of course.'*

Yes-or-*no* questions

- The answer to a ***yes*-or-*no*** question can of course simply be *'yes'* or *'no'*:
  - *'Is she angry?' 'Yes.'*

  But very often the answer goes on to include a **pronoun + auxiliary** or **modal verb** (or ***be*** or ***have*** as lexical verbs), with the rest of the statement 'cut off' but understood. In grammatical terms this is known as 'a short answer':
  - *'Are you worrying about the children?' 'Yes, I am.'*
  - *'Did your mother know about your sister's illness?' 'No, she didn't.'*
  - *'Have you the right time?' 'No, sorry, I haven't.'*
  - *'Was your husband in charge of the office?' 'Yes, he was.'*
  - *'Will you keep me informed about this?' 'Yes, of course I will.'*
  - *'Can't the patient be moved yet?' 'No, she can't.'*
  - *'Oughtn't we to report the matter to the police?' 'I suppose we ought.'*
  - *'Would Mum mind if I borrowed her handphone?' 'She certainly would.'*
  - *'Need we get there before seven?' 'No, we needn't.'*
  - *'Could you help me move these books?' 'Yes, of course I could.'*
  - *'Had you realized the possibility before today?' 'No, I hadn't.'*
  - *'May I leave ten minutes early today?' 'Yes, OK, you may.'*
- *Yes* and *no* need not be included in the short answer:
  - *'Have you read this book?' 'I haven't.'*
  - *'Did you see the balloon?' 'I did.'*
  - *'Were you impressed?' 'I was.'*

- Where more than one auxiliary verb is used in the question, the short answer only *needs* to use the first, though the others can be included:
  - *'Do you think they **might have** missed the train?' 'They **might** (or they **might have**).'*
  - *'**Should** we be setting off soon?' 'Yes, we **should** (or we **should be**).*
  - *'**Will** you **have** finished that painting by next week?' 'No, we **won't** (or we **won't have**).*

  But the answer may use a **new modal** or **auxiliary** rather than echoing the one in the question:
  - *'**Are** you booking seats for the show?' 'I already **have**.'*
  - *'**Is** Sally coming with us?' She **might**.'*
  - *'**Should** I start cooking the meal now?' 'You **could**.'*
  - *'**Has** Harry introduced his new girlfriend to you?' 'No, he **won't**!'*
  - *'You **ought to** take singing lessons.' 'I **was**, but they took up too much time.'*
- A new modal in the short answer keeps its **auxiliary**:
  - *'Do you think they **might have** missed the train?' 'They **could have**.*
  - *'**Did** you hear anything odd?' 'I **couldn't have** – I was too far away.*
  - *'**Will** they **have** arrived home by now?' 'They **may have**.'*

  If lexical ***be***, or a continuous tense or passive, is used in the question, a new modal or auxiliary in the answer typically has an unstressed *be, being* or *been* as its final auxiliary:
  - *'Can you **be** as quiet as possible?' 'We were being.'*
  - *'Is he away this week?' 'He could be.'*
  - *'Was he lying?' 'He might have been.'*
  - *'Will you **be** calling in at the supermarket?' 'I may be.'*
  - *'Was she looking after the baby at the time?' 'She should have been, but she was in the garden.'*
  - *'Will they **have been** keeping an accurate record?' 'They ought to have been.'*
  - *'Was he murdered?' 'He may have been.'*
  - *'Are the bottles kept in the cellar?' 'They might be.'*

Grammar Help

- When the present continuous is used to ask about **intentions**, ***be*** is not added as an auxiliary with a new modal:
  - *'**Are** you coming with us?' 'I might.'*
- Possessive ***have*** usually reappears in the short answer after a new modal:
  - *'**Have** you a copy of 'Vanity Fair?' 'We should have.'*

- **additional *do***

  In British English, *do* is sometimes added in a short answer as an **extra auxiliary** after auxiliary or modal verbs to represent a previously used **lexical verb**, but it is an optional addition, whether or not there is a new modal in the short answer. This additional *do, done* or *doing* is unstressed. Speakers of American English, don't usually add *do* in this way:
  - *'Do you think they might have missed the train?' 'They might have done.'*
  - *'Can these operations go wrong sometimes?' 'They can do.'*
  - *'Are you booking seats for the show?' 'I already have done.'*
  - *'Is Sally coming with us?' She might do.'*

- *'Do you **have** a copy of 'Vanity Fair?' 'We **may** do.'*
- *'Did it rain in the night?' 'I don't know – it **may have done**.'*
- *'**Should** I start cooking the meal now?' 'You **could** do.'*
- *'**Will** they **have** kept an accurate record?' 'They **may have done**.'*
- *'You **ought to** take singing lessons.' 'I **was doing**, but they took up too much time.*

- You don't use the contracted forms (*I'd, he's* and so on) when using auxiliary verbs (or *be* or *have* as lexical verbs) elliptically. The **verb** in fact is **stressed**:
  - *'Are you pleased?' 'Yes, I <u>am</u>* (not *I'm*).'
  - *'Has she telephoned yet?' 'Yes, she <u>has</u>* (not *she's*).
  - *'Is the shop being refitted?' 'Yes, it <u>is</u>* (not *it's*).
  - *'Would you like these tickets?' 'Yes, I <u>would</u>* (not *I'd*).'
  - *'Had you two met before?' 'Yes, we <u>had</u>* (not *we'd*).

  But the negative contracted forms are frequent in ellipsis:
  - *'Did you enjoy the book?' 'No, I <u>didn't</u>* (or, for more emphasis, *I did <u>not</u>*).
  - *'Have you read most of these books?' 'No, I <u>haven't</u>* (or, for more emphasis, *I have <u>not</u>*).
  - *'**Would you be willing to** teach?' 'No, I <u>wouldn't</u>* (or, *for more emphasis, I would <u>not</u>*).

Question tags

Question tags are a form of ellipsis. The auxiliary verb (or *be* or *have* as lexical verbs) used in the main statement is used again in the question tag and, with a pronoun representing the subject, stands for the rest of the statement:

- *The cast **will have** plenty of time to change their costumes, **won't they?***
- *The boss **is** in a good mood today, **isn't he?***
- *In general, **people don't like** being teased, **do they?***

- With the commonest kind of question tag, which seeks confirmation of the previous statement, a **positive statement** is followed by a **negative question tag**, and a **negative statement** by a **positive question tag**:
  - *Fred **had** moved house by then, **hadn't** he?*
  - *Fred **hadn't** moved house by then, **had** he?*

- The question tag uses *do* to refer back to an ordinary lexical verb used without auxiliaries:
  - *You **like** Frances, **don't** you?*
  - *The kids **behaved** wonderfully, **didn't** they?*

- Notice that only the first auxiliary (if there is more than one) is used in the question tag:
  - *We **shall have** arrived in New Zealand by this time tomorrow, **shan't** we?*
  - *Your dad **has been** keeping pretty well, **hasn't** he?*
  - *Your grandad **will be** retiring soon, **won't** he?*

- ***Aren't I?*** is the question tag that is used to correspond to (or 'pick up') ***I am*** in the main statement:
  - *I'm such an idiot,* ***aren't I?***
  - *I'm improving,* ***aren't I?***

Did you know?

You will have noticed that the form ***aren't I*** is quite irregular. It is, in fact, a comparatively recent development in English. It originates as a misspelling of ***an't I*** or ***a'n't I***, which you find in older literature, for example:

- *I am in a fine flow of spirits,* ***an't I?*** (Jane Austen: *Emma*)

You also find the full form ***am not I*** in older literature, for example:

- *I am transformed,* ***am not I?*** (Shakespeare: *Comedy of Errors*).

A commoner form of the question tag in the past was (the now rather formal) ***am I not?*** For example:

- *I am worthy of you,* ***am I not?*** (Thomas Hardy: *The Mayor of Casterbridge*)

- After possessive ***have*** in the main statement, ***do*** or ***have*** can be used in the question tag:
  - *Ellen* ***has*** *lots of friends,* ***hasn't*** *she?* (or ***doesn't*** *she?*)
- The pronoun ***it*** picks up the indefinite pronouns ***nothing, anything, everything, something,*** and the pronoun ***they*** picks up the indefinite pronouns ***nobody/no-one, anybody/anyone, everybody/everyone, somebody/someone***:
  - *Nothing seems to help, does* ***it?***
  - *Everyone has taken a copy, haven't* ***they?***
- If ***there*** is used in its pronoun-like sense in the statement, it appears in the question tag:
  - *There isn't much time left; is* ***there?***

More uses of question tags

- **involving the hearer**

  You can ask if your hearer shares your opinion or experience by making them the subject of the question tag; you stress the pronoun in the question tag, usually after a semicolon or full stop rather than a comma:
  - *I just love being in control;* ***don't*** ***<u>you</u>?***
  - *I'm getting hungry.* ***Aren't*** ***<u>you</u>?***
  - *I wasn't impressed;* ***were*** ***<u>you</u>?***
- **making requests and suggestions**

  You can use question tags to ask someone to do or not do something:
  - *You* ***couldn't*** *post this for me,* ***could you?*** (= please post this for me)
  - *You* ***won't*** *tell anybody else,* ***will you?*** (= please don't tell anybody else)

The main part of the sentence can be an imperative, with ***will*** or ***would*** in the question tag:

- *Post this for me,* ***would you?***
- *Don't make difficulties now,* ***will you?***

You can make a suggestion with ***let's***, using ***shall we*** in the question tag:

- *Let's wait a bit longer,* ***shall we?***
- *Let's take a taxi,* ***shall we?***

■ **positive + positive**

Positive question tags can be used after positive statements for various purposes, for example, to check on facts, or to express interest, surprise or irritation:

- *The opera was performed first in 1970,* ***was it?***
- *Your granny taught herself computing,* ***did she?***
- *Oh, so you disapprove of my friends,* ***do you?***

■ **conversation**

Question tags (with the pattern **positive + positive** and **negative + negative**) are used by the hearer for encouraging the speaker to go on, or explain further; the auxiliary is stressed:

- *'I'd like to do a bit more research into the idea.' '*<u>*Would*</u> *you?'*
- *'I don't want my own children to go on the stage.' '*<u>*Don't*</u> *you?'*

Avoiding repetition in general discourse

In many different situations within general conversation and discourse, material that can be understood from the immediately previous context is 'cut off' after an auxiliary or modal verb, to save repetition.

■ **agreement, contradiction and other responses**

- *'They've made a lovely job of the new theatre.' 'They certainly* ***have.'***
- *'Mozart wrote 'Barber of Seville'.' 'No, he* ***didn't.'***
- *'Dave ought not to have told you.' 'Well, he* ***did.'***
- *'Look at the clouds – it's going to rain.' 'It* ***may not.'***
- *'You must apologize to Frankie, Helen.' 'I'm sorry, I just* ***can't.'***
- *'I'd better leave now and catch the earlier train.' 'Well, if you* ***must,*** *you* ***must.'***
- *'I think I'll leave this job.' 'I* ***wouldn't,*** *if I were you.'*
- *I'm sure my parents would disapprove.' 'They* ***might*** *or they* ***might not.'***
- *'I bought you a programme.' 'Oh thanks, but you* ***needn't have.'***
- *'I'm feeling pleased with myself.' 'You* ***should be.*** *You did well.'*

■ **after co-ordinating conjunctions:**

- *Jim didn't want to accept the job,* ***but*** *in the end he did.*
- *I said I'd finish today,* ***and*** *I have.*
- *Either you speak to her about this,* ***or*** *I shall.*
- *This is supposed to be the best hotel in town ,* ***and*** *it is.*

- *I've promised to attend that meeting, **so I must.***
- *Bob and Sheila were going to join us, **so they still might.***
- *I haven't seen Helen recently, **but when I do**, I'll pass on your message.*
- *We'll have difficulty completing on time **but**, unless we **can**, we'll lose the next contract.*
- *I meant to explain to Mum **but**, before I **could**, Simon went and spilt the beans.*
- *George rarely takes a break **and**, whenever he **does**, he likes to get right away from the office.*

■ **after a semi-colon or a full stop:**

You can also 'cut off' unnecessary repetition in the material that follows a semi-colon or a full stop:

- *Sally performed splendidly; I knew she **would.***
- *Don't tell anybody. If you **do**, I'll never speak to you again.*
- *The play didn't begin on time. At last it **did**, and we sat back and enjoyed it.*
- *I haven't invited Fred; I **could**, though.*

■ **after some subordinating conjunctions**

- *You've written far more **than I have.***
- *Please get here **as** early **as** you **can.***
- ***As soon as I could**, I told my parents the good news.*
- *I felt really nervous before the concert, **as** I always **do.***
- *There's no need to leave yet, but **when** you **do**, please lock the back door.*
- *We visit my mother **whenever** we **can.***
- *I'll just mention one small point, **if I may.***
- ***If** you **can**, please pay for your purchases in cash.*
- *I'm glad I checked the figures. **If I hadn't**, I wouldn't have noticed the error.*
- *George arrived long **before I did.***
- *The message was intended to upset me, **which it did.***
- *We have done **what we could.***

Grammar Help

Notice that the subordinate clause containing the ellipsis may come first:

- ***If I may**, I'll say a few words of introduction.*
- ***Whenever you can**, practise your movements in front of the mirror.*

■ ***neither, either, nor, so*** and ***too***

You often get ellipsis with ***neither, either, nor, so*** and ***too***:

- *'I don't feel very hungry.' **'Neither do I.'***
- *'I haven't filled in my form yet.' **'We haven't either.'***
- *We weren't satisfied with our performance, and **nor was** our director.*
- *'I'm longing to leave school.' **'So am I.'***
- *I like Jeff. My mum **does too.***

■ As with ***yes*-or-*no*** questions, British English often adds *do* as an extra auxiliary in ellipsis in general discourse; it is always unstressed:

- *'I pretended to be asleep.' **'Well, you shouldn't have done.***
- *I said I'd finish today, **and I have done.***
- *I haven't invited Fred; I **could do**, though.*

- *'I think I'll leave this job.' 'I **wouldn't** do, if I were you.'*
- *'Do concentrate!' 'I **am** doing.'*
- *'I don't regret my action. Perhaps I **shall** do tomorrow.*
- *I'm glad I checked the figures. If I **hadn't** done, I wouldn't have noticed the error.*
- *'I haven't filled in my form yet.' 'We **haven't** done, **either**.'*

■ *wh*-question words

You can often 'cut off' the whole of a noun clause after the ***wh***-word, if the content of the noun clause can be understood from the previous context:

- *I must get something for Jake's birthday, but goodness knows **what**.*
- *He died while on holiday, but we haven't yet found out **how**.*
- *I'll be in Singapore again soon – I'll let you know **when**.*
- *When there's a delay, passengers like to be told **why**.*
- *'He was to catch a train this morning.' 'There are several trains – do you know **which**?'*
- *'Someone must be responsible for collecting the money. I'll ask the organizers **who**.*
- *It's a very serious mistake – I wish I knew **whose**.*
- *Of course I'll meet you at the station – just let me know **what time**.*

■ *to*-infinitives

The ***to*** of a ***to*-infinitive** also acts as a common 'cutting-off' point for ellipsis.

This can happen with many of the **verbs**, **adjectives** and **nouns** that are followed by a ***to***-infinitive:

1 with **verbs**

- *'Is your mum coming to see you perform?' 'She **promised** to.'*
- *I'll bring the wedding photos to show you, if I can **remember** to.*
- *'Are you going to speak at the meeting?' 'I'm **planning** to.'*
- *He's not good at taking advice, and he must just **learn** to.*
- *'Who's providing the drinks?' 'Sally has **offered** to.'*
- *The audience enjoyed the production, or at least they **seemed** to.*
- *We might find the lost jewellery, but we're not really **expecting** to.*
- *'Sue said she'd turn off the air-con.' 'Well, I hope she doesn't **forget** to.'*
- *Some people change for dinner, but we don't **need** to.*
- *Everybody was asked to reply, but one or two **failed** to.*

2 with **adjectives**

- *Harry didn't play in that match, although he was very **keen** to.*
- *This error may not cause problems; on the other hand, it's **likely** to.*
- *'May we use the food that's in the fridge?' 'Of course; you're **welcome** to.'*
- *Though initially **reluctant** to, John finally accepted the medal.*

3 with **nouns**

- *Please don't walk so fast. There's no **need** to.*
- *I would have thanked her if I'd had an **opportunity** to.*

- *I'd love to go on the stage, but I haven't the* ***courage to.***
- *He should have turned off the electricity, but he hadn't the* ***sense to.***
- *'Shall we go and buy more provisions?' 'Is there any* ***necessity to?'***
- *Of course one can go without sleep, but it isn't a good* ***idea to.***

Other situtations

1 after *how*

Ellipsis after *to* can happen when ***how*** is used after **verbs of instruction**:

- *You can attach files to an e-mail. Let me* ***show you how to.***

2 Ellipsis after *to* can happen when ***enough*** and ***too*** combine with **adjectives** and **adverbs**:

- *I'd like to join a choir, but I don't sing* ***well enough to.***
- *We were going to watch that programme, but we were* ***too tired to.***

3 ***not to***

You can insert ***not*** before ***to***, to create a negative:

- *I did cry at the end of the film, though I tried hard* ***not to.***
- *We nearly laughed, but just managed* ***not to.***
- *We were going out for a meal this evening, but decided* ***not to.***
- *Maggie thought about mentioning the problem, but had the sense* ***not to.***

4 An object can follow a **transitive verb** before ***to***:

- *Julie doesn't want to join in the game – see if you can* ***persuade her to.***
- *I'll lend you that book; just* ***remind me to,*** *when we get home.*
- *You needn't come to the funeral; we don't* ***expect you to.***
- *You opened a new packet of sweets after I* ***asked you not to.***
- *'Should we sign?' 'Personally, I'd* ***advise you not to.'***

5 **passives**

- *The child answered very politely, as she* ***had been taught to.***
- *'The newspaper article shocked everyone.' 'Well. it* ***was intended to.'***
- *A few tourists walked right to the edge of the crater, although they* ***had been warned not to.***

6 You don't omit ***be*** (as a lexical verb or as an auxiliary) or possessive ***have***, after ***to***:

- *You're never going to be a great gymnast, so don't aspire* ***to be.***
- *Ken wasn't elected, although he was very keen* ***to be.***
- *Are you two twins? You're alike enough* ***to be.***
- *He certainly didn't have the huge amount of money he pretended* ***to have.***

7 ***to*** is not essential after ***try***, but it is needed after ***try not***:

- *I couldn't contact Hannah on her handphone; I did* ***try*** *(or* ***try to****), several times.*
- *'Now don't start giggling when I mention the mix-up.' 'OK, I'll* ***try not to.'***

8 After the conjunctions ***as, if, when, whenever, what, whatever, where, wherever,*** the verbs ***wish, want*** and ***like*** are frequently used without ***to*** in ellipsis:

- *Come and stay with us **whenever** you **want*** (or ***want to***).
- *Do borrow that book if you **wish*** (or ***wish to***).
- *As a child I was allowed to read **whatever I liked*** (or, rarely, ***liked to***).
- *We never managed to perform the dance routine quite **as we wanted*** (or ***wanted to***).

9 But ***to*** is needed if these verbs have an object:

- *We never managed to perform the dance routine quite **as she wanted us to.***

Further opportunities for ellipsis

■ We have seen above how repetition can be avoided by relying on **auxiliary verbs** or the ***to*** of a ***to***-infinitive. It is possible also simply to omit words that can be understood, when you have a co-ordinate or subordinate construction:

- *I'm studying physics **and my sister zoology*** (= and my sister is studying zoology).
- *I supplied the food, **George the drinks*** (= George supplied the drinks), ***and Sam and Sally the music*** (= and Sam and Sally supplied the music), *so we had a good party.*
- *Harry could understand Maria better **than he could her mother*** (= than he could understand her mother).
- ***If at a loss for party ideas*** (= if you are at a loss for party ideas), *phone us on 065657890.*
- ***While in Paris*** (= while I am in Paris), *I shall spend a lot of time in the Louvre.*
- ***When youngsters*** (= when they were youngsters), *the brothers had loved doing acrobatics in the hay loft.*
- ***Although usually afraid of snakes,*** *she bravely walked past the curled-up adder.*
- ***Whenever unable to remember a word or name,*** *I relax, and often I remember it straight away.*
- ***When amongst strangers,*** *take the opportunity to stand back and do some people-watching.*
- *Mrs King was a quiet, **and therefore very suitable,** companion* (= was a quiet companion, and therefore a very suitable companion) *for my grandmother.*

Notice how there can sometimes be ambiguity when too much is omitted:

- *Harry could understand Maria better than her mother.*

  (This could mean that Harry could understand Maria better than her mother could.)

■ A common form of ellipsis can be used with the subordinating conjunctions ***if, when, whenever, as soon as*** and the adjectives ***necessary*** and ***possible***:

- *I can get more copies **if necessary*** (= if it is necessary).
- ***If possible,*** *arrive before ten-thirty.*
- *I'll send news **as soon as possible.***
- *She visits her grandparents **whenever possible.***
- *He can usually make the required effort **when necessary.***

- **Nouns** can be 'ellipted', for example, after **numbers, possessive nouns, colours, comparatives** and **superlatives**, which are then, in effect, being used like pronouns:
  - *'I need three pound coins.' 'Well, here are* ***two.'***
  - *I have two children and my sister has* ***three.***
  - *'I've got one objection to the plan.' 'I don't care if you have* ***fifty*** *– it's going ahead.'*
  - *Her first child was blond, but the* ***second*** *and* ***third*** *were dark.*
  - *I've put your tickets in the desk drawer, but* ***Maggie's*** *is on the table.*
  - *My cases were waiting in the hall but* ***Dad's*** *were still in his bedroom.*
  - *Daniel's reputation was declining, while* ***his brother's*** *was growing.*
  - *He's aiming for the red ball but the* ***yellow*** *is in the way.*
  - *I quite like myself in the green dress, but I still prefer the* ***blue.***
  - *Look, there are the Samson sisters –* ***the taller*** *is Laura and* ***the smaller*** *is Hannah.*
  - *That's my suggestion – if you have* ***a better,*** *make it.*
  - *There were a lot of suggestions but* ***the most satisfactory*** *was made by Anna.*

UNIT

104 SUBSTITUTION

SUBSTITUTION IN CONTEXT

In discourse, **personal pronouns** and **possessive pronouns** are substituted for previously used proper or common nouns. *It* can refer to a general situation.

'Do you mind if I turn **the television** on?' called **Peter**, walking towards **it**. **He** was addressing **Sara**, who was in the kitchen of the flat **they** shared with another friend, **Oliver**. **It** had turned out to be a satisfactory arrangement. 'Fine by me,' **she** shouted back. **They** each had a **television set** in their own rooms, but **hers** wasn't working, so Peter had put **his** in the sitting room for **them** all to use.

The pronoun ***that*** often refers to past experiences or to things just mentioned, and ***this*** to things about to be experienced. ***There*** substitutes for places just mentioned, and ***then*** for times or occasions. ***Those*** is used for a group about to be defined.

'I want to watch the BBC production of *Othello* in about ten minutes,' explained Peter. 'Oh, I've seen **that** on stage recently,' said Sara, 'it was on a few months ago at the Hendon Theatre – I go **there** quite often. It was pretty good.' 'Well, **this** will be terrific,' said Peter. 'It's strange – we read quite a lot of Shakespeare when I was at school, but I didn't appreciate it quite so much **then**. Few children get the chance to study Shakespeare at school nowadays – **those** that don't have the opportunity really lose out, I think.'

The pronoun ***one*** substitutes for countable nouns; its plural ***ones*** is not used without adjectival modification or a determiner. ***Some*** and ***any*** substitute for uncountable nouns and for plural nouns.

'Well, we studied quite a few of his plays,' said Sara. '**The one** I liked best was *The Comedy of Errors*.' 'I don't think we did **that one** at school,' said Peter. 'I liked **the ones** with a woman pretending to be a man, like *The Merchant of Venice*, and *As You Like It* and *Twelfth Night*.' 'I once acted in **one** at school,' reflected Sara. '*Midsummer Night's Dream* it was – I was Titania.' 'I took part in **some** too, when I was at university,' said Peter, 'though I never had a leading part in **any**.' Sara looked at the clock. 'How about a cup of tea before it starts? Shall I make us **some**? We haven't had **any** yet.'

Do it, ***do that*** and ***do so*** substitute for previously used lexical verbs (+ attached objects etc). ***So*** and ***not*** can substitute for whole positive or negative noun clauses.

'Sorry, I should have **done that** myself,' said Peter. 'Also, I should have looked out a text of *Othello*. I meant to **do so** earlier, but I forgot. I could **do it** now, but it's a bit too late. Have you got a text?' 'I'm afraid **not**,' said Sara. 'But I guess we must know it pretty well, don't' we?' 'I suppose **so**,' said Peter.

Pronouns and other substitutes

- Using **personal pronouns** in place of a previously used **noun, noun phrase** or **proper name** is a very common form of **substitution:**
  - *Dave has lost **his gym kit** again. He's always losing **it**.*
  - *Mary decided that **her new outfit** was a big mistake, and she only wore **it** once.*
  - *Josie and I can give **James** his instructions when we see **him** tomorrow.*
  - *Where are **my photos**? They were in **this drawer** – who removed **them** from **it**?*

  It often refers back to a **situation** or **circumstance,** as distinct from merely a noun or noun phrase:
  - *We were so pleased that **you came to the wedding**. **It** made all the difference.*
  - *'Could you **babysit tonight**?' 'Well, **it**'s a bit inconvenient, actually.'*
  - *People want **you to help**, but they don't realize how much time **it** takes.*

- **Possessive pronouns** are another form of substitution:
  - *'I've forgotten my **trainers**.' 'Use **mine**. They're in my locker. But remember **yours** tomorrow!'*
  - *This must be your **free copy**, Jane – everyone else has collected **theirs**.*
  - *Thank you for offering your **apartment** for the meeting – but I think **ours** will be more convenient.*
  - *My **horse** lost miserably – **whose** won?*

- **Demonstratives** have a special significance. ***That*** is used to refer to something just mentioned:
  - ***'The password you gave me doesn't work.'** 'Oh no, **that's** a nuisance!'*
  - ***Ken was refusing to co-operate with Ellen. That** was the problem.*
  - ***Millions of mobile-phone numbers start with 07 – yet they're all different.** I find **that** amazing.*
  - ***'I'll be a bit late.'** '**That's** not a problem.'*
  - *Helen **has lost her cat. That's** why she was looking so upset.*

  This can also be used to refer to something just mentioned:
  - ***'We've won the contract!'** 'Well, **this** is exciting!'*
  - ***Some kids are not taught the difference between right and wrong. This** is the main problem.*

  But ***this*** also has an important use in referring to something about to be said:
  - ***That's** amazing! But wait till you hear **this!***
  - *To people who won't use lead-free petrol I have **this** to say: **you are destroying the environment.***
  - *The selectors haven't named the final team, but I can tell you **this – Harry isn't in it.***

  Those is often used to represent a particular subgroup that you are about to define:

- *Children who have school lunches should come to the dining room at 12.* ***Those*** *who bring sandwiches may eat them in the courtyard.*
- *Bedrooms on the first floor have ensuite bathrooms, but* ***those*** *on the higher floors do not.*

But notice that ***those*** is often used simply as an alternative for 'people':

- ***Those*** *who take vitamin pills should take care not to overdo it.*
- ***Those*** *retiring in 2006 will find their pensions slightly reduced.*

there **and** ***then***

There can be substituted for an expression of place or direction, and ***then*** for an expression of time:

- *Maggie's* ***in the laboratory*** *– I saw her* ***there*** *a few minutes ago.*
- ***Penang's*** *delightful – we often go* ***there*** *for our staff holiday.*
- *You may borrow a copy of the text from* ***the table by the door,*** *but please return it* ***there*** *before you go.*
- *I arrived* ***about 6.30,*** *but unfortunately by* ***then*** *everyone had gone home.*
- *Susan has been put on the duty rota for* ***next Thursday,*** *but she'll be away* ***then.***

One and *ones*

One is used as a substitute for a **countable noun**:

- *Let me have your* ***e-mail address*** *if you have* ***one.***
- *There doesn't seem to be a* ***timetable*** *on display – oh, yes, here's* ***one.***

You can do most of the things with ***one*** that you can do with a countable noun. You can use it, for example:

1 with **articles** and **determiners**:

- *Don't use that wet* ***drying-up cloth*** *– there's a clean* ***one*** *in the drawer.*
- *Do you see the two* ***girls*** *over there? Jane is the taller* ***one.***
- *Is your* ***desk*** *the* ***one*** *over by the window?*
- *Are your* ***hands*** *clean? Show me. OK. And the other* ***one?***
- *May we sit at a different* ***table?*** *This* ***one's*** *in a draught.*
- *'May I use a* ***changing cubicle?'*** *'Yes, that* ***one's*** *free.'*
- *Their* ***house*** *is in this street, but* ***which one*** *is it?*

2 with **adjectives**

- *'Would you like an ice cream?' 'Yes, a* ***chocolate one,*** *please.*
- *What kind of skirt will you go for – a* ***narrow one*** *or a* ***full one?***
- *Which is your bag – the* ***brown one*** *or the* ***black one?***

3 after a **preposition**:

- *I can provide a* ***dessert,*** *though it won't be much of* ***one*** (= it won't be very good).
- *You'll find the remains of* ***statues*** *lying round here – look, here's a piece of* ***one.***
- *There are lots of* ***bars*** *in this town – you're never far from* ***one!***
- *I don't want to buy another* ***ticket*** *if I've paid for* ***one*** *already.*

4 with **post-modifying adjectival phrases or relative clauses:**

- *Her bored **expression** suddenly changed to **one** of genuine concern.*
- *I enjoy my **job**, but I'd prefer **one** with less stress.*
- *'Have you a reserved **seat** on the train?' 'Yes, I always book **one** facing the way we're going.'*
- *I must install a virus-checker – I'd like **one** that kicks in automatically.*

■ You do not use the indefinite article before ***one*** except with an adjective:

- *I was looking for a smart work suit and spotted **a nice one** in the local dress shop.*
- *That's my suggestion, but if you have **a better one**, let me know.*
- *Someone made a joke, but it was **a very feeble one**.*

■ You don't use ***one*** to refer to an uncountable noun. Instead use ***some*** (in a positive context) and ***any*** (in a negative or interrogative context):

- *I looked round for **printing paper** and found **some** in a drawer.*
- *'Would you like **ice cream** for dessert?' 'Is there **any**?' 'Yes, there's **some** in the big freezer.'*

■ You use the plural ***ones*** to refer to **plural countable nouns:**

- *The more studious **kids** do an academic course, and the more practical **ones** learn a vocation.*
- *I'll hand out **programmes**, if you have any spare **ones**.*
- *The large curved **clouds** are called cumulus, and the little fluffy **ones** are called cirrus.*
- *You can try on these **rings**, but get an assistant to show you the **ones** in the glass cabinet.*
- *'Where did I put my **photos**?' 'You mean the **ones** we were looking at before lunch?'*

■ ***Ones*** is often used to refer to 'pair' words, such as *trousers, glasses, shoes*, and so on:

- *If you haven't any swimming goggles I can lend you my spare **ones**.*
- *'Dad's lost his **glasses**.' 'Which **ones**?' 'His reading **ones**.'*
- *These **trousers** are a bit tight; the other **ones** fit me better.*
- *These aren't my **scissors** – mine are the **ones** with blue handles.*
- *I don't like **jeans** with an elasticated waist – I prefer **ones** with a zip and a belt.*
- *'What beautiful earrings!.' 'Thanks, they're my favourite **ones**.'*
- *These **boots** would be the right **ones** to go with your new winter coat.*

■ You don't use ***ones*** on its own. If there is no adjective, determiner, adjectival phrase or clause, you use ***some*** (in a positive context) or ***any*** (in a negative or interrogative context):

- *'Have you a pair of **scissors** you could lend me?' 'There are **some** in the drawer.' 'I've already looked; there didn't seem to be **any** there.'*

■ You don't use ***one*** or ***ones*** to refer back to the structure **possessive + noun** (for example, *your notes, my cousins*). Instead, you use a **possessive pronoun** or a **possessive noun:**

- *These are my **class notes**. **Yours*** (not *your ones*) *are on the piano.*
- *Your **apartment** is slightly bigger than **Peter's*** (not *Peter's one*).

More formally, you can use ***that of*** or ***those of***:

- *George's **marks** and **those of** another candidate had got mixed up.*
- *I have a new **e-mail address** now, but I sometimes use **that of** my former boss.*

Do

We have already looked at the use of auxiliary ***do*** in **ellipsis**:

- *'I like trousers with elasticated waists.' 'Oh, **do** you? I **don't**.'*
- *Henry dresses very smartly, **doesn't** he?*
- *I love being in control, **don't** you?*
- *'Did he pass that exam?' 'No, he **didn't**.'*
- *Dad adores sailing, and so **do** I.*
- *I didn't agree, and neither **did** George.*
- *It shouldn't have happened, but it **did**.*

- Lexical ***do*** is used as a **substitute verb** to refer back to any action or activity already mentioned:
  - *'Have you changed the sheets yet?' 'No, I'll **do** that now.'*
  - *'We must turn off the air-con.' 'It's OK, I've **done** it already.'*
  - *If you wish to talk, please **do** so outside.*

  Remember that lexical ***do*** normally takes an object. This means that the structures ***do it*** and ***do that*** sometimes refer back to an intransitive verb:
  - *I **jog** every morning; I haven't been **doing it** very long. I've been trying to persuade my sister to **do it** too.*
  - *'We haven't been to the Opera House.' 'There's still plenty of time to **do that**.'*

Grammar Help

Have another look at the UNIT 37 on lexical ***do*** in the chapter VERBS 1, where you will find lexical ***do*** as a transitive verb with indefinite pronouns as its typical objects, often representing intransitive activities, for example:

- *We must **do something** (= act) quickly.*
- *'**What** were you **doing**?' 'I wasn't **doing anything** – just sitting quietly.'*

- In more formal contexts, ***do so*** can be used to refer back to an already mentioned action or activity, whether the verb involved in it is transitive or intransitive:
  - *If you have not **collected your copy**, please **do so** now.*
  - *Stern as she was, she hated **hurting people**, and never **did so** deliberately.*
  - *Those who wish to **join** may **do so** at any time of year.*
  - *I used to **exercise at the gym** but I haven't **done so** for quite a while now.*

  But notice that both in the original action and in the substitute ***do so*** the same person is the performer of the action. If the performer changes, ***do it*** or ***do that*** is more idiomatic:
  - ***My mother** said **she** would phone the doctor, but **she** hasn't **done so** yet.*
  - ***My mother** said **she** would phone the doctor, but I could **do it** for her.*
  - *The air-con hasn't been **switched off**. I'd better **do that** now.*

So and *not*

We have seen how ***so*** can be used in **ellipsis**:

- *'I'd like a drink.' '**So** would I.'*

So also has an important role as a substitute for a whole noun clause:

- *'Is all the jewellery safe?' 'I hope so* (= I hope that all the jewellery is safe).'

Similarly, *not* is used to represent a whole negative noun clause:

- *'Has anything been stolen?' 'I hope not* (= I hope that nothing has been stolen).'

So and *not* can be used as a replacement for a noun clause after the following expressions:

I assume	*I believe*	*I expect*	*I guess*
I hope	*I imagine*	*I presume*	*I reckon*
I suppose	*I think*	*I'm afraid*	*it seems*
it appears			

- *'Has everyone heard the news?' 'I expect so.'*
- *'Was your Dad upset?' 'I'm afraid so.'*
- *'Were they insured?' 'It appears not.'*
- *'Is the library closed on Sundays?' 'I presume so.'*
- *'Will everyone support you?' 'I reckon not.'*
- *'Is there going to be a row about this?' 'I hope not.'*
- *'Is there an elevator in the store?' 'I imagine so'*
- *'Do you understand this bit of grammar?' 'I think so.'*
- *'They wouldn't phone after midnight, would they?' 'I guess not.'*
- *'We'd better tidy up now.' 'I suppose so.'*
- *'Is Kate going to train as a teacher?' 'I believe so.'*
- *'Did her parents leave her any money?' 'It seems not.'*

- The sentence adverbs *apparently, evidently, unfortunately* can be used with *not*:
  - *'Were there any volunteers for the task?' 'Apparently not.'*
  - *'Has the debris been cleared from the railway line yet?' 'Evidently not.'*
  - *'Did you pass your driving test?' 'Unfortunately not.'*

- With the expressions *I believe, I expect, I imagine, I suppose, I think,* the negative is often in the form *I don't* + verb + *so*:
  - *'Will you be seeing Sally this weekend?' 'I don't suppose so.'*
  - *'Have you met my cousin before?' 'I don't believe so. How do you do?'*
  - *'Will your mum retire at 60?' 'I don't expect so.'*
  - *'Was that the telephone ringing?' 'I don't think so.'*
  - *'Is there likely to be a problem?' 'I don't imagine so.'*

- *So* is sometimes used with *tell* and *say*:
  - *'George is too busy to help us.' 'I told you so!'*
  - *'You have to provide two copies of the form.' 'Who says so?'*

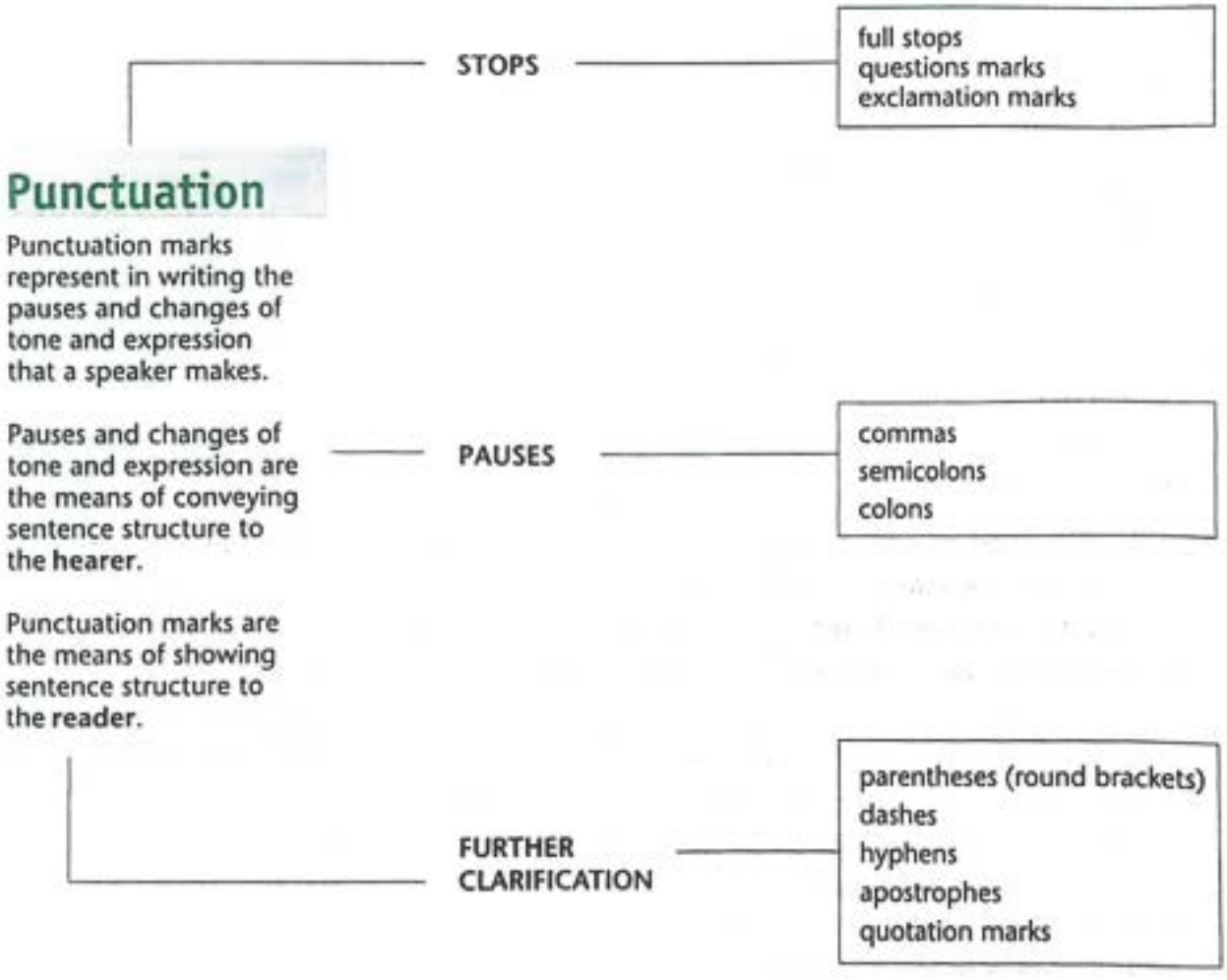
Grammar Help

You don't use ***so*** after ***know***:

- *You'll win easily. We all* ***know that*** (not *know so*).

CHAPTER

13 Punctuation



UNIT

105 PUNCTUATION

What is punctuation?

Punctuation is the system of adding appropriate **punctuation marks** to what you write. **Punctuation marks** are signs such as **full stops, commas, question marks, colons** and **semicolons**. You use them in sentences **to make the meaning clear.**

Punctuation marks represent the **pauses** and **changes of tone** and **expression** that a speaker makes. The speaker uses these pauses and changes of tone, usually unconsciously, to indicate the structure of the sentence to the hearer, so that the meaning becomes clear as he or she speaks. For example:

- A speaker may make one or more slight pauses during a sentence, to separate parts of it for clarity, and these will most commonly be represented in writing by **commas.**
- **Semicolons, colons, dashes** and **parentheses** (round brackets) represent pauses and tone changes made for more specialized structures within a sentence.
- A **full stop** represents the falling tone and longer pause that comes on the completion of a statement, and a **question mark** shows the rising tone a speaker uses when wanting a response from the hearer. An **exclamation mark** indicates the raised voice and sharper delivery used for a command, a shout of amazement, and so on.

Because these written signs represent a speaker's way of conveying his or her meaning, they also guide readers as to the way that written material should be read, so that they can read fluently, understanding the meaning as they go along.

Other signs

- **Hyphens** are a good example of reader guidance. A reader may be puzzled at first sight by something such as *a series of four forty unit grammar workbooks*, but if the text reads *a series of four forty-unit grammar workbooks*, the meaning is immediately clearer, and reading is speedier and more fluent as a result.
- **Apostrophes** have more than one function.

  They show **possession:**

  - *Anna's belongings*
  - *the cat's paw*
  - *the boys' lockers*

  The **possessive apostrophe** distinguishes between plurals (*boys, cats*) and possessive forms (*boys', cat's*).

Apostrophes also show the **omission** of letters:

- *I* [wi]*'ll let you know when I* [ha]*'ve finished.*

But they also give guidance on **pronunciation**: for example, *Well come but hell stay here* would mislead the reader initially into mispronunciation. With the apostrophes in place (*We'll come but he'll stay here*), the reader can see clearly what the pronunciation is.

- **Quotation marks** are chiefly used for direct speech, that is, to quote a speaker's exact words:
  - *'Fancy seeing you here!' exclaimed James.*

  But they can also be used to 'isolate' a particular word or phrase for a special purpose.

UNIT 106

STOPS: FULL STOP, EXCLAMATION MARK AND QUESTION MARK

Full stop .

Full stops have **two main purposes**: to mark the end of a sentence and to mark an abbreviation.

■ Capital letters and full stops for sentences

A sentence begins with a **capital letter** and ends with a **full stop** (also called a **full point** or a **period**):

- *Peter is still asleep.*
- *Please don't be late.*
- *It's raining heavily.*
- *There's a rainbow in the sky.*
- *Some people seem to do nothing but watch television.*
- *I can't bear waiting in long queues.*
- *I phoned Jack to ask him to have lunch with me, but he didn't answer, and, when he eventually got my message, it was too late for lunch.*
- *I always get up early. I like to work before breakfast.*

A very common error is to join or 'splice' two sentences with a comma, instead of using a full stop between them, usually when the thought is flowing on into the second sentence.

You can use a **semicolon** instead of a full stop in such situations; a **colon** can also be correct if the second statement explains or expands the first statement:

- WRONG: *I always get up early, I like to work before breakfast.*
- RIGHT: *I always get up early; I like to work before breakfast.*
- RIGHT: *I always get up early: I like to work before breakfast.*

■ Abbreviations

Some words that have been shortened are written with full stops at the end. But which of them need full stops? The principle nowadays is to use stops only where they are needed for clarity.

1 Abbreviations that **include the final letter** of the abbreviated word are usually written without a point, for example:

- *Mr Thomson, Mrs Freeman, Dr Saunders*
- *7 Rankeillor St, 6 Hetherington Rd, 8 Hardy Ave, St Andrew's Church, Mt Kenya*
- *I enclose a photo of Ben, aged 3 yrs and 5 mths.*
- *The water rose to a height of 4 ft and 3 inches.*
- *The reference is in Bk 3, Chapter 5*

- *The Planning **Dept** is located on the fifth floor.*

2 People's given names are sometimes reduced to initials. Full stops are often used after the initials, but are not essential, for example:

- Dr Edward Saunders: *Dr E Saunders* or *Dr E. Saunders*
- Robert John Brown: *R J Brown* or *R. J. Brown*
- Lin Wei Yang: *W Y Lin* or *W. Y. Lin*

3 Abbreviations of **ordinal numbers** are written **without stops**:

- *Lectures have been scheduled for **1st** September, **2nd** October, **3rd** November and **4th** December.*

But dates, in fact, are very often simply written *1 September, 2 October, 3 November, 4 December*, and so on, especially in formal contexts.

Abbreviations of **metric measurements** are usually written **without stops**:

- *21 cm, 6 km, 10 g, 5 kg, 20 dl, 30 ml*

Chemical symbols are written **without stops**: ***Al*** (aluminium), ***Ca*** (calcium), ***Mg*** (magnesium), ***O*** (oxygen), ***Ra*** (radium)

4 Abbreviations written **wholly in capitals**, for example those that represent countries, states or organizations, are usually written without stops, especially if they are pronounced as if they were words:

- ***EC, GB, IMF, NSW*** (New South Wales), ***UK, UN, USA, USSR, WHO*** (World Health Organization), ***FIFA, NATO, UNESCO, UNICEF***

Here are some other types that are usually written without stops:

- ***AGM*** (annual general meeting);
- ***CD; CD-ROM; EFL; ELT; ETA*** (estimated time of arrival);
- ***GHQ; GM*** (genetically modified) *foods*
- ***PC*** (personal computer; politically correct)
- ***VCR*** (videocassette recorder); ***VDU*** (visual display unit)
- *Did you include your **DOB** (date of birth) in your CV?*
- *Is Mr Lang an **MP**?*

5 When you put abbreviations composed of capitals into the plural, you do not need an apostrophe before adding *s*:

- *my collection of **CDs***
- *free **CD-ROMs***
- *five different **CVs***
- *several **MPs**.*

6 **Degrees, qualifications, titles** and **awards** are increasingly written without stops:

- ***BA, BSc, DPhil, MA, OBE*** (Order of the British Empire).

7 A reliable principle is to **add stops** to small-letter abbreviations, and to those that start with a capital, if the last letter is not included in the abbreviation:

- *adj.* (adjective); *adv.* (adverb); *prep.* (preposition)
- *12th-cent. music*
- *approx. 250; doz.* (dozen); *max.; min.;*
- *chap.* (chapter); *vol. (volume);*
- *Jan.; Feb.; Mon.; Tues.*

But you will notice that these abbreviations too are often written without full stops.

8 **Acronyms**

Some abbreviations are in the form of words composed of the first one or more letters of the words that make up the full form; these are always written without stops:

- *AIDS* (acquired immune-deficiency syndrome)
- *laser* (light amplification by stimulated emission of radiation)
- *radar* (radio detection and ranging)
- *scuba* (self-contained underwater breathing apparatus)
- *sitcom* (situation comedy)

Exclamation mark !

You usually put an exclamation mark after short sharp commands, exclamatory remarks, interjections and words that show delight, surprise or anger:

- *Come in!*
- *Don't move!*
- *What a surprise!*
- *The mean thing!*
- *Best of luck!*
- *Help!*
- *Do as you're told!*
- *How lovely! Thank you!*
- *Hi, Jim!*
- *You're joking!*
- *Quiet, please!*
- *Watch out!*
- *What a fool I've been!*
- *That's great!*
- *It's none of your business!*

Some people use an exclamation mark as a signal that they're making a joke, but it is unnecessary to do this, and drawing attention to the joke with an exclamation mark may reduce its effectiveness:

- *No one could ever accuse me of enjoying housework.*

Question mark ?

■ **Question marks** come after **questions**:

- *Would you like tea or coffee?*
- *Is your lawnmower electrically powered or battery-operated?*
- *Has Dave finished his exams yet?*
- *Will you be going to Penang as usual for your holidays?*
- *Would you like to borrow that video?*
- *It was an excellent performance, wasn't it?*
- *There are roadworks on Davies Street, aren't there?*
- *Must you make so much mess?*
- *I like both colours, but which do you prefer?*

- *What time is it, please?*
- *How many stamps do you need?*
- *Why are you always late?*
- *What does 'gratuitous' mean?*
- *Who left the cage open?*
- *Where are we going?*
- *When did you change your hairstyle?*

indirect questions

Strictly speaking, you never have a question mark at the end of an **indirect question**, that is, a question that has become a **noun clause** after an **asking, telling** or **knowing** verb:

- *I asked if he was feeling all right.*
- *He wanted to know what time the show started.*

But some indirect questions, especially after ***I wonder***, are intended to act as polite requests or tentative queries, and a question mark is frequent after them, because the speaker uses the rising tone that is typical of a question:

- *I wonder if I could possibly stay in your apartment for the night?*
- *I wonder why she refused?*

The normal rule is that direct questions are followed by question marks. But some direct questions are intended as politely worded commands, after which a full stop can be used, representing the falling tone used by the speaker:

- *Please would everybody meet back here at five-thirty.*
- *Could you please close all the windows when you leave.*

statement-questions

People sometimes ask a question in the form of a statement, using a rising tone at the end to show that they want a response. The effect is rather like adding a question tag:

- *You'll be coming to our show?*
- *You haven't forgotten about our lunch date?*
- *I believe John is 21 on the tenth of October?*
- *I understand the volcano is still active?*

UNIT

107 PAUSES: COMMA, SEMICOLON, COLON

Comma ,

Commas are used to show the **grammatical structure** of a sentence, to mark **pauses**, and to **clarify**.

Commas used to separate clauses

in compound sentences

Compound sentences are composed of **co-ordinate clauses** linked by a **co-ordinating conjunction**.

- A **comma** is often used before a **co-ordinating conjunction** such as ***and, but, so***; this happens particularly if the subject is repeated, or there is new subject, in the second clause:
  - *I was already running late, **and** I didn't want to miss the train.*
  - *I phoned Jack to invite him for lunch, **but** he didn't answer.*
  - *Jack wasn't in his office, **so** I went for lunch by myself.*

  But sometimes the thought runs continuously from one clause to the next, and a comma is not needed (no pause would be made by a speaker):
  - *The temperature was below freezing **and** snow lay deep on the ground.*
- When the subject is the same in both clauses but not mentioned in the second, there is less need for a comma, but a comma can be used to indicate a slight pause if necessary, or emphasize a contrast in circumstances:
  - *She took her money **and** left.*
  - *I lost my keys, **but** managed to find a spare set.* or: *I lost my keys **but** managed to find a spare set.*
  - *She had despaired of finding her ring, **so** was overjoyed to discover it at the back of her desk drawer.*
  - *The driver seemed to hesitate for a second, **then** turned abruptly left.*

in complex sentences

Complex sentences consist of a **main clause** and a **subordinate clause**.

adverbial clauses

With many types of adverbial clause (for example, **time, place, condition, result, manner**) a comma is not wanted:

- *I'll give you a call **when I arrive at the station.***
- *The axe was lying **where he had left it.***

- *You may hold a party in the apartment **as long as you clear up afterwards.***
- *I was so tired **that I fell asleep standing up.***
- *He stared at me **as though he didn't recognize me.***

But a comma may be needed when the clause is added as an explanation or as additional information:

- *She paused and looked round, **as if she didn't know what to say next.***

■ A comma is often used before clauses of **reason, purpose, concession:**

- *You must study conscientiously at school, **because your future depends on it.***
- *Take a few minutes to plan your exam, **so that you do not spend too long on any particular question.***
- *She still worried about her son, **even though he was grown up.***
- *He goes for a run every morning, **whatever the weather is like.***

But the thought may continue smoothly into the subordinate clause, so that the speaker makes no pause and a comma is not wanted:

- *She couldn't make the dessert **because the right ingredients weren't available.***

With clauses of **reason** the use of a comma may depend on whether the speaker is providing the reason, or the reason is part of the reported circumstances:

- *You must study conscientiously, **because your future depends on it*** (the reason is given by the speaker).
- *She couldn't make the dessert **because the right ingredients weren't available*** (the reason comes from the circumstances, so is part of the narrative).

■ If the adverbial clause **begins** the sentence, a comma after it is very common:

- ***When you're very worried about something,** it's difficult to concentrate on anything else.*
- ***Where the men had been digging,** there was a big square hole.*
- ***If you need a ride into town,** I could pick you up at 9.30.*

But a comma is not always necessary, for example if the thought is continuous and the subject does not change:

- ***Whenever she left her village** Jenny felt a pang of homesickness.*

noun clauses

A comma should not be used before a noun clause, that is, the clause that represents indirect speech or thought after a saying, thinking or asking verb:

- *A policeman warned us **that the road was blocked.***
- *I thought **your mother was looking very well.***
- *Caroline asked me **what time the concert started.***

relative clauses

The **defining** type of relative clause should have no comma before it:

- *The men **who were digging up the road** had gone off for lunch.*
- *The police removed the vehicle **that had been blocking the road.***

- *I took my husband to see the village **where I was born.***

But the **non-defining** type of relative clause, the kind that adds information, needs a comma before it:

- *We stopped and talked to Sam, **who was outside washing his car.***
- *Frankie refused to pay his share of the bill, **which made us very angry.***
- *Visit Scotland, **where you will find the best golf courses in the world.***

in complex-complex sentences

A subordinate clause may have its own subordinate clause enclosed within it. In such a case you will often need **commas** on **both sides** of an enclosed **adverbial clause**:

- *A policeman warned us **that, while the roadworks were in operation, the street would be reduced to a single lane.***
- *We spoke to Jim, **who, when he has finished his course, will be spending a year abroad.***
- *This is the point in the roof **where, if my calculations are correct, the leak occurred.***
- *She was not allowed to participate **because, though she felt fine, her leg hadn't quite healed.***

A **non-defining relative clause** enclosed in another **subordinate clause** also needs **commas** on **both sides**:

- *I'd heard **that Peter, who had organized the event, was a bit disappointed.***

But a **noun clause** or **defining relative clause** enclosed in another **subordinate clause** needs no commas round it:

- *I've been reading an article **that explains** how the trouble started **in great detail.***
- *I realized **that the woman** who was standing next to me **was about to faint.***

in compound-complex sentences

Compound-complex sentences are the kind that consist of a **mixture** of **co-ordinate** and **subordinate clauses**. Punctuating a compound-complex sentence may involve a choice. The main thing to remember is that, if you put a comma on one side of a subordinate clause enclosed within another clause, you should also put a comma at the other side:

- *You may call the bank's helpline but, **unless you can give your password,** you will not be given details of your bank balance.*

Here there are commas round the subordinate clause, but no comma before the co-ordinate clause beginning with ***but***. You could put a comma there, but the result would be rather too many commas. Nevertheless, in an example like the following, you may prefer to put commas also before the co-ordinate clauses, for clarity:

- *I phoned Jack to ask him to have lunch with me, but he didn't answer, and, **when he eventually got my message,** it was too late for lunch.*

Commas used to separate phrases

adverbial phrases

- An **adverbial phrase** that introduces a sentence is often followed by a comma, especially if the phrase is serving as a sentence adverb, or comment by the speaker. A comma is not so necessary after **adverbial phrases** of place and time, which form part of the statement:
  - *On the whole, we can congratulate ourselves on this year's figures.*
  - *As a result, the water rose to dangerous levels.*
  - *Down in the market place stallholders were tidying away their wares.*
  - *At the very last minute he agreed to sign.*

  Notice that 'commenting' **adverbial phrases** need commas on both sides if they are enclosed within a sentence:
  - *It was, in the long run, going to be more sensible to sell the property.*
  - *The deal had been, in effect, already concluded.*

- You usually need a comma before ***for example*** or ***for instance***, with a comma or colon after it:
  - *I like neutral colours, for instance, beige and grey.*
  - *Fruits can serve as colour names, for example: aubergine, plum, cherry, peach.*

  But sometimes the second comma is omitted:
  - *Abbreviations written in capitals, for example those for countries and organizations, are written without stops.*

noun phrases

- A **proper name** introduced by a noun phrase does not need commas round it:
  - *I invited my cousin Jean to come with me.*
  - *The novel Anna Karenina created something of a sensation when it was published.*
  - *The singer Michael Jackson has changed his image remarkably over the years.*

- But you put commas round a **proper name** that is added after the **noun phrase** as an explanation or extra piece of information:
  - *My other cousins, Helen and Margaret, were unable to come.*
  - *The chairman, Mr Jim Handley, brought proceedings to a close.*
  - *The Secretary-General of the United Nations, U Thant, had a major diplomatic task on his hands during the Cuban crisis.*

- You need commas round a **noun phrase** that is added as an explanation or extra piece of information after a **proper name**:
  - *The Isle of Man, a small island in the Irish sea, is the venue for an international conference of archaeologists this week.*
  - *Susan, a woman in her forties, complains that store detectives bullied her.*

participial phrases

- **Participial phrases** (phrases formed with a present or past participle) often need to be marked off with a comma:
  - *Deafened by the noise in the night club, we went outside to talk.*
  - *Having nothing much else to do, I walked along to the museum.*
  - *Dan was in his bedroom, singing along to a CD.*

  But a comma is not always needed with a **participial phrase**:
  - *Dad was in the kitchen cooking the evening meal.*

  Here the lack of a comma suggests that Dad's purpose in being in the kitchen was actually to cook the evening meal.

- The **independent** type of **participial phrase**, which contains its own subject, should be marked off with a comma:
  - *Everything having gone so well, Adam thought he would reward himself with a burger from Macdonalds.*

- Remember that, if the **participial phrase** is enclosed within the sentence, rather than introducing or concluding it, it must have a comma on both sides:
  - *I left the hotel and, having nothing much else to do, walked along to the museum.*
  - *I thought that, your birthday falling on a Sunday, we might spend the whole weekend in the country.*

Other clause-like phrases and structures

We have seen how participial phrases can behave rather like clauses:

- *Opening the door* (= as we opened the door), *we became aware of a weird smell.*
- *Daunted by the distance to the summit* (= because I was daunted by the distance to the summit), *I suggested turning back.*

- Many other clause-like structures don't even contain a participle:
  - *Home at last* (= when they got home at last), *they made themselves a cup of tea.*
  - *Openly triumphant, he asked the question again.*
  - *The noise, slight at first, increased to a deafening roar.*
  - *'Er, what do you mean, exactly?' he asked, his voice edgy and uncertain.*
  - *Even putting on your clothes, normally a simple operation, can be a mammoth task at high altitudes.*

  Commas are needed to separate clause-like phrases of this kind. A speaker naturally makes a pause before and after them.

- Another kind of structure that needs to be separated by commas, is the kind of balancing or contrasting statement that is typically introduced by *not* or an adverb such as *only*:
  - *We have scotched* (= wounded) *the snake, not killed it* (= We have wounded the snake; we have not killed it). (Shakespeare: *Macbeth*)
  - *Harry maintained that he had not stolen the equipment, only borrowed it.*

- *He had not composed the tune, **merely written it down.***
- *It was a bad mistake, **but not a disaster.***

Commas used to separate words

adverbs

Sentence adverbs, giving the speaker's comment on the statement as a whole, are very often marked off with a comma, or a pair of commas:

- ***Unfortunately,** I didn't receive your letter in time to attend the clinic.*
- *He had made, **however,** one stupid mistake.*
- ***Inevitably,** the disagreement escalated into a major quarrel.*

Use a comma after a **place** or **time adverb** in cases where it might be mistaken at first sight for a preposition or conjunction:

- ***Outside,** the building was grey and forbidding.*
- ***Before,** she had never worried about her appearance.*

nouns

Nouns in a list have commas between them, with ***and*** between the final two items

- *I added **mangoes, melons and starfruit** to the shopping list.*
- *He gained distinctions in **maths, physics, biology and computer studies.***

Some people like to put a comma also before ***and*** in such a list; this is not wrong:

- *An actor needs **courage, integrity, and imagination.***

adjectives

- When you use a string of adjectives that are of **different kinds**, you don't need commas between them, for example:
  - SIZE, COLOUR, MATERIAL: *He was carrying a **large blue cardboard** file.*
  - OPINION, QUALITY, ORIGIN: *The supermarkets are stocking some **excellent fruity Australian** wines.*
- When you use a string of **quality** or **opinion** adjectives, you usually put commas between them, for example:
  - QUALITY: *She was wearing a **shabby, faded** jacket.*
  - QUALITY: *Helen had always been one of those **happy, confident, busy** people.*
  - OPINION: *She's a **beautiful, sweet, charming** girl.*
- **Class** or **type** adjectives can be used in a string without commas:
  - *She worked as an editor on a **small-circulation specialist scientific** journal*
  - *He has a **skilled manual job** in a factory.*
- You can always put commas where they are not normally needed between adjectives if you want to emphasize each adjective individually, for example, with a combination of **size** and **shape** adjectives:
  - *I'd love to have **long, slim** legs.*

- If you use two adjectives **after a linking verb** such as ***be, become*** or ***feel***, you use ***and*** between them. If you use more than two adjectives, you put ***and*** between the last two, and commas between the others:
  - *He was tall **and** thin.*
  - *He was tall, thin, short-sighted **and** bald.*

Commas for clarity

- Commas can be used to 'isolate' words or phrases for clarity and to avoid ambiguity:
  - *I knew how to be a loser; I had lost, **myself**, many times.*
  - *I had another, **thoroughly selfish**, motive for leaving early.* (Out of all my motives, only this one was thoroughly selfish.)
- You should put a comma before and after the name of a person who is being addressed:
  - *Thank you, **Helen**, very much.*
  - *Tom, do take your feet off the table.*
  - *Is this your bag, **Harry**?*
- A comma comes before ***please***:
  - *Do you have the time, **please**?*
- A comma should come after ***yes*** and ***no***:
  - *Yes, it's two thirty-five.*
  - *No, my watch has stopped.*

Semicolon ;

A **semicolon** is used between two clauses that can really stand as sentences on their own. You use a semicolon to link them more closely, when a full stop would be too big a break.

- A semicolon often does a job like that of a **co-ordinating conjunction** such as ***and, but, so***:
  - *I've lost my luggage **and** I don't know what to do.*
  - *I've lost my luggage; I don't know what to do.*
  - *I felt really ill yesterday, **but** I feel better today.*
  - *I felt really ill yesterday; I feel better today.*
- In other cases, a semicolon indicates a balance or contrast between the two clauses, or a progress from one statement to the next:
  - *Don't force children to study; you must be patient with them.*
  - *To assign blame to others is easy enough; to accept it yourself is harder.*
  - *Take time to decide; you can call me tomorrow.*
  - *I didn't realize Hugh was unconscious; I thought he was just asleep.*
  - *Sometimes we don't like facing the truth; we believe what suits us.*

- *It wasn't the steering that failed; it was the brakes.*
- *Customers may wait in the lounge; coffee is available from the machine.*
- *Don't try starving yourself; reduce your food intake gradually.*
- *She hadn't done the work; she hadn't even begun it.*
- *My neighbours were enthusiastic about the idea; Graham was particularly keen.*

■ Another job that semicolons can do is to replace commas in a list where the individual items are rather long and themselves contain commas:

- *Sally liked Fred. He had maturity to recommend him; also, a pleasant, open manner; charm, tact and common sense; regular features and a handsome profile; a tall slim athletic figure; a stylish dress sense; and, finally, plenty of money.*

Colon :

A **colon** raises expectations: the part after the colon 'delivers the goods' that the part before the colon promises, or gives the explanation that the part before the colon requires:

- *To make this dessert you will need the following ingredients: flour, sugar, butter, eggs, raisins, fresh cream and chocolate powder.*
- *I'll tell you what's important in dealing with people: sensitivity, tact, firmness, and above all, honesty.*
- *All you ever get on television nowadays is: soap operas, quizzes and fly-on-the-wall documentaries.*
- *I'm afraid you're too late:* (why?) *the event is already fully booked.*
- *I always get up early:* (why?) *I like to get a lot of work done before breakfast.*
- *You know the rule: no smoking in the office.*
- *Now I know what was puzzling me: his name was printed with his initials in the wrong order.*
- *The reason for her uncooperative attitude is obvious: she's jealous of you.*
- *I'm not surprised they complain about the noise: the trains go right past their windows.*

Punctuation help

Here is a little autograph-book jingle that illustrates the functions of colons and semicolons quite well:

Life is mostly froth and bubbles;
Two things stand alone:
Kindness in another's troubles;
Courage in your own.

Colons can be useful for reporting a conversation, as though in a play:

BEN: *What did the hunters say when they saw the elephants coming over the hill?*

ME: *I don't know; what did the hunters say when they saw the elephants coming over the hill?*

BEN: *'Here come the elephants.' What did the hunters say when they saw the elephants coming over the hill wearing dark glasses?*

ME: *I don't know; what did the hunters say when they saw the elephants coming over the hill wearing dark glasses?*

BEN: *Nothing, because they didn't recognize them.*

ME: *Oh, ha, ha, ha.*

UNIT 108 FURTHER CLARIFICATION: PARENTHESES (round brackets), HYPHENS, DASHES, APOSTROPHES and QUOTATION MARKS

Parentheses ( )

Parentheses (also called **round brackets**) are used to isolate the writer's comments or 'asides', additions, explanations, and so on from the rest of the sentence:

- *I shall be spending my birthday (a Monday) at school, unfortunately.*
- *Ben Jonson (1572-1637) was a contemporary of Shakespeare's.*
- *Our peach tree actually produced peaches this year; we ate them (both) yesterday.*
- *Jim was attending a conference in Tokyo (a good excuse for visiting his Japanese girlfriend).*
- *Is their kiasu ('afraid to lose out') mentality an advantage or disadvantage to Singaporeans?*
- *I visited the Seoul Book Fair last September (I happened to be in Korea on family business).*
- *It'll be great to see you again (is it really a whole year since we last met?).*
- *Harry has given up his computer course (I bet his dad's furious!) and is training as a gym instructor.*
- *The old lady now had no friends (having quarrelled with the few she had) and no near relations.*
- *The study day at the Centre will cost $30 per head (excluding lunch).*

You will notice that parentheses, in some cases, do a very similar job to that of a pair of commas:

- *I shall be spending my birthday, a Monday, at school.*
- *The old lady now had no friends, having quarrelled with the few she had, and no near relations.*

Parentheses, however, isolate the contained material more, and rather suggest that it is a comment or 'aside' by the writer.

Punctuation – inside or outside?

- Punctuation that belongs to the whole sentence comes outside the closing bracket:
  - *I reported the incident to Dr Bridges (my tutor).*
  - *I apologize for being unable to help (money is regrettably short just now).*
  - *The house (built in 1974), with its magnificent sea views, should fetch a good price.*
- A question mark or exclamation mark that belongs to the words in brackets should come inside the closing bracket:
  - *We spend a lot of time buying second-hand books (a new hobby for us!).*

- *The person to advise you is Mrs Beauchamp* ***(have I spelt her name correctly?).***

- If the material in brackets consists of a whole sentence starting with a capital letter, the full stop comes inside the closing bracket:
  - *I'll tell my parents the news at the weekend.* ***(They have no idea I even went in for the competition.)***

Dash –

Dashes can be used singly or in pairs.

- A **single dash** can be an **informal substitute** for a **colon**:
  - *I know what you're thinking — I haven't got the figure for a dancer.*
  - *I've told you before — I don't like long walks.*
  - *I'm so sorry I can't come to your party — I've got a meeting.*
  - *People only gradually realized the truth about him — he was a liar and a cheat.*
  - *The main question is this —what do we do with the left-over food?*

  or for a **semicolon**:
  - *I'm impressed with Kenneth — he's got what it takes to be a doctor.*
  - *The weather was really awful yesterday — it's a bit better today.*
  - *Please don't tackle the intruder yourself — get help.*
  - *I've enjoyed Vienna — tomorrow we move on to Budapest.*
  - *Tania was wearing red — she looks nice in bright colours.*

- A **pair of dashes** is an **informal substitute** for a pair of **commas**, or a set of **parentheses**:
  - *The study day — excluding lunch — comes to $30 per person.*
  - *I'll be spending my birthday — a Monday — at school, unfortunately.*
  - *My first reaction — stupid, I know — was to hit him.*
  - *The main thing — and this is important — is to insist on our rights.*
  - *There are quite a few errors — ten, at least — that need correcting.*

- ***m*-dashes and *n*-dashes**
  The dashes we have been looking at so far are all long dashes or, in printers' language, ***m*-dashes**.

  A slightly shorter dash (but not as short as a hyphen), called an ***n*-dash**, is used in indicating a range, for example of dates or numbers:
  - *A Study of Clothes Fashions, 1845–1900.*
  - *The topic is deal with in Chapter 6, pp 75–86.*
  - *See also Sections 14–18.*

  An ***n*-dash** is also used between two terms to represent the relationship between them:
  - *Arab–Israeli tensions.*

Hyphen -

Hyphens have **two functions**: to **join** words, in order to make certain kinds of structure clear to the reader; and to **divide** words at the end of a line of text.

Word-joining hyphens

You sometimes need to join words together with a hyphen so that the reader knows that they represent a **unit**, and doesn't have to hesitate and re-read bits of text.

For example, notice the difference in clarity between:

- *She has a class of **twenty five year old children**.*
- *She has a class of **twenty five-year-old children**.*

Compound nouns

- Many **compound nouns** can be written as **one word**:

classroom	*fireman*	*handphone*	*homework*
keyboard	*sweatshirt*	*teacup*	*textbook*
toothpaste	*waveband*		

  You can look up compound nouns in a dictionary to discover if the one-word spelling is possible.

- Compound nouns that are written as two words, and consist of two nouns, do **not** need a hyphen if the **first word** acts like an adjective describing the **second word**:

book club	*fire alarm*	*signal box*
railway bridge	*window frame*	

  Notice also that combinations such as *dining room* don't need a hyphen:

dancing shoes	*swimming costume*	*shopping centre*
fishing rod	*spinning wheel*	*washing machine*

- With a large number of other compound nouns the **first word** is grammatically the **object** of the **second word**. These can in many cases be written as one word:

screwdriver	*firefighter*	*dishwasher*	*lawnmower*

- If you don't write these **object-subject** compound nouns as one word (or 'solid') use a **hyphen** to make the relationship between the two nouns clear:

taxi-driver	*word-processor*	*book-keeper*
book-collector	*cash-dispenser*	*self-control*
smoke-inhalation	*concrete-mixer*	

- Compound nouns that are formed from **phrasal verbs** can in some cases be written as one word:

breakdown	*breakthrough*	*flyover*	*flypast*
layout	*singalong*	*takeover*	

But compounds using the **shorter particles** are usually written **with a hyphen:**

sit-in	*passers-by*	*runner-up*	*break-in*
break-out	*break-up*	*take-off*	*take-up*

- Certain compound nouns represent a **balanced combination** or **mixture** of two things and are usually hyphenated:
  - *a bottle of **shampoo-conditioner.***

Treat compound **military ranks** like this too:

lieutenant-colonel	*sergeant-major*	*major-general*

- Compound nouns consisting of **a string of words** need to be kept together **with hyphens:**
  - *my **sister-in-law***
  - *a bunch of **forget-me-nots***
  - *the Queen's **ladies-in-waiting***
  - *caught in **no-man's-land.***

Compound adjectives and participial compounds

- Compound adjectives and participial compounds that come **before the noun** should usually be **hyphenated:**
  - *eye-catching designs*
  - *a long-awaited announcement*
  - *a well-argued essay*
  - *never-ending complaints*
  - *the short-term view*
  - *panic-stricken passengers*
  - *mind-bending drugs*
  - *waist-deep water*
  - *rock-hard sandwiches*
  - *a yellow-and-black-striped insect*
  - *a four-page leaflet*
  - *a three-bedroomed apartment*
  - *four- to six-week-old babies*
  - *an up-to-date report*
  - *their longed-for release*
  - *a laid-back attitude*
  - *a much-overused word*
  - *clear-cut ideas*
  - *ill-educated people*
  - *a hard-won victory*
  - *long-haired dogs*
  - *snow-capped peaks*
  - *lemon-yellow walls*
  - *shoulder-length hair*
  - *a door-to-door salesman*
  - *a fruit-and-vegetable stall*
  - *ten-year-old children*
  - *a three- or four-week delay*
  - *off-piste skiing*
  - *a never-to-be-repeated performance*
  - *the knock-on effects*
  - *a touched-up photograph.*
- Adjectival phrases using a *-ly* adverb do **not need a hyphen** when used before a noun:
  - *a **beautifully illustrated** book*
  - *an **efficiently planned** trip*
- When not in the pre-noun position some combinations do not require hyphens:
  - *The expression is **much overused.***
  - *This book is **well written.***
  - *Is that report that is **up to date?***
  - *He is **better known** as an actor.*

- *The doorway has been **bricked up** for years.*
- *Which books are most frequently **asked for**?*
- *Has the photo been **touched up**?*
- *There is good skiing **off piste**.*

But in some cases **hyphens must be used** because of the **underlying grammatical structure** of the combination:

- *The passengers were **panic-stricken**.*
- *The possibilities are **mind-blowing**.*
- *The situation is not as **clear-cut** as that.*
- *She wears her hair **shoulder-length**.*
- *The whole thing is **crystal-clear**.*
- *I was standing **waist-deep** in the snow*
- *The walls are **lemon-yellow**.*
- *That remark was **uncalled-for**.*

-like and other combining elements

- Adjectives formed with ***-like*** have hyphens, whether before the noun or not:
  - *an **owl-like** expression*
  - *Her fingers were long and **claw-like**.*

  But some well-known ***-like*** adjectives are written as one word, for example:
  childlike *ladylike*
- The combining words ***-aware, -friendly, -conscious, -looking, -sensitive, -sounding*** are used with a hyphen, whether before the noun or not:
  - ***gender-aware** vocabulary*
  - ***environment-friendly** washing powders*
  - *a **strange-sounding** name*
  - *an **attractive-looking** neighbourhood*
  - *Is this dialogue box **case-sensitive**?*
  - *Are the British as **class-conscious** as ever?*

Compound verbs

- Compound verbs should be written either as **one word** or **hyphenated**:
  - *Who **masterminded** the scheme?*
  - *You can **backdate** the cheque.*
  - *Haven't you **stage-managed** a play before?*
  - *The plane **nose-dived** into the sea.*
- Don't hyphenate phrasal verbs:
  - *Couldn't you **share out** (not share-out) the sweets?*

Other issues

- Compounds formed with **prefixes** are normally written as one word:

redo *decontaminate* *uncover*
precondition *postdate*

- In some cases a hyphen needs to be inserted between the prefix and base word for the sake of clarity or appearance:

  anti-aircraft ***co-opt*** ***ex-wives***
  non-native ***a semi-invalid***

  Dictionaries have their individual preferences but give some guidance.

- A hyphen is needed to distinguish between certain pairs of words to avoid ambiguity:
  - *recover* (= get better) ***re-cover*** (= to put a new cover on something)
  - *recreation* (= relaxation) ***re-creation*** (= the process of creating something anew)
  - *reform* (= improve) ***re-form*** (= to form afresh).

- A hyphen is needed after the prefix if **the following word** begins **with a capital**:

  un-American ***pro-British***

- Compound **numbers** and **fractions** are hyphenated:

  twenty-seven ***thirty-first*** ***three-quarters***

Hyphens in word-division

Sometimes in printed works a word has to be divided at the end of a line because it won't fit into the line complete. A hyphen is used to indicate that the word is broken. Deciding where to break the word can be a problem if you are copy-editing a text.

Where a word has to be broken by a hyphen at the end of a line, make sure that the part before the break gives readers the best possible guidance about the rest of the word, to enable them to read on fluently. Avoid breaks that mislead the reader into a pronunciation that will have to be adjusted.

Here are some right and wrong line-end word-divisions:

RIGHT	WRONG	RIGHT	WRONG
knowl- edge	*know- ledge*	*magi- cian*	*magic- ian*
to- tal	*tot- al*	*na- tion*	*nat- ion*
met- al	*me- tal*	*rec- ognize*	*re- cognize*

A line-end break may be needed where there are two consecutive consonants. The usual practice is to break the word between the two consonants, whether the combination consists of a repeated consonant or two different consonants:

flam- mable	*cof- fee*	*chat- ter*	*les- son*

man- *ner*	*bub-* *ble*	*jog-* *ger*	*fel-* *low*
mys- *tery*	*lis-* *ten*	*con-* *sonant*	*fil-* *ter*
af- *ter*	*splin-* *ter*	*cor-* *ner*	*pub-* *lic*

But a double consonant that represents a single sound is not split:

fa- *ther*	*moth-* *er*	*fash-* *ion*	*bach-* *elor*
lach- *rymose*	*buck-* *et*	*graph-* *ic*	*laugh-* *ter*

Apostrophe [']

Apostrophes have **two main uses**: in **contracted words**, to show where letters have been omitted and to create **possessive forms** for proper names and nouns.

Contractions

There are two sets of contractions:

1 **pronoun + auxiliary verb** (or *be* and *have* as lexical verbs)
2 **auxiliary verb** (or *be* and *have* as lexical verbs) + *not*

■ **Pronoun + auxiliary verb**

I am	→	*I'm*	*it is* or *it has*	→	*it's*
I have	→	*I've*	*it will*	→	*it'll*
I will or *I shall*	→	*I'll*	*it would* or *it had*	→	*it'd*
I had or *I would*	→	*I'd*	*we are*	→	*we're*
you are	→	*you're*	*we have*	→	*we've*
you have	→	*you've*	*we will* or *we shall*	→	*we'll*
you will	→	*you'll*	*we had* or *we would*	→	*we'd*
you had or *you would*	→	*you'd*	*they are*	→	*they're*
he is or *he has*	→	*he's*	*they have*	→	*they've*
he will	→	*he'll*	*they will*	→	*they'll*
he had or *he would*	→	*he'd*	*they had* or *they would*	→	*they'd*
she is or *she has*	→	*she's*	*there is* or *there has*	→	*there's*
she will	→	*she'll*	*there will*	→	*there'll*
she had or *she would*	→	*she'd*	*there had* or *there would*	→	*there'd*

The contraction *'s* for *is* or *has* can be used also after nouns, proper names, other pronouns, *wh-* words and *here*:

- *The road's closed.*
- *Dad's arrived.*
- *That's done it!*

- *What's happened?*
- *Here's George.*
- *There's been no rain for a week.*
- *There's the train.*
- *Dave's thought of everything.*

But the contraction *'s* for ***has***, as in ***he's, she's, it's***, is not normally used where 'possessive' ***have*** is meant, because of possible confusion with the same contraction for ***is***:

- ***It has*** (not *it's*) *a long tail.*
- ***She has*** (not *she's*) *a lovely apartment.*
- ***He has*** (not *he's*) *no style.*
- ***Mike has*** (not *Mike's*) *a great sense of humour.*

Further examples of contractions in use:

- *Mum's going to find out the details – **she'll** let us know.*
- ***We'd** love to see you if **you're** able to come.*
- ***There'll** be a discussion to find out **who's** in favour of the proposal.*
- ***They'd** have invited you if **they'd** known you were in town.*
- *It's typical of Jack not to explain **what's** bothering him.*
- ***He'd** no right to complain, considering **he's** responsible for the difficulty.*
- *I'm quite satisfied if **that's what's** been decided.*
- ***Who's** moved my boots? **They've** disappeared.*

Notice also the contraction ***let's*** for ***let us***:

- *Let's take a bus into town.*

■ **Auxiliary verb** (or ***be*** or ***have*** as lexical verbs) + ***not***

are not or *am not*	➡	***aren't***	*will not*	➡	***won't***
is not	➡	***isn't***	*would not*	➡	***wouldn't***
was not	➡	***wasn't***	*shall not*	➡	***shan't***
were not	➡	***weren't***	*should not*	➡	***shouldn't***
have not	➡	***haven't***	*cannot*	➡	***can't***
has not	➡	***hasn't***	*could not*	➡	***couldn't***
had not	➡	***hadn't***	*dare not*	➡	***daren't***
do not	➡	***don't***	*might not*	➡	***mightn't***
does not	➡	***doesn't***	*must not*	➡	***mustn't***
did not	➡	***didn't***	*need not*	➡	***needn't***
			ought not	➡	***oughtn't***

Some examples of negative contractions in use:

- *I **didn't** watch which way I was going, and now I **can't** find my way home.*
- *I **haven't** seen Philip today – he **wasn't** at school.*

- *That key **hasn't** been found yet, but you **needn't** worry – it **won't** be lost.*
- *I **wouldn't** have called if I **hadn't** thought it was urgent.*
- *Couldn't you give Mrs Kyung a ride, since she **doesn't** like walking home in the dark?*
- *Isn't it amazing that the exhibits **weren't** damaged?*
- *I daren't tell Dad that these CDs **aren't** the right ones.*
- *I oughtn't to have shouted – I **mustn't** lose my temper like that.*
- *You **shouldn't** tease people you **don't** know – they **mightn't** understand.*
- *I shan't get there unless I hurry – I'm late, **aren't** I?*

Aren't is used in British English for ***am not***, but only in the inverted form ***aren't I?***

- *Aren't I an idiot?*

I'm not is the only possible contraction for ***I am not***.

See the section on **question tags** in the chapter ELLIPSIS AND SUBSTITUTION for information on the form ***aren't I?***

Although there are letters missing in two places in the contractions ***shan't*** (for ***shall not***) and ***won't*** (for ***will not***), you only use one apostrophe.

Instead of ***she isn't, they won't, I haven't***, you can use ***she's not, they'll not, I've not***, and so on:

- ***He'd not*** (or ***he wouldn't***) *want to lose his job.*
- ***There'd not*** (or ***there hadn't***) *been any rain for a week.*
- ***We'll not*** (or ***we won't***) *need any more milk.*
- ***Philip's not*** (or ***Philip isn't***) *coming.*
- ***They've not*** (or ***they haven't***) *been told yet.*

Possessive forms

You add *'s* (apostrophe +*s*) or *'* (apostrophe alone) after nouns and proper names to make **possessive forms.**

Here are **some general rules:**

- Add *'s* after **singular nouns and names:**
  - *I was told to go to the **head teacher's** room.*
  - *Miss Lee was standing beside **Andrew's** desk.*
- If there are two named 'possessors' joined by ***and***, put *'s* after the second name:
  - *Trixie is **Peter and Jenny's** dog.*
- Add *'* (apostrophe alone) after **plural nouns** and **plural names:**
  - *Miss Lee is marking the **students'** assignments.*
  - *The housekeeper has to iron the **waitresses'** aprons.*
  - *Have you seen the **Robinsons'** apartment?*

- Add *'s* after **irregular plural nouns** that do not end with *s*
  - *A lot of noise was coming from the **men's** cloakroom.*
  - *Our neighbour never forgets my **children's** birthdays.*
  - *It's amusing to listen to **people's** prejudices.*
  - *In the waiting room was a pile of **women's** magazines.*
- Add *'s* in the regular way to singular nouns that end with *s*:
  - *the **princess's** clothes*
  - *my **boss's** schedule*
  - *the **class's** attention*

  Add *'s* in the regular way to names ending with *s*
  - *James's coat*
  - *Thomas's books*
  - *Mr Jones's bicycle*
  - *Mary Jenkins's car*
  - *Robert Burns's poems*
- With Greek names ending with *s*, such as *Archimedes, Socrates*, and biblical names such as *Jesus* and *Moses*, people sometimes just add an apostrophe to form the possessive:
  - *Archimedes' principle*
  - *Moses' leadership*

  But if you prefer you can add 's in the regular way:
  - *Moses's journey*
  - *Jesus's teachings*
  - *Archimedes's principle*
- You can use *'s* with time expressions:
  - *Saturday's match will have to be postponed.*
  - *I didn't attend last year's reunion*
  - *Could you remind me about next week's appointments?*
- You can use *'s* to say how long something takes:
  - *The computer crashed and I lost three hours' work.*
  - *I think I'll take a week's holiday.*
  - *He was sentenced to four years' imprisonment.*
- You can use the possessive form of a sum of money with ***worth*** to give the cost of something:
  - *Rioters did 10,000 dollars' worth of damage.*

Apostrophes in plurals

With some short words that end in a vowel, an apostrophe can be used for clarity:

- *I soon discovered the **do's** and **don'ts** of giving a party.*
- *Are the puppies **he's** or **she's**?*

This is also sometimes done with the plural of small (lower-case) letters:

- *Always dot your **i's** and cross your **t's**.*

who's or whose?

Make sure you know the difference between ***whose*** (the possessive pronoun) and ***who's*** (the contraction of ***who is*** or ***who has***):

- ***Whose** coat is this?*
- ***Who's** wearing the wrong coat?*
- ***Who's** taken my coat?*

possessive pronouns

Never use an apostrophe in the possessive pronouns ***yours, hers, ours, theirs***:

- *No, that's **ours**; here's **yours**.*
- *If this is **theirs**, where's **hers**?*

it's and its

Distinguish between the possessive determiner ***its*** and the contraction ***it's*** for ***it is*** or ***it has***:

- *It's lost **its** mother and **it's** very unhappy.*

Quotation marks ' ' or " "

Quotation marks have two main uses: to quote the words used by a speaker; and to draw particular attention to a word or phrase.

Quotation marks for speech

You use quotation marks to quote the exact words of a speaker. You put the quotation mark ' or "at the beginning of the spoken words, and the quotation mark ' or "at the end of the spoken words.

- *'Hallo! I'm home!' called Harry. 'Where are you?'*

  'I'm in the kitchen,' came Maria's muffled voice, 'cleaning the oven. Have you had a good day?'

  'Not bad,' he replied, coming into the kitchen.

  'Well, I'm exhausted with all this cleaning,' said Maria, kissing him. 'How about a cup of tea?'

  'Lovely,' answered Harry, 'but make it coffee for me, if that's OK.'

  'Fine.' She busied herself with the kettle and cups. 'Do you have to go out again this evening?' she asked.

  'No. A comfortable evening in front of the television is what I'm promising myself.'

> ***Note***
>
> More detailed information about reporting speech will be found in the chapter DIRECT AND INDIRECT SPEECH.

'Me too, when I've made supper.'
'Suppose I do the supper,' offered Harry, 'since you're so tired?'
Maria smiled gratefully and replied, 'Oh, would you? That would be wonderful.'
'Right. I'll need eggs, cheese, milk –'
'In the fridge,' she interrupted.
'And pasta,' he added.
'Top shelf in the cupboard.'

- Showing people's exact words with quotation marks is called **direct speech**. You have a choice of **double** quotation marks " ", or **single** quotation marks ' '. For example, you can write:
  - *"Can I borrow this?" asked Lenny.*

  or
  - *'Can I borrow this?' asked Lenny.*

- It is **far more usual** to put the speaker and the saying verb **after** the spoken words than before them. You put a **comma** instead of a **full stop** at the end of the speaker's words, for example:
  - *'I'm looking for the zoo,' said the tourist.*

  If you put the speaker and saying verb **before** the spoken words, you can use either a **comma** or a **colon** before the opening quotation marks; some people use no punctuation at all:
  - *Maria smiled, and said, 'Thanks, Harry.'*
  - *Maria smiled and said: 'Thanks, Harry.'*
  - *Maria smiled and said 'Thanks, Harry.'*

- Punctuation marks that belong to the spoken words come before the closing quotation marks. For example:
  - *'Why are you frowning like that?' asked Miss Lee.*

- When a conversation is shown in novels, stories and so on, a new line is normally used for each change of speaker:

  'What's that?' asked Ken.
  'It's my tortoise's bed,' replied Frank.
  Ken laughed and commented, 'Looks pretty comfortable.'
  'Oh, yes, he's very fond of it.'

> ***Note***
>
> But notice that, for ease of arrangement, the 'new line' rule is often broken in the pages of text that illustrate grammar in context in this book.

Verbs used for quoting direct speech

- You often use the simple past ***said*** to give somebody's exact words:
  - *'The article you want is on page 22,' said Ken.*

- You can use ***asked*** when the words are a question:
  - *'Which page did you say?' asked Jane.*

- You can use *answered* or *replied* when you are giving somebody's answer or reply.
  - *'I said page 22,' answered Ken.*

- If you put the speaker and saying verb **after** the spoken words, the **speaker** can come **after** the saying verb. So you can write:
  - *'The bus is coming,' said Peter.*

  or
  - *'The bus is coming,' Peter said.*

- But personal pronouns, for example ***I, he*** or ***she***, usually come before the saying verb. So you write:
  - *'How do I get to the zoo?' he asked.*
  - *'Take the No.23 tram,' I answered.*

Did You Know?

In older literature personal pronouns frequently come after the saying verb:
- *'Would you care to dance?' asked he.*
- *'Gladly,' answered she.*

Quotation marks round individual words

Quotation marks are sometimes used round **individual words** or **phrases** to draw special attention to them for various purposes, for example:

- **word explanations**
  - *'Chortle' is a mixture of 'chuckle' and 'snort' – such words are called 'portmanteau' words.*
  - *Singaporeans are accused of having a 'kiasu' mentality, in other words, they are 'afraid to lose out'.*

- **quoting** someone's use of a word or phrase:
  - *The examiners said my argument was 'flawed'. What did they mean, 'flawed'?*

- use of a **trendy** or **specialized** term:
  - *Even as a child he liked to be considered a 'cool dude' by his peers.*

- use of a **colourful idiom**, or a **proverb** or **saying**:
  - *Dave was the 'black sheep' of the family.*
  - *Were her criticisms genuine, or was it just 'sour grapes'?*

- a **punning** or **joking** use of a word:
  - *Do you use the Internet – are you an enthusiastic 'Webster'?*

Quotes within quotes

When a word or phrase that is in quotation marks occurs within direct speech, you put double quotation marks round it:

- *'It's yet another case of "winner takes all",' commented Jack bitterly.*

If you are using double quotation marks for direct speech, put single quotation marks round the pinpointed word:

- *"You may be sure," he remarked, "that Mr Bush's 'handlers' have thought of some suitable piece of behaviour for him."*

CHAPTER

14 Direct and Indirect Speech or Speech-Reporting

Direct and Indirect Speech or Speech-reporting

We report conversation either by giving people's exact words (direct speech) or by 'editing' them into our own interpretation of the conversation (indirect speech).

DIRECT SPEECH

- Characteristics
  - quotation marks enclosing speaker's exact words
  - punctuation of speech kept within the quotation marks
  - the saying or asking verb + speaker (as proper noun, common noun or pronoun) outside the quotation marks
  - new line to show change of speaker.

INDIRECT SPEECH

- Characteristics
  - a saying , asking, thinking or wondering verb followed by a noun clause containing the indirect speech or thought
  - adjustments made in the conversion from direct speech, for example:
    - change of tense
    - change of personal and possessive pronouns
    - change of demonstrative pronouns
    - change of place, direction and time adverbs
    - no 'inversion' (reversal of subject and auxiliary verb) in questions
  - use of *to*-infinitives after verbs giving or seeking instructions, or after verbs expressing intention

UNIT 109

DIRECT SPEECH

DIRECT AND INDIRECT SPEECH IN CONTEXT

I had suddenly developed a very nasty itchy rash, which was spreading over my back, chest, waist and legs. I went to see my doctor, Dr Saunders, and told him about my problem.

'Have you eaten anything unusual recently?' enquired Dr Saunders.

'No,' I said, and then thought of something. **'I hope it's not an allergy to red wine – I enjoy that so much, and I'd be sad to have to give it up.'**

'I shouldn't think so,' said the doctor, scrutinizing the rash. **'But you never know.'**

'I did go to a Tapas restaurant two nights ago,' I recollected. **'But I didn't eat anything very exotic, and, anyway, the rash had already started by then.'**

'So it can't be that,' he concluded. **'Well, we need to give you something to help the itching, at least, and something to calm down the rash.'** He wrote a prescription, and went on, **'If these ointments don't work, we can try some other remedies.'**

'Shall I make another appointment?' I asked.

'Yes, do,' he agreed. **'Make it for the end of next week. We'll see what progress there is.'**

Direct speech is the reporting of speakers' exact words using **quotation marks**. A saying or asking verb + speaker typically follows the quotation, but may precede it, or may be omitted. A new speaker normally has a new line. Punctuation belonging to the quoted words comes inside the quotation marks. A comma replaces a full stop where the saying verb + speaker comes after the quotation.

Well, I collected my prescription from the pharmacy, and followed the doctor's instructions about applying the ointments, but after a week the rash was worse rather than better, and extremely itchy. So I rang the surgery again. The receptionist told me **that Dr Saunders was off with flu,** but said **I could see Dr Grant.** I said **Dr Grant would suit me fine,** and asked **if I could have an appointment next day.** The receptionist announced **that there was a cancellation at 11.30,** and told me **I could come then.**

Indirect speech is the reporting of speakers' words using a saying or asking verb and a **noun clause**, which may be a ***that*** clause (with ***that*** sometimes omitted) for a reported statement, or an ***if, whether*** or ***wh***-clause for a reported question.

Dr Grant turned out to be a woman, and she seemed a bit more clued up on rashes than Dr Saunders. She checked **which ointments I was using** and said **she would refer me to a skin specialist,** adding **that in the meantime she would exchange the ointments for some soothing creams.** She also suggested **that I try an emollient bath oil.**

She advised me **to apply the creams night and morning,** and told me **to add the emollient oil to a warm (but not hot) bath every evening.** When I asked **how much oil to add,** she told me **to put in about three tablespoonfuls.** She instructed me **to take things easily** – she would ask the office **to notify me about the specialist appointment,** and she promised **to see me again herself the following week.**

In indirect speech, verbs giving or asking for instructions are often used with a **to-infinitive construction.** Verbs expressing intention may also be followed by a **to-infinitive**

Reporting speech

There are two ways of reporting what people say: **direct speech** and **indirect speech**.

Showing people's exact words with quotation marks is called **direct speech**. You can use single quotation marks (' ') or double quotation marks (" ").

- *'Please don't tell anybody,' she begged.*

Direct speech is used chiefly in **fiction**, or for dramatic effect in journalism, biography, and so on.

Very often, however, when you are reporting what somebody said, you do not give their exact words with quotation marks. You cannot do this in any case when you are speaking rather than writing. Instead you use a **saying** or **telling** verb followed by *that* (which may be omitted after some saying and telling verbs) and a **noun clause**:

- *Jim announced that he was leaving his job.*
- *He said (that) he was fed up with it.*

Reporting people's speech in this way is called **indirect speech** or **reported speech**.

Direct speech

In the narration of a conversation, where there are more than two speakers, the **speaker** of each speech usually appears, with a **saying verb** (usually in the simple past), and his or her words within **quotation marks**. The usual style is to give **each new speaker a new line**:

- *'Where's my clean shirt?' asked Dad.*
  'Hanging in the kitchen,' answered Mum.
  'I'm also looking for my car keys,' announced Dad. 'Has anyone seen them?'
  'No!' chorused everyone.
  'Oh, here they are,' said Dad sheepishly, 'in my pocket all the time.'
  'It's eight o'clock already,' observed Sally.
  'Time to leave,' agreed Dad.
  'But I haven't brushed my teeth yet,' James objected.
  'Hurry up, then,' urged Mum.
  Minutes later Dad reported: 'The car won't start.'
  'We'll have to get a taxi, then,' declared James.
  'We must phone for one immediately,' insisted Sally.
  'Nonsense!' cried Mum.' You can get the bus. There's one due in three minutes.'
  'Right!' concluded Dad. 'Let's go for it.'

> ***Note***
>
> But notice that, for ease of arrangement, the 'new line' rule is often broken in the pages of text that illustrate grammar in context in this book.

- Where there are only two speakers, the reader can tell more easily which speaker is talking, so the speaker and saying verb are often omitted:

- *'So I'm having a day off tomorrow,' said Jennifer, adding three spoonfuls of sugar to her tea and stirring it.*
  'Bad for you, all that sugar,' commented Paula.

'I wouldn't enjoy it without sugar in it.'

'Why not try artificial sweeteners?'

'They're horrible, those sugar substitutes.'

'Well, try cutting down the sugar.'

'I have – it's no good.'

Even where there are more than two speakers, it is often possible to omit a speaker and saying verb:

- *'What are you wearing for Jane's party, Paula?' enquired Mary.*
  Paula considered. 'My pink top and jeans,' she answered. 'What about you?'
  'I'm wearing a dress, but I haven't decided which one.'
  'In that case,' broke in Jennifer, 'I'll wear a dress too.'

■ The commonest verbs for reporting direct speech are the simple ones, ***say, ask, answer***, but there are many other verbs that can be used. Here are some examples of verbs used with direct speech:

add	*admit*	*agree*	*announce*	*answer*
ask	*chorus*	*comment*	*complain*	*conclude*
confess	*cry*	*declare*	*enquire*	*hint*
insist	*object*	*observe*	*query*	*recollect*
remark	*reply*	*report*	*say*	*sigh*
state	*urge*	*wail*	*whine*	*whisper*

■ You can report people's thoughts as well as words in a 'direct speech' way, using verbs such as ***think*** or ***reflect***. You can use ***wonder*** for unspoken questions:

- *'That's funny, ' she **thought**. 'I'm sure I locked the door.'*
- *'Why does he always have to dominate the conversation?' I **wondered**.*

You can use the verbs ***add, continue*** and ***go on*** to give shape to the dialogue:

- *'I'll be late home tonight, Mum,' said James, **adding**, by way of explanation, 'There's a meeting of the drama club.'*
  'Oh, right.'
  *'I'm hoping to get a principal part in the next play,' he **continued**.*
  'Great,' said his mother.
  *'In fact,' he **went on**, 'I might get the leading part this time.'*

Punctuation and word order in direct speech

■ If the **speaker + saying verb** come **before** the quoted speech, you can put a comma or colon (but some people prefer to put no punctuation at all), before the quotation marks:

- *Peter said, 'It's too early to get up.'*
- *Peter said: 'It's too early to get up.'*
- *Peter said 'It's too early to get up.'*

- It is **much commoner** for the speaker and saying verb to come **after** the quoted words. When this happens, the **speaker** can come **before** or **after** the **saying verb**.
  - *'It's too early to get up,' said Peter.*
  - *'It's too early to get up,' Peter said.*

  But, if the **speaker** is a **pronoun**, it normally comes **before** the **saying verb**:
  - *'It's too early to get up,' **he** said.*

  In older writing pronouns could follow the saying or thinking verb:
  - *'I shall never let that book go out of my hands,' said **she**.* (Jane Austen: *Emma*)
- The **punctuation** belonging to the **quoted words** comes **inside** the closing quotation mark.
  - *Carla remarked, 'Peter's always late.'*
  - *'Why is Peter always late?' asked Carla.*
  - *'Peter's late again!' exclaimed Carla.*

  Notice, however, that a **comma** replaces a **full stop** in cases where the speaker and saying verb come after the quotation:
  - *'Peter's always late,' said Carla.*
- The speaker and saying verb can 'interrupt' the quoted speech. Put a **comma** at the **point of interruption**, followed by a closing quotation mark, and put a **comma before** the quotation mark that **re-opens** the direct speech:
  - *'Why,' asked Carla despairingly, 'is Peter always late?'*
  - *'The divorce of two close friends,' he commented, 'often takes you quite by surprise.'*
  - *'Yes,' she agreed. 'You never know,' she added feelingly, 'what goes on in private.'*

UNIT 110

TURNING DIRECT INTO INDIRECT SPEECH

When you turn direct speech into indirect speech there are usually several changes that you have to make to it, as well as removing the quotation marks. For example, the tense of the verb usually has to be adjusted, and pronouns may have to be changed. In addition, adverbs of time and place may have to be altered.

DIRECT SPEECH	INDIRECT SPEECH
• *'Where's my clean shirt?' asked Dad.*	• *Dad asked where his clean shirt was.*
• *'It's hanging in the kitchen,' answered Mum.*	• *Mum told him that it was hanging in the kitchen.*
• *'I'm also looking for my car keys,' announced Dad. 'Has anyone seen them?'*	• *Dad announced that he was also looking for his car keys, and asked if anybody had seen them.*
• *'No!' chorused everyone.*	• *They all said they hadn't.*
• *'Oh, here they are,' said Dad sheepishly, 'in my pocket all the time.'*	• *Dad admitted sheepishly that they were there all the time, in his pocket.*
• *'It's eight o'clock already,' observed Sally.*	• *Sally observed that it was already eight o'clock.*
• *'It's time to leave,' agreed Dad.*	• *Dad agreed that it was time to leave.*
• *'But I haven't brushed my teeth yet,' James objected.*	• *James objected that he hadn't yet brushed his teeth.*
• *'Hurry up, then, James,' urged Mum.*	• *Mum urged him to hurry up*
• *Minutes later Dad reported: 'The car won't start.'*	• *Minutes later Dad reported that the car wouldn't start.*
• *'We'll have to get a taxi, then,' declared James.*	• *James declared that they would have to get a taxi.*
• *'We must phone for one immediately,' insisted Sally.*	• *Sally insisted that they must phone for one immediately.*
• *'This is complete nonsense!' cried Mum. 'You can get the bus. There's one due in three minutes.'*	• *Mum said that was complete nonsense, and told them they could get the bus, adding that there was one due in three minutes.*
• *'Right!' concluded Dad. 'Let's go for it.'*	• *Dad concluded that they should go for it.*

Past reporting

In **past reporting**, that is, when the **saying verbs** are in the **simple past**, you have to make some changes to the exact words when you turn **direct speech** into **indirect speech**.

- You may need to make changes to **pronouns** and **determiners**:

DIRECT SPEECH	INDIRECT SPEECH
• *'I'm getting **my** hair cut,' said Dan.*	• *Dan said that **he** was getting **his** hair cut.*
• *'**We'll** have to decide,' declared Jim.*	• *Jim declared that **they** would have to decide.*
• *'**This** is quite irrelevant' I said.'*	• *I said **that** was quite irrelevant.*
• *'You can take the bus,' she told us.*	• *She told us **we** could take the bus.*

Note: when ***this*** is used in direct speech to refer to a point just mentioned, you change it to ***that*** in indirect speech.

- You need to make changes to **verb tenses**.
  These are the regular changes:

DIRECT SPEECH		INDIRECT SPEECH
simple present	➡	*simple past*
simple past	➡	*past perfect*
present continuous	➡	*past continuous*
present perfect	➡	*past perfect*

For example:

DIRECT SPEECH	INDIRECT SPEECH
• *'It's time to leave,' agreed Dad.*	• *Dad agreed that it **was** time to leave.*
• *'I saw Jane in the supermarket,' said Mike.*	• *Mike said that he **had seen** Jane in the supermarket.*
• *'**I'm looking** for my car keys,' announced Dad*	• *Dad announced that he **was looking** for his car keys.*
• *'But I **haven't brushed** my teeth yet,' James objected.*	• *James objected that he **hadn't yet brushed** his teeth.*

The following changes need to be made to the modal auxiliary verbs:

can	➡	*could*	*will*	➡	*would*
shall	➡	*would*	*may*	➡	*might*

For example:

DIRECT SPEECH	INDIRECT SPEECH
• *'You **can** get the bus,' said Mum.*	• *Mum said they **could** get the bus.*
• *'We **shall** have to get a taxi,' declared James.*	• *James declared that they **would** have to get a taxi.*

- *'My parents will be glad,' said Peter.*
- *'I may come to the party,' said Frances.*

- *Peter said his parents would be glad*
- *Frances said she might come to the party.*

Note: if the modal verbs ***would, could, might*** are used in the direct speech, they remain the same in the indirect speech. Similarly, ***must, should*** and ***ought*** keep the same form:

- *'I would like to help,' said Harry.*
- *'You should see a doctor, Jim,' said Ted.*
- *'I might come to the party,' said Frances.*
- *'You could move house,' I suggested.*
- *'You must read it, Tim,' said Pete.*
- *'I ought to go.' said Mum.*

- *Harry said he would like to help.*
- *Ted told Jim he should see a doctor.*
- *Frances said she might come to the party.*
- *I suggested that she could move house*
- *Pete told Tim he must read it.*
- *Mum said she ought to go.*

■ **other changes**

Several other kinds of change may need to be made when reporting speech in the simple past;

for example:

DIRECT SPEECH	INDIRECT SPEECH
• *'It's your turn to make the dinner tonight, Peter,' said Mary.*	• *Mary told Peter it was his turn to make the dinner that night.*
• *'But I made it only two days ago,' Peter reminded her.*	• *Peter reminded her that he had made it only two days before.*
• *'Well, but I did it yesterday,' insisted Mary.*	• *Mary insisted that she had done it the previous day.*
• *'Well, OK,' said Peter. 'As long as you make me something special tomorrow night.'*	• *Peter said he would make dinner as long as she made him something special the following night.*
• *'Fine,' said Mary. 'I'm going out just now, but I'll be back here at eight.*	• *Mary said that was fine, and added that she was going out just then but she would be back there at eight o'clock.*

Reporting in the present and future

When the **reporting verb** is in the **present, present perfect** or **future**, the tenses of the verbs in the direct speech **stay the same** in the indirect speech:

DIRECT SPEECH	INDIRECT SPEECH
• *'We need to talk to the manager.'*	• *They say they need to talk to the manager.*
• *'I'm sorry, he's busy just now.'*	• *His secretary says he's busy just now.*

- *'He was working late last night.'*
- *She says he was working late last night.*
- *'He tried to call you this morning.'*
- *She says he tried to call us this morning.*
- *'He'll talk to you later.'*
- *She says he'll talk to us later.*
- *'He's sorry about the misunderstanding.'*
- *He has said he's sorry about the misunderstanding.*
- *'We're staying here till we see him.'*
- *She'll tell him we're staying here till we see him.*

Reporting verbs that need an object

The following reporting verbs **need** the hearer as object. Apart from ***persuade*** and ***convince*** (which are used only with **indirect speech**) they can be used for direct or indirect reporting:

assure	*convince*	*inform*	*notify*	
persuade	*reassure*	*remind*	*tell*	*warn*

- *'The water is quite safe to drink,' she **assured** us.*
- *'Don't touch that fence,' he **warned** me. 'It's electrified.'*
- *We **convinced** my mother that exercises would cure her problem*

Reporting people's thoughts

- Many verbs can be used for the **indirect reporting of thoughts, expectations** and so on, for example:

assume	*believe*	*conclude*	*decide*	*discover*
expect	*feel*	*hope*	*imagine*	*know*
notice	*presume*	*realize*	*recollect*	*reflect*
remember	*think*	*understand*		

- *I **believed** he was right.*
- *She suddenly **remembered** that it was her dad's birthday.*
- *I **hope** you get there in time.*
- *We **noticed** that the lock was broken.*
- *I **know** you don't approve of the idea.*

- With some of these 'thinking' verbs, when the 'thought' is negative, you make the **thinking verb negative** instead of making the noun clause negative:
  - *I don't think he's tough enough* (= I think he isn't tough enough).
  - *I don't believe we've met before* (= I believe we haven't met before).
  - *I don't expect we'll meet again* (= I expect we won't meet again).
  - *I don't suppose you could lend me a dollar?* (= I suppose you couldn't lend me a dollar? = could you lend me a dollar?)

  The verbs that you can make negative in this way are:

believe	*expect*	*feel*

imagine *suppose* *think*

Passive verbs used for reporting

- Reporting verbs that need **the hearer as object** can be used in the **passive**, with the hearer as subject:
  - *We **were told** that the water was rising.*
  - *I **was convinced** he was telling the truth.*
  - *They **were informed** by the police that the charges had been dropped.*
- You can also use a passive reporting verb with it as subject:
  - *It **is believed** that neighbours are looking after the children.*
  - *It **was said** that she was suspected of witchcraft.*
- Or you can make a person or thing the subject of a reporting verb, with a following **to**-infinitive:
  - *The two parties **are thought** to be largely in agreement.*
  - *The film star **is reported** to have left Hollywood for a secret location.*

Indirect questions

- In **indirect questions**, the subject and auxiliary verb (or ***be*** or ***have*** as ordinary verbs) are **not reversed** as they are in a direct question:

  For example:
  - DIRECT: *Is it raining?* (**auxiliary** + subject + **main verb**)
  - INDIRECT: *She asked if it **was raining**.* (subject + **auxiliary** + **main verb**)
- You do not use ***do*** to form indirect questions:
  - DIRECT: *Do you **like** basmati rice?* (**do** + subject + **verb**)
  - INDIRECT: *She asked if I **liked** basmati rice.* (subject + **verb**)
- You usually use the verb ***ask*** to introduce indirect questions. For variety or more formality you can also use ***enquire*** (or ***inquire***):
  - *I **enquired** if the train was on time.*

  You can also use ***want to know***:
  - *This lady **wants to know** if she can change her Bank of England pounds into Singapore dollars.*
- For **unspoken questions** you can use ***wonder, don't know, want to know, would like to know, can't think*** or ***have no idea***:
  - *I **wondered** what she was going to say next.*
  - *We **didn't know** where the basement keys were.*
  - *I'd **like to know** where the money is to come from for all these expensive projects.*
  - *He **had no idea** what was causing the problem.*
  - *I **couldn't think** where the noise was coming from.*

- When the **answer** is the focus, you can use ***say, tell, explain*** and ***know***:
  - *Please **say** whether you like the idea.*
  - *I'll **tell** you why I voted against the proposal.*
  - *I **know** what's bothering her.*
  - *Let me **explain** how the system works.*

Yes-or-*no* questions and alternative questions

When you turn questions that expect the answer *yes* or *no* into indirect speech, you use *if* or ***whether*** to introduce the noun clause:

- *She asked if I wanted anything from the pharmacy.*
- *Mum called – she wants to know **whether** you'll be home for dinner.*

Questions that involve a **choice** or **alternatives** also use ***whether*** or *if*:

- *The waitress asked if we wanted fried rice or boiled rice.*
- *Please say **whether or not** you like the idea.*

DIRECT SPEECH	INDIRECT SPEECH
'Are you an introvert or an extrovert?' Jenny asked.	*Jenny asked **whether** I was an introvert or an extrovert.*
'Does my red dress make me look fat?' asked Danielle.	*Danielle asked **whether** her red dress made her look fat.*
'Can you swim, Carol?' asked Josephine.	*Josephine asked Carol if she could swim.*
'Are you choosing the vegetarian option?'	*The waitress wants to know if you're choosing the vegetarian option.*
'Did you pass your driving test?' George enquired.	*George enquired **whether** I had passed my driving test.*
'Have you been invited to the reception or not?' asked Maggie.	*Maggie asked **whether** or not I had been invited to the reception.*
'Are you bringing a guest, Sally?' enquired Peter.	*Peter asked Sally **whether** she was bringing a guest.*
'Shall I meet you in the theatre foyer?' asked Harry.	*Harry asked if he should meet me in the theatre foyer.*
'Will seven o'clock be convenient?' enquired John.	*John enquired **whether** seven o'clock would be convenient.*
'Has the washing machine finished?' asked Mum.	*Mum asked if the washing machine had finished.*

Grammar Help

When the speaker uses ***shall I*** or ***shall we*** in the direct question, when making **a decision or asking for instructions**, the indirect question has ***should*** (not ***would***):

- *'**Shall I** tell her or **shan't I**?' he wondered.*
- *He wondered whether or not he **should** tell her.*

Wh-questions

When the **direct question** is formed with one of the ***wh***-question words ***what, which, who, whom, whose, where, when, why, how,*** the ***wh***-word is used in the indirect question; for example:

- DIRECT: *'**When will you deliver** the vacuum cleaner?'* (**wh**-word **+auxiliary + subject + main verb**)
- INDIRECT: *I enquired **when they would deliver** the vacuum cleaner.* (**wh**-word + **subject + auxiliary + main verb**).

DIRECT SPEECH	INDIRECT SPEECH
*'**How** did you get here?' asked Dad.*	*Dad asked **how** I had got there.*
*'**Why** are you laughing?' Jane asked.*	*Jane asked **why** I was laughing.*
*'**Whose** are these sandals?' I asked.*	*I asked **whose** the sandals were.*
*'**Where** would you like to eat?' Dave enquired.*	*Dave enquired **where** we would like to eat.*
*'From **whom** did you get your earrings?' my sister wanted to know.*	*My sister wanted to know from **whom** I'd got my earrings.*
*'**Who** told you that?' asked Dan.*	*Dan asked **who** had told me that.*
*'**How much** do the tickets cost?' asked Meg.*	*Meg asked **how much** the tickets cost.*
*'**Which shoes** do you prefer, Sue?' asked Mum.*	*Mum asked Sue **which shoes** she preferred.*
'What are you doing on your birthday?' asked Eva.	*Eva asked **what** I was doing on my birthday.*
*'**When** will the guests be arriving?' asked Harry.*	*Harry asked **when** the guests would be arriving.*

In **direct questions** where the ***wh***-word **is not** the **subject** of the verb, the subject comes after the auxiliary, as in ***yes***-or-***no*** questions; the order is changed in the **indirect question**:

- DIRECT: *Where **are you** living?* (**auxiliary** + **subject** + main verb)
- INDIRECT: *I asked where **he was** living.* (**subject** + **auxiliary** + main verb)

In **direct questions** where the ***wh***-question word **is** the subject of the verb, the **subject** comes before the **verb**. So the order is the **same** in the **direct** and **indirect** question:

- DIRECT: *Who **owns** the shop?* (**subject** + **verb**)
- INDIRECT: *He asked who **owned** the shop.* (**subject** + **verb**)
- DIRECT: *What **has caused** the problem?* (**subject** + **auxiliary** + **main verb**)
- INDIRECT: *I asked what **had caused** the problem.* (**subject** + **auxiliary** + **main verb**)

But in questions about **identification** using the linking verb ***be***, the ***wh***-word is usually the **complement**, and the order changes in the **indirect question**:

- DIRECT: *Who **is** she?* (**complement** + ***be*** + **subject**)

- INDIRECT: *He asked* **who** *she* **was.** (**complement** + subject + ***be***)
- DIRECT: ***What is*** *your name?* (**complement** + ***be*** + subject)
- INDIRECT: *I asked* **what** *her name* **was.** (**complement** + subject + ***be***)
- DIRECT: ***Whose is*** *the blue toothbrush?* (**complement** + ***be*** + subject)
- INDIRECT: *She asked* **whose** *the blue toothbrush* **was.** (**complement** + subject + ***be***)
- DIRECT: ***What kind of bird is*** *it?* (**complement** + ***be*** + subject)
- INDIRECT: *She asked* **what kind of bird** *it* **was.** (**complement** + subject + ***be***)

UNIT 111

INDIRECT STRUCTURES USING A TO-INFINITIVE

Indirect *wh*-questions

Indirect *wh*-questions that concern **instructions** or **procedures** are often formed with a *to*-infinitive instead of a noun clause. This construction is possible with ***what, which, who, whom, whose, where, when, how*** and also ***whether***:

- *Tell me **how to begin**.*
- *I didn't know **whether to laugh** or cry.*
- *The guide showed us **where to leave** our bags.*

DIRECT SPEECH	INDIRECT SPEECH
• *'Shall I tell Helen the news?' wondered Jack*	• *Jack wondered **whether to tell** Helen the news*
• *'Where shall I put the towels?' asked Mary.*	• *Mary asked **where to put** the towels*
• *'What should I buy for Meg's birthday?' asked Colin.*	• *Colin asked **what to buy** for Meg's birthday.*
• *'Which cups shall I get out?' Anna wanted to know.*	• *Anna wanted to know **which cups to get out**.*
• *'When shall I stop pouring?' asked Peter.*	• *Peter asked **when to stop** pouring.*
• *'Who can I turn to for help?' wondered Helen.*	• *Helen wondered **who to turn to** for help.*
• *'How do I turn on the dishwasher?' asked Fred.*	• *Fred asked **how to turn on** the dishwasher.*
• *'Whose plan shall we adopt?' wondered Jim.*	• *Jim wondered **whose plan to adopt**.*
• *'What shall I do with the rubbish?' asked Joe.*	• *Joe asked **what to do** with the rubbish.*

- Many verbs that are used for **reporting speech** or **thoughts** can be used with a *wh*-question word and a *to*-infinitive:
  - *I haven't **discovered how to switch** on the dishwasher.*
  - *Tell me **what to pack** for the holiday.*
  - *I showed Dave **how to copy** his files on to a diskette.*
  - *I can't **think what to wear** for the wedding.*
  - *Have you **found out where to take** bottles for recycling?*
  - *I don't **know which to choose**.*

- *George will know whom to ask.*
- *I suddenly remembered which keys to press.*
- *We haven't decided whether to move house yet.*
- *She understands how to make the most of her money.*

Indirect commands and instructions

You can use many verbs with a **to**-infinitive to report orders, commands, instructions, requests, advice and invitations; for example:

advise	*ask*	*beg*	*command*	*encourage*
forbid	*instruct*	*invite*	*order*	*persuade*
remind	*request*	*tell*	*urge*	*warn*

DIRECT SPEECH	INDIRECT SPEECH
• *'Halt!' **ordered** the sergeant-major.*	• *The sergeant-major **ordered** the men to halt.*
• *'Try a bit harder,' **urged** my instructor.*	• *My instructor **urged** me to try a bit harder.*
• *'Go on, have an ice cream,' said Joe.*	• *Joe tried **to persuade** me to have an ice cream.*
• *'Put the lilies in the red vase,' said Meg.*	• *Meg **told** me to put the lilies in the red vase.*
• *'Do have dinner with me,' said Peter.*	• *Peter **invited** me to have dinner with him.*
• *'Walk a mile a day,' **advised** the doctor.*	• *The doctor **advised** me to walk a mile a day.*
• *'Remember to phone the dentist,' said Mum.*	• *Mum **reminded** me to phone the dentist.*
• *'Don't touch the wire,' **warned** the electrician.*	• *The electrician **warned** us not to touch the wire.*
• *The notice reads: 'No entry'.*	• *The notice **forbids** us to enter.*
• *'Please help me,' **begged** the girl.*	• *The girl **begged** us to help her.*
• *'You ought to try yoga' said Sue.*	• *Sue **encouraged** me to try yoga.*
• *The leaflet says: 'Charge the battery up before use.'*	• *The leaflet **instructs** you to charge the battery up before use.*
• *'Come in!' roared a voice.*	• *A voice **commanded** me to go in.*
• *'Please will you come with me?' asked Rosie.*	• *Rosie **asked** me to go with her.*
• *'Follow me, please,' said the waiter.*	• *The waiter **requested** us to follow him.*

■ **Ordering, instructing** and **requesting** verbs require the **hearer** (or 'ordered' person) as **object**. This means that these verbs can be used in the **passive**, with the **hearer** as **subject**:

- *I was asked to accompany the police officer.*

- *We are forbidden to enter.*
- *You are instructed to charge up the battery before use.*
- *I was encouraged by a friend to try yoga.*
- *We were warned by the electrician not to touch the wire.*
- *I was persuaded by Jack to have an ice cream.*
- *I was advised by the doctor to walk a mile a day.*
- *We were requested to wait in the lounge.*

Verbs that announce intentions

- Several verbs that express **the speaker's intentions** are used with a **to-infinitive**; for example:

agree	*offer*	*promise*	
refuse	*swear*	*threaten*	*vow*

- *I offered to look after my neighbour's plants while she was abroad.*
- *Ben agreed to complete the work by the end of the year.*
- *Mum promised to drive me to my dancing class.*
- *Sue refused to lend Jim any more money.*
- *Jim swore to pay back the money he owed her.*
- *A sacked employee is threatening to cause trouble.*
- *He vows to take revenge for his unfair dismissal.*

- Alternatively, all these 'intention-expressing' verbs except *offer* and *refuse* can be used with a **noun clause** containing a **modal verb + bare infinitive**:
  - *Ben agreed that he would complete the work by the end of the year.*
  - *Mum promised she'd drive me to my dancing class.*
  - *Jim swore he'd pay back the money he owed her.*
  - *A sacked employee is threatening that he'll cause trouble.*
  - *He vows that he'll take revenge for his unfair dismissal.*

Grammar Help

- Notice that ***insist, suggest*** and ***propose*** are followed by a ***that*-clause**, not a ***to***-infinitive; a **subjunctive** or ***should*** **+ main verb** may be used in the ***that***-clasue:
  - *Harry **insisted that** she go* (or ***should go***) *with him.*
  - *The doctor **suggested that** his patient take* (or ***should take***) *a holiday.*
  - *I **propose that** the plan be* (or ***should be***) *adopted.*
- But ***demand*** and ***recommend*** can take a ***that***-clause or a ***to***-infinitive:
  - *Jocelyn **demanded that** she see* (or ***should see***) *the restaurant manager.*
  - *Jocelyn **demanded to see** the restaurant manager.*
  - *My tutor **recommended that** I read* (or ***should read***) *more novels.*
  - *I was **recommended** by my tutor **to read** more novels.*

APPENDIX

TABLE OF IRREGULAR VERBS

BASE FORM	3RD PERSON SINGULAR	PRESENT PARTICIPLE	SIMPLE PAST	PAST PARTICIPLE
arise	arises	arising	arose	arisen
awake	awakes	awaking	awoke	awoken
be	(am) is (are)	being	was, were	been
bear	bears	bearing	bore	borne (= carried) born (= alive)
beat	beats	beating	beat	beaten
become	becomes	becoming	became	become
begin	begins	beginning	began	begun
behold	beholds	beholding	beheld	beheld
bend	bends	bending	bent	bent
bet	bets	betting	bet,betted	bet,betted
bid	bids	bidding	bid, bade	bidden
bite	bites	biting	bit	bitten
bleed	bleeds	bleeding	bled	bled
blow	blows	blowing	blew	blown
break	breaks	breaking	broke	broken
breed	breeds	breeding	bred	bred
bring	brings	bringing	brought	brought
broadcast	broadcasts	broadcasting	broadcast	broadcast
build	builds	building	built	built
burn	burns	burning	burnt,burned	burnt,burned
burst	bursts	bursting	burst	burst
buy	buys	buying	bought	bought
cast	casts	casting	cast	cast
catch	catches	catching	caught	caught
choose	chooses	choosing	chose	chosen
cling	clings	clinging	clung	clung
come	comes	coming	came	come
cost	costs	costing	cost costed (= find cost of)	cost costed
creep	creeps	creeping	crept	crept
cut	cuts	cutting	cut	cut
deal	deals	dealing	dealt	dealt
dig	digs	digging	dug	dug
dive	dives	diving	dived dove (American)	dived dove (American)
do	does	doing	did	done
draw	draws	drawing	drew	drawn

BASE FORM	3RD PERSON SINGULAR	PRESENT PARTICIPLE	SIMPLE PAST	PAST PARTICIPLE
dream	dreams	dreaming	dreamt, dreamed	dreamt, dreamed
drink	drinks	drinking	drank	drunk
drive	drives	driving	drove	driven
dwell	dwells	dwelling	dwelt,dwelled	dwelt,dwelled
eat	eats	eating	ate	eaten
fall	falls	falling	fell	fallen
feed	feeds	feeding	fed	fed
feel	feels	feeling	felt	felt
fight	fights	fighting	fought	fought
find	finds	finding	found	found
fit	fits	fitting	fitted	fitted
			fit (American)	fit (American)
flee	flees	fleeing	fled	fled
fling	flings	flinging	flung	flung
fly	flies	flying	flew	flown
forecast	forecasts	forecasting	forecast	forecast
foresee	foresees	foreseeing	foresaw	foreseen
foretell	foretells	foretelling	foretold	foretold
forget	forgets	forgetting	forgot	forgotten
forgive	forgives	forgiving	forgave	forgiven
forgo (= give up)	forgoes	forgoing	forwent	forgone
		foregoing (= previous)		foregone (= likely)
forsake	forsakes	forsaking	forsook	forsaken
freeze	freezes	freezing	froze	frozen
get	gets	getting	got	got
				gotten (American)
give	gives	giving	gave	given
go	goes	going	went	gone
grind	grinds	grinding	ground	ground
grow	grows	growing	grew	grown
hang	hangs	hanging	hung	hung
			hanged (= executed)	hanged
have	has	having	had	had
hear	hears	hearing	heard	heard
hide	hides	hiding	hid	hidden
hit	hits	hitting	hit	hit
hold	holds	holding	held	held
hurt	hurts	hurting	hurt	hurt
keep	keeps	keeping	kept	kept
kneel	kneels	kneeling	knelt,kneeled	knelt,kneeled
know	knows	knowing	knew	known
lay	lays	laying	laid	laid
lead	leads	leading	led	led
lean	leans	leaning	leant,leaned	leant,leaned

BASE FORM	3RD PERSON SINGULAR	PRESENT PARTICIPLE	SIMPLE PAST	PAST PARTICIPLE
leap	leaps	leaping	leapt,leaped	leapt,leaped
learn	learns	learning	learnt,learned	learnt,learned
leave	leaves	leaving	left	left
lend	lends	lending	lent	lent
let	lets	letting	let	let
lie	lies	lying	lay	lain
light	lights	lighting	lit,lighted	lit,lighted
lose	loses	losing	lost	lost
make	makes	making	made	made
mean	means	meaning	meant	meant
meet	meets	meeting	met	met
mislay	mislays	mislaying	mislaid	mislaid
mistake	mistakes	mistaking	mistook	mistaken
mow	mows	mowing	mowed	mown,mowed
overdo	overdoes	overdoing	overdid	overdone
oversee	oversees	overseeing	oversaw	overseen
overtake	overtakes	overtaking	overtook	overtaken
partake	partakes	partaking	partook	partaken
pay	pays	paying	paid	paid
plead	pleads	pleading	pleaded	pleaded
			pled (American)	pled (American)
prove	proves	proving	proved	proved,proven
put	puts	putting	put	put
quit	quits	quitting	quitted	quitted
			quit (American)	quit (American)
read	reads	reading	read	read
rid	rids	ridding	rid	rid
ride	rides	riding	rode	ridden
ring	rings	ringing	rang	rung
rise	rises	rising	rose	risen
run	runs	running	ran	run
saw	saws	sawing	sawed	sawn
say	says	saying	said	said
see	sees	seeing	saw	seen
seek	seeks	seeking	sought	sought
sell	sells	selling	sold	sold
send	sends	sending	sent	sent
set	sets	setting	set	set
sew	sews	sewing	sewed	sewn
shake	shakes	shaking	shook	shaken
shave	shaves	shaving	shaved	shaved
				(clean-) shaven
shear	shears	shearing	sheared	shorn,sheared
shine	shines	shining	shone	shone
			shined (= polished)	shined

BASE FORM	3RD PERSON SINGULAR	PRESENT PARTICIPLE	SIMPLE PAST	PAST PARTICIPLE
shoe	shoes	shoeing	shoed	shoed shod (= in shoes)
shoot	shoots	shooting	shot	shot
show	shows	showing	showed	shown
shrink	shrinks	shrinking	shrank	shrunk
shut	shuts	shutting	shut	shut
sing	sings	singing	sang	sung
sink	sinks	sinking	sank	sunk
sit	sits	sitting	sat	sat
slay	slays	slaying	slew,slayed	slain
sleep	sleeps	sleeping	slept	slept
slide	slides	sliding	slid	slid
sling	slings	slinging	slung	slung
smell	smells	smelling	smelt,smelled	smelt,smelled
sneak	sneaks	sneaking	sneaked snuck (American)	sneaked snuck (American)
sow	sows	sowing	sowed	sown,sowed
speak	speaks	speaking	spoke	spoken
speed	speeds	speeding	sped speeded (up)	sped speeded (up)
spell	spells	spelling	spelt,spelled	spelt,spelled
spend	spends	spending	spent	spent
spill	spills	spilling	spilt,spilled	spilt,spilled
spin	spins	spinning	spun	spun
spit	spits	spitting	spat spit (American)	spat spit (American)
split	splits	splitting	split	split
spoil	spoils	spoiling	spoilt,spoiled	spoilt,spoiled
spread	spreads	spreading	spread	spread
spring	springs	springing	sprang	sprung
stand	stands	standing	stood	stood
steal	steals	stealing	stole	stolen
stick	sticks	sticking	stuck	stuck
sting	stings	stinging	stung	stung
stink	stinks	stinking	stank	stunk
strike	strikes	striking	struck	struck (grief-) stricken
string	strings	stringing	strung	strung
strive	strives	striving	strove	striven
swear	swears	swearing	swore	sworn
sweat	sweats	sweating	sweated sweat (American)	sweated sweat (American)
sweep	sweeps	sweeping	swept	swept
swell	swells	swelling	swelled	swollen,swelled
swim	swims	swimming	swam	swum

BASE FORM	3RD PERSON SINGULAR	PRESENT PARTICIPLE	SIMPLE PAST	PAST PARTICIPLE
swing	swings	swinging	swung	swung
take	takes	taking	took	taken
teach	teaches	teaching	taught	taught
tear	tears	tearing	tore	torn
tell	tells	telling	told	told
think	thinks	thinking	thought	thought
throw	throws	throwing	threw	thrown
thrust	thrusts	thrusting	thrust	thrust
tread	treads	treading	trod	trodden
understand	understands	understanding	understood	understood
undo	undoes	undoing	undid	undone
uphold	upholds	upholding	upheld	upheld
upset	upsets	upsetting	upset	upset
wake	wakes	waking	woke	woken
			waked (American)	waked (American)
waylay	waylays	waylaying	waylaid	waylaid
wear	wears	wearing	wore	worn
weave (cloth)	weaves	weaving	wove	woven
			weaved (= twist and turn)	weaved
wed	weds	wedding	wed,wedded	wed,wedded
weep	weeps	weeping	wept	wept
wet	wets	wetting	wet, wetted	wet, wetted
win	wins	winning	won	won
wind /waɪnd/	winds	winding	wound	wound
withdraw	withdraws	withdrawing	withdrew	withdrawn
withhold	withholds	withholding	withheld	withheld
withstand	withstands	withstanding	withstood	withstood
wring	wrings	wringing	wrung	wrung
write	writes	writing	wrote	written

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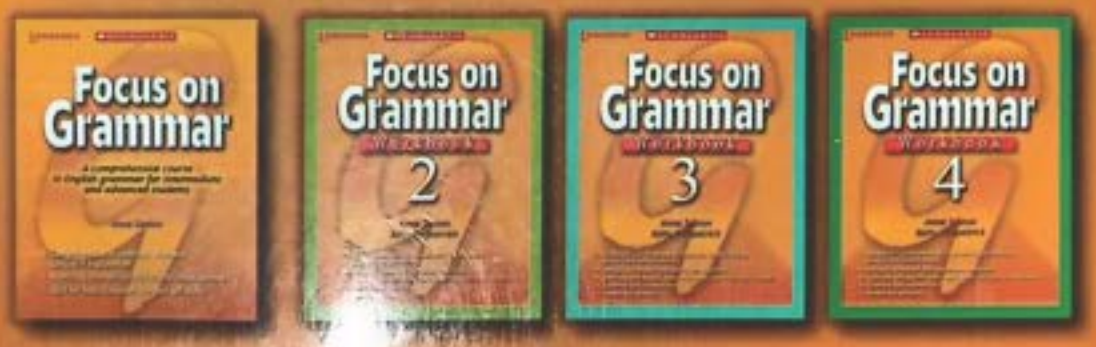
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